



Government of Malawi Ministry of Water Development

Trainer's Guide for WPC/VHWC Training



Rural Water Supply and Sanitation Programme

Acknowledgements

TRAINER'S GUIDE FOR WPC/VHWC TRAINING is one of the manuals for building community based management of water supply, sanitation, and hygiene.

The guide was produced on a collaborative basis by participating Ministries, NGOs, and External Support Agencies through a series of workshops held from 1997 to 1999. This document is based on final revisions to the guide made at a meeting in December 1999.

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The **TRAINER'S GUIDE** is to be used by Extension Workers to train Water Point Committees (WPCs) and Village Health and Water Committees (VHWCs).

The guide is one of the manuals supporting the implementation of the National Rural Water Supply and Sanitation Programme. Other publications in the series include:

- ❖ **IMPLEMENTATION MANUAL:** a guide on implementation of RWSSP for all players
- ❖ **EXTENSION WORKERS' MANUAL:** a practical guide for extension workers on how to do their tasks in the Project Cycle
- ❖ **TRAINER'S GUIDE FOR EXTENSION WORKER TRAINING:** a guide to be used for the training of Extension Workers
- ❖ **COMMUNITY HANDBOOK ON WATER AND SANITATION:** a guide for WPCs, VHWCs and caretakers on how to manage each of their tasks.
- ❖ **DISTRICT OPERATIONAL MANUAL:** guidelines for the implementation of the rural water and sanitation programme by the District Assembly
- ❖ **PIPED WATER SCHEMES TECHNICAL MANUAL:** manual on the construction of gravity fed piped water schemes
- ❖ **GROUNDWATER DEVELOPMENT TECHNICAL MANUAL:** manual on the siting and construction of boreholes and hand dug wells
- ❖ **SANITATION PROMOTION AND HYGIENE EDUCATION MANUAL:** manual on how to conduct participatory sanitation promotion & hygiene education

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CONTENTS

Introduction	1
OVERVIEW OF TRAINING	2
PLANNING AND LOGISTICS	4
TIPS FOR TRAINERS	5
MONITORING	6

Workshop One (Planning)

7

OBJECTIVES	8
PROGRAMME	9
A. Getting Started	9
B. Tasks, Organisation, & Meetings	9
C. Facility Management Plan	10
D. Options, Siting, and Construction	11
E. Money and Maintenance	12
F. Hygiene and Sanitation	13
G. Action Planning and Evaluation	14

Workshop Two (Construction)

15

OBJECTIVES	16
PROGRAMME	17
A. Getting Started	17
B. Review & Problem Solving	18
C. Planning for Construction	19
D. Money and Maintenance	20
E. Hygiene Education	21
F. Action Planning and Evaluation	23

Workshop Three (O & M) 24

OBJECTIVES 25

PROGRAMME 26

A. Getting Started 26

B. Review & Problem Solving 27

C. Operation and Maintenance 28

D. Managing Money and Records 29

E. Meetings and Record-Keeping 30

F. Hygiene Education 33

G. Sanitation Promotion 34

H. Linkages and Networking 35

I. Monitoring 36

J. Action Planning & Evaluation 36

SAMPLE AGENDA AND MINUTES 37

CRITICAL INCIDENTS 38

CHECKLIST FOR MONITORING CONSTRUCTION 39

INTRODUCTION

This section shows you
STEP BY STEP how to
run WPC/VHWC courses.



Overview of Training



1 **AIM:** The overall aim of the training is to:

Increase the knowledge, skills, & confidence of WPC/VHWC members to plan, build and manage water supply, sanitation, & hygiene.

2 **PHASING:** Three short training courses will be conducted for WPCs/VHWCs - one soon after WPC formation, one at the start of the construction phase, and one at the start of the O&M phase (after the new facility is completed).

In all courses the aim will be to introduce the new management tasks and discuss how to do each task. The training will also review what has been done already by the WPC/VHWC, the problems they have faced, and how to solve them.

COURSE	TIMING	WHO?	CONTENT
1	At start of Mobilisation Phase - after WPC formed 1 day only	1 WPC only	Tasks, organisation, meetings. Facility Management Planning. Options, siting and construction. Managing money & maintenance. Hygiene and Sanitation.
2	At start of Construction Phase 1 day only	3 WPCs in same area	Planning for construction - community input, siting, drilling, civil works, pump installation, testing, caretaker training. Managing money & resources. Hygiene and Sanitation.
3	At start of O&M Phase 2 days	3 WPCs in same area	Meetings and record-keeping. Informing & involving community. Managing money & resources. Pump use, care, & maintenance. Hygiene and Sanitation. Monitoring and evaluation

3 **SINGLE WPC AND COMBINED WPCs:** At the first workshop you will meet with a single Water Point Committee. It is important to meet them on their own at the start to build up their skills and confidence. In the second and third workshops you will meet with three WPCs from neighbouring communities to attend a joint course at a central location. Combining WPCs for training will save you time and enable WPCs to share experience and learn from each other.

4 PARTICIPANTS: The main participants will be WPC members - they have the direct, day-to-day responsibility for managing the new water facility. Each WPC will send up to 10 members to each workshop. In addition each community will be invited to send along a few VHWC and VDC members and the headman as participants. Their involvement in the training will ensure that these institutions, which are expected to support the WPC, know what the WPC is expected to do!

5 TRAINERS: YOU are the trainers! You've done the mobilisation work so you will also do the training. You will need at least one trainer for Workshop 1 and 3 trainers for Workshops 2 and 3.

6 METHODS: In conducting the workshops you will use a simple, practical, and participatory approach. The most important method is discussion - for each topic you will ask WPC members to give their ideas on how they would manage the task or how they have already been doing the task. You will also get them to talk about problems they might face and how they would overcome them. This way you will build on their ideas and experience and involve them actively in learning.

In using discussion and other participatory methods your job as a trainer is to:

- a) Ask good questions to get WPC members to think about their tasks
- b) Get everyone to contribute to discussing how to manage each task.

SMALL GROUPS: You will conduct most of the training in SMALL GROUPS. Small groups make it easier for people to participate actively in an informal, relaxed atmosphere. One trainer will work with each group as the facilitator.

8 MATERIALS: You will need the following materials to conduct the training:

- WPC Trainer's Guide** - to help you run the courses
- Community Handbook** - one for each WPC/VHWC
- Pictures** - for your own use and use by participants
- Sample Spare Parts** - for demonstration purposes

Give out the **Community Handbook** to every WPC member and encourage them to read it. Those who are illiterate can get help from friends or family.

Ask the DCT for a set of **pictures** for use in training and community education. The pictures show the technical options and various hygiene topics.

Get **sample spare parts** - especially fast-wearing parts - from the Maintenance Unit. Use these parts to show how the parts wear out and need to be replaced.



Planning and Logistics

- 1 **PLANNING:** Meet with the trainers on the team before each workshop and review the lesson plan. Choose one person to be the workshop coordinator. The coordinator's role is to ensure the smooth running of the workshop -
 - Assign tasks and check that they are done.
 - Keep the workshop on schedule and resolve any conflicts.
 - Divide participants into groups and assign a trainer to each group
 - Check on small group sessions and set time limits.
 - Organise the writing of the workshop report.

- 2 **DATES:** Agree on workshop dates with each WPC. Find a time which is convenient to them and to you. Many WPC members are farmers so it is important to choose dates that don't disrupt their farming activities. Give the dates to your district officers so that they can supervise some of the workshops.

- 3 **PUBLICITY:** Explain the TYPE OF TRAINING EVENT to be conducted so that WPC members know what they are coming to:



- The training course is not a community meeting.
- Trainees should stay whole day, not 'come and go'.
- Only WPC and VHWC members are invited.
- Each WPC should send no more than 10 members.
- Workshop starts at 8 am - please come on time!

- 4 **LOGISTICS:** Ask the WPC to find a good location for the workshop. It should be sited at a quiet place away from the market, road, or other distractions. Ask the WPC to organise a meeting place. When the training takes place beyond the lunch hour, trainers and participants should discuss what arrangement should be made for lunch.

