



**The PMU
Implementation
Manuals:
Volume II,
Training**

**The SWAJAL (UP RWSES) Project
Project Management Unit,
Lucknow, UP, India**

**PROJECT MANAGEMENT UNIT
THE SWAJAL PROJECT
(UTTAR PRADESH RURAL WATER SUPPLY AND ENVIRONMENT SANITATION PROJECT)
Department of Rural Development
Government of Uttar Pradesh**



**The PMU Manuals:
Volume II: Training**

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¹ / Course Outlines are provided as a guide to develop full course designs. Only where indicated, full course designs are provided as samples.



Preface: How to Use The PMU Manuals:

The PMU Manuals are a resource to the staff and consultants of the Project Management Unit and District Project Management Units. The PMU Manuals consist of four volumes:

- **Volume I: Project Operations** documents the operational arrangements and procedures for the work of the PMU/DPMUs and provides terms of reference and samples of operational tools. Volume 1 constitutes the by-laws of the Society.
- **Volume II: Training and Communications** documents the PMU's Training and Communications strategy and provides resources to managing these services and provides sample training designs and related training and technical assistance tools.
- **Volume III: Monitoring and Evaluation** details the strategies, methods and tools for the monitoring and evaluation system of the PMU/DPMUs
- **Volume IV: Technology** provides the Technology Standards and Design Aids for Water Supply and Sanitation Technology.

Each volume provides a narrative description of the principles, steps, resources, or sample designs needed to accomplish PMU/DPMU tasks. Use the manuals as adaptive guides. They are designed in loose-leaf format so that each section can be updated based on accumulated experience. For orientation purposes, new staff should become familiar with volumes and sections which directly relate to their own work. The manual should be referred to when needed for information on specific procedures, resources or tools for the regular work of the PMU and DPMUs. To facilitate using the manual for reference purposes use the index provided at the end of the manual.

Sections include summary charts and reminders which refer to the immediate text. They are meant to highlight key points and facilitate use of the material. These items are placed in boxes for easy reference.

GLOSSARY

Definitions:

Batch	A set of Subprojects undertaken by the PMU over a period lasting between 24-32 months, on average.
Project:	This refers to the UP-Rural Water Supply and Environmental Sanitation Project, with specific reference to the PMU, Water and Environmental Sanitation Services and Studies components. The reference does not include Water Resources Component, which is managed by the Irrigation Department
regional	refers to a water and sanitation scheme with a common source or scheme source(s) to be carried out under thr project in more than two project villages scheme refers to a water and sanitation scheme to be carried out under the project in one or two project villages
Subproject	Refers to the total number of schemes and or regional schemes undertaken by an SO

Acronyms:

CAP	Community Action Plan
CBO	Community-Based Organization
DPMU	District Project Management Unit
HESA	Health and Environmental Sanitation Awareness
NGO	Non-governmental Organization or private voluntary organization
O&M	Operations and Maintenance
PMU	Project Management Unit
PRIGs	Private Rural Initiative Grants
RWS-ES	Rural Water Supply and Environmental Sanitation
SA	Service Agency
SIRD	State Institute of Rural Development
SO	Support Organization, being and NGO, CBO or private firm
STAC	Staff Technical Appraisal Committee (of the PMU)
WDI	Women's Development Initiatives



Section I: Capacity Building Needs

1.1 Supply-driven vs. community-based, demand-driven approaches

1.1.1 The major premise of the RWSES Project is that rural water and environmental sanitation services should be based on providing what people want and are willing to pay for, as expressed through a decision-making process at the consumer or community level –the essence of “demand-driven” approaches to RWSES. In the context of rural Uttar Pradesh, willingness to pay includes resources in cash, material, labor and more importantly, human ingenuity and community willpower to work together, plan, act and sustain changes settlement by settlement. For the RWSES this means communities coming together to plan, contribute towards, build and maintain their own small water and sanitation systems. Individuals and communities will also contribute and manage resources to improve their environment, and take a more active implementation role in sanitation. All this requires the support not only of government, but of capable NGOs and private sector resources.

1.1.2 The sector is littered with oversized, failed schemes implemented through a centralized strategy and institutional framework. As a general principle, water and sanitation services provision are by their nature a local function, with service provision and durability hinging upon effective decision-making and skills practiced at the community level. To achieve sustainability, the most promising route will combine community decision-making and self-provisioning with appropriate technical and social assistance. Secondly, the organizations closest to communities, whether NGOs, community based organizations, and firms, also require—to varying degrees—some of the social and/or technical skills vital to successfully assist local users and users’ committees in their villages. Finally, any transfer of capacities must fit into a strategy that assures the efficient deployment of the right organisational resources, in the right combination, at the right moments. Thus the Project’s training and technical assistance strategy must be its core: it is critical to empowering communities and building the strengths of the organisations that assist them, and ensuring that an appropriate array of outside support functions is available to local residents as they need them. The need, then, goes well beyond conventional training and technical assistance. Here, those components must be grounded in a community-focused, demand driven approach that also sparks and manages organisational synergies. This is something fairly new at all levels of the sector.

1.1.3 The enduring success of demand driven RWSES, therefore, hinges on concerted reorientation and training of thousands of people, in order to achieve effective authority and long range accountability in the most local of contexts. And economic and social realities—not to mention ambitious Project timetables—require that any such initiative build and then marshal the institutional resources and talents that already exist in the state, and do so in a structured but aggressive manner. Launching a project that ultimately will have a life of its own therefore requires a twin focus:

- i) Mobilising community thought and action; and
- ii) Building the capacities of responsible support organisations.
And embracing this dual purpose must be a strategy for finding the right fit between people and those support entities.

1.2 Different Models for Mobilising Community Participation and PMU Approaches:²

1.2.1 Confusion over what is “participation” has often led to disillusion with approaches which are *said* to be “community-based” or “participatory”. Truly participatory projects provide the means for people to take an active role—from the stage of investigating their own situation, resolving their own problems, analyzing and deciding among options and planning, implementing, and managing change—at a level appropriate to the project and situation. In reality, projects which in name are “community-based” but treat people as passive recipients, or which are overly controlling or suspicious, or which have an overly limited definition of participation may fail as frequently as conventional, supply-led projects. In order to understand why, we need to look at the different concepts of participation. Any strategy for RWSES training and technical assistance must be rooted in on clear definitions of what the community-based approach implies. Four commonly held views include:

- i) **The Cheap Labor Concept:** The view that participation is “free labor” and that obtaining such labor is sufficient “participation”
- ii) **The Cost-Sharing Concept:** The view that the payment of some share of capital and maintenance costs in cash or kind is sufficient defines “participation”.
- iii) **Formal Agreement Concept:** The view that when users commit themselves to perform specific tasks for a project through a formal, preferably written agreement the project has achieved adequate “participation”.
- iv) **Decision-centered Concept:** The view that participation has taken place if users have been involved in decision-making at critical stages—from project preplanning to the planning stage through implementation, maintenance and evaluation.

1.2.2 These definitions need not be mutually exclusive; the RWSES Project builds in elements of all these concepts. “Cost-sharing” could easily include free labor as a way to reduce project expenditures; a formal agreement could include commitments to perform all kinds of obligations including cost-sharing and labor contributions. The Project follows the “decision-centered” model and includes all the three preceding concepts and much more.

1.2.3 Critical to our strategy design that we understand the limits of each of these perspectives and that, without diligence in laying the groundwork for participatory decision-making, the Project would fall short of the mark, would not be truly demand-led, and that *sustainability* will suffer. For example, if a project only follows the *cheap labor* concept, influentials in the village may exert pressure on poorer villagers to contribute labor whether or not they see the benefits of a particular approach. When labor is not provided as a voluntary decision, one result might be no pride in the construction. Once the job is done, the larger community may lose interest in maintaining the water system or in transforming more complex problems such as attitudes and behavior regarding sanitation.

1.2.4 Realising that labor contributions themselves many not be a good indicator of community commitment, some project managers focus on cost-sharing. People's willingness to pay for capital and maintenance costs would indicate that they value the improved system as their own. Unfortunately this rationale does not always apply in practice. People will only value the new water services to the extent that it meets their own criteria, e.g. that it is conveniently located, that the technology is not too complicated, burdensome or costly, that the water is of acceptable quality and taste, that service levels and designs of tanks and taps have been based on

² / Based on “Community Participation Strategies and Tools, A Trainers’ Manual for the Rural Water Supply and Sanitation Sector in Pakistan. (Srinivasan, Zafar, Minnathullah)

community preferences, etc. This implies that they must be party to other decisions before they can be expected to pay towards maintenance costs. In particular women, who are the main users and managers of domestic water supply, must be satisfied that the repairs are worth paying for. If not, they will revert to their traditional sources. For example, if a pump is located in a place to which lower-caste women do not have easy access, they will have no interest in paying for its repair—or perhaps even using it.

1.2.5 Another perspective is that of the *formal agreement model*. Formal agreements, such as those provided for in the tri-partite contracts of the PMU with communities and SOs, help to ensure that the community fully understands and commits itself to a number of roles and responsibilities, matched by commitments of inputs of the sponsoring agency. Such agreements may only be meaningful, however, if they allow enough time for the community to consider the agreement from all angles, and in particular whether average and poorer villagers have had the opportunity to think through its implications, express their reservations, or have their views reflected in the negotiation process. Agreements which have been negotiated primarily through village leaders and endorsed at mass village meetings may not be fully understood or embraced by the larger community. As a result, problems may arise when the time comes for individual members to do their part. Women's viewpoints must receive special consideration in this regard.

1.2.6 The *decision-making model*, which has been adopted by the Project includes cost sharing, labor contributions and the accountability of formal agreements; but those contributions and commitments must flow out of a process that evokes full community participation in decision-making. The community *is* the designer, builder, owner and operator of the system, and is responsible for its maintenance. Thus each of its segments must be party to decisions and feel pride of ownership at each project phase. The initiative must create opportunities for small groups of villagers to engage in an analytic and creative process of planning and decision-making; that process must include all habitations, ethnic and economic groups, genders and other categories of people in the community. This is done through informal participatory processes that provide every community segment access to techniques and tools to investigate, problem-solve, make decisions, plan and take responsibility for their project. The decisions reached through this process have the advantage of being thoroughly assessed by the broad base of the community and not simply by the top leadership. The process itself builds the confidence among those who normally would hesitate to speak up at large gatherings or hesitate to express their opinions in front of authoritative figures. This is particularly pertinent to the status of women. Having a larger role in the analysis of the water and sanitation situation, and in identifying alternative means of solving their problems, community members are in a better position to assess the terms of their tripartite agreements and to take intelligent and firm decisions on how they can contribute, throughout all project phases.

1.2.7 The Project thus stresses a dynamic community action planning process (CAP) where villagers, regardless of their socio-economic and literacy levels, increasingly take responsibility themselves to plan, manage, control and take part in collective actions, including improvement of their own skills and generating their own capital for the sustainability and continuous growth of needed services. The informal group planning and decision-making sessions culminate in a formal "agree to do" meeting of the community to finalize its overall design choices and plans. This is followed by technical design and then the experience of planning and completing implementation, and then moving on to operations and maintenance, and self-evaluation. These stages are core experiences at the heart of the Project's training and technical assistance strategy. The approach also takes into account the need to build a set of related *skills* to ensure sustainability. The Project thus provides for additional training of the community, including nonformal education, hygiene and

sanitation education, technical training on operations and maintenance, management training for users' committees, and support for how to tap opportunities and credit resources for boosting income.

1.2.8 At the support level, this community-based, *decision-centered* approach requires the building up and reinforcement of an **alternative support system** rather than a delivery system. It means a strong emphasis on process ("facilitative skills") rather than content-oriented, didactic approaches to community assistance. Training and technical assistance approaches should evoke self-expression, confidence and build new management skills rather than enforce passive compliance. A base of facilitative skills are needed throughout the Support Organizations (SOs) that comprise this decentralized approach. The Project must also imbue technicians with this new orientation so that they can more effectively link their inputs to community preferences, and effectively build people's technical skills rather than simply create physical systems that later fall into disrepair. Indeed, the Project is by its nature a "capacity-building project" at all levels.

1.2.9 There are many risks associated with the training and technical assistance efforts of this sort. We may underestimate the importance of orienting personnel of SOs in understanding and being able to perform the role of a facilitator rather than that of a provider. We may neglect the ongoing development and consistent use of methods/tools to engage villagers' talents, enthusiasm, and their latent capacity for decision-making and planning—moving them from passive to active roles. We may also underestimate the complexity of providing an environment for community decision-making, and grow satisfied that so many formal training courses were held, that so many agreements were signed, and so many contributions made. However, there is also ongoing importance of providing sound technical support and knowledge—when it responds to the community's expressed need to know. Such skill and content training must be relevant to the context, technically sound, and provided in a manner that is easy to absorb. Just as other aspects of Project, training and technical assistance must be demand-led rather than supply-led if it is to be consistent with the Project's underlying premises.

1.3 Roles of the PMU, Support Organizations (SOs), Communities and Service Agencies:

Training and technical assistance strategies in the Project are attuned to the specific roles and capacities of different partners. In this approach, clear roles of those organizations which comprise *the external support system* (Gov't, PMU, SOs, and Service Agencies) and the clarity of the community's role is critical in defining a training strategy. The questions which must be continuously asked are "how will the role a support system plays—the things its members do or do not do—affect the community's sense of ownership of the system—and its sense of competence regarding its choices? Then, more specifically, what synergies can we identify and catalyze from within, and among outside support entities that carry (or can carry) local credibility? Finally, what capacities must we build to make sure those synergies ultimately work for the entire community?

1.3.1 The PMU/DPMU: The role of the PMU/DPMU is to:

- Facilitate a support system of participating organisations for the locally-implemented program, which includes facilitating a training and technical assistance strategy, and within that strategy:
 - a) identify external and locally valid sources of support;
 - b) assess what capacities those SOs require, separately and as a team;
 - c) build the required SO strengths through structured, field based training and management assistance;

- d) Act as a continuous point of convergence, training/technical support, community feedback, and collective institutional memory to participating network organisations.
- e) Manage the network in a way that continually refines training and technical assistance methods through experiential gains, draws in more resources, and ultimately feeds into a process whereby the network matures in self-assessment, training innovation, collective memory of lessons learned—and in the number and scope of active community membership
- f) Guide the processing of an overall project cycle and efficiently arrange resource transfers to communities and their support organizations to carry out phases of the project cycle,
- g) Ensure overall accountability and evaluate performance, process and impact and feed learning back into operations of local communities and their SOs in a flexible manner.
- h) Provide leadership and innovation in both community development and construction activities,
- i) Conduct special studies related to improvements in this and related sectors,
- j) Continuously adapt its own networking approach based on empirical findings

1.3.2 Service Agencies: The role of Service Agencies are to:

- a) Provide comprehensive community development and construction training and technical assistance to strengthen SOs and communities in a geographical area, and take responsibility assisting such SOs and communities through one or more project cycles to become independent in self-provisioning; or,
- b) Provide specific training or technical assistance on a topic or topics as specified including core training events for all SOs or groups of SOs, or specialized training to specified SOs,
- c) Carry out special studies and case studies
- d) Conduct audits of the PMU, other SAs, SOs, and communities
- e) Prepare training, communications materials including participatory materials and social marketing materials/community development
- f) Carry out monitoring and evaluation activities as required to assist PMU/DPMUs

1.3.3 Support Organizations: The role of Support Organizations are to:

- Assist communities to organize themselves, inclusive of all segments of the community, and to analyze and decide upon options, plan, implement, manage operations and maintenance and evaluate their own water and sanitation projects. Facilitate a participatory decision-making capability within the community for collective planning and action, and in particular ensure that women are able to participate in decision-making,
- Work with the training network of the PMU to:
 - a) assess their own capacities given what communities require of them
 - b) engage and commit to required Project training and technical assistance, and apply it concertedly
 - c) ally with other support entities with matching talents to optimize community support
 - d) Assist communities in completing CAP Plans and their designs for water and sanitation systems, including appropriate technical support. Provide needed technical support at each phase of the project.
 - e) Assist communities by providing access to relevant nonformal education, hygiene and sanitation education, organizational and management training

of water users' committees, technical training of village maintenance workers and masons for sanitation, and orientation on income-generating, credit opportunities for women.

- f) Conduct prefeasibility studies and assist communities in collecting appropriate baseline and impact information on their projects,
- g) Assist communities to complete and formalize their tri-partite agreements, understand the commitments they are making, and follow-up in keeping commitments such as collection of cash contributions, participation in construction, setting of an O&M fund and a system for ongoing collections, set-up of subsidy arrangements for latrines, and selection and support of Village Maintenance Workers.
- h) Assist communities in completing schemes and in implementation phase activities reports. Collect impact information with the community provide copies of data to the PMU, and feed back other lessons learned to enhance future Project endeavours.

