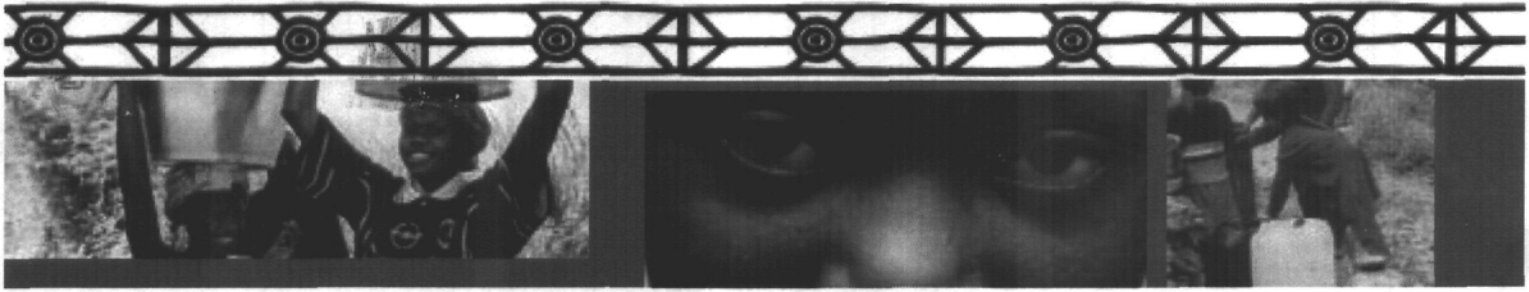


Value based WA&H education
(schools)

CC



Report on the Centralised Training Workshop

| Arusha | Tanzania | 4-15 July | 2005



UN-HABITAT

UNITED NATIONS HUMAN SETTLEMENTS PROGRAMME

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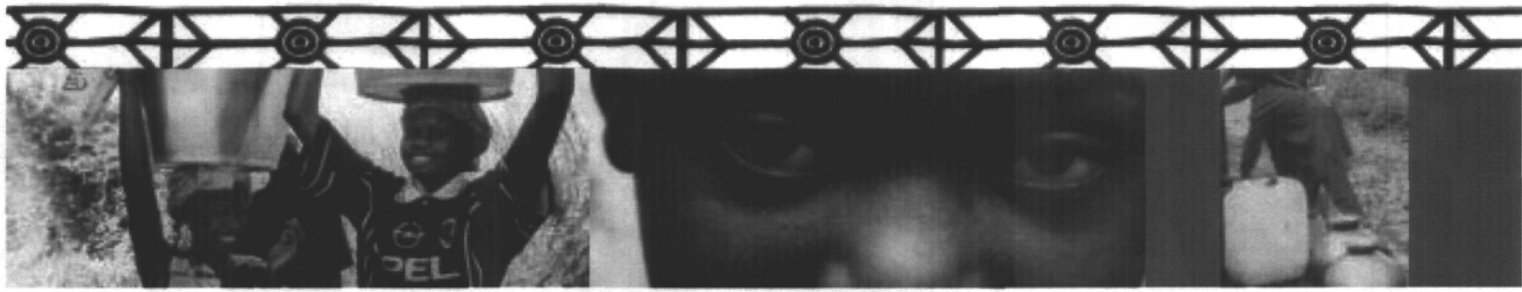
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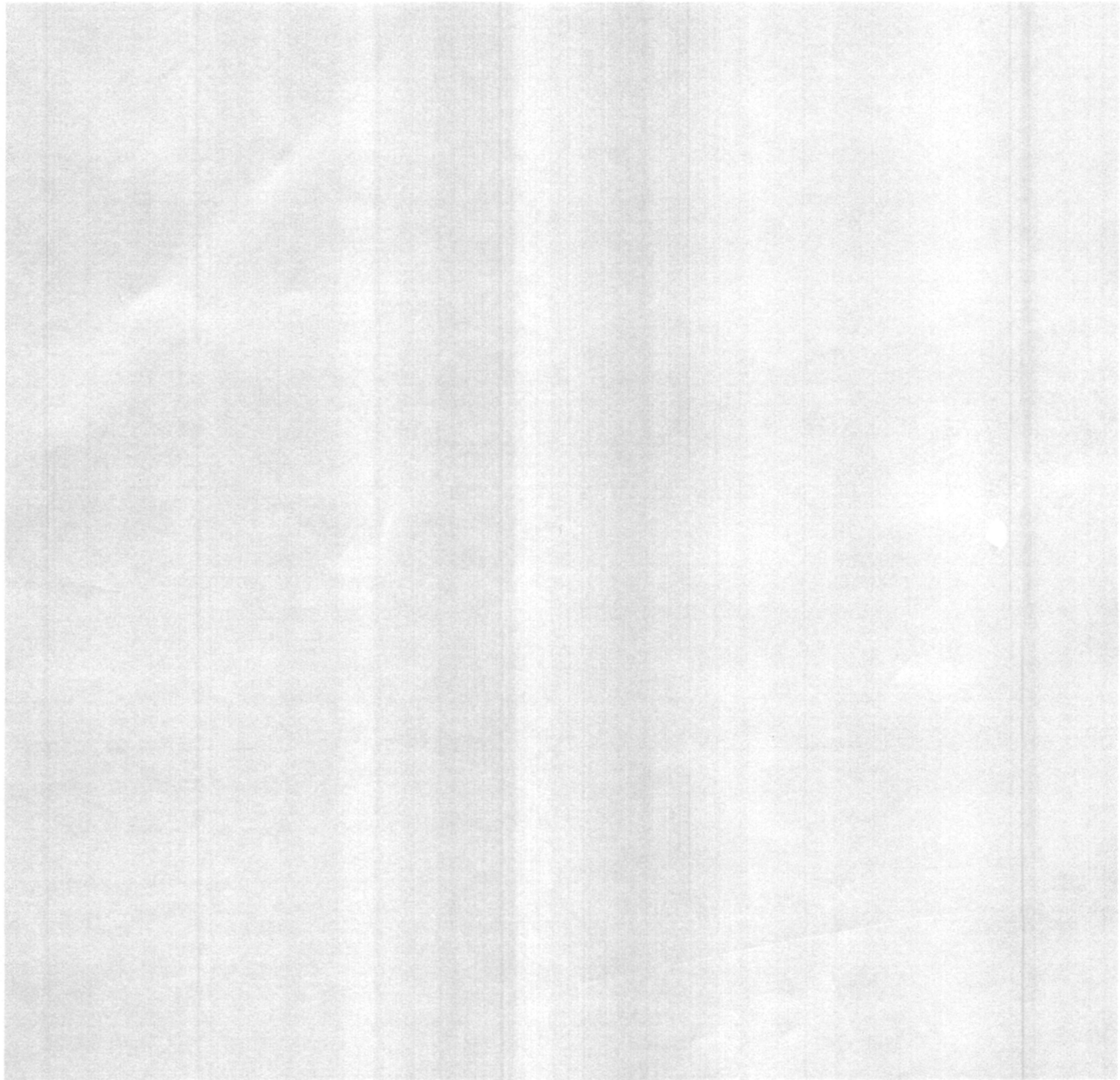
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INTRODUCTION

Over the past three years, UN-HABITAT has been implementing Values-based Water Education (VBWE) in six demonstration countries¹ as part of its Water for African Cities Programme. With support from the Swedish International Development Agency (Sida) and The African Institute of Sathya Sai Education (TAISSE), the water education programme has proved itself as a truly path-breaking and innovative education initiative in Africa. The initiative is part of UN-HABITAT's support to African countries in the development of a new ethic for water governance in cities. Phase I of this programme was completed in June 2004.

Rapid urbanization has put enormous pressure on water resources. The growing numbers of urban residents, especially the urban poor, pay an increasingly high price for the lack of safe water and adequate sanitation. They endure an increasing health burden from water related diseases, resulting from unsafe water, inadequate sanitation and hygiene. In addition to higher health burdens, the poor all too often pay much more for inferior water and sanitation services than their wealthier neighbours. Increasing volume of wastes generated by the cities are also polluting freshwater bodies and threatening the eco-systems. There is a growing recognition that improvements in water management cannot be accomplished by technical or regulatory measures alone. These would have to be complemented by advocacy, awareness and education initiatives.

The broad aim of VBWE now called Human Values in Water, Sanitation and Hygiene Education (HVWSHE) in Phase 2 is to facilitate changes in behaviour and personal attitudes among water consumers and to promote better understanding of the environment in a water context. There is a growing understanding that only a fundamental change in behaviour and personal attitudes, and the underlying values that prompt such inappropriate behaviour, can reverse this situation. Water, sanitation and hygiene education can play a strategic role in bringing about positive attitudinal changes, and in the longer term, can help develop a new water-use ethic in society.

To achieve this, it is important to develop capacity in schools, teacher training colleges and communities in order to optimize human potential, thereby empowering individuals to:

- Develop an awareness amongst boys and girls of water related environmental issues;
- Gain knowledge, insight, and skills necessary to analyse the issues and understand why men and women, boys and girls view and use water in the environment in particular ways;
- Examine attitudes, values, and behaviours in gender sensitive manner regarding water, sanitation and hygiene in communities found within each city;
- Identify the underlying causes of current water, sanitation and hygiene oriented problems in the city;
- Support informed decision-making by the community that could affect the quality of their lives with respect to water, sanitation and hygiene;
- Participate actively in the sustainable management of their environment in a water context;
- Evaluate and propose actions that will achieve effective water related solutions in support of water conservation.

¹ Cote d'Ivoire, Ethiopia, Ghana, Kenya, Senegal and Zambia

² Burkina Faso, Cameroon, Cote de Ivoire, Ethiopia, Ghana, Mali, Niger, Senegal and Uganda.

Phase 2 of the education component of the Water for African Cities Programme commenced with a Co-operation Agreement that was concluded between UN-HABITAT and The African Institute of Sathya Sai Education (TAISSE) to undertake the following activities in the nine countries participating in the programme.²

- a. Assess training needs and review the school curricula.
- b. Develop, review and finalise the Country Action Plan for education.
- c. The development of a consolidated action plan for training in all the countries.
- d. Developing or amending resource material for the training programme.
- e. Conducting two centralized training courses (One for Anglophone and one for Francophone Africa).
- f. Conduct training in each country.
- g. Monitoring on a continuous basis.

The centralized training workshop that took place at Ngurdoto Lodge, Arusha, Tanzania on the 4-15 July 2005 was conducted to fulfil one of the terms of the Co-operation Agreement between UN-HABITAT and TAISSE. Owing to the importance of the workshop and the different areas of expertise that was required, UN-HABITAT invited The International Water and Sanitation Centre (IRC) and Global Dharma Centre (GDC) to facilitate certain aspects of the programme.

PURPOSE OF THE CENTRALIZED TRAINING WORKSHOP

The main purpose of the training workshop was to build capacity in the country teams to implement the education sector related activities of the HVWSHE programme at country level. The objectives of the Centralised Training Workshop included:

- Sharing knowledge, skills and attitudes relating to Values-Based Water, Sanitation and Hygiene Education.
- Building capacity of TOTs (Trainer of Trainers) to undertake country training.
- Familiarising TOTs with the strategy and methodology that will be used to implement Phase 2 of HVWSHE.

EXPECTED OUTPUTS OF THE WORKSHOP

- Enhanced understanding of water, sanitation and hygiene challenges in urban areas.
- Understanding of the Conceptual framework of Human Values in Water, Sanitation and Hygiene Education
- Internalisation of the philosophy and methodology of Human Values Education
- Acquiring Skills and strategies for development of tools to implement the new water, sanitation and hygiene ethic that is based on human values
- Development of a programme strategy for schools, teacher training colleges and communities
- Building capacity of Trainer of Trainers
- Application of Human Values in the Workplace viz. Water and Sewerage Service Providers

PROFILE OF PARTICIPANTS

Forty participants from 12 countries and 14 cities participated in the Centralized Training Workshop. The participants represented the Ministry of Education (formal sector), non-formal education (community education) and Colleges of Education (Teacher Training Colleges). In addition to this the Habitat Programme Manager from Kampala also participated in the training workshop. Most of the participants were inspectors of schools, experts in curriculum development, teacher training college administrators or tutors and non-formal education practitioners working in community development projects.

The following table shows where the participants came from. A list of the participants is found in Annexure B.

Country	City	Number of participants
Burkina Faso	Ouagadougou	3
Cameroon	Yaoundé	3
Cote de Ivoire	Abidjan	3
Ethiopia	Addis Ababa	2
	Dire Dawa	1
	Harar	1
Ghana	Accra	3
Kenya	Nairobi	3
Mali	Bamako	3
Niger	Niamey	3
Tanzania	Dares Salaam	4
Senegal	Dakar	4
Uganda	Kampala	3
Zambia	Lusaka	3
UN-Habitat HPM	Kampala	1
Total		40

RESOURCE PERSONS

Resource Persons were called to act as facilitators and to provide support for the participants during the Centralized Training Workshop. Resource persons came from UN-HABITAT, TAISSE, IRC and GDC.

Organization	Resource Persons
UN-HABITAT	Andre Dzikus Eric Moukoro Pireh Otienho
TAISSE	Sagie Naicker Faustin Klaye Opape Onanga
IRC	Dick de Jong
GDC	William Miller Debra Miller

In addition to the resource persons the Chief Technical Adviser (CTA) Professor Mark Rugemalila Mujwahuzi and Habitat Programme Manager (HPM) Philemon S Mutashubirwa from Dare Salaam provided logistical support services. Asha Kattal an intern at UN-HABITAT was on hand to provide secretarial and administrative services. Simultaneous translation (English-French) in both directions for three days of the training workshop was provided by the translators working for the ICT (Rwanda).



Participants, resource persons and organizers of the Centralized Training Workshop



The Ngurdoto Mountain Lodge was the venue for the centralised training

PROGRAMME

A programme was developed to run over twelve days from 3-15 July 2005. The workshop consisted of 11 modules covering a range of water, sanitation and hygiene issues, education in human values, results-based management, programme strategy development in schools, communities and colleges of education, tips and tricks for conducting training and human values in the workplace.

The workshop was organized into three plenary sessions; day 1, day 5 and day 12 when both groups (Anglophone and Francophone) came together for the opening and closing sessions and to share experiences and exchange ideas. These plenary sessions were translated in both languages.

For the remainder of the workshop, the Anglophone and Francophone groups worked in parallel groups with workshops conducted in the language the participants spoke (French or English).

The following programme was followed.

Day ZERO, Sunday, 3rd July 2005

Whole day	Arrival of participants and check-in at Ngurdoto Mountain Lodge
17:30-19:30	Informal get-together and Dinner

Day One, Monday, 4th July 2005

		Facilitators
8.30 – 9.00	REGISTRATION	
9.00 – 10.30	Plenary Session 1 • Ice Breaker • Self-Introductions • Pre-workshop Self-Assessment	Sagie Naicker
10.30 – 11.00	TEA BREAK	
11.00 – 12.30	Plenary Session 1: Opening Session	
12.30 – 13.30	LUNCH BREAK	
13.30 – 15.00	Plenary Session 2 Module 1: Concept of Values-Based Water, Sanitation and Hygiene Education Unit 1	Eric Moukoro/Andre Dzikus
15.00 – 15.30	TEA BREAK	
15.30 – 17.00	Module 1: Concept of Values-Based Water, Sanitation and Hygiene Education (Continuation) Unit 2	Eric Moukoro/Pireh Otieno
1700 – 17.30	Wrap up of day	Sagie Naicker

Day TWO, Tuesday, 5th July 2005

		Facilitators
09.00-10.30	Concurrent Sessions Module 2: Water, Sanitation and Hygiene Challenges in Urban Areas Unit 1:	Eric Moukoro/ Dick de Jong/ Pireh Otieno
10.30-11.00	TEA BREAK	
11.00-12.30	Module 2: Water, Sanitation and Hygiene Challenges in Urban Areas (Continuation) Unit 2:	Eric Mokorou/ Dick de Jong/ Pireh Otieno
12.30-13.30	LUNCH	
13.30-15.00	Module 3: Practical Knowledge on Water and Sanitation Unit 1:	Eric Moukoro/Dick de Jong/ Pireh Otieno
15.00-15.30	TEA BREAK	
15.30-17.00	Module 3: Practical Knowledge on Water and Sanitation Unit 2	Eric Moukoro/Dick de Jong/ Pireh Otieno
17.00-17.30	Wrap-up of day	Abdourahim Gaye/Sagie Naicker

Day THREE, Wednesday, 6th July 2005

		Facilitators
08.30 – 10.00	Concurrent Session Module 4: Creating a New Water, Sanitation and Hygiene Ethic Unit 1	Eric Moukoro/Dick de Jong
10.00 – 10.30	TEA BREAK	
10.30 – 12.00	Module 4: Creating a New Water, Sanitation and Hygiene Ethic Unit 2	Opape Onanga/Sagie Naicker
12.00 – 13.30	Module 4: Creating a New Water, Sanitation and Hygiene Ethic Unit 3	Opape Onanga/Sagie Naicker
13.30-14.30	LUNCH	
14.30 – 16.00	Module 5: Human Values Education in Practice: Philosophy and Methodology Unit 1 : Overview	Opape Onanga/Sagie Naicker
16.00-16.30	TEA BREAK	
16.30-18.00	Module 5: Human Values Education in Practice: Philosophy and Methodology Unit 2: Core Values	Opape Onanga/Faustin Klaye
18.00-18.30	Wrap-up of day	Veronique Bakayoko/Pireh Otieno

Day FOUR: Thursday, 7th July 2005

08.30-10.00	Module 5: Human Values Education in Practice: Philosophy and Methodology Unit 3: HVWSHE Methodology	Opape Onanga/ Faustin Klaye
10.00-10.30	TEA BREAK	
10.30 – 12.00	Module 5: Human Values Education in Practice: Philosophy and Methodology Unit 4: HVWSHE Methodology	Opape Onanga/ Faustin Klaye
12.00-13.00	LUNCH	
13.00 – 14.30	Module 5: Human Values Education in Practice: Philosophy and Methodology Unit 5: Group Activity – Lesson Plan Development for HVWSHE	Opape Onanga/Faustin Klaye
14.30 – 15.00	TEA BREAK	
15.00 – 16.30	Module 5: Human Values Education in Practice: Philosophy and Methodology Unit 6: Report Back – Gallery Walk	Opape Onanga/ Sagie Naicker
16.30– 17.00	Wrap-up of day	

Day FIVE: Friday, 8th July 2005

09.00-10.30	Plenary Session: Module 6 : Principles of Monitoring and Evaluation using the Results Based Management Approach Unit 1 :	Eric Moukoro/Pireh Otieno
10.30-11.00	TEA BREAK	
11.00 – 12.30	Module 6 : Principles of Monitoring and Evaluation using the Results Based Management Approach Unit 2:	Eric Moukoro/Pireh Otieno
12.30-13.30	LUNCH	
13.30 – 15.00	Sharing of knowledge, experiences and best practices – Anglophone and Francophone cities	
15.00 – 15.30	TEA BREAK	
15.30 – 17.00	Sharing of knowledge, experiences and best practices – Anglophone and Francophone cities	
17.00-17.30	Wrap-up of day	

Day SIX: SATURDAY, 9th July 2005

09.00- 17.00 Field Trip (Arusha Water Utility Company)

Day SEVEN: SUNDAY, 10th July 2005

09.00- 17.00 Tourist Trip

Day EIGHT: Monday, 11th July 2005

09.00-10.30	Concurrent Session: Module 7: Programme Strategy Development for HVWSHE in the Curriculum and Teacher Training Colleges Unit 1 :	Veronique Bakayoko/Sagie Naicker
10.30-11.00	TEA BREAK	
11.00 – 12.30	Module 7: Programme Strategy Development for HVWSHE in the Curriculum and Teacher Training Colleges Unit 2:	Veronique Bakayoko/Sagie Naicker
12.30-13.30	LUNCH	
13.30 – 15.00	Module 7: Programme Strategy Development for HVWSHE in the Curriculum and Teacher Training Colleges Unit 3 :	Ebrahim Gaye/Sagie Naicker
15.00 – 15.30	TEA BREAK	
15.30 – 17.00	Module 7: Programme Strategy Development for HVWSHE in the Curriculum and Teacher Training Colleges Unit 4 :	Ebrahim Gaye/Faustin Klaye
17.00 – 18.30	Module 11: Sub Unit 1: Tips and Tricks for Conducting Training Workshops	Ebrahim Gaye/Mr/Mrs Miller

Day NINE: TUESDAY, 12th July 2005

09.00 - 10.30	Concurrent Session: Module 8: Programme Strategy Development for HVWSHE in schools Unit 1:	Abdourahim Gaye/Sagie Naicker
10.30 - 11.00	TEA BREAK	
11.00 - 12.30	Module 8: Programme Strategy Development for HVWSHE in schools Unit 2:	Abdourahim Gaye/Sagie Naicker
12.30 - 13.30	LUNCH	
13.30 - 15.00	Module 8: Programme Strategy Development for HVWSHE in schools Unit 3:	Abdourahim Gaye/Faustin Klaye
15.00 - 15.30	TEA BREAK	
15.30 - 17.00	Module 8: Programme Strategy Development for HVWSHE in schools Unit 4:	Abdourahim Gaye/Faustin Klaye
17.00 - 17.30	Module 11: Sub Unit 2: Tips and Tricks for Conducting Training Workshops	Abdourahim Gaye/Mr/Mrs Miller

Day TEN: WEDNESDAY, 13th July 2005

09.00 - 10.30	Concurrent Session: Module 9: Programme Strategy Development for HVWSHE for Community Outreach Unit 1:	Veronique Bakayoko/Pireh Otieno
10.30 - 11.00	TEA BREAK	
11.00 - 12.30	Module 9: Programme Strategy Development for HVWSHE for Community Outreach Unit 2:	Veronique Bakayoko/Pireh Otieno
12.30 - 13.30	LUNCH	
13.30 - 15.00	Module 9: Programme Strategy Development for HVWSHE for Community Outreach Unit 3:	Vedronique Bakayoko/Pireh Otieno
15.00 - 15.30	TEA BREAK	
15.30 - 17.00	Module 9: Programme Strategy Development for HVWSHE for Community Outreach Unit 4:	Vedronique Bakayoko/Pireh Otieno
17.00 - 17.30	Module 11: Sub Unit 3: Tips and Tricks for Conducting Training Workshops	Mallick Gaye/Mr/Mrs Miller

Day ELEVEN: THURSDAY, 14th July 2005

09.00 - 10.30	Concurrent Session: Module 10: Ethics/Human Values in the Workplace Unit 1:	Mallick Gaye/Mr & Mrs Miller
10.30 - 11.00	TEA BREAK	
11.00 - 12.30	Module 10: Ethics/ Human Values in the Workplace Unit 2:	Mallick Gaye/Mr & Mrs Miller
12.30 - 13.30	LUNCH	
13.30 - 15.00	Module 10: Ethics/Human Values in the Workplace Unit 3:	Mallick Gaye/Mr & Mrs Miller
15.00 - 15.30	TEA BREAK	
15.30 - 17.00	Module 10: Ethics/Human Values in the Workplace Unit 4:	Mallick Gaye/Mr & Mrs Miller
17.00 - 17.30	Wrap-up of day	

Day TWELVE: FRIDAY, 15th July 2005

09.00 - 10.30	Plenary Session: Knowledge and Sharing
10.30 - 11.00	TEA BREAK
11.00 - 12.30	Sharing of knowledge, experiences and best practices – Anglophone and Francophone cities
12.30-13.30	LUNCH
13.30 - 15.00	Lessons Learnt
15.00 - 15.30	TEA BREAK
15.30 - 17.00	Closing Ceremony

COUNTRY REFLECTIONS OF TRAINING

At the plenary session on the final day of the workshop the participants shared their impressions of the training programme, the training modules and whether they felt they were sufficiently empowered to take on a similar training workshop in their respective countries. What follows is an extract taken out from the country representative's reflections of the training.

GHANA

"For the Ghana Team the workshop has been successful, eye opening and motivating. The objectives of the workshop have been achieved. All key actions planned have been undertaken successfully, useful information and experiences have been exchanged and shared.

We have formulated our Action Plan based on the Programme Strategy we have developed at this workshop. Our Vision and Mission are clearer to us. We are more confident than ever to conduct our own-country training programme to achieve the required results."

Emmanuel Acquaye - TCC

ETHIOPIA

"With regards to the centralized training we found out that the workshop has provided us with the knowledge embedded in HVWSHE. Important concepts, ideas and principles have been dealt with. The concept of HVWSHE is now clear and beyond doubt. Challenges of Water, Sanitation and Hygiene in urban areas and human values were also comprehensively dealt with including monitoring and evaluation.

At this moment we can dare say without any hesitation that when we go back home we know what to do. In general, our feeling is that, the training was important, informative, educative and successful."

