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Section
1

INTRODUCTION



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Remember the suggestions for activities are guidelines. Feel free to adapt them to suit your district. There is no right or wrong way to establish WASHE, be creative and use the ideas and expertise of others.



ABOUT THIS MANUAL

This manual provides a step by step guide to the **establishment** of intersectoral co-operation, co-ordination, planning and management of rural water, sanitation and health education, at district level.

The concept is called **D-WASHE** (District WASHE)

Section 1 Introduction

Section 2 Pre-establishment activities

Section 3 Establishment

Section 4 Post-establishment activities

Each section is written to lead on from the last. Activities within a section follow on from one another. The format is designed to help you :

- find things quickly
- work systematically through the contents
- prepare meetings
- evaluate your impact

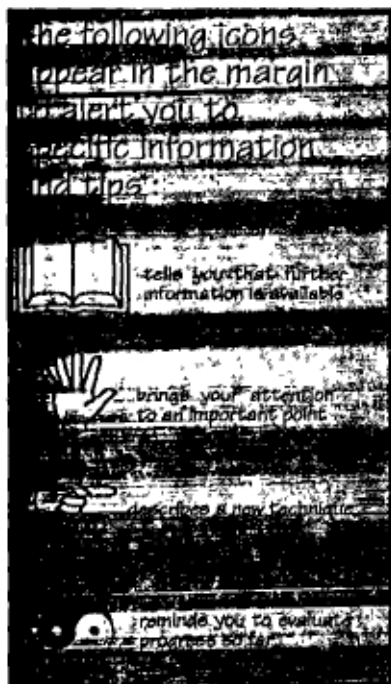
Remember the suggestions for activities are guidelines. Feel free to adapt them to suit your district. There is no right or wrong way to establish WASHE, be creative and use the ideas and expertise of others.

In the margin of each page you will find useful information and tips.

At the end of each section there is an evaluation exercise to help you assess progress. Space has also been left for you to write your own notes.

At the end of the manual there is blank meeting planning script for you to copy and use.

The manual is written to allow you to work through it section by section or dip into it for specific ideas or activities.



THE APPROACH

To equip you with the knowledge, techniques and skills to :

- establish the WASHE concept at district level
- assist districts to form a sustainable D-WASHE committee
- assist districts in preparation for planning and development of a district-WASHE development plan
- introduce strategies and working practices that will allow districts to take the first step towards operational WASHE

 **OVERALL
OBJECTIVES OF
THE MANUAL**

The objectives will be met through a series of meetings held with the D-WASHE committee. The techniques used are participatory and include the use of VIPP.

VIPP Visualisation In Participatory Programmes

The technique has been adopted because it has proved an effective way to consider the views of all participants. It is a structured yet flexible approach. The main reference for this method is the UNICEF publication, "VIPP a manual for facilitators and trainers involved in participatory group events". CMMU wishes to acknowledge the expertise and support that UNICEF Zambia has provided in this area.

 **THE METHOD
USED TO
ACHIEVE THE
OBJECTIVES**

It is intended that the reader becomes the "facilitator" however it is unlikely that in practice you would work alone. From experience it is suggested that a facilitation team is formed, consisting of

- one main facilitator
- one support facilitator

The role and responsibilities of these people will become clear as you work through the manual.

 **FACILITATION**

ASSUMPTIONS**BEFORE USING THE MANUAL**

Before using this manual, it is assumed that the stage of "Introducing WASHE at District Level" has already been carried out. This stage is covered in Manual 3.

PREPARATIONS

To get the most from this manual it is important that you have read and hopefully used

- Manual 1 Understanding the WASHE Concept
- Manual 2 Water Sector Reforms and Implications for WASHE
- Manual 3 Introducing WASHE at District Level

- VIPP was developed by UNICEF in Bangladesh during the early 1990's.



- It is based on earlier methods in Latin America and Germany.

- VIPP was introduced in Zambia by UNICEF in 1994, to promote open dialogue, effective communication and community planning.

Manual 3 gives details of how to use VIPP and it is important that facilitators are familiar with this technique before using this manual.

For further information see UNICEF publication "VIPP a manual for facilitators and trainers in participatory group events".



MATERIALS

The materials needed to run the series of establishment meetings are based on the materials described in Manual 3. You will need a box of materials containing the following :

- VIPP cards - a mixture of sizes, colours and shapes
- marker pens - blue, black and red
- board pins
- glue sticks or tubes
- masking tape
- brown wrapping paper
- A4 paper

In addition

- 3 VIPP boards
- flip chart paper and board
- a set of Participants Notes from the Introduction to WASHE at District Level Workshop.



A description of the materials, their preparation for use and management of supplies is covered in detail in Manual 3 page 16 - 19.



Remember, all the materials are available in Zambia. Paper (duplicating quality) can be used instead of card. Plain white paper cut into different shapes can be used instead of different coloured paper. Boards can be made by projects or if no boards are available, use brown paper and masking tape on wall space



The idea of producing Participant's Notes was introduced in Manual 3.

See Section 5 Manual 3 for more details.

Section
2

**PRE-
ESTABLISHMENT
ACTIVITIES**



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Activity One : 1/2 a day



ACTIVITY ONE : UNDERSTANDING THE APPROACH

By the end of this activity you will understand :

- the approach used to establish D-WASHE
- the reasons why the approach has been adopted
- the roles and responsibilities the facilitators and other key participants might adopt through the establishment process
- the proposed format for the series of establishment meetings

SUGGESTED APPROACH : POST INTRODUCTORY REVIEW AND BRIEFING MEETING

After the Introduction to WASHE at District Level Workshop has taken place it is important before entering the next stage that you have :

This pre-meeting activity can be done with the D-WASHE chairperson if s/he is already elected. It will help to boost his/her confidence and will provide facilitators with a briefed person for support in the meeting



- access to the materials and charts generated during the Introduction to WASHE at District Level Workshop
- the Participants Notes that were collated by the workshop facilitators after the event
- been briefed about the workshop and the outcomes, if you did not attend

If the facilitators are different to the implementing agency, involving the implementing agency (perhaps the coordinator) at this point will help them to understand the task you face, the problems and constraints



Next, the facilitators who are to be involved in the establishment stage should hold a **post introductory review and briefing meeting to :**

- review the work achieved by the district so far
- understand the approach to be used in establishing WASHE at district level
- familiarise themselves with the task, meeting formats and activities

Use the following guidelines and suggestions to assist you during the review and briefing meeting :

REVIEW : THE PARTICIPANTS NOTES

It is easy to forget how many decisions were made during the Introductory Workshop. These are all reflected in the Participant's Notes- you should now aim to explore this wealth of information !



- Review and familiarise yourselves with the achievements so far. Review and reflect upon the workshop by reading and discussing the Participants Notes. Look through the charts to "jog" your memory of the decisions made during the Introduction to WASHE at District Level Workshop.

THE APPROACH : A SERIES OF ESTABLISHMENT MEETINGS

The decision to form a D-WASHE committee is relatively straight forward. The establishment of a **sustainable** D-WASHE committee is a far more complex process.

To try and ensure that a D-WASHE committee is sustainable a series of **FIVE MEETINGS** have been developed to :

- foster teamwork
- promote intersectoral co-operation as being part of every day business, rather than a group of people who participate in one off intersectoral workshops
- begin to challenge existing meeting structures where there is more reporting than participation
- develop a dynamic working group that can share expertise, knowledge and experiences
- motivate change in attitudes and existing "district culture"
- introduce collective decision making and responsibility

Meetings have been *deliberately* chosen as against a second workshop or series of "workshops" to :

- break the "workshop culture" that exists in many districts
- address the issues of non payment of allowances for attendance at D-WASHE committee meetings i.e. these meetings are part of an officer's job
- minimise the cost of establishment of the committee
- stagger the establishment over a period of time to foster and "test" commitment to WASHE as a concept

Remember :

Do not under estimate the change you are asking a district to go through in establishing WASHE. Many districts have never been involved in decision making about their programmes and district development. Typically, districts have implemented instructions from above. WASHE challenges the whole structure of a districts existing operational framework. Like wise do not under estimate the potential of the district to embrace WASHE.



A sustainable D-WASHE Committee is one that goes through a series of development activities that are structured to build the capacity of committee members gradually

A sustainable D-WASHE committee will be a dynamic group of individuals working towards a common goal, "Universal access to safe, adequate and reliable water supply and sanitation services" . (Water Policy for Zambia).

Sustainability in this context is essentially about creating a solid foundation built on an understanding of what roles and responsibilities the D-WASHE committees have and how these can be used to plan, manage and monitor district rural water supply and sanitation.



Section 3 looks in detail at the meetings and suggests ways in which you might tackle the issues listed

ROLES AND RESPONSIBILITIES : WHO IS EXPECTED TO DO WHAT ?

It is very important that facilitators are clear about their roles and responsibilities and those of the D-WASHE chairperson and D-WASHE committee members during the establishment stage. Early clarification of this will assist to break the dependency often seen when the facilitator or an implementing agency is perceived as the one assuming the lead.

Materials for the meetings should be initially provided by the facilitator. It is unlikely that the district will have any stationery that can be immediately allocated to WASHE activities. However, an early aim of the facilitator should be to encourage members to contribute to recurrent costs, like stationery, from their departments, organisations and ministries



THE ROLE AND RESPONSIBILITIES OF THE FACILITATOR(S) :

- to assist the formation and development of the D-WASHE committee
- to facilitate participatory establishment meetings, using methods that are perhaps new or unfamiliar to members, to set objectives and take action
- to hold a number of bi-lateral or liaison meetings outside committee meeting time to motivate members and assist overall co-ordination
- to develop individuals within the committee so that they understand their roles and responsibilities

It is **not** to :

- chair D-WASHE meetings
- take minutes
- vote as members
- make decisions on behalf of the committee
- pay attendance allowances to committee members

The District Development Co ordinating Committee (DDCC) is the overall committee for planning and co-ordinating all district development initiatives.



guidelines for payment of allowances :

- the D-WASHE committee is a sub-committee of the DDCC
- as a sub committee it meets **within** the Boma during normal working hours
- allowances are not necessary as members attend as part of **their normal working day**
- it is advisable to seek early clarification of this with the Council or District Secretary who, as chairperson of the DDCC can support these guidelines

THE ROLE AND RESPONSIBILITIES OF THE CHAIR PERSON :

- to perform normal chair person duties
- to liaise with the facilitators about the schedule and the content of the meeting
- to communicate all activities and progress to the Council / District Secretary
- to present all reports and the eventual D-WASHE Development Plan to the DDCC
- to motivate members to remain committed and to regularly attend meetings
- to ensure that the tasks allocated to the members have been undertaken
- to hold bilateral meetings as required by the D-WASHE
- to liaise with the provincial and national WASHE institutions



The D-WASHE committee will also need a secretary and eventually a treasurer. These posts can be discussed with the Council / District Secretary and the Chair-person along with the committee. It is advisable not to elect these people immediately as time will tell as to whether or not individuals are capable of taking the responsibility. During early establishment, it is unlikely that the posts will be needed, unless there are tied funds to administer or forthcoming donor funding.

THE ROLE AND RESPONSIBILITIES OF D-WASHE MEMBERS :

- to attend all D-WASHE meetings (without delegating responsibility to a subordinate) and implement decisions
- to fully participate in the meetings
- to undertake research, fact finding or information gathering outside the meetings as required by the D-WASHE
- to hold bilateral meetings with other members, ministries or organisations as required by the D-WASHE



It is important that the elected members attend the meetings and not a deputy. Collective decision making at district level requires people who can make decisions and take responsibility. These people are usually district heads.

THE FORMAT FOR THE MEETINGS

The style of the meetings is very important. The participatory approach that was used in the Introduction to WASHE at District Level Workshop should be maintained.

