

# THE UNITED REPUBLIC OF TANZANIA



## MINISTRY OF WATER

### MODULAR GUIDE FOR DWST TRAINING



## WATER SECTOR DEVELOPMENT PROGRAMME (WSDP)

Programme Implementation Manual

Annex 9

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## ABBREVIATIONS

CA	Community Animator
CBO	Community Based Organisation
CMT	Council Management Team
COM	Community Ownership and Management
CORPs	Community Resource Persons
DC	District Council
DCDO	District Community Development Officer
DDF	District Development Fund
DED	District Executive Director
DHO	District Health Officer
DMT	District Management Team
DOM	District Operational Manual
DP	Direct Purchase
DPLO	District Planning Officer
DRA	Demand Responsive Approach
DT	District Treasurer
DTB	District Tender Board
DWE	District Water Engineer
DWSP	District Water & Sanitation Plan
DWST	District Water & Sanitation Team
EHW	Education, Health & Water (Committee)
ESA	External Support Agency
FMP	Facility and Management Plan
FSP	Facilitation Service Provider
HIV/AIDS	Human Immunal Virus Acquired Immunal Deficiency Syndrome
ICB	International Competitive Bidding
LGAs	Local Government Authorities
LGRP	Local Government Reform Programme
M&E	Monitoring and Evaluation
MCDWCA	Ministry of Community Development, Women & Children's Affairs
MD	Managing Director
MIS	Management Information System
MOH	Ministry of Health
MoW	Ministry of Water
NAWAPO	National Water Policy
NCB	National Competitive Bidding
NGO	Non Governmental Organisation
NRWSSP	National Rural Water Supply and Sanitation Programme
O&M	Operation and Maintenance
PHAST	Participatory Hygiene and Sanitation Transformation
PMO-RALG	Prime Minister's Office Regional Administration & Local Government
PMU	Project Management Unit
POM	Programme Operational Manual
RBM	Results Based Management
SOE	Statement of Expenditure
SP	Service Provider
SSP	School Sanitation Programme
TCs	Training Consultants
TNA	Training Needs Assessment
TSP	Technical Service Provider
W&S	Water and Sanitation
WATSAN	Water and Sanitation (Committee)
WDC	Ward Development Committee

# INTRODUCTION

## 1. Purpose of the Guide

The purpose of this GUIDE is to help you as an ADULT TRAINER to assist the District Water and Sanitation Team (DWST) members to learn their job during implementation of the National Rural Water Supply and Sanitation Programme (NRWSSP).

The Guide is one of the series of manuals produced to support the implementation of the NRWSSP. It is in a form of different training modules aimed to support the Training Consultants (TCs) to plan, organise and facilitate in a systematic and practical way the training events for the DWSTs. The Guide covers a number of topics all focusing on the need for the DWSTs to acquire practical skills on how to do their job - Less theory and emphasis on learning by doing things.

## 2. How to Use the Guide

This Guide is divided into **MODULES** consisting of **SESSION PLANS** which detail the step-by-step descriptions of how to run each session of the workshop. Each session plan is divided into the following parts:

- **LINKS TO DWST'S WORK** – how DWST will apply the acquired skills to their work situation;
- **OBJECTIVES** – what participants will be able to **DO** by the end of the session;
- **TIME** – the estimated length of the session;
- **MATERIALS** - a list of flipcharts, handouts, case studies, manuals, or other training materials which need to be prepared in advance; and
- **STEP** – a detailed description of (a) the topics to be covered and (b) the learning activities or training methods.

“**STEPS**” are the core of each session plan. This section is divided into a number of topics. For each topic there is a step-by-step description of how the session is run:

- **SMALL GROUPS** - how to use small groups, including ideas on size and tasks;
- **LEARNING ACTIVITIES** - discussions, brainstorming, practical exercise, etc.;
- **NEWSPRINT, FLIPCHARTS or “CARDS”** to record sessions ;
- **POSSIBLE RESPONSES** from discussions (which are presented in boxes);
- **REPORT BACK** - procedures for getting groups to give their reports;
- **SUMMARIZING** – points to be emphasised; and
- **TRAINER'S TIPS** – how to facilitate certain techniques.

**MATERIALS** are given at the end of each session plan. These include handouts, case studies, critical incidents or other materials needed for the session.

**You will need to modify these materials to suit your situation, or if you wish, create your own materials.**

**CAUTION! 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.

This Guide must be used together with other relevant manuals produced to support the implementation of NRWSSP. These include:

- ☞ NAWAPO (2002);
- ☞ NRWSSP Document;
- ☞ Programme Operational Manual (POM);
- ☞ District Operational Manual (DOM);
- ☞ Guidelines for Planning and Operating District Water and Sanitation Grants;
- ☞ Facilitator’s Manual;
- ☞ Trainer’s Guide for Facilitators Training;
- ☞ WATSAN Manual; and
- ☞ Trainer’s Guide for WATSAN/WUG Training.

**MODULES ON FINANCIAL MANAGEMENT AND PROCURMENT PROCEDURES ARE NOT PART OF THIS GUIDE. SPECIALISED TRAINERS IN THESE FIELDS WILL BE CONTRACTED BY MoW TO ORGANISE AND CONDUCT TAILOR MADE TRAINING PROGRAMMES IN THESE FIELDS/AREAS.**

### 3. Structure of the Guide

The first part of this Guide contains the general background information to the trainer which includes:

- ☞ Composition of DWSTs;
- ☞ The purpose of DWST training and specific training needs of DWST;
- ☞ Approaches to DWST Training; and
- ☞ Training Contents for DWSTs.

The second part of the Guide is made up of 16 modules. Module 14 has 7 sub-modules which are closely related.

Each module and/or sub-module covers the following:

- ☞ The learning objectives of the session,
- ☞ The time per session,
- ☞ The materials required,
- ☞ The proposed methods to be applied by the trainer, and
- ☞ The step by step guide which describes how the topic should be presented to participants in a logical sequence.

Boxes are meant to highlight important discussion points regarding specific topics. Several handouts are included for further reference by the trainer.

# WHY TRAIN DWSTs?

## 1 Objective

This part of the Guide aims at providing the trainer some important background on what the DWST is, its composition, its tasks, reasons why its members need to be oriented to new knowledge and skills. Such information will enable the trainer to be in a position of organising the training sessions in a way most suitable to the prevailing situation.

## 2. What is a DWST?

The District Water and Sanitation Team (DWST) is a team, which has been formed by the LGA as one of the basic requirements for participating in NRWSSP. It is a pivotal body in the management of NRWSSP within the LGA. Though not a legal structure as per LGA organisational arrangements, the DWST has been formed to facilitate coordination of the inputs of the different sectors that have responsibilities for water and sanitation (W&S) development in the district.

DWST consists of heads of departments or their representatives from the following sectors:

<b>Member</b>	<b>Area of Responsibility</b>
LGA Director (DED/MD)	Chairperson
District Planning Officer (DPLO)	Deputy Chairperson & coordinator of development planning
District Water Engineer (DWE)	DWST Secretary
District Health Officer (DHO)	Specialist on hygiene, sanitation & HIV/AIDS
District Community development Officer (DCDO)	Specialist on community management and facilitation
District Education Officer (DEO)	Responsible for school sanitation
District Treasurer (DT)	Responsible for financial management of NRWSSP funds.

The DWST is the key body in the management of water and sanitation at the LGA level. This team provides the day-to-day leadership, planning and coordination of water and sanitation activities in the district. They plan the implementation process, brief and involve councillors, the Council Management Team (CMT), organise the contracting of service providers and serve as the communication link with all stakeholders in the district regarding W&S development.

**A Council can co-opt 1 or 2 members from other sectors depending on its situational development priorities e.g. livestock, natural resources, lands etc**

## 3. Why Train DWST Members

While DWST members are all experienced managers, the DWST is a group of councils whose members need to develop the skills of working together as a team. This is the first time that this group of district heads has come together to manage W&S services.

The DWST is the pivotal body in managing the NRWSSP at the LGA level – they will make or break the programme. So their skills, understanding, attitudes and teamwork are important. Specific knowledge and/or skill areas that DWSTs need to acquire for day-to-day management of NRWSSP implementation include:

- ☞ **GENERAL ORIENTATION ON NAWAPO AND NRWSSP:** This is a new programme so DWST members need to understand its goals, principles, guidelines, concepts, components, project cycle and their role in managing the NRWSSP at the district level.
- ☞ **PROJECT MANAGEMENT SKILLS:** Though DWST members have relevant technical experience, they need more training in management skills including demand promotion, database management, procurement planning, training, advocacy, supervision, monitoring, evaluation and reporting.
- ☞ **CONTRACT MANAGEMENT SKILLS:** Given the role of the private sector in NRWSSP, DWST members need to learn skills in preparing tender documents and contracts, managing the tendering process, evaluating tenders managing contracts and monitoring the work of Service Providers
- ☞ **RESULTS BASED MANAGEMENT APPROACH:** DWST members need to learn a new management approach – one that uses expected results to guide planning and management decisions. Using this approach the DWST will first identify critical results and then use the results to plan activities and check that activities support achievement of these results.
- ☞ **COMMUNITY FACILITATION SKILLS:** Apart from management skills, DWST need to learn **software or people skills** to be used in working with communities and monitoring service providers. This will require learning new attitudes and developing facilitation skills, participatory approaches, problem analysis, gender and poverty responsive approaches, etc.
- ☞ **KNOWLEDGE OF PROGRAMME COMPONENTS:** DWST members also need to become more familiar with specific **programme areas** – water supply, hygiene, sanitation, HIV/AIDS, and the school sanitation programme (SSP).
- ☞ Finally they need to learn how to prepare a **DISTRICT WATER AND SANITATION PLAN** – the document that will guide W&S development in the district.

#### **Community support in managing their WSS facilities:**

Once community WSS facilities are built, DWSTs should have the skills required to provide support to communities for sustainable services. Members need monitoring and evaluation skills based on pre-determined performance indicators.

# APPROACHES TO DWST TRAINING

## 1. Objective

This part of the Guide introduces the trainer to the training approach suitable for DWST training. It highlights issues to be taken into account by the trainer so that DWST members are helped to learn practical skills that will allow them to perform their job more confidently and efficiently.

## 2. Training Strategies

- ☞ **Practical and Tasks Related Training:** Training should be as practical as possible and geared towards the DWST's work. It should prepare the DWST for each of their tasks in the project cycle. After each workshop they should be able to carry out their tasks as a form of "*learning through doing*"
- ☞ **Step-by-Step Training:** Training should be broken into a series of courses, which will be introduced at appropriate points in the Project Cycle. In this way trainees will learn new skills on a gradual, step-by-step basis and in relation to the tasks required during that phase as outlined in **DWST Training Contents**. This will avoid information overload and give DWSTs new skills at a time when they are most needed i.e. when they need the skill to do a new step in the Project Cycle.
- ☞ **Workshops and On-the-Job Coaching:** DWST training should essentially consist of short workshops and on-the-job coaching-and these two methods should be closely linked. In other words, each workshop should prepare DWST members for a specific set of tasks corresponding to a phase in the Project Cycle. After each workshop the DWST should be able to implement the new tasks for which they have been trained. While doing these tasks, they should be given on-the-job coaching and mentoring (advice and supporting feedback) to help them consolidate the skills.
- ☞ **Training Linked to New Operational Systems:** DWST training should be closely linked to the development of new systems for district W&S management such as:
  - Promoting demand for improved community W&S services;
  - Planning implementation activities using a results-based approach;
  - Promoting, verification , vetting applications community selection and filling FMPs;
  - Collecting, storing, analysing and reporting on water and sanitation data;
  - Developing 5-year and annual District Water and Sanitation Plans;
  - Identifying, selecting, contracting, training and managing service provider contracts;
  - Providing post construction follow-up support to communities including simple book keeping, transparency and O&M regime that enhances sustainability, and
  - Monitoring, evaluation and report writing.
- ☞ **Training in Skills Not Covered by Other Projects:** NRWSSP training should complement training events organised for Council staff by other programme such as Local Government Reform Programme (LGRP). It must focus on the specialised skills needed to implement NRWSSP and encourage other institutions to support the development of generic skills (e.g. financial management and procurement procedures for LGAs).



- ☞ **Training Needs Assessment (TNA) and Tailor Made Courses:** DWSTs in different districts have varying levels of skills and experience. As part of the preparation for each course Trainers must conduct a Training Needs Assessment (TNA) to identify existing skills/ knowledge and skills gaps/strengths and weaknesses of each DWST. TNA results should be used to plan training events that focus on the identified skill and/or knowledge gaps.
- ☞ **Participatory, Learner-Centred Training:** These are adult learning events. Hence, they should use a participatory, learner-centred approach aimed at promoting active participation in the learning process, rather than passive listening. Trainees will learn through doing, talking, discussing, analysing issues, practicing skills, developing strategies, planning for action and solving problems. This approach will encourage a two-way communication between trainers and trainees, and the sharing of ideas and experience among trainees. It will foster a sense of responsibility and initiative on the part of the learners and reinforce their ability to think for themselves, make their own decisions, take action and develop confidence.
- ☞ **Putting the District into the Driver's Seat:** LGAs are managers of the programme and should not take a back seat waiting for MoW or donors to manage the W&S services in their areas of jurisdiction. They should do away with the dependency. Syndrome that has become so deep rooted over the years. The DWST training strategy should help to promote a sense of ownership of the W&S agenda by the LGAs and the self-confidence to take their own initiative and not simply wait outside help. The trainers and MoW staff should as much as possible avoid giving answers or guidelines but instead allow the trainees to make their own plans which comply to national policies (e.g. district tailored guidelines for choosing communities)
- ☞ **Team Training and Inter-District Training:** The full DWST team should be trained at the same time; and a group of DWSTs from a couple of LGAs should be trained together for some courses to foster competition and sharing of experiences.
- ☞ **Training Plan and Contract:** A training plan and contract should be drawn up between MoW and TCs before the training. The contract will describe the respective roles of each party to the training programme - TCs and MoW. MoW should inform the LGAs on the contents of the contract i.e. description of tasks for the TCs. This will help MoW and the Councils to make a follow-up after each training input.
- ☞ **Action Planning:** At the end of each workshop trainees should be able to develop an action plan to guide field practice of the skills learned. The action plan should include tasks to be completed, each with clear objectives, targets, indicators and timeline. Trainees should carry them out in the period between training events. The action plan will ensure that training is not theoretical but instead closely linked to practical tasks in the field.

