



APPROACH SETTING FOR THE COMMUNITY MANAGEMENT COMPONENT

A FACILITATOR'S MANUAL



WPP Community Management Process, Manual 1

WATSAN PARTNERSHIP PROJECT

March, 2000

DASCOH

DASCOH is a non-profit organisation mandated by Swiss Red Cross to support SRC funded non-governmental partner organisations, other like minded development organisations and international agencies. Its headquarters are in Switzerland.

DASCOH seeks to promote a self-help oriented participatory development process through training courses and workshops, implementation of pilot projects, material production, research, and systemic process consultancy. Close collaboration with organisations from Bangladesh and other countries is maintained to facilitate sharing of experience and expertise.

DASCOH was registered in Bangladesh as an international NGO on May 17, 1995. The organisation has a permanent staff and works with foreign consultants and associates from Bangladeshi partner organisations.

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WATSAN PARTNERSHIP PROJECT

Approach Setting for the Community Management Component A Facilitator's Manual

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Approach Setting for the Community Management Component

A Facilitator's Manual

This manual is part of a series of training and learning materials for the WATSAN PARTNERSHIP PROJECT.

The WATSAN PARTNERSHIP PROJECT is an innovative project to improve sustainable access and use of affordable water and sanitation facilities in the project areas of North Western Bangladesh. The people in the low water table areas of Rajshahi and Nawabganj district suffer from water and sanitation related conditions that further deteriorate through arsenic pollution. The strategic mission of the project is to promote community management through village development committees, improvement of hygiene behaviour practice of communities, facilitating people to develop arsenic mitigation options in the contaminated areas, and development and marketing of affordable technology for water and sanitation.

The project draws strength from partnerships. Local partner NGOs are working as facilitating organisations. Villagers identify and address their problems through village development committees. They are supported by the partner NGOs. The partner NGOs are in turn supported by a partnership of international NGOs that each contribute their own specific area of expertise. CARE for hygiene education and behavioural change, DASCOH for community management, and IDE for appropriate water and sanitation technology. Currently the project is active in 640 villages in partnership with 15 local partner NGOs.

DASCOH develops the following training and learning materials for use in the WATSAN PARTNERSHIP PROJECT (other materials may be added as the need arises):

Community Management Process

1. Approach setting for the Community Management Component
2. Formation of Village Development Committees
3. Village profile preparation and village action planning
4. Participatory process and impact monitoring

Additional Manuals

5. Rural leadership development
6. Resource mobilisation
7. Financial management
8. Arsenic issues

Abbreviations and acronyms

BAMWSP	Bangladesh Arsenic Mitigation Water Supply Project
CARE	Cooperative for Assistance and Relief Everywhere
DASCOH	Development Association for Self-reliance, Communication and Health
EAWAG	Swiss Federal Institute for Environmental Science and Technology
GO	Government Organization
HTN	Hand Pump Technology Network
IDE	International Development Enterprises
NGO	Non Government Organization
NGOFDWSS	NGO Forum for Drinking Water Supply and Sanitation
OHP	Overhead Projector
PMU	Project Management Unit
PNGO	Partner NGO
PRA	Participatory Rural Appraisal
RLDT	Rural Leadership Development Training
SDC	Swiss Agency for Development and Cooperation
SRC	Swiss Red Cross
RMT	Resource Mobilization Training
RWSG-SA	Regional Water and Sanitation Group-South Asia
SKAT	Swiss Centre for Development Cooperation in Technology and Management
SANDEC	Water and Sanitation in Developing Countries (EAWAG, Switzerland)
UNICEF	United Nations International Children Emergency Fund
VBO	Village Based Organization
VDC	Village Development Committee
WPP	WATSAN Partnership Project
WATSAN	Water and Sanitation

Acknowledgments

The development of this manual has gone through a several years evolutionary process. DASCOH as a Swiss Red Cross mandated organization has brought in many lessons regarding promotion of self-help and community management from the praxis of the partner NGOs of SRC. We are grateful to the community leaders and staff members of the Swiss Red Cross Partner NGOs in Bangladesh.

The first draft of this manual was written in the month of April 1998. The manual was tested in several workshops. We acknowledge the support and feedback provided by the VDC members, Field Trainers, Field facilitators and other staff members of DASCOH, CARE and IDE as well as partner NGOs of WATSAN PARTNERSHIP PROJECT through organizing these workshops at staff and village level when this manual was field-tested.

This manual has also benefited from comments, direction, support and encouragement received from many people, in particular: Claude A. Ribaux, Abdul Motaleb, Rabiul Islam, Haroon Ur Rashid, staff of SKAT-Switzerland and Dr. Walter Meyer. Many thanks are extended to the all steering committee members of WPP and Regional Water Sanitation Group of the World Bank/UNDP for reviewing and providing suggestions for the improvement of this manual.

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Introduction

1. General

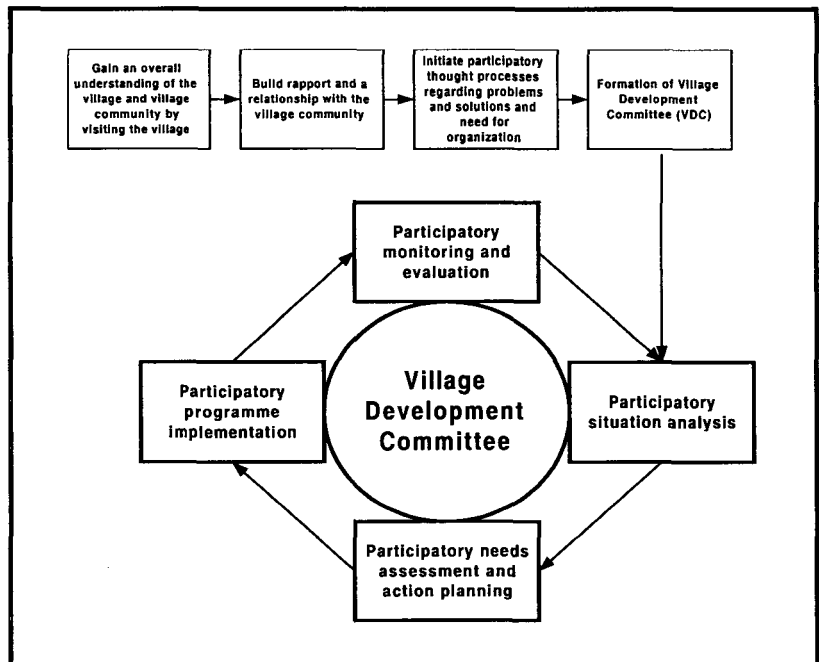
This manual is the first of 4 core modules in a series of training and learning materials for the WATSAN PARTNERSHIP PROJECT (WPP). The manual **Approach Setting for the Community Management Component** is a practical tool for staff members and executives of WPP partner NGOs to initiate a process-oriented community managed water and sanitation programme at village level.

The focus of the manual is:

- **To introduce the demand-driven approach for the water and sanitation (WATSAN) sector**
- **To introduce the concept of community management**
- **To clarify the operational strategy to promote community management**

This manual is based on a systematic material development process and also makes use of experiences with community management in other projects. First a training needs assessment was conducted, followed by an inventory of existing experiences and materials on the topic. A draft version of this manual was field tested in 4 workshops with 96 participants. Assessment of learning outcomes, feedback from participants, and observation of subsequent practice were used to produce this latest version.

DASCOH training and learning materials for the WATSAN PARTNERSHIP PROJECT address various aspects of the community management process shown in the picture on this page. This manual "Approach setting for the Community Management Component" gives an overview of the total process and approach. Other manuals deal with specific aspects, for example the formation of Village Development Committees.



Facilitator's Manual

Although this manual was developed especially for the WATSAN PARTNERSHIP PROJECT, the community management component can also be useful and adapted to contexts other than water and sanitation and WPP.

The manual is organized into two sections

The **first section** is an **Introduction** that explains how to use the manual, who the workshop is for, the objectives and content of the workshop and the methods that will be used.

The **second section** of the manual contains the **Modules**, which are organized into sessions. The last module contains tools for review of workshop results and evaluation.

2. How to use the manual

Start by familiarising yourself with the manual and workshop by reading the introduction.

This manual was not written for self-study; the use of the manual will be most effective if you are trained to use it by a facilitator experienced with this manual and the WPP community management component. The workshop will train you to use the modules.

Each module consists of a number of sessions. Texts for handouts, overheads and flipcharts needed for the sessions are included in each session plan. The session plans specify objectives, preparation and procedures for each session and activity. More details are provided in section 5 of this introduction.

Each module and session follows a **participatory approach**. The central focus is to encourage active participation in order to generate learning and discover ways of problem solving. The sessions are designed to foster the participants' self-confidence and self-esteem, encourage their creativity in decision making by using their aspirations and experiences as the foundation for the session.

A brief explanation of the objectives for a session should be given at the beginning of each session.

It is important for the facilitator to use his/her own initiative throughout each session and adapt the contents to the participant's level of understanding. The facilitator could use suitable icebreakers and energisers to ensure interest remains high throughout each session.

3. Workshop outline

The manual is organized into a series of modules and sessions. The workshop specifications are:

Title of the workshop:	Approach Setting for the Community Management Component
Target Group:	Staff members and executives of the WPP partner NGOs
Duration:	4.5 days
Objectives:	<p>At the end of the workshop the participants will be able to:</p> <ul style="list-style-type: none">▪ Explain the goals, objectives and strategies of the project implementation▪ Identify the concept and differences between the supply-driven and demand-driven approach for WATSAN▪ Identify the steps to be taken to implement the community management component of the project
Content:	<p>The workshop will address the following issues:</p> <ol style="list-style-type: none">1. Introduction to the WPP and the Community Management Component2. Concept of participatory development and the promotion of community management3. Supply-driven versus demand-driven approach for WATSAN4. Overall process and strategies to promote community management for WATSAN5. Operational strategy for the Community Management Component
Materials:	The materials needed to conduct the sessions are mentioned in each session plan
Methods:	<p>The sessions of the workshop will utilize a variety of participatory methods including:</p> <p>group activities, role-play, visualization through drawing, experience sharing, case studies and analysis</p>

4. Modules - overview

Module	1	Positive climate building and expectations for the workshop
	1.1	Welcome address
	1.2	Introduction of individual participants
	1.3	Expectations and norms for the workshop
Module	2	Introduction to the WPP and the Community Management Component
	2.1	Introduction to WPP
	2.2	Introduction to the community management component
	2.3	Partnership - different roles and relations between the partners
Module	3	Concept of participatory development and promotion of community management
	3.1	Supply-driven versus demand-driven approach
	3.2	Development of participatory methods and types of participation
	3.3	Community management promotion
	3.4	Shift of principles for promoting WATSAN
Module	4	Operational strategy
	4.1	Strategies to promote interactive participation and self-mobilization
	4.2	Role of DASCOH, partner NGOs and VDCs in community management
	4.3	Process of community management for WPP, and how to facilitate the process
	4.4	Staffing and operational structures for partner NGOs
Module	5	Workshop evaluation
	5.1	Review of workshop
	5.2	Evaluation of the workshop
		Closing Session

5. Session plans

Each module is organized into a series of sessions that form the foundation for the next session. Each session contains the following components:

Title - identifies the main topic of the session

Objectives - describe what the participants will be able to do by the end of the session to demonstrate their increased knowledge, improved skills and attitudinal change

Duration of the session - indicates the approximate time the session will take, but the timing for each session must be flexible and not rigidly adhered to

Materials - lists all the materials, including handouts and overheads, that will be required for the session

Methods - lists the communication methods that will be used in the session

Venue and facilities - describes requirements for the facilities for the session. In most cases, the requirements are as per the following:

- a venue that will accommodate 20 to 25 participants sitting in a U shape
- the venue should provide an atmosphere that is conducive to a participatory working environment
- seating arrangements could include chairs or mats on the floor

Special preparation - indicates any arrangements that the facilitator needs to make prior to the session. If there are no special preparations required, this section is omitted

The session plan also includes the following:

Procedure - provides specific instructions to the facilitator on how to present the session through a step by step approach

Notes for the facilitator – provides examples of expected or possible responses from the participants, or other key points that the facilitator should try to elicit during the session. The notes are presented in a box, like this note.

