

**Volume II:
Training**

March '99 Working Edition

**Bangladesh Arsenic Mitigation
Water Supply Project (BAMWSP)
Dhaka, Bangladesh**

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Preface to Volume II, Training

□ Introduction and Objectives

Bangladesh is now facing a silent catastrophe from arsenic contamination of ground water, the prime source of safe drinking water supply on which the population depends. The country's major response to this crisis is the Bangladesh Arsenic Mitigation - Water Supply Project (BAMWSP). A coordinated strategy among the GOB, donors, lenders, NGOs, local governments, private institutions and communities, the BAMWSP has three major goals:

1. Improved understanding of the Arsenic problem
2. Strengthening of implementation capacity
3. On site mitigation

This Manual focuses on training for the project's "on site mitigation" dimension. The driving philosophy for training is threefold: first, that ultimately mitigation must be "demand led," i.e. the people most affected must be able to take charge of their own solutions. Second, all interventions with communities -- especially training interventions -- must be as participatory as possible. And third, to advance change that is both participatory but moves on an aggressive schedule, training must build capacities to support local change at all organizational levels -- including Government, PMU/RPMU, Service Agencies (SAs), Support Organizations (SOs), and Community-Based Organizations (CBOs).

The strategy for training -- and so the aim of this manual -- is therefore to promote decision-making and implementation at the lowest possible level through aggressive, phased training for the entire external support system. The training plans herein are designed to ensure that organizations from bottom to top are not attuned to the problem but in position to both stimulate and support demand-led solutions.

□ Manual Objectives

The Training Manual's specific objectives include building the knowledge, skills and capacity of:

- PMU/RPMU and Service Agency (SA) staffs
- Support Organization (SO) staffs so that they may in turn train and support the work of Community Based Organizations (CBOs), communities and other stakeholders.

□ How to use the Manual

Overall this manual, developed in Bangladesh, adapts participatory methodologies of both Bangladeshi and international origin. It is presented as a broad yet detailed guideline for structuring training and orientation in three phases:

1. Pre-Planning Phase, involving PMU/RPMU, SA and SO staffs
2. Planning Phase, involving SA and SO staffs
3. Implementation Phase (for Type B and C schemes only), involving SO staffs

Each phase has a "training of trainers" component as well as other components such as overall project orientation: for example, a key Pre-Planning component is to train Service Agency trainers who will in turn train staff of Support Organizations.

To begin adapting this Manual to your own needs and those of the organizations and people you serve:

- First read through Section One (which follows). In just a few pages, this Section provides a conceptual and procedural schematic, from “Capacity-Building in the Context of the Arsenic Problem” through descriptions of the three training phases to “Monitoring and Evaluation of Training.”
- Second, review the training plan and Sample Workshop Agenda for Pre-Planning (Section Two). Also review the “Training Designs” in the Section Two Tabs A-C; these are descriptions of the specific workshop exercises and activities that form Sample Workshop Agendas. In your actual planning you will want to adapt both the agendas and detailed Training Designs to suit your target trainees (and by extension the people *they* will ultimately train).
- Before proceeding to your actual planning, look over the plans for the other phases. After consulting with colleagues and partners, decide on a likely strategy for all three phases. Then, in as collaborative a manner as possible, proceed to detailed Pre-Planning training design, using Section Two as a guide.

Finally, on the following page, a box highlighting “**The Essential Principles and Related Processes of the BAMWSP Training Program**” are documented. These are essential principles and processes are consistent with the BAMWSP design.

A summary chart of Training is provided in Tab 6, Annexes. It summarizes the name, duration, and trainee groups of each course on a phasewise basis, and shows how the training supports the Project Cycle.

Essential Training Principles and Processes

Underlying the BAMWSP Program design, are a number of core training principles, processes, techniques and tools that have been arrived at through a process of consultation and consensus building carried out during the BAMWSP Project Preparation. The Training Principles documented below reflect that Project Design are deemed as “essential” to the Project’s concept and cannot be deviated from during the life of the Project. “Essential” Training Processes, as noted below, can be altered by 2/3 agreement of the Stakeholders. Other changes can be made to the Manual at the discretion of the PMU, but should be discussed and agreed at regular review meetings of the Project Stakeholders. Essential Principles are listed below in **Bold**. Related Training Processes are listed in *Italics*.

- **Training Principle #1: Training approaches, processes, techniques, and tools must be consistent with the participatory, community-led, demand responsive approach of the Project, and be structured to build the capacity of all levels of the project to function accordingly.**

➤ *Related Training Processes, Techniques, Tools:*

- 1.1 *Training processes should enable community residents taking part in their subprojects to become active decision-makers, action planners, and managers of project resources and benefits, and to help all others in support roles (PMU, RPMUs, SAs, SOs) to play demand-responsive facilitating and support roles*
- 1.2 *The training style used should create and reinforce these capacities through the consistent use of learner-centered, participatory techniques and tools, and by use of experiential approaches that maximize the active role of the trainees*
- 1.3 *Training should be participatory at all levels, from PMU, to SAs, to SOs, to communities. Trainers will train as they are trained Thus all training events should use participatory methods, and minimize lecture and didactic training, which diminish the control and active role of the trainees*
- 1.4 *Interactive, participatory learning tools are essential to the success of this training and will be developed and adapted to the specific needs of BAMWSP and its project cycle, and utilized as a regular part of field practice and training.*
- 1.5 *Skills training, such as “construction” methods, will be hands-on and interactive, and emphasize practical skills rather than theory*

- **Training Principle #2: Training programs, and related processes and tools will be consistent the gender and poverty strategy of the Project.**

➤ *Related Training Processes, Techniques, Tools.*

- 2.1 *Access to Project supported training will be equitable within all participating institutions and the community, meaning that the Project shall ensure that men and women, and poorer men and women, have equal access to training and training resources at all levels of the project*
- 2.2 *Training will be undertaken in a manner that especially empowers the less vocal, (often women and economic minorities), in the course of training events.*

Gender-related processes and techniques, continued.

- 2.3 *Time spent in training and capacity-building activities will be recorded according to gender so that time-burdens on men and women will be equalized. Both men and women should participate in all training; e.g., training for hygiene and sanitation should not be limited to women assuming it is their sole burden*
- 2.4 *Training programs will introduce appropriate techniques and tools that enable both men and women to investigate, analyze, take educated decisions, plan and monitor their project results.*
- 2.5 *Training evaluation data will be disaggregated by gender*

□ **Training Principle #3: Capacity Building is not the result of “isolated workshops”. Rather training workshops form part of an ongoing, dynamic “capacity building strategy” which permeates the Project’s Training Program, Operations, Financing, Technical Assistance, M&E, and other Project services and functions.**

➤ *Related Training Processes, Techniques, Tools:*

- 3.1 *Training will be designed to reinforce, and will be reinforced by other components and services of the Project. For example, in workshops training will stress the active planning roles of community participants, thus management tools will reinforce these roles in the way they designed and introduced; M&E will consistently use participatory techniques; PFOs will consistently support decision making from the lowest appropriate level, etc.*
- 3.2 *Those trained will be empowered and responsible to train others and to provide follow-up to ensure the training is reinforced.*
- 3.3 *PMU, RPMU, SA and SO leadership will take part in and reinforce the process and content of the training, in terms of how they lead and manage others in the Project*
- 3.4 *Training will be carefully monitored and evaluated throughout the life of the Project, and managers will ensure constant review and improvement of training designs, processes, techniques and tools.*
- 3.5 *Training will take a “holistic” approach, helping trainees see the relationships between the arsenic problem and other environmental, health and social management problems and to build capacity for ongoing action to address a wider range of issues in their lives and environment. In other words, training will not only encourage actions to mitigate arsenic contamination, but also to reflect on the impact of those actions as a whole within the local environment and social context, and other environmental dangers, whether chemical or biological and their potential solutions, etc*
- 3.6 *Regular stakeholder meetings will review the quality and impact of training and determine means to improve the training. Training, as such, will also be demand-led*

Acknowledgments

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Material was drawn from many sources, including local experience of the national experts in both governmental and nongovernmental programmes. These include. the RWS-ES Project in Uttar Pradesh, India, the JAKPAS Pilot Project and the RWSS Project in Nepal, and the Swiss Development Corporation Assisted DASCOH Project in Bangladesh, and many bilaterally-aided projects in Asia, Africa, and Latin America.

Specific references of resources from which ideas were drawn for this volume are also provided in Annex 6.2

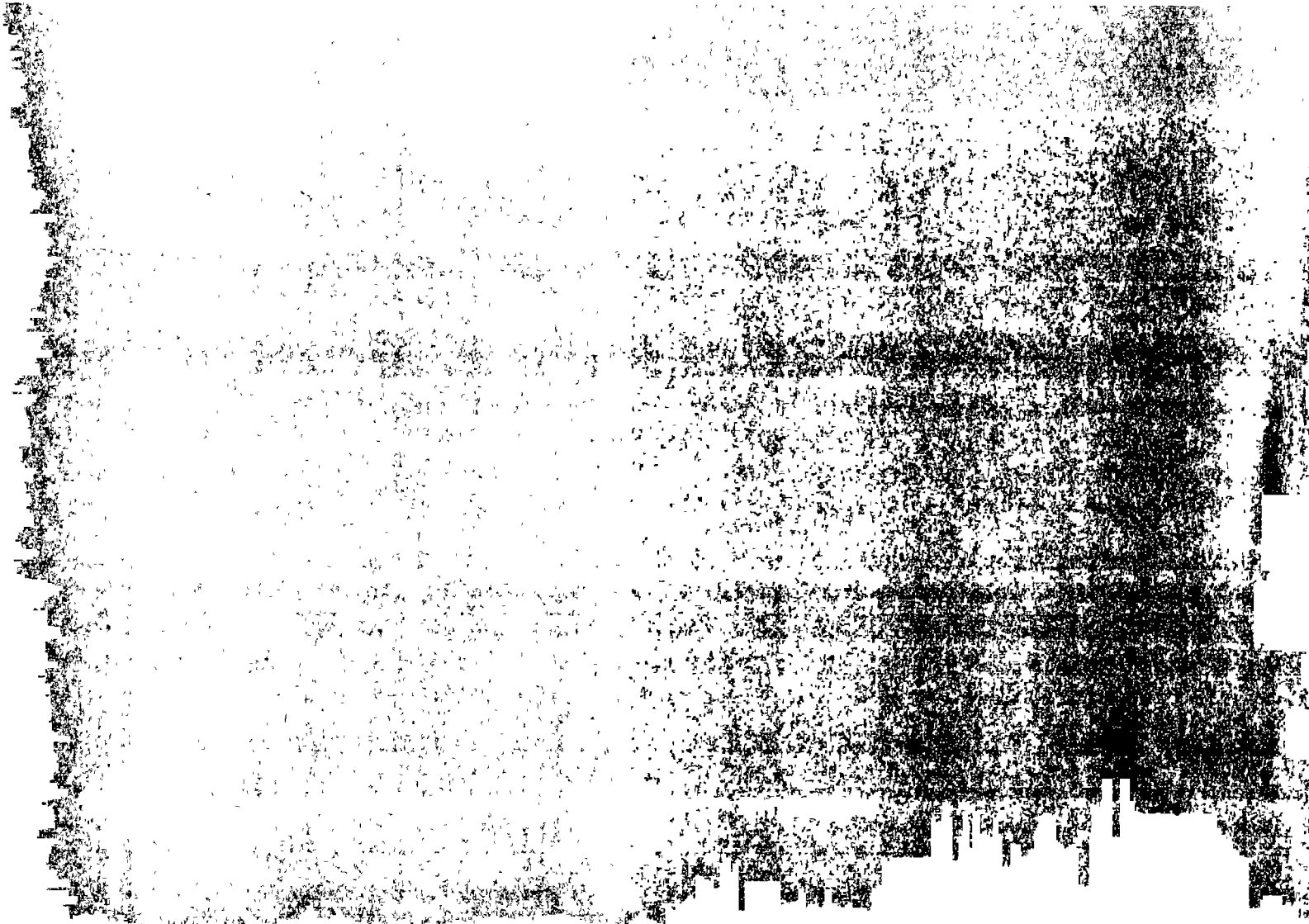
Glossary

Project:	This refers to the Bangladesh Arsenic Mitigation-Water Supply Project, with specific reference to the on-site mitigation component of the Project for rural areas
BAMWSP:	Bangladesh Arsenic Mitigation-Water Supply Project
Buzz Group	Small Discussion Group for VIPP activities
CAP	Community Action Plan: A set of eight sub-plans that the community prepares for implementation of their scheme and other Implementation Phase Activities
CBO:	Community Based Organization. This refers to either a representative organization of the users of the whole community, for type C schemes, in which case it is also referred to as a "Village Water and Sanitation Committee" (VWSC). In cases of Type B Projects, a "CBO" can also refer to a neighborhood or local group that represents the interests of the users of a partial or neighborhood scheme, but may not necessarily represent the whole village community. In all cases, a total village VWSC is preferred, wherever feasible. CBOs in all cases are directly selected by the users themselves, and not appointed. However, they may be linked to, or may be designated as sub-committees of the Permanent Committee of the Gram Parishad, if feasible in the future. Any legal status, such as registration with Social Welfare, will suffice for its legal identity at this stage.
DMT	Daily Management Team
DTW	Deep Tubewell
DPHE	Department of Public Health Engineering
KAS	Knowledge, Attitude, Skills
LGED	Local Government Engineering Department
M&E	Monitoring and Evaluation
OHP	Overhead Projector
PMU:	Project Management Unit
PRA	Participatory Rapid Appraisal: Techniques by which community members gather and analyze information to aid in their own solution of local problems
PSF	Pond Sand Filter
Q&A	Questions and Answers
RPMU:	Regional Project Management Unit

SARAR	A Participatory Education Approach based on human growth principles with a distinctive set of educational techniques and tools widely adapted to the water and sanitation sector. SARAR is an acronym that stands for: Self-esteem, Associative Strength, Responsibility, Action Planning, Resource.
SA	Service Agency: An NGO, NGO Apex Body, Training or Research Institute, or other legal body that provides specialized services to the Project. SAs primarily serve to train SOs and to carry out appraisals and M&E work, as well as audits.
SO	Support Organization: An entity, primarily NGOs, which support the local communities and their CBOs as advisors in organizing, conceptualizing the project, carrying out action planning, conducting participatory research, technical studies, and implementing schemes. Other entities, notably firms, or local governments, if fulfilling the criteria, can also qualify as SOs.
Scheme	Refers to an individual type B or C subproject, which comprises one or more technologies
STAC	Staff Technical Appraisal Committee of the PMU
STW	Shallow Tubewell
TOR	Terms of Reference
TOT	Training of Trainers
Type A	This constitutes a community that has sufficient existing sources of arsenic free safe water, but has some wells which are contaminated. In this case, SOs carry out a modified planning phase with the community, to help it to manage their sources to protect the community, and to continue ongoing surveillance of water quality.
Type B	In this case, some sources are seriously affected and a scheme is needed in a part or portion of the village, but not the village as a whole.
Type C	In this case, most of the sources are contaminated, and a scheme servicing the whole village is required
VCP	Video Cassette Player
VIPP Cards	Visualized Participatory Planning Cards

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Volume 2: Training



1. *Training and Technical Assistance Strategies for
Human Capacity Building*

1.1 Capacity Building in the Context of the Arsenic Problem

The focal concepts behind this Manual's training and assistance strategy for on site mitigation are:

1. Solutions to the arsenic problem require capacity building, i.e. training and technical assistance, at multiple project levels -- from individual communities through to their Support Organizations to government leaders
2. In adapting this Manual's training designs, the *detailed planning must be grounded in the needs of communities*, as assessed with the help of their Support Organizations and Community Based Organizations
3. For communities to agree upon and take ownership of their solutions, the *entire process of local decision making and action must be "demand-led"* (see 1.2 below)

Further to this, the project's *overall* training strategy includes the following as outcomes in order to achieve the project goal:

1. Increased capacity of communities -- and by extension of local and central level government units, NGOs and the private sector -- in participatory planning, design and O&M of water supply systems
2. Improved cost recovery in water supply schemes
3. High quality community action plans (CAPs)
4. Increasing numbers of SAs and SOs selected and capable of playing supportive project roles through and with the CBOs
5. A substantial number of CBOs organized, empowered and operational
6. People in all arsenic affected areas aware of its occurrence and effects, and knowledgeable about how to test and take mitigation measures, including how to operate their own safe water supply systems based on their own contributions and outside technical & financial support.

The community capacities -- and commitment -- required for success cannot be built without increased capacities and commitment among the *institutions* that must ultimately serve them. As such, all three training phases described herein -- Pre-Planning, Planning and Implementation -- are geared toward first building the capacities of PMU/RPMU staff, and the staffs of Service Agencies (SAs), Support Organizations (SOs), and Community Based Organizations (CBOs). The aim: that they become effective catalysts for and supporters of local solutions that are demand-led and participatory. In other words, the Manual is first and foremost designed to get the entire *external support system* into position to promote community initiative on a widespread and accelerated scale.

1.2 Supply Driven vs. Community-Based, Demand-Led Approaches

A major BAMWSP proposition is that arsenic mitigation and water supply services should be demand-led: in other words, service provisions should be grounded in what people want and are able and willing to pay for, as expressed through community level decision making processes. Within the project, "willingness to pay" includes resources in cash, materials, land, labor, human ingenuity and community desire to work together, plan together, act and sustain the effect as well as the participatory process. For government, SAs, SOs, the private sector and others in the external support system, demand-led means creating a favorable and supportive environment in which communities can take the lead. They are helped to come forward to plan, contribute towards, build and maintain their own water supply systems -- with an expectation of success that corresponds to their commitment and contribution

Historically, in Bangladesh and elsewhere, water supply services were delivered mainly through centralized, "supply-driven" mechanisms. Countless evaluations now reveal that, within such schemes, lack of community involvement led to misallocation of resources -- systems determined from afar were more often than not inappropriate in design and did not reach the people most in need. Also, lack of community ownership over solutions allowed the best systems to fall into disrepair.

Ironically, for decades the "supply-driven" case was that the only way to achieve widespread service coverage expeditiously is to have planners make centralized decisions, and then roll out implementation as fast as possible. Community "participation" was often relegated to voluntary (or coerced) labor. The evidence is now incontrovertible that, even in times of crisis such as these, purely supply-driven approaches are neither expedient nor sustainable.

In this case, demand-led goals do not differ from those a supply-driven strategy would embrace: to install solutions on both a wide scale and an accelerated schedule -- and to ensure those solutions endure. And because of the crisis, both strategies would seek to begin with a large burst of project energy, wasting little precious time. But the similarity ends there. For as recent development history tells us, in supply-driven programs that energy would be expended by planners fervently deciding, procuring and deploying. But in a demand-led strategy, the energy would go into aligning and sensitizing the *external support system* to local decision-making, procurement and management by the community users as "managers" -- and into building the capacity of the support system to facilitate such localized management successes on a wide scale. That is the thrust of this project.

Therefore, success in the view of the BAMWSP hinges on concerted re-orientation and training of a large number of people at multiple levels -- from the PMU to Support Organizations and CBOs -- in order to achieve effective authority and long range accountability in the most local of contexts.

1.3 Needs Assessment of Each Project Partner

The BAMWSP project is thus built upon a participatory community managed approach in which the principal users, community people (assisted by the SOs), are key decision-makers within all types of interventions.

The project embraces a participatory model that seeks to make progress and achieve sustainability via 'Learning by Doing.' At community level, this means participation in planning, management, implementation, cost sharing and continued monitoring and adjustment. And at other levels, it means mobilizing a full spectrum of stakeholder groups.

For example, at the central level the Project Management Unit will facilitate the informed involvement of the DPHE, LGED, Ministry of Health, SAs, SOs and other contracting NGOs or firms in delivering project assistance. There are needs common to all stakeholder groups, regardless of level. The project defines these as improved understanding of the Arsenic problem, the strengthening of implementation capacity, and on site mitigation through *demand-led participation*.

But clearly, different stakeholders will have different capacity building needs depending upon their roles during a given project phase.

So this Manual's *specific* training designs, which begin in Section Two, are based on an assessment of *different* stakeholder needs during each of the project's discrete phases. Also,

from phase to phase those training designs build upon one another in a cascading fashion, so that stakeholders emerge from one phase with a greater capacity to promote and support change among more stakeholders in the next. Here then are the capacity building components of each phase:

Pre-Planning Phase Training and Orientation

- A. For PMU/RPMU staff and consultants: Capacity building across the spectrum of arsenic issues, project principles, objectives, methodologies, organizational structure, tasks and task divisions. The aim: that they develop the wherewithal to support operations within the overall project cycle, promote service provisions, and facilitate overarching sector system improvements -- including those for human resource development and institution building. For the project to succeed, PMU/RPMU staff must also become intimate with and supportive of those project cycle elements that will most involve communities and their Support Organizations -- notably community plans, technical support, appraisals, financing, solution implementation, monitoring and evaluation.
- B. For Service Agency trainers: Means by which they can plan and conduct training for SO staff around demand-led change, participatory methods, arsenic issues, and the community-owned response to those issues via the participatory project cycle. Hence the launch of a "training of trainers" component that not only covers the topics above, but does so through capacity building in how to design and carry out participatory training, and how to prepare materials.
- C. For Support Organization staffs: SA-led training around demand-led change, participatory methods, arsenic issues, project objectives, and concepts of local needs assessment, community-run feasibility studies, and other key elements of the community project cycle.

Planning Phase Training and Orientation

- D. For SO staffs: SA-led training around community problem identification, the planning of social and technical interventions in A, B and C villages, and other specific project cycle elements ranging from community action plans to technology choices to community-managed implementation of arsenic mitigation and water supply schemes
- E. For SO Staffs: Training in the Project's M&E systems; types of evaluation, methods, processes, and tools used by different levels of actors in different phases
- F. For SO technical staffs. Training in technology choices and designs within the context of a community-led approach
- G. For SO management and accounting staffs: Capacity building in project management, financing and accounting as they relate to arsenic mitigation activities, and
- H. TOT for SOs to train CBO members in the same topics

Implementation Phase Training and Orientation (Type B and C schemes only)

- I. For SO non-technical and technical staffs: Capacity building in SO roles and functions within the Implementation process, especially in terms of training and assisting CBOs in community-led procurement, construction, operations, maintenance and management.
- J. For SO staffs: training that covers hygiene and environmental sanitation issues and options.

Supplementary training for community technicians around the construction and maintenance of safe water supply/arsenic mitigation technologies:

- K. Construction of different options:
- L. Construction of rain water harvesting technology
- M. Construction of very shallow tubewell + HP
- N. Construction of ring well + HP
- O. Construction of deep well + HP
- P. Pond sand filtration-dry season

1.4 Training Concepts, Methodologies and Materials

This Manual's training is designed to be participatory, experiential and adaptable to the specific needs of the stakeholder group. The outlines and workshop agendas, spelled out in the four sections that follow this one, draw upon a range of participatory tools, drawn from experience in Bangladesh and elsewhere, that address community based safe water supply and related issues. They include needs assessment and group problem solving methods, role plays and focus group discussions, action planning, etc. Many of these and other tools are drawn from the SARAR and PRA methodologies (respectively), and include techniques such as mapping, open-ended cases or stories, serialized posters, planning tools, etc. One concept at the core of the methodologies recommended here is that, regardless of stakeholder level, *training must be learner-centered rather than expert-centered*. Whether the stakeholder group is composed of PMU staff or community residents, learners/trainees must be active in exploring problems, examining their causes, identifying solutions and planning their next action. Another core concept is that *"people tend to teach in the manner in which they were taught."* So if trainee involvement exists from the start, at the so-called "highest" organizational level in the first Pre-Planning Phase workshop, then eventually -- in practice as well as in philosophy -- "participation" will cascade from level to level. And it will permeate the entire project.

A final core concept: capacity building is not the product of isolated, self-contained "training workshops." No matter how successful, training workshops must form a component of a dynamic and ongoing *capacity building strategy*. Regardless of stakeholder level, successful use of this Manual hinges on having a strategy for workshop follow-up, other participatory interventions, and constant review and improvement of both training plans and the larger strategy. This is especially important when training addresses the implementation phase, since stakeholders at different levels will each hold a key to the phase's overall success.

1.5 Gender, Poverty and Environmental Considerations

Women (and children) already must travel long distances to collect arsenic free water or fetch fuel wood for boiling arsenic free surface water. Clearly women play the key role in water collection -- and also in the preservation of the family. As such participation of women *at all levels* is vital. All planning and conducting of training must ensure the equal participation of both genders. In health and hygiene education, and in all decisions regarding the safe water sources and arsenic issues, both men and women must increasingly share balanced and active roles, not adding more work to women's already central role in this domain. Ultimately, the time women save time may ease their entrance into other productive activities, and enable them to keep their children in school. Also, women's time, as well as that of men, should be monitored and accounted for in terms of attendance at training. Women's time in training has the same economic value as that of men's time.

This project will be largely implemented in rural areas, except for selected municipalities. The rural areas are home to many disadvantaged or underserved people, who are not only poor but also malnourished and at a greater risk of arsenic contamination. They also have fewer options for water sources, since traditionally water supply sources are located near the homes of the well off. Project implementers must ensure that the poor have access to the water sources, and that they have an equitable role in local decision-making and management. This commitment to equal opportunity must begin with the very first PMU, SA and SO training during Pre-Planning. And it must continue through other phases so that SOs and CBOs are fully equipped with the tools to effectively involve the poorest residents in all community based activities.

Finally, regarding environment: from the outset community stakeholders must be engaged in discussions of environmental issues. The training strategy must surface their opinions and enable them to increase their knowledge of their own ecology. For as they weigh and analyze technological options for solving arsenic problems, local residents will need to gauge the possible impact of those options on their, health, hygiene, agriculture and so on. Community involvement can also ensure the preservation, maintenance and proper use of surface water, as well as the improvement of sanitation systems that prevent pollution of water sources. And it can also ensure local ownership of systems for testing for arsenic in water, safe disposal of sludge and other arsenic rich wastes.

1.6 Planning, Organizing and Management of Training

The final planning will depend largely on detailed stakeholders' needs assessment. The central training unit of the PMU, and PMU-contracted Service Agencies (SAs) in collaboration with Support Organizations, will review and finalize the actual training plans, programs and the courses. Similarly, they will take charge of overall training strategy review, adjustment, monitoring and quality control. As per the project design, SAs will conduct training for and otherwise see to the capacity building of SOs. At this and other levels, both the overall strategy and specific training designs will have to be continually examined and refined. And as mentioned earlier, "capacity building" must become a strategy that embraces but is not limited to training workshops.

SOs and CBOs will ultimately conduct all field level training. During the implementation phase SOs will work with CBOs to help communities conduct their own situation analyses and needs assessment, and from there to prepare action plans and schemes for arsenic mitigation. Some workshops can be held at the divisional or at district level training facilities of either government or NGOs. Select CBO training may be held at SO training facilities. Selecting the right venues for CBO workshops is especially important since the training will probably need to engage the best available expertise on arsenic problems, environmental issues, technological options, etc.

1.7 Monitoring and Evaluation of Training

Overall M&E will be facilitated by the PMU's M&E unit and its central training unit. The PMU will also methodically collect feedback from SAs and SOs to monitor how training is progressing overall and what impact it is having. Finally, the M&E unit will also plan an impact evaluation with the participation of various stakeholders at different levels -- most importantly a cross section of community people. To aid in this, CBOs will apply SARAR and PRA tools during training, as well as more formal tools, to track behavioral and other changes, as well as to suggest changes in training designs or the methods and materials therein.

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Dhaka, Bangladesh**

Volume 2: Training

2. Training and Orientation Activities (Pre-Planning Phase)

2.1 Training and Orientation for PMU/RPMU staff and Project consultants

2.1.1 Introduction

This course is designed to introduce the senior PMU officials and consultants to arsenic issues, the project context and objectives, and its strategy. It also attunes senior level participants to the specific roles and capacities of different partners, ranging from Government to SAs and SOs, through to CBOs and communities themselves. In effect, by building senior level understanding and commitment, this course sets the stage for the multi-level project strategy that is about to unfold -- one that requires complete high level support.

2.1.2 Participants

PMU/RPMU staff and Project consultants.

2.1.3 Responsibility for the Training

PMU Training Specialist, Project Consultants, SA Training Specialists and contracted Resource Persons are responsible for organizing this course, and conducting it in a participatory manner.

2.1.4 Duration

7 Days in Two Parts: Part A: General Orientation and Part B: Field Based- Immersion in Participatory Approaches, Techniques and Tools for the BAMWSP Project

2.1.5 Timing

At the beginning of the Project and every year for new Staff and as a refresher for old staff, as needed

2.1.6 Training and Orientation Objectives

This course aims to develop:

- A positive learning environment and participant familiarity with one another.
- An understanding of Arsenic problems and their effects on the country.
- Familiarity with the project's objectives and its overall strategy, including the project's cycle, selection process for SOs, selection of project sites (e.g. "hot-spots"), the roles of different stakeholders roles (e.g., SAs, SOs, CBOs), etc
- An understanding of the steps in the prefeasibility and planning phases.
- Knowledge of basic principles regarding monitoring and evaluation.
- Exposure to the different technology options for mitigating Arsenic problems
- exposure to field reality in potential project communities
- Develop KAS of relevant PMU staff so that they may effectively facilitate participatory processes at all project levels and understand the CAP Process to be used by the SOs
- Develop PMU Staff capacity to facilitate the Community Monitoring and Evaluation Program.

2.1.7 Expected Outcomes

The participants will be able to

- Understand the prevailing Arsenic related issues in Bangladesh.
- Know about the project objectives, principles, cycle and strategy to mitigate the Arsenic related problems.
- Know how to carry out specific assigned tasks in pre-planning, planning and implementation phase activities by involving the SAs, SOs, CBOs and communities themselves
- Know how to launch a monitoring and evaluation process that involves SOs, CBOs and village level stakeholders
- Understand the importance of participatory methods and their centrality in the Project's Process.
- Gain hands-on experience in use of participatory techniques and tools

2.1.8 Methodology

The process for all sessions is participatory. Presentations are blended with group activities and discussions, supported by a range of methods, materials and media (problem solving exercises, games, visual cards, handouts, participant reporting forms, videos and slides, etc.) See Annex for this Section for specific "Training Designs.") Part B is field-based, with exposure to participatory principles, theory, techniques, tools, and encounters with villagers to gain skills in the use of participatory methods.

2.1.9 Course Evaluation

Participants will complete a twofold evaluation: one to assess the training course itself, and another to gauge the level of their newly required knowledge and skills.