- 5 **TIMING:** You will need **six hours each day** for training. Ideally the programme would run from 9 am to 4 pm with a number of short breaks. Agree on the starting time with each WPC and encourage people to come early!

- 6 **BREAKS:** There are two short breaks scheduled each day. This will allow participants to rest and talk informally. Make sure that people know the breaks are **short** - or you might lose your participants!

Tips for Trainers



Be well organised. Read the Trainer's Guide and other relevant materials before the training so that you are well prepared and know how to handle your sessions.

- ✧ **Practise beforehand** how to conduct the sessions in the local language. You will have to get used to translating phrases in the Guide.
- ✧ **Be friendly.** Make everyone feel comfortable and part of the group.
- ✧ **Ask questions and encourage everyone to contribute.**
- ✧ **Be a good listener.** Listen carefully, show you are interested, rephrase what people say, and ask followup questions.
- ✧ **Don't be satisfied with one answer.** Keep asking - "Why? What else? Who would like to add to that?"
- ✧ **Don't rush.** Find the pace that people feel comfortable with.
- ✧ **Don't do all the talking!** Remember - your job is to ask questions and get participants to do the talking.
- ✧ **Equalize participation** - draw out the silent and control the talkative.
- ✧ **Be gender aware.** Encourage women to be active in the discussions.
- ✧ **Watch the energy level.** Look for signs of tiredness or boredom. When people get tired, change the activity, introduce a song, or take a break.
- ✧ **Make things real.** TAKE spare parts to show WPC members what they look like - or take the group on a guided walk to see the river or the pumpsite.
- ✧ **Be a good time manager.** Estimate how much time each activity takes, watch the time and set an appropriate pace for the group.
- ✧ **Take notes on what happens in the workshop.** This will make it easier to write the workshop report.

Monitoring

Training for WPCs consists of both WORKSHOPS and FOLLOWUP VISITS. After each workshop you will be expected to visit each WPC and check to see how they are doing. Review their action plan, and discuss any problems they are having. Give advice where necessary, but don't take over their job! Let them make their own mistakes and correct themselves - and solve their own problems.

Here is a checklist of things to look for:

1. ORGANISATION AND MEETINGS

- ✓ No "one-man show" - democratic decision making
- ✓ Work well shared among WPC or VHWC members
- ✓ Women participate actively and as equals in decision-making
- ✓ Regular and well attended meetings
- ✓ Participation - everyone is given a chance to contribute
- ✓ Effective meetings - clear decisions made & don't drag on too long
- ✓ Good action planning and checks on action done

2. COMMUNITY INVOLVEMENT

- ✓ Regular meetings to inform and consult community
- ✓ Active involvement in communal labour eg cleaning pump site
- ✓ Support for and interest in WPC-initiated activities

3. MONEY

- ✓ Good fund-raising system agreed by whole community
- ✓ Good system for ensuring that everyone contributes
- ✓ Money deposited in bank soon after collection
- ✓ Accounts - up-to-date, properly done
- ✓ Regular reports by treasurer to WPC
- ✓ Accountability - regular reporting to community

4. MAINTENANCE

- ✓ Villagers using water facility with care
- ✓ Caretakers inspecting facility regularly
- ✓ Stock of spare parts on hand
- ✓ Quick action when facility breaks down
- ✓ Regular cleaning of water point site

5. HYGIENE AND SANITATION

- ✓ Regular community meetings and action on hygiene/sanitation
- ✓ People use new facility and no longer use the old sources
- ✓ Regular handwashing with soap or ash
- ✓ Regular cleaning and covering of fetching & storage containers
- ✓ People are building and using latrines

6. RELATIONS WITH OTHERS

- ✓ Good relations with and support from chief, DA member, VDC
- ✓ Links with neighbouring WPCs

WORKSHOP ONE

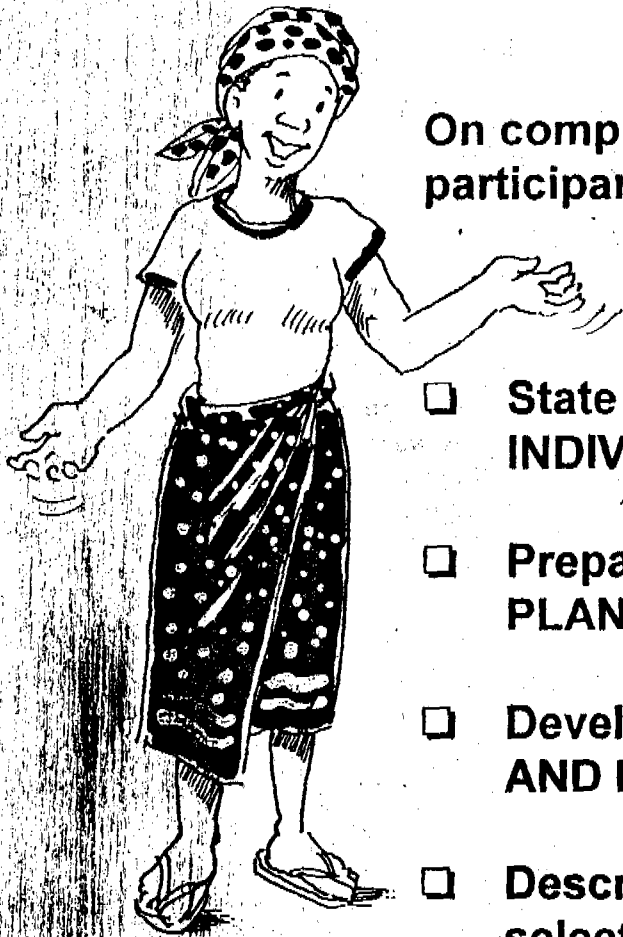
(Planning Phase)



One Day Course covering the following topics:

- A. Getting Started**
- B. Tasks, Organisation, and Meetings**
- C. Facility Management Plan**
- D. Options, Siting, and Construction**
- E. Money and Maintenance**
- F. Hygiene and Sanitation**
- G. Action Planning and Evaluation**

Objectives



On completion of the Workshop participants will be able to:

- State their **TASKS** as a **WPC** and **INDIVIDUAL TASKS** of members
- Prepare a **FACILITY MANAGEMENT PLAN (FMP)**
- Develop plans for **COLLECTING AND MANAGING MONEY**
- Describe the **WATER FACILITY** and select its **SITE**
- Make initial plans on how they are to support and supervise **CONSTRUCTION**
- Make initial plans on how they are to manage **MAINTENANCE**, including selection of caretakers
- Explain the importance of **HYGIENE & SANITATION**
- Identify their **PROBLEMS** in doing management tasks and find ways to solve them
- Develop **ACTION PLANS** for the next month, including briefing community on what they learned.

Detailed Workshop Programme

A. GETTING STARTED

- 1 OPENING AND WARMUP: Warmup with a song and prayer. (5 minutes)
- 2 NAMES: Members introduce themselves and their roles. (10 minutes)
- 3 EXPECTATIONS & FEARS: Ask - "What do you expect to learn? What fears do you have about the course - or about your work with WPC/VHWC?" (10 minutes)
- 4 WORKSHOP OBJECTIVES: Explain the objectives. (5 minutes)

The workshop will help you prepare for the following activities:

- ORGANISATION: How to work together as a team and divide up the work.
- MEETINGS: How to organise regular WPC meetings & community meetings.
- MONEY: How to raise and manage funds for the new water supply.
- RECORD-KEEPING: How to keep records of meetings and money collected
- SITING: How to select potential sites for the new water facility.
- CONSTRUCTION: How to organise materials and supervise construction.
- MAINTENANCE: How to maintain the new facility (eg selection of caretakers)
- HYGIENE & SANITATION: How to organise discussion & action on H&S.
- WORK WITH COMMUNITY: How to keep the community informed & involved

B. TASKS, ORGANISATION, MEETINGS

- 1 COLLECTIVE TASKS: Ask - "What are your *collective tasks* as a Water Point Committee?" Get everyone to contribute. Add any points missed.