6. Workshop schedule

The workshop schedule gives the recommended duration of each activity and/or session. The workshop schedule should be regarded as **flexible** and not rigid, as it can be either condensed or extended depending on the time available for the activity and also upon the participant's needs. The Procedure for each session gives suggested times only.

Approach Setting Workshop for the Community Management Component

DAY	TIME	SESSION	ACTIVITIES
Day 1	09:00 – 09:30	1.1	Welcome address and introduction to the workshop
	09:30 – 11:00	1.2	Introduction of individual participants
	11:00 – 11:30		MORNING TEA
	11:30 – 01:00	1.3	Expectations and norms for the workshop
	01:00 – 02:00		LUNCH
	02:00 – 03:00	2.1	Introduction to the WPP
	03:00 – 03:30		AFTERNOON TEA
	03:30 – 05:00	2.1	Introduction to the WPP, continued
Day 2	08:30 – 9:00		Review of the last day's sessions
	09:00 – 10:30	2.2	Introduction to the community management component
	10:30 – 10:45		MORNING TEA
	10:45 – 11:45	2.2	Introduction to the community management component, continued
	11:45 – 01:00	2.3	Partnership – different roles and relations between the partners
	01:00 – 02:00		LUNCH
	02:00 – 03:30	3.1	Supply-driven versus demand-driven approach
	03:30 – 04:00		AFTERNOON TEA
	04:00 – 05:30	3.2	Development of participatory methods and types of participation

Facilitator's Manual

DAY	TIME	SESSION	ACTIVITIES
Day 3	08:30 – 09:00		Review of the last day's sessions
	09:00 – 10:30	3.3	Community management promotion
	10:30 – 11:00		MORNING TEA
	11:00 – 11:30	3.3	Community management promotion, continued
	11:30 – 12:30	3.4	Shift of principles for promoting WATSAN
	12:30 – 01:30	4.1	Strategies to promote interactive participation and self-mobilization
	01:30 – 02:30		LUNCH
	02:30 – 03:30	4.2	Role of DASCOH, partner NGOs and VDCs in community management
	03:30 – 04:00		AFTERNOON TEA
	04:00 – 05:00	4.2	Role of DASCOH, partner NGOs and VDCs in community management, continued
Day 4	08:30 – 09:30		Review of strategies to promote interactive participation and role of DASCOH, partner NGOs and VDCs in community management
	09:30 – 10:30	4.3	Process of community management for the WPP and how to facilitate the process
	10:30 – 11:00		MORNING TEA
	11:00 – 12:00	4.3	Process of community management for the WPP and how to facilitate the process, continued
	12:00 – 01:00	4.4	Staffing and operational structures for partner NGOs
	01:00 – 02:00		LUNCH
	02:00 – 03:30	4.4	Staffing and operational structures for partner NGOs, continued
	03:30 – 04:00		AFTERNOON TEA
Day 5	08:30 – 10:30	5.1	Review of workshop
	10:30 – 11:00		MORNING TEA
	11:00 – 12:00	5.2	Evaluation of the workshop
	12:00 – 12:30		Closing

Module 1

**Positive climate building and
expectations for the workshop**

**Session 1.1 Welcome address and
introduction to the workshop**

**Session 1.2 Introduction of individual
participants**

**Session 1.3 Expectations and norms for the
workshop**

Session 1.1 : Welcome address and introduction to the workshop

Objectives	By the end of this session, the participants will be able to: <ol style="list-style-type: none">1. Understand the importance of their participation in the workshop2. Understand the objectives of the workshop
Duration	30 minutes
Materials	Board and board marker
Methods	Welcome address to the participants Overview of the objectives of the workshop

Procedure

Welcome address to the participants (10 minutes)

- Step 1** Welcome the participants by saying, "We welcome you all and wish you a successful workshop." Introduce yourself and give a brief description of your organization and your designation
- Step 2** Ask the participants to introduce themselves to the person sitting next to them, giving a brief description of their organization and their designation
- Step 3** Allow sufficient time for these informal introductions

Background to and objectives of the workshop (20 minutes)

- Step 1** Explain the background to the workshop
- Step 2** Provide information on the objectives of the workshop through writing on the board, as per the *Notes for the Facilitator*. Encourage the participants to ask questions to clarify their understanding of these objectives
- Step 3** Thank the participants and close the session

Notes for the Facilitator Objectives of the workshop

- To explain the goals, objectives and strategies of the WATSAN Partnership Project
- To identify the concept and differences between supply-driven and demand-driven approaches for WATSAN
- To explain the operational strategy to be taken to implement the Community Management Component of the project

Session 1.2: Introduction of individual participants

Objectives	By the end of this session, the participants will be: <ol style="list-style-type: none">1. Familiar with each other and able to identify each other's strengths and values2. Able to have an open mind and a trusting attitude towards the workshop
Duration	1 hour and 30 minutes
Materials	Sketch pens; poster paper (1x per participant); display board Handout 1.2.1. Copy of shield (1x per participant)
Methods	Individual activity Presentation of shields

Procedure

Individual Activity: Design own shield (30 minutes)

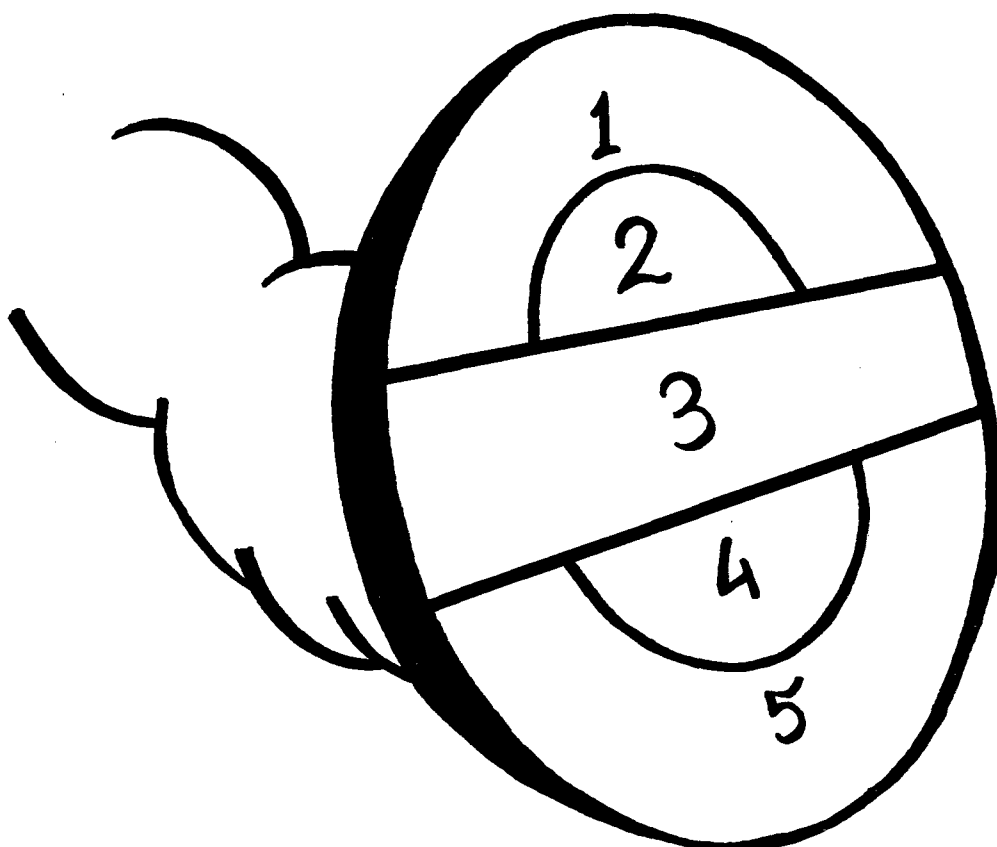
- Step 1** Explain that each participant will be designing their own shield
- Step 2** Distribute Handout 1.2.1 (1x per participant) and read the instructions
- Step 3** Ask the participants to design their own shield, as per the instructions on the handout

Presentation of the each shield (1 hour)

- Step 1** One participant at a time will come to the front of the hall and place their shield on the display board. They are to introduce themselves by name and give details of their previous work and experience
- Step 2** After the presentations, ask the participants to share their feelings about the activity
- Step 3** Summarize the positive aspects of the activity as mentioned by the participants. Thank the participants for their contributions

Handout 1.2.1

Please draw your own shield. Draw the shield large enough so that all participants can see it during your presentation.



Key for shield design:

- Area 1. Write what you like to do most of all
- Area 2. Draw a picture showing your best achievement in the field of development
- Area 3. Write what you value most about peoples' participation in development
- Area 4. Draw a symbol of the way people can participate to achieve a common goal
- Area 5. Write a slogan to encourage people to work together to achieve a common goal

Session 1.3: Expectations and norms for the workshop

Objectives	By the end of this session, the participants will be able to: <ol style="list-style-type: none">1. Identify their expectations for the workshop2. Suggest changes to the workshop schedule if there is not sufficient time for their expectations to be achieved
Duration	1 hour and 30 minutes
Materials	Paper; marker pens; display board Flip chart or overhead of Workshop Schedule Poster 1.3.1 Group activity: 'Fruits of Success' (1x per group)
Methods	Compile list of workshop expectations Group activity: 'Fruits of Success' Presentation
Special preparation	Prepare 'Fruits of Success' on poster paper (1x per group) before the session

Procedure

Expectations and norms for the workshop (20 minutes)

Step 1 Ask participants what they would like to achieve in this workshop. Record answers on a chart. Attach the chart to the display board. Explain the activity – 'Fruits of Success'

Group activity: Fruits of Success (1 hour and 10 minutes)

Step 1 Divide the participants into 4 or 5 small groups

Step 2 Distribute 1 copy per group of the 'Fruits of Success' (1.3.1). Give the following instructions:

- Suggest that they begin with the roots of the tree. Each root will indicate a norm that will contribute to the success of the workshop.
- Then they are to identify the fruits of the tree. The fruits are the outcomes they can expect from the workshop

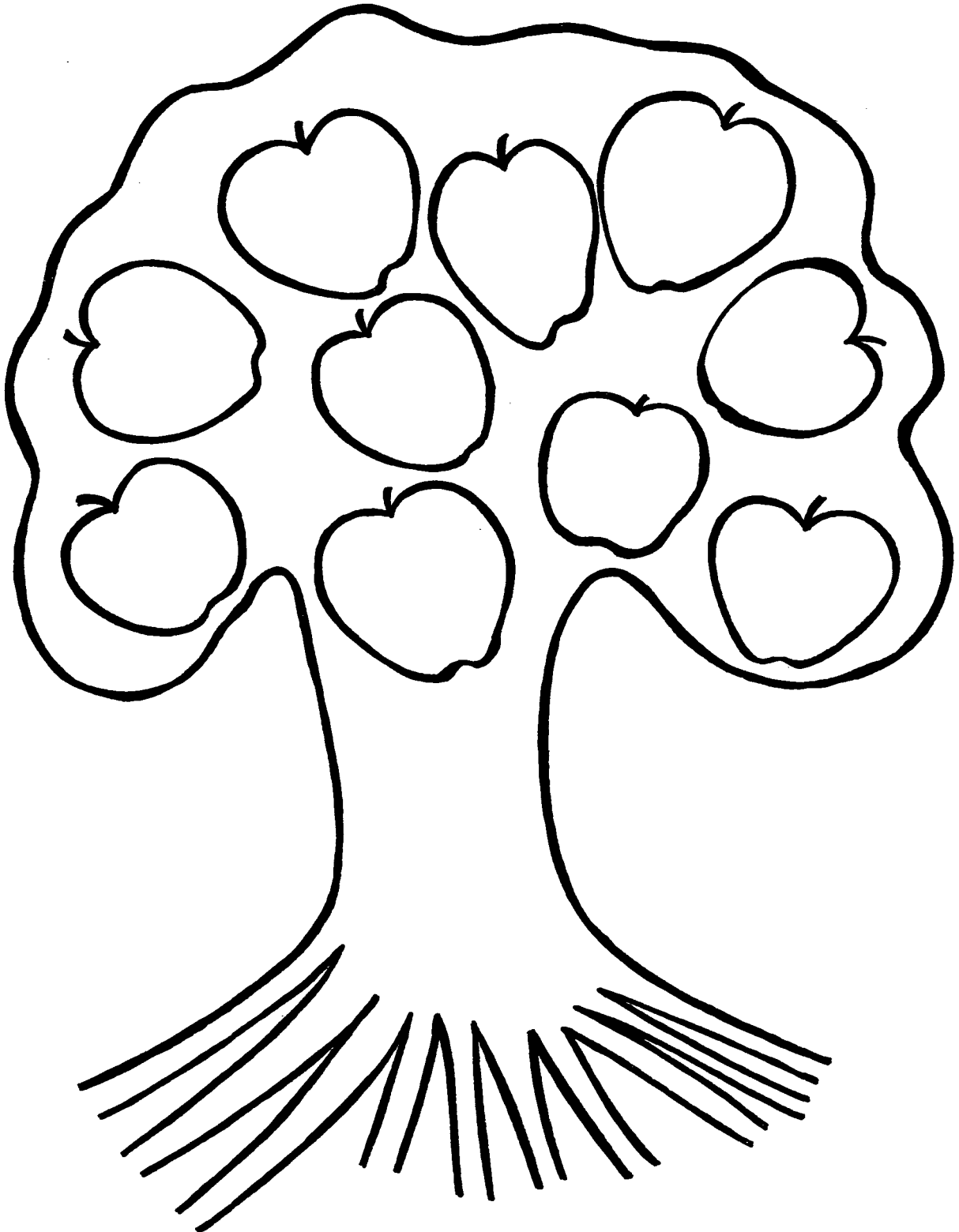
Explain that they have 20 minutes to complete the activity

