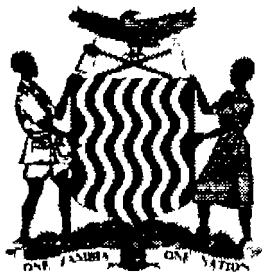


204.1 96CO



FUNCTIONAL REFERENCE CENTRE
OF COMMUNITY WATER SUPPLY AND
SANITATION (IRC)



PROGRAMME CO-ORDINATION UNIT

204.1-96CO-13500

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Section
1

INTRODUCTION



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ABOUT THIS MANUAL

This manual provides a step by step guide to the introduction of WASHE at district level. This manual is in sections :

- Section 1 Introduction
- Section 2 Pre workshop
- Section 3 Workshop management
- Section 4 The workshop
- Section 5 Post-workshop

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 contents
- prepare for your own workshop
- evaluate your impact

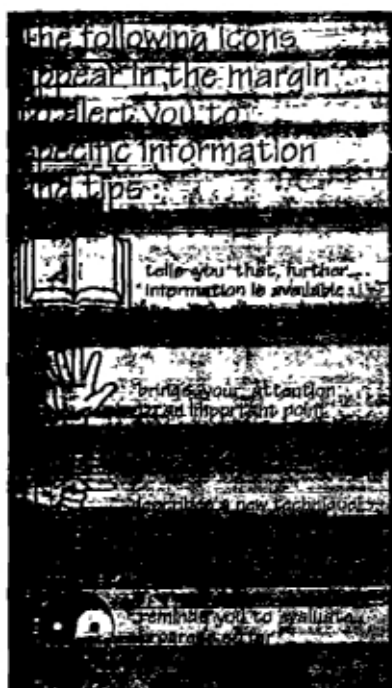
Remember the suggestions for activities are guidelines. Feel free to adapt them to suit your district. There is no right or wrong way to establish WASHE, be creative and use the ideas and expertise of others.

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 blank workshop planning script 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

To equip you with knowledge, techniques and skills to :


- understand the national context for rural water supply and sanitation
- introduce the concept of WASHE at district level
- facilitate an introductory workshop
- allow districts to identify their existing problems related to rural water, sanitation and health education
- expose the dangers of poor co-ordination and failure to facilitate adequate WASHE facilities
- motivate districts to adopt WASHE as a sustainable strategy to effectively improve access to safe and adequate rural water supply and sanitation through health education.

 **OVERALL OBJECTIVES OF THE MANUAL**

The objectives will be met through a workshop approach using visualised participatory methods. The method is called

VIPP Visualisation In Participatory Programmes

This technique has been adopted because it has proved 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." CMMU wishes to acknowledge the expertise and support Unicef Zambia has provided in this area.

 **THE METHOD USED TO ACHIEVE THE OBJECTIVES**

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 be formed, consisting of :

- the main facilitator
- three or four group facilitators
- one support facilitator

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

 **FACILITATION**

For further information, see UNICEF's publication "VIPP a manual for facilitators and trainers involved in participatory group events".



INTRODUCTION TO VIPP

VIPP means Visualisation In Participatory Programmes. It is a people centred approach to planning and training. VIPP uses the creativity and knowledge of all participants. Private note taking is not necessary as cards and boards form a "collective memory" for everyone.

WHY VIPP

VIPP is based on trusting the capacity and creativity of people to promote interactive learning.

At the core of VIPP is the use of a large number of multi coloured paper cards of different sizes and shapes. Participants express their ideas on the cards which are then shared with the group. Everyone's views count and are considered. The method ensures that everyone takes part in the process of arriving at a consensus.

A WORD OF WARNING !

The successful use of VIPP will ways depend on the situation and people involved - it does not lead automatically to success. It is a dynamic process whereby facilitators build rapport with individuals and seek to maximise participation.

"Over 80% of all we learn is gained through sight".



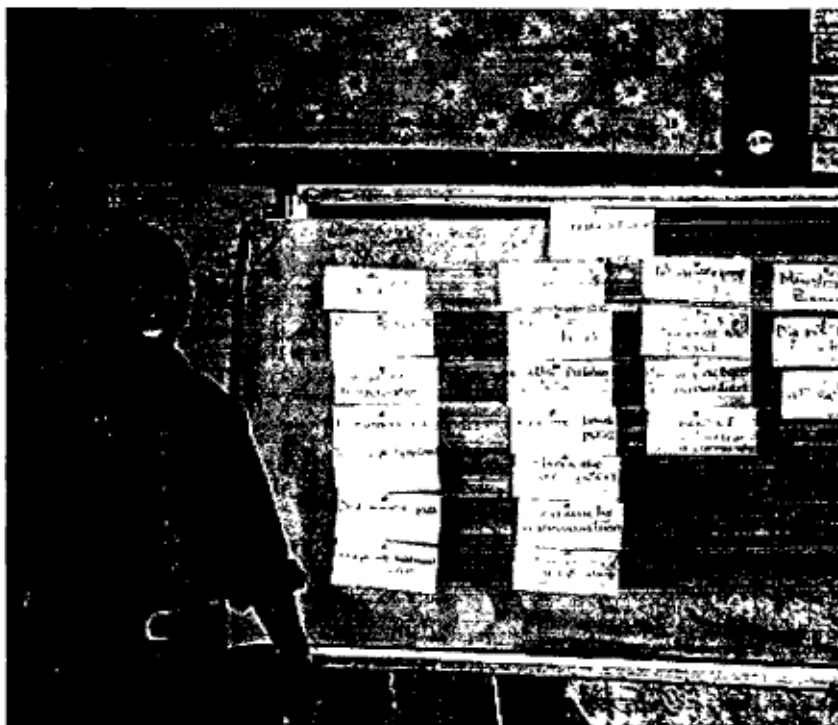
"over 90% of what we remember is from what we say and do".

- VIPP was developed by UNICEF in Bangladesh during the early 1990's.



- It is based on earlier methods in Latin America and Germany

- VIPP was introduced in Zambia by UNICEF in 1994, to promote open dialogue, effective communication and community planning.

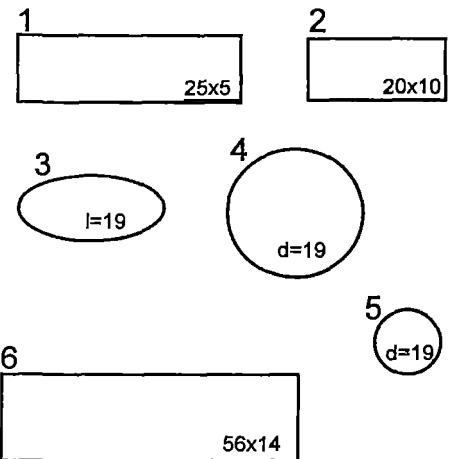
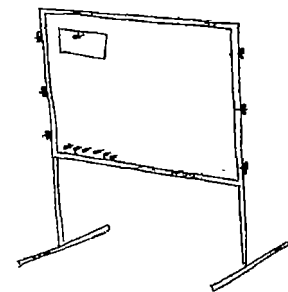


MATERIALS

For a two day introduction to WASHE at district level workshop you will need :

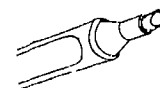
- 4 pin boards - light but durable portable boards, that can withstand being transported.
- VIPP cards

	1	2	3	4	5	6
white	100	100	10	10	10	15
pink	100	100	10	10	10	15
yellow	100	100	10	10	10	15
blue	100	100	10	10	10	15
green	100	100	10	10	10	15



Dimensions in cm

- Marker pens 1 marker per participant
6 spares
- Board pins 1 - 2 packets
- Glue sticks or tubes 8
- Masking tape 2 rolls
- Brown wrapping paper 1 roll
- Sticky dots
- Flip chart paper and board



All of the above materials are available in Zambia. Paper (duplicating quality) can be used instead of card. Plain white paper, cut into different shapes can be used instead of different coloured paper. Boards can be made by projects or if no boards are available use brown paper and masking tape on wall space.

Section
2

**PRE-WORKSHOP
ACTIVITIES**



The main points of the National Water Policy concerning rural water are that:

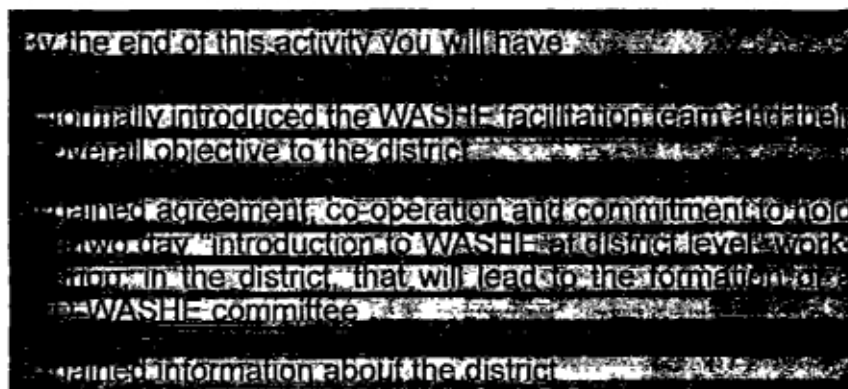


- rural water supply and sanitation are community based
- cost recovery approach is an integral part of rural water supply and sanitation
- appropriate technology is promoted
- a well defined sustainable plan is developed
- a well articulated training programme is developed and implemented

For further information see the National Water Policy, 1994.



ACTIVITY ONE : VISITING THE DISTRICT



SUGGESTED APPROACH : THE MEETING

Arrange and hold a meeting with the Council/District Secretary and if possible ensure the following people are also present:

- the Deputy Council/District Secretary
- the Director of Works
- Provincial or District Water Affairs representative

In your meeting cover the following points

- who you are and who you represent
- a brief background to the National Water Policy
- an outline of the WASHE concept and its implications for district level
- the workshop plan and intention
- an outline of post - workshop activities and anticipated outcomes

Also establish

- if there have been any other intersectorial activities in the district
- workshop logistics
- the workshop terms and conditions
- a list of workshop participants
- the workshop budget
- who is going to do what next and by when

Things you need to know to help you achieve your objectives in activity one.

- The National Water Policy details five points in relation to rural water supply and sanitation. Familiarise yourself with these points.
- All districts are required to have a DDCC - District Development Co-ordinating Committee, chaired by the Council/District Secretary. D-WASHE operates as a sub-committee and it is through the DDCC that it reports to Council.
- WASHE is an intersectorial approach to the management, operation and maintenance of rural water supply and sanitation through health education. It operates at all levels
 - ◆ village
 - ◆ sub district -(extension)
 - ◆ district
 - ◆ provincial
 - ◆ national
- The overall aim of a District WASHE Committee (D-WASHE) is to translate the main points of the National Water Policy into a D-WASHE Development Plan. D-WASHE should then manage, facilitate and monitor its implementation to suit district needs.
- Districts in Zambia that have already established D-WASHE Development Plans, through intersectoral co-operation, are receiving a favourable response from donors. GRZ fully supports the WASHE concept.
- WASHE succeeds when a district sees it as part of their overall development. The D-WASHE is responsible for the planning, implementation and monitoring of all WASHE activities in the district. Therefore, it should not meet just to placate an implementing agency as this may result in the failure to meet the expectations of everyone involved.



See page 8 or the National Water Policy or Manual 2.



See GRZ circular no 1 Jan 1995



See Manual 1.