### 3. Course Contents

A number of training – formal and on-the-job sessions will be organised for DWST members. The aim is to help them acquire skills that can allow them to do their job with confidence and efficiency. The table below outlines different courses, which the DWSTs will have to attend.

Course	Trainees	Contents	Duration/Phase
Workshop 1: Basic Orientation on NRWSSP	DWST members	<ul style="list-style-type: none"> <li>• Overview of basics on NRWSSP goals, strategies</li> <li>• Demand promotion (COM &amp; DRA principles)</li> <li>• DWST tasks: data collection, verification, community selection, FMP appraisalpreparation of a DWSP,</li> </ul>	Before or after selection of LGA (2-3 days)
Workshop 2: Procurement and Contract Management	DWST & Council Tender Boards	<ul style="list-style-type: none"> <li>• Introduction to PPA (2004) procedures and guidelines</li> <li>• Preparation of tenders</li> <li>• Tender evaluation and selection process. Contract administration</li> </ul>	After selection of communities (5 days)
Workshop 3: Core Training Workshop	DWSTs, FSPs, TSPs	NAWAPO/NRWSSP goals & strategies, community project cycle, building COM, players and roles, facilitation skills, community planning, hygiene, sanitation and HIV/AIDS strategies, conflict management, WUE management models, report writing	After selection of service providers (5 days)
Workshop 4: Orientation on NRWSSP for Councillors & field implementers	Councillors, CMT members, council extension staff	NAWAPO/NRWSSP goals & strategies, community project cycle, building COM, players and roles,	Before or immediately after community planning meetings
Workshop 5: On the Job Coaching	DWSTs, Councillors, FSPs, TSPs, supply chain contractors, WATSAN/WUEs	Mentoring and coaching by the TCs, RS and MoW staff through practical engagements in the field e.g. on how to solve critical incidents	Periodically planned throughout the project cycle

## 4. Use of Participatory Methods and Techniques

As an adult trainer you have a range of training tools and techniques at your disposal, which can stimulate lively learning of your trainees. Here are a few of them.

- ☞ **DISCUSSION** is the central training technique – 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, sharing and analysis, rather than listening to a lecture by the trainer.
- ☞ **PRESENTATION** will be kept to a minimum. When used, they will be kept short.
- ☞ **SMALL GROUPS** are another central method: they help to maximise participation in discussion. In small groups people are more relaxed and everyone gets a chance to talk. Small groups make it easier for people to share ideas and learn from each other.
- ☞ **BUZZ GROUPS** - two people sitting beside each other – are a trainer's secret weapon! They help get instant participation. It is hard to remain silent in a group of two people.
- ☞ **REPORT BACKS** are used to bring ideas together after small or buzz group discussion. Often "ROUND ROBIN" reporting will be used – one new point from each group going round the circle. This ensures that all groups get a chance to contribute equally.
- ☞ **ROTATIONAL BRAINSTORMING:** This method generates ideas quickly on a number of topics and helps to maximise participation. Participants divide into small groups (2-4 people) and each group is assigned a starting topic. They brainstorm and record points on this topic on a flipchart – and then after 3-5 minutes move to a new topic and add points. Over the course of the exercise they contribute ideas to all topics.
- ☞ **CARD STORMING:** This is another technique to get out ideas quickly and get everyone involved. Participants divide into pairs or trios and are given cards. They write single point on each card and tape the cards on the wall. Once everyone is finished, the cards are organised into categories and discussed.
- ☞ **CASE STUDIES, CRITICAL INCIDENTS, ROLE PLAYS AND PICTURES:** Will be used to present problems to the trainees for PROBLEM-SOLVING – fictionalised 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 e.g. making a plan, 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.
- ☞ **WARMUP GAMES AND SONGS:** Will be used to loosen people up and create a spirit for learning, build a community feeling and create energy.

# MODULE 1: OPENING ACTIVITIES

## OBJECTIVES

The specific objective of this module is:

- To break the ice and help participants get to know each other;
- To draw out participant's expectations and fears about the workshop;
- To explain objectives and link them to expectations and fears; and
- To get trainees to agree on basic norms or rules for the workshop.

**TIME:** 2 hours

## STEPS:

1. **WELCOME:** Welcome participants to the workshop. Introduce yourself and other members of the training team.
2. **SELF-INTRODUCTIONS** (in pairs): Divide into pairs, mixing up participants from different DWSTs by using different techniques such as age, titles, dancing partners etc. Ask pairs to interview each other and find out the following information:
  - a. Rhyming name – e.g. Amazing Ahmed, Dancing Dorothy, Fearless Fred
  - b. District they work in and position on DWST
  - c. Expectations – “What I hope to learn from the workshop is.....”
  - d. Fears about the workshop – “What worries me about the workshop is .....

Then ask each participant to introduce his/her partner. Record or paste **Expectations** and **Fears** on a flipchart.

3. **PROGRAMME OVERVIEW (Large Group):** Briefly explain the topics in the programme overview (on flipchart) while linking them to the expectations or fears. Expectations or Fears that are not addressed by the topics should be recorded on a separate flipchart and posted on the wall. This list would include any topics that trainees would like to address that are not covered in the programme. Whenever possible, the programme can be adjusted to address these needs. Time should also be set-aside on the final day to deal with these issues.

Likewise, expectations or fears that are not directly related to the workshop objectives but in some ways have a direct bearing on its organisation or logistics should be posted on the wall separately as a 'Parking Bay' as below.

### Example of PARKING BAY:

- Worries about attendance allowances for participants
- Refreshments during the workshop

4. **TIMETABLE: Discuss the proposed starting and stopping times and tea breaks and get agreement.** 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 flipcharts, 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,
- ☞ No mobile phones during the session, etc.

6. **STEERING COMMITTEE:** Explain that the TCs will meet at the end of each day to review what happened during the day. They would like a few participants to join them each day on a rotating basis. Ask for volunteers for the first day.
7. **REVIEW OF DWST EXPERIENCE: (Small Groups):** Divide into small groups, mixing up participants from different DWSTs. Ask groups to discuss
- a. What has been your experience so far as a DWST member?
  - b. What have been your **SUCSESSES AND ACHIEVEMENTS?**
  - c. What have been your **PROBLEMS AND FRUSTRATIONS?**

Encourage DWSTs to raise their feelings in relation to their new role/position, working conditions, relations with the District Council, etc.

8. **ROUND ROBIN REPORT BACK:** Record points under the two headings

- a. Successes and Achievements and
- b. Problems and Frustrations

Identify key points and discuss – or make sure they are covered during other sessions in the workshop.

## MODULE 2: NEW APPROACH TO RWSS DEVELOPMENT

### LINKS TO DWST's WORK:

To do their work effectively DWST members need to have a clear understanding of the NRWSSP overall approach strategies, and goals

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

- Draw out participants' prior knowledge and experience on implementation of NAWAPO;
- Explain the difference between the "old approach" and the "new approach"; and
- Explain the basic strategies of the new approach – the NRWSSP.

**TIME:** 2 Hours

### BACK UP MATERIALS:

- NAWAPO – Section on Rural Water Supply
- DOM – Chapter 1

### STEPS:

1. **WHAT DO YOU KNOW ALREADY? (Rotational Brainstorming):** The objective of this exercise is to get participants to bring out what they know already about the NRWSSP – and then use this as the starting point for clarifying NRWSSP approaches. Set up 10 flipchart stations, each with a different topic. (The topics and possible responses are given in Handouts 1&2). Then divide into 10 groups (depending on the total number of participants and the topics) and assign each group a starting station. Ask each group to write on the flipchart what they know about the topic. After 2-5 minutes ask groups to rotate and add points to the next topic. Continue until groups have contributed points to all the topics.
2. **REPORT BACK:** Review the points on the flipchart for each topic (briefly) and discuss "What is confusing or incorrect? What things are missing?" Add missing information for each topic (refer to Handouts 1&2).
3. **REVIEW OF BASIC STRATEGIES:** Then use the outputs as the basis for reviewing basic strategies of NRWSSP. For each strategy ensure that participants understand 'why' the strategy was introduced and 'how each strategy will be implemented. Finally, distribute Handouts 1&2 and highlight the most critical issues, which participants would like to discuss further during the workshop.

## Handout 1: WHAT DO YOU KNOW ALREADY?

### A. COMMUNITY PROBLEMS WITH WATER

Traditional sources unprotected; long distance to fetch water; sources dry up during dry season; pollution of sources by human activities; salty and faecal contamination; existing protected sources are poorly maintained; uneven distribution of pumps; spare parts inaccessible; vandalism of pumps; weak community organization; conflict between community groups.

### B. COMMUNITY KNOWLEDGE/ATTITUDE/PRACTICE REGARDING HYGIENE

No demand for hygiene - don't see its importance; knowledge is relatively high but practice is poor; children's faeces seen as harmless so no extra care in handling it; women's workload blocks improved hygiene; taboos/customs and poverty are constraints.

### C. COMMUNITY KNOWLEDGE/ATTITUDE PRACTICE REGARDING SANITATION

Low demand; many people have pit latrines but don't use them; pit latrines are poorly built and maintained; high water tables - collapsing structures; taboos discourage use of latrines; women want latrines but depend on men to finance and dig them

### D. COMMUNITY KNOWLEDGE/ATTITUDE/PRACTICE/REGARDING HIV/AIDS

Little information/knowledge; don't recognise seriousness of HIV/AIDS; viewed as problem coming from town; local customs (e.g. widow inheritance, polygamy) increase risk of AIDS; people are shy to buy condoms or go for HIV testing; young women at risk.

### E. "OLD" APPROACH TO WATER SUPPLY DEVELOPMENT

Top down, supply driven approach - government provider of services and makes all decisions; community not involved in planning/ decision-making; no sense of ownership/commitment; "free water" - community has no financial stake in facilities; dependency on government for maintenance; management at national and regional levels, district and community left out; more emphasis on water than H&S; women excluded from planning and decision-making

### F. "NEW" APPROACH TO WATER SUPPLY DEVELOPMENT

Community ownership and management - community plans, constructs and manages their own facilities; demand driven - communities initiate water improvements by making a request; communities contribute to capital (2.5-5%) and O&M (100%); districts take lead role; private sector provision of goods and services; women playing lead management role; hygiene and sanitation closely integrated with water supply.

### G. ROLES OF DISTRICT COUNCIL IN MANAGING NRWSSP

Collect data and make District W&S Plan; provide information and support to communities; select communities to be assisted; contract private sector to provide goods and services to communities; manage funds for W&S; supervise; monitor; evaluate and write reports.

### H. COMMUNITY'S ROLE IN MANAGING MONEY

Raise funds (cash 2.5-5%) and in-kind contributions for capital; pay for water used-raise O&M funds (100%); use money to buy spare parts; agree as a community on how much money to be collected and how it will be collected; keep money safely; bank the money promptly; record-keeping; plan what to do with money

### I. ROLES OF THE PRIVATE SECTOR

Community mobilization and training, planning and design, surveying and siting, boreholes drilling, hand dug well construction, civil works construction, pump installation, pump repair, spare parts supply, caretaker training; operating water supply systems.

### J. HOW TO MAXIMISE WOMEN'S INVOLVEMENT IN W/S/H MANAGEMENT

Ensure gender balance in WATSAN; educate everyone on importance of involving women; ensure women's active participation in all phases and activities; promote gender role re-allocation and reduced women's workload

## Handout 2: NRWSSP STRATEGIES

### **COMMUNITY OWNERSHIP AND MANAGEMENT (COM)**

Users are responsible for operation and maintenance of the new facilities.

Users contribute to capital cost and take responsibility for O&M cost.

The community decide on the type of water supply facility.

Community establish their own management system and management structure.

Community own the new facility. Community manage water and sanitation.

Community is involved in implementation and management of the project.

Formation of water and sanitation management groups e.g. water user groups/associations

Building management and technical capacity at community level, Backstopping

### **DEMAND RESPONSIVE APPROACH (DRA)**

Community initiates the project -they make a demand for a new water supply.

Informed choice - community makes decision based on information on what is possible

Respond to communities who are willing to pay the required contribution towards capital and 100% O&M

Application form - expression of community demand

Community asked to identify their problems and solutions

Bottom-up rather than top down approach. Awareness creation. Capacity building

### **COMMUNITY CONTRIBUTION**

Community contributes towards capital and O&M costs of the new facilities.

Capital cost financing - in cash and in-kind as required and 100% O&M.

Demand based - respond to communities who show they are able to contribute financially.

Community contribution to costs creates sense of ownership.

### **INVOLVEMENT OF WOMEN AND VULNERABLE GROUPS**

Gender mainstreaming in planning and monitoring of water supply

Women should be members of the water management committees.

Women should be involved in all stages of project cycle implementation.

Women should be involved in the selection of technical options.

Women and children are the most affected groups in water and sanitation.

In planning for water facilities consider women's workload (family and obligation).

Ensure that all community members (including vulnerable) have access to services.

Exemptions for vulnerable groups i.e. not expected to pay water fees.

### **INTEGRATION OF HYGIENE, SANITATION AND HIV/AIDS**

No safe water if the environment is not clean. No safe water if people do not use latrines.

Water is required to practice hygiene e.g. wash hands. HIV/AIDS patients need plenty of water

Multi-sector collaboration e.g. health, water, community development and private sector

PHAST methods use of theatre groups.