1.3.4 Communities: The roles of communities and their water users are to:

- a) Make considered choices in the development of their own water and sanitation projects, deciding on key elements of the design, service levels, choices of technology and styles of taps/washing areas, latrines, and any additional incremental improvements to be made at cost. Agree that all community segments will fully participate in decision-making,
- b) Form representative Village Water Supply Committees (VWSCs), with at least 1/3 women's representatives and wide representation of different ethnicities, castes, or other socio-economic groups in the community and obtain legal registration,
- c) Agree to make cash, labor and local materials contributions for construction and to contribute the stipulated amounts needed for establishing an O&M fund, and agree to make regular contributions thereafter to cover 100% of maintenance costs. Fulfill these agreements,
- d) complete water and sanitation schemes and all the terms of their tripartite agreements,
- e) monitor and evaluate their own progress and assist in reporting back to the Project on their progress,
- f) operate and maintain water systems for the benefit of the whole community, and continue to improve the community's hygiene and sanitation practices

1.3.5 Underlying these roles is the principle of a shift of responsibility for RWSES decision-making and implementation to the lowest appropriate level—in the case of rural Uttar Pradesh—to small settlements of communities themselves. This shift has many implications, not the least being that educational and organizational objectives represent a higher order of tasks than simple quantitative achievement of physical targets. What is needed is to precede physical achievements with a process of social change, i.e. a positive change in the people's attitudes and beliefs, a more confident perception of their own capacities for problem-solving and planning and their power to organize and take action.³ When we train for sustainability we are primarily training at all levels to establish a different set of roles for both the support system and the community. This must be kept in mind as we more closely examine the training and technical assistance needs of each of the key Project players.

1.4 Capacity-Building Needs for Communities

1.4.1 A large range of behaviors is expected of communities in a demand-led or decision-centered approach, and those who work in the support system for RWSES may not be fully aware of such expectations. They may focus more easily on

³ / Srinivasan, Zafar, Minnatullah, *ibid*, pp. 14,15.

specific program components such as constituting a committee or training of caretakers, without considering the broader implications of what we are expecting communities to do. For example, we may train people to select an appropriate source, but source disputes may require complex skills in conflict resolution by the community. We may train people to build latrines but not consider the need for analytical skills to detect causes and effects. In other words, we may be *addressing the wrong order* of needs in designing our training by not diagnosing the real learning needs of a group. Few projects base their intervention strategies on a critical assessment of entry-point behaviors in terms of attitudes, fears, prejudices, factions and other attitudinal, social, economic, or institutional barriers which need to be overcome in order to liberate people's constructive energies for development. To understand the depth of community "learning" needs, the following chart describes *behaviors* defined as those which the community is expected to perform in an effective RWSES mode.⁴

Chart 1-A: Capacities Expected of Communities in RWSES

1. Attend Community Group Meetings	20. Raise Funds
2. Actively Participate in Meetings	21. Keep Accounts
3. Participate in Baseline (KAP) studies	22. Keep records
4. Gather data using participatory tools	23. Undertake Bank transactions
5. Assess and prioritize local needs	24. Make investments
6. Interpret findings	25. Share costs of improvements
7. Generate Solutions	26. Promote women's/minority ethnic group roles
8. Negotiate contracts	27. Utilize technical resources
9. Reach compromises and consensus	28. Negotiate with authorities
10. Resolve disputes and conflicts	29. Confront vested interests
11. Evaluate options	30. Constitute committees
12. Make decisions	31. Perform committee roles
13. Identify resources/constraints	32. Identify problems
14. Plan course of action	33. Manage resources
15. Elect persons for training	34. Develop new resources
16. Define roles/responsibilities	35. Develop leadership
17. Organize labor	36. monitor maintenance
18. Take on new responsibilities	37. Evaluate progress
19. Participate in training	38. Share results with other communities

1.4.2 The ability to complete the above functions depends also on attitudes and attributes which may not always be available in the community- due to neglect, creation of dependencies by outsiders, traditions or caste, or various factors which create a lack of self-esteem or despondency. Some of the attributes that might pertain to success at the community level include:

⁴ / Charts 1-1 and 1-2 are drawn from Srinivasan, "Options for Educators" pp. 123,124, published by PACT in 1992.

Chart 1-B: Community Attributes

confidence in articulating ideas	land ownership	initiative	loyalty to group purpose
willingness to deviate from tradition	planning skills	ability to work well in a committee	sense of humor
patience	optimism	humility	saving habits
technical know-how	managerial skills	willingness to give free labor	analytical ability
willingness to take risks	enthusiasm	leadership	confidence in dealing with authorities
political connections	appreciation of women's roles and potentials	ability to work well in small groups	resourcefulness
willing to share in the costs of improvements	creative capacity	sense of responsibility	skill in problem solving

1.4.3 Given the range of behaviors, attitudes, managerial and technical skills needed at the local level to carry out any kind of local development, traditional didactic strategies which only provide new information or technical training will only have limited use, since attitudes often underpin the success or failure of a project. For example, lectures on the details on sanitary habits will be meaningless to people who don't feel there is a sanitation problem, or feel powerless to confront the problem. Community residents often need help to put new information into the context of their own concerns and priorities. Training for sustainability must address this need.

1.4.4 All societies have some form of conditioning, and when this is extended to subgroups such as rural women, it can be recognized that development programs can place excessive demands on "participants" and their time and resources without addressing underlying constraints of a lack of self-esteem and confidence. Training and technical assistance are often provided in a supply-driven manner, instead of providing a process by which participants can solve problems, integrate new information, gain confidence and take collective action. For example, groups may still need problem-solving skills in order to overcome constraints such as source disputes and to organize effectively to implement and maintain systems. However, with regard to other problems such as those associated with a lack of sanitation, there are many more resistance's to be overcome. During the Project field-testing here and in other Asian contexts, village participants who experienced group methods often stated that previously, they knew *about the need for latrines and the germ theory* but that until they worked together in association, using participatory methods, they had not felt they had found the means to take any action.

1.4.5 The Project has identified "process" needs which address how to help people can confidence, learn, make considered choices, plan and take action. It has also addressed "content" needs in terms of knowledge and skills needed at different stages of the community's project cycle in order to support their decisions and plans. For example, training of village maintenance workers includes provisions of technical knowledge on the maintenance of systems. Training of village women

includes knowledge on the result of certain hygienic/unhygienic behaviors and remedial behaviors.

1.4.6 The outcomes related to specific needs of communities can be summarized as follows:⁵

Chart 1-C: Community-Level Needs and Outcomes

Group	Learning Needs	Outcomes Sought
small groups of men and women residents in different habitation habitations.	<ul style="list-style-type: none"> - detailed needs investigation of current w/s situation - self-confidence and associative strength - problem solving - planning skills - dispute resolution - water facility maintenance - health - environmental sanitation - roles and responsibilities to larger group and scheme 	<ul style="list-style-type: none"> - participation of each habitation in making scheme decisions - change from passivity to active roles in project, strong sense of ownership - active groups of women - capacity to maintain small/larger schemes - changes in hygiene and sanitation practices
women at the habitation level, tapstand groups	<ul style="list-style-type: none"> - self-esteem - self-expression - associative strength - creative problem-solving and planning skills - literacy skills - maintenance skills - hygiene and sanitation behaviors - information and skills on access to credit and training 	<ul style="list-style-type: none"> - effective functioning women's groups around tapstands - active and equitable women's participation in decision-making - improved hygiene and sanitation behaviors - maintenance of water system components/taps - capacity to benefit from time-savings enhanced
VWSC members	<ul style="list-style-type: none"> - how to work effectively as a group - roles and responsibilities - make educated choices on system design - conflict resolution - creative problem-solving - financial management - record/bookkeeping - technology options and service levels - O&M management - registration and renewal processes 	<ul style="list-style-type: none"> - Cohesive group with clear mission, roles and responsibilities - Registered VWSC - problem-solving skills institutionalized - VWSC capable of making appropriate choices, commitments and able to follow-thru - VWSC able to resolve conflicts and build participation of wider community. - Properly planned and managed construction - Well managed O&M - properly managed finances/records

⁵ / This list is indicative and not meant to be inclusive of all needs. Each community and habitation within communities can be different and needs must be diagnosed as a process of interaction takes place

Group	Learning Needs	Outcomes Sought
Community Volunteer Health Promoters	<ul style="list-style-type: none"> - Educational and Organizational methods/tools - Hygiene and Sanitation content and training skills - Simple PHC practices 	- VHP's capable of sustained support to community on hygiene, sanitation and PHC practices
Village Maintenance Workers	<ul style="list-style-type: none"> - communication skills - technical skills on scheme maintenance 	- a local technical resource capable of basic maintenance and organizing for major maintenance
Schoolteachers	<ul style="list-style-type: none"> - Hygiene and Sanitation education methods, tools - Hygiene and Sanitation knowledge 	- improved education and practice of hygienic and sanitary practices among children in schools and at home.
Community Leaders	<ul style="list-style-type: none"> - leadership skills - communication skills - conflict resolution skills - serve as models of good hygiene and sanitation practices - sensitivity to gender issues 	<ul style="list-style-type: none"> - A leadership supportive of wide participation, especially inclusive of women and minorities - effectively run community institutions - improved Hygiene and Sanitation

1.5 Capacity-Building Needs of SOs:

1.5.1 The extent of community capacity indicates that communities themselves cannot generally access the PMU without support. Therefore a key Project element is to recruit Support Organizations (SOs), whose main role is to facilitate self-provisioning by communities. This work requires many skills- both skills in facilitating community investigation, problem-solving, planning and action (process skills) and skills in content (technology, health and sanitation knowledge, PHC practices, etc.) It requires the ability to help communities form viable organizations that have an internal structure, are cohesive, and that can work with outside authorities, gain their recognition, and carry out and maintain water and sanitation schemes. SOs vary in capability of providing such services. The Project's NGO Assessment found that even many SOs with a social orientation will benefit from more thorough training in participatory development practice—whereas others with competent technical staff need all the more to match their “construction” expertise with appropriate community development skills. Thus, all SOs will benefit from immersion in a new approach—and each will bring a varying amount of relevant experience and social or technical expertise to it. SO training needs can be summarized in the following chart:

Chart 1-D: SO Training Needs and Outcomes

Group	Learning Need	Outcome Sought
<p>Support Organizations Team Leaders and Community Development Supervisors</p>	<ul style="list-style-type: none"> - principles of demand-led approach - methods/techniques of participatory development - how to perform a facilitative role with the community - how to integrate construction and community development - Use of M&E tools and healthy homes/ KAP studies - HESA content, methods, tools - how to conduct prefeasibility studies - how to assist VWSCs to organize in a representative manner, build managerial skills and obtain legal status - Project criteria, norms, rules, procedures - proposal preparation -financial management and bookkeeping - partnership requirements - All requirements of their TORs 	<ul style="list-style-type: none"> - SOs equipped as facilitators of empowered communities and VWSCs - SOs equipped with participatory methods and tools to more effectively carry out their objectives - Supervisory staff equipped to ensure Project principles, norms, rules are followed - SOs qualified to manage and account for resources provided by the PMU - SOs committed to and able to work together for local benefit
<p>SOs' Community Facilitators</p>	<ul style="list-style-type: none"> - CAP methods and techniques including participatory approaches (SARAR, PRA, other) - Organization and development of groups at habitation level and formation of water facility groups - M&E System and how to use M&E tools - How to conduct KAP/Healthy Home Studies - Facilitative skills and general community organizing skills - How to assist communities to form representative VWSCs and register and develop management skills - General hygiene and sanitation practices and issues - Project objectives - Scheme Selection Criteria - Project requirements - familiarity with water and sanitation technology 	<ul style="list-style-type: none"> - Well trained community facilitators with capacity in building local organizations and decision-making - community facilitators oriented to Project and trained in participatory methods and tools - community facilitators capable of carrying out M&E studies with the community.

Chart 1-D Continued:

Group	Learning Need	Outcome Sought
SO Community Development Supervisors and Community Workers	<ul style="list-style-type: none"> - general Project needs and requirements - Supervisory skills - participatory education/training/communication skills - HESA/PHC content training - Use of Healthy Homes and KAP studies - field practice - how to develop HESA action plans - WDI principles and activities - NFE - use of promotional media 	-SO community development staff capable of working with community groups to increase Hygiene and Sanitation Awareness, Women's access to resources, and NFE.
SO Jr. Engineers	<ul style="list-style-type: none"> - Summary of Project requirements - Participatory methods and tools and importance of community decision-making - Skills needed for preparation of survey, design, quantity and cost estimates - Design options/service levels 	- SO Jr. Engineers capable of preparing designs based on preferences of the community on technical options and service levels
SO contracted Master Masons and Masons	<ul style="list-style-type: none"> - basic plumbing skills - construction quality - supervision - communication skills - special construction techniques (ferrocement construction) 	- SO contracted master masons and masons capable of interacting with community and helping to maintain construction quality, operations and maintenance
Accountants	<ul style="list-style-type: none"> - Basic bookkeeping - audit requirements 	- SOs capable of meeting Project financial/audit requirements

1.6 Orientation Needs of Service Agencies (SAs):

1.6.1 Generally, it is the objective of the PMU to contract already competent organisations as contract agencies who either provide comprehensive support services to SOs/community in geographic areas or specialist services or courses to SOs. However, given the nature of the Project it will be necessary to initially reorient or train SA personnel in the project's approach, methods and tools until they can train others in full accordance with the PMU's program approach and principles. The following Chart summarizes the needs and outcomes which are likely to be necessary to equip new SAs to work with the PMU:

Chart 1-E: SA Training Needs and Outcomes

Group	Learning Need	Outcome
SA Managers and Trainers	<ul style="list-style-type: none"> - PMU objectives - PMU requirements - PMU approach to participatory development, methods and tools, - Selection Criteria - PMU approach to technology - PMU financial management system - PMU norms, procedures, and rules - PMU training designs for SO - Project cycle 	<ul style="list-style-type: none"> - Service Agencies which are capable of providing comprehensive support services (full support services for SOs in a geographic area and/ or specific services by function, (e.g., training in bookkeeping or ferrocement technology)
Auditors	<ul style="list-style-type: none"> - Compliance audit requirements - Technical Audit Requirements - Accounting procedures 	<ul style="list-style-type: none"> -Auditors capable of carrying out SO/community financial reviews and provide training
SA Technical/community development staff	<ul style="list-style-type: none"> - Specialized training in new technologies - Water quality testing - PMU technical standards - Site monitoring and appraisal methods. 	<ul style="list-style-type: none"> - Technical/Community Development Staff of SAs equipped to provide site appraisal and monitoring and support needed to SOs.

1.7 Capacity Building Needs of PMU Staff:

1.7.1 The secretariat staff of the PMU will be hired as fully trained professionals, so there are no provisions for building basic professional skills. It is also expected that some staff will be drawn as consultants from the NGO or private sector or have long term experience in working with such agencies and in the field of community based water supply, sanitation or rural development, so needs for *retraining* will be minimized. For staff drawn from purely official backgrounds, field-based experiences with NGOs and communities to build their capacity for rapport and effective interaction will be required *early* in their employment, e.g., such staff will be posted for at least three weeks with a strong SO to understand how they operate, and get involved in direct village work.

1.7.2 To help staff keep abreast of current advances in the community-based approach to the sector, provisions are made for travel to similar projects and training networks in countries such as Nepal, Sri-Lanka, Bolivia, Indonesia and the Philippines. Funds are also provided to attend conferences, and workshops of direct relevance to the work of the PMU. Such travel/orientation will focus on issues directly relevant to Project implementation, e.g. as related to advances in such areas as working with informal sector institutions or NGOs; NGO-Government relationships; training systems and networks for RWSES; innovative management systems for fund mechanisms; training and communication methodologies and tools; technology training with reference to skills not currently available in India; monitoring and evaluation. Provision is also made for all staff to receive computer

training on community development as related to their particular functions in the organisation. In country training on community development for construction specialists and vice versa will also be supported. The goal will be to achieve a balance of skills in the PMU as demand-led water and sanitation specialists.

1.8 Overall Sector Needs for HRD/Training:

1.8.1 Currently, policies encourage centralized approaches to HRD through formal training, and later, employment for water and sanitation professionals in public institutions with little support. Furthermore, those institutions have no community development component in their work, thus with the exception of NGO and bilaterally assisted projects in limited areas in UP, there is little existing formal or informal capacity for HRD/Training in a demand-led approach in the State.

1.8.2 The needs of the sector require not just more of the same technical training, but a new approach and institutional framework which utilizes the best talents of both construction and community development specialists, and in which designs for training and technical assistance are based on empirical field-testing and learning from demand-led approaches. There is also a need to integrate the work of the informal, private, and public sectors in HRD by utilizing the capacities of groups according to their strength or specialty—in which each will teach each other based on their strengths rather than their formal status. It is hopeful that the RWSES project can serve as a spring board to develop capacity overall in HRD/training for the sector in UP, by catalyzing an appropriate institutional framework.