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
<u>Day - 1</u> 9:00	Registration who is who and opening remarks	To create: - Comfort with the training process - A positive learning environment	- Self introductions - Lecture/discussion	1 Participants introduce themselves 2. Each participant will say something about the Arsenic issue	
9:45	Objectives of orientation program	To describe course objectives for better understanding of the whole training process	- Open discussion	1 Facilitator discusses course objectives using transparencies, inviting group reaction along the way 2. Participants discuss objectives	OHP, Transparency/ Handout Newsprint
10 15	Tea		Break		
10 30	Arsenic in the Bangladesh Context (Causes, level of severity, Socio-Economic Impacts, Solutions)	To explain arsenic problems and their effects in Bangladesh	- Opening discussion - VIDEO presentation - Study circle	1 Facilitator discusses: • what is arsenic contamination and levels of severity? • what are its causes and impacts? • how to mitigate with the problem? 2 Participants' view Videos, maps and slides on arsenic severity and effects. Handouts from the sourcebook are provided 3 Participants discuss the Video/slide presentation content, reflect on the issues and pool ideas	TV, VCP Newsprint, Maps, (Sourcebook Sections 2, 3, and 12)
12:00	Project Overview - Objectives - Programs - Implementation methodologies - Institutional arrangements	To learn project objectives, strategy and the implementation process	- Discussion - Reading material distribution - Open discussion - Study circle	1. Facilitator provides an overview of the project objectives, strategy, implementation and institutional procedures 2 Distribute Reading Materials 3. Participant read para by para and discuss for clarification	Reading material on program & implementation, methodologies Newsprint
1:00	Lunch		Break		

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
2:00	The Project Cycle: - The Project Tree, - Hardware-Software Exercise	To learn the whole project cycle so that the SOs can implement projects effectively	- Discussion - Slide presentation/ OHP	1 Facilitator shows the picture of the "Project Tree," discusses the entire project cycle. 2. The facilitator then starts the Hardware-Software activity. Technical and Social staff are each given strips of paper which pertain to social "steps" and hardware "steps" to the project cycle. They are asked to sequence the strips, adding any other steps they may need. They must be prepared to justify their ranking of the steps. 3 The Facilitator processes the results and compares these to the Project Cycle	-Project Tree -Hardware/ Software Materials
3:30	Tea		Break		
3:45	Hotspot selection	To understand selection criteria of Hotspots according to project documents	- Discussion - Sharing guideline on Hotspot selection criteria	1 Facilitator introduces the Hotspot idea and selection criteria 2. Participants share ideas about Hotspot selection criteria 3. Facilitator further explores the selection procedure through OHP	OHP, Guideline
4:30	Review the day's discussion and closing	To help participants review the agenda topics of the day	- Q & A - Newsprint	1. Facilitator asks participants to review and discuss the day's major agenda items, using newsprint records of discussions	Report, Marker, News print.
Day - 2 9:00	Recapitulation of day-1 (What went well, what went wrong, suggestions)	To help participants track their learning experiences	Brief Report Presentation/ Q and A	1 DMT presents the report in plenary 2 Day 1 Report is finalized with the recommendations of the house	Report prepared by the participants.
9:30	Purpose of SO selection	To explain about SOs and the SO selection process	Discussion	1. Facilitator discusses SO project 2. Participants discuss the purpose of the SO selection	OHP and Handouts

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
10 00	SO selection criteria and role of SOs- A Case Study	To better understand the selection criteria for SOs and their rationale	- Group work - Consolidation of group presentation	1 Facilitator discusses selection criteria 2 Participants divide into 4 groups, and are given a case study which depicts three fictional SOs, and groups decide whether/how these SOs meet or do not meet the criteria 3 Group leader presents group reports, facilitator synthesizes group reports with plenary recommendations	-OHP flip paper, -Case Study Handout -Marker
11.00	Tea		Break		
11 15	Pre-feasibility and planning steps	To understand different steps of pre-feasibility and planning phase	- Open discussion - Format exercise	1 Facilitator shows and discusses the steps of pre-feasibility and planning phase 2 Participants openly discuss the above issues. 3 Facilitator entertains participant questions, prompts answers from group and suggests some him/herself	OHP, Feasibility study format
1:00	Lunch		Break		
2 00	Continuation				
3:30	Tea		Break		
3.45	Review the days discussion and closing	To help participants review the Day's agenda topics	Q & A	1 Facilitator asks participants to review and discuss the day's major agenda items, using newsprint records of discussions 2.	Report, Marker, Newsprint
Day-3		To help participants track their learning experiences		1 DMT presents the report in plenary 2. Day 2 Report is finalized with the recommendations of the house	
9:00	Recapitulation of day-2		Brief report presentation		Report
9.30	Principles of M & E	To learn about basic principle of monitoring and evaluation	- Open discussion - Collection of the participants Ideas through VIPP card	1 Facilitator overviews this project's monitoring and evaluation principles 2 He also shares the importance of M&E to effective implementation of the project	VIPP card VIPP Board Hand out
11:00	Tea		Break		

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
11.45	Technology options for safe water supply and Arsenic mitigation	To explain different technology options for mitigating arsenic problems, and the factors for Choosing among the options	<ul style="list-style-type: none"> - Sharing of Fact Sheets and Technology Selection Matrix - Discussion - VIDEO/slide/ photo presentation - BUZZ group work 	<ol style="list-style-type: none"> 1 Facilitator explores with group various technologies (using slides, videos, visuals and Fact Sheets) to mitigate the Arsenic problems, and allowing for Q&A 2 Choice Factors and Matrix are used to select the technology 3 Participants view Video, slides and/or photos depicting different technologies 	Existing aids of different organization Fact Sheets, Matrices, Photographs, TV, VCP, VIPP Card
1:00	Lunch		Break		
2:00	Institutional arrangements- 2 Part Role Play	To analyze institutional arrangements, i.e. the assignment of different responsibilities to different stakeholders for effective implementation	<ul style="list-style-type: none"> - Role Play in Plenary - Analysis in Groups and Presentation 	<ol style="list-style-type: none"> 1. Three participants who have rehearsed it beforehand act out a two-phase role-play. The role-play highlights the relationship between the PMU PFO on the one hand and SO. A second skit is between the SO staff and village leader. The dynamics of the relationships are highlighted in the play. 2. Groups are then asked to analyze the roles of each organizational stakeholder, what problems might arise, and how these can be resolved to be consistent with the Project's participatory, demand-led approach. 	OHP, Transparency on institutional arrangements
3:00	Tea		Break		

PART B. Field-based Exposure to Participatory Methods, Techniques and Tools.

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
3 45	Exposure to Participatory, Human development Principles	To sensitize participants to the importance of participatory approaches for use in the BAMWSP Project.	Photo Parade, (SARAR Tool)	<ol style="list-style-type: none"> 1 Facilitator forms four groups and asks participants to classify pictures according to quality of communication and participation in the pictures 2 Group presentations and cross analysis. 	Photo Parade Sets, <i>See Tools for Community Participation, Srinivasan</i>
4 30	Review the days discussion	To help participants review the Day's agenda topics	Q & A	<ol style="list-style-type: none"> 1 Facilitator asks participants to review and discuss the day's major agenda items, using newsprint records of discussions 	Report, Marker, Newsprint
<u>Day-4</u> 9:00	Recapitulation of day-3	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in plenary 2 Day 3 Report is finalized with the recommendations of the house 	Report
9:30	Sensitization to Human Development Principles and Learning Approaches	To help participants understand the needs and purpose of participatory approaches	Johari's Window, and Resistance to Change	<ol style="list-style-type: none"> 1 Facilitator follows the process for these two activities as outlined in the End Notes 2 Facilitator processes feedback from the participants 	Johari's Window and Resistance to Change continuum, empty paper balloons, markers
11 30	Tea Break				

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
11 45	Simulations of Participatory Tools	To enable participants to gain experience in understand the purpose and use of different participatory tools SARAR Creative Investigation Tools, PRA Tools	Simulations and Hands on Practice using tools	1. Facilitator organizes simulations fishbowl fashion of . SARAR Creative/Investigative Tools <ul style="list-style-type: none"> • Flexiflans, • SARAR Creative Mapping • Unserialized Posters • Pocket Charts PRA <ul style="list-style-type: none"> • Resource Mapping • Healthy Homes Study 2 Practice in groups using tools	Participatory Tools, as specified, for Creative Investigation
1 00	LUNCH				
2:00	Continuation of Simulations of Creative, Investigative Tools				
3.30	TEA	BREAK			
3:45	Setting-Up the Field Visits and Review of the Day's discussion	To help participants structure a participatory learning intervention in nearby villages	GroupWise Planning Activity	1 Facilitator hands out a field visit planning format and describes how it is to be filled in 2 Participants form groups and make plans for their village visits 3 Participants present plans in Plenary and receive critiques They also are told the time of the visits and inform villagers 4. Facilitator reviews the day's work	Planning Format, markers, Sets of Participatory tools for each group.
Day-5 9:00	Recapitulation of day-3	To help participants track their learning experiences	Brief report presentation	1. DMT presents the report in plenary 2 Day 3 Report is finalized with the recommendations of the house	Report

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
9:30	Simulations of Participatory Analytical and Informational, and Planning Tools	To enable participants to gain experience in understand the purpose and use of different participatory tools: Analytical Tools, Informational Tools, Planning Tools	Simulations and Hands-on Use	Facilitator organizes activities fishbowl fashion. Analytical Tools - Three Pile Sorting - Open-Ended Stories - Force-field analysis - Sustainability Analysis Informational Tools: - Technical Options Choice Cards and Matrix - Concentration Game on Arsenic-Related habits - BAMWSP CBO Management Game Planning Tools - Story With a Gap and Planning Cards - Detailed Construction Steps. Different Technologies 2 Practice and Handling in Groups	Sets of Analytical and Informational Tools
11 00	TEA	BREAK			
11.15	Continuation of simulations and hands-on practice				
1.00	LUNCH	BREAK			
2.00	Planning of Second Field Visit and preparation of associated materials, and review of day's session	To help participants structure a participatory learning intervention in nearby villages	GroupWise planning and materials preparation.	1 Facilitator hands out a field visit planning format and describes how it is to be filled in 2. Participants form groups and make plans for their village visits 3. Participants, working with artists, develop and produce sample tools. 3 Participants present plans in Plenary and receive critiques They also are told the time of the visits and inform villagers 4 Facilitator reviews the day's work	Visit Planning Forms and participatory sets of tools

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
<u>Day-6</u> 9 00	Recapitulation of day-5	To help participants track their learning experiences	Brief report presentation	1 DMT presents the report in plenary 2. Day 3 Report is finalized with the recommendations of the house	Report
9 30	Field Visits of Groups to different Villages using participatory techniques and tools	To strengthen appreciation of the impact of participatory tools and techniques, and to build skills in their use	Field Visits	1 Teams depart and carry out sessions as planned	Sets of Participatory tools
4:00 PM	Group Reports on Field Visits	To share experiences and build understand and skills in the use of participatory materials	Plenary Reports by Groups	1. Reports of the results of the field visits showing plans, tools used, and results of the meetings	Flip Chart Reports
<u>Day-7</u> 9 00	Recapitulation of day-6	To help participants track their learning experiences	Brief report presentation	1 DMT presents the report in plenary 2 Day 3 Report is finalized with the recommendations of the house	Report
9 30	Linking Participatory Tools to the Planning Phase and CAP Process	To enable participants to understand the uses of participatory tools to reach project objectives of decentralizing demand oriented approaches to water supply service delivery	group exercise	1 Facilitator asks participants to list all the steps the community must take in order to develop their scheme CAP Plans 2. The facilitator asks them to use an initial for each type of tool and link them to the steps of the CAP Process, Planning Phase 3 Group Reports 4. Review and analysis of group reports	Newsprint, Markers
11.00	TEA	BREAK			
11:15	Exhibition of Tools Used	To review techniques, materials and their functions	Plenary group preparation	1. Facilitator asks participants to create and prepare an exhibition of all the tools used in the field 2. Participants make the exhibition, and label all techniques and materials	exhibition materials, Participatory tools, poster paper, markers, etc.

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
1.00	LUNCH	BREAK			
2.00	Closing Session	To build confidence and support for the Participatory Approach	Sharing with High Level Guests	1. Guest visits the exhibition and participants explain their experiences 2. Guest speech and Closing	N/A
3:30	Session Evaluation and Tea	To evaluate the experience of the workshop	evaluation tools	1. Participants complete overall workshop evaluation form and use participatory tools to evaluate the workshop. 2. Celebratory Closing Tea	Participatory M&E tools for Training <i>See M&E Manual</i>

Facilitator's Notes: Orientation Program for PMU/RPMU Staff

Specific Exercises:

Day 1

- **Hardware/Software Exercise:** For more information see Tools for Community Participation, Lyra Srinivasan, pg 143-145.

This exercise helps to make participants aware of the value of accommodating software concerns in hardware plans and vice versa, so as to reconcile the need to promote people's participation with the need to meet hardware deadlines.

For this activity a typed list of hardware and software components with instructions (two or more copies per group are needed) Strips of the hardware and software steps are cut out, and big enough to read from a distance

Procedures: Divide the participants into four groups, of which two are composed of hardware people and two know about software. Distribute the steps, hardware steps to hardware staff and software steps to software staff.

Form two groups, each having one software subgroup and one hardware subgroup. Have them integrate and sequence both the hardware and software steps in chronological order through discussion and consensus

Have the two groups present in plenary and then assign responsibility- joint community and agency, agency only, or community only, for carrying out each step.

Sample Hardware/Software Steps in BANWSP Project

HARDWARE STEPS	SOFTWARE STEPS
	Form Strategy Network of Project Partners
Review Arsenic data and Select Hotspots	Prequalify SOs according to Criteria
Prefeasibility Study Arsenic testing of each well	Conduct Prefeasibility Training
Technical Field Survey	Conduct Prefeasibility Studies PRA
Design and Estimates Preparation	Select first batch of schemes
Collection of Local Materials	Establish information and coordination committee
Procurement of Non-Local Materials and Skilled labor	Training for Community Action Planning, M&E, Technology Training, and SO Accounts Training for the Planning Phase
Scheme Construction	Planning Phase Participatory Investigations, analysis, decision-making, action Planning by villagers 12-15 village visits
Quality check on materials	Villagers prepare rough layout plan of technology choice
Construction Monitoring	Agree to do meeting on technical scheme design and estimates
Scheme Certification by PFO	Villagers Prepare Scheme Procurement and scheme Construction Plan
	Health and Sanitation Activities
	Impact Monitoring

Day 2:

Case Study on SO Selection Criteria: Handouts of this case study of three different NGOs are provided and the facilitator asks the subgroups to assess whether or not they meet the Project Criteria and Why. Use handouts with these or similar descriptions:

Potential SO #1: Gaibandah Community Development Circle: This local NGO is two years old. It is supported by the Union Chairman whose son is the President. All the board members are related. It has done three good projects in the area and has built several Pond Sand Filters.

Potential SO #2: Swarnirvar Samity of Manikganj Thana is very active and headed by a female director. It is six years old and serves over twenty villages. It has helped villagers build some village infrastructure including several tubewells, and has a very solid track record on village development work. It has always kept good accounts and has formal audits every year. It is registered and has all its data on file. Villagers speak highly of the achievements and feel that they have accomplished the work with the help of the Samity. Staff are skilled in PRA and other participatory techniques. They have good community organizers and one diploma engineer on staff. Sometimes they seek the help of more highly skilled persons, and can easily access them. The management committee has representatives from many local communities and is diverse, and not dominated by one family.

Potential SO #3; BARGE-IN is a large NGO based in Dhaka. It has one thousand employees, and the Director is well connected. They have recently started working in the field but have been registered for three years. They have their audits completed. However, BARGE-IN's director and staff don't believe that villagers have the capacity to make decisions, and that they should decide what should be done in their project villages for the poor villagers. They feel that this way, the villagers will not get better services. They have a large budget and spend a lot of money in each village; usually working through a committee hastily formed with the Union Chairman. They send many reports to the donors, who think they are doing a good job. After group presentations each case is reviewed in Plenary against the Project Criteria and discussed.

Day 3:

- **Two- Part Role Play on Institutional Arrangements**

Two skits are performed. In the first, a PFO talks to a SO. The PFO wants the SO to speed up work in the community. The SO is tired of filling in forms and the bureaucratic requirements of the PMU, and says it doesn't have time to do the fieldwork on time because it is busy trying to get paid by the PMU and filling in forms to meet PMU requirements.

In the Second Skit the SO is talking to the village CBO chairperson. He is demanding that they give him some data on the village very fast so he can get paid. The CBO says that it is agricultural season, and that they don't have time to do it now. The scheme will be delayed unless the study is done, says the SO. They argue about this for some time.

Small groups are asked to answer these questions: Is this the desired dynamic of the Project? How could this have occurred? How could it be avoided? What might make institutions work this way? How can relationships in this case be improved? What would be the consequences of this type of relationship if it continues this way? What would be an example of a positive set of institutional relationships?

Resources:

Fact Sheets on Technology Options: See Sourcebook: Sections 5,6,7.

**Bangladesh Arsenic Mitigation
Water Supply Project (BAMWSP)
Dhaka, Bangladesh**

Volume 2: Training

2.2 Training of Trainers of Service Agencies (SAs) for the Project Orientation and Pre-feasibility Workshop

2.2.1 Introduction

The BAMS WP Project's capacity building and arsenic mitigation strategy requires the support of institutions beyond government, notably Service Agencies (SAs), Support Organizations (SOs), select private sector firms, Community Based Organizations (CBOs) and other village groups. The PMU will contract with such bodies to assist in training, monitoring and other specific functions required to fulfill project objectives. As a first step, this particular course is tailored to building the capacities of SA staff to become capacity building resources for SOs and other institutions.

2.2.2 Participants

Approximately 20-25 in a group. Each Service Agency will supply a Team leader, an Engineer and a Social Scientist as participants, i.e. senior level resource persons who are responsible for overall leadership, technical issues, and community development.

2.2.3 Responsibility for the Training

PMU will arrange this training using its own staff, training specialists and resource persons from relevant fields from inside and outside the country as may be needed.

2.2.4 Duration

Six days

2.2.5 Timing

This training course will be organized before starting the pre-feasibility studies for preparation of the implementation work by the SOs with CBOs.

2.2.6 Objectives of the TOT from Service Agencies

- To build the knowledge and skills of concerned SA staff so that they can train SO staff, who will in turn train CBOs and village level stakeholders.
- To familiarize participants with the participatory training concepts, participatory methodologies, specific training designs and tools that are vital to the BAMWSP project. To provide participants with adequate knowledge regarding the BAMWSP project, its various stakeholders, and their roles and responsibilities.
- To provide sufficient knowledge on the PMU's monitoring and evaluation system, which will be employed throughout the project cycle

2.2.7 Expected Outcomes

At the end of the TOT the participants will

- Know the concepts & techniques behind the project's participatory training cycle
- Be able to identify KAS discrepancies, and to apply the participatory techniques and tools to needs assessment
- Be able to plan and adapt training course designs in order to train SOs and others
- Know effective facilitation/presentation skills in training sessions
- Understand Arsenic Issues and related health hazards in Bangladesh

- Understand the objectives, plans, implementation mechanisms of BAMWSP including roles of various stakeholders and institutional arrangements (especially among SOs and CBOs)
- Understand the various steps of pre-feasibility and the planning phase
- Evaluate their own progress during the course, as well as the course itself.

2.2.8 Methodology

This TOT course for SAs employs brief lectures and audio-visuals, group discussions, group exercises, role-plays, and practice with actual training tools. These are interspersed with field visits to gain experience with participatory community level needs assessment, feasibility testing, and development of training exercises and materials.

2.2.9 Evaluation

Participants use a simple pre & post KAS format for evaluating their progress; they evaluate the trainers in the same way.

2.2 Course: Training of Trainers of Service Agencies(SA) for the Project Orientation and Pre-feasibility Workshop

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day - 1 9.00	- Registration - Inauguration - Who is Who - Course objective		- Lecture - Discussion - Self introduction with a performance - Discussion		- Performance Card - OHP and transparency
10 30	Tea		Break		
10-45	Concept of Training and Training Cycle clarification	To learn how to define training and describe the components of training cycle	- Open discussion - BUZZ group - Q & A	1 Facilitator collects participants' ideas about training 2. Facilitator discusses with group concepts of effective training, and this training methodology's definition 3. Participants form BUZZ groups and discuss the components of training cycle 4 Facilitator collects the participants' ideas and facilitates plenary discussion regarding the appropriate components of training cycle	VIPP Board VIP Card Newsprint
1.00	Lunch		Break		
2 00	KAS assessment analysis	To learn the process and techniques of KAS discrepancy and the process of need assessment	- Open discussion - Group task with case study	1 Facilitator distributes a case study 2 Participants divide in to 4 groups and try to identify KAS discrepancies 3 Participants record their findings on flip paper 4 Group leaders present group recommendations to the plenary 5 Facilitator leads discussion regarding the process of need assessment.	Case on KAS discrepancy Newsprint
3:30	Tea		Break		
3:45	Continue				

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4.30	Review the day's discussion and closing the day	To help participants review the agenda items of the day	Q&A	1 Facilitator asks participants to review and discuss the day's major agenda items, using newsprint records of discussions	Report, Marker, News print
Day-2 9.00	Recap - Day-1 (What went well, what went wrong, suggestions)	To help participants track their learning experiences	Brief Report presentation/Q & A	1 DMT presents the report in big group 2 Report is finalized with the recommendations of the house	Report
9 30	Designing of Training course	To understand the training plan and designing of training course	- Discussion - Group work - Consolidation	1 Facilitator asks the participants to express their own ideas regarding design of a training course 2. Facilitator provides essential information on how to design a training course 3 Participants divide in to 4 groups and discuss how to design a training course 4 Each group produces a report and present s it in plenary 5. Facilitator discusses with group the important factors of training design.	OHP, flip paper, marker
11:00	Tea		Break		

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:15	Methodologies of participatory training	To explain and use a sample of participatory training methodologies during SOs training and workshop	<ul style="list-style-type: none"> - Open discussion - Fish bowl - Group work - Consolidation 	<ol style="list-style-type: none"> 1 Facilitator collect participant ideas and experiences about training methodologies 2 Facilitator arranges fish bowl for interaction regarding different methodologies 3. Participants divide into 3 groups. Their task. discuss which methodologies are useful in participatory training and record their conclusions on flip paper 4 Group leaders present group reports, facilitator synthesizes reports with the recommendations of the participants 5. Facilitator presents and simulates a few PRA and SARAR tools that are effective for CBO training, such as: <ol style="list-style-type: none"> a) Before and after Analysis b) Observation c) Focus group discussion d) Village/community mapping e) Situation analysis 	OHP, flip paper, Marker A number of participatory tools such as - Seeds, Poster paper, Brown paper color chalk etc.
1 00	Lunch		Break		
2.00	Continuation				
3.00	Tea		Break		

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3.15	Training material development	To know what kind of materials are most useful for effective facilitation of the training session	- Open discussion - BUZZ group work - Display of Training materials	1 Facilitator asks the participants to share experiences about training materials 2 Facilitator makes group aware of the differences between media and materials 3. Participants divide into 3 groups Task: try to identify suitable and effective materials and media for participatory training 4. Facilitator synthesizes group presentations in plenary 5 Facilitator demonstrates some useful training materials with group participation and observation 6 Participants offer their comments on these materials	VIPP card TV, VCP, Audio Cassette, Poster, flip chart
4 30	Review the day's discussion and closing the day	To help participants review the major agenda items of the day	Q & A	1 Facilitator asks participants to review and discuss the day's major agenda items, using newsprint records of discussions	News print, Marker
Day-3 9-00	Recapitulation of day-2	To help participants track their learning experiences	Brief Report presentation/Q & A	1 DMT will present the report in big group 2. With the recommendation of the house the report will be finalized	Report

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
9 30	Presentation technique of participatory Trainers	To learn how to present/facilitate effectively in a training session	- Discussion - Role play	<ol style="list-style-type: none"> 1. Facilitator arranges two types of role-play on presentation/facilitation. In the first the facilitator delivers content in pure lecture style, without an "energizer" activity, eye contact, body movement. In the second s/he facilitates a lively session with an appropriate game, role-play, energizer etc. 2. Facilitator invites participants to comment on the two modes and summarize their ideas. 3. Facilitator presents some pictures of different presentation techniques such as. <ol style="list-style-type: none"> a. dress and decorum b. appropriate body movement c. eye contact d. lively delivery e. participant involvement 4. Facilitator uses transparencies to further explore with group some important presentation techniques. 	OHP, Role play script, Gams, Energizer, Picture/ Photograph
11 00	Tea		Break		
11:15	Arsenic issues and Health hazard in Bangladesh	To understand about Arsenic problem and its magnitude in Bangladesh	- Open discussion - VIDEO presentation - Study Circle	<ol style="list-style-type: none"> 1. Facilitator provides an overview of Arsenic its effects and magnitude. 2. Participants view and comment upon Video/posters/photos about the issue. 3. Participants receive write up/hand out, read par by par and discuss what they understand. 4. Summary discussion with Q/A. 	TV, VCP <i>Ref sourcebook, Ch. 2&3, and Fact Sheets</i>
1.00	Lunch		Break		

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
2 00	Project Overview : - Objectives - Programs - Implementation methodologies - Solutions - Institutional arrangement	To learn project objectives programs and implementation process	- Discussion - Study Circle	1 Facilitator provides overview of the project objectives/strategy and implementation and institutional procedures 2 Distribute reading materials 3 Participants read para by para and discuss for clarification	OHP, Reading materials on programs and implementation methodologies. <i>Ref Sourcebook, Ch 1&12</i>
3 30	Tea		Break		
3 45	Procedures of project cycles	To learn whole project cycle so that the SOs can implement project effectively	- Discussion - Slide/OHP presentation	1. Facilitator shows the picture of project tree and discusses the entire project cycle with the group 2 Facilitator invites questions from the participants and suggests answers	Slide/OHP projector, Picture of project tree
4 30	Review the day's discussion and closing the day	To help participants review the day's major agenda items	Q & A	1. Facilitator asks participants to review and discuss the day's major agenda items, using newsprint records of discussions	News print, Marker
Day - 4 9:00	Recapitulation of day-3	To help participants track their learning experiences	Brief Report presentation/Q & A	1 DMT presents the report in big group 2 With the recommendation of the house the report will be finalized	Report

9.30	The Prefeasibility Study What it is and How it is to be carried out	-To understand the purpose, content and process of the Prefeasibility Study as part of the Project Cycle	Review of Study Formats in Groups Simulation of the Prefeasibility Exercises, fishbowl fashion Review of Arsenic testing options Group Planning	1 Review of Prefeasibility Formats and process 2 Simulations of tools, e g , participants make a village map of a particular village/community, laying out resources, infrastructures river etc. in the map Complete simulations of all tools 3. Presentation (with kits) of arsenic testing kits, their features, and processes 4 Group Planning for field visits to try out one or more prefeasibility tools with proposed project community	Flip paper, Marker, Participatory tools for prefeasibility study <i>Ref Fact Sheets, Ch 10 and Ch 11</i>
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Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11.30	Tea		Break		
11.45	Session of preparation of field visit continues	To complete preparations for this field practice on the prefeasibility studies, and how they will be conducted	- Discussion - Sharing - Q/A	1 Facilitator explains objectives and purposes of the field visit 2. Participants compile materials and tools and finalize plans in groups 3. Participants share ideas in preparation for field visit, and compare their plans	Poster, Marker, Time chart, Prefeasibility tools
1-00	Lunch	Break			
2-00	Field exercise on prefeasibility study	To gather practical experiences on effectiveness of PRA/SARAR tools used in the prefeasibility study	PRA	1 In the field, participants invite community people for discussions 2 Specific groups (participants) facilitate village mapping for future discussion 3 Participant facilitators invite villagers to undertake one or more selected prefeasibility exercises. 4 Participants facilitate local analysis of problems 5 Participants thank people for effective participation	Brown paper, Marker, color chalk, Seeds, prefeasibility tools as needed

5 00	Preparation of report on field exercise	To reflect upon outcomes of the field exercise	Report preparation	1. Participants prepare group report on field experiences	Paper, Pen
Day-5 9.00	Recapitulation of day-4	To help participants track their learning experiences	Brief Report presentation/Q&A	1 DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
9:30	Presentation of group Report	To share reports for better understanding PRA tool uses	- Discussion - Q/A	1 Group leader presents report on field exercise 2 Participants make comments on Report and give suggestions 3. Facilitator synthesizes the session	Report

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:45	Team Building and community participation	To discover the process and techniques of team building	- Discussion - Game - Role play	<ol style="list-style-type: none"> 1. Facilitator asks the participants about team building and the team building process 2. Arrange a game (see Annex) for the participants with a TEAM cards (i.e. T= Tool, Trust, Together, Tomorrow E= Each, Education ,Earn, Earth, Every body A= Another, Achieve, Arsenic, And, Animal M= More, Mother, Mental, Money Participants try to row in actual track The actual track is T= Together, E= Every body, A+ Achieve, M= More 3. Facilitator arranges focus group discussion wherein participants deliberate on the effective process of team building; facilitator adds some points (i.e. participatory values democratic process etc) 4. Facilitator gives an overview on the importance of community participation to mitigate the Arsenic problems 5 Arrange Role play on importance of community participation 6 Discuss Johari's window for better understanding about the obstruction of community participation 7 Summarize the session discussion 	OHP, Game, Tools
1.00	Lunch		Break		
2.00	Continuation				
3.00	Tea		Break		

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:5	Role and responsibilities of SOs	To clarify the role and responsibilities the SOs.	- Discussion - Group work - Plenary	1. Facilitator collects ideas on role and responsibility of SOs 2. Participants divide in four groups and make a list covering SO role and responsibilities 3. Facilitator and group synthesize the reports	Flip paper, Marker
4:30	Review the day's discussion and closing the day.	To help participants review the day's major agenda items	Q & A	1. Facilitator asks participants to review and discuss the day's major agenda items, using newsprint records of discussions	Report, Marker, News print.
Day - 6 9:00	Recapitulation of day-5	To help participants track their learning experiences	Brief Report presentation/Q & A	1. DMT presents the report in big group 2. Report is finalized with the recommendation of the house	Report
9:30	Pre-feasibility and planning steps	To understand different steps of pre-feasibility and planning phase	- Open discussion - Format exercise	1. Facilitator reveals the steps of pre-feasibility and planning phase. 2. Invite participants to participate in open discussion on the above issues 3. Facilitator entertains questions, tries to elicit answers from group itself and suggests some additional answers	OHP, Feasibility study format
11:00	Tea		Break		
11:15	Continuation				
1:00	Lunch		Break		
2:00	Review the whole course	To develop skill for better understanding of all the course's major agenda issues	Fish bowl	1. Facilitator asks participants to review and discuss the entire course's major agenda items, using newsprint records of discussions	Marker, News print
3:00	Closing session		- Participant's reflections - Closing remarks	1. Participants reflect on course and assist facilitator in closing remarks	

Facilitator's Notes

General:

This course is basically a TOT on particular subjects, i.e., the project orientation and pre-feasibility workshop. The first part of the course & the TOT part covers training cycle, training design of a course, participatory training methodologies and materials, role of a trainer of participatory training, curriculum development and presentation techniques through which the participants will be able to facilitate effectively in their respective training program. The second part of the course will cover project orientation and pre-feasibility part of the project.

Day 2:

Methodologies of participatory training (Fishbowl technique):

The facilitator will invite participants to join a fish bowl exercise. S/He asks 8 participants to come to inner circle and the remaining 16 participants to come into an outer circle. Thus one participant of the inner circle and two participants from outer circle stand face to face and share about training methodologies for one-minute movement as signaled by the facilitator. The two circle moves 3/4 times and stop and every time 3 different participants share ideas and experiences on participatory training methodologies. The participants will make a list of participatory training methodologies and write on flip paper and present them in the large group. The facilitator will finalize the groups lists will comments and suggestion of other groups.

At this stage facilitator will try to introduce with some important PRA tools to the participants through simulations:

Tools are:

- a) Before and after
- b) Observation
- c) Focus group discussion
- d) Village/community mapping
- e) Situation analysis

Day 3:

Arsenic issues Bangladesh: Impact, Frequency, Severity

The facilitator will describe the present condition of arsenic problems, and their frequency and severity in the country. He/she will collect participants' ideas and views on these issues and try to make clarification of any kind of confusion on arsenic problems. Then the facilitator will show video/slides for better understanding about the issues and lastly he/she will distribute handouts among the participants and instruct them to read para by para and explain so that the participants will get more information on the arsenic problems (See Sourcebook, Section 2 & 3).

Day-4:

Prefeasibility Exercises: See Sourcebook, Section 10.2, and Operations, Annex B, for description of prefeasibility exercises

Bangladesh Arsenic Mitigation
Water Supply Project (BAMWSP)
Dhaka, Bangladesh

Volume 2: Training

2.3 Project Orientation and Pre-Feasibility Workshop for the SO Staff

2.3.1 Introduction

This is the first in a series of training courses to prepare the SOs to take an active role in the BAMWSP project cycle. The course introduces SOs to the Arsenic issue in Bangladesh, the overall project concept and strategy, project activities, selection criteria, methods, norms & procedures. It also is designed to make SO staff knowledgeable about and skillful in participatory community needs analysis, SO roles and responsibilities team building, and community participation in conducting feasibility studies. Though SOs, this training also seeks to ensure that communities will participate in the necessary assessment, and apply their knowledge, when considering technology options to mitigate arsenic related problems.

2.3.2 Participants

20-25 in a group. Three staff or consultants such as a Team Leader, an Engineer and a Community Development Supervisor from each attending SO.

2.3.3 Responsibility for Training

PMU staff and SA trainers.

2.3.4 Duration

Five days.

2.3.5 Timing

This training course will be undertaken in the latter part of the preplanning phase, just prior to starting the training and orientation activities in the Planning Phase.

2.3.6 Objectives

- Orient support organizations to project objectives and strategy, including the project cycle, selection procedures, techniques of involving communities
- Orient SO staff to the Arsenic issues, their implications, and possible arsenic mitigation technologies and solutions
- Introduce SOs to pre-feasibility study methodologies and planning phase proposal preparation.
- Develop the skills of the SO participants to undertake needs assessment, build community capacities, and ensure community participation and contribution.
- Develop the participant skills to assess the technical feasibility and socio-economic viability of schemes.

2.3.7 Expected Outcomes

After the training the participants will be able to:

- Understand PMU approach, strategy, scheme selection procedures, norms, criteria and scheme cycle.
- Carry out pre-feasibility studies.
- Contribute ideas to improve the pre-feasibility study formats, data collection techniques and tools using PRA and SARAR techniques
- Provide feed back or recommendations to improve upon PMU approach, project selection criteria.

2.3.8 Methodology

The sessions will combine presentations, group work, hands on field practice in applying various tools/exercises and materials, and different recording/reporting formats.

