

RUWASA
RURAL WATER AND SANITATION
EAST UGANDA PROJECT
WDD/DANIDA

TRAINER'S MANUAL

TRAINING WORKSHOP
FOR DISTRICT STAFF
ON THEIR DUTIES OF
COORDINATING MOBILISATION ACTIVITIES
FOR THE RUWASA PROJECT

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HRD Unit/IET Section

February 1992

204.1-92TR-9078



Foreword

This manual with training materials has been conceived to meet district staff's need for training in their new and expanded role for the RUWASA project.

As the project has expanded, RUWASA has attributed a much more prominent role to District Community Development Officers and District Health Inspectors in coordinating mobilisation activities at the district level. Further, this staff has a number of responsibilities for which they are directly responsible, such as carrying out themselves subcounty-level mobilisation activities and being secretaries to the District Action Committee.

The materials contained in this manual will also be relevant to county mobilisation staff to the extent that district officers delegate some of their duties.

Module 7, District Staff as Trainers, is, with some modifications, relevant for training of any supervisory personnel group.

It is assumed that district staff, when solving the exercises etc. of this package, have already gone through the normal course for subcounty mobilisers. Consequently little information is provided about for example the project and its approach. To avoid repetition, it is assumed that trainees have that knowledge already. Instead emphasis is on practical skills for direct use in the different working situations and new information of direct relevance for job performance.

The manual in the form it presents itself is to be used by resource persons who facilitate the training sessions. It is made up of two main parts: 1) A trainer's guide for each of the eighteen sessions, and 2) Materials that will be handed out to the course participants during the sessions, namely background information, case studies, role play scripts and other exercises.

The manual and its materials are consistent with the RUWASA approach to training:

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- The materials and each of the course sessions correspond closely to the duties found in district staff's latest job description.
- Detailed objectives are stated for each session.
- Participative training methods are used throughout.
- Simulated work situations are used as a method for most of the sessions.
- Handouts are being provided.
- The training programme is formalised and written down in the form of this manual and its exercises.

The manual has been prepared in consultation with the project's CMS section who have reviewed the material and in the process made a number of useful suggestions.

Module 7: District Staff as Trainers is partly based on booklet: Training Skills for Supervisors from the IRC International Water and Sanitation Centre from where extracts have been taken and adapted to the context of the RUWASA project.



CONTENTS

Module 1: Opening of Workshop

Session 1.1 Background and Objectives of the Workshop

Module 2: Responsibilities of Mobilisation Staff

Session 2.1 Duties of Social Mobilisers

Session 2.2 Duties of District Staff

Module 3: Mobilisation Procedures

Session 3.1 The Responsibilities of Councils and Committees

Session 3.2 Mobilisation Steps

Module 4: Planning and Reporting Mobilisation Activities

Session 4.1 Filling in Forms

Session 4.2 Reviewing Work Plans

Session 4.3 Reviewing Progress Reports

Module 5: Mobilisation at the Subcounty Level

Session 5.1 Introductory Meeting with a Subcounty Leader

Session 5.2 Seminar for the Subcounty Water and Sanitation Committee

Session 5.3 Information Meeting on Sanitation Programme with Heads of Institutions

Session 5.4 RC3 Council Meeting on Operation and Maintenance

Module 6: District Staff as Secretaries to the DAC

Session 6.1 Preparing Progress Reports on Project Activities within District

Session 6.2 Preparing Minutes of DAC Meetings



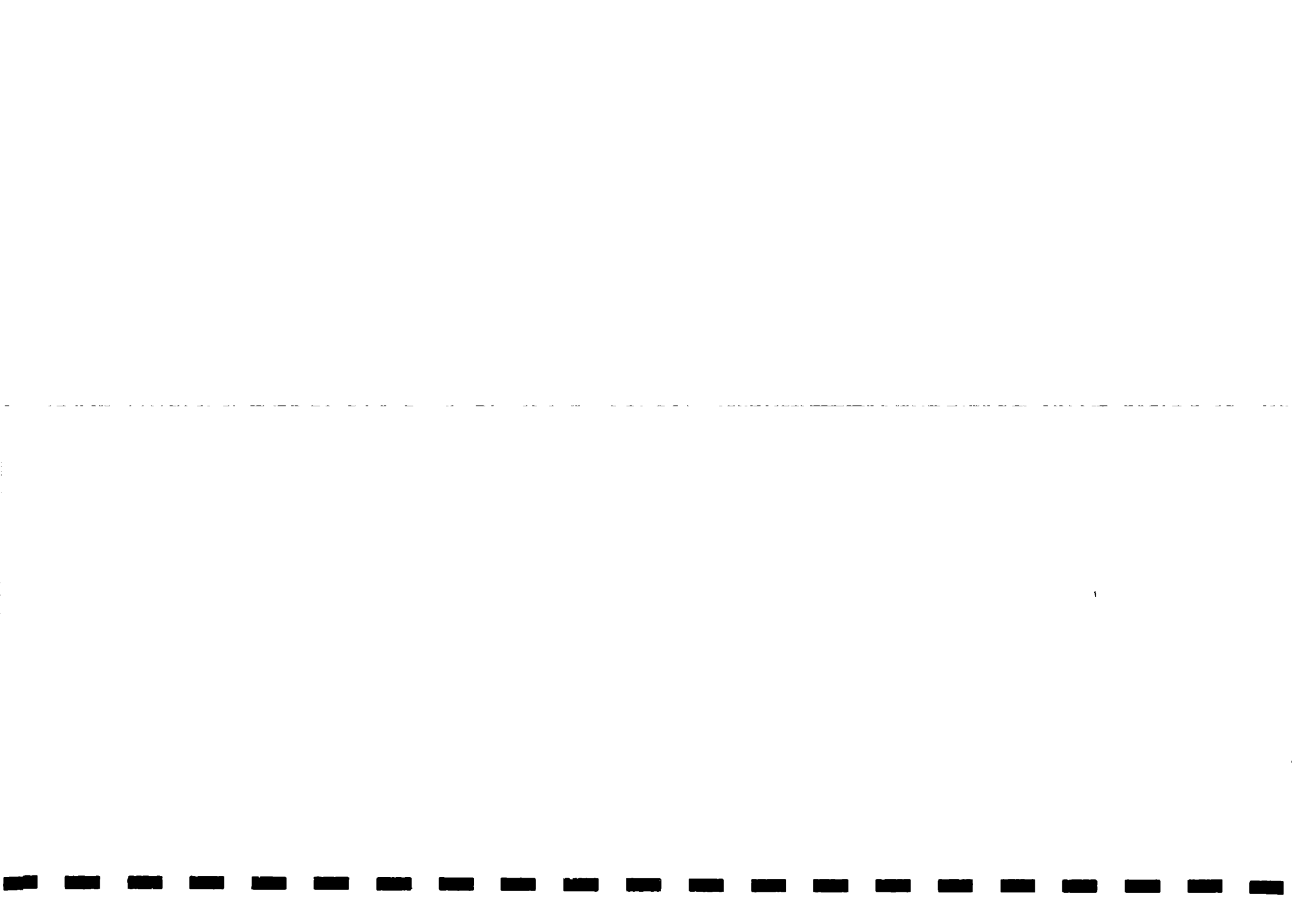
Module 7: District Staff as Trainers

Session 7.1 Supervisors as Trainers

Session 7.2 Training and Other Solutions to Work Problems

Session 7.3 Task Analysis

Session 7.4 Guidelines for On-the-Job Training



MODULE 1:

OPENING OF WORKSHOP

Session 1.1 Background and Objectives of the Workshop



Session 1.1: BACKGROUND AND OBJECTIVES OF THE WORKSHOP

Materials:

- Facilitator's Guide to the Session
- Course Programme

Duration: Thirty minutes



Facilitator's Guide to the Session

1. Welcome to participants.

2. RUWASA project HQ staff can **not** overcome to coordinate and manage extensive mobilisation activities in the large project area comprising eight districts with 173 subcounties and 7835 villages.

Therefore RUWASA want that district staff have an important role and an active involvement in project activities. This collaboration is also in line with two fundamental principles of the project:

- work through existing government institutions
- keep the temporary project organisation as small as possible

The overall purpose of the workshop is to impart knowledge and skills to district staff to enable them to coordinate and supervise mobilisation activities from the district level.

In practice this responsibility means to ensure that mobilisation right down to the village level is carried out in accordance with RUWASA mobilisation procedures and with competence. This is the quality control aspect.

We know how important is community mobilisation and participation for project success, especially for sustainance during the operation and maintenance phase. The case study of the BUGWATSAN project where everything went wrong because there was no participation by the community is just one reminder.

We should therefore also appreciate how important is the quality aspect in mobilisation, and thereby district staff's role.

District staff also have other duties of their own, in additon to supervision of mobilisers, namely carrying out mobilisation at the subcounty level and being secretaries to the District Action Committee. These duties and the skills needed are also being actively addressed in this workshop.



The seminar/workshop is based on one assumption: that district staff have already gone through the normal course for subcounty mobilisers. Consequently many details, e.g. regarding the project and its approach, the course shall not deal with at all. We assume, to avoid repetition, that it is known by the participants already.

Instead of providing general information, the course aims to impart concrete skills needed for carrying out district staff's managerial and other responsibilities. In fact the course programme is built up around the duties found in their latest job description.

The main subjects of the programme are:

- Duties of social mobilisers
- Duties of district staff
- Mobilisation procedures in general
- Mobilisation steps at the subcounty level
- Reviewing workplans
- Reviewing progress reports
- District staff work plans and progress reports
- Reporting to the DAC
- Minutes of DAC meetings
- Techniques for on-the-job training

Distribute the course programme to the participants.

3. As a way of presenting participants, they may be put into groups of two, a DCDO of a given district with a DHI from another district. They interview each other and prepare for a presentation of their fellow participant. The presentation could include something about: 1) Age, 2) Family status, 3) Work career, 4) Personal interests.

4. Give information about practical arrangements and about payment of allowances.



MODULE 2:

RESPONSIBILITIES OF MOBILISATION STAFF

Session 2.1 Duties of Social Mobilisers

Session 2.2 Duties of District Staff



Session 2.1: DUTIES OF SOCIAL MOBILISERS

Objectives:

At the end of the session participants shall be able to:

- mention the duties of social mobilisers for the RUWASA project as main categories of tasks to be carried out

Materials:

- Facilitator's Guide to the Session
- Group Work on Social Mobiliser duties
- Handout: The Responsibilities of Social Mobilisers for RUWASA.

Duration: Fifty minutes.



Trainer's Guide to the Session

1. Tell the trainees as mentioned in Session 1.1 that the starting point for the course is their duties for the RUWASA project. Their responsibilities flow from and are complementary to those of the social mobilisers. It is therefore best to start with discussing and agreeing on the kind of tasks that mobilisers should carry out for the project before getting to what exactly are their own duties.

Divide the participants into working groups of four and let them agree on what are the types of duties of mobilisers. Do not get into too much detail, e.g. mentioning each and every mobilisation step. Rather an activity such as informing committees of project objectives and activities, as one part of the mobilisation process. In the handout for this assignment some further ideas, e.g. the project's objectives, are mentioned that may provoke some thoughts among the participants. As facilitator circulate among the groups and if necessary guide them.

2. Discuss the findings of the groups in the class at large. The consolidated list of duties should include items like the following:

- Carry out mobilisation both for water and sanitation at the RC2 and the RC1 levels.
- Ensure that proper meetings are held.
- Ensure that particular representatives attend meeting.
- Inform communities of the project objectives and activities, and of their expected involvement.
- Ensure that meetings follow a specified agenda and that particular issues are being discussed.
- Ensure that decisions (resolutions) are made on the agenda points.
- Ensure that minutes of meetings are taken and sent to relevant parties and that records are kept.



- Ensure that elections are held for committees and operational staff (mechanics and caretakers).
 - Train Village Committees and Caretakers (e.g. on their duties, on the construction of latrines, etc.).
 - Make visits to households to offer advice on the construction of sanitation facilities and practical hygiene and monitor progress
 - Guide the Village Committee and the community whenever required, e.g. in site selection, preparation of workplan, construction activities).
 - Collect data for monitoring, and assist the community in the solution of problems whenever they are found (follow-up).
3. Distribute now the Handout Responsibilities of Social Mobilisers for RUWASA (as list above).



Group Work
on
Social Mobiliser duties

Assignment:

Discuss and agree within your group what you think should be Social Mobilisers' main duties and responsibilities when working for the RUWASA project.

Keeping in mind the points below may be helpful.

Mobilisers should carry out activities that will contribute towards project objectives. The most important objectives are:

- Fewer water related diseases
- Sustainable water and sanitation facilities
- Institution building, i.e. the ability of of government and non-government organisations to plan, implement, maintain and monitor project activities.

To achieve the objective of sustainability the project strategy includes the following components:

- priority is given to operation and maintenance and O+M is integrated into the implementation system.
- working through existing institutions and officers
- full participation of the community

Further the project has a wide coverage, 8 districts with a total of 173 subcounties and 7835 villages.

List here the duties of social mobilisers as your group identifies, discusses and agree on them:



Handout

The Responsibilities of Social Mobilisers for the RUWASA Project

- Carry out mobilisation both for water and sanitation at the RC2 and the RC1 levels.
- Ensure that proper meetings are held.
- Ensure that particular representatives attend meeting.
- Inform communities of the project objectives and activities, and of their expected involvement.
- Ensure that meetings follow a specified agenda and that particular issues are being discussed.
- Ensure that decisions (resolutions) are made on the agenda points.
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- Make visits to households to offer advice on the construction of sanitation facilities and practical hygiene and monitor progress
- Guide the Village Committee and the community whenever required, e.g. in site selection, preparation of workplan, construction activities).
- Collect data for monitoring, and assist the community in the solution of problems whenever they are found (follow-up).



Session 2.2: DUTIES OF DISTRICT STAFF

Objectives:

At the end of the session, participants shall be able to:

- explain the main duties of district staff for the RUWASA project

Materials:

- Facilitator's Guide to the Session
- Group Work on the Responsibilities of district staff
- Handout: The Duties of DCDOs and DHIs (district staff) for the RUWASA project - Job Description).

Duration: Fifty minutes



Facilitator's Guide for the Session

1. As a follow up to last session, ask the participants to go into the same working groups as before and - while taking into account the duties agreed for the mobilisers - to discuss and agree which should be the responsibilities of district staff in order for the RUWASA project to reach its objectives. As facilitator guide each of the groups in their discussions as deemed useful.

Reconvene participants for a discussion of the full class on their duties. Let trainees argue their points, why they think something should be part of their responsibilities and other tasks not. Be ready to argue for the main points of responsibilities that the project has identified for them (see for reference Handout on Duties of District Staff - Job Description). The following tasks in particular should be explained:

- mobilising at the RC3 level (assisted by county staff)
- training mobilisers on-the-job
- being secretaries to the DAC

Let the class agree on a consolidated list of responsibilities that include the main items of the job description.

2. Now distribute their job description as a hand-out.



Group Work
on
the Responsibilities of District Staff
for RUWASA

Assignment:

Discuss and agree within your group what you think should be your duties and responsibilities when working for the RUWASA project.

By now you have already agreed on what are the duties of social mobilisers for RUWASA. Keep this in mind when discussing your own role.

Try also to think of what are the activities that take place at the District level, the forum where these things are discussed and what should be your role in this connection.

As mentioned earlier, one of the basic principles of RUWASA is to work with existing institutions as much as possible. Think of what could be the responsibilities that should remain with the project headquarters and so what should be the duties of the DCDOs and DHIs as intermediaries between the sub-county level mobilisers and the project.

List here the duties of district staff as your group identifies, discusses and agree on them:



Handout

The Duties of DCDOs and DHIs (district staff) for the RUWASA project

Job Description

- 1) Receiving, approving and forwarding copies of mobilisers workplans for the following month in the third week of the preceding month - making changes in workplans in contact with mobilisers as required.
- 2) Receiving, approving and forwarding copies of mobilisers progress reports by the end of the first week of the month - seeking clarification from mobilisers as required.
- 3) Supporting and supervising mobilisers activities as per their workplans.
- 4) Serving as facilitators at training courses for mobilisers under the coordination of the RUWASA HRD unit, and providing further on-the-job training for mobilisers in support of their activities.
- 5) Carrying out - with initial support from RUWASA HQ staff - mobilisation procedures at sub-county level. This activity should be given high priority in planning.
- 6) Being secretaries to DAC including:
 - a) Providing monthly reports about project activities in the subcounties.
 - b) Preparing minutes of the DAC meetings and distributing them to all members within two weeks of the meeting.
7. The district officers will also make monthly work plans and monthly progress reports regarding their own activities and submit them to DAC giving RUWASA a copy by the specified dates. Reporting formats are being provided by the project.



MODULE 3:

MOBILISATION PROCEDURES

Session 3.1 The Responsibilities of Councils and
Committees

Session 3.2 Mobilisation Steps



Session 3.1: THE RESPONSIBILITIES OF COUNCILS AND COMMITTEES

Objectives:

At the end of the session participants shall be able to:

- list the principal duties of each of the District Action Committee, the Sub-county Council, the Subcounty Water and Sanitation Committee, the Parish Council, the RC1 Executive Council, the RC1 Council, the Village Water and Sanitation Committee and of operational staff.

Materials:

- Facilitator's Guide to the Session.
- Handout: Institutional Aspect of Community Participation. Councils, Committees and Operational Staff involved in RUWASA activities.
- Exercise: Who is responsible for What?

Duration: One hour and 10 minutes.



Facilitator's Guide to the Session

1. Remind the participants of their responsibilities that they identified in the last session. Tell them that in order to carry out their duties it is necessary for them to know and be very familiar with the mobilisation procedures. They establish in a detailed manner the rules for what mobilisers and district staff are supposed to do in a close interaction with the communities and their representatives at the different levels.

Explain that this session shall deal with the mobilisation procedures. First participants will solve an exercise: Which council or committee is responsible for what activity. The list of activities concern the provision of water as well as sanitation facilities. After that, from the findings of the exercise, the participants shall identify what is the precise role of mobilisation staff - district officers and mobilisers - at each step of mobilisation. Most of the mobilisation steps are in fact some kind of meeting of a Resistance Council or a Water and Sanitation Committee in which mobilisation staff have a special role to perform.

2. Provide an overview of the organisational setup through which the RUWASA project works, from the District down to the Village level. Not only does the project work with existing government authorities. It also operates in close collaboration with the RCs at different levels. The RCs in turn elect and arrange committees and special meetings. Producers of sanitation platforms (sanplats) and hand pump mechanics and caretakers, who are responsible for operation and repairs, are appointed by this network of people's representatives.

While explaining draw up on the blackboard the organisational set-up by way of a simple flowchart similar to the one contained in the handout covering the institutional aspect of community participation. After this outline distribute the handout for participants' reference when solving the exercise that follows.

3. Introduce the exercise to the participants. The handout that you are going to distribute in a short while lists a number of activities and duties that must be carried out within the project's framework of communities participation. The tasks and responsibilities are listed at random. The participants are asked to put the list into order and identify which councils, etc. listed in the last handout "Institutional



Aspect of Community Participation" are responsible for what activities.

Distribute now the exercise "Who is responsible for What", one for each participant. Divide the trainees into groups of four persons. Allow about 30 minutes for the groups to reach their conclusions. Afterwards let trainees discuss and argue their findings in the class at large.

The consolidated list should look like this (numbers in margin are from exercise handout for easy reference):

Responsibilities of the District Action Committee (DAC):

1) Set up and operate an operation and maintenance fund/account, procure and sell spare parts and provide storage space for the spare parts.

9) Select - in contact with RUWASA - the producers of sanplats that shall benefit from project support.

11) Draw up a subcounty priority list indicating the order in which to begin implementation in the sub-counties.

RC3 Council:

5) Keep tool kit safe and in good condition.

6) Elect a Sub-county Water and Sanitation Committee.

Sub-county Water and Sanitation Committee:

1) Set up and operate an operation and maintenance fund/account, procure and sell spare parts and provide storage space for the spare parts.

3) (Promote the sale and use of sanplats).

4) Select and supervise hand pump mechanics.



17) Prepare a Parish priority list indicating the order in which to undertake implementation in the parishes.

18) Monitor the quality of the sanplats made by local producers.

21) Find and recommend local masons that could become producers of sanplats with support from the project.

Hand Pump Mechanics:

5) Keep tool kit safe and in good condition.

15) Educate the community about sanitation and hygiene for improved health.

24) Repair hand pumps and collect money from the VWSC to cover cost of repairs and labour.

RC2 Council:

20) Prepare a priority list of RC1s, indicating in which RC1 implementation should begin, and in what order RC1s should be added as implementation proceeds.

RC1 Executive Council:

23) Set the date for RC1 Council meeting.

RC1 Council:

13) Elect a Village Water and Sanitation Committee.

22) Approve the sites proposed for development of water sources.

25) Appoint a caretaker for each water source.

Village Water and Sanitation Committee:



- 2) Supervise the work of caretakers.
- 3) Promote the sale and use of sanplats.
- 8) Propose the sites for the water sources to be developed.
- 10) Nominate a caretaker couple for each water source.
- 12) Advise community members on how to construct and use latrines.
- 14) Collect funds for repair of water sources.
- 15) Educate the community about sanitation and hygiene for improved health.
- 16) Assist in getting labour and local materials for constructing latrines at schools and clinics.
- 18) (Monitor the quality of the sanplats made by local producers).
- 19) Prepare a work plan for villagers' participation in construction.

Caretaker:

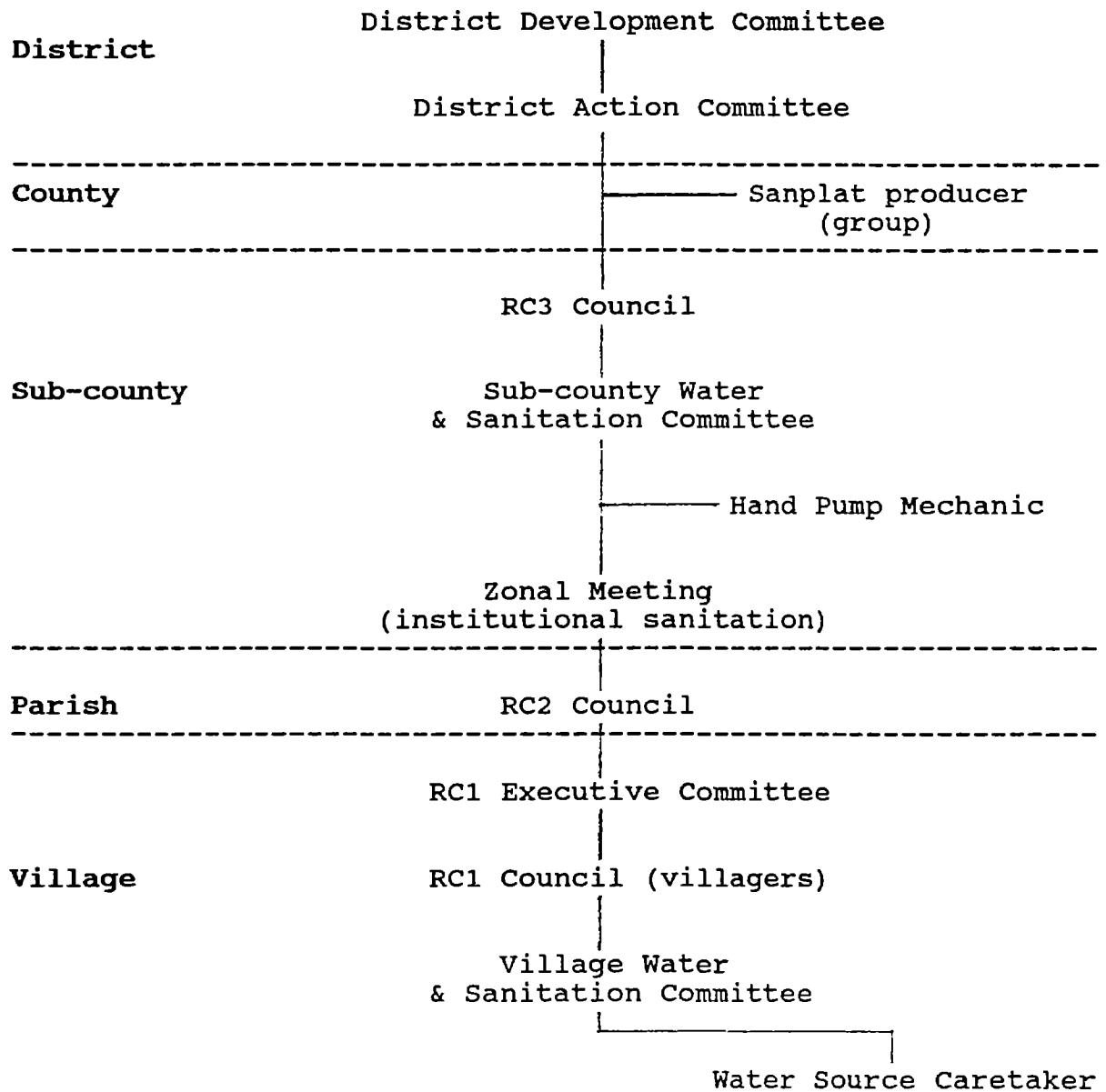
- 7) Maintain the hand pump, including greasing the chain and tighten loose bolts.
- 15) Educate the community about sanitation and hygiene for improved health.



