WASHE

water · sanitation · health education

in Zambia

FIRST EDITION

Planning for WASHE at district level

Manual 5

CONTENTS

19243

202.61 — 00 PL

Preface

In 1993 the Government of the Republic of Zambia (GRZ) initiated the water sector reform process that was aimed at the improvement of water supply and sanitation (WSS) services. Many changes have taken place in the sector since the initiation of the water sector reform process, the major ones being :

- the formulation and adoption of the National Water Policy in 1994

- the enactment of Water Supply and Sanitation Bill in 1997

- the development of three strategies, the National Environmental Sanitation, Community Water Supply and Sanitation and Peri-Urban Water Supply anmd Sanitation Strategies

- National Water Policy 1994
- Water Supply and Sanitation act No. 28 of 1997
- National Environmental Saniation Strategy for rural and peri-urban areas
- draft CWSS strategy 1999
- draft peri-urban WSS strategy 1999

The formulation and adoption of the National Water Policy in 1994 with the national goal of universal access to safe, adequate and reliable WSS services, has resulted into elaboration of community management strategies for integrated rural water supply, sanitation and hygiene education. Although a lot of progress has been made since the adoption of the National Water Policy, much still remains to be done beyond the year 2000. It is believed more progress could be achieved if the stated policy measures are persued and implemented.

National Goal: universal access to safe, adequate and reliable WSS services

It is evident that adoption of the National Water Policy meant profound changes had to be made on how RWSS should be dealt with in future. Starting with the elaboration of community management strategies for integrated rural WAter supply, Sanitation and Hygiene Education which has subsequently developed into the WASHE strategy. WASHE strategy is a people oriented, inter-sectoral and integrated approach to planning, implementation and management of RWSS and hygiene initiatives.

WASHE is
- people oriented.
- Inter-sectoral and integrated approach for RWSS

The adoption and implementation of WASHE with its emphasis of community management approach implies that agencies do not start with a detailed blue print plans but formulate guidelines that will facilitate community involvement and participation in planning, implementation, maintenance, management, monitoring and evaluation of

Community Management means:
- Responsibility: the community assumes ownership of "the system" and "the process"
- Control: the community has the power to implement its own decisions
- Accountability: the community accepts the consequencies of its decisions and understands that action rests with them
- Authority: the community has the right to make decisions about the action (intervention) taken to change their situation

Key concept in WASHE is the
partnership between the
community and support agencies

programmes. The key concept that has emerged from WASHE is the partnership approach between communities and support agencies. Experience has shown that communities can take more responsibilities in the development of their projects when their capacities are enhanced.

The experiences gained in RWSS projects has also helped to understand that there is no sustainable development without human development (i.e. increasing the capabilities of people) and it should also be noted that no one can develop an individual or community except themselves. The role of a support agency is therefore to create an enabling environment in which individuals and communities can be creative, take initiative and assume responsibility by maximising their potential for their development. This could be done through the use of participatory techniques.

Working in close collaboration with thousands of communities means that support agencies need to be flexible and be able to adapt to changes that fit local organisations, indigenous knowledge, systems, skills and local needs. Realising that no two communities are alike, joint decision making with communities implies working in environments that can not be standardised.

The guidelines and materials form the basis for the advocacy and training work of the National WASHE Co-ordination and Training Team (N-WASHE).

ACKNOWLEDGEMENTS

THE PRODUCTION TEAM

Isaac J Mbewe (Co-ordinator)
Hope Nkoloma (Health Planner)
Maurice Samani (Technical Specialist)
Paul Mboshya (Sociologist)
Emelia Mweemba (Facilitator)
For research, Development & Drafting

Davy Ng'oma (Graphic Artist) Layout design & Graphics

Mushuka Kamwela & Samuel Bwalya (DeskTop
Publishing/Data Technicians.)Typing, Editing

Pamela Chisanga (Secretary) Secretarial Support

Dailes Phiri & David Chibeluka (Office Orderlies)
Reproduction

NOTES:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Introduction

Remember the suggestions for activities are guidelines. Feelfree to adapt them to suit your district. There is no right or wrong way to produce a plan, be creative and use the ideas and expertise of others

ABOUT THIS MANUAL

This manual provides a step by step guide to the Development of the District WASHE Plan.

Section 1   Introduction

Section 2   Review and situation analysis

Section 3   Sharing planning experiences

Section 4   Logical Framework Analysis (LFA)

Section 5   Developing a programme matrix

Each section is written to lead on from the last. Activities within a section follow on from one another. The format is designed to help you :

- find things quickly

- work systematically through the process/manual

- prepare for meetings

- evaluate your impact

The following icons appear in the margin to alert you to specific information and tips :

tells you that further information is available

brings your attention to an important point

describe a new point

reminds you to evaluate progress so

Remember that the suggestions for activities are guidelines, feel free to adapt them to suit your district. There is no right or wrong way to developing a plan, be creative and use the ideas and expertise of others.

In the margin of each page you will find useful information and tips.

At the end of each section there is an evaluation exercise to help you assess progress. Space has also been left for you to write your own notes.

At the end of the manual there is an example of a planning script for a workshop for you to copy and use.

The manual is written to allow you to work through it section by section or dip into it for specific ideas or activities.

THE APPROACH

The suggested approach in this manual is intended to equip you with the knowledge, techniques and skills to :

- assist districts in preparation for planning and development of a district WASHE development plan

- introduce strategies and working practices that will allow districts to take the first step towards operationalising WASHE

The objectives will be met through a series of meetings held with the D-WASHE committee. The techniques used are participatory and include the use of VIPP.

VIPP is based on participation which enables people to appreciate and work in a context of inter-cultural and interpersonal interaction in development. VIPP is used to generate knowledge from the participants and to facilitate the interaction between all actors involved leading to creativity in joint reflection.

The technique has been adopted because it has proved to be an effective way to consider the views of all participants. It is a structured yet flexible approach. The main reference for this method is the UNICEF publication, "VIPP a manual for facilitators and trainers involved in participatory group events".

Good facilitation is a key concept in VIPP. Implicit in facilitation is the belief that each individual posssess skills, experiences and knowledge, which can be released in group processes to contribute to collective effort that is useful to developmental action. It is intended that the reader becomes the "facilitator" however it is unlikely that in practice you would work alone. From experience it is suggested that a facilitation team is formed, consisting of

- one main facilitator

- one support facilitator

The roles and responsibilities of these people will become clear as you work through the manual.

Facilitation is a team effort

- facilitation is intensive and demanding therefore share the work-load

☞ **OVERALL OBJECTIVES OF THE MANUAL**

🖐 **VIPP**
Visualisation
In
Participatory
Programmes

☞ **THE METHOD**

☞ **FACILITATION**

- each aspect of facilitation needs to be prepared in advance so share the responsibility

- during the facilitation, the main facilitator will need constant back-up.

- facilitators need feed back on their performance and the reaction of the participants.