- ✓ Represent water users at meetings with government and others
- ✓ Meet regularly as a WPC to plan & review activities and solve problems
- ✓ Meet regularly with the community to brief them and get their ideas
- ✓ Plan and help to site and build the new water facilities
- ✓ Organise labour and materials and supervise construction
- ✓ Regulate use and care of the new facilities and distribution of water
- ✓ Organise maintenance and repair of the facilities
- ✓ Collect and manage money to pay for spare parts and repairs
- ✓ Keep the community informed about money raised and spent
- ✓ Keep records of money, maintenance, and meetings
- ✓ Organise cleaning and maintenance of the water point site
- ✓ Promote awareness and action on hygiene and sanitation
- ✓ Develop links with VHWC, VDC, other WPCs, Local Service Providers
- ✓ Monitor and evaluate activities

2 **ROLES OF OFFICE BEARERS:** Ask - "**What are tasks of each office bearer?**"
Discuss each position - chairperson, secretary, treasurer, caretakers, & members.

3 **ORGANISATION AND MEETINGS:**

a) *What collective activities have been organised by community in the past?*
[eg collective purchase of fertiliser by farmers' clubs, redigging of old wells]

b) *What problems have there been with these community activities?*

**Example: domination by one leader; women left out; infrequent meetings;
poor attendance; poor money handling; no accountability to community**

c) *How will you organise yourselves to avoid/overcome these problems?*

**Everyone (including women) active in discussion/decision-making;
regular meetings/good attendance; money well handled; accountability**

d) *How will you ensure that:*

- **Your meetings are effective** - decisions are made and action taken?
- **All members including women are actively involved** in discussion?
- **The work is divided equally** among all members?

e) *How will you:*

- **Involve the community** and inform them about your activities?
- **Work with community leaders** - chief, VDC, VHWC, & other leaders?

C. FACILITY MANAGEMENT PLAN (FMP)

1 **INTRODUCTION (5 minutes):** Explain that one of the initial tasks of the WPC is to prepare a Facility Management Plan. In completing this plan the WPC and community will think about **all** of the issues involved in a new water facility - the type of facility, where it is to be sited, how the community will raise the money, how it will be maintained, etc. This plan will ensure that the community has thought seriously about the new facility and their management responsibilities before construction starts.

2 **DECISION-MAKING PROCESS (5 minutes):** Explain that the WPC should **not** do all the planning on their own. The WPC should hold a meeting with the community to discuss and decide on each of the issues in the FMP. By discussing these issues with the community and deciding together, they will build support for each of the decisions eg how money is to be collected, how community members will contribute their labour, etc.

3 **DETAILED REVIEW (10 minutes):** Hand out copies of the FMP form and go through it, explaining what is required for each section.

Then explain that the rest of the course will look at each of the issues in the FMP.

D. OPTIONS, SITING, CONSTRUCTION

1 WATER SUPPLY OPTIONS (20 minutes): Use the technical option pictures.

- Discuss the existing water supply situation in the village.
- Discuss the option available to community [borehole or gravity system] "What do you **know already** about this option? What are its **good points** and **bad points**". Add things which are not mentioned - eg depth of borehole, capital and maintenance cost, health issues, how dependable, etc. Get participants to compare it with the old sources and hand dug wells.

EXAMPLE OF MAINTENANCE COSTS IN 2000:

Gravity System: replace tap twice a year = $K350 \times 2 = K700$ divided by 125 adults or 18 households per tap = $K40$ per household per year

Pump: $K210$ for fast wearing parts a year = $K210$ divided by 250 adults or 36 households per pump = $K6$ per household per year

- Ask - "What **benefits** would you expect to get from the new water facility?" [Example: shorter distance, safe water, water available year-round, etc.]

2 SITING THE NEW WATER FACILITY (20 minutes):

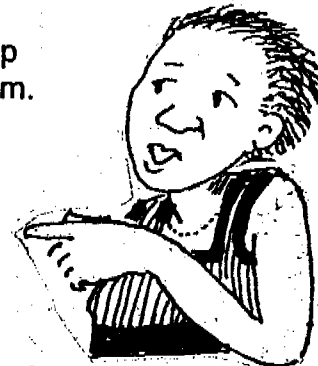
- What things do you need to consider in siting the new water facility?

Walking distance, distribution of facilities, location of groundwater of the right quantity/quality, potential contamination by latrines, refuse dumps, graveyards. Avoid places which are too low and may get flooded. Disposal of waste water.

- Where would you like to site the new water facility?

Get them to suggest 2-3 possible sites. Mark possible sites on a map. (Use map drawn during mobilisation.) Discuss the hygiene implications of different sites.

- How will you involve the community in deciding on the site for the facility?
- Explain that a hydrogeologist will come soon to help with the siting. The WPC should meet with and help him.



3 CONSTRUCTION (20 minutes): Explain and discuss the following issues. For each item get agreement on:

- WHAT is to be done, b) WHO will do it, c) WHEN it will be done. Discuss constraints & how to overcome.

- Schedule:** WPC should meet with the contractor before construction starts to agree on a schedule and discuss how the community can help.
- Access Road:** Before contractors arrive, the community should clear a road to the construction site. Where this is difficult because of the terrain, they should help to carry the tools, materials, and equipment to the site.

- c) **Materials:** As part of its capital contribution, the community will provide materials (eg sand and stone). WPC should discuss this with the contractor.
- d) **Labour:** Community will provide unskilled labour for digging and laying the piped system. This work needs to be carefully planned with the contractor.
- e) **Supervision:** WPC will be expected to check on the quality of construction eg right mix of concrete. They should check work at each stage to make sure it is according to the right standard. More detail will be given at next course.
- f) **Pump Installation:** During pump installation caretakers and other WPC members will be invited to be present. They will be given a brief orientation on the parts of the pump.

E. MONEY AND MAINTENANCE

1 MONEY - CAPITAL CONTRIBUTION:

Explain the cost of the option available to the community. Then ask:

- a) *How will you raise these funds? How much will each person contribute?*
- b) *How will you keep the money safe?*
 - *Bank or Post Office Savings Bank - How to open and operate a bank account? Who will authorize the release of money from the bank?*
 - *If no bank within district - How to ensure that the money is safe?*
- c) *What problems might arise? How can you solve these problems?*
- d) *What will you do if people refuse to contribute?*

2 MONEY - MAINTENANCE:

- a) Ask - "*If you have a bicycle, how do you maintain it?*"
[routine checks, buying spare parts, paying mechanic]
- b) Explain that the pump, like a bicycle, will eventually wear out. Things made from steel wear out and parts need to be replaced. That's why a maintenance fund is needed to pay for new parts or for repairs by the caretaker or local mechanic (LSP). This money will be collected and used for these repairs.

Explain the pump parts and how much money is needed for maintenance:

- Some pump parts wear out quickly, like the fast-wearing parts of a bicycle eg tyres, tubes, brake pads.
- Fast-wearing parts kit - 1 U-seal, 1 O-Ring, 2 bobbins, 4 bearings.
- Fast-wearing parts kit costs K210 and lasts for one year.
- Just as other bicycle parts wear out (eg pedals, spokes, etc), other pump parts wear out eg plunger (K1000), rods (K400).
- At first you may only need K210 a year, but later you may need K500 to K1000 a year.
- Get WPC to divide this annual cost by the number of adults or households in village to determine the cost per person/household.
- Hand out list of spare parts and their costs.
- Buy fast-wearing parts in advance to be able to replace quickly.

- c) Ask:
- How will you **collect** this money? Who will contribute? How much per person/household? How often?
 - How will you get the community to **contribute and keep contributing**?
 - How will you **keep the money safe**? Banking - how to open and operate? If no bank - how to ensure money is safe?]
 - How will you **record** this money?

3 MAINTAINING THE NEW FACILITY:

- a) How can you get the community to take good care of the facilities?
 b) How will you support the caretakers in doing their job?

Encourage the caretakers to take an active role in the construction process.