### **CENTRAL GOVERNMENT AS FACILITATOR**

Policy formulation and conceptualization; Promotion, Training and capacity development. Coordination. Supervision. Monitoring.

Evaluation. Quality and standards

Planning for investment. Control of funding, budgeting, Fund raising from donors.

Create conducive environment for implementation.

### **LOCAL GOVERNMENT AS FOCAL POINT FOR IMPLEMENTATION**

LGA makes key decisions in programme, supervise implementation.

DWST manages, coordinates and monitors the work of TSPs and FSPs.

District provides quality control. District in the driver's seat

### **PRIVATE SECTOR INVOLVEMENT**

FSPs and TSPs help communities to plan, implement and manage W&S facilities.

Contracting for construction and repair works. Supplying water equipment

Networking with government and other service providers.

Capacity building for stakeholders, including service providers (NGOs and companies)

Two-way communication between district council and communities

Monitoring and follow up - backstopping for community management



# MODULE 3: NEW PLAYERS AND NEW ROLES

## **LINKS TO DWST'S WORK:**

DWST members need to have a clear understanding of their own roles and tasks so that they can do their job effectively. They also need to know the roles of other players so they can work with them and help to resolve role conflicts.

**SESSION 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

**TIME:** 2 hours

## **MATERIALS:**

- Establish FLIPCHART STATIONS for each of the key players – Community, WATSAN, Facilitator, DWST, Council Tender Board, Service Providers
- DISTRICT OPERATIONAL MANUAL Chapter 2
- POM – Chapters 3, 4 &5

## **STEPS:**

### **1. WHAT ARE YOUR OWN ROLES? (Buzz Pairs):**

Divide into pairs, ask each pair to brainstorm the roles of a DWST, write them on cards and tape on wall. Then group common roles, discuss and clarify each role. Make reference of the following points.

#### **Roles of DWST:**

- Inform/consult DA structures e.g. Full Council, EHW Committee, CMT;
- Coordinate and liaise with MoW, Donors, NGOs, other agencies;
- Organize data collection and analyse data on W&S levels and needs;
- Develop and manage data base on water and sanitation;
- Prepare District Water and Sanitation Plan (DWSP) and annual plans;
- Organise demand creation through Councillors and Council staff;
- Appraise applications and proposals produced by the community;
- Consolidate community proposals and prepare consolidated budget;
- Organize training of Service Providers, WATSAN and others;
- Facilitate procurement and contracting of Service Providers;
- Monitor and supervise Service Providers and Extension Workers;
- Manage funds allocated for water and sanitation;
- Administration e.g. writing progress reports, bid evaluation reports;
- Trouble-shooting-solve conflicts and problems at different levels;
- Organize monitoring and evaluation of Water and Sanitation projects;
- Provide continuous backup support to communities; and
- Organise registration of WATSAN Committees and adjudication of land and water rights.

2. **KEY PLAYERS – ROLES AND RELATIONSHIPS (Rotational Brainstorming):**  
Write on the flipchart the three categories – **COMMUNITY, GOVERNMENT and PRIVATE SECTOR**. Ask participants to brainstorm players under each category.

**COMMUNITY:** Community members, Village Government, Village Health Committee, WATSAN/WUE Committee, Caretakers, Pump Attendants, CORPs.

**GOVERNMENT:** MoW, PMO-RALG, MOF, MOH, MCDWCA, RS, LGA, DWST, EHW Committee, Tender Board.

**PRIVATE SECTOR:** FSPs, TSPs, Drillers, Surveyors, Contractors, Technicians, Suppliers, Spare Parts Dealers

Then divide into small groups for rotational brainstorming. Assign each group one of the following players – **Community, WATSAN/WUE Committee, FSPs, TSPs, MoW, Councillors and Council Tender Board (CTB)**. Ask each group to write the roles of its player on the displayed flipchart. Ask groups to rotate after 2 to 5 minutes. Continue until groups have contributed to the role description for each of the 7 players. Then ask each group to return to its original player and prepare a presentation.

**REPORT BACK:** Let all participants in one group move from one station to another adding or adjusting statements so that roles are clearly stated.

**RELATIONSHIPS OF PLAYERS-** Use small groups: Then discuss relationships between DWST and other players, using the actor analysis table in the DOM Chapter 2, focusing on the following relationships – **DWST-MoW, DWST-Other line ministries, DWST-RS, DWST-Service Providers and DWST-Community**. Assign each relationship to one group. Ask each group to discuss the following questions:

- (i) *What are the potential problems in relations with.....?*
- (ii) *What support is expected from .....*?
- (iii) *What would you do to build a strong relationship with.....?*

**REPORT BACK:** Ask each group to give its report. Then identify major problems and discuss. Make a summary of all the agreements and issues pointed out. Ask the participants to read in their spare time DOM Chapter 2 and POM Chapters 3-5.

# MODULE 4:

## KICK START ACTIVITIES FOR DWST

1. **LINK TO DWST'S WORK:** Once the Council authorities have formed the DWST there are a number of activities, which should precede actual management of the NRWSSP. This should demonstrate how the LGA is leading the process rather than waiting for MoW to initiate W&S development in its own area.
2. **SESSION OBJECTIVES:** By the end of the session participants should be able to:
  - List activities which the LGA has to carry out in preparation of actual implementation of NRWSSP; and
  - Identify type of support and sources to get such support.
3. **TIME:** 1 hour
4. **MATERIALS:** DOM – Chapter 3

### 5. STEPS:

1. **GETTING STARTED: (buzz groups):** Ask participants in pairs:

*What do you think are the activities to start up the NRWSSP process in your district?*

After 5 minutes ask each pair (round robin reporting) to give one activity and write all the answers on a flipchart. Go through the list in order to clarify and get agreements. Then ask the same pairs to brainstorm which type of support the Council need and from whom in order to be able to start up the NRWSSP process.

- ☞ Formal appointments of DWST members
- ☞ Apply for participating in NRWSSP
- ☞ Sign MoU with MoW
- ☞ Providing an office space for DWST
- ☞ Procurement of office facilities (e.g. computers, file cabinets), and transport
- ☞ Collecting of baseline data on W&S
- ☞ Organise work among DWST members
- ☞ Orientation of NRWSSP promoters
- ☞ Preparation of DWSP
- ☞ Promote demand for improved W&S at community level
- ☞ Select communities for NRWSSP support

3. **SUMMARISE:** Wind up the session by making clarification on what the participants have highlighted as key issues. Refer to DOM Chapter 3 and POM Chapter 4. Ask participants to read these chapters by themselves.

# MODULE 5: BUILDING A STRONG DWST

## 1. LINKS TO DWST'S WORK:

DWST members come from different departments within the Council and have different backgrounds. Yet they need to work together and have a common perspective to be effective as a team.

## 2. SESSION OBJECTIVES: By the end of the session participants will be able to:

- Identify strategies for improving their teamwork; and
- Work out a responsibility chart for dividing up the work.

## 3. TIME: 2 hours

## 4. MATERIALS:

- CASE STUDY
- DOM – Chapter 4
- POM – Chapters 4 & 5
- Copies of Handouts 3, 4 & 5

## 5. STEPS:

### 1. TEAMWORK EXERCISE (in pairs): Divide into pairs. Explain the task as follows:

- Don't talk to your partner. Remain silent throughout the activity.*
- Hold a pen together in such a way that you can both draw and write with it.*
- Draw a picture of a house on a sheet of paper*

**Debriefing:** After the pairs have finished, ask them to discuss:

- What were your feelings and reactions during the exercise?*
- What helped you and what hindered you during the exercise?*
- What does this say about working together in your DWST?*

### 2. ASSESSING OUT TEAMWORK (Case Study): Divide into trios and distribute the case study in handout 3 to each participant. Allow them 2-3 minutes to read the case study. Then lead the discussion by asking the following questions:

- Why did the Makambako DWST fail to build effective cooperation?*
- What are the weaknesses in the way you work together in your DWST?*
- How can you strengthen teamwork within your DWST?*

## HELPS

Clear understanding of tasks  
Willingness to collaborate  
Sharing the leadership

## HINDERS

Confusion about task  
Unwillingness to collaborate  
Domination by one person

**6. CHARTING OUT RESPONSIBILITIES:** Divide into DWST teams and ask each team to prepare a RESPONSIBILITY CHART. Provide them with an uncompleted form as formatted in Handout 4. Let each team display its work and through gallery walk allow

each team to make presentation for about 2 minutes and other participants to express their reactions.

**7. SESSION SUMMARY:** Summarise the session by wrapping up all-important issues that were raised. Distribute handouts 3, 4 & 6 and provide some insight on things that need to be done or avoided in order to build DWST teamwork.

### **Handout 3**

#### **Problems in Case Study**

- Members lock themselves into their own narrow specialization - no interest in other areas
- Poor teamwork - members make little effort to support each other
- DCDO makes no attempt to talk about sanitation - and fails to refer this issue to DHO
- Conflict over control of resources - funds and transport
- Meetings promote little real dialogue - people give reports but no one listens
- Meetings fail to look at how members could coordinate their activities or support each other
- DED and DPLO taking decisions on their own
- Lobbying by members to get their friends (FSPs) contracts

#### **How to Build More Effective Teamwork?**

- Develop respect, trust and transparency within the team
- Set clear goals and make sure everyone understands his/her role
- Ensure that each member knows each other's roles so they can support each other
- Get input from the whole team on strategy and programme activity in each area
- Share the work equally among members so everyone feels she/he is contributing
- Organize regular meetings at which members can brief each other about what each is doing and what help they need from other members
- Organise a regular process of joint problem solving, planning and action
- Regular evaluation to identify strengths, weaknesses, areas for improvement
- Develop skills and procedures for solving internal conflicts

<b>TASKS</b>	<b>DED</b>	<b>DPLO</b>	<b>DT</b>	<b>DWE</b>	<b>DHO</b>	<b>DCDO</b>	<b>DEO</b>
Call DWST meetings	√						
Write DWST minutes		√					
Report to DEHWC and Council	√	√	√	√			
Liaise with donors/ESAs	√	√					
Develop data base		√		√	√		
Prepare DWSP and annual plans	√	√	√	√	√	√	√
Promotion and verification				√	√	√	
Appraise application and FMPs		√		√	√	√	√
Prepare consolidated budget			√				
Prepare procurement plans		√	√				
Prepare implementation plans		√		√	√	√	√
Prepare procurement docs		√					
Technical evaluation of bids		√					
Negotiate and sign contracts	√						
Manage and monitor training						√	
Supervise and monitor Facilitation SPs					√	√	
Supervise and monitor Technical SPs				√	√		
Manage District W&S Fund			√				
Registration of WATSANS		√					
Facilitate spare parts systems				√			
Train and register Area Mechanics				√			
Train and register Latrine Artisans					√		
Write monthly reports		√		√	√	√	√
Schools Programme							√

TO BE REPLACED BY A SIMILAR TABLE FROM POM

## Handout 5: CASE STUDY OF A DWST

The DWST in Makambako District was formed one year ago to provide the leadership for the new NRWSSP in the district. It started off with lots of enthusiasm and interest, but after a while started to run into problems

At the start the idea was for members to take on a generalist role, contributing to all aspects of the programme. But team members soon began to focus narrowly on their own areas of specialization - the DHO health issues, DWE water supply and the CD boss said she was the only one who really knew how to work with communities. Each member regarded his/her own specialization as the most critical and had little interest in other areas. This affected the way in which field visits were conducted. Team members only dealt with their own departmental issues. When the DCDO, for example, was asked about sanitation issues during one of her visits, she said: 'Oh, I know nothing about sanitation. You will have to wait to hear from the DHO.' When she returned to the Council, she made no effort to tell the DHO that the community needed some advice on sanitation.

In the first months before there were any resources, team members got on okay. But, as soon as funding appeared, tensions began to develop. Funds for the PHAST programmes, for example, were monopolized by the DHO who said that this was his department's responsibility, so other members should let him run the training workshops - and "not interfere". The other members resented the fact that they had been cut out of the PHAST programme and began to lose interest.

Members began to complain that they knew little about what other team members were doing. The team began to meet less and when they did have meetings, there were lots of arguments and bad feeling. Members reported on their own activities, but seemed to show very little interest in the reports of their colleagues, and usually there were very few comments after each report.

Outside DWST meetings rarely met each other. They stayed in their own offices, worked on their own tasks and made no effort to stay in touch.

The DED and DPLO became tired of all the infighting and began to make a lot of decisions on their own. When MoW officials visited the district, they met with them separately and made no attempt to involve or inform the other DWST members.

The competitiveness began to affect the procurement and contracting process. The DCDO and DWE favoured different SPs and both lobbied actively with members of the Council Tender Board to have their SPs selected. When the DCDO's candidate lost, she began to miss meetings and tell people she didn't know why she was on the DWST.

## Handout 6: WHAT MAKES A STRONG DWST?

- ☞ **Mutual respect, trust, unity and teamwork.** Members like each other, "sing the same song" and work effectively as a team.
- ☞ **Full recognition and support from the District Council** - District Management Team, Education/Health/Water Committee and Full Council.
- ☞ **Clear goals and good understanding.** Everyone understands the overall goals and activities and their own roles.
- ☞ **Everyone is involved.** Everyone has a task and feels they are contributing.
- ☞ **Clear division of labour.** Everyone has a task and everyone feels responsible for completing their tasks.
- ☞ **Members know each other's roles.** This allows them to support each other and reinforce each other's efforts.
- ☞ **Good, internal communications.** Members keep each other informed about what they are doing and brief each other on areas in which they need help.
- ☞ **Transparency and accountability.** Members carry out their tasks in an open way without hiding things.
- ☞ **Everyone a leader.** Team members understand the goals and activities and are able to take initiative, without having to depend on the DED or DPLO.
- ☞ **Regular meetings, consultation and effective decision-making.** Meetings are participatory, productive and fun. Members brief each other on areas where they need help from other members.
- ☞ **Good problem-solving, planning, organizing and communication skills.**
- ☞ **Good procedures.** DWST meets regularly, delegates tasks to all members, checks on work done, keeps good records and writes regular reports.
- ☞ **Good financial management.** DWST manages its funds in an efficient and transparent way.
- ☞ **Regular evaluation** to identify strengths, weakness and areas for improvement.