WORKSHOP TERMS AND CONDITIONS :

Consider the following points when agreeing workshop details

Ideally the facilitation team should consist of



- 2 main facilitators
- 2 or 4 group facilitators
- a support facilitator

The inclusion of councillors in the workshop will inform them and help them to understand the concept. Early development of a common goal will improve co-operation and lead to successful implementation of an equitable D-WASHE development plan



- **number of participants** - based on the suggested facilitation team there should be no more than 30 -36 participants
- **who should attend** - all those involved in the rural water supply and sanitation sector, for example
 - ◆ the council (Director of Works, Council/District Secretary)
 - ◆ councillors/traditional leaders
 - ◆ line ministry and department heads (Education, Health, Water and so on)
 - ◆ NGOs
 - ◆ Donors
 - ◆ volunteer agencies

The Council/District Secretary should invite these people by letter,

Districts will often need money to be advanced to them to pay for fuel and pre-workshop accommodation.



Ask the Council/District Secretary to include in his/her invitation letter to the participants, details of the agreed allowance payments. If the participants disagree or have a complaint, the council, not you, should deal with them. Your agreement is with the council. There should be no re-negotiation of allowances during the workshop



- **location and venue** - the workshop should take place in the district township to allow ease of access. You will need a large, light room with seating. The council chambers are usually available. Also consider your accommodation requirements for yourselves and participants.
- **allowances** - it is advisable to keep allowances to a minimum. Your aim is for WASHE to be an integral part of the districts daily work. Large allowances now will cause problems later. Allowances must be agreed prior to the workshop with the council.
- **budget** - a typical budget would include :
 - ◆ room hire
 - ◆ workshop materials
 - ◆ lunch/food/night allowances
 - ◆ soft drinks
 - ◆ fuel to transport the participants to/from the workshop.

ACTIVITY ONE : PLANNING AND CHECKLIST SHEET

- Date of meeting held with the Council/District Secretary

- Name of Council/District Secretary _____
- Name of Deputy Council/District Secretary _____
- Name of Director of Works : _____
- Name of Council Chairperson _____

RECORD OF THE AGREEMENT MADE WITH THE COUNCIL/DISTRICT

- Workshop Dates : _____
- Location/Venue _____
- No of Participants _____
- Agreed Allowances _____



PRE-WORKSHOP CHECKLIST

Use this page to help you to prepare and plan for the introduction to WASHE workshop.

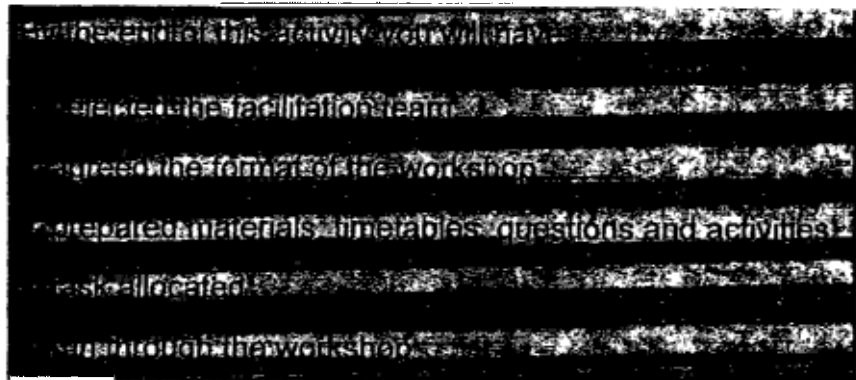
- meeting held
Yes/No
- confirmation letters sent/received
Yes/No
- budget prepared and agreed
Yes/No
- monies advanced and receipted
Yes/No
- facilitation team briefed
Yes/No
- planning session held with facilitating team, preparation of scripts and materials in progress
Yes/No
- accommodation arranged
Yes/No
- workshop materials ready
Yes/No
- transport and fuel arranged
Yes/No
- venue and dates double checked
Yes/No
- camera and film ready
Yes/No

ACTIVITY TWO : PLANNING THE WORKSHOP

Facilitation - a team effort



- facilitation is intensive and demanding - share the work load
- each part of the workshop needs to be prepared in advance - share the responsibility
- during the workshop, the main facilitator will need constant back up - share effort
- facilitators need feedback in their performance and the reaction of participants - share reflection and evaluation
- a team of facilitators provides greater creativity and productivity - share your talents.



SUGGESTED APPROACH : SELECTING THE TEAM

Decide who the main facilitator will be

- his/her main tasks will be :
 - ◆ keeping track of progress, overall performance and evaluation
 - ◆ dealing with conflict
 - ◆ opening and closing the sessions
 - ◆ summarising and pulling ideas together
 - ◆ presentation of activities
 - ◆ delegation
 - ◆ time keeping

A good facilitator is



- patient and able to listen
- self aware, open
- willing to learn
- confident but not arrogant
- respectful of others
- able to create an atmosphere of mutual respect and confidence
- flexible - able to change course and sequence
- sensitive to the dynamics in a group
- a clear writer.

Decide who the three or four group facilitators will be

- their main tasks will be :
 - ◆ presentation of activities
 - ◆ facilitation of small group work
 - ◆ co-facilitation
 - ◆ assisting the support facilitator

Decide who the support facilitator will be

- his/her main tasks will be :

- ◆ material and equipment management
- ◆ transcribing the work
- ◆ taking photographs of work/participants
- ◆ logistics - room, allowances etc.

SUGGESTED APPROACH : WORKSHOP PREPARATION

- Prior to the workshop the facilitation team should design, in detail, the format and sequence of activities - *"the script"*

Example

workshop script						
Title : Introduction to WASHE workshop		Date : May 5 - 6 1995		Location : Mansa		
Day/hour	Topics	Method	Form	Participation level low high	materials	who
8:00 hrs	open event	formal	plenary	●	-----	Mulenga
8:10 hrs	Introductions	pair Introductions	plenary		●	----- Mulenga
8:30 hrs	Workshop objectives	visual presentation	plenary	●	pre written flip paper prepared board	Mrs. Banda
8:35 hrs	workshop time table	visualised	plenary	●		Emella
8:40 hrs	VIPP rules	card writing visualised presentation	plenary with volunteers	●	rules and blank cards	Davy



A blank "workshop script" planning sheet is at the back of the manual.



Throughout the remaining sections there is a suggested workshop script for each part of the workshop. Feel free to follow or adapt it.

SUGGESTED APPROACH : ACTIVITY PREPARATION

- Each facilitator should prepare their activities in advance. This will involve consultation with the rest of the team, an understanding of the activity objectives, card writing and material gathering.



The support facilitator should work closely with each team member to ensure all equipment and materials are ready

SUGGESTED APPROACH : PRACTICE RUN

- It is helpful to run through the whole workshop as a team. Adjustment can be made, activities adapted and clearly presented also gaps can be identified and filled.

How have you got on so far?



Have the facilitators achieved all the activity objectives ?

Yes

No

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

Activity One :

Use this space to note down any changes



Activity Two:

Pre-workshop planning is an essential component of a successful workshop.



Section
3

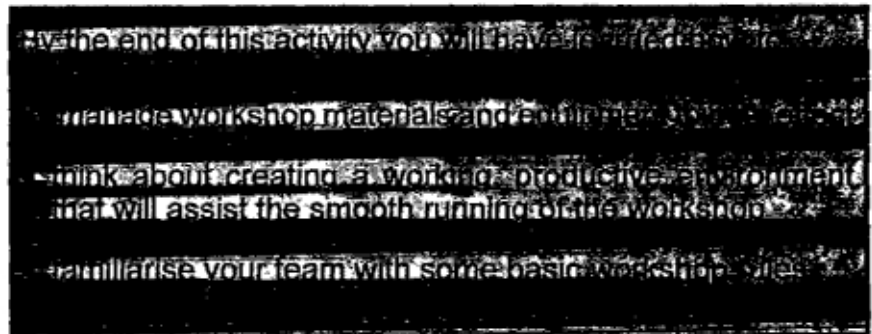
**WORKSHOP
MANAGEMENT**



The facilitating team needs to arrive at least 3/4 hrs before the scheduled start.



ACTIVITY ONE : ARRANGING THE ROOM, MATERIALS AND EQUIPMENT MANAGEMENT



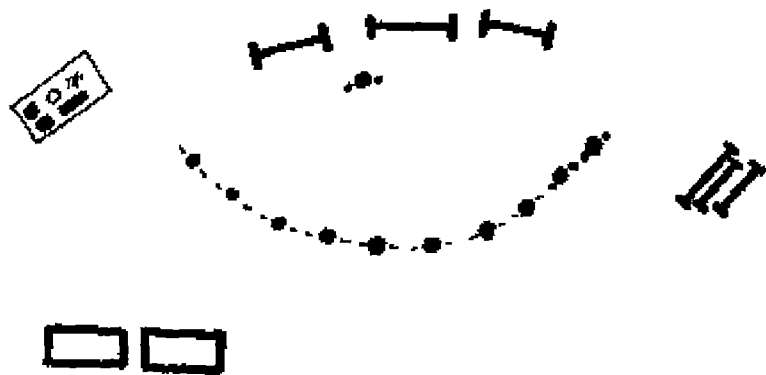
SUGGESTED APPROACH : ROOM LAYOUT

- plenary

Chairs should be arranged as shown below, according to room size.



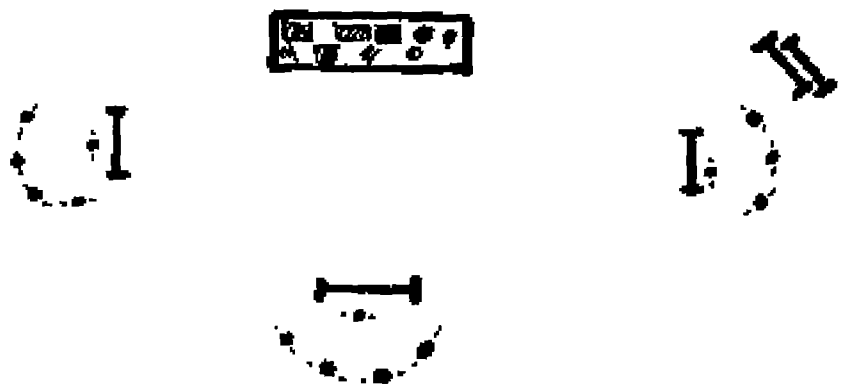
Tables are not generally needed but may be useful for writing on a hard surface - keep them at the side



- small groups



Tables should be avoided when working in small groups or with pln boards.



Small groups need enough space to work without disturbing neighbouring groups. Use outside and inside space.

SUGGESTED APPROACH: MATERIAL AND EQUIPMENT MANAGEMENT

- VIPP Boards

All VIPP boards should be pre-lined with brown paper and studied with pins.

Some boards can be prepared with activities - e.g. pin cards with the writing facing the paper - they can then be easily turned and read by the facilitator.

- cards, markers, tape.....

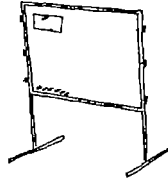
All other VIPP materials should be neatly laid out on a large table, don't mix shapes and colours together. Ensure pens are stored with their tops on.

- Brown wrapping paper

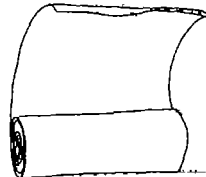
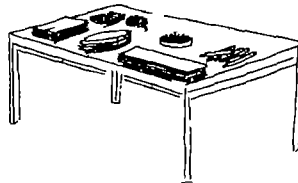
Pre cut lengths of brown paper to fit boards. These will be needed throughout the workshop.