Handout

Institutional Aspect of Community Participation

Councils, Committees and Operational Staff
involved in RUWASA activities





An Exercise

Who is responsible for What?

Below are listed some activities and duties, in relation both to sanitation and water, that must be carried out within the RUWASA project's framework of communities participation. They are enumerated at random without any particular order.

Assignment:

It is the job of your group to put the list into order and identify which council or committee or operational staff, shown in the handout "Institutional Aspect of Community Participation", is responsible for each of the activities.

It is suggested that your group, after having identified each of the activities with a particular (or perhaps several) committees, order your findings along the following lines:

District Action Committee (is responsible for activities):

(Indicate relevant activity numbers from list below).

Similarly for each of the committees, etc. down to the water source caretaker.

Activities and Duties:

- 1) Set up and operate an operation and maintenance fund/account, procure and sell spare parts and provide storage space for the spare parts.
- 2) Supervise the work of caretakers.
- 3) Promote the sale and use of sanplats.
- 4) Select and supervise hand pump mechanics.
- 5) Keep tool kit safe and in good condition.



- 6) Elect a Sub-county Water and Sanitation Committee.
- 7) Maintain the hand pump, including greasing the chain and tighten loose bolts.
- 8) Propose the sites for the water sources to be developed.
- 9) Select - in contact with RUWASA - the producers of sanplats that shall benefit from project support.
- 10) Nominate a caretaker couple for each water source.
- 11) Draw up a subcounty priority list indicating the order in which to begin implementation in the sub-counties.
- 12) Advise community members on how to construct and use latrines.
- 13) Elect a Village Water and Sanitation Committee.
- 14) Collect funds for repair of water sources.
- 15) Educate the community about sanitation and hygiene for improved health.
- 16) Assist in getting labour and local materials for constructing latrines at schools and clinics.
- 17) Prepare a Parish priority list indicating the order in which to undertake implementation in the parishes.
- 18) Monitor the quality of the sanplats made by local producers.
- 19) Prepare a work plan for villagers' participation in construction.
- 20) Prepare a priority list of RC1s, indicating in which RC1 implementation should begin, and in what order RC1s should be added as implementation proceeds.



21) Find and recommend local masons that could become producers of sanplats with support from the project.

22) Approve the sites proposed for development of water sources.

23) Set the date for RC1 Council meeting.

24) Repair hand pumps.

25) Appoint a caretaker for each water source.



Session 3.2: MOBILISATION STEPS

Objectives:

At the end of the session, participants shall be able to:

- describe:

- the mobilisation steps,
- who should be the participants,
- the agenda, and
- the tasks of district staff and mobilisers, as well as others, in the meetings at the district, sub-county, parish and village levels.

Materials:

- Facilitator's Guide to the Session
- Group assignment: Mobilisation Steps at the District, Sub-county and Parish Levels and the Role of Mobilisation Staff.
- Group assignment: Mobilisation Steps at the Village Level and the Role of Mobilisation Staff

Duration: Two hours and thirty minutes



Facilitator's Guide to the Session

1. Explain to the participants that on the basis of the responsibilities that they attributed during the last session to the different committees, they will be able to identify what should be done at each of the mobilisation steps (i.e. in the different meetings) and what is the role of district and sub-county mobilisation staff. Use an example:

When it is known that the Sub-county Water and Sanitation Committee is responsible for selecting and supervising hand pump mechanics, district staff shall inform of the duties of mechanics and of the qualities (profile) that mechanics should have, during the seminar for the Sub-county Committee.

Before letting the participants go back to their working groups, explain to them that certain general issues should be taken care of by mobilisation staff. It is their responsibility:

- that a given mobilisation step (a meeting) is carried out and done in the right sequence, e.g. the orientation meeting for the RC1 Council should be held before the seminar for the Village Water and Sanitation Committee.

- that particular people, elected representatives and officers, are invited and participate in a given meeting.

- that certain questions and issues are dealt with during the meeting, in other words that a particular agenda is followed.

Now let the groups discuss the aspects that you have just outlined, as well as the specific role of mobilisation staff at each step of the procedures that the groups come to identify for mobilisation. In order to cover more ground and save on time, assign half of the groups to work on mobilisation at the sub-county and parish levels and let the rest deal with village mobilisation.

Regarding the question of role of mobilisation staff, you may clarify to the class that many or probably most of the agenda points they identify are to be handled by mobilisers (hopefully in a participative manner). However, obviously certain questions fall with the committees, e.g. the making of a priority list or selecting a caretaker.



Distribute a handout regarding the group work assignment to the respective groups (subcounty and parish or village level mobilisation). The handouts provide further guidance on the assignment.

2. Be prepared to offer advice to the working groups and guide them as required for them to move forward and avoid "going astray". The groups may require up to one hour to discuss and complete the assignment. Afterwards discuss in the class at large. Let participants contribute but as facilitator stay in control so that what is written on the board or flipchart is in conformity with the procedures stipulated in the RUWASA Community Participation Handbook. When in doubt use this Handbook for your own reference.



Group Assignment
on
Mobilisation Steps
at the District, Sub-county and Parish levels
and the Role of Mobilisation Staff

Assignment:

You have agreed in the class which Council, Committee or operational staff is responsible for the main activities during the mobilisation phase. Use that information as a starting point as your group discusses and agree on the following issues:

- a) Which are the mobilisation steps - meetings of different sorts -at the district, sub-county and parish levels.

- b) Who should participate, if any, in each of the meetings or seminars, apart from the Council or Committee members or operational staff directly concerned.

- c) What should be the items of the agenda of the meetings.

- d) Who is responsible for each of the agenda items. Is it mobilisation staff (e.g. informing of RUWASA objectives and activities), Council members themselves (e.g. electing a Water and Sanitation Committee), the Committee chairman in one way or the other, the RUWASA project (e.g. training hand pump mechanics).

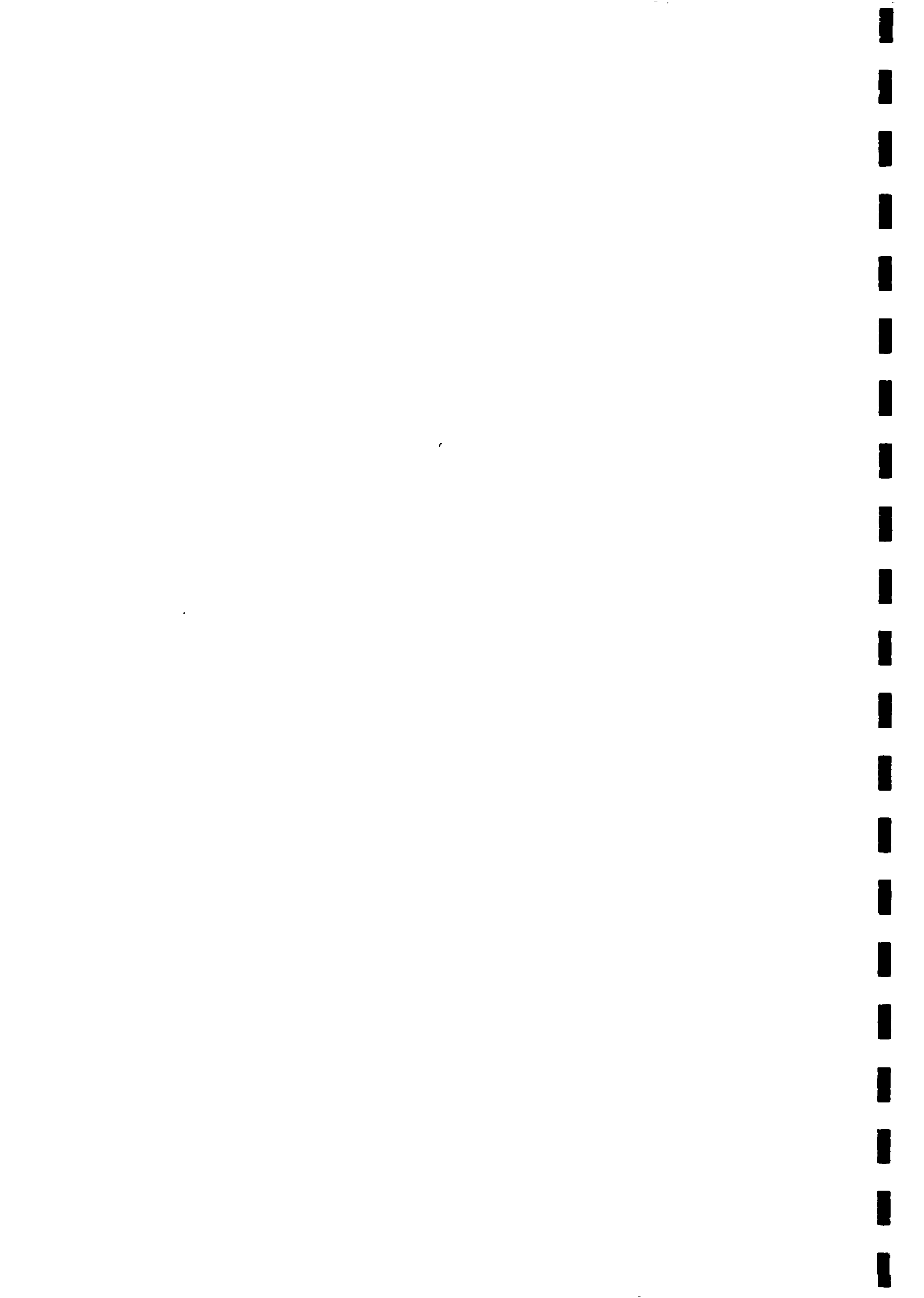


Group Assignment
on
Mobilisation Steps at the Village Level
and the Role of Mobilisation Staff

Assignment:

You have agreed in the class which Council, Committee or operational staff is responsible for the main activities during the mobilisation phase. Use that information as a starting point as your group discusses and agree on the following issues:

- a) Which are the mobilisation steps - meetings of different sorts - at the village level.
- b) Who should participate, if any, in each of the meetings or seminars, apart from the Council or Committee members or operational staff directly concerned.
- c) What should be the items of the agenda of the meetings.
- d) Who is responsible for each of the agenda items. Is it mobilisation staff (e.g. informing of RUWASA objectives and activities), Council members themselves (e.g. electing a Water and Sanitation Committee), the Committee chairman in one way or the other, the RUWASA project (e.g. training hand pump mechanics).



MODULE 4:

PLANNING AND REPORTING MOBILISATION ACTIVITIES

Session 4.1 Filling in Forms

Session 4.2 Reviewing Work Plans

Session 4.3 Reviewing Progress Reports



Session 4.1: FILLING IN FORMS

Objectives:

At the end of the session, participants shall be able to

- appreciate why the system for reporting of mobilisation activities is useful
- fill in the different reporting forms correctly and use the right forms

Materials:

- Facilitator's Guide to the Session.
- Reporting forms:
 - Work Plan (water and sanitation)
 - Progress Report (water)
 - Institutional Sanitation Progress Report (initial visit)
 - Monthly Institutional Latrine Progress Report (follow-up visits)
 - Household Sanitation Progress Report (initial visit)
 - Monthly Household Sanitation Progress Report (follow-up visits)
 - Reporting for District Staff
- Reference Sheet for Mobiliser Workplans and Progress Reports.
- Exercise: Filling in the work plan and progress report forms

Duration: Three hours.



Facilitator's Guide to the Session

1. Start the session by referring the participating district staff to their job description (as far as their work for RUWASA is concerned) as it was agreed upon during Session 2.2. More in particular this session relates directly to the duties numbered 1), 2) and 7), namely the preparation by district officers of their own work plans and progress reports, as well as the scrutiny of subcounty mobilisers' monthly plans and progress reports, relating both to water and sanitation activities.

As in the rest of this course, the training will be done by way of simulation, meaning that participants will be put in situations almost the same as what they will be confronted with in the real work for RUWASA.

2. Tell the participants that before starting on the exercises, you would like that they understand and appreciate why the system of reporting is useful and should be adhered to.

Distribute as background information the Reference Sheet for Mobiliser Workplans and Progress Reports. Then hand out the mobiliser work plan and progress report forms to each of the trainees. Ask now the participants what they see as the purpose or usefulness of this system for reporting. The answers should include points such as the following (write on black-board as they are being suggested by the class):

- 1) Planning and the setting of priorities
- 2) Monitoring what is going on in general (by district and HQ staff)
- 3) Controlling mobiliser staff
- 4) Basis for the payment of allowances
- 5) Allowing district and HQ staff to take action when appropriate.



Ask participants what would be the consequences, if

a) No documents are attached while it is otherwise claimed that certain mobilisation steps have been carried out.

b) It is being claimed that certain mobilisation activities have been carried out, but no numbers are mentioned and those actions are unrelated to the steps prescribed by RUWASA in the Reference Sheet.

The answers should be:

Re. a): If there is no supportive documentation, e.g. minutes from a given meeting, the purposes of reporting identified above as 2) monitoring, 3) controlling and 5) allowing corrective action, will not be much served, if at all.

Re. b): If RUWASA mobilisation procedures are not being followed and reported, chances are that the communities and their representatives are not being properly involved, informed and trained. The whole project and its objectives will be brought in danger, as what happened to the BUGWATSAN project in Iganga (case study in earlier training).

Sum up this part of the session by stating

- 1) that the reporting system serves several objectives, and
- 2) that it is important for project success to use the system correctly.
3. Provide a brief introduction to the different forms that subcounty mobilisers and district staff should use when reporting to RUWASA (listed under materials for this session above). The main distinctions to be explained are
 - between forms for water versus sanitation activities,
 - initial reporting on sanitation versus versus follow-up visits, and
 - which forms to be used by subcounty staff and which to be employed by district staff.



For the rest the forms are mainly self-explanatory. How to fill in the forms with actual information and certain interpretations will be practised and discussed in connection with the next exercise.

4. Divide the participants into groups of two and explain the principle of the assignment they shall carry out in the first exercise of this session. The exercise lists various mobilisation activities - some of them planned, others already carried out, some concerning water, others sanitation, some activities the responsibility of subcounty mobilisers, others that of district staff. It is the job of the groups to introduce the information provided correctly into the forms and choose the right form in each case in the process.

The Reference Sheet for Mobiliser Work Plans and Progress Reports may again be useful when solving the exercise.

Distribute now the Exercise: Filling in the work plan and progress report forms, to the participants. Be ready to answer questions and guide the groups.

5. The class reconvened, each of the groups may present one form as they have filled it in. Be prepared to put prodding questions and let misunderstandings be corrected so that the right answers transpire.

Among important things to note are the following aspects:

1) In some meetings both district and subcounty staff participate, namely in the SWSC seminar and RC3 Council on O & M and the special VWSC seminar on 13th November.

2) When reporting on sanitation, different forms should be used at initial visit as opposed to follow-up visits, both for institutional and household sanitation. This point concerns Completed Activities, visits on 6th, 16th and 21st October, and planned activities, visits on 5th and 25th November 1991.

3) All mobilisation concerning committees etc. at subcounty level is in principle the responsibility of District staff, supported by county staff (point 5 of Job Description), while activities at the RC2 and RC1 levels are taken care of by mobilisers, supported and supervised by district staff (their job description, point 3).



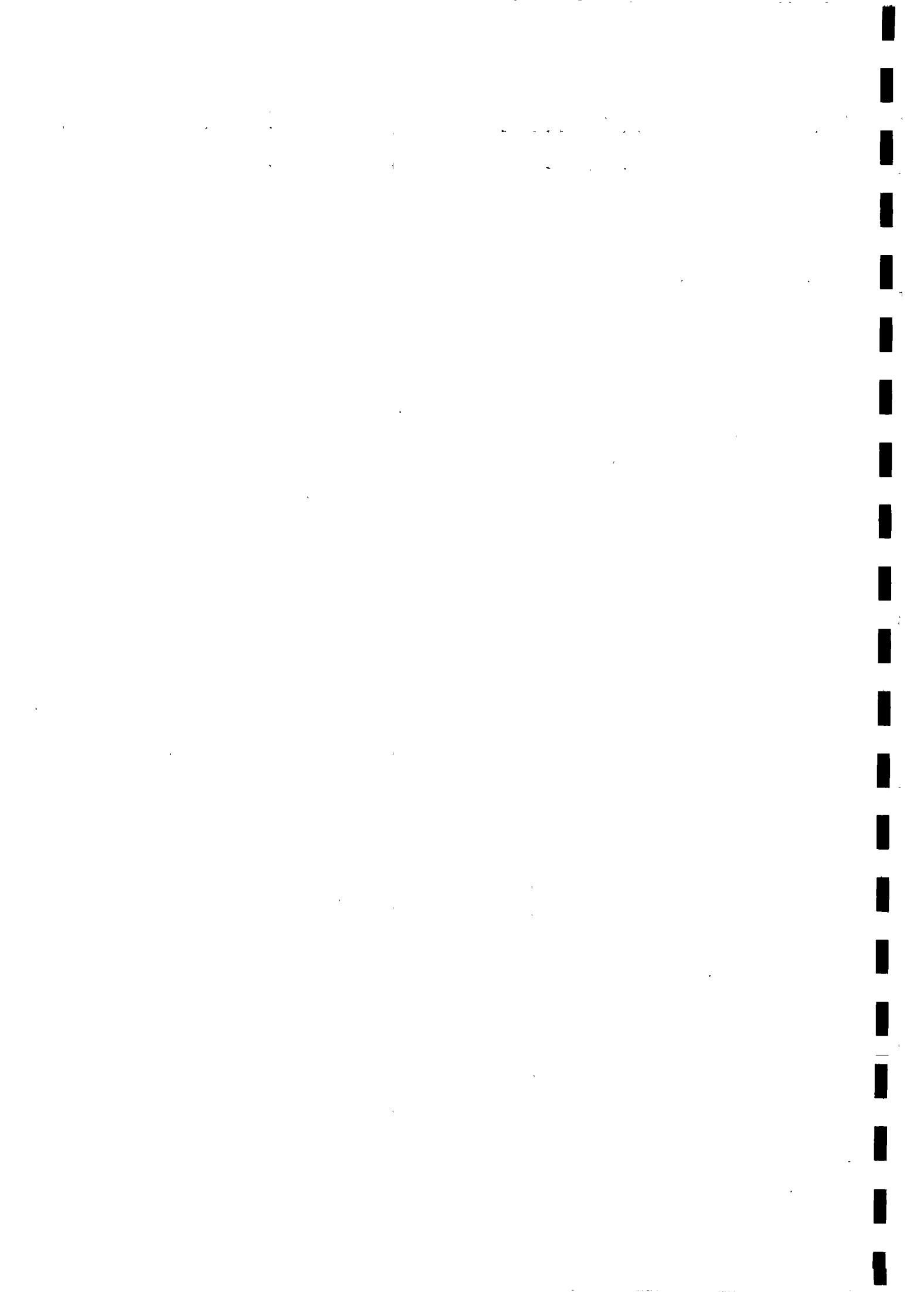
4) In work planning, water and sanitation activities should be written into separate, but identical forms. The reason is that at the RUWASA Headquarters the officers handling water are different from those handling sanitation activities.

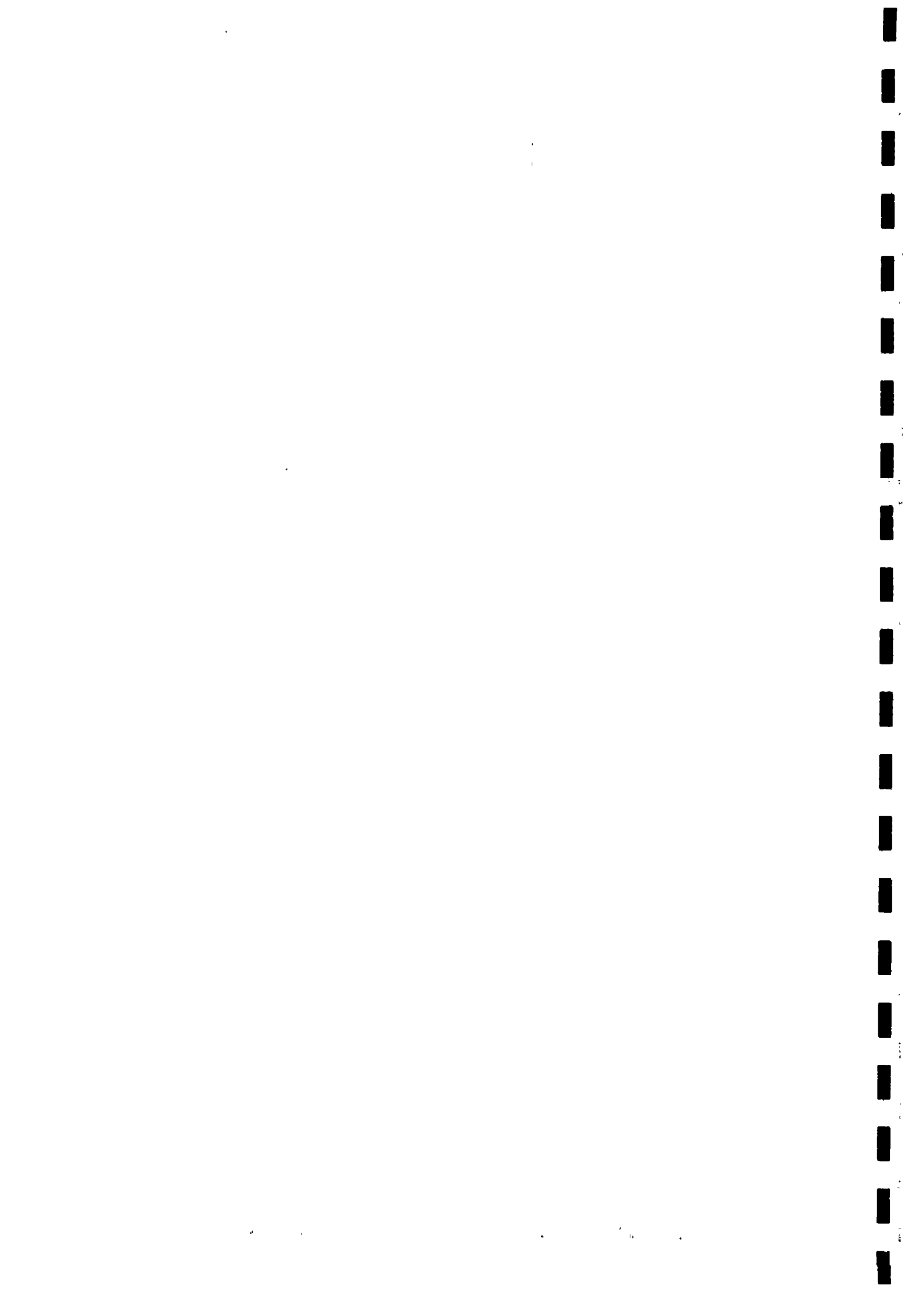
5) There is a special, openly designed form (resembling the sanitation forms) for district staff's reporting on mobilisation activities in the field of water.

6) Many of the observations made about the meetings held or planned should be noted in the column "Remarks" or on the separate page "Additional Remarks".