Tekalign Tsige - TCC

TANZANIA

"This training has been a blessing and gift from God to us as it has instilled a sense of awareness and responsibility. The workshop has ignited our thinking about water, sanitation and hygiene. With the all the modules we have gone through we are better equipped to create awareness on water, sanitation and hygiene issues and bring about the necessary behaviour and attitudinal changes that the programme seeks to achieve."

Angela Katabaro - TCC

COUNTRY REFLECTIONS OF TRAINING

KENYA

"We found the workshop most relevant and our expectations as a country have been met. We are able to understand how to apply Human Values in project implementation, workplace and in our day to day lives.

The value of water as a resource in our lives has increased tenfold and has been enhanced. The excursion undertaken to The Arusha Water authority was a rewarding experience. As we leave to go home, we are bubbling with enthusiasm to go and implement our country strategy on human values in water, sanitation and hygiene education. It is our prayer that our efforts will make a big difference to those we will be interacting with in different spheres of life in the way they look at water sanitation and hygiene issues and contribute in our small way to the achievement of Millennium Development Goals".

Nancy Karanja

UGANDA

"Uganda has joined the project in Phase II and we have joined it with a lot of enthusiasm, demonstrated in our participation in this workshop.

In the first week we were introduced to HVWSHE and the aim was not very clear. However we soon realized that fresh water resources are finite and water is a resource to be conserved. The second week had focused on presentations that dealt with practical issues and we were able to develop implementation strategies for HVWSHE for our country. In our view the objectives set for this workshop have been achieved."

Proscovia Mulyowa - TCC

ZAMBIA

"The workshop was well organised and was very comprehensive. On behalf of Zambia, I would like to express my gratitude to the organisers, UN-HABITAT, TAISSSE and the various facilitators for a successful training workshop. We became sensitive to the challenges with regards to water, sanitation and hygiene in urban areas and this has positioned us well for the strategic development of the programme. We understand how to integrate human values in schools, colleges and in the community schools curriculum."

Gorette Nyeembe

SENEGAL

"The training workshop was very useful and we learnt a lot from it. The modalities of implementing the HVWSHE programme became clear and workshop clarified the roles and responsibilities of the various role players. The teams of every country have been sufficiently prepared and they have the necessary knowledge, understanding and tools to undertake quality training workshops for teachers in their countries. Provided that funding reaches us timeously, Senegal will be ready to implement the programme in October."

Abdourahim Gaye - TCC

COUNTRY REFLECTIONS OF TRAINING

BURKINA FASO

"The various modules in HVWSHE allowed the participants to debate, share ideas and engage in practical activities to enable us to prepare for the implementation of HVWSHE in the pilot schools.

The participants also benefited from listening to the experiences of countries that participated in the Phase 1 of the programme. This workshop was relevant and we benefited from it and Burkina Faso is ready to implement it.

Sayouba Ouderago - TCC

CAMEROON

"The modules were relevant and well presented by the facilitators. The presentation techniques and facilitation methodology ensured that the objectives were realized. Cameroon understands the HVWSHE programme and will competently implement in between it the demonstration schools because of the training received at the centralized training workshop."

Didier Mbouda - TCC

COTE de IVOIRE

" We were grateful for the opportunities given to us to facilitate and chair sessions of the plenary as well as to share the resources that we brought with us. We were impressed with the manner in which the organizers lived the human values that they elicited from the participants. The content of the modules and high standards of facilitation has built our capacity and we are confident to undertake the activities of the second phase of the programme"

Veronique Bakayoko - TCC

NIGER

"As a TAISSE Country Coordinator I now understand the HVWSHE programme and my roles and responsibilities. The organisers must be commended for a successful training workshop. We have acquired all the necessary technical and professional competencies to organize similar training workshops in our demonstration schools. The human values of truth, solidarity and right conduct prevailed during the course of the workshop."

Safia Moustapha - TCC

DECLARATION

On Friday 15 July at the plenary session the Anglophone and Francophone groups declared their commitment to implementing Phase 2.

ANGLOPHONE DECLARATION

"On behalf of the Anglophone participants and indeed on my own behalf, I would like to thank the organisers for giving me this opportunity to give a commitment on Human value Based Water, Sanitation and Hygiene Education.

Ladies and gentleman, so many items, topics and issues have been made clearer in this workshop. I would not want to bore you with lists of those items, tools and knowledge that we have attained from the training workshop.

Nevertheless let me emphasise that the centralised Training workshop for educators has trained the participants to be able to conduct Human Values Water Sanitation and Hygiene Education in the formal and non-formal sectors.

To this effect allow me, therefore to declare and pledge that we, the Participants of the Arusha HVWSHE Workshop will implement the Value Based Water Sanitation Hygiene Education in our respective countries with fewer constraints.

To show support to the declaration and pledge I would request all the participants to say after me!

Water...is...life

Sanitation ...is...Dignity"

By Georgina H. Sitali -Zambia

FRANCOPHONE DECLARATION

We, the participants attending the Centralized Training Workshop for trainers of trainers in Human Values in Water, Sanitation and Hygiene organised from 4 till 15 July 2005 at the Ngordoto Mountain Lodge in Arusha (Tanzania), make the following declaration based on the following observations:

- Considering that UN-HABITAT has supported our respective countries in promoting responsible behaviours and attitudes towards water, sanitation and hygiene.
- Considering that TAISSE has provided technical support in the implementation of the programme; organized the centralized training aimed at enhancing the technical capacities of the training officers of our respective countries with the aim of promoting HVWSHE.
- Considering the measures taken by our respective countries to implement HVWSHE in our education system, formal and non-formal sectors, in teacher training colleges as well as in community.
- Considering the quality of the deliberations at this workshop the participants were able to develop strategies for implementing the HVWSHE programme in the formal and non-formal sector, teacher training colleges and the community to create a new ethic in water, sanitation and hygiene based on human values.
- Considering the success of the workshop which built the capacity of the training officers.

We declare ourselves ready for the implementation of HVWSHE in the demonstration schools (preschool, the primary, secondary schools as well as in teacher training colleges and communities.

We commit ourselves to honourably achieving the programme objectives and shall endeavour to give our best effort in the spirit of human values.

Consequently we urge UN-HABITAT and TAISSE to mobilize and make available to us the resources at their disposal that are necessary for the implementation of the different activities envisaged in our respective plans of action.

WORKSHOP EXPECTATIONS

At the start of the workshop in the plenary session, the participants were asked to articulate their expectations of this Centralised Training Workshop. Their responses were analysed and a list of ten expectations was generated.

1. Mastering the strategies to implement HVWSHE.
2. Acquiring techniques to review the curriculum to implement HVWSHE in the school programme.
3. Exchanging experiences with other participants.
4. Building the knowledge and developing the capacity of the training officers in HVWSHE.
5. The acquisition of competencies, information and innovative experiences in HVWSHE.
6. Finalisation and signing of agreements with countries participating in WAC II and HVWSHE.
7. The anticipation of presentations based on experiences and supported with concrete examples.
8. The implementation of a network for exchanging experiences between countries participating in the phase II of the program.
9. Making available to the participants the necessary tools and support to cascade the training received to the level of every country.
10. Using a variety of techniques and methodologies in facilitation during presentations (e.g. brainstorming).

At the end of the workshop, the workshop expectations were reviewed and the participants made a judgement as to whether these expectations were met. This was the report that was presented to the Plenary Session.

1. Mastering the strategies to implement HVWSHE

Throughout these two weeks, we benefited from the theoretical education as well as from practical exercises and activities in the workshop. All these activities allowed us to become familiar with the strategies for the implementation of HVWSHE. Far from saying that the participants already have mastered the strategies but we can underline that they are equipped enough to engage in Phase II in their respective countries.

2. Acquiring techniques to review the curriculum to implement HVWSHE in the school programme

Given that the review of the curricula is a traditional activity of any educational system in all countries, the techniques we acquired in this workshop allowed us to become aware of what is already offered in the curriculum as well as the many opportunities to introduce HVWSHE in the school programs.

3. Exchanging experiences with other participants:

The sharing of experiences with the other participants was excellent and real at both levels; between the countries and between the French-speaking group and the English-speaking group. All the participating countries must be complimented for living the values of sharing and solidarity.

4. Building the knowledge and developing the capacity of the training officers in HVWSHE

Considering the objectives set for this workshop and the results obtained through the tools used to evaluate the workshop, we conclude that we are competent and capable to conduct the training in HVWSHE.

5. The acquisition of competencies, information and innovative experiences in HVWSHE

The two weeks of exchanges and learning were very enriching and we acquired new information and skills especially in the area of human values. The participants most definitely acquired new competencies in HVWSHE.

6. Finalisation and signing of agreements with countries participating in WAC II and HVWSHE

This aspect of the problem was discussed during the meetings between UN-HABITAT, TAISSE and the TCCs. The various documents are in the course of being signed.

7. The anticipation of presentations based on experiences and supported with concrete examples.

The participation of Cote de Ivoire, Senegal, Ghana, Ethiopia, Kenya and Zambia enriched the workshop deliberations when they shared their experiences of Phase 1.

8. The implementation of a network of exchanges of experiences between countries participating in Phase II of the program

the implementation of a network of sharing of experiences between the participating countries has not begun yet. But there is hope that in near future this process will begin.

9. Making available to the participants, the necessary tools and support to cascade the training received to the level of every country

The desire of the participants to leave this workshop with support which will allow them to implement the training at the level of countries was satisfied.

10. Using a variety of techniques and methodologies in facilitation during presentations

The facilitation techniques in the group sessions allowed the participants to engage in the learning and asking the participants to share their views and ask questions was appreciated.

Of the ten expectations set by the participants 9 were realized and this approximates to 90 % and this allows us to conclude that the participant's interests and expectations were met in this workshop.

WORKSHOP VALUES

At the start of the workshop, the participants were asked to identify the human values that they would like to see being practised during the course of the two-week workshop. The values that were identified served as a code of conduct for the participants. These values were put up on posters in the various workshop venues and the participant's attention to the values was drawn to them during some of the sessions.

WORKSHOP VALUES GUIDING PRINCIPLES

Solidarity	Showing initiative
Love	Acceptance
Tolerance	Respect
Living together in harmony	Self-control
Listening	Sharing
Silence	Dignity
Self-help	Perseverance
Honesty	Responsibility
Determination	Openness
Networking after workshop	Humility
Uplifting others	Patience
Caring for oneself and others	Unity in diversity
Accountability	Active participation

PARTICIPANT'S EVALUATION OF THE WORKSHOP

The participants were asked to evaluate their experience of the workshop at the end of the first week. This took the form of receiving feedback in the form of a short qualitative assessment of the week's deliberations. In the main most of the participants were satisfied with the workshop but were critical of the theoretical orientation of the modules presented in the first week. Most of the complaints were about the length of the workday, little time for rest, location of the workshop venue (isolated), standard of accommodation (participants preferred cheaper accommodation), the delays in obtaining their per diems and expenses that they had incurred to obtain visas.

At the end of the workshop, the participant's completed a questionnaire to evaluate the workshop. Three percent of the participants' gave an overall rating of the workshop being acceptable, 54% of the participants felt that the workshop was good whilst 43 % felt that the workshop was excellent or outstanding. The participant's expressed satisfaction with respect to the programme content, interaction with other participants, facilitator's understanding of the content presented, and the facilitation of the modules. The comments with respect to what the participants thought about the facilitators, what they liked most and least of the workshop and their suggestions to improve future workshops are captured in the following form.



Participants in the plenary session

CENTRALIZED TRAINING – HUMAN VALUES IN WATER, SANITATION AND HYGIENE EDUCATION

Arusha, 4-15 July 2005

WORKSHOP EVALUATION FORM

Please give us your evaluation, suggestions and constructive criticisms to help us improve future workshops

Rating Scale 1 = well below expectations/unacceptable

 2 = below standard

 3 = acceptable

 4 = good

 5 = excellent/outstanding

No	Aspect	1	2	3	4	5
1.	PROGRAMME CONTENT					
1.1	How relevant was the programme content?			1(3%)	17(46%)	19(51%)
1.2	Was the content of the workshop interesting and useful?			4(11%)	12(32%)	21 (57%)
1.3	Were the objectives of the workshop made clear?			2(6%)	16(44%)	18(50%)
1.4	Were these objectives achieved?			2(6%)	18(56%)	12(38%)
2.	INTERACTION WITH AND WITHIN THE GROUP					
2.1	Was there sufficient interaction – questions, discussion & activities?			4(11%)	13(35%)	20(54%)
2.2	Was there sufficient interaction among participants?			5(14%)	13(36%)	18(50%)
3	UNDERSTANDING SUBJECT MATTER					
3.1	Did the facilitator/s understand the subject matter?			3(8%)	18(48%)	16(43%)
3.2	Do you understand the various modules			4(11%)	21 (57%)	12(32%)
3.3	Were the materials and documents user-friendly, informative and helpful			4(11%)	12(34%)	19(54%)
4.	PRESENTATION AND FACILITATION SKILLS					
4.1	Please rate the overall presentation skills of the facilitators					
	a. Dick de Jong	1(6%)	2(13%)	7(43%)	3 (19%)	3 (19%)
	b. Pireh Otieno				2(11%)	16(89%)
	c. Sagie Naicker					18(100%)
	d. Faustin Klaye			2(13%)	10(62%)	4(25%)
	e. Debra Miller			2(11%)	6(33%)	6(33%)
	f. William Miller				5(28%)	13 (72%)
	g. Eric Moukoro			1. (5%)	8(42%)	10(53%)
	h. Opape Onanga			3(18%)	7(41%)	9(53%)
	i. Veronique Bakayoko			1. (5%)	10(53%)	8(42%)
	j. Malik Gaye		1. (5%)	4(21%)	10(53%)	4(21%)
	k. Abdourahim Gaye			2(11%)	9(47%)	8(42%)

Comments on presentation and facilitation skills					
<ul style="list-style-type: none"> • This was well done. • The facilitators were all versed with the subject matter and their presentation was excellent. • Good. Discussion encouraged, participants were eager to contribute on various topics • Good presentation • It was good and variety of facilitation skills were used • It might be useful if an overall WAC in programme presentation was included. I could observe some confusion from some of the participants in this area. • Excellent presentation skills • Need to improve on this next time • Otherwise it was very excellent. • Presentation and facilitation skills were useful to our implementation • Well prepares and skilled experts • All the presentations achieved their objective • The expectations of the participants were met and they are now empowered to implement the project with Human Values. • Presentation and facilitation skills of the facilitators was excellent with the exception of IRC facilitators • It was very good and interesting but detail materials has to be given out or sent out • Presentation was well prepares and facilitators were excellent • Good and experienced facilitators-keep it up 					
5. OVERALL EVALUATION					
5.1	What is your overall rating of the workshop?		1(3%)	19(54%)	15(43%)
6. What did you like most about the workshop?					
<ul style="list-style-type: none"> • The type of facilitators who were selected to present • Availability of material after presentation by the facilitators • Group interactions • Strategy development and result based management. • It was brilliantly done. Well structured, well organized and above all it was fruitful to us. • It has given me a new insight on the implementation of the phase 2 programme. • Excellently done! • Participatory methodology where all the participants were involved. • Its strong participative approach and activity basics. • The way the group activities were organized/ useful to organize group activities in relation to each setting of the programme. This has facilitated the understanding process. 					

- Most facilitators were extremely competent, content was relevant.
- Issues from our African culture were brought out during the sessions, this has made me learn from other cultures and will always help me do strategy well.
- Facilitators were very good and knew their job though at times we felt tired; it's for the time, which had no breathing space.
- The different methodology, Human Values Approach, the result Based Management and implementation strategies for schools, colleges and community.
- The tips of conducting a workshop an HV at work place.
- Development of the programme strategy. Tips and tricks for training.
- Facilitation methodologies, which were interactive.
- Group discussion and presentations.
- Presentation and facilitation skills.
- The approach and organization of the workshop was very nice as well as the topic and the issues raised were relevant, current and pleasing one.
- The programme strategy and the direction on living the value.
- The recreational revisit organized at the weekend.
- The venue of the workshop though with the cold weather.
- Many things-the programmes for creating new ethic, RBM, strategy development for 11th –13th July
- The training was detailed and comprehensive.
- Training strategy- first weeks focus on knowledge second week on skills development.

7. What did you like least about the workshop?

- Need for a health unit fully sponsored by UN Habitat
- Dissemination of relevant material well in advance
- Choice of hotel should be modest
- The long hours can be shortened
- Timing of the sessions, they were too congested.
- It was so intensive; no times to rest so improve the timing for the future.
- Time allocation; particularly try to avoid very long sessions. In the late afternoon participants were getting exhausted and could not participate actively.
- Time for closing should be restricted to 1700 hrs maximum so that supper can be taken a little earlier-late eating does not aid digestion.
- Time- next time give us breathing space so as to reflect on all the modules and the materials given.
- Next time, put afternoon sessions be more flexible with time.
- The programme is too tight-think of flexibility
- The venue should allow recreation activities.
- Participants should be free to decide if they want to take all the three meals or not
- Food was wasted
- Sessions were too long. Participants should be given larger lunch breaks to relax a little.
- Schedule/Practices very basic like strategy development need more time.
- Timing. Daily programs should stop at 1700 hrs
- Participants should be given free time for their personal management.
- Participants to be given alternative of living rather than staying in an expensive hotel.
- There has to be limited to certain day time, that is it should not be beyond 1630 hrs

- Give adequate time for activities to be given
- The modules should be well detailed.
- The programme/agenda for the workshop seemed loaded. Well if resources were available -for days would be added.
- More plenary
- Sessions were too long.
- The materials given were quite good- this should continue.
- Accommodation- far it should be near to town and less expensive
- Integrate utilities workshop with the education component.

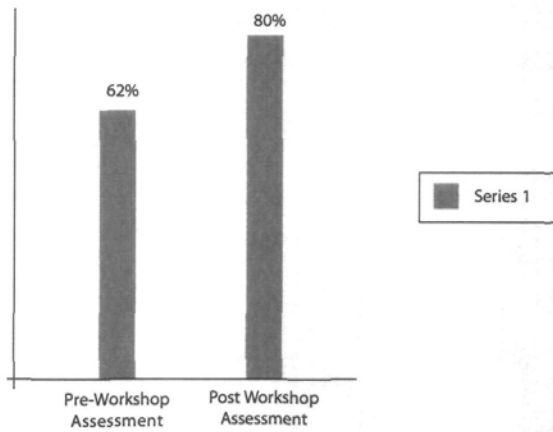
8. What can be improved upon?

- Availability of any relevant support materials to be used as we carry out with the implementation.
- We need to have team building - language should not be a barrier.
- Frequent communication from UN-HABITAT in terms of new ideas and lessons learnt from other countries.
- Keeping in touch with the participants.
- Networking is very important in order to achieve HVWSHE goals. A two-way traffic communication is very important as it encourages knowledge sharing. May God bless you all.
- On monitoring and evaluation.
- Refresher training on all and the monitoring and evaluation instrument development and methods of analyzing: Training on module development and what module is.
- More on the Monitoring and Evaluation is very important for the success of the programme.
- No comment (2)
- Need to implement our phase two programmes therefore we need all the support in resources.
- Next centralized workshop, place call the same group for we feel of the whole programme and we are better positioned.
- We need consistent training from time to time-this is a good programme which needs our concerted support and effort. We have really benefited and we will do the job successfully.
- Assistance of facilitators of resource persons when conducting training to our countries.
- Training in the development of teaching-learning materials
- Participating teaching methods.
- Assessment procedure
- More on the strategy and new formal or community outreach material preparation.
- Net working and study visits to participants' countries in this project.
- For monitoring and making evaluation of the country activities.
- Resource materials on WSHE through my address
- Training on related issues of WSHE
- Others experience in this area
- Development of training and learning materials.
- I would like to suggest that participants be given a breathing space for relaxing of both body and mind. While I appreciate the good facilitation and materials given, consideration should have been given to participants as stated above.
- Training modules/resources material
- Experience sharing
- Funds to be released on time

PRE- WORKSHOP ASSESSMENT AND POST-WORKSHOP ASSESSMENT OF PARTICIPANTS

At the start of the workshop the participants were given an assessment which consisted of two parts to establish a baseline of their knowledge and skills with respect to the Centralized workshop theme "Creating a new ethic in water, sanitation and hygiene education through human values". In the first part the participants rated themselves on key issues, which informed the module development. The statements covered a range of issues such as their understanding of UN-HABITAT's mission and programmes, urban challenges with respect to water, sanitation and hygiene, the Millennium Development Goals that relate to water and sanitation, understanding of the WAC programme and their understanding of the human values approach to the programme.

In the second part, the participant's knowledge was tested. This test was used to corroborate the findings that emerged from the self-assessment of the first part. A copy of the assessment is found in Annexure C. After administering the pre-test the participants scored an average of 62 %. The average post-test score was 80% showing that the participant's knowledge and understanding of water, sanitation and hygiene issues had improved.



OPENING CEREMONY

The opening ceremony consisted of a programme of five speakers and the session was chaired by UN-HABITAT's Chief Technical Adviser (CTA) Professor Mark Rugemalila Mujwahuzi who is based in Tanzania.

1. Mr. Samuel Lupimo, representing the Ministry of Water and Livestock Development of the Republic of Tanzania was the first speaker. He thanked the chairperson of the session for giving him the opportunity to welcome all the participants on behalf of the Minister who was unable to officiate at the opening ceremony. He said that poverty alleviation and the provision of water and sanitation facilities were uppermost on the agendas of African Governments. He thanked UN-HABITAT for introducing the program of HVWSHE because it is necessary to transform the attitudes of children at an early age through education, which will lead to sustainable behaviours towards water, sanitation and hygiene. Mr. Lupimo's speech is found in Annexure D.
2. Mr. Ferdinand Rutatnekwa, representing the Minister of Education and the Culture of the Republic of Tanzania was the second speaker. The speaker focused his comments on the centralized training workshop theme, which was to create a new ethic in water, sanitation and hygiene. He congratulated UN-HABITAT and encouraged the participants to undertake training in this programme in their respective countries. He urged UN-HABITAT to continue promoting this new ethic as it was a promising strategy, which is bound to lead to positive and lasting changes in knowledge, skills, attitudes and behaviours towards water. He then declared the workshop of training of the trainers of African cities taking part in the Phase II of the HVWSHE program officially opened.
Mr. Rutatnekwa's speech is found in Annexure D.
3. Mr. Victor Kanu, the Director of TAISSSE was the third speaker. He called on the sons and daughters of Africa, gathered in Arusha, to be ambassadors of this ambitious programme in their respective countries and acquire fundamental knowledge and tools at the workshop to train teachers in the schools of demonstration. For that purpose, he asked the participants to have faith in the success of the programme. He emphasized the point that the HVWSHE programme was based on the culture and traditions of Africans, and the success of this programme is dependent on it. He closed his address with the comment that the change, which was needed in Africa, had to come from Africans.
4. Mr. Andre Dzikus, the Programme Manager of UN-HABITAT was the next speaker. He conveyed the greetings of the Executive Director of UN-HABITAT, Mrs. Anna Kajumulo Tibaijuka. In his message he shared UN-HABITAT's vision with regards to the Water for African Cities programme. He also highlighted the challenges that Africans face because of water scarcity. The available water is unevenly distributed and more than half of the populations of the African cities have no access to water. He said that the current water and sanitation crisis is increasingly viewed as a crisis of governance rather than a crisis of scarcity. The solution lay in the promotion of a new ethics in the management of water and through a values-based approach to water, sanitation and hygiene education. The text of Mr. Andre Dzikus' speech can be found in Annexure D.
5. The final speaker was Mr Eric Moukoro, the Regional Technical Adviser to UN-HABITAT. In his presentation he shared the details of the programme, and the topics that will be dealt with in the 11 modules. He discussed the operational modalities of the workshop, which included the plenary sessions, and the Anglophone and Francophone workshop sessions will be run in parallel.

WORKSHOP MODULES

The workshop comprised of 10 modules, which covered the knowledge, skills, and values that the ToTs should acquire to carry out capacity building workshops in their respective countries to implement the education component of the WAC Programme, HVWSHE. An 11th Module "Human Values in the workplace" was trialled and is reported on separately by GDC.

The following table lists the modules and facilitators. The French facilitator's names have been underlined>.