Section II: Strategy for Building Capacity in RWSES

2.1 The Overall Training and Technical Assistance Strategy

2.1.1 The overall objective of the Orientation/Training strategy of PMU is to:

“Build the capacity of Communities, their Village Water and Sanitation Committees, support organizations and their staff engaged in rural water supply and environmental sanitation, so as to further establish and strengthen demand-led, community-based approaches as a more sustainable alternative to the RWSES sector in Uttar Pradesh”.

The PMU will support services provision, as well as conduct other activities aimed at facilitating sector system improvements, including those for HRD and institutional development. The primary thrust will be to arrange for orientation/training which supports operations within the project cycle, i.e., community development and technical support, the appraisal, financing, support, monitoring and reporting of the PMU of schemes to be completed by communities with the help of Support Organizations through a series of project development and implementation cycles. Thus training and institution building will be woven into practice and learning as each cycle progresses, and will not be simply isolated events. The strategy is, in essence, a “learning by doing” approach. The project will also use its leverage and resources to help foster system improvements for HRD/Institutional Development which operate beyond the project level, e.g. by fostering the development of institutional networks for training and technical assistance and by conducting studies which can improve the state-of-the-art in RWSES and related human/institutional resource development.

2.1.2 Strategy Components:

For capable—or potentially capable—SOs of all types to advance a demand-led process, and work well together as needed, the Project will tap their existing facilitative strengths through an explicitly-mapped training and capacity-building methodology. The methodology will be structured but field based and empirically grounded to the maximum extent possible. Field activities will be punctuated by separate opportunities for SO learning consolidation, program reflection, relationship building among resource groups, and action planning. However, the operative principle in the SO capacity strategy is for the Project to run a seamless cycle of tool and technique provision, field-based facilitation and practice, ongoing analysis of field results, peer agency and community feedback, replanning and reapplication, and so forth—all in synch with the community preplanning (and later) planning processes.

The strategy components include:

i) **SO Core Training Thrust:** Regardless of the skill level of communities, or SOs, each new partner of the PMU will need to receive a thorough orientation to the approach, and to the system for accessing and working with Project resources. Certain key events are structured for SOs to achieve this purpose and also to build critical skills in participatory approaches to the sector. Core events include SO/ SA orientation on Prefeasibility Studies and Site Appraisals; Planning Phase Proposal preparation workshops for SOs; Participatory CAP and Monitoring Training for SOs; HESA/ WDI training to Community Development Supervisors and Community Workers; Technology trainings; Monitoring and Evaluation. All core events are further detailed in the following sections and several featured in the Sample Training Modules which accompany this Manual. They will be further updated with new training modules as they evolve in field practice.

ii) **Specialized Training and Technical Assistance:** In some cases, Service Agencies will also be contracted to provide short term specialized training and management assistance outside the core training curriculum. Such special training would be hired in cases where it is necessary to maintain its consistency or quality, such as for media development, technical skills in new technologies or construction techniques, or similar subjects.

2.2 The Core Training Program and the Project Cycle:

The following sections link training activities and each phase of the project cycle. Initially, all of the courses described in this section will constitute a model core curricula. Other optional courses are to be supported on the basis of needs, since the needs of each SO/community differ. The overall framework of the Project training approach will encourage SOs to innovate and adapt their own approaches, methods and tools. There are two levels of training timed to the project cycle. The first level is training arranged by the PMU for SOs and SAs; the second level of training is provided by SOs to the community. The Charts below *broadly summarizes* the training to be provided to SOs and SAs by the PMU and *suggested* training to be provided by SOs to Communities to fulfill their Planning and Implementation Phase Agreements. Both types of training are detailed in the sections which follow. Actual Action Plans for training of communities will be worked out by each SO during training for each phase, and will be reviewed by the trainers to ensure they are adequate. This will allow for flexibility and innovation by SOs in delivering training in the subprojects.

Chart 2-C : Summary of PMU arranged training for SOs and SAs:

Sl. No	Pre Planning Phase	Planning Phase	Implementation Phase
1	SO/SA Orientation on Prefeasibility Appraisals (SOs: Team Leaders, Engineers, Community Development Supervisors) SAs : Engineers and Social Scientists) (4 days)	Participatory CAP and Monitoring Training including TOT on following VWSC trainings: <ol style="list-style-type: none"> 1. Awareness on Project and roles and responsibilities of VWSC during Planning Phase 2. Cash and labour contribution plan 3. O&M plan 4. M&E plan (Team Leaders, Community Development Supervisors, Junior Engineers and Senior Engineers) (10 days)	Training on Procurement & Supervision for SOs (JEs and SEs) (5 days)
2		HESA/ WDI/ NFE Workshop including TOT on following VWSC trainings: <ol style="list-style-type: none"> 1. NFE plan 2. HESA plan 3. WDI plan (Community Development Supervisors, Community Workers) (10 days)	Training in Construction Technologies including TOT on Latrine construction workshop (15 days) Junior Engineer./ Mason (one each from all Batch 1 project villages) (10 days)
3		Training on Feasibility, design and cost estimates including TOT on following VWSC trainings: <ol style="list-style-type: none"> 1. Feasibility process (2 days) 2. Water scheme layout plan (2 days) 3. Drainage and latrine plan (2 days) 4. Village Environmental Action Plan (VEAP) (2 days) (Junior Engineers and Senior Engineers) (14 days)	Construction Monitoring Training (for SAs) SA Engineers) (3 days)

Chart 2-C : Summary of PMU arranged training for SOs and SAs (Contd..)

Sl. No	Pre Planning Phase	Planning Phase	Implementation Phase
4		Training on Engineering Survey (Junior Engineers and Senior Engineers) (10 days)	Training for SO Accountants including TOT on following trainings : 1 Training to VWSC treasurer (7 days) 2. Refresher Training to VWSC treasurer (6 days) (Accountants) (2 days)
5		Training on Source and Catchment protection (Junior Engineers and Senior Engineers) (3 days)	TOT on community level trainings on Hygiene and Environmental Sanitation Awareness (HESA) ² (CDS, CWs) (5 days)
6		TOT for CDS on Training to VWSC Members on Implementation Phase Contract (Community Development Supervisors) (2 days)	Regional Review Meeting (SOs, DPMUs VWSCs) (2 days)
7		Training of Community Technicians on Handpump Maintenance (Community Technicians (1 each from Bundel khand and Terai villages) (10 days)	TOT for Women's Development Initiatives (WDI) (Community Development Supervisors, Community Workers) (3 days)
8		Training on M & E Methods (DPMU/ PMU /SA) (3 days)	District Workshops (CDOs, CWs SOs, VWSC members) (1 day)
9		Workshop for PMU/DPMU specialists on Community Development, Gender and HESA (PMU/DPMU specialists) (3 days)	Senior level Workshop for policy makers (Sr Officers, Ministers, MLAs, MPs, Press) (2 days)
10		Workshop for PMU/DPMU specialists on Environment (PMU/DPMU specialists) (3 days)	TOT for Community Technicians (CT) on O&M (CT) (4 days)

Chart 2 D: Suggested Summary of Training To be Provided by SOs to Communities in Project Cycle:

Sl. No	Pre Planning Phase	Planning Phase	Implementation Phase
1	Community wide meeting explains the purpose of the prefesibility	General Orientation on project approach, roles and responsibilities of VWSC (2 days)	VWS Workshop on Implementation Phase (2 days)
2		Orientation of VWSC on Feasibility study (2 days)	VWSC treasurer Training (7 days)
3		Orientation of VWSC on Water Supply Layout Plan (2 days)	HESA training to school teachers, village health promoter (VHP), traditional birth attendants and tapstand women (8 days)
4		Orientation of VWSC on Drainage and latrine plan (2 days)	Mother and child health training to tapstand/ women's groups (7 days)
5		Orientation of VWSC on NFE Plan (2 days)	Village maintenance worker (VMW) training (4 days)
6		Orientation of VWSC on HESA Plan (2 days)	Latrine construction workshop (2 weeks)
7		Orientation of VWSC on WDI Plan (2 days)	WDI Workshop (3 days)
8		Orientation of VWSC on VEAP (2 days)	Refresher training to VWSC members and treasurer (6 days)
9		Orientation of VWSC on M&E Plan (2 days)	Refresher Training to VHP (5 days)
10		Orientation of VWSC on O&M Plan (2 days)	
11		Orientation of VWSC on Cash and Labour Contribution Plan (2 days)	
12		Orientation of VWSC on IP tripartile Agreement (between VWSC SO and PMU) (2 days)	
13		Non Formal Education (NFE) (24 weeks)	
14		Cross visits to neighboring RWSES Schemes (2 days)	

2.3 Training and Technical Assistance for the Preplanning Phase:

2.3.1 At the SO level: In February to March of each year SOs will receive general orientation on the Project and on prefeasibility studies. The PMU will arrange for and carefully supervise this core event which introduces Project approaches to SO senior management and to those staff conducting prefeasibility. Service Agencies, who will conduct site appraisals of the schemes studied by the SOs will also attend. They will stay on for one day after the sessions with the SO ends to get oriented to the specifics of appraising the Study Sites. The following chart provides a summary of this event:

Chart 2E: SO Training in the Pre-Planning Phase

Activity	Objectives	Content	Participants	Duration
SO and SA Orientation on Pre-feasibility Studies and Site Appraisals	<ul style="list-style-type: none"> - that participants understand the Project 's project concepts, criteria, project cycle, norms and procedures - that participants learn the basic concepts of participatory, demand-led RWSES - That participants learn how to conduct prefeasibility studies 	<ul style="list-style-type: none"> - Project Objectives and requirements - selection criteria - scheme project cycle - orientation video - how to conduct prefeasibility studies - SO/scheme selection process 	Team Leaders, engineers, social scientists of prospective SOs and Service Agencies who will conduct prefeasibility studies and site appraisals.	4 days

2.3.2 Community-level: During the preplanning phase activities have not yet begun at the community level to actually undertake a scheme. SO staff must be careful to conduct prefeasibility and related studies in a manner consistent with a community-based, demand-led approach. The above training for prefeasibility will emphasize that the prefeasibility effort is only designed to select sites for schemes, and should not lead communities to believe that once again projects have already been planned by outsiders on a brief visit. Such an occurrence would only reinforce distrust by villagers and set up preconceptions which would work against a decision-centered approach. Thus SO staff should carefully explain their purpose and even at the earliest stage, help community members take a lead in defining the rationale for their scheme and why it would be wise to select their village.

2.4 Training and Technical Assistance for the Planning Phase:

2.4.1 At the SO level: Following notification to SOs who have submitted successful proposals for the Planning Phase a series of core events on the CAP process and Community Development components constituting the training for the Planning Phase are carried out in sequence over the monsoon period (July to September), with subsequent training on M&E staged in the early part of the Planning Phase. These are among the most critical of the training programs, since they prepare the SOs to take the community through the whole project cycle. The Planning Phase, in which communities are engaged in analyzing and decision making in developing their plans for Community Action Plans is central to the strategy. The events are described as follows:

Chart 2-F: SO and Service Agency Training for the Planning Phase

Activity	Objectives	Content	Participants	Duration
<p>Participatory CAP and Monitoring Training including TOT on following VWSC trainings:</p> <ol style="list-style-type: none"> 1. Awareness on Project and roles and responsibilities of VWSC during Planning Phase 2. Cash and labour contribution plan 3. O&M plan 4. M&E plan 	<ul style="list-style-type: none"> - To provide Supervisory staff with general Project orientation - To build skills in participatory training methodology, techniques, tools for use in carrying out KAP study, the CAP process in communities they assist -To build skills in community organizing and some technical aspects of RWSES - to build skills in materials design and use - to build TOT skills to conduct training of VWSCs - to build necessary M&E skills for the SO/ Community Level 	<ul style="list-style-type: none"> - Project approach, project cycle, concepts, criteria, and procedures - KAP study - Participatory approaches to CAP process: (SARAR, PRA methods, other methods) - Gender issues - Technology design for non-technicians - community organizing tasks, problems, skills - monitoring and evaluation system and tools - TOT for VWSCs (as listed in the title of the training) 	<ul style="list-style-type: none"> - Team Leaders - Community Development Supervisors - Community Facilitators - Jr. Engineers 	<p>10 days</p>
<p>HESA/ WDI/ NFE Workshop including TOT on following VWSC trainings:</p> <ol style="list-style-type: none"> 1. NFE plan 2. HESA plan 3. WDI plan 	<ul style="list-style-type: none"> - a range of health education and sanitation strategies and tools - HESA/Health monitoring system - To strengthen participants technical capacity and knowledge of health content - To enable participants to develop HESA /WDI Action Plans with the community - To gain skills in promoting Women's Development and in accessing credit/training resources - To be able to manage NFE - To build TOT skills to conduct training of VWSCs 	<ul style="list-style-type: none"> - Project approach - KAP/healthy home studies and process for conducting them - Health and Environmental Sanitation Approaches - domestic, personal, and environmental hygiene issues, practices - HESA action plans - WDI - TOT for VWSCs (as listed in the title of the training) 	<ul style="list-style-type: none"> - Community Development Supervisors - Community Workers 	<p>10 days</p>

Chart 2-F Contd..

Activity	Objectives	Content	Participants	Duration
<p>Training on Feasibility, design and cost estimates including TOT on following VWSC trainings:</p> <ol style="list-style-type: none"> 1. Feasibility process (2 days) 2. Water scheme layout plan (2 days) 3. Drainage and latrine plan (2 days) 4. Village Environmental Action Plan (VEAP) (2 days) 	<ul style="list-style-type: none"> - To orient technical staff to demand-led RWSES based community preferences/ decision-making - To train them on the concept of feasibility studies and how to conduct these studies in project villages - To train them on preparation of engineering designs of various construction components of RWSES 	<ul style="list-style-type: none"> - concept of feasibility studies - need assessment techniques - RWSES technology options - preparation of preliminary designs and estimates - Identifying possible options - presenting options to the community - selection of the best options by the community - role of technical staff in community-based approach - design skills - preparation of designs and estimates - design standards and service level options - PMU Standards 	<ul style="list-style-type: none"> - Jr. Engineers - Sr Engineers 	14 days
D. Training on Engineering survey	<ul style="list-style-type: none"> - to orient technical staff to demand-led RWSES based community preferences/ decision-making - to train them on preparation and use of engineering maps, undertaking technical survey in project villages 	<ul style="list-style-type: none"> - general introduction on RWSES project - technical survey methods - maps - measurement of distance and direction - measurement of elevations - contours - preparation of map of an area - survey instruments 	<ul style="list-style-type: none"> - Jr. Engineers - Sr. Engineers 	10 days
Training on Source and Catchment protection	<ul style="list-style-type: none"> - to update their skills in source and catchment protection 	<ul style="list-style-type: none"> - Importance of Source and Catchment protection - Biological and mechanical methods for Source and Catchment protection and their cost estimates 	<ul style="list-style-type: none"> - Jr. Engineers - Engineers 	3 days
TOT for CDS on Training to VWSC Members on Implementation Phase Contract	<ul style="list-style-type: none"> - to develop their skills in training VWSCs on Implementation Phase contract 	<ul style="list-style-type: none"> - Implementation Phase contract, proposal, TOR, CAP format, DPR 	CDS	2 days
Training of Community Technicians on Handpump maintenance	<ul style="list-style-type: none"> - to develop a confidence in the community that village level maintenance is possible - to train local mechanics in handpump maintenance 	<ul style="list-style-type: none"> - types of pump - parts of pump - tools - installation - types of repair - spare part availability 	Community technicians from Bundelkhand and Terai	10 days

Chart 2-F Contd

Activity	Objectives	Content	Participants	Duration
F. Training on M&E Methods	- To enable Service Agencies to complete M&E studies on performance, process and impact.	- Compliance Monitoring - KAP , Time Studies, and related impact methods - Process recording methods - Participatory M&E - Quantitative M&E - Planning the Analysis and Use of Information	- SA staff to be engaged to complete M&E studies for the PMU or DPMUs - PMU/ DPMU portfolio managers	3 days
Workshop for PMU/DPMU specialists on Community Development, Gender and HESA (PMU/DPMU specialists) (3 days)	- to train PMU/DPMU specialists in : 1. Community development methods and field experiences in various countries. 2. Health and hygiene issues. 3. Gender issues	-Community Development Techniques like PRA, SARAR. -Communication skills. behavioural change vis a vis health and hygiene related practices in rural areas. -gender issues and rural development.	PMU/DPMU specialists	3 days
Workshop for PMU/DPMU specialists on Environment (PMU/DPMU specialists) (3 days)	- to train PMU/DPMU specialists in : 1. Watershed Management. 2. Environmental Control Works.	-Concept of Watershed Approach. -Various measures for source and catchment protection. - Action Planning for improvement of village environment	PMU/DPMU specialists	3 days

2.4.2 Training/TA at the Community-level: Training and technical assistance is provided on an informal, nonformal and formal basis during the Planning phase. Informal training involves the interactions of the community facilitator with the community—as s/he explores project concepts, helps the community think through options and find creative solutions to obstacles. Informal and nonformal training consists of working with small, problem-solving groups at the neighborhood or habitation level which evolve into tapstand groups. To ensure broad participation in decision-making, such nonformal groupwork is essential and helps to lead to the formation of a representative, registered VWSC. The small groups are involved in investigating and mapping their current situation, problem-solving related to the project, assessing and choosing among technical options and service levels, and planning the implementation phase. Participants are also involved in collecting their own baseline information. Such nonformal events have been described in Annex D, which includes a model of the Community Action Planning Process (CAP Process). Formal training consists of helping VWSCs, Village Maintenance Workers (VMWs) and Village Health Promoters (VHPs) develop the capacity to carry out their responsibilities in a representative and responsible manner, and to finalize formal plans for Implementation Phase. Other Community Development training includes: a) nonformal education or functional literacy and b) Health and Environmental Sanitation Awareness.