7) There is perhaps some scope for interpretation in sanitation reporting when it comes to classifying the floors and superstructures of toilets as either permanent or temporary. Permanent are solid cement floors and superstructures constructed of bricks but unburnt bricks and mud mortar still meet the criteria (walls preferably plastered).



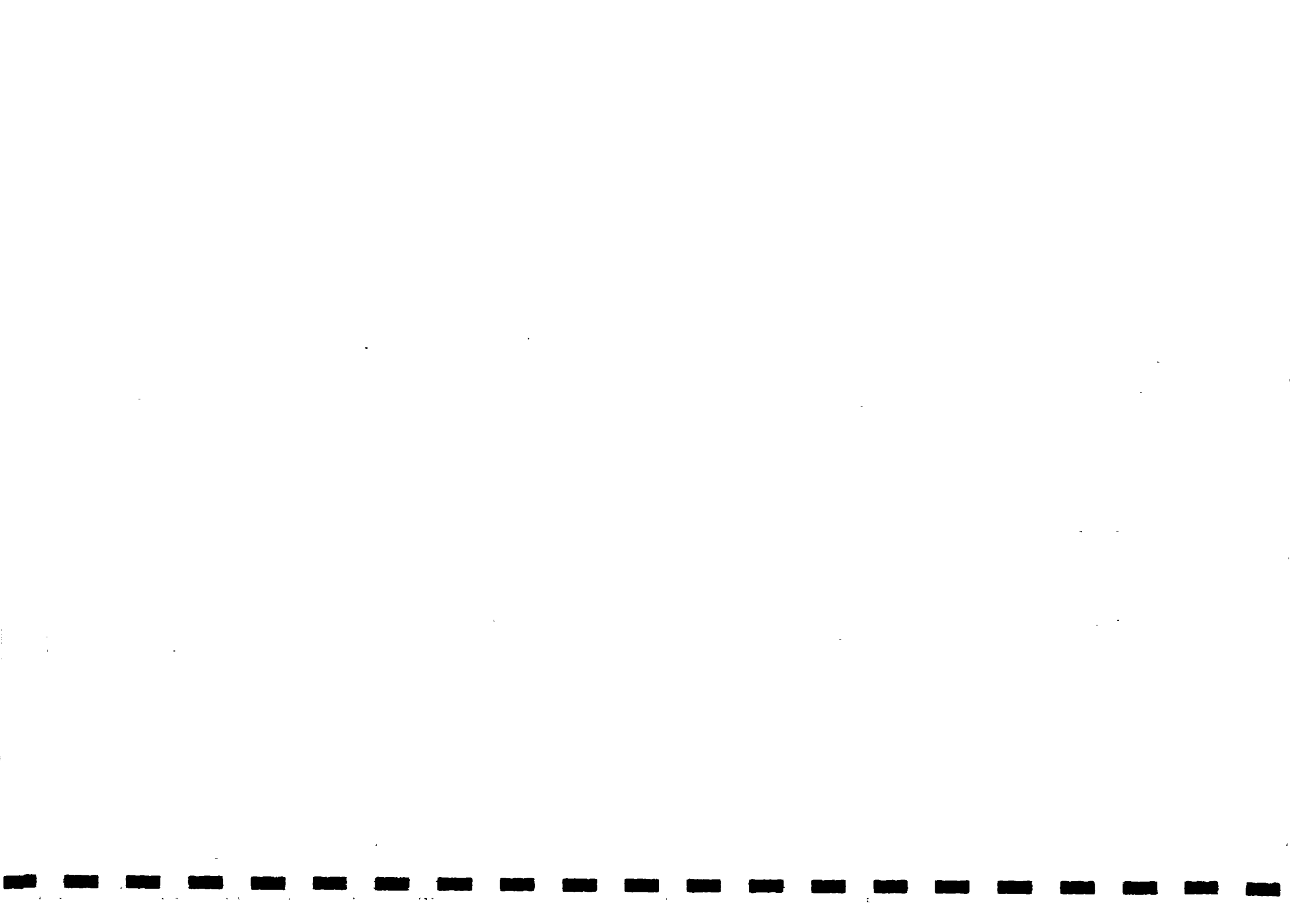


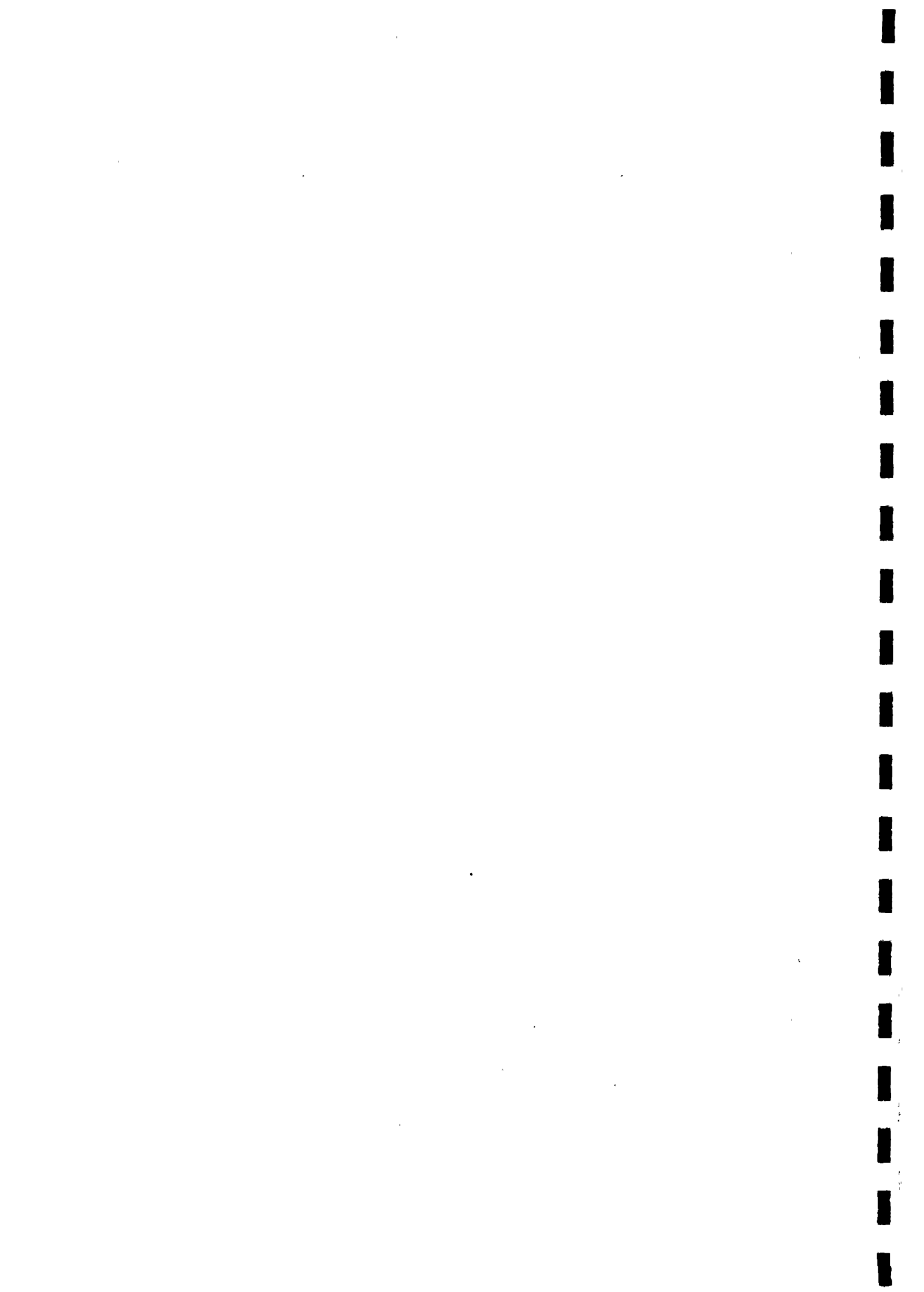




ADDITIONAL REMARK.

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MONTHLY INSTITUTIONAL LATRINE PROGRESS REPORT

District.....County.....
 Name of Officer.....
 Name of Officer.....

Date	School Visited	Purpose/ Activity	Remarks/Observation (Stage of construction etc



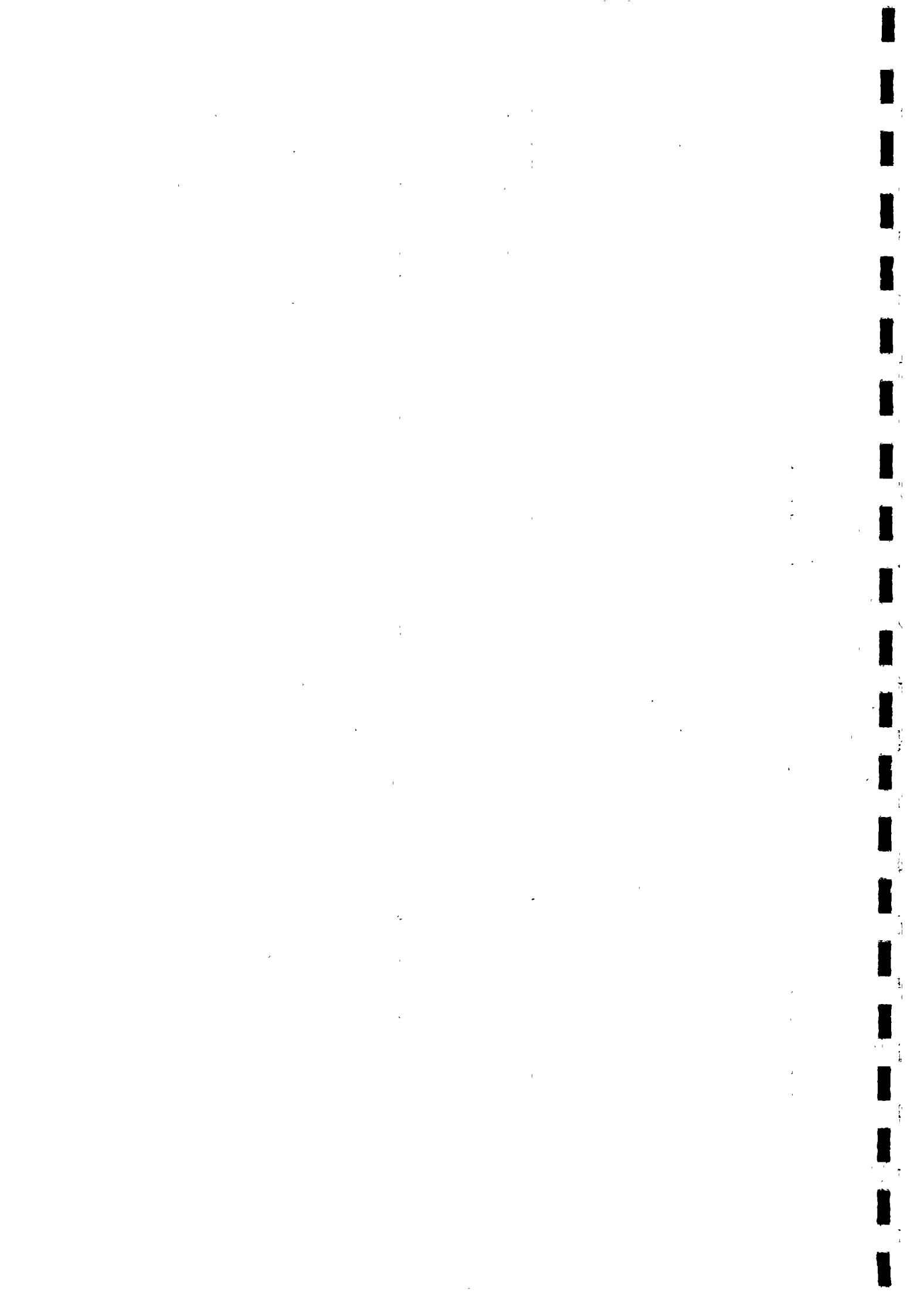
HOUSEHOLD SANITATION PROGRESS REPORT

DISTRICT _____
 COUNTY _____
 SUB COUNTY _____
 PARISH _____

RC1 _____

RC1	HOUSEHOLD MEMBERS	PERMANENT	TEMPORARY	NONE	REMARKS	DATE CONSTRUCTION STARTED (MONTH/YEAR)	DATE COMPLETED (MONTH/YEAR)	TYPE CONSTRUCTED FLOOR		SUPERSTRUCTURE	CERTIFIED BY
								PLAT:SI:AR	EARTH		
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
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DATE OF PRINTOUT _____



MONTHLY HOUSEHOLD SANITATION PROGRESS REPORT

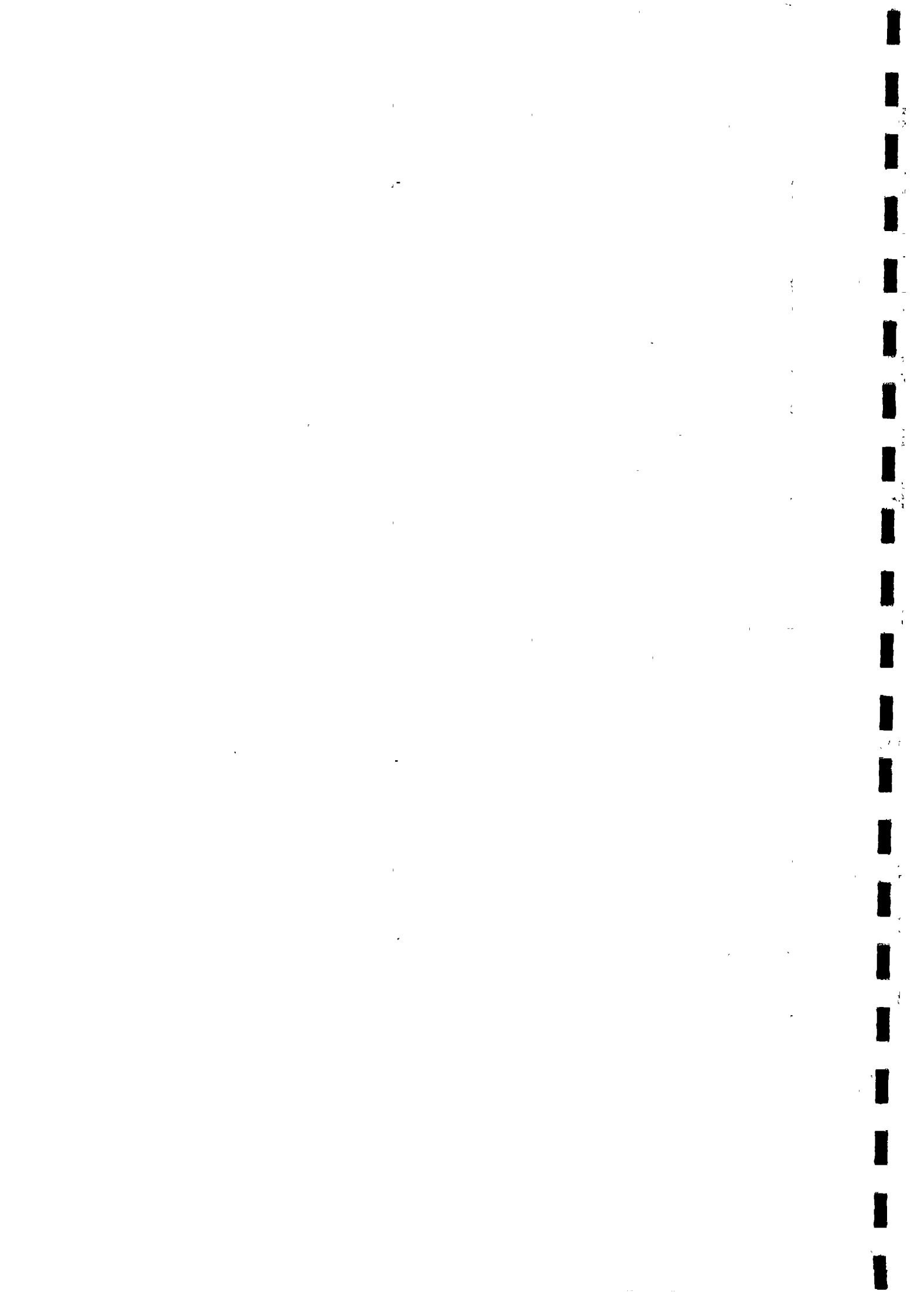
District.....County.....

Sub-county.....Parish.....

RC1.....

Name of Officer.....

Date	Household Visited	Purpose/ Activity	Remarks/Observation (State of construction etc)



Reporting for District Staff

In order to improve the effectiveness of communication from field visits/trips, district officers should submit a short report following each trip, containing the following information: Only one form should be used per day.

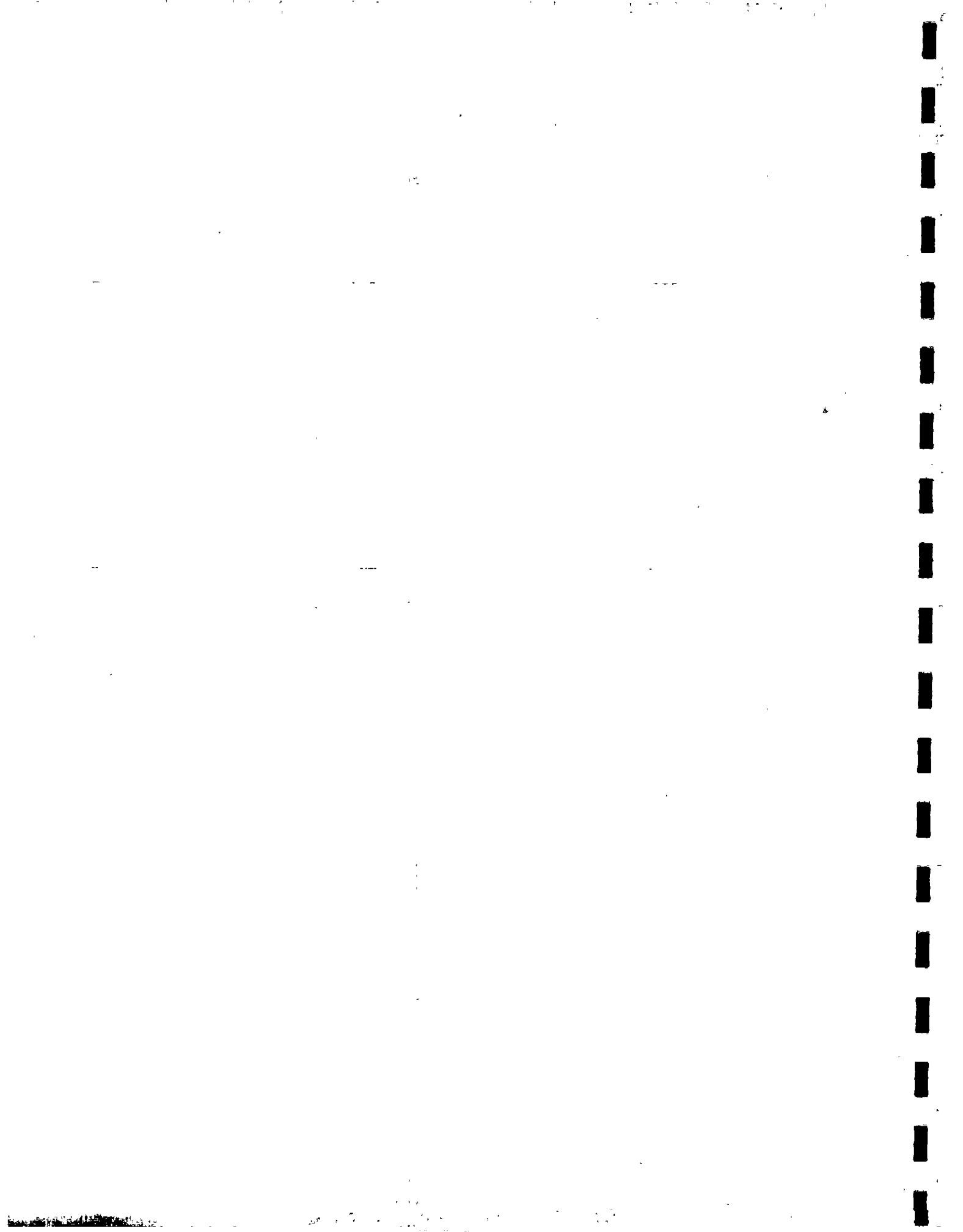
Name of Officer(s) _____

Date _____

Time Departed _____

Time returned _____

Date	Place(s) Visited	Km. Travelled	Purpose/Main <i>Activities</i>	Duration	Remarks (outcomes, decisions made, observation, etc). Remember to attach documentation where relevant.



Exercise

Filling in the work plan and progress report forms

Assignment:

It is around the end of the month of October and the start of November 1991. Mr. Andrew Bwire, District Community Development Officer of Iganga and Mrs. Betty Tajjuba, Community Development Assistant for two subcounties, Kisozi and Bulopa in Iganga District, are about to prepare reports on the progress achieved for the month of October and the planned activities for November.

When reporting they will use the different forms that have just been explained to you.

Below are listed different achieved and planned mobilisation activities. It is the job of your group - on behalf of Mr. Andrew Bwire and Mrs. Betty Tajjuba - to discuss and fill the different pieces of information into the right forms.

Mobilisation Activities completed in October:

a) Seminar for the Water and Sanitation Committee of Kisozi Subcounty, held 2nd October 1991.

b) Visits were made on 6th October to households in the village of Mukoka in Mpakiton parish of Bulopa subcounty to monitor and offer advice on sanitation. Among the observations made were the following:

In the homestead of Mr. Masaba (noted as household no. 4 of that village in an earlier progress report) the family had set up a latrine with earth floor and a superstructure made of unburnt bricks and mud mortar. Construction had started one month earlier and just been completed. Mr. Masaba had indicated that he intended to buy a sanplat in the very near future as soon as he got money from his coffee harvest.

In the house of Mr. Waiswa (household no. 15) at the time of the visit the family had constructed a new latrine which could serve a bit as a model for the rest of the community. It was installed with a sanplat bought at the local producer who had received support from the RUWASA project. The family had



started construction one month earlier and it had taken them three weeks to complete the latrine with the superstructure. Walls were made of burnt bricks plastered with cement mortar and the roof was an iron sheet lifted above the wall allowing for ventilation.

Overall, there has been a rather poor response in this village to the call for improved sanitation. The members of the Water and Sanitation Committee have not shown a good example. None of them have dug pits at their own households although they have requested to buy sanplats at the subsidised price. It was in this same village that only two of the elected Committee members turned up when the seminar was organised for them last August.

c) Parish orientation meeting for the RC2 Council of Nawango parish, in Kisozi subcounty, held on 12th October. Members believe sanitation is not necessary in their area because the population is spread over a large area.

d) The district officer participated on 16th October in the seminar for the Village Water and Sanitation Committee of Kakulu village in the subcounty of Bulopa, to observe and provide support for mobilisers so that they will become even better at implementing this particular mobilisation activity in the future. One observation: it would be useful if RUWASA could provide some more visual aids to be used for these seminars.

e) Back in July 1991 a Zonal Meeting was held with the Headmasters and other representatives from schools and health clinics in the Bulopa subcounty area. One of the schools, the Wandago Primary School, responded immediately with an application from 22nd July.

On 21st October a follow-up visit was made to the school. Work had started on 2nd October and at the time of the visit the pits had been dug and the floor installed with slabs provided by the RUWASA project. Advice was provided regarding the superstructure. The school had planned to construct simple walls of mud and water, but as a result of the discussion during the follow-up visit they are now going to erect a permanent superstructure.

f) Two other primary schools, also in Bulopa subcounty, only sent in their applications recently. They are the Bwiza Primary School and the Primary School of Immeri whose applications dated from 3rd and 5th October, respectively. On 25th October a first visit was made to the two schools.



It is noted that these visits were not taken into account in the work plan for the month of October. However, the headmasters kept pestering the mobilisation officers to act fast on their requests.

During the visits it was found that the Bwiza school has two hundred and eighty pupils and no latrines at all.

