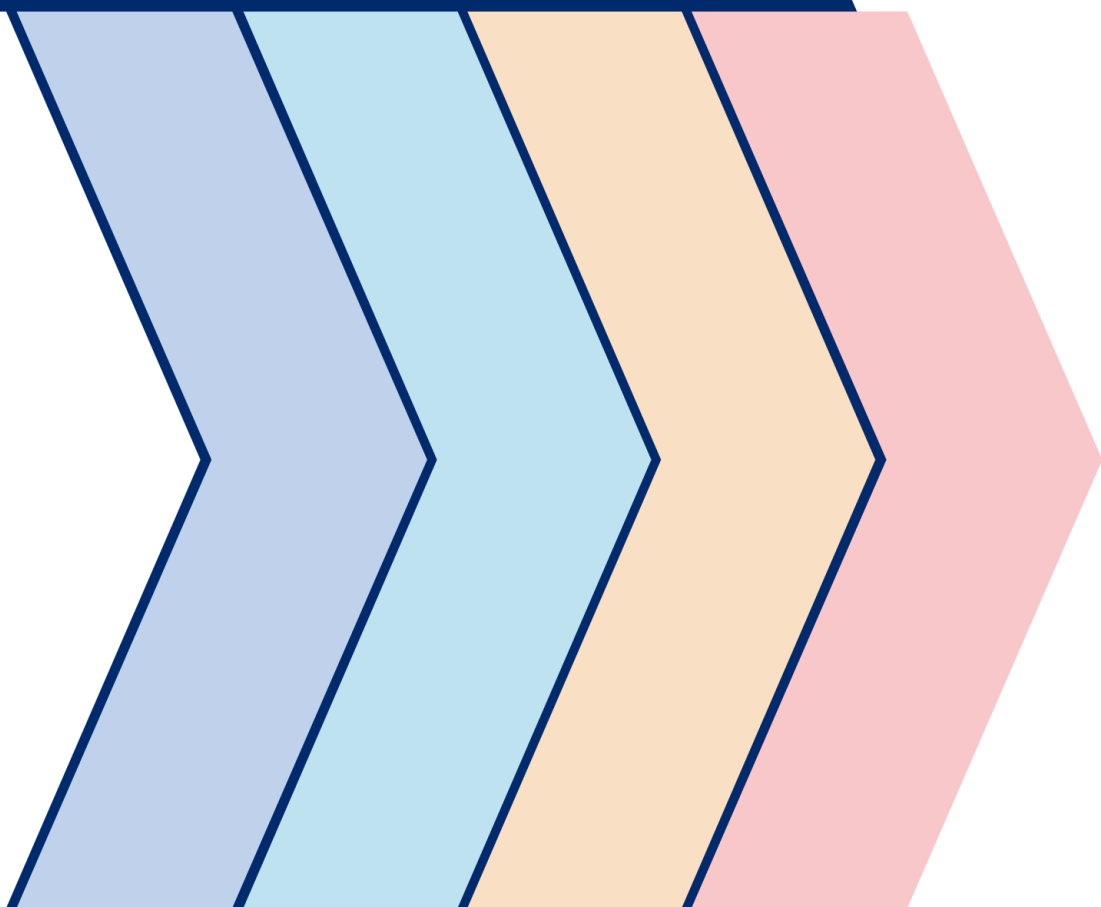


# USAID Transform WASH

Training of Trainers Manual on Planning,  
Budgeting, Coordination, Implementation,  
Monitoring, Evaluation and Reporting for  
Government WASH Actors



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## Acronyms

BoFEC	Bureau of Finance & Economic Cooperation
CLTSH	Community Led Total Sanitation and Hygiene
CSO	Civil Society Organization
EDHS	Ethiopia Demographic Health Survey
FGE	Federal Government of Ethiopia
FMS	Financial Management System
GoE	Government of Ethiopia
GTP	Growth and Transformation Plan
H&S	Hygiene & Sanitation
HEW	Health Extension Worker
JTR	Joint Technical Review
KWT	Kebele WASH Team
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MIS	Management Information System
MEFF	Macro-Economic Fiscal Framework
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
MoH	Ministry of Health
MoWIE	Ministry of Water, Irrigation and Electricity
NGO	Non-governmental Organization
NWCO	National WASH Coordination Office
NWSC	National WASH Steering Committee
NWTT	National WASH Technical Team
O&M	Operations and Maintenance
PLSP	Private Local Service Providers
PPWSS	Projected Public Water Supply Scheme
RWCO	Regional WASH Coordination Office
RWSC	Regional WASH Steering Committee
RWTT	Regional WASH Technical Team
SNNPR	Southern Nations, Nationalities and Peoples National Regional State
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UWASH	Urban WASH Program
WASH	Water, Hygiene & Sanitation
WHO	World Health Organisation
WSSP	Water Supply and Sanitation Project
WWT	Woreda WASH Team
WWTT	Woreda WASH Technical Team

## **About the Manual**

A better understanding of project planning, budgeting, coordination, implementation, monitoring, evaluation and reporting is essential for any development activity. To this end, this training manual was developed to assist facilitators in training WASH sector staff. In addition, the manual serves as a reference for planning, designing, implementing, and/or monitoring WASH programs at the woreda level.

The contents of this manual include key concepts of planning, budgeting, coordination, implementation, monitoring, evaluation and reporting in the context of WASH programming. The manual is organized into sessions, and each session includes the objectives, main contents, time required, methodology, and materials needed to facilitate the session. At the end of each session is the facilitator's note. The trainer is expected to read and understand the facilitator's note in order to summarize the training.

Though the manual mainly focuses on WASH actors in the woreda-level, the content is intended to be accessible for multiple audiences. These include implementers of WASH programs on regional, zonal, and woreda levels, as well as government units involved in programming such as the offices for Water, Health, Finance, Education, Construction Bureaus, Women and Children Affairs, Agriculture, and Administration.

## INTRODUCTION

### 1.1 Background

Water, sanitation, and hygiene improve the quality of life and bring tangible health, environmental, and economic benefits while contributing to poverty reduction. For every 1 USD spent on water and sanitation, approximately 4-10 USD are gained through reduced patient medical costs, reduced health service costs, deaths averted, as well as school days and productive days gained (UNICEF, 2010).

Without improved water supply, sanitation and hygiene, it will be much more difficult to eradicate global hunger, promote gender equality and empower women, reduce mortality and maternal health and thereby achieve a significant improvement in the lives of people.

Globally, basic drinking water services are not accessible for 844 million people, and 263 million people spent over 30 minutes roundtrip to collect water from unimproved sources. For 2.3 billion people, basic sanitation services remain elusive, and 892 million people still practice open defecation. In addition, in least developed countries, only 27% of the population had basic hand washing facilities with soap and water, 26% had hand washing facilities lacking soap or water, while the remaining 47% had no access to a hand washing facility. Out of 159 million people who still collect drinking water directly from surface water sources, 58% lived in sub-Saharan Africa. Moreover only 15% of the population have access to a hand washing facility with soap and water in sub-Saharan Africa (JMP, 2017).

In Ethiopia alone, one-third of households cannot obtain drinking water from an improved source, despite improvements since the 2011 EDHS, when the percent of the population lacking access was at 46%. Disaggregated by residence, the use of improved drinking water source is more common among households in urban areas than among rural households, which are at 97% and 57% respectively. With regard to toilet facilities, only 6% of households in Ethiopia use an improved latrine, and not shared toilet or latrine facility. Moreover, another 9% of households use facilities that are shared by two or more households. In addition, half of households in urban areas use an unimproved toilet facility, compared to more than 9 out of 10 households in rural areas (EDHS 2016).

The government of Ethiopia (GoE) has set out its goals in the GTP-II, which identifies water and sanitation as priority areas for achieving sustainable growth and poverty reduction. In line with this, the GoE has set the following targets:

- Provide a minimum service level of 25 liter per capita per day (l/c/day) within a distance of one kilometer from the water delivery point for 85% of the rural population,
- Reduce the proportion of non-functioning facilities to 7%,
- Increase access to improved toilets and handwashing facilities by 82%
- Expand the number of households using household water treatment and safe storage practice by 35%
- Confer open defecation free (ODF) statuses for 82% of communities

The WASH sector capacity gaps assessment conducted by USAID Transform WASH/ SNV in SNNPR, Amhara, Benishangul Gumuze and Oromia regions identified the following gaps related to

WASH sector planning, financing, coordination, implementation, monitoring, evaluation and reporting:

- When it comes to planning, sanitation and hygiene do not have separate budget line, no priced annual sanitation plan, and no clear advocacy plan at woreda level to gain funding for sanitation.
- Concerning financing, there are gaps related to procurement, contract administration and financial management.
- With the exception of the regular plan versus accomplishment reporting of the physical progress by Water, Health and Education Offices, there are no programs, processes and outcomes oriented integrated WASH performance monitoring and evaluation systems.
- Reporting systems are paper-based and focused largely on financial utilization. The database systems are not comprehensive, networked, and internet based. Hence, they cannot properly track changes.
- With regard to documentation, the policy, strategy, and guideline documents are less accessible for more sector staffs at zonal and woreda level. Furthermore, the existing institutions are not coordinated and harmonized to lead the sustainability of WASH interventions.
- M&E process is not geared towards identifying, documenting and disseminating best practices. The process for collecting data regularly and timely from sources and levels is lacking. A deficiency in capacity is a critical constraint, and requires continued efforts to fill the gap and meet the sector expectation.

Thus, the rationale of this manual is to enhance WASH project outcomes through building the capacity of the government staffs in WASH sector on planning, budgeting, coordination, implementation, monitoring, evaluation and reporting. The manual will help the trainees to cascade the training and to use it as a reference in their day to day work. It is hoped that the manual will throw light on the needs of the trainees.

## **1.2 USAID Transform WASH Project**

The USAID Transform WASH Project is a five-year project implemented by a consortium partners consisting of PSI, SNV, Plan and IRC. The project's period of performance is from Jan 2017 – Dec 2021, and it currently operates in 8 regions and 40 woredas. The project aims to reduce preventable deaths and illness in Ethiopia due to diarrheal disease, particularly among children under five. Through the development and testing of scalable and replicable market-based models, the Transform WASH project will support the Government of Ethiopia to increase use of improved WASH products and services.

SNV Ethiopia is working on component one of the project, increased WASH governance and management capacity at the sub-national level. The capacity building interventions for the sub-national government levels, collaborating with the government of Ethiopia to tailor a package of support based on prioritized sector need.

As part of its sector capacity development initiative, SNV designed the training to assist WASH Sector staffs on how to prepare planning, budgeting, coordination, implementation, monitoring, evaluation and reporting in their day to day activity. The training is therefore intended to:

- Have self-confident regional, zonal and woreda government staffs equipped with knowledge and skills of planning, budgeting, coordination, implementation, monitoring, evaluation and reporting to ensure improved provision of WASH services;
- Provide the trainees with simple and practical/ tailor made training manual (designed based on the pre-training assessment) to use it as a reference in their day to day work and train Kebele Development Committee (KDC) and
- Provide support/coach the trainees in their actual planning, budgeting, coordination, implementation, monitoring, evaluation and reporting skills, system and procedure.

### **I.3 Organization of the Manual**

The manual is split into six units, which cover the necessary tasks and information organized by the following parts:

**Unit Title:** Title of the unit.

**Purpose of the Unit:** A brief paragraph which indicates what the unit is about and why it is important.

**Objectives:** The knowledge and skills participants should acquire by the end of the unit

**Content:** The main concepts in the unit that serve to achieve the stated objectives

**Methods:** Methods applied including short presentation, brainstorming, small group work, ice breakers, illustrations, cases, diagram etc.

**Time:** The suggested time that the entire unit should take.

### **I.4 Preparing for Training;**

Preparation involves completing a series of tasks and activities leading up to the first day of training. These tasks include, but are not limited to:

- Developing the training program and objectives.
- Sending a profile survey to participants to get an idea about their academic background, knowledge and skills about the training subject and position they held etc. (see annex 6)
- Booking a suitable venue and sending letters of invitation to participants.
- Arranging travel arrangements to and from the venue.
- Arriving at the training venue early to prepare for registration and to welcome participants.

### **I.5 Training Management**

To ensure a smooth training session, the checklist below provides a useful reference:

- Make sure that all equipment and materials are available and in good working condition;
- Manage registration and observe the sessions;
- Monitor breaks, special events, and closing of the training course;
- Prepare the participants' address list;
- Track expenses against the budget; and



- Reconfirming participants' departure arrangements.

## **1.6 Facilitator's Arrangement**

Training is often more fun and less stressful when more than one person conduct the training sessions. If the training has more than 25 participants at one time, then at least two facilitators should be present. To ensure that all co-facilitators are prepared to conduct the training, the team should discuss issues such as roles, responsibilities, and the material needs of the session.

Ideally, the facilitator should use a team facilitating approach to present the contents of this training manual. In order to transfer knowledge and skills well, each team member should be well-prepared to present the session plans clearly and with strong team spirit. If possible, involving some of the participants who you feel can assist in the facilitation of some of the training sessions, make the training participatory and practical.

## **1.7 Training Facilitation Techniques**

### **1.7.1 Experiential Education**

One of the most widely used methods of training, experiential learning is hands-on, and participants have the opportunity to share their knowledge with each other and apply their experiences to understand new concepts presented through the training. This provides an opportunity for a rich exchange of information and it enables mutual learning between the trainer, facilitator, and the participants. To facilitate effective experiential learning, consider the following actions:

1. Review the unit and activities thoroughly until you feel comfortable with the steps,
2. Consider the learning points of the activity and prepare questions to trigger discussion,
3. Arrange the room ahead of time to suit the activity, the chairs should be placed in a circle or semi-circle, in front of the board or the flip chart,
4. Have the participants sit at tables, which should be used for note taking and keeping their notebooks.
5. Remember, doing the activity is fun, but it is in the processing of the experience that learning takes place.
6. Ask good questions. Especially, concluding with “process questions” such as : the different phases in WASH planning process; monitoring process in WASH project implementation that would help the trainer.
7. Summarize and close the session as well as give participants an opportunity to share their ideas.

During the training sessions, there will be many opportunities for asking and answering questions so as to introduce new ideas, to stimulate discussion and to enable participants to pause and think about what they have been learning. Questions and exercise that trigger discussion in which participants generalize what they learned and apply to future situations will also be included to actualize this process.

For instance, you can ask brainstorming or guiding questions for conducting experiential activities like: how did the WASH project monitoring been going so far? Who was involved? What were the roles of the various stakeholders involved in the monitoring of the project? What were the challenges? What could have been done differently?

**1.7.2 Presentation:** A presentation is a structured and orderly arrangement of information delivered by an individual (facilitator) in front of an audience. A presentation can be used to impart knowledge or introduce skills. A lecture which allows for an exchange between the facilitator and the participants is usually more effective.

Different presentation techniques can be used in a training facilitation such as power point, poster presentation, video clips, gallery walk presentation, etc.

**1.7.3 Discussions:** Discussions are a verbal exchange led by the facilitator or participants about a specific topic or issue in a unit. Through this process, trainees have a chance to share facts and ideas, experiences and can listen to and consider different points of view.

In addition, discussions are useful in both large and small groups. Small groups may offer shy or less verbal learners more opportunity to speak. Discussions in the larger group give the facilitator the ability to control the flow of conversation.

**1.7.4 Group Work:** Participants will be divided into groups and will carry out a specified task and prepare a presentation for the plenary. Key steps in using group work will be: dividing participants into groups, select a group leader, set the task for each group (sometimes it can be the same task for all groups), writing down the instructions and display where all participants can see, call the groups back to plenary and moderating the presentations and summarizing the key ideas after the presentations.

**1.7.5 Role-plays:** Role playing in small groups or pairs that allows more participants/ volunteers/ a chance to do it will be part of the methodology of the training.

**1.7.6 Case Studies/Scenarios** based on stories, either fictional or true, often describing a problem by discussing what a character's options are or how these dilemmas might be resolved will be employed by asking the participants to come up with case studies or scenarios using the information from their WASH programmes,

#### **1.7.7 Games and Exercises**

Games and exercises such as, energizers and warm-ups to speed up and enhance the amount and the quality of interaction in the group will be part of the methodology. These can be done just before the start of a session, immediately before or after a tea break.

**1.7.8 Materials required for the training:** writing pads, Markers/ pencils, cards, flipchart, markers, pins, colored papers, glues, LCD /Projector, camera.

### **1.8 Training Orientation**

#### **1.8.1 Opening and Related Activities**

The opening and related tasks are the first entry point for a training. The following are a few of the basic things which need to be addressed during the opening event: registration, attendance, participant introduction, expressing levelling of expectations, common rules to be accepted by all participants, and course briefings.

### **1.8.2 Registration**

Registration is a very important part of the opening activity to verify whether all selected participants have appeared and avoid non-selected participants that may have appeared by mistake. The registration should start 30 minutes ahead before starting the workshop. Hence, the person in charge of the registration must be there 15 minutes before the start of the registration for preparation.

The registration format would also serve as a basis for subsequent monitoring of the attendance of the participants. (See annex) for attendance and registration formats.

### **1.8.3 Welcome Address**

An official welcome address has to be conducted by the training supervisor or lead trainer. If there is a guest of honor or keynote invited to officially open the workshop, the host of the welcome address should acknowledge the official person during the introductory part of the address. The welcome address should reflect the purpose of the training and thank the participants for coming and wish them a success. As part of the event, the host invites the guest of honor to officially open the workshop and leave the stage to him/her. The welcome address shouldn't take more than 5 minutes.

### **1.8.4 Official Opening**

If there is an invited guest who has a connection with the implementation of the program, he/she has to officially open the training. The invited guest should emphasize the importance of the training for the achievement of the program and that the training could only be successful with the active involvement of the participants. Finally, he/she has to express the dedication of the organization to make the program a success and declare that the workshop is officially open. Maximum time for the official opening is 10 minutes.

### **1.8.5 Participant Introduction**

The participant introduction can take any forms. The trainer can choose different ways of introduction among participants based on local cultures and norms. Some of these options include self –introduction and pair introduction, based on number of training participants and the time allotted. Thus, explain to participants that since they will be together for the next five days, it is important to get to know each other, their interests, likes and dislikes. Each person should explain his/her name; from where he/she comes; work he/ she does; likes/dislikes; experience in planning, budgeting monitoring and evaluation.

### **1.8.6 Levelling of Expectations**

At the end of the session participants will explain their expectations from the training in general. The expectations will be used to evaluate the performance of the training at the end of the workshop. The moderator asks for expectation on a plenary and writes them on the flip chart with grouping similar ideas together and giving them a common heading. Finally, the moderator displays the training outline on another pin board and uses it to level the expectations in front of the participants as “to be fully addressed” or “to be partially addressed” or “not to be addressed”. The levelled expectations will be posted on the wall visually to be used later at the end of the training workshop for evaluating whether those expectations which were levelled as to be fully or partially fulfilled have been addressed.