Module 1:	Concept of Values-Based Water, Sanitation and Hygiene Education	Eric Moukoro/ <u>Andre Dzikus</u>
Module 2:	Water, Sanitation and Hygiene Challenges in Urban Areas	Eric Moukoro/ Dick de Jong/ <u>Pireh Otieno</u>
Module 3:	Practical Knowledge on Water and Sanitation	Eric Moukoro/ Dick de Jong/ <u>Pireh Otieno</u>
Module 4:	Creating a New Water, Sanitation and Hygiene Ethic	Eric Moukoro/ Dick de Jong/ <u>Opape Onanga</u> / <u>Sagie Naicker</u>
Module 5:	Human Values Education in Practice: Philosophy and Methodology	<u>Opape Onanga</u> / <u>Sagie Naicker</u> / <u>Faustin Klaye</u>
Module 6:	Principles of Monitoring and Evaluation using the Results Based Management Approach	Eric Moukoro/ <u>Pireh Otieno</u>
Module 7:	Programme Strategy Development for HVWSHE in the Curriculum and Teacher Training Colleges	<u>Veronique Bakayoko</u> / <u>Sagie Naicker</u>
Module 8:	Programme Strategy Development for HVWSHE in schools	<u>Abdourahim Gaye</u> / <u>Sagie Naicker</u>
Module 9:	Programme Strategy Development for HVWSHE for Community Outreach	<u>Veronique Bakayoko</u> / <u>Pireh Otieno</u>
Module 10:	Tips and Tricks for Conducting Training Workshops	<u>Abdourahim Gaye</u> / <u>William Debra Miller</u>

The workshop modules have been compiled into a training guide, and are available separately. For the purposes of this report, the outlines, which gives an overview of the module is presented.

MODULE 1

CONCEPT OF VALUES BASED WATER, SANITATION AND HYGIENE EDUCATION

INTRODUCTION

The challenges in water and sanitation for urban dwellers in African Cities are a huge concern. In order to meet the Millennium Development Goals for water and sanitation, UN-HABITAT embarked on an innovative approach to alleviate the plight of the urban poor. Through the Human Values in Water, Sanitation and Hygiene Education Programme, it is expected that a new ethic would be created and that attitudes and behaviours would change. A systemic approach linking the school, the community, and community based organisations, non-governmental organisation and government ministries will foster partnerships that will lead to models of excellence.

AIMS OF THE MODULE

The intention of this module is to give the participants an overview of the HVWSHE programme as well as share the conceptual framework of the programme.

LEARNING OUTCOMES

On completion of this module the participants should be able:

- Understand the background and rationale for HVWSHE
- Understand the key issues on HVWSHE
- Appreciate the need to address the water, sanitation and hygiene in education.

METHODOLOGY

UNIT 1

- Overview, challenges, solutions and concepts of value-based approach to HVWSHE

UNIT 2

Activity:

Analysis of the opportunities, risks and challenges to mainstream HVWSHE in curriculum; identification of core values and related values and their application to the area of Water and sanitation.

- Group work + reporting back in plenary
- Discussion

MODULE 2

WATER, SANITATION AND HYGIENE CHALLENGES IN URBAN AREAS

INTRODUCTION

Water, which is essential for all life on the planet, is being consumed faster than which it is replenished as the world's population reaches the three billion mark. The water table in all the continents is dropping and the spectre of water wars is looming. Despite the acute shortage of this precious liquid, more than 50 percent of treated water is lost in urban areas, through burst pipes and theft. To add to the misery of the urban poor, sanitation facilities are inadequate and water borne diseases like cholera and typhoid are still prevalent. Only a radical change in behaviour and attitudes can reverse this negative trend and meet the Millennium Development goals for water and sanitation.

AIMS OF THE MODULE

The intention of this module is to introduce key topics on urban water, sanitation and related hygiene issues to participants and expose them to a selection of information resources.

LEARNING OUTCOMES

On completion of this module the participants should be able to:

- Understand the key issues on water sanitation and hygiene
- Appreciate the need to address the water, sanitation and hygiene that urban dwellers are faced with
- Sensitise educators on the water, sanitation and hygiene issues
- Conduct training to build the capacity of educators to implement the HVWSHE programme in schools.

METHODOLOGY

UNIT 1

Activity:

Analysis of one key problem each one has on water and one problem on sanitation at home and/or at school identified by participants

- Overview of challenges

UNIT 2

Activity:

Analysis on what key problems and solutions are relevant for participants, what values they identify, and if they can use this for their training.

- Group work + some of them reporting back results in plenary
- Discussion
- What key learning point participants take home from the session?

MODULE 3

PRACTICAL KNOWLEDGE ON WATER AND SANITATION

INTRODUCTION

In this module, practical knowledge and information is shared so that people can take concrete steps to address the water, sanitation and hygiene challenges that our cities are faced with. Ideas that are shared in this module include rain water harvesting, building toilets that use less water and solid waste management. By implementing some these ideas, after adapting them to local contexts and conditions, the lives of the urban poor will be improved.

AIMS OF THE MODULE

To introduce different knowledge needs, products and more content on selected key topics on urban water, sanitation and related hygiene issues to participants, with a selection of information resources.

LEARNING OUTCOMES

It is expected that the participants will be able to:

- Understand different knowledge needs and products
- Access relevant information sources on practical solutions on water, sanitation and hygiene
- Implement practical water, sanitation and hygiene ideas.

METHODOLOGY

1. Discussion on two questions:

- What is knowledge? (Data –Information-Knowledge Wisdom)
- Practical for whom? (needs levels)

2. Overview of topics

This overview presents selected concise information on key topics in the water, sanitation and hygiene (WASH) sector. It is based on work that information and content specialists from the IRC International Water and Sanitation Centre have made available on the web site www.irc.nl. to additional information on the web site.

The topics that are addressed include:

- What is practical knowledge?
- Water for kids
- Rainwater harvesting systems
- What is on site sanitation? (Burkina Faso)
- Building toilets with less water consumption
- What is the solid waste management scheme in Burkina Faso?
- Why a Waste Water Agriculture and Sanitation for Poverty Alleviation?
- Small scale providers
- Privatisation and the poor.

3. IRC Thematic Overview Papers
4. Free-of-charge publications
5. How to Find Water and Sanitation Information on the Internet?

Documentation:

- SSHE framework
- Oxford Round-table Statement
- Notes and News on School Sanitation English
- Smart water solutions information + full text available from www.practicafoundation.nl/smartwater/
- Source Water and Sanitation News Service in English.

MODULE 4

CREATING NEW WATER, SANITATION AND HYGIENE ETHIC

INTRODUCTION

It is essential to change old behaviours and habits that are ineffective in order to attain the millennium development goals related to water and sanitation. The Human Values approach is based on the assumption that knowledge and information is not sufficient to bring about changes. A new water, sanitation and hygiene ethic is created by applying human values to knowledge. The module explores a variety of behavioural change theories and models as well as the human values approach to character development and behaviour change. It is by understanding how people change behaviours and applying human values that transformation occurs. This module consists of three units.

AIMS OF THE MODULE

The aim of this module is to deepen the participant's understanding of behaviour change and for them to acquire the necessary knowledge and skills to facilitate sustainable behaviour changes in water, sanitation and hygiene education.

LEARNING OUTCOMES

On completion of this module participants should be able to acquire competencies to:

- Identify facilitating and hindering factors of behaviour change in relation to water, sanitation and hygiene education
- Access and select information from a variety of sources
- Understand behaviour change in the context of water, sanitation and hygiene education
- Apply the human values approach to water, sanitation and hygiene education
- Facilitate the process of creating a new water, sanitation and hygiene ethic through the application of human values.

TEACHING AND LEARNING PROCESS

Here is an overview of the three units that make up this module.

Unit 1

The following themes will be presented

- Introduction to hygiene behaviours
- Types of hygiene behaviours
- Which/whose behaviour?
- Behaviour adoption principles: HIC DARM
- BASNEF realities
- SARAR Resistance to change
- Behaviours are sustainable.

Activity 1:

Analyse behaviours, attitudes and related values on gender and water and sanitation, based on UN Habitat's video "[Unheard Voices of Women](#)".

Unit 2

The following themes will be presented

- Learning and behaviour change
- Theoretical perspectives and behaviour change models
- Participants will be invited to offer comments and ask questions
- After the participants have exposed to the theoretical frameworks they will engage in an activity.

Activity 2:

Reflections on a personal behaviour that you had changed.

Unit 3

Activity 3:

Understanding Values.

This activity precedes the presentation

The following areas will then be presented:

- Human Values as the foundation for sustainable behaviour
- Understanding the sub-conscious, conscious and super-conscious mind
- The school climate as model for character transformation and behaviour change
- The participants will be asked to apply their understanding of the school climate to the demonstration sites (schools and teacher training colleges).

Activity 4:

Creating a conducive environment to implement HVWSHE.

DOCUMENTATION

Participants will be given the following resources

- Teaching and learning materials on creating a New Water, Sanitation and Hygiene Ethic
- Hard copies of power point slides
- Website addresses to access more information.

MODULE 5

HUMAN VALUES EDUCATION IN PRACTICE: PHILOSOPHY AND METHODOLOGY

INTRODUCTION

Human values are central to transformation and are a strategy that UN-HABITAT is using to create a new water, sanitation and hygiene ethic. In this module human values are defined and various sources of values are explored. The philosophical underpinning of the human values approach is discussed and participants are encouraged to identify core personal values and develop a system to classify these values. The pedagogy of values education is shared and participants are exposed to the various methods and tools used.

AIMS OF THE MODULE

The aim of this module is to strengthen the participant's understanding of human values in water, sanitation and hygiene education as well as to acquire the pedagogy of values education.

LEARNING OUTCOMES

On completion of this module, participants should be able to acquire competencies to:

- Identify personal, social and national values that impact on water, sanitation and hygiene practices
- Acquire knowledge on human values education
- Apply human values to water, sanitation and hygiene education
- Acquire the methodology to implement the human values approach to water, sanitation and hygiene education.

Unit 1

The following themes will be presented

- The need for values education
- Sources of values
- African traditional religion and cosmology
- Constitutional Values and Character Education
- Human Values and Living Values Approach
- Developing taxonomy for human values.

At this point participants will work in groups and will work on the following task:

Group Activity 1

Share the values that you identified from Module 4 "Creating a new water and sanitation ethic" with members of your group. Through consensus develop a system to categorize all the values that your group has identified.

Discussion and presentation on:

- Core human values.

Unit 2

The following areas will be presented and discussed with the participants:

- Continuation of core human values.

Unit 3

The following areas will be discussed with the participants:

- The direct method in water, sanitation and hygiene education
- The integrated method in water, sanitation and hygiene education
- The advantages of using the human values approach.

Unit 4

Group Activity 2

Identify a topic and develop a lesson on Human Values in Water, Sanitation and Hygiene. You will be required to share these lesson plans in a gallery walk. One Member of your group will present this lesson plan to the others as they walk around "the gallery" viewing the different exhibits. Use means to captivate the audience's interest e.g. singing songs, developing a dance routine etc. Remember you are trying to change behaviours and attitudes using the human values approach.

Unit 5

Gallery walk

Participants will make presentations of lesson plans developed and will view other group's outputs. Feedback will be elicited on the process of developing lesson plans for water, sanitation and hygiene education.

Documentation

Participants will be given the following:

- Detailed teaching and learning materials on human values education in practice: philosophy and methodology
- Hard copies of power point slides
- Website addresses to access more information.

MODULE 6

PRINCIPLES OF MONITORING AND EVALUATION USING THE RESULTS BASED MANAGEMENT APPROACH

INTRODUCTION

The demand for increased development effectiveness has been based on a realization that producing good “deliverables” is not enough. In many cases, efficient and well-managed projects and outputs did not actually have any discernable improvement in development conditions and ultimately in people’s lives. The attention must therefore be centred around outcomes – realistic and positive changes in specific development conditions. By focusing on outcomes, we aim for results where they are most needed – people’s lives.

AIMS OF THE MODULE

The aim of this module is to introduce and discuss the basic principles underlying the practice of monitoring and evaluation in a results-based context.

LEARNING OUTCOMES

On completion of this module, participant’s should be able to understand monitoring and evaluation in an RBM context and undertake the following tasks:

- Definition of monitoring and evaluation as we know it
- Relationship between Monitoring and Evaluation
- Why do we have to monitor and evaluate our work?
- Principles guiding monitoring and evaluation in the context of RBM
- Applying RBM to their work.

METHODOLOGY

The facilitator will introduce the key concepts and engage participants in discussing the basic principles guiding monitoring and evaluation in the context of RBM. Participants will then work in small groups to apply RBM to their work.

MODULE 7

PROGRAMME STRATEGY DEVELOPMENT FOR HVWSHE IN THE CURRICULUM AND TEACHER TRAINING COLLEGES

Whilst Modules 7, 8 and 9 appear in separate sections in this training guide, the participants must not lose sight of the systemic and integrated approach to the programme. It may be appropriate to revisit the HVWSHE Conceptual Model before undertaking this Module. Each of the main elements namely the school, the teacher education colleges and the community contribute to the overall objectives of the HVWSHE programme. Participants must see the linkages, areas of overlap and distinct focus areas. What is required is a holistic and integrated strategy for schools, colleges of education and the community.

INTRODUCTION

This module looks at how the curriculum is reviewed and how this review contributes to the overall strategy for implementing Human Values in Water, Sanitation and Hygiene Education. Furthermore gaps, opportunities, capacity building and material development needs are identified in the curriculum for the implementation of HVWSHE. One way of scaling up the project is to introduce HVWSHE in teacher training colleges and the strategy for this explored.

AIMS OF THE MODULE

This module serves to develop an appreciation of why a curriculum review is necessary for implementing HVWSHE and to develop a strategy for introducing HVWSHE in teacher training colleges.

LEARNING OUTCOMES

On completion of this module participants should be able to acquire competencies to:

- Undertake a curriculum review and identify training needs
- Analyse the curriculum review and develop a strategy for implementing HVWSHE
- Develop a strategy for introducing HVWSHE in teacher training colleges

METHODOLOGY

Unit 1

Discussion and presentation on:

- The need for curriculum reviews
- The methodology for undertaking curriculum reviews.

At this point invite the TAISSE Country Co-ordinator to make a presentation on how s/he undertook the curriculum review process. Invite question and comments from the participants. Participants are to note the key recommendations for HVWSHE that emanated from their curriculum review process and the implications for the implementation of the programme.

Activity:

Factors that facilitate and inhibit HVWSHE implementation.

Unit 2

The following areas will be discussed and shared with the participants:

- How and why teacher training colleges became one of the focuses of Phase 2?
- Aspects that need to be considered before introducing HVWSHE in colleges.

Group Activity:

Develop a strategy for implementing the HVWSHE programme in Teacher Training Colleges.

Undertake a SWOT analysis and risk assessment. In considering a strategy the following issues must be considered.

- Duration of course/frequency /number of modules/credits/ periods
- Which year of teacher training?
- Which subject/s lend themselves to HVWSHE?
- Teacher trainees assessment – knowledge test/practical demonstration of HVWSHE lessons
- Developing materials
- Engaging support of administrators.

Unit 3

Report Back Session where the groups will share their strategy for colleges of education.

DOCUMENTATION

Participants will be given the following:

- Hard copies of presentation notes
- Hard copies of power point slides.

MODULE 8

PROGRAMME STRATEGY DEVELOPMENT FOR HVWSHE IN THE SCHOOLS

INTRODUCTION

Creating models of excellence for schools implementing HVWSHE is a strategy that UN-HABITAT is pursuing to meet the millennium development goals. By changing behaviours of learners and by extending the outreach of the programme to parents and the broader school community it is expected that the school will play a key role in creating a new water, sanitation and hygiene ethic. This module explores the modalities of this process.

AIMS OF THE MODULE

This module stimulates ideas on creating a model of excellence for schools implementing the HVWSHE programme.

LEARNING OUTCOMES

On completion of this module participants should be able to acquire competencies to:

- Undertake a baseline study to measure the impact of the intervention
- Undertake a training needs assessment and develop a training programme to build capacity of the teachers at the demonstration school
- Undertake a SWOT analysis before planning a HVWSHE intervention at the school
- Develop a vision of a model school implementing HVWSHE.

METHODOLOGY

Unit 1

Discussion and presentation on:

- Revisiting the HVWSHE conceptual framework and integrated teaching model for human values education
- The methodology for undertaking baseline studies

Unit 2

The following areas will be presented and discussed with the participants:

- Teacher training needs assessment – refer participants to the country training needs assessment exercise
- Elicit from participants the processes that are necessary for building capacity for the implementation of HVWSHE at school level.

Group Activity:

Undertake a SWOT analysis for the implementation of HVWSHE. Identify risks that could impact on the programme. How would you eliminate or mitigate these risks?

Unit 3

Group Activity:

Develop a picture of a school implementing HVWSHE. What would this model school of excellence look like?

Unit 4

Report Back Session

Gallery Walk, Feedback and consolidation

Documentation

Participants will be given the following:

- Hard copies of presentation notes
- Hard copies of power point slides.

MODULE 9

PROGRAMME STRATEGY DEVELOPMENT FOR HVWSHE FOR COMMUNITY OUTREACH

INTRODUCTION

Schools, working in partnership with local communities, can have a positive impact on water, sanitation and hygiene programmes. This is especially true when students, working alongside adults, are given meaningful opportunities to engage in community-based learning that serves the needs of the community while simultaneously addressing the learning needs of students.

AIMS OF THE MODULE

The aim of this module is to highlight the importance of community-school linkages in the implementation of Human Values in Water, Sanitation and Hygiene Programme (HVWSHE).

INTENDED LEARNING OUTCOMES

On completion of this module, participants should be able to acquire knowledge and skills necessary for:

- Providing learners with values-based skills, which reach beyond the formal classroom situation, keying into environmental awareness for everyday application and use.
- Enhancing community-school partnerships in the implementation of HVWSHE.
- Stimulating interest and a sense of responsibility for water, sanitation and hygiene by encouraging interaction between schools and communities.

METHODOLOGY

The following areas will be discussed and shared with the participants:

- Conceptual framework for the community outreach component of HVWSHE.
- Rationale for strengthening community-school linkages in HVWSHE.
- Factors influencing community-school linkages.
- *Role of Leadership in school-community partnership*
- Key Elements of a Community Outreach Strategy for HVWSHE.

Participants will then work in small groups to develop a strategy for community outreach for HVWSHE.

MODULE 10

PLANNING AND CONDUCTING HVWSHE TRAINING WORKSHOPS

INTRODUCTION

HVWSHE training workshops are an invaluable resource for learning, creating new knowledge, and fostering positive future impacts. Processes will be introduced and practiced that help to achieve “individual and group learning” as well as “knowledge creation” that naturally embodies human values and empowers high levels of inclusion, participation and harmony. Practical learning will be included where the participants work with the specific activities required to plan and conduct a training workshop and create an action plan for their next scheduled training.

AIMS OF THE MODULE

- To deepen the participant’s understanding of the activities involved in planning and conducting a training workshop
- To draw from the collective wisdom of the participants to discover tips and tricks that enhance the engagement, learning, long-term retention, and practical application of a training workshop
- To gather ideas for how to foster high levels of engagement and successful follow-through with training workshops
- To explore training as a “knowledge creation” process
- To develop an action plan.

LEARNING OUTCOMES

On completion of this module, participants will:

- Have an understanding of the activities involved in planning and conducting a training workshop
- Have an understanding of how and when to use the group processes of “Appreciative Inquiry” and “World Café”
- Gain new ideas for how to foster high levels of engagement and successful follow-through
- Have an understanding of the process of “creating new knowledge”
- Develop an action plan for the next training course they will be conducting.

METHODOLOGY

Unit 1 - High Levels of Engagement and Follow-Through

To help achieve positive and powerful individual and group learning, the following group process tools will be explained and practiced. Each of these tools (a) naturally embody human values, and (b) can achieve high levels of inclusion, participation, and harmony, even with conflicting participants:

Appreciative Inquiry:

The practice of having each person reflect upon and share stories about the positive aspects of their past, their values, and their hopes for the future. This process inspires meaningful conversations that lead to aligned actions and is a way of fostering communications that create energy and momentum.

World Café:

A structured approach to use in settings of 15 or more people, especially when there could be a wide diversity of cultures or viewpoints. The World Café is an immensely creative process to use when you want to empower breakthrough ways of thinking or stimulate a transformation.

In order to foster high levels of engagement and successful follow-through with a training workshop, the following process of engagement will be explored:

- Inspiration – “I understand this and find it meaningful to me.”
- Aspiration/Intention – “I want to achieve a purposeful goal.”
- Motivation – “I am moved and energized.”
- Action – “I am doing something to achieve the goal.”
- Actualisation – “I am seeing results.”

How the creation of new knowledge happens will be explained using a process that is often described as: (1) tapping into individual experience, meaning and insight... (2) which is articulated into personal understanding and concepts... (3) then combined with others' concepts into a model, theory, or practice... (4) which then becomes integrated as the “way things are” in the culture.

To gain the benefits that these processes and techniques have to offer, it is important to engage in conversation and dialogue, rather than in argument and opposition, which means:

- *Learning with humility – not “knowing it all” with arrogance*
- *Inquiring with curiosity – not conducting an inquisition*
- *Self-disclosing – not lecturing*
- *Respecting each person's own experience – not being dogmatic about “the right way”*
- *Listening and sharing from the heart – not arguing or philosophising*
- *Uplifting – not criticising*

Unit 2 – Activities for planning and conducting HVWSHE training

All the major activities of planning and conducting a training workshop will be disseminated among the participants. Each one will write a more detailed description for the activities they have been given and will identify any open questions they have about the activities.

Then, each participant will place their activities on a timeline coordinating among the other participants until the group has come to an agreement of how the activities can best be planned and conducted.

Unit 3 - Creating an Action Plan

Using all of the processes, tip and techniques that have been discovered, the participants will work in homogeneous groups to create an action plan for their next scheduled training workshop.

Each group will then present their action plan to another group in order to share and harvest their collective wisdom.

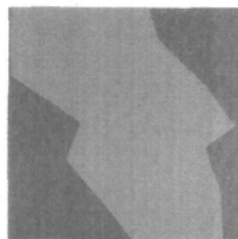
ANGLOPHONE GROUP WORKSHOP OUTPUTS

The participants engaged in several practical activities, the most significant being the development of strategies to implement HVWSHE in schools, colleges of education and the community. The participants worked in groups and produced the following presentations. During the workshop, the participants presented their work, which was then critiqued by the other participants as well as the facilitators. The Anglophone countries elected to work in country groups whilst the Francophone countries worked in the thematic groups of school, teacher training colleges and community education.

**GHANA
ETHIOPIA
KENYA
TANZANIA
ZAMBIA
UGANDA**

ANGLOPHONE GROUP WORKSHOP OUTPUTS

GHANA



LESSON PLAN

The weekending: 8 July 2005-10-06

Subject

Prevocational Skills

Day/ Duration

7 July 70 minutes

Aspect/Topic/ Sub-topic

Picture making-Clean-up exercise

Objective/RPK

By the end of the lesson, the pupil will be able to:

1. Paint a scene depicting people cleaning a choked gutter in school.
2. Explain why gutters must be kept clean.
3. Identify relevant values in the lesson.RPK: Pupils clean up their Homes/School regularly

Teaching/Learning Materials Teacher/Learners Activities

Materials:

Paint Brushes, Powder/Poster Colour, Palettes, Water, Bags, Paper.

Activities:

- Step 1: Introduction-pupils sing songs/recite poems on clean environment
- Step 2: Discuss with students different ways of keeping the environment clean
- Step 3: Discuss the importance of living in a clean environment
- Step 4: Pupils draw and paint pictures of scenes on cleaning choked gutters on their school compound.
- Step 5: Pupils clean the studio.

ANGLOPHONE GROUP WORKSHOP OUTPUTS

SONG

**HAPPINESS IS, TO HAVE CLEAN WATER
HAPPINESS IS, TO CLEAN THE GUTTERS
HAPPINESS IS, TO HAVE OUR AIR CLEAN
HAPPINESS IS GOOD HEALTH**

REFERENCE

CLASS: J.S.S 2

CORE POINTS/VALUES

CORE POINTS:-

Clean environment promotes good health.

Clean gutters prevent breeding of mosquitoes/control malaria outbreak-

Clean environment prevent water-borne and infectious diseases-

Clean environment gives us dignity etc.

Relevant Values:-

Healthy living

Cleanliness

Teamwork

Self-help

Cooperation

EVALUATION (APPRECIATION)

Display Pupils paintings and let them answer the following:

What activities do you identify in the painting?

Why are these activities important?

How often do you think these activities should take place?

Apart from the school, where else can these activities take place?

Let some pupils think about their own painting.

Allow pupils to comment on other pupils' paintings.

STRATEGY FOR SCHOOLS

VISION

To develop Values-Based School of Excellence that impacts on the Community and the Nation.