The chart (2-G) below describes informal, nonformal and formal core training responsibilities of the SOs to the community:

Chart 2-G: SOs CAP Process and Training in the Community:

Activity	Content	Responsibility	Participants	Duration
Participatory CAP and Monitoring Training (Informal Training events)	<ul style="list-style-type: none"> - Rapport building, informal group formation for using SARAR/PRA methods - Open-ended investigation, self-expression - community data collections by habitation - problem-solving and creative planning (input CAP plans) - HESA/WDI Orientation, group formation - inputs into scheme decisions on technology, service levels, siting, layout design - building knowledge of project, its rules, commitments and management, technical and related health aspects -VWSC member selection workshop, - formal CAP planning at VWSC level which culminate in "Agree to Do" workshop 	- CDS and CF	<ul style="list-style-type: none"> - neighborhood residents in each habitation, and eventually, around each water facility to be constructed. - VWSC members 	<ul style="list-style-type: none"> - 2-3 mos. and approx. 10-15 meetings by cluster - 3-4 meetings of VWSCs
General Orientation on project approach, roles and responsibilities of VWSC	<ul style="list-style-type: none"> - Project objectives - Project components - VWSC/SO responsibility during planning phase - work planning - technology options and service levels - Record keeping/book keeping - general management skills - HESA/WDI Orientation 	- CDS and CF	- VWSC members	2 days
Orientation of VWSC on Feasibility study	<ul style="list-style-type: none"> -Various RWSES technology options and their implications in terms of capital cost, O&M cost etc. - selection of best options as per need and demand of community 	- CDS and CF, Junior Engineers and Senior Engineers	- VWSC members	2 days
Orientation of VWSC on Water Supply Layout Plan	<ul style="list-style-type: none"> - water supply technology options -components of water supply schemes - water sources - water quality - water scheme layout planning by community 	-CDS and CF, Junior Engineers and Senior Engineers	- VWSC members	2 days
Orientation of VWSC on Drainage and latrine plan	<ul style="list-style-type: none"> - Drainage, latrines, soakpits technology options - Drainage and Latrine planning by community 	-CDS and CF, Junior Engineers and Senior Engineers	- VWSC members	2 days

Chart 2-G: SOs CAP Process and Training in the Community (Contd..)

Activity	Content	Responsibility	Participants	Duration
Orientation of VWSC on NFE Plan	<ul style="list-style-type: none"> -Objective of NFE - Achievement of NFE during Planning Phase - Identification of NFE teachers from community - Identification of women who require functional literacy - Identification of primers - preparation of NFE plan 	-CDS and CF	- VWSC members	2 days
Orientation of VWSC on HESA Plan	<ul style="list-style-type: none"> -develop a basic understanding of HESA issues related to water supply and sanitation - identification of health problems in the community - Preparation of HESA Plan 	-CDS and CW	- VWSC members	2 days
Orientation of VWSC on WDI Plan	<ul style="list-style-type: none"> - Identification of women's training needs - achievement of WDI during Planning Phase - Preparation of WDI Plan 	-CDS and CW	- VWSC members	2 days
Orientation of VWSC on VEAP	<ul style="list-style-type: none"> - Source and Catchment Protection - Garbage pits - Biological and mechanical methods for catchment protection -Environmental control works - Preparation of village environmental action plan (VEAP) 	-CDS and CF, Junior Engineers and Senior Engineers	- VWSC members	2 days
Orientation of VWSC on M&E Plan	<ul style="list-style-type: none"> - Community Monitoring tools - Arrangements for monitoring construction and community development activities - Preparation of M&E Plan 	-CDS and CF	- VWSC members	2 days
Orientation of VWSC on O&M Plan	<ul style="list-style-type: none"> - O&M requirements including costs of various RWSES systems - Identification of VMW - Arrangement for collecting O&M costs - Preparation of O&M Plan 	-CDS and CF	- VWSC members	2 days
Orientation of VWSC on Cash and Labour Contribution Plan	<ul style="list-style-type: none"> - Cost recovery rules - Arrangement for collecting cash and labour contribution - Preparation of cash and labour contribution Plan 	-CDS and CF, Junior Engineers and Senior Engineers	- VWSC members	2 days
Orientation of VWSC on IP tripartite Agreement (between VWSC SO and PMU)	<ul style="list-style-type: none"> - Implementation Phase tripartite Agreement - Implementation Phase proposal - CAP plans and detailed project reports. 	-CDS and CF, Junior Engineers and Senior Engineers	- VWSC members	2 days

Chart 2-G Contd..

NFE Activities	- NFE Classes in functional Literacy	-NFE Teachers -Community Development - Supervisors	Village Women in habitations	6 mos.
HESA Training (informal training events)	-develop a basic understanding of HESA issues related to water supply and sanitation - promote health awareness and education with the villagers at different levels (VWSC, mother/tapstand, teacher/ student group and female Village Health Promoters -identification of health problems in the community -community mapping (health situation in the cluster -HESA action planning -faecal -oral route diseases and prevention -diseases transmission -diarrhea management -personal, domestic hygiene and environmental sanitation -importance of potable water -importance of latrines -immunization - nutrition	CDS,CW	Village Women in habitations school teachers and students mother/ tapstand groups	- 2-3 mos. and approx. 10-15 meetings by cluster
Cross- Visits	- Observation of other Project schemes and communities	- Supervisors and community facilitators	- community women and VWSC members	- 2 days

2.5.5 Training and Technical Assistance for the Implementation Phase:

2.5.1 This phase focuses SOs on implementation with the community, including sanitation facilities and a wide range of behavior changes. Generally, technical training will be scheduled prior to or as close as possible to the beginning of the phase, so that SO staff are fully available to support the community during construction. In addition to the following courses, SOs should also participate in management training courses, run periodically. This phase also ensures that communities are prepared to sustain their systems. Since changing behavior is a long term objective, it is appropriate to give refresher training and emphasis to HESA sessions throughout this phase, in conjunction with the start-up of sanitation subsidies. Secondly, SOs need help in reviewing the methods and tools needed to complete impact assessments and project completion reports in accordance with their agreements. SOs would also receive training of trainers sessions to ensure they are equipped to launch Women's Development Initiatives where those services are requested.

Chart 2-H: SO/SA Training for the Implementation Phase:

Activity	Objectives	Content	Participants	Duration
Training on procurement and construction supervision for SOs	-To enable SO staff to effectively assist communities in construction of water supply and sanitation facilities -to develop skills in procurement and construction supervision -TOT for VWSC training on Implementation Phase	-construction management -work planning - procurement of material -construction materials and construction quality -plumbing -Supervision/ communication skills	Jr Engineers Sr .Engineers	- 5 days
Training in Construction Technologies including TOT on Latrine construction workshop (15 days)	-To enable SO engineers and jr. Engineers to learn (on actual scheme sites)new construction methods and alternative technologies - to build skill of masons to conduct latrine construction workshop in their villages	-HDP Pipe, GI Pipe and Fittings -stone masonry construction -various structures of water supply schemes -Latrines, soak pits, compost pits, bathing cubicles, cattle troughs etc. - TOT on latrine construction workshop	- Jr. Engineers and Sr. Engineers	-10 days
Construction Monitoring Training for SAs	-to enable SA staff to monitor construction work of SOs/communities	-monitoring indicators regarding various RWSES technologies -construction materials and construction quality	- Engineers of SAs	-3 days
Training for SO Accountants including TOT on following trainings 1 Training to VWSC treasurer (7 days) 2 Refresher Training to VWSC treasurer (6 days) (Accountants) (2 days)	- to enable SO accountants acquire skills required for training VWSC treasures and to maintain SO account and SO/VWSC joint account properly	-double entry system - Rules of Accounting - Rectification of Errors - Trail Balance - Bank Reconciliation statement - Income & Expenditure A/c maintenance of Books of Accounts & Registers, Budget & Audits - Procurement procedure - Authorization of payment - Preparation of training modules for VWSC trainings listed in the titled of the program	SO accountants	-2 days

Chart 2-H: SO/SA Training for the Implementation Phase (contd..)

Activity	Objectives	Content	Participants	Duration
TOT on community level trainings on Hygiene and Environmental Sanitation Awareness (HESA) ² (CDS, CWs)	-to enable the SO staff to acquire adequate skill to conduct the following community level trainings : 1. HESA training to school teachers, village health promoters, traditional birth attendants and tapstand women representatives (8 days). 2. Mother and child health training to tapstand women representatives (7 days) Refresher training to village health promoters (5 days)	- refresher on HESA training conducted during Planning Phase - TOT for preparation of VWSC training modules listed under objectives	CDS, CWs	-5 days
Regional Review Meetings for the PMU/DPMUs, SOs and VWSCs	- to review project progress, - identify lessons learned - share ideas for improving practices	- project reports - experiences of participants - components of the Project	- PMU reps. - SO reps. -DPMU reps - Selected VWSC Reps.	2 days
Regional Review Meeting	to share ideas, experiences, and exchange views with the participants in relation to community development, scheme construction and its quality.	- review of progress - presentations, group exercises for analyzing and solving problems	SOs, DPMUs VWSCs	2 days
TOT for Women's Development Initiatives (WDI)	- to build SOs' capacities to provide training and technical assistance in Women's Development Initiatives	- information on alternative credit institutions in UP - course designs and training of trainers for women in accessing credit - review of technical training resources - training of trainers in basic business management	- Community Development Supervisors - Community Workers	- 3 days
District Workshops	- to review project progress, - identify lessons learned - share ideas for improving practices - to sensitize district administration, public representatives and local media about the project	- project reports - experiences of participants - components of the Project	- PMU reps. - SO reps. -DPMU reps - DMs, CDOs, DDOs, PD, DRDAs, DPROs - Selected VWSC Reps	1 day
Senior level Workshop for policy makers	-to sensitize senior level policy makers which would help improve the functioning of development programs in various sectors including RWSES.	- review of progress - presentations, case studies, group exercises for analyzing and solving problems	Sr Officers, Ministers, MLAs, MPs, Press	2 days
TOT for Community Technicians (CT) on O&M	- to build skill in the community for operating and maintaining various RWSES facilities.	- O&M requirements for various RWSES systems	Community Technicians (CT)	4 days

2.5.2 Training/TA at the Community Level during the Implementation Phase: During this phase training focuses on those skills needed at the community level for implementation, especially training of VMWs which coincides with implementation. HESA training at tapstand level and in schools intensifies. (The extent, duration and phasing of HESA training may vary according to the HESA action-plans developed by the SOs to meet the needs of the community. Such training is scheduled in this phase). Thereafter, training of masons on latrine construction is carried out.

2.5.3 Most importantly, training also prepares the community to manage long term maintenance of the system, and to fully take advantage of the benefits of new systems, in terms of both time savings and potential health benefits. Training is provided to reinforce HESA activities, and training of women is provided through Women's Development Initiatives. This training aims to help women to take advantage of time saved by the provision of water, and to support their initiatives in accessing credit and training for productive activities.

Chart 2-I: Suggested Community Level training, Implementation Phase

Activity	Content	Responsibility	Participants	Duration
VWSC workshop on Implementation Phase	- roles and responsibilities of the VWSC in the implementation phase	- Community	- VWSC Members	- 2 days
VWSC Treasurer Training	- role of treasurer - simple bookkeeping - store entry procedures - classroom exercises	- SO Accountants - Community Facilitators	- VWSC treasurer	- 7 days
HESA training to school teachers, village health promoter(VHP) traditional birth attendants and tapstand women	- personal hygiene - domestic hygiene - environmental sanitation	- Community Development Supervisors - Community Workers	- community leaders - school teachers -village health promoters	- 8 days
Mother and child health training to tapstand/ women's groups	- personal hygiene - domestic hygiene - environmental sanitation	- Community Workers	- women/ tapstand group members	- 7 days
Village maintenance worker(VMW)	-Types of repair - Plumbing, construction - Use of tools and equipment	- Jr. Engineers - Sr. Engineers	- village maintenance workers	4 days
Latrine Construction Workshop	- pour flush latrines - composting latrines - ventilated improved pit latrines	- SO technical staff	- local masons	- 2 weeks
Women's Development Initiatives Workshop	- accessing credit opportunities - credit management - networking with other organizations - options for income development	- Community Development supervisors	- women in tapstand groups	- 3 days
Refresher Training to VWSC members and treasurer	- VWSC responsibilities - workplanning - O&M management - O&M fund management - management of the subsidy arrangements for latrines	- community facilitators - Community Development Supervisors	- VWSC members	- 6 days
Refresher Training to VHP	- personal hygiene - domestic hygiene - environmental sanitation - primary health care	- Community Development Supervisors - Community Workers	- VHPs	- 5 days

2.6 Specialized Training/Orientation/ Cross Visits:

2.6.1 CDOs/Officials: In order to utilize the skills and resources of the Chief District Officers and other local officials, they will take part in a series of events to keep them informed on project progress and to mobilize their support and resources for the project. These include:

- a) CDOs will take part in annual review meetings, and in semi-annual reviews of project progress with SOs; and
- b) A launch workshop at district level will take place when each DPMU becomes fully operational. The launch workshop will help to build networks between SOs at District level and District level officials. The CDO, Block officers, forests, land officials and others whose role may become important in the project will attend. The meeting will be for one day and consist of a general orientation to RWSES, and the specific projects being undertaken in the district.
- c) District level coordination committees will be formed as appropriate under the guidance of the DPMUs. They will set their own agenda and meet as frequently as required for good coordination between SOs and the local government.

2.6.2 Short-term, Specialized Training Events: In certain cases, short term training will be developed on demand for specific technical inputs, or innovative community development. These will be determined on a needs basis. For example, a workshop on folkmedia may be useful in a particular district where there are strong folkmedia traditions to build on, or special resources available. Training in new technologies, water quality testing devices, improvement in environmental practices, or other special technologies or tools may be needed outside the core curricula. A small discretionary budget will be part of the Training Network and set aside to cover these needs.

2.6.3 Cross-Visits: Cross visits between communities and SOs are a useful means to motivate people and to share learning and avoid costly mistakes. They are also an effective way to bolster self-esteem of participating communities, and reinforce behavioural change. They can be focused on specific learning or training agenda, such as sanitation or community management issues, or protecting the catchment and source. Cross visits will be budgeted into the Planning Phase and Implementation Phase Agreements of SOs, when requested.

2.7 Specialized Training for PMU/DPMU staff:

To improve professional ability specialized training programmes will be taken up for PMU/DPMU staff. These are listed below:

Chart 2 J: Training of the PMU/DPMU staff:

Staff	Type of Training	Timing
PMU/DPMU	Immersion in field experiences with NGOs	Every new staff will have a field-internship for three weeks, and will be stationed with an NGO
PMU/DPMU	Interational Workshops	As available, 2-3 workshops among professional staff per year
PMU	Travel to Other Similar Projects: Nepal, Sri-Lanka, Bolivia, etc.	2 persons per year
DPMU	Orientation of a) Technical staff in community development b) Community development staff in construction	At local institutes, as avaiable and at least 5 persons per year
PMU/DPMU	Computer Training	On-Site at PMU and each DPMU, at start-up

2.8 Communications/Media Support: The project has an ambitious communications support sub-component. It includes:

- a) Information kits and brochures on the Project, the project cycle, criteria, how to apply for support, nature of agreements and norms of interaction between the Project, SOs, SAs, and communities.
- b) Local Language productions of handbooks for SOs and Communities, specifically:
 - SO Training Handbook for the CAP Process and VWSCs - SO and Community Accounts Manuals
 - VMW handbook
 - Technology Handbook for Jr. Engineers and Master Masons
 - A handbook on Environmental Source Protection
- c) A Training Network Newsletter for all participating institutions and SOs which provides useful information for carrying out subprojects and updates on project progress, published bi-monthly.
- d) A Statewide Media Campaign on Environmental Sanitation, utilizing television spots, feature presentations, reinforced by interactive education kits for schoolchildren in the project areas.
- e) The design and production of (SARAR) kits for participatory tools for use in the CAP Process, and other training materials and communication tools. 500 kits need to be designed and produced during the project period. Design and production of SARAR/ PRA kits would be carried out on a trial basis covering 30 communities before wide scale application. The RWSG group based in Delhi would provide assistance in developing proto-type materials for the SARAR/ PRA tools including identification of a training specialist to assist PMU.
- f) Community-based Media: Experimentation in involving communities in producing their own video productions about their project activities, which can be used to motivate others and help to reorient sector objectives.
- g) Folk Media: The Project will support folk-media as part of regular Planning Phase and Implementation Phase Agreements. Exceptionally good efforts may be replicated in other places with the use of Communications Support Resources of the PMU.
- h) A Project mid-point video production on lessons learned from the Project, to be utilized in sector reform efforts in UP and elsewhere. The video will be aimed at top-level decision makers in GOUP/GOI regarding institutional, program and technical issues in the sector.