- a team of facilitators provides greater creativity and productivity thus share your talents

Remember a good facilitator is:-

- patient and able to listen

- self aware and open

- willing to learn from others

- confident but not arrogant

- respectful of others opinions/views

- able to create an atmosphere of mutual respect and confidence

- flexible - able to change course and sequence

- sensitive to the dynamics in the group

- a clear writer

BEFORE USING THE MANUAL

Reading Materials

Before using the manual, it is assumed that the participants have undergone the three training sessions (Introduction, Establishment and Assessing the WASHE situation). These stages are covered in Manual 3 and 4.

To get the most from this manual it is important that you have read and hopefully used:-

• Manual 1 Understanding the WASHE concept

• Manual 2 Water Sector Reforms and Implications for WASHE

• Manual 3 Introducing WASHE at District level

• Manual 4 Establishing WASHE at District Level.

VIPP Materials

The materials needed to run the planning workshop are based on the materials described in Manual 3. You will need a box of materials containing the following:-

• VIPP cards - a mixture of sizes, colors and shapes

• marker pens - blue, black and red

• board pins

• glue sticks or tubes

• masking tape

• brown wrapping paper (Butcher's paper)

• A4 paper

In addition

• 3 VIPP boards

• flip chart paper and board

• a set of Participants Notes from all the previous meetings and workshops.

ASSUMPTIONS & PREPARATIONS

Manual 3 gives details of how to use VIPP and it is important that facilitators are familiar with this technique before using this manual

• VIPP was introduced in Zambia by UNICEF in 1994, to promote open dialogue, effective communication and participatory group planning

For further information see UNICEF publication "VIPP a manual for facilitators and trainers in participatory group events"

A description of the materials, their preparation for use and management of supplies is covered in detail in Manual 3 page 16-19

Remember, all the materials are available in Zambia. Paper (duplicating quality) can be used instead of cards. Boards can be made by projects or if no boards are available, use brown paper and masking tape on wall space

The idea of producing Participant's Notes was introduced in Manual 3.

See Section 5 Manual 3 for more details

Evaluation Process

The following are some evaluation methods that can be used.

Examples of the **evaluation page** that you need to use at the end of each session

1. Overall Evaluation

In this evaluation participants are given forms where they indicate how they felt the whole workshop had been following a set of written questions e.g.

Have the facilitators achieved all the meeting and activity objectives?

[_____] Yes   [_____] No

What can be changed or adapted to help better achieve the objectives next time?

ACTIVITY ONE :

_____

_____

Activity Two :

_____

_____

A flash is a quick way of getting evaluation information from participants. In one word participants mention how the workshop had been and responses captured by the facilitator.

3. Mood Metre

A mood metre shows the moods of participants each day. Each day participants are required to put a dot on a face (happy, in between and sad) that shows his or her mood. this will help you evaluate how the participants felt throughout the workshop.

Review &
Situation
AnalysiS

REVIEW AND SITUATION ANALYSIS

A review is done to remind participants what was covered in the previous workshop. This will help to re-affirm their commitment and focus on the task ahead. On the other hand situation analysis is where information is collected and analysed to identify the gaps that needs filling in. More details on situation analysis can be obtained from manual four.

By the end of the review you will have:

- reviewed previous WASHE workshop/meetings 1-3

- assessed what progress the D-WASHE has made since the last workshop

- Assessed and analysed available information on water, sanitation and health/hygiene education in the district.

SUGGESTED APPROACH:

There are a number of activities that can be undertaken to facilitate discussion on the importance of the review and situation analysis for WASHE at district level.

☞ It is very important to be absolutely clear about the workshop objectives and the process to facilitate discussions on how concepts and planning principles of different sector actors can be used collectively to develop a district WASHE Plan.

☞ The programme should be developed before starting the workshop to ensure smooth flow of activities.

ACTIVITY ONE

INTRODUCTION AND REVIEW

By the end of this activity you will have:

- Reaffirmed the outcomes and decisions taken in all the previous meetings

- Re-established the context and set objectives

- Helped members to focus on the task ahead.

It is important to review the previous stages in order to reaffirm the commitment of members (both as individuals and institutions) to the roles and responsibilities of the D-WASHE committee. Reviewing also helps to put the overall objectives of this meeting into focus with regards to the WASHE concept and process at district level.

Objectives
- review workshop 1- 2
- discuss, share ideas and experiences in planning
- exchange different planning principles and exchange points of view
- come up with a framework for D-WASHE plan
- assign tasks for developing the D-WASHE plan

Programme
- openning remarks
- introductions
- workshop objectives
- review workshops 1-3
- progress review
- sharing planning experiences
- key concepts and definitions in planning
- problem analysis (WASHE)
- objectives/ alternative analysis
- matrix development
- task allocation
- closure

Workshop Script

ACTIVITY	TIME	TOPIC	METHOD	FORM	PARTICIPATION Low High	MATERIALS	WHO
1.	45 min	Introduction/ Review	Visual Review	Plenary	● (High)	Charts from previous meeting	Facilitator/ Members
1.1	10 min	Welcoming remarks	Speech	Plenary	● (Low)	Writen speech	Chairpesorn
1.2	35 min	Introduction, expectations and review	Self introductions, plenary discussions	Plenary	● (High)	Cards, markers	Facilitator/ Members

This script is designed to help the facilitator better plan the activity with regards to time needed, materials, methods to be used and level of participation. Other than for planning, it is used by the facilitator to evaluate each activity based on for example participation levels and time taken.

SUGGESTED APPROACH:

- Ask the D-WASHE Chairperson to formally welcome all the D-WASHE members.

As part of the introduction ask members to share their perceived benefits of WASHE at district level

- The facilitator should then ask all members to introduce themselves. If members know each other there is no need to introduce themselves. During introductions they should spell out workshop expectations including hopes and fears.

It is important that some of the expetations and fears be addressed during the workshop

- The facilitator should also ask members to state some of the perceived benefits, since WASHE was introduced in their district. This should be in relation to individual and institutional point of view.

Using the charts, materials and reports that have been generated during the previous meetings, briefly review the main outcomes and decisions made. Ask members who attended the workshop to give explanations of the activities presented on the charts and reports as group work through all the workshop/meeting materials and reports.

Ask the Chairperson to outline the objectives for the meeting, re-negotiating if members are not clear or satisfied.

- at the same time ask the participants to state what progress they had made in their district since the last workshop. These should be highlighted as achievements made.

When reviewing previous meetings and workshops stick to the important points and be brief

Guidelines to the Facilitators :

- Note that this activity should not take too long. Keep to the main points and avoid going over all materials in great detail.

- Highlight the positive outcomes, decisions and main issues discussed during the workshops.

- Emphasise the importance of all materials and information collected in preparation for the development of a D-WASHE Plan.

- Make sure that participants understand the importance and the commitment of the decisions made in the previous meetings.

Activity Two

ASSESSING AVAILABLE INFORMATION ON THE CURRENT (WASHE) STATUS IN THE DISTRICT

Assessing the available information will give you a clear picture of what is existing before you plan. A good plan is based on the availability of information

By the end of this activity you will have:

- assessed if this information is adequate for the development of D-WASHE plan

- assessed if the collected information on the current status of WASHE services and facilities is adequate for the development of a D-WASHE Development Plan.