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Training and teaching expertise • Background knowledge and skills of education in Human Values • Background knowledge of problems of pilot schools • Experience in handling school projects- Draft integrated curriculum on water for pilot schools • Draft training manual for teachers 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Water, Sanitation and Hygiene issues captured in Education Strategic Plan (2003 – 2015) • High enthusiasm for values education (vice president's initiative for discipline) • Existing institution and structures e.g. PTA, School Management Committee (Fully Trained for roles and Responsibilities)
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Inadequate funding support (counterpart) • Inadequate infrastructure (equipment-fax machines, internet) • Frequent turnover of division directors • Increased workload for implementing core team 	<p>THREATS</p> <ul style="list-style-type: none"> • Turnover of Ministers • Change of governments • Negative media influence

RISKS	IMPACT		
	LOW	MEDIUM	HIGH
• Education Authorities Uncooperative	✓		
• Transfer of trained teachers	✓		
• Inadequate counterpart funding		✓	
• Late release of Funds by UN-Habitat	✓		
• Late arrival of Teachers' Manuals	✓		
• Uncooperative communities		✓	
• Negative Media Influence		✓	
• Non-cooperative Utility Companies			✓
• Lack of Water, Sanitation facilities		✓	

PROGRAMME STRATEGY HVWSHE – SCHOOLS AND COLLEGES

VISION

To develop model colleges of excellence that impact(s) on the community and the nation.

MISSION STATEMENT

To create a new water, sanitation and hygiene ethic within the communities in which the model schools and college are situated.

TECHNIQUES

Questionnaire, Focus group discussions, interviews and observation, covering school data, water, sanitation facilities, water sanitation related diseases, water harvesting and conservation, teachers/tutors/community knowledge and practices in WASH, pupils/students attitude/behaviour in WASH, infrastructural facilities in the community.

TRAINING NEEDS ASSESSMENT

Identify target groups (schools/College/Community) and their needs in collaboration with utility companies and community leaders.

OVERSIGHT: INSTITUTIONAL DEVELOPMENT

Formation of steering committee from utility services, education sector, UN- Habitat, other WASH Institutions.

REVIEW OF CURRICULUM (SCHOOLS/COLLEGE)

Identify entry-point subjects (Environmental/social studies, Life skills and Integrated Science) in relation with curriculum materials in consultation with Head teachers, curriculum experts/ other stakeholders.

INTEGRATION OF VALUES INTO CURRICULUM

- Organise workshop to produce draft-integrated curriculum
- Trial test draft
- Finalise/validate curriculum at workshop training of teaching/head teacher/tutors/selected circuit supervisors:
Training workshops to be organised in two phases: teachers/tutors will break from Phase I for practice and come back with feedback to enrich Phase 2.

DEVELOPMENT OF INDICATORS

Indicators developed based on each output, outcome and impact.

ADDITIONAL STRATEGY

TTC ADDITIONAL STRATEGY

- College to sensitise teachers/head teachers of programme schools for their appreciation and support of teacher-trainees
- Development of linkages between college, school health programme (SHEP) and utilities
- Revising current VBWE teacher's manual and developing user-friendly tutor's manual
- Development of curriculum materials in consultation with head teachers, teachers, tutors and principals
- Development assessment framework on HVWSHE sustainability
- SWOT and risk analysis and assumptions
- Use STRENGTHS AND OPPORTUNITIES in schools, college community and utilities to initiate the foreseeable through and risks.

MONITORING AND EVALUATION:

Use performance measurement framework monitor and evaluate project using the following headings: results (output outcome impact), indicators, information sources, and collection methods frequency responsibility.

KEY ISSUES OF COMMUNITY OUTREACH STRATEGY FOR HVWSHE

SWOT ANALYSIS OF THE SYSTEM

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Trained SMCs, PTA, with terms of reference, constitution and user-friendly handbook • Existing school/community outreach programmes e.g. open/speech days • Relationship between school/community within Faith-Based schools • Existing school facilities which community can use-football fields, classrooms. 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Decentralised system - UN committees • Influence of the chief and his elders • Existing cultural values and community spirit
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Citing of schools:- Outside the 5 km Range <ul style="list-style-type: none"> - On dispute location between communities • Relationship between leadership of school/ community e.g. dispute over old student/member of community to head the school 	<p>THREATS</p> <ul style="list-style-type: none"> • Disregard for regulations both school and community members • Chieftaincy disputes and • Erosion of moral values

KEY ISSUES

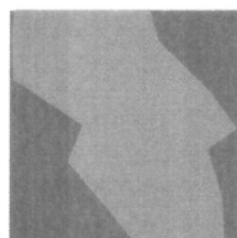
- Strengthening existing institutions/structures (SMC/ PTA)
- Ensuring the implementation of agreed school/ community programmes (open/ speech days)
- Participatory involvement of community/school authorities in formulation of regulations
- Good communication strategy
- Citing schools within the 5 km radius
- School/Community leadership relationship
- Mutual use of school/community facilities
- School performance
- School leadership

IDENTIFIED CORE VALUES

- Leadership
- Cooperation
- Democracy
- Freedom
- Humility
- Honesty
- Love
- Peace
- Responsibility
- Simplicity
- Tolerance
- Unity
- Respect for others views

**ANGLOPHONE GROUP
WORKSHOP OUTPUTS**

ETHIOPIA



LESSON PLAN

Subject

Mathematics

Lesson Topic

Percentages

Objective

At the end of the lesson the students will be able to calculate percentages.

Content	Teacher's Activity	Student's Activity	Integrated Values
<ul style="list-style-type: none"> • Recapitulation • Introduction • Presentation 	<ul style="list-style-type: none"> • Lecture • Explain • Writing • Questioning and answering • Giving class work • Checking 	<ul style="list-style-type: none"> • Listening • Writing • Asking and answering • Doing class work • Taking home-work 	<ul style="list-style-type: none"> • LOVE • SHARING • CARING • ENDURANCE • SAVING • CONSIDERATION

CLASS WORK

ATO DINGA bought buckets of water from the tap, two km from his home and he shared two of them with his poor neighbour. He used a bucket for watering his garden by drip irrigation and the remainder for his home consumption. Calculate the percentages of:

- A. Buckets used for home consumption
- B. Buckets given to the poor neighbour
- C. Used for the garden

Model School Implementing HVWSHE



SWOT ANALYSIS – HVWSHE in Schools

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Autonomy of region based curriculum • Availability of facilities • Availability of expertise • Experienced people • Experience in the implementation of WASH programme 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • High political support/HO/ • Decentralized government structuring • International support • The possibility of sharing experience from Addis Ababa/HD/
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Lack of local resources • Inadequate WATSAN facilities • Reluctance of the bureau officials/A.A. 	<p>THREATS</p> <ul style="list-style-type: none"> • Low support from top-level decision makers / A.A/ • Resistance of some of Head Teachers and Teachers • Shortage of water supply/Harar • Delay in fund release

VISION: Schools

To see sufficient Water, Sanitation and Hygiene facilities in all schools in Ethiopia in which new WATSAN use ethics has developed.

Strategies

- **SITUATION ANALYSIS**
- **CAPACITY BUILDING:**
 - Institutional arrangement
 - Human resource development
 - Availing material resources
- **INTEGRATED APPROACH**
 - Implementing agencies
 - Community
- **MODEL OF EXCELLENCE**
- **KNOWLEDGE AND EXPERIENCE TRANSFER**

Community Out Reach

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Community ownership of schools • Community involvement in schools • Autonomy to use revenue generated from internal sources • Decentralized city management structure to the grassroots level • Developed experience in working with community 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • The existence of civil society and NGOs • International support • Networking with other African Countries • Societies with traditional values
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Resistance of Head Teacher towards PTA role • Failure to undertake the roles and responsibility by PTA members • Illiteracy of the PTA members • Absence of management guide lines • Absence of management capacity 	<p>THREATS</p> <ul style="list-style-type: none"> • Lack of facilities in the communities and the schools • The communities negative attitude towards committee system of management • Interventions of local authorities

College

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Decentralised management • Skilled professionals • Resource • Practicum program 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Easily accessible to school • Positive relation with EB • Cooperation with WAC II implementing agencies
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Resistance • Less support from the leadership • Inadequate water and sanitation facilities 	<p>THREATS</p> <ul style="list-style-type: none"> • High staff turnover • Work load • Lack of cooperation from the staff

RISK	IMPACT	MITIGATING ACTION
<ul style="list-style-type: none"> • Staff turnover • Resistance • Work load 	<ul style="list-style-type: none"> • High • Medium • High 	<ul style="list-style-type: none"> • Widen the training on HVWSHE • Awareness increase • Minimize work load

Vision: Colleges

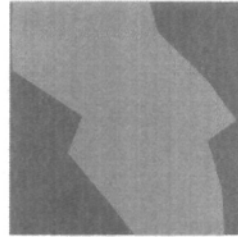
To see teachers training Colleges in Ethiopia being centre of excellence that produces teachers that play major roles in the realization of HVWSHE Education

Strategies:

<ul style="list-style-type: none"> • Situational Analysis • Capacity Building • Integrated Approach • Create centre of excellence

ANGLOPHONE GROUP WORKSHOP OUTPUTS

KENYA



LESSON PLAN

Water and life in informal settlements

Objectives:

The end of the lesson the pupils should be able to understand the importance of water in the informal settlements for pupils to have an insight of life in the informal settlements.

Methodology used:

1. Guided Visualisation
2. Critical Thinking
3. Question/Answer (Open Discussion)

Introduction:

What is an informal settlement?

- What are the problems/challenges in the informal settlements?
- What are the sources of water in Kibera settlements?
- Is water adequate for household use?
- What is the quality of the water available?
- What are the uses of available H₂O?
- What do you think can be done to improve the quantity and quality of water?
- What types of Sanitation facilities are available in Kibera?
- Are the sanitary facilities hygienically used?
- How can we improve on the use of the available sanitary facilities?

Conclusion: (5 minutes)

How do you think the living condition of people of Kibera can be improved?

Values:

- Caring
- Sharing
- Cooperation
- Love
- Transparency
- Self discipline
- Good conduct
- Good practices
- Accountability

SWOT ANALYSIS: Colleges of Education

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Easily accessible • Adequate and Qualified Teaching Staff • Existence of Subjects containing H2O, Sanitation and Hygiene information • Existence of Basic Infrastructure • Freedom to implement the programme • Willing students to learn • Less workload for the tutors 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Support from stakeholders e.g. Financial, capacity building, and material • Available policy framework • Support from surrounding Primary Schools
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Inadequate Financial Resources • Inadequate Infrastructure • Interrupted Water Supply • Aging Infrastructure • Absenteeism of the Trainees due to non-fees payment 	<p>THREATS</p> <ul style="list-style-type: none"> • Inadequate land for Expansion • Closed society surrounding the College • Delay in release of funds by the donor

RISKS

1. Political instability – (Low)
2. Delay in funding - (Medium)
3. Inability or some students to pay fees – (Medium)
4. Lack of employment after training – (Medium)

REMEDIES

1. Search for alternative funding
2. Initiate bursary funds
3. Export the existing funding sources e.g. CDF
4. Create income-generating projects in the College
5. Government to start employment of the trained staff

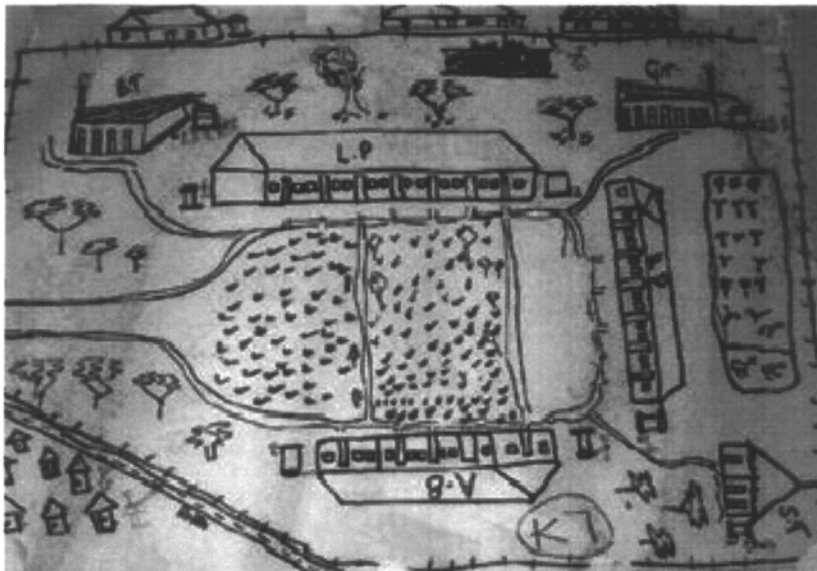
SWOT ANALYSIS: Schools

<p>S</p> <ul style="list-style-type: none"> • Committed trained Teaching Staff • Supportive Community. E.g. PTA • Positive Political Support: • (Frequency of visitors from Government) • H2O harvesting from roofs • Access to school (easy) and available • Availability of teaching/learning material on H2O, Sanitation and Hygiene Education 	<p>W</p> <ul style="list-style-type: none"> • Inadequate Infrastructure: • Toilets • Taps H₂O • Classrooms • Ratio of pupils to teachers • Overcrowding of classroom (100) • No room for Expansion because surrounding by residential settlements
<p>O</p> <ul style="list-style-type: none"> • Support by Stakeholders e.g. NGOs, Parents, and Religious Organisation etc. • Situated along the H2O line • High sensitisation of surrounding community on issues of H2O and Sanitation 	<p>T</p> <ul style="list-style-type: none"> • Delay in funds • Effect of HIV/AIDS on trained personnel. • Surrounded by informal settlements • Inability to practice where it is taught in School • Rationing of H2O • Teacher turnover • Inadequate funding from Government • Inability of local Authority to collect Solid Waste • Negative Media influence

RISKS

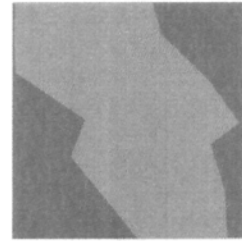
RISK	IMPACT	MITIGATING
1. Release of donor funds on time	• Medium	1. Alternative sources of funding as you wait
2. Staff Turn over	• Medium	2. Train more teachers and school inspectors
3. Potential instability	• Low	3. TSC not to Transfer Teachers implementing special programmes
4. Inadequate funding	• Low	4. Replay/organise your activities
5. Refusal of surrounding community to accept the project		5. Look for alternative funding/donors
		6. Sensitisation before project implementation

Model school and community implementing HVWSHE



ANGLOPHONE GROUP WORKSHOP OUTPUTS

TANZANIA



PROGRAMME STRATEGY FOR HVWSHE IN SCHOOLS

Vision

Provide better water sanitation and Hygiene Services

Mission

Create New Water Sanitation and Hygiene Ethics

Strategies

1. Setting up of steering Committee

- Conducting Base Line Study
- Exact situation of the school and community in relation to Water Sanitation and Hygiene Services
- Quality of water sanitation facilities
- Entry point of HVWSHE
- Knowledge and Practices towards water
- Water Sanitation and Hygiene
- Training and Learning Needs

2. Review of curriculum

- Identify gaps
- Identify entry point
- Adaptation

3. Dissemination/training for Stakeholders

4. Developing Training Materials

- Identify writers of materials
- Capacity building/Orientation of writers
- Develop materials on HVWSHE
- Production and Distribution of Material

5. Training of Teachers on HVWSHE

- Identify participants
- Conduct training
- Develop Teacher's Guide

6. Develop Teachers Guide (Instruction Materials)

7. Implementation of the Programme

- Teaching HVWSHE in the respective lesson
- Assessment of attitude change
- Monitoring and Evaluation

8. Expansion of Programme- a wider sector

LESSON PLAN

Date	Subject	Time	Period	Attend	Absent
07/07/05	Science	10:30-11:10	4 th	43	02

Topic

Health and Prevention of diseases - Food Hygiene

Objectives

The pupils should understand the concept of food Hygiene

Specific Objectives

At the end of the lesson the pupil should be able to:

- Define food hygiene
- Explain the steps taken for food hygiene
- Practice food hygiene

STRATEGY

Question and answer, group dimension, observation and practical.

LEARNING AIDS

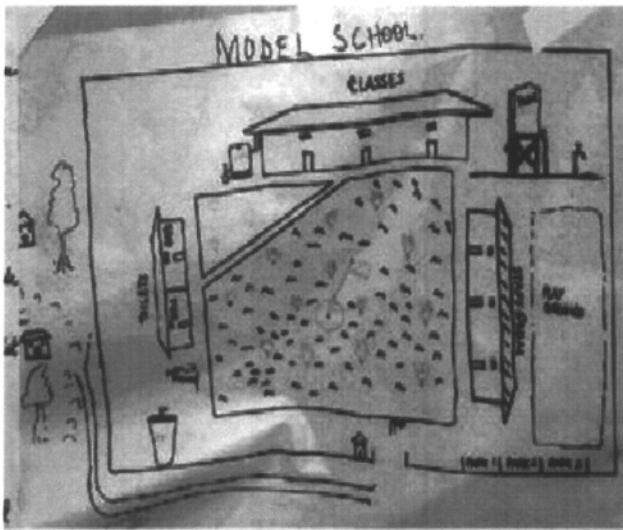
Fruits e.g. mangoes, oranges, water in jug and bucket, soap pictures.

REFERENCES

A primary Science pupils Guide for Std. III

Time	Teacher's Activities	Pupil Activities
INTRODUCTION <i>5 Minutes</i>	Teachers ask the following question: 1. Why do we eat food? 2. What do you do when you are given a fruit?	Pupils responds to the questions as follows 1. To make us healthy and strong/ because we feel hungry 2. You wash the fruit before eating it – you wash your hands before eating the fruit
PRESENTATION	II. The teacher shows pupils pictures 1–4 and asks pupils in groups of 5 students to do closure in (10 – minutes) the activities taking place	Pupils in groups of 5 observe picture 1 - 4
	III. The teacher asks pupils the following questions:a) a) What do you see in picture number 1? b) Where does the boy in picture no. 2 come from? c) What is the boy in picture no. 3 doing ? What was he supposed to do before d) Is the boy in picture No.4 doing the right thing? Why?	Pupils may respond as follows: a) There is food on the table, which is not covered. b) The boy comes from the toilet. c) Eating, washing hands before eating. d) Yes, we are supposed to was our hands before and after eating
SUMMARY AND CONCLUSION <i>(5 minutes)</i>	The teacher appoints the girl and a boy to volunteer and come in front of the class to do the following while others observe. a) A boy assists the girl to wash her hands with soap and water. b) A girl takes the fruit and washes it c) A girl eats the fruits and washes her hands IV. The teacher asks the pupils in groups to practice what has been demonstrated. V. The teacher asks the pupils in groups to present the steps they followed VI. The teacher asks the pupils to mention two values they observed VII. The teacher explains the importance of:- – Washing your hands before eating – Washing the fruit before eating it – Importance of washing the food before and after eating it – The teacher mentions more inherent values like caring for oneself, cooperation	Pupil Observe Pupil practice Pupil explain steps clearly Pupil mention two values Cleanliness and responsibility Pupil listen attentively

SCHOOL IMPLEMENTING HVWSHE



PROGRAMME STRATEGY FOR COMMUNITY

Vision:

Positive Behavioural Attitude Towards Water Sanitation and Hygiene in the Community

Mission:

Creation of new water, sanitation and Hygiene Ethics

Strategies:

1. Advocacy meeting of stakeholders
2. Forming a working group
3. Alignment of Primary and Secondary curriculum programmes and materials with Teacher Training Colleges (TTC)
4. Dissemination/training of Education Stakeholders
5. Harmonization and developing materials for TOTs
6. Training of TOTs and tutors and TRCCs
7. Harmonization of teachers guide to be used by Tutors and TRCCs
8. Practice teaching in demonstration schools
9. Assessment monitoring and evaluation
10. Expansion of programme in the wider sector.

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Availability of Experts • From education sector and H₂O utility • Political will to improve education sector • Well-structured Institutional arrangements. 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Lack of Infrastructure • Poor coordination of on going initiatives • Lack of sustainability of programmes • Donor dependence
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Community based programmes in place • Support programme and plans e.g. PEDEP, SEDEP • Good policies e.g. poverty reduction Strategy (MKUKUTA) 	<p>THREATS</p> <ul style="list-style-type: none"> • Parallel running programme • Turn over of Ministers teachers, politicians • Continuity of programme participants • Lack of collaboration of funding organisation – to support similar programme • Supporting condition for Donor agencies e.g. - Loans - Grants

RISKS

RISK	IMPACT	REMEDY MEASURES
<ul style="list-style-type: none"> • Resignation, death, employment to other sector 	<ul style="list-style-type: none"> • Low 	<ul style="list-style-type: none"> • Training many people constantly
<ul style="list-style-type: none"> • Lack of cooperation with other ministries e.g. for water, Health and Education. 	<ul style="list-style-type: none"> • Medium 	<ul style="list-style-type: none"> • Advocacy campaigns/Meetings/ Workshops
<ul style="list-style-type: none"> • Inadequate funding 	<ul style="list-style-type: none"> • High 	<ul style="list-style-type: none"> • Mobilization of resources with different sectors
<ul style="list-style-type: none"> • Inadequate infrastructure 	<ul style="list-style-type: none"> • High 	<ul style="list-style-type: none"> • Draw integrative plans between sectors
<ul style="list-style-type: none"> • Poor implementation of the programme 	<ul style="list-style-type: none"> • Medium 	<ul style="list-style-type: none"> • Curriculum by monitoring

COMMUNITY OUTREACH KEY ISSUES

1. School committee, school/college boards, schools managers

- Responsible and accountable for school/College management

2. Schools/Colleges events:

- Parents day, parent/Teacher Association (PTA), parents meeting and Graduations
 - Exhibitions
 - Feedback on schools/College progress
 - Sharing information
 - Cooperation
 - Sense of ownership
 - Concern
 - Transparency
- } Values

3. International/National Awareness Events focusing on Water, Environment, Health

- Parents day, parent/Teacher Association (PTA), parents meeting and Graduations
 - Exhibition
 - Competition awards
 - News letters
 - Posters
 - Brochures
- } Team Work
Non-Violence
Love
Caring
Cooperation
- VALUES

4. Community Based Projects: (NGO, Donor Agencies, Local Govt)

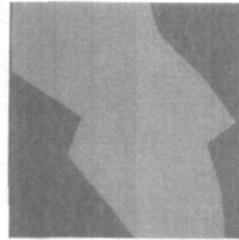
- Building schools
- Digging wells, toilets, etc

Challenges

1. Uncoordinated Community Based Project/ Programmes
2. Lack of Policy and Decision makers support
3. Lack of consistent participation of Focal Point personnel

ANGLOPHONE GROUP WORKSHOP OUTPUTS

ZAMBIA



LESSON PLAN

Grade: 2

Subject: Social and development studies.

Topic:

Water

Unit:

Time:

60 Min

Reference:

SDS Pupils and Teachers books

LTA:

Chart

Specific Outcomes:

Given a chart on sources of water with less difficulties, most pupils should be able to:

- Explain the methods used to make water
- Clean and safe to drink
- Discuss the importance of conserving water at home and schools

Introduction:

Story of Kalulu the Hare

Development:

CONTENT	METHODOLOGY	PUPILS ACTIVITY	TIME
Step 1: Sources of water tap, river, wells, borehole	LTA	Pupils give sources as shown on the chart	5 min
Step 2: Clean and safe water: bathing, adding chlorine	Group work discussions	Identify how water is made safe to drink at home Choose secretaries and chairperson	10 min
Consolidating Filtration process	Plenary Demonstration and Observation	Reporting back Pupils to observe	10 min

CONSERVATION	DISCUSSION	HOW DO YOU
<p>Importance</p> <p>Conclusion:</p> <ul style="list-style-type: none"> Teachers wrap up and consolidate the topic Elicit the values – caring, responsibility knowledge and consideration 	<p>In groups</p>	<ul style="list-style-type: none"> Conserve water in your home and at school? Why should we conserve water? How do we use conserved water <p>Pupils to identify values</p> <ul style="list-style-type: none"> Home ware To draw sources of water

The vision and mission encompasses the school community and colleges of Education (with very little need for alterations)

STRATEGIES FOR THE EDUCATION COLLEGE

1. Baseline study:

- Questionnaires
- Interviews

2. Sensitisation of stakeholders through workshops

- Utility (water) companies
- NGOs- (plan Inter, care- Zambia, GT2)
- Church leaders
- City managers

- Head of College and Focal point personnel
- Education officials
- Community leaders

Field trips to Kibuni T.T. College, Sathya Sai School

Training of TOTs: Head teachers, lectures, Parent community schools committee

Vision:

Quality, life long new water ethic education for all, which is accessible, inclusive and relevant to individual, national and global needs and value systems.

Mission

To guide the provision of Human Based Water, Sanitation and hygiene education for all Zambians so that they are able to pursue knowledge, skills and manifest excellence in performance and value system.

Strategies

- Forming working groups
- Extend positive water practices in water sanitation and hygiene in the homes, schools and communities
- Training of TOTs
- Materials development
- Monitoring and Evaluation.