Clear task allocation is crucial during this stage



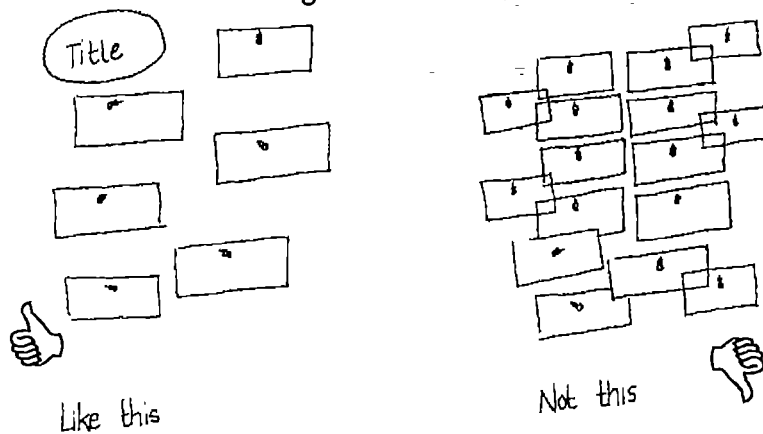
The support facilitator should keep a constant eye on the materials and equipment throughout the workshop. He or she should encourage participants to manage the materials and equipment well.



It is the facilitator's task to facilitate the workshop. Participants should be encouraged to participate in all aspects, from contributing their ideas to pinning cards on the boards.

SUGGESTED APPROACH : CARD MANAGEMENT DURING THE WORKSHOP

- During the workshop the participants will be constantly writing cards, reading them and pinning them on to the boards. Pinning cards to boards is a skill in itself. Try to avoid putting cards too close together or overlapping them as this makes reading them difficult.

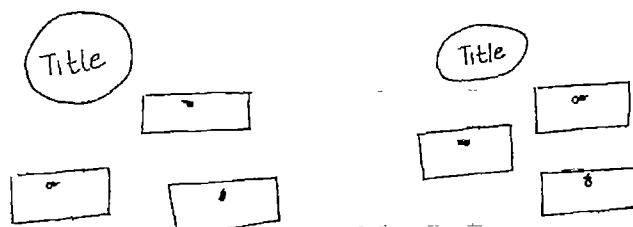


Sticking down takes time - participants should be encouraged to help. Display completed charts on available wall space so that you can refer to them throughout the workshop.



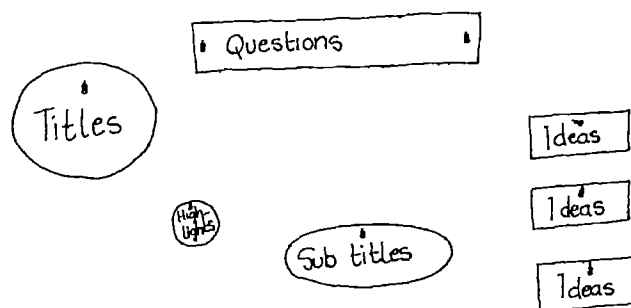
- As soon as the contents of a board have been agreed upon by all the participants the cards can be stuck down.

All boards should be systematically numbered and photographed as a permanent record.



Number 1
Mansa 5/5/95

- Use different colours and sizes of shapes of cards for different themes/ideas.



SUGGESTED APPROACH: RULES FOR CARD WRITING

DO'S

DON'TS

write one idea per card

build handdug wells
Improve latrines

write only 3 lines per card

don't write more than 3 lines as it becomes hard to read

use key words not sentences

Sentences can get very long and lose their meaning.....

write clearly

Write clearly not like this

write large enough for others to read

Writing like this can not be read from a distance



You will need to explain these rules to all participants. See page 25.



Use the technique of explaining do's and don'ts to show participants the cardwriting rules. Activity four, page 25 asks you to use the technique of explaining do's and don'ts.

SUGGESTED APPROACH : RULES FOR INVOLVING PARTICIPANTS

Every participant is a resource

Everyone helps everyone

Use a yellow card to stop the talkative

Every facilitator is a participant

Every idea counts

Deal with uncomfortable feelings quickly



Agreeing with participants that a yellow card can be shown by anyone, to stop a talkative or dominant participant can help progress. Use with care!

How have you got on so far?



Have the facilitators achieved all the activity objectives ?

Yes

No

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

Activity One :

Use this space to note down any changes.



Encourage participants to pin cards to the boards, don't always leave this to a facilitator!



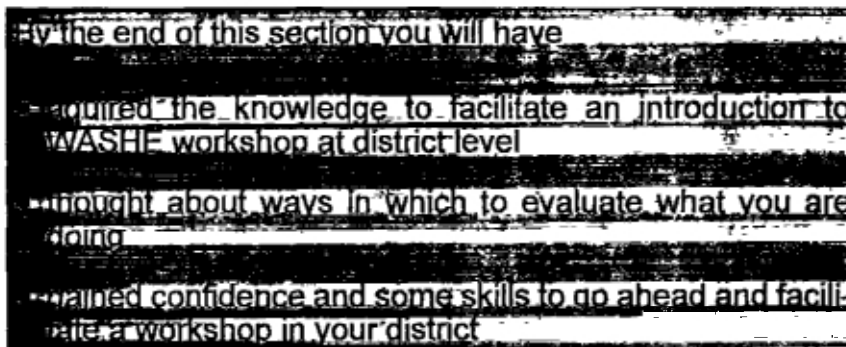
Section

4

THE WORKSHOP



ABOUT THIS SECTION



It is important that facilitators familiarise themselves with each activity and the sequence they are presented in.



The activities in this section form the basis for a two day workshop. The activities should not be seen in isolation but rather that they are interlinked to help to achieve the workshop objectives.

As you work through the section and whilst you are actually running a workshop, always make time to evaluate how it is going.



Remember that throughout the section, the activities are presented as guidelines. Running a workshop is never easy and there is no perfect formula for success. You should feel free to experiment and adapt activities to suit emerging or changing needs.

SUGGETED APPROACH : THE WORKSHOP

The workshop is made up of a variety of activities and methods that have all been used with districts that were considering WASHE as a way forward for the management of rural water supply and sanitation.

The activities are numbered and follow a similar format.

GUIDE LINES FOR FACILITATORS

- **Activity One to Activity Four** deal with workshop management issues and information dissemination. These activities lay the foundations of the workshop in place, setting the context and preparing participants.
- **Activity Five to Activity Seven** ask questions which the participants are invited to think about.
It is during these activities that the objectives of the workshop begin to be met and participants have the opportunity to consider rural water supply and sanitation from a perspective that they may not have considered before.

During **Activity Five** participants are exposed to just how many actors are involved in rural water supply and sanitation. It begins to become apparent that rural water supply and sanitation is intersectoral by nature.

Next, **Activity Six** builds upon **Activity Five** by looking at the roles and responsibilities of the actors. It is evident during this activity that there is a lot of duplication amongst what the various actors are doing. Facilitators can now begin to challenge why there is duplication and the effects this may have upon adequate rural water supply and sanitation. Perhaps there is an alternative that makes the most of everyone's contributions?



Working together is an important aspect of WASHE.

Moving on, **Activity Seven** asks the participants to focus on health and rural water supply and sanitation. Here the emphasis is on an attempt to expose the links between the high incidences of water borne disease and rural water supply and sanitation. By asking the participants to think about the reasons why disease is prevalent, when apparently, so many resources are available to solve rural water supply and sanitation problems, ideas begin to come forward to support the need for better planning and co ordination.

- **Activity Eight** invites participants to think about practical ways to solve the problems that they have identified during the previous activities, for example "poor planning", "lack of communication", "no co ordinated health education" and so on. It is at this point that intersectoral solutions are seen as an answer and the idea behind WASHE becomes clearer.
- **Activity Nine to Activity Eleven** focus on what the participants think the actual rural water supply and sanitation situation is in their district and what they would like it to be in the near future. These activities reinforce the need for joint consultation and planning as without such co operation the district goals are unlikely to be met.
- **Activity Twelve** brings everything together and introduces WASHE as the way forward. This is then accepted or rejected by the district.

THE ACTIVITIES

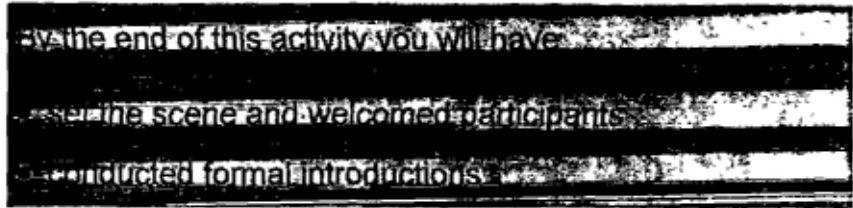
- Activity One : Opening the Workshop and Introductions
- Activity Two : Workshop Objectives
- Activity Three : The Timetable
- Activity Four : VIPP Rules
- Activity Five : Who are the actors in rural water supply, sanitation and health education ?
- Activity Six : What are their roles and responsibilities ?
- Activity Seven : Why are there still high incidences of diarrhoeal disease in the district ?
- Activity Eight : Suggesting solutions to the problems identified in Activity Seven
- Activity Nine : Focussing on the current and desired rural water supply and sanitation situation in the district
- Activity Ten : Reaching goals, problem solving and assessing capacity
- Activity Eleven : Assessing the situation and workshop findings so far
- Activity Twelve : Introducing the concept of WASHE and agreeing upon action

**Workshop Objectives**

- to identify who is involved in rural water supply, sanitation and health education
- to determine their roles and responsibilities
- to expose the links between health and RWSS
- to expose the current situation in the district
- to look at the desired situation
- to investigate the problems and suggest solutions
- to introduce the WASHE concept and implications for the district

ACTIVITY ONE: OPENING THE WORKSHOP AND INTRODUCTIONS

Activity One : 15 - 25 minutes



Workshop Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
1	15 min	open workshop	formal address	plenary	●			main facilitator
		introductions	paired introductions	plenary		●		

SUGGESTED APPROACH : FORMAL ADDRESS

Include the following in your opening remarks



- welcome everyone
- the importance of the workshop
- thank the district
- urge participation

- Formally welcome everyone to the workshop and allow the Council/District Secretary and the Council Chairperson to speak.

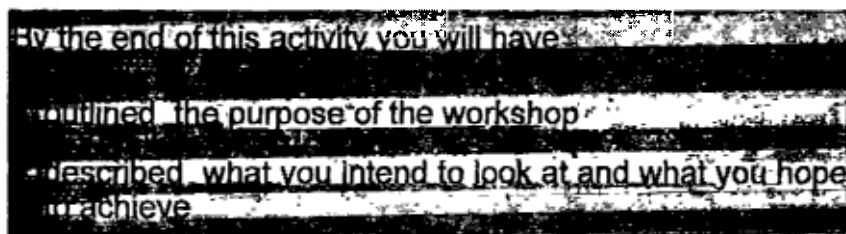
SUGGESTED APPROACH: PAIRED INTRODUCTIONS

Some participants may wish to introduce themselves, judge the atmosphere before you use paired introductions.



- Ask all participants to turn to a neighbour. If they do not know that person they must find out the persons name and job.
- In turn ask each participant to introduce their new friend.

ACTIVITY TWO : WORKSHOP OBJECTIVES



Activity Two : 5 - 10 minutes



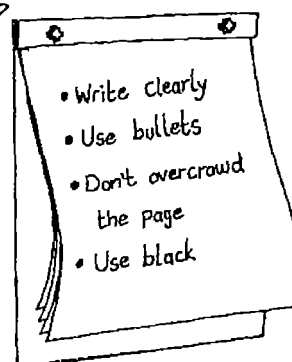
Prepare this activity in advance.



Present your visual lecture on flip chart paper or brown paper.

Workshop Script

Activity	Time	Topic	Method	Form	participation low high	materials	Who
2	5-10 min	workshop objectives	visual lecture	plenary	●	pre written flip chart paper	1 group facilitator



SUGGESTED APPROACH : VISUAL LECTURE

- Clearly present the following **objectives** to plenary :
 - ◆ identify who is involved in rural water, sanitation and health education
 - ◆ determine their roles and responsibilities
 - ◆ to expose the link between health and RWSS
 - ◆ explore the current situation in the district
 - ◆ look at the desired situation
 - ◆ investigate the problems and suggest solutions
 - ◆ introduce the WASHE concept and implications for the district
- It is also worth saying that :
 - ◆ the workshop is participatory
 - ◆ everyone is involved
 - ◆ everyone's ideas count
 - ◆ hopefully everyone will enjoy themselves !