If possible,

- the chair person, after opening the meeting should hand over responsibility for the rest of the proceedings to the facilitator, who using participatory methods will *guide* the meeting
- no agenda is required in the normal or traditional sense only an outline of the meeting objectives
- minutes do not need to be taken as the techniques used will form a collective memory



New roles will emerge for all concerned as the D-WASHE development plan is formed and the committee should be encouraged to bear this in mind. D-WASHE will develop within a district specific context and roles and responsibilities must adapt accordingly.

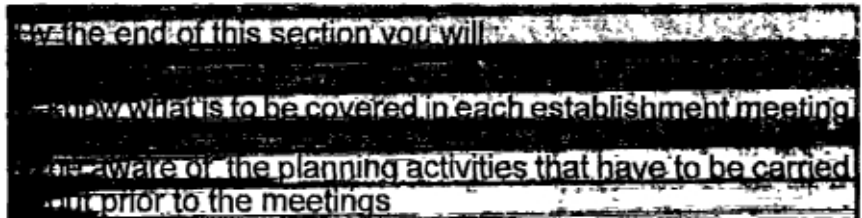
Section
3

THE MEETINGS



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THE MEETINGS



SUGGESTED APPROACH : D WASHE MEETINGS

The series of **FIVE MEETINGS** have been developed to assist the D-WASHE to reach a stage whereby it is ready to hold a workshop to draft its D-WASHE Development Plan.

It is suggested that in planning the meetings, a meeting script is written like the ones used in the Introductory Workshop in Manual 3. A blank meeting script is at the back of this manual for you to photocopy and use.



Before each meeting begins always check the participants are happy with the objectives and re negotiate if necessary. There is no such thing as a "blue print" for the establishment of WASHE - every district will be slightly different. Facilitators need to have this in mind.



Meeting One : Setting the context

This meeting will :

- review the Introduction to WASHE at District Level
- establish relationships between all the participants
- look at the context for the establishment of the D-WASHE committee
- set work schedules
- task allocate

Meeting Two : Establishing terms

This meeting will :

- agree the role of the D-WASHE committee and the mission statement
- agree individual roles and responsibilities
- agree the purpose of working towards and Implementing a D-WASHE Development Plan
- task allocate

Meeting Three : Assessing the situation

This meeting will :

- assess existing information and status of WASHE facilities
- identify information that is still required
- task allocate

Meeting Four : The Sub district

This meeting will :

- determine the roles and responsibilities of the sub district
- highlight the need for dialogue and communication
- bring attention to the implications for training

Meeting Five : Setting the Framework

This meeting will :

- set the framework for the D-WASHE Development Plan
- set objectives for the planning workshop
- task allocate

PREPARATION ACTIVITIES TO BE CARRIED OUT PRIOR TO MEETING ONE



Activity One - 1hr plus a meeting with the elected chairperson.

ACTIVITY ONE : REAFFIRMING MEMBERSHIP



Although the participants in each district will differ slightly, it is likely that the D-WASHE membership will be

- The Director of Works - Council
- District Medical Officer/District Health Inspector
- District Community Development Officer
- District Water Affairs Engineer/Officer In Charge
- District Agricultural Officer
- District Planner
- NGO/donor/volunteer representatives
- any other line ministry heads with a specific interest/responsibility for WASHE related activities e.g., Forestry.

Remember, that the district concluded the Introduction to WASHE at District Level Workshop by deciding who would be on their D-WASHE committee. Refer back to this list when sending the letters.



The committee may wish to form a CORE GROUP. This is a smaller number of key people (5-6) who will meet regularly and report to the bigger D-WASHE.



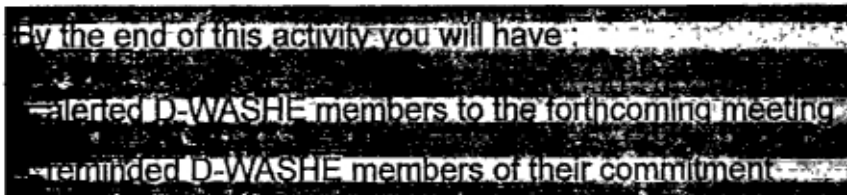
Councillors are generally not members of the D-WASHE. As a sub committee to the DDCC, it is not appropriate.



See GRZ circular No 1, January 1995, for information and guidance re: D-WASHE membership



Discuss with the D-WASHE Chairperson and the Council/District Secretary, how the councillors can be kept informed.



SUGGESTED APPROACH : WRITING TO D-WASHE MEMBERS

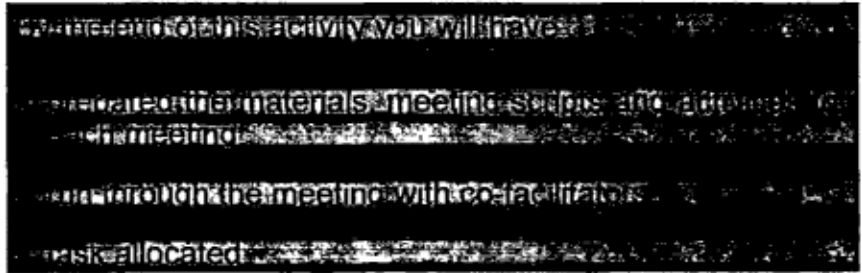
Prior to Meeting One write to all those people who have been elected by the district to be a member of the D-WASHE committee. This activity can be done in conjunction with the newly elected D-WASHE chair-person if that person exists. It is a good idea to hold a meeting with the chairperson. During the meeting discuss the roles of the different people in the committee, it will help later on if the chair person is clear about his/her role, the role of members and the role of facilitator. The letter to the members of the committee can then be written jointly.

Include in the letter:

- congratulations to members on forming a D-WASHE committee and electing a chair person
- the importance of the D-WASHE Committee
- acknowledgement of their enthusiasm and commitment to participate
- an outline of the five proposed establishment meetings
- the objective of putting together a D-WASHE Development Plan during a workshop that will be held **after** the meetings
- the date, time and location of Meeting One

ACTIVITY TWO : PREPARING THE MEETING(9)

Activity Two : 1hr



The idea of using a "script" as a planning tool was introduced in manual 3. See manual 3 page 13



SUGGESTED APPROACH : MEETING SCRIPTS

Prior to each meeting, the facilitators should design, in detail, the format and sequence of the meeting - "the script".

A blank "meeting script" planning sheet is at the back of the manual. Photocopy and use.



Example :

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
4	30min	setting work schedules	chaired discussion	whole group plenary		●	marker paper	chair
5	10min	summary and Review	as above	plenary		●	all work generated during the meeting	Facilitator

Throughout the remaining section there is a suggested meeting script for each meeting. Feel free to follow or adapt it.



Remember to gather all materials well in advance and be prepared !



SUGGESTED APPROACH : ACTIVITY PREPARATION

Hints and information about planning for events such as meetings can be found in manual 3, section 3.

Each facilitator should prepare their part of the meeting in advance. This will involve consultation with the rest of the team, an understanding of the activity objectives and the overall aim of the meeting.

SUGGESTED APPROACH : PRACTICE RUN

It is helpful to run through a meeting as a team. Adjustments can be made, activities adapted and clearly presented. Additionally, take time to inform the chairperson of the meeting format and activities *before* the meeting takes place. The chairperson is far more likely to support the process and be fully committed if s/he understands what the facilitators are hoping to achieve.

Section

4

**THE ESTABLISHMENT
MEETINGS**



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MEETING ONE : SETTING THE CONTEXT

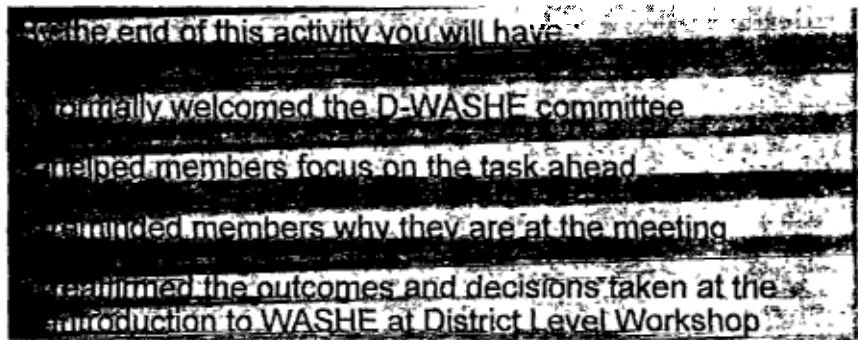
- by the end of this meeting you will have
- reviewed the introduction of WASHE at District level Workshop with the D-WASHE committee
- re-established the relationship between D-WASHE and the District office
- identified members of the context to the establishment of D-WASHE, the National Water Policy and decentralisation
- agreed and set a work schedule for future meetings
- task allocated as required

Activity One - 20-30 min



Try to gain access to the meeting room at least 1/2 hour before the meeting is to take place. Set up the room, allowing for full participation, and tape the charts from the Introduction to WASHE at District Level Workshop to the walls. See manual 3 section 3.

ACTIVITY ONE : INTRODUCTIONS AND REVIEW



Meeting script

If you are using VIPP boards and materials, these must be prepared before the meeting. See manual 3 for advice on this



Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
1	20-30min	Introductions and review	visualised discussion	plenary	●		Participant's Notes from Introductory Workshop	chair/Facilitator

SUGGESTED APPROACH : INTRODUCTIONS AND OBJECTIVES

It may be helpful if the chairperson refers to the letter from the facilitators, that invited them to attend the meeting.



Ask the chairperson to formally welcome all members to the D-WASHE committee. S/he should then ask all members to introduce themselves. Next, s/he should go through the objectives, checking that they are understood and re-negotiated if members are not happy with them.

SUGGESTED APPROACH : VISUALISED DISCUSSION

Working through the charts and the Participant's Notes will help the D-WASHE members to refocus on their own ideas, decisions and commitments.



Using the charts and materials that were generated during the Introduction to WASHE at District Level Workshop briefly review the main outcomes and decisions. Ask participants who attended the workshops to give an explanation of the activities represented on the charts. As a group work through the Participants Notes from the Introductory Workshop.

This activity should not take too much time. Encourage participants to be brief - the idea of the review is to refocus and recall events that led to the decision to establish D-WASHE.



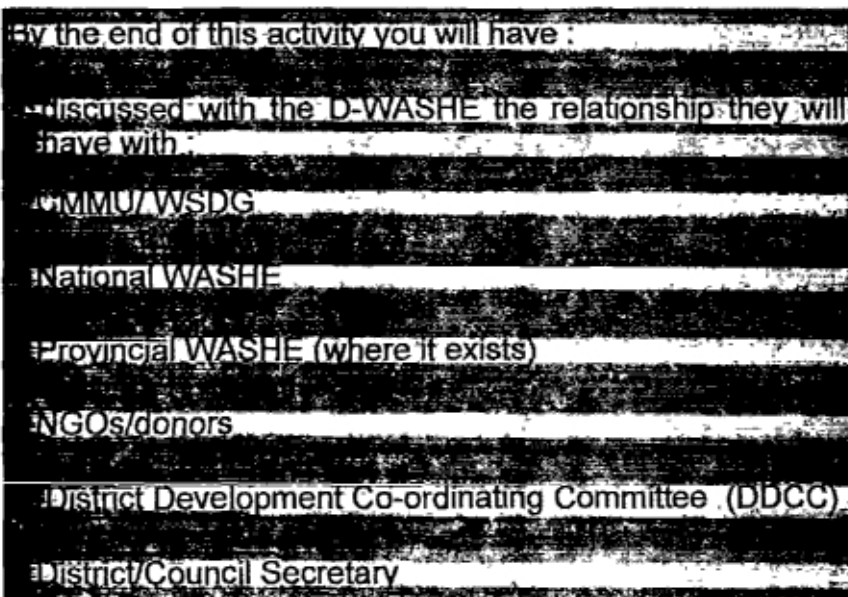
guidelines for facilitators

- highlight the positive outcomes and decisions made during the workshop
- emphasise that a lot of preparation work has now been done and this will help the D-WASHE
- make sure that participants understand the importance and the commitment of the decision to form a D-WASHE

ACTIVITY TWO : ESTABLISHING RELATIONSHIPS



Activity Two : 30 min



Prepare this activity in advance

Meeting Script



Don't forget to manage the VPP materials, i.e. number of boards etc. See manual 2 for advice

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
2	30min	Relationships	visualised lecture and discussion card collection	Plenary	●		prepared cards on boards, pins, pink and white cards, markers	main facilitator, support facilitator

SUGGESTED APPROACH : VISUALISED LECTURE AND DISCUSSION



A visualised lecture is a step by step way to introduce a topic or demonstrate the logical progression through an idea.