Annexes: Sample Training Outlines for Core Training and Sample Course Designs

Introduction to Annexes:

The Following Annexes provide training designs in *outline form* for the core training programs for SOs and SAs. For several Core Training Events, fuller *Sample Course Designs* are also provided. It is recommended that these be used as resources in designing detailed courses and their materials, as much as possible in the local language. It is the precise role of the Training Network to further develop this curricula and each of its training events as the PMU works through its initial project cycles. Each Detailed Course Design should also be based on an analysis of the needs of the participating groups which are assessed before each training event through preplanning sessions with the Service Agencies and trainers who will conduct the events, and events should be revised during the event itself. The further development of these training events should be based on the results of empirical experience and reflection.

With regard to training designs for the community level, these are integrated into the training of SOs in the form of annexes to SO training events. Sample community level training designs will be reviewed during Planning Phase training events for SOs. SOs will complete detailed Action Plans for community level training during various events, using designs provided by the PMU as a resource, and incorporate their own ideas and experience in a participatory training format. Action Plans will be reviewed carefully by the Portfolio Managers to ensure they are adequate and cover training sufficient to achieve training outcomes as outlined in the earlier sections of this Manual.

A cardinal principle of training is to train people *in the same way* that you expect them to train others. Minimize lectures in SO training events if you expect SOs to minimize lectures in working in the community. If you don't give choices to SOs in the ways they will work with communities they are less likely to also give choices to community members about critical issues in community designs. The best training creates a supportive learning environment, enables participants to use their heads, and evokes the ingenuity of the participants as they figure out how to best carry out their roles in the project. A firm and clear structure is needed to facilitate learning, planning and decision making, but the participants should control content to the degree possible.

Annex A: Training Outline

SO/SA Orientation on Prefeasibility Studies and Site Appraisals

A.1 Orientation to the Project Concept and Prefeasibility Studies for SOs and Service Agencies

A.1.1 Introduction: In preparation for SOs and Service Agencies (SAs) to take part in the project cycle, this course is in the first of a series. The course introduces SOs/SAs to the overall Project concept, including project principles, selection criteria, methods, norms, procedures and other general project information. It also prepares SOs/SAs to complete prefeasibility studies. Fairly detailed pre-feasibility studies are essential in order to avoid committing resources to those schemes unlikely to meet project criteria. Scheme selection should be based on socio-economic viability and technical feasibility. The main scheme selection criteria, such as need, source adequacy, technical feasibility, cost of implementation, community capacity and willingness to contribute needs to be assessed at least to the degree that schemes selected for the Planning Phase will be probable successes. In order to economize on time and resources, Service Agencies who are to be recruited to carry out site-appraisals of the prefeasibility studies will attend. They will spend one extra session after the SOs leave to clarify additional tasks they will have in carrying out site-appraisals.

A.1.2 Objectives of the Workshop:

1. Orient Support Organizations/ potential Service Agencies to the Project including the project cycle, selection criteria, overall methods of involving the community, norms, procedures and other general information on the nature of the project.
2. Introduce SOs to the pre-feasibility study methodology and Planning Phase proposal preparation, and SAs to methods of site appraisals for the pre-feasibility studies.
3. Develop the skill of the SO participants to carry out needs assessment, community capacity, and willingness to contribute assessments to the degree practicable at this stage. Develop the skills of SA staff to carry out verifications of this information.
4. Develop the skills of the participants to assess the technical feasibility and socio-economic viability of schemes.

A.1.3 Participants of the Training Program:

25-30 in each group.

- Three SO Staff or Consultants: Team Leader, Engineer, Community Development Supervisor
- Service Agencies: 1 Engineer and 1 Social Scientist

A.1.4 Responsibility for Orientation and Training:

At least two senior level (Community Development and Technical) Resource persons from the PMU and one full time assistant Trainer (or SA) are required to as the training team.

A.1.5 Timing:

Orientation program will be organized before starting the Pre-feasibility Studies, usually in period of late winter to facilitate April/May proposed source readings.

A.1.6 Duration:

3 days. 2.5 days will spent in class room discussion and .5 days in the field.

A.1.7 Expected Outcomes:

The anticipated outcome of the training will be that participants will be able to:

- Understand the PMU's approach, strategy, scheme selection process, norms, procedures, criteria and scheme cycle;
- Carry out Pre-feasibility studies in the case of SOs and Site Appraisals in the case of SAs;
- contribute the ideas and help improve the Pre-feasibility study formats, data collection process, techniques, instruments; and.
- Provide reactions on the PMU's approach, project selection criteria and scheme cycle and make recommendations.

A.1.8 Outline of Training Plan:

Day/ Time	Day 1	Day 2	Day 3	Day 4: SA special Sessions
9.00 - 10.30	Registration 'who is who ' PMU objectives and general introduction.	Source Measurement and Adequacy Analysis.	Ascertaining feasible projects based on criteria-group presentations and Forum Discussion	Session on Verification of critical Community Development compon-ents: content and methods
10.30 - 12.00	Components of Pre - feasibility studies and data collection processes	Use and application of pre-feasibility forms/ formats	Assessing community capacity and willingness to contribute.	Session on Verification of critical hardware components and methods
12.00 - 01.30	LUNCH - BREAK			
01.30 - 03.00	Needs assessment Techniques. (Scheme eligibility criteria and their rationale)	Hands-on practice on the process of pre-feasibility study in the field. (Field visit).	Asertaining feasible projects based on criteria	How to complete site appraisals, use of checklists, forms, and analysis /report formats required.
03.00 - 03.15	TEA - BREAK			
03.15 - 04.45	Pre-Feasibility study (Technical and Community Development) and scheme cycle.	(Field visit)	Evaluation of the Woekshop/Closure for SOs	Closure of Special Sessions for SAs on verifaction of pre-feasibility studies.

A.1.9 Methodology: The session will combine presentations, group work and hands-on practice in the field using proposed instruments, techniques, and reporting forms for studies and site appraisals.

A.1.10 Evaluation: Participants will complete a program evaluation form to evaluate the trainers and a performance evaluation form in which newly acquired skills are tested. Data collected in the field will also be recorded in summary form to review participant achievement.

Annex A : Sample Course Design

SO/SA Orientation on Prefeasibility Studies and Site Appraisals

SO/SA Orientation on Prefeasibility Studies and Site Appraisals

**SESSION PLAN:
(Day 1)**

Content	Objective	Time	Methodology	Process	Materials
Registration: 'who is who' The Project Objectives and general introduction.	Ice-breaking . Feel free to learn the process . To clarify the PMU's Objectives, Working procedures, criteria and norms	1.5 hour (9.00 AM to 10.30 AM)	Self introductions Slide presentations brochure distribution groupwork and reactions	1. Participants will give their own introductions one by one, including their name, address, organizations, designation, area of work and location. 2. Resource person will distribute Brochures, clarify the PMU's Objectives, criteria and its rationale. the following will be presented: <ul style="list-style-type: none"> • W/S need levels in UP. • Amount of services and coverage of the PMU Role of PMU	Register PMU brochures. Video Show Nepal paper, pen
(10.30 AM to 11.00 AM Tea Break)					
Needs Assessment Techniques. (Scheme eligibility criteria) and rationale.	To share idea's and knowledge about the needs assessment process	1.5 hour (11.00 AM to 12.30 PM)	distribution of hand out on need criteria Discussions of each component. groupwork and feedback on criteria	1. The following points in relation to the hand outs will be explained: Need criteria: time saving, consumption, water quality, BC ratio. Technical: Source dispute, adequacy, reliability, quantity, quality. Sustainability: O & M and capital fund collection, labour contributions. Cost: Tentative cost of the scheme. 2. Open discussion of Criteria	Scheme eligibility criteria and norms.
Components of Pre - feasibility study and data collection process.	To introduce and familiarize participants with all the components of pre-feasibility studies	1.5 hour (12.30 PM to 1.30 PM) Lunch Break 1.30 PM to 2.30 PM (2.30 PM to 3.00 PM)	Format distribution explanations of each step group analysis of tasks plenary question and answers	1. Facilitator will explain the process of collecting data for: <ul style="list-style-type: none"> • Identifying all Sources • Examining the means to improve existing Sources as well as tapping new ones • Preparing data: Demographic, Location route map, environmental sanitation, existing and proposed source situation, availability of local resources, process of mass meeting, NFE and WDI program information, and community assessment 2. Group analysis and plenary	Pre-feasibility study format

(Day 1 contd.)

Pre-Feasibility study Community Development.	To help participants understand the component and process of the software study.	1.5 hour (3.00 PM to 4.30 PM)	Group discussion and explaining.	The areas of information collection: <ul style="list-style-type: none">• demography• socio-economic status• environmental sanitation• community participation• availability of local resources• local service agencies and• the present water supply situation suggested indicators: <ul style="list-style-type: none">• PRA tools:• focus group discussion.• target group discussion.• interviews and observation• mass meetings	Cardboard paper and board marker
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(Day 2)

Pre-Feasibility study on technical aspects. Source Measurement and adequacy Analysis Process.	To enable participants to understand how to identify the proposed source, data collection on existing water supply situation, and source measurement techniques.	1.5 hour (9.00 AM to 10.30 AM)	Plenary discussion on Technical feasibility.	The following key indicators for the technical pre-feasibility will be explained: <ul style="list-style-type: none">• source adequacy, reliability of source• quality of water, and Source altitude• transmission main, required nos. of structure• gully crossing, Source visitation, etc.• distribution line and required tentative pipe.• system components, structures, required in the scheme.• improvement of present water sources.• mode of transportation.• labor rates in the community.• Economic viability.	Cardboard paper and board marker. Video
Tea Break 10.30 AM to 10.45 AM					
Use and application of pre-feasibility forms/ formats	To introduce and familiarize the participants on the process of filling pre-feasibility study format.	1.25 hour (10.45 AM to 12.00 PM)	Hands-on exercise. Question and answer.	Facilitator will distribute the pre-feasibility study formats and instruct participants to fill them assuming a village situation. <ul style="list-style-type: none">• If any query or and confusion arises from the format explanations will be provided	Pre-feasibility study format.

(Day 2 contd.)

Packed lunch at 12.00 'o' clock

<p>Hands-on practice on the process of pre-feasibility study work in the field. (Field visit).</p>	<p>To provide hands-on training in the process of collecting factual information from the field.</p>	<p>5 hrs (12.00 PM to 5.00 PM)</p>	<p>Questionnaire filling with the community report preparation.</p>	<p>The participants will be divided in Four or Five groups:</p> <ul style="list-style-type: none"> • The workgroups will be provided all the above specified materials. • The actual pre-feasibility study will conducted • Each Workgroup will visit a separate area • Workgroups will retain same members for rest of the workshop • The groups will visit the scheme areas for the learning purpose. <p>The groups should list out all the possible problems may arise in the future:</p> <ul style="list-style-type: none"> • the problems on data collection, • sketch map, and location map preparation. • filling information in the format . • group organization in the community. • verification on the community request • identifying the existing problems. • ensuring the community cash and kind contributions, etc. 	<p>Copy of pre-feasibility study form</p> <p>Measuring Tape</p> <p>stop watch</p>
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(Day 3)

<p>Field visit</p>	<p>To provide hands on training on the process of conducting and collecting factual information from the field.</p>	<p>1.5 hour (9.00 AM to 10.30 AM)</p>	<p>report preparation</p>	<p>All the groups will separately present their problems and findings from the field. Each problem will be discussed individually:</p> <ul style="list-style-type: none"> • Facilitator will ask reasons and causes of the problems in the data collection process. • At the end Facilitator will wrap-up the session by explaining about the data collection process and tools use in the field. 	<p>Cardboard paper</p> <p>board marker.</p>
<p>Tea Break 10.30 AM to 10.45 AM</p>					
<p>Ascertaining feasible projects based on criteria group presentation and Forum Discussion</p>	<p>To provide opportunity to the participants to raise issues and problems on the field data collection process and trying to avoid the confusion.</p>	<p>1.25 hour (10.45 AM to 12.00 PM)</p>	<p>Group presentation and question answer.</p>	<p>Question and answer on the various miscellaneous topics and subjects raised by the participants.</p>	<p>Cardboard paper</p> <p>board marker.</p>

(Day 3 contd.)

<p>Assessing community capacity and willingness to contribute.</p>	<p>To make participants understand possible problems which may arise during data collection.</p>	<p>1.5 hour (12.00 PM to 1.30 PM)</p>	<p>Group discussion and presentation.</p>	<p>Inform participants to form Four groups among them and give tasks in the following four areas: "Problems may arise in the social data collection" "Problems in existing/proposed source identification and sketch map preparation" " Problems in the mass meeting and endorsement on knowing willingness to contribute" "Problems in data collection on NFE, HESA, and WDI program component" Group presentations. Identify the possible solution from the group, list out on the card board paper and wrap-up the session.</p>	<p>Cardboard paper board marker</p>
<p>Lunch Break 1.30 PM to 2.30 PM</p>					
<p>Possible program activities for preparing Planning Phase Proposals.</p>	<p>To introduce and provide an overview on the Planning Phase program proposal and role of SO's on the process.</p>	<p>1. hour (2.30 PM to 3.30 PM)</p>	<p>Presentations Group discussions Feedback Session</p>	<p>Briefly explain the following:</p> <ul style="list-style-type: none"> • The SO's TOR for the Planning Phase • Data collection, analysis process and community involvement. • Creative Community Planning (SARAR) Techniques description • Manpower quality and skill requirement for conducting the field activities. • Manpower use in development/Implementation phase from the community. • SOs' and community role in the development phase. • VWSC selection and registration process. • O& M process and VMW concept. • Lay-out plan preparation and community decision. • Community contribution Cash and kind. <p>NFE, WDI, HESA components, Sanitation Subsidies</p>	<p>SO TORs for Planning Phase Planning Phase Proposal Format Staff selection criteria.</p>
<p>SO-Program Evaluation and Closing. (SAs stay for aone day session on site appraisals)</p>	<p>To get feed back from the participants on the Orientation program and performance Evaluation.</p>	<p>1.5 hour (3.30 PM to 5.00 PM)</p>	<p>Written test</p>	<p>Two forms will be provided each to the participants and collected. Facilitators will quickly analyze the problems and level of understanding in each component. If the participants do not clearly understand, Facilitators will respond and make clarifications</p>	<p>Program and knowledge test format.</p>

(Day 4)

Content	Objective	Time	Methodology	Process	Materials
Session on how to verify the social information of the pre-feasibility studies	<ol style="list-style-type: none"> To review the SAs role in checking the work of SOs in their prefeasibility studies regarding social information To enable SAs to verify information in a non-obtrusive manner in portential project villages 	1.5 hours (9.00 AM to 10.30 AM)	<ol style="list-style-type: none"> Presentation on how to check information using a sample completed pre-feasibility study Plenary questions and answers 	<ol style="list-style-type: none"> Hand out filled in forms Discuss social information provided and means by which it is verified, item by item. Answer questions, item by item, in plenary regarding SA verification tasks 	<ol style="list-style-type: none"> Sample filled in pre-feasibility forms
Tea Break 10.30 AM to 10.45 AM					
Session on how to verify the technical information of the pre-feasibility studies.	<ol style="list-style-type: none"> To review the SAs role in checking the work of SOs in their prefeasibility studies regarding technology informaotion To enable SAs to verify information in a non-obtrusive manner in portential project villages 	1.5 hours (10.45 AM to 12.15 PM)	<ol style="list-style-type: none"> Presentation on how to check information using a sample completed pre-feasibility study Plenary questions and answers 	<ol style="list-style-type: none"> Hand out filled in forms Discuss social information provided and means by which it is verified, item by item. Answer questions, item by item, in plenary regarding SA verification tasks 	<ol style="list-style-type: none"> Sample filled in pre-feasibility forms
Completion of Site Appraisals including analysis of information on acceptability of schemes	<ol style="list-style-type: none"> To understand the PMU's requirements in completion of site appraisals, analysis and reports. 	1.5 hours (12.15 PM to 1.45 PM)	<ol style="list-style-type: none"> Presentations Groupwork reviews on impliocations 	<ol style="list-style-type: none"> Hand out of checklists and reporting tools Presentations on how to analyze and report field data Break into groups to discuss issues related to verifying, analyzing and reporting data and determining acceptable projects. Group Reports 	<ol style="list-style-type: none"> SA checklists, SA reporting formats
Lunch Break 1.45 PM to 2.45 PM					
Evaluation and Closing	<ol style="list-style-type: none"> To assess the special session and test participants knowledge To close the session 	1.5 hours (2.45 PM to 4.15 PM)	<ol style="list-style-type: none"> Evaluation Questionnaire Ceremony 	<ol style="list-style-type: none"> Administer Questionnaire Administer evaluation form of workshop special sessions. Closing sessions 	<ol style="list-style-type: none"> Questionnaires and Eval. forms