2.3.9 Evaluation

Use of a simple format to assess pre & post training level of knowledge and skills, including self-evaluation techniques.

2.3 Course: Project Orientation and Pre-feasibility Workshop for the staff of SOs

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
<u>Day - 1</u> 9 00	- Registration - Inauguration - Who is who - The Course objectives	-To create a positive environment in the class room - To help participants understand the course objectives for effective participation in the training	- Lecture and discussion - Introducing each other with an exercise - Discussion - Brochure distribution	1 Facilitator distributes exercise sheet 2. Participants go to others to collect information as per sheet 3 Participants read out exercise sheet and give their own introductions	Register, Exercise sheet, PMU brochure, OHP
10 30	Tea		Break		
11 00	Identification of arsenic issues as a health hazards	To explain Arsenic issue as a health hazard in Bangladesh	- Open discussion - Focus group discussion - Video Presentation - Sharing on video	1 Facilitator explains the Arsenic problems in the country. 2 Invite participants to share regarding the present situation of Arsenic problems in Bangladesh through focus group discussions. 3 Facilitator writes participant ideas on cards and put into brown paper 4. Participants discuss all their comments, facilitator summarizes 5. Participants view video on Arsenic problems, then provide comments.	OHP, VIPP card <i>Source-book</i> <i>Ch 3-4</i>
1:00	Lunch		Break		

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
2.00	Project overview (PMU) - Objectives - Program - Approaches - Technical Solutions - Criteria and cycles	To understand about PMU project design - objectives - program - approaches - criteria and cycle for effective facilitation of the CBO/VWSC level	- Discussion - BUZZ group discussion - Discussion on each component	1. Facilitator briefly overviews the project 2 Participants divide in to 8 BUZZ groups and discuss the criteria and cycles of the project 3 Participants explain their understanding of approaches to project implementation	Project Cycle Chart, OHP, VIPP Board and VIPP card. <i>Ref Sourcebook, Chap 11</i>
3 30	Tea		Break		
3:45	Community problems and need analysis	To make participant understand about the problems prevailing in the community and real needs	- Discussion - Focus group discussion - Situation analysis - Resource Ranking - Venn Diagram	1. Facilitator briefly discusses problems that communities' face 2 Participants sit on the floor in a circle, facilitator asks them about the common problems of the community. 3 Collect ideas from the participants, write on the cards and put them into the brown paper. 4 Discuss all points contributed by participants 5. Ask participants to use situation analysis tools to define the root causes of the problems prevailing in village society 6. Participants explore who owns water resources (e.g. deep tubewell, STW Ring well etc) and how the owner(s) behave towards common villagers. 7. Participants use Venn Diagram tools to identify people's possible needs. 8 facilitator helps participants summarize the session	Card, Poster paper, Brown paper, Marker <i>Reference Sourcebook, Ch 10</i>

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
5 00	Review the day's discussion and closing the day	To help participants review the day's major agenda topics	Q & A	1 Facilitator asks participants to review and discuss the day's major agenda items, using newsprint records of discussions	
Day - 2 9:00	Recapitulation of day-1	To help participants track their learning experiences	Brief report presentation by the daily management team/steering committee	1 DMT presents the report in the big group 2 Report is finalized with the recommendation of the house	Brief report
9:30	Components of pre-feasibility study and data collection process	To introduce and familiarize participants with all the components of pre-feasibility studies	<ul style="list-style-type: none"> - Discussion - Sharing session - Village Mapping <ul style="list-style-type: none"> - water sources - env. sanitation - Open discussion - Flexiflan - Wealth ranking - Social survey - Arsenic Testing 	<ol style="list-style-type: none"> 1. Facilitator explains the different components of pre-feasibility study and data collection process. 2. S/he gives an overview on participatory pre-feasibility study guidelines. 3 S/he invite participants to draw a community Map/village Map, drawing the para as a unit and providing the following information <ul style="list-style-type: none"> • Physical infrastructure (roads, larger water sources, schools, mosque) • Border of paras, • Number of households in each para, • Locations and numbers of scattered households • Total no of households (internal check with village statistics) • water sources • Approx. total present population. 4. Open discussion re situation of different village groups, e g , using flexiflans and like materials. Identification and prioritization of the village's three major felt needs by working separately with groups of women and men to draw and order cards 	<p>Guideline on participatory pre-feasibility study and Report Format, Color pencil, Marker, Brown paper.</p> <p><i>Ref Sourcebook ch 10</i></p>

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
CONT				<p>5. Arsenic testing and painting of wells either green or red with participation of community members</p> <p>6 Introduce water source mapping Through this tools help villagers understand how to identify source of water and type (i e. tubewell, ring well etc), whether the source is contaminated by Arsenic or not, no of families dependent on the source, etc.</p> <p>7 Prepare map on environmental sanitation as currently practiced</p> <p>8 Wealth ranking familiarization with the tool and its use i e to determine the local characteristics of a poor, medium class or wealthier household The group is asked to draw a picture of a poor couple, a medium class couple and a wealthy couple. The participants then discuss and agree on the characteristics of a poor, medium class and wealthier family. Having agreed on the characteristics they mark the houses in the water resources map(s) according to this classification</p> <p>9 Create understanding of social survey, willingness to pay. The CBO (Planning) visits the households using red hand pumps, or meets with them in an informal meeting. The households express their willingness to contribute in cash or labor or both. The data per thana is recorded, the pre-feasibility form includes totals of no of households participating, and which households are prepared to contribute in which way(s)</p> <p>10 Collect comments from the participants on total practices.</p> <p>11. Summarize the session</p>	<p><i>Reference Sourcebook Ch 5,6,7</i></p>

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
11 00	Tea		Break		
11:45	Continuation				
1.00	Lunch		Break		
2:00	Arsenic Testing Options	<p>To help participants understand the different options and their strengths and limitations</p> <p>To help participants to build the practical skills to conduct the tests with the villagers and to train villagers to carry them out, using the kits</p>	Hands-on practice with guidance	<ol style="list-style-type: none"> 1 Facilitators and participants visit a local well suspected of being arsenic contaminated. 2 Facilitators demonstrate kits and involve participants in the testing process 3 Participants themselves take samples and test a second well 4 Back in the classroom the strengths and weaknesses of available kits are discussed and analyzed in detail 5 Issues in training villagers in use of the kits are reviewed. 6. Session ends with presentation on how to record data on wells' status 	Field-Test Kits, handout sheets, OHP, Transparency on "the areas of information collection". <i>Ref Sourcebook, Ch 11</i>
3:30	Tea		Break		

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
5:00	Review the day's discussion and closing the day	To help participants review the day's major agenda topics	Q & A	1. Facilitator asks participants to review and discuss the day's major agenda items, using newsprint records of discussions	
Day - 3 9:00	Recapitulation day -2	To help participants track their learning experiences	Brief report presentation by the daily management team/steering committee	1. DMT presents the report in the big group 2. Report finalized with the recommendation of the house	Brief report
9.30	Team preparation for field exercise, group strategy and presentation in large group and collecting materials	<ul style="list-style-type: none"> - To define how to participate in the fieldwork effectively -- i.e. by working as a team that facilitates the necessary information from the villagers - To better understand participatory processes and techniques 	<ul style="list-style-type: none"> - Discussion - Group work - Consolidation 	<ol style="list-style-type: none"> 1. Facilitator provides an overview of team preparation and role and responsibility of team members. 2. Participants divide into two groups 3. Each group develops strategies for fieldwork with the help of facilitator. 4. Facilitator helps participants review pre-feasibility form and answer remaining questions 5. All groups collect materials for field exercise 	OHP, Transparency Flip paper, Marker, Field work materials (i.e. brown paper, Card, seeds, color paper etc) <i>Ref</i> <i>Sourcebook, Ch 5,6,7</i>
11.00	Tea		Break		

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
11:15	Field exercise for pre-feasibility study	To know how to conduct a pre-feasibility study at the community level	- Focus group discussion - Exercise by using tools on PRA and SARAR	1 Two groups enter at least two separate villages/ CBOs each. Each participant group: 2 Invites villagers and sit together in one common place for participatory discussions. 3 Encourages people to collect and speak about important information by using relevant tools 4 Writes all information coming from the villagers accurately 5 (Later) discusses the major outcomes of the field exercise with other participants in the field 6. Departs for the training center	Brown paper, VIPP cards, Seeds, Color chalk, Marker, Poster paper
1:00	Packet Lunch at the field		Break		
2:00	Field exercise continue				
5:00	Return to Training center and tea	To describe the report on field visit results	Group wise	1. Group leaders present their group report one by one in plenary 2. The plenary discusses the various approaches and outcomes	Roll pad, pen
6:00	Report preparation for presentation	To organize outcomes of field work in order to present them to the large group	Group work	1 Participants start preparation of individual group field reports 2 Facilitator moves from one group to another to facilitate adequately	Roll pad, Pen
Day - 4 9:00	Presentation and sharing of the village findings	To share outcomes of the field exercise, and enhance the knowledge and skills required for pre-feasibility study	- Report presentation - Sharing and comments on the report - Correction/ modification of the report	1 Each group leader presents group report/ findings in the plenary. 2 After each presentation, facilitator invites comments and suggestions from the other groups 3. With suggestions/recommendations of the participants all the reports are finalized	Report, Flip paper, Marker

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
11 00	Tea		Break		
11.15	Continuation				
1 00	Lunch		Break		
2 00	Possible program activities for preparing planning phase proposals	To introduce and provide an overview of the planning phase proposal and role of SOs on the process	<ul style="list-style-type: none"> - Discussion - Group discussion - Feedback session 	<ol style="list-style-type: none"> 1 Facilitator/resource person briefly explains <ul style="list-style-type: none"> • The SO's TOR for the Planning Phase • Data collection, analysis process and community involvement • Creative Community Planning (SARAR) techniques • Manpower quality and skill requirement for conducting the field activities • Community manpower requirements during the development/implementation phase • SO and community roles in the development phase • CBO selection and registration process • O&M process and VMW concept • Community Based Technology Selection • Lay-out plan preparation and community decision-making process • Community contributions in Cash and kind 	SO,TORS for planning phase, planning phase proposal format, staff selection criteria <i>Ref Sourcebook, ch 12</i>
3:30	Tea		Break		
3:45	SO Role and responsibilities	To clarify the role and responsibilities the SOs	<ul style="list-style-type: none"> - Discussion - Group work - Plenary 	<ol style="list-style-type: none"> 1 Facilitator collects ideas on role and responsibility of the SOs 2 Participants divide into four groups, each makes a list of SOs role and responsibilities 3. Facilitator synthesizes group reports in plenary 	Flip paper, Marker

Day & Time	Name of Activity/Content	Objectives	Methods	Process	Materials
5.00	Review the day's discussion and closing the day	To describe the report on field visit results	Group wise	<ol style="list-style-type: none"> 1 Group leaders present their final field visit reports one by one, in plenary 2. Other groups provide feedback 3 The report is consolidated in plenary 4. Participants and facilitator offer summary of course and closing remarks 	Roll pad, pen

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Water Supply Project (BAMWSP)
Dhaka, Bangladesh

Volume 2: Training

● 3. *Training and Orientation Activities (Planning Phase)*

3.1 Participatory Training for Community Planning and Monitoring for SO staff, And Pre-Workshop Planning Session with SAs

3.1.1 Introduction

This is the first course in the Planning phase for SOs. This training aims to put SOs into better position to assist communities to develop required capacities in planning, decision making and management. The course is also designed to help SOs provide information and advise/facilitate the community and CBOs in setting up their own organizational structures -- and mechanisms for ensuring arsenic free and safe water supply systems.

The Training event orients the responsible SO staff in these major Planning Phase functions:

- Developing participatory community action planning and monitoring/evaluation systems.
- Act as participatory trainers CBOs, helping them identify their roles and responsibilities, adopt participatory methods and tools, and find different ways to help communities take charge of the safe water supply and arsenic mitigation process.
- Identify problems and plan social and technical interventions in A, B, C, level arsenic contaminated villages, and assist in local consideration of technological options.

In order to carry out the Training Event, a 3-5 day pre-workshop planning event is held. In the Pre-planning session, the training specialist, appropriate advisor in SARAR/PRA methods, one or two artists, and the SA Staff responsible for the workshop will work through the following training design, associated methods and techniques, and make a detailed design for the actual course. SARAR and PRA materials will be adapted as needed. The course process will be reviewed and use of all the training tools simulated with the trainers. The team will also get organized and assign roles to each training team member.

3.1.2 Participants

25-30 in each group. Each participating SO will send a team leader, a Community Development staff and an Engineer.

3.1.3 Responsibility for Training

Qualified Service Agency and PMU Training & Program specialists will form the training team. The Training team should include 3 professional consultants and two senior staff from PMU. From among the SO trainees, the best trainees emerging from this course can be selected to help conduct future courses of this sort.

3.1.4 Duration

Ten days

3.1.5 Timing

At the beginning of the Planning Phase, to enable SO staff & CBO members the time to digest and apply learning, and properly prepare for implementation work.

3.1.6 Objectives of the Participatory Training for Community Planning and Monitoring for the SO staff

- Develop KAS of relevant SO/SA staff in participatory training so they may effectively facilitate a participatory CAP process in the village level projects.

- Develop SO staff capacity to facilitate participatory community monitoring and evaluation.
- Train SO staff so they can facilitate the formation and training of CBOs.
- Ensure a common skill base among the hardware & software related SO staff members, to ensure compatibility between hardware inputs and the community's socio-economic demands.
- Enable participants develop action plans (as per TORs) for the Planning Phase.

3.1.7 Expected Outcomes

- SO staff will be well aware of the overall project concepts, strategy, criteria, roles and responsibilities in fulfilling their TOR for the Planning Phase.
- SO staff will have fundamental skills in participatory principles, techniques and tools consistent with the human development approach to community facilitation.
- SO staff will have improved skills in participatory M & E needed to empower communities in self-monitoring and evaluation.
- SO staff will be sufficiently skilled to help form CBOs and provide them with training in their roles, functions and responsibilities.
- SO staff will complete CAPs adequately to fulfill the terms of their TORs and formal agreements.
- SO staff will be able to effectively integrate the hardware and software aspects of the project.

3.1.8 Methodology

This could be a center based or field based training event. There are four major sections. First, to build fundamental skills in participatory approaches: a combination of sensitization exercises, orientation to human development concepts and to method/tools orientation is integrated with field practice and review. The course encourages participants to develop their own adaptations of the participatory methods and tools it covers. The course also engages them in activities that link software and hardware staff, so that each might better understand the other's role. This course's first part is based on the SARAR training model, adapted to BAMWSP project needs, and is fully participatory in nature: SO staff are trained in the same way that they are expected to work with the communities.

The course's second part focuses on community level M&E and the tools and techniques needed -- mostly drawn from PRA.

The third part is a TOT, so that SO trainers are equipped to strengthen CBOs during the Planning Phase via training events and other capacity building activities.

The fourth part consists of overall orientation to the project framework, rules, criteria and operational guidelines. In groups, participants develop their own action plans, which seek to integrate all they have learned so that they may adequately fulfill their TORs for the Planning Phase.

3.1.9 Evaluation

Participants complete a daily evaluation sheet to track and assess completed activities. They also fill in a poster, which reflects their perceptions of the training, and what they have learned. After seven days they complete a midterm program evaluation. As the course concludes, the quality of SO Staff Action Plans for the Planning Phase serves as a test of the course's impact. Course planners will use participant feedback to determine whether any additional remedial work is needed to strengthen trainee skills for the Planning Phase.

3.1 Course: Participatory Training for Community Planning and Monitoring for SO Staffs

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 : 9:00	Registration Inauguration	To open the training program	Lecture/discussion	-	-
	Who is who	To create participant comfort with the training process To create a positive learning environment.	Self introduction	Each participant says something on the Arsenic issue before self introductions	Name card, Marker
	Course Objectives	To explain the course objectives	Discussion Q & A	1. Facilitator presents flip chart with course objectives, explains them, then 2. Collect participants ideas and views on the course objectives	Flip chart
10:30	TEA BREAK				
10:45	Hopes and fears exercise	To know and then alleviate participants expectations and doubts	BUZZ group	1. Participants form 8 BUZZ groups 2. Participants write expectations (i.e. hopes and fears) on two VIPP cards. 3. In plenary, participants discuss expectations, facilitator synthesizes	VIPP card, flip paper.
11:30	Participation (Historical background and its means)	To learn participation is a value based process	Discussion Reaction of participant.	1. Facilitator asks participants about participation. Then s/he 2. Collects participant ideas and views on participation through VIPP cards.	VIPP card
1 00	LUNCH	BREAK			
2:00	Power, Knowledge, and Participation	To explain linkage between knowledge, power and participation	-Discussion -Group Work -Consolidation	1. Facilitator collects participant ideas on power/knowledge Then s/he: 2. Divides participants into 4 small groups, each group tries to define linkage between knowledge, power and participation, writes findings on poster paper 3. In plenary, each group presents findings; the facilitator consolidates them	VIPP and flip paper, Marker
3:30	TEA	BREAK			
3 45	Participants form four groups and plan first village encounter for practice of methods	Participants plan an initial visit to get acquainted and organize subsequent 2 visits	-Groupwise Planning	1. Groups are self-formed, balancing skills and organizations 2. Groups plan an initial encounter specifying objective, process, methods, and tools if any	-flip paper and markers

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4.45	Plenary sharing of Plans	Participants critique each other's visit strategy to improve them	Presentation and discussion.	1 Each group presents their field visit plan 2 Other participants, discuss, critique each other's plan	flip board
5.45	Review the day's discussion	To help participants review the day's major agenda topics	Q/A	1 Facilitator helps participants review the day's major content, using their newsprint records for reference	
Day-2 9 00	Recapitulation of Day-1	To help participants track their learning experiences	Brief report presentation	1.DMT presents the report in the big group 2. Report is finalized with the recommendation of the house.	Report
9.30	First Field Visit to nearby villages that are likely to be part of project	To help participants gain hands-on experience in planning and carrying out effective participatory encounters	-Field visit	1. Teams organize and depart for the field 2. Returning from the field they prepare a short report on flip paper detailing the results and experience.	Flip paper,
1.00	LUNCH	BREAK			
2 00	Johari's window	To explain the different messages in the compartments of Johari's window	Discussion, Role play	1. Facilitator hangs the picture of Johari's window and discusses 2. Four participants are selected to role-play. 3. Role players each receive a "script," role-play begins. 4. After Role-Play facilitator and participants discuss outcomes.	Picture of Johari's window, Script, labels
2:45	Directive and non directive approach to teaching	To clarify traditional versus participatory approaches and techniques	Group work	1. Participants form small groups 2 Groups arrange cards, each with identical picture of a cup but different captions, into logical sequence depending on levels of openness of captions	Teacup Exercise Cards
3:45	TEA	BREAK			
4:00	Presentation on creative/investigation techniques and methods	To understand community situation by simulating field application of investigative and creative techniques	Simulation game	Facilitator arranges simulation use of each tool. Creative/Investigation Tools: a) Flexiflans	Flexiflans

- Daily Management Team

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
6 00	Review the day's field visits and discussions	To help participants review the day's major agenda topics	Q/A	1 Facilitator helps participants review the day's major content, using their newsprint records for reference	Newsprint
Day-3 : 9-00	Recapitulation of Day-3	To help participants track of their training experiences	Brief report presentation	1.DMT presents the report in the big group 2. Report is finalized with the recommendation of the house.	Report
9-30	Display on how to create "a sacrificing mind"	To enhance fellow feelings towards peoples participation	Display with song	1. Participants form a circle. Then they: 2. Draw a heart on a poster and put it in the center of the circle. 3. Keep some flowers by the side of the heart. 4. Start display with a song "Manush Manusher Jonnya" and put the flowers on heart	- Picture of heart - Flowers
10 00	TEA	BREAK			
10 15	Continuation of presentation on creative techniques and methods Unserialized posters, (SARAR)	To enable expression of community situation needs, problems, resources	Demonstration of materials, Discussion	1 Participants show materials 2 Participants make up stories as if they were villagers. 3 Present stories to group using posters	Un-Serialized posters cards on water, sanitation and Arsenic issues

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11.15	Self survey pocket charts (SARAR)	To identify specific attitudes, knowledge and practices that exist within community	Demonstration of cards	1 Participants are given cards on different kinds of water sources affected by arsenic; they arrange cards into a "pocket chart" on a colored paper/poster	Card, Color paper
12.15	Community mapping	To enable expression of community situation, needs and resources	Drawing a village map	1 Participants draw a community map on the basis of Water sources, Population, Infrastructure, Household/Cluster information etc	Chalk, Color pencil etc
1.30	LUNCH			1.	
2.30	Participants Plan Second Field Visit	To enable participants to plan an encounter to engage villagers in participatory, creative and investigative materials	Group Wise Planning	2 Participants work in their field visit groups to plan a second village to the same group they met in the last visit 3 2 Then they choose the objectives, methods, and tools they will adapt to the village needs 4 Groups share their plans in Plenary and ready materials	flip paper creative and investigative participatory tools
4.30	Review the day's discussion and closing the day	To summarize the whole day's discussion	Q/A	1 Facilitator helps participants review the day's major content, using their newsprint records for reference	
Day-4 : 9.00	Recapitulation of Day-3		Brief report presentations		Brief Report
9.30	Additional Investigative tools: Community census	To collect demographic information from a community	Ladder, Exercise	1 Participants select age groups that are suitable using figures/drawings. 2 Participants use peanuts/beans/grains to denote different demographic groups in village	Peanuts/beans/grains
10.00	Healthy home exercise (community M & E) PRA	To identify the most and the least common health problems in homes	Healthy Homes Exercise and Report Form	1. Participants list attributes of healthy/unhealthy homes that might be identified by village women 2 Participants review, suggest tools, and fill in forms	HH Study Forms Brown paper, Marker, Form

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
10:30	2 nd Village Visit, Using creative, Investigative Tools. Report Preparation upon return by groups.	To enable participants to simulate the work they will do in the Planning Phase in support users and in using participatory tools	Use of creative, investigative tools and other exercises as chosen by the participant groups	<ol style="list-style-type: none"> 1. Village Field visit, using participatory methods 2. Recording of experience by the group after the visit is over on a flip chart, recalling the experience and what was learned, techniques and tools used and their impact 	Creative and Investigative Materials
4.30	Review the field trip and the day's experiences	To help participants review the day's major activities	Q/A	<ol style="list-style-type: none"> 3. Facilitator helps participants review the day's major activity and content, using their newsprint records for reference 4. Participants share their field visit experiences in using SARAR/PRA tools 	Participant reports on flip charts
Day-5 9:00	Recapitulation Day-4	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1 DMT presents the report in the big group 2 report is finalized with the recommendation of the house 	Report
9 30	Analytical Materials. Maxiflans	To present and solve potential problems in community	Discussion Exercise	<ol style="list-style-type: none"> 1 Trainer presents open-ended story about problem 2 Participants try to solve problems 3. Discussion on how to use maxiflan for any problem in the village situation 	Open ended story
10 30	Three pile sorting	To better understand Arsenic impact on behaviors and practices	Discussion, Group Work, Consolidation	<ol style="list-style-type: none"> 1 Participants form four groups 2 Groups sort Arsenic related cards into good, bad, and in between categories 3 Presentation and discussion with large group. 	Pictures on Arsenic issues related use of water from various water sources
11 00	TEA	BREAK			
11 15	Village level analysis of the socio-economic impacts of arsenic, causes and solutions.	To demonstrate a group technique using a tool to involve people, especially rural women, in analyzing the effects of Arsenic	Discussion, Group work, Consolidation	<ol style="list-style-type: none"> 1. Facilitator introduces sets of matching cause and effects cards, from the Participatory Toolkit 2. Participants form into four groups, using the tool, and further discuss the effects 5 Presentation and discussion in the plenary. 	Flip paper, Marker, Handout, Cause and Effects Cards. <i>Ref Sourcebook Ch 3&12</i>

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
12:30	LUNCH	BREAK			
2:00	Poster drama & Role Play	To present and solve potential problems in community related to Arsenic	Poster/video & folk song	<ol style="list-style-type: none"> 1. Open-ended story created and presented by participant groups, with visuals, about a problem 2. Sharing among each other 3. Group chooses or develops alternatives 4. Participants design and present their own open-ended role-play in three groups, on an arsenic-related, or water supply related theme. 	TV, VCP, posters on Arsenic problems
3:30	TEA	BREAK			
3:45	Problem classification	To be able to facilitate the use of an analytical tool for analysis of different types of Arsenic problems	Participatory Analysis activity, using cards for sorting, ranking.	<ol style="list-style-type: none"> 1. Participants view sets of posters on Arsenic problems 2. In small groups they classify problems, considering individual community situations 3. Plenary Group presentation and discussion 4. Consensus formed regarding types of problems, concerns and solutions to different situations 	Posters on Arsenic problems
4:30	Choosing Technologies Options Cards Tools	To be able to use facilitate the use of an analytical tools for choosing among technology options	Analytical Activity for choosing among technologies	<ol style="list-style-type: none"> 1. The Facilitator presents the tool in fishbowl fashion. 2. Option Cards and their features are discussed. 3. Participants then use a matrix to help make their choice based on various factors 	Technology Option Cards, <i>Ref Sourcebook Ch 4</i>
5:00	Review the day's discussion	To review the day's major agenda topics and skills	Q/A	1. Facilitator helps participants review the day's major content, using their newsprint records for reference	
Day-6 : 9:00	Recapitulation of day-5	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in the big group 2. Report is finalized with the recommendation of the house 	Report
9:30	M & E Tools sessions for community level monitoring and evaluation	To help participants master M & E tools for community level monitoring and evaluation	Sharing session	<ol style="list-style-type: none"> 1. The facilitator presents "selected" tools and formats, simulating their use with the groups 2. Presentation of the M&E System, responsibilities, and activities for each phase and each stakeholder 	M & E Manual tools, report formats
11:00	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11.15	BAMWSP management game	To reinforce the various roles and activities that can be undertaken with BAMWSP at the CBO level	Simulation game	<ol style="list-style-type: none"> 1. The Board Game, part of the Toolkit, highlights all the management principles users face in a typical CBO in establishing and managing their own water supply system 2. Participants assess value of difference uses of the game 	Relevant equipment /tools
1.00	LUNCH	BREAK			
2:00	Matching cards game	To understand Arsenic mitigation	Simulation game	<ol style="list-style-type: none"> 1. Different cards on Water sources distributed 2. Participant match cards depicting Arsenic mitigation with the source cards 3. Facilitator helps group synthesize 	Cards
3:30	TEA	BREAK			
3:45	Planning techniques and materials	To enable participants to use <ol style="list-style-type: none"> a) planning techniques and materials in the field; b) different planning techniques and materials for CAP processing 	Discussion, Exercise	<ol style="list-style-type: none"> 1. Introduction of and simulation in using following materials. <ol style="list-style-type: none"> a) Before and after village planning b) Arsenic test planning c) Integration of hardware and software components in Arsenic mitigation d) Latrine construction planning 	Participatory Planning Tools
4:45	Participants Plan 3 rd field visit to use analytical, informational and/or planning tools	To enable participants to gain diagnostic and planning skills in the use of participatory methods and tools	Field Visit	<ol style="list-style-type: none"> 1. Participants plan the objectives, methods, tools, and responsibility for their visit 2. Participants choose and help finish materials as needed for their visits 	Participatory tools
5:00	Review the day's discussion	To help participants review the day's major agenda topics, skills and learning	Q/A	<ol style="list-style-type: none"> 1. Facilitator helps participants review the day's major content, using their newsprint records for reference 	newsprint records
Day-7 9:00	Recapitulation of day-6	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in the big group 2. Report is finalized with the recommendation of the house 	Report
9.30	Field Visit #3 of the Participant Groups	To enable participants to gain hands-on skills in the use of participatory methods and tools	Field Visit	<ol style="list-style-type: none"> 1. Participants complete 3rd field visit and prepare report 2. Groups report experiences in Plenary 	Analytical and Planning tools

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
	LUNCH	BREAK			
2:00	Presentation on project cycle and component	To link participatory tools to project cycle and CAP	Discussion	Brief discussion of BAMWSP and its component	OHP, Hand out <i>Ref Sourcebook, Ch 1</i>
3:00	TEA	BREAK			
3:15	Sharing on CAP plans (output) and implementation phase proposal	To introduce proposal formats and to clarify BMWSP processes and components	Sharing session	1. Facilitator distributes format of implementation phase 2. Facilitator briefly discusses format and invites questions from the participants.	CAP Format, Implementation Phase Proposal Format
4:30	Reform groups by SOs	To facilitate action planning of CAP phases by each SO	Planning exercise	1. Groups are reformed by organization. Each SO team becomes a group.	Flip paper, Marker
5:00	Review field experiences and day's activities	To review the day's major agenda topics, skills and learnings	Presentations and Q/A	1. Facilitator helps participants review the day's major content, using their newsprint records for reference	
Day-8-9:00	Recapitulation of day-5	To help participants track their learning experiences	Brief report presentation	1. DMT presents the report in the big group 2. report is finalized with the recommendation of the house	Report
9:15	Development of strategy for CAP planning process	To analyze and prepare use of techniques and materials suited to meet community needs in BAMWSP activities and develop CAP strategy for each SOs project area	- Discussion - Group work	1. Group brainstorm ideas. Then group 2. Prepares strategy for CAP linking learning need to technique, by type 3. Defines sample sessions for CAP for their own communities 4. Discusses and reviews strategies to improve CAP sessions.	Flip paper, Marker
9:45	Review of CAP plans	To ensure CAP plans are adequate to reach out puts	Discussion Presentation	1. Group leader presents CAP plans in the plenary session 2. All plans are revised by the participants and facilitator through open discussion	Flip paper, Marker.
10:30	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
10.45	VWSC*/CBO Role in the planning phase	To clarify the VWSC role in the planning, decision-making, management and supervision of the scheme -- and SO staff responsibility during the planning and implementation phase.	- Idea sharing - Discussion - Study circle	1 Distribute write up on role of VWSC in the planning, decision making, program management and supervision of the scheme 2 Participants read and analyze, para by para 3 Facilitator helps group explore VWSC role, and SO staff responsibility.	VIPP card, Flip paper
11.45	VWSC/CBO selection methods	At the end of the session the participants will understand optional processes by which the community can choose its VWSC	- Discussion - Role play - Synthesis	1. Role-Play Set Up: Two participants are given the task to observe the process of VWSC formation and comment on the process 2 The VWSC selection process is simulated via role-play. Observers study the dynamics, e g.: what is the SO field worker's role, how are VWSC members being selected, what could be done to ensure stronger participation by women and the village's poorest, etc ?	Script of the Role play
1-00	LUNCH	BREAK			

*Village Water Sanitation Management Committee

2 00	Roles and responsibilities of VWSC/CBO in BAMWSP	To help the participants understand the rights and responsibilities of the village water committee in quality control, decision making for proposed activities, and its role in controlling overall scheme implementation	- Discussion	1 After preparation and presentation of the group opinion on the overall VWSC role, facilitator will briefly introduce the role of VWSC for - Village level staff identification, selection and management - Community Action Planning - Quality control and supervision of the construction work. - Planning and implementation of HESA component - Sanitation planning and revolving fund mobilization - Operation and Maintenance of the hardware	OHP
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Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3.30	TEA	BREAK			
3 45	Methods for facilitating more effective VWSC/CBO meetings	To enhance the participants facilitation skills in conducting meeting, discussions and training focussing upon VWSC organizational development and CAP Planning	- Discussion - Feed back session	1 A Presentations covers elements of effective meetings, e.g meetings where participants - Decide the agenda and the objective of the meeting/training - Decide who is to lead the meeting - Analyze and identify the participants of the meeting - Ensure the participation of those directly concerned For example, if the problem is localized in a ward, people in the ward should be represented in the discussions. - Fix the date, venue and time of the meeting and make it known to all concerned. - Ensure those concerned are comfortable about the venue, date and time - Organize other logistics for meeting	OHP, VIPP card.
5 00	Review the day's discussion	To review the day's major agenda topics, skills and learnings	Q/A	1. Facilitator helps participants review the day's major content, using their newsprint records for reference	
Day-9 9:00	Recapitulation of day-8	To help participants track their learning experiences	Brief report presentation	1 DMT presents the report in the big group 2. Report is finalized with the recommendation of the house	Report
9:30	Warm Up community Attributes	To help participants understand the learning needs of VWSC members	- Discussion - Exercise	1 Facilitator asks group to review slips with activities which VWSC members might be expected to perform. They are invited to select and rank the five most important functions 2. The group is then given groups of attributes needed to be able to perform those tasks The group is asked to rank the attributes. 3. Groups present and attempt to reach consensus in plenary	- Slips of activities - OHP
10:30	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
10 45	Introduction of Training modules and mini workshop on preparation of final modules	To design and prepare modules for the training of VWSCs by SO trainers 1. VWSC Leadership/CAP Training Module 2. Bookkeeping Module for VWSC Treasurer 3. Orientation to Implementation Agreements for SOs and CBOs	- Discussion - Exercise - Group exercise	1. The Facilitator lists the modules and provides copies to the group 2 S/he then gives a task to the groups to review and discuss implications of each module, and to suggest improvements 3. The groups are further instructed to develop their own modules and make any changes they feel necessary. They can add modules also. The artists will be available to assist with material design 4 Modules are reviewed in Plenary	Copy of Modules
1 00	LUNCH	BREAK			
2.00	Continuation				
3 30	TEA	BREAK			
3 45	Discussion of the Technical Aspects of the Project. especially Technology Choice	To understand the process of technological selection	- Group presentation - Discussion - Synthesis	1. The Engineer/Facilitator demonstrates the Flow Chart for Technology Selection. 2 Copies of the Technology Fact Sheets are distributed and discussed. 3 Q&A	Technology Flow Chart, <i>Ref Sourcebook Ch. 3,4,5.</i>
5:00	Review the day's discussion	To review the day's major agenda topics, skills and learnings	Q/A	1 Facilitator helps participants review the day's major content, using their newsprint records for reference	
Day-10 9:00	Recapitulation of day-9	To help participants track their learning experiences	Brief report presentation	1 DMT presents the report in the big group 2 report is finalized with the recommendation of the house	Report
9.30	Detailed Review of the Project Cycle All phases and the SO TORs for the Planning phase	To help participants understand the framework in which they will use their skills acquired for the Planning Phase in fulfilling their TORs	- Video Presentation - Review - Q/A	1 Video on project activities viewed 2. Participants conduct a detailed review of project cycle charts and SO TORs.	TV, VCP, OHP SO TORs

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:00	TEA	BREAK			
11:15	Preparation of comprehensive SO workplans for the planning phase	To prepare comprehensive workplans which incorporate inputs to . 1. Develop Participatory CAP Plans 2. Create, train and formalize VWSCs 3. Build VWSC formal skills and knowledge 4 Carry out HESA, in the planning phase 5 Carry out community level M&E 6 Carry out Technical survey, design and estimates	- Discussion - Group work - Consolidation	1. The facilitator provides an action planning format, clarifies the nine CAP Plans required and the content of the implementation phase proposal 2. Groups are organized by SOs 3 Groups are asked to prepare a detailed workplan for their inputs into the planning phase, and how they will reach their outputs 4. Plans are presented and reviewed in plenary	Action Plan, Format
1 00	LUNCH	BREAK			
2 00	Exhibition and Final Evaluation of the workshop and Closing session.	To assess the results of the workshop and improve future training	Filling up format	1. Final evaluation forms are completed 2 Participants also review each activity conducted and assess its effectiveness 3. Exhibition of Learning Tools prepared by Participants 4 Closing with honorable guests.	Evaluation format, All materials used in the sessions

Facilitator's Notes : Amplification of Selected Activities/ Sample Evaluation Forms

Day - 1:

Participants' expectation: Hopes and fears exercise:

In this activity, participants are asked to write down their expectations from this workshop. For this purpose, each individual is provided two sheets of paper. After they write down their hopes and fears, these are listed on large sheets at a plenary session.