Introduce the activity to participants by explaining the importance of having a clear understanding of the relationship between D-WASHE and other agencies, organisations and individuals. The reasons for this include:

- early clarification of what is expected and from who
- the establishment of clear lines of communication
- to allow the D-WASHE to realise that it is accountable and to who it reports

To assist the facilitators an outline for the content for each "step" of the visualised lecture is detailed over the following pages.

STEP ONE : CMMU, WSDG AND NATIONAL WASHE

SUGGESTED APPROACH : VISUALISED LECTURE

See Manual 2 Water Sector Reforms and Implications for WASHE for more information about CMMU, WSDG and N-WASHE.



Present a description of **CMMU, WSDG** and **National WASHE (N-WASHE)** then describe what their relationship is with the D-WASHE Committee

STEP TWO : PROVINCIAL WASHE

SUGGESTED APPROACH : VISUALISED LECTURE

Present a description of **Provincial WASHE (P-WASHE)** if it exists in the province. Include the relationship with D-WASHE.

STEP THREE : NGOs/DONORS

SUGGESTED APPROACH : FLIP CHART PRESENTATION

Present the relationship **NGOs/Donors** have with a D-WASHE committee.

These points can be summarised on flip chart paper.



STEP FOUR : DISTRICT/COUNCIL SECRETARY AND DDCC

SUGGESTED APPROACH : CARD COLLECTION

Ask participants to suggest what the relationship should be between the D-WASHE and the **District/Council Secretary and DDCC**. Write cards and pin them on the board.

Reach a consensus before finalising an agreed role and relationship.

It can be quite confusing to give alot of information particularly about unfamiliar concepts. You may have to go over this information more than once or perhaps in future meetings. Throughout the activity, ask if anyone wishes to ask any questions - check the understanding. All this information can become confusing.



guidelines for facilitators

- throughout this activity it is very important to check that everyone understands the main points
- explain the relationships slowly and carefully - if assumptions or misunderstandings result amongst participants it will cause problems later
- do not over face participants with information at this stage

SUGGESTED SCRIPT AND CARDS FOR THE VISUALISED LECTURE

STEP ONE : BACKGROUND TO CMMU

CMMU **Community Management & Monitoring Unit**

 Boxed text represents VIPP cards

was established in **1993** as part of an effort to alleviate drought problems **following the 1992 drought.**

CMMU is part of **GRZ** it is **not a donor** or **NGO** Its main

interest is **the sustainability of rural water supply, and sanitation through health education.**

The unit

conducts **research and surveys**, **participatory workshops** and **pilot projects** in **liaison** with **those working in the field.**

The Unit **concentrates** on the **development** of **participatory methods**

that will **promote** the **National Water Policy objectives**

The **focus** is **WASHE**. CMMU is **responsible** for the

N-WASHE programme **CMMU** **does not provide funds,**

provide transport or **pay allowances.**

It can **assist** the **facilitation of WASHE**

provide **training materials** **research/survey papers** and **guidelines.**

It has also undertaken the first

National Water Point Inventory which **lists and details**

over **22,000 known water points.**

CMMU AND D-WASHE

- CMMU can provide:

district water point inventory details/profile

information on policy implementation, standardization and appropriate technology for water and sanitation

research and survey data

current views and opinions on the sustainability of rural water supply and sanitation facilities in Zambia

WSDG is located on floor 11, Indeco House, Lusaka with CMMU



advice on aspects of community participation and participatory training

STEP ONE : BACKGROUND TO WSDG

WSDG Water Sector Development Group is based

See manual 2 for National Water Policy Information



with CMMU, Lusaka. WSDG is responsible for the

development and collation of the National Water Policy and Sector Reforms

Unlike CMMU it also looks at

township supply and the formation of commercial utilities

N-WASHE can be contacted through CMMU Lusaka. N-WASHE is the National WASHE Co-ordinating and Training Team.



STEP ONE : BACKGROUND TO NATIONAL WASHE

N-WASHE consists of a multi disciplinary team based in Lusaka.

Its aim is to develop WASHE principles and guidelines

assist the facilitation of national, provincial and district WASHE.

It works in conjunction with CMMU/WSDG and was

formed in February 1996

STEP ONE : N-WASHE AND D-WASHE

• N-WASHE can provide

technical advice and facilitation support

WASHE guidelines training

access to a network of people involved in WASHE

updated information and research findings

STEP TWO : PROVINCIAL WASHE

Provincial WASHE (P-WASHE) is a new concept in Zambia. In most provinces it is not yet established. Facilitators should therefore **only** include reference to P-WASHE if it exists in the province.

STEP THREE : NGO'S/ DONOR

D-WASHE and NGO/Donors

- The D-WASHE Committee should have NGO/donor representation, this will change from district to district
- NGOs/Donors should no longer work in isolation but *through* the D-WASHE
- D-WASHE should request that an NGO/Donor supports part of its activities as described in the D-WASHE Development Plan
- All proposed NGO/Donor led projects should first go through the D-WASHE and should fit in with D-WASHE objectives and priorities, in line with the demands from the community
- D-WASHE and NGOs/Donors should see themselves as partners in WASHE

STEP FOUR : DISTRICT/COUNCIL SECRETARY/DDCC DISTRICT COUNCIL SECRETARY

Suggestions might include:

accountability

support for activities

advice on matters of procedure and decentralisation

DDCC

Suggestions might include :

accountability

ratification of plans

sub committee

monitoring

evaluation

communication
with councillors

Activity Three : 1 hr



ACTIVITY THREE : THE CONTEXT FOR D-WASHE

By the end of this activity you will have :

- highlighted the main points of the National Water Policy in relation to rural water supply and sanitation
- discussed the implications of decentralisation
- made clear to the D-WASHE committee the need for them to work within the guidelines of the National Water Policy when planning and implementing WASHE activities

This activity should be prepared in advance and the participants for the expert interview briefed



Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
3	1hr	The context	visualised lecture expert interview	Plenary		●	Main points of the National Water Policy on existing chart or new cards, lined boards, pin and cards.	main facilitator, an expert

SUGGESTED APPROACH : VISUALISED LECTURE

See GRZ National Water Policy 1994



Using either the existing chart from the Introduction to WASHE at District Level Workshop or new cards, present the main points of the National Water Policy. However, this time include the following details :

ENSURING THAT RWSS PROGRAMMES ARE COMMUNITY BASED THROUGH :

- formation of water committees for effective co-ordination, management and mobilisation of resources
- intergration of community education, motivation, health and hygiene and water awareness programmes in development, operation and maintenance of RWSS programmes
- development of standardised educational materials and training of trainers

DEVELOPING A WELL DEFINED INVESTMENT PROGRAMME FOR SUSTAINABLE RWSS BY :

- assessing the cost for meeting water and sanitation needs
- establishing appropriate procedures of appraising and financing of RWSS projects

- according preference to rehabilitation and upgrading of existing facilities rather than construction of new RWSS schemes
- encouraging investment in RWSS

PROMOTING APPROPRIATE TECHNOLOGY AND RESEARCH ACTIVITIES IN RWSS THROUGH :

- standardisation of construction methods, equipment, procedures and other important aspects of appropriate technology
- consideration of user views in relation to choice of technology
- involvement of educational and research institutions like UNZA (particularly TDAU) and NCSR in development of appropriate technology
- establishment of an appropriate mechanism for data collection, processing, analysis and dissemination of vital information related to RWSS
- provision of incentives to local manufacturers engaged in development and production of appropriate technology

DEVELOPING A COST RECOVERY APPROACH AS AN INTEGRAL PART OF A RWSS WHICH WILL ENSURE SUSTAINABILITY BY :

- encouraging user communities to contribute part of the investment cost of RWSS schemes. This contribution could be in form of labour and locally available materials to be used during the construction phase
- assisting the community in the assessment of costs, establishment of revenue (fees and charges) collection mechanisms and determination of contributions towards operation and maintenance (O&M) of RWSS schemes

DEVELOPMENT AND IMPLEMENTATION OF WELL ARTICULATED PROGRAMME BY :

- establishing a human resources unit
- defining service targets and estimating manpower needs in the sector
- identifying occupational priorities and determining training requirements
- preparing an Instructors Manual and Planning Guide for the Training of Trainers

An expert interview gives participants the chance to ask questions (and clarify points) of the person with the most knowledge of the subject. Instead of the 'expert' lecturing, the participants lead with questions



SUGGESTED APPROACH : EXPERT INTERVIEW OR PANEL

Before the meeting identify either a D-WASHE member or another district/provincial person who is knowledgeable about

An expert interview has one "expert". An expert panel has two or more "experts"



- decentralisation
- WASHE
- the implications for district management

This is an ideal time to involve the council/district secretary as the "expert". He/she will feel involved, respected and will see the D-WASHE in action.



This person becomes "the expert" or the "resource person". He/she attends the meeting ready to answer questions that will be asked by the members.

Introduce the activity by introducing "the expert" or the "resource person" and agree on the area of questioning.

Next explain :

The instructions for this activity should be shown and read to participants. They can be referred back to, if participants break or stray from the main issue.



- that participants may ask questions but must not make statements or prolong the questioning
- only one or two questions per participant - if possible all participants should ask at least one question
- that during the question and answer session the facilitator will capture the main points on cards
- at the end of the session, the facilitator will review and summarize the interview

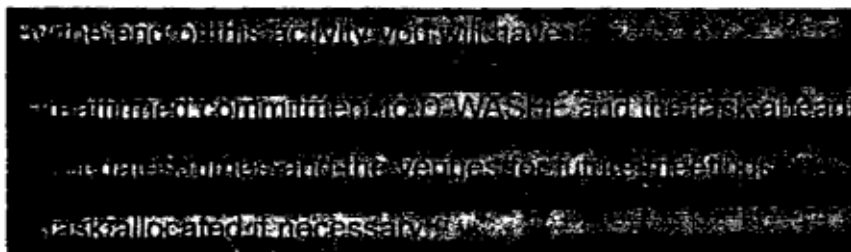
guidelines for facilitators

- members may need a little time to prepare the questions
- be careful not to divide the "expert" from the D-WASHE members, emphasise that everyone has something to offer
- this is a fact finding exercise and should not fall into a heated debate on the pros and cons of decentralisation
- defuse any conflict immediately
- allow flexibility but do not let the line of questioning stray too far from the topic
- always summarise the main points and clarify any misunderstanding

ACTIVITY FOUR : SETTING WORK SCHEDULES



Activity Four : 15 min



Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
4	15min	Setting schedule	Chaired discussion	Plenary		●	A4 paper, pen.	Chair person, facilitator

SUGGESTED APPROACH : CHAIRED DISCUSSION

Ask the chairperson to lead a discussion to reach decisions on the following:

- is every one committed to the concept of intersectoral cooperation
- is every one committed to working towards a D-WASHE development plan
- dates, times and venues of next meeting(s)



By handing the meeting back to the chairperson on the onus can be placed on to the D-WASHE to meet the objectives



- At the end of the meeting give participants responsibility for sticking cards on to boards and general material management

- Ask the participant to take responsibility for the charts until the next meeting

guidelines for facilitators

- depending on how the meeting has gone, it may be appropriate to summarize the meeting before the chairperson begins. If not ensure that you summarize afterwards
- take down the main decisions on a piece of A4 paper - this can then be photocopied and distributed to members as a reminder of their commitment
- close the meeting by thanking the participants and alerting them to the amount of work they have covered. Give a brief description of the next meeting.