# MODULE 6:

## LINKING DISTRICT AND COMMUNITY PROJECT CYCLES

**LINK TO DWST'S WORK:** DWST on behalf of the Council have overall responsibility to manage the day-to-day activities of the NRWSSP within their area of operation. This calls for the need for the DWST to be able to connect Council and community level activities.

**SESSION OBJECTIVES:** By the end of the session participants are able to:

- Describe the activities to be undertaken during each phase of the district and community project cycle;
- Identify who is responsible for what activities and in which phase;
- Explain the purpose and strategies for Demand Responsive Approach (DRA);
- Facilitate a discussion on what the community needs to do to participate in NRWSSP; and
- Develop a plan for a training workshop to brief NRWSSP promoters at district level.

**TIME:** 3 hours

**MATERIALS:**

- POM – Chapter 4, 5 & 6
- DOM – Chapter 4 & 6
- Field Guide for Monitoring and Coaching
- A matrix indicating Phases, activities and players
- Cards of different colours i.e. each colour standing for an item e.g. yellow for activities, light blue for players, etc.

**STEPS**

1. **PROJECT CYCLE PUZZLE: (Card storming):** Divide into 2-3 groups depending on the number of participants. Put the matrix on the wall and hand out the cards. Ask participants to write tape activity cards in the correct cell of the matrix. Each group should be assigned one player and thus should show what that specific player has to do throughout the project cycle. Refer to the project cycle in the POM.

2. **REPORT BACK:** Walk the participants through the displayed project cycle and ask for any comments in each phase regarding the activities and actors. Allow participants enough time to comprehend the logic behind the project cycle.

# MODULE 7:

## PROMOTING DEMAND

**1. LINKS TO DWST's WORK:** One of the DWST's tasks is to inform the communities about the new NRWSSP – both opportunities and responsibilities – and encourage them to participate. The DWST plans this information campaign and briefs the community-based promoters – the Council extension staff. Hence, DWST members need to have knowledge not only on how to plan information campaigns but most importantly the key concepts such as COM and DRA.

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

- Explain the purpose and strategies for DRA and COM
- Explain the basic information on NRWSSP
- Facilitate a discussion on what the community needs to do to participate
- Develop a training plan for Council extension staff

**3. TIME:** 3 hours

**4. MATERIALS:**

- DOM
- POM
- Copies of Handouts 8 & 9

**5. STEPS:**

1. **DEMAND RESPONSIVE APPROACH (DRA) & COMMUNITY OWNERSHIP AND MANAGEMENT- COM- (small groups):** Discuss the following questions and only list down the features:

- What are the features of DRA*
- What strategies can be used to promote a strong community demand for improved W&S services?*
- How is DRA linked to COM?*

2. **REPORT BACK: (Group Presentation):** Answers for each question should be listed on flipcharts and go through each group's work to ensure that statements are well phrased and understood by the participants. Refer to handout 8.

3. **NRWSSP PROMOTION: (Practice Presentation, Paired Role-Playing and Stop-Start Practice:**

Divide into pairs. Ask each pair to practice how to introduce the NRWSSP – one partner plays the DWST, the other “community member”. After 5 minutes, ask the “community member” to give her/his partner (the “DWST”) 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 “DWST”. Her/His job is to explain NRWSSP 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, but **to improve the presentation while** trying it out. Repeat this process until participants’ ideas are exhausted. Use Handout 9.

4. **TRAINING WORKSHOP FOR PROMOTERS:** Divide into groups of four trainees to develop a plan for a training workshop for promoters.
5. **REPORT BACK:** Ask one group to present their training plan – and ask the other participants to add to it.
6. **WINDING UP THE SESSION:** Ask the plenary: What major lessons have you learnt from the exercises you have gone through this session? List them on the flipchart. Finally, summarise by highlighting the major issues and ask the participants to read POM Chapters 4, 5, & 6 and DOM chapter 4 and 6. Distribute Handouts 7 & 8.

#### **Handout 7: Demand Responsive Approach:**

##### **i. Indicators for DRA**

- ☞ Communities organize themselves to improve their facilities and make a request to the LGA for assistance
- ☞ If communities take the initiative to assess their own needs and make a demand for new W&S facilities, they will be more likely to maintain and manage them.
- ☞ Communities prepared and able to contribute for capital and O&M costs
- ☞ Communities elects WATSAN committee
- ☞ Community participates in planning and implementing W&S action

##### **ii. Strategies for Promotion of a Strong Demand:**

- ☞ Get the community talking about their own situation first before providing information
- ☞ Provide clear information on what opportunities are available and what the community is expected to do so that they can respond effectively
- ☞ Encourage each community to meet on their own to assess their own situation/needs
- ☞ Allow communities to work on their own to prepare their own application for NRWSSP support
- ☞ Provide clear information on technical options, ensure community understands them, and then allow communities to make their own choice
- ☞ Promote a competitive spirit - explain that the community is expected to demonstrate their own initiative, organization, and financial capacity - as a prerequisite for being selected

## Handout 8: Information for Community Presentation

- **OBJECTIVES OF NRWSSP**
  - a) To help you develop water facilities - new or rehabilitated facilities - which can give you clean, safe water all year round
  - b) To help improve your health by improving your latrines, hygiene practices and ways to prevent HIV/AIDS
- **NEW SYSTEM:** In the past the government planned and built the water supply facilities and the communities were left out. In the new system you will be actively involved in planning, building and then managing your own water facility.
- **COMMUNITY OWNERSHIP AND MANAGEMENT:** In the new system you will own and manage the water facility. You will be responsible for it. If it breaks down, you will repair it and pay for the repairs
- **HOW TO PARTICIPATE?** You will be assisted to develop your water facilities but you need to show your commitment - to show that you are really serious about improving your water facilities and taking responsibility for them.
- **TO SHOW YOU ARE COMMITTED,** you will need to do four things
  - a) Get organized- form a **WATER AND SANITATION COMMITTEE** (made up of men and women from your neighbourhood - potential users of the facility)
  - b) Start **COLLECTING MONEY** as your contribution to the construction
  - c) Start thinking about **TYPE OF WATER FACILITY** you want to develop
  - d) Complete an **APPLICATION FORM**
- **WATSAN COMMITTEE:** Include men, women and representatives of sub areas. Women should play an important role in managing and decision-making.
- **WATER is NOT FREE.** When things are given out free, they are poorly maintained. Facilities break down because there is no sense of ownership. If people pay for facilities, they will have a stronger sense of ownership. You will be expected to pay part of the construction cost and all costs for O&M. As a start you will be expected to raise the required minimum of cash contribution and deposit this in the bank.
- **TYPE AND SITING:** Start thinking about the type of water supply (e.g hand dug well, borehole, piped system, etc): and where it should be sited. The types of facilities, which are feasible for this area, are.....
- Individual households will also be encouraged to **IMPROVE THEIR LATRINES** and take other steps to improve household sanitation.
- You should **MEET AS A COMMUNITY** (as many as possible, especially women), discuss all of these things, and decide what you want to do.
- **NOT ALL COMMUNITIES WILL BE SELECTED.** The Council cannot work with all communities at the same time. Some may not be successful this year.
- If you are successful, **FACILITATORS** will be assigned to work with you to plan your new W&S facilities and to strengthen your committee.

# MODULE 8:

## DATA COLLECTION AND VERIFICATION

### LINKS TO DWST'S WORK:

One of the DWST's tasks is to check that there is a strong community demand for new water facilities, strong enough that community members are willing to contribute resources and time to manage the new W&S facilities. In order to verify the demand, the DWST need to collect accurate data about the community and their interest in new water facilities.

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

- Describe the procedures involved in demand verification and data collection;
- Use the forms designed for verification and data collection; and
- Facilitate community discussion on the ranking of needs.

**TIME:** 3 hours

### MATERIALS:

- COMMUNITY APPLICATION FORM
- VERIFICATION CHECKLIST
- DOM
- POM

### STEPS:

1. **COMMUNITY APPLICATION FORM:** Divide into pairs: Ask each pair to complete the form for one community they are familiar with. Move around the room and assist pairs when they get stuck. Then debrief.
2. **VERIFICATION TECHNIQUES (Role Playing):** Divide into small groups of about 8 people. Ask each group to role play the following scenario:  
*Two of you are DWST members. You have received applications from several communities asking for new water facilities? You are now meeting with one of the communities to discuss their request. Find out more about the community and assess the level of demand so that you can prioritise communities to be assisted by the project.*

After 10 minutes, ask each group to stop and discuss:

- a. What information did the DWST try to find out?
  - b. What was the level of participation in discussion?
  - c. What did the DWSTs do to get everyone involved?
3. **ROUND ROBBIN REPORT BACK.** Then ask participants to brainstorm other information, which needs to be collected to help prioritise communities. Then hand out the Verification Checklist as outlined in Handout 9 and compare with the list on flipchart. Then review the techniques to be used in getting participation from community members during the data collection.

## Handout 9

INFORMATION TO BE COLLECTED: Population; accessibility; type; distance and yield of existing sources; water-related diseases; level of commitment; potential for community management.

### POINTS FOR VERIFICATION

- The whole community make a clear demand for new/rehabilitated water facilities
- Community are willing to participate in planning and construction
- Community are willing to pay for and manage the completed facilities
- WATSAN Committee (gender balanced) has been formed
- Community have already raised and banked some capital contribution funds
- Community have a realistic plan to raise the balance of the funds

### POSSIBLE TECHNIQUES TO GET EVERYONE INVOLVED

- Ask open questions
- Establish rapport - informal, friendly, relaxed
- Encourage everyone to contribute
- Careful listening to what people say
- Rephrasing - "What I hear you say is....."
- Minimal encouragers - "Yes", "Tell me more"

### DATA COLLECTION APPROACH

- Clear introduction at the beginning
- Explain why you need to collect the information i.e. to support community's application for a new water facility
- Get the interviewees' permission to ask the questions
- Don't use the form as a questionnaire. Collect data through discussions with individuals or small groups and afterwards record it on the form
- Get information through discussion and observation

### OTHER POSSIBLE TECHNIQUES FOR VERIFICATION:

- Find out who made the initial request for the water supply - the whole community or a few individuals.
- Ask the community to identify their most important needs. This could be done in small groups followed by a report back.
- Ask one person to talk about each of the most pressing needs.
- Then ask - "If you only have a bit of money, which problem do you want to solve first?..... After that, what else? .....After that, what again?....."
- Check for agreement or disagreement among those at the meeting.
- If people choose water as the first priority, emphasize that they will need to pay a contribution for it - give them an indicative amount of the capital cost and 100% for O&M
- Ask people to explain how they will raise the funds and manage the facilities.

**SUMMARY:** In summarizing this session, explain that another method for collection of data is to meet with FOCUS GROUP DISCUSSIONS (FGDs) – groups of men, or women, or youth or specific sections of the community. Also explain to them that it is really important to assess the community’s readiness and commitment. If their commitment is strong, then there is a good chance that facilities will be well planned, managed and sustained. If commitment is half-hearted, facilities will break down quickly. Encourage the participants to read the relevant chapters in DOM and POM and distribute Handout 10.

# MODULE 9:

## SELECTING COMMUNITIES FOR NRWSSP SUPPORT

### LINKS TO DWST's WORK:

Once the application forms have been verified, the DWST reviews the results and makes a recommendation to the relevant Council committees on which communities should be assisted, based on an objective process.

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

- Explain the importance of setting criteria for the selection process; and
- Choose communities to be assisted on an objective basis.

**TIME:** 2 hours

### MATERIALS:

- COMMUNITY SCORING SHEET
- COMMUNITY RANKING AND SELECTING SHEET
- DOM & POM

### STEPS:

1. **REVIEW OF EXPERIENCE (District Groups):** Explain that the objective of this session is to show participants how to use an objective process for selecting communities to be assisted. The Council has limited resources so it cannot help all communities who apply – they will need to select a number of communities to be assisted in a particular year.

Divide into district groups. Ask each group to discuss – *“How did you select communities to be assisted? What criteria and process have you used?”*

2. **REPORT BACK AND SUMMARISE** by referring the participants to DOM chapter 3 and POM chapters 4 and 5.

3. **IMPORTANCE OF AGREEING ON SELECTION CRITERIA (Cow Exercise):** Divide into small groups. Hand out 11 cow tokens to each group. Then explain the exercise.

*You have 5 minutes to share the cows within the group. You have to agree on sharing criteria. If you fail to share the cows within the time limit, everyone in the group loses the cows. Each individual should aim for the highest share of the cows.*

After 5 minutes stop and ask participants to debrief within their groups. Ask – *“what happened? Why? How could you have been more successful in sharing out the cows?”*

4. **REPORT BACK AND SUMMARISE** by emphasising that to share resources you need to first agree on the criteria and then apply the criteria.



5. **COMMUNITY SELECTION (Practical Exercise):** Lead participants through the following steps:
- a. Brainstorm CRITERIA to be used for community selection. Examples of criteria are given in Handout 10.
  - b. Introduce the COMMUNITY SCORING SHEET – and discuss. Make sure trainees understand each of the criteria in the form
  - c. Divide into the pairs used in the form-filling exercise. Ask each pair to score the two Community Data Forms they completed, using the Community Scoring Sheet. Move around the room and assist pairs when they get stuck.
  - d. Introduce the concept of WEIGHTING. Explain that each Council will decide on how much weighting to give to each factor on the Community Scoring Sheet.
  - e. Provide sample weightings for each factor (on a scale of 1-3) and ask each pair to complete the Community Scoring Sheet (Handout 11).
  - f. Ask each pair to record their results on a master sheet (COMMUNITY RANKING AND SELECTING SHEET – Handout 12) written out on flipchart paper on the front wall of the room.
6. **SUMMARISE (Large Group):** Review the results from the practical exercise. Show how this gives the Council a transparent and consistent process to select those communities to be assisted. Then summarise the steps in the total selection process. Point out that this technique can be used by the DWST to select projects for communities in other sectors.