PROGRAM EVALUATION FORM

1. Please indicate to what extent the orientation program fulfill your work objectives and understanding of:			
	Good	medium	Poor
• Component of pre-feasibility study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Need assessment scheme eligibility criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Role of the SO in the construction work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Technical feasibility study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Community Development feasibility study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Source adequacy analysis process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Hands on pre-feasibility study in site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use and application of pre-feasibility study forms and formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Which are the three activities you think most useful or you like in the training/orientation ? 1. 2. 3.			
3. Which are the three activities you disliked in the training/orientation ? 1. 2. 3.			
4. To what degree were your satisfaction or dissatisfaction with:			
	Good	medium	Poor
Trainer no:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Information areas for data collection and analysis:

SN	Description	What data/information actually you collect from the field.	What are the process and methods you apply to collect the data/information.
1.	<u>Health and sanitation</u>		
	A. Household latrine		
	B. Environmental sanitation		
	C. Health facilities.		
2.	General, socio-Economic situation.		
3.	Mass meeting.		
4.	Community Request letter and its authenticity.		
5.	Location route map		
6.	mode of transport		
7.	willingness to contribute cash		
8.	willingness to contribute labor and materials.		
9.	Availability of local materials and its use.		
10.	<u>Existing drinking water supply situation.</u>		
	A. Round trip time		
	B. Water Consumption		
	C. Total trips		
11.	Proposed source and area		
	Technical Feasibility. what type of the information need to be collected		
	Manpower Resources for Drinking water supply scheme construction		
12.	Non formal Education activities.		
13.	Women Development Initiatives		

Annex B :
Training Outline
Participatory Community Action Planning (CAP) and Monitoring training including TOT on following VWSC trainings :
1 Awareness on project and roles and responsibilities of VWSC during Planning Phase (2 days)
2 Cash and labour contribution plan (2 days) 3. O & M plan (2 days) 4 M& E plan (2 days)

C.1 Participatory Community Action Planning (CAP) and Monitoring training (CAP Process, Community M&E, TOT for VWSC formation and training)

C.1.1 Introduction:

During the Planning Phase SOs are required to guide, facilitate, and assist the community to develop capabilities in management, decision-making and planning. It is also SO's responsibility to provide information and advise the community and VWSC in establishing the organizational structures and appropriate mechanisms for the water supply and environmental sanitation scheme and related activities within scheme communities.

The Training event orients those staff responsible for carrying out three major functions of the Planning Phase. It starts with:

Part 1: building a foundation of participatory skills for community action planning, monitoring and preparation of participatory CAPs

Part 2: Training of SO staff as trainers (TOT) in more formal organizing and training skills needed to form and strengthen VWSCs in their roles and responsibilities.

To further develop SO staff capacities to carry out their TORs for the Planning Phase, the training consists of another step which:

Part 3: helps establish a framework for these skills in for SOs to understand their place in the Project framework and cycle, and structures activities for project participants to develop their own detailed workplans for carrying out their SO TORs and related facilitating role for the Planning Phase.

C.1.2 Objectives of the Workshop

1. Develop the underlying attitudes, knowledge and (fundamental) participatory training skills among SO hardware and Community Development staff to be able to effectively facilitate a participatory CAP process in subproject scheme.
2. To develop the capacity of Community Facilitators of SOs to facilitate participatory monitoring and evaluation tasks to strengthen communities abilities in those areas.
3. To train CFs as SO trainers capable of facilitating formation and training of VWSCs to effectively carry out their functions and roles
4. To ensure a common base of skills among hardware and software staff and to sensitize Jr. Engineers to the role of the community and engineers in a demand-led framework

5. To enable participants to develop action plans adequate to complete their TORs for the Planning Phase, plans which meet project requirements but which also incorporate SO staff's own experience and resources.

C.1.3 Participants:

24-30 in each group

-3 participants per every three schemes undertaken by an SO: Community Facilitators, Community Development Supervisors and Jr. Engineers.

C.1.4 Responsibility for Orientation and Training (Training Team):

A qualified Service Agency and PMU training/ program specialists will form the training team. As courses are held, usually the best trainees can be spotted which can help train others in subsequent batches. The training team should include 3 professionals of the Consultant and 2 from the PMU.

C.1.5 Timing:

These sessions would be best held in July or August, after contracting for the Planning Phase. During the Monsoons it is an excellent time to prepare staff who can then accelerate field work in the fall of each year.

C.1.6 Duration: 10 days

C.1.7 Expected Outcomes:

- SO staff will have established fundamental skills in participatory principles, methods and tools consistent with the human growth approach to community facilitation.
- SO Staff will have developed skills in participatory M&E necessary to empower communities in self-monitoring and evaluation as per the M&E design of the Project
- SO Staff will have gained the skills necessary to sensitively form VWSCs and provide them training in their roles, functions, and responsibilities. CFs will have mastered the curricula for VWSCs and have sample course designs for community workshops.
- SO Staff will complete action plans adequate to fulfill the terms of their TORs with full description of inputs to be made, methodology and tools to be used, and outputs expected.
- SO Staff will better integrate hardware and software aspects of the project
- SO Staff will be fully aware of the overall Project framework, norms, criteria and their obligations in fulfilling their TORs for the Planning Phase.

C.1.8 Methodology:

This is a field based and field-operational training event. The training is held in four parts. First, to build fundamental skills in participatory approaches, a combination of sensitization exercises, orientation to human development concepts and method/tools orientation is integrated with field-practice and review of hands-on field tests of techniques. Participants are encouraged to develop their own applications of participatory methods and tools in the training. They also engage in activities which link software and hardware staff in better understanding each other's role. This first part is based on the SARAR training model, adapted to RWSES project needs, and is fully participatory in nature, so as to train staff the same way they are expected to work with the communities. The second part of the training focuses more on community level M&E and the tools and techniques needed. PRA methods are utilized and field tested. The third part consists of a TOT on VWSC formation and formal training workshops to be held in the Planning Phase to strengthen VWSCs. The fourth part consists of overall orientation to the project framework, rules, criteria and operational guidelines. Participants also engage in groupwork to develop their own action plans which integrate all they have learned and which are adequate to fulfill their TORs for the Planning Phase.

C.1.9 Training Outline: (See full Sample Course Design, Attached)

C.1.10 Evaluation:

Participants will complete a daily evaluation sheet which also helps them track activities they have completed. They will also fill in a poster which reflects their perceptions of their own reactions to the training, and what they have learned. After seven days a midterm program evaluation form will be completed to get feedback from the participants. At the end the quality of SO Staff Action Plans for the Planning Phase will serve as a test of the participants' learning during the whole program. Feedback will be provided on whether any additional remedial work is needed to strengthen staff responsible for the Planning Phase.



Annex B: Full Sample Training Design

Participatory Community Action Planning (CAP) and Monitoring training including TOT on following VWSC trainings :

1 Awareness on project and roles and responsibilities of VWSC during Planning Phase (2 days)

2 Cash and labour contribution plan (2 days) 3. O & M plan (2 days) 4 M& E plan (2 days)

C.1 Introduction:

The Training event orients those staff responsible for carrying out three major functions of the Planning Phase. It starts with:

Part 1: building a foundation of participatory skills for community action planning, monitoring and preparation of participatory CAPs

Part 2: Training of SO staff as trainers (TOT) in more formal organizing and training skills needed to form and strengthen VWSCs in their roles and responsibilities.

To further develop SO staff capacities to carry out their TORs for the Planning Phase, the training consists of another step which:

Part 3: helps establish a framework for these skills in for SOs to understand their place in the Project framework and cycle, and structures activities for project participants to develop their own detailed workplans for carrying out their SO TORs and related facilitating role for the Planning Phase.

Underlying this training design, and the demand-led approach of the RWSES Project, is one very important principle: inner conviction and voluntary action is a major resource and a strong cord in the nature of local people, and they heartily respond where they themselves see the value of action for the benefit of self and community. SOs need training which is both nurturing and catalytic - capacitating SOs for facilitating consumers in responsible decision -making and community action.

Participatory education and approaches to RWSES over the past 15 years have evolved clear methodologies for evoking the participation of the community with the help of local NGOs. One of the primary potentials of the NGOs involves their ability to decentralize decision -making, use local and external resources, and to facilitate community analysis and planning for development action. Participatory approaches and techniques are powerful tools for extending and strengthening decentralized community-based development, and RWSES in particular.

Through the use of participatory processes, techniques and related materials, local consumers are enabled to investigate their reality and define and prioritize their needs, assess their local resources and options, make decisions, incorporate new information and creatively plan actions as part of the process of developing their Community Action Plans (CAPs). While and after they complete schemes, they are also enabled to monitor and evaluate their own progress. Innovative materials have been developed to help field workers evoke these skills in people, and encourage their self-reliant thinking and action.

Finally, this module will provide SOs with a clear picture of the outcomes required for the CAP specifically and all three project phases in general. These include requirements related to:

- (a) SOs' role with the community, its subgroups, and the VWSC;

- (b) SOs' responsibilities and accountability to the project. - Social, Economic, and Technical;
- (c) SOs' commitment to the Training Network Center and its strategy for:
 - i) Creating specific partnerships to guarantee community outcomes
 - ii) Building a viable RWSES support system in Uttar Pradesh.

The Workshop is structured to proceed from an experiential base and grounding of trainees in participatory skills, methods and tools, and then proceeding to provide a context and structure into which participants place these skills and resources. After learning the skills, participants learn how they are needed to develop CAP plans and promote community monitoring and evaluation. The training also provides hand-on TOT work in more formal training needed for VWSCs. Participants move from the specific to the conceptual as they are introduced to the project cycle and the role of participation in the cycle. In final action-planning sessions, trainees evaluate how they will relate participatory activities to each step of the Planning Phase process and to complete the terms of their TORs for the Planning Phase.

Objectives of the Workshop

1. Develop the underlying attitudes, knowledge and (fundamental) participatory training skills among SO hardware and Community Development staff to be able to effectively facilitate a participatory CAP process in subproject scheme.
2. To develop the capacity of Community Facilitators of SOs to facilitate participatory monitoring and evaluation tasks to strengthen communities abilities in those areas.
3. To train CFs as SO trainers capable of facilitating formation and training of VWSCs to effectively carry out their functions and roles
4. To ensure a common base of skills among hardware and software staff and to sensitize Jr. Engineers to the role of the community and engineers in a demand-led framework. To equip software staff of a basic knowledge of the main components of technical survey, design and estimate activities.
5. To enable participants to develop action plans adequate to complete their TORs for the Planning Phase, plans which meet project requirements but which also incorporate SO staff's own experience and resources.

Once these have been reached and SOs have been exposed to a range of methods and tools for carrying out the Planning Phase, they then are helped to understand the project cycle and overall project framework, and to prepare action plans in accordance with the SO TORs for the Planning Phase. Community Development (CFs) and hardware (Jr. Engineers) staff train together to maximize group learning and ensure integration of their field work.

Workshop Preparation:

The workshop program is organized in two stages :

1. A pre-planning session
2. The main workshop

Pre-planning:

During pre-planning sessions, various tools and techniques which might possibly be used in the main workshop are discussed, listed by a core team (facilitator). The core team consists of an Institutions and training specialist, a monitoring and evaluation officer, two other co-trainers and artists.

On the first day the training specialist introduces to the core team the key objectives and approaches of the program. Then, the team works out the proposed activities and their sequence in flexible way that enough to allow for changes and new inputs.

By day two, the team deals with each activity to be included in the program, specific sessions and tasks are identified and assigned among the facilitators. Then, the tentative workshop schedule is prepared.

On the third day again, potential activities are discussed and demonstrated among core team members as a rehearsal. After a consensus had been reached about the activities, the team goes through each individual activity again and visual materials for its demonstration in the main workshop.

- Annex- C-1, The Training Workplan, follows.
- Annex C-2 provides detailed descriptions of the methods used, based on an actual field workshop for Part 1.
- Annex C-3 provides sample outlines for modules of VWSC training, needed for Part II of the training.



**Annex B- 1:
Training Workplan:
Participatory Community Action Planning (CAP) and Monitoring training**

Participatory Community Action Planning (CAP) and Monitoring training: Training Workplan

**Part-1: Participatory Skills for Community Planning and Monitoring:
Day-1**

SN	Name of Activity	Purpose	Time	Process	Output
1	House Exercise	To increase rapport among participants	30 min	1. Participants paired 2. Participants draw a house together while holding one pen	Breaks the ice- and participants will know each others' attitudes, behaviors, and personalities
2	Introduction of participants	To introduce participants to each other	30 min	1. Participants each introduce partner from house exercise 2. Each participant picks up a name tag and locates that person.	participants will know each to other's names
3	Hopes and fears Exercise	To know and then alleviate participants' expectations and doubts ref. training. Serves as a baseline for expectations at the end of training	20 min	1. Participants write expectations (i.e. hopes and fears) on two sheets of paper 2. Discuss results in plenary	Participants will express their expectations of training and trainers will respond Baseline of expectations established.
4	Workshop Objectives, Agenda, Logistics	Clarify the purpose of the training, get agreements on timing and participation, organize logistics	30 min	1. Facilitator reviews objectives, timing of sessions, and logistics 2. Participants agree on Training "contract" vis timing of sessions	Agreed schedule and logistics, Better understanding of overall objectives of the training
5.	Personality symbolism	Self projection through symbols and building group rapport	20 min	1. Each participant presents an object that symbolizes his/her personality 2. each participant reflects on why he/she chose that object and relationship with that object	Participants will become better acquainted with each other
6.	Communication/ Participation Analysis Photo parade	To help participants define and prioritize/rank quality of participation and develop accurate criteria of participation	90 min	1. Participants divide into four small groups 2. Groups analyze photographs features and categorize based on perception on participatory approach and methodology 3. Each group presents results 4. Discussion 5. Modification of results	Participants will know that a highly participatory approach or learner-centered approach is better for working with rural people Participants will experience ranking as a group

Participatory Community Action Planning (CAP) and Monitoring training: Training Workplan

Part 1, Continued...

SN	Name of Activity	Purpose	Time	Process	Output
7.	Resistance to change continuum	To understand different levels of people's attitudes and that different educational processes are needed to meet learning needs at different levels	70 min	<ol style="list-style-type: none"> 1. Show participants a poster with a message 2. Participants write on paper balloons what resistance/reaction average village would have to message 3. Review Continuum diagram drawn showing seven stages of attitudinal levels 4. Participants place balloons on diagram at appropriate attitudinal level 5. Brainstorming on relevance of different educational methods, approaches and strategies to each level 	Participants will know how to analyze level of awareness and openness to change, and will think analyze which training/ educational approaches would have any impact given different levels of attitude

Part 1, Day 2

SN	Name of Activity	Purpose	Time	Process	Output
1.	Review of Previous Day's Sessions	To help participants track their learning experience and refresh memory of learned material	20 min	<ol style="list-style-type: none"> 1. Ask Participants to list in Plenary the activities and outcomes of the day before 2. Ask participants to summarize what they have learned 	<ul style="list-style-type: none"> • Yesterday's lessons refreshed • Reflection on progress encouraged • Participants are aware of where they are on course • Problems resolved
2	Cup exercise: Directive and non-directive approach to teaching	To clarify traditional and participatory approaches and techniques	45 min	<ol style="list-style-type: none"> 1 Participants formed into groups 2 Groups arrange cards with identical picture of a cup but different captions into logical sequence depending on levels of openness of captions 	Participants will see the difference between directive and non-directive approaches as well as become aware of the gradations of directiveness in a set of tasks.