The Council Chambers usually provide a good place to meet. Another alternative is to hold the meetings at the different offices of the committee members - this option needs more planning.

Use this space to note down any changes



Have the facilitators achieved all the activity objectives ?

Yes

No



What can be changed or adapted to help to achieve the objectives next time ?

Activity One :

Activity Two:

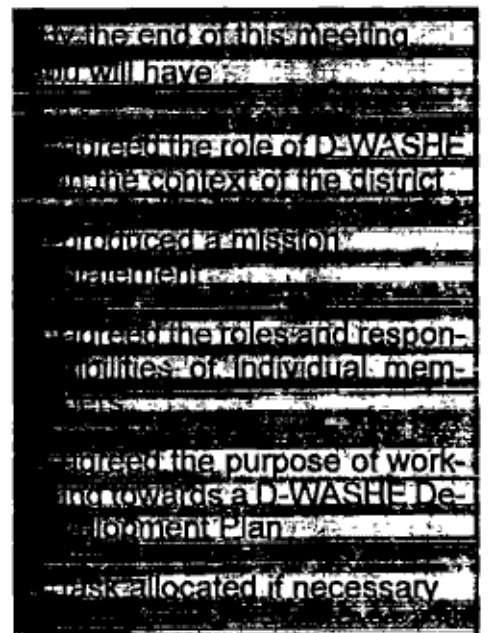
Activity Three :

Activity Four :



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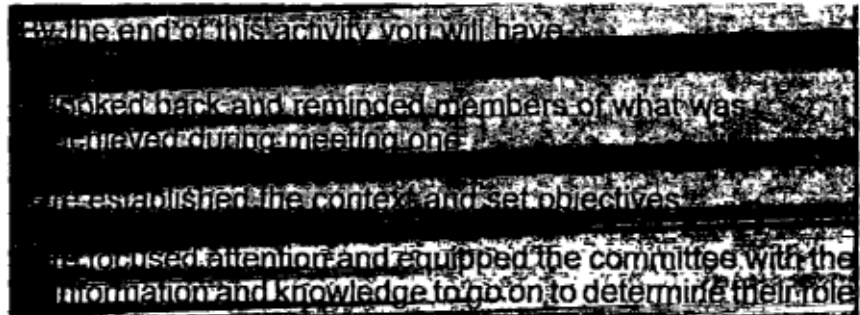
MEETING TWO : ESTABLISHING TERMS



Activity one : 10 min



ACTIVITY ONE : REVIEW MEETING ONE AND REFOCUS



Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
1	10min	review meeting objectives	Visual review	Plenary	●		Charts from meeting one	facilitator members chair

SUGGESTED APPROACH : VISUAL REVIEW

Giving participants facilitation roles will help to boost their confidence, keep interest and empower the D-WASHE



Using the charts and presentations that were generated in **Meeting One** summarise the main outcome of that meeting. To increase participation during this activity, ask individual members of the committee to explain the main points of particular charts or presentations from Meeting One.

guidelines for facilitators

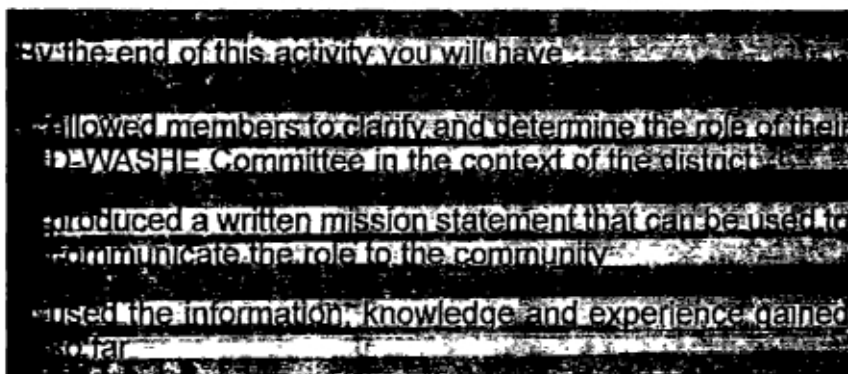
- this activity should not take too long, keep to the **main points** and avoid going over all the material in great detail
- bring particular attention to the main points of the National Water Policy that concern rural water and sanitation.
- the National Water Policy should form the basis upon which the committee decides its way forward, the policy provides the context of D-WASHE
- the next activity asks members to think and decide upon their role as a D-WASHE committee ; the information in the policy is of direct relevance to this

Ask the chairperson to go through the objectives for Meeting Two, pointing out what has already been covered in this activity.*

ACTIVITY TWO : AGREEING THE ROLE OF D-WASHE AND MISSION STATEMENT



Activity Two : 45 min - 1 hr



The instructions for this activity should be prepared in advance



Before starting activity one, make sure that everyone is happy with the meeting objectives. Renegotiate if necessary.

Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
1	10min	review meeting objectives	Visual review	Plenary		●	Charts from meeting one	facilitator members chair



The perceived role of D-WASHE should reflect the main points of the National Water Policy

SUGGESTED APPROACH : CARD COLLECTION

Introduce the activity by showing and reading the following instructions :

the question :

What do you think is the role of this D-WASHE committee?

The instructions

- 1) Split into buzz groups of 3.
- 2) Each group needs three pink cards and a maker.
- 3) Discuss the question and your response.
- 4) Reach a consensus on 3 possible responses to the question
- 5) Write the responses on card, one response per card.
- 6) Return to the main group.



Buzz groups are small groups of 2,3 or 4 people that discuss a topic without breaking up the whole group.

When the buzz groups have completed their task, ask that all the cards be placed face down in a central place and shuffled.

Card collection was used extensively in Manual 3



Ask one participant to present the cards to the group and another to pin them to the board.

Remember : show the card
read the card
pin the card

A mission statement helps to:



- focus on what is important
- clarify the committee's purpose
- distinguish the ends from the means
- give a sense of purpose
- give value to the ideas and beliefs of the participants

Next, ask the participants to "cluster" the cards into groups that share the same or similar theme

- give the clusters titles
- reach agreement
- check for missing cards and add them

Example of a D-WASHE mission statement



Mansa D-WASHE is a sub-committee of the DDCC, providing advocacy, support and education to communities in establishing safe water and sanitation through health education. The committee seeks funding from donors, plans and implements projects, which it closely monitors. It is a forum for intersectoral cooperation.

SUGGESTED APPROACH : WRITING A MISSION STATEMENT

Introduce the next part of the activity by showing and reading the following instructions :

- 1) Split in groups of four.
- 2) Using the ideas on the board, agree upon a statement that could be used to explain to the community what D-WASHE is and its job.
- 3) Write the statement on flip chart paper.
- 4) Present to the whole group.

SIAYONGA WASHE MISSION STATEMENT



The Siayonga D-WASHE is an Intersectoral committee to facilitate and co-ordinate the management and development of adequate, safe and reliable community based rural water supply and sanitation facilities, by promoting self help and co-ordinated approach amongst communities through continuous awareness campaigns and education of sustainable water supply and delivery systems.

When each group has presented its statement ask participants to reach an agreement on the most appropriate statement.

A good mission statement explains:



- who the committee is/are
- why they exist
- how they will recognise /anticipate /respond to needs
- the core value and basic philosophy of the committee
- what makes them distinctive

guidelines to facilitators

- if a consensus can not easily be reached, ask participants to pick out the key points from each statement and jointly come up with a new statement
- explain that this statement will now be used to reflect their "mission" i.e. what they hope to achieve
- show the committee examples of other D-WASHE mission statements, this will help them to see they are going in the right direction

ACTIVITY THREE : ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AND THEIR ORGANISATIONS



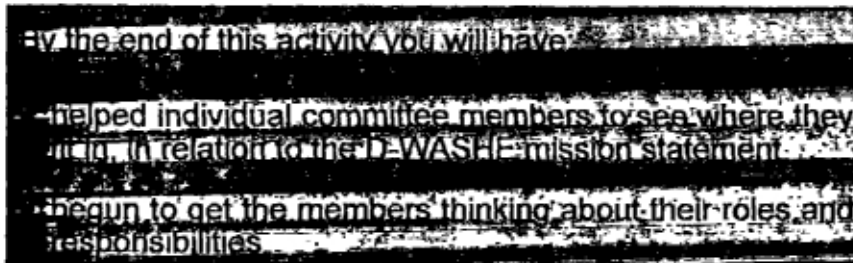
Activity Five : 30 - 40 min



This activity requires pre-planning



The content of this activity and the direction it takes will be different in every district.



Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
3	30 - 40 min	Roles and responsibilities	Mutual Interview	Pairs/ plenary		●	Flip chart paper, markers	Facilitator

SUGGESTED APPROACH : MUTUAL INTERVIEWS

Introduce the activity by showing and reading the following instructions.

The instructions

- 1) Split into pairs.
- 2) Each take 1 piece of flip chart paper and a marker pen.
- 3) In your pair interview each other for ten minutes.
- 4) During your interview find out what your partner thinks is her/his role is on the D-WASHE committee and their responsibilities.
- 5) At the end of the interview draw a picture or symbol to show what you think your partners role and responsibilities are.
- 6) Present to the whole group.

At the end of the exercise lead a discussion on the ideas that have been presented. Try and reach a consensus on each individual role and responsibility. Capture each person's role and responsibilities on VIPP cards or flip chart paper.



Mutual Interviews give participants time to :

- think about an idea/topic
- discuss it with other person
- get to know each other
- build relationships



It is a good idea to write the roles and responsibilities into the D-WASHE development plan at a future date.