Step 3 Presentation of each group's 'Fruits of Success'

Step 4 Ask the participants to compare the workshop schedule and their expectations and make suggestions if any changes need to be made to the workshop schedule

Step 5 Discuss any suggestions and revise the schedule if necessary

Group Activity: 'Fruits of Success'



Module 2

Introduction to the WPP and the Community Management Component

Session 2.1 Introduction to the WPP

**Session 2.2 Introduction to the Community
Management Component**

**Session 2.3 Partnership – different roles and
relations between the partners**

Session 2.1: Introduction to the WPP

Objectives By the end of this session, the participants will be able to have:

1. An overall understanding and knowledge of the different components of WPP, including the following:
 - Goal and objectives of the project
 - Key principles
 - Components
 - Operational structure
 - Expected outcomes of the project

Duration 2 hours and 30 minutes

Materials Flip chart, overhead or handout 2.1.1, 2.1.2, 2.1.3, 2.1.4 and 2.1.5

Methods Presentation
Discussion on the participant's understanding about the WPP

Procedure

Introduction to the WPP (2 hours and 30 minutes)

Step 1 Present handouts using a flip chart or overhead. Each section should be discussed in detail. Use questions to clarify the participant's understandings:

- Goal and Objectives (handout 2.1.1)
- Key principles (handout 2.1.1)
- Components of the project (handout 2.1.2)
- Operational structure of the project (handouts 2.1.3 and 2.1.4)
- Expected outcomes of the project (handout 2.1.5)

Step 2 To assist the participants to understand the WPP, ask questions such as the following:

What are some of the behavioural changes that may occur as a result of the WPP?

What part can Village Development Committees (VDCs) play in the WPP?

What is meant by the demand-driven approach in the WATSAN project?

Step 3 Summarize the key points from Step 2

Flip chart/Overhead/Handout 2.1.1

The WATSAN Partnership Project

Goal of the project

Hygiene behavioural change is ensured and user's access to affordable technology options in the WATSAN sector has improved through promotional materials and effective community management.

Objectives of the project

The overall objective of the Project is to improve users' sustainable access and use (i.e. hygiene behavior practices) of affordable water and sanitation facilities in the project area, especially in the low water table area of Bangladesh. Furthermore, a second project objective is to ultimately build on the experience learned in the Project toward an incremental integration into the nation-wide 'Arsenic Mitigation Water Supply Project' of World Bank/GOB/SDC. Another objective of this project is to develop and test an innovative replicable model for an enhanced collaborative partnership among the main actors in the sector.

Key principles of the project

Water and sanitation facilities are considered to have both social and economic dimensions

A partnership approach: collaboration of different partners

Users are the main players. Other partners are supporters and facilitators in empowering the users by ensuring their active participation at all levels of the project, from planning to decision making and implementation

Demand-driven approach for facilities and services, on cost sharing basis

Promotion and supply of services through private producers, preferably at the local level
Learning through action and continuous reflection

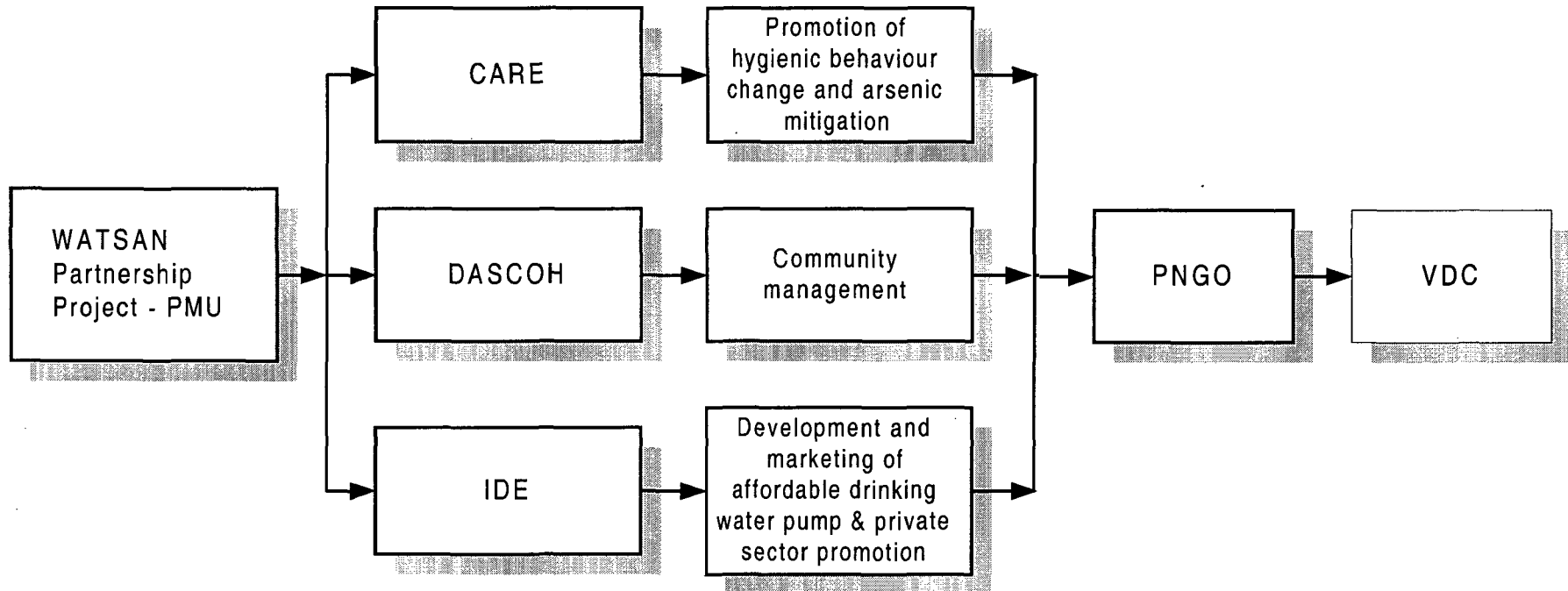
Capacity building of the local institutions and local governance

Addressing gender balance in WATSAN activities. Women's routines should be stressed, as mainly they are the ones who are involved in water and sanitation activities on a daily basis

A flexible planning approach

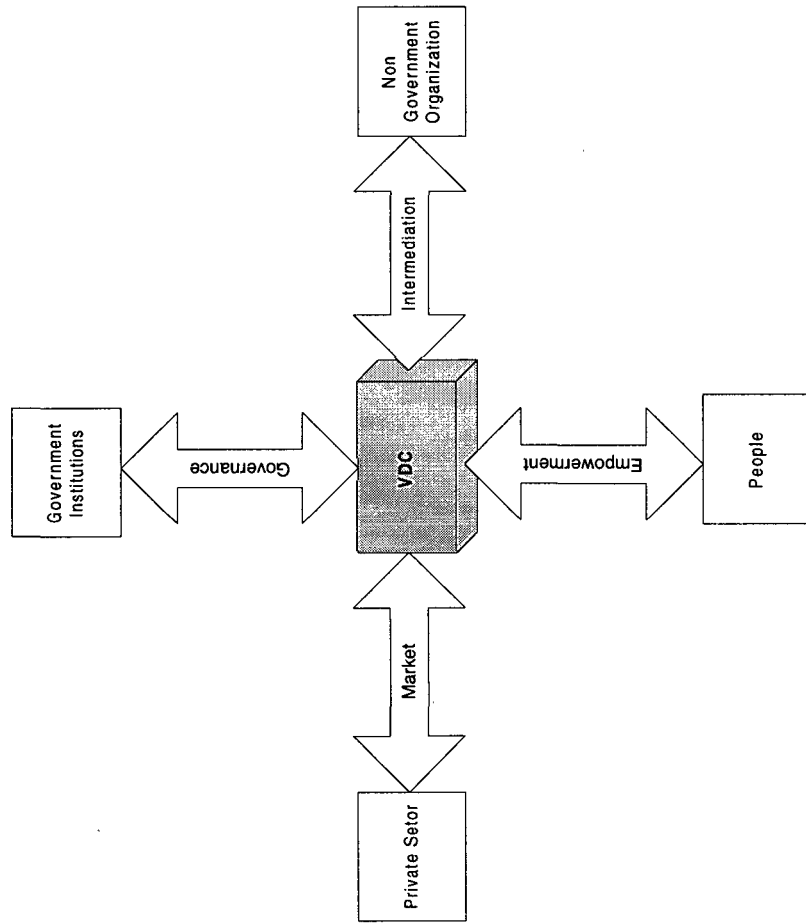
Co-operates with a large set of different partners and stakeholders