The school of Immeri, by far the largest school in the subcounty, has a student population of around seven hundred and fifty children. It has one stance with a cement floor although this latrine was rather dirty at the time of the visit. There is another stance with an earth floor but in practice this latrine is not being used because everybody says the floor is no longer solid and may collapse at any time.

g) On 26th October the Village Water and Sanitation Committee of Katono village in Bulopa subcounty met, discussed and agreed on a work plan for the participation of the community in construction activities.

h) Household sanitation visits were carried out for the first time on 28th October in the village of Bugimbi, Makoka parish, in Bulopa subcounty. Among the households visited were those of Mr. Patrick Omuut and Mr. Stephen Eparu. Mr. Eparu has no latrine while Mr. Omuut who happens to be the Chairman of Makoka parish has a fairly good toilet made with cement floor and mud walls. The floor is with a simple round hole and no foot rests, not like those sanplats promoted by the RUWASA project. The household of Mr. Eparu includes six family members and a helper. In the house of Mr. Omuut nine people live.

Some of the Planned Activities for November:

a) Follow-up visits on 5th November to the Bwiza and Immeri Primary Schools in Bulopa subcounty to get latrine construction started, in liaison with the mason paid by the RUWASA project.

b) Seminar for the Village Water and Sanitation Committee of Mukoba RC1 on Friday 13th November. It is noted that the seminar will be a repetition of the seminar held for this Committee already in the month of August but at that time only two of the Committee members showed up. For the seminar on 13th November the members of the RC1 Executive Committee will also be invited. The purpose is to get a better response from the community's leaders to RUWASA project activities in the village. In order to achieve this the participation of



District staff and a representative from RUWASA in Luzira is requested.

c) Meeting on Operation and Maintenance of the RC3 Council of Kisozi subcounty on 16th November.

d) Monitoring of facilities and community participation using questionnaires provided by RUWASA for data collection, in the village of Lugundu, Bulopa subcounty, on 18th November.

e) Briefing of the Water Committee of Kiigi parish, Kisozi subcounty on RUWASA activities in the subcounty, on 24th November. Kiigi is the parish in which the water project of CARE operates independently of RUWASA. Participation in the parish committee meeting is not part of normal mobilisation activities and procedures. The purpose is to create goodwill and a basis for coordination between the two projects.

f) Follow-up household sanitation visits in Bugimbi village, on 25th November.



Session 4.2: REVIEWING WORK PLANS

Objectives:

At the end of the session, the participants shall be able to:

- review a work plan and identify inconsistent information that requires discussion with subcounty mobilisers

Materials:

- Facilitator's Guide to the Session

- Exercise: Reviewing a mobiliser's monthly work plan.

Duration: One hour and forty-five minutes.



Facilitator's Guide to the Session

1. Make a status of the last session by explaining to the participants that they have covered point 7 of their job description, preparing monthly work plans and monthly progress report by district staff. They have also filled in work plans and progress reports on behalf of a social mobiliser, Mrs. Betty Bwire.

Closely related to what they did in the name of Mrs. Bwire is the following duty of district staff: scrutinizing the work plans and progress reports of mobilisers, and in the process spotting inconsistencies requiring a follow-up with the mobilisers, see points 1 and 2 of their job descriptions. These duties they shall simulate in this and the next session.

Divide the participants into groups of two, but differently composed from the groups of the last session. Distribute the Exercise: Reviewing a Mobiliser's Work Plan, to the groups. This handout includes further background information to the exercise.

When the trainees have read the handout, distribute Mr. Mudola's work plan for February and let the groups review it and identify the different inconsistencies that can be found there. The Reference Sheet for Mobiliser Work Plans and Progress Reports may again be useful for this assignment.

The class together again, let each of the working groups comment on a proposed activity in the work plan. Is the description of that particular activity complete? Is the activity justified? Also take into consideration the additional remarks made in the second page.

In the process of class discussion, write on the board issues of general relevance. The following points should transpire:

1) The RC1 executive meeting in Kibira should not be held before the RC2 Council of Kagulu has met to make an RC1 priority list. The justification given under additional remarks is not convincing (is the mobiliser, Mr. John Mudola a self-seeker?). In other words, RUWASA mobilisation procedures should be respected, in this case the order of mobilisation steps.



2) Planned sanitation activities should be put in a separate work plan form. This applies to the activities in Butori and Mireng villages.

3) For several of the activities, the number of the mobilisation step is not indicated. This may be a simple oversight. However, using the numbers has the function of imposing some discipline and limiting mobilisers to carrying out only prescribed mobilisation activities, unless specially justified.

4) For two of the activities, Mr. Mudola has filled in wrongly the column Materials Required and instead listed Documentation that should be submitted with the progress report. It is the case for the RC1 executive meeting and the Visit to water sources and sites.

5) First sanitation visit to Nkone Secondary School is not in accordance with mobilisation procedures. RUWASA does not support latrines construction for secondary schools. The fact that the school in Nkone does not have any toilets at all, as indicated in Additional Remarks, is probably not enough justification for deviating from the procedures.

6) The seminar for VWSC is one of the few activities where RUWASA recommends that both mobilisers participate actively. Mr. Mudola does justify his expected absence at the Budongo VWSC seminar but could that seminar not have been scheduled for another date?

On the other hand it certainly does not make sense that the two mobilisers, Mr. Mudola and Miss Eunice Naigaga, normally do all mobilisation jointly, as revealed in Additional Remarks. It should be stopped.

7) Under RC2 Council orientation meeting, Materials Required, is indicated the wrong booklet, the one that is meant for SWSC seminars. Instead it should be the booklet which is also used for the VWSC seminar.

8) Step 3.2 Seminar for Parish Water and Sanitation Committee does not exist in the RUWASA procedures and the project does not recommend the setting up of a specialised water and sanitation committee at the parish level. The proposed seminar on 12th February should therefore be called off.



9) Work on Saturdays and Sundays is not encouraged, as planned by Mr. Mudola for Sunday 9th and Saturday 29th February, unless it is specifically justified.

10) There should be no reason for the mobiliser to spent two days on step 4.5a, Visit to water sources and sites, with the Ntaala VWSC on 17th and 18th February. One day should be sufficient for that activity. Is this an attempt on the part of John Mudola of getting more allowances?

11) Missions by mobilisers to RUWASA in Luzira - suggested for 27th February - is discouraged, unless specifically requested by the project. Collecting information booklets is certainly not a good reason for making the trip. Those materials should be distributed through the district staff. Before asking to see the Sanitation Officer, as Mr. Mudola does in Additional Remarks, he should in any case first discuss the problem with Mr. Kakaire, the DHI.



Exercise

Reviewing a Mobiliser's Work Plan

Assignment:

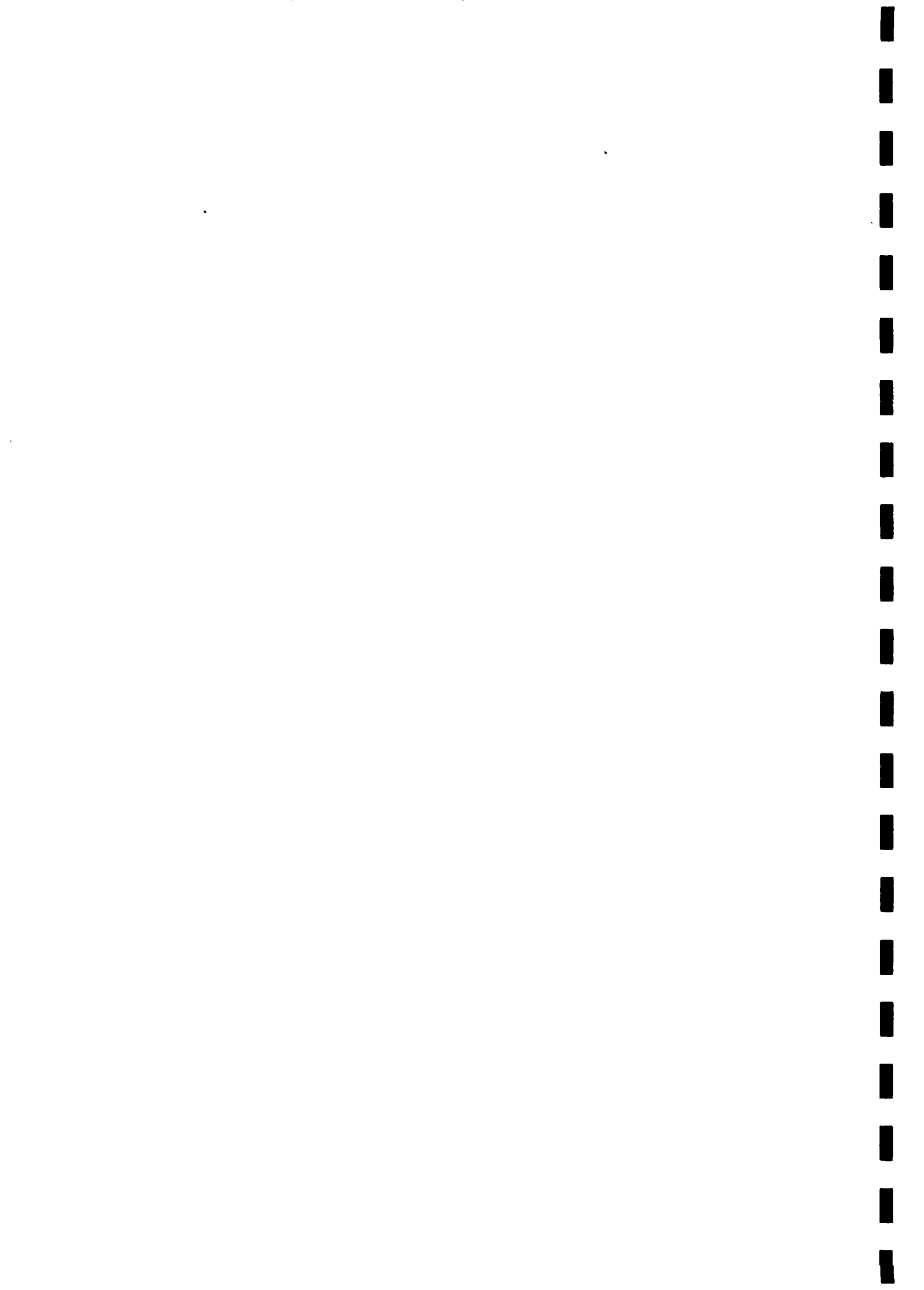
Mr. Gideon Kakaire is District Health Inspector (DHI) in the District of Kamuli. Under him works Mr. John Mudola who is assigned as Health Assistant to the subcounty of Namasaga. Both of them are engaged in mobilisation for the RUWASA project.

It is the third week of January 1992. Mr. Mudola has just prepared his work plan for the month of February and has gone to the town of Kamuli to hand it over to the DHI, Mr. Kakaire. However, on that day, 21st January, Mr. Kakaire is not in his office. He has left for Entebbe to see some people in the Ministry of Health.

It is now 23rd January and for Mr. Kakaire it is about time to forward the work plans that the different health assistants have submitted, to RUWASA in Luzira. First, however, Mr. Kakaire wants to study their plans carefully, and if there is something in the plans that he does not agree with, he is going to take a discussion with the health assistants concerned.

One of the plans lying on Mr. Kakaire's desk is from Mr. John Modula who is working in Namasaga subcounty. Mr. Modula is a young health assistant who is good at working with the communities. However, he still needs to be supported in his job. Sometimes he has got wrong some of the messages that should be conveyed to the communities, and it is the same thing with the mobilisation procedures. In working for RUWASA, Mr. Kakaire also suspects that Mr. Modula is sometimes too eager to inflate the work to be carried out in order to score some extra allowances from the project.

Put yourselves in the shoes of Gideon Kakaire and scrutinize the work plan of John Modula for the month of February 1992.





Kibira RC1 executive committee meeting: we want to start in Kibira because there is no safe sources and many water related diseases. I know it because I live in Kibira myself.

Nkone Sec. School: application from 24 Jan. School has no latrines

I shall not be able to attend VWSC seminar in Budongo village, Namaira RC2 on 18th February because it is my father's birthday in Jinja that day. My colleague Miss Eunice Naigaga (CDA) will handle the seminar on her own. All the other activities we do together because we support each other

In connection with visit at RUWASA in Luzira on 27 February I hope that the sanitation officer will be in his office. Then we can find a solution to the problem in Mera village, Marge parish where nobody wants to make latrines



Session 4.3: REVIEWING PROGRESS REPORTS

Objectives:

At the end of the session, participants shall be able to:

- review a progress report and identify inconsistent information that requires discussion with subcounty mobilisers

Materials:

- Facilitator's Guide to the Session
- Exercise: Reviewing a mobiliser's monthly progress report

Duration: One hour and thirty minutes.



Facilitator's Guide to the Session

1. Tell the participants that in the last session they practised task 1 of their job description, reviewing mobilisers' work plans. In the exercise of this session they will try out the review of a mobiliser's progress report, spotting inconsistencies that require further contact with the mobiliser, corresponding to task 2 of their job description.

2. Let participants work in the same groups of two trainees each as for the last exercise. Now distribute the Exercise: Reviewing a Mobiliser's Progress Report. Let them read the details of the assignment in the handout. Thereafter distribute Mr. Joseph Mukoka's Progress Report for March 1992 and let the groups review it and identify the different inconsistencies that can be found there. The Reference Sheet for Mobiliser Work Plans and Progress Reports will also be useful for this assignment.

3. After allowing sufficient time for the working groups, bring the class together again. Let each of the working groups comment on an activity as it is described in Mr. Mukoka's work plan. Is the description of that particular activity complete and adequate? Is the activity justified and in accordance with prescribed procedures? Also take into consideration the additional remarks made in the second page.

In the process of class discussion, write on the board issues of general relevance. The following points should transpire:

1) The two VWSC seminars in Bubupi and Buguma villages, both of Makoka parish, on 3rd and 4th March, should be held as one joint seminar to save on resources and mobilisers' time.

It could appear that the two committees were actually trained together, in the justification for the follow-up seminar on 23rd March, but that the mobiliser in his reporting tried to obtain double allowance by claiming two days.

The justification for the follow-up seminar is not very convincing, that just one of the committee members was not present at the first seminar. And the topics of immunisation and AIDS, although important in their own right, are not directly related to water and sanitation.

2) The participation of Mr. Joseph Mukoka in the seminar for the SWSC in another subcounty, Kidera, than his own looks



somewhat strange on the face of it. No justification is given except for the indication "as observer" under Remarks and no documentation is attached.

3) In the case of the RC1 Council meeting in Butogo the same mobilisation step is being carried out twice but the mobiliser has argued well for it under Additional Remarks.

4) No number is indicated for the mobilisation steps RC1 Council meeting (4.2) and Construction (4.7).

5) There is no documentation attached for the activity Construction. This in itself is serious enough. Further the mobiliser claims that he has spent four days on inspecting on-going works in connection with just two springs. As he indirectly states himself under Additional Remarks there were no problems at all on the building sites that could warrant his prolonged presence.

6) Also for step 4.10a Inspection on 26th and 27th March there is no documentation and the few Additional Remarks do not provide any specification of what has been achieved during the two days.

7) Regarding the sanitation progress report, one form should be used for each RC1 visited. The report from Bwase village is obviously inadequate. But also the report from Katono village, although it provides some numbers, is not good enough.

The reporting should follow the format of the household sanitation progress report form (initial visit), providing information about date construction started, date completed, type constructed floor and type of superstructure. Each household visited should also be identified by number and name of household head.



Exercise

Reviewing a Mobiliser's Progress Report

Assignment:

Mrs. Regina Nabirye is District Community Development Officer (DCDO) for Kamuli District. Today is 1st April 1992 and it is time to review the progress reports for March that have been submitted by the subcounty staff working for the RUWASA project. Among the progress reports lying on Mrs. Nabirye's desk is that of Mr. Joseph Mukoka, Community Development Assistant (CDA) assigned to Buyende subcounty.

Help the DCDO scrutinize the progress report of Mr. Mukoka for those points that may not be clear, so that she can have a talk with him before the report is forwarded to RUWASA in Luzira.



SOCIAL MOBILIZER **PROGRESS REPORT**

30-3-92
(DATE SUBMITTED)

Joseph Mukoka, CDA
(MOBILIZER'S NAME, POSITION)

March-92
(MONTH)

Buyende
(SUB-COUNTY)

Kamuli
(DISTRICT)

DATE	RC 2	RC 1	No. AND NAME OF STEP	DOCUMENT ATTACHED	REMARKS
3-3	Makoka	Bubupi	4.3 Seminar for VWSC	Countersigned list of participants	
4-3	Makoka	Buguma	4.3 Seminar for VWSC	As Bubupi	
6-3			2.3a Seminar for SWSC in Kidema S/C		as observer
9-3	Kyeya	Butogo	RC 1 Council meeting	Minutes	See add remarks
10-13/3	Makoka	Bwase	Construction		See add remarks
20-3	Ndalike	Bukoma	4.9 Monitoring of water sources and com participation	Filled in monitoring form	
23-3	Makoka	Bubupi > Buguma	4.3 Seminar for VWSC	Countersigned list of participants	See add remarks
24-3			Preparation of work plan for April	work plan form filled in	work plan given to DCDC
26-27/3	Kyeya		4.10a Preliminary completion report (inspection)		See add remarks



Bwage RC1 Council meeting: Orientation meeting for the RC1 Council (mobilisation step 4.4) was held already on 22 January. This one on 9th March was a special follow-up meeting and they had asked us mobilisers to be there. The RC1 Chairman and other's in the Executive Committee had complained that the VWSC did not inform them and that the new water sites would only be good for VWSC members. As you can read in the attached minutes, the Council found a solution that everybody was happy with. A RUWASA hydrologist also participated in the meeting. In the future I think it is important that RUWASA makes sure that the RC1 Councils are informed and approve the proposed sites.

Construction in Bwage RC1. I looked at the protection of two springs that is being done in Bwage Works are progressing fine with a clever mason and good community participation. No problems.

Follow-up VWSC seminar for Bubupi and Buguma because one VWSC member from Bubupi had been absent in the first seminar. And because that seminar had started late there was no time to discuss topics on immunisation and AIDS.

Inspection tour in Kyeya of finished constructions on 26-27/3. A few outstanding works found here and there.

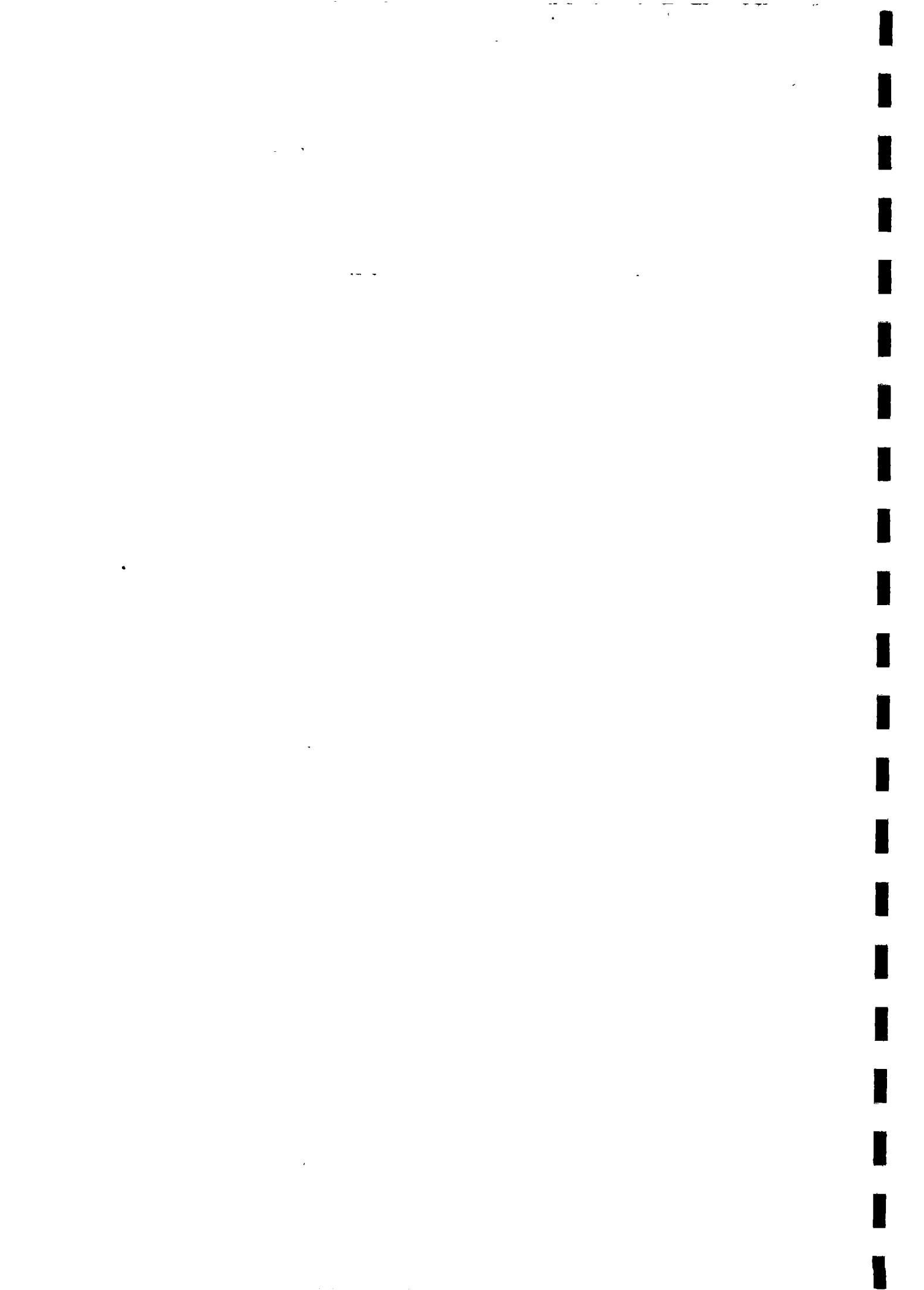


MONTHLY HOUSEHOLD SANITATION PROGRESS REPORTDistrict... Kamuli County.....Sub-county... Buyende Parish.....

RC1.....

Name of Officer... Joseph Mukoka, C.D.A......