### 1.8.7 Set Common Rules

The purpose of setting common rules is to maintain a peaceful and collaborative training session. In order to do this, the moderator announces to the participants to brainstorm common and agreeable administrative rules to be respected by all participants. The moderator adds the rules after confirming that there are no objections and the rules don't hamper the learning environment, but rather facilitates it. After having exhausted ideas, the moderator asks the participants to come out and sign on any open space on the chart. Examples of common rules among others include: no cell phone usage, respect time, respect the ideas of co-participants, participate as much as possible, think carefully about the leanings from each session in the following day, prepare thoroughly for the next session according to the instructions given.

### 1.8.8 Training Briefing

The trainer will brief the training objectives, schedule and the major contents. This will help the participants to capture the need for training and expected outcome and the contribution of this training to their achievements.

## ORIENTATION SESSION AT A GLANCE

No	Activity	Time	Material
1	Welcome address / Official opening	05 min	Welcome sign on door or wall Flip chart and markers
2	Participant introduction	20 min	Flip chart and markers
3	Levelling of expectations	15 min	Flip chart and markers
4	Set common rules	05 min	Flip chart and markers
5	Self- assessment	15 min	Flip chart and markers
	<b>Total</b>	1 hour	

**Facilitator's Note:** Before the trainer starts the first session – Unit One, this will be presented for brainstorming to bring the trainees on the same level of understanding.

The government planned to reach the following targets related to WASH service:

- Provide rural water supply access with GTP-2 minimum service level of 25 l/c/day within a distance of one km from the water delivery point for 85% of the rural population of which 20% are provided with RPS;
- decrease non-functionality rate of rural water supply schemes from 15.5% to 7%;
- 35% households using household water treatment and safe storage practice;
- to reach 82% access to improved sanitation and hand washing facilities;
- 82% of kebeles declare Open Defecation Free (ODF);
- 60% of health institutions with gender and disability sensitive complete WASH packages; and 40% households with proper solid waste collection and disposal service and establish sanitation marketing centres per woreda as per the F and E component of SAFE strategy;

- Provide basic WASH facilities in pre, primary and secondary schools.
- Reduce under 5 child mortality rate (U5CMR) from 64/1000 live births in 2014/15 to 30/1000 live births by 2019/20.

In FDRE's constitution, sustainable use, and improvement of the country's environment is incorporated under its different provisions. Article 44 guarantees "the right to a clean and healthy environment," while Article 43 pledges "the right . . . to sustainable development." Additionally, Articles 90 and 92 require national policy and government activities to be compatible with environmental health. Article 90 further obliges the government to ensure sustainable development, work for the common benefit of the community, and promote the participation of the people, including women, in the creation of national development policies and programs.

As the WASH sector is already affected in many different ways by weather and climate events (such as variability, seasonality and extreme events). This translates into negative impacts on drinking water availability and quality and also in negative performance of sanitation and hygiene services. Hence, this project contemplates to address these challenges accordingly.

Cognizant of the above national level targets, the USAID transform WSH aims to contribute towards these efforts.

Facilitator: conclude by explaining the importance of Planning, budgeting, monitoring and evaluation particularly for the WASH sector and why the participants are there.

## **I. UNIT ONE: PLANNING**

### **Unit Introduction**

The unit covers the concepts of planning, the need for planning, types and steps in planning, strategic planning, planning tools and WASH sector planning. In relation to these issues, facilitator notes are suggested at the end of the unit for better understanding of the concepts.

### **Objective of the Unit**

At the end of this unit, trainees will be able to acquire knowledge and practical skills on key concepts in planning, need for planning, types of planning, and steps in planning, strategic planning and planning tools.

### **Unit Content**

**Session One:** Concept of planning, the need for planning, types of planning

**Session Two:** Steps in strategic planning

**Session Three:** planning tools

**Session Four:** WASH sector planning

**Time allotted: 8 hrs**

## Session One: Basic Concept of Planning, the Need and Types of Planning

**Objectives:** Upon the completion of this session, the participants of the training will be able to understand concept of planning, the need for planning, the types of planning, and then be able to develop practical skills and share experiences on planning

**Content:** Planning, the need for planning, types of planning

**Duration:** 1:30 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants to share with their partners what comes to their mind when the word 'Planning' is mentioned.	15 min	Buzz group	Facilitator notes all definitions are valid. The purpose of the dialogue is to engage participants in explaining what is meant by planning.
Present key issues of planning, the need for planning and types of planning.	30 min	PPT	The trainee will acquire basic Concepts of Planning, the Need and Types of Planning
<p>Ask participants to divide into groups of five to six people. Give each group a piece of flip chart paper and Markers.</p> <p>Ask each group to discuss the type of development planning that takes place at local government level and the inclusion of WASH into this development planning. Providing the following questions to guide the group discussions:</p> <ul style="list-style-type: none"> <li>• What planning is undertaken to address WASH development? How?</li> <li>• Why we need planning</li> <li>• Types of planning</li> </ul>	45 min	Group Discussion	<p>The purpose of the dialogue is to engage participants in the search for planning related to WASH development that they think.</p> <p>Participants mention the list of observable planning undertaken to address WASH development on a flip chart.</p>

## **Facilitators Note**

Determining exactly what the organization will do to accomplish its objectives requires a set of interrelated planning process such as: analysing & compiling information, bringing up ideas using logical thoughts and judgment in order to arrive at the ultimate purpose. In general, planning charts a course of action for the future that bridges the gap between where we are now and where we want to go.

Similarly, planning can be defined as: the process of determining exactly what the organization will do to accomplish its objectives. Furthermore planning is anticipated to answers questions such as: Where are we now (asses the present situation); Where are we going (objectives); With what (Resources); How (efficient And appropriate implementation strategies & activities); When (period of time).

Different writers defined planning in different ways. The following shows some of them.

**Blum (1974)** defined planning as “the deliberate introduction of desired social change in orderly and acceptable ways.”

**Nutt (1984)** recognized planning as “forecasting, problem solving, as programming, design, policy analysis, and a response to a problem.” He concluded that planning involves synthesis in terms of putting together plans, policy, programs, or something else that is new (creating change).

**Hoch (1994)** described good planning as the popular adoption of democratic reforms in the provision of public goods. Others have viewed planning as the effort to control social or collective uncertainty by taking action now to secure the future.

However, most of the definitions have the same opinion that “panning is a process to find out: Where you want to go; why you want to go there; how you want to get there; and what resources are needed to enable you to get there.”

### **The need for planning (Why Planning)**

The purpose of planning is to reach the objectives of the organization (fundamental), minimize risk by reducing uncertainties (Protective purpose) and to increase the degree of organizational success (affirmative purpose). In addition the need for planning includes among others: helps to keep on track to achieving objectives, facilitates everyone knows what he or she has to do, ensures that there will be no duplication and waste of time and resources can be more effectively allocated and makes easy to find out in advance what is possible and what is not.

Moreover, it is widely believed that planning helps to cope with future uncertainty & changes, focus attention on objectives, provides performance standards, facilitate control and helps foreseeing and identifying potential risks. It is always important to remember that plans can change if the changes can be justified.



### **Facilitators Note (continued)**

In summery planning;

- Enables us to make best use of the little resources we have;
- Enables us to think ahead and determine what we want to achieve;
- The best way to coordinate actions among a variety of actors and
- Helps to measure and improve performance.

### **Types of Planning**

The types of planning differ in terms of their organizational scope and execution period. Taking these aspects into account, planning can be strategic, tactical, or operational.

**Strategic Planning:** This is long-term planning that involves all the organization's management areas and its content is relatively general. It focuses on broad and long-lasting issues that ensure the organization's long-term effectiveness and survival. Strategic planning is the responsibility of the organization's director and executive levels.

**Tactical Planning.** When organizations are very large, they require a link between strategic planning and operational planning processes. Tactical planning is more specific and limited to a single direction.

**Operational Planning.** This has a short-term scope, and is specific for the working teams of any operational unit. Its focus is achieving objectives and carrying out short-term activities.

## Session Two: Steps in strategic planning

**Objectives:** Upon completion of this session, the participants will be able to understand steps to be followed in planning, develop practical skills and share experiences on strategic planning processes

**Content:** Steps in Strategic planning, elements and logical sequences for the development of strategic plan

**Duration:** 2 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
Start the session by asking participants to reflect on their view and practical experience on “strategic planning’ and the steps involved in strategic planning preparation.	30 min	Brainstorming and plenary	The purpose of the discussion is to connect participants in explaining strategic planning’ and steps in planning.
Make presentation from the session notes on steps in strategic planning	45 min	PPT	A strategic plan is a document used to communicate the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise
<p>The facilitator presented two cases ( strong and weak scenarios)</p> <p>Ask participants to divide into groups of 5-6 participant. Give each group a piece of flip chart paper and pens.</p> <p>Ask the participants to :</p> <ul style="list-style-type: none"> <li>Critically comment the cases based on the lesson given like (The strategic stages followed, content of the strategy and others.) What lessons learned from the exercise</li> </ul>	30 min	Case review	Use one of woreda’s WASH sector plan and evaluate against FDRE’s WASH sector plan
Finally summarize the points	15 min		Summary points

## Facilitators Note

### Definition and Meaning of Strategic Planning

A strategic plan is a document used to communicate an organization's goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise.

It is a plan that documents who an organization is, where it is going, and how it is going to get there.

Strategic planning determines where an organization is going over the few years or more and how it's going to get there. It answers question such as what are the ends we seek and how should we achieve them?

Stages	Stages Elements
Where are we?	Situational analyses: (External and interna environnement.)
Where do we want to go?	<ul style="list-style-type: none"><li>• Mission, Vision, Objective</li></ul>
How do we get there?	<ul style="list-style-type: none"><li>• Designing strategies</li><li>• Identification of expected results</li><li>• Harmonization of strategic plan with operational plans</li></ul>
How do we make sure to get there?	<ul style="list-style-type: none"><li>• Monitoring indicators</li><li>• Means of verification</li></ul>

### **Why for Strategic Planning?**

A well designed strategic plan can help to clarify future direction; establish priorities; develop effective strategies; consider the future consequences of your decisions; improve internal management and organizational performance; build internal teamwork and expertise; build external partnerships and increase coordination; and strengthen relationships with focus groups and other stakeholders (clients and customers).

There are varieties of perspectives, models, and approaches used in strategic planning. The way that a strategic plan is developed depends on the nature of the organization's leadership, complexity of the organization's environment, size of the organization, expertise of planners and etc.

**Goals-based Planning** is probably the most common and starts with focus on the organization's mission (and vision and/or values), goals to work toward the mission, strategies to achieve the goals, and action planning (who will do what and by when).

**Issues-based Strategic Planning** often starts by examining issues facing the organization, strategies to address those issues and action plans.

**Organic Strategic Planning** might start by articulating the organization's vision and values, and then action plans to achieve the vision while adhering to those values.

## DIFFERENCE BETWEEN STRATEGIC AND OPERATIONAL PLANS

<b>Areas of difference</b>	<b>Operational plans</b>	<b>Strategic plans</b>
<b>Experts involved</b>	Developed by lower-level management	Developed by upper level management.
<b>Time horizon</b>	Cover short periods ( one year)	Cover a relatively long period ( normally five years or more )
<b>Scope</b>	Narrow range of operations	Wide range of goals
<b>Degree of detail</b>	Detail & specific activities	Simplistic and general

What are the essential steps in strategic planning? Get ready (Plan to plan); Situational Analysis  
Identify Critical Issues; Stakeholders Analysis ; Define Vision, and Mission, Set Goals and Objectives  
Formulate Strategies; Prepare Action Plan ; Develop Monitor & Evaluation Framework

**Step 1. Get Ready (Plan to Plan):** Agreement on whether to develop a strategic plan; get the commitment; determine if external help is needed; outline a planning process that suits the organization; Form a steering committee and a planning team.

**Step 2. Situational Analysis:** How and why the organization was formed? What type of services had it provided? Are these services still needed by the society? What areas of focuses has it had? What are its past shortcomings and achievements? What sources of funding did the organization utilize?

### **Step 3. Define Vision and Mission :**

**Vision:** is an organization's hope for the reality to be as opposed to the reality i.e. the existing situation. They may not be realized in once life time.

**Mission:** is a very broad and general statement about the basic purposes of the organization. For example, the core mission of all primary school in Ethiopia is to provide quality and relevant education opportunities for all citizens. Then what role does school WasH has to offer for the core mission? The school WasH provides conducive environment for the teaching-learning process through the provision of safe drinking water, sanitation and hygiene facilities.

**Step 4. Stakeholders Analysis:** Stakeholders are individuals, groups and organizations that are in a position to influence your work or can place demand on you, who are affected by/can affect your work, who have an interest in your work or who can lay claim to your organization.

**An organization has:** Internal stakeholders (Board, Management and Employees)

External stakeholders (Service users/ beneficiaries such as, Government organs, NGOs and Donors)

Major points for consideration to carry out stakeholder analysis include; Listing important stakeholders; identify their contributions; identify their expectations; indicate their likely reactions and impacts if their expectations are not met; indicate degree of importance, then rate.

Stockholders	Interest	Contribution	Rate

### Step 5. Assess the Environment:-

In order to develop a realistic plan, it is necessary to take a critical look at an organization's internal strengths and weaknesses as well as to scan the external environment for potential opportunities and threats that may face in the future. Different tools such as Strengths, Weakness, Opportunities and Threats (SWOT) and/or Political, Economic, Social and Technological (PEST), can be used in internal and external organizational environment assessment.

### Step 6: WASH SWOT Analysis

<b>Endogenous</b>	<b>Strengths</b> Positive internal factors that occur at present Strengths are within the control of the organization and they occur at the present (they are not just potential) Examples: appropriate technology, dedicated staff, management experience, etc	<b>Weakness</b> They are the 'lacking, missing or weak' points Weaknesses are also within the control of the organization. They also occur at present and are not just potentials. Examples: shortages of qualified staff, inadequate finance, poor service delivery, poor management skills and etc.
	<b>Opportunity</b> Opportunities are positive or favorable factors in the external environment, which the organization should take advantage of or which make the ideal potential viable. They are beyond the control of the organization. Examples: existence of willing donors, favorable donor policies, availability of training programs, etc	<b>Threat</b> Threats are negative or unfavorable external factors in the environment and are normally beyond the control of the organization. Examples: worsening economic conditions, fast growing population, shrinking resources, etc
<b>Exogenous</b>		

## **Facilitator's Note (continued)**

### **Step 7. Formulating Strategies:-**

Identify and list the strategies. Evaluate these strategies against the proven criteria and make sure that the preferred strategies are typically developed to deal with the strategic issues.

### **Step 8. Setting Goals and Objectives:-**

**Goals:** are the relevance of the mission to different stakeholders. They are broader and longer-ranged than objectives. They may not be quantified and have higher level impact at national or regional level.

**Objective:** is a very specific statement of what is to be done to accomplish the mission/goal.

How much is to be accomplished? When is it to be accomplished? By whom is it to be accomplished?

Examples of strategic objectives for WASH related activities at schools include:

- To increase awareness of school management staff on vision, mission and objectives by providing training at the fourth quarter of 2020;
- To increase school WASH budget from its current level by 50% by 2020;
- To increase the supply of safe drinking water at all schools through WASH activities by 80% by the end of 2020; or
- To reduce water borne diseases at all schools through WASH activities by 100% by the end of 2020.

### **Step 9. Prepare Action Plan** (translate all the steps in the planning process into a final set of action).

Action plan addresses the following major set of actions:

Priority issues; Strategies; Specific objectives, expected results and milestones; Implementation roles and responsibilities of oversight bodies, organizational teams, and individuals; schedules; resource requirements and sources; communication process; review, monitoring, and evaluation procedures; and accountability procedures.

### **Step 10. Implement, Monitor & Review the Strategic Plan**

Implementing the Strategy. The first sub step of the final step of the strategic plan process is the implementation phase. This is the phase where all resources (human, material and financial) have been integrated into one basket to achieve the intended goals and objectives of the organization. In other words, it is a step that translates the strategic plan into actions.

In some strategic plan logical framework is included in strategic planning.

### Session Three: Planning Tools

**Objectives:** On the completion of this session the participants will be able to familiarize themselves with planning tools such as: SWOT analysis; Stakeholder’s analysis; Problem tree analysis, Objective analysis.

**Content:** SWOT analysis; Stakeholder’s analysis; Problem tree analysis and Objective analysis.

**Duration:** 2 hrs

#### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants to explain the use of planning tools and types of planning tools.	15 min	Reflection	The purpose of the discussion is to encourage participants to explain tools of planning and its types.
Make presentation on planning tools.	45 min	PPT	Presentation on problem tree and objective tree.
Ask participants to divide into group of five to six participants.  Give each group a piece of flip chart paper and markers.  Give them the questions to prepare problem tree and objective tree on WASH. Let the group leader present.	45 min	Group work and Brainstorming	Participant will be able to demonstrate the analytical skill using planning tools.
Finally summarize the points	15 min	Reflection	Summary on how to prepare problem and objective trees.

#### **Facilitators Note**

Planning tools intend to assist trainees to deliver successful planning by giving access to the skills and techniques needed to do so.

**SWOT Analysis;** SWOT analysis is widely used as tool for exploring the constraints and opportunities of a proposal. It can be used to test the completeness of a goal. Strengths and weakness refer to those strengths and weaknesses within the project. Opportunities and threats refer to the opportunities for and the threats to the project in achieving the goals. Therefore, to manage the environment, organization leaders should develop a strategy that responds to the threat and opportunities of the organization by constantly monitoring the activities of the organization.

**Problem Analysis:** Problem analysis helps by building a better understanding of the underlying causes and effects of development issues; putting together stakeholder consensus; identifying potential constraints; and

establishing the actual size of problem and the likely resources needed to tackle it. It involves drawing a problem tree, from which project objectives can be identified.

Problem tree can be constructed with different stakeholder groups including the community with local and technical knowledge. It is possible to use stakeholder analysis to identify who should help the problem tree construction. To help stakeholders think through all the causes and effects, check that they have considered social, environmental, political, economic and technical factors. The problem tree should help to reinforce our findings during the research phase of the planning. It might also raise new issues that we had not previously considered.

Key steps to be considered for constructing problem tree:

**STEP 1:** Agree on the main problem, usually the one identified during project identification. Write it on a post-it note or piece of card and place it in the middle of the wall or floor. There might be other problems identified by the stakeholders that could be explored. Draw separate problem trees for these and compare them later when starting to think about exactly what the project will address.

**STEP 2:** Identify the causes of the main problem by asking 'But why?' until we can go no further. Write each cause on a separate post-it note or piece of card. Some problems might have more than one cause.

**STEP 3:** Identify the effects of the main problem by asking 'So what?' until we can go no further. Write each effect on a separate post-it note or piece of card. Some problems might have more than one effect. Encourage discussion and ensure that participants feel able to move the post-it notes or cards around. Check through the problem tree to make sure that each problem logically leads to the next.

**STEP 4:** Copy the problem tree onto a sheet of paper. Draw in vertical links to show the relationship between the causes or effects. Draw horizontal lines to show where there are joint causes and combined effects.