WPP and project components



Flip chart/Overhead/Handout 2.1.3

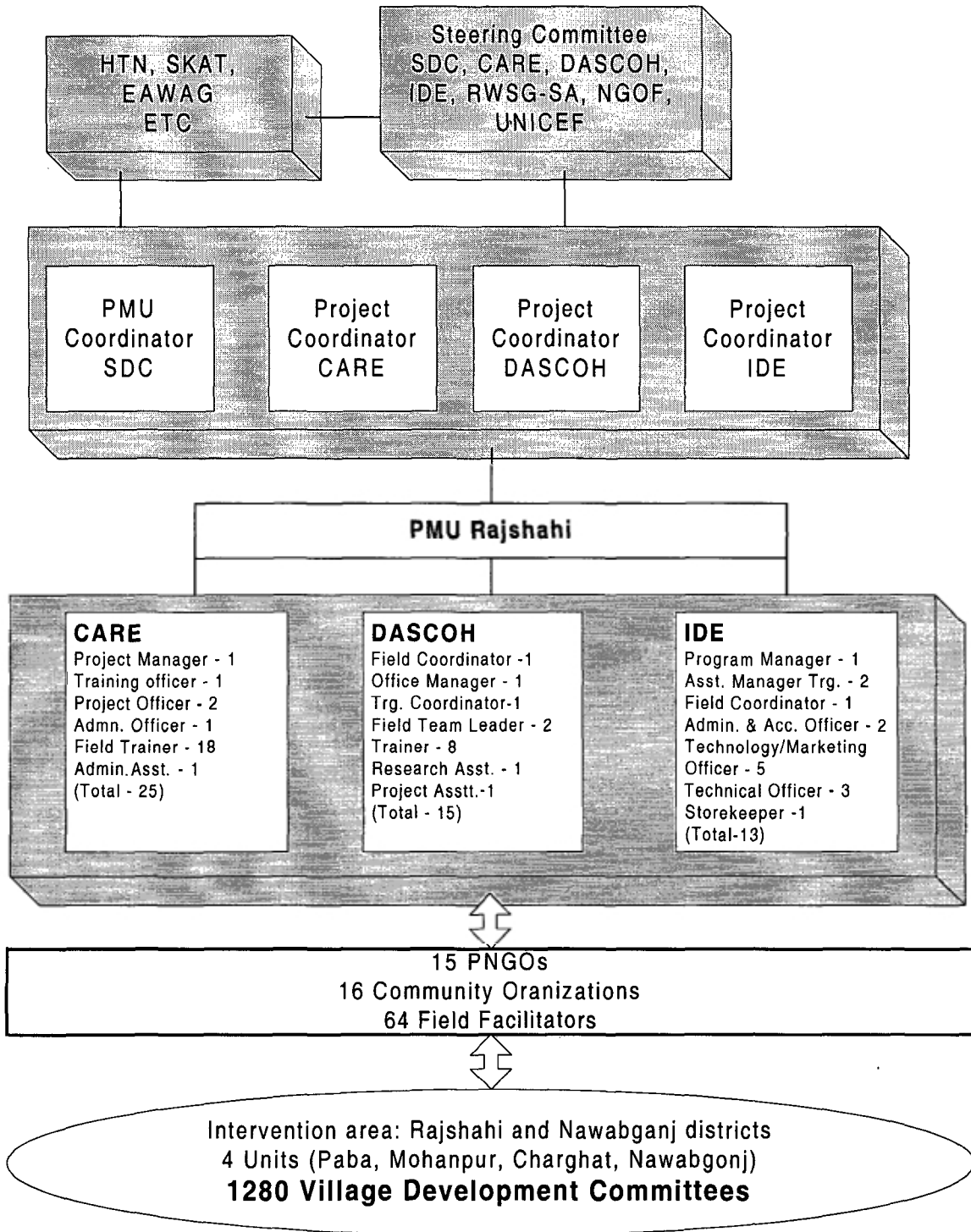
VDC - centered systemic overview with main actors



Flip chart/Overhead/Handout 2.1.4

WPP ORGANOGRAM

Organizational Linkage of PMU with Partners



Flip chart/Overhead/Handout 2.1.5

Expected outcomes of the WPP

Networking and enhanced synergies between the different actors, e.g. VDC's, PNGOs, local government and the private sector

Intermediary organizations strengthened in their overall capacity to support the users' efforts in hygienic behaviour development and improved use of water and sanitation facilities

At least 640 VDCs have been formed and empowered for managing the water and sanitation situation and related activities in their village in a self-reliant manner

New and inexpensive technology developed and tested for water supply and sanitation in low water table areas to enable lower-income users, or user groups, to choose from a wider range of options

A marketing network of private producers and providers for selected water and sanitation facilities has been established

Hygiene behavioural change and arsenic mitigation has been achieved through hygiene education and introduction of new technology solutions, which contributes to an improved health situation

Session 2.2: Introduction to the Community Management Component

Objectives	By the end of this session, the participants will be able to have: An overall understanding of the following community management components: <ul style="list-style-type: none">▪ Goal and objectives of community management▪ Activities▪ Organizational set-up▪ Expected outcomes of community management
Duration	2 hours and 30 minutes
Materials	Flip chart or overhead 2.2.1, 2.2.2, 2.2.3 and 2.2.4; OHP
Methods	Presentation Discussion on the different components

Procedure

- Step 1** Present 2.2.1 to 2.2.4 using flip charts or overheads. Spend approximately 5 minutes on each section. Use questions to clarify the participant's understanding of:
- Goal and Objectives
 - Activities
 - Organogram
 - Expected results
- Step 2** Suggested questions could include the following:
- How could the community manage water and sanitation issues by themselves?
- What are some ways the WPP could become more cost efficient?
- How could the WPP ensure all people received equal benefits from the project?
- Step 3** Distribute handout 2.2.1 to the participants
- Step 4** Summarize the key points

Flip chart/Overhead/Handout 2.2.1

Community Management Component

Goal

- ◆ **Local communities are organized into VDCs and are capable of managing the water and sanitation situation and related activities in their villages by themselves**

Objectives

Within the general framework of the WPP, the objectives of the community management component are:

- **To promote community management for rural water and sanitation services by village communities and their village development committees (VDCs)**
- **To enable local Partner NGOs (PNGOs) to implement a community-centered approach which fosters self-reliance and improves the management capacity of VDCs and their ability to access available services and/or resources**
- **To ensure a successful cross-fertilization between the community management component of the project and the Arsenic Mitigation Water Supply (AMWS) Project, initiated by the World Bank/GoB/SDC**
- **To empower the community by:**
 - **mobilizing people to become organized into VDCs**
 - **creating more equitable sharing of power and resources for WATSAN**
 - **increasing access to, and control over, resources**
 - **generating knowledge, skills and confidence**
 - **enhancing their leadership and management capacity**
- **To raise equity by:**
 - **ensuring more equitable distribution of project benefits**
 - **enhancing transparency and community accountability for reducing the elites monopolisation of benefits**
 - **ensuring women's participation at every stage in decision making of the project**

Flip chart/Overhead/Handout 2.2.2

Activities of Community Management Component

NGO Orientation Workshop

NGO-GO Workshop at Thana level

VDC related activities, facilitated by PNGOs

- various PRA sessions with different interest groups
- formation of a VDC
- basic village profile
- village action plan
- implementation of WATSAN related activities
- on-going process monitoring and evaluation

Organisational development of VDCs

- Rural Leadership Development Training (RLDT)
- Resource Mobilization Training (RMT)

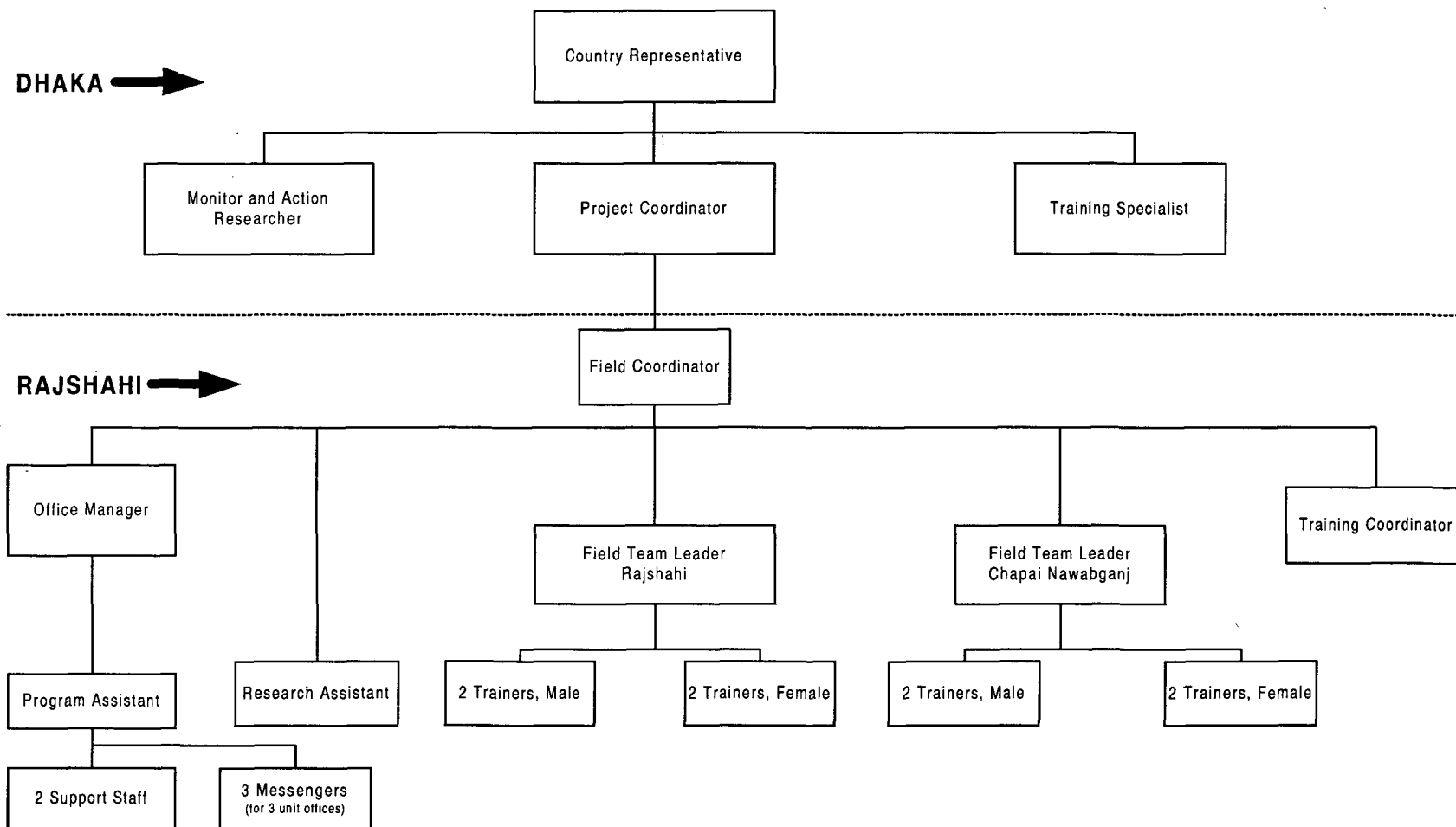
Training support for PNGO staff, facilitated by DASCOH

- orientation and approach setting workshop
- training of trainers on PRA and VDC formation
- training of trainers on village profile preparation and village action planning
- training of trainers on rural leadership development
- training of trainers on participatory process and impact monitoring
- resource mobilization
- financial management
- arsenic related issues

Action research

- creation of a data base
- participatory process monitoring and evaluation

Organogram of Community Management Component



Flip chart/Overhead/Handout 2.2.4

Expected outcomes of the Community Management Component

Networking and enhanced synergies between the different actors have been established. These actors are mainly – VDCs, PNGOs, local government and organizations of the private sector.

80 PNGO staff are:

- oriented on the community management approach
- trained regarding the application of participatory methods and capable to replicate these methods
- are able to facilitate a development process, which leads to a sustainable community management at the village level

At least 640 VDCs have been formed and can manage WATSAN related activities in a self-reliant manner. This includes the organizational development regarding:

- leadership and management
- ability to assess needs, plan, implement, monitor and evaluate the WATSAN related activities
- local resource mobilization
- linkage building with government agencies, PNGOs, private sector providers and others

A village profile and action plan by the members of each VDC has been prepared.

In villages with arsenic contaminated water, the VDCs are capable to write proposals to the Arsenic Mitigation Water Supply Project.

The community management component makes a relevant contribution for strengthening local governance.

The monitoring of the community management component produces relevant data for all involved actors, including government agencies.