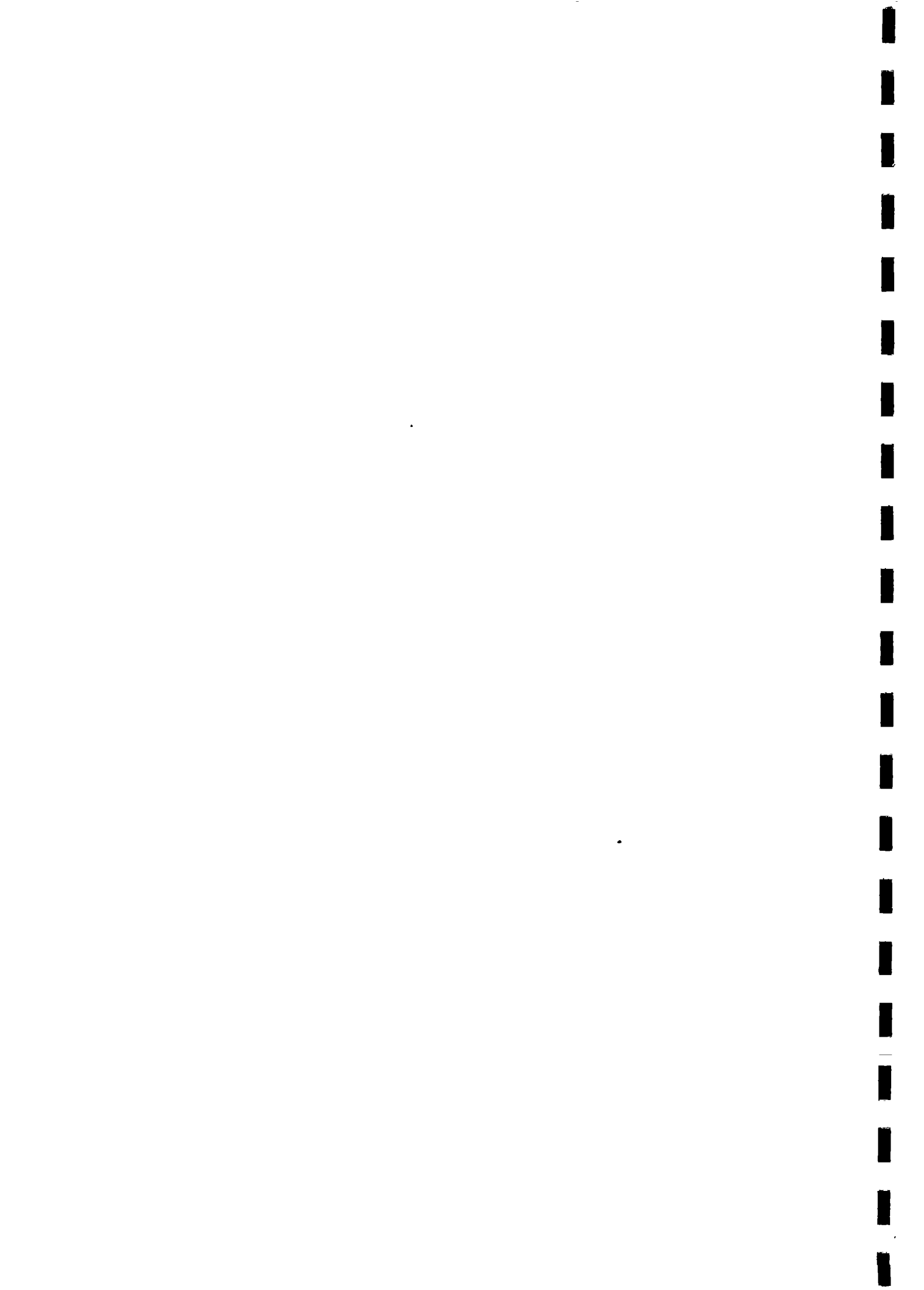
Date	Household Visited	Purpose/ Activity	Remarks/Observation (State of construction etc)
13-3	All households of Bwase RC1	Household sanitation visits	Pit latrines satisfactorily completed
18-3	Katono RC1 Makoka Parish	Household sanitation visits	Of 42 households: No construction in 12 Construction in progress in 11 19 completed, of which: 10 are permanent constructions 9 are temporary



MODULE 5:

MOBILISATION AT THE SUBCOUNTY LEVEL

- Session 5.1 Introductory Meeting with a Subcounty Leader
- Session 5.2 Seminar for the Subcounty Water and Sanitation Committee
- Session 5.3 Information Meeting on Sanitation Programme with Heads of Institutions
- Session 5.4 RC3 Council Meeting on Operation And Maintenance



Session 5.1: INTRODUCTORY MEETING WITH A SUBCOUNTY LEADER

Objectives:

At the end of the session, participants shall be able to:

- carry out an introductory meeting with an RC3 Chairman, competently and in accordance with RUWASA mobilisation procedures

Materials:

- Facilitator's Guide to the Session.

- Guidelines for District Staff's Introductory Meeting with RC3 Chairman (role play)

- Script for Mr. Henry Isababi, RC3 Chairman of Kagulu Subcounty

Duration: One hour and thirty minutes.



Facilitator's Guide to the Session

1. Refer the participants to Session 3. In that session the class discussed in detail the different mobilisation procedures, that is what should be done at each step and what is district and mobilisation staff's role. In the Module now starting the trainees will practise (or simulate) those mobilisation steps that are their own direct responsibility as district staff, namely mobilisation at the subcounty level.

2. Proceed straight to the meeting between a district staff and a RC3 Chairman. Explain that this meeting constitutes the very first contact between the RUWASA project and the subcounty into which the project is moving.

The main purpose of the meeting is to arrange that district staff representing RUWASA can participate in one of the regular RC3 meetings to introduce the project to subcounty leaders. In that coming meeting the RC3 Council is also being asked to elect a Subcounty Water and Sanitation Committee.

When visiting the RC3 Chairman, the district staff should explain about:

- project sanitation activities,
- water activities,
- the project's contribution, and
- the community's expected role, also in operation and maintenance.

Any questions that the Chairman wants to ask should be fully answered.

Emphasize to the participants that similar meetings should be held with the Zonal Chairman for Primary Schools and the Chairman of the Health Management Committee. In those informal meetings discussion will be more on the institutional sanitation programme. Arrangements may be made for the later meeting for all the heads of zonal institutions.



3. Now designate two among the participants who shall perform the roles of the DCDO (or the DHI) by the name of Mr. Samuel Ariko and Mr. Henry Isababi, Chairman of Kagulu subcounty, in a simulated meeting (role play). Hand them the scripts or guidelines on their roles. The participant who performs as district staff may receive the handout at the end of the previous day's training to allow him more time for preparation.

After the simulated meeting let observers and participants discuss the following issues regarding the meeting:

1) Did Mr. Samuel Ariko achieve what was the main purpose of the meeting, securing his own participation in the next RC3 meeting in order to brief the Council of project activities?

2) Was Mr. Ariko courteous and polite?

3) Were all main aspects regarding the project covered, also sanitation and operation and maintenance?

4) Did Mr. Ariko answer all the questions put to him satisfactorily?



**Guidelines
for
District Staff's Introductory Meeting with
RC3 Chairman (role play)**

You as Mr. Samuel Ariko, District Community Development Officer, come to see Mr. Henry Isababi, the RC3 Chairman of Kagulu subcounty. You meet him in an informal setting, at his house where he is doing some work when you arrive.

The main purpose is to arrange that district staff representing RUWASA can participate in one of the first-coming regular RC3 meetings.

When visiting the Chairman, show courtesy. Make sure to introduce yourself.

Also explain in a few words what the RUWASA project is all about. What support the project provides and the community's role and contribution in site selection, construction and in operation and maintenance.

Do not forget to introduce the project sanitation activities, especially the household sanitation programme and the expected involvement of the families, and something about the importance of good hygiene practices.

Mention also that in the coming meeting the RC3 Council is supposed to elect a Subcounty Water and Sanitation Committee.

Give the Chairman the opportunity to talk and put questions before you leave. Take care to provide complete answers to the questions.



Introductory Meeting
between
a District Staff and a RC3 Chairman

Script for Mr. Henry Isababi, RC3 Chairman of Kagulu Subcounty

Mr. Samuel Ariko from the RUWASA project is coming to see you at your house. He is most welcome.

You also have some questions you would like to put to him, as he is telling about the project:

Why has it taken so long time before RUWASA is now finally coming to Kagulu subcounty since they started in Nawaikoke?

Is it possible to propose your own son, Joseph, as hand pump mechanic for the subcounty?

You think that people in Kagulu will be more interested in getting water rather than new toilets. Could RUWASA not for the same money they spend on latrines instead construct a piped water system so that people get water into their houses?

Later you would like to ask if RUWASA - as a project that is financed by DANIDA - could not construct new latrines for people at their homes, instead of just selling sanplats? At least it would be a good idea if the sanplats could be given as gifts by the project. Is it not true that it is DANIDA that has given the new big silos you see when you enter Jinja? They must have been very expensive.

You think that it is OK that Mr. Ariko attend the next RC3 Council meeting to inform about the project. But you think that there is no need to involve the RC1s. Instead you propose to Mr. Ariko that yourself together with the RC2 Chairmen in each parish select the sites for new water sources, and also choose the source caretakers. You know who are the people you can rely on for doing such a job.



Session 5.2: SEMINAR FOR THE SUBCOUNTY WATER AND SANITATION COMMITTEE

Objectives:

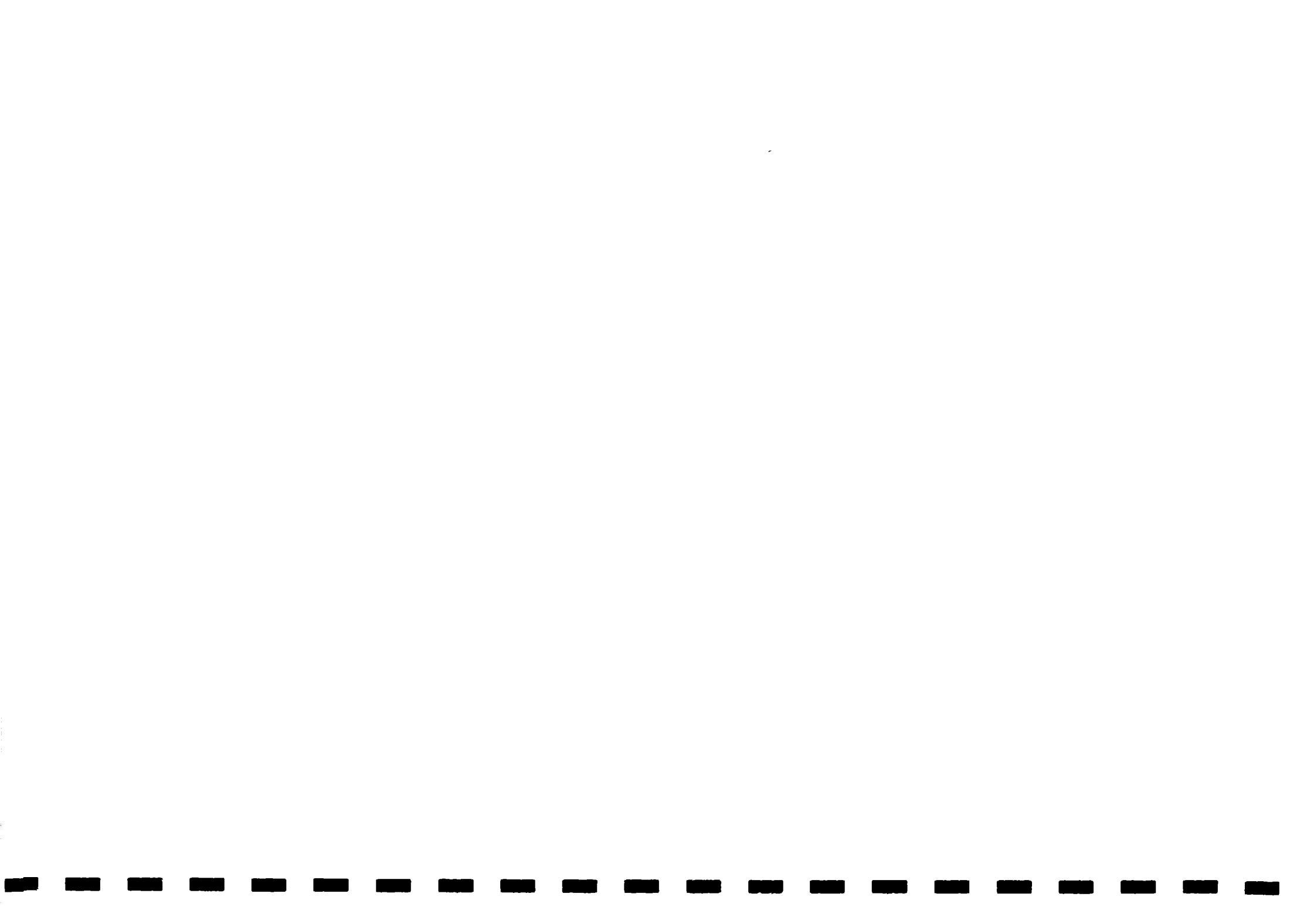
At the end of the session, participants shall be able to:

- carry out a Subcounty Water and Sanitation Committee Seminar, competently and in accordance with RUWASA mobilisation procedures

Materials:

- Facilitator's Guide to the Session
- Orientation seminar for the SWSC of Nakitoko subcounty: Role of District Staff
- Script for Mr. Kakande, Chairman of the Committee
- Script for Mr. G. Mbiro, Committee member from Kavule Parish
- Script for Mr. A. Magala, Committee member from Nansololo Parish
- Script for Mrs. L. Nabuti, Committee member and RC3 Secretary for Women's Affairs
- Script for Mr. P. Kayongo, Committee member from Iziru Parish
- Subcounty booklet: "Akakiiko K'amazzi N'obuyonjo mu Ggombolola Y'ewammwe"

Duration: Two hours and thirty minutes.



Facilitator's Guide to the Session

1. Bring participants' attention to the RC3 Council meeting. The class dealt with this mobilisation step in some detail in Session 3.2. The orientation meeting for the RC3 Council is not very different from the Seminar for the Subcounty Water and Sanitation Committee so in this session participants shall only practise the seminar.

List on the board the points for the Agenda at the Committee seminar (or solicit them again from the participants):

- Present and discuss the objectives, approach and activities of the RUWASA project, including sanitation activities and the operation and maintenance system.
- Discuss the role and duties of the Committee.
- Prepare a priority list of parishes, indicating in which parish implementation should begin first, and in what order parishes should be added to the programme.
- Discuss guidelines for the choice of hand pump mechanics (the profile of a good mechanic).
- Set a date for selecting the mechanic.

In connection with the seminar - towards the end - the Subcounty booklet: "Akakiiko K'amazzi N'obuyonjo mu Ggombolola Y'ewammwe" should be distributed and briefly explained, but reading from the booklet should definitely be avoided.

2. In the simulated seminar two of the trainees will act as district staff like the job they occupy in real life. One will be Chairman of the Subcounty Water and Sanitation Committee and four others will be Committee members.

Write on the board the names of the participants and the areas they represent or the positions they occupy.

The participants shall be guided by the scripts that you are now going to hand out, one for each of them. Give them at



least 10 minutes to prepare and live themselves into the roles. In fairness to the two "district staff" who play dominant roles in the seminar, these could be contacted at the end of the previous day's training to allow them more time for preparation. The seminar/meeting should not last more than fifty minutes.

3. Depending on the number of trainees in the course there may not be many additional observers. In any case, after the "seminar" let the whole class discuss what went on along the following questions:

1) Was there an Agenda for the meeting - was it conveyed and was it followed ?

2) Did the Chairman play a constructive role in leading the meeting - was he given the chance to do so ?

3) Did the mobilisers assist the members in solving differences and arriving at constructive decisions ?

4) Who made decisions - members, Chairman or mobilisers ?

5) Did anybody stress or repeat key information or sum up decisions arrived at by the meeting ?

6) Did the presentation cover all main aspects regarding the project, also sanitation and operation and maintenance ?

7) Did the Committee make the necessary decisions ?

8) Were questions adequately answered by the mobilisers ?



Orientation Seminar
for the Subcounty Water and Sanitation Committee
of Nakitoko Subcounty
2nd March 1992

Role of District Staff

As district staff you should agree with the RC3 Chairman on the Agenda for the meeting and find out who will present what and who will facilitate the discussion and summarise the decisions. Also divide the tasks between you and your district colleague.

In addition to presentations and discussions, you as district staff must make sure that before the meeting is closed decisions have been made on the following issues:

- date set for selection of hand pump mechanics
- a parish priority list has been agreed upon (in which parish implementation will begin and in what order the RUWASA project will move into the other parishes)



Orientation Seminar
for the Subcounty Water and Sanitation Committee
of Nakitoko Subcounty
2nd March 1992

Script for Mr. Kakande, Chairman of the Committee

As Chairman you should agree with the mobilisers on the Agenda for the seminar and find out who will facilitate the discussion and summarise the decisions.

This is the first meeting of the Subcounty Water and Sanitation Committee which was just recently elected by the RC3 Council.

You are happy that the RUWASA project has now come to assist Nakitoko Subcounty. You would like to express your appreciation and show a good spirit of collaboration to the district staff representing the project.

You are aware that there have been some conflicting interests between the northern and the southern part of the Subcounty. The southern part lying away from Nakitoko town has felt that they did not benefit from public services. In earlier meetings of the RC3 Council there have been some rather heated discussions.

Two of the elected members of the Committee are Mr. G. Mbiro who is from Kavule Parish (North) and Mr. A. Magala who is a resident of Nansololo Parish (South). Both were also Board members of the Nakitoko Marketing Cooperative. In those meetings Mr. Mbiro and Mr. Magala always had arguments. And since the Cooperative collapsed last year because of some financial irregularities, the two have hardly been on speaking terms.

You would like to reach an agreement already at this meeting about who should be the two hand pump mechanics candidates that will go for training, so that the final decision to be made at the next Committee meeting could be just a formality.

You do not believe in the idea of having lady mechanics. But it would be both fair and practical to have one mechanic from the North and another from the South of the Subcounty.



Orientation Seminar
for the Subcounty Water and Sanitation Committee
of Nakitoko Subcounty
2nd March 1992

Script for Mr. G. Mbiro,
Committee member from Kavule Parish

You are quite happy that the RUWASA project has now come to serve Nakitoko Subcounty. You have heard that this RC3 meeting will discuss and decide which parishes shall get priority and benefit most from the project. You feel that it is only fair that mobilisation and construction should first start in Kavule and the neighbouring parishes in the North.

You have learned that RUWASA would like to open up new opportunities for women. So you have agreed with Mrs. Nabuti, member of the Committee in her capacity as RC3 Secretary for Women's Affairs that she will propose Miss Margret Bukirwa and Mrs. Regina Bwire as hand pump mechanics. Margret is your daughter and Mrs. Bwire is a cousin of Mrs. Nabuti.

Mr. A. Magala is a Committee member from Nansololo parish. You know him from the time when you were both members of the Board of the Nakitoko Marketing Cooperative. The Cooperative closed last year because of misuse of funds. You accuse Mr. Magala and his relatives of being the real culprits.

You will not be surprised if during the meeting Mr. Magala will seek to grab advantages for his own area and even his own family. But you shall do your best so that he won't get away with it.

Actually, rumours have it that Mr. Magala is going to propose Mr. Fred Magala, his nephew, as one of the hand pump mechanics. If they are really bold enough to propose this, you will not hesitate to mention that Mr. Fred Magala as Assistant Manager of the Nakitoko Cooperative was the prime suspect when the Cooperative folded.

As hand pump mechanic he would also handle funds, so it would be much too risky to appoint Mr. Magala junior for the job.



Orientation Seminar
for the Subcounty Water and Sanitation Committee
of Nakitoko Subcounty
2nd March 1992

Script for Mr. A. Magala
Committee member from Nansololo Parish

It is quite some time ago that you first learned about the RUWASA project but you are happy that they have now finally come to assist Nakitoko Subcounty.

You have heard that this first meeting of the Subcounty Committee will discuss and decide which parishes shall get priority and benefit most from the RUWASA project. You feel that it is only fair that works should first start in Nansololo and the neighbouring parishes in the South.

Mr. G. Mbiro is Committee member from Kavule Parish. You know him from the time when you were both members of the Board of the Nakitoko Marketing Cooperative. At that time he was always questioning the transactions and decisions made by the cooperative Management. Your nephew, Mr. Fred Magala was the assistant Manager.

When Mr. Mbiro and his followers were not able to take over control of the Cooperative, he persuaded farmers from Kavule and other Northern parishes to sell their produce to private traders instead, as a kind of revenge. The result was that the Cooperative had to stop operations last year.

You will not be surprised if during the meeting Mr. Mbiro will seek to grab advantages for his own area and even his own family. But you shall do your best so that he won't get away with it.

At this meeting you are going to nominate Mr. Fred Magala, your nephew, and Mr. John Ziraba for the jobs as hand pump mechanics. Both are young, energetic and have already demonstrated some practical skills in repairing motor cycles and vehicles.

You have heard that Mrs. Nabuti, RC3 Secretary for Women's Affairs, in agreement with Mr. Mbiro, is going to propose two women as hand pump mechanics. It is your opinion that women will not be motivated for such a job, and they simply do not have the physical strength for lifting heavy pumps and pipes.



Orientation Seminar
for the Subcounty Water and Sanitation Committee
of Nakitoko Subcounty
2nd March 1992

Script for Mrs. L. Nabuti
Committee member and RC3 Secretary for Women's Affairs

When the representatives from the Project are explaining about the project and its activities in the Subcounty, you would like to ask RUWASA to provide piped water with connections to each individual household. Many of your friends in Kampala have piped water and they really like it. Also many people in Nakitoko town ask for it. It is really the modern solution for modern people.

You think that most people will be more interested in clean and safe water than in getting toilets. If RUWASA is so interested in promoting sanitation, could the project not finance and let latrines be constructed for each household by competent project masons. Committee members could get VIP latrines and other families could receive more simple toilets.

As Secretary for Women's Affairs you think that women should take up more of the positions that traditionally have been held only by men. Just take the example of the job as hand pump mechanic.

Now you have agreed with Mr. Mbiro, Committee member from Kavule parish, that at this meeting you shall propose Miss Margret Bukirwa and Mrs. Regina Bwire for the jobs as hand pump mechanics. Mrs. Bwire is your cousin, you know her well and you are sure that she will make a good mechanic.

You do not have very strong feelings about the schedule for mobilisation and construction, the so-called parish priority list. You have got the understanding that the RUWASA technical teams will be moving quite fast so that it is just a matter of rather short time and all parishes in the subcounty shall be getting support for better latrines and clean water.



Orientation Seminar
for the Subcounty Water and Sanitation Committee
of Nakitoko Subcounty
2nd March 1992

Script for Mr. P. Kayongo
Committee member from Iziru Parish

From the way RUWASA is working in other subcounties you get the understanding that household and institutions latrine programme starts up first, and then construction of water sources follows depending on the progress of the sanitation programme.

You do not think that it is a fair way for the project to proceed. Take an example, why should you suffer and not benefit from clean water in the community where you live, just because many of your neighbours do not construct latrines for their households?

You would like to recommend to the district officers that RUWASA at least provide sanplats free of charge. After all the project gives slabs to the schools for free. You think that it would make people more interested in setting up their own toilets.

You support the suggestion of Mr. A. Magala that the project should start activities in the southern part of the subcounty.



Session 5.3: INFORMATION MEETING ON SANITATION PROGRAMME WITH HEADS OF INSTITUTIONS

Objectives:

At the end of the session, participants shall be able to:

- carry out an orientation meeting on the institutional sanitation programme with representatives of primary schools and health centres, competently and in accordance with RUWASA mobilisation procedures

Materials:

- Facilitator's Guide to the Session
- Guidelines for District Staff (role players)
- Information Letter: Institutional Latrine Programme
- Application Form: School Sanitation Improvement Programme

Duration: One hour and forty-five minutes.



Facilitator's Guide to the Session

1. Proceed to the next mobilisation step at the subcounty level, the meeting introducing the sanitation programme to heads of institutions. List on the board the main issues to be presented during the meeting (or solicit them again from the participants):

- sanitation activities at institutions (introduction)
- latrine design
- assistance provided by the project
- contribution and participation by community
- hygiene messages related to latrine use
- explain the contents of the application form

In addition to a sufficient number of application forms, District staff should carry copies of an information letter for the institution heads. Both may be distributed towards the end of the meeting.

2. Select two trainees who will perform as district staff. Give them preferably their assignment at the end of the previous day's training to allow them sufficient time for preparation. Guidelines are available for the chosen role players containing the above points that are presented and discussed in the class just before the simulated meeting starts. The remaining trainees will participate as if they were institution heads and put questions to the district officers.

3. After the (simulated) introductory meeting for institution heads, which should not last for more than fifty minutes, let the whole class discuss what went on, and draw some conclusions about what was good about the "meeting" and what could be improved or corrected.



Information Meeting
for Institution Heads
on Sanitation Programme

Guidelines for District Staff

Together with a district colleague you are going to conduct an orientation meeting on the institutional sanitation programme with representatives of primary schools and health centres.

These are key topics that should be presented and discussed during the meeting:

- sanitation activities at institutions (introduction)
- latrine design
- assistance provided by the project
- contribution and participation by community
- hygiene messages related to latrine use
- explain the contents of the application form

In addition to a sufficient number of application forms, you should bring copies of an information letter for the institution heads. Both may be distributed towards the end of the meeting.



Session 5.4: RC3 COUNCIL MEETING ON OPERATION AND MAINTENANCE

Objectives:

At the end of the session, participants shall be able to:

- carry out an RC3 Council on Operation and Maintenance, competently and in accordance with RUWASA mobilisation procedures

Materials:

- Facilitator's Guide to the Session

- O & M Funds (options), in vernacular

- Guidelines for preparing subcounty O & M agreements

- Background information for preparation of O & M plans

Duration: Two hours.



Facilitator's Guide to the Session

1. The RC3 Council Meeting on Operation and Maintenance, for which the Subcounty Water and Sanitation Committee is also invited, shall not be simulated by trainees as the other mobilisation steps. The reason is that several new features have recently been introduced to the Operation and Maintenance System.

Instead a resource person from RUWASA will give a presentation and outline the available options as it should be done to such a Council meeting, thereby serving as a role model. Trainees will have the opportunity to ask questions.