guidelines for facilitators

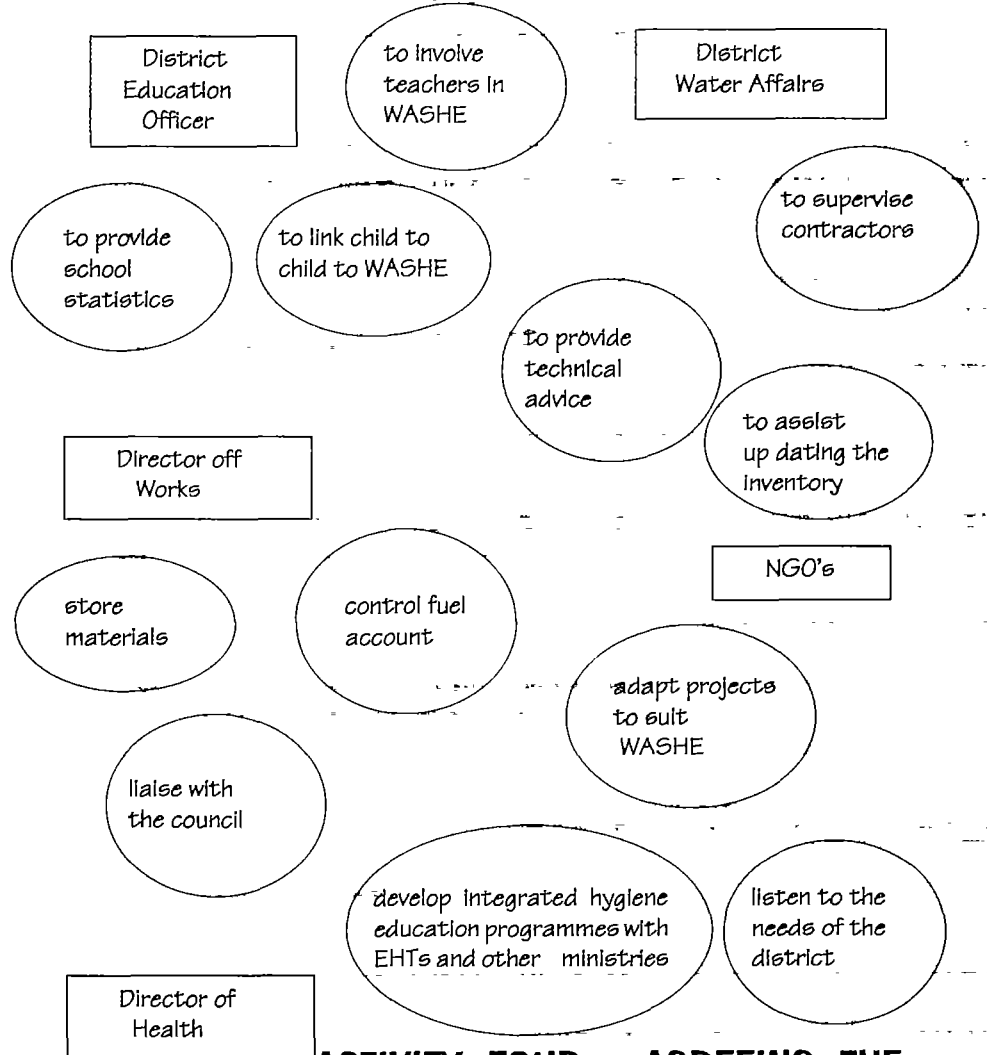
During the discussion that follows the presentations, try and get the members to :

- constructively comment on each others ideas
- expand the roles and responsibilities of individuals if there seems to be gaps or people simply don't know what their role should be
- ensure that individuals do not feel threatened by others - everyone has an equal part to play
- link the roles and responsibilities that are identified to the mission statement, i.e. if these are fulfilled will be mission statement become a reality ?

Roles and responsibilities will change as the D-WASHE develops. Obviously, once the D-WASHE Development Plan is in place, roles and responsibilities will take on extra dimensions. For example, line departments and ministries will be required to adapt and re-align their budgets to meet their agreed D-WASHE commitment.



Examples of roles and responsibilities



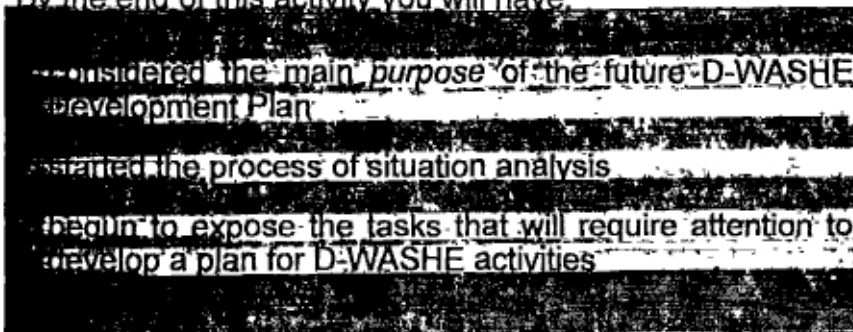
ACTIVITY FOUR : AGREEING THE PURPOSE OF

THE FUTURE D-WASHE DEVELOPMENT PLAN



Activity Five · 30 - 40 min

By the end of this activity you will have:



guidelines for facilitators

So far in this meeting the committee has examined its roles and responsibilities in the light of its newly created mission statement. A mission statement is as we have said an overall statement about a philosophy or intention.

It is now important to think critically about the mission statement linking it to the objective of a D-WASHE Development Plan. Here the main objective is to break the mission statement down in to sizable "chunks" of action which the D-WASHE can expect to achieve. We are calling this "the purpose".

For example

The Siavonga Mission Statement : The Siavonga D-WASHE is an intersectoral committee to facilitate and a co-ordinate the management and development of adequate , safe and reliable community based rural water supply and sanitation facilities, by promoting self help and co-ordinated approach among communities through continuous awareness campaigns and education of sustainable water supply and delivery systems.

The main purpose of their D-WASHE Development Plan :

To improve the health of rural communities of rural Siavonga District by encouraging that 30% of the rural population have "universal coverage" access (54 taps + 37 boreholes) to safe, reliable and adequate water and good sanitation through education by year 1998.



The purpose of the future D-WASHE Development Plan will outline real, tangible actions, or steps that the D-WASHE can undertake to begin to realise its mission statement

The Universal coverage requirements can be worked out for a district by consulting the district Water Point Inventory.



At this stage it is not crucial to have exact figures in the purpose. Accurate figures can only be obtained by doing an exercise in universal coverage assessing the actual requirements for water points and so. This can be tackled during the planning stage when all the information is available. What is important is that the committee begins to think within a **timeframe** and considers the main **outputs** of the **purpose**.

These are :

Water

Sanitation

Health Education

Emphasize the importance of information gathering. Inadequate information will lead to frustration and difficulty when trying to draft the plan.



Additionally there is the whole area of **WASHE Awareness** or **WASHE Promotion** to consider. This may typically involve :

Outputs are the major things that will be achieved by the D-WASHE Development Plan. By determining the major outputs the committee can decide upon the actual activities to reach the output.



training workshops

awareness raising meetings with sub-district staff

dialogue with councillors

selling the WASHE idea to Donors

the creation of a bottom up demand for WASHE from the community


a training and awareness strategy

Meeting Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
4	30 - 40 min	Setting the purpose	Group brainstorm	plenary		●	Cards, markers, flip chart paper	Facilitator

SUGGESTED APPROACH : GROUP BRAINSTORM

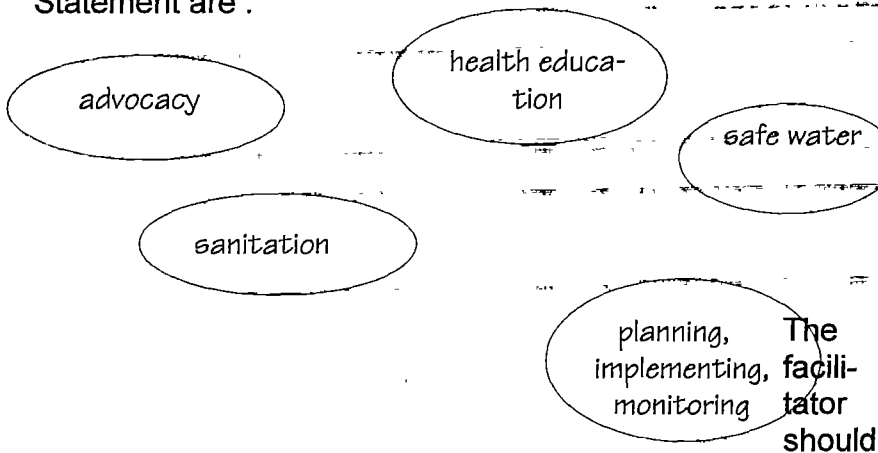
As a group or whole committee, ask participants to name the main components or elements of the mission statement, by brainstorming their ideas.


 A brainstorm is a quick thinking exercise to 'shout out' as many ideas as possible on a topic in a short time. As one suggestion is made, another one is quickly generated and so on.

For example :The Mansa D-WASHE Mission Statement

Mansa D-WASHE is a sub-committee of the DDCC, providing advocacy, support and education to communities in establishing safe water and sanitation through health education. The committee seeks funding from donors, plans and implements projects, which it closely monitors. It is a forum for intersectoral cooperation.

The main components or elements of the Mansa Mission Statement are :



 Components or elements are the main or key ideas within the statement.

capture the ideas on cards or flipchart paper for everyone to read. Reach consensus on the **main** components or elements and extract or highlight them.

guidelines for facilitators

- essentially the main components or elements are WASHE
WAter **S**anitation **H**ealth **E**ducation

Next, in the context of working towards a D-WASHE Development Plan lead a discussion about how the main components or elements can be turned into a purpose, or set of purposes to achieve the plan.

Facilitators may find that card collection takes too long at this stage in the meeting. If a discussion is held be careful to keep it to the point.



This part of the activity can be done through discussion or card collection. Whichever approach is used ask the question.

With the main components/elements in mind, what is the purpose of working towards a D-WASHE Development Plan?

Summarize the main discussion points.

Finally, using the main components/elements, collectively write a statement of intent or purpose for each.

for example :

Health Education :

to strengthen health education in communities through intensive sub district led training initiatives to improve peoples knowledge and change attitudes

Water :

to facilitate the provision of safe, reliable water supplies through the implementation of a rehabilitation programme and institutional intervention scheme

Sanitation :

to promote the use of improved traditional latrines by introducing low cost technology options, for example the sanplat

WASHE Awareness :

launch an immediate awareness campaign aimed at traditional leaders, councillor etc. organised by sub district extension workers

The last part of this activity is to look at what information will be needed to achieve the purpose.

For example : Using the previous example of health education, the following information would be needed by a D-WASHE committee before it could go any further

- the number of sub district staff that would require training
- what they would be trained in and by who
- which communities should be suggested for training interventions
- what health education has already been facilitated, where and by who

This exercise is best approached by splitting the committee into smaller groups. Each group can tackle one statement or component. Always allow sufficient time to feed information back and reach consensus.

It is important to list all the suggestions and task allocate to gather the information. For example the Ministry of Health could bring the information re : existing health education programmes and so.

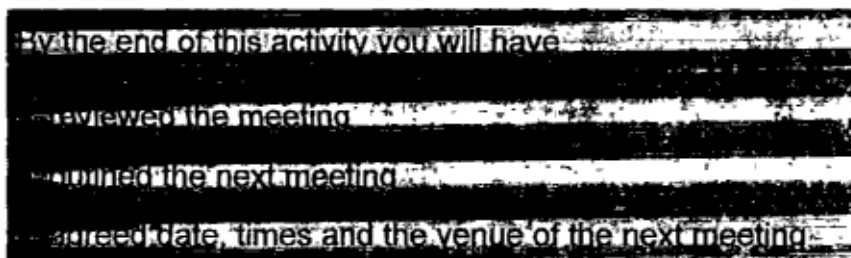


Throughout the D-WASHE process there will be constant analysis of situation to enable the committee to make or reach the best decision. Try and encourage an environment that takes nothing for granted. Always break ideas down to make sure everything has been thought of.

Activity five: 10 min



ACTIVITY FIVE : REVIEW



Meeting Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
5	10 min	Review	Chaired discussion	plenary	●		Materials/ charts generated during the meeting	Chair

SUGGESTED APPROACH : CHAIRED DISCUSSION

Ask the chairperson to lead a review of the meeting.

Add to the review the following points :

- the importance of understanding roles and responsibilities
- the need to translate or transfer these role and responsibilities to everyday business - e.g. members need to start thinking "WASHE" whilst planning within their organisation and foster a sense of belonging to the concept.

guidelines for facilitators

- take down the main decisions on a piece of A4 paper - this can be photocopied and distributed to members as a reminder of their commitment
- give a brief description of the next meeting
- agree date, time and venue of the next meeting

Have the facilitators achieved all the activity objectives ?

Yes

No



Use this space to note down any changes

What can be changed or adapted to help to achieve the objectives next time ?



Activity One :

Activity Two :

Activity Three :



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MEETING THREE : ASSESSING THE SITUATION

...will have...

...existing...

Water...

Health...

Information...