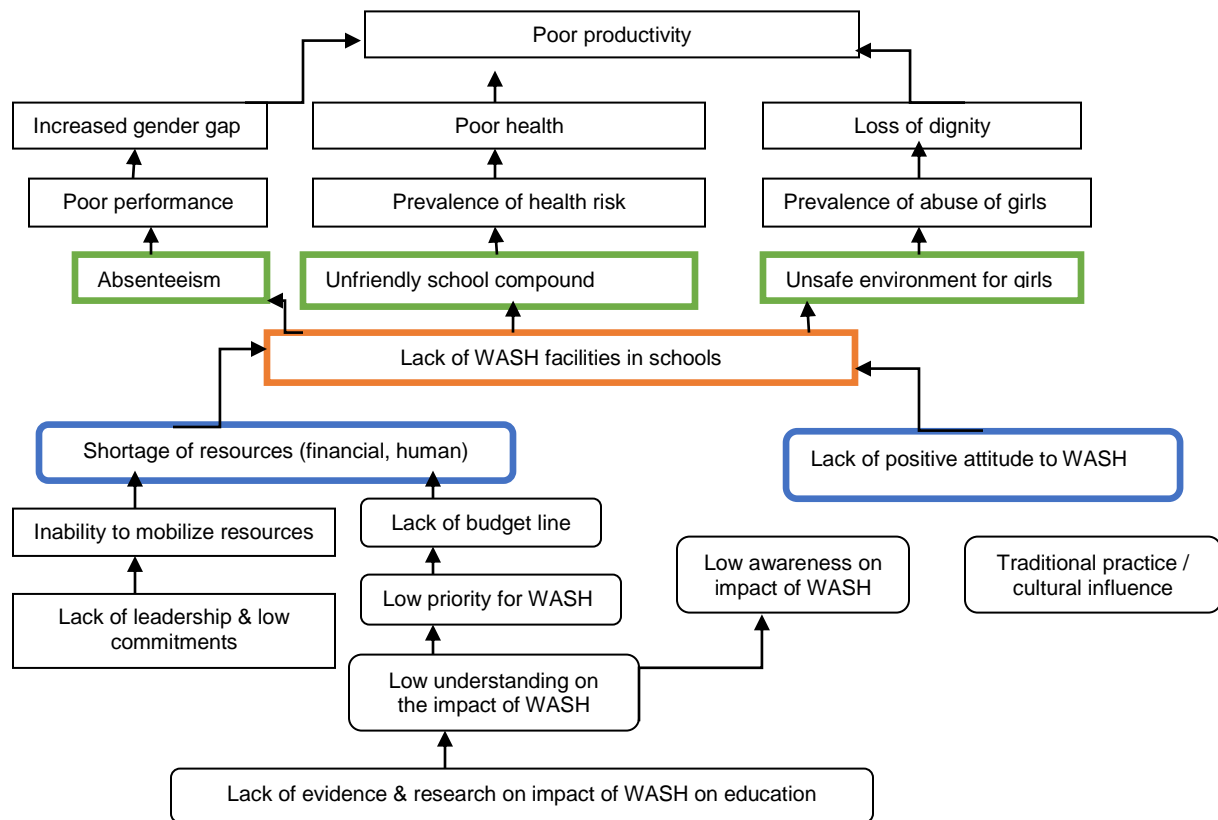
**An objectives tree** is similar to a problem tree, except that it looks at objectives rather than problems. An objectives tree can be developed without first identifying problems, but the easiest way to develop an objectives tree is to convert a problem tree.

To do this, turn each of the causes in the problem tree into positive statements. For example, poor yields would become yields increased. This will result in an objectives tree. Check the logic. Will one layer of objectives achieve the next? Add, delete or change objectives if necessary.

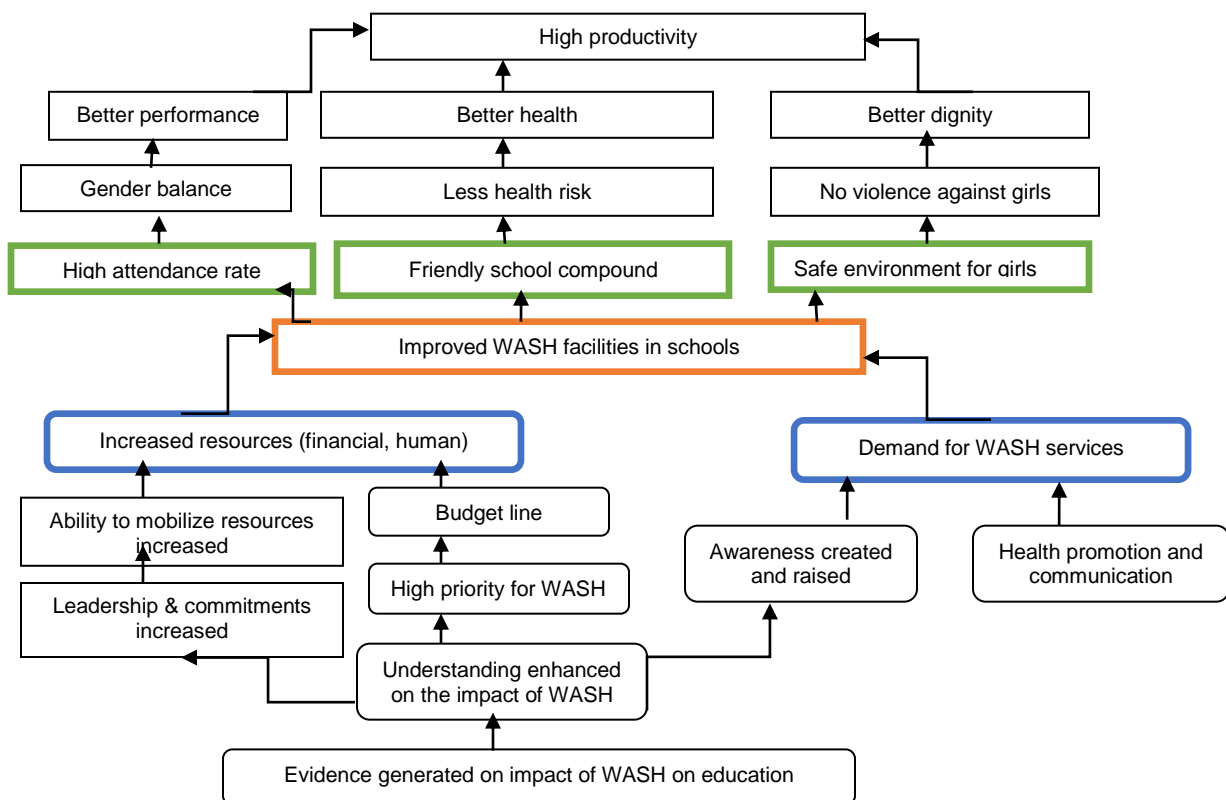
There might be some causes near the bottom of the tree that are very general. They cannot be turned into objectives that could easily be addressed in a project. Instead they act as constraints on the project that need to be considered during risk assessment. We might later decide to focus a project or programme on that issue by developing a problem tree with the issue as the main problem. Examples of problem and objective trees are presented next:



## Problem Tree



## Objective Tree



## Session Four: WASH Sector Planning

**Objectives:** On the completion of this session the participants will be able to explain the importance of WASH sector planning and clarify the different phases of WASH planning cycle. And it is also useful to review their woreda WASH strategic plan

**Content:** Woreda WASH sector planning

**Time:** 2:30 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
<p>To start the session, ask participants why, when and how WASH sector planning is prepared with particular emphasis on zone and woreda. Write their responses on the flip chart.</p> <p>Remind participants from the previous sessions that the steps followed in planning and planning tools.</p>	30 min	Brainstorming  Discussion	The purpose of the discussion is to encourage participants in explaining their own experience regarding WASH sector planning.
<p>Divide participants in groups in their respective woreda and ask them to share from their experiences on how they designed woreda WASH Strategic Plan that they might have been involved in the past.</p> <p>What were the skills they used and/or needed to design the plan? What were their challenges?</p>	60 min	Discussion	The purpose of the session is to figure out the practical steps followed for WASH sector plan.
Let the group leader make brief presentation		Presentation	>> >> >>
Present key issues of WASH sector planning and let the participant ask question and discuss.	45 min	Lecture	>> >> >>
Summarize the comments	15 min	Lecture	>> >> >>

**Facilitator's Note:**

The purpose of WASH development planning is to ensure efficient, affordable, economical, and sustainable water and sanitation services. A WASH sector plan is the product of the development planning process. It is a sectoral plan that deals with socio-economic, technical, financial, institutional and environmental issues as they pertain to water and sanitation services.

According to OOWNP Operation Programme Manual, strategic plans should be prepared at the national, regional, zonal, and woredas levels. All plans must be linked and mutually consistent with one another. Ideally, kebeles should produce strategic plans, especially with regard to schools and health facilities.

Producing strategic plans for the WASH sector is a three-step process consisting of baseline assessment; target identification; and resource mapping.

**Baseline** - A first critical step in planning is to establish a reliable baseline to determine, as precisely as possible, what the current level of achievement is? Where we are now in relation to the targets that need to be achieved? What is the starting point in our Plan?

**Targets** - The targets that prevail in the WASH program are those of the Growth and Transformation Plan. These are calculated over the remaining 5-year period in the Universal Access Plans and the program life span of the Water and Health Ministries.

**Resource Mapping** - A third essential planning step is mapping the financial resources that can be reasonably expected to be available to support the WASH program. This mapping involves all funds from all sources that are committed or likely to be committed to WASH activities and investments. Everywhere

**The Annual Plan** - Annual WASH plans show how the broader objectives, priorities and targets of the strategic plans are translated into practical activities and detailed budgets. Developing annual plans requires consultation at every level with major stakeholders including relevant government institutions, development partners, NGOs and at the woreda and Kebele levels, with the community.

One WASH Plan means that all major WASH activities of all implementing agencies, at each level, are included in one composite plan (WASH activities menu is indicated in Annex 7). The Consolidated WASH Account Plan which is built by the woreda, regional and federal WASH structures is central to the Composite WASH Plans.

**Action Planning Tips :**

Description of activities: activities in section plan should be clearly described as much as possible and it should be detail.

- **Quantity:** All planned quantitative targets/figures are to be clearly set as per their unit of measurement.
- **Location:** The specific sites where the planned targeted activities are to be executed should be indicated.
- **Time:** The specific period/timeframe through which the planned activities are implemented should be put in its one column in the matrix of the action plan.

- **Finance:** The amount of finance required for each and specific activity indicating their type of currency should be clearly put in the matrix.
- **Materials:** Material requirements of the planned activities should be clearly put in the Action plan matrix with their appropriate quantities.
- **Responsibility:** The responsibility for each planned activity should be given for specific body/person(s). Any planned activity without a clear delineation of role and responsibility is nothing but a total failure accompanied by resource wastage. Others/remark: Remarks may be stated as required.

## 2. UNIT TWO - BUDGETING

### Introduction

The unit covers the basic concepts of budgeting (what, why, when, how), determinants of budget, budget tracking, budgeting framework, budgetary control and annual budget preparation. In relation to the aforementioned issues session notes are provided at the end of each session for better understanding of the concepts.

### Objectives of the Unit

At the end of this unit trainees will be able to obtain;

- an improved and workable understanding of a basic concepts of budget (what, why, when, how);
- explain how to track project budget; and
- describe how to prepare an annual budget to others

### Unit Content

- **Session One:** Basic Concepts of Budgeting (what, why, when, how)
- **Session Two:** Determinant of Budget
- **Session Three:** Budgeting Framework and Budget Tracking
- **Session Four:** Annual Budget Preparation

**Time allotted: 6 hrs**

### Session One: Basic Concepts of Budget

**Objectives:** On the completion of this session the participants will be able to understand basic concepts of budget (what, why, when, how).

**Main contents:** Basic concepts of budget (what, why, when, how)

**Duration: 1:30 hrs**

### Session Plan

Activity/Steps	Time	Approach	Remark
To start the session, raise issues for discussions on the definition, importance and qualities of public budget. The discussion will be made with the person sitting next to him or her. Volunteers will make feedbacks to the plenary.	15 min	Brainstorming Discussion	The purpose of the discussion is to encourage participants to explain their own experience with budgets.
Ask participants to share from their experiences on budget that they might have	45 min	Discussion	Give priority for finance persons.

been involved in the past.			
Present key issues of basic budget concepts and let the participant ask question and discuss.	30 min	Presentation	

### **Facilitator's Note**

#### **Basic Concept of Budget**

Budget refers to the income, expenditures and sources of revenue of the National Government (NG) that are used to achieve national objectives, strategies and programs. Budget can also be expressed as actual figure (past fiscal years) or as an estimated figure (for the current and coming years). It involves a projection of revenue and expenditure and always prepared and approved for a yearlong activities.

Budget is a government's key instrument for promoting its socio-economic objectives and reflects priorities of policies by translating policies into actions and indicates where funds should be spent and how the funds should be raised. Budget is, therefore, the fundamental tool to implement public policies.

Budget has its quality indicators. A good budget will have the following qualities among others:

A budget should be realistic, achievable, have a balanced time frame, is based on concrete action plans, is easily understood by users, and includes all sources of revenue by their respective size and spending plans. The budget process is guided by a directive (known as Financial Calendar) issued by MoFEC to all entities of public bodies. MoFEC's directive has a schedule to ensure the preparation, approval and execution of the planning and budgeting guided by a document known as Macro-Economic Fiscal Framework (MEFF).

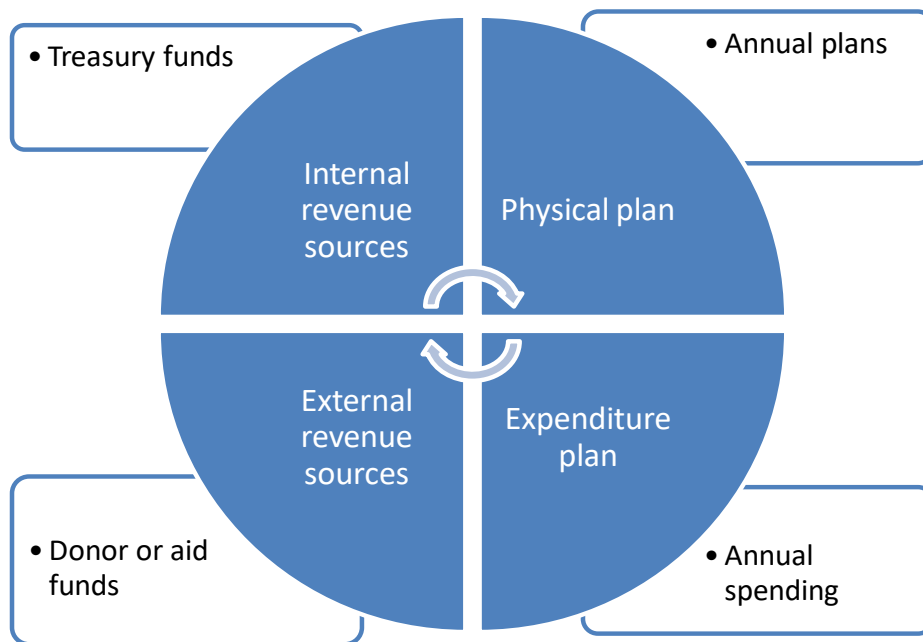
Forecasts of MEFF:- MEFF provides forecast of government on revenue & expenditure, expenditure financing, split of aggregate expenditures b/n federal & regional and split of federal expenditures b/n recurrent & capital

The principles of budgeting among others include the following :

- Manage budgets within clear, credible and predictable limits for fiscal policy.
- Closely align budgets with the medium-term strategic priorities of government.
- Design the capital budgeting framework in order to meet national development needs in a cost-effective and coherent manner.
- Ensure that budget documents and data are open, transparent and accessible.
- Provide for an inclusive, participatory and realistic debate on budgetary choices.
- Present a comprehensive, accurate and reliable account of the public finances.
- Actively plan, manage and monitor budget execution.
- Ensure that performance, evaluation and value for money are integral to the budget process.
- Identify, assess and manage prudently longer-term sustainability and other fiscal risks.
- Promote the integrity and quality of budgetary forecasts, fiscal plans and budgetary implementation through rigorous quality assurance including independent audit. Participation, transparency, accountability, and equity and inclusiveness among others are principles of budgeting;

# Documentations of the public budgeting Process

Preparation of budget is scrutinized to ensure costs are within existing resource envelopes



## Session Two: Determinants of Budget

**Objectives:** On the completion of this session the participants will be able to explain what determines budget.

**Main Contents:** Determinants of budget

**Duration:** 1:30 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants to share with their partners what comes to their mind when the phrase 'determinants of budget' is mentioned.	15 min	Participants should come up with what determines budget.	The purpose of the discussion is to connect participants in explaining determinant of budget.
Present key determinants of budgets	30 min	Presentation	
Ask participants to break into groups. Give each group a piece of flip chart paper and pens.  Provide the following questions to help guide the group discussions: What determines woreda, zone WASH sector budget? What are the processes involved in budget allocation for woreda, zone?  Let the group leaders make a brief presentation.	45 min	Discussion and presentation	

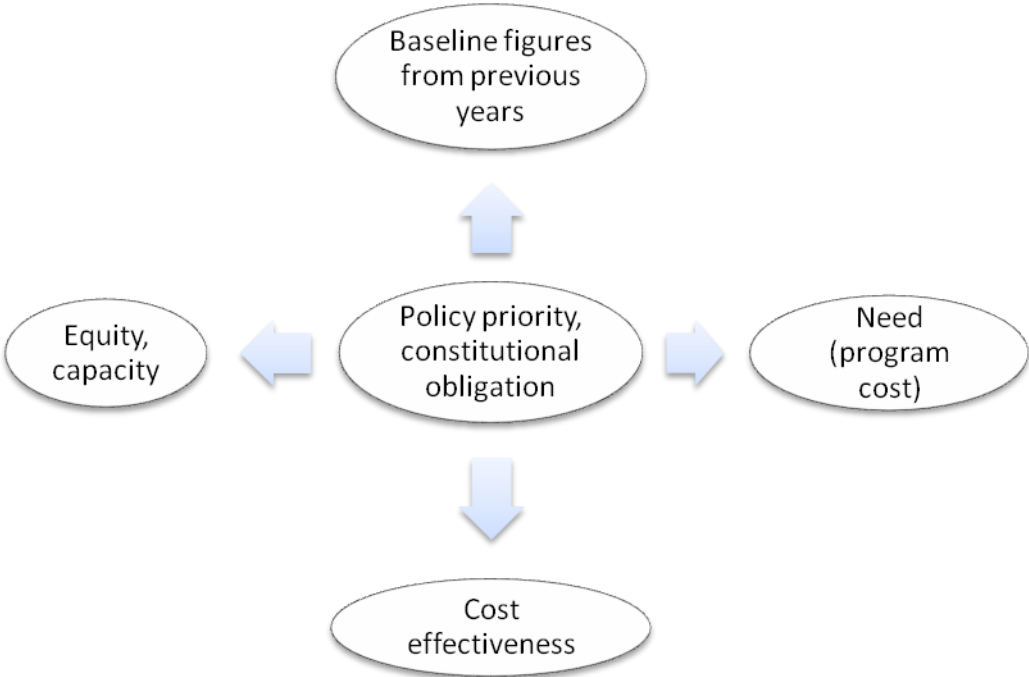
### Facilitator's Note on Determinants of Budget

Different factors determine the amount of money available to spend during the year. The baseline figures from previous year, the actual need (cost of the program), cost effectiveness, equity and the capacity to spend are some of the factors that determine the amount of budget available to spend. Besides, policy priorities and constitutional obligations may determine how the resource envelope will be spent.