MODULE 6:

**DISTRICT STAFF AS SECRETARIES
FOR THE DISTRICT ACTION COMMITTEE**

Session 6.1 Preparing Progress Reports on Project
Activities within District

Session 6.2 Preparing Minutes of DAC Meetings



**Session 6.1: PREPARING PROGRESS REPORTS ON PROJECT ACTIVITIES
WITHIN DISTRICT**

Objectives:

At the end of the session, participants shall be able to:

- indicate the principal duties of the District Action Committee (DAC)
- explain what should go into district progress reports (contents)
- list some general guidelines for good report writing
- prepare a well-structured monthly progress report including relevant information on project activities for the District Action Committee (DAC)

Materials:

- Facilitator's Guide to the Session
- Guidelines for District Action Committee
- Exercise: Preparing a Progress report for the DAC

Duration: Two hours and thirty minutes



Facilitator's Guide to the Session

1. Ask one of the trainees to read point 6 of the job description for district staff which was handed out during Session 2.2. This present Module is precisely about district staff's duties as secretaries for the District Action Committee, known as the DAC. Tell participants that as in the rest of this seminar the training will be practically oriented, meaning that participants will have the opportunity to practice the tasks involved and get feed-back how they performed.

2. As background to their secretarial duties it will be useful for participants to be familiar with the DAC in some detail, the committee's composition, its duties and other aspects. You may therefore hand out "Guidelines for District Action Committees".

Of particular interest to this session is the paragraph on DAC records which outlines what should go into the monthly progress report to the DAC.

You may simply let the participants read the Guidelines and encourage them to ask questions on any aspect that may need more explanation.

3. Tell the participants that in the next exercise they will write a monthly progress report for the DAC on the basis of some scattered information. Not all of the information is equally relevant and it comes without any order. In preparation for this exercise sum up and write on the board the main duties of the DAC in the form of some key words:

- supervise project activities
- ensure involvement of relevant project officers and participation and effective performance of the communities and their committees
- coordinate the activities of other projects operating in the District, with RUWASA operations
- set up an O & M fund at district level, ensure that similar subcounty funds are established, and make sure that proper



records of accounts are kept, and audited by a competent person named by the DAC.

Together with the recommendations of the Guidelines the listed duties should help participants in deciding what should go into the report and what should be left out.

4. Provide participants with some general guidelines for what makes up a good report (write on board):

- clear and fluent language

- well-structured, meaning that different pieces of information that logically belong together should be grouped together, and not be scattered throughout the report

- no loose ends, so if something is not readily understandable, necessary background information should be given in the report

- concise, meaning that only relevant information should be included.

5. Distribute the Exercise: Preparing a progress report for the DAC. Participants will each work on it individually. When finished they hand over their "reports" to the trainer.

6. Two or more facilitators shall critically review the reports and have them ready with corrections and comments for the first session of the next day. General issues arising from their reports can be presented and discussed at that juncture.



GUIDELINES FOR DISTRICT ACTION COMMITTEES

1. INTRODUCTION

In accordance with the RUWASA Project Structure/Organisation there is established a District Action Committee in every District in the operational area which is an advisory body to the District Development Committee.

2. MEMBERSHIP

The Committee shall consist of members drawn from the District Development Committee, Government departments, voluntary or other organizations who have knowledge and experience in Rural Water Supply and Sanitation or by virtue of their offices. Individual appointments may be made to the Committee at any time in their personal capacities to observe on behalf of the DAC or RUWASA Project Management by invitation.

3. COMPOSITION

The composition of the District Action Committee is as follows:

- (i) District Administrator or his representative
- (ii) District Executive Secretary (DES) or his representative (Chairman)
- (iii) District Health Inspector (DHI)
- (iv) District Community Development Officer (DCDO)
- (v) WDD Field Officer (FO)
- (vi) RCV Chairman
- (vii) RCV Secretary for Mass Mobilization and Education
- (viii) RCV Secretary for Women
- (ix) District Inspector of Schools (DIS)
- (x) District Supervisor of Works (DSW)
- (xi) Project Representative
- (xii) Any other member appointed in accordance with No. 2 above e.g. representatives of NGO's or Agencies involved in similar activities within the District.



4. TENURE OF THE DAC

Appointment to the DAC will be by the District Development Committee for a period of two years. Two-thirds of members of the Committee present should form a quorum for normal transaction of Committee Business.

5. MEETINGS

The Committee shall meet at a regular interval of two months or at least six times a year or as need arises before two months elapse. Any committee member can call a special committee meeting to discuss urgent matters but must give two weeks notice, in writing, to the Chairman.

6. OFFICERS OF THE DAC

In addition to the Chairman, i.e. the District Executive Secretary, the DAC shall have the following other office bearers selected by and from among the members. These are:

- (a) a Vice-Chairman
- (b) a Treasurer
- (c) a Secretary - who should either be the District Community Development Officer or the District Health Inspector.

7. DAC RECORDS

A record of the proceedings of each Committee meeting will be kept in such a manner as prescribed by the Committee. The responsibility for records, minutes, correspondence and any other matters arising from the Committee's proceedings will be the Secretary's, who however, may delegate his work as required.

The minutes of the meeting shall normally be circulated to all members and RUWASA project management within two weeks of each meeting. Equally the agenda for meetings should be circulated two weeks before a meeting is called.

With each agenda, the Secretary will circulate a report in respect of the Committee and project activities covering the period since the issue of the previous report. This report should consist of:-

- (a) progress report on completed facilities
- (b) progress report on SWSC and VWSC performance
- (c) progress report on utilization of spareparts

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- (d) progress report on receipt and disbursement of operation and maintenance funds.
- (e) General
- (f) Other related matters.

8. DUTIES OF THE DAC

The main duties of the DAC are:

- (i) To survey the whole field of rural water supply and sanitation activities within the district, prepare the workplan and participate in the selection and approval of implementation areas and priority sub-counties within the District.
- (ii) To co-ordinate and supervise all project activities and ensure the involvement of the different government officers and community participation at all levels within the District.
- (iii) To facilitate the implementation logistic requirements of the Project and establish links and coordinate with other projects operating similar programmes or development projects, both Government and non-Government, within the District.
- (iv) To establish an Operation and Maintenance Fund for Boreholes and other protected water sources and ensure and assist the Sub-county Water and Sanitation Committees to do likewise so that there is a continuous supply of spare parts, tools and transportation facilities to facilitate repair of broken down water sources for sustenance.

9. GENERAL

In addition to the above responsibilities the DTC is empowered to.

- (a) Closely supervise, through the RC3 Council machinery and the responsible District Officers on the Committee i.e. The District Health Inspector and the District Community Development Officer, all Sub-county Water and Sanitation Committees and ensure that they efficiently perform their roles for which they were established.
- (b) establish channels through which Sub-county and Village Water and Sanitation Committees should

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generate funds for Operation and Maintenance system on a sound and regular basis.

- (c) like the DAC, ensure that all the above-mentioned committees keep proper books and records of accounts to give a true and fair view of such funds and explain, in detail, all financial transactions pertaining to Operation and Maintenance.
- (d) institute auditing mechanism to have all Committees' accounts inspected by a competent person name by the DAC at regular intervals or as and when it is deemed necessary; and on receipt of reports to this effect the DAC should take appropriate remedial measures, if need be.
- (e) facilitate in the handing-over process of completed facilities and, through the District Officers at (a) above, maintain up-to-date records of sources, population; usage, etc of all improved water sources and sanitation facilities in the district; as well as receiving and act on quarterly monitoring reports from the field through the same officers.
- (f) prepare and submit regular reports to Project Co-ordination Committee and the District Development Committee for information and appropriate action.
- (g) implement Project Co-ordination Committee and District Development Committee decisions as may be directed.



Exercise

Preparing a progress report
for
the District Action Committee

Assignment:

Below you find scattered information about what went on in the past month, April 1992, in your district. Some information is important, other pieces may be irrelevant for the progress report to the District Action Committee. The information is provided more in the form of notes than in language that is required for an official report to a committee. Finally the information is presented in a completely disorderly manner. Instead the information should be grouped together in a logical and persuasive pattern.

As district staff and secretary to the District Action Committee, write a proper progress report, covering the month of April 1992, for your DAC which is having a regular meeting on 14th May.

For help you may use as reference the Duties of the DAC, the Guidelines and the tips for good report writing, which you have just discussed in the class.

Activities and Events:

- a) After being ill for some time, the mother of Sarah Mugose who is social mobiliser in Mpakiton subcounty died on 8 April so she could not report to work 9-10 April.
- b) Since start April Health Project in Bukutu subcounty pays higher allowances to health assistant. We had had meeting 14 February that Bukutu Health Project paying same allowance as RUWASA. I am fed up with Mr. Busimo. You can't trust his word. Now maybe our mobilisers demand more allowances.
- c) The fund for operating and maintaining did not receive or order any spare parts during the month.
- d) In Mpakitono subcounty, in April sixteen boreholes were drilled and installed with hand pumps. Four latrine stances



got finished in the same subcounty, two in Butonti Primary School and also two in Gabula Primary School.

e) The adviser in the Ministry of Women in Development who in April should start a study in our district about how the caretaker couple divide the work between the man and the woman did not show up. Very irritating. We had planned mobilisers' work so that they could assist her during April. They only gave a poor excuse that the adviser had other assignments in the Ministry and there was no vehicle available for her field work.

f) Mr. Abdul Kunya will be transferred to work with the District Administration in Arua. Who will now do the work of auditing the accounts of the DAC and the Subcounty Water and Sanitation Committees in our district?

g) The SWSC in Bukutu have bought quite a lot of parts from us. They were handed over on 21 April. I have written the details in the annex.

h) Of one thousand and fifty households in Mpakitono subcounty, 645 have now built latrines with sanplat and permanent superstructure, one hundred and eighty five with sanplat and mud walls. That is since sanitation activities started in the subcounty in October 1991 and the campaign closed at the end of April. Also in Mpakitono in April they drilled and installed pumps in 16 boreholes and constructed four toilets, two each in the two schools of the subcounty.

i) The Subcounty Water and Sanitation Committees in Kulima and Makoka subcounties have not held any meetings in the period since July 1991. The other subcounty committees in the district have worked OK.

j) On 25th April the RUWASA coordinator popped in at a training seminar for social mobilisers in Jinja (8 mobilisers from our district participated).

k) Shillings 74250 entered the Operation and Maintenance Fund on 9th April. That was because Bukutu bought some parts. No money went out.

l) For the second time Mr. Patrick Lubega, WDD Field Officer and member of the DAC, became father as his wife gave birth to a boy on 4 April.



m) In November 1991 DANIDA installed the last hand pump in Makoka subcounty. All implementation was finished. But the Committee has still not collected a single shilling for an Operation and Maintenance Fund.

n) During the month eighteen protected springs got finished in the subcounty Nsamule. Also in Nsamule the sanitation campaign ended in April. Of 1600 households 190 had toilets before the project moved in. In addition to those, 760 households have now constructed latrines with sanplats and permanent superstructure and 650 have set up latrines with sanplats and mud walls. That gives a total sanitation coverage of 94 %. Well done, mobilisers.



Session 6.2: PREPARING MINUTES OF DAC MEETINGS

Objectives:

At the end of the session, participants shall be able to:

- explain what kind of information should go into the minutes of a meeting (contents)
- prepare structured and concise minutes of the proceedings of a DAC meeting

Materials:

- Facilitator's Guide to the Session
- Exercise: Preparing minutes of a DAC meeting
Assignment
Agenda for DAC meeting
- Script for Mr. Paul Lubega, DAC Chairman and District Executive Secretary
- Script for Mrs. Sarah Akello, Community Development Officer and DAC secretary
- Script for Mr. Francis Waibale, District Health Inspector
- Script for Mr. Peter Waibale, RCV Chairman
- Script for Mr. Eric Kabale, RCV Secretary for Mass Mobilisation and Education
- Script for Mrs. Margaret Namukasa, RCV Secretary for Women.

Duration: Two hours and thirty minutes.



Facilitator's Guide for the Session

1. Turn to the second part of task 6 in the job description for district staff. One of the participants may read it for the class. Tell them that they are going to practise this task also, but first there should be agreement what should go into the minutes.

Suggest to trainees that preparing minutes involves two steps. Write them on the board as participants contribute answers:

- 1) Being present at the meeting and taking notes from the proceedings.
- 2) Editing and writing up minutes, concisely and to the point.

Ask trainees for their suggestions as to what the minutes should include. The following items should be covered by their answers and written on the board:

- the date and venue of the meeting
- the names of all those present, and their designation.
- summary of the proceedings (not details on the exchange of remarks)
- resolutions, i.e. decisions made during meeting.

2. Some of the participants may conduct a simulated DAC meeting (role play). Role scripts are available for the purpose. The disadvantage of this is that those trainees performing roles cannot then practise note-taking and preparation of minutes. The ideal approach could therefore be that the course organisers conduct the "DAC meeting" ahead of this seminar and have it taped for replay during the session.

Distribute the Exercise: Preparing minutes of a DAC meeting, which includes the assignment as well as the Agenda for the meeting. In real life the Agenda is distributed to DAC members ahead of the meeting. Trainees will each work individually on the assignment. All participants take notes and prepare minutes of the simulated meeting.



3. When finished, the participants hand over their "minutes" to the trainer. Two or more facilitators shall critically review the reports and have them ready with corrections and comments for the first session of the next day. General issues arising from their reports can be presented and discussed at that juncture.

Issues such as the following should be discussed in the class:

- were participants' minutes accurate, meaning did the minutes state what was actually said in the meeting ?

- were they brief and to the point ?

- was everything important covered by the minutes ?

- did the minutes include information on date and venue, participants and resolutions ?

During the discussion get participants' feeling about their own minutes and as facilitator make (general) observations about weak and strong points. Use examples.



Exercise

Preparing minutes of a DAC meeting.

Assignment:

Prepare minutes, following the guidelines just discussed in the class, of the (simulated) DAC meeting you are going to attend, or of the recorded proceedings to be played on a tape-recorder.

Below you will find the Agenda and other information about the meeting which have been sent with an invitation to the members of the DAC two weeks ahead of the meeting.

The actual DAC meeting started at 10:40 and closed at 12:15.

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Meeting of
Mukono District Action Committee
on 9th June 1992
10:00 a.m.
at District Administration Complex

AGENDA:

1. Secretary's report
2. Selecting sanplat producer in Kisawa county
3. Priority list for water activities in Nakifuma County
4. Any other business.



Meeting of
Mukono District Action Committee
on 9th June 1992
10:00 a.m.
at District Administration Complex

Script for Mr. Paul Lubega
DAC Chairman and District Executive Secretary

As Chairman you are going to open the meeting. You welcome the participants. Because the DAC of Mukono has not met many times before and some of the participants are here for the first time, you ask each of the members to present themselves by name and position.

You read the Agenda of the meeting, which has been sent to members ahead of the meeting.

In relation to the first point of the agenda you ask the secretary of DAC, Mrs. Sarah Akello, Community Development Officer, to make a brief verbal report on project activities since the last meeting. A written district progress report has been circulated in advance of the meeting.

After Mrs. Akello's presentation you ask the members if they have any questions to her report.

Concerning the second point of the Agenda, selecting sanplat producer in Kisawa county, you would like to hand over the floor to the District Health Inspector, Mr. Moses Muzaale. He has received proposals from the different Subcounty Water and Sanitation Committees.

You make sure that the DAC reaches a decision which sanplat producer should be selected and receive support from RUWASA.

Regarding the third agenda point, priority list for water activities in Nakifuma county, you make a brief presentation yourself before the discussion:



As DAC members will remember, sanitation activities started up in Nakifuma nine months ago, in September last year. Priority was then given to Naziga subcounty, followed by Kakiri, Kasangati and Busunju subcounties in that order (write the names on the board).

Now the basic question is: should the project stick to the same priority list when now starting up water activities? Or should priority be given to subcounties that have made most progress in sanitation? Naziga and Kakiri have only reached a coverage of 20 and 25 % in household sanitation, meaning that is the proportion of households which have constructed a hygienic toilet. Kasangati and Busunju have been very active and already achieved a coverage of around 80 %.

Open up the discussion and make sure that the DAC reaches a decision where to start up water activities.

Under Any Other Business, ask if any member has any point he or she wants to raise.

At this stage there are no Agenda points for the next DAC meeting, except the Secretary's report, so you may want to leave the date open for that meeting.

Express some closing remarks.



Meeting of
Mukono District Action Committee
on 9th June 1992
10:00 a.m.
at District Administration Complex

Script for Mrs. Sarah Akello
Community Development Officer and DAC Secretary

When the DAC Chairman asks you as secretary to make a verbal report on project activities since the last meeting, you first refer members to the district progress report which has been circulated to them ahead of the meeting. Therefore you are not going to present a lot of details but would only like to highlight the following activities:

In Banga subcounty where the household sanitation campaign ended last month, of 4025 households 1208 now have a hygienic toilet, or a sanitation coverage of 30 %.

In Maseke subcounty where the campaign has also just ended, of 4050 households 3530 now have hygienic latrines, or a coverage of 87 %.

At this early stage of operation the different Councils and Committees have operated well and fulfilled their duties. The only exception is Kabula subcounty where the RC3 Council has still not opened up any bank account or collected funds for operation and maintenance.

Later when a DAC member is asking why there is such a drastic difference in sanitation achievement between Banga and Maseke subcounty, the answer may be: Maseke has some very active mobilisers and good support from the RC3 Chairman. Also people live close in Maseke, so people feel a real need for latrines.

Also later when a DAC member is asking what are the sanctions against Kabula subcounty if they continue not taking any action to set up an O & M fund, your answer may be: in that case they will not get any free spare parts kit, tool box or bicycles for their mechanics, and hand pumps will not be installed. You are confident that this will be enough to get the subcounty moving.



**Meeting of
Mukono District Action Committee
on 9th June 1992
10:00 a.m.
at District Administration Complex**

Script for Mr. Francis Waibale, District Health Inspector

When the DAC Chairman is asking you to give an introduction to Agenda point 2, selecting a sanplat producer in Kisawa county, you give a short presentation of the possible producers suggested by the different Subcounty Water and Sanitation Committees in the county:

Lweru Subcounty Committee has proposed a group of five women recommended by their Parish Council and led by the dynamic RC3 Secretary for Women's Affairs, Mrs. Christine Namukasa. The women have no experience with concrete casting, but the husband of one of them is working as foreman at the workshop of Imprest-Stirling at Mbarara outside Mukono town.

The Subcounty Committee of Kitwe has recommended Mr. Robert Nsubuga. As a small-scale building contractor Mr. Nsubuga has considerable experience in making tiles, building blocks and slabs as well as the facilities for concrete casting.

Dungi Subcounty Committee has recommended Mr. Joseph Mpanga who has experience as a bicycle mechanic and in repairing hand pumps.

Your only recommendation to the DAC is that the best use of Mr. Mpanga's skills and experience would be to appoint him as hand pump mechanic once the water activities start up in Dungi subcounty. If that is accepted by the DAC, the real choice stands between Mrs. Namukasa's women's group in Lweru and Mr. Nsubuga in Kitwe.



Meeting of
Mukono District Action Committee
on 9th June 1992
10:00 a.m.
at District Administration Complex

Script for Mr. Peter Mukasa, RCV Chairman

After Mrs. Sarah Akello, the secretary's report under point 1 of the Agenda, you would like to ask her about the difference in the results of the sanitation campaign in Banga versus the campaign in Maseke subcounty. What is the lesson that can be learnt from this experience? What went fine in Maseke or what went wrong in Banga?

Regarding point 2 of the Agenda, you think that of the candidates that Mr. Waibale, the DHI is presenting, Mr. Robert Nsubuga from Kitwe clearly seems to be the best qualified and the DAC should select him.

Concerning point 3 of the Agenda, you are of the opinion that RUWASA should apply the same priority list in Nakifuma county for sanitation as was used for water activities. Sanitation is an offer. People may take it and construct their own toilet if they feel a need for it. But sanitation should not be made a condition for getting water.

As RCV Chairman elected by the people you know that every citizen in Mukono wants to get clean and safe water that is accessible. You are absolutely convinced that when it comes to constructing water sources, everybody will participate.



Meeting of
Mukono District Action Committee
on 9th June 1992
10:00 a.m.
at District Administration Complex

Script for Mr. Eric Kabale
RCV Secretary for Mass Mobilisation and Education

After Mrs. Sarah Akello, the secretary's report under point 1 of the Agenda, you would like to ask her what will be the sanctions against Kabula subcounty if they continue not taking any action to set up an Operation & Maintenance fund. In your opinion the best thing to do is to stop RUWASA activities in Kabula as soon as possible. Then we will see some positive action from the RC3 Council.

Regarding point 3 of the Agenda, you think that the priority list for water should be made as a function of the results achieved in sanitation. So in Nakifuma county water should go to Kasangati and Nusunju before giving Naziga and Kakiri subcounties. In the future this principle will really incite the communities to make progress in sanitation and we will be witnesses to a lot of healthy competition.

Finally, under Any Other Business you would like to suggest that the Mukono DAC members make an exchange visit to their counterpart District Committee in Bushenyi as soon as it can be arranged. You have heard that the Bushenyi Committee has been very active and taken some initiatives that were not foreseen at the start of the South West Integrated Project of Unicef.

If the other members support your proposal, Mr. Paul Lubega, the DAC Chairman and Mrs. Sarah Akello, DAC Secretary could take up the necessary contacts with RUWASA and SWIP and communicate a date for the visit at the next DAC meeting.



Meeting of
Mukono District Action Committee
on 9th June 1992
10:00 a.m.
at District Administration Complex

Script for Mrs. Margaret Namukasa
RCV Secretary for Women

Regarding point 2 of the Agenda there can be no doubt that the group of women under the capable Mrs. Christine Namukasa should be selected as sanplat producers.

The group is warmly recommended by their community. Mrs. Namukasa has proven before that she can get things organised. And with the support of the husband of one of the women, the technical side of the project will be no problem at all.

The Women's Project in Masese near Jinja shows that women can be very successful in such a non-traditional activity.

The RUWASA project is a question of lightening the work burden for women but also of involving women more in community affairs. We must go a step even further than that. More income-generating activities should be opened up for women. Sanplat production is one such opportunity.

Besides, Mr. Robert Nsubuga would not be a choice as sanplat producer. His workshop lies in Kitwe at the very edge of Kisawa county so access and transport of sanplats would be a problem to most households. On the contrary, the site proposed by Mrs. Namukasa's group is in Lweru subcounty right at the center of Kisawa county.

Also it is reported that Mr. Nsubuga as a building contractor during the years 1984-85 accepted down-payments from some clients without ever fulfilling his obligations. Trustworthiness must be a most important condition for being selected as sanplat producer.



Regarding point 3 of the Agenda, you recommend that the priority list for water should be the same as for sanitation. So in Nakifuma county water should go to Naziga and Kakiri before Kasangati and Nusunju subcounties. Sanitation must not be a condition for getting water. Take the example that somebody is constructing his household latrine but his neighbours are not. Why should he be punished and not get water to his community just because of what his neighbours are doing?