SWOT ANALYSIS

STRENGTHS <ul style="list-style-type: none">• Human resources• Available facilities	OPPORTUNITIES <ul style="list-style-type: none">• Environmental Issues already integrated in the curriculum• Counterpart funding
WEAKNESSES <ul style="list-style-type: none">• New programme resistance• Late funding	THREATS <ul style="list-style-type: none">• Poor communication• Lack of collaboration among stakeholders

RISK MANAGEMENT

RISKS	IMPACT			MITIGATION
	L	M	H	
<ul style="list-style-type: none"> Teacher may not be interested in the programme 	✓			<ul style="list-style-type: none"> Increased sensitisation of the programme
<ul style="list-style-type: none"> Failure to collaborate among stakeholders 		✓		<ul style="list-style-type: none"> Hold stakeholders meeting to harmonize the objectives
<ul style="list-style-type: none"> Non availability of financial resources 			✓	<ul style="list-style-type: none"> Keep requesting for funding
<ul style="list-style-type: none"> Inadequate space for new building sanitary blocks 		✓	✓	<ul style="list-style-type: none"> Critical situation no space for new development

RISKS

1. Late funding of the Programme (M)
2. Lack of Employment after Training (H)
3. Lack of Political – Will (L)

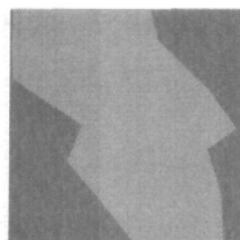
MITIGATION

1. Continue lobby for Funds from founders donors
2. Government to employ due to HIPC Completion
3. Sensitive to attitude change by using the media

Model School Implementing HVWSHE



UGANDA



Vision:

to bring about a positive and lasting change in attitudes and behaviour towards Water, Sanitation and Hygiene at all levels in society.

Mission:

To create awareness in society for a change in attitudes towards water, sanitation and hygiene.

Strategies:

To enhance positive practices in Water, Sanitation and Hygiene.

- Curriculum review and integration
- Training of members of society
 - Head teachers, teachers
 - Community leaders
- Materials development
- Baseline Survey
 - Sensitisation
 - Training
 - Supervision
 - Monitoring
 - Evaluation

To create models of experience in society

- School for PTC programmes
 - Clubs
 - Magazines
 - Poems
 - Talking compound
 - Administrative pronouncements e.g. assembly messengers etc.
 - Curriculum review for integration
 - Administrative committees
 - Cooperating other stakeholders
 - o Line ministries
 - o NGOs
 - o UNICEF
 - o Private Sector
 - o Directorate of water development.

STRATEGIES FOR THE PRIMARY TEACHER TRAINING COLLEGE

Vision:

To act as a centre for the implementation of HVWSHE in the country in order to give a positive multiplier effect

Mission:

To train the entire PTC community in HVWSHE

Strategies:

1. Capacity building

- General sensitisation of the PTC Community
- Training of tutors

2. Harmonisation of PTC Curriculum

- Review
- Integration
- Environment

3. Materials Development

- Posters, manuals, audios
- Talking compound
- Magazines, news letters

4. Co-opt other stakeholders

- Water utilities
- Line ministries
- NGOs
- International bodies
- Local authorities
- Private Sector

5. Demonstration of Exhibition

- Water harvest
- Water conservation

6. Competitions

- Interhouse:
 - Poems
 - Songs
 - Drama
- Clubs

7. Monitoring:

- Students
- Tutors
- Non teaching

8. Evaluation:

- Short term
- Mid term
- Summative

SWOT ANALYSIS

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Principal trained • Advocate for HVWSHE • Created positive impact at PTC • Materials developed • HVWSHE committee in place • Tutors trained • PTC community sensitised 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Sellable project • Gives opportunity for line ministries and NGOs to work together • Thematic curriculum in place • Aspects of water sanitation and hygiene in curriculum
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Curriculum not yet harmonised • Inadequate instructional materials • Inadequate outreach activities • Other stakeholders not yet brought on board • Inadequate funding 	<p>THREATS</p> <ul style="list-style-type: none"> • Leadership • Irregularities in resources

RISK MANAGEMENT

RISKS	IMPACT			MITIGATION
	L	M	H	
• Limited cooperation from the PTC community		✓		• Time tabling HVWSHE • Continuous sensitisation
• Inadequate instructional material	✓			• Consult line ministries, NGOs • Creativity- come up with materials
• Inadequate funding	✓			• Provisional funds • Budgeting
• Inadequate political support at middle level		✓		• Sensitisation of middle political leaders and Head teachers

SWOT ANALYSIS

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. High political support <ul style="list-style-type: none"> - Ministry of land water and environment - Ministry of Education: Recommended integration of HVWSHE in the Thematic Curriculum before piloting it out. 2. Appreciation and willingness of the Theme curriculum Panel to Integrate Values. 3. National HVWSHE TOTs <ul style="list-style-type: none"> - School - Community - PTC 4. Legal framework <ul style="list-style-type: none"> - Constitution of UGANDA - Minimum standards for primary Education: <ul style="list-style-type: none"> · Safe drinking water provision to learners · Separate toilets/pit latrines for boys and girls · Washrooms for girls · School committees on water and sanitation · Hand washing facilities · Water tanks in schools 5. Policy Documents 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • lack of support for project – inadequate advocacy • lack of support from community – may expect remuneration
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • A variety of materials from – ministry of Health, UNICEF, National Water and Sewerage Corp. NGOs dealing in water and sanitation. • Material from UN Habitat. • Textbooks in social studies and science • Resource persons in the fields of water, sanitations and Hygiene • Complementary initiatives of agencies e.g. UNICEF and FAWE • Promoting the girl friendly school projects • Setting up washing • Separate toilets for girls 	<p>THREATS</p> <ul style="list-style-type: none"> • Complaints from stakeholders about overloading the curriculum • Derailment of implementation of project due to late release of funds • Shifts of allegiance of teachers to remunerative projects e.g. HIV/AIDS projects in schools

Objectives	Activities	Responsibility	Time frame	Inputs	Outputs
<ul style="list-style-type: none"> To set up a framework for HVWSHE 	<ul style="list-style-type: none"> Set up a working committee for HVWSHE 	NCDC	August	PTC, UNESCO, NWSC, NCDC, UN-Habitat	A Committee is established
	<ul style="list-style-type: none"> Approval of national action HVWSHE Plan 	NCDC			
	<ul style="list-style-type: none"> Procurement of Hand for software. Consumables and non consumables 	NCDC			
	<ul style="list-style-type: none"> Baseline Survey Planning meeting for implementations Conduct training for implementers Review for curriculum leaders 	PTG, NCDC, UNESCO, PTG NCDC, UNESCO, HT communities			

RISK MANAGEMENT

RISKS	IMPACT			MITIGATION
	L	M	H	
<ul style="list-style-type: none"> Late arrival of funds Lack of cooperation from implementators Irregular flow of water in project schools 		<ul style="list-style-type: none"> ✓ ✓ ✓ 		<ul style="list-style-type: none"> Submit in good time a detailed work plan spelling out time frame Integrate HVWSHE into the institutional budget Sensitise the implementers Contact NWSC to ensure constant supply of water in the project school

KUBULI PRIMARY SCHOOL

LESSON PLAN

CLASS P II

Time:

40 minutes

Topic:

Personal Hygiene

Subject:

Integrated Science

Aims:

to enable the learners to:

- Understand the meaning of personal hygiene
- Demonstrate ways of keeping personal hygiene
- Understand the importance of personal hygiene

Introduction

Ask pupils about what they do every morning before coming to school. After listening to their responses introduce the topic.

- Definition of personal hygiene

METHODOLOGY:

GROUP ACTIVITY

Step II:

Take learner outside to the washroom. Using soap, water and towel demonstrate how one must wash his/her hands:

- After using the latrine/toilet
- Before eating food

Using a razor to demonstrate how to keep nails clean and short Demonstrate using a tooth brush, face towel, razors, shoe polish, etc

Step III: Exercise

Write down the importance of:

- Washing hands
- Bathing
- Trimming nails
- Using the latrines/ toilets correctly.

FRANCOPHONE WORKSHOP OUTPUTS

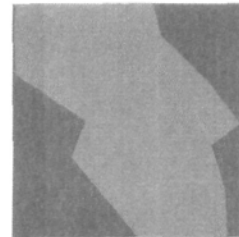
The Francophone group decided to work in groups that focussed on strategy development for schools, colleges of education, and the community.

SWOT ANALYSIS

<p>S</p> <ul style="list-style-type: none"> • Good administrative organisation • Good relations and group discipline among the staff and students • Contract of trust within the establishment • HVWSHE is necessary • Existence of infrastructures • Discipline of welcoming 	<p>O</p> <ul style="list-style-type: none"> • Relationship with UN HABITAT • Possibility of creating a communication network between demonstration schools • Partnerships with other organisations and NGOs in the areas of education and water – UNESCO, UNICEF, National Water Society...
<p>W</p> <ul style="list-style-type: none"> • Hostility to change • Lack of trust • Absence of infrastructure and water points • Lack of communication • Lack of educational tools • Lack of financial means • Lack of motivation 	<p>T</p> <ul style="list-style-type: none"> • Gap between the mobilisation of the participants and the implementation • Loss of motivation on the part of the teachers

**FRANCOPHONE GROUP
WORKSHOP OUTPUTS**

IVORY COAST



LESSON PLAN:

Topic:

Keeping Toilets Clean

LESSON:

Methodical Reading

Level:

6th

Time:

50 min

Objectives:

At the end of the lesson, the pupil should be able to:

- Analyse the way the story works, through the topic of keeping the toilets clean;
- List the good practices (attitudes) which must be adopted in order to keep the toilets clean;
- Resolve to contribute to keeping the toilets clean

LESSON PLAN

1. Motivation
2. Development
3. Evaluation

MOTIVATION

Use of paratext (observation and interpretation of a picture showing a young girl relieving herself behind the toilets.)

Development

- **Presentation of the text**
 - Title
 - Work
 - Author
 - o Silent reading
 - o Questions asked about what was learnt from the reading
 - o Reading of the text by the teacher
 - o Questions asked for understanding of the text in order to elicit the general hypothesis

- **General Hypothesis**
 - The sad story of the misadventure of Vila

- **Proving the general hypothesis starting from the axis of the reading**

Axis 1 : the sad story

Axis 2 : the story of the misadventure of Vila

Use of the 2nd axis

Axis 2

STARTING POINT	NOTES	IDENTIFICATION	TIME
Vocabulary	<ul style="list-style-type: none"> • dirty • nausea inducing • nasty smell • filthy • stink 	<i>Type of words</i> <ul style="list-style-type: none"> • Qualifying adjectives • Noun • Vocabulary of dirt and stench 	The narrator used this collection of words relating to bad smells, to show the unacceptable state of the toilets

- Statement

Summary (comparison/enquiry to see if the hypothesis is proven)

Introduction, debate:

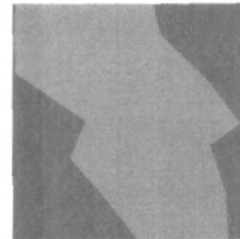
- Why did she act in this way?
- Did she do the right thing?
- Could she have acted differently?
- (Discussion to lead the pupils to suggest solutions for keeping the toilets clean)
 - o *In this way, the following human values are elicited:* right conduct, cleanliness, love, respect for the public good.
 - o *Make resolutions with the pupils*
- Awareness
- Setting up an EREAH BV club
- Drawing up a code of good conduct to be pinned up in the toilets, classrooms and playground of the school.
- Create awareness-raising notices, with slogans about right conduct.

ASSESSMENT

Propose a short text relating to the same topic for a specific teaching exercise, which can focus on an aspect of human values.

FRANCOPHONE GROUP WORKSHOP OUTPUTS

MALI



SUBJECT:

Sciences Maths Technology

FIELD:

observational sciences/ physics and or hygiene

CLASS:

4th year

TIME:

45 min

ROLL:

Unit of training 4 – 3rd week

Objectives:

The pupil should be capable of practicing the technique of filtering water through a carbon filter

Contents:

See Document

Educational Resources:

- Material resources: muddy water, a drilled canary (terracotta container water storage system) , coal, clean sand, clean gravel, bowl to take water
- Financial resources: the school cooperative
- Human resources: none

Pre-evaluation (see document)

Strategies (see document)

Evaluation (corrections; enrichment)

Theme	Contents	Objective	Pre-evaluation	Strategy	Evaluation	
Water treatment	The different steps for assembling a carbon filter	The pupil should be able to use the technique of filtering water through a carbon filter	Look at the two glasses of water, which are in front of you. Which one would you prefer to drink? Why? (2 glasses of water, muddy and clean)	Material Documents used:		
				<ul style="list-style-type: none"> • Teacher • Show a glass of muddy water to the pupils • Ask the pupils to describe the state of the water • Ask pupils what must be done before drinking the water • Ask the pupils to name the techniques used to make the water suitable for drinking • Invite the pupils to present the materials that should be used • Present the materials to the pupils • Ask the pupils to follow the different steps for setting up a carbon filter 	<ul style="list-style-type: none"> • Pupils • Observe • Describe the state of the water • Respond • List the techniques, including filtration • Carry out the task • Follow the presentation 	<p>List the constituent elements of a carbon filter</p> <p>Describe the different steps of setting up a carbon filter</p>

Values taught:

Active participation / teamwork

- Initiative
- Responsibility
- Discipline / obedience

A summary of the lesson is made by the pupils with guidance from the teacher.

**FRANCOPHONE GROUP
WORKSHOP OUTPUTS**

CAMEROON

SUBJECT:

Health Education

LEVEL:

II (CE1 and CE2)

Theme:

Diseases linked to water

Objectives:

The child will be able to:

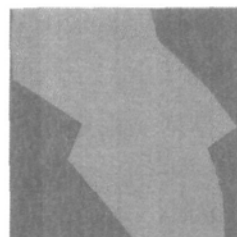
- List the diseases caused by dirty water
- Avoid consuming dirty water
- Recognise clean water

Values to develop:

Cleanliness, self-respect, discrimination between good and bad habits, a sense of responsibility, steadfastness

AIDS:

Story telling, images, singing.



Lesson:

1. Minute of silence:

When instructed, the children close their eyes and imagine a situation where they are sitting on the bank of a river. They hear the sound of the water and of birds singing. After a short period of concentration, the teacher asks them to open their eyes and say what they felt.

2. Story: the adventures of little Alima.

One morning, little Alima left for school forgetting her flask of water at home. On the way, she is thirsty because it was hot. So she drank some water from the river. In class, she had stomach ache. She vomited and had diarrhoea. She was taken to the hospital.

3. Discussion about the story:

- What happened to little Alima?
 - Why did she become ill?
 - What illness did she suffer from?
 - Should we drink water from the river? Why?
 - What water should we drink?
 - What diseases can you catch from dirty water?
 - What advice would you give to little Alima?
 - What could we say about her behaviour?
4. Make a short presentation, with the aid of pictures, on diseases linked to water (diarrhoea, cholera, bilharziasis, typhoid fever, etc).

5. Conclusion:

(worked out with the pupils) Dirty water causes the following diseases: diarrhoea, cholera, bilharziasis, typhoid fever, amoebic dysentery. To stay healthy I must always drink clean water.

6. Evaluation:

(ask the children comprehension questions and encourage them to give concrete examples from their own environment)

7. Follow-up:

Watch over the children during the school period to ensure the quality of the water consumed by them, as well as of the lollipops and juices sold at the school.

8. Song:

I love, I love, I love clean water (repeat)
 I don't like dirty water
 Which causes diseases

FRANCOPHONE GROUP WORKSHOP OUTPUTS

ESTABLISHMENT OF HVWSHE USING A SWOT ANALYSIS TEACHER TRAINING COLLEGE GROUP

S	STRENGTH	Internal factors within the school and the community
W	WEAKNESSES	
O	OPPORTUNITIES	External factors
T	THREATS	

<p>S</p> <ul style="list-style-type: none"> • An already existing predisposition to accept new things (e.g. EVF EMP, VIH AIDS) • Reducing effect • Credibility of teacher / instructor/ development agent status • Maturity of the learners • Discipline training school • Stringent discipline • Boarding school regime • Existence of human resources • Trainers' profile • Training plan • Small number of staff 	<p>O</p> <ul style="list-style-type: none"> • The curricula review process • The possibilities of para peri post school activities • Support of institutions and financial backers
<p>W</p> <ul style="list-style-type: none"> • Training duration • Insufficient funds • Excessive number of staff 	<p>T</p> <ul style="list-style-type: none"> • Bad time management • Lack of understanding/mastery of the approach and the techniques regarding EREAH BV • Upheavals in the school calendar • Mobility of teaching staff

How to reduce the risks

- Strict planning of apprenticeships
- Training of the trainers
- Remedial calendar in case of disruptions
- Training and improvement system

DEVELOPMENT STRATEGY IN THE COMMUNITY TEACHER TRAINING COLLEGE GROUP

PROBLEM: EVACUATION OF WASTE WATER

Rally the community to improve the cleanliness of the environment by setting up a system of regular evacuation of wastewater

N B: Timing to be established later

Activities	Strategies	Expected Results	Means	Individuals in Charge
Setting up of the institutional framework	Statute and internal rules of the school administration committee	<ul style="list-style-type: none"> School administration committee acknowledged and functional 	<ul style="list-style-type: none"> Human and financial resources 	<ul style="list-style-type: none"> President of the administration committee
Information and awareness raising	Door-to-door Community radio Meetings Letter to parents	Population is informed and made aware Project document drawn up	<ul style="list-style-type: none"> Human and financial resources 	<ul style="list-style-type: none"> All members of the CGES and all members of the community Opinion leaders
Advocacy	Letters and face to face contact with political, administrative, religious and civil authorities NGOs, financial backers technical and financial partners	<ul style="list-style-type: none"> Involvement Human, material and financial support 	<ul style="list-style-type: none"> Ibid 	<ul style="list-style-type: none"> Ibid
Setting up of lines of responsibility (local administration)	<ul style="list-style-type: none"> Implementation of the project 	Discharge-trenches dug Connection made with sewer network Cess-pools built Sceptic tanks	<ul style="list-style-type: none"> Workforces (human, material and financial means) 	Individuals in charge of the technical side of the project Members of the community Local community engineering department
Practical training in use of the created infrastructure	Strengthening of the skills of the individuals involved	Mastering of appropriate skills and techniques for the use and management of infrastructure	<ul style="list-style-type: none"> Ibid 	<ul style="list-style-type: none"> Ibid
Setting up of a system for follow up and evaluation	Identification of immediate effects/ Analysis of the long term effect	Clean and purified environmental adjustment to the change	<ul style="list-style-type: none"> Ibid 	<ul style="list-style-type: none"> Ibid

GROUP WORK: TARGET: COMMUNITY SETTING UP OF HVWSHE USING THE SWOT TOOL

S	STRENGTH	Internal factors within the school and the community
W	WEAKNESSES	
O	OPPORTUNITIES	External factors
T	THREATS	

<p>S</p> <ul style="list-style-type: none"> • the local traditional culture • the fundamental community structure • the traditional structure of society • religion and opinion leaders • prominence and prestige of the intervening party • the advocacy 	<p>O</p> <ul style="list-style-type: none"> • the activities of NGOs and projects • partnerships within the community • making the community responsible for its own development • the political will to support development
<p>W</p> <ul style="list-style-type: none"> • lack of awareness/ communication regarding water management • lack of access to drinking water • lack of waste bins • lack of means for the collection of household waste • lack of sewers • low level of education of the community • lack of toilets • bad hygiene habits 	<p>T</p> <ul style="list-style-type: none"> • proximity of toilets with a watercourse • lack of sewers • dirty watercourse • unwillingness to change attitudes regarding water management and hygiene habits • anti-social behaviour of the population • low level of households incomes

To reduce the risks, it is necessary to stage increased awareness campaigns, set up vigilance and monitoring committees to guard against repeat offenders and vandalism and post slogans such as: "Your town will be more beautiful the less you use it as dustbin", "Yaounde will be more beautiful, the less you use it as a dustbin".

STRATEGIC DEVELOPMENT OF THE PROGRAMME FOR HVWSHE IN THE COMMUNITY

GROUP WORK

1. Keep the groups the same as the teaching order:

- **G1:** Preschool / Elementary
- **G2:** Middle/ secondary
- **G3:** 'Ecoles Normales' (Teacher training)

2. The members of the Community group will be divided into the three groups listed above to play the role of facilitators

TASKS:

- List the relevant complex problems concerning HVWSHE (in plenary)
- Choose one problem per group
- Create an implementation strategy for HVWSHE in the community to resolve this problem

Identify:

The essential elements enabling the community to meet the objectives of HVWSHE

- The objectives of the project
- The activities of the project
- The expected results
- The implementation of the strategies

The plan of action adheres to the following framework:

Objectives	Activities	Who is responsible	Time Frame	Methods	Expected Results

LISTING OF THE PROBLEMS OF A COMMUNITY

1. Toilets on stilts and the hazards of faeces for the riverside community
2. Low income of the community
3. Consumption of surface water and guinea worms
4. School without rubbish facilities and household refuse problem
5. Refusal to use toilets due to prevailing habits and customs
6. Evacuation of used water into the community (Ecole normale)
7. Management of water points
8. Difficult access to water within the community and schools situated a long distance from water points
9. Building latrines close to water points (middle/secondary)

DEVELOPMENT OF STRATEGY FOR COMMUNITY HWWSHE PRE-SCHOOL AND ELEMENTARY SCHOOL GROUP

PROBLEM: a school without refuse facility.

There is a rubbish tip in the community but it is very far from the school. The school is in the middle of the neighbourhood and does not have any refuse facility, which has harmful effects on the school and the community (rubbish is dumped anywhere and fouls the streets nearby).

Objective	Activities	Target	Accountability	Time Span	Means	Expected Results
Improve the school's environment	Site survey	Neighbourhood /school	<ul style="list-style-type: none"> School authorities School Gov NGO/Assoc(for support) 	October	<ul style="list-style-type: none"> Visit by the school of the local rubbish tip Investigation / Fact finding 	<ul style="list-style-type: none"> Awareness of the pollution caused by the school's rubbish Project for a system of rubbish collection
	Talks	Neighbourhood authorities (usual administration, civic offices, religious organisations, influential people)	Gov School Authorities	October	<ul style="list-style-type: none"> Meetings General meeting Visits in the neighbourhood 	<ul style="list-style-type: none"> Guarantee Adhesion to the project
	Information Awareness raising	Members of the community.	<ul style="list-style-type: none"> School Gov School authorities Local authorities 	October/ November	<ul style="list-style-type: none"> Talks Meetings Home visits 	<ul style="list-style-type: none"> Adhesion to and involvement in the project Setting up of a Management committee
	Getting resources	<ul style="list-style-type: none"> School Members of the comm. NGO/Assoc 	Management committee	November	<ul style="list-style-type: none"> Collection Voluntary contributions (financial, human, material) Subscriptions Fund raising activities 	<ul style="list-style-type: none"> Acquisition of resources (financial, human, material)
	Allocation of responsibilities and tasks	Community School	Management committee	November	General meeting	Responsibilities identified Tasks allocated
	Setting up of a system for rubbish collection	School	<ul style="list-style-type: none"> Management committee School authorities School Gov Community 	December	<ul style="list-style-type: none"> Sorting-bins in classrooms and school grounds Building of a rubbish area Composting hole Cleaning materials 	Clean classrooms, school grounds and neighbourhood
	Setting up of a management and review system	School Community	<ul style="list-style-type: none"> Management committee School authorities School Gov Community 	On going	<ul style="list-style-type: none"> Human, financial and material resources 	<ul style="list-style-type: none"> Long lasting and effective system Improved environment

DEVELOPMENT OF A PLAN TO INTRODUCE HWWSHE WITHIN THE COMMUNITY

Objectives: to introduce the programme and get the community to practice good hygiene

No.	Activities	Indicators	Expected results	Period	Individuals in charge
1	Setting up of the institutional framework	Available organic texts	Project structures have been set up	1T	State/community technical structures
2	Information and awareness raising	Number of campaigns Number of awareness raising meetings and available reports	Involvement/ participation of the community	1T	State and community structures
3	Educational activities/ talks	Number of educational activities	Proportion of the population having good hygiene practices	3T a 7T	Individuals in charge of the project/ technical services/ community
4	Training in civic education	Number of education sessions	Proportion of the population having good hygiene practices	2T a 3T	Individuals in charge of the project/ technical services/ community
5	Research and development of partnerships	Number of partners secured	More resources/better coordination of activities	2T a 4T	Ibid
6	Setting up of lines of responsibility (local administration)	Rules of the game established	Roles and responsibilities are known and taken on	1T et 2T	Individuals in charge of the project, project partners and communities
7	Practical training about water and sanitation installations	Number of practical training sessions	Proportion of the population having good hygiene practices	2T a 4T	
8	Promotion of income generating activities	Number of activities	Increase in the population's income	3T to 7T	Ibid
9	Communication to change behaviours	Number of 3 c session	Adoption of good hygiene behaviour	2T to 8T	Project and population
10	Organisation of the community	Existence of community organisation	Functionality and efficiency of these organisations in hygiene management	1T	Basic communities

No.	Activities	Indicators	Expected results	Period	Individuals in charge
11	Setting up of a system for following up/ evaluating the activities (strategies, methods, tools)	Existence of the tools, methods and strategies for follow up/ evaluation	Reliable information is available and used wisely	2T a 3T	The individuals in charge of the project, The community
12	Study and strengthening of durability factors	Existence of reports	Measures taken to ensure longevity	3T a 8 T	Project

Model of a community of excellence

The model of a community of excellence that we recommend is a village community living in a clean and pleasant environment.