The services a government provides and the taxes payable by the public will also determine budget. Government including the federal, regional and woreda are the major actors in the economy. How the government spends the money is the largest determinant of economic development with redistributive impact. Budget indeed depend on political agendas, donor priorities (in case of sector financing), national priorities, strength of the demand, available resources and etc.



**Factors determining the resource envelope**



### Session Three: Budget Framework and Budget Tracking

**Objectives:** On the completion of this session the participants will be able to explain what is meant by budget framework and describe budget tracking

**Contents:** budget tracking

**Duration:** 1:30 hrs

#### Session Plan

Activity/Steps	Time	Approach	Remark
<p>Start the session by asking participants to reflect their views on budget tracking. How do they understand budget tracking? What is public budget tracking? This will lead the facilitator to make presentation on the concept, definition and purpose of budget framework and budget tracking. Remind participants from the previous sessions about basic concepts of budgeting.</p> <p>Divide the participants in groups and ask them to discuss on the experience and challenges of public budget tracking under the current contexts.</p> <ul style="list-style-type: none"> <li>▪ What is their organizational engagement in the public budget tracking?</li> <li>▪ What are the challenges and opportunities in budget tracking of water and sanitation services?</li> </ul> <p>Then finally invite representatives from each group to provide feedbacks to the plenary.</p>	45 min	Brainstorming  Discussion	The central concept of the discussion is budget tracking of WASH project at woreda and zone levels.
Present key issues of budget Tracking and let the participant ask question and discuss.	30 min		Principles of government budget process
summarize the comments	15 min		>> >> >>

## **Facilitator's Note**

### **Principles of budget process**

Ethiopian budget process is governed by principles including participation, transparency, accountability and, equity and inclusiveness.

### **Budget Tracking.**

Budget Tracking is close monitoring, assessment and evaluation of the budgeting process throughout the investment or project process, i.e. from planning phase to the final stage of assessing the impact of the budget allocated. Detailed review of the budget and actual expenditures is known as budget tracking. Diokno (1999)<sup>1</sup> clearly showed the fact that budget tracking involves a systematic collection, analysis and interpretation of budget data, and correlating budget data with other relevant information such as state policies and strategies.

Careful and intentional “watch” over the use of resources. It is “holding” state actors at the different levels to account for their decisions and actions when managing resources. Budget tracking generally answers 4 basic questions. These include:

- What is the total expenditure in the sector?
- How are the funds distributed to the different services and expenditure types?
- Who pays for the services and how much do they pay?
- Which entities are the main channels of funding in the sector?

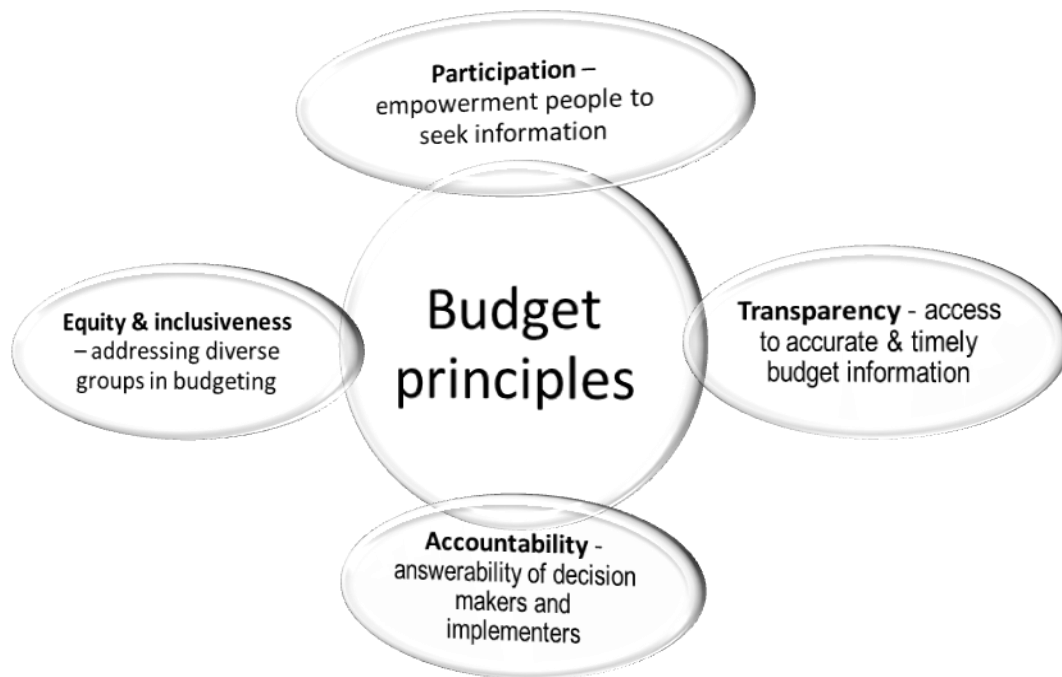
### **Why budget tracking?**

Budget tracking contributes to improved transparency and accountability. Benefits of improved transparency and accountability include: rational allocation of resources to sectors and areas, equitable distribution of resources to districts, sub counties, reduced misappropriation of funds, increased access to services and allocated funds reach targeted population

Budget tracking exercises should analyze issues like government commitment to its policy priorities in terms of allocations, trends in the budget allocation, extent to which priority is given to vulnerable groups, the adequacy of the budget allocated; progress budget allocation, and equitability of budget allocations among sectors and among different geographical locations

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.The following figure illustrates each of the budget principles that should be considered during the budget process



## Session Four: WASH Program Fund flow and Annual Budget Preparation

**Objectives:** On the completion of this session the participants will be able to understand the WASH Program budget flow and process and elements of annual budget preparation

**Content:** WASH program fund flow, annual budget preparation

**Duration:** 1:30 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
To start the session, ask participants to draw a picture on how WASH program fund looks like in their region (good to identify source of fund in the regional, zonal, woreda levels first)	45 min	Drawing/ illustration	The purpose of the discussion is to encourage participants in sharing their own experience on budget preparation
Ask the participants how budget is prepared? What is the specific (latest) date for the preparation of annual fiscal plan by MoFEC?	45 min	Brainstorming	
Form a group consisting of five (5) members and brainstorm on how budget is prepared? What are the key issues included within the MEFF? What does MEFF provides to the government?		Discussion	
Give the groups a hypothetical data to exercise calculations using the budget tracking tools. <ul style="list-style-type: none"> <li>▪ Group one (1) will exercise on whether the given budget has been increasing or not? If yes, the members of the group shall justify their argument with evidences.</li> <li>▪ Group two (2) will work on questions like “which sector is receiving the most? What could be the possible reasons for the variation?</li> <li>▪ Group three (3) works on computing the rate of increase, annual growth rate and provide their conclusion.</li> </ul>			

Finally the representative of the group will provide feedback to the plenary.			
Let one of the finance people from training participants present key issues of budget preparation and let the participant ask questions and discuss.	30 min	Presentation	
summarize the comments	15 min	Presentation	

### Facilitator's Note

#### Fund Flow:

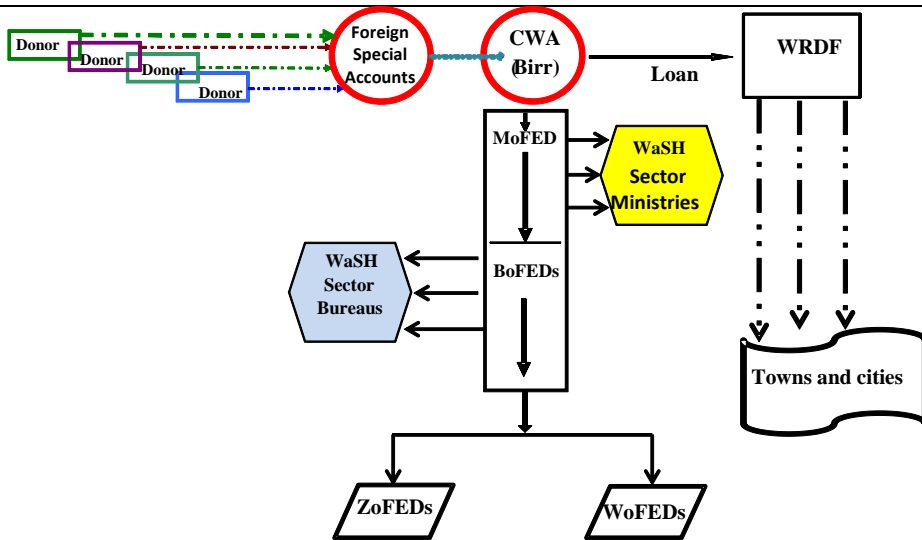
#### Channeling of the fund through CWA – Channel 1b

Channeling of Development Partners' funds will be as follows:

- Development Partners will confirm their precise contributions within the bilateral agreements between MoFED and the individual Donors.
- Development Partners will inform MoFED of their annual contribution not later than November for the next fiscal year based on the annual work plan agreed in October.
- Donor contributions will be channeled to special foreign currency special accounts at the National Bank of Ethiopia (NBE) for each financing partners.
- Development Partners contributions are transferred from a *Foreign Special Account* into the *Consolidated WASH Account (CWA)* administered by MoFED and
- Flow only through Channel 1b to the governmental WASH implementing agencies at federal level, through BOFED to regional implementing agencies and to WoFED.

Channeling of funds will be aligned to the Government's financial management system. Government contributions from federal level are channeled to BOFED either as SPG or block grants. In both cases the regions decide the amount of money to be used for WASH. The budgeted amount at regional level will either be transferred from BoFED to regional implementing agencies or WoFED.

At the Woreda level WoFED manages the WASH fund. WoFED will open a special account for WASH funds. In Woredas where CMP projects are implemented the WoFED will also open another account dedicated for CMP or can outsource the channeling of the fund to a service provider (Cooperative Bank, MFI). In either case the responsibility for managing Program funds will be WoFED. The following figure shows the flow of funds in the Program.



### Channeling of WASH funds through BoFED - Chanel 1B

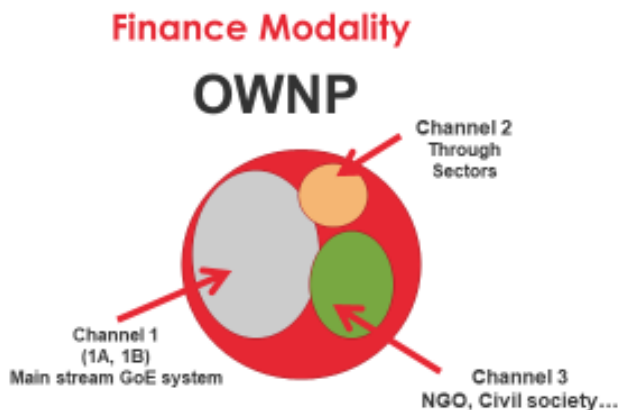
Some donor investments that are not channeled through CWA are made at the regional level through BoFED. The fund channeling at regional level will be captured by BoFED as WASH fund and shall also be included in the quarterly financial reporting in a separate report from CWA.

### Channeling of WASH funds through implementing agencies - Chanel 2

Some donors channel WASH funds through the implementing agencies like sector ministries and bureaus. However, they should be reflected in the WASH resource mapping, plans and reports and included in the *Composite WASH Budget*. The NWCO shall design a budget tracking system and collect annual disbursements of the WASH funds and report to MoFED.

### NGO WASH funding – Chanel 3

NGO funds do not flow through government channels and are not part of Program funding. These funds may be used at community level with some contribution the WASH activities at woreda, regional, and national levels. NGO investments are captured in regional and woreda resource mapping and included in the consolidated WASH budget. The WASH allocation and their outputs/results are included in WASH reports. Information on NGO plans, budgets, and expenditure on WASH activities should be reported to the NWCO through regional WASH coordinators and by the Water and Sanitation Forum.



**Budget Preparation:**

WASH budget preparation will follow the government budget preparation schedule. The budget approval process for WASH budget will also follow existing government regulations and procedures

MoFEC, BoFECs and WoFECs are responsible for recording, maintaining and controlling WASH budgets at the federal, regional and woreda levels respectively. MoFEC ensures that well- trained personnel are in place to handle the financial management requirements at each level.

Budget control exercise intends to ensure that WASH funds are being spent as planned with respect to categories, cost, timeliness and value for money. Primary responsibility for budget control in WASH is with the WASH accountants. However, managers at each level implementing entity receiving resources at each level (WWTs, RWTTs and the NWTT including the Woreda Sector Offices, Regional WASH Sector Bureaus and the Federal WASH Sector Offices and etc) will review on a monthly basis the financial reports prepared by their respective budget sections and take whatever action may be required to ensure effective budget control. The main tools will be budget codes, ledger cards, and budget tracking.

Basic financial management skills required for better decision-making, among others, include the following

1. Costing each major planned activity in the work plan;
2. Preparing a budget for the work plan;
3. Analyzing financial flow at the service delivery level (financial flow analysis);
4. Calculate the Capital and Recurrent costs of services;
5. Monitoring cash flow and managing funds;
6. Monitoring finances by comparing program results with budget projections;
7. Meeting internal and donor reporting requirements; and
8. Using financial reports for decision making.



### **3. UNIT THREE: MONITORING AND EVALUATION**

#### **Introduction**

The unit covers basic concepts of M&E (What, Why, When, Who and How M&E), Key steps and processes in the monitoring. The unit also includes indicator setting and measuring outcomes or results of WASH projects. Session notes are also provided at the end of each session for better understanding of the concepts.

#### **Unit Objectives**

By the end of this unit participants should be able to:

- describe basic concepts of M&E (What, Why, When, Who and How M&E);
- ensure a common understanding of the monitoring and evaluation and how it links to sustainable WASH service delivery;
- explain how to set indicators;
- understand how to measure outcomes;
- familiarize themselves with methods of data collection, data management and data quality assurance.

#### **Main Contents of the Unit**

- Unit three: Monitoring and Evaluation
- Session One: Basic concepts of M&E
- Session Two: Performance Indicators
- Session Three: Measuring Outcome
- Session Four: Data Collection, Management and Data Quality Assurance
- .

**Time allotted: 8:30 hrs**

## Session One: Basic Concepts of M&E

**Objectives:** At the end of this session the participants will be able to acquire practically improved skills on basic concepts of M&E (what, why, when, and by whom).

**Main Content:** The why, how and when of monitoring and evaluation.

**Duration:** 2:30 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants to share with their partners what is meant by 'Monitoring and Evaluation?' Why do we monitor? When do we monitor? Who should be involved in M&E?	30 min	Buzz group and reflection	Facilitator notes all definitions are valid. The purpose of the discussion is to involve participants in why, how and when n of the M&E
Make power point presentation on basic concepts of M&E.	60 min	Presentation	
Ask each participant to answer the questions given below. There after divide the participants in to homogeneous groups to share their views with the other members of their group on each question given below (i) let them reach a consensus on the answers and (ii) have the reporter present the views of the group.  Based on your participation in the WASH projects so far, how is monitoring done? What is monitored? What are some of the challenges of WASH monitoring and evaluation? And what solution can you suggest to alleviate the challenges  If you have to carry out monitoring WASH project in your woreda or kebele, what are the steps you should follow?	60 min	Group work and presentation	The purpose of this part is to clearly identify the steps in planning of M&E.

## **Facilitator's Note**

Monitoring is the systematic collection and analysis of information throughout the planning, implementation and on-going life of a project/ program or service. In the context of WASH services governance, monitoring is aimed at improving the efficiency, effectiveness and sustainability of WASH services. Monitoring is based on targets set and activities planned thereby help to keep the work on track. It can also serve as a signal when things are going wrong.

In short, M&E enables WASH service managers and implementers to review progress, identify problems and make adjustments in order to ensure desired results such as sustainable WASH services delivery. On the other hand, evaluation is the comparison of planned against actual activities and outcomes.

Moreover, evaluation is a systematic examination of elements of success and failure in projects/ programs implementation and to draw lessons for the future. Very often, however, the central objective of evaluation is to know whether the objectives of a development program have been realized in the most effective and efficient manner.

Likewise, WASH monitoring is the routine collection and analysis of WASH related information to track progress against set plans and check compliance. It also helps identify trends and patterns and inform decisions makers for project/programme management.

For example, with respect to water supply, monitoring will include collecting and analysing:

- The location, number, types and current functionality of water schemes/utilities;
- The number and percentage of community users and the levels of service;
- The quality of water and site sanitation;
- The degree of consumer/user satisfaction;
- The quality of scheme/utility management and the level of financial viability;
- The nature, frequency and duration of hardware problems encountered; and
- The level of accessibility to spares and repairs among others.

### **With respect to sanitation and hygiene monitoring will include:**

- The number of households with minimum latrines;
- The number of households/people using a latrine and the number practicing open defecation;
- The estimated number of households/people with hand washing facilities near to a latrine; and
- The estimated number of households/people practicing hand washing after defecation and handling children's feces and safe water management.

### **With respect to schools and institutions monitoring will include:**

- The types, functionality and use of drinking water sources in or near the school/institution; and
- The types, number and use of latrines and hand washing facilities in the school/institution, among others.

<b>What</b>	<b>Monitoring Implementation</b>
	The process of continuously gathering information on all aspects of a project or program to make informed decisions on project implementation.
<b>PURPOSE</b>	Analyse the current situation, Identify problems, find solutions & take corrective measures during implementation, Discover trends and patterns, Keep program activities on schedule, Measure progress towards objectives and revise action in order to achieve them and Make decisions about human, financial, and material resources.
<b>When</b>	Continuously. Monitoring activities are a routine part of project implementation and planned within the project's work plan.
<b>By whom</b>	Project or program staff with support of others involved such as water committee, community members, school community, local health workers etc.
<b>Information Type</b>	More emphasis on quantitative data than qualitative data.

Monitoring should take place based on the logical framework that details the goals, objectives, outcomes, outputs and activities against indicators for verification and assumptions.

The logical framework analysis is a technique of project planning which tries to ensure that designs are logical and consistent in terms of achieving a hierarchy of measurable objectives. The results of the logical framework analysis can be presented, and further analyzed, through the development of a log frame matrix. The matrix should provide a summary of the activity design and, when detailed down to output level, should generally be no more than three or four pages long.