F. HYGIENE AND SANITATION

1 HYGIENE: Hold up pictures of a) the old sources and b) the new facilities.

- a) What are the **main health problems** in using the old sources?
 [unsafe water - source of diarrhoea/cholera/bilharzia; people defecate near source; chemicals polluting the water; long distance to get water - women are very tired, etc.]
- b) How do your water sources get **polluted**?
- c) What are the **causes** of diarrhoea? cholera?
- d) How can you **prevent** diarrhoea and cholera?
- e) What are the **health advantages** of the new facilities?
 [safe water all year round - less diarrhoea/cholera, no bilharzia, use water for handwashing and keeping things clean, etc]
- f) What can you do **about the old sources** while waiting for the new facilities?
 [Examples: Stop people defecating near source. Stop other forms of contamination. Filter water before drinking.]
- g) Will villagers **use the old sources** once new facilities are completed? For what purposes? What are the problems in continuing to use the old sources? What can be done?

2 SANITATION: Hold up pictures showing a) open defecation b) latrine.

- a) What do you see in the pictures?
- b) Why is open defecation a health problem?
- c) Why do people defecate in the bush or lake water?
- d) Why do people need latrines? What are the benefits of latrines?
- e) What are the common fears or concerns about latrines?
- f) What other things prevent people from building latrines?
- g) What can we do to encourage people to build latrines?

3 ACTION PLANNING: Discuss the following questions:

- a) Why are hygiene and sanitation included in your management tasks?
- b) What are the major hygiene or sanitation problems in your community?
- c) How can you get the community to take action on those problems?

G. ACTION PLANNING AND EVALUATION

1. **ACTION PLANNING:** Review activities to be carried out after the workshop -
 - A) Preparation of Facility Management Plan
 - B) Deciding on site for new facilities
 - C) Raising funds for capital contribution
 - D) Opening bank account
 - E) Organising community discussion on Hygiene & Sanitation

Agree on what is to be done for each activity - **WHAT** is to be done, **WHO** is going to do it, and **WHEN** it will be done. Record on Action Plan.

Remind them that they should meet with the community to discuss the FMP. It is important that the whole community agrees with the plans.

2. **FOLLOWUP:** Discuss with WPC on the timing for your next visit. At this visit you can review the FMP.
3. **EVALUATION:** Ask - "What did you learn? What did you like/dislike?"
4. **CLOSING:**
 - a) Thank participants and encourage them to put their ideas into action.
 - b) Ask them to hold a community meeting to report back what they learned and start discussions on the FMP.
 - c) Remind them of the date for your next visit.
 - d) Remind participants that this was the first of three courses. The next course will be organised at the start of the construction phase.



WORKSHOP TWO

(Construction Phase)



One Day Course covering the following topics:

- A. Getting Started**
- B. Review and Problem Solving**
- C. Planning for Construction**
- D. Money and Maintenance**
- E. Hygiene Education**
- F. Action Planning and Evaluation**

Objectives



On completion of Workshop participants will be able to:

- Identify their own PROBLEMS in doing management tasks and find ways to solve them
- Plan for all aspects of CONSTRUCTION
- Improve their strategy for MANAGING MONEY
- Improve RECORD-KEEPING - minutes, financial records, and maintenance records
- Plan for MAINTENANCE, including the selection of caretakers
- Organise community discussion and action on HYGIENE and SANITATION
- PLAN COMMUNITY MEETING to brief the community on what they learned



Detailed Workshop Programme

Arrive early to help set up the meeting place and greet participants as they arrive. Start the warmup songs and dancing as soon as a few people have gathered.

A. GETTING STARTED

1. **INTRODUCTIONS:** Give the following introduction (5 minutes):

This is the second training course to be organised for your WPC. This course will run for one day only. In this course we would like to find out how you are doing and help you find solutions to some of your problems. Then we will discuss how to plan and prepare for construction. But first - let's hear from you what you would like to learn about.

2. **EXPECTATIONS (Buzz Groups):** Ask participants to discuss their expectations in pairs - then organise round robin reporting. (10 minutes)

3. **WORKSHOP OBJECTIVES:** Explain the objectives. (5 minutes)

Our objective for the workshop is to help you:

- Plan for **CONSTRUCTION** and learn about all aspects of construction
- Solve your problems and improve your skills in the following areas:
 - a) **MONEY** - how to collect and manage money & use it for spare parts
 - b) **HYGIENE & SANITATION** - how to improve your health through the use of safe water and toilets

4. **LEARNING REVIEW:** Ask participants to discuss in pairs - "What makes an effective WPC?". Then organise round robin reporting. (10 minutes)

- Trust, teamwork, & work shared among members
- No one dominates - everyone participates equally
- Members take active part in meetings & action
- Regular meetings - clear decisions & action taken
- Women participate as equals in decision-making
- Accountability - financial reporting to community
- Recognition & support from leaders & community
- Good money management
- Good record-keeping eg minutes, accounts





DISCUSSION IN WPC GROUPS (1-2 hours):
 Divide into WPC groups, each with a trainer. Discuss the following topics. At the end organise a report back - but don't allow the report back to drag on too long.

DISCUSSION TOPICS

General Situation (15 minutes):

- How have you been doing since the first workshop?
- Did you implement your Action Plan?
- What have you achieved? What problems are you facing?

Organisation and Meetings (15 minutes):

- How are you working as a team? Any problems or conflicts?
- How are relations with community leaders? Any problems?
- How are you keeping the community informed and involved?
- How are your own meetings and the community meetings - attendance? participation? concrete results?

Selecting and Siting the New Facility (10 minutes):

- What technical option(s) did the community choose? Why?
- What site(s) did the community choose? Why?
- How did you involve the community in these decisions? Did you have any problems in getting their input?
- Does the community really understand why they are choosing a particular option? If not, what can you do to discuss it further?

Maintenance (10 minutes):

- Who have you appointed as caretakers of the new pump? Explain the arrangements for training the caretakers
- Where will you buy spare parts? How often? Explain the maintenance schedule - how some parts need to be replaced more frequently than others.

Hygiene and Sanitation (10 minutes):

- What water-related or sanitation-related health problems have you identified in your community?
- What have you done to build awareness and action on hygiene and sanitation?

Encourage everyone to contribute and observe who is doing the talking. At the end give the WPC feedback on how it discusses things as a group - who talks? who doesn't talk? who decides?

C. PLANNING FOR CONSTRUCTION

1. **DISCUSSION IN WPC GROUPS:** Discuss the following aspects of construction. For each topic get agreement from the WPC on:

- a) **WHAT** is to be done by each player (WPC, contractor, community)
- b) **WHO** will do it
- c) **WHEN** and **WHERE** it will be done.

Discuss possible constraints and how to overcome them.

- a) **Schedule:** WPC should meet with the contractor before construction starts to agree on a schedule and discuss how the community can help.
- b) **Access Road:** Before contractors arrive, the community should clear a road to the construction site. Where this is difficult because of terrain, they should help carry the tools, materials, and equipment to the site.
- c) **Accommodation and Food:** The community may provide food and accommodation for construction crew - as part of the in-kind contribution.
- d) **Storage:** WPC will help store the tools, equipment, and materials near the construction site and ensure their safekeeping.
- e) **Materials:** As part of their capital contribution the community may provide materials (eg sand and stone for the construction of the civil works). If so, WPC will need to negotiate this arrangement with the contractor, who will decide if the materials are the right standard.
- f) **Labour:** The community will provide unskilled labour for digging the trench and laying the piped system. This work needs to be carefully planned with the community and the contractor.
- g) **Monitoring:** WPC should check on the quality of construction and the materials used - their quantity and quality. Hand out **MONITORING CHECKLIST** (at back of the guide) and discuss each point on the checklist. Give a few examples of cases where poor supervision lead to a badly constructed facility. Discuss how to deal with the contractor if the materials or workmanship is unsatisfactory.
- h) **Site Meetings:** WPC or selected members should meet with the contractor (or LSP) on a regular basis to review progress.
- i) **Pump Installation:** WPC members and caretakers should be present when the pump is installed for an orientation on the pump.
- j) **Completion & Commissioning:** Once construction is finished, the contractor will test the performance of the facilities. WPC will then approve the work done by signing the certificate of completion.