This activity expresses initial feelings about the workshop. It clears all their doubts and encourages maximum participation which itself will help to meet their expectations and encourage participants to spend their time in the workshop period. The sheets are saved and reviewed and evaluated upon completion of the workshop.

Day-2:

Johari's Window:

(For full description, See Tools for Community Participation, by Lyra Srinivasan, UNDP, 1991.)

The facilitator presents a poster on 'Johari's window' to the plenary for discussion. Then the participants are asked to explain the four different situations depicted in the poster, without showing windows labeled that referred to each picture representing "open, blind, hidden and unknown" situations.

The poster is designed with four windowpanes with two persons shown inside in each window representing an average villager (insider) and an extension worker (outsider). This activity is intended to provide some insight to see that some problems are perceived by the outsiders but are not seen by the villager. In the second case problems can be seen by the villager but not by the outsider. Some problems both can see, as depicted in the third pane. Finally, there are some problems that neither can see until the villager and external field workers work together for some time. To really understand the situation of the community, all these windows must be opened. In particular, we must try to observe problems with the people - and find out what they can see and express about their situation that is hidden. For example, villagers may have beliefs and attitudes that are unknown to us. Expressive and investigative techniques of a nonformal participatory nature enable us to bring out many of these problems, needs and concerns so that the people can gain better control over them. They also help to bring out many kinds of information about the community that is essential for problem solving and for preparing CAPs. (See "JOHARI" poster)

Teacup Exercise: Directive and non-directive approach to teaching:

In this exercise participants (in groups) are asked to arrange cards, each with an identical picture of a cup yet carrying different captions in logical sequence depending upon different levels of directness of directions given in the captions. They can be ranked from most directive to non-directive.

This exercise helps the participants clearly see the difference between directive and non-directive approaches as well as they became aware of the gradations of directiveness in a set of tasks, by analyzing instructions in the captions.

*Day 3:**Creative/Investigation Techniques and Methods:*

- Flexiflans
- Unserialized posters
- Self-survey pocket charts
- Community Mapping
- Community census
- Healthy Home Survey: Monitoring and Evaluation Tool

Flexiflans:

Simulation of the use of flexiflans. Flexiflans are projective tools for self-expression of needs and problems. They consist of cutout figures with moveable limbs connected by shoe joints. Participants are shown how a story about village life is shown using the flexiflans. They are explained that these tools are a means which enhance the self-expression of the people, and help to provide a story or information about the community which is shared not only with the field worker, but among the members of the learning group itself.

Unserialized Posters:

Simulation of the use of unserialized posters. These are posters (about sixteen of them) which can be serialized by the villagers in any sequence in a storytelling fashion. This storytelling enables the village or town people to express community situations, needs, problems, resources-- in fact any information about their lives that is significant to them. First the trainees are shown the materials, and asked to make up stories so that can experience how the villager would use them. They present these stories using the posters to the plenary group.

Self Survey Pocket Chart:

Self-survey pocket charts are materials that help villagers to identify specific attitudes, knowledge and practices that exist within their community. For example, cards showing different kinds of water sources and water uses, defecation practices, or gender issues can be put on the axis of the chart. Using colored slips of voting paper, the village learning group shows which water source they use for what purpose. This tool can be used for any community practice that can be surveyed in an enjoyable, participatory way.

(SARAR) Community Mapping:

Simulation of the use of community mapping is a technique that helps villagers to draw a map of the community where they are residing. This map-building enables villagers to express or show community situations, needs, problems, resources-- in fact any information about their lives that is significant to them. As a simulation, participants are asked to draw maps of the community where they visited earlier (first field visit) on the basis of criteria which was discussed in the session prior to their first field visit, i.e., source of water, population, infrastructure, household cluster and other basic information. After map building each group is invited to present their map to the plenary then evaluate the usefulness of the activity. This is a critical tool in the overall CAP process for both M&E and layout planning of the scheme. In the SARAR version, criteria of what should be included are left to the participants. Later, when needed for use in the project, specific information is requested and criteria are determined in advance. The point of this exercise is to actually learn the technique as a participatory method.

*Day-4:**Community Census:*

Simulation of the use of community census techniques then follows. Community census is a simple technique to collect data related to members or family (demographic pattern) and their age group. It consists of the pictures/ drawings of different age group and locally available materials like beans, pebbles, etc. All these materials enable villagers/ illiterate groups to participate in counting family size of a particular community in lieu of using alphabets and numeric. For This exercise participants were asked to select age groups which may be suitable to figures/ drawings. Age groups from 1 - 5 years, 6 - 15 years, 16 - 40 years, 40 - 60 years and above 50 years are typical. Some of the participants simulate the process of the active by placing beans and grains for different ages of his/her family member.

Health Home Exercise (M &E) PRA:

After processing investigative tools, some of the M&E tools are introduced to the plenary. The first tool, a healthy home survey, is introduced and it consists of a participatory M&E technique to appraise women's perception of healthy homes For this exercise, participants, simulating village women, are asked to list the attributes that may possibly be identified by an average villagers (women's' groups). At this point, a format is used to fill out available data that are observed in each home situation by the village women's' groups. Participants are then acquainted with format designed and the procedure that is to be followed for data-generation. The method includes a pre-set list of criteria that can ensure that all major health-related practices are observed which are critical to disrupting disease transmission routes. In practice, this technique generates self-esteem in the women who take charge of the data collection process. It is recommended to first ask the women to identify their own "healthy" criteria and only add those criteria that may be missing from the pre-set list.

Maxiflans:

The use of maxiflans, which are large, cut out figures that can be used to pose an "open-ended" problem story, is facilitated by one of the co-trainers. The problem presented is that of a person who created a dispute around a water source. The person is called Kamal-uddin Islam belonging to Joyepara village and he resides with his wife "Bilqis" and his two children. At the time he had agreed with village representatives to allow for the use of water source which lies in his land in compensation of some money. But after some months of completion of water scheme Kamal-Uddin changed his mind and refused to allow the use of the source.

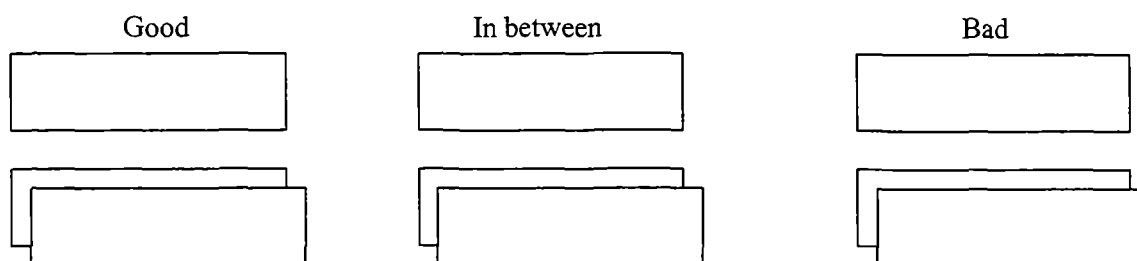
The participants then tried to solve the problem themselves. They have thought of different questions, what was happened? What may be the cause of the problem? How it could be solved? What may be the solutions? What alternatives can villagers explore? etc. They have come up with different solutions to the problem. Should villagers·

- Provide "Kamal-Uddin" additional money as compensation.
- Make provision of agreement to avoid the dispute and debate.

Afterwards, it is explained that any problem story could be made up using the maxiflans - particularly problems, that were expressed by the villagers in earlier sessions where they used the investigative materials.

Day-5:**Three Pile Sorting:**

In this exercise participants are given a set of health related cards in four small groups. The groups were told to sort out the cards/illustrations in three categories. Sorted pictures were piled into three categories:



The cards illustrate common behaviors such as leaving food uncovered, sweeping trash into a pit, boiling water, etc. The cards are categorized first in small groups, and then groups are invited to present them to the plenary. Later groups share and discuss among each other about the sorted pictures in an analytical way, which helps them to understand how people perceive the situations differently regarding everyday behavior in terms of health impact. The tool can also be used to have groups determine relative responsibility for changing a problem-- themselves, outsiders, or themselves together with outsiders. This can often provoke a lively and very useful discussion about self-reliance in the village group.

Poster Drama:

Simulation of the use of poster drama. A poster drama is an open-ended story presented with a set of visuals. A typical simulation includes a problem -story that involves a household without a latrine and how that affected the life of the women in the family. The husband, whose wife got sick because she had to go out in the rain on cold night, had to decide among alternatives as how to help solve the problem. The group has to discuss and choose among these alternatives, or develop an alternative of their own.

Problem Classification:

This exercise helps the participants to understand and analyze different types of problems. For this exercise sets of posters depicting problems relate to individual, community and national levels. In this session participants in small groups are asked to classify three different types of problems as mentioned above. This classification is first done by each group. Later at a plenary session they present the sets of posters classified in groupwork. After presentation the groups discuss and come up with consensus on type/importance of problems and their solution.

Day-6:**M&E Tools sessions for community level monitoring and evaluation:**

Monitoring and evaluation tools are introduced to the participants. The purpose of the sessions is to familiarize the group with M&E tools for community level participatory monitoring and evaluation. Whatever the tool, the facilitator shares the formats of different patterns and its uses.

BAMWSP Management Game:

Simulation of the 'BAMWSP' Management' game reinforces the various BAMWSP activities which can be undertaken by the people with the help PMU assistance. This activity is introduced with a view to impart knowledge or requirements about the process of PMU-assisted drinking water and environmental schemes through a game process. VWSCs will become aware of all the major steps they must take to achieve sustainable water and sanitation, and what

happens if a mistake is made. The relationship between management decisions and progress is illustrated in a lively way in the game.

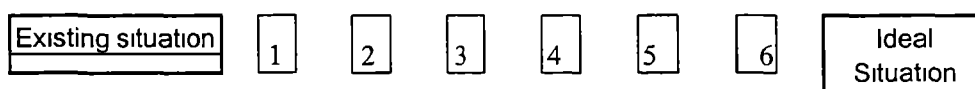
Matching Cards Game:

The Self-health concentration game is simulated which reinforces preventive health care activities and can be undertaken by the people without outside assistance. This material helps participants to understand the cause and effects of practices.

Participatory Planning Materials:

A core technique of the SARAR methodology is planning. Participants are introduced the full range of planning techniques and materials. Several sets of materials depict different kinds of planning. The activity enables participants to use and develop planning materials for community use.

- Village planning “before and after” planning. This technique is also called story with a Gap. Posters depict the existing and ideal situation, and the steps in between. This can help villagers carry out their CAP Planning in its broader aspects, i.e., and preparation of eight different CAP Plans.



STEPS to Reach Ideal Situation

- Detailed Steps for Construction of a Technology: Steps of building a latrine are depicted and can be sequenced by the participants.
- Integration of hardware and software components in a water scheme: This planning tool is for staff levels to ensure they provide services to villagers that integrate software and hardware steps appropriate to the situation. (Detailed description is provided in notes for Course A)

Day-7:

Sharing on CAP Plans (output) and the Implementation Phase Proposal:

This session more closely examines the Project’s approaches, phases and processes needed to achieve tangible results in rural water supply and environmental sanitation. It also reviews and reinforces in more detail the community outcomes, SO roles/ responsibilities and how SOs fit within the overall training network strategy. Specifically, SOs review all the specific CAP plans required (Eight plans that make up the CAP) See Sourcebook, CAP Fact Sheet and Guidance Sheet on the CAP Process.

This portion gives participants an independent look at the implementation format and, as important the major management issues both they and the community must face during implementation. This session also focuses trainees on the special social and technical management concerns surrounding sanitation, from personal to home to wider environmental issues. Participants are asked to look at Implementation Phase. The formats are distributed to the participants; participants reflect their views on the format.

Relating participatory techniques and methods to CBO project Component:

This exercise enables participants to have a better understanding of different techniques, methods and materials and how they can apply specific techniques and materials to BAMWSP components. Classification of all materials was then finalized. Each material was discussed and

given a label by the participants according to the various techniques used in the training: Investigation, analysis, information, planning and motivation.

Development of Strategy for Community Action Plans

The final session started in the group, they are involved in preparing a strategy for completing community action plans (CAPs) and Community level M&E. First, they list all the learning needs which are faced by communities in order to complete CAPs. Then they are asked to identify which techniques can best meet those learning needs. Groups then involved themselves in the task defining a sample set of CAP sessions for their own communities.

The analysis task includes:

- which are the appropriate learning groups to be formed in the community? In which area? How many and over what period of time?
- how many sessions will be held over what period of time and what will be the content of the first sessions?
- who will be responsible for each CAP session ?
- how will the materials be developed? What about other techniques which do not need visual materials?

Day-8:

CBO Selection Methods:

At the beginning of the session participants will simulate forming the CBO committee among themselves and two participants will be given the tasks to observe the process of CBO committee formation and will make comments on the process. The users should do the CBO committee selection process. The SOs field worker should facilitate the local people to effectively select the members who are willing to help voluntarily to their own village. The members are to be selected from among the leaders groups (elites, religious leaders, traditional and elected leaders), women's groups, all habitants and representation from the poverty groups, teachers groups, etc.

Evaluation Tools for Part 1 of Planning Phase Training:

Daily Evaluation form of Training Program

1. How useful were the lessons learned today for application in the field?

1	2	3	4	5
Excellent	Very useful	Useful	Less useful	Not very useful

2. How useful the methods and materials used today?

1	2	3	4	5
Excellent	Very useful	Useful	Less useful	Not useful

3. Which activity do you think most useful from today's sessions?

- 1
- 2
- 3
- 4

4. How satisfied you are with facilitator's facilitation style?

_____ Excellent _____ Good _____ Not very good

5. Please provide comments and suggestions.

Part 1: Planning Phase Training: Activities Evaluation Form

<i>(Sample Page)</i>	% Participant-Trainer °	<i>Less useful</i> <i>Most useful</i>					<i>Remarks</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
1. Field visits							
2. Johari's window							
3. Creative Investigation Techniques and materials							
4. Power, Knowledge and Participation							
5. Review on field visit report							
6. Analytical methods and materials							
7. Informative techniques and materials							
8. Tea-Cup Exercise on non-directive training							
9. Healthy Homes PRA							
10. BAMWSP Management Game							
11. Planning techniques and materials							
12. Materials preparation							
13. Project Cycle and Components							
14. Development of strategy for community action planning (CAP)							

1. What were the major strengths and weaknesses of the program of training?

Strengths

Weaknesses

2. What were the strengths and weaknesses of the physical arrangements?
(E.g. food, lodging, venue)

Strengths

Weaknesses

3. Overall, how do you rate this training program? Check the boxes.

1	<input type="checkbox"/>	very useful	2	<input type="checkbox"/>	useful
3	<input type="checkbox"/>	occasionally useful	4	<input type="checkbox"/>	not useful

4. What other remarks would you like to make this training?

5. What are your recommendations for follow-up?

Bangladesh Arsenic Mitigation
Water Supply Project (BAMWSP)
Dhaka, Bangladesh

Volume 2: Training

3.2 Training on Participatory Monitoring and Evaluation for SO Staff

3.2.1 Introduction

The BAMWSP M&E system includes Monitoring and Evaluation at PMU, SO and CBO levels. To be consistent with the project's demand-led approach, the community is responsible not only for design and implementation and O&M of their schemes but for monitoring their own progress and adjusting their management accordingly. SOs need to facilitate village level PME, and also have M&E responsibilities at their level, and need to be aware of the overall M&E system that also includes roles for SAs and for the PMU/RPMU. This training is designed to familiarize the SOs with the M&E system, and in particular their role in helping communities do their own monitoring, as well as fulfilling their roles in M&E at SO level to help reach project objectives.

SOs need to acquaint themselves with the project's overall monitoring and evaluation system. RPMUs and SAs will undertake performance and output monitoring regarding SO work, for example. And SOs need to be conversant with process recording and impact evaluation activities, since many of these will be undertaken through their facilitation at the community level. This course is designed to illustrate M&E and its uses at multiple project levels, and to build capacity to use the tools needed by SOs and the community to carry out their roles in M&E.

3.2.2 Participants

SO Team Leaders and Software Supervisors

3.2.3 Responsibility for Training

A Service Agency thoroughly familiar with PMU M&E systems, and with adequate M&E Specialists, will carry out the training under the guidance of the PMU's M&E Specialist.

3.2.4 Duration

Seven Days

3.2.5 Timing

In the early stages of the Planning Phase, after event 3.1.

3.2.6 Objectives of the Orientation

The primary objectives of the orientation will be:

- To familiarize the participants with the BAMWSP Project/PMU and its various stakeholders along with their roles, responsibilities, authority and accountability.
- To provide SOs adequate conceptual and practical knowledge of the M&E system carried out during the entire project cycle. This includes performance, process, output, sustainability, and impact monitoring as appropriate for each phase of the cycle.
- To build basic skills of the SOs so that they in turn can train villagers/CBOs in the methods, techniques and tools of phase wise monitoring as per the M&E Manual, using techniques such as the various PRA methods and SARAR tools as outlined in the M&E Manual (See M&E Manual, Tools Section)

3.2.7 Expected Outcomes

At the end of the orientation, the participants will:

- Understand the Project's working principles, objectives, its M&E systems various stakeholders' roles and responsibilities, and its systems for maintaining accountability
- Be able to carry out multilevel participatory M&E activities, especially those which help villagers/CBOs carry out monitoring of their own progress and make changes in their projects as needed
- Understand the PMU's M&E system and the ways in which SOs will be reviewed and assisted by SAs and RPMUs, and their roles in assessing progress at community and PMU levels as part of the M&E system.

3.2.8 Methodology

Training sessions consist of group discussions, presentations, group work exercises with participatory M&E tools -- interspersed with field visits to apply those tools. The emphasis in terms of practice is on facilitating community level M&E. The methodology itself is participatory, so that trainees are trained in the way they are expected to work with the community. The latter part of the workshop will help participants understand the project's other phasewise, types, levels, indicators, tools, analysis and use of M&E.

3.2.9 Training Evaluation

Training evaluation of the sessions will include self-evaluation activities in which participants use participatory techniques to monitor their own workshop progress. Participants will also evaluate the trainers. (See M&E Manual for Training Evaluation Indicators and Tools)

3.2 Course: Training on Participatory Monitoring and Evaluation at the Village Level for the SO Staff

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 : 9:00	Registration and inauguration	Open the Event, Set Positive Tone	Lecture	Chief Executive/Deputy Chief Executive inaugurates the training workshop	-
	Who is who	-To create comfort with the training process - To create a positive learning environment	Self - introductions	Each participant comments on the Arsenic issue before self introductions	Name card, Marker
	Course objective	To explain the course objectives	- Discussion - Q/A	1. Facilitator shows the flip chart on course objective and explains 2. S/he collects participants ideas and views on the course objectives	Flip Chart
10:00	TEA	BREAK			
10.15	Hopes and Fears exercise	To know and then alleviate participants' expectations and doubts, and set a baseline for later assessment of the course's success in meeting hopes and allaying fears.	BUZZ group work	1 Participants form 8 BUZZ groups 2. Participants of each BUZZ group write expectations (i e. hopes and Fears) on two VIPP cards 3 Facilitator discusses participants' expectations and synthesizes	VIPP card
11:00	A brief pre-test of participants	To assess the knowledge level of the participants on monitoring & evaluation	Filling up the questionnaire	1. Facilitator distributes the questionnaire to the participants for pre-test 2 Participants complete pre-test 3. Facilitator checks pre-test results and tries to gauge the knowledge level re monitoring and evaluation	Questionnaire
11:30	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11.15	Introduction to the PMU and its different stakeholders (SAs, SOs, VWSC/CBO and beneficiaries)	To know the PMU, its different stakeholders and their roles and responsibilities	- Discussion - Q/A	1. Using transparencies, facilitator discusses the PMU and its different stakeholders 2. Participants discuss roles and responsibility of Stakeholders.	OHP. Transparency, handout sheets on PMU & other stakeholders
1:00	LUNCH	BREAK			
2 00	Introduction to the scheme cycle along with the core activities and expected outcomes	To understand the scheme cycle and phased activities	- Discussion - Open sharing	1. Facilitator provides detail about scheme cycle and the core activities, including outcomes through OHP 2. Facilitator invites relevant questions from the participants	OHP, Hand out
3.30	TEA	BREAK			
3 45	Discussion of planning and implementation phase contract requirements and SOs TORs.	To provide detail information about contract requirement of planning and implementation phase	- Discussion - Study circle	1. Participants receive some primary ideas regarding contract requirements of the planning and implementation phase 2. Facilitator distributes write-up, discusses it with them for clarification.	OHP, write up
5:00	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator has participants review the day's agenda, using their newsprint records for reference	Marker, News print
Day-2 9:00	Recapitulation of day-1	To help participants track their learning experiences	Brief report presentation	1. DMT presents the report in the big group 2. Report is finalized with the recommendation of the house	Report
9:30	Brief overview of the monitoring and evaluation system	To briefly describe supervision, monitoring and evaluation aspects of the project, and the key principles behind it	- Discussion - Feed back session	1. Facilitator collects participant ideas and views on monitoring and evaluation 2. Facilitator discusses M&E system and its underlying Principles 3. Participants form BUZZ groups 4. They take one minute to discuss issue, and then write two statements about monitoring and evaluation on the VIPP card 5. Facilitator collects cards and discusses in the plenary	OHP, VIPP card <i>Ref M&E Manual Introduction</i>

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:00	TEA	BREAK			
11:15	Introduction to the Project's M&E Concept, Learning cycle, Types and Levels of Monitoring and Evaluation	To help participants obtain clear understanding of different types of monitoring undertaken in the project at Community, SO and PMU levels: <ul style="list-style-type: none"> • Performance • Process • Output • Sustainability • Impact 	- Discussion - Sharing session - Q/A	1. Facilitator uses OHP to introduce types of M&E, and draws out examples from the groups. S/He also introduces the participatory learning cycle to provide the logic of the M&E Systems 2. Groups discuss different types of monitoring and evaluation, and the purposes and uses of each 3. Facilitator discusses the different levels of M&E that is undertaken throughout the Project Cycle 4. Matching game on M&E Definitions. groups match definitions and meaning of terms used in the glossary of the M&E Manual.	OHP, Transparency on different monitoring items, Handouts on - performance, process and impact - Monitoring methods and sources of information <i>Ref. M&E Manual, Introduction</i>
1.00	LUNCH	BREAK			
2:00	Difference between conventional evaluation and participatory evaluation	To identify the difference between conventional monitoring and participatory monitoring	- Discussion - Group work - Synthesizing	1. Facilitator briefly discusses participatory evaluation and its methodology/tools 2. Participants form four groups and try to come up with findings on differences 3. Consolidation of group findings	OHP, Flip paper, Marker, chart showing differences conventional and participatory monitoring
2.30	General Introduction to Participatory M&E Tools	To understand and explain PRA and SARAR tools for participatory monitoring and impact assessment <ul style="list-style-type: none"> • Mapping • SARAR Pocket Charts 	- Discussion - Practical exercise with specific tools - Feed back	1. Facilitator gives overview about village/community mapping (how and what to do) 2. Participants draw a village/ community map and indicate boundaries and different resources. 3. Facilitator helps participants conduct healthy	Sample tools from M&E Manual and the Toolkit.

		<ul style="list-style-type: none"> • SARAR Flexiflans and Unserialized Posters • Three Pile Sorting • Matrix scoring • Venn Diagram • Impact flow • Observation • Before and after • Situation analysis • Ladder exercise • Health and Arsenic problem ranking • Mobility Mapping • SSI (Focus group key information) 	session	<p>classroom exercise</p> <p>4 Facilitator describes tools like Venn diagram, impact flow, observation before and after situation analysis, ladder exercise, health and arsenic problem ranking, mobility mapping and SSI .</p> <p>5 Facilitator discusses general characteristics of SARAR and PRA tools and their uses.</p> <p>6 Invite participants' feedback and synthesizes.</p>	<i>Ref M&E Manual, Tools</i>
3 45	Issues emerging in PM&E	To understand what issues need to be considered in participatory monitoring & evaluation	- Open discussion -Study circle	<p>1. Facilitator overviews the key issues emerging in PM & E</p> <p>2 Distributes hand out and discusses with participants</p>	Reference write up
5.00	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator has participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-3 9 00	Recapitulation of day-2	To help participants track their learning experiences	Brief report presentation	1 DMT presents the report in the big group 2. Report is finalized with the recommendation of the house	Report
9.30	Indicators of PM & E	To explain the meaning of indicators in PME and kinds of indicators used during monitoring and evaluation	- Discussion - Exercise	1 Facilitator provide some ideas about the indicators of the monitoring & evaluation 2 Facilitator select s10-12 participants and invite them to join an exercise on group characteristics before and after a process of participation 3. After the exercise participants and facilitator consolidate findings	OHP, Script, Transparency on indicators at different levels
11 00	TEA	BREAK			
11:15	Monitoring for the Pre-Planning Phase	To understand the options and tasks associated with M&E for the Pre-Planning Phase Understand Pre-Planning Phase potential themes (domains), Norms, Indicators, Monitoring Agents, Tools, and Uses of M&E information	- Discussion - Group work - simulation - Plenary session	1 Facilitator will discuss briefly about the importance of M&E in the Preplanning Phase. 2 Matrices on norms, indicators, M&E Agents, Tools and Uses of M&E for this phase are distributed and discussed 3. Invite participant groups to divide domains/norms and to study related tools and simulate their use 4 Groups Discuss and agree on selected indicators and tools for testing in Batch One, Pre-Planning Phase, and present in Plenary	M&E Matrices, M&E Tools <i>Ref Chap 2 of M&E Manual</i>
1 00	LUNCH	BREAK			
2:00	Monitoring for the Planning Phase	To understand the options and tasks associated with M&E for the Planning Phase Understand Planning Phase potential themes (domains), Norms, Indicators, Monitoring Agents, Tools, and Uses of M&E information	- -Group work with interactive materials -handouts - Simulation - Plenary session	1 Facilitator will present matching cards activity listing Project Cycle Steps with corresponding slips of M&E steps Groups are formed and asked to integrate the lists. 2 Subsequently, Matrices on norms, indicators, M&E Agents, Tools and Uses of M&E for this phase are distributed and discussed 3. Groups are asked to choose one M&E tool to be used in the Implementation Phase and simulate its use fishbowl fashion for the team 4. Groups Discuss selected indicators and tools for testing in Batch One, Planning Phase, and present	M&E Matrices, M&E Tools <i>Ref Chapter 3 of the M&E Manual</i>

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3 30	TEA	BREAK			
3.45	Monitoring for the Implementation Phase	To understand the options and tasks associated with M&E for the Implementation Phase Understand Implementation Phase potential themes (domains), Norms, Indicators, Monitoring Agents, Tools, and Uses of M&E information.	- Discussion - Group work - simulation - Plenary session	1. Facilitator will discuss briefly about the importance of M&E in the Implementation Phase. 2. Matrices on norms, indicators, M&E Agents, Tools and Uses of M&E for this phase are distributed and discussed 3. Invite participant groups to divide domains/norms and to study related tools and simulate their use 4. Groups discuss and agree on the selected indicators and tools for testing in Batch One, Implementation Phase, and present in plenary	M&E Matrices, M&E Tools <i>Ref Chapter 4 of the M&E Manual</i>
5 00	Review the day's discussion	To review the day's major agenda topics, skills and lessons	Q/A	1 Facilitator has participants review the day's agenda, using their newsprint records for reference	Marker, News print
Day-4 9 00	Recapitulation of day-3	To help participants track their learning experiences	Brief report presentation	1. DMT presents the report in the big group 2. Report is finalized with the recommendation of the house	Report
9:30	Team preparation for field work	To build skills to effectively conduct field work and facilitate PME with village residents in BAMWSP Project sites	- Discussion - Group work - Consolidation	1. Facilitator gives an overview on team preparation, role and responsibility of team members for fieldwork 2. Participants divide in to 4 groups. One group is responsible for testing selected sample tools for the Pre-Planning Phase, Two for Planning and One for Implementation Phase 3. All groups develop strategies for fieldwork with the help of facilitator 4. Groups review key questions for better understanding of participatory monitoring and evaluation 5. All groups collect materials for fieldwork.	OHP, Transparency Flip paper, Marker, Field work materials (i.e. Brown paper, card, seeds, color paper etc)
11:00	TEA	BREAK			
11 15	Continuation				

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
1:00	Travel and	Packet Lunch at Field			
2:00	Field work for getting acquainted with the use of BAMWSP M&E Tools at community level	To explain how to facilitate participatory monitoring at the CBO level	M&E Tools will be tested as appropriate, choosing sample tools from the M&E Tools e.g., healthy homes surveys, neighborhood surveys, pocket charts, etc.	<ol style="list-style-type: none"> 1 Participants enter at least 3 separate villages in groups working with four subgroups 2. They invite CBO reps to sit for participatory discussions 3. They encourage people to speak freely, and collect important information by using relevant tools. 4 They write all information coming from the members of CBOs accurately 5 Later, they discuss with other participant groups the outcomes of the field exercise 6. They then return to the training center. 	M&E Tools, from M&E Manual
3:30	Social Tea with villagers				
3:45	Field work continues				
5:00	Review the day's discussion upon return from the field	To help participants review the day's major agenda topics, skills and lessons	Q/A	1 Facilitator has participants review the day's agenda, using their newsprint records for reference	News print, Marker
Day-5 9:00	Recapitulation of day-4	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in the big group 2. Report is finalized with the recommendation of the house 	Report

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
9:30	Report preparation for presentation	To present outcomes of fieldwork in the large group	Group work	1. Participants start preparing group reports.	Roll pad, Pen
11:30	Presentation and sharing of the village findings	To share out comes of field work and enhance knowledge and skills for participatory monitoring	- Report presentation - Sharing and comments on the report - Correction/ modification of the report	1 Each group leader presents group report/findings in the plenary 2 After presentation of each report, facilitator invites comments and suggestions from the other groups. 3. With suggestions/recommendations of the participants all the reports are made final.	Report, Flip paper, Marker
1 00	LUNCH	BREAK			
2:00	Report presentation continuation				
3 30	TEA	BREAK			
5:00	Review and Evaluation of Day's proceeding	to reinforce use of participatory tools in the session's own self-assessment	Use of participatory tool	1 Use of smiling faces chart to assess progress of the training event.	Smiling Faces tool
Day-6 9:00	Impact and Sustainability Assessment	To understand why and how of the M&E system's sustainability and Impact components To plan the use of one Impact assessment tool for testing	- Discussion - Q/A	1. Participant divide into three groups 2. Facilitator gives an overview of Impact and Sustainability Assessment, M&E 3. Groups discuss handouts of matrices on Impact and Sustainability monitoring. 4. Planning of fieldwork (i.e. strategy, tools, place etc) Then: 5 Preparation of tools for field visits.	OHP, Transparency and handouts of Impact and Sustainability Matrices, sample impact /sustainability monitoring tools
11:00	TEA	BREAK			
11.15	complete planning of 2 nd field visit				
1.00	LUNCH	BREAK			

Day &	Name of activity/	Objective	Methods	Process	Materials
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Time	Content				
2 00	Depart for 2 nd field visit to test impact and sustainability PME tools	To practice participatory impact assessment at the village level	Field works using participatory tools	<ol style="list-style-type: none"> 1 Participants work with three different CBOs for impact assessment 2 They first start focus group discussions with CBO members. Then they 3 Try to involve people using different exercises and tools 4 Write down all information that emerges from the CBO members and villagers. 5. Later, share outcomes with other participant groups. 6. Return to training center. 	Participatory Tools, Brown paper, VIPP cards, Marker, Seeds
3:30	Social tea with villagers				
4:30	Return to Training center and take tea, evaluate day	To present outcomes of field works in the large group	Group work	<ol style="list-style-type: none"> 1 Participants prepare group reports. 2. Facilitator moves from one group to another to assist 	Roll pad, pen
<u>Day-7</u> 9 00	Report preparation for presentation				
10:00	TEA	BREAK			
10.30	Presentation and sharing of the village findings	To share out comes of field work and enhance the knowledge and skill for participatory monitoring	<ul style="list-style-type: none"> - Report presentation - Sharing and comments on the report. - Correction/ modification of the report 	<ol style="list-style-type: none"> 1. Each group leader presents group report/findings in the plenary. 2 After presentation of each report, facilitator invites comments and suggestions from the other groups. 3. With suggestions/recommendations of the participants all the reports are made final. 	Report, Flip paper, Marker
1:00	LUNCH	BREAK			
2 00	Review the important discussion	To enhance knowledge and understanding regarding participatory M & E	<ul style="list-style-type: none"> - Q/A - Fish Bowl 	<ol style="list-style-type: none"> 1 Facilitator arranges six chairs in an inner circle and six chairs in the outer circle, participants seat themselves. 2. Participants of the inner circle are villagers; participants in the outer circle are consultants. "Q&A" Exercise follows 	
5 00	Course evaluation and closing	- To assess the participants knowledge level on PM & E	- Fill in the questionnaire	1 Facilitator distributes questionnaire for assessment of participant knowledge	Question, Evaluation

		<ul style="list-style-type: none"> - Participants assess the course design for improvement of the course design. - Close the session 	<ul style="list-style-type: none"> - Give feed back through evaluation sheet - Ceremony 	<ul style="list-style-type: none"> 2 S/he provides evaluation sheet for course evaluation 3 Closing remarks 	<ul style="list-style-type: none"> sheets.
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**Bangladesh Arsenic Mitigation
Water Supply Project (BAMWSP)
Dhaka, Bangladesh**

Volume 2: Training

3.3 Training on Technology Choice and Design in a Community-Managed Approach for Arsenic/Water Supply; for Technical Staff of SOs

3.3.1 Introduction

The Project Management Unit will engage Support Organizations (SOs) to work with communities to help communities plan and implement village arsenic mitigation-water supply schemes. Mitigation measures in villages might vary from awareness campaigns to construction of shallow and deep tubewells, ponds with filters, hand pumps, treatment and rainwater catchment systems. This course is designed to introduce to the technical staff of SOs the different water supply technology options for supply of arsenic free safe water; the process by which appropriate technology options are chosen, and design issues for detailing of Type B&C community schemes. This course also introduces the SO technical staff to how to ensure that it is the community that chooses and details its scheme options, using a variety of participatory techniques and tools.