In this way, this community will have good, long term, humane management of its environment. It will adopt the saying: "our environment was lent to us by our children and we have to give it back"

MONITORING AND EVALUATING: SENEGAL

LEVELS	Central or Macro
Mechanism for monitoring and evaluation. Decentralised monitoring, guide: encourage a sense of responsibility at each level	Supervises the implementation of the work. The central level brings out the monitoring and direction policy in terms of result indicators (performances) Mission frequency: every three months
Monitoring and evaluation tools	Surveys using a three pronged approach (using 3 tools to obtain information)
Evaluation tools	Surveys using a three pronged approach (using 3 tools to obtain information)
Active roles	Committee for ongoing monitoring and evaluation: technical unit of the pilot committee. It uses and incorporates the reports. It highlights the trends and the results obtained in the field. It prepares the pilot committee for decision-making. The pilot committee: it takes appropriate decisions according to the monitoring committee's proposals. Its focus: it coordinates and supervises all the activities. It convenes the pilot committee, reports on the implementation progress to UN HABITAT and provides the necessary resources and information.
LEVELS	Regional or Meso
Mechanism for monitoring and evaluation. Decentralised monitoring, guide : encourage a sense of responsibility at each level	It implements the monitoring policy and the policy for regional and departmental steering/direction, taking into consideration the performance indicators, the results and impacts. The regional level must be in perfect synergy with the departmental level. The regional level coordinates all the activities and supervises the monitoring and evaluation activities to be carried out by the departmental school authorities. Frequency: every two months.
Monitoring and evaluation tools	Surveys using a three pronged approach (using 3 tools to obtain information)
Evaluation tools	Surveys using a three pronged approach (using 3 tools to obtain information)
Active roles	Inspectors and educational supervisors: they implement the monitoring policy and the policy for regional and departmental steering/direction, while taking into consideration the performance indicators, the results and impacts. They coordinate all the activities and supervise the monitoring and evaluation activities to be carried out by the departmental school authorities.

LEVELS	Local or Micro
<p>Mechanism for monitoring and evaluation. Decentralised monitoring, guide : encourage a sense of responsibility at each level</p>	<p>It includes the schools and the community. It involves supporting, supervising, organising and controlling, and collecting data to be used to make changes. It reports on the programme's progress to the superior levels, taking into consideration the indicators.</p>
<p>Monitoring and evaluation tools</p>	<p>Frequency : monthly.</p> <ul style="list-style-type: none"> • Activities (lessons) observation grid. Intra/extra muros • Document analysis (pupils' exercise books...) • Interview • Reports
<p>Evaluation tools</p>	<ul style="list-style-type: none"> • Activities (lessons) observation grid. Intra/extra muros • Document analysis (pupils' exercise books...) • Interview • Reports. It uses the results and pre set indicators according to the logical framework (GBR)
<p>Active roles</p>	<p>Meeting for sharing, reporting, capitalising and regulating.</p> <p>It involves supporting, supervising, organising, and controlling, and collecting data to be used to make changes. It reports on the programme's progress to the superior levels, taking into consideration the indicators.</p>

MALI

LEVEL	SCHOOL	EDUCATIONAL CENTRE	TEACHER TRAINING ACADEMY	NATIONAL
ACTIVE PARTIES ROLES	<ul style="list-style-type: none"> • School headmasters • School management committee 	<ul style="list-style-type: none"> • Educational centre (CAP) Director • Educational advisor 	<ul style="list-style-type: none"> • Academy director • Head of the division of Training Curricula research 	<ul style="list-style-type: none"> • Focal point • Monitoring committee • General inspectorate • Pilot committee
	<ul style="list-style-type: none"> • School headmaster • Daily close monitoring • Ongoing social mobilisation • Educational evaluation of teachers 	<ul style="list-style-type: none"> • Monthly educational monitoring of teachers • Supporting the partnership organisation and the social mobilisation • Controlling pupils' learning 	<ul style="list-style-type: none"> • Supervision of all the activities carried out by the demonstration schools in the district every 3 months • Support partnership organisation and social mobilisation 	<p>MONITORING COMMITTEE</p> <ul style="list-style-type: none"> • Educational evaluation every 3 months • Monitoring and support of social mobilisation and partnership
	<ul style="list-style-type: none"> • School management committee • Ongoing monitoring of all the activities relating to water, sanitation and hygiene at school • Mobilisation of resources • Social mobilisation • Organisation of partnership 			<p>FOCAL POINT</p> <ul style="list-style-type: none"> • Supervising • Educational monitoring every 3 months (with the Educational Centre (CAP), the Education Authority (AE), and the Problem school) • Social mobilisation • Partnership
				<p>PILOT COMMITTEE</p> <ul style="list-style-type: none"> • Supervision • Direction/Steering

BURKINA FASO

STRUCTURE	TASKS	RESPONSIBILITY	TOOLS	FREQUENCY
Technical pilot committee	<ul style="list-style-type: none"> • Pilot Administration • Monitoring and evaluation coordinators 	Members of the TPC	<ul style="list-style-type: none"> • Reports • Practical monitoring grid • Meetings with the supervisors and teachers • Observation of lessons in the classroom using an observation grid 	Every three months
DPEBA CEB Structures for informal and pre-school education (DPASSN)	<ul style="list-style-type: none"> • Production of teaching guides • Teachers training • Availability of information sheets and grids • Classroom visits 	• Educational supervisors (inspectors, educational advisors, junior school inspectors)	<ul style="list-style-type: none"> • Guide • Lesson sheets • Teaching practice analysis grid 	Monthly
Schools (pre-school and junior) Centre (informal education)	<ul style="list-style-type: none"> • Implementation of apprenticeships, • Supporting and helping teachers • Monitoring of apprenticeships 	<ul style="list-style-type: none"> • Supervisors • Teachers • School headmasters 	<ul style="list-style-type: none"> • Observation grid of teaching practice • Teachers' lesson-planning notes • Pupils' exercise books • Homework, Essays • Direct observation of pupils. 	Daily

NIGER

FORMAL

- Top to bottom training strategy
- Tool development
- Supervisors (Inspectors and Educational Advisors (CP) = >>> Teachers – communities
- Internal school monitoring (including teachers' meetings every 2 weeks)
- Teachers meeting every 2 weeks to review progress (to be minuted)
- Monthly classroom visits by the Educational Advisors together with a member of the Permanent Technical Secretariat (STP)
- Monitoring by the Inspector every 2 months
- Set up an educational organisation unit to enable teachers from all the schools, supervisors, members of the project's STP and members of the National Pilot Committee, to exchange experiences
- Meeting of the pilot committee every 3 months
- Evaluation every 6 months (evaluation halfway)
- Evaluation at the end of the year

NON FORMAL

- Setting up of management committees for water points, public health committees, support for:
 - women associations
 - youth associations (fada)
 - youth clubs
 - representatives of religious associations
 - parent association and association of mothers who teach
- Monitoring and evaluation: as per formal education

CAMEROON

Mechanisms for monitoring and evaluation within EREAH/BV in Cameroon

A. Various monitoring levels

- Close monitoring by the Director of the Establishment;
- Periodic visits by the educational supervisors' team (Divisional Inspectors of Basic Education, Province Educational Inspectors of Basic Education, National Inspectors of Basic Education, Directors of Primary Teacher Training Colleges of Basic Education, Focal Point, Coordinating Committee). This involves local and central supervision.
- Periodic meetings to review activities: once a month, every 3 months, every 6 months or annually.

B. Evaluation levels :

- Progressive evaluation lead by the Pilot Committee: once every 6 months or annually.
- Annual evaluation lead by the Pilot Committee
- Impact evaluation: external and carried out by UN-HABITAT.

C. Monitoring tools :

- Observation grid,
- Record of school visits,
- Distance monitoring record (monthly),
- Interview protocol,
- Questionnaire,
- Record of classroom visits.

D. Evaluation tools :

- Evaluation grid,
- Inspection report.

Active roles:

1. The school headmaster :

- educational supervision of lessons,
- supervision, (inspections),
- regular reports to the hierarchy (reports and monitoring records).

2. The Divisional Inspector :

- educational supervision of lessons,
- supervision (inspections),
- regular reports to the hierarchy (reports and monitoring records),
- summary of the reports received from the school headmasters reported to the hierarchy.

3. The Provincial Educational Inspector/Coordinator :

- educational supervision of lessons,
- supervision (inspections),
- regular reports to the hierarchy (reports and monitoring records),
- Summary of the reports received from the Divisional Inspectors reported to the hierarchy.

4. The Educational Inspector in charge of Pre-school and Junior Education and the Educational Inspector in charge of Standard Education :

- design and development of the monitoring and evaluation tools,
- educational supervision (training, seminars and workshops),
- educational supervision,
- review of curricula.

5. The focal point is playing a key role in the implementation of the EREAH/BV programme in its country. It coordinates the programme activities and is part of the Pilot Committee and of the Coordination Committee. It takes on educational responsibilities as entrusted by The African Institute of Sathya Sai Education (TAISSE).

6. The Coordinating Committee :

- design and development of the organic and institutional texts of the programme,
- link between the Ministry for Basic Education, the Ministry for Water and institutions in charge of water management and sanitation,
- monitoring of joint activities between these various institutions,
- monitoring of the programme activities on the ground and summary of the reports.

7. The Pilot Committee:

- checking of the monitoring and evaluation tools,
- development of training modules,
- statute on curricula review,
- statute on introducing new material in school books,
- distance monitoring,
- site visits for continuous evaluation.

IVORY COAST

LEVEL	STRUCTURES	HUMAN RESOURCES	TOOLS	FREQUENCY
Individuals in charge of the establishment	Pre school Junior	<ul style="list-style-type: none"> • School headmaster • Educational advisor • Inspector of Education 	<ul style="list-style-type: none"> • Lesson sheets • Diary • Classroom visits 	<ul style="list-style-type: none"> • Weekly • At the discretion of the individual in charge
	Secondary	<ul style="list-style-type: none"> • Director of studies • Educational advisor • School director • Inspector 	<ul style="list-style-type: none"> • Exercise books • Classroom visits 	<ul style="list-style-type: none"> • Monthly and bi-monthly
	Centre for Teacher training	<ul style="list-style-type: none"> • Director • Director of studies 	<ul style="list-style-type: none"> • Exercise books • Classroom visits 	<ul style="list-style-type: none"> • Monthly and fortnightly
	School for Higher Education	<ul style="list-style-type: none"> • Head of department • Individual in charge of initial training 	<ul style="list-style-type: none"> • Exercise books • Classroom visits 	<ul style="list-style-type: none"> • Monthly and quarterly
Project coordination committee		<ul style="list-style-type: none"> • National TAISSE coordinator • Educational advisors • Lecturer, Teacher Training school • Extracurricular advisors 	<ul style="list-style-type: none"> • Classroom visits • Visits to demonstration schools using observation grids • Monthly summary (meetings) 	<ul style="list-style-type: none"> • Monthly • Bi-monthly
Project coordination unit of the Ministry for Education		<ul style="list-style-type: none"> • Members of the coordination unit 	<ul style="list-style-type: none"> • Visits to demonstration schools • Activity reports from the project coordinator 	<ul style="list-style-type: none"> • Depending • Quarterly
Pilot committee		<ul style="list-style-type: none"> • Members of various ministries, and of the water Distribution Company for, NGOs, and partners. 	<ul style="list-style-type: none"> • Site visits • Personal observation grid 	<ul style="list-style-type: none"> • Depending

MID-SESSION PLENARY

In the afternoon plenary session held on 8 July 2005 the following matters were dealt with.

- Review of the first week's deliberations
- Panel discussion – Sharing of experiences and knowledge by countries that participated in Phase 1
- Discussion on the role of the TAISSSE Country Coordinators

It emerged from the discussion that the first week of the workshop was dominated by theory and knowledge and that the participant's expectations set on the first day were not completely met. Other participants on the other hand expressed satisfaction with their experience of the first week of the workshop. The participants were keen to learn about the methodology, strategy and tools to implement HVWSHE training in their respective countries. The organizers promised that during the second week, the programme would address many of the concerns raised and that the Modules will be practical in nature, building on the theory of the first week.

Thereafter participants from Phase 1 countries (Senegal, Côte d'Ivoire, Ghana and Zambia) briefly shared their experiences. The successes included:

- Observable changes in attitudes and behaviours towards water in the pilot schools
- Undertaking capacity building workshops for teachers in the demonstration schools
- Developing teaching and learning materials – Cote de Ivoire had also produced a video
- Developing a variety of strategies to sustain the programme including awareness and advocacy campaigns and extra-curricular activities

The panelists also identified several challenges and these included:

- Late start in the programme because resources were not available
- Inadequate resources to making teaching and learning materials more widely available
- Poor mechanisms to monitor the programme which impacted on programme delivery
- Poor co-ordination between the various role players, which did not create synergy to effectively deliver the programme.

Mr Sagie Naicker introduced the TAISSSE Country Co-ordinators that were appointed to implement the Cooperation Agreement between UN-HABITAT and TAISSSE. He also explained their role, responsibilities and key performance areas.

Burkina Faso:	Mr Sayouba Ouederago
Cameroon:	Mr Didier Mbouda
Cote de Ivoire:	Madame Bakayoko née Wacouboué Marie Véronique
Ethiopia:	Mr Tekalign Tsigie
Ghana:	Mr Emmanuel Acquaye
Mali:	Madame Bouare Paule Korotoumou Doumbia
Niger:	Madame Djibrillou Safia Moustapha
Senegal:	Mr Abdourahim Gaye
Uganda:	Ms Proscovia Mulyowa

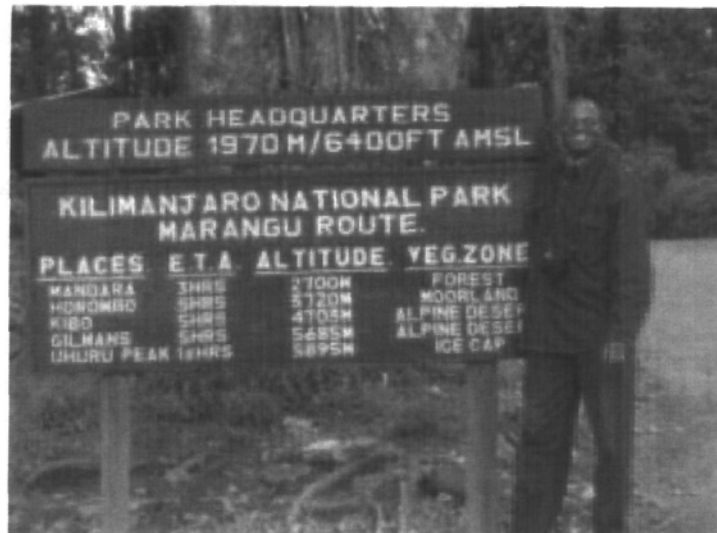
STUDY VISIT

On Saturday 9th July the participants were hosted by the Arusha Water Utility Company. They were taken through various water treatment plants and the participants gained new insights and described their visit as a stimulating and rewarding experience.



EXCURSION TO MOUNT KILIMINJARO

On Sunday 10 July the participants visited Mt Kiliminjaro. This was a breath taking experience and the participants were delighted to be at the foot of Africa's highest mountain.



PROGRAMME FOR FINAL DAY

This session was held in plenary with Madame Veronique Bakayoko of Cote de Ivoire chairing the morning session, Mr Emmanuel Acquaye of Ghana in the chair for the mid-morning session and Mr Abdourahim Gaye of Senegal chairing the afternoon session.

In the morning session Mr Khamya Ahmed, the Principal of the Kibuli Primary Teacher's College made a brief presentation on the progress that was made at his college to introduce, HVWSHE. In his presentation he described the motivation for the programme, the implementation of the programme in the curriculum, the community outreach programme and the methods that were used to motivate the student teachers to accept the programme.

Each of the countries made a brief presentation on their reflections of the centralized training and the strategies they proposed to adopt to implement the programme³. The country representatives said that they:

- were satisfied that their expectations had been met.
- felt sufficiently empowered and had acquired the necessary knowledge and skills to implement the HVWSHE programme in their country
- gained insights into the programme and were able to develop strategies for formal and non-formal education as well as for Teacher Training Colleges. An overview of their strategies was shared with the participants.⁴
- were grateful to UN-HABITAT and TAISSE for a well organised and beneficial workshop.

The country strategies are found in the Section "Workshop Outputs"

The country strategies reflected the following elements:

- Conducting a Base line study
- SWOT and Risk analysis
- Training of Trainers workshops
- Development of Teaching and learning materials
- Advocacy and awareness programmes
- Review of the curriculum for to identify entry points for HVWSHE
- Monitoring and evaluation

Sagie Naicker, the deputy director of TAISSE said that just like the mist that obscured Mt Kiliminjaro over the past ten days had lifted and the full majesty of this glorious sight was now clear to all, the participant's ignorance about HVWSHE had also disappeared and that everyone had a clear vision of the programme.

Both Anglophone and Francophone groups made declarations of their commitment and readiness to implement the programme.

³ A summary of the country reflections is found in page 18.

⁴ The country strategies are found in the Section "Workshop Outputs"

CLOSING CEREMONY

This session was chaired by Professor Mark Mujwahuzi. The participants were awarded certificates of participation from Mr Andre Dzikus, programme manager in UN-HABITAT, Dr William Miller and Mrs Debra Miller of Global Dharma Centre. The participants were also handed T-shirts and caps that carried the message of the programme. Madame Veronique Bakayoko shared a poem on water and in a mood of conviviality, the participants rendered a "symphony of human values" which was organised and conducted by Dr William Miller.

Mr Andre Dzikus thereafter made closing remarks. Here is an extract from his address

"Ladies and gentlemen, this innovative and at the same time unique initiative on Human Values in Water, Sanitation and Hygiene Education is like the Olympics. It shares the spirit to excel and the quest to make our world more humane. I can see, the Centralised Training has ignited a spark in all of you. When you go home tomorrow and start the implementation of the programme in your country and you will be the torchbearers for this innovative programme, and we hope that you will, through your work, will ignite many more hearts, to join work on creating a new water use and sanitation friendly ethic amongst water and sanitation service providers and consumers.

Thereafter Mr Dzikus thanked various role players for their contributions that led to a successful training workshop.

Mr Sagie Naicker, the Deputy Director of TAISSE acknowledged the leadership of Mr Dzikus and the support that TAISSE enjoyed from UN-HABITAT. He referred to the analysis of the pre and posttest evaluations and said that the participants' knowledge and awareness had increased to 80 % at the end of the workshop. He spoke about the three legs of the HVWSHE strategy, schools, colleges and community as being essential to support the programme objective of creating a new ethic. Similarly he said education was supported on three pillars viz. knowledge, skills and values. He said that however the acquisition of knowledge skills and Human Values do not bring change unless they are put into practice, first by ourselves and then inspire others in schools, colleges and communities.

Mrs Angela Kataboro, The leader of the Tanzanian delegation concluded the workshop by moving a vote of thanks.⁶

⁵ See Page 16 for the declarations

⁶ The full text is found in Annexure E

ANNEXURE A

**Human Values in Water, Sanitation and
Hygiene Education**

**Centralised Training Workshop
for Educators from Cities
Participating in Phase 2**

AIDE MEMOIRE

Organised by:

**United Nations Human Settlements Programme
(UN-HABITAT)**

In collaboration with

The African Institute of Sathya Sai Education (TAISSE)

In association with

**The International Water and Sanitation Centre (IRC)
&
Global Dharma Centre (GDC)**



**Arusha, Tanzania
Ngurdoto Mountain Lodge
4 to 15 July 2005**

1. Background

Over the past three years, UN-HABITAT has been implementing Values-based Water Education (VBWE) in six demonstration countries¹ as part of its Water for African Cities Programme. With support from the Swedish International Development Agency (Sida) and The African Institute of Sathya Sai Education (TAISSE), the water education programme has proved itself as a truly path-breaking and innovative education initiative in Africa. The initiative is part of UN-HABITAT's support to African countries in the development of a new ethic for water governance in cities. Phase I of this programme was completed in June 2004.

Rapid urbanization has put enormous pressure on water resources. The growing numbers of urban residents, especially the urban poor, pay an increasingly high price for the lack of safe water and adequate sanitation. They endure an increasing health burden from water related diseases, resulting from unsafe water, inadequate sanitation and hygiene. In addition to higher health burdens, the poor all too often pay much more for inferior water and sanitation services than their wealthier neighbours. Increasing volume of wastes generated by the cities are also polluting freshwater bodies and threatening the eco-systems. There is a growing recognition that improvements in water management cannot be accomplished by technical or regulatory measures alone. These would have to be complemented by advocacy, awareness and education initiatives.

The broad aim of VBWE now called Human Values in Water, Sanitation and Hygiene Education (HVWSHE) in Phase 2 is to facilitate changes in behaviour and personal attitudes among water consumers and to promote better understanding of the environment in a water context. There is a growing understanding that only a fundamental change in behaviour and personal attitudes, and the underlying values that prompt such inappropriate behaviour, can reverse this situation. Water, sanitation and hygiene education can play a strategic role in bringing about positive attitudinal changes, and in the longer term, can help develop a new water-use ethic in society.

To achieve this, it is important to develop capacity in schools, teacher training colleges and communities in order to optimize human potential, thereby empowering individuals to:

- Develop an awareness amongst boys and girls of water related environmental issues;
- Gain knowledge, insight, and skills necessary to analyse the issues and understand why men and women, boys and girls view and use water in the environment in particular ways;
- Examine attitudes, values, and behaviours in gender sensitive manner regarding water, sanitation and hygiene in communities found within each city;
- Identify the underlying causes of current water, sanitation and hygiene oriented problems in the city;
- Support informed decision-making by the community that could affect the quality of their lives with respect to water, sanitation and hygiene;
- Participate actively in the sustainable management of their environment in a water context;
- Evaluate and propose actions that will achieve effective water related solutions in support of water conservation.

¹ Cote d'Ivoire, Ethiopia, Ghana, Kenya, Senegal and Zambia

2. Phase I Activities

A first step in the launching of the Water Education Programme was the development of a broad consensus at political and professional levels with regard to the most effective strategy for introduction of water education for boys and girls in African cities through an appropriate mix of formal education through schools and informal education through community channels. An Expert Group Meeting (EGM) was convened for this purpose in Johannesburg, South Africa from 30 April to 2 May 2001. The EGM, hosted and chaired by the then Minister for Education of South Africa, Hon. Prof. Kader Asmal, brought together international and regional experts on education/curriculum development, urban development, water resources management and NGOs active in water education. It is worth noting that the Expert Group recommended the Human Values Approach as a water education tool for African children and communities.

The Expert Group noted that water education should aim at promoting a better understanding of water as a key social, economic and environmental resource and should facilitate the emergence of a new water management ethic on the continent. It observed that the introduction and implementation of VBWE through formal, non-formal and informal channels of learning, especially the use of the curriculum is a promising strategy to bring about a positive and lasting change in attitude and behaviour towards water at all levels of society.

The Expert Group also articulated a comprehensive strategy and action plan for introducing value-based water education through both school curricula and co-curricula programmes such as water classrooms and school water quality and quantity audits, as well as through non-formal channels of education such as community and adult education programmes.

To commence the implementation of the recommendations of the EGM, two sub-regional workshops were convened. The first sub-regional workshop was held in Ndola, Zambia, from 26 to 28 July 2001. It was attended by senior professionals from the education and water sectors from Ethiopia, Kenya, Tanzania, South Africa and Zambia. The second sub-regional workshop was held in Accra, Ghana, from 17 to 18 August 2001. It brought together senior professionals from the education and water sectors from Cote d'Ivoire, Ghana and Senegal. The two sub-regional workshops were structured to provide the participants with an overview of the process that led to the adoption of a Human Values Approach to Water Education and to expose them to the tools, techniques and strategies of introducing it in their respective countries. Participants developed country-level action plans for implementation in the participating countries. With support and close collaboration with UN-HABITAT, the six countries then embarked on country-level implementation activities.