D. MONEY AND MAINTENANCE

- 1 **DISCUSSION:** Explain that during this phase the WPC should start to work with the community to develop a maintenance fund and use the funds for buying spare parts. Discuss the following topics in WPC groups:



Raising Funds (15 minutes)

- How much money have you raised for maintenance?
- How are you organising the collection of money - How often? How much per person/household? Who collects? How?
- How are you recording contributions?
- What problems with collecting money?
- How can you solve those problems?
- What will you do if:
 - a. people refuse to contribute?
 - b. people are unable to pay? (eg elderly, poor, handicapped?)

Keeping Money Safely (15 minutes)

- Where do you keep the money? (home or bank)
- If at bank/post office, who authorizes withdrawal of money to buy things? [Some communities insist on community meeting to decide on withdrawal of money; other communities allow WPC leaders to withdraw money as long as they report to a community meeting soon afterward]
- Any problems with keeping money safely? Solutions?

Using Money for Spare Parts (10)

- How will you organise the purchase of spare parts?
- Where can they be purchased? How much?

Show them the maintenance schedule for their pump: get them to identify which parts need regular replacement and the annual cost for spare parts. Then get them to agree on a strategy for regular purchase of spare parts.

Investing Money (10)

What are you going to do with the money -

- a) Buy and store spare parts - or
- b) Leave money in bank to gain interest?



Record-Keeping and Accountability (10)

Check on how the records are being kept and show WPC how to improve record-keeping. Ask:

- Who is keeping the records? How are you doing it?
- Who is checking the record-keeping?
- How do you report on money to: a) WPC? b) community?

E. HYGIENE EDUCATION

1. **LARGE GROUP DISCUSSION:** Conduct this session with the whole group.

1.1 WHAT TO DO ABOUT THE OLD SOURCES:

a) *At the first workshop we discussed the problem of using traditional or unprotected sources of water for drinking. What was the problem?*

Water from traditional sources is contaminated and can make people sick.

b) *What have you done to discourage use of old sources for drinking water?*

1.2 KEEPING POTABLE WATER CLEAN:

a) *How can water get contaminated during collection or use in the house?*

Use of dirty containers to fetch water; put leaves in the water; pour water into dirty containers at home; no lid on container; use of dirty tins from floor to scoop out water.

b) Ask the group to act out a short drama showing some of these problems. Then ask - *"What can you do to make sure the water stays clean?"*

Wash fetching container before filling with water; use an upside down calabash to prevent water from spilling; keep lid on storage container; wash storage container once a month; find a permanent cup for removing water from the container and keep it clean

c) *Which of these solutions is likely to work?* Discuss the practical aspects. Get agreement on two or three things they would like to take action on.

d) *What can you do to get the active support of the whole community to make these changes?"* Get clear agreement on what is to be done.

Hold a community meeting to raise these issues; meet with the women on their own; discuss and demonstrate these ideas at the water point.

1.3 HANDWASHING: Organise a role play.

(Story - people start eating without washing their hands.) Then discuss these questions:

- What happened?*
- Why is it important to wash hands?*
- What are the critical times when people should wash their hands?*
- What prevents people from washing hands?*
- How can you promote handwashing as a regular habit in the community?*



What happened?

Dirt on the hands got into the mouth while eating and gave people diarrhoea.



Critical times for washing hands?

Before and after food preparation/processing; before and after eating; after defecation or urinating; after handling children's faeces; after attending funerals.

What prevents people from washing their hands?

Water and soap not available; people only wash after meals, not before; people don't see the germs on their hands; effects of not washing not immediately felt; people don't believe children's faeces are harmful.

How can you promote handwashing as a habit?

Modeling by WPC members; home visits and chats with women at pump; teaching schoolchildren.

2 EXPERIENCE WITH HYGIENE EDUCATION: Ask the following questions:

- a) *What have you done to build awareness and action on hygiene?*
- b) *What have you done to:*
 - *Discourage the use of OLD SOURCES for drinking water?*
 - *Promote new practices in FETCHING AND STORING WATER?*
 - *Promote REGULAR HANDWASHING?*
 - *Promote the CONSTRUCTION OF TOILETS?*
- c) *How have you tried to involve the whole community in discussing and taking action on these issues?*
- d) *What difficulties have you had in conducting hygiene education?*
- e) *How could you improve your work on hygiene?*

3 PRACTICE FACILITATION: Introduce the idea of practising how to facilitate the Hygiene Education meetings:

Let's now look at how to conduct these meetings. We're going to practice how to ask questions and lead discussion. One team will start off as the 'facilitators' and lead a discussion on one hygiene problem. The others will pretend they are villagers at a meeting. After a while we'll stop and give the team feedback.

Then another team will take over as 'facilitators' and continue with the same discussion. After a while we'll stop and give them feedback - and then the third team will take over. In this way every team will get a chance to lead a discussion session.

- a) ***PROBLEM:*** *Let's focus on the problem of the water becoming dirty while it is being collected and transported.*

- b) Invite one team to go first. Help them get started. Explain what their objective is:
 - Get people to discuss the problem - "Why is water getting dirty?"
 - Then get people to discuss - "How to solve the problem?"
 - Get people to come up with ideas that are practical and realistic.
 - Get them to talk about how they are going to encourage each other to adopt the new practices.
- c) Allow them to facilitate for about 10 minutes. If they are having major problems, help them get back on track.
- d) After 10 minutes stop the team and invite FEEDBACK. (10 minutes)
- e) Then ask another team to take over. Help to focus the new team - explain what their objective is.

3 **SUMMARY:** At the end ask group members to brainstorm a list of DO'S and DON'TS about discussion facilitation.

- Introduce the problem to be discussed.
- Ask a question about the problem - "*Why is this a problem?*"
- After asking the question, ask people to give their ideas.
- Use your voice, eyes, and hands to encourage people to talk.
- Thank people for their contributions - "*Good*" "*Thanks*"
- Ask more questions to get people to think about the problem and how it can be solved - "*What can we do to solve the problem?*"
- Summarize what is suggested and see if people agree.
- Make sure the decision is clear - WHO? WHAT? WHEN?
- Check that the action proposed is realistic.
- Encourage everyone to talk and stop anyone who is dominating.
- Keep the discussion on topic - don't let it drag on too long.

F. ACTION PLANNING AND EVALUATION

- 1 **ACTION PLANNING (WPC GROUPS):** Review the problems identified during the workshop. Get agreement on which problems are priorities. Then take each priority problem at a time and get participants to decide on: WHAT is to be done, WHO is going to do it, and WHEN it will be done. Record on Action Plan.
- 2 **REPORT BACK:** Ask each WPC to give a short summary of their Action Plan. Finish off by encouraging WPCs to implement their Action Plans.
- 3 **EVALUATION:** Ask - "*What did you LIKE/DISLIKE about workshop?*" Then go round the circle asking each person - "*What did you LEARN from the workshop?*"
- 4 **CLOSING:** Thank participants and encourage them to put their ideas into action. Ask them to hold a community meeting to report back what they learned and their Action Plan. Remind them of the date for your next visit.

WORKSHOP THREE

(Operation & Maintenance Phase)



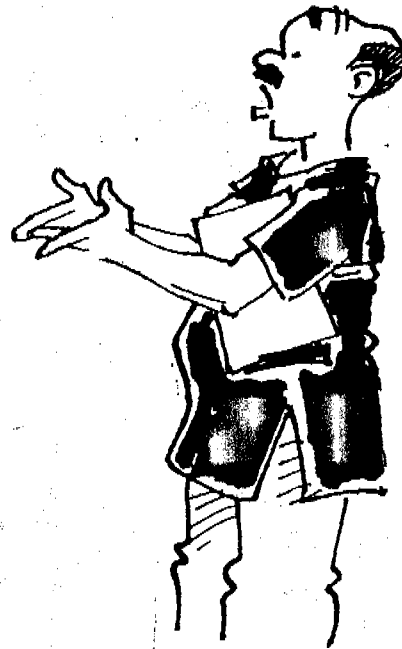
Two Day Course covering the following topics:

- A. Getting Started**
- B. Review and Problem Solving**
- C. Operation and Maintenance**
- D. Managing Money and Records**
- E. Meetings and Record-Keeping**
- F. Hygiene Education**
- G. Sanitation Promotion**
- H. Linkages and Networking**
- I. Monitoring**
- J. Action Planning and Evaluation**

Objectives

On completion of the Workshop participants will be able to:

- a. Improve their approach for **MANAGING MONEY**
- b. Develop a **MAINTENANCE PLAN**, including inspection, maintenance, purchase of parts, and caretaker support
- c. Organise education & action on **HYGIENE & SANITATION**
- d. Improve **RECORD-KEEPING** - minutes, financial records, and maintenance records
- e. Improve their **MEETINGS and ORGANISATION**
- f. **MONITOR** their performance
- g. **NETWORK** with other players - VDC, VHWC, LSPs, and other WPCs



Detailed Workshop Programme



Arrive early to help set up the meeting place and greet participants as they arrive. Start the warmup songs and dancing as soon as a few people have gathered.