MODULE 7:

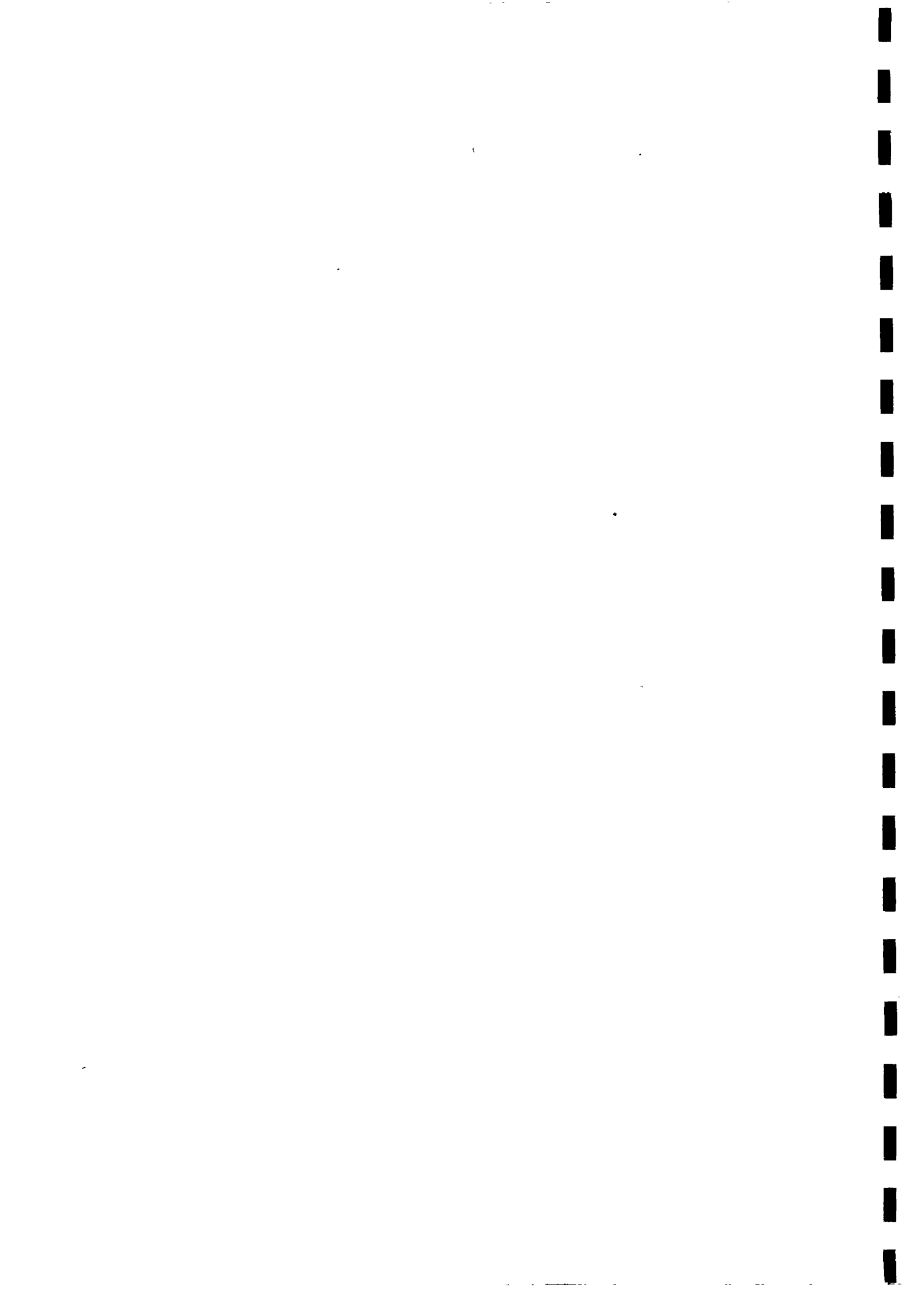
DISTRICT STAFF AS TRAINERS

Session 7.1 Supervisors as Trainers

Session 7.2 Training and Other Solutions to Work Problems

Session 7.3 Task Analysis

Session 7.4 Guidelines for On-the-Job Training



Session 7.1: SUPERVISORS AS TRAINERS

Objectives:

At the end of the session, participants shall be able to:

- appreciate that training mobilisers on-the-job can make district supervisors' job easier
- explain why supervisors are often the best trainers

Materials:

- Facilitator's Guide to the Session
- Case Study: Mr. Benjamin Lwanyaga, District Health Inspector, Pallisa
- Handout: Why supervisors are often the very best trainers

Duration: One hour



Facilitator's Guide to the Session

1. Start the session by handing out the small case study about Benjamin Lwanyaga, the District Health Inspector in Pallisa, for discussion in groups of up to four participants each.

When discussing in the class at large, the following are appropriate answers to the four questions:

1) It is true that Mr. Lwanyaga, the DHI is very busy. But one of the reasons he is busy is because he must all the time go to the villages in Kibugu. This is probably because the work carried out by the mobilisers has not been done properly. The mobilisers may be passing the wrong messages or they may not know how to approach and deal properly with the communities. If the mobilisers were trained to do their work correctly, the DHI would not have to go back and repeat the work done by the mobilisers.

In our opinion, some good training will give Mr. Lwanyaga and his health assistants more time. They will be less busy than before.

2) We agree that some kinds of learning happen in schools and in courses such as those organised by RUWASA. But we think that no school can train Mr. Lwanyaga's health assistants in the skills they need in order to do a better job of mobilising the communities. We do not think that the health assistants need more theoretical learning. We do think they need to know how to apply the mobilisation procedures in practice and how to communicate with the communities. We think they can learn those skills on-the-job, not in a school.

3) It is possible for people to learn about the job by just watching someone else perform, e.g. their fellow mobiliser in the subcounty. However, if their colleague being watched is not a very good mobiliser, or if he makes mistakes, the learner will learn to make the same mistakes. Learning by watching takes a very long time. Learning through good training can be done in a short time.

4) We think that one of the duties of district officers being supervisors is to train their field staff. If mobilisers do a bad job, the district officer shall in the future be blamed. Therefore, he should make sure that his workers do good work. He must train them, when necessary.



2. Supervisors' role as trainers of their staff corresponds to task 3 and 4 of district staff's job description. Let one of the participants read from the description:

- Supporting and supervising mobilisers activities as per their workplans.

- Serving as facilitators at training courses for mobilisers under the coordination of the RUWASA HRD unit, and providing further on-the-job training for mobilisers in support of their activities.

This present module, of which participants have now gone through the first session, is precisely about district staff as trainers in the sense underlined above.

In continuation of the case study, you may explain briefly the contents of the handout: Why supervisors are often the very best trainers, or you may proceed straight to distribute it.



A Case Study

Mr. Benjamin Lwanyaga, District Health Inspector, Pallisa

Mr. Benjamin Lwanyaga is a busy and hard working District Health Inspector in the District of Pallisa. He supervises twenty-one health assistants who mobilise the communities, monitor and follow up on operation and maintenance of the many water and sanitation facilities that the RUWASA project is gradually installing. In addition to that he is carrying out all the normal duties of a health inspector at the district level.

Recently, Mr. Lwanyaga has been even more busy than usual. The problem is in Kibuku subcounty. Ever since mobilisation started up in Kibuku there has been nothing but problems. The villagers do not show any initiative or they do the wrong things. Although meetings and so on are held as the mobilisation procedures say, the people in Kibuku do not follow up or they do things they are not asked to do.

The RUWASA staff in Luzira demand that Mr. Lwanyaga goes out to Kibuku himself to get things moving in the right direction. That has meant extra work. Yesterday the RUWASA people even told him that he has to do some training for Mr. Anthony Onyait as the health assistant in Kibuku is called. Mr. Lwanyaga is very angry. He does not want to do training, and he does not believe that training is his job.

This is what he told RUWASA:

"I am a health inspector, not a teacher. If people need training, they should go to school. Besides, RUWASA has already given the mobilisers training."

"I do not have time to do training and my health assistants do not have time for more training either. We are too busy doing our real work. Just for RUWASA alone I am busy approving health assistants workplans and progress reports, carrying out all mobilisation procedures at the subcounty level, and serving as secretary to the DAC."

"I learned my job without any special training. My health assistants can learn in the same way - by keeping their eyes open and watching what goes on. In each subcounty are assigned two mobilisers and they often work as a team, so the two can learn from one another."



Questions:

1. Do you think that Mr. Lwanyaga is too busy to do training ?
2. Do you think that people should go to school for training ?
3. Do you think that people can learn their jobs by just watching someone else do it ?
4. Do you think that a supervisor such as a district officer should also be a trainer to their staff ?



Handout

Why supervisors are often the very best trainers

Three criteria for being a good trainer:

A good trainer must:

- a) Know how to do the job that he is training the staff to do.
- b) Know what the employees can do and what they can't do.
- c) Care about improving the skills of the staff.

Compare the supervisor in the form of a district officer with each of the criteria:

- a) You, as a district officer, know how to do all the things that your field officers must do. You (hopefully) know how to perform all the tasks of their jobs (if not, it might be suspected that you have been wrongly promoted).
- b) As supervisor at the district level you occasionally spend time with the mobilisers while they are working in the field. You watch them when they are doing good work and when they are doing poorly. You can see when they are not following correct procedures or applying wrong methods. You can watch new and perhaps inexperienced employees when they start in a new job. You can see what they know how to do and what they don't know how to do.
- c) You are praised for the good work of your staff and you are certainly blamed for their poor work. When staff do poor work, your work as supervisor is made more difficult (as we saw in the case of the Kibugu mobiliser). Thus, you should care about improving the skills of your field staff.



Session 7.2: TRAINING AND OTHER SOLUTIONS TO WORK PROBLEMS

Objectives:

At the end of the session, the participants shall be able to:

- appreciate that training is not the solution to all work problems
- analyse work problems and prescribe training and other remedies as solutions.

Materials:

- Facilitator's Guide to the Session
- Case Study: Problems with hand pumps and spreading diseases in Northern Kamuli District
- Case Study (second part): Problems with hand pumps and spreading diseases in Northern Kamuli District (continued)

Duration: One hour and forty-five minutes.



Facilitator's Guide to the Session

1. As a way of providing an overview of the session, explain the objectives of the session and write them on the board:

Participants shall, at the end of the session, be able to:

- appreciate that training is not the solution to all work problems
- analyse a work problem and prescribe training and other remedies as solutions.

2. Distribute the Case Study: Problems with hand pumps and spreading diseases in Northern Kamuli District, to participants who will study the case and suggest solutions in groups of two each.

The following could be the answer to the reactions from the groups:

Perhaps you don't know whether any of the first seven suggested solutions would be helpful or not. If you are not sure of them, you are right! Until you know what is causing the breakdowns, you can NOT decide on a solution.

If you thought that training (option 6) was the best solution, you must remember one thing: Training is only the correct solution if the problem is caused by employees' lack of skills and knowledge (or occasionally a wrong sense of priorities, inappropriate attitudes, can be answered by well prepared training).

You do not yet know the cause of the hand pump breakdowns. Therefore, option number 8, Study the breakdowns, looking for their causes and then decide on the best solution, is the best suggestion.

3. Distribute now the second part of the case study about the hand pumps in Northern Kamuli District, with assignment, to the working groups.

The suggestions to the problems described should be discussed in the class at large. The solutions could go along the following lines:



a) Meet with the RC3 Council and the SWSC to have a new O & M fund set up and inform those concerned (again) about their responsibility to avoid that a similar situation arises again.

b) After verifying that the mechanic's version of the incident is correct, provide him with new equipment.

c) Depending on what is the precise water quality problem, a solution could be:

- to let water settle
- to filter it
- to boil water
- to apply chlorine at the source
- to replace pipes
- make a new borehole.

For some of the options, community members may need some training in how to do it.

d) Training of pump caretakers is not the best solution. The caretakers should do their own jobs and not do the job of a pump mechanic.

e) Perhaps a better and simpler system for communications between the caretaker and the mechanic could be a solution.

f) This is a question of work incentives. It is possible that new guidelines should be sent out raising the work fees, if the kind of mechanical skills are in high demand.

g) Simple training for the mechanic. It does make a difference, also for people's health, if the water source is protected or not.

h) Training of caretakers.

i) Training of the caretaker allowing her to practice the duties that involve the use of spanners.



j) Training of hand pump mechanics.

Sum up the session by stating:

- the Maintenance Supervisor and the WDD District Officer studied each pump failure and each pump caretaker and pump mechanic.

- the trainees themselves only in some (few) cases proposed training as the solution.

- training was prescribed (only) in those cases where a lack of skills or knowledge was the cause of the problem.

Other categories of causes to work problems:

- Material: Tools, equipment or spares are lacking.

- Organisational: Communication and interaction within the system between different staff is not running smoothly, or the incentives, e.g. pay or moral support, are not good enough.

Finally, ask the participants if the different problems they saw in the case study from Kamuli, and the solutions they prescribed, can also be found in the field of mobilisation and the working relationship between mobilisers and district staff. Looking at the problems, the answer is likely to be yes. Participants may illustrate with examples.



A Case Study

Problems with hand pumps and spreading diseases in Northern Kamuli District

1. In the subcounties of the North of Kamuli District bordering Lake Kyoga the wananchi are becoming angry and impatient because the hand pumps give no water. People must now get drinking water from their traditional sources, which are far away. Illness from water-related diseases is spreading throughout the region. Officials from the Water Development Department (WDD) are also concerned about the many non-functioning pumps. The Commissioner orders the Senior Borehole Maintenance Supervisor responsible for the region to have the pumps working by 9th October, the 30th anniversary of Uhuru Day, in three months time.

Think carefully. If you were the Maintenance Supervisor, and you wanted to improve the use of the hand pumps, what would you do? Do you think any of the following solutions would be helpful? Can you suggest others?

1. Replace all U2 pumps with U3 pumps.
2. Issue an order that all the self-employed pump mechanics who did not prevent the breakdowns will no longer be allowed to deal with hand pumps in the area.
3. Make all the mechanics take a written test about proper pump maintenance and repair.
4. Make all the mechanics read a book about proper pump maintenance and repair.
5. Reward some pump mechanics with a week free from duties and some pay from the Department on an extraordinary basis.
6. Send all pump mechanics to a training course.
7. Make a rule that pumps may only be used for 6 hours a day, 3 hours in the early morning and 3 hours in the late afternoon.



8. Study the breakdowns, looking for their causes and then decide on the best solution.

9. Others.....



Case Study (second part)

Problems with hand pumps and spreading diseases in Northern Kamuli District (continued)

Think again about the Northern region in Kamuli District. Here is what happened.

The Senior Borehole Maintenance Supervisor took contact with the District Officer of the Water Development Department in Kamuli and together they carefully studied the problem. Their study of the pump mechanics and the pump breakdowns showed:

- a) Three of the pumps, all in the same subcounty, were not working because spare parts could not be obtained. The subcounty store had very few parts left and their Operation and Maintenance Fund had been spent a long time ago without being replenished.
- b) Two other pumps were not working because the pump mechanic in that subcounty had had his tool box and bicycle stolen by thugs once when he was on his way home late from a repair visit.
- c) In other cases the pump did work, but it was not being used because the taste of the water was bad and the people had refused to drink it.
- d) Other pumps were not working because the pump caretakers had tried to do major repairs and had broken the pump. The caretakers were just trying to help the best they could.
- e) In some cases caretakers had got involved in repairs because the mechanic of the area did not turn up. Communication about a broken down pump should pass through several persons, from the caretaker to the Chairman of the Village Water and Sanitation Committee to the Subcounty Water and Sanitation Committee Chairman who should then contact the pump mechanic. In some cases the message simply did not get through to the mechanic.
- f) In a few cases the mechanics concerned never showed up because they had stopped working as mechanics. About nine months ago the Water Development Department had issued detailed guidelines for how much they could charge for their



labour. Now those mechanics found that the pay as pump mechanics was too low. They could earn more doing other kinds of work.

g) One slightly elder mechanic had stopped working because he found the work rather meaningless seen in a larger perspective. It was of course nice for the community to have clean water but what difference did it really make whether the pumps were working or not ? In the earlier days people used traditional sources and they had long and good lives.

h) Some of the pump problems, however, were caused by the local caretakers who did not know what were their duties. One caretaker did not know how the pump should be operated (long and regular strokes).

i) One caretaker, a woman, knew very well what were her duties but she did not feel she was quite able to handle the tools to grease the chain and tightening the bolts.

j) Other pumps did not work because the pump mechanics left loose nuts and bolts, or did not replace worn parts, etc..

Assignment:

Suggest appropriate solutions to each of the problems.



Session 7.3: TASK ANALYSIS

Objectives:

At the end of the session, participants shall be able to:

- appreciate the usefulness of an analysis of job tasks for precisely assessing training needs
- explain the elements of a task analysis
- carry out a task analysis.

Materials:

- Facilitator's Guide to the Session
- Case Study: Caretakers in Jinja
- Handout: Task Analysis
- Form: Task Analysis. Objectives for Performance and Training

Duration: Two hours.



Facilitator's Guide to the Session

1. Explain to participants that this session is about task analysis. What is that?

A task is an important part of an employee's job. It is a duty. In most jobs, the employee has several tasks or duties. Take the example of social mobilisers working for RUWASA. One of their responsibilities is - as agreed during session 2.1, and contained in a handout distributed at that time:

- Train Village Committees and Caretakers.

To analyze something is to study it. To do a task analysis is to study a task in order to understand all the steps or parts of the task.

Steps are the actions a staff member must perform in order to complete a task. For example, to train caretakers several steps or subtasks must be carried out. As a minimum three steps can be identified:

- make practical arrangements
- prepare lesson plan
- carry out seminar.

2. Distribute the Case Study: Caretakers in Jinja District. Let participants read it and work on the accompanying assignment in groups of up to four trainees.

When participants get together in the class again, the answers to the questions of the assignment should go along the following lines:

1) The first training event was not successful. The mobilisers' performance as trainers did not improve after the training, so therefore the caretakers did not improve in their job either. Training must teach staff to DO, to perform. There were no performance objectives for the first training event, if any objectives at all. The district staff did not teach the mobilisers to perform. They were just teaching them knowledge with a connection, partly rather vaguely related, to caretakers' duties.



2) We know that the second training event was successful. The mobilisers' performance as trainers and therefore the caretakers did improve in their job also. There were few breakdowns after the training. The training analyst, Mr. J.S.S. Kunya, had studied the task. He had made a task analysis. He knew what the mobilisers should be able to do. He observed what they did as trainers, so he knew what skills and knowledge the mobilisers did NOT have. The training that he designed and organised was aimed at giving the mobilisers those skills. The training was aimed at improving performance.

3) The mobilisers did not lack skills and knowledge in all the steps. In some of the subject matters they already had adequate knowledge and did not need more training. But in most of the skills related directly to delivery of training they lacked skills and needed more training. For example, the mobilisers read from project booklets, were not able to formulate questions and lead a discussion, did not provide trainees with opportunity to practice in the delivery of a presentation, or in the practical skills of greasing the chain and tightening bolts, and they made very poor use of the materials provided.

4) Stated in general terms, such training would take the form of a brief lecture or instruction concerning the knowledge aspect and things to watch in the execution of a sub-task, demonstration by the facilitator, practice by the trainee, and feed-back from fellow trainees and the facilitator on the simulated performance.

5) In our opinion, the training about the theory of hand pumps was not very helpful because it did not teach the skills that the mobilisers needed for training the skills that the caretakers required, first and foremost the practical skill of greasing the chain and tightening the bolts of the pump.

3. Distribute the handout: Task Analysis. It describes the elements of the process that Mr. Kunya went through in the case study when he did a task analysis.

It should be noted that the steps of the task analysis serve as training objectives. Each of them describes something that the trainee should be able to do (a skill) or must know (knowledge) to perform the task adequately. At the end of the training he must command this knowledge or skill if the training is to be judged successful.



4. Finally, the participants should do a task analysis on one of the duties of social mobilisers. They may do it individually or in pairs.

To identify an appropriate responsibility they may check with the duties of mobilisers found during session 2.1 or mobilisers' role in connection with the mobilisation steps, discussed during session 3.2.

When doing the task analysis, they should go through the two steps outlined in the handout.

Distribute the form: Task Analysis. Objectives for Performance and Training, which should be used for the analysis. When judging whether the employee needs training or not, point 4, they may think of an average community development assistant or health assistant. Is he or she able to perform the step (sub-task) in question? Most of the training that district staff will perform, will be on-the-job training, so in practice they will be able to attend to the individual mobiliser's training needs.

Guide the trainees as required. It may be useful to have more than one facilitator present at this stage to advise and give fast feed-back to participants' work.

If there are points of general interest which transpire from the trainees' work with analysing tasks, convey them to the class at large.



A Case Study

Caretakers in Jinja District

Some months ago a mission came to evaluate the activities of the RUWASA project. They also went to the field. In Jinja District they made it a point to talk with a good number of hand pump caretakers. They were not impressed with what they saw and heard. The caretakers did not perform their duties, and when they were interviewed, they seemed to have a very sketchy idea about the RUWASA project and good hygiene practices.

The problem lay with the training of caretakers. That training was not good enough. Mobilisers were responsible for training caretakers. But the real source of the problem was apparently that mobilisers had not received adequate training making them able to train caretakers properly. This is what the evaluation mission reported after attending a training seminar for caretakers and talking with some mobilisers.

The District Community Development Officer (DCDO) and the District Health Inspector (DHI) decided to do something about it right away, without waiting for the RUWASA project to take action. They called in all the mobilisers of Jinja District for a two day seminar. The Borehole Maintenance Supervisor from WDD also participated as a resource person.

At the seminar the DCDO and the DHI lectured about everything that caretakers must know: the history of RUWASA, objectives and activities, expected community involvement, organisation and procedures of the operation and maintenance system, duties of the caretaker, water related diseases, their sources, and preventive hygiene practices.

The Maintenance Supervisor went through the theory of hand pumps with the help of diagrammes showing cross-sections of the U2 and the U3 pumps, drawn up on flipcharts. The mobilisers memorized the English names of all the moving pump parts. They even went out near the Bugembe workshop to compare a U3 and a U2 pump.

At the end of the seminar the district staff handed over a lot of material, a booklet about the RUWASA project, a caretaker manual with text and pictures, a small case study about a project that did not involve the community, another case study about a village suffering from many health problems, a flip



chart story in colours about a family that got ill because of wrong hygiene practices, posters showing the pump and all the names of the pump parts. The mobilisers were supposed to use all this material when training caretakers in the field.

After the seminar, the mobilisers were asked to go out to the villages and retrain all the pump caretakers using what they had learnt in the seminar.

Six months later another consultant came to Jinja to see how the caretakers were performing now. Unfortunately there was no real improvement to notice. The caretakers were about as ignorant as before. Rare were the cases where caretakers performed even simple duties such as greasing the chain and tightening the bolts. Breakdowns of hand pumps were many.

The DCDO and the DHI in Jinja felt sad and somewhat angry that the effect of all their efforts had been so little. To them it seemed that the mobilisers were not collaborating. Or did their seminar not teach the right skills?

Now the RUWASA project called upon a NGO specialised in education and training who sent one of their training analysts. The organisation carried the motto Training for Improved Performance in their logo.

The training analyst, Mr. John Samuel Joseph Epidobwa took the time first to study the duties of caretakers. This formed the basis for the tasks involved in training caretakers. So in a way he did a double task analysis.

Mr. J.S.J. Epidobwa talked with a number of caretakers. He found that they knew well about the 3-tier operation and maintenance system, about where to report in case of breakdowns and about the need to collect funds for repairs. They also quite knew bits and pieces of information about RUWASA and about some diseases and prevention but mostly they were not confident enough or quite sure what was important and should be passed on to the community. They were also unsure what were precisely their duties. Those who remembered something about greasing the chain and tightening the nuts and bolts frankly admitted that they were not capable of doing it themselves.

On the basis of the caretaker duties Mr. Epidobwa prepared a task analysis of the steps involved in training caretakers. He wrote down all the steps of the task and then he asked the mobilisers about how they carried out the seminars for caretakers. He also attended some seminars in the field.



He saw that the mobilisers knew a lot about the project. But they were not aware what was important information to convey to the caretakers, so often they just read from the booklet, e.g. also detailed information about all the sections and units in the Luzira office. Of course the attention span of the trainees-caretakers could not cope with that practice for long.