- Identified gaps on the available information/data.

Workshop Script

ACTIVITY	TIME	TOPIC	METHOD	FORM	PARTICIPATION Low High	MATERIALS	WHO
2.	1 - 1 1/2 hours	Assessing Information	Cross referencing Explain	Plenary	●	All Information gathered	D-WASHE/ Facilitators

SUGGESTED APPROACH :DATA ANALYSIS/INTERPRETATIONS

- As a group systematically go through the information that members have collected on WASHE, indicate areas of concern which have insufficient or no information at all.

- using the checklist (page 12), identify the gaps and allocate responsibility for obtaining the information.

Headings/Areas of concern

- the district water profile
- the district sanitation profile
- distribution of facilities
- disease patterns
- latrine coverage

Useful Information:

- water Point Inventory
- district Profile-(Population distribution, income generating activities, crops etc.)
- district strategic plan
- district Health Plan
- annual Plans for all actors in WASHE
- district strategic plan
- previous year's plan
- health Centre Statistics as per checklists on water, sanitation and health education status in schools, health centres and community centres
- area map
- district situation analysis

Checklists:

PROVINCE : ....   DISTRICT : ....

POPULATION AND WELL COVERAGE

No.	Name of Ward/CA	Rural Population	Total No. of Wells	No. of Reliable Wells	People served by reliable Wells	Proportion of rural population served by reliable Wells	People not served	Wells need to serve 50% of rural population	Comments

HYGIENE EDUCATION SITUATION CHECKLIST

Name of RHC	Target No. of H/E Talks	Actual No. of H/E talks given	No. of Attendance		Staff Category	Materials Used	Messages Advocated	Output
			Male	Female				

SANITATION SITUATION CHECKLIST (COMMUNITY)

Name of RHC/Health Institution	Population In CA	No. of Villages in CA	Total No. of H/Hs	No. of Latrines available	No. of Refuse Pits available	No. of H/Hs without Latrines	No. of H/Hs without Refuse Pits

Guidelines to the facilitators:

- Form three groups (water, sanitation and health/hygiene education).

- In each group study the information as filled in the checklists that were discussed and agreed upon during the Introduction to Situation Analysis workshop.

- Discuss and make observations on the trends

- Allow all groups to thoroughly discuss and analyse all the information available for all aspects of water and sanitation.

Example of Analysis of data

The example is from a rural survey conducted in
Kawambwa in 1995.

When analysing information, make sure that you use the
information from the checklists e.g. the information given
below is derived from the sanitation checklist

Additional information needed:
- what is the district total population
- does this sample size suffice for gener-
  alisation at district level?

Level: District

No. of households visited in 1995: 1672
No. of households with pit latrines: 1478
Coverage is : 1478/ 1672 x 100 = 88%

Community level:
- how many villages were sampled?
- how representative of the community
  were they

Level: Community

No. of households visited in 1995: 525
No. of households with pit latrines: 438
Coverage is: 438/ 525 x 100 = 83%

Observation

Pit latrine coverage is high, ranging between 83 and 88%
in Kawambwa district.

- Health attendance of diarrheal cases

Total Out Patient Department (below 5 years of age) seen
in all rural health centres 41,763 out of which 3,793 were
diarrheal cases 3,793/41763 x 100 = 9.1%

This shows that high latrine
coverage alone will not reduce or
eliminate diarrheal diseases.
Appropriate hygiene behavior is
therefore important

Conclusion

Despite high coverage of pit latrines diarrheal diseases
are still among top 10 diseases in the district.

- What went wrong?

- How would this information help improve interventions
  in future?

NOTES:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SHARING PLANNING EXPERIENCES

SHARING PLANNING EXPERIENCES

By the end of this section you will have:

● defined what planning is

● shared/exchanged and explored ideas,principles and experiences in planning

● explored types of planning, i.e. how planning is done by different departments/organisation.

SUGGESTED APPROACH

Participants are requested well in advance before the workshop to define what planning is and share how they plan in their organisations/departmenrts

As participants share experiences in planning, it is important to initially find out the reasons for planning; this can be done using the card collection method in plenary. In addition, the main features/components of a plan may be discussed.

Planning needs to be very systematic. It is important therefore to fully understand the current situation (as discussed in the previous section) that is to identify the good things (e.g. high latrine coverage) to borrow from, the bad things to improve on (high diarrheal incidences) and available stakeholders.

Highlight:
● need for planning
● features/components of a plan
● current situation
● desired situation

Planning helps to move from the current situation to an improved situation and details how this improved situation has to be mutually agreed on or desired and how or what to do to achieve this. During planning a consesus is reached amongst stakeholders to ensure better management and co-ordination as all are keen and committed to playing their role.

Workshop Script

ACTIVITY	TIME	TOPIC	METHOD	FORM	PARTICIPATION Low　　High	MATERIALS	WHO
1	1 hour	sharing planning experiences	group discussions	small groups	●	Cards, boards, pins, markers gathered	main facilitator, support Facilitator
2	40 min	Major elements & heading	group discussions	small groups	●	Cards, boards, pins, markers gathered	main facilitator, support Facilitator

ACTIVITY ONE:

Sharing Excperiences

By the end of this activity you will have:

• discussed the esence for planning and what objective it involves

SUGGESTED APPROACH:

This activity is done to enable participants see the importance of planning and the amount of work that should be put in. It should be noted that planning is a process and it takes time and commitment from members.

Guidelines to the facilitator

• split participants into groups according to departments

• as a group, answer the following questions:-

1. What is planning?
2. What type of planning method have you been using in your department/organisation?
3. What are the contents of your plan?
4. Who was involved in planning?
5. What motivated you to produce the plan?
6. How long did it take to produce the document?
7. What input did the extension and community make to your plan?
8. What benefits did the community derive from your plan

• capture your idea on brown paper and present to plenary

1. Planning is the process of setting goals and targets and the proposed methods of achieving them. In short it is knowing where you are, where you want to go and how to get there

2. They ranges from daily to strategic planning

3 These plans are usually activity based as most of the departments are not directly involved in planning but get directives from the province or national level. In this case the activities do not much with the inputs and the out puts.

4. Planning is usually done by the top management and the community

5. It is usually a directive from the top management.

6. Ranges from one day to one and half a year

Activity two

Major elements/headings of a good plan framework

By the end of this activity you will have:

- Agreed upon the framework of the D-WASHE Development Plan.

Guidelines to the facilitator

- Split participants into pairs

- As a pair, discuss the question "What elements/headings should be in a good plan framework?

Ask a member to help you to cluster and organise the cards. Remember, each card should be read aloud before it is clustered

- Write your ideas on cards (write as many cards as possible).

- Place the cards face down on the floor.

- Ask one of the participants to read out the cards and pin them on the board.

- Cluster all the cards and give them titles.

- Next decide with the members the format of the plan, for example will the plan be narrative under the headings below or presented as a table.