● A visual lecture

A visual lecture is a step by step way to introduce a topic or demonstrate the logical progression through an idea.



Check with participants that they are happy with the objectives. If not renegotiate and reach a consensus.

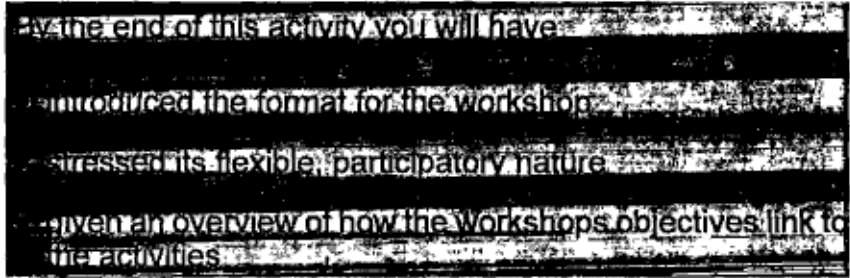
Activity Three: 5 minutes.



Prepare this activity in advance.



ACTIVITY THREE : THE TIMETABLE



Workshop Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
3	5min	time table	visualised time table	plenary	●		visualised time table	main facilitator

Do not stick down the timetable until the end of the workshop. Leaving it pinned, will allow you to move activities around if necessary.



Do not attempt to describe any of the techniques or activities or get into discussion about their use. This will become clear as the workshop progresses.



SUGGESTED APPROACH : VISUALISED TIMETABLE

- transfer your workshop script on to cards pin it to a board and present briefly to plenary

use symbols for breaks, lunch, evaluation etc.



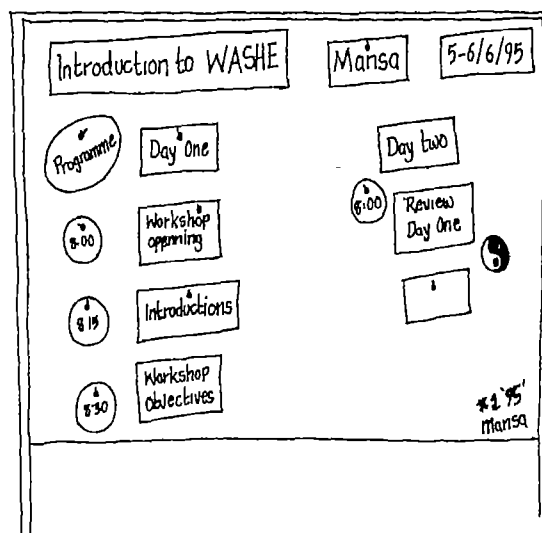
break



evaluation



lunch



- demonstrate to participants how easy it is to move the cards and so adapt the workshop format
- indicate what you have already achieved
- introduce the next activity

ACTIVITY FOUR : VIPP RULES



Activity Four : 5 minutes



The cards for this activity should be prepared in advance. See page 19 for card rules.

Workshop Script

Activity	Time	Topic	Method	Form	participation low high	materials	Who
4	5min	VIPP rules	visual lecture	plenary	●	prepared cards do ^a and don't ^a	1 group facilitator

SUGGESTED APPROACH : VISUAL LECTURE

- Write the **do's** and **don'ts** of card writing on two different coloured rectangular cards
- working on a clear, lined board go through the following steps
 - ◆ explain to the participants that all their ideas/opinions are going to be captured on cards
 - ◆ say that to make this successful some basic rules must be followed
 - ◆ next, show the card do's, read it and pin it on the board. Follow with the card don'ts
 - ◆ go through each do and don't always showing the card first, reading it and then pinning it
 - ◆ check understanding by asking if there are any questions

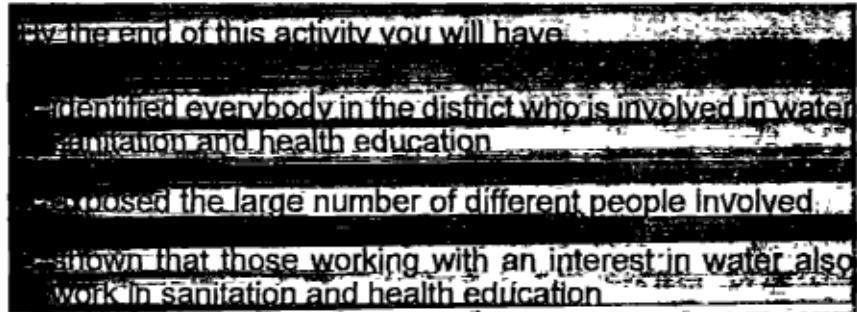


Keep the rules on view throughout the workshop. Refer back to them if necessary.

Activity Five : 35 minutes



ACTIVITY FIVE : WHO ARE THE ACTORS IN WATER SANITATION AND HEALTH EDUCATION?



The instructions for this activity should be prepared in advance.



Workshop Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
5	25min	Identifying actors	visualised discussion and card collection	small groups		●	colour cards pre written instructions markers 3 boards pins	main and 3 group facilitators

SUGGESTED APPROACH : VISUALISED DISCUSSION

Giving instructions



- write the question clearly on a card
- give clear visualised instructions on flip paper or cards
- check understanding before participants do the task

- Introduce the activity by showing and explaining the following instructions to plenary.

the question : Who are the actors in water, sanitation and health education ?

the instructions :

1. Split into three groups, yellow, pink and green
2. The yellow group will look at water
3. The pink group at sanitation
4. The green group at health education
5. As a group discuss the question concentrating on your topic.
6. With the help of your group facilitator, write your groups agreed actors on cards.
7. Return to plenary.

When preparing this activity remember that water should be written on a yellow card, sanitation on pink and health on green



guidelines for group facilitators

- repeat the question to the group and clarify anything that is not understood about the task
- allow time for open discussion
- encourage everyone to participate
- whilst the discussion is taking place do not write
- assist the group to reach a consensus
- write one actor per card - do not write the cards yourself, ask for volunteers
- ask one participant to collect the cards
- return to plenary



Each group facilitator will need

- 6 marker pens
- a pile of cards, the colour of their group topic e.g. water is yellow
- 1 VIPP board prepared with brown paper and pins.

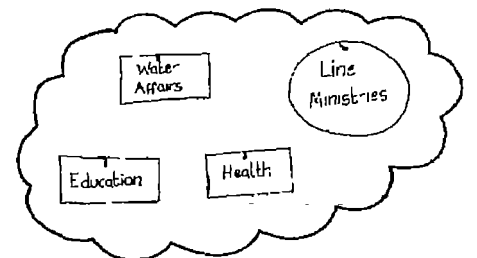
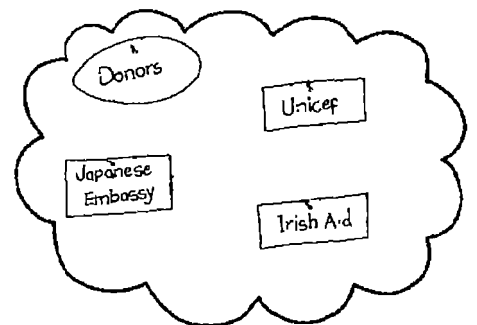
SUGGESTED APPROACH : CARD COLLECTION

- The main facilitator
 - ◆ asks the water group to present their collected cards to plenary
 - ◆ a volunteer from the group should read each card aloud showing it to the participants
 - ◆ the group facilitator should assist the volunteer by pinning the cards to a board
 - ◆ when all the cards have been pinned the group facilitator should "cluster" the cards according to the suggestions of the plenary
 - ◆ repeat for sanitation and health education



• Clustering

Clustering means putting associated ideas together and giving them a collective title.



guidelines for main facilitator

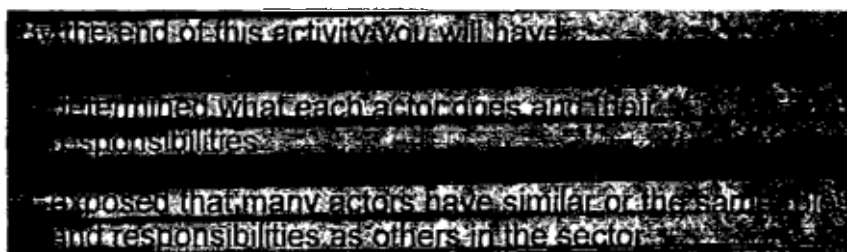
- as each group presents their work, observe the reactions of participants
- challenge obscure ideas in a non-threatening way
- ask if any actors have been missed - write more cards if necessary
- summarise by referring to the activity objectives

Activity Six : 50 - 55 minutes



ACTIVITY SIX : WHAT ARE THE ROLES AND RESPONSIBILITIES OF THE ACTORS?

This activity takes the previous one a step further. It is the facilitator's first opportunity to expose to participants the duplication of effort and resources that exist in rural water supply and sanitation and health education.



Workshop Script

Activity	Time	Topic	Method	Form	participation low high	materials	Who
6	50-55 min	roles and responsibilities of actors	visualised discussion and presentation	small groups	●	3 completed boards from activity, 5 white cards and pins	main and group facilitators

SUGGESTED APPROACH : VISUALISED DISCUSSION

- Introduce the activity by showing and explaining the following instructions to plenary.

the question : what are the roles and responsibilities of the actors ?

the instructions :

1. Return to topic groups ; water, sanitation and health education.
2. As a group discuss the question.
3. Visualise the groups ideas on white cards.
4. Arrange the cards on the board.
5. Present to plenary.

Each group facilitator will need the board that their group worked on in activity five, plus



- white cards
- 6 markers
- pins

guidelines for group facilitators

- decide each actor or cluster of actors separately
- assist the group to rearrange the cards so that the board is easily understood
- let the group write and organise the cards
- remember to reach a consensus
- let the group choose who will present to plenary



At the end of the activity the support facilitator, with the help of participants can:

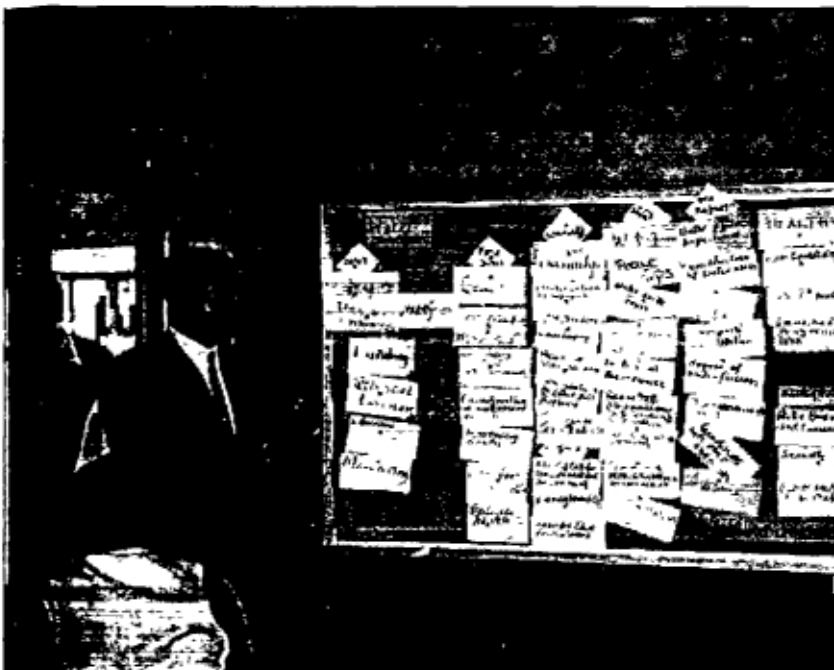
- stick the cards
- number and title the boards
- photograph each one
- prepare new boards with brown paper.

guidelines for presenting to plenary

- the main facilitator should invite each group in turn to present their work
- encourage brief, to the point presentations
- encourage the presenter to stick to the ideas on the cards - not put his/her viewpoint
- upon completion ask the participants for their comments
- deal with conflicts and strong opinions tactfully and quickly
- try and ensure that any criticism is about actual content rather than the quality of the presentation
- summarise by referring to the activity objectives



After this activity is completed, break for 10 - 15 minutes.