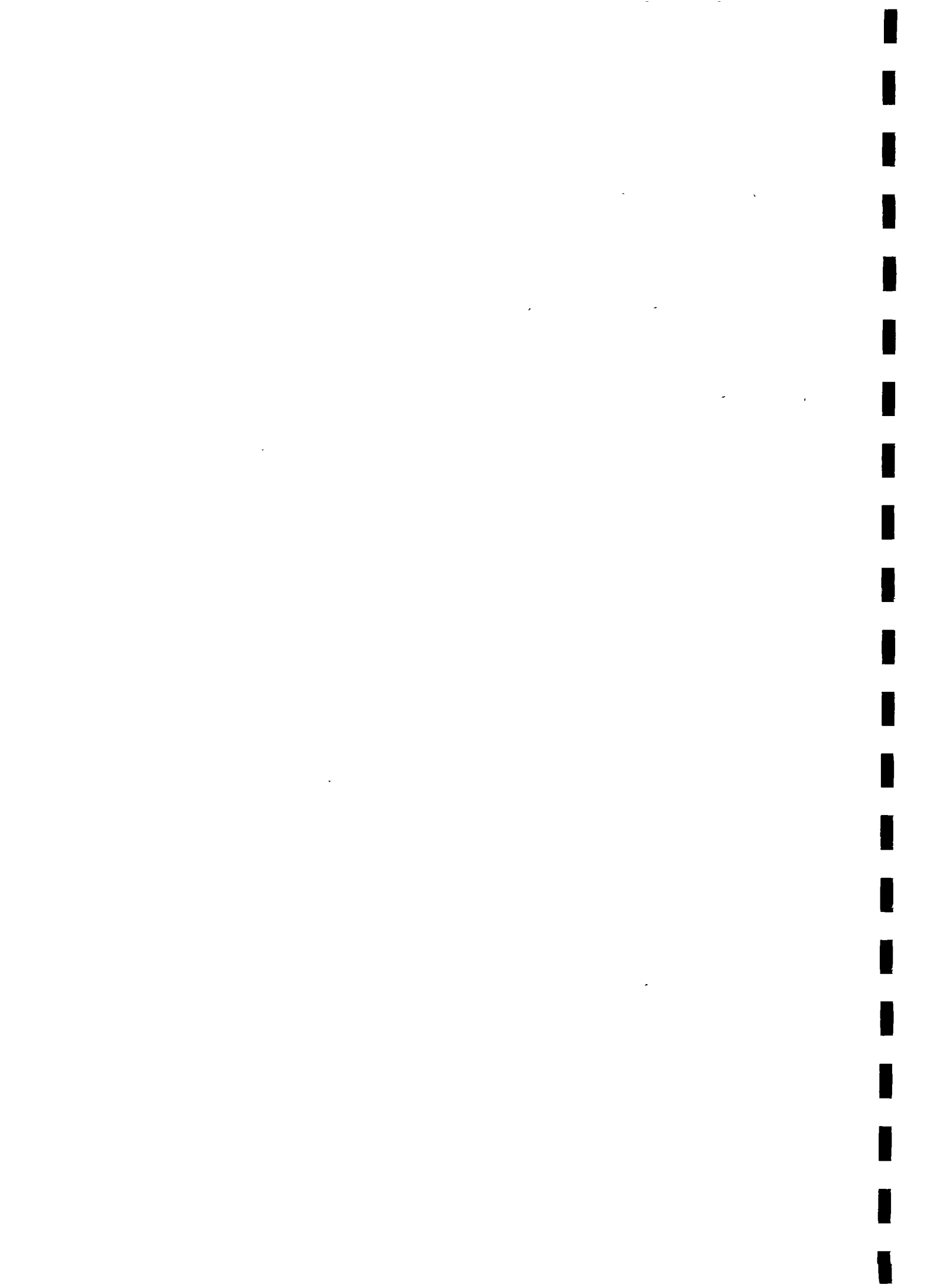
The health assistants usually conveyed a lot of information about diseases and how to prevent them. Many of the diseases discussed had no relation to water and sanitation.

The information given about the expected involvement of the community in site selection, construction of water and toilet facilities and in operation and maintenance was mostly correct and conveyed with confidence. The mobilisers were also well versed in the organisation and procedures of the operation and maintenance system. But in both cases the training could have been made more participative. Most mobilisers did not know how to put questions to participants to generate discussion and how to lead a discussion. In general there was too much lecturing in the caretaker seminars.

The mobilisers did not make good use of the material given to them at the last seminar. They read from the caretaker manual which were the duties of caretakers, but they did not show the pictures. The caretaker manual was never distributed to the caretakers for them to keep as had originally been the intention. The case studies were just handed out but never discussed in the seminars. Mobilisers made a mess of the flip chart story. They just showed the pictures without putting questions or giving explanations. Sometimes they showed the charts in the wrong order!

The mobilisers never demonstrated the duties of a caretaker during the seminars, and when asked they did not know themselves how to grease the chain and tighten the bolts. They listed the names of some of the parts during the seminars. But they did not explain anything about the symptoms of a malfunctioning pump, so that the caretakers could know when it was time to call the mechanic.

The training analyst, Mr. J.S.J. Epidobwa designed and organised another training course for the Jinja mobilisers, in collaboration with the DCDO and the DHI who performed as resource persons. During this training event they did not teach much about the project, the caretaker duties, the U3 pump, etc.. The mobilisers already had that knowledge. Instead they taught them how to carry out the training.



In fact what should they be taught and in what manner ? See the questions under the assignment below. The training event lasted three days.

Six months later, the RUWASA project coordinator and the district staff were happy to see that the caretakers in Jinja in general were performing their duties well. Since the second training event and mobilisers' follow-up training of caretakers there had been only very few pump breakdowns.

Assignment:

1. Was the first training event successful? Why or why not?

2. Was the second training event successful? Why or why not?

3. Training of pump caretakers involves a number of main steps:

- a good knowledge of the subject matters:

- RUWASA objectives and activities

- communities expected involvement

- operation and maintenance system, how to report in case of breakdown, and the need to raise funds for repair

- caretaker duties, also greasing the chain and tightening the bolts of the pump

- symptoms of a malfunctioning pump

- water related diseases, transmission routes and hygiene practices to prevent them.

and being able to answer a wide range of questions.

- separating essential from non-essential information

- presenting information in a logical and persuasive manner



- formulating questions for discussion and leading the discussion
- demonstrating, allowing trainees to practice and giving feed-back
- making proper use of training materials.

Did the mobilisers lack skills and knowledge in all these steps? In which steps did they need training?

4. Do you have suggestions to concrete training strategies for meeting the identified training needs?

5. In your opinion, was the training delivered by the Maintenance Supervisor about the theory of pumps helpful?



Handout

A TASK ANALYSIS shows the difference between what an employee should do and what he is really doing

There are two parts to a task analysis.

FIRST, you must gather the information about ALL the steps of the task.

You can gather this information from:

- your own knowledge and skills and experience
- watching an expert staff on the job
- manuals or textbooks
- talking with experts

SECOND, you must watch the staff members that have the training need.

Ask yourself these questions:

- Are the employees doing ALL of the steps that I wrote on the task analysis? What steps are missing? (Those are the ones that you will teach)
- Are they doing the steps correctly? efficiently? (If not, you must teach the steps and let the trainees practice them)

Summary: The difference between what the employee should do (as shown on your task analysis) and what he actually is doing (as shown when you watched him) tells you what steps of the task must be taught.



FORM

TASK ANALYSIS
Objectives for Performance and Training

1. Job Title
.....

2. Task
.....

3. At the end of training, the employee should be able to do the following steps of this task:

4. Does the employee need to be taught this task? (yes/no)

1.
.....
.....

2.
.....
.....

3.
.....
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4.
.....
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5.
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6.
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7.4: GUIDELINES FOR ON-THE-JOB TRAINING

Objectives:

At the end of the session, participants shall be able to:

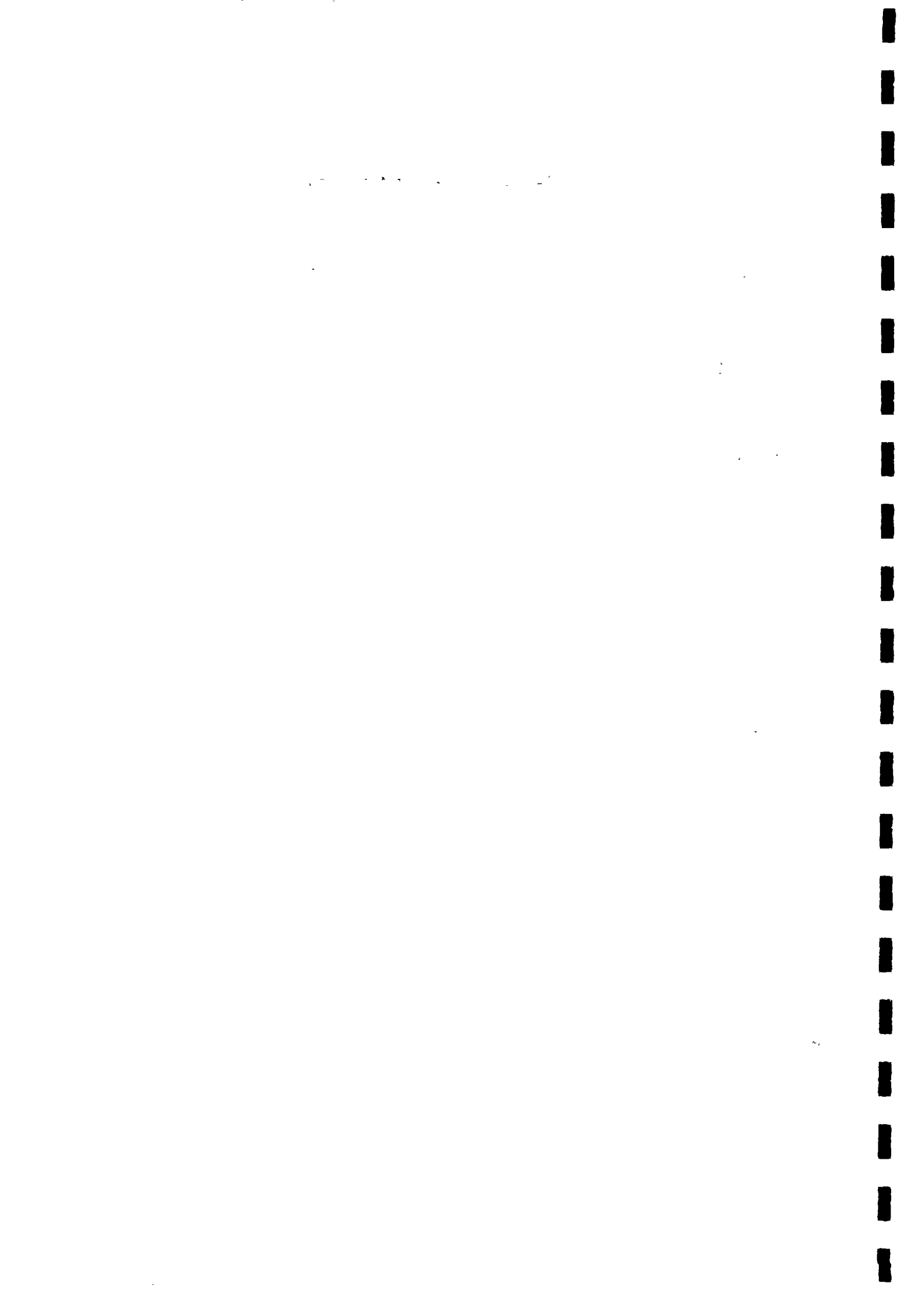
- describe the key elements (which are they, why are they important, things to remember) in an appropriate training strategy:

- on-the-job training
- logical order
- giving instructions
- giving demonstrations
- supervising practice
- feed-back

Materials:

- Facilitator's Guide to the Session
- Case study: The two new mobilisers in Nabwigulu subcounty
- Handout: On-the-job training
- Handout: Feedback
- Exercise: Choosing a strategy for teaching mobilisers map-drawing
- Handout: Four important rules for good training
- Handout: Giving instructions
- Handout: Giving demonstrations
- Handout: Supervising practice

Duration: One hour and thirty minutes.



Facilitator's Guide to the Session

1. Tell the participants that this session will provide some tips and hints about how to conduct effective on-the-job training.
2. Hand out the small case study about the two new mobilisers in Nabwigulu subcounty. Participants may read and think of an answer to the assignment individually or in small groups of two participants.

When discussing in the class at large, the following could be an appropriate answer to the question why the training by the DHI was not successful:

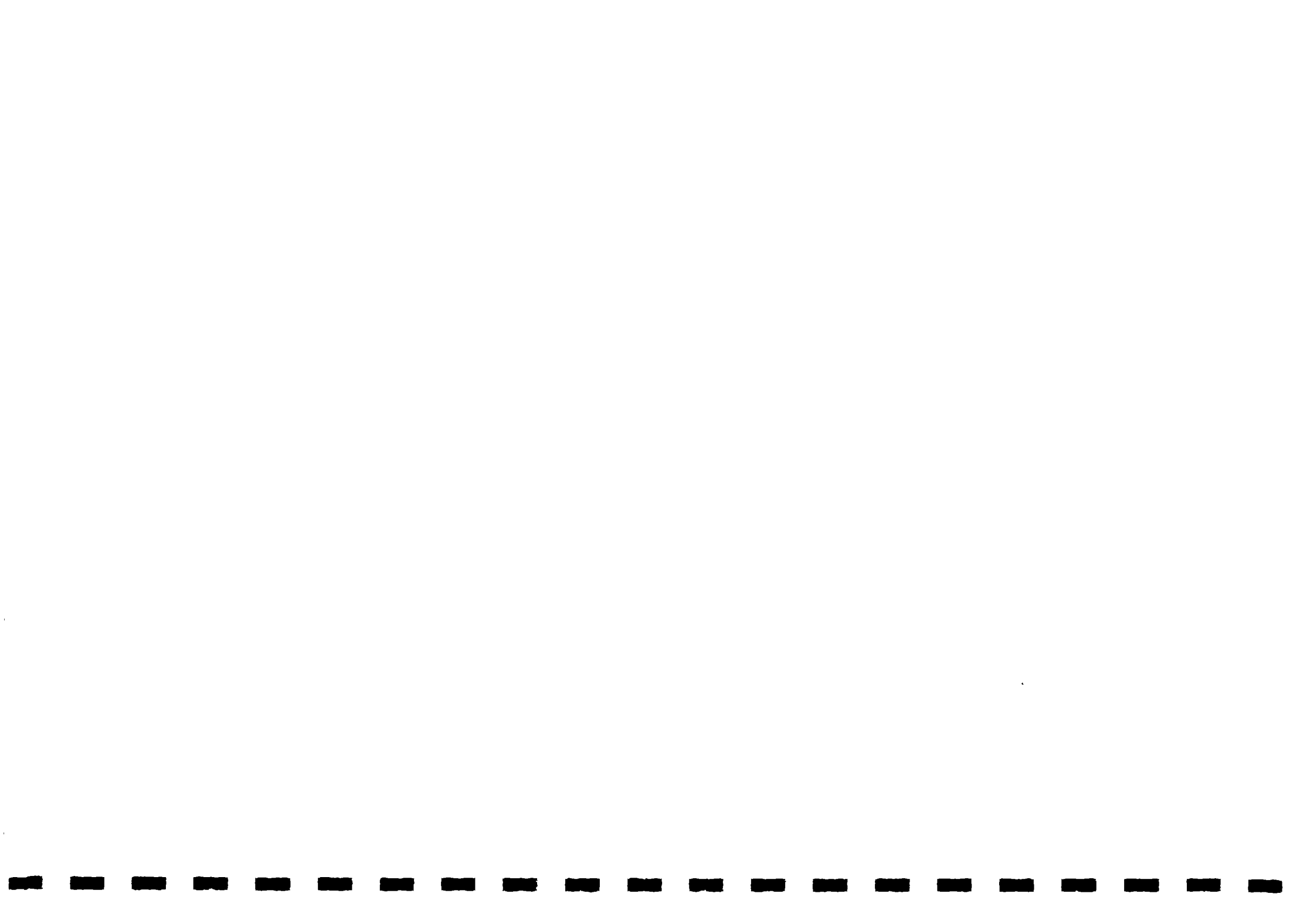
It is possible that the two mobilisers were forgetful and did not listen. But the main reason that the training was not successful was that the supervisor gave too much information and too little practice. Furthermore, the DHI did not use any teaching material or introduce any job aid.

Two important principles of training are:

- 1) New information should be given in logical order and in small amounts.
- 2) Trainees must practice a skill in order to really learn it.

3. Tell the participants that their role as trainers is mostly - while supervising and supporting mobilisers in their duties (point 3 of job description) - to provide on-the-job training for mobilisers (point 4 in job description). District staff are also sometimes called to serve as facilitators at training courses for mobilisers. Training of resource persons is done in another seminar separate from this one.

One of the advantages of on-the-job training is that the supervisor or the trainer can focus on and attend to the employee's individual and particular training need.



Explain what is precisely meant by on-the-job training and some of its advantages. Distribute the handout regarding on-the-job training.

Explain to the participants that on-the-job training can be either formal or informal. Formal training is planned. The trainer studies the task and is conscious about the desired level of performance (objective).

Informal training is training that takes place without planning. When a supervisor sees an employee doing a task incorrectly, he corrects him. This kind of giving instructions to an employee is informal training if those instructions are clear and if the supervisor makes sure that the employee understands and can practice the steps of the job.

Inform trainees that if a more general training need is found in some field among all or most of the mobilisers, district staff can take up the matter with the project and its HRD unit who may then organise a course for the staff concerned.

Distribute the handout which explains the idea of feedback and gives examples. The possibility of immediate and abundant feedback is one of the advantages of on-the-job training.

4. Hand out the exercise about finding a strategy for teaching map-drawing, for the participants to solve individually.

The answers which should be discussed in the class as a whole should go along the following lines:

First, the trainer should have explained how, why and when to draw a map (mini-lecture).

Then he should have given a demonstration of each step of the map-drawing skill.

Later he should have let the trainees practice the entire skill of map-drawing in the field.

Finally, the trainer should have given feedback to trainees on the maps prepared, strong and weak points, and how to improve them.



5. Distribute the handout: Four important rules for good training which summarizes the session up to this point.

6. Finally make use of the handouts 1) Giving Instructions, 2) Giving Demonstrations and 3) Supervising Practice. They provide some more detailed guidelines for how to proceed with each of the main steps in teaching that the class proposed under the Exercise: Choosing a strategy for teaching map-drawing.

Distribute the handouts one at a time and let trainees read them and ask questions.



A Case Study

The two new mobilisers in Nabwigulu subcounty

It so happened that both the community development assistant and the health assistant in Nabwigulu subcounty had been transferred to work in another district. Two new staff were assigned but none of them had worked for a development project before, or any authority like RUWASA with such a clearly formulated strategy and detailed procedures for implementation.

The DCDO was out of the country, on a fellowship to Tamil Nadu in India to study community participation in a water and sanitation project supported by Danida. The District Health Inspector, on his part, was happy to have the new employees and immediately decided to train them to perform all the steps in the mobilisation procedures.

First, he called the new employees to his office. There he told them all the mobilisation steps (different meetings), the agenda points of the meetings and who should participate. He made sure to present the information in a logical order. Then he repeated the mobilisation steps. Finally, he asked the new mobilisers if they understood. Both nodded, yes.

Later at the start of the next month when the health assistant submitted his monthly progress report, the DHI could see that the mobilisers had misunderstood the procedures: the wrong Councils had been convened, and from the mobiliser's Additional Remarks he could see that mistaken information had been conveyed.

Question to think about:

The DHI thought that he had done training. But the training was not successful. The new employees did not perform the mobilisation procedures correctly when they were on the job in the field. Why do you think the training was unsuccessful? Put an X by the answer(s) that may be true.

..... The new employees were forgetful.

..... The new employees did not listen to the training.



..... The supervisor gave too much information at one time
and the new employees couldn't remember everything.

..... The new employees didn't have the time to practice the
new knowledge.



Handout

On-the-job training

In the past, people thought on-the-job training was merely putting a new employee with an older, more experienced employee. The new staff member watched the experienced employee and learned from watching. But, this was not training. That was only watching. It was not an efficient way for an employee to learn the skills of his job.

ON-THE-JOB TRAINING IS CAREFULLY PLANNED, SYSTEMATIC TRAINING THAT OCCURS AT THE WORK PLACE OF THE EMPLOYEE

Here are some advantages:

- On-the-job training is realistic, because it takes place in the real work situation. This also implies that:
- The employee learns to use the equipment, tools and materials, e.g. information and teaching materials, that are employed in real work
- He learns to make decisions about real conditions
- The employee is active
- The employee practices the skills of the task under the supervision of a supervisor or trainer
- The employee can receive immediate feedback from the trainer
- The costs of on-the-job training are low



Handout

FEEDBACK

What is FEEDBACK:

Feedback is the information you give an employee about his progress. You give (feed) information back to him.

Feedback tells the worker how he is doing. It tells him what he should do differently in order to do better work.

Some **examples** of feedback:

"Sam, when you are out in the field like today and you see a hand pump like this one with loose nuts and bolts, ask to meet the caretaker and remind him or her of their responsibility of tightening those bolts"

"You filled in this work plan form just right, Prim! I am glad you this time put the right materials in the column "Materials Required", corresponding to the planned mobilisation step."

"Joe, some documentation is missing in your monthly progress report. Sit down and I'll help you understand how to do the report correctly."

"I liked the way you handled the Village Committee seminar, Tom. I could feel that you had made some good lesson planning. It came out in a logical order and you knew your subjects. My only suggestion is about the the flip chart story. Don't do too much of the talking yourself. Show each of the pictures and let the trainees explain what they see. Just make sure that the in-built health message comes out clearly and as a facilitator emphasize it at the end."



An Exercise

Choosing a strategy for teaching mobilisers map-drawing

In RUWASA they thought it would be good if mobilisers were able to draw up simple maps. That could be helpful for the Village Committees when they were making their choice for where the new water sources should be sited.

A geographer with little teaching experience was called in as a resource person. He lectured to the mobilisers for two days in the classroom. The trainees did not learn very much.

What should the resource person have done?



Handout

Four important rules for good training

1. Good training is logically organised (first step is taught first, second taught next, etc.) and information is given in small amounts.
2. Good training lets the the trainees be active. They don't just sit and listen to the trainer.
3. Good training gives the time to practice the skill.
4. Good training has a lot of feedback.



Handout

GIVING DEMONSTRATIONS

What are demonstrations?

In a demonstration the trainer explains and does all of the steps of the skill he is teaching. He shows and tells how to do something. Trainees become active in the practice that usually follows the demonstration.

Why are demonstrations useful?

Demonstrations are useful to show the complete task before the trainees begin to practice it.

RULES FOR GIVING DEMONSTRATIONS:

- a) The trainer should practice giving the demonstration before the training event. Demonstrate only correct methods. Make sure you can perform all the steps correctly yourself!
- b) Before you begin the demonstration, make sure you have all the necessary information and training materials as well as equipment and tools, if required.
- c) Explain what you are doing, if possible while you are doing it. If in a real situation involving other people, like a teaching situation, the explanation will have to be given to the observing trainee subsequently. Emphasize important points. Let the trainee ask questions.
- d) Explain the meaning of technical terms.
- e) Explain difficult steps.
- f) Ask the trainee some questions to see if he understands.
- g) Always finish the demonstration by letting the trainee practice the task (See Handout: Supervising Practice).



Handout

SUPERVISING PRACTICE

What is supervised practice?

When a trainee practices the new skill under the guidance of a supervisor or a more skilled colleague, it is supervised practice.

Why is supervised practice useful?

Trainees learn by doing. Practice gives them the opportunity to actually do skills. Trainees should be supervised at first. The supervisor tells the trainee how he is doing and how to do better.

RULES FOR SUPERVISING PRACTICE:

- a) Let the trainee tell and explain the steps of the task before he actually does them.
- b) Let the trainee practice, if possible, the difficult steps of the task before doing the complete task.
- c) Watch the trainee perform the task. Answer his questions and give advice.
- d) Give a lot of feedback. Praise success and correct mistakes. Tell the trainee how he is doing and how his work can be better.
- e) Give the trainee time to practice (under supervision) as much as is necessary.
- f) Be patient. Be helpful.



Handout

GIVING INSTRUCTIONS

What are instructions?

Giving instructions means explaining actions step-by-step so that the listener can understand and remember each step. Giving instructions is telling the employee what to do and how to do it.

Why are instructions useful?

When you give spoken instructions, the listener has a chance to ask questions. If only written instructions are given, the employee may not understand.

RULES FOR GIVING INSTRUCTIONS:

- a) Do not use words that the trainee doesn't understand.
- b) Do not give too much information. Only tell what is necessary in order to do the job well.
- c) Give one instruction at a time. (It is difficult to remember too much information at one time.)
- d) Do not just tell instructions. Show (demonstrate) what should be done (See Handout: Giving Demonstrations).
- e) Repeat instructions after some time, if necessary, to be sure that the trainee has not forgotten.
- f) Give a job aid with words or pictures to the worker. He can use it later. (Job Aids are words, or pictures, or symbols that show or tell how to do a job.)