Participatory Community Action Planning (CAP) and Monitoring training: Training Workplan

Part 1, Day 2 Contd:

3	Johari's window	To expose participants to participatory development approach	50 min	1 Participants asked to explain four situations without showing windows labeled open, blind, hidden, unknown	Participants will know that there are situations where either villager or outsider or both can not see the whole picture so problems must be observed and analyzed together
4.	Presentation on Investigative/ Creative techniques and methods	To understand community situation by using these investigative and creative techniques for field use	5 hrs	Simulation of use of each tool	Participants will be able to use these tools
5.	Flexiflans	to allow self-expression of needs and problems	90 min	1. Participants are shown a story using cut-out figures with moveable limbs 2 Participants explained how use of figures will enhance self-expression of people and get information about community	Participants will know how use of figures will enhance self-expression of people and get information about community
5.1	Unrealized posters	To enable expression of community situation , needs, problems, resources	90 min	1 Participants show materials 2 Participants make up stories as if they were villagers 3 Present stories using posters to group	Participants will know how these materials will be used by villagers to express community situation, needs, problems, resources
5.2	Self-survey pocket charts	To identify specific attitude, knowledge and practices that exist within community	2 hrs	1. Cards showing different kinds of water sources and uses are shown and put into chart with colored paper	Participants will be able to show which water source is used for what purpose as well survey for other practices
5 3	Community mapping	To enable expression if community situation, needs, problems, resources	--	1 Participants drawn map of community on basis of water source, population, infrastructure, household/ cluster information, etc 2 Participants present map to group	Participants will draw a map of the community in which they are residing and will be able to show community situation, needs, problems, resources
5 4	Community census	To collect demographic information from a community	--	1 Participants select age groups which are suitable for figures/ drawings 2 Participants place pebbles/ beans/ grains for each member of family in each age group	Participants will be able to identify the number of family members in each age group

Participatory Community Action Planning (CAP) and Monitoring training: Training Workplan

Part 1, Day 2 Contd:

5 5	Healthy Home Exercise (Community M&E), PRA	To identify the most and least common health problems in homes	--	<ol style="list-style-type: none"> 1 Participants list attributes of healthy/unhealthy home that might be identified by village women 2. Form filled in as homes are observed 	Participants will be able to identify the most and least common health problems in community homes
6	Review and discussion	To develop skill in analysis of techniques and materials	15 min	<ol style="list-style-type: none"> 1 Review the degrees of openers and parameters of above five tools 2 Discuss range and kind of information each tool can provide 	Participants will be more familiar with above tools

Part 1, Day 3

1	Review of Previous Day's Sessions	To help participants track their learning experience and refresh memory of learned material	20 min	<ol style="list-style-type: none"> 1 Ask Participants to list in Plenary the activities and outcomes of the day before 2 Ask participants to summarize what they have learned 	<ul style="list-style-type: none"> • Yesterday's lessons refreshed • Reflection on progress encouraged • Participants are aware of where they are on course • Problems resolved
2	Gender Issues	To help participants understand gender issues	5 hrs	1 Plenary discussions and group exercise and presentation	Participants will be better able to understand gender issues
3	Presentation on Analytic Techniques, Methods, Tools	To help participants use these tools better for their next field visit	2 hrs 20 min	Simulation of use of each tool (as follows)	Participants will be able to use these tools
3.1	Maxiflans	To present and solve potential problems in community	--	<ol style="list-style-type: none"> 1. Trainer presents open-ended story about a problem 2 Participants try to solve problem 3 Discussion of how to use maxi-flan for any problem 	Participants will be able to use maxi-flans for problem solving
3 2	Three pile sorting	To better understand health impact of behaviors and practices	--	<ol style="list-style-type: none"> 1. Participants form four groups 2 Groups sort health-related cards into good, bad, and in between categories 3. presentations and discussion with larger group 	Participants will be able to understand how people perceive the situations differently regarding everyday behavior in terms of health impact
3.3	Technical options	To show technical options regarding tapstands, platform, drainage system	--	<ol style="list-style-type: none"> 1 Technical options presented 2. Participants analyze options 3. Participants justify their decision 	Participants will be able to analyze and prioritize water needs and allocate source water for various needs

Participatory Community Action Planning (CAP) and Monitoring training: Training Workplan

Part 1, Day 3 Contd:

3 4	Water use analysis	To involve women in analyzing water needs and allocation of water	--	1. Material presented 2. Small group of women participants formed 3. Women use the materials	Participants will be able to analyze and prioritize water needs and allocate source water for various needs
3 5	Poster drama	To present and solve potential problems in community	--	1. Open ended story presented with visuals about a problem 2. Discussion 3. Groups choose or develop alternative	Participants will be able to use this tool for problem solving
3 6	Problem classification	To understand and analyze different types of problems	--	1. Sets of posters depicting problems are presented 2. Participants in small groups classify problems according to individual, community, or country 3. Group representations and discussion 4. Consensus formed regarding types of problems, concerns, and solutions	Participants will be able to use this tool for problem analysis and solving
3 7	Coordination/ cooperation exercise (broken squares)	To develop group unity and to better understand group coordination processes	30 min	1. Participants in small groups asked to solve puzzles 2. Participants need to share pieces with other groups to solve puzzles	Participants will learn that groups which cooperate are able to reach their goals more quickly

Part 1, Day 4:

SN	Name of Activity	Purpose	Time	Process	Output
1	Review of Previous Day's Sessions	To help participants track their learning experience and refresh memory of learned material	20 min	1 Ask Participants to list in Plenary the activities and outcomes of the day before 2 Ask participants to summarize what they have learned	<ul style="list-style-type: none"> • Yesterday's lessons refreshed • Reflection on progress encouraged • Participants are aware of where they are on course • Problems resolved
2.	M&E Tools Sessions for Community Level Monitoring and Evaluation	To help participants master M&E tools for community level monitoring and evaluation	2 hours	1. The facilitator presents the tools and formats, simulating use with the groups	Trainees are able to use M&E tools at the community level for self-monitoring

Part 1, Day 4: contd.

3.	Presentation on informative techniques and methods	To introduce participants to use these tools which are ways to share new information in entertaining and relaxing ways	2 hrs 15 min	Simulation of use of each tool (as follows)	Participants will be able to use these tools
3.1	RWSES Management game	To reinforce the various RWSES activities that can be undertaken with RWSES	--	Simulation of game	Participants will know about PMU requirements and processes
3.2	Matching cards/ Self-health concentration game	To reinforce preventive health care activities which can be undertaken without outside assistance	--	Simulation of game	Participants will better understand the cause and effects of various practices on health
3.3	Personal hygiene	To help rural people understand connection between hygiene practices and personal health	--	1. Participants select healthy cards to match healthy person	Participants will learn what practices lead to better health
3.4	Disease transmission route	To help people learn how various practices relate to diseases	--	Simulation of game	Participants will see how diseases are transmitted and how they can be avoided
3.5	Healthy and unhealthy home matching card game	To reinforce attributes that match specific homes	--	1 Material presented 2 Simulation of game (fill large poster with two different home situations)	Participants will learn which attributes in homes are healthy and unhealthy
4	Presentation on planning techniques and materials	To enable participants to use planning techniques and materials in the field and to use different planning techniques and materials for CAP processing	3 hrs 40 min	Introduction to and simulation of using following materials 7.1 Before and after village planning 7.2 Step-by-step pit latrine construction planning 7.3 Planning the steps of women's activities for good household maintenance 7.4 Integration of hardware and software components in a water scheme	Participants will be better able to use these tools for planning

Part 1, Day 5:

SN	Name of Activity	Purpose	Time	Process	Output
1	Review of Previous Day's Sessions	To help participants track their learning experience and refresh memory of learned material	20 min	1. Ask Participants to list in Plenary the activities and outcomes of the day before. 2. Ask participants to summarize what they have learned	<ul style="list-style-type: none"> • Yesterday's lessons refreshed • Reflection on progress encouraged • Participants are aware of where they are on course • Problems resolved
2	Presentation on Project cycle and components	To reflect upon project approaches and activities and familiarize participants with RWSES	90 min	1. Brief discussion of RWSESP and its components presented	Participants will understand the requirements and process of RWSES
3	Sharing on CAP Plans (outputs) and implementation phase proposal	To introduce proposal formats and to clarify RWSES processes and components	100 min	1. Implementation phase format distributed to participants 2. Discussion, questions and answers	Participants will better understand the requirements of the implementation phase proposals
4	Relating participatory techniques and methods to RWSES Components	To increase ability to classify and use different techniques and learning materials in relation to RWSES components	60 min	1. Each tool discusses and classified according to technique: investigation, analysis, information, planning, motivation	Participants will have a better understanding of different techniques, methods and materials
5	Reform Groups by SOs	To facilitate Action Planning of CAP Phases by each SO	10min	1. Groups are asked to reform themselves by their own organizations	Groups are organized to plan for their field work
6	Development of strategy for CAP Plans	To analyze and prepare use of techniques and materials suited to meet community needs in RWSES activities and develop CAP strategy for each SO's project area	3 hrs 20 min	1. group brainstorm ideas 2. Groups then prepare a strategy for CAP linking learning needs to techniques 3. groups defined sample sessions for CAP for own communities 4. Discussion and review of strategies to improve them	Participants will have a strategy for CAP
7	Review of CAP Plans	To ensure CAP plans are adequate to reach outputs	1 hour	1. CAP plans are presented and revised in plenary discussions	CAP plans refined for developing each CAP plan and M&E inputs
8	Evaluation of Part 1	To Evaluate the first portion of the workshop which aims to build basic participatory skills in the SO staff	45 min	1. Forms are introduced 2. Forms are filled by participants 3. Status of Mood Meter reviewed	Workshop evaluated & Level of knowledge assessed
9.	Closure, Pack Materials	To complete sets of materials for field	1 hour	1. Groups pack materials used in sessions	Groups have tools to replicate CAP activities

Participatory Community Action Planning (CAP) and Monitoring training: Training Workplan
PART II - TOT for SOs in Forming and Training VWSCs

Part II, Day 6

SN	Name of Activity	Purpose	Time	Process	Output
1.	Review of Previous Day's Sessions	To help participants track their learning experience and refresh memory of learned material	30 min	<ol style="list-style-type: none"> 1 Ask Participants to list in Plenary the activities and outcomes of the day before. 2. Ask participants to summarize what they have learned 	<ul style="list-style-type: none"> • Yesterday's lessons refreshed • Reflection on progress encouraged • Participants are aware of where they are on course • Problems resolved
2	VWSC Role in the Planning Phase	To clarify the VWSC role in the planning; decision, management and supervision of the scheme and SO's staff responsibility during the Planning and implementation phase Information required to provide to the local Government (VDC and DDC).	1 hour	<ol style="list-style-type: none"> 1 Distribute two small blanks cards to the participants and ask them to write two specific jobs of the VWSC in the Community Action Planning process. 2 All the cards will be collected and hanged on the wall 3. Relevant points will be listed-out on the cardboard paper and the group will complete all the required information in relation to VWSC role in the Planning Phase 4. Explain the information required to provide to CDO for minimizing the duplication of inputs. 	SO staff will be aware of the roles of the VWSC and their responsibilities to help form and train the VWSCs
3.	VWSC selection methods.	At the end of the session the participants will understand optional processes by which the community can choose its VWSC members	2 hours	<p>Role Play: Participants will simulate forming the VWSC among themselves.</p> <ol style="list-style-type: none"> 1. Two participants will be given the task to observe the process of VWSC formation and will made comments on the process. 2. The VWSC Member selection process should be done by the Users. The SO's field worker should facilitate the local people to effectively select the Members who are willing to help Voluntarily to their own village. The Members is to be selected from among the leaders groups, Women groups, all habitations and representation from the ethnic and minority groups, and Teachers groups, etc., 	<p>The participants will have learned methods for forming VWSCs and analyzed issues relating to their formation.</p> <p>They will have honed their facilitation skills</p>

Part II, Day 6 contd.

4	Roles and responsibilities of VWSC in RWSES.	To help the participants understand the rights and responsibilities of the VWSCs in quality control, decision making on the proposed activities, and their right to control overall scheme implementation	2 hours	<p>Presentation: After preparation and presentation of the group opinion on the VWSC role in the scheme and sanitation, facilitator will briefly introduce the role of VWSC for</p> <ol style="list-style-type: none"> 1. Village level Staff identification, selection, and management 2. Community Action Planning 3. Quality control and supervision of the construction work 4. Planning and implementation of HESA component. 5. WDI program preparation and assist to village women 6. NFE program proposal and Supervision 7. Sanitation planning and revolving fund mobilization 8. Operation and Maintenance of the hardware 	Clarification of the roles of VWSC's in Decision Making
5	Methods of More Effective Meetings for VWSCs	To enhance the participants facilitation skills in conducting meetings, discussions and training focusing upon VWSC organizational development and CAP Planning	1 5 hours	<p>Presentations on Effective Meetings:</p> <ol style="list-style-type: none"> 1. Decide the agenda and the objective of the meeting/training. 2. Decide, who is to lead the meeting. 3. Analyze and identify the participants of the meeting 4. Ensure the participation of the directly concerned people For example, if the problem is localized in a ward, people in the ward should be represented in the discussions. 5. Fix the date, venue and time of the meeting and inform it to the concerned participants. 6. The venue, time and date of meeting of discussion should be notified well in time, and it should be ensured that the concerned persons feel comfortable about the date, time and venue. 7. Arrange other logistics for meetings 	Participants will be aware of the principles of holding effective meetings which they can transfer to VWSCs

Part II, Day 7:

SN	Name of Activity	Purpose	Time	Process	Output
1	Warm Up Community Attributes	To help participants understand the learning needs of VWSC members	1 hour	<ol style="list-style-type: none"> 1 Facilitator asks group to review slips with activities which VWSC members might be expected to perform. They are invited to select and rank the five most important functions. 2 The group is then given groups of attributes needed to be able to perform those tasks. The group is asked to rank the attributes. 3 Groups present and attempt to reach consensus in plenary. 	Understanding of major learning needs of VWSC members
2	Introduction of Training Modules and mini workshop on preparation of final modules	To design and prepare modules for the training of VWSCs by SO trainers. <ol style="list-style-type: none"> 1 VWSC Leadership/CAP Training Module 2 Bookkeeping Module for VWSC Treasurer 3 Tri-partite Agreement Orientation 	6 hours	<ol style="list-style-type: none"> 1 The Facilitator lists the modules and provides copies to the group. 2 S/he then gives a task to the groups to review and discuss implications of each module, and suggestions for improvements. 3 The groups are further instructed to develop their own modules and make any changes they feel necessary. They can add modules also. The artists will be available to also design materials. 4 Modules are reviewed in Plenary. 	To adapt and finalize VWSC training modules for each SOs use, taking advantage of their own training ideas and tools

Part II, Day 8:

SN	Name of Activity	Purpose	Time	Process	Output
1	Presentation and simulation of training Modules for VWSCs prepared by the participants	To refine modules and build confidence and skills in participants as trainers	three hours	<ol style="list-style-type: none"> 1 Each group presents their modules by simulating a training session using the module (one or two exercises are utilized as an abbreviated segment of a module). 2 Peer review of presentations of modules and constructive critiques of PMU/CA facilitators. 	<ol style="list-style-type: none"> 1. Increased skills and confidence of SO trainers 2. Improved VWSC training modules.
2	Half day break	To allow participants to wash clothes, rest			

Part III, Workplanning for the Planning Phase, Day 9:

SN	Name of Activity	Purpose	Time	Process	Output
1.	Orientation to the Project Cycle, All Phases and the SO TORs for the Planning Phase	To help participants understand the framework in which they will use their skills acquired for the Planning Phase in fulfilling their TORs	1 hours	<ol style="list-style-type: none"> 1. Video Presentation 2. Detailed review of Project Cycle Charts and SO TORs 3. Questions and Answer Sessions 	Participants become better acquainted with the project cycle and their SO TORs
2	Preparation of Comprehensive SO workplans for the Planning Phase	To prepare comprehensive workplans which incorporate inputs to <ol style="list-style-type: none"> 1. Develop Participatory CAP Plans 2. Create, train and formalize VWSCs 3. Build VWSC formal skills and knowledge 4. Carry out HESA, NFE, WDI in the Planning Phase 5. Carry out community level M&E 6. Carry out Technical survey, design and estimates 	2 hours	<ol style="list-style-type: none"> 1. The facilitator provides an action planning format and clarifies the nine CAP Plans required, and the content of the Implementation Phase Proposal. 2. Groups are organized by SOs 3. Groups are asked to prepare a detailed workplan for their inputs into the Planning Phase, and how they will reach their outputs 4. Plans are presented and reviewed in plenary 	Refined workplans of SOs for the Planning Phase which cover all components
3	Final Evaluation of the Workshop	To assess the results of the workshop and improve future training	1 hour	<ol style="list-style-type: none"> 1. Final Evaluation Forms are completed. 2. Participants also review each activity conducted and assess their effectiveness 	Inputs into future training designs Assessment of SO staff skills
4	Preparation of Exhibition for formal closure of workshop on the next day	To build SO trainee confidence and prepare a display of the workshops outputs for review by project officials	3 hours	<ol style="list-style-type: none"> 1. The participants design and prepare an exhibition of all their materials, modules and action plans for review. 	Display of training outputs

Day 10, Closing Celebration, VIP Review and Speeches:

SN	Name of Activity	Purpose	Time	Process	Output
1	Closing and Exhibition	Close the workshop	2 hours	<ol style="list-style-type: none"> 1. The participants present their exhibition to official guests and celebrities 2. Official Speeches 3. Reception 	Exhilarated SO Staff and closure of the workshop.