Session 2.3: Partnership - different roles and relations between the partners

Objectives	By the end of this session, participants will be able to: 1. Understand and explain the different roles and relations between the following partners in the WATSAN project: <ul style="list-style-type: none">▪ Users at the village level▪ VDC▪ Local partner NGO▪ DASCOH▪ CARE▪ IDE▪ Private sector▪ DPHE/LGED▪ RWSG-SA▪ SDC▪ PMU Dhaka and Rajshahi
Duration	1 hour and 15 minutes
Materials	Handout 2.3.1
Methods	Reading and discussion of handout

Procedure

Reading and discussion on handout (1 hour and 15 minutes)

- Step 1** Distribute the handout 2.3.1
- Step 2** Allow the participants time to study the handout
- Step 3** Initiate a discussion by:
- Asking a participant to read out a partner role
 - He/she will assist the other participants to clarify aspects of the role through a question and discussion session
- Continue in this manner until all the actors have been discussed
- Step 4** Summarize the key points of the discussion by asking individual participants to explain the different roles

Partners and key roles

Partners	Key Roles
Users at the village level	<ul style="list-style-type: none"> ▪ Main actors and focal point of the project ▪ Agents of change ▪ Participate actively and collaboratively with the VDC ▪ Inform the VDC and decision makers on the level of service and technology and their possibilities ▪ Significant contributors to management and maintenance
VDC	<ul style="list-style-type: none"> ▪ Village level development agents ▪ Plan, implement, monitor and evaluate activities for village WATSAN improvement in cooperation with partner NGOs ▪ Collaborate as intermediary for a village between users, NGOs and other GO and NGO actors ▪ Provide feedback to the implementing agencies regarding process output and impact ▪ Mobilize resources
Local partner NGOs	<ul style="list-style-type: none"> ▪ Key actor for the project implementation ▪ Facilitator for VDC ▪ Educator and motivator for hygienic behaviour promotion ▪ Inform community about technological and marketing options ▪ Intermediaries and collaborators with government agencies, VDCs and private sectors, as well as other potential agencies ▪ Linkage building between VDC and potential third parties for WATSAN
DASCOH	<ul style="list-style-type: none"> ▪ Build capacity of local partner NGOs to implement activities of community management component of the project ▪ Develop process methodologies and tools for community management component ▪ Training staff members of partner NGOs as facilitators of the community management component
CARE	<ul style="list-style-type: none"> ▪ Build capacity of local partner NGOs to implement activities of the hygienic behaviour component of the project ▪ Build capacity of local government agencies to implement activities of the hygienic behaviour component of the project ▪ Develop process methodologies and tools for the hygienic behaviour component ▪ Training staff members of partner NGOs and government agencies as facilitators of the hygienic behaviour component

Handout 2.3.1 Continued

IDE	<ul style="list-style-type: none"> ▪ Develop appropriate affordable water technologies ▪ Equip partner NGO staff members with adequate information about technology and marketing options of hardware parts ▪ Cooperate with private sector in manufacturing, supply and distribution ▪ Develop skills of installation and maintenance of hardware at the village level and for controlling quality
Private sector	<ul style="list-style-type: none"> ▪ Key player in manufacturing, supply and distribution of hardware parts (mainly hand-pumps and latrine sets) and support in their installation
DPHE/LGED	<ul style="list-style-type: none"> ▪ Close collaborator with NGOs and private sector
RWSG-SA	<ul style="list-style-type: none"> ▪ Be involved in strategic monitoring and documentation and provide feedback of lessons learnt
SDC	<ul style="list-style-type: none"> ▪ Contribute to the overall planning, monitoring, implementation and evaluation of the project ▪ Provide financial support for the project implementation
HTN/SKAT, EAWAG/SANDEC, Dian Desa	<ul style="list-style-type: none"> ▪ Back Stoppers ▪ Sharing, knowledge, skills, technologies from other part of the world
PMU-Dhaka	<ul style="list-style-type: none"> ▪ Project planning and management ▪ Management of general administration and finance ▪ Communication and coordination ▪ Logistic support and procurement plan ▪ Personal management and staff supervision ▪ Representation of different WATSAN forums/seminar as per project needs
PMU-Rajshahi	<ul style="list-style-type: none"> ▪ Coordination with Dhaka PMU-WPP ▪ Coordination with Unit Level Office and PNGOs ▪ Cooperation with different stakeholders ▪ Planning and follow-up quarterly project activities ▪ Organize monthly RPMU meeting

Module 3

Concept of participatory development and promotion of community management for WATSAN

- Session 3.1** Supply-driven versus demand-driven approach
- Session 3.2** Development of participatory methods and types of participation
- Session 3.3** The overall process of community management
- Session 3.4** Shift of principles for promoting WATSAN

Session 3.1: Supply-driven versus demand-driven approach

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Understand the differences between the supply-driven and demand-driven approaches2. Explain principles to be followed for promoting a demand-driven approach
Duration	1 hour and 30 minutes
Materials	Handout 3.1.1; Flip chart or overhead of 3.1.2 and 3.1.3; marker; display board; OHP
Methods	Discussion of case study Discussion of the supply-driven versus demand-driven approach for WATSAN

Procedure

- Step 1** Distribute handout 3.1.1. and ask the participants to read the handout
- Step 2** Discuss the questions on the handout in the order that they are given
- Step 3** Attach the 3.1.2 flip chart to the display board. Ask the participants what are the **characteristics** of the supply-driven and demand-driven approaches. Write these points on the flip chart 3.1.2
- Step 4** Present handout 3.1.3 using overheads or flip charts and discuss the main points
- Step 5** Discuss the **principles** that should be followed for the demand-driven approach for WATSAN. Write these points on a flip chart and compare them to the points on 3.1.3
- Step 6** Ask the participants how these principles could be applied at the field level by a facilitator who supported these principles

Case Story: Water for Ratnapur

Center for Village Development (CVD) found that in their project area some women had to walk five miles twice daily to fetch drinking water. CVD obtained enough money to install 10 tubewells in Ratnapur village to help these women. They carried out the following activities:

- Surveyed the population and the drinking water facilities in the village
- Selected tubewell sites in the village
- Consulted engineers about appropriate tubewells for the selected sites
- Purchased materials for the tubewells and had them installed
- CVD organized a village meeting and handed over the tubewells to the community

Six months later, the Chief Executive of CVD was in Ratnapur and saw that most of the tubewells were out of order due to lack of maintenance. He was very upset about the result of the project.



Photo: Katja Snozzi

Discussion points:

1. Why did the tubewell project end in this way?
2. How could you discuss this question with the community?
3. How could you create an environment that would avoid such a problem from happening?
4. How can you support the community to feel part of the project right from the beginning and become the main actors in the process of development?

Characteristics of supply-driven and demand-driven approaches

Supply-driven	Demand-driven

Flip chart/Overhead/Handout 3.1.3

Supply-driven versus demand-driven approach

Supply-driven	Demand-driven
<ul style="list-style-type: none"> ▪ predetermined objectives 	<ul style="list-style-type: none"> ▪ participatory analysis, need assessment and planning
<ul style="list-style-type: none"> ▪ knowledge from scientists and specialists 	<ul style="list-style-type: none"> ▪ local people's knowledge and capabilities
<ul style="list-style-type: none"> ▪ target oriented 	<ul style="list-style-type: none"> ▪ process oriented
<ul style="list-style-type: none"> ▪ instruction according to preset criteria 	<ul style="list-style-type: none"> ▪ facilitation of process
<ul style="list-style-type: none"> ▪ resources on loan or grant basis 	<ul style="list-style-type: none"> ▪ local resource mobilization
<ul style="list-style-type: none"> ▪ information owned by outsiders/scientists 	<ul style="list-style-type: none"> ▪ information owned by local people <u>and</u> outsiders/scientists
<ul style="list-style-type: none"> ▪ isolated groups/beneficiaries 	<ul style="list-style-type: none"> ▪ networking
<ul style="list-style-type: none"> ▪ dependent on outsiders 	<ul style="list-style-type: none"> ▪ potential for sustainability

Session 3.2: Development of participatory methods and types of participation

Objectives	By the end of this session, participants will be able to: 1. Understand some of the historical background in the development of participatory methods 2. Explain the different types of participation
Duration	1 hour and 30 minutes
Materials	Flip chart or overhead of 3.2.1 and 3.2.2; display board; OHP
Methods	Presentation of the historical development of participatory methods; Role play of different types of participation Discussion

Procedure

Historical development of participatory methods (30 minutes)

- Step 1** Display a flip chart or overhead of 3.2.1
- Step 2** Explain the chart step by step
- Step 3** Ask the participants if they have any questions about the historical development of participatory methods

Types of participation (1 hour)

- Step 1** Display a flip chart or overhead of 3.2.2
- Step 2** Explain one type of participation at a time and include a short role play on this type
- Ask the participants if they have any questions about the different types of participation
- Step 3** Explain that as long as staff are in the field then interactive participation is the most important type of participation
- Step 4** Ask the participants to suggest different ways village communities can be involved in interactive participation. Ask them to consider water and sanitation issues at the village level

Flip chart/Overhead 3.2.1

Development of participatory methods

From the 1940s onwards

Action-Reflection Research -this approach is where local people's knowledge about their situation and how it can be changed encourages them to improve their economic and social condition. This will lead to empowerment.

From 1970s

Field Research on Farming Systems - where the complexity and diversity of the farmer's knowledge was given prominence and their ability to conduct their own analysis was recognized.

Late 1970s

Rapid Rural Appraisal - information and insights are gathered by outsiders about rural people and the rural situation. Although outsiders gather information it is a one sided process as rural people derive only limited benefits from this type of interaction.

From 1978 onwards

Agro-Ecosystem Analysis - this involved analysis of systems and properties through visual representation and direct observation. Methods such as transect, where villagers undertake a walk through their village and identify it's characteristics by direct observation; sketch maps of a situation; bar charts and diagrams and scoring and ranking of different criteria.

In the 1970s and 1980s

Applied Anthropology - which placed emphasis on the richness and validity of rural people's indigenous technical knowledge. This approach involved learning from the field through interacting with the people over an extended period of time.

Late 1980s and 1990s

Participatory Rural Appraisal (PRA) describes a variety of methods (in the field of diagramming, visualization and communication patterns) which allow local people to analyze the situation, to share their knowledge of life and conditions, to assess their needs, to plan and to act.

Flip chart/Overhead 3.2.2

Types of participation

<ul style="list-style-type: none"> ▪ Passive participation 	<p>⇒ People are told only about what is happening or going to happen</p>
<ul style="list-style-type: none"> ▪ Participation in information giving 	<p>⇒ People answer questions posed by outsiders but are not included in decision making</p>
<ul style="list-style-type: none"> ▪ Participation for material incentives 	<p>⇒ People provide resources, including their own manpower, in return for food, cash or other incentives</p>
<ul style="list-style-type: none"> ▪ Participation by consultation 	<p>⇒ People are consulted and professionals define problems and solutions</p>
<ul style="list-style-type: none"> ▪ Functional participation 	<p>⇒ People form groups to meet predetermined objectives and are dependent on outsiders</p>
<ul style="list-style-type: none"> ▪ Interactive participation 	<p>⇒ People are involved in analysis, need assessment and planning; they have a stake in maintaining structures and practices</p>
<ul style="list-style-type: none"> ▪ Self-mobilization 	<p>⇒ People take initiatives independent of outsiders and are in control over the process cycle</p>

Session 3.3: The overall process of community management

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Understand the process of community management promotion2. Understand the role of the facilitator in promoting community management
Duration	2 hours
Materials	Flip chart or overhead of 3.3.1, 3.3.2 and 3.3.3; display board; OHP; Instructions for role play
Methods	Presentation and discussion Comparative role play
Special preparation	Prior to the session, enlist the help of four participants for the role plays and brief them on their roles, as per Scenario 1 and Scenario 2

Procedure

Presentation and discussion (1 hour and 15 minutes)

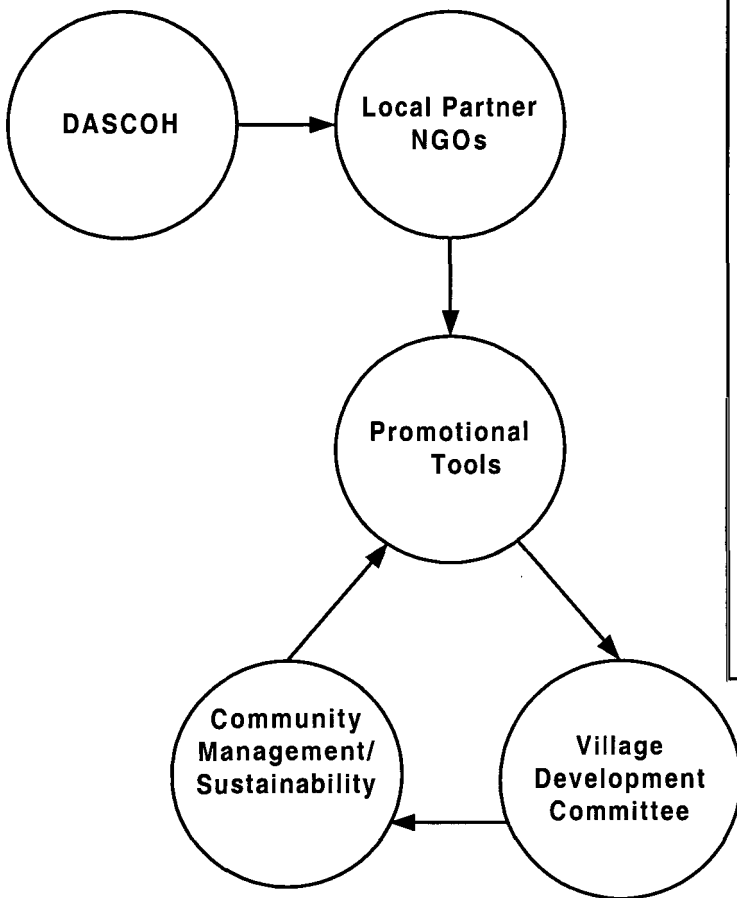
- Step 1** Present flip chart or overhead of 3.3.1, 3.3.2 and 3.3.3, one at a time
- Step 2** Allow time for an in-depth discussion on the concept of community management, how it is implemented, promoted and self-managed. Ask questions to aid further clarification, especially in relation to the WPP

Role of facilitator and facilitating principles (45 minutes)

- Step 1** Explain the objectives of the role play, i.e. to highlight the concept of community management
- Step 2** Ask the volunteers to act out the two role-plays. Ensure that there is an interval between the role plays
- Step 3** Ask the participants to identify the difference between the roles of Mr. Masud (Scenario 1) and Mr. Simul (Scenario 2)
- Step 4** Ask questions such as: 'Which role promotes self-help organizations? Why does this role promote this type of organization?'