The log frame matrix has four columns and usually four or five rows, depending on the number of levels of objectives used to explain the means-ends relationship of the activity.

The vertical logic (reading up and down columns 1 and 4 of the matrix) clarifies the causal relationships between the different levels of objectives (column 1), and specifies the important assumptions and uncertainties beyond the activity manager's control (column 4).

The horizontal logic (reading across the rows of the matrix) defines how the activity objectives specified in column 1 of the log frame (e.g. Goal, Purpose, Outputs) will be measured (column 2) and the means by which the measurement will be verified (column 3). This provides a framework for activity monitoring and evaluation. The following figure shows the overall structure of the full logical framework and introduces the vocabulary used. While the terms used vary between organizations, the basic four –by-four matrixes is a common pattern. Below is presented a log frame matrix example:

<b>Narrative Summary</b>	<b>Verifiable indicators</b>	<b>Means of Verification</b>	<b>Important Assumptions</b>
<b>Goal</b> Description of the higher-level objective to which the project will contribute	Qualitative and/or quantitative measures or parameters used to show the extent to which the goal is met or fulfilled.	Sources of information and methods, the means, for verifying (checking) indicators-used to establish what has been achieved.	<b>Goal Sustainability</b> Main external conditions/ events necessary to sustain the objective in the long term-"the super goal".
<b>Purpose</b> Description of the impact or effect the project is expected to achieve as a result of its outputs.	Qualitative and/or quantitative measures or parameters used to show the extent to which the purpose is met or fulfilled	Sources of information and methods, the means, for verifying (checking) indicators-used to establish what has been achieved.	<b>Purpose to Goal</b> Main external conditions /events over which the project has no control but which must prevail if goal is to be achieved.
<b>Outputs</b> Description of the results the project should achieve during its lifetime	Qualitative and/or quantitative measures or parameters used to show the extent to which the outputs are produced.	Sources of information and methods, the means, for verifying (checking) indicators-used to establish what has been achieved.	<b>Output to purpose</b> Main external conditions /events over which the project has no control but which must prevail if purpose is to be achieved.
<b>Activities</b> Description of the activities that the project will undertake to produce its stated outputs.	<b>Inputs</b> Goods, facilities and/or services needed to carry out the stated activities.	<b>Monitoring</b> Means to be used check (monitor) progress of the project's activities.	<b>Activity to output</b> Main external conditions /events over which the project has no control but which must prevail if outputs are to be achieved.

### **The Rationale for Monitoring and Evaluation**

Specifically, the central rationale of monitoring and evaluation include:

- Ascertaining whether intended goals are implemented and achieved,
- Facilitating improved program management and corrective measures,
- Establishing common understanding and perception,
- Increasing knowledge base and experience,
- Enhancing capacity of stakeholders and beneficiaries,
- Pro-actively empowering and engaging stakeholders in a program,
- Ensuring accountability and transparency; and rallying membership and stakeholder support, among others.

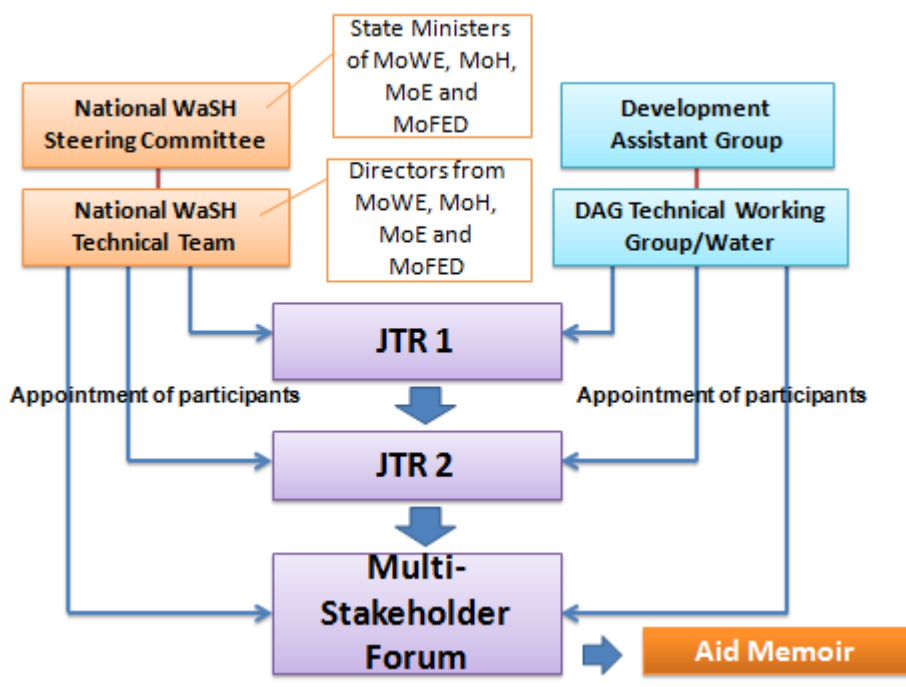
### **Monitoring and Evaluation System**

The monitoring and evaluation system includes the process of gathering, processing, reporting, and utilizing information on the programme input, activity, outputs, outcomes, and impacts. An effective planning and implementation of projects and the attainment of the ultimate impacts of programme requires putting in place appropriate and efficient M&E system.

**WASH Sector review:**

In the WASH sector review process, two Joint Technical Reviews (JTR) and one WASH sector Multi-Stakeholder Forum (MSF) are planned annually. Similarly, regional Multi-Stakeholder Forums will be conducted at regional level once a year prior to the MSF at federal level. The results of the review process are contained in an agreed Aide Memoire containing prioritized undertakings.

The purpose of the JTR is to reach a consensus on the state of the sector and agreement on priority actions/undertakings, and responsibility for tracking implementation of the agreed undertakings to improve sector performance. The organization and process for reviews are shown in the figure below.



**Complementary Roles of M&E**

Monitoring	Evaluation
Implementation oriented (is the project going on as planned?)	Policy oriented (are the project objectives being achieved?)
Tracks results	Explains results
Assesses intermediate results	Assesses attributes
Focuses on timeliness	Focuses on rigor
Informs budgeting	Informs broad resource allocation
Strengthens accountability for managing results	Strengthens accountability for results themselves
Essential for program implementation and improvement	Essential for strategy development
Can use disaggregated data	May need aggregated data

**Facilitator's Note**

**Monitoring Plan**

A monitoring plan should outline the why, what, when, who and how of your monitoring activities. When developing your monitoring plan you should consider your available resources for monitoring. These resources may include budget, equipment, time and/or skills. For further detail refer to the M&E matrix below.

**Monitoring and evaluation plan matrix**

Objectively Verifiable Indicators	Data Requirements	Data Collection Planning				Data Collection Execution		
		Collection Method	Collection Frequency	Data Source	Responsibility	Timeframe	Required Form	Training Needs

Required Resources			Data Documentation & Diffusion			
Human	Equipment	Finances	Analysis & Reporting	Restitution & Validation	Concerned Actors	Timeframe

## Session Two: Performance Indicators

**Objectives:** On the completion of this session the participants will be able to acquire knowledge of practically set performance indicators and familiarize themselves different levels of indicators.

**Main Content:** How to set performance indicators and types of indicators

**Duration:** 2 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants to answer and share with their partners “what is a performance indicator?”	15 min	Participants shall come up with a list of answers for performance indicator	Facilitator notes all answers are valid. The purpose of the discussion is to involve participant in the discussion of performance indicator.
Make detail presentation on indicators using illustrative examples from WASH project.	45min		
Ask participants the questions below, and compare and contrast your response to each question with training participants. 1. Explain the difference between output and outcome monitoring and evaluation levels by giving example of WASH project. 2. Discuss the difference between effectiveness and efficiency using example from WASH sector project. 3. Identify some of the most important indicators you used in monitoring WASH projects. 4. List down and explain some of the steps followed in selecting indicators with particular example in WASH or CLTSH.	45 min	Write participants’ response on a flip chart.	<b>Outputs</b> are within our sphere of control). They are the immediate and direct result (product) of the activity conducted. <b>Outcomes</b> are changes or results of an intervention. It is within our sphere of influence, but is not solely accountable for them.
Finally, summarize the points	15 min	Presentation	



## **Facilitators Note    Indicators**

An indicator is a qualitative or quantitative factor that provides a simple and reliable basis for assessing achievement (performance) .It is a standard against which the success of a project is measures. They are used to provide benchmarks for demonstrating the achievements of a program.

Developing Monitoring and Evaluation indicators

The development of indicators depends on the objectives and goals of our projects. Developing indicators might require the following activities.

- Review the project objective and goals
- Review expected project inputs, activities outputs and results.
- Decide on key elements to be monitored

### **Follow the following steps to develop indicators**

Review project objectives



Convert project objectives into evaluation objectives



Identify and list down key factors



Select indicators for key factors

**Levels of Monitoring and Evaluation (Indicators):** In general, there are five main levels of Monitoring and Evaluation in the project hierarchy. They are:

**Input Level:** These describe the financial, human and material resources that are necessary to produce the intended output. e.g. Number of competent private sectors (contractors, consultants, suppliers) in the WASH sector,

**Activity Level:** Generally, it refers to the different steps in the implementation of the project or work performed, e.g. Training workshops conducted for WASH sector staff. It refers primarily to the fact that whether the activities are actually happening or not.

In process evaluation, there is no assessment of whether the project is actually achieving its most important objectives. It is concerned with description and documentation of what services are being delivered and to whom. Thus, many process evaluation questions can be answered through the development of simple record keeping procedure.

**Output Level (Outputs are within our sphere of control):** - are the immediate and direct result (product) of the activity conducted for which the project is responsible. Out-puts are generally expressed for each activity separately. E.g. Number of employment opportunities for disabled people in WASH sector, Number of water point built or rehabilitated, Number of (rural) water supply schemes constructed/rehabilitated etc.

**Outcome Level:** are changes or results of an intervention. It is within our sphere of influence, but we are not solely accountable for them i.e. they are shared responsibility & accountability. Outcome (effect) levels are the short or medium term change, effect or results of one or several outputs. E.g. Percentage of people with access to 15 liters per capita per day within 1.5km radius in rural areas, Percentage of people with access to improved human excreta removal / sanitation facilities / hand washing facilities, Proportion of people using a toilet etc.

**Impact Level:** refers to the highest level of results, to the long term results that is overall goal of the project. It is a long-term consequences of the program, may be positive and negative effects ex. better quality of life or Improved standard of living. Impacts are within **our sphere of interest** but beyond the range where our effectiveness can be assessed. .eg <5 mortality rate per 1000 live births, Prevalence of diarrheal disease in under five children, Prevalence of other water-borne diseases in under five children (see annex :VI for key wash performance indicators).

### Session Three: Measuring Outcome

**Objectives:** At the end of this session the participants will be able to understand how to measure outcomes.

**Main Content:** Steps in outcome measuring

**Duration:** 2 hrs

#### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants what is meant by outcome measuring and how do we measure it? Remind participants from the previous sessions about levels or indicators of monitoring.	15 min	Participants shall come up with what is meant by measuring outcome	Facilitator notes all definitions are valid. The purpose of the dialogue is to engage participants in discussion of measuring outcome.
Make detail presentation on measuring outcome.	45 min	Presentation	What is out come? Why outcome measuring? How do measure outcome?
Ask participants to divide into groups. Give each group a piece of flip chart paper and Markers. Ask each group to answer the question below.  “The general objective of WASH sector is to improve the health and well-being of communities in rural and urban areas in an equitable and sustainable manner by increasing access to water supply and sanitation and adoption of good hygiene practices.” Based on the above mentioned objective, establish appropriate input, output, outcome and impact indicators.	45 min	Participants shall come up with various input, output, outcome and impact indicators of WASH project.	Emphasis should be made on the links between indicators of different levels.
Finally, summarize the points	15 min	Presentation	Summary of all level indicators

## Facilitator's Note

### Outcome monitoring

Outcome provides crucial information about performance, promotes credibility and confidence by reporting on the results of programs and helps formulate and justify budget requests.

### Steps in result based or outcome measuring

**Agreeing on outcome:** Outcomes show the road ahead. Outcomes are usually not directly measured — only reported-on outcomes must be translated to a set of key indicators.

**Selecting indicators:** Involves setting key performance indicators to monitor progress with respect to outcomes. (How will we know success when we see it?)

**Gathering baseline data based on indicators:** Qualitative or quantitative data that can be used at the beginning of the monitoring period. (Measurements to find out where are we today?)

**Setting targets:** Targets can be selected by examining baseline indicator levels and desired levels of improvement. Example: diarrhea prevalence will decrease by 5% by next year.

**Monitoring for results:** Monitoring for results entails collecting quality performance data, for which guidelines are given.

**Evaluation:** Means information on strategy; operation and learning whether we are doing the right things; Rationale/justification.

- Operation: Whether we are doing things right, that is, effectiveness in achieving expected outcomes.
- Learning : Whether there are better ways of doing it,; Alternatives, Best practices and Lessons learned

**Reporting findings:** gives information on the status of projects or programs and provides clues to problems, creates opportunities to consider improvements in the (projects, programs,) implementation strategies.

**Utilizing findings:** Helps formulate and justify budget requests; helps in making operational resource allocation decisions; triggers in-depth examinations of the existing performance problems and the corrections are needed.

**Sustaining M&E system:** Clear roles and responsibilities; trustworthy and credible information; accountability; capacity; incentives.

## Session Four: Methods of Data Collection, Management and Data Quality Assurance

**Objectives:** On the completion of this session the participants will be able to explain methods of data collection, management and data quality assurance techniques.

**Main Content:** Methods of data collection, management and data quality assurance techniques

**Duration:** 2 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants to share with their partners on sources of information and methods of data collection in WASH project that they might have been engaged.	15 min	buzz group	Facilitator notes all definitions are valid. The purpose of the dialogue is to engage participants on the issues of data sources and methods of data collection.
Present sources of information and methods of data collection, data management and data quality assurance.	45 min	Presentation	Make an emphasis on sources of data, methods of data collection and data quality assurance.
Ask participants to divide into groups. Give each group a piece of flip chart paper and Markers. Ask each group to discuss and present on the following questions.  1. What are the main sources of data for WASH projects at region/zone/Woreda level?  2. What methods of data collections have been employed for WASH?  3. Mention data quality assurance techniques that your region/zone/woreda has been employing. Let the group leaders present the summary of the discussion.	45 min	Group works and discussions	>> >> >> >>
Summarize the points of discussions	15 min	Summarizing key points	>> >> >> >>

## Facilitator's Note

### Sources of information and method of data collection

**Primary Sources:** Primary sources constitute first-hand information generated through ways such as House Hold Survey. The analysis and interpretation of such data add value to existing knowledge.

**Secondary Sources:** These constitute data collected and analyzed by others. The sources includes, policy documents, performance reports, statistical reports, daily records, monthly and quarterly meeting reports, work plans and etc.

**Sources of WASH M&E data?** WASH M&E data are drawn from five sources: (WASH Financial & Physical Reports, Education MIS, Health MIS, Water Supply MIS and the Household Survey System.

**Data collection** The most important techniques of data and information collection are document review, questionnaires, key informant interview, focus group discussion, direct observation and checklists.

Monitoring begins with gathering of data to know the current status. Some of the basic reasons why people need data or information are the following.

- **Achievement** – what has been achieved? How do we know that the project has caused the results?
- **Assessing progress** – are the objectives being met? Is the project doing what the plans said it would do?
- **Monitoring** – Is the project well managed?
- **Identification of strengths and weaknesses**- Where does the project need improvement and how it can be done? Are the original objectives still appropriate?
- **Checking effectiveness** – What difference has the project made? Can the impact be improved?
- **Cost effectiveness** – Were the costs reasonable?
- **Sharing experience** – Can we help to make similar mistakes or to encourage positive results?

**Data management-** Data management begins concurrently with questionnaire design. It will be easier and quicker to find the right information with less chance of error if your data are well organized. In managing data, you should consider who will be using your data, how they will be using it and for what reasons it will be used.

Using an organized storage (filing structure) simplifies the classification of your information. It makes it easier to file, sort and retrieve information, saving time and increasing efficiency. It also makes it easier for anyone involved in your program to access, use and contribute data to the records.

You should adopt a consistent file structure for the way you aggregate your information. You may group activities that are common including geographically-based structure such as: region A, woreda B, facility A, facility B, etc. Therefore, it is easier for you and others, who may access your filing system to add, amend and manage the data. A data manager should consider the consequences of losing the data and any handwritten or printed records that you have collected over the years. Thus, you should regularly backup and/or keep copies of key or summary data in a separate location from your primary

storage place.

As the amount of available information grows it is helpful to keep a summary record of your key sets of data. This is particularly valuable if you plan to share your information with others or expect that you may need to pass your records onto someone else in the future.

### **Interpretation of Data**

Once the research data have been collected and the analysis has been made, we can proceed to the stage of interpreting the results. The process of interpretation is essentially one of stating what the results show. What are their meanings and significance? What is the answer to the original problem? Interpretation is not a routine and mechanical process. It calls for a careful, logical and critical examination of the results obtained after analysis

**Sharing your information:** If you want to share your information with various stakeholders, including donors and some other organizations, then they may require data collected according to a particular standard. Some key criteria to examine the quality of information are the following. Accuracy – Does the information show the true situation? Relevance – Is the information relevant to users interests? Timeliness- Is the information available in time to make necessary decisions? Credibility – Is the information believable? Attribution – Are the results due to the project or to something else? Representativeness – Does the information represent only the target group or wider population?

**Data quality assurance:** Quality data are characterized by completeness, accuracy (validity), reliability and should be reflective of good practices.

**Accuracy:** Also known as validity. Accurate data are considered correct: if the data measure what they are intended to measure.

**Reliability:** The data generated by a project/program's information system are based on protocols and procedures that do not change according to who uses them and when or how often they are used.

**Precision:** This means that the data have sufficient detail. For example, an indicator requires Number of un-served urban population to which improved services have been extended in past 12 months. . An information system lacks precision if it is not designed to record the residence (urban and rural) of the area.

**Completeness:** Completeness means that an information system from which the results are derived is appropriately inclusive: it represents the complete list of eligible persons or units and not just a fraction of the list.