3.3.2 Participants

20-25 participants; all SO technical staff.

3.3.3 Responsibility for Training

PMU will engage SAs for organizing and conducting the training.

3.3.4 Duration

Four days.

3.3.5 Timing

This training will be organized at the later part of the planning phase so that after training the SO technical staff can start implementation work with CBOs

3.3.6 Objectives of the Training on Technology Choice and Design

At the end of the training the participants will be able to

- Understand participatory approaches and techniques
- Understand the arsenic problems in Bangladesh
- Know about different technological options for safe water supply
- Know about various water treatment options, their uses and cost effectiveness
- Learn about the 'Hotspots' selection criteria.

3.3.7 Expected Outcomes

- Participants will have adequate knowledge of participatory approaches & techniques
- Participants will have knowledge about the arsenic problem in Bangladesh
- Participants will have information on various safe water supply technologies
- Participants will have knowledge & skills on how to treat water, its costing, and they will be able to select Hotspots with the community people following set criteria

3.3.8 Methodology

Group discussion, BUZZ groups, video presentations, study circles, simulation and practical exercises, and hands on field visits

3.3.9 Evaluation

Simple pre-tests and post-tests will be carried out using prescribed evaluation sheets.

3.3 Course: Training on Technology Choice and Design for the Technical staff of Sos

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 9:00	Registration Inauguration of Training course	To open the training course	Opening Remarks	-	-
10:00	TEA	BREAK			
10:15	- Ice Breaking - Course objectives	- To create comfort with the training process - To create a positive learning environment - To explain the course objectives	- Self introduction - Discussion - Q & A	1. Each participant comments on the Arsenic issue before self introductions 2. Facilitator shows the flip chart on course objectives and explains 3. S/he collects participants ideas and views on the course objectives	Name card, Marker, Flip chart
11:00	Hopes and fears exercise	To know and then alleviate participant expectations and doubts	BUZZ group	1. Participants write expectations (i.e. Hopes and fears) on two VIPP cards 2. Discuss results in plenary.	VIPP card, Marker
11:45	Cup exercise . Directive and non-Directive Approach of Teaching	To clarify traditional and participatory approaches and techniques	Group exercise/ simulation	1. Participants divide into three groups 2. Groups arrange cards with identical pictures of a cup, with different captions in the logical sequence depending on levels of openness	Cards on different pictures
1:00	LUNCH	BREAK			
2:00	Menu of Technical Options suitable for safe water supply	To explore broadly the range of technical options that are technically sound solutions to the arsenic problem	Presentation of the menu from the sourcebook, discussion	1. Facilitator hands out copies of the "Menu" of technical options 2. Facilitator uses OHP to present the menu, and to give a broad overview of the range of technical options. 3. Discussion, Q&A	OHP of Menu, Ref Sourcebook, Chapter 12
3:00	TEA	BREAK			
3:15	Menu of Technical Options, Continued	To explore broadly the range of technical options that are technically sound solutions to the arsenic problem.	Continued discussion	Continued Discussion	Handout of Menu

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
5:00	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1 Facilitator helps participants review the day's agenda topics, using newsprint records for reference	Flip paper, Marker
Day-2 9 00	Recapitulation day-1	To help participants recollect the important point of the previous day discussion	Brief report presentation/ Q & A	1 DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
9:30	Selection Process for Technical Choice of Water-Supply Mitigation Options	To explore the process of selection as defined through the appropriate algorithm	- Presenta- tion - Case Examples in groupwork	1 Present the Technology Choice Algorithms: - Technical, commercial, financial, internal organization, accountability 2. Testing case examples in Groups against the algorithms. 4. Plenary presentations, reviews, and synthesis	OHP, Algorithm handouts, <i>Ref Sourcebook Chapter 12</i>
11:30	TEA	BREAK			
11:45	Selection Process Continued	continued	continued	continued	continued
1.00	LUNCH	BREAK			
2:00	Introduce different technologies for Safe ground water - a. Shallow tubewell and HP b Deep tubewell and HP	To learn and explain the groundwater technology options in detail, and with reference to design issues	- Handouts - - Discussion - Group work - Practical exercise - Consolida- tion	1. Facilitator discusses groundwater technology options 2. Participants divide into four groups and discuss different components of safe surface water 3 Facilitator invites participants to join the practical exercise 4 Collect feed back on lesson learn	Fact Sheets on Ground- water Options <i>Ref Source- book Chapter 5</i>

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3 30	TEA	BREAK			
3.45	Continuation				
5:00	Review the day's	To help participants review the day's major agenda topics, skills and lessons	Q & A	1. Facilitator helps participants review the day's agenda topics, using newsprint records for reference	Flip paper, Marker
Day-3 9 00	Recapitulation day-2	To help participants recollect the important point of the previous day discussion	Brief report presentation/ Q & A	1. DMT presents the report in big group 2. Report is finalized with the recommendation of the house	Report
9:30	Detailed Review of Rainwater Option(s)	To learn and explain the rainwater technology options in detail, and with reference to design issues	- BUZZ group - practical exercise - sharing session	1. Participants form 8 BUZZ groups, review fact sheets, and explore a case example of rainwater option Then they: 2. Discuss findings in plenary 3. Divide in to 4 groups to complete a practical exercise on different technology options 4. Discuss findings in plenary with facilitator	VIPP cards, Fact Sheets on Rainwater Options, See Sourcebook Chap 5
11 00	TEA	BREAK			
11.15	Continuation				
1.00	LUNCH	BREAK			
2:00	Detailed Review of Surface Water Options	To learn the surface water technology options in detail, and with reference to design issues	Handouts - - Discussion - Group work - Consolidation	1. Facilitator discusses safe surface water and technology options 2. Participants divide into four groups and discuss different components of safe surface water 3. Facilitator invites participants to join the practical exercise 4. Collect feed back on lesson learn	Fact Sheets on Surface Water Options <i>Ref Sourcebook Chapter 5</i>
3:00	Tea Break				
3 15	Continuation				

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
5 00	Review the day's	To help participants review the day's major agenda topics, skills and lessons	Q & A	1. Facilitator helps participants review the day's agenda topics, using newsprint records for reference	Flip paper, Marker
Day-4 9:00	Recapitulation of day-3	To help participants further explore the outcomes of training thus far	Debate	1. Facilitator divides participants in to three groups 2. Each group selects three representatives for debating, and prepares questions to the ask representatives of other groups. 3 Each group asks the other groups at least five questions on previous day's discussion	Report
10 00	Orientation on the Field Visit	To make the participants aware of what, why and how to do a field exercise	Discussion, Q&A	1 Facilitator provides a framework for making a visit to observe different technologies in use in the field 2 Report form for review of design features of visited technologies discussed, 3. Q&A	Report form on technology
10 30	Field Visits to review range of technical options in use, and related design issues (LUNCH in Field)	To assess strengths and weaknesses of designs of different technologies already constructed	field visit documentation	1. Teams depart for field and visit different technologies in use, asking questions of users. 2. Teams complete report on different design issues that emerge from each technology	Report formats
2:00	Presentation of group reports on field exercise	To explain the out comes of field visit	- Report presentation - feed back session	1 Group leaders present their group reports and give the answers to questions coming from other participants 2. Facilitator collects all the feed back in the flip papers and synthesizes the discussion	Report
3:00	TEA	BREAK			
3 15	Review of Environmental Sanitation Technologies	To learn the environmental sanitation technology options in detail, and with reference to design issues	Review of Fact Sheets, Q&A	1. Facilitator Present Options using the OHP 2 Groups review handouts of FACT sheets on Environmental Sanitation 3 Summary discussion, Q&Q	Fact Sheets on Environmental Sanitation <i>Ref -See Sourcebook, Ch -6</i>

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
5 00	Review the day's discussion	To help review the day's major agenda topics, skills and lessons	Q & A	1. Facilitator helps participants review the day's agenda topics, using newsprint records for reference	Flip paper, Marker
Day-5 9 00	Recapitulation of day-4	To help participants further explore the outcomes of training thus far	Debate	1. Facilitator divides participants in to three groups 2. Each group selects three representatives for debating, and prepares questions to the ask representatives of other groups 3. Each group asks the other groups at least five questions on previous day's discussion	Report
9 30	Session on Participatory methods for extending technology choice and detailing for decision-making by the Community	Sensitize and equip technical staff to the role of the community in choosing and designing their own water supply systems	- Village Mapping and scheme layout by villagers - Technology Option Cards and their use	1. Facilitator simulates the use of the participatory techniques with groups of participants. 2. Groupwork 3. Discussion on participatory methods 4. Use of techniques related back to project principles, and CAP Process	Participatory Tools from the Toolkit (to be developed) <i>Ref Guidance Sheet</i> <i>Sourcebook on CAP Process</i>
11 00	TEA	BREAK			
11.15	Continuation				
1.00	Lunch				
2:00	Review the whole course discussion	To review the most important points of previous discussions	Fish bowl	1. Facilitator makes two circles with the participants 2. Participants of inner circle are the participants, and participants of the outer circle are consultant 3. Participants of inner circle pose at least two questions to the consultant; consultant tries to answer-- then chair will be changed 4. The facilitator synthesizes the question & answers in brief.	Flip paper & Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4.30	Closing the training course	To pack up the training course	<ul style="list-style-type: none"> - reflection of the participants - Closing 		

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Dhaka, Bangladesh

Volume 2: Training

3.4 Training for SO Management and Accounting Staff on Project Management and Accounting

3.4.1 Introduction

Management is a vital issue to run any project effectively SOs need to become acquainted with the project's overall management system because they are the keys to effective local implementation. This course is designed to enhance the management capacity of SO staffs at different levels

For uniformity in maintenance of accounts and financial management, the PMU will carry out training in financial management and accounting systems at the beginning of the implementation phase.

3.4.2 Participants

20-25 Senior and Mid level Managers and Senior Accounts Personnel of SOs.

3.4.3 Responsibility for the Training

PMU representatives and SA trainers.

3.4.4 Duration

Five days.

3.4.5 Timing

During the last part of the planning phase, and/or just before the implementation phase.

3.4.6 Objectives of Training

At the end of the training course participants will be able to:

- Explain sound management and its key factors
- Understand planning and the key factors in preparing a plan
- Understand elements of crisis management
- Explain management information systems within the context of project planning
- Understand rules of accounting and explain them
- Know the system of books of account such as trial balance, income and expenditure accounts and balance sheets
- Practice with related books of accounts and registers.
- Explain procedures for purchase, sale and store.

3.4.7 Expected Outcomes

At the end of the training course, the participants will

- Understand management in general and project management
- Be able to explain about crisis of the management and its solution
- Understand how to prepare a plan for the project/community.
- Be able to carry out uniform account system for project expenditure.

3.4.8 Methodology

The participatory methodology used here includes:

- Open discussion

- Group work
- Practical exercise in the class room
- Field visits
- Study circles

3.4.9 Evaluation

Evaluation will include pre and posts test for assessing participants' knowledge, and a course evaluation using an evaluation format.

3.4 Course: Training for SO Management and Accounting staff (Project Management & Accounting)

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 9 00	Registration Inauguration	To open the training course	Opening Remarks	-	-
9.30	Who is who	- To build participant comfort with the training process - To create a positive learning environment	Self introduction with a performance	Each participant comments on the Arsenic issue before self introductions	Performance card
10:30	TEA	BREAK			
11 00	Course objectives	To know course objectives and key learning points	- Discussion - Q/A	1 Facilitator shows the flip chart with the course objectives and explains Then s/he 2. Collects participants comments on the course objectives	Poster on course objectives
11 45	Hopes and fears exercise	To know and then alleviate participants expectations and doubts	BUZZ group	1 Participants write expectations (i.e. Hopes and fears) on two VIPP cards 2. They discuss results in plenary	VIPP card, Marker
1:00	LUNCH	BREAK			
2:00	Management and its factors	To explain what is management and factors of the management	- Discussion - Sharing Session - Q/A	1 Facilitator forms 8 BUZZ groups and asks participants to write the ideas on management on VIPP cards 2. Facilitator collects the cards and discusses participant ideas with them 3 Facilitator shows a transparency on factors of management and has group analyze them	VIPP cards, Transparency on the factors of management
3.30	TEA	BREAK			
3:45	Continuation				
5.00	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-2 9 00	Recapitulation day-1	To help participants recollect the important points of the previous day discussion	Brief report presentation/Q & A	1 DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
9.30	Planning (What & How)	To explain what is planning, factors to be considered to prepare a plan, and how to prepare a plan	- Discussion - Group work - Consolidation	1. Facilitator collects participants ideas on planning through VIPP cards Then s/he: 2 Discusses with them different definitions of planning 3. Makes them aware of how to prepare a plan by using 5W1H	OHP, Transparency on definition of planning & process of planning.
11 00	TEA	BREAK			
11 15	Types of plan	To understand different types of planning, their advantages and disadvantages	- Discussion - Group work - Consolidation	1 Facilitator explains three types of plans (i e Top to bottom, bottom up and participatory) 2. S/he arranges a simulation exercise for each of these types of plans, dividing participants into three groups 3. S/he facilitates discussion on outcome of the simulations	OHP, Transparency Flip paper, Marker
1:00	LUNCH	BREAK			
2 00	Planning exercise	To know how to prepare a plan for a particular project	Class room exercise	1. Facilitator gives an overview on an exercise to prepare a plan for particular project 2 Participants divide in to three groups; each group chooses a project for planning 3. Participants prepare a plan	Guideline of planning exercise, Blank format
5:00	Review the day's discussion	To review the day's major agenda topics, skills and lessons	Q/A	1 Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-3 9-00	Recapitulation day-2	To help participants recollect the important point of the previous day discussion	Brief report presentation/Q & A	1. DMT presents the report in big group 2. Report is finalized with the recommendation of the house	Report

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
9.30	Presentation of group plan	To learn how to amend a project plan	Presentation of plan	<ol style="list-style-type: none"> 1 One participant from each group presents that group's plan 2 Facilitator invites questions and comments from other participants 3 Group rectifies plan as necessary 	Prepared plan
11.30	TEA	BREAK			
11.45	Crises of the Management	To become aware of the elements of crisis management	<ul style="list-style-type: none"> - Discussion - Video film 	<ol style="list-style-type: none"> 1 Facilitator show video, "Unorganized Manager" Then s/he 2 Collects comments and feed back from participants 3. Summarizes the session with Q/A 	Video film on "Unorganized Management"
1 00	LUNCH	BREAK			
2 00	M I S	To explain Management Information Systems in context of project planning	<ul style="list-style-type: none"> - Discussion - Q/A 	<ol style="list-style-type: none"> 1. Facilitator shows chart of M I S and explains how it functioning 2. S/he also explores the importance of M I S for effective implementation 	Chart, OHP, Transparency on M I S of the project
3:30	TEA	BREAK			
3:45	Review the previous day's discussion	To recollect the important points of the previous discussion	<ul style="list-style-type: none"> - Q/A - Open discussion 	<ol style="list-style-type: none"> 1 Facilitator asks participants to come up with questions on what is not yet clear to them. 2. Facilitator collects all questions and requests that other participants try to answer first 3 Facilitator supplements participant responses with his/her own answers 	Flip paper, Marker
Day-4 9 00	Recapitulation day-3	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in big group 2 Report is finalized with recommendation of the house 	Report

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
9 30	Double entry system . <ul style="list-style-type: none"> • Rules of accounting • Rectification of Errors • Trial Balance • Bank Reconciliation statement • Expenditure Account 	<ul style="list-style-type: none"> - To understand Rules of accounting, and how to rectify errors - To learn about the system of trial balance and Bank reconciliation statement - To understand about income and expenditure accounts 	<ul style="list-style-type: none"> - Discussion - Sharing session - Q/A - Practical Experience/ Dummy practice 	<ol style="list-style-type: none"> 1. Facilitator discusses rules of accounting through transparencies, then invites questions and discussion 2. Facilitator gives an overview of trial balance (i.e what is trial balance, its uses and importance) 3 Participants receive the trial balance sheet from the facilitator for dummy presentation 4 Facilitator helps and guide the participants for effective practice with the format 5. Facilitator collects participant ideas on Bank reconciliation statements 6 Facilitator shows a photocopy of Bank reconciliation statement, invites group to take part in to dummy practice 7. Facilitator gives an overview on income and expenditure accounts; then invites participants to participate dummy practice. 	OHP, Transparency on Rules of accounting, Photocopy of design of trial balance, Bank reconciliation statement and income and expenditure accounts.
11.00	TEA	BREAK			
11:15	Continuation				
1:00	LUNCH	BREAK			
2:00	Continuation				
3:30	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3.45	Books of Accounts and Registers	To learn and practice with Books of accounts and Registers	- Discussion - Group work - Consolidation - Practical exercise/dummy presentation	1. Facilitator collects ideas on Books of accounts 2. Participants divide into three groups, each tries to explore different types of books and systems for their use 3. Group leaders present group findings, facilitator synthesizes group findings 4. Facilitator shows the sample of different books through transparencies, discusses the uses of the Books and Registers 5. Participants take part in the dummy practice on different Registers.	OHP, flip paper, Marker, Transparency on sample of registers
5:00	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-5 9:00	Recapitulation of day-4	To help participants recollect the important points of the previous day's discussion	Brief report presentation	1. DMT presents the report in big group 2. Report is finalized with the recommendation of the house	Report
9.30	Procurement procedure a. Purchase procedure b. Store procedure	To learn and explain procedures of purchase and store	- Discussion - Study Circle - Q & A	1. Facilitator asks participants what they mean by procurements Then s/he 2. Collect answers, writes them on flip paper. 3. Distributes sheets on purchase procedure and request s that the group read them thoroughly and list key questions 4. Tries to answer participant questions 5. Summarizes the session	Flip paper, Marker, Hand out Sheet on purchase and store procedure
11:00	TEA	BREAK			
11 15	Sales Procedure	To describe sales procedures	- Discussion - Simulation - Synthesize	1. Facilitator briefly discusses sales procedures 2. S/he then arranges a simulation on sale 3. Audience participants observe simulation carefully,	OHP, Transparency Check list

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
				note key points for discussions 4. Facilitator collects participants' points, invites discussion and questions from whole group 5. Facilitator distributes check list on sales procedures and discusses, then s/he 6. Summarizes the sessions	
1:00	LUNCH	BREAK			
2:00	Authorization of payment	To understand the authorization process of payment	- Discussion - Q/A	1. Facilitator discusses the authorization process of payment point by point 2. S/he asks participants to make comments, invites them to ask the questions and discuss	OHP, Transparency on Authorization Procedure of purchase
3:30	TEA	BREAK			
3:45	Course Evaluation	To assess overall course content, methodologies, materials and processes	Filling in the evaluation sheet	1. Facilitator distributes course evaluation sheets and briefs group on the sheets. 2. S/he allocates time for filling in the evaluation sheets 3. S/he collects the sheets and analyses them for course improvement	Course Evaluation sheet
4:30	Closing the training course	To pack up the training course	- reflection of the participants - Closing remarks		

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Volume 2: Training

3.5 Training of SO Trainers to train CBO Members on Management, Financing and Accounting of Arsenic Mitigation Activities

3.5.1 Introduction

A key project objective is that all interventions related to arsenic issues will be implemented with active participation of CBO members and villagers. Building up the management capacity of the people/CBO members to handle project interventions is therefore essential. Besides, it is the responsibility of capable CBO members to maintain accounts of arsenic mitigation activities locally. This training is designed to enhance the skills of the SO management and accounting staff who will be responsible for CBO level training on management, financing and accounting.

3.5.2 Participants

20-25 PMU-selected SO mid level managers and accounting staff who will be responsible for later conducting CBO training course on Management, financing and accounting of Arsenic mitigation activities.

3.5.3 Responsibility for the Training

PMU-selected SA trainers/facilitators and PMU training specialists

3.5.4 Duration

Six days.

3.5.5 Timing

During the latter part of the planning phase and/or just before the implementation phase.

3.5.6 Objectives of Training for SO Management and Accounting Staff

(On how to carry out training CBO members on the management, financing and accounting of arsenic mitigation activities)

SO trainees will be able to:

- understand and explore with CBOs ideas about sound management, financing and accounting
- train CBO members in Management, Finance and Accounting
- know the difference between conventional management and participatory management and how to involve people in the management system.
- explain planning and how to prepare an action plan
- understand and explain the process, techniques and tools to prepare a CAP
- understand and explain how to prepare a budget in simple form
- understand and communicate what is simple accounts and their rules
- know and explain the most important books of accounts
- explain how to manage finance adequately.

3.5.7 Expected Outcomes

At the end of the training the participants will:

- Be able to train CBO members in project management, financing and accounts
- Understand how to manage project interventions such as management factors, participatory management processes and techniques
- Explain how to prepare CAP with the peoples involvement

- Understand how to manage finance accurately so that they can involve CBO literate members in financial management
- Know how to write important books of accounts

3.5.8 Methodology

These sessions will consist of discussion, role-plays, practical exercises, dummy practice, and some important PRA tools (i.e. situation analysis, impact analysis, focus group discussions etc.)

3.5.9 Evaluation

Evaluation of the sessions will include a simple pre and post implementation test of participant knowledge. It will also include course evaluation format through which participants will evaluate the trainers' performance, course content, methods and materials.

3.5 Course: Training for SO Management and Accounting staff

(Training Course on Selective CBO Member Management, Financing and Accounting of Arsenic Mitigation Activities)

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 9.00	Registration Formal Inauguration	To open the training course	Opening Remarks	-	-
10 00	TEA	BREAK			
10 15	Who is who	- To build comfort with the training process. - To create a positive learning environment.	Introduce each other and exchange of seeds	1. Facilitator briefs participants on "self-introductions" using a "seed exchange" exercise	Different seeds
11.00	Course objectives	To know course objectives and key learning points	- Discussion - Q/A	1 Facilitator shows flip chart with the course objectives and explains 2 Participants then comment on the course objectives	Poster on course objectives
11 30	Management and factors of Management	To understand what is Management and 3 important factors (i.e. planning implementation and evaluation) of Management	- Discussion - Role play - Reflection on role play - Synthesizing	1 Facilitator shows flip chart with the course objectives and explains Then s/he 2. Explains 3 important factors of management and how they relate to objectives 3 Arranges Role play on the theme of factors of Management 4 Collects participant reflections on the Role-play. 5. Summarizes the sessions with Q/A	
1-00	LUNCH	BREAK			
2 00	Continuation				
3 30	TEA	BREAK			
3 45	Overview on Participatory Management	To learn how to ensure people's participation in Project Management	- Discussion - Pocket chart - Voting to mark who decides what	1 Facilitator discusses participatory management, its indicators and tools Then s/he: 2. Facilitates how to prepare pocket charts and their uses. 3 Discusses the role of CBO leaders in Participatory Management 4 Summarizes the session.	
5-00	Review the day's discussion	To review the day's major agenda topics, skills and lessons	Q/A	1 Facilitator helps participants review the day's agenda, using their newspaper records for reference	Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-2 9.00	Recapitulation day-1	To help participants recollect the important point of the previous day discussion	Brief report presentation/Q & A	1 DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
9.30	Decision making process of Participatory Management	To define the approach and techniques involved in the participatory decision making process	- Discussion - Poster display - Broken square	1 Facilitator asks the participants to express ideas/opinions about participatory decision making 2. Facilitator shares some posters/pictures/photographs on the decision making process at different levels. Then s/he: 3 Collects participant comments on the posters/pictures/photographs. 4. Invites 4 participants to take part in one game 5 Provides four players with a picture of three common things (e.g. Tree, Tubewell, School, etc), explains the game: Individually, players try to make a complete picture with the picture cutting but they will fail They only succeed when they finally consult each other 6 Facilitator collects ideas and comments on game; summarizes the session.	Poster/Pictures / photograph, Game materials for Broken square
11.30	TEA	BREAK			
11.45	Planning (What & How)	To explain what is planning, factors to be considered to prepare a plan and how to prepare it	- Discussion - Group work - Consolidation	1 Facilitator collects participant ideas on planning through VIPP cards. Then s/he. 2 Discusses different definitions of planning 3. Makes them aware about how to prepare a plan by using 5Ws 1H.	OHP, Transparency on definition of planning & process of planning.
1.00	TEA	BREAK			
2:00	Types of plan	To learn and explain different types of planning and their advantages and disadvantages	- Discussion - Group work - Consolidation	1 Facilitator explains three types of plans (i.e. Top to bottom, bottom up and participatory), then arranges simulation in these three types of plans 2 Participants divide in to 3 groups and take part in the planning simulation exercise 3. The group discusses outcomes of the simulation	OHP, Transparency, Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:45	Community Action Planning for CBO	To understand and explain the process, techniques and tools to prepare a Community Action Plan	- Discussion - Village Mapping - Wealth ranking - Situation analysis - Before and after - Focus group discussion	1. Facilitator gives an overview of Community Action Planning Then s/he 2 Highlights processes, techniques and tools for preparing CAP 3. Describes how to help villagers identify their resources through village mapping 4. Explains how to identify resource distribution patterns in the Community by using resource ranking tools 5 Arranges focus group exercise on how to identify local resources 6 Organizes exercise on how to prepare CAP with community participation 7 Summarizes sessions with Q/A	OHP, Transparency, VIPP cards, Seeds, Brown paper, Marker
5:00	Review the day's discussion	To review the day's major agenda topics, skills and lessons	Q/A	1 Facilitator helps participants review the day's agenda, using their newspaper records for reference	Flip paper, Marker
Day-3 9:00	Recapitulation of day-2	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q & A	1 DMT presents the report in big group 2. Report is finalized with the recommendations of the house	Report
9:30	Practical exercise on how to prepare a CAP	To learn about the processes and techniques to prepare a CAP	- Discussion - Group exercise	1. Facilitator gives an overview on an exercise to prepare a plan for particular project 2. Participants divide in to three groups and each group chose the project for planning 3. Participants prepare a plan.	Matrix
11:00	TEA	BREAK			
11:15	Continuation				
1:00	LUNCH	BREAK			
2:00	Presentation on group plan	To identify mistakes and amend a project plan	Presentation of plan	1 One participant from each group presents the group plan 2 Facilitator invites questions and comments from the participants. 3 Facilitator amends the plan where necessary with group	Prepared plan.
3:30	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:45	Crises of Management	To understand the elements of crisis management	- Discussion - Video film	1 Participants view video, "Unorganized Manager" 2 They provide comments and feed back 3. facilitator summarizes the session with Q/A	Video film on "Unorganized Manager"
5:00	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-4 9:00	Recapitulation of day-3	To help participants recollect the important point of the previous day discussion	Brief report presentation/Q & A	1. DMT presents the report in big group 2 Report is finalize with the recommendation of the house	Report
9 30	Budgeting	To explain how to prepare a budget in simple form	- Discussion - Exercise	1 Facilitator discusses how community people can prepare a budget in very simple form using SARAR tools 2 S/he show s and describes guide lines of budget preparation 3 S/he distributes guide line and format to small groups, has each group prepare a budget	OHP, Transparency, Copy of guideline, Project pictures, dummy notes
11 00	TEA	BREAK			
11.15	Continuation				
1 00	LUNCH	BREAK			
2:00	Presentation of Budget	To identify mistakes and learn how to amend a Project Budget	Presentation of budget	1. One participant from each group presents the budget. 2. Facilitator invites questions and comments from the participants 3. Facilitator helps amend the budget where necessary	Prepared budget.
3:30	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3 45	Review the whole discussion	To recollect the gist of the discussions	- Fishbowl - Q/A	<ol style="list-style-type: none"> 1. Facilitator asks participants to write three important points that they want to discuss 2. S/he set chairs in two circles, 6 in the inner circle and 6 in the outer circle; asks participants to sit where they wish. 3. S/he tells those in inner circles that they are participants, outer circles are consultants. 4. Participants pose three key questions to consultants, who try to answer. Then inner and outer circle participants switch. 	VIPP cards
Day-5 9 00	Recapitulation of day-4	To help participants recollect important point of the previous day's discussion	Brief report presentation/Q & A	<ol style="list-style-type: none"> 1. DMT presents the report in big group 2. Report is finalized with the recommendation of the house 	Report
9:30	Accounts and rules of the Accounts	To understand what is Accounts in a simple form -- and its rules	- Discussion - Q/A	<ol style="list-style-type: none"> 1. Participants offer ideas on Accounts 2. Facilitator discusses with them on what is Accounts Then s/he: 3. Discusses the rules of different accounts systems 4. Summarizes the session 	OHP, Transparency on rules of Accounts
11.00	TEA	BREAK			
11 15	Books of Accounts for Arsenic mitigation program at the community level	To describe what kind of books and papers are most useful for Arsenic Mitigation at community level	- Discussion - Sharing about Books and papers	<ol style="list-style-type: none"> 1. Facilitator asks participants about Books and papers that are useful for Arsenic mitigation program. 2. S/he shows the list of name of books and Registers, lead discussion. 3. Summarizes the session with Q/A. 	OHP, Transparency on list of Books and Registers
1.00	LUNCH	BREAK			
2 00	Practical exercise on J.V cashbook, General ledger and program wise ledgers.	To learn how to write J.V cash book, and maintain general ledger and item wise ledger	- Discussion - Dummy - Practice	<ol style="list-style-type: none"> 1. Facilitator provides brief on dummy practice on different Books and Registers. Then s/he 2. Distributes photocopy of page of the particular books and invite participants to dummy practice. 3. Facilitates practice 4. Helps participants amend mistakes. 	Photo copy of Books and registers
3 30	TEA	BREAK			
3.45	Continuation				

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4:30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-6 9 00	Recapitulation of day-5	To help participants recollect the important points of the previous day discussion	Brief report presentation/Q & A	1. DMT presents the report in big group 2. Report is finalized with the recommendations of the house	Report
9.30	Discussion about fixed cost, running cost and variable cost.	To explain fixed cost, running cost and variable cost	- Discussion - Exercise - Game	1. Facilitator gives overview on fixed, running and variable costs Then s/he 2. Shows some pictures of fixed assets that are essential for a particular entrepreneurship and asks when these will be purchased 3. Collects answers and explains the project's fixed costs 4. Shows pictures of things that might be purchased during implementation and explores them with group 5. Briefly explores running and variable costs 6. Summarizes the session	Pictures on fixed and running cost
11 00	TEA	BREAK			
11 15	Continuation				
1.00	LUNCH	BREAK			
2 00	- Review the last two day's discussion - Closing session	To review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker

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Dhaka, Bangladesh

Volume 2: Training

4. *Training and Orientation for the Implementation Phase*

4.1 Training of SO staff (Technical & Non-technical) on SO Roles & Functions in the Implementation Phase; and, TOT for CBOs: (Community-based Procurement, Workplanning, Construction, Operations, Maintenance and Management of Arsenic Mitigation and Water Supply Options)

4.1.1 Introduction

At the beginning of the implementation phase there will be training and orientation activities for B and C villages where the arsenic problem is critical. SO staff must be clearly oriented about their roles & functions in terms of training CBOs for community based procurement, construction, operations, maintenance and management of arsenic mitigation, water supply options, and hygiene and environmental sanitation.