**Steps in Selection Process:**

- Ask the CMT and EHW Committee to agree on the weightings for each factor in the scoring sheet.
- Verify data submitted in the application forms. This process would involve discussions with individuals, groups and the whole community
- Record this information on the Basic Community Data form
- Transfer this information to the Community Scoring Sheet, add the weights for each factor and complete the Community Scoring Sheet
- Record the scores of all communities on the Community Ranking and Selection Sheet
- Submit this form to the CMT and later to EHW committee to make the final selection which should finally be approved by the Full Council

## Handout 10: Examples of Community Selection Criteria

### Background Factors:

- Population
- Accessibility by vehicles - always, dry season only, never
- Location - whole village or kitongoji
- Time since application

### Water Supply Sources:

- Type
- Number
- Distance from households
- Condition of facility - working or not working
- Quality of water
- Quantity of water
- Permanence in dry season
- How prone to drought?

### Sanitation Facilities (latrines)

- Type
- Number
- Condition

### Water and sanitation related diseases

- Cholera
- Diarrhea
- Bilharzia
- Skin and eye diseases
- Dysentery

### Community Interest and Motivation

- High ranking priority given by community to water supply
- Evidence of action taken by community to improve water supply situation
- Strong maintenance culture for water and sanitation facilities
- Amount of money already raised for water supply
- Level of community interest and commitment (e.g. number of people attending meetings organized to discuss water and sanitation matters)

### Potential for Community Ownership and Management

- Absence of conflicts within the community-ethnic, land etc
- Number of active CBOs
- Successful community projects undertaken recently, including provision of financial and other community inputs
- Track record in maintenance of community projects
- Level of women's participation in managing community projects

### Handout 11: Community Scoring Sheet

FACTOR	POINTS			SCORE	WEIGHT	FINAL SCORE
	1	2	3			
<b>BACKGROUND</b>						
Population	75-300	300-1500	More than 1500			
Accessibility by vehicle	Difficult all year round	Difficult in rainy season	Accessible all year round			
Time since application	Less than one year	1-2 years	More than 2 years			
<b>PRINCIPAL SOURCE OF DRINKING WATER</b>						
Type of source	Hand pump, protected spring, piped scheme	Protected well, spring	River, pond, dugout, traditional well			
Distance from community	Less than 500 metres	500m to 1 km	More than 1 km			
Condition of water facility	Good condition	Working but needs repair	Not working-abandoned			
Yield in dry season	Normal or slightly reduced	Reduced-some times dries up	Dries up every year			
<b>WATER RELATED DISEASES IN LAST THREE YEARS</b>						
Cholera	No cases	Few cases	Outbreak			
Diarrhoea	Isolated cases	Occasional	Frequent cases			
Bilharzias	No cases	Few cases	Common			
<b>COMMUNITY COMMITMENT</b>						
Ranking given by community	3 <sup>rd</sup>	2 <sup>nd</sup>	1 <sup>st</sup>			
Action taken to improve water services	None	Self-help of fund-raising	Both self-help and fund-raising			
Organizing meetings	Difficult to call, few attend	Fair attendance	Good attendance			
<b>POTENTIAL FOR COMMUNITY MANAGEMENT</b>						
Conflict level	High	Medium	Low			
No. CBOs	1 or 2	3 or 4	5 or more			
Projects done in last 3 years	1	2	3 or more			
Maintenance culture	Repairs not carried out	Occasional repairs	Regular repair and maintenance			
Women's participation	Nil	Moderate	High			

### Handout 12: Community Ranking and Selection Sheet

FACTOR	COMMUNITY																											
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z		
Population																												
Accessibility by vehicle																												
Time since last application																												
Type of Water Source																												
Distance from Community																												
Condition of water facility																												
Yield in dry season																												
Cholera																												
Diarrhea																												
Bilharzias																												
Ranking of water supply																												
Action taken to improve water services																												
Organizing meetings																												
Conflict level																												
No. CBOs																												
Projects done in last 3 years																												
Maintenance culture																												
Women's participation																												
TOTAL																												

# MODULE 10:

## DECIDING SCALE OF PROGRAMME

### LINKS TO DWST'S WORK:

Before finalizing the list of communities to be assisted, you need to decide how many projects you can effectively manage as a Council over a one-year period. This decision is related to several factors, including: the geographic spread of communities, availability of service providers (SPs), funds available, DWST capacity etc. This step looks at these issues.

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

- Determine the number of communities to be assisted by the District Council over a single project cycle.

**TIME:** 2 hours

### MATERIALS:

- DOM
- A Copy of the Guidelines for Planning and Operating District Water and Sanitation Grants

### STEPS:

1. **INTRODUCTION:** Hand out slips of paper and ask each trainee to write on the slip the number of communities, which she/he feels, should be assisted during this year. Ask participants to hold up their numbers and record the results. Then explain the importance of deciding on the scale of the programme.
2. **GROUP WORK:** Divide into district groups and ask each group to answer the list of questions below:
  - (i) *How many communities at a time can your DWST support and monitor effectively?*
  - (ii) *How many community projects is your Council managing at present?*
  - (iii) *What is the Council's financial input in these projects?*
  - (iv) *What lessons has your Council learned from these projects?*
  - (v) *How many skilled FSPs are available in the district? What is their capacity?*
  - (vi) *How many skilled TSPs are available within the district or region? What is their capacity?*
  - (vii) *If communities want boreholes, how long is the dry season (during which drilling is possible) in your district?*
  - (viii) *How many boreholes can be drilled per month?*
  - (ix) *How many drilling companies can be contracted to do drilling in other areas?*
  - (x) *Have the drilling companies been contracted to do drilling in other districts?*
  - (xi) *How many hydro-geologists are available and what is their capacity?*
  - (xii) *How many districts are relying on their services to site boreholes?*

Then ask each team to decide how many communities should be assisted.

**REPORT BACK AND SUMMARY:** Ask each team to present their report (briefly), focusing on the key factors in making the decision. Then explain that the final decision on the choice of communities will also be affected by politics and geography.

Some of the Councils may decide to spread investments in water supply around the district to avoid being accused of favouring one area over another. For example, they may decide to support a few communities in each ward. Other Councils may choose to focus their efforts within 2 or 3 wards, which have been relatively neglected. This approach would be more cost effective.

# MODULE 11:

## APPRAISAL OF COMMUNITY PROPOSALS

### LINKS TO DWST'S WORK:

Once the community project proposals (FMPs) have been completed and submitted to the Council, the Council makes an appraisal of each proposal and then decides which projects are to be approved for funding. This involves decision-making meetings in the Council by the DWST, EHW Committee and Full Council.

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

- Complete the Facilities and Management Plan - Part A; and
- Appraise FMPs and decide which ones are suitable to be funded and which ones need to be sent back for more work.

**TIME:** 2 hours

### MATERIALS:

- FMP forms
- Guidelines for Community Planning Process
- Checklist for FMP Appraisal

### STEPS:

1. **FACILITIES & MANAGEMENT PLAN:** Divide into trios and hand out the FMP forms. Ask each trio to complete the form for one community they are familiar with. Move around the room and assist trios when they get stuck.
2. **REPORT BACK:** Go through the form item by item, getting examples from different trios for each response. Clarify difficult issues. Check that trios' responses are realistic e.g. will the fund-raising mechanism raise sufficient funds for O&M?
3. **CRITERIA FOR APPRAISAL:** Ask the same trios to brainstorm criteria to be used in appraising the FMPs. Organise a report back and list the criteria on flipchart. Then introduce the Appraisal Checklist as provided in the Chapter 4 of DOM - and identify which are the new criteria. Make sure trainees understand each of the criteria in the Appraisal Checklist.
4. **PRACTICE APPRAISAL CHECKLIST:** Then ask trios to swap their completed FMPs. Ask each trio to appraise the completed FMP of another trio, using the Appraisal Checklist.
5. **NEXT STEPS:** Then explain the next steps in the process-
  - a) EHW Committee and Full Council review and approve the FMPs
  - b) The Council informs communities whose plans have been approved
  - c) The Council signs Project Agreement with each community
  - d) Community pays cash contribution which is deposited in District Water Fund

# MODULE 12:

## PROMOTING HEALTH THROUGH WATER SUPPLY

**LINK WITH DWST's WORK:** The NRWSSP is more than a water programme. It aims at ensuring that the rural population access abundant, clean and safe water supply through which their health can be improved. That is why the composition of DWST members includes water and health experts. Hence, DWST members need to understand this integration so that they can effectively work together.

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

- Explain the reasons for the integration of water supply, hygiene and sanitation
- Identify strategies for the new approach to hygiene and sanitation promotion
- Describe the features of the schools programme
- Describe their own role in relation to the schools programme

**TIME:** 2 Hours

**MATERIALS:**

- POM – Chapter 7
- DOM – Chapter 5

**STEPS:**

1. **WHAT IS SANITATION? WHAT IS HYGIENE?** Ask –“What is the meaning of a) Sanitation b) Hygiene?” Draw out points. Then explain definitions given in box below

### **What is Sanitation?**

Sanitation is a process where people demand, develop and sustain a hygiene and healthy environment for themselves by erecting barriers to prevent the transmission of disease. (UNICEF, 1997) It includes the development of facilities such as latrines, hand washing facilities, and bath shelters, dish racks; refuse pits, water storage containers.

### **What is Hygiene?**

Hygiene is the practice of keeping oneself and one's surroundings clean in order to prevent illness or the spread of diseases. It includes the proper use of water and sanitation facilities and practice to prevent the transmission of diseases, in our case water and sanitation related diseases. These practices include such things as using potable water (rather than contaminated sources) and keeping it clean; using latrines; washing hands at critical times etc.



2. **LINKS BETWEEN WATER, SANITATION AND HYGIENE:** Explain that understanding these links is important-otherwise we will expand the coverage of water facilities, but there will still be lots of incidences of waterborne and water related diseases and thus poor health among the NRWSSP beneficiaries. We need to create a demand for hygiene and sanitation by helping people see the links between Water, Sanitation and Hygiene.

Discuss with participants the FOLLOWING four links between water, sanitation and hygiene

#### **LINKAGE BETWEEN WATER AND HYGIENE AND SANITATION**

- ☞ **NO WATER, NO HYGIENE**
- ☞ **NO WATER, NO HYGIENE EDUCATION AND SANITATION PROMOTION (HESP)**
- ☞ **NO HESP, NO SAFE WATER**
- ☞ **NO HESP, NO REDUCTION OF WATER/SANITATION RELATED DISEASES**

3. **HOW DOES HYGIENE AND SANITATION FIT INTO THE PROJECT CYCLE?**  
Divide into 6 groups and assign TWO groups to each phase in the Project Cycle. Ask each group to describe Hygiene and Sanitation activities during its phase of the Project Cycle- activities, methods, expected outputs and potential risks. An example of the type of output is given in Handout 13.
4. **WHAT THINGS CAN THE LGAs DO TO PROMOTE H&S? (Buzz Groups):** Ask the participants to buzz in pairs what they think the Councils must do in order to promote demand for hygiene and sanitation.
5. **REPORT BACK (Round Robin):** List each point on the displayed flipcharts. Wind up by going through the issues raised below.

#### **Hygiene and Sanitation Action**

- Collect baseline information on H&S AIDS and use this as the basis for developing a district water/sanitation/hygiene/AIDS plan
- Train field workers in participatory approaches and support their work in the field through visits and debriefing meetings
- Establish monitoring systems - define indicators to show improvements, collect data on a regular basis and use the information to make improvements
- Advocacy-build the awareness and support of all stakeholders, including District Councillors, Ward and Village Leaders, Religious Leaders and NGOs
- Promote the development of H&S policies and bye-laws through the District Council
- Get the Council to put its own funds/budget into H&S AIDS action
- Contract workout to the private sector and NGOs e.g. facilitation, latrine construction, san-plat making

6. **SCHOOL SANITATION PROGRAMME (SSP):** Ask participants to brainstorm on – “*Why does NRWSSP include a schools sanitation programme?*” Let them discuss in pairs and through round robin present their answers.
7. Back up the statements given by the participants.

### Why SSP?

- Children can be powerful change agents within their homes through their knowledge and use of H&S practices learned at school
- The school provides a good environment for learning these new habits
- Schools are also managed by the community so the planning of new school W&S facilities can be closely linked to the planning of community facilities

8. **ORGANISATION OF SCHOOLS SANITATION PROGRAMME (Buzz Groups):** Ask – “*How will the SSP be organised?*” Handout 13 should help the trainer to lead the discussion e.g. who among the DWST members should take a lead role in the SSP? What role the school teachers and pupils should take up in the programme? Sum up the discussion by going through Handout 13 and distribute it to the participants. Also encourage them to read relevant chapters in the NRWSSP document, POM and DOM.