Key project activities include:

- Curriculum development & introducing water education in pilot schools
- Establishment of water classroom
- Schools water audit
- Water quality education
- Non-formal education with community initiatives
- Water health care education
- Information exchange & north-south twinning arrangements

3. EGM Recommendations for VBWE Phase II

An Expert Group Meeting was convened in Nairobi from 8-10 August 2003, to review the first phase of the Water for African Cities Programme and make appropriate recommendations for implementation of the second phase. VBWE experts from the region joined the EGM and identified the following key activities for consideration in phase II:

- Widen the scope of VBWE training programmes to include teacher-training colleges.
- Develop VBWE resource materials adapted to local conditions and needs of different countries.
- Reinforce VBWE through provision of water and sanitation facilities in selected schools.
- Identify and promote regional centres of VBWE excellence to provide advisory and logistical support to participating countries.
- Strengthen VBWE knowledge sharing and information exchange at city, national and regional levels.
- Reinforce non-formal VBWE programmes in communities and informal schools with focus on pro-poor governance
- Initiate collaborative and partnership arrangements with relevant institutions and stakeholders.
- Strengthen Values-based hygiene education in schools and communities.
- Link VBWE activities with ongoing public awareness campaigns e.g. through VBWE TV and Radio programmes, newspapers, water and sanitation festivals etc.
- Conduct school study visits, competitions and twinning of schools at national, regional and international levels.
- Develop in-built monitoring and evaluation mechanisms in VBWE programmes

4. End-of-Project Evaluation and Forward-looking Appraisal

An end-of-project evaluation and forward-looking appraisal of Phase I to assess the success in achieving its objectives in the six countries and develop a strategy for Phase II of the Project reached finalization in July 2004. The evaluation study provided constructive guidance on how the effectiveness and impact of the programme could be further enhanced. The forward-looking strategy also provided for ways of expanding the programme beyond the pilot phase and to new countries.

Consolidation of Phase I gains and extension of the programme to new countries has made it necessary to organize two sub-regional Training of Trainers Workshops. The first TOT for West and Central African countries was conducted in Dakar, Senegal in May 2004. The TOT for East and Southern African countries took place in Ndola, Zambia from 28 to 30 July 2004.

5. Strategic Planning Meeting for Phase 2

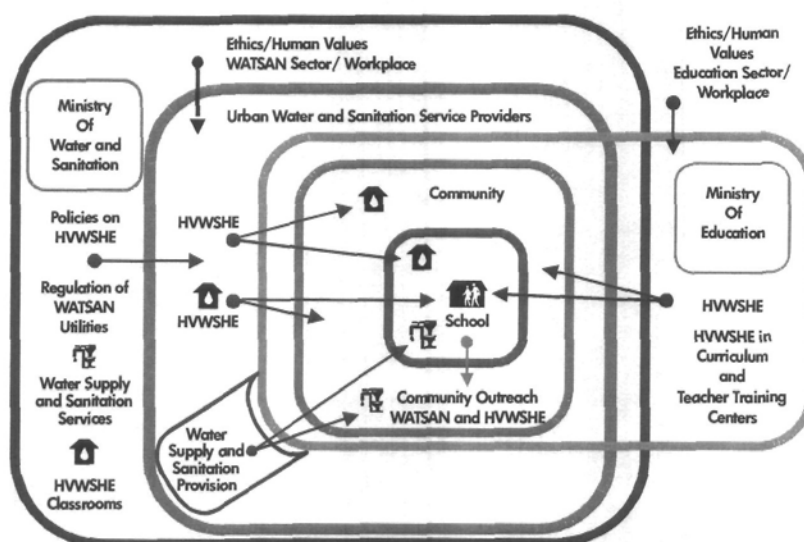
A strategic planning meeting for Phase 2 was held in Nairobi in October 2004 for countries participating in Phase 2. The following strategies were suggested for implementation.

- Schools as focal points for community development
 - There is evidence that suggests that where schools and their immediate communities work together there are greater chances of projects succeeding.
 - The concept of HVWSHE would be widened, reaching more people that would support the initiative which includes community leaders, Parent Teacher Associations, Community Based Organisations, Faith Based Organisations, Non Governmental Organisations and Government Structures.
- Demonstration schools in a geographic area would be selected and a holistic HVWSHE intervention (formal, informal and non-formal sectors) would be implemented to create a model of excellence.
 - Demonstration schools will be fewer in number to allow for an intense programme to be developed with the necessary resources to achieve this.
- Curriculum
 - Teaching and learning materials should be succinct, accessible and user friendly
 - When reviewing the curriculum countries would be encouraged to consider integrating and mainstreaming HVWSHE
- Teacher training colleges will be targeted in order to enhance the multiplying effect of the project.
 - Teacher trainees who are au fait with the HVWSHE philosophy and pedagogy will reach out to a vast number of schools when they begin to practice as teachers.
- Water Classrooms
 - Water classrooms that use easily obtainable local resources, that are less expensive and are low in technological demands would be promoted.
- Networking
 - A network will be established of HVWSHE professionals
 - Regular meetings and exchanges will be promoted
 - Newsletters, websites and the electronic media will be used to disseminate information, create forums for discussion and sharing of best practices and problem solving

6. UN-HABITAT Concept of Human Values-Based Water, Sanitation and Hygiene Education

The following model describes UN-HABITAT's concept of the Human Values in Water, Sanitation and Hygiene Education Initiative in Phase II.

Concept for Human Values in Water, Sanitation and Hygiene Education (HVWSHE)



The activities can be summarized as follows:

- Enhancing awareness and political will for Human Values in Water, Sanitation and Hygiene in African and Asian Cities.
- Building capacity to conduct Human Values-based Water, Sanitation and Hygiene Education in the formal and non-formal education sector through;
 - Promoting Human Values-based Water, Sanitation and Hygiene Education through the curriculum
 - Developing Resource Materials for Curriculum.
 - Conducting training in Teacher's Training Colleges and selected schools
 - Developing Teacher Training Guides for use in Teacher Training Colleges and Schools.
 - Demonstrating Human Value-based Water, Sanitation and Hygiene Education in selected pilot schools and surrounding communities.
 - Developing resource material and pilot demonstration of Human Values-based Water, Sanitation and Hygiene for the non-formal Education Sector.
 - Developing partnerships with the Water and Sanitation Service Sector for increased and sustainable Water and Sanitation Service provision to schools.
 - Building capacity for promoting Ethics and Human Values at the work place, especially schools.

- Building capacity in the Water and Sanitation Service Sector to conduct Human Values in Water, Sanitation and Hygiene promotion and providing sustainable access to Water and Sanitation Services for schools and surrounding communities.
- Building capacity in Utilities for Human Values in Water, Sanitation and Hygiene Classroom.
 - Promoting Human Values in Water, Sanitation and Hygiene Classroom through Water and Sanitation utilities.
 - Developing Resource Guides for Human Values in Water, Sanitation and Hygiene Classroom for utilities.
 - Conducting training for utilities on Human Values-based Water, Sanitation and Hygiene Classroom.
 - Facilitate the establishment of Human Value-based Water, Sanitation and Hygiene Classroom.
 - Building capacity in Utilities to sustainably provide Water and Sanitation services to Schools and surrounding communities.
 - o Developing partnerships with the Education Sector and other relevant stakeholders aimed at promoting Water and Sanitation Services to schools.
 - o Assessing Water and Sanitation situation in both formal and non-formal schools.
 - o Developing a strategy and investment programme for rehabilitation and/or provision of Water and Sanitation facilities to schools at risk and surrounding communities.
 - o Building capacity on ethics/Human Values at the work place in Water and Sanitation Service providers

This Centralised Training is related to the component on “Building capacity to conduct Human Values-based Water, Sanitation and Hygiene Education in the formal and non-formal education sector”.

7. Capacity Building Workshop for TAISSE Country Coordinators

To start the second phase, UN-HABITAT and TAISSE organised a meeting from 18 to 20 January 2005 in Libreville, Gabon to build the capacity of TAISSE country coordinators who will be implementing the programme. During the three days, the Country Coordinators were exposed to the external evaluation findings of Phase 1 and the strategy for implementing Phase 2. The key performance areas of the country coordinators were identified, elaborated and clarified. These included:

- Assessing training needs and reviewing the school curricula
- Developing, reviewing and finalising the Country Action Plan
- The development of a consolidated action plan for training in all the countries
- Developing or amending resource material for the training programme.
- Conducting two centralized training courses (One for Anglophone and one for Francophone Africa)
- Conducting training in each country
- Monitoring on a continuous basis

8. Objectives of the Centralised Training Workshop

The main purpose of the training workshop is to build capacity in the country teams to be able to implement the education sector related activities of the HVWSHE initiative at country level. A separate training workshop on water and sanitation education classrooms is planned for early next year.

The objectives of the Centralised Training Workshop include:

- Sharing knowledge, skills and attitudes relating to Values-Based Water, Sanitation and Hygiene Education.
- Building capacity of TOTs (Trainer of Trainers) to undertake country training.
- Familiarise TOTs with the strategy and methodology that will be used to implement Phase 2 of HVWSHE.

9. Expected outputs of the Workshop

- Enhanced understanding of water, sanitation and hygiene challenges in urban areas.
- Understanding of the Conceptual framework of Human Values in Water, Sanitation and Hygiene Education
- Internalisation of the philosophy and methodology of Human Values Education
- Skills and strategies for development of tools to implement the new water, sanitation and hygiene ethic that is based on human values
- Development of a programme strategy for schools, teacher training colleges and communities
- Building capacity of Trainer of Trainers
- Application of Human Values in the Workplace viz. Water and Sewerage Service Providers

10. Profile of Participants

The number of participants is estimated to be 40. Participants come from Burkina Faso, Cameroon, Cote d'Ivoire, Ethiopia, Ghana, Kenya, Mali, Niger, Senegal, Tanzania, Uganda and Zambia. Participants will be drawn from the education sector, inspectors of schools, experts in curriculum development, teacher training colleges and community development practitioners.

11. Resource Persons

In addition to International Experts, resource persons will be drawn from UN-HABITAT, TAISSE, IRC and GDC.

12. Documentation

Participants will be provided with a comprehensive Training and Resource Guide that will assist in the conduct of the education sector related activities at country level.

Training Schedule

Date	Module	Title	Duration
Mon 4 July	1	Concept of Values-Based Water, Sanitation and Hygiene Education	½ day
Tue 5 July	2	Water, Sanitation and Hygiene Challenges in Urban Areas	½ day
	3	Practical Knowledge on Water and Sanitation	½ day
Wed 6 July	4	Creating a New Water, Sanitation and Hygiene Ethic, Behaviour Change in Water and Sanitation	½ day
Wed/ Thu 6/ 7 July	5	Human Values Education in Practice: Philosophy and Methodology	1½ days
Fri 8 July	6	Principles of Monitoring and Evaluation using the Results Based Management Approach	½ day
Sat 9 July		Field Trip	
Sun 10 July		Tourist Trip	
Mon 11 July	7	Programme Strategy Development for HVWSHE in the Curriculum and Teacher Training Colleges	1 day
	11	Tips and Tricks for Conducting Training Workshops	
Tue 12 July	8	Programme Strategy Development for HVWSHE in Schools	1 day
	11	Tips and Tricks for Conducting Training Workshops	
Wed 13 July	9	Programme Strategy Development for Community Outreach	1 day
	11	Tips and Tricks for Conducting Training Workshops	
Thu 14 July	10	Ethics/Human Values at the Workplace	1 day
Fri 15 July		Knowledge and Sharing/Lessons Learnt/Closing Ceremony	1 day

A detailed programme of the workshop is separately shared with all participants.

13. Other Useful Information

Training Venue:

The Centralised Training Workshop will take place at the Ngurdoto Mountain Lodge located some 27 kilometres from Arusha in Tanzania.

Accommodation:

All participants have been booked at the Ngurdoto Mountain Lodge, Arusha at a discounted rate of US\$75 full board per person per night. Participants are expected to cover their accommodation and meal expenses directly with the Hotel from the Daily Subsistence Allowance (DSA) provided for this purpose. The DSA for Arusha is US\$99. Below please find the contact details of the hotel:

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Web Site: <http://www.thengurdotomountainlodge.com>

14. Dates of Arrival and Departure:

Participants will arrive on 3rd July and depart on 16th July 2005. Most participants will be routed via Nairobi, Kenya and proceed to travel to Arusha. Participants will be met in Arusha by a shuttle from The Ngurdoto Lodge, at a fee of USD 15 per person per trip and will be dropped back at the Airport on the day of departure at the same fee. All participants will be given 1 day full DSA in lieu of terminal expenses with which they are expected to cover the cost of the transfers.

15. Working Language

English and French will be the working languages of the workshop. French-English and English-French simultaneous interpretation facility will be available during plenary sessions only, on 4, 8, and 15 July 2005.

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HUMAN VALUES IN WATER, SANITATION AND HYGIENE EDUCATION ARUSHA

Programme:

Friday 15 July 2005-07-12

Knowledge Sharing and Closure

Chair: Veronique Bakayoko

09.00 – 10.30

Kibuli PTC Experience - Mr. Kanya Ahmed

Question & Answers

Country Reflections of the training

- i. Tanzania
- ii. Niger
- iii. Ghana
- iv. Mali
- v. Uganda
- vi. Burkina Faso
- vii. Zambia
- viii. Cameroon
- ix. Ethiopia
- x. Senegal
- xi. Kenya
- xii. Cote de Ivoire

Chair: Emmanuel Acquaye

11.00 – 12.30

Sharing of strategies for schools, colleges and communities for HVWSHE
(Francophone) (4 x 5 mins)

Comments from the floor

Workshop Evaluation

Group Photograph

Chair: Abdourahim Gaye

13.30 – 15.00

Sharing of Country Strategies for HVSHE (Education Component)

Anglophone Presentations

- i. Ethiopia
- ii. Ghana
- iii. Tanzania
- iv. Zambia
- v. Kenya
- vi. Uganda

Comments from the floor

General Training Workshop Report

Commitment to HVWSHE

Musical Item: Papa Fall

15: 30 – 17:00

Chair: Professor Mujwahuzi

Presentation of Certificates

Closing remarks : Andre Dzikus

: Sagie Naicker

Vote of thanks: Angela Katabaro

Poem

Item - Papa Fall

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ANNEXURE B

LIST OF PARTICIPANTS

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ANNEXURE C

HUMAN VALUES IN WATER, SANITATION AND HYGIENE EDUCATION CENTRALISED TRAINING WORKSHOP: ARUSHA

4-15 July 2005

Pre-Course/Post Course Self- Assessment

Participant's Name: _____

Country: _____

5																		
4																		
3																		
2																		
1																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Please use a different coloured pen or pencil for each assessment

Section A

This is a self-assessment of your knowledge and understanding of the Human Values in Water, Sanitation and Hygiene Education. Rate yourself on each of the following areas and plot your response on the graph in page

1. Read each statement and rate yourself on a scale of 1-5.

- 1 – No knowledge at all
- 2 – Very little knowledge
- 3 – Some knowledge
- 4 – Good insight and understanding
- 5 – Excellent understanding and thorough grasp of subject matter

	1	2	3	4	5
1. Awareness of UN-HABITAT's mandate, mission and objectives					
2. Understanding of the Water for African Cities Programme (WAC)					
3. Understanding of the water and sanitation millennium development goals					
4. Awareness of UN-HABITAT'S conceptual framework for HVWSHE					
5. Insight and knowledge on urban water, sanitation and hygiene challenges					
6. Awareness of practical ways to improve water, sanitation and hygiene problems					
7. Understanding of how the Human Values in Water, Sanitation and Hygiene Education (HVWSHE) fits in the overall WAC programme					
8. Understanding of the strategy of Phase 2 of HVWSHE					
9. Insight and understanding of behaviour change management					
10. Understanding of the Human Values Approach to behaviour management and character transformation					
11. Understanding of the school climate contributes to character transformation					
12. Ability to identify core human values and explain them					
13. Understanding of where human values are derived from					
14. Understanding of the different methodologies used to teach HVWSHE					
15. Understanding of the how to undertake a curriculum review process and how to mainstream HVWSHE					
16. Understanding of the programme strategy for engaging teacher training colleges					
17. Understanding of the Results Based Management approach to monitoring and evaluation					
18. Understanding of how to conduct HVWSHE country training programme					

SECTION B

Read the following statements and choose the most appropriate answer from the choices provided

1. UN-HABITAT's water, sanitation and hygiene education programmes focuses mainly on:

- a. Urban areas
- b. Rural areas
- c. Urban and rural areas

2. The focus areas of the Water for African Cities Programme (WAC) are:

- a. Water demand management
- b. Urban catchments management
- c. Advocacy, awareness-raising and information exchange
- d. All of the above

3. The millennium development goals for water and sanitation are to reduce by half the number of people without access to water and sanitation facilities by the year:

- a. 2010
- b. 2015
- c. 2020

4. One of the main challenges in the Water for African Cities (WAC) programme includes:

- a. High levels of unaccounted water losses
- b. Illiteracy
- c. Poor support from government

5. Water may be purified easily and cost effectively by:

- a. Using commercially available water filtration systems
- b. Exposing it to the rays of the sun for at least 24 hours
- c. Letting it stand for 36 hours

6. One of the main goals of the education component of HVWSHE is:

- a. To promote human values education
- b. To create a new water, sanitation and hygiene ethic
- c. To improve education in African Cities

7. The key role player in the HVWSHE programme is the:

- a. Ministry of Water Affairs
- b. Ministry of Education
- c. Ministry of Housing
- d. Ministry of Health

8. One of the objectives of Phase 2 of HVWSHE is to:

- a. Mainstream values education in the curriculum
- b. Reduce the incidence of water borne diseases
- c. Introduce HVWSHE in Teacher Training Colleges of Education.

9. The constructivist approach to water, sanitation and hygiene education is to:

- a. Promote the use of various strategies to get the learners to think about water pollution
- b. Ask teachers to role-model appropriate water, sanitation and hygiene behaviours
- c. Suggest that a good school climate is essential for behaviour change

10. The human values approach to behaviour change is to:

- a. Reward good behaviour with positive remarks
- b. Extinguish inappropriate behaviours
- c. Instil human values in the sub-conscious mind

11. A positive school climate is:

- a. Essential for producing good academic results
- b. Central to the character transformation and behaviour change process of learners
- c. Necessary to reduce disciplinary problems

12. Truth is

- a. Being consistent in thought, word and deed
- b. Not speaking lies
- c. Acknowledging one's mistakes
- d. All of the above

13. Human values are derived from:

- a. Many sources such as religion, culture, tradition and political systems
- b. Only from religion
- c. Only from individual belief systems

14. The results-based management approach is that it :

- a. Focuses on resources required
- b. Focuses on activities
- c. Is useful to monitor outputs, outcomes and impacts

15. The HVWSHE programme seeks to:

- a. Make children the ambassadors of the new water, sanitation and hygiene ethic
- b. Provide water and sanitation facilities to all schools
- c. Strengthen values in education programme in schools

ANNEXURE D

OPENING CEREMONY ADDRESSES

ADDRESS BY Mr. Samuel Lupimo, representing the Ministry of Water and Livestock

WELCOMING REMARKS TO PARTICIPANTS OF THE CENTRALISED TRAINING WORKSHOP ON HUMAN VALUES BASED APPROACH TO WATER, SANITATION AND HYGIENE EDUCATION - HELD IN ARUSHA TANZANIA, 4-15 JULY 2005

Dear Workshop Organizers, Resource People, Country Representatives, Invited Guests, Ladies and Gentlemen.

I have great humility and pleasure to be privileged to give welcoming remarks to your honourable audience as you begin a very important Training Workshop on Human Values-Based Approach to Water, Sanitation and Hygiene Education. I am doing this on behalf of the Permanent Secretary, Ministry of Education and Culture (MoEC), Dr. Naomi B. Katunzi, who had been invited to be here today to open your workshop. She apologises for her inability to join you. She had to go to Dodoma, our administrative capital, to attend the Parliamentary Budgetary Session.

The Minister of Education and Culture will present his budget tomorrow (5th July, 2005), and the Permanent Secretary and all Heads of Ministerial Departments and Ministerial Service Institutions have got to be there. The Director of Tanzania

Institute of Education (TIE), (my Director) could not be sent here either because he has to be in Dodoma too. Therefore, I was sent to present to you the Permanent Secretary's welcome note. My name is Ferdinand Lutatenekwa, I am a Chief Curriculum Developer at Tanzania Institute of Education (TIE), and Head of the Department for School Equipment Design and Development.

Honourable participants and Resource People,

I now understand that Human Values-Based Approach to Water, Sanitation and Hygiene Education Programme is being implemented in about twelve (12) countries in West, Central, East Africa, Southern and the Horn of Africa. Most of these are implementing Phase II of the programme; but Tanzania, which joined in 2003, is one of the countries still implementing Phase I.

However, we are working with much zeal to meet the objectives of the programme. We were very motivated in August 2004, when the Executive Director of UN-HABITAT, Prof. Anna Tibaijuka, officially launched the Programme of Water for African Cities in Dar es Salaam. TIE, who are programme coordinators in Tanzania, have already conducted a national training workshop for different formal, informal and non-formal education practitioners following that workshop, they prepared a training programme and materials for another TOT workshop for respective resources people from TTCs) formal and non-formal institutions

including schools and Teacher Training Colleges).

Honorable Participants and Resource People,

I understand that apart from Values-based Water, Sanitation and Hygiene Education, there are other interlinked areas dealing with Water Management, Aquifer Management Environmental Impact Management, and Public Awareness Campaign in Tanzania. These are areas where the Ministry for Water and Livestock is largely involved.

Honorable Participants and Resource People,

It is indicated in the Aid Memoire that there is a shift from Values-based Water Education to Human Values-based Approach to Water, Sanitation and Hygiene Education (HVWSHE) in Phase II of the Programme. Apparently, the broad goal of the shift is to facilitate changes in behaviour and personal attitudes among water consumers in order to promote better understanding of the environment in a water context.

I believe that you will succeed in this endeavor. Going through the list of invited experts I realized that you consist of about forty international and regional experts on education, curriculum development, urban development, water resource management, and NGOs active in water education. This is a very strong combination of knowledge, experiences, skills and attitudes on Human Values-based Water, Sanitation and Hygiene Education. Furthermore, the quality of the Country Resource People as well as that of the TAISSSE Resource People suggests that they definitely are capable of building the capacity of the participants for conducting effective training in their home countries.

In other words, this centralized training workshop will make you better TOTs. This is necessary for you to be able to develop the capacity in schools, TTCs and Community Committees; thus optimizing the human potential in our countries. As for us, Tanzania, we cherish this opportunity, much as we are still implementing Phase I activities. This workshop will boost our ability to move on to Phase II.

To the Organizers of the Workshop and the Resource People allow me to end by commending your decision to introduce HVWSHE through formal, informal and non-formal channels of learning, especially through the use of the curriculum. This is a promising strategy. It is bound to lead to positive and lasting change in knowledge, skills, attitudes and behaviour towards water at all levels of our societies.

Finally, let me, on behalf of our twelve countries, thank our partners: the UN-HABITAT, TAISSSE, IRC and GDC for their invaluable support and encouragement through funding and provision of expertise. We thank them very much. We are obliged to show our appreciation of their support through working diligently during and after this workshop in our countries in order to make HVWSHE a reality.

Honorable Workshop Organizers, Participants and Resource People with those few remarks I declare your Centralized Training Workshop on Human Values-based Approach to Water, Sanitation and Hygiene

Education officially opened.

I thank you for giving me your attention and your time.

ADDRESS BY: Mr. Ferdinand Rutatenekwa, representing the Minister of Education and the Culture of the Republic of Tanzania

Mr. Chairman, Dear Participants, Ladies and Gentlemen.

I take this opportunity to thank you for giving me a chance to present my remarks on behalf of my Principal Secretary.

Mr. Chairman, Water is a shared resource fundamental to life and in sustaining the environment. It touches all spheres of life. Therefore let us give it value.

Mr. Chairman we are aware that poverty in African cities is mainly caused by poor delivery of basic services. Water and Sanitation is amongst them. They are central to promoting environmental sustainability. Mr. Chairman our cities are facing rapid population growth whereby they can't provide basic services.

Mr. Chairman we know that our Governments have been trying very hard to address this issue by rehabilitating and expanding the systems. However, the demand is beyond both technical and financial resources requirement. Acute shortage of water and sanitation services still persist and it is even worse for those in the peri-urban residents, especially the urban poor pay a high price for safe and adequate water and basic sanitation.

Mr. Chairman I am delighted to note that saving water is more effective than developing new water sources. UN-HABITAT's Water for African Cities Programme is founded on water demand management. This is geared at controlling unaccounted for water: This entails, i.e.