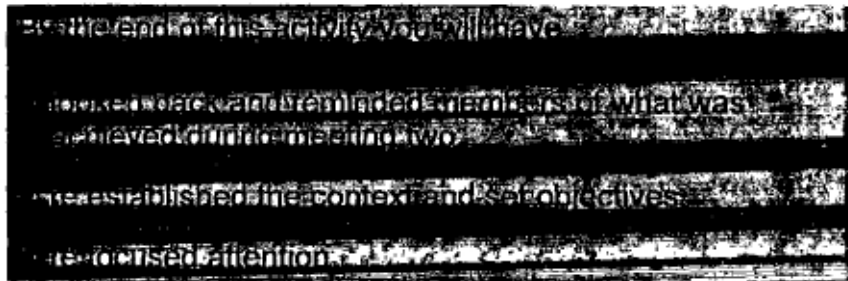
...required to enable a D-...

WASHE at the level...

Activity one : 10 min



ACTIVITY ONE : REVIEW MEETING ONE AND REFOCUS



Meeting script

Activity	Time	Topic	Method	Form	participation low high	materials	Who
1	10 min	Review	Visual review	plenary	●	Materials/ charts from meeting two	Facilitator

SUGGESTED APPROACH : VISUAL REVIEW

Using the charts and presentations that were generated in **Meeting two**, summarise the main outcome of that meeting. To increase participation during this activity, ask individual members of the committee to explain the main points of particular charts or presentations from Meeting Two.

guidelines for facilitators

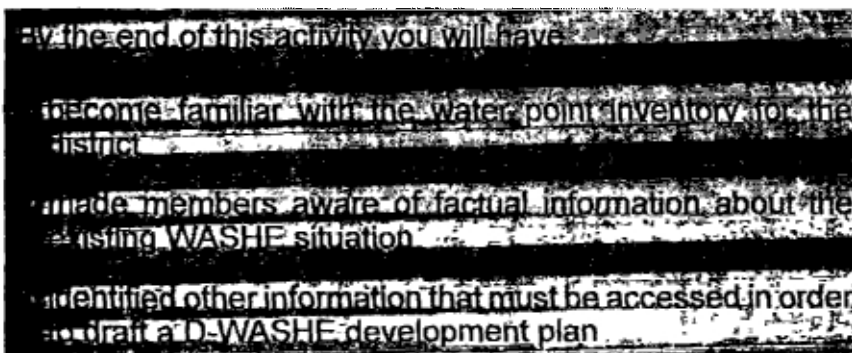
- this activity should not take too long, keep to the main points and avoid going over all the material in great detail
- remind the committee of the main issues that were discussed in meeting two

Ask the chair person to outline the objectives for this meeting, re negotiating if the members are not happy.

ACTIVITY TWO : ASSESSING THE CURRENT SITUATION - WATER



Activity Two : 1 hr



The water point inventory is produced by CMMU. There is an inventory for your district. The inventory was conducted during the period 1993 - 1995. The inventory for your district details every known water point.

Meeting script

Activity	Time	Topic	Method	Form	participation low high	materials	Who
2	1 hr	Situation analysis - water	Water Point Inventory	small groups plenary	●	Water point inventory for the district	Facilitator



The N-WASHE team can help you get the most from the inventory. CMMU also runs workshop sessions to explain how the inventory works, how it was collated and its potential as a planning tool. CMMU and National WASHE can be contacted in Lusaka.

SUGGESTED APPROACH : USING THE WATER POINT INVENTORY

Prior to the meeting, make sure that you are familiar with the Water Point Inventory for your district and how it works. Introduce the Inventory to members by explaining :



All the information needed to use the Inventory can be found in the Water Point Inventory booklet

- what it is
- what it is for
- who it is intended for
- how to find basic information - e.g. how it works

Together, or in pairs practice using the Inventory to find out basic district information

e.g. how many handpumps are working in the district, areas of low coverage and the overall number of water points etc.

Ask the committee how they think the D-WASHE could use the Inventory

e.g. As a planning tool

Next, discuss the District Profile using the "District Summary" information at the beginning of the Water Point Inventory booklet.

Examples of questions that you might ask during this part of the activity include :

what are the district priority concerns as indicated by the Inventory ?

what are the actual main sources of water? Communal or private.....?

What implications will this have for planning?

Who should be targetted and where?

How could the Inventory be used to make targetting fairer or less political

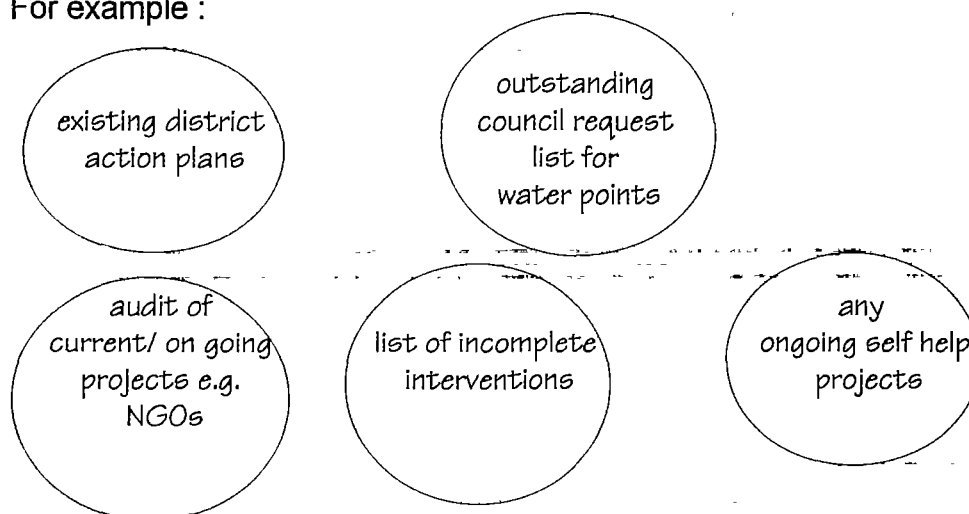
Always record all the answers, either on flip paper or VIPP cards so that it can be referred to later.

guidelines for facilitators

- this activity exposes the committee to the process of data analysis probably for the first time
- aim to give the committee a "taster" of how the Inventory works and its potential as a planning and monitoring tool
- explain to them that the Inventory will be used in depth during the drafting of the D-WASHE Development Plan, so it is important that they feel familiar and comfortable with it

Finally, determine with the members what other information is required to get a full picture of what is actually happening.

For example :



Decide with the committee how best to collect this information.

For example :

The Director of Works will have access to the council request list, the Director of Education will have knowledge of school self help activities and so on.

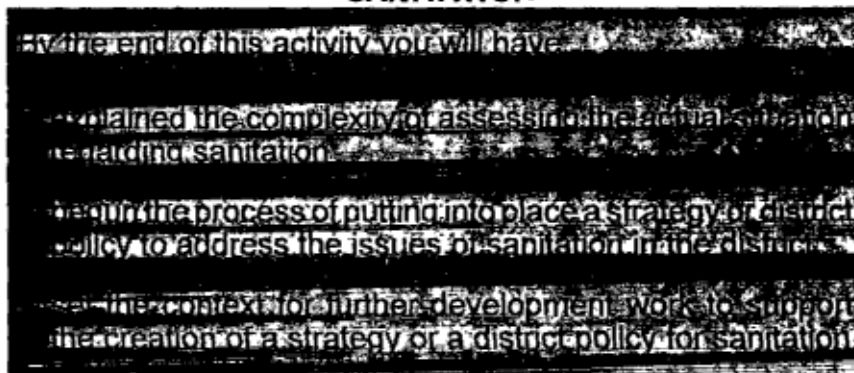
guidelines for facilitators

- summarise the activities and relate to the purpose for water from Meeting Two
- establishing a complete picture of what is actually happening in the district is very important. It is impossible to plan for the future without this information
- encourage the district to undertake this research and collection of data/information quickly to avoid frustration later when the district is at the actual planning stage

Activity three : 1 hr



ACTIVITY THREE : ASSESSING THE SITUATION - SANITATION



guidelines for facilitators :

The issues of sanitation are complex. What is meant by “sanitation” is different depending on peoples perspectives. For example a narrow or limited view maybe to consider sanitation as being access to pit latrines or excretion disposal practices. A broader view would consider sanitation to include refuse disposal and hygiene practices. It is strongly recommended that facilitators familiarise themselves with Supplementary Module 7 before discussing in depth with a district how they can address the issues of sanitation.

Despite the complexity of the issue it is possible at this stage to set the context for how a district might address the issue of sanitation.

This manual suggests on approach which breaks the issue of sanitation into two parts. It looks at the :

- immediate interventions that can be made in terms of pit latrine coverage
- long term development of a strategy that promotes access to better sanitation facilities in the community through appropriate interventions and health of hygiene education promotion

See Supplementary Module 7: Options for Excreta Disposal in Peri-urban and Rural Zambia



Meeting Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
4	1hr	Situation analysis - sanitation	Review sanitation ladder, force field analysis	plenary		●	Sanitation ladder(s), force field analysis charts from introductory workshop	Facilitator

SUGGESTED APPROACH :REVIEW THE SANITATION LADDER AND FORCE FIELD ANALYSIS EXERCISES FROM THE INTRODUCTION TO WASHE WORKSHOP



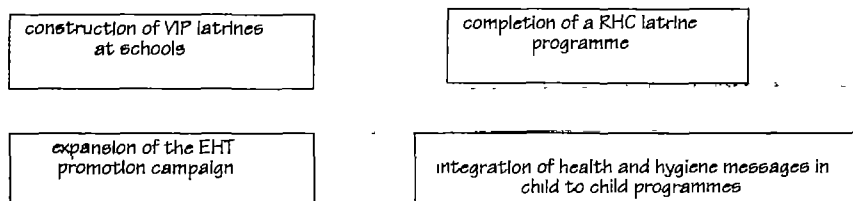
The sanitation picture in Zambia differs from area to area, community to community and so it is very difficult to assess actual coverage of facilities. What can be established is a perceived picture and this can be used as the basis of decision making.

Use the results of the sanitation ladder exercise and the force field analysis charts, that were generated from them, (from the Introductory Workshop) to reach a consensus about the **perceived sanitation** picture for the district. Write this down on a card or sheet of paper and display.

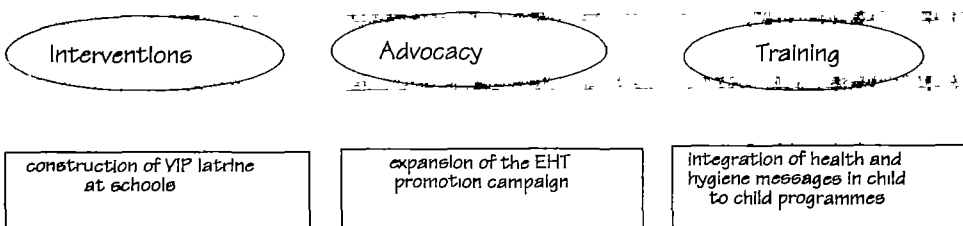
Remember the sanitation issue being dealt with in this activity is excreta disposal.

Focusing on the ideas that were generated during the force field analysis exercise 'extract' or 'pull out' the strategies that were suggested.

For example these might include :



Next cluster the strategies, for example :



Next, discuss which clusters can be dealt with immediately, in the short term, and which will become the long term strategies.

So for example :

EHT's and teachers usually have information regarding the coverage of latrines at their institutions. The district heads will need to liaise with the EHT's and teachers to obtain the information ready for the D-WASHE Development Plan



Intervention in schools and RHC is a relatively straight forward strategy to improve access to latrines - this short term strategy could be built directly into a D-WASHE Development Plan.

Training and advocacy would involve working at a sub-district level with extension workers and EHT's. This is likely to be a long term strategy developed over a number of years and it would be built into the D-WASHE Development Plan to reflect this.