### Handout 13: Organisation of the School Sanitation Programme

#### District Education Officer:

- District Education Officer will coordinate the schools sanitation programme
- The DEO will be co-opted to become a member of DWST
- DEO will organize orientation/ advocacy workshops for stakeholders, including: Ward Education Coordinator, Head teachers, Teachers, School Committees, WATSANs
- DEO will also organize training workshops for head teachers and teachers on hygiene, sanitation and HIV/AIDS and PHAST and Child-to-Child methods

**Schools Programme:** At schools, hygiene, sanitation and HIV/AIDS action will be integrated into all school activities, both in the class and extra-curricula activities

- Students will learn about hygiene, sanitation and AIDS prevention not only as examinable, school subjects but also as practical habits for daily living
- Students will learn new habits (e.g. washing hands after using the latrine) and be encouraged to demonstrate and promote these new habits at home
- Students will be encouraged to clean and maintain the water and sanitation facilities
- School health clubs will promote hygiene habits and safe sex practices and take on practical activities e.g. making simple hand washing facilities and mosquito traps and organizing community health surveys

**School- Community Link:** The school programme will be closely linked to the community water and sanitation programme.

- The School Committee will work closely with the WATSAN/WUE Committee, and CORPs in planning and developing the new W&S facilities
- The plan for new school facilities will be incorporated into the community W&S plan
- The school sanitation club might be asked to conduct a health survey as part of the planning process; or help with the building of household latrines

## MODULE 13: HIV/AIDS MITIGATION

### LINKS TO DWST's WORK:

HIV/AIDS is having a major effect on social, economic and health problems in all sectors of Tanzanian society. This impact has made it a priority issue in Tanzania's development agenda. For this reason HIV/AIDS has been incorporated into the NRWSSP. It is important that DWST members understand this cross cutting issue and the strategies for implementing HIV/AIDS education and action.

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

- Talk about the personal impact of HIV/AIDS on their lives and their feelings towards people with HIV/AIDS
- Explain why HIV/AIDS has been integrated into NRWSSP
- Explain the strategy for implementing HIV/AIDS education and action

**TIME:** 3 Hours

### STEPS:

1. **EXPERIENCE (Trios):** Ask trios to discuss: "How is HIV/AIDS affecting your life as: (a) a government worker? (b) a family member? (c) someone who is at risk of getting HIV/AIDS?" In debriefing, get people to talk about their fears and feelings as well as their analysis.

**OPTION:** Ask the whole group- "What does a person with HIV/AIDS mean to you?" Whatever the response, ask the question "Why?" and invite others to respond. Keep asking "Why?" after each response. The aim is to get people to talk about their real feelings towards people with HIV/AIDS.

**SUMMARY:** Explain that HIV/AIDS is everyone's problem. It affects HIV infected individuals, their families, and the larger community. HIV/AIDS is still rarely talked about openly. Because of associations with "immoral sex" people with HIV/AIDS are stigmatised. They need support, but their neighbours and even family members are shunning them. An important objective of the HIV/AIDS component of NRWSSP will be to break down stigma towards people with HIV/AIDS and promote more compassion and support.

2. **REASONS FOR INTEGRATING HIV/AIDS COMPONENT INTO NRWSSP (buzz in pairs)** Ask each pair to list down reasons why HIV/AIDS component has been included in this programme.
3. **REPORT BACK (Round robin):** Write down all the answers on the flipchart and let the participants contribute their ideas on each of them. Then summarise by explaining that the scourge is (a) a cross-cutting issue to any socio-economic development, (b) it affects the lives of all people (c) HIV/AIDS patients need clean water, (d) sustainability of the water supply sub-projects depends on the health status of the beneficiaries - they need to be healthy in order to be productive, (e) fetching water from far away from homesteads puts women and girls in a danger of being raped.
4. **STRATEGIES:** Ask – "What practical things can the DWST do to promote AIDS awareness and action?"

**HIV/AIDS Action Points:**

- Collect data on high risk practices related to the spread of HIV, community perceptions on AIDS and services available (e.g. condoms, counselling, testing)
- Train Extension Workers on AIDS promotion skills
- Educate Councillors, Ward Staff, NGOs and other stakeholders
- Promote the development of supportive policies
- Model the new behaviours - serve as role models in AIDS related behaviour
- Promote the use of testing services by District Council staff
- Support the District AIDS Committee in its programmes
- Incorporate AIDS education within the Schools H&S programme

# **MODULE 14: RESULT-BASED MANAGEMENT**

## **NOTE TO TRAINERS:**

**THIS MODULE IS DIVIDED INTO 7 SUB-MODULES THAT ARE INTERLINKED. THESE ARE:**

**MODULE 14A: INTRODUCTION TO RESULT BASED MANAGEMENT (RBM)**

**MODULE 14B: RBM APPLICATION TO PLANNING AND MONITORING**

**MODULE 14C: MANAGING ASSUMPTIONS AND RISKS**

**MODULE 14D: CRITICAL FACTORS FOR SUCCESS**

**MODULE 14E: MONITORING AND EVALUATION**

**MODULE 14F: SUPERVISION OF SERVICE PROVIDERS**

**MODULE 14G: REPORT WRITING**

# MODULE 14A: INTRODUCTION TO RESULT-BASED MANAGEMENT

## LINKS TO DWST'S WORK:

DWST are managers. To manage effectively they need a strategic approach to management – one which focuses efforts and resources on expected results. When they are doing activities, they need to be clear about what they are trying to achieve.

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

- Explain the meaning and purpose of Results Based Management; and
- Give examples of different types of results – Outputs, Outcomes, and Impact.

**TIME:** 1 hour

**MATERIALS:** NRWSSP DOCUMENT & POM

## STEPS:

1. **WHAT IS RESULTS BASED MANAGEMENT?** Ask – “What do you know already about Results Based Management?”

- Management by objectives
- Results used to guide management and monitoring
- Planning activities guided by expected outputs

Then give the following definition of RBM

RBM is a management approach that focuses our efforts and resources on **EXPECTED RESULTS**. RBM focuses on what we are trying to achieve rather than merely **doing activities**. We often plan activities and spend money, but we **say very little about what we want to achieve**. RBM is designed to make our **activities more strategic** by focusing on the **results** we want to produce.

Ask – “What are **RESULTS**? Can you give some example? Refer to the box below.

- Sustainable water supply
- Communities own and are able to manage their water facilities
- Community members have improved health and hygiene

Then define “**DEVELOPMENT RESULTS**”

Results which make a **positive change** in individuals or institutions;-

- Changes in awareness, empowerment, and access to resources
- Changes in attitude and values
- Changes in knowledge, skills and capacities
- Changes in behaviour e.g. health practices

To help trainees understand the concept of a “**DEVELOPMENT RESULT**”. Give the explanation as in the following box.

A borehole is not a development result. It is just a hole in the ground. It won't make a change in people's lives unless there is a system to manage this new resource i.e. community management. Community management is a development result. Many people still view the hardware as the most important part of water development; they are only concerned about boreholes - they don't see the importance of the software aspects i.e. development of the community's capacity to manage. A borehole without community management is not sustainable.

2. **WHAT IS INVOLVED IN RBM? (Presentation):** Explain and discuss the aspects outlined in box below.

#### **What is involved in RESULTS BASED MANAGEMENT?**

- Defining development results and selecting indicators
- Deciding what activities can be done to produce those results
- Deciding what resources are needed to produce those results
- Regular monitoring and reporting of results
- Using results to reflect on and improve project activities

3. **RESULTS- OUTPUTS, OUTCOMES, AND IMPACT:** Give the definition of **these terms** and different types. Then ask for examples of the different types of results as indicated in Handout 14.

## Handout 14: Different Types and Examples of NRWSSP Results

Result	Examples
<p><b>OUTPUT (Activity Result)</b> Short-term (1-2 years) Direct result of our own activities so within our direct control</p>	<ul style="list-style-type: none"> <li>• Functioning water points and quick repair when they break</li> <li>• Gender balanced WATSAN in place and actively functioning</li> <li>• WATSAN members have necessary management skills</li> <li>• Functioning and effective money management system</li> <li>• New habits and behaviour in hygiene and sanitation</li> <li>• Increased number of well constructed household latrines</li> <li>• Increased awareness in HIV/AIDS and safe sex practices</li> <li>• Trained DWSTs and Service Providers</li> </ul>
<p><b>OUTCOME (Purpose Result)</b></p>	<ul style="list-style-type: none"> <li>• Communities request, invest in, and manage W&amp;S facilities</li> <li>• Increased access to sustainable &amp; potable water supply</li> <li>• Improved health &amp; health related behaviours in W, S&amp;H Aids</li> <li>• Strengthened district capacity for managing W, S&amp;H Aids</li> </ul>
<p><b>IMPACT (Goal Result)</b> Long-term-limited control – result of activities of many</p>	<ul style="list-style-type: none"> <li>• A more health and productive rural population</li> <li>• Increased community ownership and management of W&amp;S facilities</li> </ul>



# MODULE 14B:

## RBM APPLICATION TO PLANNING AND MONITORING

### LINKS TO DWST'S WORK:

The DWST needs to be able to apply RBM to the planning and monitoring of its activities. This will involve defining activities to produce outputs – and then defining indicators for each output.

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

- Define activities in relation to key outputs; and
- Frame indicators for development outputs.

**TIME:** 3 hours

### MATERIALS:

- HANDOUT ON INDICATORS –

### STEPS:

1. **INDICATORS:** Ask – “What is an indicator?” Record points and agree on a definition of indicator. Then explain and discuss the points on indicators in Handout 16.

Then ask – “What are examples of indicators to show that:

- a) WATSAN Committee has strong community support
- b) Women are participating actively in the management of water facility:

Strong community support - good attendance at meetings and communal labour  
women actively participate - attendance; number of times women talk in meetings

2. **OUTCOMES, ACTIVITIES, OUTPUTS, AND INDICATORS** (Group Work): Divide into three groups and assign each group one **OUTCOME**.
  - A. Community management of Water, Sanitation, Hygiene, and HIV/AIDS
  - B. Increased access to potable water supply and improved sanitation facilities
  - D. District capacity for managing Water, Sanitation, Hygiene, and HIV/AIDS

Then explain the task:

- a) Define the **KEY ACTIVITIES** needed to produce your **OUTCOME**
- b) Select three activities and define **OUTPUTS** and **INDICATORS** for each activity.

**REPORT BACK:** When groups report back, ask the following questions:

- Are the activities “DO-able”?
- Are the outputs realistic, given the time and resources available?
- Are the indicators appropriate?

## Handout 15: Examples of Outcomes, Activities, Outputs and Indicators

OUTCOME	ACTIVITIES	OUTPUTS	INDICATORS
<b>Community Ownership &amp; Management of Water, Sanitation, &amp; Hygiene, HIV/AIDS</b>	Community & focused group meetings to build awareness of and commitment to community management of WASH	Whole community is aware of and committed to building & managing their own WASH system	Request for water supply facilities, commitment to contribute money, labour and materials Initial ideas on Hygiene, Sanitation and HIV/AIDS
	Meetings to facilitate formation of gender balanced WATSAN Committee	Gender balanced WATSAN Committee in place with necessary skills	Satisfaction of community with WATSAN Committee percentage of women elected and active in decision -making
	Series of training workshops for WATSAN Committee members and follow-up of on-the job coaching	WATSAN Committee manages each of its tasks in timely manner	WATSAN & community meetings reporting and planning Collecting money, buying spare parts, making repairs, Facilitating discussion/action on Hygiene, Sanitation, HIV/Aids
	Community and WATSAN meetings to facilitate preparation of Facilities & Management Plan (FMP)	Decision made by whole community On type & siting of facilities & how they will fund, contract, & maintain them	Completed FMP with details on all aspects, number and gender of people attending planning meetings
	Community and WATSAN meetings to facilitate a system for raising/managing money and other resources	Functioning and effective money management system	Up-to-date and properly done accounts Regular reports on money to community (minutes) Community members satisfied with handling of money
	Meetings to facilitate planning/action on Hygiene. Sanitation, HIV/AIDS	New habits and behaviour in specific areas	People wash hand regularly at optimal times Improved latrines & improved latrine use /maintenance
Increased access to sustainable & potable water supply	Site Boreholes (BH)/Hand Dug Wells (HDW) at technically & socially acceptable sites	Boreholes or HDWs at acceptable sites with acceptable water quality	Community members agree that site is acceptable Siting is done to required technical specifications
	Construct Boreholes or Hand Dug Wells producing water of adequate quality and quantity	BH/HDW built to MoW standards and producing adequate quantity and quality of water	BH/HDW construction meets MoW specifications Pump Test result meet required standard Result of water quality test meet required standard
	Install pumps and construct civil works	Pumps properly installed/functioning Civil works completed to standards	Hand pump performing to required standards Civil works constructed to specifications
	Select, train, and support hand pump caretakers	Skilled caretakers doing their job	Number & % of pumps operating, number & % of caretakers available Maintenance records up-to-date and properly done
	Establish spares and repairs systems	Spares easily available at local level Pump repaired promptly when breakdown occurs	Spare parts available and hand and pump operating Short breakdown period-quick action when Handpump breaks
District capacity for managing W, S&H, and Aids	Build demand response system – promotion, verification, & selection	Communities make viable request for facilities and are selected by transparent process	Number of applications meeting district criteria for selection Decisions openly made based on established criteria
	Mobilise, contract, train, monitor SPs	Skilled SPs providing good services	Services completed to required standards
	Develop district management systems	Skills in RBM for planning, M&E and reporting acquired	DWSP with results & indicators available Results-oriented M&E & reporting of Water and sanitation services prepared

## **Handout 16: Indicators**

### **What are Indicators?**

Indicators are objective measures of results. They are used to measure progress towards the achievement of results or to assess the quality of results. They answer the question:

### **How do we know we are moving towards or achieving our expected results?**

Indicators can be quantitative (e.g. numbers or physical measurement) or qualitative (e.g. opinions, perceptions)

### **Quantitative Indicators**

- No of women in decision-making position in WATSAN Committee
- % of households using water point and attending meetings

### **Qualitative Indicators**

- Level of community satisfaction with the work done by WATSAN Committee
- Sense of ownership among community members of water facility
- Degree of awareness of behavioural risks related to HIV/AIDS

Monitoring indicators should be carefully selected. Don't choose too many indicators or select indicators, which are too general or ambiguous.

### **Why are indicators important?**

- Show us how we will recognize success or if we are achieving our results.
- Provide a basis for monitoring and evaluating projects
- Force us to clarify what we mean by input, output, purpose, and goal

### **Characteristics of a Good Indicator**

- Simple & Clear: Are they easily understandable to everyone?
- Affordable: Can information be collected easily and at little cost?
- Targeted: Do they specify target group, quantity, quality, time, and location?
- Relevant: Do they measure changes which are a direct result of programme activities?