The clustered titles are likely to include:-

Problem Statement	Indicators	Objectives
Budget	District profile	Statistics
Introduction	Time Frame	Mission Statement
Monitoring & Evaluation	Action Plan	Project Description
Acknoledgements	Executive Summary	Expected Outputs
Table of Contents	Abreviations	Justification

Remember to check that every plan/framework used contains these headings (or similar) to those that have been identified as being important.

1. An example of a general plan

Narrative Plan

- an executive summary

An execute summary is usually one page of A4 type that gives an over view of the whole plan or document.

Section One: Introduction

- the district profile
- the district WASHE summary

District profiles can be obtained from the District Health Plan.

- the D-WASHE mission statement/overall objective
- the purpose

The district water summary can be taken from the Water Point Inventory.

The project

- problem identification/statement
- objectives
- outputs

Cross reference to ensure the plan framework is consistent with the National Water Policy guidelines. See Manual 2 for advice.

- the activities/interventions
- inputs
- strategy

Section two: Monitoring and Evaluation Systems

Section three: Budget and Accountability Procedures

Section four: Appendices

2. AN EXAMPLE OF LOGICAL FRAMEWORK PLAN

The logical framework plan should include

- introduction
- general background to include
  - institutional framework
  - problem statement
- executive summary
- overall goal
- project purpose
- objectives
- expected outputs/results
- activities
- input

- indicators

- means of Verification

- assumptions

After the programme matrix

- programme strategy: how the programme intends to achieve the set objectives

- target beneficiaries

- project management
  - reporting
  - reviews
  - accountability

- budget

3. THE HIPPOPOC MODEL

The name hippopoc is derived from the following terms:

Health input, Process, Output, Outcome

The Hippopoc model is a tool developed in the Western Province for processing interventions. It is mainly used by the Ministry of Health and is a useful tool for action planning

The term inputs, refers to resources such as human resources, materials, money, transport, time etc.

The facilitators should prepare beforehand the Hippopoc table on a flip chart. Do not display the chart until the participants have handed in their individual contributions. The idea is to allow them to see the Hippopoc table unfold "Step Wise." The headings should only be filled in each step.

Objective(s):

1. To orient the participants to the fact that, implementation of an intervention demands that it be broken into component activities, and arranging the activities into chronological order in which they will be implemented.
2. To demonstrate to the group a tool which allows resources and outputs to be worked out step by step.

Guidelines to the facilitators

It is not sufficient merely to list the various activities to be carried out within an intervention in the Hippopoc table, but also to provide a detailed written description and to quantify the workload in order to be able to quantify and justify the required inputs in a later step. For example, if one of the activities is "to hold a consensus building meeting," the management must consider at what stage in the overall process this meeting will take place (i.e. its timing in relation to other activities), who and how many will participate, where the meeting will be held, distance to be covered by those attending, duration of the meeting etc.

This is best done in plenary using the card collection method.
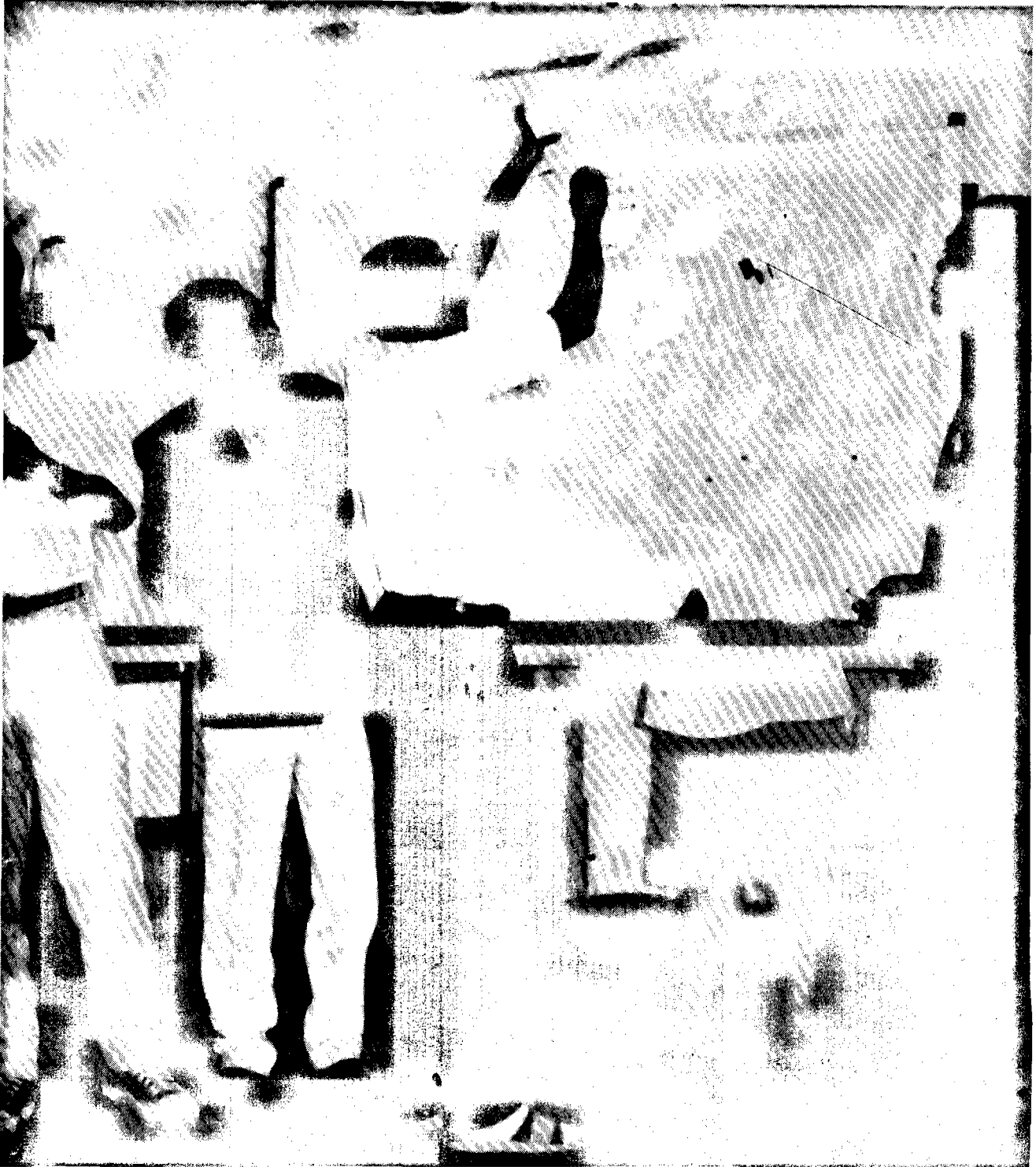
LOGICAL FRAMEWORK ANALYSIS

LOGICAL FRAMEWORK ANALYSIS

The LFA is a systematic and analytical tool used in communication, situation analysis and project design. It highlights the logical linkages between the expected outputs, the necessary activities to achieve the outputs and the required resources to carry out the activities.