- fixing leakages
- curbing illegal connections
- metering all customers
- controlling by-passes

Mr. Chairman may I congratulate UN-HABITAT by coming up with, if I may call it a software called Values Based Water Education. This approach has come at the right time and our Ministry fully supports it as it will be part and parcel to the ongoing initiatives. Mr. Chairman I believe Values Based Water Education in schools will bring fruitful results. As you are aware that there is a saying that says: "Samaki mkunje angali mbichi", meaning "Mould the fish while fresh, if it dries up it becomes impossible to mould". Therefore our school pupils will be able to train their elders on better methods to conserve the little available water. They will be made aware on water conservation, bringing up positive attitudinal changes among service providers and

users in the longer term. Children and youth will be the best ambassadors to bring attitudinal changes.

Mr. Chairman before I conclude my remarks, I would like to site an example of Dar es Salaam city:	
Dar es Salaam population	over 3 million
Water sources	has remained the same since 1950s
Intervention	Rehabilitation and expansion of system going on but demand not to be met
UFW	Over 60

VBWE

If introduced I hope the available water can equitably be used.

THANK YOU FOR LISTENING!

ADDRESS BY: Mr. Andre Dzikus - Programme Manager: UN-HABITAT

Distinguished Participants, Ladies and Gentleman

First, on behalf of the United Nations Human Settlements Programme (UN-HABITAT), I would like to extend a very warm welcome to all of you who have traveled from all parts of Africa on behalf of the Executive Director of UN-HABITAT, Mrs. Anna Kajumulo Tibaijuka. It is a great pleasure for us to welcome you to this Centralized Training on Human Values and Water, Sanitation and Hygiene Education, which is taking place here at this beautiful Nguronto Mountain Lodge at the foothills of Africa's highest Mountain, the impressive Kilimanjaro.

Ladies and Gentleman let me take this opportunity to share with you, briefly, my vision of Water in African Cities.

Africa is indeed, a continent of paradox. Home to the world's longest river the Nile and the second largest lake, Lake Victoria, Africa has abundant water resources contributed by large rivers, vast stretches of wetlands and limited but widely spread groundwater.

Yet only a limited number of countries are beneficiaries of this abundance 14 African countries account for 80 per cent of the total water available in the continent while 12 of the countries together account for only 1 per cent of water availability. Some 400 million people are estimated to be living in water-scarce condition today.

Water in Africa is not only unfairly distributed by nature but is also unfairly allocated by man. At the turn of the new Millennium, over 300 million people in Africa still do not have access to safe water.

But perhaps nowhere the challenge is more complex and demanding than in rapidly growing African cities. With an average growth rate of five per Cent per annum, Africa is the fastest urbanizing region in the world today. Between 1990 and 2020, in many of our life times, urban populations in Africa will rise fourfold from 138 to 500 million.

Water scarcity in African cities is fast becoming a potential source of social and political conflict. More than half of the populations living in African cities today are denied access to municipal supplies and the poor are forced to pay to street vendors for a litre of water as much as five to twenty times of what their affluent neighbors pay for municipal supplies. It is unbelievable but true that a habitant of Kibera slum in Nairobi, earning less than a dollar a day, pays as much as five times the price paid by an average U.S. citizen for a litre of water./ Those who are connected to municipal supplies are often not much better off; in summer months, taps may run dry for days together. Here is what, Lisa Ochola, a school child from Nairobi, has to say about how she manages when the taps run dry in her home.

Girls like Lisa mostly take the brunt of the burden of carrying water home, missing out on the opportunity of attending school. Increased access to water can considerably reduce this workload of girls.

We cannot talk of water for cities without bringing out the related problem of sanitation. In fact, the focus of the international community on water has often masked the growing problem of poor sanitation, which

present the most dehumanizing aspect of the daily battle for survival for the urban poor. The poor pays a heavy price for the lack of clean water and sanitation, in disease and squalor. The cholera epidemic that broke out in East Africa in recent years had a devastating effect on life and economy of the countries. The affected countries lost in exports, the fishing industry nearly collapsed and the tourism industry plummeted. All these could have been avoided with modest investments in water and sanitation.

Paradoxically, ladies and gentlemen, while the urban poor struggle for water, more than half of the water produced at a high cost to serve the needs of our burgeoning cities is lost even before it reaches the consumers. To give you an example, the volume of water lost as "unaccounted for" in the capital city of Nairobi because of leakages and illegal connections could meet the water needs of Mombasa, the second largest city in Kenya.

There is also little disincentive for wasteful and profligate use, e.g. for car washing and gardening. The industry is a growing user for water but seldom practices water recycling or water reuse.

Excellencies, Ladies and Gentlemen,

The current water and sanitation crisis is increasingly viewed as a crisis of governance rather than a crisis of scarcity. Good governance is critical to improve the efficiency, equity and sustainability in service provision. Experience, however, shows that past efforts to promote good governance have not succeeded in bringing about any fundamental change in behaviour and personal attitudes, and in the underlying values of the people that influence decisions. There is a growing consensus that new thinking and a bold, innovative, strategy will be required if we want to succeed in achieving the MDGs

This is where, I feel, a value-based approach to water education could make a difference. By opening up hearts and minds of the people, value-based education can be an important agent for behavioral and attitude changes in the society.

I look up to this new water education initiative with much optimism as we hope to bring to this region our experience of introducing value-based water education from other parts of the world. I am much encouraged by the enthusiasm and commitment with which this new approach has been embraced by educational authorities in Asia, where the South East Asian Ministers of Education have adopted a resolution on Values-based water education.

I am particularly pleased to note that Phase of the values-based water education initiative will link value-based water education to investments in water and sanitation in schools.

Ladies and Gentlemen I would like to thank the Government of Tanzania for supporting us to conduct this workshop in Tanzania and also acknowledge the support of our partners, TAISSE, IRC and GDC who are conducting this Centralized Training.

I thank you, Ladies and Gentlemen, for your time and attention. And please let us not forget that the water we are using today is only borrowed from the future generations.

ANNEXURE E

CLOSING CEREMONY REMARKS

Dear Ladies and Gentlemen, dear Participants and Friends,

It is indeed a great pleasure for me to participate in the knowledge sharing and cross fertilization day, yes the final day of this two week centralised training course on Human Values in Water, Sanitation and Hygiene Education. I am especially glad that it was actually possible to conduct this training for Francophone and Anglophone countries at the same time.

I would however wish to iterate the cordial greetings from Ms. Tibaijuka, our Executive Director, who has just returned from her mission to Zimbabwe. Although she is working feverishly on the Secretary General's report on Zimbabwe, she took out time on Monday and insisted on a briefing on the Centralised Training. She was very happy to learn how this crucial training is going and that it is taking place at this auspicious place at the foothills of Mt Meru and Mt Kilimanjaro.

Ladies and Gentlemen, please rest assured, at the end of a two week training course is not the time for long speeches and messages, what has been said has been said over the last two weeks. I believe the path ahead is clear and the metaphorical mist has lifted.

I believe the last two weeks have been very inspiring for all judging by the glows in your eyes and the enthusiasm to get home and start implementation. Human Values in Water, Sanitation and Hygiene Education is truly a pioneering initiative which can help us all in meeting the MDGs on water and sanitation in a more sustainable manner, where we do not use more than what we actually need. Let us not forget, the water we use today is only borrowed from our children and their children.

Ladies and gentlemen, this innovative and at the same time unique initiative on Human Values in Water, Sanitation and Hygiene Education is like the Olympics. It shares the spirit to excel and the quest to make our world more humane. I can see, the Centralised Training has ignited a spark in all of you. When you go home tomorrow and start the implementation of the programme in your country you will be the torchbearers for this innovative programme, and we hope that you will, through your work, will ignite many more hearts, to join work on creating a new water use and sanitation friendly ethic amongst water and sanitation service providers and consumers.

Ladies and Gentlemen, this Training would not have been possible without the support and encouragement from the Government of Tanzania, who allowed us to conduct the training. And we wish to extend a big thank you to them.

This training would also not have been possible without the financial support from UN-Habitat's Water and Sanitation Trust Fund, which receives support from Canada, Netherlands, Norway and Sweden. It is truly their foresight that has allowed this path-breaking programme to grow over time.

However, as you have already mentioned, without the trainers for the training these two weeks would not

have been such a success. We wish to thank the trainers from TAISSSE, Sagie, Opape and Faustin as well as all the TAISSSE country coordinators, the trainer from IRC, Dick, the trainers from GDC, Debra, William and Malik if I may ad him, and last but not least the trainers from UN-HABITAT, Pireh and Erik. But, most importantly this training would not have been such a success if it were not for all you collective wisdom and experience and if all of you would not have participated in this training so actively and supporting.

We also have to thank all those behind the scenes who have helped make this training, there is Keziah, Mary and Marcellus in Nairobi doing all the administration, and there is Prof. Mujwahuzi and Phillemon in Dar es Salaam, and Salama and Asha helped with all the administration here. Once again a big thank you to them. Our appreciation also goes to the Arusha Water Utility who inducted you into the secrets of water and wastewater management.

We also wish to thank the ICTR in Arusha who provided us all the local support, especially the valuable contribution from their Interpreters, without their support the exchange between Anglophone and Francophone countries would not have been possible. It was also the Training Unit of ICTR, which guided us to this beautiful venue, which is ideal for residential training courses such as this one. And it is good to see that this place has been discovered by many other UN agencies for training. I wish to extend a big thank you the hotel, its management and staff who have responded to all requests diligently.

Ladies and gentlemen, there is not very much left for me, but to thank once again all of you and to wish you a very safe trip back home and to look forward to seeing the start of this exciting programme in your country.

Thank you.
Andre Dzikus

ANNEXURE F

MEDIA ADVISORY



CENTRALIZED TRAINING WORKSHOP ON HUMAN VALUES IN WATER, SANITATION AND HYGIENE EDUCATION LAUNCHED BY UN-HABITAT IN ARUSHA, TANZANIA INSUFFICIENT

Arusha, 4 July 2005:

Over fifty leading educationists, curriculum experts, inspectors of education and lecturers from 12 African countries are attending a two week training workshop on Human Values in Water, Sanitation and Hygiene Education. The training workshop, launched this morning, is organized by UN-HABITAT in collaboration with The African Institute of Sathya Sai Education (TAISSE) and has brought together participants from 14 cities participating in Phase II of the programme. These include Abidjan, Accra, Addis Ababa, Bamako, Dakar, Dar-es-Salaam, Dire Dawa, Harar, Kampala, Lusaka, Nairobi, Niamey, Ouagadougou and Yaoundé. Two parallel workshops serving the Anglophone and Francophone cities will be held at the Ngurdoto Mountain Lodge in the next two weeks. In addition, plenary sessions will be organized to facilitate sharing of experiences, challenges and best practices.

As the world grapples with rapidly growing demand for water resources and in improving water quality, there is recognition that improvements in water management cannot be accomplished by technical or regulatory measures alone. These would have to be complemented by advocacy, awareness and education initiatives. The Values-based Water, Sanitation and Hygiene Education component of UN-HABITAT's Water for African Cities Programme is an innovative education initiative aimed at bringing about positive attitudinal changes among water consumers.

In her message to the participants, the Executive Director of UN-HABITAT, Prof. Anna Kajumulo Tibaijuka, noted that the current water crisis is increasingly viewed as a crisis of governance rather than a crisis of scarcity. Experience, however, shows that past efforts to promote good governance have not succeeded in bringing about any fundamental change in behaviour and personal attitudes, and in the underlying values of the people that influence decisions. She added that, by opening up the hearts and minds of the people, Values-based education can be an important agent for behavioural and attitude changes in the society. Mr. Samuel Lupimo from the Ministry of Water and Livestock, Republic of Tanzania, in his opening remarks, lauded UN-HABITAT for introducing a "software", namely, "Human Values Approach" to compliment the technical and financial interventions currently put in place to meet the growing demand for water and sanitation in African cities.

The workshop aims at sharing knowledge, skills and attitudes relating to Values-Based Water, Sanitation and Hygiene Education and to build the capacity of the participants to undertake training in their countries.

Phase 2 of the Programme intends to create models of excellence, using a community-based approach. It will focus on a cluster of demonstration schools and the immediate community and will be implemented with the collaboration of Water and Sanitation Utility Companies, stakeholders from the Ministry of Education, Non-Governmental and Community Based and Faith based organizations to change attitudes in water use, sanitation and hygiene practices and to meet the Millennium Development Goals related to water and sanitation.

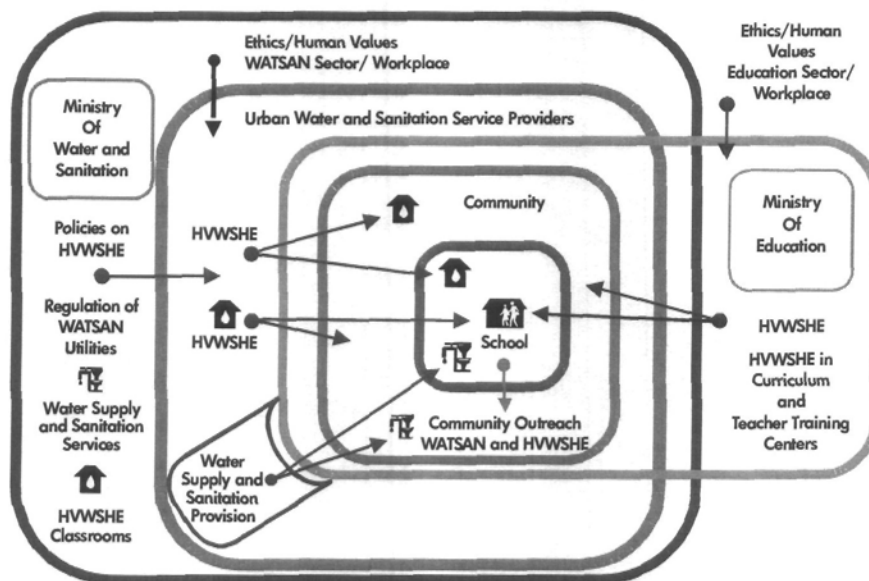
WEB PAGE STORY

CENTRALIZED TRAINING WORKSHOP ON HUMAN VALUES IN WATER, SANITATION AND HYGIENE EDUCATION IN ARUSHA FROM 4-14 JULY 2005

UN-HABITAT in collaboration with The African Institute of Sathya Sai Education (TAISSE) is organising a workshop for the cities participating in the water and sanitation programme, "Creating a new ethic among children and community through Water, Sanitation and Hygiene Education". Thirty six leading educationists, curriculum experts, inspectors of education and lecturers from teacher training colleges from 12 countries and 14 cities which include Abidjan, Accra, Addis Ababa, Bamako, Dakar, Dar-es-Salaam, Dire Dawa, Harar, Kampala, Lusaka, Nairobi, Niamey, Ouagadougou and Yaounde will participate in a two week workshop to prepare them to implement Phase 2 of the Water for African Cities (WAC) programme. Two parallel workshops serving the Anglophone and Francophone cities will be held. In addition, plenary sessions will be organized to facilitate sharing of experiences, challenges and best practices.

Phase 2 of the Water and Sanitation Programme intends to create models of excellence, using a community-based approach. It will focus on a cluster of demonstration schools and the immediate community. It will be implemented with the collaboration of Water and Sanitation Utility Companies, stakeholders from the Ministry of Education, Non-Governmental and Community Based and Faith based organizations to change attitudes in water use, sanitation and hygiene practices and to meet the Millennium Development Goals.

The following conceptual framework underpins the Human Values in Water, Sanitation and Hygiene Education.



1. Objectives of the Centralised Training Workshop

The workshop objectives include:

- Sharing knowledge, skills and attitudes relating to Values-Based Water, Sanitation and Hygiene Education
- Building capacity of TOTs (Trainer of Trainers) to undertake country training
- Familiarise TOTs with the strategy and methodology that will be used to implement Phase 2 of HVWSHE

2. Expected outputs of the Workshop

- Enhanced understanding of water, sanitation and hygiene challenges in urban areas
- Internalisation of the philosophy and methodology of Human Values Education
- Development of tools to implement the new water, sanitation and hygiene ethic that is based on human values
- Development of a programme strategy for schools and teacher training colleges
- Understanding of the Conceptual framework of Human Values in Water, Sanitation and Hygiene Education
- Building capacity of Trainer of Trainers

HUMAN VALUES IN WATER, SANITATION AND HYGIENE EDUCATION CENTRALISED TRAINING WORKSHOP



UN HABITAT



REVIEW OF FIRST WEEK

Arusha, the "Geneva" of Africa played host to 36 leading educationists from 12 countries and 14 cities which include Abidjan, Accra, Addis Ababa, Bamako, Dakar, Dar-es-Salaam, Dire Dawa, Harar, Kampala, Lusaka, Nairobi, Niamey, Ouagadougou and Yaounde. The natural and panoramic settings of the Ngurdoto Lodge created an ideal atmosphere for the participants to focus on the issues of water, sanitation and hygiene education.

The ice-breaker brought people closer and from the hysterical laughter when the participants discovered their "mystery personality", it was apparent that much of the pre-workshop ice had melted.



It was clear from the first day's proceedings that the education component of the Water for African Cities Programme had a significant role to play in meeting the Millennium Development goals with respect to the targets set for water and sanitation. The participants were sensitised to the challenges that the urban poor face everyday on account of inadequate affordable water supply, sub-standard sanitation facilities and prevalence of water-borne diseases.

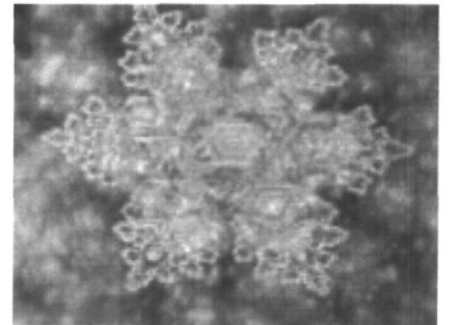
Dick de Jong (IRC) and Eric Moukoro (UN-HABITAT) shared insights and strategies to use in creating awareness of water, sanitation and hygiene issues.



Module 4 focussed on "Creating a New Water, Sanitation and Hygiene Ethic." The human values approach to behaviour change was shared and participants acquired insights into how through the application of values to knowledge and skills, behaviour change was sustainable.

Water Crystals

The slide show on how "water crystals" respond to various stimuli aroused great interest. There were the sceptics who believed that further investigations and evidence were required. However, the majority expressed delight to being exposed to this experience and felt that these slides enhanced their



水結晶の観察



understanding of how the practice of human values has an impact on even water.

Results Based Management

The participant's were better placed to track the performance of their programmes after being exposed to Module 6 which covered the Principles of Monitoring and Evaluation using the Results Based Management Approach.

Knowledge Sharing

The Plenary Session on sharing experiences as lively. Several participants shared their reflections and there seemed to be an even split between those who felt that their training expectations were satisfactorily met and those who felt that the week's presentations were too theoretical and that they were waiting for more answers.



Abdourahim Gaye (Dakar), Veronique Bakayoko (Abidjan), Emmanuel Acquaye (Accra) and Gorette Nyambe (Lusaka) shared Phase 1 experiences, best practices and challenges. Malek Gaye (HVWSHE Advisory Board member) made a brief presentation on Building Capacity in participatory planning. This presentation was well received.

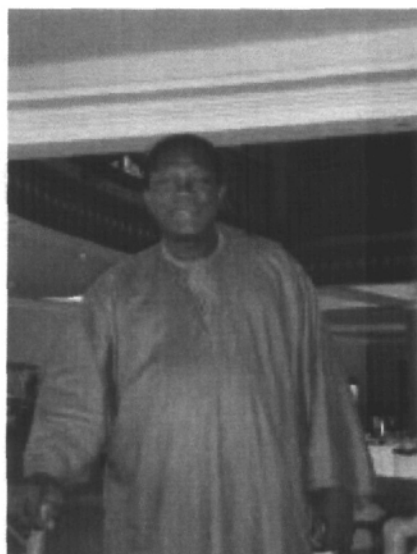
TAISSE Country Co-ordinators

TAISSE Country Co-ordinators (TCC) were introduced to the participants and their role's were briefly described. They are:

Burkina Faso	Sayouba OUEDRAOGO
Cameroon	Didier Mbouda
Cote de Ivoire	Véronique BAKAYOKO
Ethiopia	Tekalign Tesige
Ghana	Emmanuel Acquaye
Mali	Bouaré P Korotoumou
	Doumbia
Niger	Djibrillou Safia
	Moustapha
Senegal	Abdourahim GAYE
Tanzania	Angela R. Katabaro
Uganda	Proscovia Mulyowa



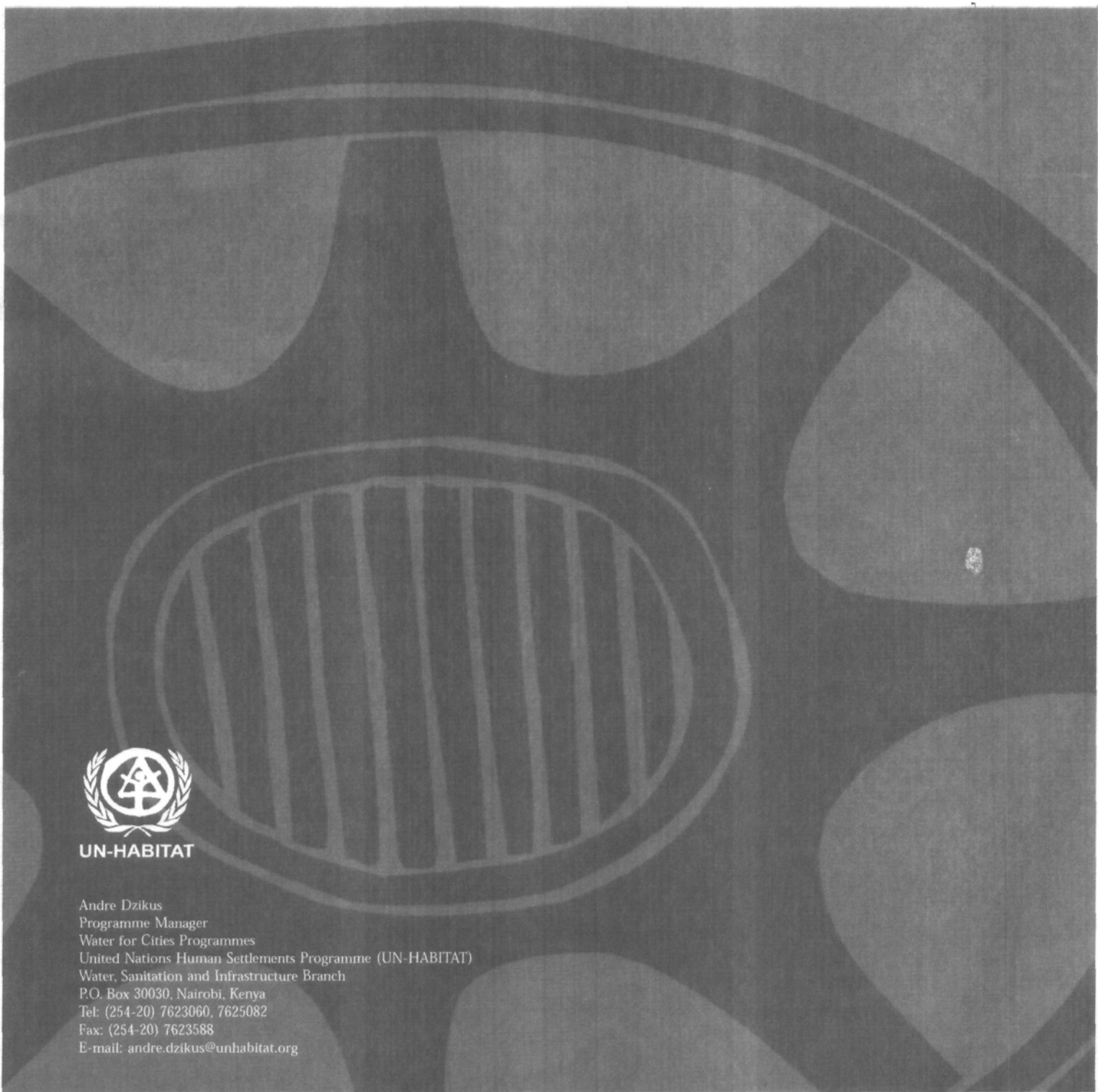
Visit to Mt Kiliminjaro



Fall the entertainer

Fall, the principal of a Teacher Training College in Dakar swept everyone off their feet with his melodious voice. The dynamic singer from Senegal added another dimension to the training. Maybe he will release a CD on Human Values in water, sanitation and hygiene education soon¹.

¹ Sadly since the training Papa Fall passed away. His talent and enthusiasm for the project is sadly missed.



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