**Timeliness:** Data are timely when they are up-to-date (current), and when the information is available on time.

**Integrity:** Data have integrity when the system used to generate them is protected from deliberate bias or manipulation for political or personal reasons

#### **4. UNIT FOUR: REPORTING**

**Unit Objective:** by the end of this unit trainees will be able to:

- understand how to prepare WASH Sector report
- Clearly explain National WASH monitoring and evaluation data flow channels
- Familiarize themselves with WASH reporting flow and frequency

#### **Contents of the Unit**

- Key steps and processes in the reporting cycle
- National WASH data flow system
- WASH report scheduling

**Duration: 3:30**



## Session one: Preparing Project Report

**Objectives:** At the end of this session the participants will be able to acquire skills on how to prepare report and key steps and processes in the reporting

**Content:** Steps and processes in the reporting cycle

**Duration:** 1:30 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants their experience on project report writing / field visit report, what are the reporting content they did.	15 min	Plenary	The purpose of the dialogue is to discuss on project report writing and to determine or identify the consistency of WASH report format used.
Present the importance of reporting, the contents that one report should incorporate.	45 min	PPT	Report is a document which reflects the organizational achievements, learning, challenges, and innovation in the light of set objectives.
Divide participants in groups and let them write field visit report on WASH based on guideline provided. The facilitator will share for each group case which have <i>Objective of visit, location(s) visited, activities undertaken, persons Interviewed, list Significant achievements, list problems and/or principal constraints and follow up action recommended. Final each team will come a narrative report.</i>	30min	Group discussion	

### **Facilitator's note**

A report is a document which reflects the organizational achievements, learning, challenges, and innovations in the light of set objectives. It tells the story of your organization to people in most compelling way

A report is a structured, formal, written document aimed at interested readers (in this case donors, managers etc) which gives an account and update of a specific action and shows progress and / or impact of that action

We need a report to demonstrate that activities have been completed, objectives achieved, and that funding has been effectively used (Accountability). To inform the implementation of ongoing initiatives; to inform decision-making (Management Support) and to draw lessons on past and present activities, to learn why some achieved their objectives or had unintended outcomes, in order to plan future activities (Learning :).

#### **For example field visit report should contain the following elements**

Date(s) of Visit \_\_\_\_\_

Name of visitor \_\_\_\_\_ Date of Report \_\_\_\_\_

1. Program/Project/Activity visited:
2. Objective of Visit:
3. Location(s) visited:
4. Activities Undertaken:
5. Persons Interviewed:
7. List Significant Achievements
8. List Problems and/or Principal Constraints:
9. Follow up Action Recommended:

#### **Performance reporting format (example)**

It is vital to regularly report to, or otherwise communicate with, those stakeholders whose support and satisfaction is critical to the success of the program. The following type of information is of value to CLTSH stakeholders and should be collected:

##### **Activities/Tasks**

- Planned activities/tasks undertaken/completed
- Planned milestones achieved
- Brief narrative analysis of accomplishments
- Forecast of major activities/tasks for next reporting period

##### **Results**

- Outputs – planned outputs against actual outputs based on indicators and schedule
- Outcomes – planned outcomes against outcomes based on indicators and schedule
- Impacts – real benefits received by the target population

- Analysis of *variances* (departures from planned results), including lessons learned and consequent decisions

**Management issues**

- Institutional arrangements and leadership
- Participatory monitoring and decision making

**Program environment**

- External factors having an impact on performance and results (with proposed actions to manage risks)

**Financial**

- Planned and actual expenditures (for the period)
- Analysis of major variances
- Cumulative expenditures
- Projected expenditures (for next reporting period)

## Session Two: National WASH data flow

**Objectives:** At the end of this session, the participants will be able to explain National WASH Monitoring and Evaluation data flow channel, and reporting frequencies

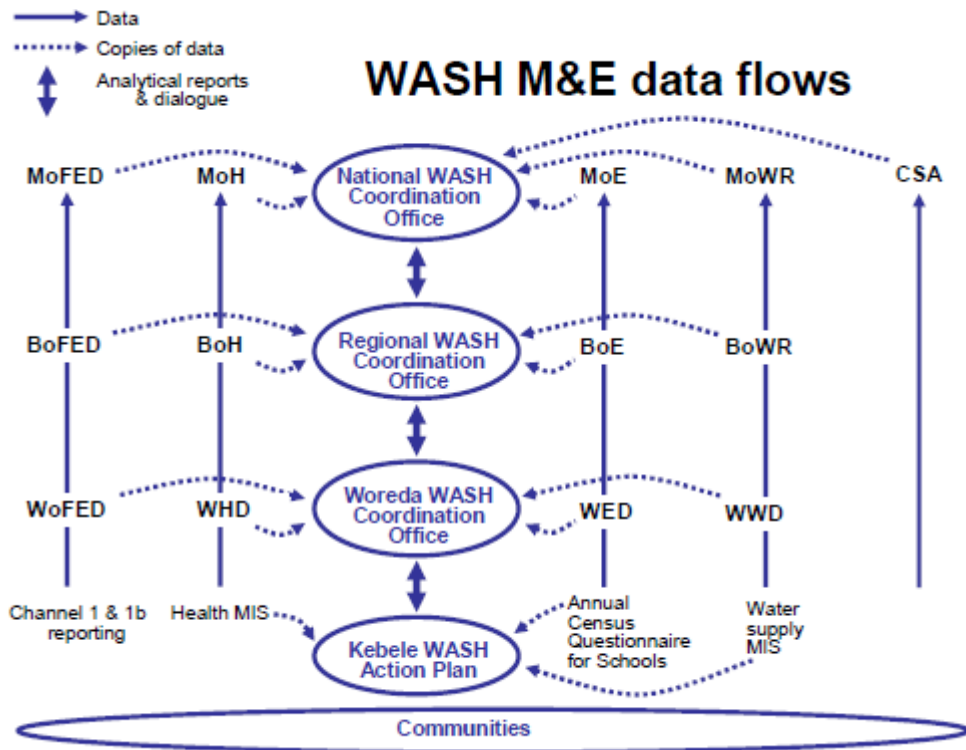
**Main Content:** WASH Monitoring and Evaluation data flow channel, frequencies, reporting and responsibility

**Duration:** 2 hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants to share with their experience on WASH Monitoring and Evaluation data flow channels and frequencies	15 min	Participants shall come up with WASH M&E reporting channels and frequencies.	Facilitator note: all definitions are valid. The purpose of the dialogue is to discuss on WASH M&E channels and frequencies
Present key issues of evaluation report WASH M&E channels frequencies and let the participant ask question and discuss.	45 min	PPT	
Divide participants in groups and let them list down outlines WASH monitoring and evaluation channels from bottom to top. Guiding question: ✓ What are the existing WASH M&E data flow systems?	60	Participants mention the list of M&E data flow on a flip chart.	

## National WASH data flow



### Facilitator's note: WASH Reporting Frequencies

- The WASH progress reports includes both physical and financial status. Monthly and quarterly reports should show the progress against planned activities and/or outputs while the annual plan should show the achievements in meeting the annual targets, i.e. output and outcome results. Reporting frequencies for the main M&E actors are given below:
- Kebele WASH Team (KWT) submits monthly, quarterly, and annual WASH progress reports to WWT
- Woreda (WWT) submits monthly, quarterly, and annual WASH progress reports to Zone/Region (RWCO)
- Zone/Region (RWCO) submits quarterly, and annual WASH progress reports to NWCO
- NWCO submits quarterly, and annual WASH progress reports to NWTT and through it to NWSC

### **Facilitator's note continued**

The kebele WASH monitoring team must report to the woreda team. Reporting at other levels is required from time to time. For example, regional/zonal health bureaus will ask zones/woredas for information regarding the achievement of agreed targets.

Zones and woredas are expected to account for the inputs they have provided (finance, professional and capacity support) in terms of the number of kebeles that have achieved ODF status. Regions are expected to report biannually to the Federal Ministry of Health.

### **Kebele WASH team composition and responsibilities**

Led by health extension workers and kebele administrators, the kebele WASH team includes the kebele manager, school directors, development agents, women and youth associations, and “natural” leaders – individuals who are naturally gifted with strong leadership abilities. Team members work together to do the following:

- Guided by the CLTSH Community Action Plan, support the implementation and monitoring of CLTSH programs by assisting with the collection of data and with discussion and analysis of changes taking place as the village progresses towards CLTSH goals.
- Advocate for an open defecation free environment and associated public health benefits.

### **Woreda WASH team composition and responsibilities**

The woreda WASH steering committee is made up of woreda administrators and heads of woreda health, water, education, Children and Women affairs, and Agriculture and finance offices. Coordinators from the national Health Extension Program, education cluster supervisors, and other partners (NGOs) provide the team with technical guidance.

- Guided by the WASH woreda Action Plan, support the implementation and monitoring of WASH programs by assisting with the collection of data and with discussion and analysis of kebele-level progress towards WASH goals.
- Advocate for an open defecation free (ODF) environment and associated public health benefits.

### **Regional/Zonal WASH steering composition and responsibilities**

Similar in structure to woreda-level WASH teams, the regional/zonal teams are mandated to

- Provide financial, professional and capacity building support to their woreda counterparts.
- Demand the woreda level performance and provide a solution for any problem found in the program implementation.

### **National Steering Committee and responsibilities**

The Ministry of Water, Irrigation and Electricity takes the lead in steering countrywide WASH implementation, with other ministries collaborating in its effective rollout. Donors, civil society organizations and other stakeholders also join in the effort to realize targeted water, sanitation and hygiene improvements. (See annex IV: WASH all levels reporting formats)

## **5. UNIT FIVE: COORDINATION, IMPLEMENTATION AND SUSTAINABILITY**

**Unit Objective:** By the end of this unit trainees will be able to:

- acquire practically improve skills how to coordinate , implement and sustain WASH sector programmers
- Understand how WASH programs and projects sustain their service and functionality

### **Contents of the Unit**

- Coordinate WASH sectors project/programme implementation
- WASH programs and projects sustain their service and functionality

**Duration: 3:30 hrs**

## Session one: Coordination

**Objectives:** Upon completion of this session, the participants will be able to: acquire practically improvement of skills on how to coordinate WASH sectors

**Main Content:** WASH structure and management

**Duration:** 1:30 hrs

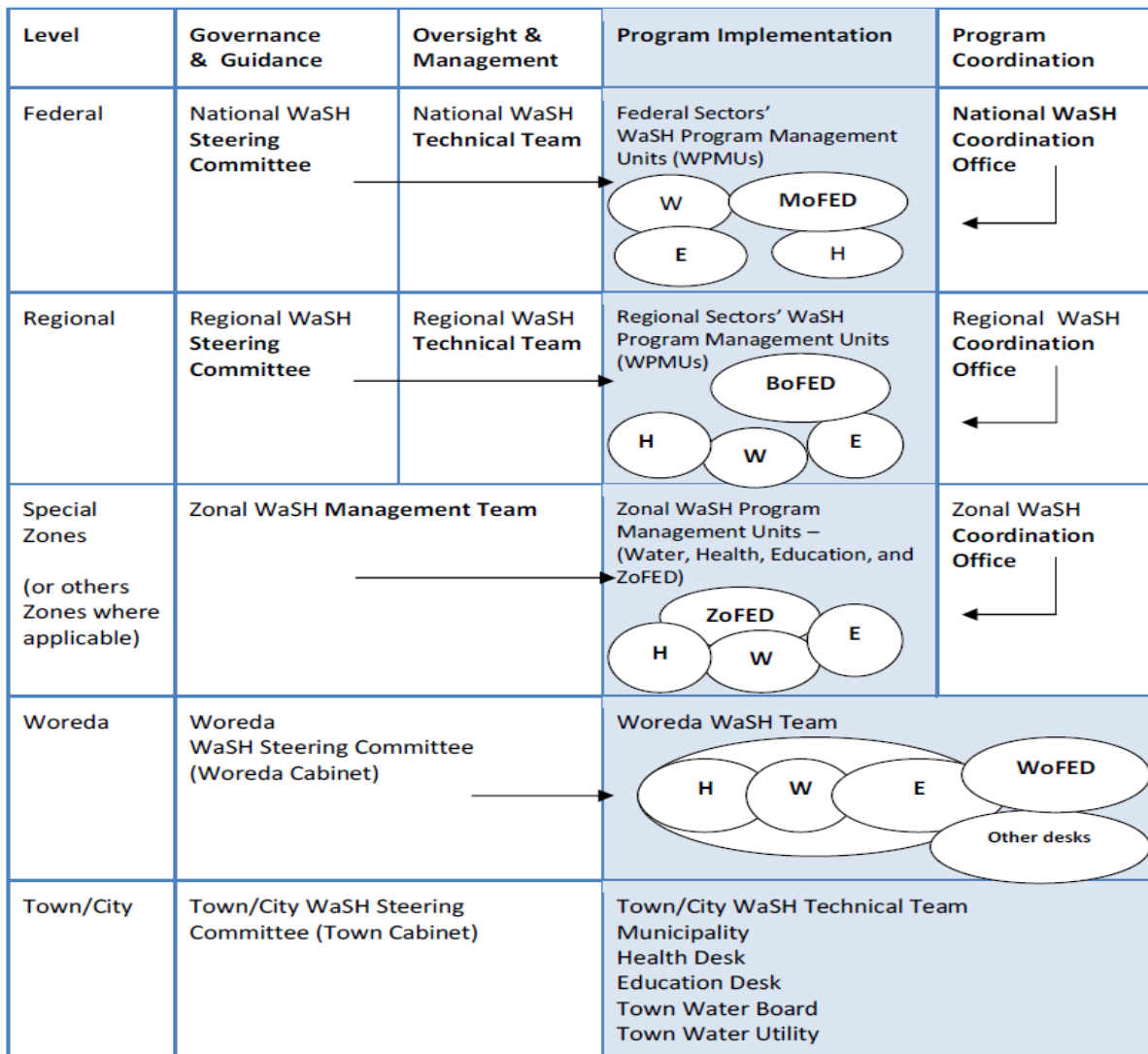
### Session Plan

Activity/Steps	Time	Approach	Remark
Start the session by asking participants to share with their experience on:  WASH sector programme Coordination and integration.  Why integration is a bottleneck in the sector and make them to reflect their suggestions/ recommendations to strengthen integration in the WASH sector.	15 min	Participants shall come up with WASH their experience on WASH sector programme Coordination, to identify challenges in sector integration and propose solutions in the strengthen of WASH sector integration	Facilitator's note: all definitions are valid. The purpose of the dialogue is to discuss on WASH programme Coordination and integration
Present key issues of coordination based on WASH structure and management	45 min	PPT	
Divide participants in groups and let them discuss WASH structure and management and coordination mechanisms at place Guiding question: ✓ How WASH program has been coordinated in your woredas?	30 min	Participants explain existing WASH coordination mechanism on a flip chart s present.	Facilitator's note: There is no right or wrong answer. The purpose of the dialogue is to engage participants in the search for planning related to WASH Coordination mechanism that they think



**Facilitator’s Note**

WASH Program will be implemented as a joint effort between Government, Development Partners, NGOs, training institutions, the private sector, community members, and other stakeholders. In addition to the Government, a number of Development Partners will support the Program through contributions to the successful implementation of the One WASH program at all levels. Other partners, including bilateral aid organizations and CSOs, will support the Program through other funding arrangements, as well as through the provision of technical assistance, supplies and other means. Thus, these contributions of actors will be fruitful if and only if it implemented in a well-coordinated fashion. The following diagram shows the coordination mechanism among WASH actors:



Source: Federal democratic Republic of Ethiopia, WASH implementation Framework (WIF)

## Session Two: WASH implementation

**Objectives:** On the completion of this session the participants will be able to understand phases of WASH implementations

**Content:** Preparatory, transition and actual implementation phase of WASH

**Duration:** 1:00 hr

### Session Plan

Activity/Steps	Time	Approach	Remark
Ask participants to list down phases of WASH implementation and explain each phase.	15 min	Participants shall come up the three phases of WASH implementation together with their explanation	Facilitator's note all definitions are valid. The purpose of the discussion is to involve participants in WASH implementation phases or stages
Present key issues of different phases how to implement WASH at woreda level	20 min	PPT	WASH implementation phase <ul style="list-style-type: none"> <li>▪ preparatory,</li> <li>▪ transition and</li> <li>▪ actual</li> </ul>
Ask participants to break into groups of five to six people. Give each group a piece of flip chart paper and marker. Ask each group to discuss on how to implement WASH at woreda level Provide the following questions to help guide the group discussions: ✓ How do you implement WASH project at your locality? ✓ What are the challenges?	25 min	Participants explain how to implement on a flip chart.	Woreda WASH implementation procedures

## Facilitator's Note

### Implementation

#### Preparatory phase

- ✓ Develop and sign/renew memorandum of understanding (MOU) with all WASH sectors: it is abiding document to clearly put responsibility and accountability.
- ✓ Prepare detailed annual work plan aligned with woreda comprehensive development plan and approved woreda strategic plan as their precedence using woreda technical team.
- ✓ Review the annual plan by conducting advocacy and consensus building with woreda steering committee, kebele development leaders and other stakeholders

#### Transition phase

- ✓ Each sector should prepare Detailed implementation plan to the level of task
- ✓ Secure finance and allocate for important activates
- ✓ Assign proper professionals and aligned work force

#### Actual implementation phase

- ✓ Capacity building (training) of experts, stakeholders and community.
- ✓ Establish joint WASH monitoring team from different discipline and conduct regular monitoring (fortnightly by WASH technical team and monthly by monitoring team) including WWT quarterly field visit.
- ✓ Conduct regular meeting fortnightly by technical team, monthly by WWT and also jointly (WWT and technical team) quarterly review for action
- ✓ Collect, analyse and interpret monthly, Quarterly and annual report using monitoring checklist and present for decision making
- ✓ Communication, documentation (file report and meeting minutes properly) and experience sharing

### Session three: Sustainability

**Objectives:** Upon completion of this session the participants will be able to explain how programs/ projects sustain their service and functionality

**Main Content:** Sustainability of the service and functionality

**Duration:** 1 hr

#### Session Plan

Activity/Steps	Time	Approach	Remark
Start the session by asking “ what is meant by sustainability”	15 min	Participants shall come up with concept of Sustainability of WASH	Facilitator’s note all definitions are valid. The purpose of the dialogue is to discuss on Sustainability
Present key issues of Sustainability based on WASH service provision Let the participant ask question and discuss.	20 min	PPT	<ul style="list-style-type: none"> <li>▪ Institutional sustainability</li> <li>▪ Sustainability of service delivery</li> <li>▪ Functional sustainability</li> <li>▪ Environmental sustainability</li> </ul>
Divide participants in groups and let them discuss WASH sustainability Let the group leader make brief presentation.	25	Participants mention the list of WASH sustainability on a flip chart.	Summary of sustainability of WASH programme

#### Facilitator’s note

##### Sustainability Factors

##### Institutional sustainability

The action is designed based National WASH policies, strategies and plans. The capacity strengthening elements of the Programme will be designed to ensure that the relevant institutions at the national, regional, district and local levels have the required capacity to facilitate the post-programme sustenance of the installed WASH facilities and services.

##### Sustainability of services delivery / operations and maintenance

Water and sanitation services delivery in each program and project will be sustained over the design life and beyond. To ensure a sustainable approach in delivering water supply and sanitation services, national standards and guidelines are to be followed at all stages of the Programme cycle. Relevant guidelines are provided by the One WASH programme document and should be adhere to it.

Through woreda Technical Team (WTT), communities will be mobilized to own and manage the services and prepare Operations and Maintenance plans for the community facilities and school based operational and management plans for maintaining the installed facilities and the attendant services to be rendered in line with the Community Ownership and Management Initiative. Water and Sanitation Management committee (WASHCOMs) and Community based operators will ensure maintenance of the facilities with support from the District WASH sectors.