4.1.2 Participants

20-25 SO technical and non technical staff who will work with CBOs and villagers

4.1.3 Responsibility of the Training

PMU/RPMU will assign selected SA training staff to organize and conduct the training

4.1.4 Duration

Seven days.

4.1.5 Timing

During the implementation phase before starting construction activities.

4.1.6 Objectives

- To understand the roles and functions of the SOs' & CBOs' in the procurement process
- To know different procedures of procurement.
- To develop skills in preparing itemized lists for procurement of materials & equipment.
- To learn about the roles & functions of SOs & SOs engineers to ensure quality control on construction.
- To define responsibilities of CBOs in execution of construction.
- To be skilled in construction workplanning
- To understand various day to day operations and maintenance issues and be able to impart the knowledge and skill to the CBO technicians.
- To know and explain the roles & responsibilities of CBOs in ensuring an effective operations and maintenance system.
- To understand SO & CBOs management roles and the responsibilities.
- To know about the systems of accounting, audit and cash statement and operating bank accounts.
- To learn how to manage monitoring and evaluation activities effectively at the level of SOs and CBOs, and to know the relevant M&E roles at SO, CBO & PMU levels.
- To know how to assess CBO needs and design appropriate training

4.1.7 Outcomes

By the end of the training the trainees will be able to.

- Clearly understand the roles & functions of SOs and CBOs in procurement and related procedures.

- Prepare itemized lists of quantities for procurement involving community participation.
- Clearly define roles and functions of SOs, ensure quality control of construction, and enable SO engineers to understand various specifications of the materials to be used.
- Develop SO engineer skills to effectively supervise various construction works, and understand various checks/precautions.
- Define roles & responsibilities of CBOs in execution of construction work.
- Identify defects in carrying out minor repair.
- Understand CBO responsibility to ensure effective operations and maintenance.
- Identify and understand how to carryout management roles and proper tasks at different levels.
- Know and practice systems of accounting, audit and cash statement for the project and operate bank accounts.
- Manage monitoring and evaluation activities effectively at SO & CBO levels and understand the roles and responsibilities at the CBO, SO and PMU levels.
- Know and be skilled in various training systems.

4.1.8 Methodology

The sessions will employ participatory processes that include group work, discussion, practical exercises, dummy study circle, focus group discussion, practical demonstration of equipment using various PRA & SARAR tools & techniques.

4.1.9 Evaluation

Participants will complete a program evaluation form to assess their newly acquired knowledge and skills

4.1 Course: SO Roles Functions in the Implementation Phase and TOT for Training CBOs for Community Based Procurement, Construction, Operation, Maintenance

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 8.00	Registration	To open the training course	Opening Remarks	-	-
9.00	- Inauguration of Training course - Ice Breaking - Course objectives	- To build participant comfort with the training process - To create a positive learning environment	Self introduction with a performance	Each participant comments on the Arsenic issue before self introductions	Name card, Marker, Flip chart
10:30	TEA	BREAK			
10:45	Hopes and fears exercise	To know and then alleviate participants expectations and doubts	BUZZ group	1 Participants write expectations (i.e. Hopes and fears) on two VIPP cards 2 They discuss results in plenary	Flip Paper, Marker.
12:15	Training Principles	To explain norms and systems of training for better and effective implementation	- discussion - Sharing session - Q/A	1 Facilitator gives ideas on importance of training norms and system to prepare training norms. 2 S/he invites participants' opinion and write on the flip paper 3. S/he adds some any important point(s), which have not come from the participants.	Flip paper, Poster paper, Marker
1.00	LUNCH	BREAK			
2:00	SO Roles of Community Based Procurement	- To understand roles and functions in procurement - To understand systems and procedures that are mandatory for CBO/SOs	- Discussion - Brain storm - Practical exercise by using dummy sheets - Q/A	1. Facilitator gives an overview on Community Based Procurement Then s/he 2. Collects ideas and views on discussion points from the participants and write on the flip paper. 3. Provides necessary inputs for better understanding of the participants on Community Based Procurement 4 Divides participants into three groups; distributes two separate itemized lists of the quantities specified for part-1 and part-2 for practical exercise 6 Moves from group to group to assist 7. Has group leaders present the results; prompts necessary corrections from group 6 Summarizes the session with Q/A	Flip paper, Marker, VIPP card, Dummy sheet

3 30	TEA	BREAK			
3:45	Continuation				
Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4 30	Review the day's discussion	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference
Day-2 9.00	Recapitulation of day-1	To help participants recollect the important points of the day's discussion	Brief report presentation/Q & A	1. DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
:30	Procedure of Procurement (i.e. bill of quantities, the items to be purchased and the costs)	To know and explain about the procedure of different kinds of procurement, roles and responsibilities of SOs	- Discussion - Study circle - Q/A	1. Facilitator discusses the procedure of purchase, bill of quantity and the roles of SOs for procurement 2 Facilitator distributes handouts on the procedures to be followed in respect to procurement 3. Some of the participants attempt to explain the handout 4. Facilitator provides some necessary clarification and summarizes the session with Q/A	OHP, Transparency, Handout
11.00	TEA	BREAK			
11:15	Continuation				
1 00	LUNCH	BREAK			
2 00	Brief on field exercise to the participants	To understand how to prepare two separate itemized lists of the quantities for necessary procurement with participation of CBO members	- Discussion - Q/A	1. Facilitator discusses the field assignment, invites participant questions, leads exploratory discussion around possible answers, and distributes necessary materials for the field exercise	Dummy of lists
3.30	TEA	BREAK			

4.30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
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Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-3 9 00	Recapitulation of day-2	To help participants recollect the important points of the previous day's discussion	Brief report presentation	1 DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
9 30	Field exercise on community based procurement list preparation	To learn how to prepare itemized lists of quantities with the active participation of the community	Some effective PRA tools : - Focus group discussion - Situation analysis - Need analysis - Resource ranking	1. In field, participants invite community people to sit together for focus group discussion They then 2. Ask people what type of materials is most useful for arsenic mitigation and personal hygiene and write it on the roll pad 3 Ask people what type of contributions they are willing to make in cash and in kind, write it on the paper 4. Prepare final lists with the people's input	Roll pad, Ball paper, VIPP card, Marks
11.00	TEA	BREAK			
11:30	Continuation				
1:00	Packet Lunch at the	field			
3 00	Return to Training Center and take tea				
4:00	Preparing report and final dummy list	To learn how to prepare two separate lists for procurement	Group work	1. Facilitator helps small groups prepare two separate procurement lists 2. Groups then prepare a poster for presentation of the lists	Roll pad, Poster paper, Marker
4:30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-4 9.00	Recapitulation of day-3	To help participants recollect the important points of the previous day's discussion	Brief report presentation	1 DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
9 30	Presentation of group report and lists	To share and rectify the lists with the comments and suggestions of the other groups	- Presentation of the report and lists.	1 Facilitator invites group leaders to present group reports, which they do 2. Group finalizes the lists with comments and suggestions	Poster on lists

			- Consolidation		
11:00	TEA	BREAK			
11:15	Continuation				
1:00	LUNCH	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
2 00	SO roles and functions to ensure quality construction at the community level	<ul style="list-style-type: none"> - To explain roles and functions of SOs to ensure quality control of construction - To enable SO engineers to understand the various specifications of the materials to be used in the work. - To enable SO engineers to supervise effectively the construction of various works, and apply various checks/pre-cautions during execution. 	<ul style="list-style-type: none"> - Discussion - Demonstration - Practical exercise - Q/A 	<ol style="list-style-type: none"> 1. Facilitator uses transparencies to give an overview of SO roles and responsibilities during construction phase 2. Participants look at cut outs, pictures and examples of actual material and equipment. They then 3. Explore the detailed specifications of various materials and equipment, with stress on physical checking through field tests 4. Explore detailed specifications for various types of works including checks and pre-cautions to be observed 	Transparency on SO roles and responsibilities <i>Ref. Sourcebook, ch 8&9</i>
3 30	TEA	BREAK			
3 45	Continuation				
5.00	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newspaper records for reference	Flip paper, Marker
Day-5 9 00	Recapitulation of day-4	To help participants recollect the important points of the previous day's discussion	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in big group 2. Report is finalized with the recommendation of the house 	Report
9:30	Roles of CBO to ensure quality construction	To define responsibilities of CBO in execution of construction works	<ul style="list-style-type: none"> - Discussion - Q/A 	<ol style="list-style-type: none"> 1. Facilitator discusses the roles and responsibilities of CBOs for effective and quality construction to mitigate arsenic problems. Then s/he 2. Invites questions for clarification 3. Summarizes the session with the suggestions and 	OHP, Transparency on roles and responsibilities of the CBO

				recommendations	<i>Ref Sourcebook Ch 8&9</i>
11.00	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:15	Operational Issues and Tasks in O&M -technical -commercial -financial -personnel -other	A: Operational Issues and Tasks in O&M - To understand the various functions of the day to day operation and maintenance - Preventive and curative maintenance including fault finding and locating defects - To identify defects and to carry out minor repairs. - To enable to SO staff/Trainers to impart the knowledge and skills acquired to convey to CBO technicians so that they could discharge their functions efficiently	- Discussion - Display/ - demonstration of different equipment/ - materials - Group discussion - Consolidation	1. Facilitator gives an overview on CBO roles and responsibilities during operation and maintenance, and how SOs train and support them during the Implementation Phase on Operational Aspects of O&M 2. Participants examine equipment and materials, learn about assembly and dismantling 3. Participants examine models of the various day to day O & M tasks and activities, discuss common problems, with reference to technical, commercial, financial, personnel and other aspects. 4. Participants divide into three groups, discuss the training techniques and processes for CBOs 5. Facilitator synthesizes group reports with Q/A	OHP, Transpare- ncy, Handouts, Actual equipment models <i>Ref Sourcebook, Ch 8&9</i>
1:00	LUNCH	BREAK			
2:00	How to Organize for Effective Operations and Maintenance	B: Organizational Aspects, - To know and explain the role of CBOs and SOs in organizational aspects of O&M - To understand internal organizational aspects for O&M	- Discussion - Fish bowl - Study circle	1. Facilitator asks participants to write at least one organizational aspect of O&M on the VIPP card. Then s/he 2. Collects all the cards and puts them on the VIPP board. 3. Arranges a fish bowl discussion around internal organizational aspects of effective maintenance and operations systems 4. Distributes handouts from sourcebook and asks the participants to review them point by point and explain 5. In plenary facilitator discusses role and responsibilities	VIPP card, Marker, Handout <i>Ref Sourcebook, Ch 8&9</i>

				of CBOs in detail, summarizes the session with Q/A.	
3:30	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:45	Ensuring Accountability in Operations and Maintenance Systems	<ul style="list-style-type: none"> - To understand approaches and procedures to ensuring accountability in O&M systems - Accountability to external organizations 	<ul style="list-style-type: none"> - Participatory discussion - Group work - Consolidation 	<ol style="list-style-type: none"> 1. Facilitator briefly discusses the role and responsibilities of SOs on management of arsenic mitigation water supply options, invites questions and comments from the participants 2. Facilitator gives an overview on CBO management (what things will be managed and how) 3. Participants divide into 4 groups: two group will discuss and prepare material on SO management, the other two on CBO management of arsenic mitigation water supply options 4. Group leaders present the report to plenary, participants comment, facilitator discusses the two types of management in detail and distributes handouts to participants. 	<p>OHP, Transparency flip Paper, Marker, Handout</p> <p><i>Ref Sourcebook, Ch 8&9</i></p>
5:00	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1 Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-6 9 00	Recapitulation of day-5	To help participants recollect the important points of the previous day's discussion	Brief report presentation	<ol style="list-style-type: none"> 1 DMT presents the report in big group 2 Report is finalized with the recommendation of the house 	Report
9 30	Man power of community (CBO) and SO	<ul style="list-style-type: none"> - To know how many staff will be involved with different levels of intervention and management in the Implementation Phase - To understand the responsibilities of the staffs at different levels 	<ul style="list-style-type: none"> - Focus group discussion - Simulation exercise - Synthesis 	<ol style="list-style-type: none"> 1. Facilitator gives overview about the strength of manpower at CBO and SO levels Then s/he 2. Arranges a simulation exercise wherein participants assume different roles 3. Ask participants to comment on the role play 4. Use transparencies to explain about man power and specific responsibilities 5. Distributes handouts 	<ul style="list-style-type: none"> -OHP, Transparency -Script of simulation exercise
11:00	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:15	Overall Financial Aspects of the Implementation Phase Agreement	- To know about the systems of accounting, audit and cash statement for the project - To understand about the process of operating bank accounts.	- Discussion - Q/A	1 Facilitator discusses project financial issues (i.e. system of accounting, operating book accounts, audit etc), and invites participants to ask questions and comment 2 Facilitator suggests some answers, summarizes the session with Q/A	OHP, Transparency, Flip paper, Marker
1:00	LUNCH	BREAK			
2 00	Monitoring and evaluation	- To learn how to manage monitoring and evaluation activities effectively at the level of SOs and CBOs - To understand monitoring roles of SO, CBO and PMU	- Discussion - Brain storming - Group exercise - Consolidation	1. Facilitator gives an overview about monitoring and evaluation systems of the project 2. S/he asks participants to think about roles of monitoring among SOs, CBOs and the PMU 3. Participants divide into three groups, discuss the role of monitoring at three levels, they then each prepare a poster for visual presentation 4 Group leaders present the group reports and consolidate it with the comments and suggestions of other participants. 5 Facilitator distributes handouts among the participants, then summarizes the session with Q/A	OHP, Transparency, Flip paper, Marker
3 30	TEA	BREAK			
3 45	Continuation				
5:00	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1 Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-7 9 00	Recapitulation of day-6	To help participants recollect the important points of the day's discussion	Brief report presentation	1. DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
9:30	Training activities of the Implementation Phase	<ul style="list-style-type: none"> - To know about different types of training of CBO members - To understand the objectives, methodologies and expected outcomes of the training courses 	<ul style="list-style-type: none"> - Open discussion - Group discussion - Consolidation 	<ol style="list-style-type: none"> 1 Participants consider different types of training at the CBO level, write their ideas on poster paper 2 Facilitator shows different training courses through transparencies 3 Participants divide into three groups; each discusses training objectives, methodologies and outcomes and prepares group report on poster paper for presentation 4 Groups present reports and consolidate them with the comments, suggestions of other participants 5 Model training designs are given as handouts 5. Facilitator shows a transparency on training objectives, methodologies and outcomes; then summarizes the session. 	<p>OHP, Transparency, Poster paper, Marker</p> <p>Handouts on CBO training modules</p>
11:00	TEA	BREAK			
11:15	Review the whole course	To recollect the gist of the discussions	<ul style="list-style-type: none"> - Fishbowl - Q/A 	<ol style="list-style-type: none"> 1 Facilitator asks participants to write three important points that they want to discuss. 2. S/he set chairs in two circles, 6 in the inner circle and 6 in the outer circle; asks participants to sit where they wish 3 S/he tells those in the inner circle that they are participants, outer circle that they are consultants 4. Participants pose three key questions to consultants, who try to answer. Then inner and outer circle participants switch 	Flip paper & Marker
1:00	LUNCH	BREAK			
2:00	Evaluation of the training	To assess the knowledge level of the participants and obtain feed back on the overall training	Questionnaire and course evaluations	<ol style="list-style-type: none"> 1. Facilitator distributes questionnaire and course evaluation sheets 2. Participants complete forms and submit 	Question, Evaluation sheet
3:00	Closing the training	To pack up the training course	<ul style="list-style-type: none"> - Reflection of the participants - Closing remarks. 		

Bangladesh Arsenic Mitigation
Water Supply Project (BAMWSP)
Dhaka, Bangladesh

Volume 2: Training

4.2 Training of SO Staff for Building Community Capacity in Health Aspects of Arsenic Mitigation, Hygiene and Environmental Sanitation

4.2.1 Introduction

Under the BAMSWP project the selected SOs technical and non-technical staff are to provide training and orientation the CBOs on various aspects of an Arsenic Mitigation and Water Supply. This course is designed to provide trainees will detail and clarity on issues of health, arsenic related illnesses, referrals, and palliative treatment, hygiene, with a focus on use of safe, arsenic-free water, and environmental sanitation, including causes of ill health (e.g., water-borne diseases) and possible solutions. It also orients trainees to various methods to deal with common problems such as malnutrition as they relate to arsenic. After completing this course, SO trainees will in turn work with CBOs and villagers on the very same issues.

4.2.2 Participants

20-25 SO technical & non technical staff who will work with CBOs and villagers, especially Software Supervisors, Diploma Engineers and Community Workers

4.2.3 Responsibility for the Training

SA trainers selected by PMU/RPMU staff

4.2.4 Duration

Six days

4.2.5 Timing

During the implementation phase, soon after the end of planning phase activities

4.2.6 Objectives

- Orient SO Staff in the Health, Arsenic, Water, Hygiene, and Sanitation related problems
- Strengthen skills to promote health, safe (arsenic-free) water usage, hygiene/maintenance, and nutrition awareness and education with the villagers and CBOs
- Improve/reinforce knowledge and understanding of key personal, domestic and environmental hygiene and sanitation problems, their causes and possible solutions.
- Develop skills to promote changes in hygiene, especially water usage & sanitary behavior in the villages through use of participatory educational approaches and techniques
- Develop skills to diagnose, refer, and provide palliative treatments to people with arsenic related illnesses.

4.2.7 Outcomes

By the end of the training the participants will be able to

- Understand their respective roles
- Understand what hygiene education is and its importance to promoting good health
- Identify health problems in the community; know how to help villagers explore their health problems using various participatory tools/exercises.
- Utilize effective communication skills
- Provide practical demonstrations on improving nutrition and diet in relation to arsenic.

4.2.8 Methodology

The sessions will combine participatory processes, including group work, discussions, story telling, various games, demonstrations, and field visits using PRA and SARAR methods.

4.2.9 Evaluation

Participants will complete a program evaluation form to assess their newly acquired knowledge and skills.

4.2. Course: Building Capacity in Health, with a Focus on Use of Arsenic-Free Safe Water, Hygiene, and Environmental Sanitation

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 : 9:00	Registration Inauguration of Training course	Formally opening the training course	Opening Remarks	-	-
9:45	TEA	BREAK			
10:00	Ice Breaking	- To build comfort with the training process. - To create a positive learning environment.	Introduce each other and exchange of seeds	1. Facilitator briefs participants on "self-introductions" using a "seed exchange" exercise	Name card, Marker, Flip chart
11.00	Hopes and fears exercise	To know and then alleviate participants expectations and doubts	BUZZ group work	1. Participants form 8 BUZZ groups 2. Participants of each BUZZ group write expectations (i.e. hopes and Fears) on two VIPP cards 3. Facilitator discusses participants' expectations and synthesizes	Flip paper, Marker
11:45	Hygiene : - Meaning - Definition - Importance	To understand what is hygiene and its importance for good health	- Discussion - Group Work - Consolidation	1. Facilitator gives an overview on hygiene (i.e. meaning and definition) 2. Participants divide into four groups; each group defines good hygiene 3. Group leaders present findings; facilitator helps synthesize	OHP, Handouts, Transparen cy, Flip paper, Marker.
1:00	LUNCH	BREAK			
2:00	Importance of cleanliness to maintain hygiene	To understand and describe the importance of cleanliness	- Focus group discussion -Video presentation	1. Facilitator invite participants to sit on the mat in a circle Then s/he: 2 Start discussion on cleanliness and asks participants why good health is necessary 3. Writes participant ideas on VIPP card and puts on the Brown paper. 4. Does priority ranking with participants. 5. Shows video "Moan," collects comments and suggestions on the movie 6. Summarizes the sessions and shows transparencies on a) Importance of cleanliness b) Media/Agents transmission of fecal diseases c) Concerning seven "F" s 1. Flies, 2. Fingers, 3. Feces, 4. Foods, 5.Fluids (Water), 6.	VIPP card, TV, VCP

				Fruits/Vegetables.	
3:30	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:45	Continuation				
4:30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator has participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-2 9:00	Recapitulation of day-1	To help participants track their learning experiences	Brief report presentation	1 DMT presents the report in the big group 2. Report is finalized with the recommendation of the house	Report

9:30	Personal, Domestic and Environmental Hygiene	<ul style="list-style-type: none"> - To explain what is hygiene - To understand importance of personal hygiene - To explain domestic hygiene - To promote understanding of environmental hygiene especially as it relates to water. - To motivate community on the path/ways of improving personal, domestic and environmental hygiene 	<ul style="list-style-type: none"> - Participatory discussion - Group work - Story telling in the group - Consolidation 	<ol style="list-style-type: none"> 1. Ask the participants what is meant by personal hygiene use their responses to develop a definition for personal hygiene 2. Divide the participants in to three groups and instruct them to discuss the following : <ul style="list-style-type: none"> <u>Group-I</u> - Why it is important to wash hands - When is it important to wash hands - How hands should be washed - What should be used for hand washing <u>Group-II</u> - Why it is important to wash clothes - When it is important - How clothes should be washed - Obstacles to clothes washing and possible solutions <u>Group-III</u> - Why it is important to take bath - When is it important to take bath - How one should take bath - Obstacles to bathing and possible solutions <ul style="list-style-type: none"> • Facilitate group work and encourage participants to identify more points. • Ask each group to present their inputs and ask other participants to add up any additional points they may have. • Synthesis the group findings • Discuss methods for teaching community members about proper personal hygiene. • Divide participants in to pairs and ask them to prepare short story on environmental hygiene for next session. Ask them to consider also what questions they might use to promote discussion after telling the story. (see endnote #1) 	<p>Flip paper, Marker, Poster on group-I tasks, Poster on Group-II tasks, Poster on Group-III tasks Sample story</p>
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Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:00	TEA	BREAK			
11:45	Continuation				
1:00	LUNCH	BREAK			
2:00	Continuation			<ul style="list-style-type: none"> • Ask each group to present their story • Discuss the stories presented using the following questions • What is the story about • What did you learn from the story • Was the story clear, simple realistic etc. • What questions could be asked after telling the story to promote discussion and learning • Ask participants what is environmental hygiene • Collect ideas on factors of environmental hygiene • Show the list of domestic and environmental hygiene 	Transparen cy on list of the domestic and environme ntal hygiene
3:30	TEA	BREAK			
3:45	Water borne disease and Arsenic-Related Illnesses	To understand what kind of diseases attack human body through water	- Discussion - Focus group discussion	<ol style="list-style-type: none"> 1. Facilitator: collects participants ideas on different diseases which are spread by the water 2. Writes participants' ideas and make a short list 3. Discusses some important diseases like dysentery, diarrhea, arsenic related illnesses, etc. 4. Facilitator Summarizes the session 	Flip paper, Marker, OHP, Transparen -cy <i>Sourcebook Chapter 3</i>
4:30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator has participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-3 9:00	Recapitulation of day-2	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in the big group 2. Report is finalized with the recommendation of the house 	Report
9:30	Water Usage and Arsenic	To explain about sources of safe, arsenic free water, water usage, and issues related to management of arsenic-affected water and wastes.	- Discussion - Focus - Group discussion - Group work Consolidation	<ol style="list-style-type: none"> 1. Facilitator discusses arsenic affected water, uses of safe arsenic free water and unsafe water, disposal of unsafe water and wastes, storage and maintenance of water, household treatment of water 2. Participants divide into four groups, discuss the above issues and prepare a poster for presentation 3. Groups present; facilitator helps them synthesize findings. 	Handout, Flip paper, Marker
11:00	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:45	Continuation				
1:00	LUNCH	BREAK			
2:00	Identification and Handling Arsenic Illnesses in the Village	<ul style="list-style-type: none"> - To understand how to diagnose and help villagers to diagnose arsenic related illnesses. - To understand when and how to make referrals for affected people - To understand how to provide palliative treatments 	<ul style="list-style-type: none"> - Discussion - Group discussion - Memory game 6 sets - Presentation memory game 	<ol style="list-style-type: none"> 1. Facilitator introduces participatory concentration matching cards on arsenic-related illnesses 2. This is followed by groupwork to discuss the diagnostic process, referrals process, and palliative treatments 	Concentration Game, Sourcebook, Ch. 3
3>30	TEA	BREAK			
3:45	Continuation				
4:30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator has participants review the day's agenda, using their newspaper records for reference	Flip paper, Marker
Day-4 9:00	Recapitulation of day-3	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in the big group 2. Report is finalized with the recommendation of the house 	Report
9:30	Nutrition and Diet in relation to Arsenic-affected persons	<ul style="list-style-type: none"> - To understand what is nutrition and malnutrition - To know the cause of malnutrition and high risk group of malnutrition - To identify malnourished children - To understand nutrition and good diet in relation to vulnerability to arsenic. - Diet in relation to Arsenic-affected patients. 	<ul style="list-style-type: none"> - Discussion - Group discussion - demonstration - Practical demonstration 	<ol style="list-style-type: none"> 1. Participants divide into 4-6 groups (if possible by geographical location), each considers key questions (such as how many have seen malnourished children, what are possible causes of malnutrition, people with arsenicosis and relation to bad nutrition, etc.). 2. Each group then considers solutions (such as locally available nutritious foods) 3. Each group prepares a poster of findings and presents to the plenary 4. Facilitator supplements plenary discussion with additional info on causes of malnutrition, means of prevention and treatment. 	OHP, Transparency on questions, flip paper, Marker, Handout

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:00	TEA	BREAK			
11:45	Continuation				
1:00	LUNCH	BREAK			
2:00	Use of waste water in kitchen gardening	<ul style="list-style-type: none"> - To know the importance of using waste water - To understand the importance of periodic kitchen gardening - To practice using waste water in kitchen gardening - To explain options for growing vegetables year-round. - To make proper arrangement for drainage systems for kitchen gardening. 	<ul style="list-style-type: none"> - Brain storming - Focus group discussion - Group discussion - Consolidation 	<ol style="list-style-type: none"> 1. Facilitator gives an overview on waste water and how waste water can be use in kitchen gardening 2. Participants divide into 4 groups, consider what kinds of vegetables can be grown at what times of the year; present findings to plenary 3. Facilitator supplements plenary discussion with additional facts, then summarizes the session 	VIPP card, Flip paper, Marker, Poster.
4:30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator has participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-5 9:00	Recapitulation of day-4	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in the big group 2. Report is finalized with the recommendation of the house 	Report
9.30	Diarrhea, causes and effects of Diarrhea	To explain causes and effects of Diarrhea	<ul style="list-style-type: none"> - Brain storming - Group discussion - Synthesis 	<ol style="list-style-type: none"> 1. Facilitator asks participants to think one minute about the causes and effects of Diarrhea. 2. Participants divide into four groups and discuss, prepare posters for plenary reporting, report in plenary 1. Facilitator provides additional facts and summarizes the session 	VIPP card, Handouts, Flip charts, Poster paper, Marker.

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11:00	TEA	BREAK			
11:45	Symptoms, prevention and treatment	<ul style="list-style-type: none"> - To understand what kinds of symptoms to consider to identify Diarrhea. - To explain how we prevent diarrheal diseases with low cost. - To know the types of treatment required for Diarrhea patients 	<ul style="list-style-type: none"> - Focus group discussion - Group work - Consolidation - Practical demonstration and exercise 	<ol style="list-style-type: none"> 1. Facilitator asks participants what kind of symptoms they consider to identify Diarrhea; writes their ideas on poster paper 2. In fish bowl, participants discuss means of prevention and treatment of diarrheal disease. 3. Participants divide into three groups (one for symptoms, one for prevention, one for treatment) 4. Each group leader presents group findings; facilitator consolidates the reports, adds information 	Poster paper, Marker, Handout.
1:00	LUNCH	BREAK			
2:00	Continuation				
3:30	TEA	BREAK			
3:45	Importance of Sanitary latrine for primary health care	<ul style="list-style-type: none"> - To explain the importance of sanitary latrine for good health. - To understand why it is necessary to use sanitary latrines for personal hygiene - To explain positive sides of sanitary latrine to preserve environmental conditions in the area 	<ul style="list-style-type: none"> - Discussion - Focus group discussion - Mobility map - Venn diagram 	<ol style="list-style-type: none"> 1. Facilitator starts focus group discussion on why sanitary latrines are necessary for primary health care. Participants then: <ol style="list-style-type: none"> 2. Write cards and set them on the brown paper 3. Draw a mobility map for identification of latrines as they exist in the community and their uses. 4. Explain positive sides and try to identify what types of latrines are useful through Venn diagram tools 5. Discuss how open latrines pollute environment, and the resulting impact on health. 	Flip paper, VIPP card, Chapati picture, Brown paper, Poster, Handout, Flip charts
3:30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	<ol style="list-style-type: none"> 1. Facilitator has participants review the day's agenda, using their newsprint records for reference 	Flip paper, Marker
Day-6 9:00	Recapitulation of day-5	To help participants track their learning experiences	Brief report presentation	<ol style="list-style-type: none"> 1. DMT presents the report in the big group 2. Report is finalized with the recommendation of the house 	Report

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
9:30	Introduce different types of low cost sanitary latrines and technique of using those	<ul style="list-style-type: none"> - To learn and explain how many types of low cost sanitary latrines are effective and helpful for community people. - To understand different techniques for effective uses of latrines 	<ul style="list-style-type: none"> - Discussion - BUZZ group discussion - Practical demonstration 	<ol style="list-style-type: none"> 1. Facilitator give overview about different types of sanitary latrines 2. Participants divide into 8 BUZZ groups and discuss what types of latrines are most useful for community people. 3. Facilitator collects cards and put them on the VIPP board and discuss 4. S/he then arranges a field visit to see the different types of latrines. Participants visit a latrine production center and participate/ observe practical demonstration. 5. Participants exchange ideas and experiences with the engineer/technician about different types of latrines and their uses. 6. After the visit, participants prepare a brief report for presentation. 	VIPP card, OHP, Handout Transparency
11:00	TEA	BREAK			
11:15	Continuation				
1:00	LUNCH	BREAK			
2.00	Why to develop low cost latrine facilities and mobilizing local resources in the community	<ul style="list-style-type: none"> - To learn what kind of local resources are most useful to developing sound sanitation systems. - To understand how to mobilize local resources 	<ul style="list-style-type: none"> - Participatory discussion - Focus group discussion - Resource ranking 	<ol style="list-style-type: none"> 1. Facilitator will discuss the issue of mobilizing local resources for sanitation 2. Participants add their ideas; they also use resource ranking tools to identify different resources and to propose a process of local mobilization 3. Facilitator summarizes the session with the suggestions of participants 	OHP, Handout Transparency, VIPP card, Poster paper, Marker.
3.45	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4:00	Review the whole course	To review the most important points of previous discussions	Fish bowl	<ol style="list-style-type: none"> 1. Facilitator makes two circles with the participants 2. Participants of inner circle are the participants, and participants of the outer circle are consultant 3. Participants of inner circle pose at least two questions to the consultant; consultant tries to answer; then chair will be changed. 4. The facilitator synthesizes the question & answers in brief. 	Flip paper & Marker
5:00	Closing the training	To pack up the training course	<ul style="list-style-type: none"> - reflection of the participants - Closing remarks 		

End Note # 1:**Sample Story:**

In the neighboring village of Shundorbari, there was a “ghost” well. It was near the woods and people did not like to use the water because it made them sick. They believed that this was the work of the ghost. One day Farid and Kalpana were very thirsty while walking near the woods so they drank some of the well water. After a few hours they began to have stomachache and diarrhea and vomiting. Their parents scolded them for using the ghost well. A neighbor community health worker stopped by their house on his way home. He knew a lot about sanitation and treatment of diarrhea and vomiting. He told the girls’ parents to give children ORS and that their diarrhea and vomiting had nothing to do with ghosts, just dirty water. When the girls recovered, they went to visit their neighbor asking him how they could avoid this illness again. He suggested t hat they start a campaign for cleaning the well. This is what they did. Once the well was clean people were able to drink the water without becoming sick. Every one was very happy.