Asking participants to present their own group work to plenary fosters a sense of ownership and strengthens understanding.

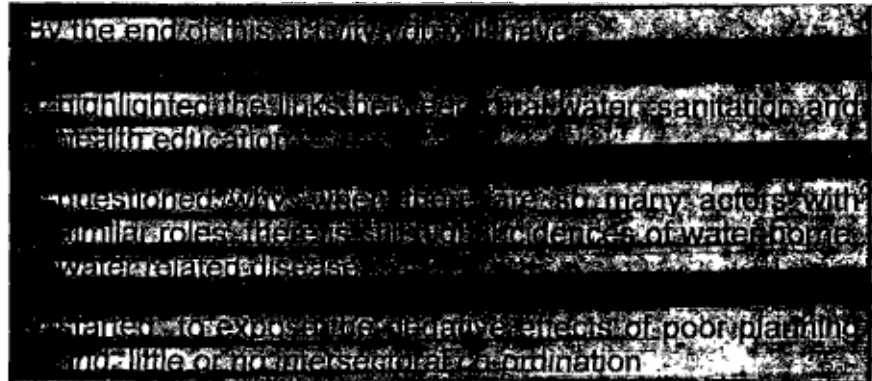
Activity Seven : 20 - 25 minutes



This activity introduces health and the links between health and rural water supply and sanitation. It also exposes the need to integrate health education into rural water supply and sanitation.



ACTIVITY SEVEN: WHY ARE THERE STILL HIGH INCIDENCES OF DIARRHOEAL DISEASE IN THE DISTRICT?



Workshop Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
7	20-25 min	linking health to RWSS and poor planning	visualised discussion card collection	plenary buzz groups plenary	●	●	2 lined boards colour cards markers pins	main and 2 group facilitators

Leading a discussion



- encourage participants
- discourage dominant participants
- keep to the point
- challenge ideas constructively.

SUGGESTED APPROACH : VISUALISED DISCUSSION

- Explain to participants that a discussion is going to take place that will be visualised on cards. The discussion will focus on the following question.

the question :

If all these actors are involved why are there still high incidences of diarrhoeal disease?

Key points to look for during discussions



- poor coordination
- lack of communication
- little community participation
- poor policy
- inadequate planning
- little or no intersectoral cooperation

- Whilst the discussion takes place, the group facilitators capture the main discussion points on white cards.
- After the discussion the group facilitators pin the cards on a board.
- The main facilitator summarises the discussion, referring to the activity objectives, emphasising the findings of the previous activities i.e. there are so many actors but still so many problems.

- After the discussion has been summarised give the participants the following instructions

the instructions :

1. Sub divide the plenary into as many groups as there are main discussion points, (these points are already on white card pinned to the board).

2. Each “buzz group” should take one main discussion point from the board

3. Take also, 3 pink cards and a marker pen

4. In “buzz groups” discuss the reasons behind the main point, that is written on white card,

e.g. why does little or no planning affect the high incidence of diarrhoeal disease?

5. Capture your 3 main ideas on pink cards

6. Return to plenary.

- When the discussions and card writing are completed ask participants to put the white and pink cards, as a set, in the centre of the floor.
- The main facilitator collects, shows, reads and pins each set to a board for everyone to see.
- Next he/she asks for comments or any other suggestions
- Finally he/she summarises by referring to the activity objectives, again highlighting that health is an integral part of rural water supply and sanitation. Also, adding that there is the capacity, as seen in **Activity Five** and **Six** to solve the problem.



Prepare the instructions in advance.



• Buzz groups

Buzz groups are small groups of 2,3 or 4 people that discuss a problem without breaking up the plenary.



Example :
Why does little or no planning affect the high incidences of diarrhoeal disease ?

Responses

unco-ordinated health education programmes

communities hear different information leading to confusion

some communities miss out altogether



Before moving to the next exercise, review progress by looking at the visualised timetable and linking the activities from one outcome to the next

Activity Eight : 35 - 45 minutes

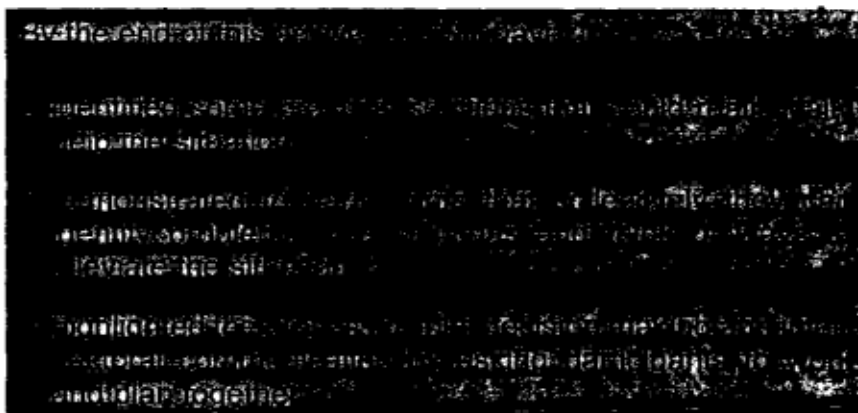


ACTIVITY EIGHT: SUGGESTING SOLUTIONS TO THE PROBLEMS IDENTIFIED IN ACTIVITY SEVEN

Prepare the instructions in advance.



This activity gives the participants the opportunity to see intersectoral problem solving and planning in a real situation. It demands that they work together to solve the problems that they have collectively identified in the previous activity.



Workshop Script

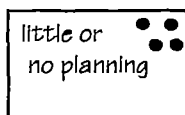
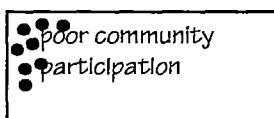
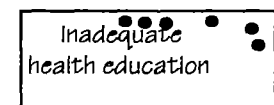
Activity	Time	Topic	Method	Form	participation	materials	Who
8	30-45 min	finding practical solutions	discussion	small groups plenary	●	flip chart paper markers activity 7 boards	main and group facilitators

Using single dot voting



- each participant places a single sticker on the card they think contains the most important idea
- to ensure anonymity turn the boards away from the plenary
- by counting the dots, a decision can be made about which are the 3,4 most important issues and so on

Example



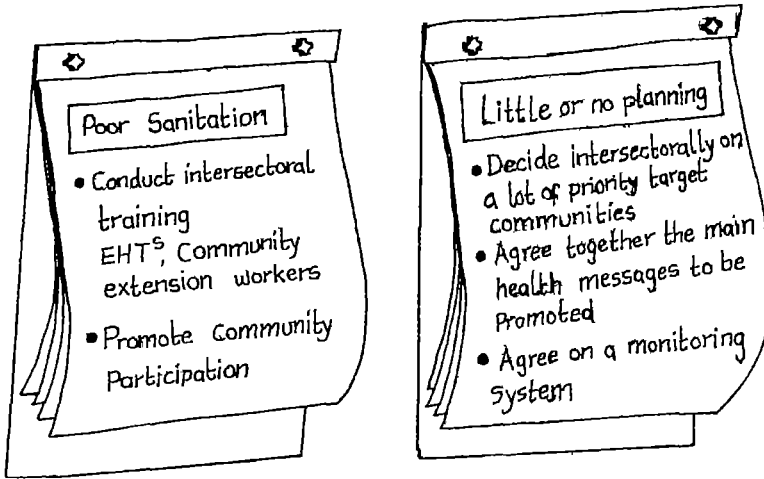
SUGGESTED APPROACH : DISCUSSION IN SMALL GROUPS

- Referring to the boards used in Activity Seven ask the participants in plenary to suggest which of the main points (on white cards) they consider to be the most important. Use single dot voting to decide this.
- When the 3 most important points have been identified give the participants the following instructions.

the instructions :

1. Split into three groups - one facilitator in each group.
2. Take one of the 3 selected points.
3. As a group discuss and agree upon, as many **practical solutions** to the problem as you can think of.
4. Write your solutions on flip chart paper.
5. Present to plenary.

Possible responses :



guidelines for group facilitators

- encourage participants to think of practical solutions that could realistically be implemented
- ask **open questions** and encourage participation



open questions

- Induce curiosity
- touch matters of common Interest
- bring out good qualities in people
- have a purpose i.e. to move a group forward
- are not rhetoric or leading

When the groups have finished, ask each one to present their work in plenary.

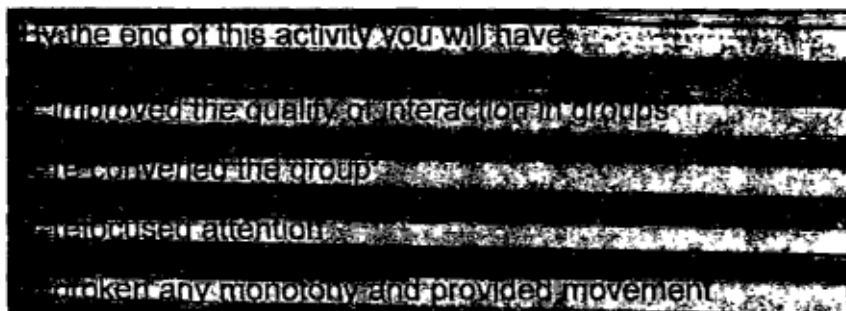
- Summarise the activity by reinforcing the positive effects of working intersectorally, i.e. health problems can be tackled more effectively and so on.



This activity is a good one to use just before lunch as it concludes the activities undertaken so far.

WARM UPS

If you have just returned from lunch, review the morning's work by looking at the visualised time table. You may need to adjust it.



SUGGESTED APPROACH : USING WARM-UPS

Before using a warm up exercise the facilitation team should :

- ◆ consider whether the group atmosphere is appropriate
- ◆ judge the mood of the group
- ◆ consider the timing of the warm-up

Warm ups are useful after a break, between long activities or after long periods of listening and concentration.



POSSIBLE WARM UPS AND DESCRIPTIONS

LIFE BOAT

Participants are told their ship is sinking. They must get on a life boat but capacity is limited. The facilitator calls out that life boats are for 3, 5 or 6 people, for example. Quickly everyone must form groups of 3,5 or 6. The facilitator eliminates those that "have drowned". New numbers are announced and new groups formed.

SUGGESTED USE

- as a quick energiser to move people around and make them think quickly
- to form small working groups

SIMON SAYS

Participants and facilitators stand in a circle. The facilitator says: "Simon says.....eg : touch your left foot with your right hand." Everyone follows what Simon says. The facilitator continues to give orders but if he omits to say "Simon says" and the participants follow the order anyway, then they are eliminated.



Facilitation teams can build a collection of different warm ups for different situations.

SUGGESTED USE:

- to refocus and energise the group for the next activity
- to increase concentration



Adapt warm ups to use local community languages.

THEME SONGS

These are best when spontaneous and if possible follow actions that everyone can take part in.

In Zambia many people know "community songs" and are keen to share them.