Using the expertise and knowledge of the committee members decide how to find out which institutions (RHC's and schools) need latrines. Task allocate between the Ministry of Health and the Department of Education. This information can then be further discussed in the planning stage to prioritise short term institutional interventions.

Universal coverage for schools



- 1 latrine per 15 girls
- 1 latrine plus urinal per 25 boys

Supplementary Module 7 will help you understand sanitation issues




guidelines for facilitators

Before moving on to look at the broader issues of sanitation and the creation of a strategy or district policy to address them, make sure that the committee understands the difference between a short term intervention, such as increasing the number of latrines in schools, and the need to consider a long term strategy for sanitation. The next part of the activity will help you.

The second part of this activity looks at what can be done to address the issues that were grouped under long term strategies.

First make sure that there is an agreement on what is meant by sanitation. Use a **Flash** to create some ideas and then refine them by discussing the cards in more detail.

 A flash is a quick way of getting ideas from people. Ask each person, in turn to give a quick, no thinking, response to the question, 'What is sanitation?' write each idea/phrase on a card and display

Look back at the clusters that reflected long term issues for the district in terms of sanitation. Consider also :

The purpose - this was decided upon during Meeting Two

The perceived situation - where the district has identified itself as being now

If possible reach agreement on a general strategy to address the issues and write a statement that reflects the current thinking of the members regarding the long term development of sanitation. Write the statement as a group or break into smaller groups and return to the larger group to reach a consensus.



Think SMART when writing strategies: Be

Specific

Measurable

Achievable

Realistic

Timely

The statement can now form the basis for a district policy and can be incorporated into the D-WASHE Development Plan.

guidelines for facilitators

- without knowing a group of committee members it is difficult to know how they will deal with the issue of sanitation. If possible encourage participants to read Supplementary Module 7, so that they can consider all the implications, for example : cost per unit, availability of resources, technology options etc.

Activity Four : 20 min



ACTIVITY FOUR : ASSESSING THE SITUATION HEALTH AND HYGIENE EDUCATION

By the end of this activity you will have :

- decided upon a plan of action to gain an overview of the current work that exists in the district to promote health and hygiene education
- linked health and hygiene education to water and sanitation

Meeting Script

Activity	Time	Topic	Method	Form	participation low high	materials	Who
4	20 min	Situation analysis	District audit	plenary	●	Participants note from Introductory Workshop	Facilitator

SUGGESTED APPROACH : DISTRICT AUDIT

EHTs, NGOs and donors are often the people most directly involved with health and hygiene education.



Include in the audit :

- where the activity is taking place
- what materials are being used
- which messages are being advocated
- any known impact of the process

Focus attention on the activity objectives by referring the committee back to the Participants Notes from the Introduction to WASHE Workshop.

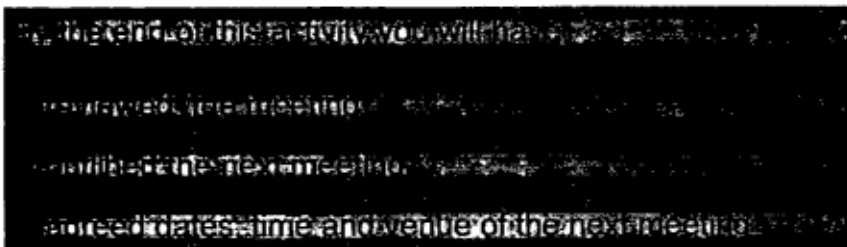
Use the notes to highlight the concern expressed over the 'lack of coordination and planning' when it comes to health and hygiene education.

Decide with the committee how an audit of existing or planned activity in this area can be best obtained.

Task allocate to collect the information which will be required to develop the D-WASHE Development Plan.

ACTIVITY FIVE : REVIEW

 Activity Five : 10 min



Meeting script

Activity	Time	Topic	Method	Form	participation low high	materials	Who
5	10 min	Review	Chaired discussion	Plenary	●	Materials/ charts generated during the meeting	Chair

SUGGESTED APPROACH : CHAIRED DISCUSSION

Ask the chairperson to lead a review of the meeting. Add to the review the following points:

- remind the committee that whilst a huge amount of work has been achieved there is still more to do to draft the development plan.
- the committee must take responsibility for collecting the information that has been identified as missing

guidelines for facilitators

- take down the main decisions on a piece of A4 paper - this can be photocopied and distributed to members as a reminder of their commitment
- give a brief description of the next meeting
- agree date, time and venue of the next meeting



Have the facilitators achieved all the activity objectives ?

Yes

No

Use this space to note down any changes.



What can be changed or adapted to help to achieve the objectives next time ?

Activity One :

Activity Two :

Activity Three :

Activity Four :

Activity Five :



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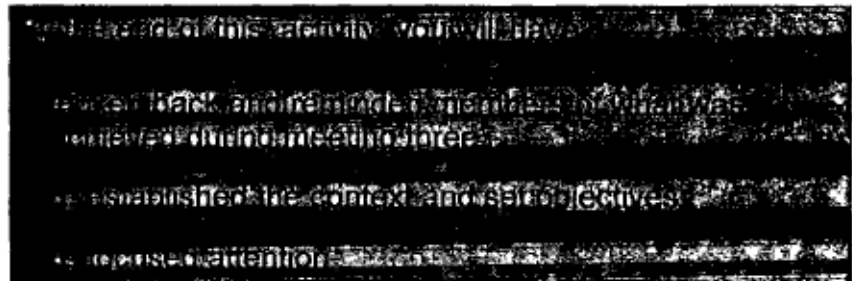
MEETING FOUR : THE ROLE OF THE SUB-DISTRICT



Activity One : 10 min



ACTIVITY ONE : REVIEW MEETING THREE AND REFOCUS



Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
1	10 min	Review	Visual review	Plenary		●	Materials charts from meeting three	Facilitator

SUGGESTED APPROACH : VISUAL REVIEW

Using the charts and presentations that were generated in **Meeting Three**, summarise the main outcome of that meeting. To increase participation during this activity, ask individual members of the committee to explain the main points of particular charts or presentations from Meeting Three.

guidelines for facilitators

- this activity should not take too long, keep to the main points and avoid going over all the material in great detail
- remind the committee of the main issues that were discussed in meeting three

Ask the chair person to outline the objectives for this meeting, re negotiating if the members are not happy.

ACTIVITY TWO : THE ROLE AND RESPONSIBILITY OF THE SUB-DISTRICT

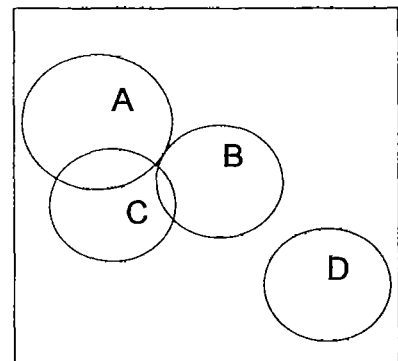


By the end of this activity you will have:

- determined who the sub-district is and which line departments and ministries that the D-WASHE wishes focus on
- thought about the role these people play and their responsibility in the context of WASHE
- started to consider the implications of taking WASHE to a sub-district level

Meeting Script

Activity	Time	Topic	Method	Form	participation low high	materials	Who
2	2 hrs	Role of sub-district	Venn diagrams	Small groups plenary	●	Large sheets of paper (flip charts) pencils scissors markers example	Facilitator



SUGGESTED APPROACH : VENN DIAGRAM OF RELATIONSHIPS

Using the venn diagram drawn in the margin as an example, introduce the idea of drawing a diagram to explore and represent different roles, responsibilities and relationships between the D-WASHE, the sub-district and the Community.

Use this example :

Circle A (the largest circle) is the biggest institution or individual in the diagram. Information passes between **circle A** and **circle B** (because they touch) but this is their only contact. **Circle C** interacts with **circle A** and **circle B**. **Circle C** has considerable co-operation with/from **circle A** (a large overlap) but less co-operation from **circle B** (a smaller overlap). **Circle D** does not communicate with any of the other circles. There is no contact.

➔ A venn diagram (named after the man who created it) shows the key individuals or institutions in an organisation or a community and their relationships and importance in decision making. Represented as a series of circles, how they are placed in relation to each other determines the relationship between them.

- separate circles = no contact
- touching circles = information pass between the two
- small overlap = some co-operation in decision making
- large overlap = considerable co-operation in decision making

Transfer these relationship patterns on to a large sheet of paper to use with your instructions when introducing the activity task.



Ask the participants to draw a venn diagram to show the relationship between the following individuals/institutions

- the D-WASHE and the sub district
- the sub-district and their district heads
- the sub-district and the community
- the community and the sub- district and the D-WASHE

Introduce the activity by giving the following instructions:

The Instructions:

1. Split into groups
2. As a group decide and list down which sub-district personnel your group considers to be the key people in WASHE at that level.
3. Draw or create a venn diagram (s) to show the relationships that are listed.
4. Use a sheet of flip chart paper, scissors, pencils first and finally a marker.
5. Be creative! Spend 30 - 40 minutes on your diagram (s)
6. Present your venn diagram (s) to the rest of the group.

Included in the sub-district may be :



- EHT's
- Teachers
- Agricultural Extension
- Community Development Workers

Who the district considers to be key sub-district personnel will differ from district to district.

Venn diagrams do not have to be drawn. It is actually easier to cut circles out, changing their size and relationship or overlap until everyone is happy with the representation.



guidelines for facilitators

Assist the group by giving additional information if the concept or the task seems difficult or unclear :

- identify the degree of contact and overlap between individuals/institutions in terms of decision making
- overlap occurs if one institution asks or tells another to do something or if they co-operate in same way
- if it is easier, cut out circles so that they can be moved around until everyone reaches a consensus and then draw the diagram

As each group presents their venn diagram (s) ask them to consider the following :

- what role or responsibility is inferred by each relationship?
- if these roles and relationships exists, what implications are there for D-WASHE?

As a whole group try and reach a consensus on each of the relationships highlighted. Finally list down the implications that have been exposed.

These might include the need :

- for V-WASHE's (Village WASHE) to be introduced
- for an awareness training programme to be launched to inform sub-district personnel of the WASHE concept
- to work with traditional leaders, councillors and Headmen
- to devise a priority assessment procedure for interventions and assistance
- to distribute and train people in the use of standardised health education material
- for an evaluation process or system
- dialogue between the sub-district and D-WASHE
- for the sub-district to standardise their community participation approaches and focus on the project cycle concept



See Supplementary modules 6a/6b look at health and hygiene education techniques and materials.



See Supplementary module 8a - 8i looks in detail at community participation and the project cycle concept for RWSS

guidelines for facilitators

At this stage the D-WASHE may wish to make one or more of the following decisions. If so, the facilitator should be aware of the implications of the decisions and assist the D-WASHE to adapt their programme and adjust the timing of the drafting of the D-WASHE Development Plan.

- The D-WASHE may decide that a D-WASHE Development Plan cannot be drafted until an awareness programme, outlining the WASHE concept and further exploring roles and responsibilities is conducted at sub-district level with extension personnel.
- Secondly, the D-WASHE may decide that it needs to formulate a system for information flow and communication between the sub-district and D-WASHE. It may be necessary to create a "core group" or sub committee to look at the issue of :
 - request systems for interventions
 - request systems for rehabilitation
 - request systems for awareness training and advocacy and so on
 - communication between the community - sub district and D-WASHE

Thirdly, the D-WASHE may wish to conduct a training and awareness programme as part of its D-WASHE Development Plan. If so these will be long term strategies, perhaps complimented by some short term interventions.

Whatever the case, it is important that the facilitator raises these issues and lets the D-WASHE decide its own course of action.