A GETTING STARTED

- 1 **INTRODUCTIONS:** Give the following introduction (5 minutes):

This is the third and final training course to be organised for your WPC. This course will run for two days. We would like to find out how you are doing and help you find solutions to some of your problems. But first - let's hear from you what you would like to learn about.

- 2 **EXPECTATIONS (Buzz Groups):** Ask pairs to discuss - "What problems would you like to solve during this workshop? What things would you like to learn?" Then organise round robin reporting. (10 minutes)
- 3 **WORKSHOP OBJECTIVES:** Explain the objectives. (5 minutes)

Our objective for the workshop is to help you solve your problems and improve your skills in the following areas:

- **MEETINGS** - how you can organise effective meetings
- **MONEY** - how to collect and manage money & use it for spare parts
- **MAINTENANCE** - how to keep the pump operating using spare parts
- **RECORDS** - how to keep effective records (minutes and accounts)
- **HYGIENE & SANITATION** - how to improve your health through the use of safe water and toilets
- **MONITORING & EVALUATION** - how to check on your performance in developing a safe water supply and sanitation facilities
- **NETWORKING** - how to work with VHWC, VDC, other WPCs and LSPs

B. REVIEW AND PROBLEM SOLVING

- 1 **DISCUSSION IN WPC GROUPS:** Divide into WPC groups, each with a trainer. Discuss the following topics. At the end organise a report back.

- a) **General Situation (10 minutes):**
 - *What have you been doing since the first workshop?*
 - *What have you achieved? What problems are you facing?*
- b) **Internal Organisation (5-10 minutes):**
 - *How are you working as a team?*
 - *How is the work being shared within the team?*
 - *How many members are still active in the WPC?*
 - *Any problems or conflicts? What can you do to solve them?*
 - *How can you improve or strengthen your WPC?*
- c) **Women's Participation (5-10 minutes)**
 - *How is the participation of women WPC members?*
 - *What can you do to improve their participation?*
 - *How is women's participation in community meetings and action?*
 - *What can you do to improve their participation?*
- d) **WPC Meetings (5-10 minutes):**
 - *How are your WPC meetings - good attendance? concrete results?*
 - *What is discussed? What actions are taken?*
 - *Do you have any problems with your meetings?*
 - *What can you do to improve your meetings?*
- e) **Involving the Community (5-10 minutes)**
 - *How did you involve the community during construction?*
 - *Did you have any problems in getting their input?*
 - *How does the community feel about their new water facility?*
 - *How often do you meet with the community - and what happens?*
 - *How can you improve your briefing and involvement of community?*
- f) **Relations with Community Leaders (5-10 minutes):**
 - *How are relations with the chief, VDC, and other community leaders?*
 - *Do you have any problems or conflicts? If so, how can you solve them?*
 - *What support could these leaders provide?*
 - *How can you improve your relations with & support from these leaders?*
- g) **Hygiene and Sanitation (5-10 minutes):**
 - *What water-related or sanitation-related health problems have you identified in your community?*
 - *What have you done to build awareness and action?*

Encourage everyone to contribute and observe who is doing the talking. At the end give the WPC feedback on how it discusses things as a group - who talks? who doesn't talk? who decides?

C. OPERATION AND MAINTENANCE

- 1 **DISCUSSION IN WPC GROUPS:** Discuss the following topics. This discussion could be organised at the pumpsite - to make things real!



Congratulations! You now have your own safe water supply facility. Let's talk about how you are going to take good care of it.

a) Pump Use and Care by Community (10 minutes):

- How have you organised water distribution at the pumpsite? [fetching times? system for queuing? number of buckets at a time?]
- *What problems are you having with the distribution of water?* [fights at pump? long queues? overuse by brickmakers? vandalism?]
- *What can you do to minimise conflicts and overcome problems?*
- *What have you done to ensure that people use the pump with care?*
- Give a short demonstration on how to handle the pump properly.

b) Pump Maintenance (10 minutes):

- *Caretakers - what problems are you having with the pump?*
- *How have you organised reporting on pump breakdowns?*
- *How is the committee helping you when there is a problem?*
- *Have you bought spare parts? How are they being stored? Used?*
- *Any problems with getting spare parts? If so what can you do?*

c) Guarantee (5 minutes):

Explain the one-year guarantee - if there is a problem with the pump within the one-year period and it is not a result of misuse by the community, then the pump supplier will repair or replace the pump. After the first year it is the responsibility of the community to maintain the pump.

d) Pumpsite Cleaning and Maintenance - 10 minutes:

- *How is your pumpsite?* [clean? weeded? backfilled? drainage?]
- *What things need to be improved at the site?*
- *How do you organise communal labour for site cleaning?*
- *Any problems with communal labour?*
- *How could you improve the organisation of site cleaning? Be specific* [who? when? how often? how to share the work?]

Help the WPC work out an effective strategy for site cleaning & maintenance. Examples: women - daily cleaning in pairs on a rota basis; men - backfilling, cleaning soakaway, & construction of fence

e) Increasing Coverage of Latrines & Handwashing Facilities - 10 min.

Explain that safe water alone will not bring full health. People also need to build and use safe latrines and use regular handwashing.

D. MANAGING MONEY AND RECORDS

1. DISCUSSION IN WPC GROUPS: Discuss the following topics:

DISCUSSION TOPICS

a) Money Collection (15 minutes)

- How much money have you collected for maintenance?
- How are you organising the collection of money - how often? how much per person/household? who collects? how?
- What problems do you have with collecting money?
- How can you solve those problems?

b) Keeping Money Safely (15 minutes)

- What are you doing to ensure the money is kept safely?
- Any problems with keeping money safely?
- How can you improve the safekeeping of money?
- What will you do if money is stolen by a WPC member?

c) Using Money for Spare Parts (10)

- How will you organise the purchase of spare parts?
- Where can they be purchased? How much?

Review the maintenance schedule for their pump: get them to identify which parts need regular replacement and the annual cost for spare parts. Then get them to agree on a strategy for regular purchase of spare parts.

d) Investing Money (10)

- How are you investing the money collected -
 - using the money to buy spare parts?
 - leaving the money in the bank to accumulate interest?
 - buying groundnuts during harvest and selling later?

e) Record-Keeping and Accountability (10)

Explain that in the next session the details on how to do record-keeping will be introduced.

Then discuss

- How are you keeping your records?
- Who is checking the record-keeping?
- How do you report on money to:
 - a) WPC? b) the community?



E. MEETINGS AND RECORD-KEEPING

This session is conducted in two sections:

- Section A (Meeting Skills) - Chairpersons, Secretaries, + other members
- Section B (Record-Keeping) - Treasurers, Caretakers, + other members

SECTION A: MEETINGS SKILLS



- 1 **IMPROVING MEETINGS:** Read out the following situation -
In another village at the first WPC meeting everyone turned up. At the second meeting only half the members turned up. At the third meeting only the chairman and secretary turned up.