SUGGESTED USE

- to empower participants
- to lighten an intensive or heavy activity



See UNICEF's "VIPP - a manual for facilitators and trainers involved in participatory programmes" for more ideas



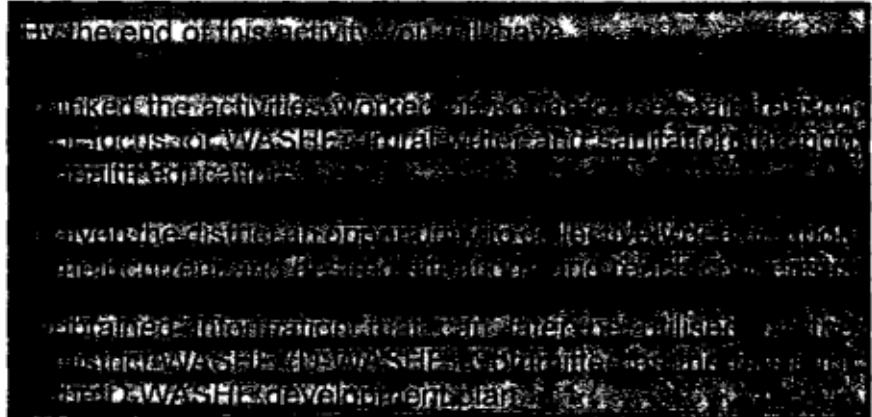
Warm up activities take many different forms. They are a good way to encourage team work and should always be good fun.

Activity Nine : 1 1/2 to 2 hours



ACTIVITY NINE : FOCUSING ON THE CURRENT AND DESIRED RURAL WATER AND SANITATION SITUATIONS FOR THE DISTRICT

Prepare this activity in advance.



Workshop Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
9	1.5 - 2 hours	current and desired RWSS situation	water and sanitation ladders	small groups plenary		●	2 water ladders, 2 sanitation ladders tape voting dots boards	main and group facilitators

Do not rush this activity - it is an excellent tool to



- breakdown hierarchical barriers
- promote dialogue
- set the foundation for inter-sectoral cooperation.

SUGGESTED APPROACH : WATER AND SANITATION LADDERS

- Introduce the activity by showing and explaining the following instructions

the instructions :

1. Split into 4 groups - each with a facilitator
2. Group 1 and 2 will look at the WATER LADDER
Group 3 and 4 at the SANITATION LADDER
3. As a group look at the pictures and discuss what you see
4. Sort the pictures into order, starting with the **least** desirable situation and ending with the **most** desirable situation.

Clear instructions are very important for this activity.



See module 6b for more information about the water and sanitation ladders.



Read the information on pages 38-39 before doing this activity.



5. Next, use **single dot voting** to determine where the group considers the district to be now i.e. the current situation



See page 32 for how to use single dot voting.

6. Finally, decide which picture represents a situation that is **realistically achievable** in 5 years time.

7. Present ladders from 2 groups to plenary

guidelines for facilitators

- check that everyone understands the activity
- once in groups, encourage discussion amongst small groups of 2-3 people, so promoting dialogue
- encourage participants to consider realistic options that are affordable and accessible
- try and reach a consensus

SUGGESTED APPROACH : PRESENTATION TO PLENARY

Use rotating plenary to present 2 ladders back to plenary



Rotating Plenary

- Instead of returning to the main plenary area, participants gather around the working areas of small groups
- the host group shows and explains their work in situ
- the participants move to the next working area and so on

guidelines for main facilitators

- observe and listen to what is going on - look for similar themes/ideas between groups to help you summarise later
- when 2 presentations have taken place :
 - ◆ challenge seemingly unrealistic options i.e. every household will have a VIP latrine in 5 years and so on
 - ◆ Ask all participants if it is possible from the ladders to agree upon one "district ladder"
- summarise, referring to the activity objectives, and emphasise that the information gathered can form the basis of a D-WASHE development plan later.



What have the participants achieved so far? Review using the visualised time table

The water and sanitation ladders are available from the CMMU.



See supplementary module 6b for more examples of how to use the ladders



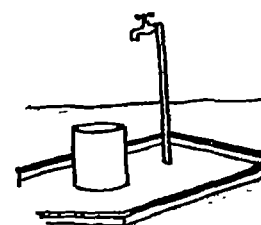
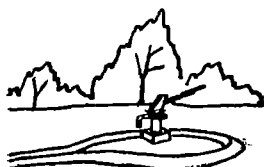
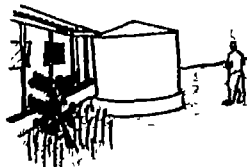
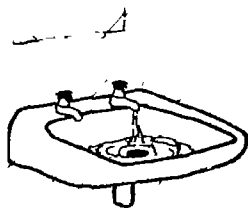
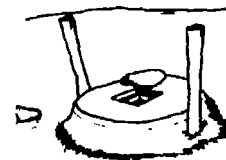
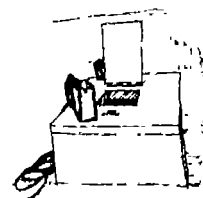
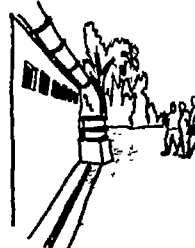
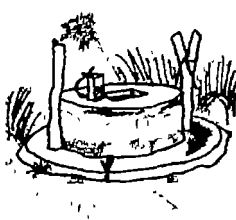
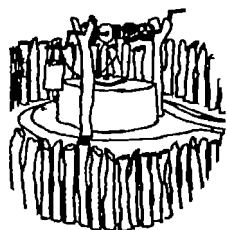
THE WATER AND SANITATION LADDERS

- The Material

Each ladder is made up of a number of pictures. Each picture shows a different water or sanitation practice/technology. The pictures have been developed with community groups participating in health and hygiene education in rural Zambia.

The successful use of the ladders depends on the creativity of the participants and facilitators. The ladders have been used in many different contexts. They are particularly useful to stimulate discussion and interest in WASHE issues.

- THE WATER LADDER



• THE SANITATION LADDER



Working on the Water and Sanitation Ladders allows everyone to make decisions based on their knowledge of the district. It also leads to discussions about what are and are not, realistic goals for the district. For example, everyone would like to have a VIP latrine but there may be a more affordable technology option available.

This process of realistic decision making is of vital importance in the development of WASHE.



"This process of realistic decision making is of vital importance in the development of WASHE"

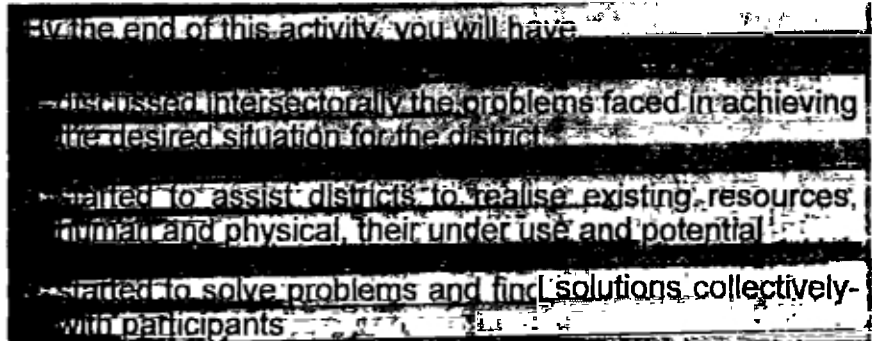


Activity Ten : 30 - 35 minutes.



ACTIVITY TEN : REACHING GOALS - PROBLEM SOLVING AND ASSESSING CAPACITY

The materials and instructions for this activity should be prepared in advance.



Workshop Script

Activity	Time	Topic	Method	Form	participation low high	materials	Who
12	35-50 mins	problem analysis	force field analysis	small groups	●	prepare different colour cards brown paper markers pins and tape	main and group facilitators

Force field analysis looks at



- the problems involved in reaching the goals
- the helping forces to assist progress
- the hindering forces that pull back
- an opportunity to think about solutions
- exposing the positive aspects of the situation

SUGGESTED APPROACH : FORCE FIELD ANALYSIS

- Explain to participants that during Activity Nine they identified their desired goals for rural water supply and sanitation.
- Explain that they are now going to look for ways in which the goal can be achieved. Give the following questions.

the questions : How can we achieve our goal ?

What do we have that will assist us and what are our problems?

Do solutions exist?

the instructions :

1. Split into four small groups - one facilitator in each
2. Consider the questions and discuss responses using the **agreed existing situation** and the **agreed desired situation** as the start and, respectively of the force field analysis chart

3. Use a force field analysis chart to

Identify the *helping forces* and identify the *hindering forces* that exist in the district

4. Next, think about some realistic solutions to help to breakdown the hindering forces

5. Present to rotating plenary

It is important to back up the instructions with a practical example of a force field analysis *and* that facilitators understand how it works.

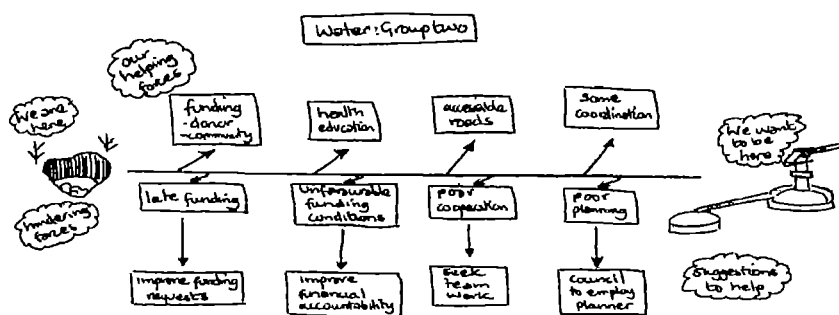
EXAMPLE

The following example is from an Introduction to WASHE Workshop held in Nchelenge District. It has since been used to assist the emergence of a D-WASHE Development Plan



Remember

- helping forces are the resources that pull towards the goal
- hindering forces are the things that stop us or hold us back from achieving the goal



This force field analysis was developed from the results of the water ladder. The district thought the collection of water from shallow wells was the existing situation. This is shown at the left hand side of the chart. Their desired situation was to have hand pumps, this is shown on the right. The forces (or factors) which will help them achieve their goal of hand pumps, appear above the line. The forces (or factors) pulling them back appear below the line. The second row of cards below the line, show some of the suggested solutions to break down the hindering forces.

guidelines for facilitators

- this activity needs very clear instructions and examples
- encourage participants to think hard about their resources - expose the positive aspects of what exists already
- discourage donor dependency by exposing existing local solutions
- ensure the suggested solutions are realistic

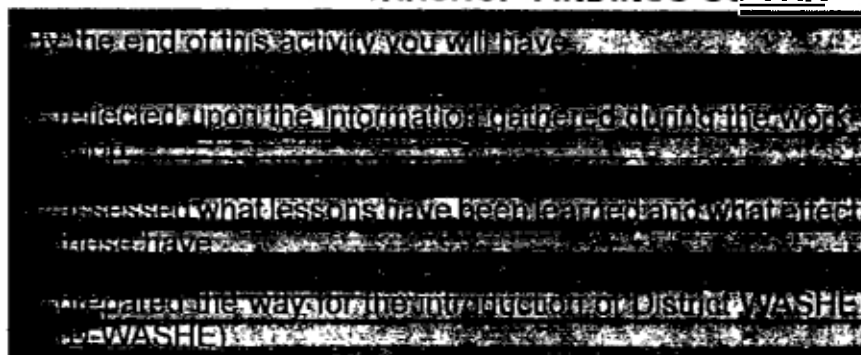
guidelines for summarising the activity

- remember that after this activity you aim "to sell" the idea of WASHE at district level
- be positive, congratulate the district on its ability to problem solve, find solutions and plan together
- refer to the activity objectives

Activity Eleven : 10 - 15 minutes



ACTIVITY ELEVEN : ASSESSING THE SITUATION AND WORKSHOP FINDINGS SO FAR



Workshop Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
11	10 - 15 mins	Summary and looking forward	visualised discussion	plenary		●	all materials generated so far	main and 2 group facilitators

SUGGESTED APPROACH : VISUALISED DISCUSSION

- Introduce the activity by showing and reading the participants the following question.

the question :

See page 30 for information on how to hold a visualised discussion.