The financial, institutional, environmental, technical and social (FIETS) factors that affect sustainability in the WASH sector:

**Financial factors** - Affordability and willingness to pay, Cost of spare parts, real time availability of finance, accessibility to financial resources. The community participatory approach to empower and fully involve women and men in planning, decision-making and local management will be used to promote the payment of the agreed tariffs by the community members to facilitate the management of the community facilities. Communities will pay for the maintenance of community facilities.

**Legal and institutional factors:** Legal framework (clear policies and strategies that support sustainability e.g. technical assistance, training, monitoring, financing mechanisms, etc.), regulatory framework (e.g. minimum service delivery standard etc.), institutional set-up at all levels and strategy to ensure sustainability.

**Environmental factors:** Quality of the water source, protection of the water source, quantity and the continuity of water drawn from the source, pollution impact, competitive use of water resources. The climate change occurred has a great impact source of water. To cope up with climate change related challenges, environmental management and sustainability is very important element. Implementation of the Programme will be guided by practices which ensure environmental sustainability.

The process of identifying resilient solutions will ensure a focus on sanitation technologies that preserve environmental quality. To that effect, the Programme will ensure that strategic environmental assessments results of key sector policies, strategies and plans are effectively utilized in the implementation of activities.

Depending on the scale of an intervention, an Environmental Impact Assessment (EIA) may be required. An EIA permit should be obtained from the Environmental Protection Agency (EPA).

**Technical factors** - technology selection, complexity of the technology, technical capacity of the system to give the required service, technical skill to operate and maintain, accessibility to spare parts & tools, friendly manuals and local skills,

**Social (community) factors** - The demand for the service & acceptability by the users, sense of ownership, community participation in all project phases particularly women, system management capacity, behavior regarding to WASH , transparency and inclusion of marginalized segments of community

## 6. UNIT SIX: GENDER AND WASH

### Unit Introduction

As gender issues are part and parcel of WASH activities, the gender and WASH TOT has been designed and integrated in Training of Trainers Manual on Planning, Budgeting, Coordination, Implementation, Monitoring, Evaluation and Reporting to provide substantive gender mainstreaming competencies to government WASH technical staff and mainstream gender in the design, planning, implementation, monitoring and evaluation. The unit covers the basic gender concepts, national legal frameworks, policies and programs that support gender equality, gender planning and budgeting, gender mainstreaming in WASH and gender responsive capacity development.

In order to understand more on Gender and WASH, the trainer is expected to refer the facilitator's note and participant manual that developed by PSI Ethiopia.

### Objective of the Unit

- Enable trainees to analyze cultural, social and economic impositions on gender roles
- Create awareness on the national and international legal frameworks, policies and programs that support gender equality in general and gender mainstreaming in WASH
- Enable trainees to analyze the importance of gender responsiveness in WASH intervention
- Apply gender responsive planning, implementation, monitoring and evaluation in WASH
- Apply the importance of gender responsive capacity development support

### Unit Content

**Session One:** Understanding Basic Concept of Gender

**Session Two:** Legal Framework, National Policy and Strategies supporting Gender Equality

**Session Three:** Gender Mainstreaming in WASH

**Session Four: Gender Responsive Capacity Development**

**Time allotted: 6 hrs**

## Session One: Understanding Basic Gender Concepts

**Objectives:** Upon the completion of this session participants will define the difference between “sex” and “gender as used in GAD, analyze cultural, social and economic impositions on gender roles and describe basic gender concepts of gender and development.

**Content:** Gender and Sex, Gender roles, Gender needs, Gender Mainstreaming and Gender Budgeting  
**Duration:** 3hrs

### Session Plan

Activity/Steps	Time	Approach	Remark
On flipchart the facilitator displays the question: what comes or pop into your mind when you hear the word “girl” and “boy”?	10 min	Think-Pair-Share exercise	The purpose of the exercise is define the difference between girl and boy
On flipchart the facilitator displays the question: what does “Gender” and “Sex” mean to you?	10 min	Think-Pair-Share exercise	The purpose of the exercise is define the difference between sex and gender
Facilitator makes presentation on basic concepts of gender.	10 min	Presentation	Participant will be able to define gender and sex.
Divide the participants into small groups and ask them to reflect on the lives of their grandmothers, mothers, and their own.	30 min	Group exercise	Participant will be able to analyze gender can be changed.
The instructions must refer to the person to be drawn only as “the farmer.” Never should the farmer be referred to as <b>he</b> or <b>she</b> or by any other pronoun or word that might imply the sex of the farmer	15 min	Imagination Exercise	Participant will be able see root cause of gender bias
A film that portrays who gender based division of labor can actually affecting the fate of girl and boy child Ask the reflection of the participants on the film	15 min	Alem Film	Participant will be able to analyze gender based division of labor can affect girl’s and boy’s chance.
Understanding Basic Gender Concepts	25 min	Presentation	Participant will be able to describe basic concepts of gender and development

## Facilitator's Note

### Contrasting gender and sex roles

Gender	Sex
<b>Socially constructed set of roles and responsibilities</b>	<b>Biologically determined</b>
<b>Not born with but learned</b>	<b>Born with</b>
<b>Learned</b>	<b>Natural</b>
<b>Culture based/contextual</b>	<b>Universal</b>
<b>Can be changed</b>	<b>Can't be changed</b>

- Only women can give birth
- Women prove able to do traditionally male oriented jobs

### Triple roles of women

**I. Productive Work:** Involves production of goods and services for consumption and trade (farming, harvesting, seeding, employment and self-employment).

When people are asked what they do, the response is most often related to productive work, especially work which is paid

**II. Reproductive Work:** Involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work, is for the most part manual labour intensive and time consuming.

**Community Work :** Involves the collective organization of social events and services, ceremonies and celebrations, community improvement activities, participation in groups and organizations, local activities like Edir, Equb and similar social gathering.

### Practical Gender Needs (PGNs) ...

Are identified by women within their socially defined roles, as a response to an immediate perceived necessity:

- Tend to be immediate and short-term
- Unique to particular women
- Relate to daily needs, food, housing, income, health, children, etc.
- Easily identifiable by women
- Can be addressed by provision of specific inputs
- such as food, hand pumps, clinics, etc.



### Strategic Gender Interests (SGIs)....

- Are identified by women as a result of their subordinate social status, and tend to challenge gender divisions of labour power and control, and traditionally defined norms and roles:
  - Tend to be long-term.
  - Common to almost all women.
  - Relate to disadvantaged position, subordination,
  - Lack of resources and education, vulnerability to
  - Poverty and violence, etc.
  - Basis of disadvantage and potential for change
  - Not always identifiable by women.
  - Can be addressed by consciousness-raising,
  - Increasing self-confidence, education,
  - Strengthening women's organization's, political mobilization, etc.

### Gender Mainstreaming

*Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”<sup>2</sup>*

**Gender Analysis** is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of men and women.

**Gender Budgeting:** is an approach designed to mainstream the gender dimension into all stages of the budget cycle.

- Is not about whether an equal amount is spent on women and men, but whether the spending is adequate to women's and men's needs;
- Comprises the drawing up of proposals designed to reprioritize expenditures and revenues, taking into account the different needs and priorities of women and men; results eventually in gender responsive budgets, but NOT in a separate budget for women.

## Session Two: Legal Framework, National Policy and Strategies Supporting Gender Equality in Ethiopia

**Objectives:** Upon the completion of this session participants will define State legal frameworks on gender equality, explain the use of the national strategies of gender mainstreaming and synthesize how they can apply strategies and legal framework in action.

**Content:** The FDRE Constitution 1994, National Women Policy, Ethiopian Growth and Transformation Plan II, FDRE Gender Mainstreaming Guideline and FDRE One Wash National Program

**Duration:** 30 min

### Session Plan

Activity/Steps	Time	Approach	Remark
What legal frameworks, strategies, and guidelines do you know that are promoting gender equality in Ethiopia?	10 min	Brainstorming	Participant will be able to mention legal frameworks, strategies, and guidelines gender equality in Ethiopia
Project the slides on the national legal framework and explain how the frameworks are critically supporting the process of gender equality in Ethiopia. <ol style="list-style-type: none"> <li>1. The FDRE Constitution 1994</li> <li>2. National Women Policy 1993</li> <li>3. Ethiopian Growth and Transformation Plan II (2015/16 – 2019/20)</li> <li>4. FDRE Gender Mainstreaming Guideline</li> <li>5. FDRE One Wash National Program:</li> </ol>	15 min	Presentation	Participant will be able to State legal frameworks on gender equality and national strategies of gender mainstreaming and Synthesize how they can apply strategies and legal framework in action
Facilitator asks participants the following questions to understand their learning from the session. <ul style="list-style-type: none"> <li>• What did you learn from this session?</li> <li>• How would this legal framework support you to mainstream gender into WASH?</li> </ul>	5 min	Debriefing	Participant will be able to rehearse how legal frameworks and national strategies support the gender mainstreaming into WASH

## Facilitator's Note

In Ethiopia there are a number of legal documents, policies, strategies and guidelines that are promoting gender equality. For the purpose of this training, we will cover five most important legal document, policy, strategies and guidelines.

1. The FDRE Constitution 1994
2. National Women Policy 1993
3. Ethiopian Growth and Transformation Plan II (2015/16 – 2019/20)
4. FDRE Gender Mainstreaming Guideline 2010
5. FDRE One Wash National Program: Multi-Sectoral SWAp 2013

### I. National Gender Mainstreaming Guideline

Proposing GM must be considered in projects/programs in the following manner:

1. At the stage of project/program identification; while conducting socio-economic assessment of project/program
2. During the project/program design stage like incorporating gender in the vision, mission, goal and objective(s) of the project
3. During project/program appraisal stage while analyzing proposed project to determine its merits and acceptability in accordance with established criteria i.e reviewing the project design from gender perspective
4. During project/program approval ; ensuring the project is benefiting women and men as well as ensuring the number of women and men equal participation
5. During the project implementation, ensuring the following is crucial
  - 5.1 women and men are equally participating and represented in the project/program
  - 5.2 Gender knowledge and experience is one of the criteria during project staff recruitment
  - 5.3 Women and men are represented at decision-making level

### 2. FDRE One Wash National Program: Multi-Sectoral SWAp 2013

The Program recognizes the importance of gender equity and mainstreaming as a cross-cutting issue that is related to social inclusion, participation and sustainability of Program benefits.

It also referenced Dublin 1992 Principle 3 as a base to integrate gender into the program document.

#### **Principle 3: Women play a central part in the provision, management and safeguarding of water.**

It is generally accepted that women play a key role in the collection and safeguarding of water for domestic purposes and, in many instances, agricultural use. At the same time, women play a less powerful role than men in management and decision making related to water. The important role of women as users and managers of water has to be acknowledged.

There is an important link between gender equality and sustainable water management. Participation of men and women playing a decision making role at all levels of water management can expedite the achievement of sustainability, and contribute to gender equality by improving access of both women and men to water and water-related services, thus serving the daily needs of all.

### Session Three: Gender Mainstreaming in WASH

**Objectives:** Upon the completion of this session participants will define recognize the value of gender mainstreaming in WASH, explain consideration of gender responsive WASH, and analyze the importance of gender responsiveness in WASH intervention

**Content:** Gender Mainstreaming in WASH

**Duration:** 1hrs

#### Session Plan

Activity/Steps	Time	Approach	Remark
<ol style="list-style-type: none"> <li>1) Divide participants in group as per the size of your class.</li> <li>2) Give the handout of list of activities, a flip chart, two markers with different colors and symbols of woman and men.</li> <li>3) Give instruction to the participants to discuss on the list of activities and paste woman or man symbol according to who does what</li> <li>4) Once all group finish the exercise, let them post their finding on the wall and ask them to analyze and summarize the result.</li> <li>5) Based on the result, ask them what will be the solution to change the situation?</li> </ol>	30 min	Who does what Brainstorming exercise	Participant will be able to analyze Issues of particular concern to women in WASH
Gender Mainstreaming in WASH and explain how gender should be part and parcel of the WASH project cycle.	15 min	Presnetation	Participant will be able to explain Gender Mainstreaming in WASH and explain how gender should be part and parcel of the WASH project cycle.

#### Facilitator's Note

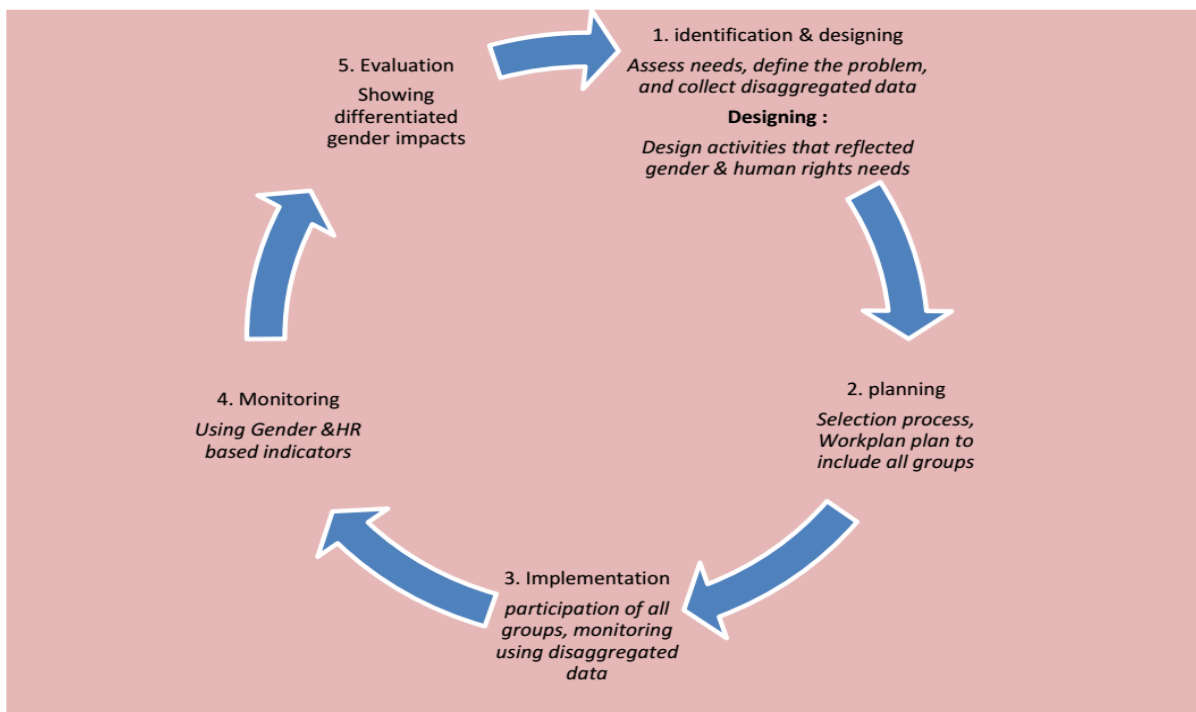
- Any gender mainstreaming action should start from the existing and contextual gender relation, roles, responsibilities, needs and interests of women and men. The same apply for GM in WASH.  
Remember: all women and girls are not the same:
- Eg: think about Ethiopian women in urban or rural areas (gumuz women and women in Addis); women

with disabilities; adolescent girls, young adult women and elder women; women who are in powerful families or women in very poor families; women with HIV AIDS, women as carers for family members with HIV and AIDS... just a few examples

- To design gender responsive WASH interventions, engage separate discussion with men, women, boys and girls to understand the following: water sources, sanitation facilities, hygiene and sanitation practices, gender divisions of roles linked to WASH, access and control of water and sanitation facilities

Project a slide about Gender Mainstreaming in WASH and explain how gender should be part and parcel of the WASH project cycle.

### Phases of a project cycle



*Gender mainstreaming* in water management for sustainable livelihoods can be defined as the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally, and inequalities are not perpetuated.

## Facilitator's Note

### Issues of particular concern to women in WASH

- Equitable access to water and sanitation
- Involvement, participation in WASHCO and equity
- Affordable cost of services
- Appropriateness of technology
- Privacy
- Health and hygiene
- Reliability of service
- High social, economic and opportunity costs (time spent collecting water – walking distance to the near source and the waiting time to get the actual service, time

### The gender approach highlights the following;

- Differences between women and men's interests including those for water and sanitation even within the same household and how these (interests) interact and are expressed.
- The conventions and hierarchies which determine women and men's position in the family, community and society at large. *For example, at the community level, water and sanitation committees have demonstrated how inaccessible positions of power are to women.*
- The difference between women's and men's access to water and sanitation services and benefits based on age, economic status among others.
- The way gender roles and relations change, often quite rapidly, as a result of social, economic and technological trends.

## Session Four: Gender Responsive Capacity Development

**Objectives:** Upon the completion of this session participants will define State some types of capacity development methods, grasp gender responsive capacity development skills and value the importance of gender responsive capacity development support

**Content:** Capacity Development, Some types of Capacity Development methods and Gender responsive Capacity Development

**Duration: 45 min**

### Session Plan

Activity/Steps	Time	Approach	Remark
What is capacity development and gender responsive capacity development?	5 min	Think-Pair-Share	Participant will be able to brainstorm meaning of CD
Capacity Development, Some types of CD methods, Gender responsive CD	20 min	Presentation	Participant will be able to State some types of CD methods and value the importance of gender responsive CD support
<ol style="list-style-type: none"> <li>1. Ask a group of five volunteers to come forward.</li> <li>2. Give them instructions for the role play and allow 15 minutes preparation and rehearsal for the role play.</li> <li>3. After 15 minutes preparation let them role play the meeting</li> <li>4. Give 15 minutes to participants to ask for questions of clarity on the issues that have been discussed in the meeting</li> </ol>	20 min	Role Play Exercise	Participant will be able to analyze how can they conduct gender responsive training, coaching and mentoring
<p>Facilitator asks participants the following questions to understand their learning from the session.</p> <ul style="list-style-type: none"> <li>• What did you learn from this session?</li> <li>• What did you conclude from about gender responsiveness CD? Do you think it is applicable in your support?</li> </ul>	10 min	Debriefing	Participant will be able to rehearse gender responsiveness CD and how it applicable in their support

### **Facilitator's Note**

Any capacity development intervention should start from the existing capacity needs of the target groups. Whenever you are designing any capacity development support for women and men, capacity needs assessment must be conducted so that you will be able to design need based capacity development intervention. In traditional capacity building approach most of the time the needs and interests of women at the community level ignored. This results failure to any capacity development support.

#### Some Types of Capacity Development Methods

1. Training
2. Mentoring
3. Coaching

#### **1. Training**

Providing training to individuals is one way to promote the development of capacity but training by itself will not lead to individual or organizational performance changes.

#### **2. Mentoring**

Mentoring typically involves a more experienced professional supporting a less-experienced professional.

#### **3. Coaching**

Coaching” is different than training or facilitating. Typically, coaching happens one-on-one – where the supervisor guides the staff person through listening and asking questions, to identify and solve his/her own professional challenges.