By the end of this activity, you will have:-

- highlighted/discussed the advantages of using the logical framework analysis

- ensured that all participants understand the concepts used in planning

For a plan to be well implemented, monitored, reviewed and evaluated there is need to consider and understand key concepts and definitions of terms essential in planning. The Logical Framework Analysis (LFA) has a number of such terms and concepts.

The Logical Framework Analysis (LFA) method of planning, which is now commonly used in the Zambia Water Sector has two main sets of tools.

a) Participation Analysis:- analysis of actors in the sector:

Problem analysis:- what are the problems, identify the core problems and work through the cause - effect relationship of problems.

Objective analysis:- highlight the improved/desired situation

Alternative analysis:- identifies and sets strategies and methods, identifies which are best and what are the pros and cons of each.

b) Design/Project elements: - component of the project matrix e.g. indicators, assumptions etc.

This can be done by using the following tools:

Visualisation Technique:- participatory visual development and presentation of the plan

The system is made up of fifteen (15) boxes in a matrix with a logical sequence, as follows:-

The **Vertical** headings identify indicators at each level, **the** means for verifying that the goals have been

accomplished, and the assumptions at each level on which the project's success hinges.

Workshop Script

ACTIVITY ONE: Advantages of LFA

ACTIVITY	TIME	TOPIC	METHOD	FORM	PARTICIPATION Low High	MATERIALS	WHO
1	30 min	Advantages of LFA	Plenary presentation	Plenary	●	pre-written flip chart paper	Main Facilitator
2	30 - 45 min	Key concepts and definitions in planning	Plenary presentation	Plenary	●	pre-written flip chart paper	Main Facilitator

By the end of this activity you will have highlighted the advantages of using the logical frame work analysis

SUGGESTED APPROACH

This activity is done in plenary. The facilitator should explain the advantages of logical framework analysis to the participants. This will make them aware of some of the benefits they can derive as individuals and as institutions in using logical framework analysis.

The logical framework analysis is a participatory tool used in planning. It is participatory in that all the stakeholders are actively involved in planning, hence are committed and are part and parcel of the plan.

The logical framework approach is being promoted because of the following advantages:-

● it ensures that strengths and weaknesses are analysed in order to provide decision makers with better and more relevant information

● it guides systematic and logical analysis of key elements that constitutes a well designed project

● it enhances planning, analysis and communication by highlighting logical linkages between project elements and external factors (assumptions)

● it makes managers and all people involved to have a common understanding of the project

● because of the standardised proceedures, information collection and analysis is made easier

● it promotes systematic monitoring

- the use of LFA ensures continuity of approach when the original project staff is replaced

ACTIVITY TWO: Key Concepts and Definitions in Participatory Planning

By the end of this activity you will have made participants be on the same level of understanding the concepts used in planning

SUGGESTED APPROACH

As a facilitator, be tactful as you can easily be carried away and lose sight of the topic.

This activity is done in plenary. The facilitator should prepare fully and make sure to write down the concepts before hand. Make sure that these concepts are linked to one another to highlight the logic that exists. Examples should also be given to make sure participants understand what is being discussed.

Guidelines to the facilitators

The facilitator will ask the participants to define in plenary any of the concepts. It is important to allow at least 3 attempts from the participants, that is if they are similar and close to the correct definitions. However, if the attempts at defining are not correct at all, allow for more attempts, whilst giving clues and comparing to some common experiences.

After giving the correct definition try to explain it further in the context of the definitions given by the participants. Below are the definitions of key concepts used in the LFA:

to improve the living standards of the community

Goal: The overall objective that the projects is meant to contribute to in the long run and which explains the reason why it is implemented.

To reduce incidence of water and sanitation related diseases by 50% in two years in Masaiti district

Purpose: The immediate reason for the project. The effect which the project is expected to achieve if completed successfully and on time. The purpose should help achieve the goal.

Positive behavioural change to promote good hygiene practices

Objectives: What you want to achieve.

1. Hygiene Education materials produced and distributed to all households during the first six months of the project

2. EHT and other extension workers trained in message delivery in the first two months

Outputs: What you intend to achieve. Outputs should be closely tied to the objectives.

1.1 prepare hygiene education materials

1.2 field test hygiene education materials

1.3 edit hygiene education materials

1.4 print hygiene education materials

1.5 distribute hygiene education materials

Activities: Action taken or work performed within a project in order to achieve the outputs.

Inputs: Resources necessary to carryout an activity. As you are costing remember that you are costing the inputs not activities.

6M's of inputs:

- Human resource
- Machinery
- Materials
- Methods
- Money
- Minutes

Objectively verifiable indicators

An indicator defines the performance standard to be reached in order to achieve an objective. (The purpose, objectives, outputs and activities should have indicators in order to help measure success).

Means of Verification

This is where you find the information for indicators in measuring achievements.

Assumptions

These are events, conditions or decisions that are necessary for the project success but which are largely or completely beyond the project management's influence.

Assumptions which are either very likely to occur or not very important for the outcome of the project should be deleted

Project Matrix

The project matrix is a one page summary of the project design

Summary of objec-tives/activities	Objectively verifiable indicators	Means of verification	Important Assumptions
Goal			
Purpose			
Objectives			
Outputs			
Activities	Inputs:		

WORK PLAN

THE PROCESS

This is a plot of different activities against time in order to reflect the distribution of different activities over the year and avoid impossible workloads.

The work plan is divided into years, quarters and months in chronological order.

The purpose of plotting the work plan is to stimulate discussion on the feasibility of the proposed action plan, i.e. whether all the activities can be carried out as planned, by compiling them in one diagram.

Questions that might be useful to ask could be:-

• Are the activities evenly distributed over time or should they be rescheduled?

• Will the officer responsible for each activity be able to cope with the activities or will she/he be overloaded over certain periods of time.

• Is there any "slack" in the plan or is the time frame available sufficiently utilised?

Are the cost of the activities marched to funds, transport, other resources which will be available at the time?

Monitoring

Monitoring is a continuos or periodic surveillance/documentation of the project to ensure that inputs, activities, outputs and external factors are proceeding according to plan.

Evaluation

It is a systematic and independent examination of a project in order to determine its effectiveness, impact, sustainability and the relevance of it's objectives

Use this pace for your notes ☞   NOTES:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