Reflecting on the workshop, where have we got to and what have we learned?

- Begin to lead an open discussion, visualised by two group facilitators

guidelines for main facilitator

- link information together by alerting participants to the work they have done, the outcomes **they** have realised and the suggestions and opinions **they** have put forward
- ensure that the fact that water and sanitation issues share the same problems is realised
- highlight that health education is often the missing component
- point out that donor funding **is not** the only answer

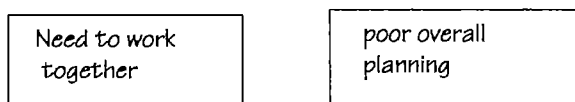
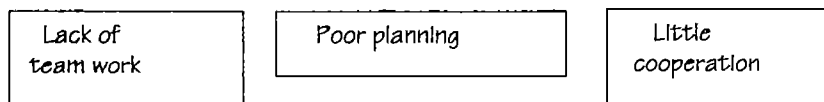
Review with the participants the progress so far.



- Depending on the reaction of participants throughout the workshop, it is likely that the ideas, captured by the group facilitators will include.



A skilled facilitator will be able to guide participants without being directive



Additional questions to ask include :

- When the discussion is exhausted, summarise referring to the captured ideas on card, the guidelines for main facilitators and the activity objectives
- Finally ask participants the following question, which will lead into **Activity Twelve**

- how can the district maximise its years of experience and collective expertise ?
- how can it make better use of existing resources ?
- how can the work of planning together be achieved beyond the workshop ?

Where do we go next?

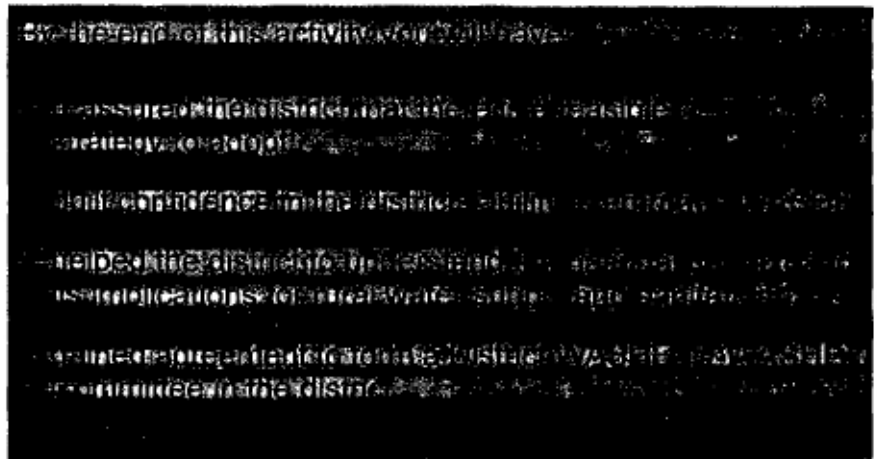
guidelines for main facilitator

- your objective is to motivate the district to suggest a strategy which will improve their current situation
- refer back to previous activities and the continuing theme of poor co-ordination and planning
- draw common suggestions from the plenary together, link ideas which are good
- give the district responsibility for the strategy **not** yourselves.

Activity twelve : 10 - 15 minutes



ACTIVITY TWELVE : INTRODUCING THE CONCEPT OF WASHE AND AGREEING UPON ACTION



This is an important activity, all your work has been aimed at reaching these activity objectives plan well in advance.



Workshop Script

Activity	Time	Topic	Method	Form	participation		materials	Who
					low	high		
12	10 - 15 minutes	the D-WASHE concept	visualised lecture/ discussion	plenary	●	prepared boards	main facilitator	

SUGGESTED APPROACH : VISUALISED LECTURE/ DISCUSSION

See page 23 for notes on visualised lectures.



- A visual lecture is most effective when presented on cards and pinned on the boards.

Prepare boards before hand see page 17.



Board one : present the main points of the National Water Policy regarding rural water supply and sanitation

Board two : explain where you/your organisation fits in

Board three :outline WASHE

Do not overcrowd the boards or over face the participants with information as it may lead to confusion.



Board four : highlight what a D-WASHE committee can achieve

Suggested script and cards for board three: The WASHE concept

WASHE means **Water** **Sanitation** and **Health Education**

it is an

intersectoral approach to the **management** **operation**

and maintenance of **rural water supply sanitation through**

health education

It means that **district actors work together** to **assess** the

situation **solve problems, find solutions** and **plan** for the

future. It is a collective effort. The overall aim is to develop

a D - WASHE development plan.

WASHE operates as a **sub committee** of the **DDCC**

WASHE **assists** the **district** to **realise** their **role** in

development. It also **assists implementation** of the

National Water Policy



See Water Sector News issue no 1, Oct, 95 for WASHE articles and information. Available from CMMU.



Use different colour and shaped cards to present your information.



Remember, always

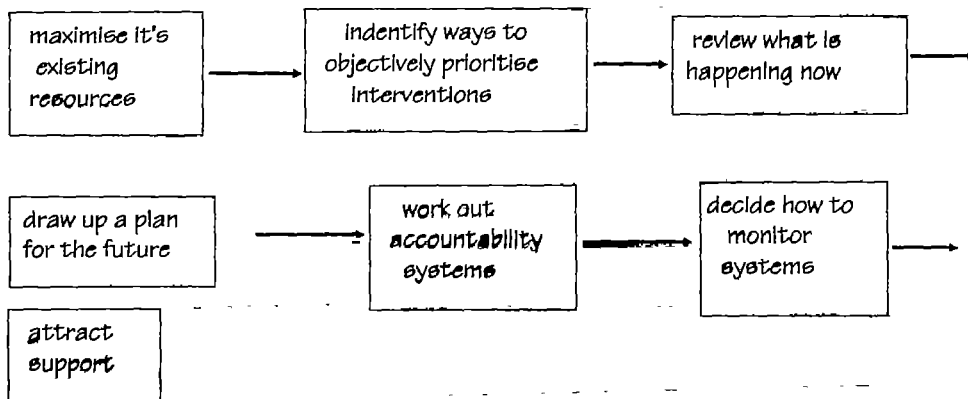
- show the card
- read it
- - pin it



After each board has been presented allow time for questions.

Suggested script for cards for **board four**: what a D-WASHE committee can achieve

The establishment of a D-WASHE would mean that the district could



- After the boards have been presented invite one participant to decide whether or not the district should adopt the WASHE concept and form a D-WASHE committee.
- If the answer is yes. Agree with them who will be on the committee :

Suggested membership

- Director of Works
- District Medical Officer
- District Education Officer
- District Planner
- District Community Development Officer
- District Agricultural Officer
- NGO representatives
- Volunteer representatives
- Donor representatives

Membership will change slightly from district to district but will include main departmental heads, NGOs and donors etc..



Try to ensure that the Committee has at least one female representative.



Do not let the Committee become top heavy with experts - it may not be sustainable.



- Hopefully by this stage you and the facilitation team have achieved your objective - the district has chosen to adopt D-WASHE. It is now important, before the workshop closes, to establish what happens next.

SUGGESTED APPROACH : SUMMARY AND NEXT STEPS

- Highlight the **success** of the workshop by presenting the following to the participants *if you consider that they have been achieved*.

By the end of the workshop participants have identified :

- the actors in water, sanitation and health education
- their roles and responsibilities
- some of the reasons for continued diarrhoeal disease
- the current district water and sanitation practices
- the desired situation in five years time
- the possible problems in reaching the desired situation
- how to solve the problems



Use a prepared flip chart to present these points.



The following pages suggest evaluation strategies.

Participants have made the following decisions :

- to form a District WASHE Committee (D-WASHE)

Finally ensure that the next steps are agreed :

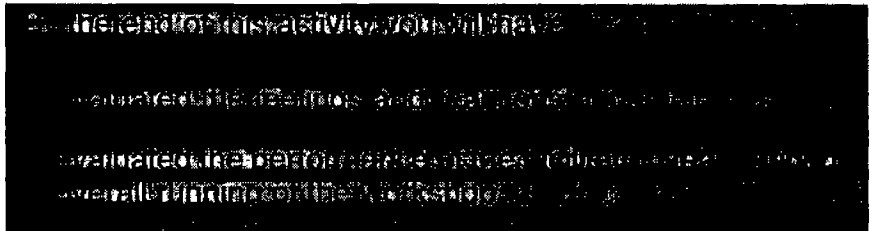
- that the first meeting be called and a chairperson selected
- that the chairperson will contact you to move forward and work on the next stage...



See section five for tips about how to pack up from the workshop and manage the materials that have been generated

ESTABLISHING D-WASHE

EVALUATION STRATEGIES : HOW IT WENT



The following suggestions are ways to evaluate how the workshop went. We have not prescribed when you should evaluate but hope that you will build evaluation into your workshop script.

Key evaluation times include :

- after main/major activities
- lunch time/end of day
- after the workshop has finished

SUGGESTED APPROACH FOR PARTICIPANTS : USING A FLASH

- In plenary ask participants in turn to give a quick immediate reaction to the question

how do you feel at the moment ?

- Whilst participants are giving answers, the group facilitators capture key phrases on cards. The cards are then "flashed" on the board

e.g.

happy but tired !	finally the seminar has taken place	we now understand WASHE
I feel informed		

- The main facilitator summarises the overall mood

See Unicef's publication - VIPP manual for trainers in participatory programmes for more information.



• Flash

A "flash" is a quick way to assess the mood of participants, it can be used after activities or at the end of a session



SUGGESTED APPROACH FOR PARTICIPANTS AND FACILITATORS : COBWEB

- Participants are asked to form a circle. One is given a ball of string. She/he is asked to give a **brief** description of how they feel about the workshop. When she/he has finished she/he holds the end of the string and throws the ball to another participant. The person holding the ball is the next one to give their views. The procedure goes on until all the participants are interwoven in a cobweb.



"Cobweb" is an activity that involves everyone. It is an ideal way to end a workshop before everyone says "goodbye"

building a cobweb helps to

- join every one together
- focus on evaluation

SUGGESTED APPROACH FOR FACILITATORS : DAILY/SESSION REVIEW



The final participant in the cobweb can be invited to close the workshop

Throughout the workshop it is important to make sure that the facilitators are constantly

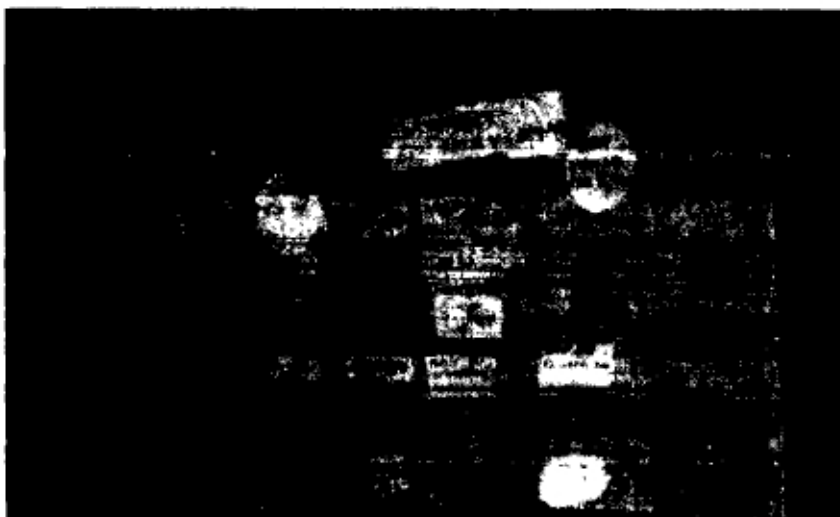
- working as a team
- adapting activities and techniques to suit emerging needs
- Daily and session review meetings

At the end of each main session i.e. before lunch and at one end of the day, the facilitation team should meet and **review** :

- individual performance
- the "good" and "not so good" aspects of the workshop
- progress against the objectives
- the mood of participants



Always hold a post workshop meeting with the facilitation team to evaluate how the workshop went



The best people to evaluate the workshop are the participants, always fully involve them in the process.