- a) *What do you think happened?*
- b) *Do you have problems getting people to attend your meetings? Why?*
- c) *How can you organise meetings to get a good turnout?*

- Find a time which is suitable to everyone, especially women.
- Inform everyone ahead of time & remind them close to the time.
- Encourage everyone to talk and stop anyone who dominates.
- Follow the agenda and keep the discussion on topic.
- Keep to time - don't let the discussion drag on too long.
- After people have talked for a while, ask for a decision.
- Make sure decisions are clear and that everyone agrees.
- Assign people to do each task - WHO is to do WHAT & WHEN.
- Make sure that the secretary records each decision.
- At the next meeting check that the tasks have been carried out.

- 2 **PRACTICE:** Ask participants to practise these skills in a meeting, using the agenda below. Ask one chairperson to lead discussion of the 1st agenda item. After 5-10 minutes stop the "role play" and ask for feedback. Then ask another chairperson to lead discussion of the 2nd agenda item. After 5-10 minutes stop and ask for feedback.....and so on.

MEETING AGENDA:

- A. **MONEY:** Many people are not paying the agreed contribution.
- B. **MAINTENANCE:** Caretaker reports that the pump has broken down.
- C. **HYGIENE:** Decide on an action plan to improve the water point site.

Use the practice sessions to demonstrate and discuss the following points on how to chair meetings:

- KEEP THE FOCUS** - Explain what needs to be discussed
- ENCOURAGE PARTICIPATION** - Ask people to contribute
- OBSERVE** - See who is not talking and get them to talk
- SUMMARIZE** - State clearly what is agreed
- DECIDE** - Ensure that each decision is clear so it can be implemented:
 - **WHAT** needs to be done
 - **WHO** will do it
 - **WHEN** will it be done



Here are a few suggestions on **HOW TO GIVE FEEDBACK**:

- Make sure that feedback is not overly critical and hurts people.
- Remember - the idea is to help people learn how to improve their chairing skills, not make them feel bad.
- Show participants how to give positive and negative feedback.

- 3 **SUMMARY:** At the end of the session ask - "*How can we improve our meetings?*" Ask participants to be specific in their comments.
- 4 **MINUTE BOOK:** Explain and discuss the Minute Book forms using the example. Emphasize the importance of recording clear decisions - **WHAT** will be done? **WHO** will do it? **WHEN** will it be done?

SECTION B: RECORD-KEEPING

- 1 **ROLE:** Ask - "*What does treasurer do?*"
- 2 **EXPERIENCE:** Ask - "*How do you keep records? Do you have any problems?*"
- 3 **WHY RECORDS?** Ask - "*WHY do we need to keep financial records?*"

- To know what happens to our money - how much money was collected, how much was spent, how much is left.
- To know who has paid their contribution and who has not paid.
- To show what we are doing with the community's money so that we can explain what is happening and avoid suspicion.
- To motivate contributors to pay.



4 CONTRIBUTIONS BOOK: Explain and discuss the Contributions Book:

- It records who has paid and who has not paid.
- First write down the names of all who are expected to contribute. Then, as people pay, record the amount beside their names. At the end of the year work out the total paid for each person.
- This way you will know who has paid and who has not paid.

5 ACCOUNTS BOOK: Explain and discuss the Accounts Book (along with a simple example and the written example to show how to keep a balance):

- This book records what happens to our money - how much money is collected, how much is spent, how much is left.
- Every time a group of people or a section pays write it down.
- Every time the caretakers buy spare parts write it down.
- This way you will know how much money you have collected, how much money you have spent - and how much money is left.
- Now - let's give an **EXAMPLE:**
You first raise K5,000 in contributions (show 5 stones). Then you spend K2,000 on spares (remove 2 stones). How much do you have now? Yes - K3,000 - this is the balance (money remaining). Now you collect K3,000 in contributions (hand over 3 stones). How much do you have now? Yes - K6,000. At each step you know how much money you have left.

6 PRACTICE: Organise a practice session on how to use the Accounts Book. Divide into WPC groups (treasurer and caretaker from each WPC) and ask each group to complete the form as you call out the items to be recorded. Read out each item and give groups time to record it and work out the balance. Let them work out the calculations. Move from group to group to help.

- At the beginning of the year you have C5,000 on hand.
- Then people from Zafika Section pay C1,000.
- Then people from Wochi Section pay C2,000.
- Then you buy spare parts for C3,000.
- Then you sell the beans contributed (in kind) for C2,000.
- Then you buy cement for C2,000 to fix the pump pad.
- How much do you have left in the bank?

7 DOING THE WORK: Ask - "Who will keep the records? If no member of the committee is literate, who could help to keep the books? (eg teacher or schoolchild)" Agree on how they are to do the work and help each other.

8 BEING ACCOUNTABLE: Ask: "How will you share the information in the record books with other WPC members and the community?" Get the group to talk about how they will report to the committee and the community.

9 MONITORING RECORDS: Explain that you would like to see how they are doing with the record-keeping each time you visit. Ask them to bring the record when you come for the next visit.

F. HYGIENE EDUCATION

1 **INTRODUCTION:** Explain that having a new water supply on its own is not sufficient to have good health. Community members also need to adopt good hygiene and sanitation practices.

2 **DISCUSSION:** Divide into groups for the following discussion:

a) *What are the hygiene practices that will promote good health?*

- Use the new (safe) water facilities exclusively for drinking purposes.
- Stop the use of unsafe (surface) water for drinking purposes.
- Clean, weed, and maintain the area around the new water facility.
- Keep safe/potable water clean "from the pump to the mouth" (eg use clean containers to collect water, keep lid on storage container, etc)
- Wash hands - before and after food preparation; before and after eating; after defecation and urination; after handling children's faeces; after funerals.
- Build and use latrines and teach children how to use them.
- Keep environment clean - cover faeces, bury/burn refuse, weed around houses.

b) *What have you done already to promote these hygiene practices?*

c) *What things are preventing people from adopting these practices?*

- Women's workload - women are often so busy they don't have enough time to do things hygienically eg no time to walk to pump or wait in the queue
- Poverty - people may know hygiene messages but lack the resources to apply them eg no money to build latrines
- People do not see their behaviour as a problem - do not see certain practices as harmful eg diarrhoea seen as a fact of life, not a disease
- Bad experience with new practices eg collapsing latrines.
- Existing beliefs - eg some people don't believe that children's faeces are harmful.
- New technologies eg 2 cup system and hand washing facilities seen as 'foreign'
- No role models - no one takes the lead - lack of support by opinion leaders.

d) *What can be done to overcome these obstacles and promote new practices?*

- Don't condemn or shout at people. This won't change their behaviour.
- Organise community or group discussion on each of the hygiene issues.
- Use these discussions to get people to agree on how to solve these problems.
- Help people see the real benefits in adopting new hygiene practices.
- Take each practice and discuss how it can be implemented. Discuss - *What will work? Are you willing to do it? What obstacles? How to overcome them?*
- Let each household decide what they can do.
- WPC and VHWC leaders should set a good example.

3 **ACTION PLAN:** Help the WPC develop an Action Plan for promoting hygiene education in the community.

G. SANITATION PROMOTION

1 **WHY LATRINES?** Divide into WPC groups, each with the same trainer.

Show 2 contrasting pictures -

- Picture A: Man defecating in bush
- Picture B: Man walking to latrine.



Ask - "What do you see in the pictures?"

Picture A:

- The man is openly defecating. Flies may settle on faeces and transfer it to food.
- Faeces could be washed into community water sources and contaminate it.
- Contaminated water can give people diarrhoea.

Picture B:

- The man looks healthy because he is using a latrine.
- He has privacy and it is more convenient... He does not need to go to the bush.

Ask - "What are the benefits of using a latrine?"

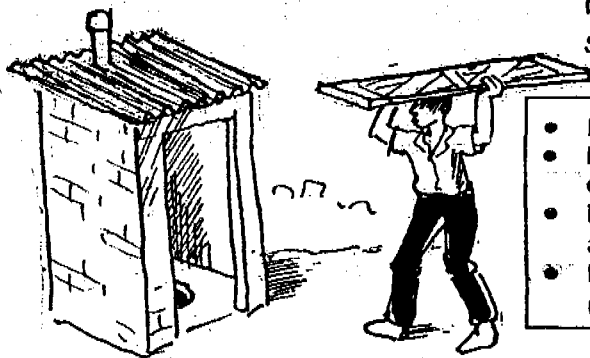
- Faeces are kept away from flies, minimising disease.
- Privacy and convenience.