DEVELOPING A PROGRAMME MATRIX
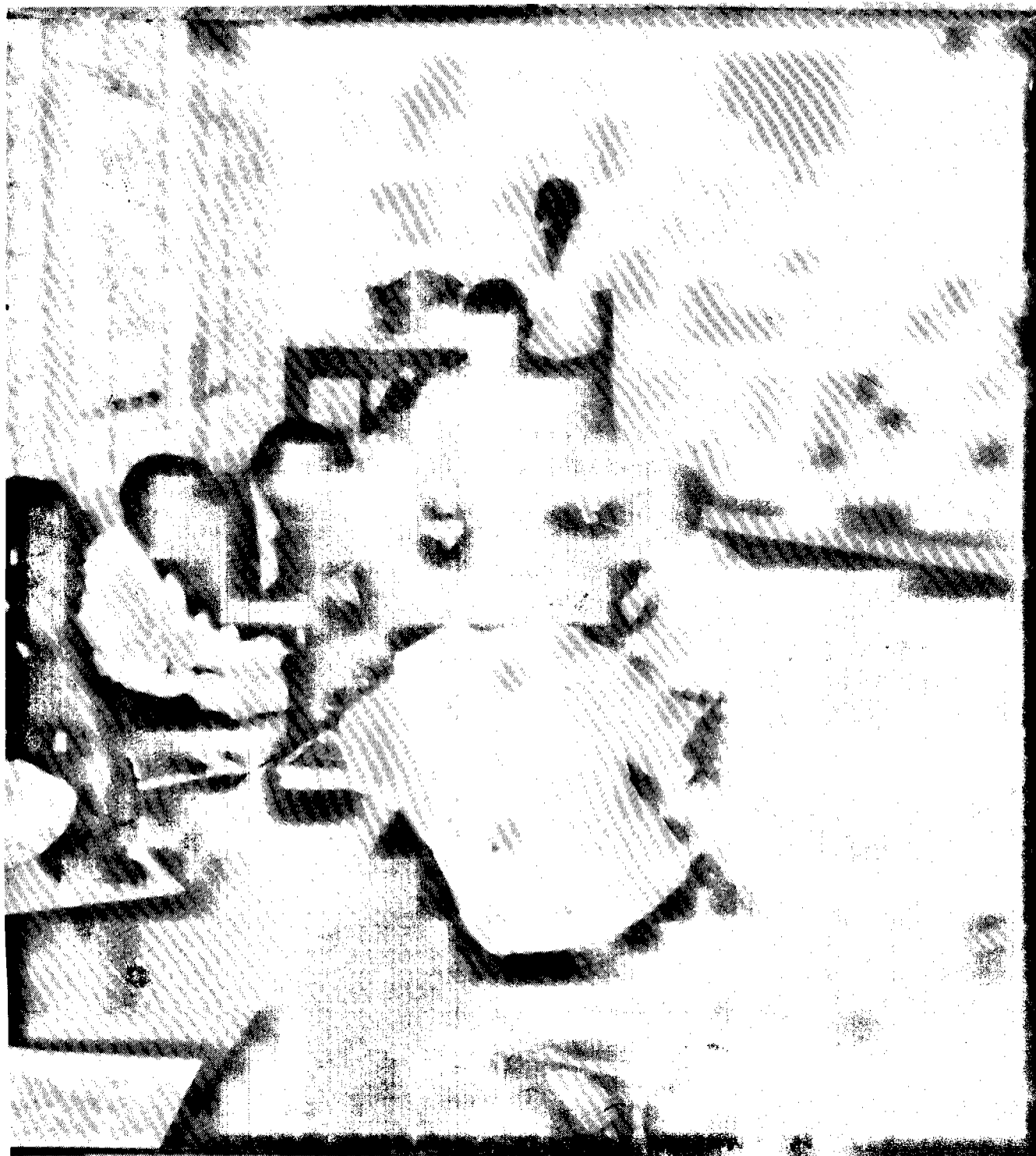
DEVELOPING THE PROGRAMME MATRIX

By the end of this section you will have:

• outlined the need for developing a D-WASHE plan

• agreed on framework/component of the D-WASHE plan

• assigned tasks to members for the development of the D-WASHE plan

This section provides a more detailed analysis of the situation and the related problems and further describes the objective analysis.

In the Problem Analysis, a problem tree is developed and then working downwards to problems that contribute to worsening or causing the core problem. These secondary problems also have causative problems. This form of cause-effect relationship of problems continues until it's exhausted.

Having analysed the problem, the project objectives are developed by changing the problems to an improved and positive situation. The core problem is stated as the main or core objective and thus related objectives are dentified. This is also worked downwards.

After developing the problems and objectives trees the project matrix is developed and thereafter the work plan. Having gone through this process it becomes easier to write up the narrative part of the LFA plan. The narrative part will consist of the background, problem statement, justification, programme management and then the project matrix and work plan.

ACTIVITY ONE

Developing a problem tree

By the end of this section you will have:-

• acquainted participants with the problem analysis tool

• identified the core problem in water, sanitation and hygiene education in the district

• identified underlying causes to the problem

• identified the effects of the problem

• developed a WASHE problem trees

Workshop Script

ACTIVITY	TIME	TOPIC	METHOD	FORM	PARTICIPATION Low High	MATERIALS	WHO
1.	1 hr 30min	Problem Analysis	chaired discussion	Plenary	●	Materials charts generated during the meeting	chair

SUGGESTED APPROACH

On the basis of the available information that the district has collected the existing situation is analysed i.e. the major problems are identified and the main causal relationships between these are visualised as a problem tree.

Guidelines to the facilitator

As a facilitator, you should be familiar with the logical framework Analysis (LFA) and this will make it easy for you to go through the whole process.

Be cautious not to spend too much time on this but ensure that problems that are not clear are re-written.

Make sure that three separate trees are developed for easy analysis. After presentation give participants time to exhaust all discussions concerning the trees that they have developed.

1. Split into 3 groups (water, sanitation, hygiene education)

2. As a group

• identify the core problem in WASHE concentrating on your topic

• identify the underlying causes to the problem

• Identify the effects of the problem

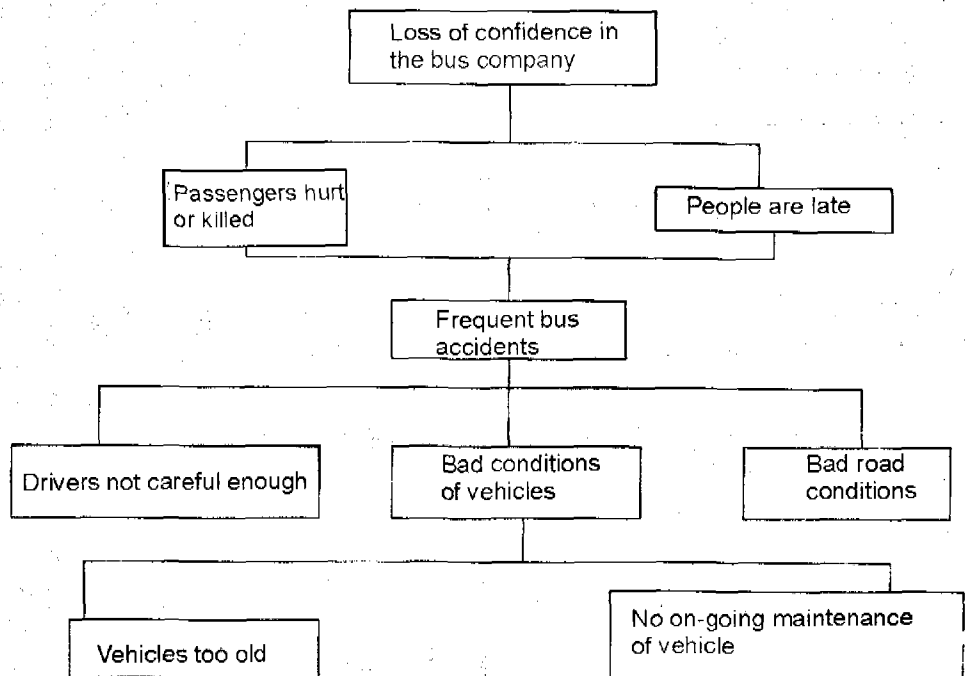3. Capture your ideas on cards and present to plenary

After presentation, all the trees should be discussed to re-affirm the relationship between problems and make additions or adjustments where necessary. Make sure that the problems are written in a negative sense. Problems should be precise/ and clear for this will make it easier to do the next exercise (objectives analysis).