Flip chart/Overhead 3.3.1

Overall Process of Community Management Promotion (CMP)



- Promotional Tools:**
- PRA
 - Mobilization and motivation
 - VDC formation
 - Village profile preparation/needs assessment
 - Village action planning
 - Education and training
 - Leadership training
 - Resource mobilization
 - Financial management training
 - Participatory process monitoring

Community Management: The current focus

What is community management?

Community management represents the capacity that enables the communities to plan, implement, monitor and evaluate their development activities according to their needs. The process requires mobilizing resources within the community and is based on the community's own strengths. The entire process is centered on self-management at the community level and a sense of ownership of the activities.

Community management is promoted through the following tools:

PRA

Mobilization and motivation

VDC formation

Village profile preparation/needs assessment

Village action planning

Education and training

Leadership training

Resource mobilization training

Financial management training

Participatory process monitoring and evaluation

Flip chart/Overhead 3.3.3

Village Development Committee (VDC)

A VDC is the **institutional framework** for individuals or households of a village who have agreed to cooperate on a continuing basis in order to pursue their **objectives**.

A VDC is a **membership organization**. This implies that the organization's **risks** and **costs** and **benefits** are **shared** amongst it's members on a **fair** and **reasonable basis**. It also implies that the VDC members are liable to be called to **account** by the villagers for the actions and decisions taken.

Local Partner NGOs

Local Partner NGOs are charged with the task of **community management promotion**. To achieve this goal they utilize a series of promotional tools as part of the community management promotion process. This process becomes self-reliant when the VDC itself takes on the role of promoting community management.

Self-reliance

Community management is a means to achieve self-reliance, whereby people **are no longer dependent on** the benevolence or assistance of **third parties** to secure individual or common interests. Through community management the VDC has the analytical, productive and organizational capacity to design and implement strategies that contribute to the improvement of the life of it's members and the maintenance of it's independent status.

In Bangladesh until now, VDCs are an extraordinary concept as there are no formal village bodies, although the government passed a law to establish Gram Parishads with elected committees at the village level in 1997.

Notes to the facilitator

The subject of 'promotion of community management' is somehow contradictory, as by promoting community management organizations we, as a development agency, can block the process of self-help at the village level. Promotion comes from the outside, but community management comes from the concerned communities and their VDCs. In this context, we have to ask ourselves whether the promotional support provided by the external agency shows a patronizing or a liberating tendency, whether it creates a new dependency or provides local communities and their VDCs with tools to manage themselves. The interaction between external agencies and VDCs as a communication process is dominated by different factors that determine the relationship. These factors can be estimated by percentage as:

20% Technique(s)
80% Values Attitude Behaviour Beliefs Commitment Feelings

Interpretation of the role play:

The first scenario is an example of advice given that could make villagers feel insignificant and mere recipients. Whereas, the second scenario provides the villagers with the opportunity to reflect on different ways to help themselves and also gives them the feeling of being taken seriously. The second scenario, or approach, is directed towards resource mobilization and initiates a process of empowerment. Therefore, the second approach should be put into practice if we genuinely want to promote community management on a sustainable basis.

Scenario 1:
Karim Miah and Mr. Masud

Karim Miah

You are the chairman of a VDC. Yesterday at a VDC meeting the treasurer pointed out that the local bank manager would not open a joint bank account for your VDC. Mr. Masud is a new officer who has recently joined a development agency, CDO. The previous officer of CDO helped you to form the VDC in your village. Because of this association, you have come to the office of Mr. Masud for advice on how to open a bank account for your VDC. When you enter Mr. Masud's office, you 'Salaam' to him and introduce yourself. You then refer to the involvement of CDO in organizing your VDC. After you have related the problem and asked for advice, Mr. Masud will offer suggestions and then you leave the office.

Mr. Masud

You have recently joined CDO as an officer. You have a good academic background and believe that you know better than the village people, who are less educated, how to solve problems. You prefer to provide 'good' suggestions to people to solve their problems. When Karim Miah entered your office you remained seated. After exchanging 'Salaams', you listen to Karim Miah explain the problem. You do not allow Karim Miah to express or share his ideas or thinking, nor explore other experiences for a solution. You give suggestions for a solution according to your own understanding and tell Karim Miah that he should follow your suggestions. After saying goodbye to Karim Miah you will continue with your official work.

Scenario 2: **Paran Miah and Simul**

Paran Miah

You are the chairman of a VDC and yesterday you had a VDC meeting. During the meeting the treasurer stated that the local bank manager is not interested in opening a joint bank account for your VDC. Mr. Simul is an officer of a development agency, CDC that initially helped you to form the VDC in your village. You have some knowledge of how to solve the problem because you remember a VDC solution for the same problem in a neighbouring village. You have come to Mr. Simul's office to ask for advice on how to open a bank account for your VDC. After entering Mr. Simul's office, you 'Salaam' him and then introduce your self. You then refer to the involvement of CDC in organizing your VDC. You mention the bank account problem and ask for help in solving it. Mr. Simul initiates a participatory discussion with you to identify a solution. After the discussion you return to your village.

Mr. Simul

You are a Development Facilitator for CDC. You have practical experience and a positive attitude to the participatory self-help development approach. You believe that people have the capacity to solve their problems themselves if they are assisted in identifying the solution. When Paran Miah enters your office you exchange 'Salaam' with him and listen to his problem. You do not tell Paran Miah the solution, but help him to identify how to reach a solution himself by asking the following questions:

- 1) Have you solved this or a similar problem before?
- 2) What did you do when you solved this problem?
- 3) Do you know somebody who has solved such a problem?
- 4) If you were in my position, what suggestions would you make to help someone solve this problem?

Initiate a participatory discussion with Paran Miah when you are asking these questions and help him to identify the solution. When a solution is identified, thank Paran Miah for his visit and say goodbye.

Session 3.4: Shift of principles for promoting WATSAN

Objectives	By the end of this session, participants will be able to: 1. Understand the key elements for old and new principles for improving WATSAN, based on their understandings from previous workshop sessions
Duration	1 hour
Materials	Cards for old and new principles terms (number of sets of cards per number of groups formed); glue; pens; paper for flip chart
Methods	Pile sorting of terms in small groups Presentation by groups
Special preparation	Prepare cards for the different principles terms, as per instructions. Put the cards into sets, with each set containing examples of both old and new paradigm terms.
Procedure	
Step 1	Divide participants into small groups (preferably mixed groups)
Step 2	Give the following instructions: <ul style="list-style-type: none">▪ Each group are to sort the cards into two groups – old and new principles and then paste the cards onto the paper under the different headings 'Old principles' 'New principles' Explain that the groups will have 20 minutes to complete the activity (The correct answers are indicated in Figure 1.)
Step 3	Distribute prepared sets of cards, glue, pens and paper to each group
Step 4	Each group will select a representative to attach their chart to the display board and give details of the old and new principles as decided upon by their group
Step 5	Summarize the key learning and action to be taken to ensure that the new principles are the focus for WATSAN

Figure 1

Shift of principles	
OLD PRINCIPLES	NEW PRINCIPLES
Centralized	Decentralized
Target oriented	Process oriented
Low trust in people's ability	High trust in people's ability
Top-down	Bottom-up
Rigid	Flexible
Staff implement directly	Facilitating the people to implement
Subsidy	Cost sharing
Technology first	Community first
Supply-driven	Demand-driven
Process owned by outsiders	Process owned by the community
External agency as key player	Community-based organization as key player
Incorporate expert's knowledge into project design and implementation	Incorporate local people's knowledge into project design and implementation
Planning by project staff	Flexible local planning
Control over the partner agency	Cooperation on partnership basis
Monitoring and evaluation by professionals	Participatory process monitoring and evaluation
Central control	Local control
Dependency	Self-reliance
Managed by external agency	Community management
Functional participation	Interactive participation

Instructions for preparing cards for the principles

- Select different terms for the 'Old' and the 'New' principles depending on the time allocated for the group activity. Make sure that the numbers are equal for both principles.
- Make one card (approximate size of 8-4 inch) for each term for both the 'Old' and the 'New' principles, as per the following sample:



- The words on each card should be large enough for all the participants to see during the presentation
- Shuffle the cards and make equal sets of both old and new paradigms for each group
- Ensure that there is one set of cards per group

Paper slips can be used instead of cards.

Module 4

Operational strategy

- Session 4.1 Strategies to promote interactive participation and self-mobilization**
- Session 4.2 Role of DASCOH, partner NGOs and VDCs in community management**
- Session 4.3 Process of community management for the WPP and how to facilitate the process**
- Session 4.4 Staffing and operational structures for partner NGOs**

Session 4.1: Strategies to promote interactive participation and self-mobilization

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Explain what are the types of participation used in existing WATSAN programmes2. Identify steps to be taken to promote the interactive type of community participation and self-mobilization
Duration	1 hour
Materials	4.1.1 Group activity form (one per group); display board; marker pens
Methods	Group Activity Presentation

Procedure

Group Activity: Assessing type of participation and identifying steps to be taken to promote interactive participation and self-mobilization (25 minutes)

Step 1 Divide the participants into small groups ensuring a mixture of representatives of levels, professions and responsibilities

Step 2 Explain how to complete Handout 4.1.1. The bottom table should indicate the steps leading to self-mobilization

Step 3 Explain that they will have 15 minutes in which to complete the activity

Presentation and discussion (35 minutes)

Step 1 Each group's presenter will attach the group's outcomes to the display board and explain them, point by point

If any question are raised by the other participants clarification will be given by the presenter or by his/her group members

Step 2 Summarize the key learning and action to be taken

Handout 4.1.1

Assessment of the type of community participation in the existing WATSAN sector and steps to be taken to promote interactive community participation and self-mobilization

Type of participation	Example in context of existing WATSAN sector
Passive participation	
Participation in information giving	
Participation for material incentives	
Participation by consultation	
Functional participation	
Interactive participation	
Self-mobilization	

Steps towards achieving interactive participation and self-mobilization

Session 4.2: Role of DASCOW, Partner NGOs and VDCs in community management

Objectives	By the end of this session, participants will be able to: Identify the role of different actors in applying community management instruments
Duration	2 hours
Materials	Display board; marker pen 4.2.1 Group activity form (one per group) on large flip paper
Methods	Group Activity Presentation and discussion

Procedure

Group Activity: Assessing the role of the different actors in promoting community-management (1 hour)