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Dhaka, Bangladesh**

Volume 2: Training

5. *Supplemental Training Modules on Water Supply Technologies (During Construction Training)*

Note:

These Modules will be combined as needed for a single two week training programme in a given area to support Soss and CBOs about to engage in construction.

5.1 Training of Rain Water Harvesting Technology

5.1.1 Introduction

Rainwater collection is a common household practice. UNICEF/DPHE introduced rainwater collection in some parts of the country where both surface and ground water are scarce, especially during the dry season.

Rainwater is quite safe for drinking. In some parts of the country people cannot drink underground water and surface water. For this reason people of these areas sometimes collect and use rainwater, but generally this would be a new technology for Bangladesh. Rainwater harvesting is the focus of this course.

5.1.2 Participants

About 15-20 Junior Engineers of SOs and community technicians

5.1.3 Responsibility for the Training

PMU and Engineering SA

5.1.4 Duration

Three days.

5.1.5 Timing

Just before beginning stage of implementation phase.

5.1.6 Objectives of the Training

- To learn about the tradition of collecting rain water as drinking water and for other purposes in other parts of the world- different systems, advantages, limitations
- To understand about collection sources and collection rate of rain water in the Bangladesh
- Rainwater quality and preservation method
- Calculation of rainwater storage, volume and catchment area
- Construction issues: practical problems in construction
- To understand the period/season of using rainwater.
- O&M of Rainwater harvesting

5.1.7 Expected Outcomes

At the end of the training the participants will be able to:

- Explain use of rainwater as an alternative source of safe water.
- Demonstrate improved skills for construction of rainwater harvesting systems
- Understand and describe collection sources and collection rates of rainwater in different period/seasons in Bangladesh.
- Enhance analytical knowledge and skills on water collection processes and techniques by using different types of Jars.
- Explain about the cost of different jars and their maintenance.

5.1.8 Methodology

The session will combine participatory processes in presentation, focus group discussion, BUZZ group, small group works, demonstrations and some energizers.

5.1.9 Evaluation

Participant will put tick (☐) marks in the columns of moderate, good and excellent which are displayed with 3 pictures on the columns.

5.1 Training of Rain Water Harvesting Technology

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 8:00	Registration	To open the training course	Opening Remarks	-	-
9:00	- Inauguration - Who is who	- To build participant comfort with the training process - To create a positive learning environment	Self introduction with a performance	Each participant comments on the Arsenic issue before self introductions	Name card, Marker, Flip chart
10:00	TEA	BREAK			
10:15	Course objectives	To know why this course is organized and what are the learning points	- Discussion - Q/A	1. Facilitator will show flip chart with the objectives and explain 2. Collect participants comments on the course objectives	Poster, Transparency on course objectives
11:00	Hopes and fears exercise	To know and then alleviate participants expectations and doubts	BUZZ group	1. Participants write expectations (i.e. Hopes and fears) on two VIPP cards 2. They discuss results in plenary	VIPP Card, Marker, VIPP Board Pin
11:45	Tradition of using Rain water in Bangladesh	To describe the history of using rain water for drinking purpose and household works	- Focus group discussion - Sharing experience - Study circle - Q/A	1. Facilitation discusses the history of using rainwater in different purposes including drinking purpose. Then: 2. Discusses present condition of rainwater harvesting in different parts of Bangladesh 3. Distributes handout among the participants and asks them to read and explain. 4. Gives more clarification where and when necessary. 5. Summarizes the session with Q/A	OHP, Transparency, Handout.
1:00	LUNCH	BREAK			
2:00	Collection sources, and rate of rain water	To understand about source and rate of rainwater in Bangladesh.	- Brain storming - Photo presentation - Study circle handouts - Consolidation	1. Facilitator asks the participants to think about the source of rain water and rate of annual rainfall Then 2. Distributes 2 pieces of VIPP cards to every participant, who must write one source on one card. 3. Collect cards and discuss one by one 4. Discuss and provide actual information on rain water harvesting 5. Distribute handouts among the participants and read para by para and analyze. 6. Summarizing the session with Q/A.	VIPP card, Marker, Photograph of source, Flip paper <i>Ref Sourcebook, Chapter 5 for handouts</i>
3:30	TEA	BREAK			

3 45	Continuation				
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Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4 30	Review the day's discussion	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	Flip paper, Marker
Day-2 9.00	Recapitulation of day-1	To help participants recollect the important points of the day's discussion	Brief report presentation/Q & A	1 DMT presents the report in big group 2. Report is finalized with the recommendation of the house	Report
9 30	Collection and period of using rain water	To understand period/effective time of rainwater collection and use.	- Discussion - Group work - Consolidation	1 Facilitator gives overview of effective time/period of rainwater collection and uses 2 Participants divide into four groups, discuss the collection and period of using rainwater. 3 Prepare a group report for presentation 4. Group leaders present the reports, try to answer various questions from the other groups. 5. Consolidate group report with Q/A.	OHP, transparency, Flip paper, Marker.
11:00	TEA	BREAK			
11:15	Continuation				
1:00	LUNCH	BREAK			
2:00	Introduction to rain water collection pipe	To know about water collection pipes and their fitting techniques	- Discussion - Practical demonstration	1. Facilitator discusses pipes for collection of rainwater. Then 2 Invites participants to see the various types of pipe, their importance and techniques of fitting through practical demonstration. 3 S/he entertains questions for clarification 4 S/he summarizes the session with Q/A	Poster paper, marker, Different types of pipes
3:30	TEA	BREAK			
3:45	Continuation				
4:30	Review the day's discussion	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-3 9.00	Recapitulation of day-2	To help participants recollect the important points of the day's discussion	Brief report presentation/Q & A	1 DMT presents the report in big group 2. Report is finalized with the recommendation of the house	Report
9:30	Preparation of field visit	To know what to do and how to do it during field visit	- Discussion - Q/A	1. Facilitator discusses the tasks of field visit 2 Invites questions from the participants re field visit	Flip paper, Marker
10.00	Field visit	To understand the size, design and functions of pipes	- Practical demonstration - Q/A	1. Participants see rain water-harvesting systems practically and explore the functions of different size of pipes. 2 Resource persons try to answer participants' questions. 3 Participants meet with owners of the houses 4. Return to training center.	Roll pad, Ball pen
2:00	Water collection	To know about different types of jar and their costs and source of availability	- Discussion - Demonstration - Focus group discussion - Q/A	1. Facilitator briefly discusses jars of different sizes and models. Then: 2. Invites participant questions 3 Discusses the cost of jar and its source of availability 4 Shows different types of jars practically and explain their cost and source of availability one by one 5 Invites participants comments, questions and suggestions 6 Summarizes the sessions with Q/A	OHP, Transparency, Handout, Model of different types of jar.
3.00	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:15	Maintenance of Water Collection Containers	To be able to maintain water collection containers	Practical Demo	<ol style="list-style-type: none"> 1. Facilitator demonstrates cleaning of different types of containers 2. Feedback and Q&A 	<ol style="list-style-type: none"> 1. Containers, 2. Cleaning Materials 3. Tools
4 30	Review the whole course	To recollect the gist of the discussions	<ul style="list-style-type: none"> - Fishbowl - Q/A 	<ol style="list-style-type: none"> 1. Facilitator asks participants to write three important points that they want to discuss 2. S/he set chairs in two circles, 6 in the inner circle and 6 in the outer circle; asks participants to sit where they wish. 3. S/he tells those in the inner circle that they are participants; outer circle are consultants. 4. Participants pose three key questions to consultants, who try to answer. Then inner and outer circle participants switch 	Flip paper & Marker
5.00	Closing the training	To pack up the training course	<ul style="list-style-type: none"> - reflection of the participants - Closing remarks - 		

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Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:30	TEA	BREAK			
3:45	Continuation				
4:30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1. Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker
Day-5 9 00	Recapitulation of day-4	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q & A	1. DMT presents the report in a big group 2 Report is finalized with the recommendation of the house	Report
9 30	Review the whole course	To revisit and reinforce the course's most important points, for stronger final understanding of content and outstanding questions	Fish bowl	1 Facilitator makes two circles with the participants 2 Participants of inner circle are the participants and participants of the outer circle are the "consultants" 3 Participants of inner circle ask at least two questions to the consultants and consultants try to give answers; then they change chairs (i e they reverse roles): consultants assume role of participants, participants become consultants and field questions in the same way 4 The facilitator synthesizes, allows for question & answers, possibly with resource person help	Flip paper & Marker
11 00	TEA	BREAK			
11:15	Continuation				
1 00	LUNCH	BREAK			
2:00	Closing the training	To pack up the training course	- reflection of the participants - Closing remarks		

5.2 Training on Construction of Shallow Tubewell + HP

5.2.1 Introduction

This is a simple introduction to a technological option to be employed for supplying arsenic-free safe water. Shallow tubewells can be installed in areas where the underground water has no arsenic contamination, or where arsenic levels are within acceptable limits. As such training will be required in those A-type villages, which will be identified by communities & CBOs with assistance of SO technical staff. CBO level community technicians will undergo this construction training, which focuses on proper construction, maintenance and management at the community level.

5.2.1 Participants

About 15-20 CBO level community technicians per batch.

5.2.3 Responsibility of the Training

The SO's Community Development and Technical staff, supported by SA or PMU or DPHE/LGED trainers as resource person(s)

5.2.4 Duration

Five days.

5.2.5 Timing

Just before starting implementation phase, after sub projects are approved and agreements signed with SOs.

5.2.6 Objectives of the training on construction of shallow tubewells

- To inform participants about the meaning of arsenic-free safe water and possible sources of arsenic-free safe water.
- To inform participants about water borne diseases, their causes and preventive measures.
- To inform participants about accurate water layers for providing arsenic-free safe water, and how to identify accurate water layers.
- To impart knowledge and skills on the methods of tubewell sinking, related problems and alternatives.
- To inform participants about the general problems of shallow tubewells in the context of the Arsenic issue.
- To help trainees understand different means of problem analysis regarding different parts of a shallow tubewell.
- To make participants knowledgeable about the importance of platforms, various platform models, their measurement and construction techniques.
- To inform participants about proper use of tubewells and their maintenance.

5.2.7 Expected Outcomes

- Participants will have adequate knowledge of the meaning of arsenic-free safe water and various sources of arsenic-free safe water.
- Participants will be aware of various water borne diseases, their causes and preventive measures

- They will be informed and knowledgeable about the safe ground water layers for shallow tubewells.
- They will know about the sinking of tubewells and related problems especially in view of arsenic contamination.
- They will also know the various parts of a tubewell and their functions, the importance of constructing platforms, their measurement and construction techniques.
- They will be informed of various types and sizes of tubewell platforms and their comparative merits.
- Trainees will know the proper use and maintenance of the tubewells.

5.2.8 Methodology

Group discussions, BUZZ groups, video presentations, focus group discussions, sharing sessions and practical demonstrations.

5.2.9 Evaluation

Simple pre-test and post-test using prescribed evaluation sheets and through participatory discussions.

5.2 Course: Training on Construction of Shallow Tubewell +HP

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 8:00	Registration	To open the training course	Opening Remarks	-	-
9.00	- Inauguration - Who is who - Course objectives	- To build comfort with the training process. - To create a positive learning environment - To explain the course objectives	- Self introduction - Discussion - Q & A	1. Each participant says something on Arsenic issue before self introductions 2. Facilitator shows the flip chart on course objective and explain, then: 3. Collects participants ideas and views on the course objectives	Name card, Marker, Flip chart
10:30	TEA	BREAK			
10.45	Hopes and fears exercise	To know and then alleviate participants expectations and doubts	BUZZ group	1 Participants divide in the 8 BUZZ groups 2 Write expectations (i.e. hopes and fears) on two VIPP cards. 3. Discuss and serialize the cards of participants expectations with Q/A	VIPP Card, Marker, VIPP Board Pin
11.30	Arsenic-free safe water and sources of arsenic-free safe water	To explain what is meant by arsenic-free safe water and its different possible sources	- Discussion - Brain storming - Focus group discussion - Matrix scoring	Process: 1 Ask participants to think for one minute about what is arsenic-free safe water. 2. Invite participants to come to a circle 3. Ask the participants to express ideas and views about arsenic-free safe water; facilitator writes those on the flip paper 4 Ask participants to tell about sources of arsenic-free safe water, write participants opinion in the VIPP cards and put them on the brown paper 5 Participants identify the more effective sources of arsenic-free safe water through matrix scoring 6. Summarize the session	VIPP card, Marker, Brown paper, Flip paper
1 00	LUNCH	BREAK			
2 00	Water borne diseases and their prevention	To know about different water borne diseases, their causes and preventive measures	- Discussion - Group discussion - Consolidation	1. Facilitator gives an overview about different water borne diseases, their causes and preventive measures 2. Participants divide into 4 groups and each group discusses different water borne diseases, their causes and necessary preventive measures 3. Group leaders present reports; facilitator invites other participants to comment and suggest	OHP, Transparency, Poster paper, Marker

				4. Summarize the session with questions and answers	
3:30	TEA	BREAK			
3:45	Continuation				
4:30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1. Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-2 9:00	Recapitulation of day-1	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q&A	1. DMT presents the report in a big group 2. Report is finalized with the recommendation of the house	Report
9:30	Water layer for arsenic-free safe water	To explain accurate water layers for arsenic-free safe water	- Discussion - BUZZ group - Synthesis	1. Facilitator gives overview on accurate water layers for supply of arsenic-free safe water 2. Participants divide into 8 BUZZ groups 3. Each BUZZ group discusses water layer for arsenic-free safe water and write on the VIPP cards 4. Facilitator collects VIPP cards and display on the VIPP boards. 5. Facilitator adds more points with participants reflection	OHP, Transparency, VIPP cards, Marker
11:00	TEA	BREAK			
11:15	Ways and means to identify the accurate water layer	To explain about ways and means of identification of accurate water layers	- Brain storm - Focus group discussion - Group work - Synthesis	1. Facilitator asks participants to think at least one minute about ways and processes for identification of accurate water layer. Then 2. Asks participants to sit in a circle; facilitator sits in front of the participants with VIPP cards and marker. 3. Asks participants to share ideas and views about ways and various processes; facilitator writes them on the poster paper 4. Participants divide into 4 groups and discuss ways and processes to identify accurate water layer 5. Select group leader for presentation 6. Group leaders present the group report, facilitator consolidates group reports with Q/A	Poster paper, Marker, VIPP card, Flip paper, Poster picture on water layers
1:00	LUNCH	BREAK			
2:00	Methods and processes of tubewell sinking, including site selection	To know about the process and methods of tubewell sinking, and to understand procedures for site selection	- Discussion - Sharing session - Video presentation	1. Facilitator gives an overview on methods and process of tubewell sinking, then: 2. Asks participants to share ideas and experiences on different methods and <u>processes of sinking of tubewell</u>	OHP, Transparency, Video, poster, marker

			- Practical demonstration	3. Shows video on processes of tubewell sinking and invites comments/reflection on video presentation 4. Summarizes the session with Q/A	
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Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3 30	TEA	BREAK			
3 45	Problems in sinking and their solutions	To learn about the problems of sinking and alternative solutions	- Discussion - Experience sharing - Group work - Consolidation	1. Facilitator discusses different processes of tubewell sinking. Then. 2. Collects ideas on possible solutions from the participants 3. Participants divide into 4 groups and discuss problems and possible solutions on sinking tubewells 4. Facilitator helps participants to finalize their lists of problems and alternative solutions 5. Group leaders present reports one by one 6. Facilitator consolidates group reports with feed back of the participants and additional resource person points.	
4 30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1. Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker
Day-3 9 00	Recapitulation of day-2	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q & A	1. DMT presents the report in a big group 2. Report is finalized with the recommendation of the house	Report
9:30	General problems of shallow tubewell in the context of Arsenic	To know and explain about existing problems of shallow tubewell in terms of arsenic issue	- Focus group discussion - Situation analysis - Matrix scoring	1. Facilitator invites participant to come to circle, sit, and sharing past experiences re shallow tubewells, facilitator writes key points on the VIPP cards and puts them on the Brown paper 3. Facilitator asks participants to analyze the existing problems of very shallow tubewells by using PRA tools (situation analysis) 4. Facilitator prioritizes the problems with the participants by using matrix scoring tool, then 5. Summarizes the session with Q/A.	VIPP cards, brown paper, Marker, Poster paper, Hand out, Matrix scoring tool
11:30	TEA	BREAK			

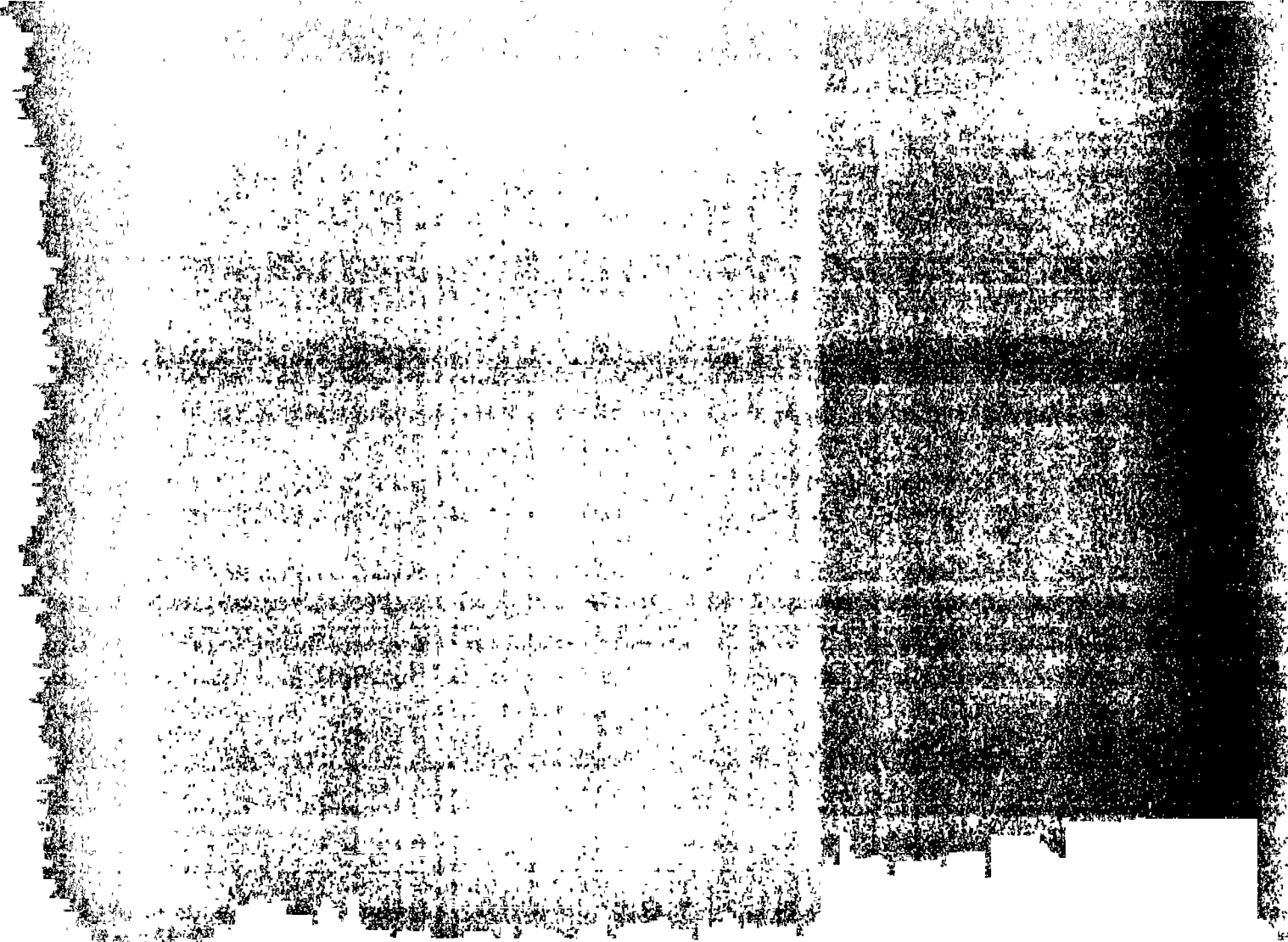
Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11 45	Installation of shallow tubewell	To know and explain how to install shallow tubewell smoothly and effectively	- Discussion - Sharing session - Practical demonstration	1. Facilitator/Resource person will give an overview on tubewell installation. 2 Ask participants to share individual ideas and views on tubewell installation techniques 3. Collect ideas and views of participants and write on the poster paper and discuss 4 Invite participants to attend practical demonstration of shallow tubewell installation. 5 Collect feed back on shallow tubewell installation from the participants and try to give the answers on feed back 6 Summarize the session with Q/A	OHP, Transparency, Poster paper, Marker, Different parts of shallow tubewell including hand pump
1 00	LUNCH	BREAK			
2.00	Continuation				
3:30	TEA	BREAK			
3 45	Problem analysis and use of different parts of tubewells	- To understand the different ways of problem analysis - To learn and explain use of different parts of very shallow tubewell	- Discussion - Group discussion - Practical demonstration	1 Facilitator will give an overview on various ways of problem analysis and invite participants for comment and clarification 2 Participants divide into 4 groups and identify the effective ways of problem analysis 3 Prepare posters for group presentation. 4 Group leaders present group reports and facilitator will consolidate with the comments and suggestions of the participants and resource person(s) 5. Facilitator will invite the participants to see the practical demonstration of the necessary parts of shallow tubewell 6 Participants will see the demonstration and write key points in their notebooks 7 Sharing key points in the plenary 8. Summarizing the session.	OHP, Transparency, Flip Paper, Marker, Necessary spare parts

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4 30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1. Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker
Day-4 9:00	Recapitulation of day-3	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q & A	1. DMT presents the report in a big group 2. Report is finalized with the recommendation of the house	Report
9:30	Platform construction and its importance	<ul style="list-style-type: none"> - To explain accurate measurement and techniques of platform construction - To describe importance of platform construction 	<ul style="list-style-type: none"> - Discussion - Group work - Consolidation - Fish bowl - Sharing session 	<ol style="list-style-type: none"> 1. Facilitator will discuss about accurate measurement and techniques of platform construction 2. Participants divide into 3 groups and discuss. 3. Prepare group report on the poster paper for presentation in the plenary 4. Present group report and consolidate 5. Ask the participants to join fish bowl and discuss the importance of platform construction for arsenic-free safe water 6. Collect participants' ideas and points and write on the white board. 7. Add some new points, if any, and summarize the session 	OHP, Transparency, Poster paper, Marker
11:00	TEA	BREAK			
11 15	Continuation				
1.00	LUNCH	BREAK			
2:00	Use of tubewell and its maintenance	<ul style="list-style-type: none"> - To describe effective use of tubewell - To explain about the necessity of maintenance and the steps and process of maintenance 	<ul style="list-style-type: none"> - Discussion - Video show - Focus group discussion - BUZZ group 	<ol style="list-style-type: none"> 1. Facilitator will give an overview on the effective use of tubewells 2. Show s a video film on use of tubewell and discusses the video 3. Invites participants to sit in the circle 4. Ask participants to express their opinions about the importance of maintenance and the steps and processes of maintenance 5. Facilitates the discussion and ensures participation 6. Participants divide into 8 BUZZ groups and each group will write 3 key points on the VIPP cards 7. Collect cards and synthesize those with some additional points 	OHP, Transparency, TV, VCP, VIPP card, Marker, Handout

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:30	TEA	BREAK			
3:45	Continuation				
4.30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1 Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker
Day-5 9-00	Recapitulation of day-4	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q & A	1 DMT presents the report in a big group 2 Report is finalized with the recommendation of the house	Report
9.30	Review the whole course	To revisit and reinforce the course's most important points, for stronger final understanding of content and outstanding questions	Fish bowl	1 Facilitator makes two circles with the participants 2. Participants of inner circle are the participants and participants of the outer circle are the "consultants" 3. Participants of inner circle ask at least two questions to the consultants and consultants try to give answers, then they change chairs (i.e. they reverse roles) consultants assume role of participants, participants become consultants and field questions in the same way. 4. The facilitator synthesizes, allows for question & answers, possibly with resource person help.	Flip paper & Marker
11 00	TEA	BREAK			
11:15	Continuation				
1 00	LUNCH	BREAK			
2:00	Closing the training	To pack up the training course	- reflection of the participants - Closing remarks		

**Bangladesh Arsenic Mitigation
Water Supply Project (BAMWSP)
Dhaka, Bangladesh**

Volume 2: Training



5.3 Training on Construction of Dug Well + HP

5.3.1 Introduction

Considering the typical geographical characteristics and diversity of technologies in hilly areas, alternative water source discovery is essential for safe water supply. One of the best alternative sources will be a dugwell. Because the water table is so deep, normal tubewell construction is not possible. In the hilly areas the underlying soil is too rocky. Dugwells offer a viable alternative.

5.3.2 Participants

Diploma Engineer of the SOs and community technician

5.3.3 Responsibility for the Training

Senior Engineer of a SA and/or PMU assigned expert Engineer

5.3.4 Duration

Four days module to be combined as needed with others

5.3.5 Timing

During the early stages of implementation phase.

5.3.6 Objectives of the Training

- To know the importance of dugwell in the arsenic context
- To know precaution measures during digging of dugwells
- To know about necessary materials and equipment for digging dugwell, constructing rings and covers of the ring.
- To understand the importance of the platform
- To know how to construct the platform
- To understand how to install tubewell in the dugwell.

5.3.7 Expected Outcomes

At the end of the training the trainees will be able to:

Explain importance and uses of dugwell

Understand about digging processes and techniques of dugwell construction

Know the process of installation of tubewells in the dugwells.

5.3.8 Methodology

Combination of presentations, demonstrations, focus group discussions, BUZZ groups, small group exercises, Practical exercises and energizers.

5.3.9 Evaluation of the Orientation

Participant will use a simple evaluation form, and also evaluate the course and their progress through end-of-course discussion.

5.3 Course: Training on Construction of Dugwell + HP

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 8:00	Registration	To open the training course	Opening Remarks	-	-
9.00	<ul style="list-style-type: none"> • Inauguration • Who is who 	<ul style="list-style-type: none"> - To build comfort with the training process. - To create a positive learning environment 	<ul style="list-style-type: none"> -Self introduction -Discussion - Q & A 	<ol style="list-style-type: none"> 1. Each participant will say something on Arsenic issues before self introductions 2. 2 Facilitator will show the flip chart on course objectives and explain 	Name card, Marker, Flip chart
10:00	TEA	BREAK			
10 15	Course objectives	To know why this course is organized and what are the learning points	<ul style="list-style-type: none"> - Discussion - Q/A 	<ol style="list-style-type: none"> 1. Facilitator will show flip chart with the objectives and explain, then: 2. Collect participants comments on the course objectives 	Poster, Transparency on course objectives
11:00	Introduction to Dugwell	To know historical background and detailed information on Dugwells	<ul style="list-style-type: none"> -Focus group discussion - Open discussion 	<ol style="list-style-type: none"> 1. Facilitator Invites participants to come to a circle and discuss Dugwells 1. Picks up on some key points and asks participants to explain/expand their thinking 2. Adds more points for better understanding of dugwell. 	VIPP cards, Marker, Flip paper
12 00	Selection of site for Dugwell	To understand about selection criteria techniques and methods of dugwell	<ul style="list-style-type: none"> -Discussion Community mapping -Group work -Consolidation 	<ol style="list-style-type: none"> 1. Facilitator will give an overview on importance and criteria for selection of site of dugwell 2. Asks the participants to draw a community map on the floor/wall/brown paper and identify which place is most suitable for dugwell. 3. After completion of community mapping participants start to discuss why they select this place 4. Participants divide into 4 groups and discuss the selection criteria, techniques and tools for selection of site for dugwell 5. Prepare a report for presentation 6. In plenary, facilitator consolidates group reports with participants suggestions, modification and comments, and with help from resource person(s) 	Brown paper, Marker, Flip paper

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
1:00	LUNCH	BREAK			
2:00	Continuation				
3:30	TEA	BREAK			
3:45	Precaution for avoiding accident during digging of dugwell	To explain what type of precautionary measures need to be taken for avoiding accidents during digging of Dugwell	- Discussion - Group work -Consolidation	<ol style="list-style-type: none"> 1 Facilitator will collect ideas and views from the participants on precautionary measures for avoiding accidents 2 Participants divide into 4 groups and discuss important precautionary measures during Dugwell digging 3. Prepare a report for presentation 4 Facilitator consolidates the group report with participant recommendations and modifications 5 Adds new key points and summarizes the sessions 	OHP, Transparency, Flip paper, Marker, Handout.
4 30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q&A	<ol style="list-style-type: none"> 1 Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference 	Flip paper, Marker
Day-2 9.00	Recapitulation of day-1	To help participants recollect the important points of the previous day's discussion	Brief report presentation/ Q&A	<ol style="list-style-type: none"> 1 DMT presents the report in a big group 2. Report is finalized with the recommendation of the house 	Report

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
9.30	Digging materials and equipment of Dugwell	To explain about different materials and necessary equipment for digging dugwells	- Discussion - Brain storming - Practical demonstration	1 Facilitator will discuss about necessary materials and equipment for digging dugwells 2. Ask the participants to think one/two minutes about necessary materials and equipment 3 Distribute 2 VIPP cards and instruct them to write 3 key points on each card. 4. Collect cards and put on the VIPP board and discuss one by one 5. Synthesize discussion with Q/A 6. Show demonstration of different materials and equipment and explain	OHP, VIPP card, Different materials and equipment, list of material and equipment · Wrench, Double open end spanner, Bucket, Shabol, Kodai, Belcha, Proforma of ring
11.00	TEA	BREAK			
11:15	Continuation				
1:00	LUNCH	BREAK			
2:00	Digging of well	- To describe the process of digging of well - To learn about key information of well digging	- Discussion - Q/A - Practical exercise - Video	1. Facilitator will give an overview about key points of information and process of digging 2 Invite participants' questions and try to give proper answers (possibly with resource person help) 3. Have participants visit a demonstration site	OHP, Video, transparency, Flip paper, Marker, Different digging materials
3:30	TEA	BREAK			
3 45	Continuation				