Example of a Problem Tree

A bus company example is given. In this company, during the last years the frequency of bus accidents had gone up significantly. This had caused much delay and inconvenience for the passengers. There have also been several serious accidents in which passengers have been killed.

Much of the problem is that the buses are old and are in bad conditions because of a persistent lack of spare parts. But the other human factor is important in that many accidents have been caused by high speed driving on bad roads.

Then the company decides what to do about the problem. This means that the company can either buy new buses, make spares available or train drivers in order to reverse the situation

```
                    ┌──────────────────────┐
                    │ Loss of confidence in│
                    │ the bus company      │
                    └──────────────────────┘

    ┌──────────────────┐                    ┌──────────────────┐
    │ Passengers hurt  │                    │ People are late  │
    │ or killed        │                    └──────────────────┘
    └──────────────────┘

                    ┌──────────────────┐
                    │ Frequent bus     │
                    │ accidents        │
                    └──────────────────┘

 ┌──────────────────────┐   ┌──────────────┐   ┌──────────────┐
 │ Drivers not careful  │   │ Bad conditions│  │ Bad road     │
 │ enough               │   │ of vehicles   │  │ conditions   │
 └──────────────────────┘   └──────────────┘   └──────────────┘

   ┌──────────────────┐          ┌──────────────────────────┐
   │ Vehicles too old │          │ No on-going maintenance  │
   └──────────────────┘          │ of vehicle               │
                                 └──────────────────────────┘
```

Source: The logical framework approach: handbook for objectives oriented planning (NORAD)

Activity two

OBJECTIVES ANALYSIS

By the end of this activity, you will have:-

- aquatinted participants with the objectives analysis tool

- Developed WASHE objective trees

- Built consensus on what objectives the district is able to achieve.

Workshop Script

ACTIVITY	TIME	TOPIC	METHOD	FORM	PARTICIPATION Low High	MATERIALS	WHO
2.	1hr 30 min	Objective analysis	chaired discussion	Plenary	●	Materials charts generated during the meeting	chair

SUGGESTED APPROACH:

In the objective analysis, the problem tree is transformed into a tree of objectives (future solutions of the problems) and analysed.

Working from the top down wards, all problems are re-worded, making then objectives or positive statements. Finally lines are drawn to show the connection between objectives

Guidelines to the facilitator

- return to your groups

- as a group

- turn the negative statements into positive statements thus making an objective tree.

- from the objectives tree, outline which objectives are more realistic and achievable using the following criteria:-

- time horizon-time frame

- sustainability-with regards to continuity of the programme

- social risks-acceptability to the community, users, stakeholders

- cost benefit ratio-does cost out weigh benefits if so, then it is not a good project. If benefits outweigh costs then the project is good.

- probability of achieving the objectives - likelihood of achieving the objectives in the set time.

- capture your ideas on cards and present to plenary

Example of an objective tree (bus co)

```
                    ┌─────────────────────────┐
                    │ Customers have a better  │
                    │   image of the bus Co.   │
                    └─────────────────────────┘
          ┌────────────────────┴────────────────────────┐
┌──────────────────────┐              ┌─────────────────────────────┐
│ Less passengers hurt │              │ Passengers arrive on scheduled│
└──────────────────────┘              │            time              │
          └─────────┐                 └─────────────────────────────┘
          ┌────────────────────────────┐
          │ Frequency of bus accidents │
          │    considerably reduced    │
          └────────────────────────────┘
     ┌───────────────┼───────────────────┐
┌──────────────┐ ┌──────────────────┐ ┌──────────────────┐
│Drivers drive │ │Vehicles kept in  │ │ Road conditions  │
│carefully     │ │good condition    │ │ improved         │
│and responsibly│ └──────────────────┘ └──────────────────┘
└──────────────┘        │
              ┌─────────┴─────────────┐
    ┌───────────────────────┐  ┌──────────────────────────────┐
    │ Old vehicles are      │  │ Vehicles regularly maintained │
    │ regularly replaced    │  └──────────────────────────────┘
    └───────────────────────┘
```
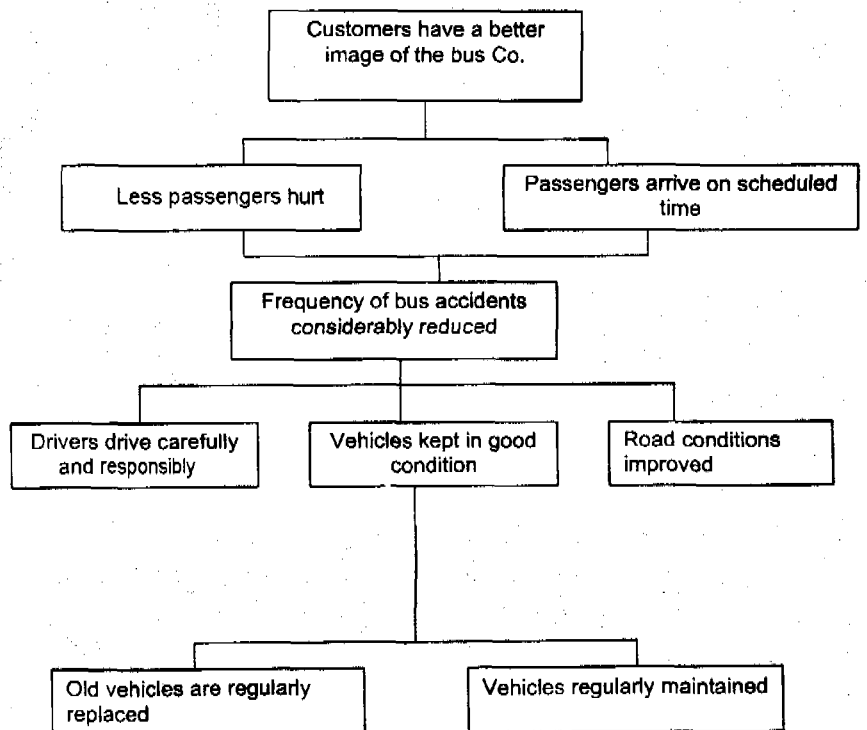
SMART Objectives:-

S - specific

M - Measurable

A - Achievable

R - Realistic

T - Time Bound

After presentation, members should reach a consensus on which objectives should be re-phrased, deleted or position changed. Objectives should be SMART. After this participants should agree on the objectives that they are able to carry out as a committee because not all objectives can be implemented by the D-WASHE. Some of them might be assumptions as you develop your matrices, but some might be long term and might be done by specific people e.g. Roads are rehabilitated. This is why there is more emphasis on the plan being realistic.