# MODULE 14 C:

## MANAGING ASSUMPTIONS AND RISKS

### LINKS TO DWST'S WORK:

Many projects and programmes are not successful because they fail to define the assumptions on which they are based or fail to take account of potential risks in their planning. DWST need to define assumptions and risks that will have a bearing on the programme.

**OBJECTIVES:** By the end of the sessions participants will be able to:

- Identify assumptions and risks which may affect their programme; and
- Develop strategies for dealing with assumptions and risks.

**TIME:** 2 hours

### MATERIALS:

- Handout on Assumptions and Risks

### STEPS

1. **INTRODUCTION:** Explain and discuss the meaning of ASSUMPTIONS and RISKS

**ASSUMPTIONS** and **RISKS** are external factors which may influence the achievement of results, but which the project has no control over.

If our ASSUMPTIONS do not hold true, then they become RISKS. RISKS are the same factors as ASSUMPTIONS described as potential disasters eg political conflict at village level, heavy rains and flood, or drought.

ASSUMPTIONS = normal or optimal rainfall. RISKS = floods or draughts

2. **RISK IDENTIFICATION AND MANAGEMENT (DWST Groups):** Divide into DWST groups and assign the following task –

- Identify potential risks in the W & S programme that you are managing?*
- Analyse the chances of them happening – rate the level of risk.*
- For each risk work out a strategy to avoid it or manage it when it happens.*

Ask each trio to present its work and give feedback

3. **CONCLUSION:** Explain that risks and assumptions are important and should not be ignored. Otherwise you are neglecting factors or actors who can influence the final results

# MODULE 14 D

## CRITICAL FACTORS TO SUCCESS

### LINKS TO DWST'S WORK:

To be more effective managers DWST needs to be able to identify “**success factors**” - those factors that will make or break a project.

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

- Identify success factors to be used in planning and monitoring

**TIME:** 2hours

### MATERIALS:

- CASE STUDY (Handout 17)

### STEPS:

1. **INTRODUCTION:** Explain that DWSTs need to be able to identify “success factors” in their work – critical factors that will make or break projects. For example ensuring that there is “effective demand” (during verification) is a very important success factor. The level of demand will have an influence on the whole attitude of the community towards planning, funding, constructing, and building the new facilities.
2. **CASE STUDY (Trios):** Organise round robin reporting. Then explain for any of the projects to be successful, a number of factors must be considered – e.g. level of ownership and participation, timing, choice of leadership, level of community involvement in deciding the money collection system, etc. To identify success factors you ask one question – *‘What will be the effect?’*

#### **EXAMPLE; SELECTION OF WATSAN COMMITTEE**

What Effects? If the community selects poorly, those chosen as the WATSAN Committee will: a) not be able to do the job correctly, and b) not have the respect of the community so people may refuse to attend meetings, contribute money, etc.

Success factors - select members who; a) are active and hard working and have the time to do the job; b) have the understanding and skills needed to do the job and absorb new training; c) have the respect of community members; d) live in different areas of the community so that various sections feel they are represented; e) include a mix of men and women, rich and poor.

3. **PRACTICE (Trios):** Provide a list of the main activities of the DWST during the project cycle. Assign one activity to each trio and ask them to identify success factors – *“What is critical to ensure the success of the activity?”* In the report back pair off trios to critique each other’s products.
4. **SUMMARY:** Explain that the success factors will become a major focus for MONITORING. If, for example, a success factor is quality construction by Service Providers, then monitoring will check that this is achieved.

## Handout 17: CASE STUDY

It all started with a crisis! The pump had broken again and this time the WATSAN Committee had no funds to buy spare parts and repair it. Most households had stopped paying several months ago and many women had gone back to using the river. When the committee met to discuss the problem, several members said they wanted to resign. "They don't trust us any more," she said.

Penina Lobilelo, the chairperson, said "No, let's see what we can do to solve the problem." She proposed a community meeting, but when they organized it, nobody came. The committee met again. Penina said, we've got to try something else. No one comes to our meetings, so we've got to go to them." She proposed visits to each compound to find out what people were upset about. She said they should also use the visits to find out more about the households. They drew up a small questionnaire, divided up the kitongoji, and went in pairs to different households.

They found that people were angry that they had never received report on the money, which had been collected. People confused the money collected for capital contribution with the money collected later for the maintenance fund. They also collected information about each household. They found there were 90 households in the kitongoji, each with an average of 6 people. Households collect on average 5 buckets a day, but those households brewing beer collect 10. 70 households have pit latrines, most of them in bad condition. 20 households have no latrine.

After completing the visits, they organized a community meeting to report the results. Because of the visits they had a good turnout. They started off by giving a financial report on monies collected to date - money collected for capital and money for O&M. They wrote this information on the blackboard and then discussed it. They helped people understand that the money raised at the start was for the construction of the borehole and pump - it was a single payment made to the district account. The other monies were collected on a regular basis and deposited in their own community account. These funds were used to buy spare parts. The collections were ongoing because there was wear on the pump and parts needed to be replaced.

Then they presented the following information on the blackboard (and the caretakers passed around the damaged, fast wearing parts to show people what they look like):

Part	Price
Plunger ring	3,000
Bobbin	4,000
Sleeve bearing	25,000
T-handle	12,000
<b>Sub total</b>	<b>44,000</b>
Contingency	16,000
<b>TOTAL</b>	<b>60,000</b>

The treasurer explained that in order to raise these funds annually, every household needs to pay 700 shillings each per year. One woman said, "But some women are collecting twice the amount of water. They should pay more." After considerable discussion it was agreed that households taking 5 buckets a day would pay 600 shillings and those taking 10 buckets a day would pay 800 shillings. The treasurer showed these amounts on the blackboard -

50 households @ 600 shillings = 30,000  
40 households @ 800 shillings = 32,000

Everyone was pleased with this new arrangement and people started to pay again. After a few months WATSAN committee held another meeting and reported on the money collected. They reported that every house paid and they had collected 62,000 shillings. 25,000 would be used immediately to buy a sleeve handle and the rest would be put in the bank account. People were excited - "We now know the results of what we are doing. In the past we did things but never saw the results. Now we see what is happening to our money, what we have achieved through our contributions."

# MODULE 14E:

## MONITORING AND EVALUATION

### LINKS TO DWST'S WORK:

DWST will monitor and evaluate their own work and the work of communities and SPs to assess progress and the overall results of their activities.

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

- Design monitoring and evaluation plans including indicators.

**TIME:** 2 hours

### MATERIALS:

- DOM & POM
- PMO-RALG M&E Formats

### STEPS:

1. **INTRODUCTION (Case Study):** Handout the case study and ask pairs to read it and discuss:
  - a. *WHAT is 'monitoring'?*
  - b. *WHY do we need to monitor?*
  - c. *WHO should be involved in monitoring?*
  - d. *HOW should we monitor?*

### What is Monitoring?

It is a system of collecting information about the implementation of a project in order to guide management in taking decisions. Information is collected on:

- Progress of activities - what was planned, what has been done, what has not been done
- Use of resources - are they used effectively? Are activities not too costly?
- Operational problems and their causes and possible solutions
- Results - what outputs are produced by activities?

### Why Monitoring?

Monitoring is done in order to ensure that:

- Activities are completed on time
- Resources are properly used
- Problems are identified and solved
- All stakeholders get the necessary information to improve their performance

### Who Should Be Involved in Monitoring?

- All stakeholders should be involved - Community, Service Providers, DWST
- As part of its own management system WATSAN needs to monitor its activities

### How Should We Monitor?

- Accompany the Facilitator on some visits
- Interview community members and WATSAN members
- Inspect the WATSAN Committee's records and the water point
- Assess and cross-check FSP monthly reports and field reports

2. **PROBLEM SOLVING (Card Storming):** Hand out cards and ask pairs to write down – “What kind of problems are you likely to find when you are monitoring?” Then hand out one or two problems to each pair and ask them to do problem solving.
3. **REPORT BACK:** When pairs report, challenge them to be more specific in making their suggestions. Then explain the different types of actions that can be done on the basis of monitoring information.

**Examples of Problems:**

- Undemocratic selection of WATSAN Committees
- Internal disputes in some communities/WATSANS/WUEs
- Confusion in communities about the conditions for participation in NRWSSP
- Women marginalized in meetings and decision-making
- No/little community involvement in making Facilities & Management Plans
- Decision on technical option before availability of hydro-geological data
- Poor record keeping of WUE affairs e.g. accounts, minutes
- Resistance by individual households to improve their latrines
- WATSANS not accounting for funds to user communities
- Community stopping contributions to maintenance fund
- Delays in delivery of services by SPs
- Decisions dominated by local influential leaders
- Some water users not complying with WUE rules and regulations
- Poor people asked to pay high tariffs
- Disagreements in setting right tariffs

**Types of Actions based on Monitoring Data**

- Approve or disapprove
- Give training or on-the-job coaching
- Provide logistical support
- Redefine the activities
- Ask the Service

4. **MONITORING PLAN:** Divide into groups and ask each group to develop a monitoring plan for key activities in the District Programme Cycle. Assign each group a number of these activities and ask them to develop a monitoring plan. See example in Handout 18.



## Handout 18: Example of a Monitoring Plan

Activity	Output	Indicator	Data Source	Collection Methods	Collection Frequency	Who
Promotion (demand creation)	Communities making viable requests for W&S facilities	No. of applications meeting district criteria of need	District records	Review records	Semi-annual	DWST
	Communities are selected through transparent process	Council decisions openly made using established criteria	Council records	Review records	Occasional	NRWSSP
Formation of WATSAN Committee	Democratically elected WATSAN in place	Satisfaction of community with WATSAN	Community member	Survey	Once-at verification	Extension Workers
Community planning and funding of facilities (FMP)	Community decision on type and site for new/rehabilitated facilities and how they will fund/build/manage	Number of approved FMPs	District records	Review records	Semi-annual	DWST
		Number and gender of those attending planning meetings	WATSAN records	"	"	"
Procurement and Contracting of Service Providers	Goods and services procured from Service Providers	Level of community investment for water supply	District records	"	"	"
		Level of efficiency and transparency of procurement of goods and services	District records	Review records	Quarterly	District Tender Board and DWST
Capacity building for Service Providers	Service Providers doing quality work and producing desired results	Number and gender of SPs trained (according to different categories) Number of TSPs certified	Training Consultant Reports	Review reports	Semi-annual	DWST'
Construct facilities	BHs/HDWs constructed to MoW standards and producing water of adequate quantity and quality	BH & HDW construction meets MoW standards	Drilling reports	Check records	Once-after drilling	DWST
		PumpTest results meet required standards	Test reports	Check records	"	DWST
	Pumps installed to required standards	Hand pumps performing to required standards	Test results	Check records	After installation	DWST/EWs
	Civil works constructed to required standards	Civil works constructed to specifications	Records	Inspect records	After installation	DWST/EWs
Train WATSAN in management skills	WATSAN is managing each of its responsibilities in timely manner	Number and gender of WATSAN members trained	FSP reports	Review reports	Semi-annual	EWs
		Collecting and managing money	Records	Review	Quarterly	EWs

# MODULE 14F: SUPERVISION OF SERVICE PROVIDERS

## LINKS TO DWST'S WORK:

Once they have contracted Service Providers, the DWST are expected to supervise their work.

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

- Identify the tasks and the approaches involved in supervision
- Distinguish between monitoring and supervision

**TIME:** 2 hours

## MATERIALS:

- Handout on SUPERVISION ( Handout 19 & 20)

## STEPS:

1. **INTRODUCTION (Rotational Brainstorming):** Write five questions on different flipchart and divide into five groups to answer them, moving around the flipcharts
  - a. WHY is there a need for supervision?
  - b. WHAT needs to be supervised?
  - c. WHO should supervise?
  - d. HOW to supervise? What are the different tasks of supervision?
  - e. WHEN should supervision be done?
2. **REPORT BACK:** Tape the flipchart products at the front and review each product. Use this as the basis for a short presentation on supervision.
3. **APPROACH TO SUPERVISION (Role Play):** Organise a role-play in which the DWST gives negative comments on the performance of SPs, resulting in a fight. Discuss. Ask trainees to brainstorm how supervision should be done. Emphasise the importance of giving supportive feedback.
  - You are not a policeman. Your job is to provide supportive feedback and advice
  - Let Service Providers know how they are doing
  - When they are making a genuine effort, show encouragement and appreciation
  - Give positive feedback, as well as points for improvement
  - Make points specific. Don't say, "You have done an awful job!" Say instead, "You (FSP) talked for a long time and didn't let community members talk".
  - Stop minor faults becoming major ones by acting early
  - Give practical suggestions on how to make improvements
  - Identify skill areas that need improvement and arrange appropriate training
  - Be patient and understanding and be a good listener
  - Consult - people will feel more involved and committed if you ask their opinion before taking a decision which affects them
  - Don't fail to reprimand when a reprimand is deserved - but
  - Don't reprimand in public. If you do, you may damage his relationship with the community.