Districts wishing to hold a sub-district training or awareness raising programme at this stage may require additional capacity to do so. Contact should be made with the N-WASHE Team, Lusaka to discuss training capacity.



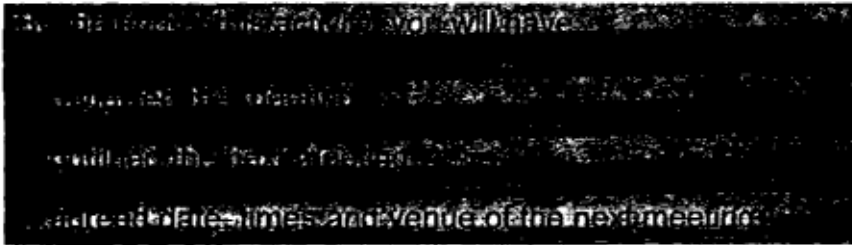
It is important that all the issues concerning the sub-district are fully discussed and decisions taken BEFORE the D-WASHE moves to meeting Five : Preparing to draft the D-WASHE Development Plan.



ACTIVITY THREE : REVIEW



Activity Three : 10 min



Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
3	10 min	review	chaired discussion	Plenary		●	Materials charts generated during the meeting	Chair

SUGGESTED APPROACH: CHAIRED DISCUSSION

Ask the chairperson to lead a review of the meeting.

Add to the review the following points:

- The need for the committee to go back to its individual ministries, department and organisations and **assess** the current relationship and access it has to the sub-district.
- That the implications listed in the meeting will need to be discussed further during the planning stage.

guidelines for facilitators

- take down the main decisions on a piece of A4 paper - this can be photocopied and distributed to members as a reminder of their commitment
- give a brief description of the next meeting
- agree date, time and venue of the next meeting

How have you got on so far ?



Have the facilitators achieved all the activity objectives ?

Yes

No

What can be changed or adapted to help to achieve the objectives next time ?

Activity One :

Activity Two :

Activity Three :



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MEETING FIVE : PREPARING TO DRAFT THE D-WASHE DEVELOPMENT PLAN

By the end of this meeting you will have:

- decided upon a time, date, venue and DAWASHI Development Plan
- organised the logistics and planning for a DAWASHI Development Plan Workshop
- made initial checks to ensure that the DAWASHI has access to all the necessary information/knowledge to formulate a plan

Activity one : 10 mins



ACTIVITY ONE : REVIEW MEETING FOUR AND REFOCUS



By the end of this activity you will have:

- looked back and reminded members of what was achieved during meeting four
- re-established the context and set objectives
- refocused attention and equipped the committee with the information and knowledge to go on to determine their role

Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
1	10 min	Review	Visual review	Plenary	●		Materials charts from meeting two	Facilitator

SUGGESTED APPROACH : VISUAL REVIEW

Using the charts and presentations that were generated in **Meeting Four**, summarise the main outcome of that meeting. To increase participation during this activity, ask individual members of the committee to explain the main points of particular charts or presentations from Meeting Four.

guidelines for facilitators

- this activity should not take too long, keep to the main points and avoid going over all the material in great detail
- remind the committee of the main issues that were discussed in meeting two

Ask the chair person to outline the objectives for this meeting, re negotiating if the members are not happy.

ACTIVITY TWO : SETTING THE FRAMEWORK FOR THE D-WASHE DEVELOPMENT PLAN



Activity Two : 1 - 1 1/2 hrs



A suggested approach has not been given for this meeting. Districts will prefer to organise themselves. Often the D-WASHE chairperson will take the lead.



A framework is a set of headings or a structure for the presentation of a report, plan or a piece of writing. It helps participants to focus on the task and be SMART with their contributions

Specific

Measurable

Achievable

Realistic

Timely

By the end of this activity you will have:

- agreed upon a framework that will be used to write the D-WASHE development plan
- involved members in the decision making process

Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
2	1 - 1 1/2 hrs	Plan framework	Review methods/brainstorm	Plenary		●	Pre-prepared frameworks to review	Facilitator

guidelines for facilitators

- there are many different ways of writing and presenting plans - with the district decide upon one which suits the district needs
- some ministries, particularly the Ministry of Health, may already be using a plan framework that D-WASHE could adopt
- use the expertise of the members - if they already know how to put a plan together allow them to develop it without interference
- guide members only if you feel that key elements are missing, on the following pages, there are examples of suggested approaches you might use and types of plan frameworks



As well as identifying the gaps in written information, consider also whether or not you need help from outside experts. These people should be invited to the planning session.

Brain storming quickly generates lots of possible ideas around a theme. Some of the ideas will be useful, some will not be. Ideas are not censored and participants are asked to shout out whatever idea comes to mind. These are then collected and evaluated for feasibility and use.



SUGGESTED APPROACH : BRAINSTORM AND ORGANISE

This approach is useful when members have some knowledge of planning.

Introduce the activity by first explaining what a framework is and why it is important to have one. Members may be able to give examples of frameworks that they have used.

Next, with the assistance of your support facilitator or a committee member ask the members to think of as many ideas and answers to the question.

The question :

What elements or headings should be in a good plan framework?

As ideas are shouted out, write them on card and pin them to the board

When the ideas are exhausted, "cluster" the cards, discuss the ideas and reach a consensus about which cards should be kept or disregarded.

Next decide with the members the format of the plan, for example, will the plan be a narrative under the headings or presented as a table and so on.

Brain storming ideas are likely to include:-

budget

district profile

statistics

time frames

evaluation

project description

action points

Remember to check that which ever plan/framework is decided upon, that it contains the headings (or similar) to those that the members have identified as being important.

Try not to let those with planning experience over dominate the activity - every one should be encouraged to contribute.



Ask a member to help you to cluster and organise the cards. Remember, each card should be read aloud before it is clustered.



EXAMPLES OF PLAN FRAMEWORKS

1. NARRATIVE PLAN

- Section One : Introduction
- What D-WASHE is
 - the district profile
 - the district water summary
 - the district sanitation summary
 - the D-WASHE mission statement
 - the purpose
 - an executive summary



District profiles can be obtained from the District Health Plan.



The district water summary can be taken from the Water Point Inventory.

- Section Two : Short term plans
- problem identification
 - priorities
 - short term goal
 - sub goals
 - the strategy
 - the activities / interventions
 - the training programme



An executive summary is usually one page of A4 type that gives an over view of the whole plan or document.

Section Three : Medium to long term plans

- as section two

Section Four : Evaluation and monitoring systems

Section Five: Budget and accountability procedures

Section Six : Appendices



Cross reference that the plan framework is consistent with the National Water Policy guidelines. See Manual Two for advice.

2. PROJECT PLANNING MATRIX/Framework

- overall objective
- project purpose
- expected outcomes/results
- indicators
- activities
- conditions

3. LOGICAL FRAMEWORK
- THE BASIC LAYOUT

Narrative	Indicators of success	Means of verification	Assumptions
Overall objective			
Specific objective			
Out-puts			
Activities			
In-puts			

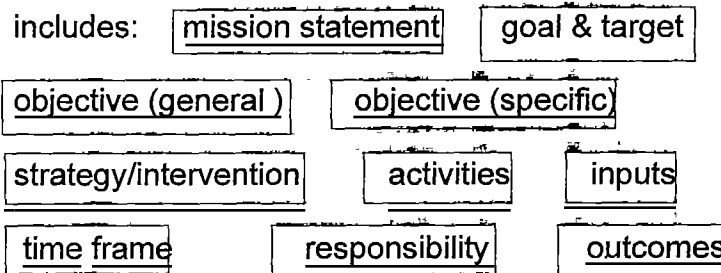
The GMA of Inputs:



- Manpower
- Machinery
- Materials
- Methods
- Money
- Minutes

4. VIPP PLANNING FRAMEWORKS

Following problem analysis VIPP in planning



See UNICEF Publication: VIPP A Manual for Facilitators and Trainers Involved in Participatory Group Events



ACTIVITY THREE : ASSESSING THE INFORMATION AVAILABLE



By the end of this activity you will have:

- made sure that the collected information on the current status of WASH facilities is sufficient for the needs of the WASH Development Plan
- identified gaps

meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
3	30 min	Assessing Information	Cross referencing	Plenary		●	all information gathered	Facilitator

SUGGESTED APPROACH : CROSS REFERENCE

- as a group systematically go through the information that members have collected and cross reference it with the plan. Mark any headings which have insufficient or no information.
- identify the gaps and allocate responsibility for obtaining the information.



As well as identifying the gaps in written information, consider also whether or not you need help from outside experts. These people should be invited to the planning session

For example :

Heading

- the district summary
- the sanitation profile

Information

- the health action plan
- EHT statistics
- RHC admittance trends
- area maps

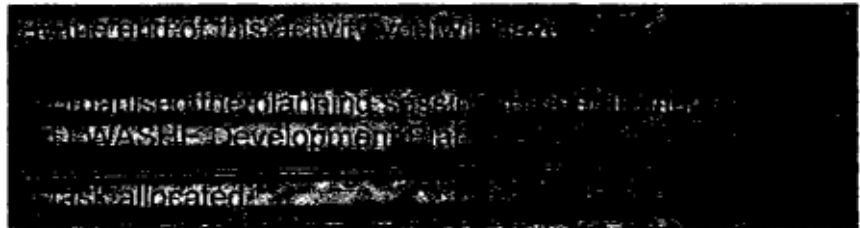


Check that you have access to the Supplementary Modules, listed on page 76. These will assist decision making and planning and can be obtained from CMMU.

Activity Four: 30 min - 1 hr



ACTIVITY FOUR : PREPARATION FOR THE PLANNING SESSION



guidelines for facilitators

- A two day planning session is recommended based on the experience of D-WASHE committees in Luapula and Siavonga.
- The planning session as far as possible should be cost free. As an implementing agency, you may be able to pay for room hire and perhaps lunch. Apart from this, try to encourage the committee to see it as a normal working day, meeting morning and afternoon to work together.
- Some districts may wish to extend an invitation to other key people who could contribute to the writing of the plan e.g. the district planner, Child to Child co-ordinator, EHT representatives and so on. This may incur cost.
- As far as possible, give the committee the responsibility for all aspects of organisation. This will help them to feel that the D-WASHE is their responsibility and not yours
- A workshop planning list follows - this will help members to double check that everything is prepared and organised

SESSION : PLANNING AND CHECKLIST SHEET

- date of planning session _____

- venue _____

- times _____

- participants _____

- materials required _____

- budget requirement _____

responsible members _____



PRE-PLANNING SESSION CHECKLIST

- date confirmed to members.
- venue arranged and booked.
- letters written to invite guests.
- budget obtained.
- resource materials obtained e.g. CMMU supplementary modules
- maps of the district - CMMU
- all existing district plans/information
- district water Point Inventory
- all materials generated through the introductory workshop and the D-WASHE meetings available and ready for use.

Activity Five: 10 min



ACTIVITY FIVE : REVIEW



Meeting script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
5	10 min	review	chaired discussion	Plenary	●		Materials charts generated during the meeting	Chair

SUGGESTED APPROACH: CHAIRED DISCUSSION

Ask the chairperson to lead a review of the meeting.

Add to the review the following points

- That the planning session for the D-WASHE development plan will only be successful if all the information is available and everyone participates fully.

guidelines for facilitators

- take down the main decisions on a piece of A4 paper - this can be photocopied and distributed to members as a reminder of their commitment

At the end of this meeting, you should be ready to go ahead and draft the D-WASHE development plan. See Manual 5.

Meeting Planning Script

Activity	Time	Topic	Method	Form	participation	materiale	Who



The Supplementary Modules can either be used in conjunction with the Core Training Manuals or as stand alone modules to address a specific topic. The modules are available from CMMU P.B 308X RW, Luwaka.

Tel/Fax : 226905