#### **Gender responsiveness in capacity development support: training, mentoring and coaching**

Before beginning any capacity development support, you need to keep in mind issues that can affect group dynamics and influence how much capacity will be built among female and male participants.

Always remember that you are the role model in the training that you are facilitating. In other words, participants are most likely to follow your example if you are gender responsive yourself. Using gender-sensitive/responsive language and highlighting examples with successful women and men can create an environment where all participants are able to get the most from the training. Even when planning ice-breakers and energizers, facilitators should try to avoid jokes or language that could make women participants uncomfortable.



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**Annex 2: Registration format**

Topic of training: \_\_\_\_\_ Date: from \_\_\_\_\_ to \_\_\_\_\_

Venue: Town \_\_\_\_\_ Hotel: \_\_\_\_\_

**Annex 3: Attendance sheet**

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Topic of training: \_\_\_\_\_ Date: from \_\_\_\_\_ to \_\_\_\_\_

Venue: Town \_\_\_\_\_ Hotel: \_\_\_\_\_

S/N	Name	Day based signature											
		1M	1A	2M	2A	3M	3A	4M	4A	5M	5A	6M	6A

**Key:**  
**M = Morning**  
**A = Afternoon**

## Annex 4: Pre-Test Questionnaire

### SNV ETHIOPIA PLANNING, BUDGETING, MONITORING, EVALUATION AND REPORTING TRAINING

Name: \_\_\_\_\_

- This questionnaire was designed to determine what you already know about the workshop theme. We will ask you to complete the questionnaire again at the end of the workshop so that we can assess what you have learned and how the trainers have done at conveying the main points.
- This is not a “test” and you will not be “graded” on your performance.
- The questionnaire has questions about a wide variety of topics that will be covered in this workshop. You should complete all questions on your own and to the best of your ability.

#### **Answer the following questions**

1. At what stage of a program should monitoring take place?
  - a. At the beginning of the program
  - b. At the mid-point of the program
  - c. At the end of the program
  - d. Throughout the life of the program
2. Evaluations measure:
  - a. The timeliness of a program’s activities
  - b. The outcomes and impact of a program’s activities
  - c. How closely a program kept to its budget
  - d. How well the program was implemented
3. Which of the following is NOT considered “monitoring”?
  - a. Counting the number of people trained
  - b. Tracking the number of brochures disseminated
  - c. Attributing changes in health outcomes to an intervention
  - d. Collecting monthly data on clients served in a clinic.
4. M&E plans should include:
  - a. A detailed description of the indicators to be used
  - b. The data collection plan
  - c. A plan for the utilization of the information gained
  - d. All of the above
  - e. a and b only
5. The purpose of indicators is to:
  - a. Demonstrate the strength of the information system
  - b. Serve as benchmarks for demonstrating achievements
  - c. Provide program accountability
  - d. Describe the objectives of a project

#### **Give short answer for the following questions**

1. Have you ever participated in any of the following trainings: Planning, Budgeting, Monitoring and Evaluation, WASH and reporting? (Yes/No)

2. Please write the full text for the abbreviation “WASH, CLTS.”

3. One hundred percent Latrine construction in a village stops the occurrence of diarrhea. (True/False)

---

4. What is the purpose of the water, sanitation and hygiene development plan?

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5. What are the different types of planning?

---

6. What are the sources of data for WASH projects?

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## Annex 5: Training Course Evaluation Form

We invite you to complete this course-evaluation form to help us improve our training activities. Please be frank and open with your ratings and comments. Your opinion – whether positive or constructive - is valuable to us and will be considered in the preparation of future activities.

1. Relevance of the course to your current work or function.

None    Low                    Medium                    High                    Very high

2. Extent to which you have acquired information/content that is new to you.

None    Low                    Medium                    High                    Very high

3. Usefulness of the information/content that you have acquired for your work.

None    Low                    Medium                    High                    Very high

4. Did the course reach your expectations and objectives?

No                    Little                    Just enough                    More than enough                    Completely

5. As a training of trainers' course, did the course prepare you for you to lead a follow-up course in your region/organization?

No                    Little                    Just enough                    More than enough                    Completely

What type of content/methodological support would you need to lead a follow-up course in your region/ organization? (Excluding organization or financial issues): -----  
-----

6. The presentation of the different sessions was:

Excellent                    Very good                    Good                    Regular                    Bad

7. Participation possibilities during the course were:

Excellent                    Very good                    Good                    Regular                    Bad

8. The length of the course in terms of hours per day was:

Excessive                    Adequate                    Insufficient

9. Content materials in support for the different sessions were:

Excellent                    Very good                    Good                    Regular                    Bad

10. The presentation of cases and experiences enabled you to appreciate the applicability of the issues discussed:

Completely                    Sufficiently but without covering all issues insufficiently

12. Has the course changed your perception of how training of trainers should be conducted?

Yes                    No                    If yes, how?

13. What particular elements are missing, or what elements should have been given more attention in the course?

14. What did you find most useful in the course, and why?

15. What did you find least useful, and why?

## **Annex VI:- WASH Indicators for: Effectiveness, efficiency, Impact, Sustainability**

### **Coverage of WASH services**

- Number of water points built or rehabilitated
- Average number of beneficiaries per water point
- Water Supply access coverage with safely managed water supply schemes (%)
- Water Supply access coverage with piped system (%)
- Water quality indicators (as per Ethiopian and WHO Water Quality Standards)
- Quantity of water delivered (l/c/day)
- Distance from the water delivery point to residence (in km or in round trip travel time minute)
- Non-functional rural water supply schemes (%)
- Nonrevenue water (NRW) in urban water supply (%)
- Water supply continuity in urban water supply (hours/day)
- Percentage of people with access to improved human excreta removal / sanitation facilities / hand washing facilities
- Percentage of communities certified as ODF free
- Proportion of people using a toilet vs. practicing open defecation
- Main source of drinking water for the household (DHS)
- Main source of drinking water for the household during the dry and rainy seasons (WMS/ERSS)
- Number of staff trained in data collection, database management (WASH MIS, HMIS and EMIS) and reporting formats
- % of standardized WASH data collection / analyzed using key performance indicators
- Woreda plan updated on the bases of monitored data, increased focus given to drought prone areas

### **Sanitation coverage in communities where CLTSH is launched**

- % ODF kebeles
- % of HHs practicing handwashing with soap at critical times
- Number and % of HHs practicing safe water treatment and storage
- Number and % of HH latrines built / upgraded
- % of schools with active WASH/health clubs

### **Barriers identified to behaviour change**

- Barriers faced by poor and vulnerable populations
- Ways in which programme design has addressed identified barriers
- Number of (rural) water supply schemes constructed/rehabilitated, as % of target
- Number of improved latrines constructed
- Number of urban water supply schemes constructed/extended/rehabilitated
- Number of schools having tap-student ratio of 1:50
- Number of water supply facilities constructed at health institutions
- Proportion of schools with water supply to latrines
- Outcome/impact level results generated by CWA
- % DFID funding of the CWA by component
- Number of people with sustainable access to improved water supply through DFID support
- Number of additional people with sustainable access to an improved sanitation facility through DFID support

## **EFFICIENCY**

- Proportion of WASHCOs covering O&M costs in the kebele
- Proportion of water utilities covering O&M and replacement costs by region
- % of TWU recovering full costs
- % of TWU recovering O&M and replacement cost
- Proportion of OWNP - CWA budget utilized (utilisation rates) as against agreed annual budget  
Costs e.g. hardware costs and technical assistance / consultancy costs benchmarked against similar other programmes
- % reduction in drilling unit cost
- Structural cost drivers: e.g. costs associated strategic, choices about the design of the OWNP intervention model
- Benchmarks for above identified unit costs and cost drivers
- Difference between per capita costs for rural / urban water supply at the beginning and at intervals during the programme
- % reduction in per capita investment costs in town, cities and rural areas
- % reduction in water delivery by tankers
- Cost premium for disabled accessible institutional latrines (target +3%)
- Cost of institutional water taps, latrines, and hand basins, particularly in peri-urban and urban areas

## **IMPACT**

- Prevalence of diarrheal disease in U5
- Prevalence of other water-borne diseases in U5 by type
- Difference between time taken to fetch water before the new water point construction and after
- Time spent weekly on domestic activities / household chores
- Time spent weekly on paid and unpaid economic activities
- Number of visits to the health clinic for child over the last two months
- Percentage change in enrollment of female students in school
- Percentage change in dropouts among female students
- Under-5 mortality rate per 1,000 live births
- Number of non-WASH sector GoE programmes with potential WASH impact operational by area
- Number of households with improved latrine facility
- Number of improved HH latrines constructed or upgraded (to VIP)

## **SUSTAINABILITY**

- To what extent have training and capacity building activities brought to Woreda Wash Teams, woreda staff, supervisors, HEWs, HDAs, WASHCOs, and Town Water Boards made these institutions more sustainable? What steps have been taken to ensure that this knowledge is not lost?
- To what extent does MIS training to local, regional, zonal, and national officials increase technical sustainability? What steps have been taken to ensure that this knowledge is not lost?
- To what extent has support to TVETCs/HSCs increased technical sustainability?



- To what extent have post-construction support units increased physical sustainability?

#### **POLICY ALIGNMENT**

- Capacity building
- Financial sustainability
- Environmental sustainability
- Number of competent private sectors (contractors, consultants, suppliers, artisans) in the WASH sector
- Number of employment opportunities for disabled people in WASH sector (SA)
- % consolidated reports prepared at all levels on a regular basis
- Policies and procedures institutionalized as a result of OWNIP
- Financial sustainability of NWCO

## WASH reporting format

EXPECTED RESULTS <sup>1</sup>	INDICATORS <sup>2</sup>	BASELINE DATA	TARGETS <sup>3</sup>	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
<b>ULTIMATE OUTCOME</b>							
Reduced burden of water, sanitation and hygiene (WASH)	U5 mortality rates by national/region						
	Prevalence of diarrhea (National/region)						
<b>INTERMEDIATE OUTCOMES</b>							
Increased equitable use of improved sanitation and water facilities	Percentage of population with access to improved sanitation facilities						
	Percentage of population with access to safe drinking water sources						
Improved hygiene practices among women, men, girls and boys before,	Number and Percentage of population (m/f) practicing hand washing with soap						
	Number of school children (m/f) practicing hand washing with soap						

EXPECTED RESULTS <sup>1</sup>	INDICATORS <sup>2</sup>	BASELINE DATA	TARGETS <sup>3</sup>	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
	Number of school children (m/f) having access to <u>improved</u> sanitation facilities						
	Number of communities with access to sanitation facilities						
	Number of communities practicing household water treatment and safe <u>Number of people (m/f) using household water treatment and safe storage systems</u>						
Improved planning and implementation of WASH programs by local institutions	Number of districts with roll-out implementation programs of WASH in						
	<u>Effectiveness of district WASH implementation program</u> Rating scale: 1, <u>Highly unsatisfactory</u> , 2, <u>Unsatisfactory</u> , 3 <u>Neither satisfactory or unsatisfactory</u> , 4, <u>Satisfactory</u> , 5. <u>Highly satisfactory</u>						
	Number of targeted districts with functional WWT & WTT						
<b>IMMEDIATE OUTCOMES</b>							
Increased access to gender-sensitive, child-friendly improved sanitation and water facilities	<u>Number and Percentage of population (m/f) aware of the 3 behaviors for improved hygiene practices (- hand washing with soap, safe excreta disposal and household</u>						

EXPECTED RESULTS <sup>1</sup>	INDICATORS <sup>2</sup>	BASELINE DATA	TARGETS <sup>3</sup>	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
in schools and communities	water treatment and safe storage- )						
	Number (out of total) of basic schools with gender and disability friendly latrines						
Improved capacity of community members and schools to maintain and improved water and sanitation facilities	Number of women and men trained on WASH management						
	Number of women and men on O&M of water scheme						
	Number of women and men trained on CLTSH						
	# of schools trained to maintain improved sanitation and water facilities (SLTSH)						
Increased ability of community members and schools to treat water and adopt safe water storage	Number of Water and Sanitation Management Teams (WSMTs)(out of total) provided training in household water treatment and safe storage						
	% schools provided training in household water treatment and safe storage systems						
Enhance capacity of WSMTs and communities to enforce Open-Defecation Free (ODF) by-laws	Number of women and men trained on WASH management						
	Number of women and men on O&M of water scheme						
	% of community memeber trained to enforce ODF bye laws in DPCs						
	# of women community members (out of total) trained in ODF						

EXPECTED RESULTS <sup>1</sup>	INDICATORS <sup>2</sup>	BASELINE DATA	TARGETS <sup>3</sup>	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
Increased knowledge of hygiene, public health and environmental WASH issues amongst the population, particularly children, youth and women	# of community member that have received hygiene, public health and environmental education						
Strengthened capacity of local officials in planning, implementation, monitoring and evaluation of gender-sensitive and disaster-resilient WASH programs	# of local officials (m/f) trained in WASH service delivery, RBM and gender						
Strengthened capacity of local institutions to deliver disaster resilient WASH services	# of local institutions that have received WASH training						
<b>OUTPUTS</b>							
Improved child, gender-, disability-friendly latrines constructed in schools	Number of child/girl ,disability friendly improved school latrines constructed/rehabilitated						
Improved disaster-resilient household sanitation facilities constructed	Number of household improved sanitation facilities constructed/or rehabilitated						
Water systems constructed in communities and schools	Number of communities with functional water systems in place						
	Number of schools with functional water systems in place.						

EXPECTED RESULTS <sup>1</sup>	INDICATORS <sup>2</sup>	BASELINE DATA	TARGETS <sup>3</sup>	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
Households provided with micro credit for construction of sanitation facilities	# of established and functional microfinance for household sanitation facilities.						
	Number of women households (out of total) who have accessed microcredit to construct latrines						
Awareness building workshops, open forums etc conducted re: use of improved sanitation and water facilities conducted	Number of awareness and sensitization meetings/fora held in schools and communities Total -Schools -Communities						
Community members trained to operate and maintain WASH facilities	Number of WSMT members (M/F) trained to operate and maintain WASH facilities						
Community Water & Sanitation Management teams formed and functional	Number of community water & sanitation management teams formed and functional						UNDP/UN-Habitat
Strengthened capacity WASH management in planning and implementation of WASH projects	Number of WASCOMS members(M/F) trained in planning and implementation of WASH projects						UNDP/UN-Habitat
Safe water storage facilities provided in schools and households	Number of schools provided with safe water storage facilities for disaster preparedness						
School health and hygiene promotion clubs formed and functional	Number of school health clubs established to promote health and hygiene in schools						

EXPECTED RESULTS <sup>1</sup>	INDICATORS <sup>2</sup>	BASELINE DATA	TARGETS <sup>3</sup>	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
Community members trained to formulate ODF by-laws	Number of community trained to formulate/establish ODF bye- laws						
	Number of communities that are ODF						
Educational campaigns delivered for school children , men and women on the benefits of hand washing with soap	Number of hand washing sensitization meetings/forums held with schools and communities						
	-Total						
	-Schools -Communities						
Communities and school children trained in safe excreta disposal	Number of students/club members trained in safe excreta disposal						
	Number of schools trained in safe excreta disposal						
Communities and school children provided training in water treatment and storage	Number of communities trained in water treatment and storage						
	Number of schools in trained in water treatment and storage						
Awareness-building workshop, open forums etc in relation to hygiene, hand washing and open defecation for community members and school health committees held	Number of ODF sensitization forums held						
	Number of beneficiaries (M/F) of WASH sensitization forums						
	Number of ODF sensitization forums held for schools						
	Number of beneficiaries (girls/boys) of ODF sensitization forums in schools						
Local officials trained in planning , implementation and management of disaster-	Number of regional officials trained to plan, implement and manage WASH						
	Number of district officials (M/F) trained to plan, implement and						

EXPECTED RESULTS <sup>1</sup>	INDICATORS <sup>2</sup>	BASELINE DATA	TARGETS <sup>3</sup>	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
resilient WASH projects	manage WASH						
Financial and logistical support for strengthening of WASH systems	Number of regional offices provided with logistics to manage WASH						
	Number of district offices provided with logistics to manage WASH						
	Number of district officials trained and supported to establish sanitation marketing						



## **Annex VII WASH Activity Menu**

### **Water, sanitation and hygiene activities to be considered during planning**

#### **Water**

- Potential water source identification
- Geological survey
- New water scheme construction
- Water scheme disinfection
- Operation and maintenance and spare part chain analysis
- Rehabilitation of un functional water scheme
- WASHCom functionality assessment
- WASHCom members refreshment training
- Tariff setting and business plan development for WASHCom
- Identifying unaccounted water ( lose detection)
- water quality monitoring and surveillance
- Private Led Service Provider (PLSP) model

#### **Sanitation**

- Promote construction of household latrines
- Promote construction of passengers latrines
- Triggering/ignition of villages/schools latrine
- Post ignition follow up
- ODF declaration and celebration in villages
- ODF verification & certification of kebeles
- Community conversation/coffee for health/community dialogue
- Introducing sanitation marketing with income generation activities (IGAs)
- Construction of improved institutional latrines (schools and health post/health center, kebele administration)

- Construction of communal latrines
- Construction of public latrines connected with biogas and cafeteria
- Provide materials for MSEs engaged in solid waste pre-collection
- IEC/BCC materials production –local context using research result
- Promotion on Construction of seepage pits
- Promotion of onsite solid waste collection beans
- Introduce sanitation marketing, product and service, demonstration

#### **Hygiene**

- Promote construction of hand washing facilities
- Promote household safe storage and treatment of water
- Construct model shower houses
- Construction of cloth washing basins
- Establish/strengthen school sanitation clubs
- Menstrual hygiene management (MHM)
- Formative research on behavior determinants,
- IEC/BCC materials production –local context using formative research result
- Water quality testing, treatment, re-check & sanitary survey
- Promotion and keeping the Health and Safety requirements
- Promote construction of hand washing facilities
- Promote household safe storage and treatment of water

#### **Capacity building**

- Conduct whole system in room (WSR) on sanitation and hygiene –Influencing entry point

- Sanitation and hygiene basic/refresher training for CHPs /stakeholder/HEWs
- Facilitation skill training for Woreda Health Experts on CLTSH
- Basic training on community conversation/coffee for health/community dialogue
- Train school WASH club members
- Materials support for school mini media
- Conduct whole system in room (WSR) on sanitation and hygiene for stakeholders using WSR
- Basic/refresher training for stakeholder on integrated waste management
- Training on biogas management and business skills
- Train micro and small enterprises on solid waste management, composting , business , health and safety
- Capacity building for private sectors involved in urban sanitation

- Basic training on community conversation/coffee for health/community dialogue
- Train school WASH club members
- Materials support for school mini media

#### **Monitoring and evaluation**

- Periodic Program specific and joint supervision
- Quarterly, Bi-annually and annual Sector performance review and self-reflection
- Regular reporting
- Action research and knowledge management, documentation and learning

#### **Health promotion, advocacy social mobilization**

- Hygiene education and promotion
- IEC/SBCC materials development and production
- Social mobilization (alliances meeting, media awareness,