Step 1	Divide the participants into small groups ensuring a mixture of representatives of levels, professions and responsibilities
Step 2	Explain how to complete the form 4.2.1 using a large flip paper
Step 3	Assign 50 minutes for the groups to complete the activity

Presentation and discussion (1 hour)

Step 1	Each group's presenter will attach the group's outcomes to the display board and explain them, point by point
Step 2	Summarize the key learning and action to be taken

Group Activity Form 4.2.1

Application of community-management promotional tools: Role of DASCOH, partner NGO and VDC

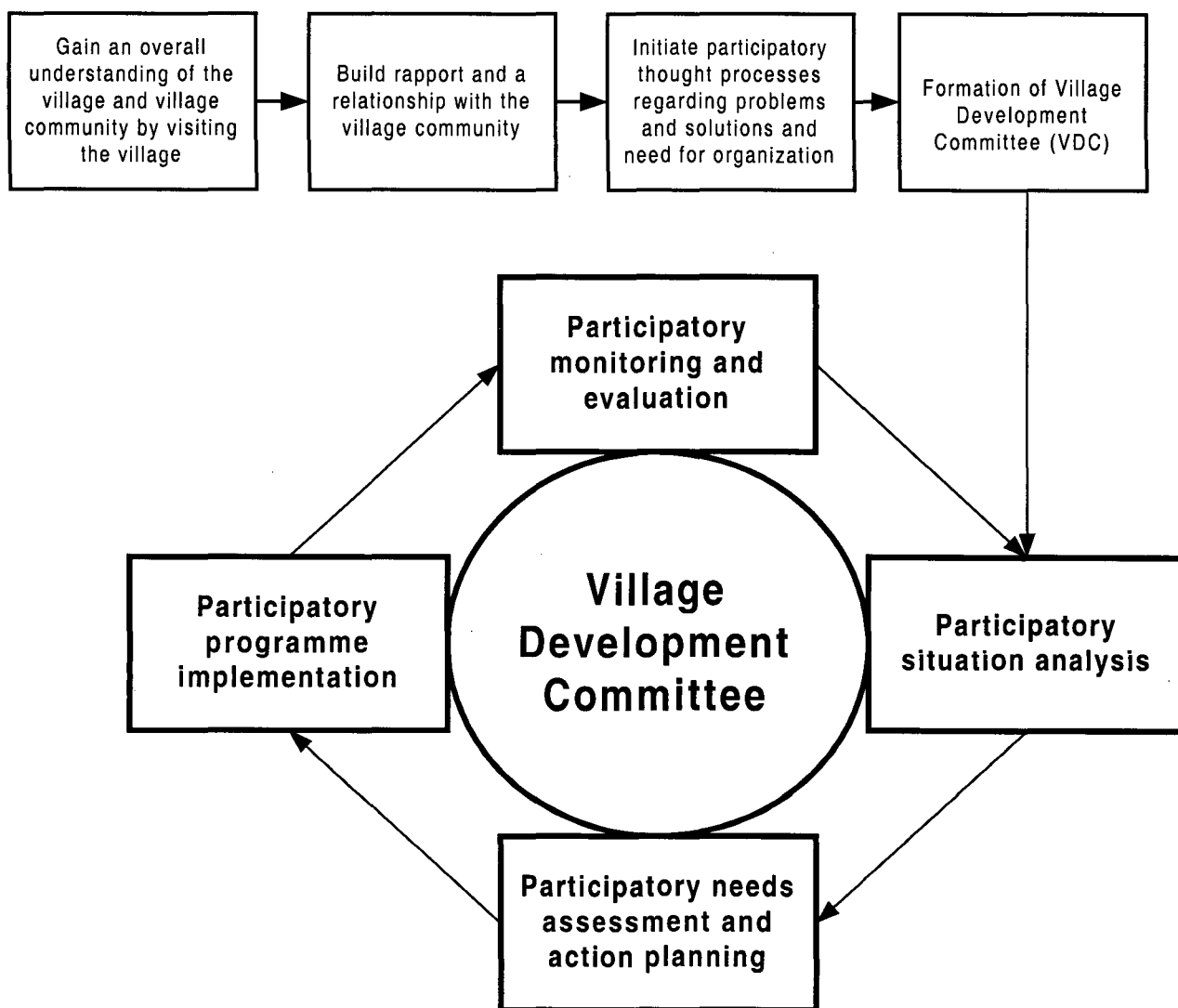
Sl.	Community management promotional tools	DASCOH	PNGO	VDC
1	PRA			
2	Mobilization and motivation			
3	VDC formation			
4	Village profile preparation/ needs assessment			
5	Village action planning			
6	Education and training			
7	Leadership training			
8	Resource mobilization training			
9	Financial management training			
10	Participatory process monitoring and evaluation			

Session 4.3: Process of community management for WPP and how to facilitate the process

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Explain the process of the community management component of the WPP2. Explain the steps to promote community management and the appropriate tools for each step3. Explain how the partner NGOs can facilitate the process of community management
Duration	2 hours
Materials	Flip chart, overhead or handout of 4.3.1 and 4.3.2. Flip chart or overhead of 4.3.3; OHP; display board
Methods	Presentation of flip charts or overheads Questions to clarify understanding about community management Discussion
Procedure	
Reading and discussion (2 hours)	
Step 1	Present the flip charts or overheads, one at a time and in their correct order
Step 2	After each presentation ask questions to clarify the participant's understanding about the different components of each flip chart or overhead
Step 3	Discuss the strategies to promote community management and the steps to be taken to ensure the community takes an active part in all stages of the project
Step 4	Discuss how the partner NGOs will facilitate the process of community management
Step 5	Ask the participants to explain how they will promote community-management
Step 6	Stress that they must be aware that a process-oriented approach may cause conflict, but that outcomes are still expected as the donors have target-oriented expectations
Step 7	Discuss how to deal with this pressure

Flip chart/Overhead/Handout 4.3.1

Process leading to community management



Visit village	Build rapport	Initiate thought processes	Formation of VDC	Situation analysis / Needs assessment	Action planning	Implement programme	Monitor/ Evaluate
4 to 6 months				2 months	Ongoing	Ongoing/ after 1 yr	

Flip chart/Overhead/Handout 4.3.2

Steps to promote community management

Step	Activities	Tools
1	Gain an overall understanding of the village and the community	<ul style="list-style-type: none"> ▪ Make several informal visits to the village ▪ Information meeting with different government and NGO actors; and UP ▪ Consider secondary information sources
2	Build up a confident relationship with the community	<ul style="list-style-type: none"> ▪ Participate in social and cultural events ▪ PRA sessions for rapport building
3	Initiate a thought process on the problems and solutions of WATSAN and the needs of village-based organizations	<ul style="list-style-type: none"> ▪ PRA and other participatory sessions with different groups of males and females
4	Identification of Key Persons(KP), Resource Persons(RP) and Organizations' Representatives (OR)	<ul style="list-style-type: none"> ▪ PRA and other participatory sessions with different groups of males and females
5	Motivate the village community and/or the KP, RP and OR, or other concerned individuals to form a VDC	<ul style="list-style-type: none"> ▪ Individual contact ▪ Group discussions
6	VDC Organizing Committee formation	<ul style="list-style-type: none"> ▪ Individual contact ▪ group discussion ▪ mass gathering
7	Formation of VDCs (male, female or mixed) and leadership development	<ul style="list-style-type: none"> ▪ Meetings to assist with organizational framework and guidelines for rules and regulations for the VDC ▪ Leadership training ▪ Financial management training ▪ Local resource mobilization
8	Preparation of WATSAN profile for the village	<ul style="list-style-type: none"> ▪ Qualitative information from PRA sessions with different male and female groups ▪ Quantitative information by participatory survey
9	Annual village action planing workshop	<ul style="list-style-type: none"> ▪ Problem selection meeting with the VDC ▪ Analysis of past PRA and survey findings ▪ Selection of problems to be addressed by the VDC, taking into account severity, self-solving capacity and opportunity ▪ Participatory action planning
10	Implementation of plan by the VDC	<ul style="list-style-type: none"> ▪ As per plan
11	Participatory process monitoring and evaluation	<ul style="list-style-type: none"> ▪ Monthly progress and process monitoring meetings at VDC level ▪ PRA sessions ▪ Annual village evaluation workshop

Training system of DASCOP to promote community management

Steps Input-output	1 CMP	2 Formation of VDC	3 Village profile preparation/situation assessment	4 Village action planning (VAP)	5 Leadership and management development	6 ProM/E	
DASCOP's input to partner NGOs	Approach setting workshop for community management	TOF on PRA: Mobilization, motivation & formation of VDCs	TOF on village profile preparation, participatory needs assessment	TOF on village action planning (VAP)	TOF on: Leadership development, resource mobilization, financial management	TOF on ProM/E	
Outcome at partner NGO level	Leaders and staff of partner NGOs have an understanding about community management	Staff of partner NGOs are capable to apply PRA tools for community mobilization and the formation of VDCs	Staff of partner NGOs are capable to facilitate VDCs in needs assessment and problem selection based on village profile findings	Staff of partner NGOs are capable to conduct village-wise participatory action planning workshop	Staff of partner NGOs are capable to conduct RLD, RM & FM training for the leaders of VDCs	Staff of partner NGOs are capable to facilitate VDCs in ProM/E	
Partner NGOs' input to village communities/ VDCs	Not applicable	Facilitate village communities to form VDCs through application of PRA tools	Facilitate VDCs in assessing WATSAN situation and problem selection based on village profile findings	Conduct village-wise participatory action planning workshop using outcome of village profile	Conduct RLD, RM & FM training for the leaders of VDCs	Apply tools for ProM/E, conduct village-wise evaluation workshops with VDCs	
Outcome at community level	Not applicable	Functioning VDCs	Village-wise WATSAN profile and problems identification	A village action plan identifying indicators of success	Leaders of VDCs can perform basic leadership & management functions to initiate and manage activities for their own VDC	VDCs learn about achievements, SWPO for future planning	
CMP	Community Management Promotion		RLD	Rural Leadership Development		SWPO	Strengths Weaknesses Potentials Obstacles
FM	Financial Management		RM	Resource Mobilization		VAP	Village Action Planning
PRA	Participatory Rural Appraisal		TOF	Training of Facilitators		VDC	Village Development Committee
ProM/E	Participatory Process Monitoring/ Evaluation		SHO	Self-help Organizations			

Session 4.4: Staffing and operational structures for partner NGOs

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Understand the operational structure at the partner NGO level2. Understand job responsibilities of NGO staff for the WPP3. Accept that their positions involve a great deal of responsibility and commitment
Duration	2 hours and 30 minutes
Materials	4.4.1 on flip chart or overhead and handout; 4.4.2 to 4.4.5 as handouts; display board.
Methods	Reading and discussion
Procedure	
Reading and discussion (2 hours and 30 minutes)	
Step 1	Present the flip chart or overhead of 4.4.1 and discuss the different levels
Step 2	Distribute handout 4.4.1 to the participants
Step 3	Discuss the staffing and operational structure section by section
Step 4	Introduce handouts 4.4.2 to 4.4.5 and ask the participants to read the job objectives and descriptions
Step 5	Discuss each position carefully to ensure the participants understand the responsibilities of each position