How have you got on so far ?



After the review the facilitation team should make any changes to the remainder of the programme, or should adapt or change activities for future workshops.

Have the facilitators achieved all the activity objectives ?

Yes

No

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

Activity One :

Activity Two:

Activity Three :

Activity Four :

Activity Five :

Activity Six :

Activity Seven :

Activity Eight :

Activity Nine :

Activity Ten :

Activity Eleven :

Activity Twelve :

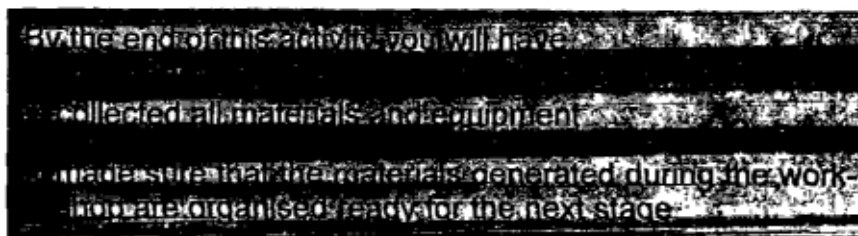
Section

5

**POST WORKSHOP
ACTIVITIES**



ACTIVITY ONE : END OF WORKSHOP MANAGEMENT



It is a good idea to finish day 2 activities at 15:30 hrs to allow plenty of time for material management.



SUGGESTED APPROACH : TEAMWORK

- At the end of the workshop the facilitation team must make sure that :
 - all cards are stuck to charts
 - all charts are numbered, dated and have the workshop location on them
 - all charts have been copied on to A4
 - all charts have been photographed

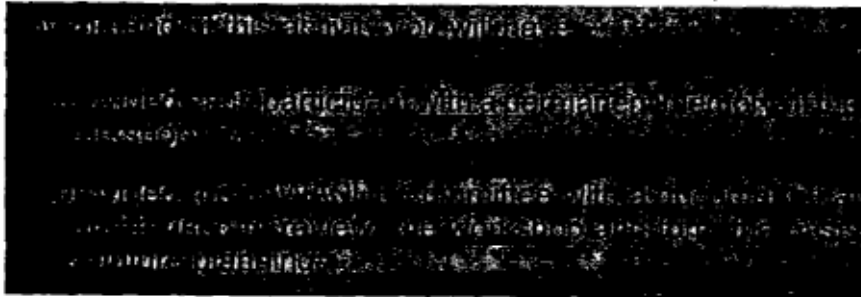
Also :

- all unused cards should be reorganised neatly to avoid damage
- all materials and equipment should be accounted for and a list made of things that need replacing i.e. glue etc.
- All charts are rolled, in order of activity and taped for easy transportation.

This activity is very important - consider it to be a stage of the workshop and work as a team.



ACTIVITY TWO : PREPARING THE "PARTICIPANTS NOTES"



Photographs of the charts can be scanned or photocopied and inserted in the report.

SUGGESTED APPROACH : WRITE PARTICIPANTS NOTES

The facilitation team should write a "memory" that details every activity undertaken and each decision reached by the participants.

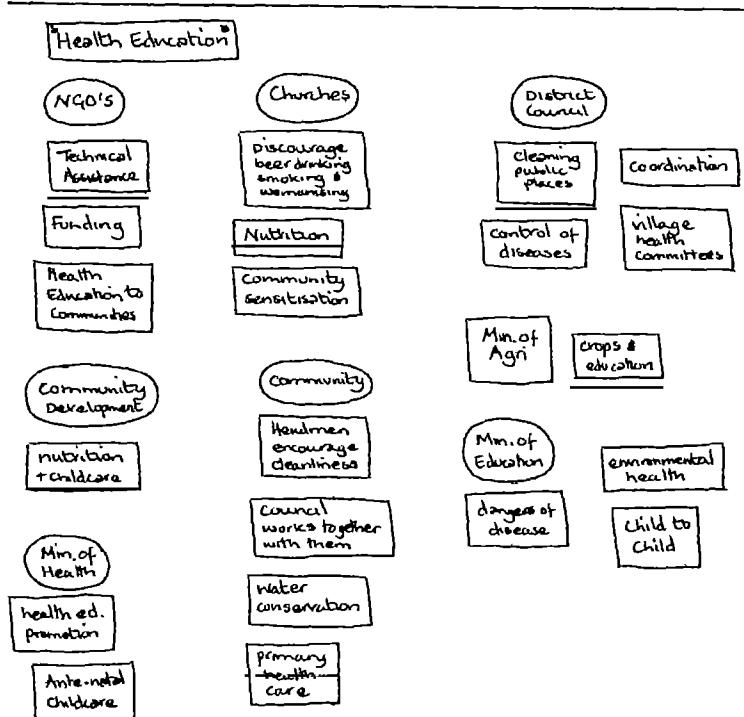
Example of format:

During plenary, we asked.

"what are their roles and responsibilities?"

We began to discover that many of the actors had similar roles and responsibilities. Often roles and responsibilities overlap between departments, communities and individuals.

Here are the main roles and responsibilities that were identified:



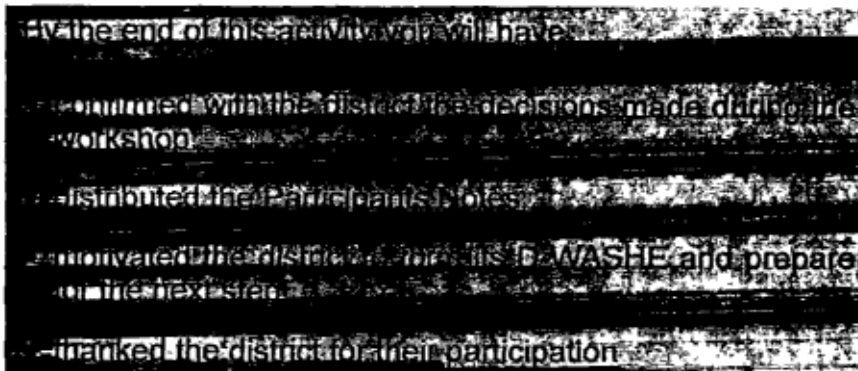
Use a narrative to remind participants of what happened. Start sentences with phrases like

- Next we ----
- The participants decided ----
- By the end of the workshop ----
- During the workshop ----
- Before we began ----



Participants notes should be written and printed within a week of the workshop.

ACTIVITY THREE : FOLLOW UP



This activity should take place within a week of the workshop



SUGGESTED APPROACH : FOLLOW UP LETTER

- It is important to write a follow up letter to the Council/District Secretary

Example :

Dear Sir

RE: D-WASHE- Introduction to WASHE workshop

I write to thank you on behalf of and the facilitation team for participating in the WASHE workshop, held on.....

The facilitation team believe that the workshop was very productive and received positive feedback from participants.

I enclose copies of the Participants Notes and draw your attention to the decisions that were made by the District.

1. A D-WASHE committee be formed as a sub-committee of the DDCC
2. That a chairperson be selected at the first meeting

I look forward to receiving the date of a second meeting where I can outline the next steps.

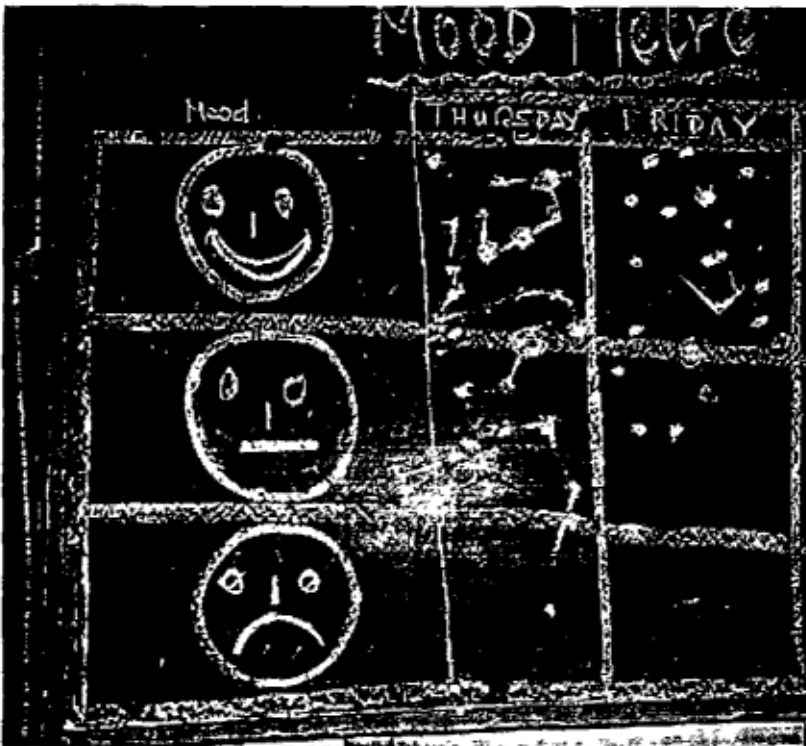
Yours faithfully,

WHAT'S NEXT ?

Throughout this manual we have looked at the introduction of the WASHE concept at district level.

The next stage is to work with the newly established District WASHE Committee(D-WASHE), to develop a D-WASHE Development Plan. This process is looked at in **Manual 4: Establishing WASHE at District Level.**

If you have any comments to make about this manual or additional ideas or techniques that you have found useful whilst introducing the WASHE concept, please let CMMU know - we value your experience and ideas.



If the workshop has been successful, participants will be eager to move on to the next stage

How have you got on so far?



Have the facilitators achieved all the activity objectives ?

Yes

No

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

Activity One :

Activity Two:

Activity Three :



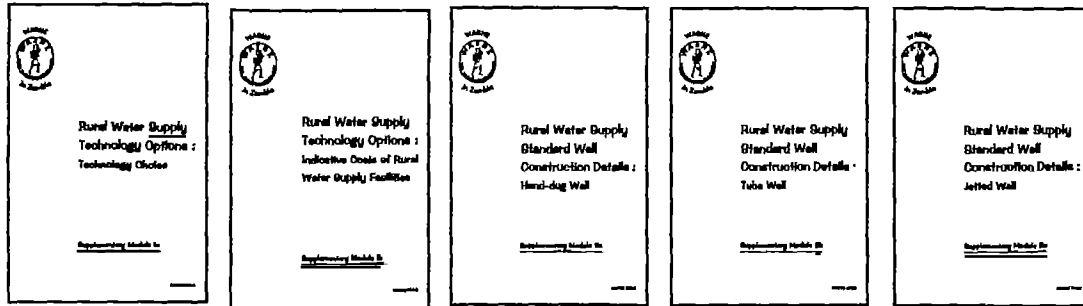
Section
6

**THE WORKSHOP
SCRIPT**

**THE
SUPPLEMENTARY
MODULES**

Activity	Time	Topic	Method	Form	participation low high	materiale	Who

The Supplementary Modules



The Supplementary Modules can either be used in conjunction with the Core Training Manuals or as stand alone modules to address a specific topic. The modules are available from CMMU P.B 308X RW, Lusaka.

Tel/Fax : 226905