## **Handout 19: SUPERVISION**

### **What Is Supervision?**

- Checking that the work is done correctly and on schedule
- Checking that the work is done in relation to the work plan, TOR or specifications
- Helping to solve problems to ensure the work is completed satisfactorily

### **Why is supervision Important?**

- Service Providers can be guided in following the work plan or TORs
- Service Providers are made accountable for their performance
- SPs who are making mistakes or having difficulties can be assisted
- Supervision helps to ensure the work is completed on schedule

### **What Does a Supervisor Do?**

- Review the work plans together with Service Providers
- Check on the satisfactory completion of assigned tasks
- Check on the quality or standard of work done
- Help to correct mistakes and solve problems
- Provide advice and practical suggestions on how to improve
- Organize on-the-job training for specific tasks as required
- Give reprimands when they are deserved
- Coordinate tasks carried out by different Service Providers

### **How to Do Good Supervision?**

- Assist Service Providers to develop good work plans
- Give instructions that are clear, relevant and practical
- Organize regular meetings to discuss progress, problems and plans
- Give praise to those performing satisfactorily
- Give supportive feedback to those having difficulties
- Avoid criticizing Service Providers in front of others
- Where conflicts arise, listen patiently to all points of view separately, before trying to solve them together

## Supervision Versus Monitoring Versus Evaluation

Activity	Timing	Major Focus	Examples
SUPERVISION	Continuous/ongoing	Job Description – Tasks	Are the tasks completed?
MONITORING	At intervals throughout programme cycle	Work plan - outputs	Were the outputs produced?
EVALUATION	After the programme is completed	Results - objectives	Do results match objectives?

- 4. FORMATS:** Assist the participants to go through the PMO-RALG M&E formats and assist wherever possible to clear out complexities.

## Handout 20: Supervision Checklist for Piped Water Project

TASK	WEEKS																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Source</b>																				
Locate source	√																			
Measure flow	√																			
Buy materials					√															
Move to site					√															
Build protection						√														
Build fencing							√													
<b>Sedimentation Tank</b>																				
Decide location	√																			
Design and approval		√	√	√																
Clearing and digging							√	√												
Buy materials							√	√												
Move to site								√												
Formwork									√											
Reinforcement									√											
Pour concrete										√	√	√	√							
Fill and test														√						
Inspection															√					
<b>Pipeline</b>																				
Route identified	√																			
Design		√	√	√																
Buy materials							√		√				√							
Move to site								√				√		√						
Survey route					√	√				√				√						
Dig trench									√	√	√	√	√	√	√	√	√	√	√	√
Lay pipe									√	√	√	√	√	√	√	√	√	√	√	√
Test										√	√	√	√	√	√	√	√	√	√	√
Mark location										√	√	√	√	√	√	√	√	√	√	√
Inspection											√	√	√	√	√	√	√	√	√	√
<b>Pipe Network</b>																				
Identify route	√																			
Design		√	√	√																
Survey route											√	√								
Buy materials														√	√					
Move to site														√	√					
Dig trenches															√	√	√	√	√	√
Lay pipe															√	√	√	√	√	√
Testing															√	√	√	√	√	√
Inspection															√	√	√	√	√	√
Mark location															√	√	√	√	√	√
<b>Standpipes</b>																				
Mark locations	√																			
Design		√	√	√																
Buy materials									√	√	√	√								
Move to site									√	√	√	√								
Clear area									√	√	√	√								
Formwork													√	√	√	√	√	√	√	√
Pour concrete													√	√	√	√	√	√	√	√
Fit pipes and taps																	√	√	√	√
Inspection																	√	√	√	√

# MODULE 14G: DEVELOPING REPORT WRITING SKILLS

**LINKS TO DWST's WORK:** DWSTs are expected to produce periodic reports usually on monthly, quarterly and annual basis in order to provide information for the Council authorities and other relevant ministries e.g. MoW, PMO-RALG, MoF etc. They therefore need skills on how to prepare these reports, which are usually on physical and financial performance.

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

- Explain the contents and formats of reports; and
- Demonstrate their skills in writing strategic reports.

**TIME:** 2 hours

**MATERIALS:**

- DOM, POM
- Case Study: Sample of reports
- Local Government Medium Term Expenditure Framework (LGMTEF) Reporting Formats

**STEPS:**

1. **INTRODUCTION: (Buzz Groups):** Ask –

(i) *What things would you like to see in a NRWSSP LGA report?*

2. **CRITIQUING REPORTS (Trios):** Hand out prepared sample reports (2-3 samples) and ask groups to read and make critique of each report by listing down:

(i) *Missing information*

(ii) *Irrelevant issues*

## **General Weaknesses in Report Writing**

- ☞ Reporting without including critical comment on identified issues
- ☞ Blaming other partners for things that have gone wrong without showing ways to solve the problems
- ☞ Reports focusing on generalities
- ☞ No targets at start of period to see how much progress has been achieved
- ☞ No background information
- ☞ Presenting recommendations without proper description of the problem
- ☞ Poor formatting

3. **WHICH FORMATS? (Presentation):** Present and discuss formats as per LGMTEF. Then explain that a good report should include aspects as given in the following box.

### **Reporting Formats**

#### **Monthly Reports:**

- ☞ Activities planned for the month/quarter
- ☞ Activities carried out and key results produced
- ☞ Problems, proposed solutions, and lessons learned

#### **Quarterly/Semi Annual/Annual Reports:**

- ☞ Summary comment on quarterly progress, including milestones completed
- ☞ Brief narrative report on work plan - with analysis (activities, results, constraints, proposed actions/solutions)
- ☞ Statistical tables
- ☞ Financial Report

# MODULE 15: PARTICIPATORY FACILITATION SKILLS

## LINKS TO DWST's WORK

To do effective work in the village and Council meetings, DWST members need basic facilitation skills – how to ask good questions and less discussion.

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

- Facilitate effective discussion

**TIME:** 3 hours

## STEPS:

1. **DEMONSTRATION:** Ask 6-8 participants to join you at the centre of the circle. Facilitate a discussion, using the techniques below. Stop at points to ask the observers (outside circle) to describe what techniques you are using as a facilitator to lead an effective discussion. Check that trainees understand each technique.

TECHNIQUE	PURPOSE
Open questions	Stimulate many ideas and opinions
Eyes/hands/names	Encourage people to contribute
Listening carefully	Understand clearly in order to lead the discussion
Minimal encourages	Encourage people to keep talking
Rephrasing	Clarify what each person says and show appreciation
Redirecting	Get others involved and get more views
Probing	Get out more information and get views
Observing & reacting	Check on who is silent and encourage them
Summarizing	Help people understand and reach agreement

2. **REVIEW:** Give a presentation on “Ten Steps to Good Facilitation”. Check that trainees understand the new techniques – minimal encourages, rephrasing.
3. **PRACTICE FACILITATION IN GROUPS:** Divide into groups of 6-8 people and organise a series of practice sessions. For each session assign a new topic and



ask each group to select a new facilitator. Give each facilitator 5 minutes, then stop and organise feedback in each group. Then do a quick report back.

**Practice Session 1:** *“You are meeting with the community about the water problem in their village. You want to get them talking about their situation.”*

**Practice Session 2:** *“Lead a discussion with the councillors about the importance of involving women*

**Practice Session 3:** *“Lead a discussion with WATSAN members on how to get more people contributing to the maintenance fund.”*

## Handout 21: Ten steps to Good Facilitation

1. **ASK QUESTIONS.** Use simple, clear, and “open” questions, which allow for many different answers and discussion.
2. **WAIT FOR RESPONSES.** Give people time to think and come up with an answer. Don’t bombard them with more questions.
3. **ENCOURAGE EVERYONE TO CONTRIBUTE.** Make eye contact, use hands, walk close to shy people, and use names.
4. **USE MINIMAL ENCOURAGES** - “yes ...I see ....and then?... tell me more ....” They help to keep the person talking.
5. **LISTEN ACTIVELY.** Use eye contact and body language to praise and encourage - but don’t over praise.
6. **REPHRASE.** Briefly restate what people say in your own words, to make sure you have heard and understood.
7. **PROBE.** Ask follow up questions to explore issue and make it clearer. Why? Tell me more. Can you explain further?
8. **REDIRECT** - to get others to contribute - “She said .....  
Do you agree? What do others think?”
9. **OBSERVE.** Look around and see who is participating and who is left out. Are people still interested?
10. **SUMMARIZE.** Restate what people have said in a simple, brief form. This will make it easier for people to contribute.

# MODULE 16: PREPARATION OF A DWSP

**LINK TO DWST's WORK:** Each LGA selected for NRWSSP support will be required to prepare a District Water and Sanitation Plan (DWSP). The plan should be based on the needs and priorities of the communities, which must correspondingly be reflected in the comprehensive District Medium Term Strategic Plan. The DWSP is a guide for the planned investment in water and sanitation development within the LGA. This Module introduces to the DWST the skills and concepts involved in preparing a DWSP.

## STEPS:

**INTRODUCTION:** Explain that the session will focus on how to prepare a DWSP as the guiding document for W&S development in the LGA. Inform the participants that the Module covers the following topics:

- (i) *Importance of developing sound DWSPs*
- (ii) *DWSP Projections*
- (iii) *Selecting Areas for Investment*

## TOPIC 1: IMPORTANCE OF DWSP

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

- Explain the factors required in preparing a DWSP
- Develop a sample of a DWSP

**TIME:** 1 hour

**MATERIALS:** DOM, POM (NRWSSP Logical Framework Analysis), and Guidelines for DWSP Conditional Grants

### STEPS

1. **IMPORTANCE OF DWSP (Buzz Groups):** Divide into buzz groups and ask – *Why do we need to develop a DWSP?* Write all answers on the flipchart and lead them to come up with good answers

#### Why a DWSP?

- ☞ Overall vision and guide for water and sanitation development in the district
- ☞ Framework for investment by LGA, Central Government (CG) and donors
- ☞ Guide for areas in which to do promotion or demand creation
- ☞ Guide for CG/donors who see the plan to assist with funding

2. **DWSP CONTENTS: (Brainstorming)** – Ask participants: *What are the major components/contents of a typical DWSP?*

3. **REPORT BACK: (Round Robin):** Write each point on the flipchart and let participants give their own experiences. Remind them on the need to refer to the available community data collected, the ranking of the communities for NRWSSP – who next?

## TOPIC 2: DWSP PROJECTIONS

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

- Determine the current coverage of W&S services in the district;
- Calculate coverage by each ward;
- Make a meaningful interpretation of the data for policy planning;
- Make realistic assumptions for projections; and
- Make the necessary projections.

**TIME:** 2 hours

**MATERIALS:** DOM, POM (NRWSSP Logical Framework Analysis), and Guidelines for DWSP Conditional Grants

**STEPS:**

1. **MAKING REALISTIC ASSUMPTIONS (Story):** Distribute the following short story to each participant.

DURING CHRISTMAS MZEE MATARUMA BOUGHT A PAIR OF KHANGA FOR HIS WIFE MAMA SINTAKUSAHAU FOR TANZANIA SHILLINGS 2,500. AT THE TIME THEY DID NOT HAVE ANY DEPENDANT. ONE YEAR LATER, MZEE MATARUMA WENT BACK TO THE SAME SHOP TO BUY TWO PAIRS OF KHANGA FOR HIS WIFE AND HIS SISTER IN LAW WHO HAD COME TO ASSIST HIS WIFE AFTER SHE HAD GIVEN BIRTH TO A BABY GIRL. MZEE MATARUMA BROUGHT WITH HIM TANZANIA SHILLINGS 5,000. TO HIS ASTONISHMENT THE SHOPKEEPER TOLD HIM HE WAS DREAMING SINCE THIS AMOUNT COULD NOT EVEN BUY THE SAME PAIR OF KHANGA HE HAD BOUGHT FOR HIS WIFE A YEAR AGO, LET ALONE ANOTHER ONE FOR HIS SISTER IN LAW.

Ask – What might have happened within a one-year span that Mzee Mataruma did not foresee? What does this mean about **PROJECTIONS**? *Compliment the discussion with issues like: Inflation, increase in family numbers, changing circumstance etc.* Prolong the discussion by asking the participants: What projections must the DWST think about when preparing its DWSP e.g. weather, exchange rate of Tanzania shilling, population (migration), types of technologies, etc

2. **SUMMARISE** the discussion by pointing out that situations change for individuals and organisations. A good plan must try to foresee some of these changes and take the necessary precautions to manage the change.

## TOPIC 3: SELECTING AREAS FOR INVESTMENT

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

- Develop a strategy for prioritising W&S development within the LGA; and
- Decide the areas in which to focus efforts and resources – prioritise areas for W&S development based on their own set criteria.

**TIME:** 1 hour

**MATERIALS:**

- A district water resources master plan
- Community applications

**STEPS:**

1. **TESTING PARTICIPANTS' EXPERIENCE: (Brainstorming):** Ask participants:

- How have you selected areas/communities to be supported under NRWSSP?*
- What was the rationale for allocating water facilities?*

- ☞ Politics - wards with the most vocal/influential councilors get the facilities
- ☞ Areas which have the most need i.e. no/few W&S facilities
- ☞ Most accessible areas
- ☞ Areas chosen by donors
- ☞ No area strategy - first come, first served - respond only to applications

2. **RESOURCE ALLOCATION (LGA Groups):** Divide into district groups and assign the following task:

- List the wards in your district and rank them in terms of which ones have the best supply of water and sanitation facilities*
- Why do some wards have much better facilities than others?*

3. **REPORT BACK:** Discuss the reasons for differences between wards and whether participants want the disparity to continue. If there is inequality in the distribution of water facilities, the LGA may decide to correct the imbalance. They will, however, need to take into account other factors e.g. drilling in less accessible areas may increase the costs and for a fixed budget they would produce smaller numbers of boreholes. Similarly, focusing on a number of areas would decrease economies of scale and consequently increase the cost of the development process.

4. **PRIORITISING AREAS FOR INVESTMENT (District Groups):** Ask the groups to work out a strategy for prioritising investment.

5. **REPORT BACK:** Each DWST will give its report. After each report allow other teams to ask challenging questions.

### **Examples of Strategies:**

- ☞ Work in the most accessible areas to begin with - as capacity develops, reach out to more distant areas
- ☞ Work with the existing backlog of applications. Check first that these have not already been satisfied by other agencies e.g. WaterAid, TASAF etc; and those that are willing to respond to the new conditions. Then promote demand in poorly served areas
- ☞ Promote demand in the less served areas to begin with (no matter how inaccessible)
- ☞ Provide equal opportunities to all wards - all would be given the same number of water points

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