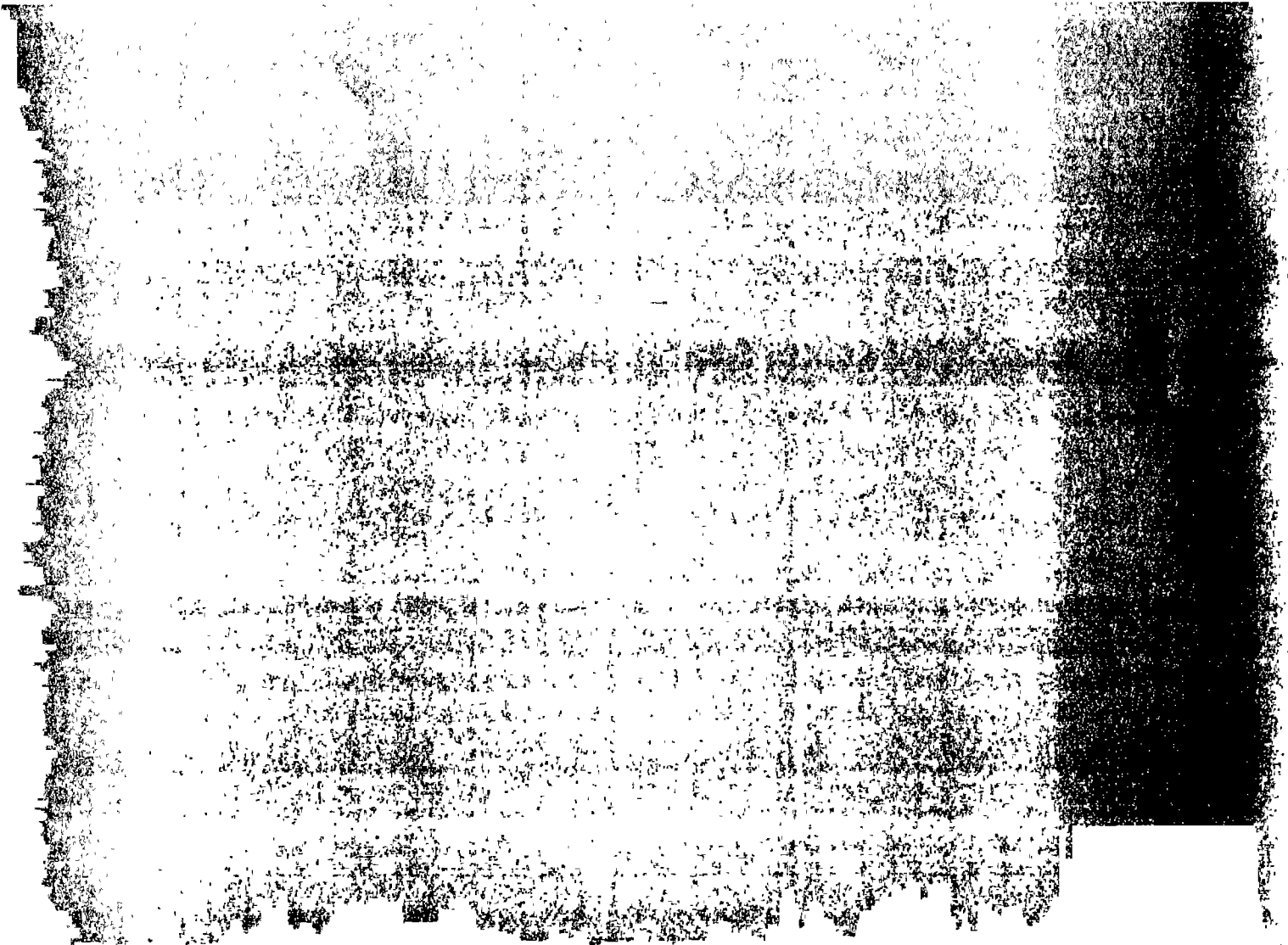
Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4 30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1. Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker
Day-3 9 00	Recapitulation of day-2	To help participants recollect the important points of the previous day's discussion	Brief report presentation/ Q & A	1. DMT presents the report in a big group 2 Report is finalized with the recommendation of the house	Report
9:30	Construction of Ring and placing	- To learn and explain necessary materials for ring construction - To know the process and techniques of ring construction and their placing	- Focus group discussion - Practical exercise	1. Ask the participants to come and sit in the circle 2. Discuss about necessary materials for ring construction 3. Pick up key points and write on the VIPP card 4 Discuss about process and techniques of ring construction. 5 Collect key points and write on the VIPP cards 6 Explain all key points and add more key points 7 Invite participants to join practical exercise on constructing ring. 8. Summarize the session with Q/A	VIPP cards, Marker, necessary materials for ring construction
11:00	TEA	BREAK			
11:15	Continuation				
2.00	Construction of dugwell covers and placing	- To know about key points for construction and placement of dugwell covers - To explain how to place the cover top of the ring	- Discussion - Practical exercise	1. Ask the participants to think about key points of construction of cover and how to place it 2. Collect participants' ideas and write on the flip paper. 3. Show the key points through transparency 4. Have participants go to separate place for practical exercise for construction of covers and how to place them 5. Summarize the exercise with Q/A	Flip paper, Marker, Different materials for cover construction.
3 30	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:45	Continuation				
4:30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1 Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker
Day-4 9:00	Recapitulation of day-3	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q & A	1 DMT presents the report in a big group 2. Report is finalized with the recommendation of the house	Report
9:30	Construction of platform	- To explain about important factors of platform construction - To know how to construct platform	- Open discussion - Practical exercise	1 Facilitator will give an overview on the importance of platform. 2. Ask the participants to write 2 important factors of platform construction on the VIPP card 3 Collect VIPP cards and discuss. 4. Add some more factors if any. 5. Invite participants to join practical exercise in the selected place. 6 Summarize the session with Q/A	VIPP card, Marker, Different tools for exercise
11:00	TEA	BREAK			
11:15	Continuation				
1:00	LUNCH	BREAK			
2:00	Installation of tubewell in the dugwell	To explain about process and techniques of installation.	- Discussion - Practical demonstration	1. Facilitator will give an overview about process and techniques of installing tubewell in the ring through transparency 2. Collect participants ideas and views on the discussion 3. Invite participants to join practical demonstration 4. Try to answer questions with resource person help 5 Summarize the session with Q/A.	OHP, Transparency, Necessary tools of installation of tubewell.

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:30	TEA	BREAK			
3:45	Review the whole course	To revisit and reinforce the course's most important points, for stronger final understanding of content and outstanding questions	Fish bowl	<ol style="list-style-type: none"> 1. Facilitator makes two circles with the participants 2. Participants of inner circle are the participants and participants of the outer circle are the "consultants" 3. Participants of inner circle ask at least two questions to the consultants and consultants try to give answers, then they change chairs (i.e. they reverse roles). consultants assume role of participants, participants become consultants and field questions in the same way. 4. The facilitator synthesizes, allows for question & answers, possibly with resource person help. 	Flip paper & Marker
4:30	Closing the training	To pack up the training course	<ul style="list-style-type: none"> - Reflection of the participants - Closing remarks 		

Bangladesh Arsenic Mitigation
Water Supply Project (BAMWSP)
Dhaka, Bangladesh

Volume 2: Training



5.4 Training on Construction of Deep Tubewell

5.4.1 Introduction

This is a simple introduction to a technical option to be employed for supplying arsenic-free safe water. According to different reports available, deep tubewell is the only source of underground water that is almost free from arsenic contamination. As such training will be required in those B + C - type of villages to be identified by communities and CBOs, with assistance of SO technical staff in the BAMWSP project. Community technicians of CBOs will undergo this construction training, which will help proper installation, maintenance and management at the community level.

5.4.2 Participants

About 15-20 CBO level community technicians.

5.4.3 Responsibility of the Training

The SO's Community Development and technical staff, supported by SA or PMU or DPHE/LGED trainers and resource person(s)

5.4.4 Duration

Five days.

5.4.5 Timing

Just before starting implementation phase after the sub projects are approved and agreements signed with SOs.

5.4.6 Objectives of the training on Installation of Deep Tubewell

- To make the participants aware and informed about the meaning of arsenic-free safe water and possible sources of arsenic-free safe water.
- To make the participants aware and informed about water borne diseases, their causes and preventive measures.
- To inform the participants about accurate water layers providing arsenic-free safe water, and help determine ways and means to identify accurate water layer.
- To impart knowledge and skills on the methods and processes of deep tubewell sinking/installation related problems and alternatives.
- To help participants understand different means for problem analysis regarding different parts of a deep tubewell.
- To make participants knowledgeable about importance of platforms, various models of platforms, their measurements and techniques of construction.
- To make the participants informed about proper use of deep tubewells and their maintenance

5.4.7 Expected Outcomes

- Participants will have adequate knowledge on the meaning of arsenic-free safe water and various sources of arsenic-free safe water.
- Participants will be aware of various water borne diseases, their causes and preventive measures
- They will be informed and knowledgeable about the safe ground water layers for Deep tubewells.

- They will be knowledgeable about the sinking/installation of deep tubewells.
- The participants will also be knowledgeable about various parts of a deep tubewell and their functions, the importance of constructing platforms, measurement and construction techniques.
- They will know various types and sizes of deep tubewell platforms and their comparative merits.
- They will know about the proper use and maintenance of the deep tubewells.

5.4.8 Methodology

Group discussions, BUZZ groups, photo presentation/slides, focus group discussions, sharing sessions and practical demonstration.

5.4.9 Evaluation

Simple pre-test and post-test will be carried out through prescribed evaluation sheets and through participatory discussion.

5.4 Course: Training on Construction of Deep Tubewell +HP

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 8.00	Registration	To open the training course	Opening Remarks		-
9.00	- Inauguration - Who is who - Course objectives	- To build participant comfort with the training process - To create a positive learning environment	Self introduction with a performance	Each participant comments on the Arsenic issue before self introductions	Name card, Marker, Flip chart
10 30	TEA	BREAK			
10 45	Hopes and fears exercise	To know and then alleviate participants expectations and doubts	BUZZ group	1 Participants write expectations (i.e. Hopes and fears) on two VIPP cards 2. They discuss results in plenary	VIPP Card, Marker, VIPP Board Pin
11:30	Arsenic-free safe water and sources of arsenic-free safe water	To explain what is meant by arsenic-free safe water and its different possible sources	- Discussion - Brain storming - Focus group discussion - Matrix scoring	1 Ask the participants to think one minute on what is arsenic-free safe water. S/he then: 2 Invites participants to come to a circle 3. Asks the participants to tell ideas and views about arsenic-free safe water and facilitator write those on the flip paper. 4. Asks participants to tell about sources of arsenic-free safe water and write opinions on VIPP cards, and put them on the brown paper 5 Participants identify the more effective sources of arsenic-free safe water through matrix scoring. 6 Facilitator summarizes the session	VIPP card, Marker, Brown paper, Flip paper
1.00	LUNCH	BREAK			
2:00	Water borne diseases and their prevention	To know about different water borne diseases, their causes and preventive measures	- Discussion - Group discussion - Consolidation	1. Facilitator gives an overview about different water borne diseases, their causes and preventive measures 2. Participants divide into four groups and each group discusses different water borne diseases, their causes and necessary preventive measures 3. Group leaders present reports; facilitator invites other participants' comments and suggestions 4. S/he summarizes the session with questions and answers	OHP, Transparency, Poster paper, Marker
3 30	TEA	BREAK			
3:45	Continuation				
4 30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-2 9:00	Recapitulation of day-1	To help participants recollect the important points of the day's discussion	Brief report presentation	1. DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
9:30	Water layer for arsenic-free safe water	To understand accurate water layer for arsenic-free safe water	- Discussion - BUZZ group - Synthesis	1. Facilitator gives overview on accurate water layer for supply of arsenic-free safe water 2. Participants divide into 8 BUZZ groups 3 Each BUZZ group discusses water layer for arsenic-free safe water and writes findings on the VIPP cards 4. Facilitator collects VIPP cards and displays on the VIPP boards. 5. Facilitator adds more points with participants reflection	OHP, Transparency, VIPP cards, Marker
11 00	TEA	BREAK			
11 15	Ways and means to identify the accurate water layer	To understand ways and means of identification of accurate water layer	- Brain storm - Focus group discussion - Group work - Synthesis	1 Facilitator asks the participants to think at least one minute about ways and processes for identification of accurate water layer S/he then: 2. Asks participants to sit in a circle and facilitator sits in front of the participants with VIPP cards and marker. 3. Asks participants to share ideas and views about various processes and facilitator will write them on the poster paper 4. Participants divide into 4 groups and discuss ways and processes to identify accurate water layer. 5 Group leaders present reports; facilitator consolidates group reports with Q/A	Poster paper, Marker, VIPP card, Flip paper, Poster picture on water layers
1:00	LUNCH	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
2:00	Methods and processes of deep tubewell sinking/ installation	To know the techniques, processes and methods of deep tubewell installation/sinking	<ul style="list-style-type: none"> - Discussion - Sharing each other - Photo display /slide show - Practical demonstration 	<ol style="list-style-type: none"> 1 Facilitator will give an overview on techniques, processes and methods of deep tubewell sinking/installation S/he then 2. Asks participants to share ideas and experiences on different methods and processes of sinking of tubewell. 3 Facilitator shows photographs of different steps and stages of installation/sinking of deep tubewell. <p style="text-align: center;">Or</p> <p>Facilitator will show slides on different steps and stages of installation/sinking of deep tubewell S/he then.</p> <ol style="list-style-type: none"> 4. Summarizes the sessions with Q/A 	OHP, Transparency, Photographs/ slides Poster paper, Marker.
3:30	TEA	BREAK			
3:45	Problems in sinking and their solutions	To learn about the problems of sinking and their alternative solution	<ul style="list-style-type: none"> - Discussion - Experience sharing - Group work - Consolidation 	<ol style="list-style-type: none"> 1 Facilitator will discuss different processes of sinking of deep tubewell 2. Collect ideas on possible solutions from the participants 3. Participants divide into 4 groups and discuss problems and possible solutions on sinking tubewells 4. Facilitator helps participants to come out with problems and their solutions 5. Group leaders present reports one by one 6. Facilitator consolidates group reports with feed back of the participants 	
4:30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	<ol style="list-style-type: none"> 1. Facilitator helps participants review the day's agenda, using their newsprint records for reference 	Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-3 9.00	Recapitulation of day-2	To help participants recollect the important points of the day's discussion	Brief report presentation	1 DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
9:30	Introduction to different parts of deep tubewell including hand pump	To describe all necessary parts of deep tubewell including hand pump and their functions	- Discussion - Practical demonstration - Q/A	1 Facilitator discusses different necessary parts of deep tubewell including hand pump and its functions, distributing a handout with pictures of different parts 2 S/he then shows different parts through practical demonstration and explains one by one. 3. Discusses functions of different parts including hand pump and make them clear understanding. 4. Answers questions of the participants. 5. Summarizes the session	Necessary parts of deep tubewell, Hand pump, Flip paper, Marker & handout with pictures on different parts
11 30	TEA	BREAK			
11 45	Installation of deep tubewell	To know and explain how to install deep tubewell smoothly and effectively	- Discussion - Sharing session - Practical demonstration	1 Facilitator/Resource person gives an overview on deep tubewell installation Then: 2 Asks participants to share individual ideas and views on deep tubewell installation techniques. 3 Collects ideas and views of participants and writes them on the poster paper and discuss. 4. Invites participants to attend practical demonstration of deep tubewell installation 5. Collects feed back on deep tubewell installation from the participants 6 Summarizes the session with Q/A	OHP, Transparency, Poster paper, Marker, Different parts of deep tubewell including hand pump
1.00	LUNCH	BREAK			
2.00	Continuation				

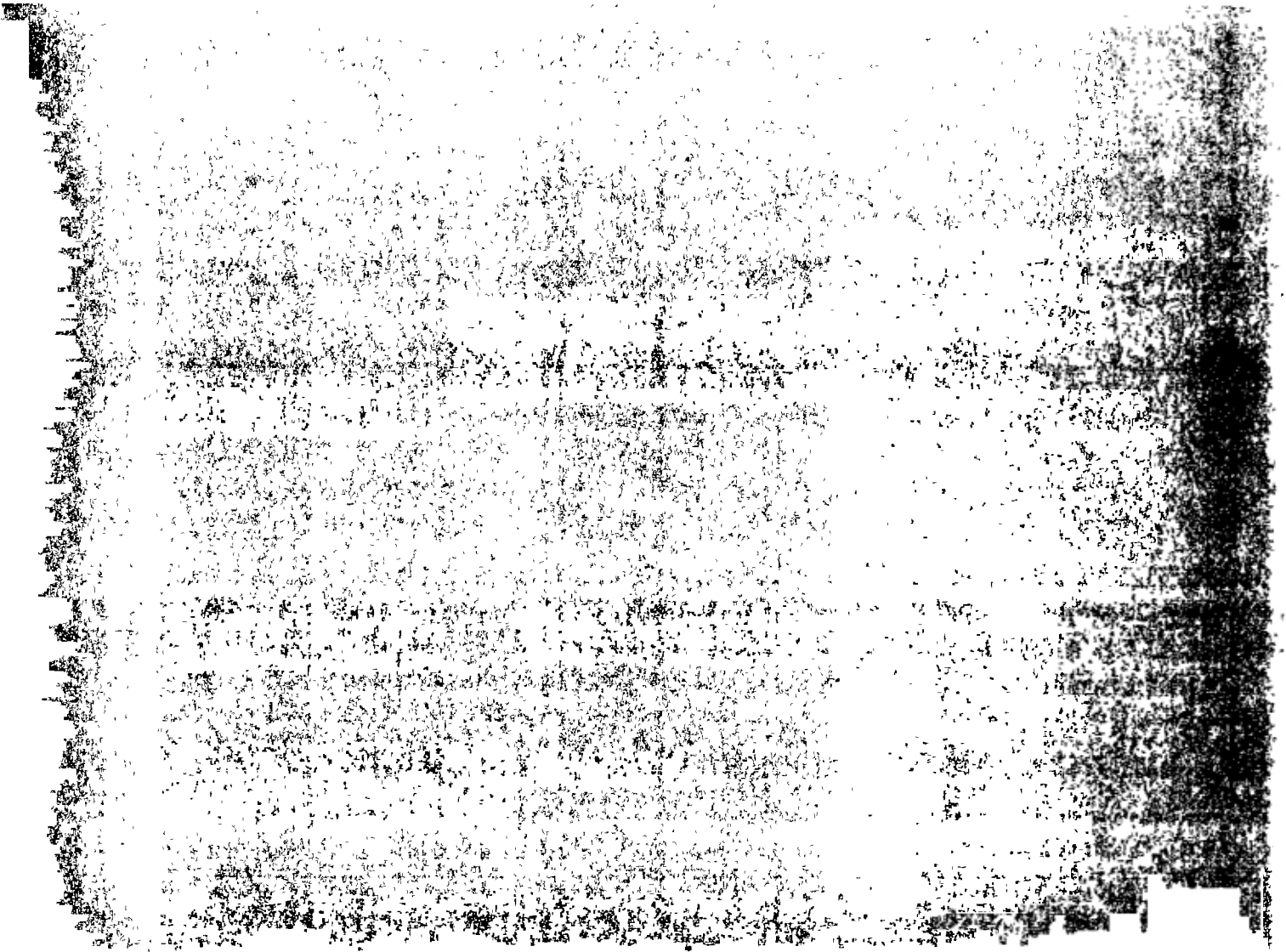
Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
3:30	TEA	BREAK			
3.45	Continuation				
4 30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1 Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-4 9:00	Recapitulation of day-3	To help participants recollect the important points of the day's discussion	Brief report presentation	1. DMT presents the report in big group 2 Report is finalized with the recommendation of the house	Report
9.30	Problem analysis and use of different parts of deep tubewells	- To understand different means of problem analysis - To learn and explain use of different parts of deep tubewell.	- Discussion - Group discussion - Practical demonstration	1. Facilitator gives an overview on various ways of problem analysis and invites participants for comment and clarification 2. Participants divide into 4 groups and identify effective means of problem analysis 3. Groups prepare posters for group presentation. 4. Group leaders present reports, facilitator consolidates with the comments and suggestions of the participants 5. Facilitator invites participants to see the practical demonstration of the necessary parts of deep tubewell 6. Participants see the demonstration and write key points in the notebook 7 Sharing key points in the plenary 8. Summarizing the session.	OHP, Transparency, Flip Paper, Marker, Necessary spare parts
11 00	TEA	BREAK			

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
11.15	Platform construction and its importance	<ul style="list-style-type: none"> - To learn and explain accurate measurement, size, and design of platform - To know the techniques of platform construction - To describe importance of platform construction 	<ul style="list-style-type: none"> - Discussion - Practical exercise - Demonstration - Fish bowl - Synthesize 	<ol style="list-style-type: none"> 1. Facilitator describes size and design of platform and its accurate measurement 2. Invites participants to measure the size of the platform through practical exercise 3. Ask participants to join fish bowl and discuss the importance of platform construction for ensuring access to arsenic-free safe water 4. Collects participant ideas and points and writes them on the white board 5. Adds some new points, if any 6. Invites participants to join practical demonstration of platform construction out side of the classroom. 7. Answers participant questions 8. Invites participants to discuss/express their experiences on practical demonstration 9. Summarizes the session with Q/A 	OHP, Transparency on size and design of deep tubewell, flip paper, Marker. Necessary materials and equipment of platform construction of Deep tubewell.
1 00	LUNCH	BREAK			
2:00	Continuation				
3:30	TEA	BREAK			
3 45	Continuation				
4:30	Review the day's discussion	To help participants review the day's major agenda topics, skills and lessons	Q/A	1. Facilitator helps participants review the day's agenda, using their newsprint records for reference	Flip paper, Marker
Day-5 9 00	Recapitulation of day-4	To help participants recollect the important points of the day's discussion	Brief report presentation	<ol style="list-style-type: none"> 1 DMT presents the report in big group 2 Report is finalized with the recommendation of the house 	Report

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
9 30	Use of Deep tubewell and its maintenance	<ul style="list-style-type: none"> - To describe effective use of deep tubewell - To explain about the necessity of maintenance and the steps and process of maintenance 	<ul style="list-style-type: none"> - Discussion - Video show - Focus group discussion - BUZZ group 	<ol style="list-style-type: none"> 1. Facilitator gives an overview on the effective use of deep tubewell 2. Show a video film on use of deep tubewell and discuss on the video 3. Invite participants to sit in the circle 4. Ask participants to express their opinion about the importance of maintenance and the steps and processes of maintenance 5. Facilitate the discussion and ensure participation 6. Participants divide in to 8 BUZZ group and each group will write 3 key points on the VIPP cards 7. Collect cards and synthesize those with some additional points if any 	OHP, Transparency, TV, VCP, VIPP card, Marker, Handout
11 00	TEA	BREAK			
11 15	Review the whole course	To recollect the remarkable points of previous discussion for better understanding	Fish bowl	<ol style="list-style-type: none"> 1. Facilitator makes two circles with the participants 2. Participants of inner circle are the participants and participants of the outer circle are the consultants 3. Participants of inner circle ask at least two questions to the consultants and consultants try to give answers then the chairs will be changed. Consultants will go to role of participants and participants become consultants and act in same way 4. The facilitator will synthesize the question & answers in brief. 	Flip paper & Marker
1 00	LUNCH	BREAK			
2:00	Closing the training	To pack up the training course	<ul style="list-style-type: none"> - reflection of the participants - Closing remarks 		

Bangladesh Arsenic Mitigation Water Supply Project (BAMWSP) Dhaka, Bangladesh

Volume 2: Training



5.5 Training on Pond Sand Filtration-Dry Season

5.5.1 Introduction

The pond is the main source of drinking water in the coastal areas. But virtually no ponds are maintained properly: they are host to every kind of washing and bathing. In these vast areas neither deep nor shallow tubewells are appropriate or even possible to install. But there is an advanced technology option for purifying water: the "Pond Sand Filter". The quality of pond water depends on several factors: volume, the retention, evaporation, the leakage to the sub soil and, last but certainly not least, the use of the water and its surrounding environment. Thus only ponds with sufficient water throughout the year and basic protection from polluting activities can probably be considered for (indirect) use and for drinking water. But where this is possible, sand filtering shows great promise for making water drinkable. Although of clear relevance to coastal areas, this technology option may be applied in different parts of the country under the BAMWSP as more communities and their technicians are trained in ways to consider their full range of options.

5.5.2 Participants

About 15-20 CBO level community technicians

5.5.3 Responsibility of the Training

SO trainers and technical staff

5.5.4 Duration

Five days.

5.5.5 Timing

Just before beginning stage of implementation phase.

5.5.6 Objectives of the Training

- To learn elaborately about Pond Sand Filter (PSF) and its importance as an alternative source of arsenic-free safe water.
- To understand the tradition of pond water uses in the rural Bangladesh.
- To know why PSFs are effective means of obtaining arsenic-free safe water.
- To know and be able to explain the design of a Pond Sand Filter (PSF).
- To understand the positive side of the PSFs and their limitations through field visits.
- To understand major problems of PSFs at different stages.
- To know about the ways and means of PSF maintenance.
- To understand more about the techniques and methods of motivation.

5.5.7 Expected Outcomes

At the end of the training participants will be able to

- Explain about Pond Sand Filter and its importance
- Explain thoroughly the design of the various types of PSFs
- Understand the effective ways and means of PSFs maintenance
- Apply greater knowledge and skills to using motivation techniques to help people use PSF water properly.

5.5.8 Methodology

A participatory methodology combining large and small group activity, open discussions, focus groups, study circles, community mapping, impact analysis, demonstrations and presentations, and participatory review techniques for effective facilitation of the course and internalization of content

5.5.9 Evaluation of the Orientation

A simple evaluation format, combined with facilitated end-of-course group evaluative discussion

5.5 Course: Training on Pond Sand Filtration-Dry Season

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-1 8:00	Registration	To open the training course	Opening Remarks	-	-
9.00	- Inauguration - Who is who	- To build comfort with the training process. - To create a positive learning environment	- Self introduction - Discussion - Q & A	1. Each participant will say something on Arsenic issue before self introductions	Name card, Marker, Flip chart
10.15	TEA	BREAK			
10 30	Course objectives and training norms	- To explain the course objectives for effective participation of the training - To convey how to prepare training norms and why	- Discussion - Q & A	1 Facilitator will show the flip chart on course objectives and explain; then 2 Collect participants ideas and view on the course objectives	Flip paper, Marker
11:30	Introduction to Pond Sand Filter (PSF)	- To explain elaborately about pond sand filter - To learn about the importance of pond sand filter.	- Discussion - Focus group discussion - Q/A	1. Facilitator will give an overview on pond sand filter (i.e. what it is, its importance etc.) 2. Invite participants to sit in the circle 3 Ask the participants to discuss their own ideas and views of PSF systems 4 Collect participants ideas and write these on the flip paper 5. Summarize the session with Q/A	OHP, Transparency Flip paper, Marker, VIPP card, Hand out
1:00	LUNCH	BREAK			
2:00	Focus to back	To know the previous history of PSFs in Bangladesh	- Discussion - Q/A	1. Facilitator will discuss when, how and why GOB and others pursued PSF systems in Bangladesh 2. Also: when this program was started and in which areas 3. Invite participant questions, enlist resource person(s) help with proper answers. 4 Summarize the session with Q/A	Flip paper, Marker, VIPP card, Handout
3 30	TEA	BREAK			
3 45	Continuation				
4 30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1. Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-2 9:00	Recapitulation of day-One	To help participants recollect the important points of the previous day's discussion	Brief report presentation/ Q& A	1. DMT presents the report in a big group 2. Report is finalized with the recommendation of the house	Report
9:30	Importance of PSFs as effective means of obtaining arsenic-free safe water	<ul style="list-style-type: none"> - Understand why PSFs are effective means of obtaining arsenic-free safe water. - To learn about the future prospect for PSFs in Bangladesh. 	<ul style="list-style-type: none"> - Focus group discussion - Community mapping - Situation analysis 	<ol style="list-style-type: none"> 1 Facilitator will arrange a focus group discussion in the class room 2. Participants sit in the circle and facilitator will ask them about the importance of PSFs in different regions of the country. 3 Write participants answers on the VIPP card and put on the brown paper. 4 Ask the participants to draw a "community map," identifying all the ponds clearly 5. Have them "analyze" the present condition of the ponds. 6. Ask the participants how to use these ponds as a source of arsenic-free safe water supply 7 Summarize the session with Q/A. 	VIPP card, Marker, Color pencil, Chalk.
11:00	TEA	BREAK			
11:15	Continuation				
11:00	LUNCH	BREAK			
2 00	Design a pond sand filter (PSF)	<ul style="list-style-type: none"> - To explain about different designs of PSF - To learn which designs are most effective for what situation. 	<ul style="list-style-type: none"> - Discussion -Brain storming - Visual presentation by slide projector/Video - Synthesize 	<ol style="list-style-type: none"> 1 Facilitator will give an overview on design of PSFs 2 Invite participants to think about design of pond sand filter. 3. Collect participants' ideas and write on the poster paper. 4. Show the different design of PSFs through slide or video presentation 5. Invite participant comments and questions for clarification 6. Summarize the session with Q/A 	Poster paper, Marker, slide/TV/VCP, Handout.
3 30	TEA	BREAK			
3:45	Continuation				

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
4 30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1 Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker
Day-3 9.00	Recapitulation of day-2	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q & A	1 DMT presents the report in a big group 2 Report is finalized with the recommendation of the house	Report
9 30	Orientation on field visit	To learn about the process and techniques of observation of the PSFs	- Discussion - Q/A	1 Facilitator will discuss about the techniques and methods of field visit 2 Try to give the answer of the questions from the participants	Guideline for field visits
10-00	Field visit	- To understand about techniques and methods of designing PSFs - To learn about the maintenance of PSFs	- Focus group discussion - Sharing with the community people - Impact analysis	1. Ask the participants to observe carefully the design of PSFs 2 Invite people who are using water from this pond and try to collect detailed information through focus group discussion. 3. Try to understand about the maintenance of pond sand filters by the community people through open discussion/sharing. 4 Collect actual data about overall situation of ponds including maintenance by using impact analysis tools 5. Departure for training center.	Guide line, Roll pad, Ball pen
1 00	Packet Lunch in the field				
4 00	Return to training center and take tea				
4:30	Preparing a report for presentation	To understand real situation of PSFs.	Individual preparation	1. Participants prepare individual reports for presentation	Roll pad, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-4 9 00	Recapitulation of day-3	To help participants review the day's major agenda topics, lessons and skills	Q/A	1. Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Report
9.30	Report presentation	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q & A	1. DMT presents the report in a big group 2. Report is finalized with the recommendation of the house	Report, Poster, Marker
11:30	TEA	BREAK			
11:45	Major problems of PSFs	To understand about major problems of PSFs at different stages	- Discussion - brain storming - Study circle - Synthesize	1. Facilitator asks the participants to think about the problems of PSFs at different steps and stages. 2. Collect participants' ideas and write on the poster paper 3. Distribute Handout among the participants and ask them to read, explain, and follow up with outstanding questions; resource person assists with answers.	Poster paper Marker, Handout
1:00	LUNCH	BREAK			
2:00	Ways and means of PSF maintenance	To learn and explain about ways and means of PSF maintenance	- Discussion - Group work - Consolidation	1. Facilitator will give an idea on ways and means of PSF maintenance 2. To participants divide into 4 groups and discuss the issue, add their own points. 3. Prepare group reports for plenary presentation. 4. In plenary group leaders present reports one by one 5. Facilitator consolidates reports with Q/A, resource person help	Flip paper, Marker, Handout
3 30	Continuation				
4.30	Review the day's discussion	To help participants review the day's major agenda topics, lessons and skills	Q/A	1. Facilitator asks participants to briefly review their understanding of major agenda topics, using their newsprint records for reference	Flip paper, Marker

Day & Time	Name of activity/ Content	Objective	Methods	Process	Materials
Day-5 9.00	Recapitulation of day-4	To help participants recollect the important points of the previous day's discussion	Brief report presentation/Q & A	1 DMT presents the report in a big group 2. Report is finalized with the recommendation of the house	Report
9:30	Motivate the people to use filtered water	- To learn and explain about the techniques and methods of the motivation - To understand how to motivate people effectively.	- Discussion - Brain storming - Simulation game - Synthesize	1. Facilitator will give an overview on motivation (i.e factors, techniques and tools). 2. Ask the participants to think about techniques and methods of motivation 3. Collect participants ideas and write in the white board 4. Arrange a simulation game 5 Identify different techniques of motivation through sharing session 6 Discuss indicators of motivation 7 Summarize the session with Q/A	White board, Marker, 3 types of baskets and white paper, Handout
11:00	TEA	BREAK			
11.15	Continuation				
1:00	LUNCH	BREAK			
2:00	Review the whole course	To revisit and reinforce the course's most important points, for stronger final understanding of content and outstanding questions	Fish bowl	1 Facilitator makes two circles with the participants 2 Participants of inner circle are the participants and participants of the outer circle are the "consultants" 3 Participants of inner circle ask at least two questions to the consultants and consultants try to give answers; then they change chairs (i.e. they reverse roles). consultants assume role of participants, participants become consultants and field questions in the same way 4. The facilitator synthesizes, allows for question & answers, possibly with resource person help.	Flip paper & Marker
3.00	Closing the training	To pack up the training course	- Reflection of the participants - Closing remarks		

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