2 **LATRINE MAINTENANCE:** Organise a role play on poor latrine maintenance. After the role play, ask the following questions:

- a) *What happened in the drama?*
- b) *What is involved in keeping the latrine clean and well maintained?*

- Sweep the cover slab regularly and clean with water to remove faeces.
- Do not cover the squat hole. Covering the hole interferes with circulation of air which is responsible for fly and odour control.
- Keep the latrine door closed. This will keep latrine dark - helps to prevent flies.

3 **PROMOTING LATRINE CONSTRUCTION:** Explain - "One of your roles is to promote sanitation. How can you involve community?"



- Introduce artisans to community meetings
- Explain benefits - eg improved health, convenience, privacy, social status.
- Record the names of people who want latrines and contact artisan.
- Discuss how to reduce cost by digging pit and using local materials.

H. LINKAGES AND NETWORKING



1. **NETWORKING? (Mixed Groups):** Divide into mixed groups made up of participants from different WPCs, each group with a trainer. Ask - "How can you continue to help and support each other after this workshop?"

- Neighbouring WPCs hold meetings from time to time to discuss problems.
- WPCs help each other with advice on repairs and purchasing spare parts.
- WPCs advise each other on how to deal with LSP Mechanics.

2. **LINKAGES (Mixed Groups):** Continue the discussion in mixed groups:
 - a) *Who are the other players you need to work with?*
[District Assembly, DCT, Extension Workers, other WPCs, VHWC, VDC, banks, LSP Mechanic, spare parts dealers, NGOs, etc.]
 - b) *What help/support can you get from each of these organisations?*

District Assembly:

financial and material support; bye-laws on water & sanitation; enforcement and legal backing to bye-laws; help with expansion of facilities

District Coordination Team and Extension Workers:

advice on management problems; take concerns to District Assembly

Other WPCs:

share ideas and information (eg source of spare parts or Area Mechanics)

VDC and VHWC:

help mobilizing community support; enforcement of bye-laws

Banks:

banking services; advice on different types of accounts

LSP Mechanic:

training of caretakers; technical advice on repairs; contract to repair major faults

Spare Parts Dealers:

sell spare parts; technical advice on pumps

I. MONITORING

- 1 **SELECTING INDICATORS:** Explain the idea of monitoring and then ask participants to select indicators for monitoring. Ask - "*What would tell you that your water supply, hygiene, and sanitation is getting better?*"

Examples:

- When the pump breaks we are able to repair it quickly.
- 90% of the community are contributing to maintenance fund.
- The water point site is cleaned every day.
- There are no fights and no long queues at the pump.
- Villagers are no longer using the old water sources.
- The animals are not invading the pumpsite.
- Half of the households have a handwashing facility.

- 2 **MONITORING PLAN:** Discuss with each WPC:

- a) *How will you collect this information?*
- b) *How often will you review this information?*

J. ACTION PLANNING AND EVALUATION

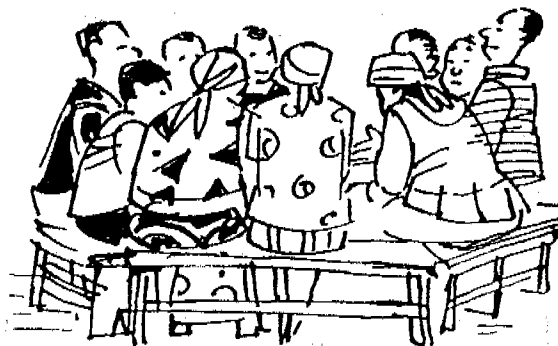
- 1 **ACTION PLANNING (WPC GROUPS):** Review the problems identified during the workshop. Get agreement on which problems are priorities. Then take each priority problem at a time and get participants to decide on: **WHAT** is to be done, **WHO** is going to do it, and **WHEN** it will be done. Record on Action Plan.
- 2 **REPORT BACK:** Ask each WPC to give a short summary of their Action Plan. Finish off by encouraging WPCs to implement their Action Plans.
- 3 **EVALUATION:** Ask - "*What did you LIKE/DISLIKE about workshop?*" Then go round the circle asking each person - "*What did you LEARN from the workshop?*"
- 4 **CLOSING:** Thank participants and encourage them to put their ideas into action. Ask them to hold a community meeting to report back what they learned and their Action Plan. Remind them of the date for your next visit.



SAMPLE AGENDA AND MINUTES

SAMPLE AGENDA

- 1 MONEY
- 2 PUMP MAINTENANCE
- 3 SITE MAINTENANCE
- 4 HYGIENE EDUCATION
- 5 SANITATION PROMOTION



SAMPLE MINUTES

		<u>ACTION</u>
1	MONEY: a) A few villagers are not contributing b) Need to increase individual contribution	Treasurer: to visit households Community meeting to discuss
2	PUMP MAINTENANCE: Report: plunger needs to be replaced	Caretaker: to buy plunger
3	SITE MAINTENANCE: a) Cows invading site - broke pump pad. b) One section refuses to help clean site	Communal work to build fence Community meeting to discuss
4	HYGIENE: Some women still washing clothes in river	WPC to meet women's group
5	SANITATION: Many households have not installed sanplats	Community meeting to discuss

SAMPLE RECORDS

Date	Item	Money Collected	Money Spent	Balance
3/7	10 households x K10	100		100
5/8	20 households x K10	200		300
7/8	20 households x K10	200		500
14/8	Buy spare parts kit		210	290
4/9	10 households x K10	100		390

CRITICAL INCIDENTS

What would you do if.....

- 1 There is a quarrel within WPC and members stop meeting.
- 2 The chairman refuses to organise meetings.
- 3 Pump caretakers lose interest and stop doing their job.
- 4 The chief asks for a personal loan from the WPC account.
- 5 The treasurer steals the money.
- 6 Community members refuse to contribute to maintenance fund because they suspect that WPC are misusing the funds.
- 7 Community members stop contributing because they haven't heard anything about the money for a long time.
- 8 Community members stop contributing because they saw the treasurer buy a new wheelbarrow.
- 9 Women are fighting at the pumpsite.
- 10 WPC calls a community meeting and only a few people come.
- 11 One of the caretakers departs to look for work in Blantyre.
- 12 Some people refuse to take part in pumpsite cleaning.
- 13 The roof of the clinic built by the community is blown off and the VDC asks for money from WPC to repair it.
- 14 The women who were elected to WPC refuse to serve on the committee.
- 15 Some large households consume a lot more water than other villagers - and people start to grumble.
- 16 The water point is located in one villager's land. He uses the water for a vegetable garden around the water point. This makes other villagers angry.
- 17 A local politician tries to impose his ideas on the WPC.

Checklist for Monitoring Construction

The WPC is expected to check on the quality of construction and the materials used in construction. The checklist below helps to guide this task.

ACTIVITY	THINGS TO BE CHECKED
DRILLING	<ul style="list-style-type: none"> ✓ Depth - count no. casings installed (each casing is 3 metres long) ✓ Availability of gravel pack ✓ Type of gravel pack - colour and size of sand grains ✓ Level at which water is struck ✓ Well development - how many hours was development done? ✓ Colour of the water (pumping test)
CIVIL WORKS	<ul style="list-style-type: none"> ✓ Quality of: quarry stones? sand? cement? ✓ Ratio of quarry stones, sand, and cement in mixture ✓ Quality of finish ✓ Workmanship vs design & specifications ie height of pedestal ✓ Number of pockets of cement used ✓ Curing period for apron - 7 days minimum ✓ Rigidity of the pedestal after 7 days curing
PUMP INSTALLATION	<ul style="list-style-type: none"> ✓ Number of rising mains against the depth ✓ Number of rods against the number of mains ✓ Chlorination - do not use pump for next 24 hours
HANDOVER	<ul style="list-style-type: none"> ✓ Check if pump is still in good working condition ✓ Cracks in civil works ✓ Check that water quality is okay