Flip chart/Overhead/Handout 4.4.1

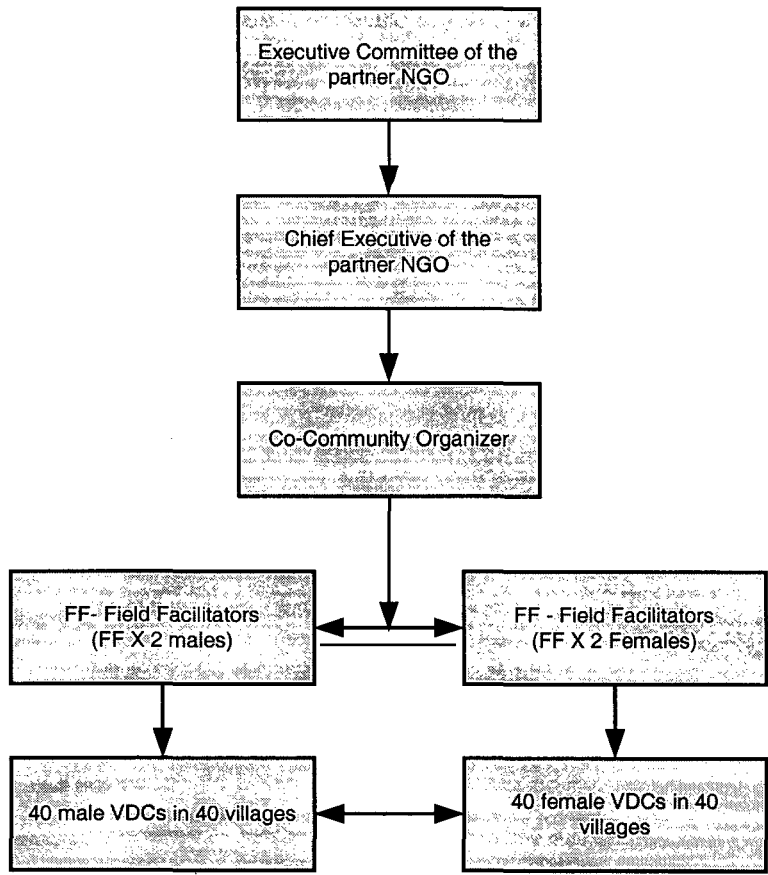
Staffing and operational structures for partner NGOs

A. STAFFING AND OPERATIONAL STRUCTURE

For each block, which comprises 40 villages, there will be a team consisting of the following five staff members:

Community Organizer (CO)	1
Field Facilitator (male) (FF)	2
Field Facilitator (female) (FF)	2

The project team is a sub system of the overall operational structure of the partner NGO. The Chief Executive of the partner NGO will be the overall person in-charge of the project and with whom the agreement will be made between the partner NGO and DASCOH, subject to the endorsement and ratification of the proper statutory body, as per the constitution of the partner NGO. The chief Executive or his/her delegate will be seen as an integral part of the following project operational structure:



Flip chart/Overhead/Handout 4.4.2

B. JOB OBJECTIVES AND DESCRIPTION

B.1. Chief Executive of the partner NGO

Responsibilities

- To act as the overall person in-charge of the project
- To keep in continuous contact with DASCOH
- To cooperate, facilitate and supervise activities of CO
- To manage finances and ensure logistical support to the project activities and staff
- To report on the project activities and finances to DASCOH
- To coordinate the project activities with any other project activities
- To present the project activities to DASCOH, and any other relevant parties
- To operate a separate bank account for the project and ensure the management of the project accounts, as per Project Accounts Manual
- To resolve conflict if any occurs amongst the staff members

Specific activities

- Participate in a quarterly Project Review and Lesson Learnt Session, which will be organized by DASCOH
- Participate in a monthly staff project meeting with the project staff in his/her own office
- Visit the field and participate in field level activities, two times per month
- Review the CO's monthly progress report of the project
- Send quarterly project progress and financial reports to DASCOH
- Approve daily vouchers of financial transactions
- Participate in training, workshops and seminars organized by DASCOH when necessary

Accountability

- Accountable to DASCOH for the implementation of the project activities

Flip chart/Overhead/Handout 4.4.3

B.2. Community Organizer – CO

Responsibilities

- To maintain contact between partner NGO's management and project activities
- To establish a filing system for a block (40 villages) and manage files accordingly
- To keep and update information regarding project activities and progress for 40 villages (1 block)
- To facilitate 4 FFs in preparing work plan
- To guide, facilitate, supervise and coordinate activities of 4 FFs
- To organize and act as trainer/facilitator in field training, workshops and PRA sessions
- To prepare periodic project activity and progress reports and submit them to the Chief Executive of the partner NGO
- To present the project activities to the partner NGO management, DASCOH and any other relevant parties when necessary

Specific activities

- Prepare a quarterly Project Review and Lesson Learnt Session, which will be organized by DASCOH
- Organize and facilitate a monthly staff review and planning meeting with the FFs in his/her own office
- Facilitate FFs through field visits and participate in field level activities with FFs
- Prepare and update monitoring data sheet on a monthly basis, as per the MIS and Monitoring Guide
- Write a monthly activity completion report after each month and submit it to the Chief Executive of the partner NGO, as per the Reporting Guide
- Prepare quarterly project progress report and submit it to the Chief Executive of the partner NGOs, as per the Reporting Guide
- Authorize daily vouchers and give primary recommendations for approval of financial transactions and forward them to the Chief Executive of the partner NGO
- Facilitate and guide FFs in conducting training and PRA sessions
- Facilitate VDCs in conducting participatory Village survey, as per the Module and Guide provided by DASCOH

Flip chart/Overhead/Handout 4.4.3 continued

- **Prepare yearly profile of 40 villages**
- **Participate in training, workshops and seminars organized by DASCOH when necessary**

Accountability

- **Accountable to Chief Executives of the partner NGOs for his/her work**

Required qualifications

- **Minimum qualification post graduate, preferably with social science discipline**
- **Three years working experience with grass root development activities**
- **Strong background in community mobilization and training experience**
- **Strong commitment to people centered participatory development approach**

Flip chart/Overhead/Handout 4.4.4

B.3. Field Facilitator - FF (Male)

Responsibilities

- To organize the male population of 20 villages into 20 male VDCs
- To keep and update information regarding activities of male VDCs and progress for 20 villages allocated to him
- To organize and act as trainer/facilitator for male training workshops and PRA sessions in the field, for 20 villages
- To facilitate male VDCs in carrying out activities, as per the plan of the male VDCs in 20 villages
- To prepare a monthly combined report of 20 villages together with Female FF and submit it to the CO

Specific activities

- Participate in monthly staff review and planning meetings organized by the CO
- Prepare and update monitoring data sheet on monthly basis together with female FF for 20 villages, as per MIS and Monitoring Guide
- Write monthly activity completion report at the end of each month together with female FF and submit it to the CO, as per Reporting Guide
- Prepare a quarterly project progress report together with female FF and submit it to the CO, as per Reporting Guide
- Conduct 1 meeting for each male VDC per month
- Facilitate male VDCs participation in training, seminars, workshops and PRA sessions and conducting participatory Village survey, as per Module and Guide
- Prepare yearly profile of 20 villages together with female FF
- Participate in training, workshops and seminars organized by DASCOH when necessary

Accountability

- Accountable to Community Organizer for his work
- Required qualifications:
 - Minimum educational qualification is graduate, preferably with social science discipline
 - Three years working experience with grass root development activities
 - Strong background in community mobilization and training experience
 - Strong commitment to people centered participatory development approach
- Flip chart/Overhead/Handout: 4.4.5.

Flip chart/Overhead/Handout 4.4.4 Continued

B.4. Field Facilitator -FF (Female)

Responsibilities

- To organize female population of 20 villages into 20 female VDCs
- To keep and update information regarding activities of female VDCs and progress for 20 villages allocated to her
- To organize and act as trainer/facilitator for female training workshops and PRA sessions in the field for 20 villages
- To facilitate female VDCs in carrying out activities as per the plan of the female VDCs in 20 villages
- To prepare a monthly combined report of 20 villages together with male FF and submit it to the CO

Specific activities

- Participate in monthly staff review and planning meetings organized by the CO
- Prepare and update monitoring data sheet on monthly basis for 20 villages together with male FF, as per the MIS and Monitoring Guide
- Write a monthly activity completion report at the end of each month together with male FF and submit it to the CO, as per the Reporting Guide
- Prepare quarterly project progress report together with male FF and submit it to the CO, as per the Reporting Guide
- Conduct 1 meeting for each female VDC per month
- Facilitate female VDCs participation in training, seminars, workshops and PRA sessions and conducting participatory Village survey, as per Module and Guide
- Prepare yearly profile of 20 villages together with male FF
- Participate in training, workshops and seminars organized by DASCOH when necessary

Accountability

- Accountable to Community Organizer for her work
- Required qualifications
- Minimum educational qualification is graduate, preferably with social science discipline
- Three years working experience with grass root development activities
- Strong background in community mobilization and training experience
- Strong commitment to people centered participatory development approach



Module 5	
Workshop evaluation	
Session 5.1	Review of workshop
Session 5.2	Evaluation of the workshop Closing Session



Session 5.1: Review of workshop

Objectives	By the end of this session, the participants will be able to: 1. Summarize the knowledge and skills they have gained from this workshop
Duration	2 hours
Materials	Flip chart; markers; whiteboard; display board; List of Expectations from Session 1.3
Methods	Stimulation game Discussion
Procedure	
Step 1	Divide participants into two groups, the RED group and the GREEN group
Step 2	Stimulating game: 'How many questions can our group answer?' <u>Rules of the stimulation:</u> <ul style="list-style-type: none">▪ Each group will select a scribe to write questions given by their group.▪ Each group will have 1 minute to state questions that they can answer from the learning of the workshop. The scribe will write these questions on the whiteboard or on a flip chart. No repetition of questions is allowed. The RED questions will be written in red and the GREEN questions in green▪ The competition will start with the green group. After 1 minute the red group will have their turn. Each group will have 5 rotations▪ The red group will ask the green group to answer 3 questions from their question list. After the green group has answered, they will ask the red group 3 questions. The rotation will continue until all the questions are answered
Step 3	Compare the learning outcomes from the workshop with the participant's expectation list from Session 1.3

Session 5.2: Evaluation of the workshop Closing Session

Objectives	By the end of this session, the participants will be able to: <ol style="list-style-type: none">1. Identify the strengths and weaknesses of the workshop2. Give recommendations for future improvements to the workshop
Duration	1 hour and 30 minutes
Materials	Handouts 5.2.1
Methods	Individual or group activity Discussion

Procedure

Individual or group evaluation (30 minutes)

- Step 1** Distribute handout 5.2.1 to the participants
- Step 2** Ask the participants to complete the evaluation as critically as possible to ensure the success of future workshops

Recommendation for future improvement (30 minutes)

- Step 1** Ask the participants for their suggestions on how to overcome any weaknesses that they have felt in the present workshop. Write these suggestions on a flip chart and discuss them
- Step 2** Thank the participants for their participation in the session and their willingness to offer opinions and ideas

Closing Session (30 minutes)

- Step 1** Ask the participants if they would like to comment on the workshop
- Step 2** Thank them for contributing to the overall success of the workshop
- Step 3** Close the workshop
- Step 4** Record the workshop outcomes in your own report after the conclusion of the workshop

Workshop Evaluation

Purpose

Feedback on the facilitating competencies of the facilitator, or external resource persons, conducting the session or workshop

When to use

After the completion of a session or a workshop

Materials

A form for each participant or group, as per the following

<u>Workshop Evaluation</u>					
Title of the workshop:	Name of the facilitator:				
Indicators	Rating scale: 1, 2, 3, 4 or 5 1 -poor performance; 5 -excellent performance Circle the appropriate number on the scale				
Introduction to session/workshop	1	2	3	4	5
Positive climate/environment established	1	2	3	4	5
Knowledge of subject matter	1	2	3	4	5
Relevance of content	1	2	3	4	5
Appropriateness of materials/teaching aids	1	2	3	4	5
Use of materials/ teaching aids	1	2	3	4	5
Ability to give clear explanations/instructions	1	2	3	4	5
Ability to facilitate discussions	1	2	3	4	5
Ability to facilitate activities	1	2	3	4	5
Ability to involve all participants	1	2	3	4	5
Ability to generate participatory interaction	1	2	3	4	5
Ability to sustain participants' interest	1	2	3	4	5
Ability to keep participants on track	1	2	3	4	5
Maintenance of time as per schedule	1	2	3	4	5
Relationship of time and activity/material	1	2	3	4	5
Own involvement in the session/workshop	1	2	3	4	5
Effectiveness of the method/s used	1	2	3	4	5
Ability to summarize learning and outcomes	1	2	3	4	5
Overall organization of the session/workshop	1	2	3	4	5
Closing session	1	2	3	4	5

The form can be completed by individual participants or as a group activity

Other comments, if any:

References

Some **activities and assessment tools** used in the manual have been adapted and modified from the following sources:

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