Activity three

PROJECT MATRIX DEVELOPMENT

By the end of this activity, you will have:-

● developed the project matrices for water, sanitation and hygiene education

SUGGESTED APPROACH

The groups now have to work on the goal, purpose, objectives, indicators etc. to complete the programme matrix. This is done in groups and later harmonised into one

Guidelines to the facilitator

● ask the participants to return to their groups (water, sanitation, hygiene education)

● from the objectives tree, come up with the matrix showing the goal, purpose, objectives, outputs, activities and inputs

● capture your ideas on brown paper and present to plenary

Example of matrix (from bus co. example)

Summary of Objectives/ activities	Objectively variable indicators	Means of verification	Important assumptions
Goal: To provide quality and efficient transport services			
Purpose: To improve efficiency of the bus co.	No. of accidents recorded No. of customer complaints received	Company records RTC records Suggestion box	improved road conditions
Objective: To reduce the frequency of bus accidents by 10%	No of accidents recorded	Company records RTC records	Improved road conditions Drivers highly motivated
Expected outputs: 1. 20 drivers re-trained in 6 months 2. 20 new buses purchased	No. of driver re-trained No of buses purchased		

Activities:	Inputs:	Cost:	
1.1. get proformas 1.2. purchase buses 2.1. identify drivers to be trained 2.2 identify venue 2.3. conduct training	Fuel, transport Fuel, allowances, personnel, cash for payment fuel cash for payment (drivers training)	The inputs are the ones that should be costed	

Inputs should help achieve the outputs, the outputs to achieve the objectives and relate the objectives to the purpose and the purpose to the goal.

Remember to reach a consensus on matters arising from the group presentations. The inter-relationship of the key components should be highlighted. Remember that this is the critical part of the plan and should be done properly. When you reach this stage, what remains is costing the inputs and the plan is complete. As you go through the matrices, ask the groups to add any other objectives they feel were left out. As they critically look at their presentation, issues will come out and will be tackled there and then. More time should be spent in reviewing the matrices as they are the back bone of the plan. You can then proceed to the next activity which is the task allocation that is equally important in the production of the plan.

Activity four

TASK ALLOCATION TO D-WASHE MEMBERS

By the end of this activity you will have:

identified and shared tasks to facilitate completion of the plan

SUGGESTED APPROACH

In order to undertake some of the activities or achieve the set objectives, the plan has to be properly compiled.

To fill the information gap and produce a complete plan, outstanding tasks have to be shared to ensure collective ownership and commitment to the plan.

The following are some of the tasks:-

• Data collection on water

• Data collection on sanitation

• Data collection on health/hygiene education

• Drafting of the complete D-WASHE Plan

• Presentation to DDCC

- Costing/budgeting

- Submission of the plan to potential local and external donors

Guidelines for Facilitators

A three day planning session is recommended but this might take longer if need arises. The drafting should be done by a core group (about 5 members). These should be drawn from government departments and the NGO group.

Try as much as possible to make the planning session cost free. The core group should see it as a normal working day, meeting morning and afternoon to work together.

Some districts may wish to extend an invitation to other key people who would contribute to the writing of the plan e.g. the district planner, Child to Child Co-ordinator, EHT representatives and so on.

After drafting of the plan by the core group, this should be critically reviewed by the whole D-WASHE committee. Their critical comments should be taken into account by the core group. In this way each D-WASHE member would identify himself or herself with the plan.

The final draft should be referred to the DDCC for review, ratification and approval before submission to potential support agencies

AN EXAMPLE OF A WORKPLAN

Activity	Quarter	Responsible	YEAR 1													YEAR 2											
			1st Quarter			2nd Quarter			3rd Quarter			4th Quarter			Budget	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
	Month		1	2	3	4	5	6	7	8	9	10	11	12		1	2	3	4	5	6	7	8	9	10	11	12

SESSION : PLANNING AND CHECKLIST SHEET

Date of planning session

_____

date confirmed to members
venue arranged and booked
letters written to invite
guests
budget obtained
resource materials obtained
e.g. RSU supplementary
modules
maps of the district -
all existing district plans/
information
district water point inventory
all materials generated
through the introductory
workshop and the D-WASHE
meetings available and ready
for use.

_____

Venue

_____

_____

Times

_____

_____

Participants

_____

_____

Materials required

_____

_____

Budget requirement

_____

_____

Responsible members

_____

_____

_____

_____

Activity five

REVIEW

By the end of this activity you will have :

* reviewed the meeting

Workshop Script

ACTIVITY	TIME	TOPIC	FORM	PARTICIPATION Low High	MATERIALS	WHO
5	10 MIN	Review	group discussion	●	pre-prepared materials, brown paper	Facilitator

SUGGESTED APPROACH :

Ask the chairperson to lead a review of the meeting. By emphasising the fact that the planning session for the D-WASHE development plan can only be successful if all the information is available and everyone participates fully.

Guidelines for facilitators

Take down the main decisions on a piece of A4 paper - this can be photocopied and distributed to members as a reminder of their commitment.

At the end of this meeting, you should be ready to go ahead and draft the D-WASHE development plan.

MEETING PLANNING SCRIPT

Activity	Time	Method	Form	Participation 1 2 3 4 5	materials	Who
Opening remarks	08:00	Speech	Plenary		written speech	D-WASHE Chairperson
Introduction	08:30	Self	Plenary		Instructions	Facilitator/ D-WASHE
Workshop Objectives	08:45	Visualised Presentation	Plenary		Flip chart	facilitator.
Sharing Planning Experiences	09:00	Buzz groups	groups		Brown paper/markers	

THE CORE TRAINING MANUALS AND SUPPLEMENTARY MODULES

NO.TITLE/DESCRIPTION

MANUALS AVAILABLE

Manual 1 Understanding the WASHE Concept
Manual 2 WASHE in the Water Sector Reforms
Manual 3 Introducing WASHE at District Level
Manual 4 Establishing WASHE at District Level
Manual 5 Planning for WASHE at District Level

SUPPLEMENTARY MODULES AVAILABLE

1a Coverage Parameters for Rural Water Supply in Zambia.
1b The Status of Rural Water Supply in Zambia
1d Partners in WASHE
5a Options for Excreta Disposal Facilities
6a Participatory Health and Hygiene Education (Theory)
6b Participatory Health and Hygiene Education (Practical)
7b Making Appointments
7c Community Mobilisation and Sensitisation
7d Conducting Community Assessment
7e Formation of a Village WASHE Committee
7f Site Selection
7g Planning for Construction and Rehabilitation
7h Community Participation During Construction
7i Village WASHE Committee Training
7j Community Problem Solving
7k Fund Raising and Management
7l Promoting Community Ownership
7m Community Participation in Monitoring
7n Well Completion Ceremony (Handover)
7o Community Management in Evaluation
7p Group Dynamics and Energiser Tool Kit
8 WASHE and Gender