**Annex B- 2:
Detail of Exercises for Part 1, Participatory Skills for
Community Planning and Monitoring**

Format of Part 1:

The Following description corresponds to Part 1 of the Training Workplan Chart (C-1).

Day 1: General

On the first day of the first session a training specialist initiates the workshop and welcomes all participants on behalf of the organizer. The first part of the participatory methods phase of the workshop begins through a number of sensitizing exercises which help community facilitators become aware of the principles of human development and communication. Participants are trained through exercises which elicit their own creativity and thinking, rather than through lectures. Part 1 is largely experiential, with the exception of simple clarifications when needed. Thus SO staff do not only learn about participatory methods, they rather experience it as they explore their own roles in the project and learn relevant skills.

1. House Exercise:

The session starts with very informal activities in which a picture of a house is drawn by each pair of participants. Both the partners are instructed to draw a house by holding a pen or pencil in such a way that both of them can draw or write by using the same pen/pencil jointly. Participants normally find that this activity helps them to "break the ice" and learn about each others attitudes, behaviour, and personality.

2. Participant Introductions:

The facilitator invites the participants to introduce their partner (he/she in the previous exercise) in a manner which helps all participants to remember their names and their background of work.

After the introductions, each participant is invited to pick-up one name tag, then identify the colleague to whom the tag pertains. This helps participants to get acquainted with each other and remember each other's names.

3. Participants Expectation: Hopes and Fears

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

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

4. Workshop Objectives/ Agenda/ Logistics :

Proposed objectives are thoroughly discussed at a second plenary session so as to make clear vision of the workshop program among the participants. The facilitator also discusses the field operational format. Objectives are set in such a way that can be reviewed and modified during the workshop in consultation with the participants. Then the facilitator discusses with the participants to share their views and ideas particularly on whether their expectations might be fulfilled in circumstances of proposed objectives. At this point,

discussion is further elaborated by which the participants are able to analyze their needs and attitudes and thereby contribute directly to the definition of the workshop objectives (See objectives of the workshop section).

After this activity, the participants plan daily activities (logistic, time frame) in accordance with their convenience. As per their plan, sessions, for example, might be conducted from 8:00 am to 6:00 pm (with 12:00 noon to 1:30 pm set aside for Lunch). In this way they feel closely associated with planning and management of the program which is consistent with the participatory approach of training.

5. Personality symbolism :

This exercise can help participants get acquainted with each other and experience self projection and creativity through symbolism. For this activity, each participant is asked to present an object which symbolizes his/her personality. At this point, he/ she has to reflect why they chose the object and relationship with that particular object. This activity also helps trainees to understand how participatory methods evoke self-expression.

6. Communication/participation Analysis: Photo Parade

The exercise focuses on analysis of communication situations to determine the quality of participation in the different types of situations. Firstly, participants are divided into four small groups to enable group discussion on the analysis of a set of photographs' features. The photographs are then ranked to create a continuum from those which depict highly directive to those depicting highly participatory situations. The groups categorize these photographs in sequences based on their perception of participatory approaches and methodology.

Each group presents their series of ranked photographs at a plenary session. This is followed by a discussion in which each group gives a justification for its choice. Some of the participants come up with arguments supporting their preferences about participation. Later on they may be convinced with their colleagues' version. They may also come into consensus that in participatory learning methods participants have enough opportunity to share ideas and impart knowledge and experience among each other rather than is the case in the didactic method. Furthermore, participants generally opt for a more highly participatory approach or learner-centered approach for working with rural people, without being told to do so.

7. Resistance to change continuum:

This exercise helps participants understand the different levels or attitudes to change in the community, and that other types of activities, besides direct provision of information are needed to deal with different resistances to change. No new idea, or even general development attitudes, are accepted by a group automatically. They might feel that there is "no problem", failing to recognize or accept what the other person or outsider says is wrong. They might feel that though there is a problem, they are not responsible for the problem but rather it should be solved by government, or it is God's will etc. A third level might be that though there is a problem, they have doubts about the solution, technical doubts, community doubts, and self doubts. A fourth attitude found may be that they fear taking risks to solve problems. The fifth is that they are interested and willing to learn and try to solve the problem. The sixth, that they are trying a new approach suggested to see if it works. Finally, at the most positive end of the continuum, they are willing to demonstrate to others and have successfully achieved the change themselves.

In this activity participants are shown a poster with a message "Each one build the latrine at their home" assuming an extension worker in the community. Then each participant was asked what resistances they would respond with to such a message, assuming oneself as an average villager. Participants are given cut out paper balloons to write down their reactions to the message. These are then ranked according to the level of resistance to change on a large poster of the different levels in a plenary session.

Day 2:

1. Review on previous day sessions:

The third day of training program is started by reviewing the previous day sessions. The review session is followed by open discussion.

2. Cup exercise: Directive and non-directive approach:

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

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

3. Session on Johari's window:

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

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

4. Presentation on Investigative/Creative techniques and methods:

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

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

4.3 Self-survey pocket charts: Self-survey pocket charts are materials which helps villagers to identify specific attitudes, knowledge and practices that exist within their community. For example, cards showing different kinds of water sources and water uses, defecation practices, or gender issues can be put on the axis of the chart. Using colored slips of voting

paper, the village learning group show which water source they use for what purpose. This tool can be used for any community practice which can be surveyed in an enjoyable, participatory way.

- 4.4 Community Mapping:** Simulation of the use of community mapping is a technique which helps villagers to draw a map of the community where they are residing. This map-building enables villagers to express or show community situations, needs, problems, resources-- in fact any information about their lives that is significant to them. As a simulation, participants are asked to draw maps of the community where they visited earlier (first field visit) on the basis of criteria which was discussed in the session prior to their first field visit, i.e., source or water, population, infrastructure, household cluster and other basic information.

After map building each group is invited to present their map to the plenary then evaluate the usefulness of the activity. This is a critical tool in the overall CAP process for both M&E and layout planning of the scheme. In the SARAR version, criteria of what should be included are left to the participants. Later, when needed for use in the project, specific information is requested and criteria are determined in advance. The point of this exercise is to actually learn the technique as a participatory method.

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

- 4.6 Healthy Home Survey : Monitoring and Evaluation Tool:**

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

- 5. Review and discussion of the techniques:**

The participants review the degrees of openness and parameters of the above five tools and discuss the range and kinds of information that each material can provide.

- 6. Outcome of the day 2 :**

Generally, the evaluation of the sessions by now reveal that participants have begun to understand that they are working within a new paradigm- one which actually provides the means for generating participation of villagers in thought and action. Evaluation sheets help participants to codify their learning and reinforce what is learned, while also helping trainers adjust the program as needed within the group. Each night the planning team reviews where the group is and revises its training plan.

Day 3

1. **Review on Previous day sessions:** The brief review was done on previous day's session before going out to the second field intervention.
2. **Gender Issues :** Plenary discussion followed by group exercise and presentation on gender issues.
3. **Presentation on Analytical Techniques Methods and Tools:**
- 3.1 **Maxiflans:** The use of maxiflans, which are large cut out figures which can be used to pose an "open-ended" problem story, is facilitated by one of the co-trainers. The problem presented is that of a person who created a dispute around a water source. The person is called Brij Mohan belonging to Kadame village and he resides with his wife "Suntali" and his two children. At the time he had agreed with village representatives to allow for the use of water source which lies in his land in compensation of some money. But after some months of completion of water scheme Brij Mohan changed his mind and refused to allow the use of the source.

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

- provide "Brij Mohan" additional money as compensation.
- Make provision of agreement to avoid the dispute and debate.

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

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

Good _____ In between _____ Bad

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

- 3.3 **Technical options:** Cards are prepared to depict tapstands, platforms, and drainage system options. It is also desirable prepare cost charts which help make clear the cost implications of different options. In this simulation a material is presented on options related to water supply. The participants are shown two options of picture, e.g., for tapstands, platforms and draining tap water. These option cards depict contrasting conditions. For example, in tapstand pictures; one tap is built higher than another, one is with and one without platforms-- and next one is on draining tap water to pond and another one to a field. The participants analyze the options and define their selection with justification. Without exception this tool helps participants to analyze the situation according to their preferences, capacities, available skill and resources. This tool can also be used to facilitate discussion of costs and service levels related to the options.
- 3.4 **Water use analysis:** This material involves women in analyzing household water needs and allocation of source water for priority needs in maintenance of home. A small group of women participants are formed and asked to simulate the use of the material. They rank cards by importance and identify the quantity of water used for each task.

- 3.5 Poster drama:** Simulation of the use of poster drama. A poster drama is an open ended story presented with a set of visuals. A typical simulation includes a problem story that involves a household without a latrine and how that affected the life of the women in the family. The husband, whose wife got sick because she had to go out in the rain on cold night, had to decide among alternatives as how to help solve the problem. The group has to discuss and choose among these alternatives, or develop an alternative of their own.
- 3.6 Problem Classification:** This exercise helps the participants to understand and analyze different types of problems. For this exercise sets of posters depicting problems relate to individual, community and national levels. In this session participants in small groups are asked to classify three different types of problems as mentioned above. This classification is first done by each group. Later at a plenary session they present the sets of posters classified in groupwork. After presentation the groups discuss and come up with consensus on type/importance of problems and their solution.

4. Coordination - cooperation exercise (broken squares):

This game enables participants to develop unity and a better understanding of group coordination processes. It also serves as a warm-up exercise for the day. The activity involves preparation of sets or broken square puzzles for the participants who have to put them together in five separate groups. However, in order to complete the puzzles, it is necessary to share pieces with other participants in each group. Groups which cooperate more quickly are able to reach the goal first.

5. Outcome of Day 3:

The participants generally engage themselves and became familiar with the various techniques and sample materials and analytic approaches which they could use in their work with village learning groups. Participation is often lively and active, since there is a minimum of lecture and the materials are used in a practice simulation instead of being simply explained. The enjoyment participants feel can then be reflected upon: how is this kind of learning different from traditional learning? Whose in control? How much is learned? How does it affect peoples' attitudes?

Day 4

1. **Session Review:** The day starts with review session on previous day's session. One of the participant lists all the sessions and they are reviewed in plenary. This helps the participants in reviewing and remembering learning sessions.

2. **M&E Tools Sessions:** Monitoring and evaluation tools are introduced to the participants. The purpose of the sessions is to familiarize the group with M&E tools community level participatory monitoring and evaluation. Whatever the tool, such as source observation, collecting baseline information on economic status, time use studies, etc., the facilitator shares the formats of different patterns and its uses.

3. **Presentation on Informative techniques and methods:**

This technique enables participants to learn new information in entertaining and relaxing ways. It is presented to the groups and simulates the use of a variety of different materials, mostly in game formats based on the local context.

3.1 **RWSES Management Game** : Simulation of the 'RWSES Management' game reinforces the various RWSES activities which can be undertaken by the people with the help PMU assistance. This activity is introduced with a view to impart knowledge or requirements about the process of PMU- assisted drinking water and environmental schemes through a game process. VWSCs will become aware of all the major steps they must take to achieve sustainable water and sanitation, and what happens if a mistake is made. The relationship between management decisions and progress is illustrated in a lively way in the game.

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

3.3 **Personal Hygiene:** This is a simple matching card game designed for rural people to have a better understanding of hygiene practices for personal health. Participants use this material simply by selecting healthy cards to match a healthy person. It helps people to learn good hygiene practices.

3.4 **Disease Transmission Routes:** This is another type of card game like matching cards which helps people to learn good and bad practices related to diseases. It also reinforces concepts or transmission routes of diseases which can be avoided. Participants make a visual link between cards and clearly see relationships.

Uncovered food _____ files _____ Diarrhoea _____ Remedy

3.5 **Healthy and unhealthy home situation:** A Healthy and unhealthy home situation game which reinforces attributes that match to specific types of homes. There are blank spaces to fill in a large poster with two different home situations. By using this material community will understand about household sanitation. The trainees learn about the material and practice use of it.

3.6 **Environmental Sanitation:** Environmental problem cards relate to environmental and practices to consequences. The consequences or problems are then matched to solutions, and technology options to support them. The trainees discuss how to apply the method in subsequent field sessions.

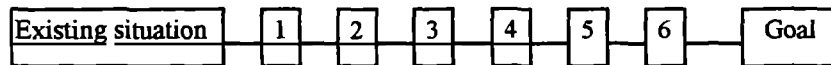
4. **The simulation of participatory planning techniques:**

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

7.1 **Village planning “ before and after “ situation.**

7.2 **Planning the step by step the construction of a pit latrine.**

- 7.3 Planning the rural water scheme with sanitation services (RWSES).**
- 7.4 Planning the steps of women activities of good household maintenance.**
- 7.5 Integration of hardware and software components in a water scheme.**



5. Outcome of day 4:

Participants will have worked actively the whole day. They fully engage themselves and became familiar with the various informative techniques and materials which they can use in their work with village learning groups.

By this point the process usually carries the participants and they begin to feel confident that they can be successful at generating community participation.

Day 5

The eighth day ends Part 1 of the workshop activities regarding participatory methods for CAP and M&E. The day focuses on strategy development and plans for specific application of all the techniques and material which were field tested in preparation for the Planning Phase.

1. **Review Sessions:** Review on previous day session was conducted in plenary. It helped group in reviewing the sessions and better understanding of techniques and methods processed on previous day.
2. **Planning Phase approaches and activities:** This session more closely examines the Project's approaches, phases and processes needed to achieve tangible results in rural water supply and environmental sanitation. It also reviews and reinforces in more detail the community outcomes, SO roles/ responsibilities, and how SOs fit within the overall training network strategy. Specifically, SOs review all the specific CAP plans required (Nine plans which make up the CAP). See Operations Manual, SO TOR for the Planning Phase.
3. **Sharing on Implementation Phase Proposal:** This portion gives participants an independent look at the implementation format and, as important the major management issues both they and the community must face during implementation. This session also focuses trainees on the special social and technical management concerns surrounding sanitation, from personal to home to wider environmental issues. Participants are asked to look at Implementation Phase. The formats are distributed to the participants, participants reflect their views on the format.
4. **Relating participatory techniques and methods to RWSES components :** This exercise enables participants to have a better understanding of different techniques, methods and materials and how they can apply specific techniques and materials to RWSES components. Classification of all materials was then finalized. Each material was discussed and given a label by the participants according to the various techniques used in the training : Investigation, analysis, information, planning and motivation.
5. **Reformation of groups by SOs/areas:** Groups are then reformed by their SOs/areas. The field operational part of the workshop is now completed. The groups are brought back together to determine how to best apply what they have learned in their own situation.
6. **Development of strategy for Community Action Planning (CAP) and M&E:** The final session started in the group, they are involved in preparing a strategy for completing community action plans (CAPs) and Community level M&E. First, they list all the learning needs which are faced by communities in order to complete CAPs. Then they are asked to identify which techniques can best meet those learning needs. Groups then involved themselves in the task defining a sample set of CAP sessions for their own communities.

The analysis task includes:

- which are the appropriate learning groups to be formed in the community? In which area? How many and over what period of time?
 - how many sessions will be held over what period of time and what will be the content of the first sessions?
 - who will be responsible for each CAP session ?
 - how will the materials be developed? What about other techniques which do not need visual materials?
7. **Review of CAP strategies:** The strategies prepared are then discussed in plenary and the training specialist reviews the results with the participants and adds his own suggestions and ideas, as well as those of the other members of the plenary of the workshop.
 8. **Evaluation of PART 1 of the Workshop:** Participants are then asked to complete the final evaluation forms of Part 1 of the workshop.

9. **Packing Materials:** The participants prepare kits of materials based on the work conducted in part 1.

Outcome of the day 5

The final working day of Part 1 of the workshop should leave participants established in a foundation of participatory training skills. They will have also learned community-level techniques for M&E which they can use to help communities monitor their own progress. (Other M&E for other stakeholders will be provided through separate training to CAs and SOs.) They will have basic skills in the use of techniques and tools needed to generate participatory CAPs. They will also know the PMU's requirements for CAPs and specific norms, principles, procedures and criteria for working with the PMU.

End of Part 1 of Planning Phase

Evaluation Tools for Part 1 of Planning Phase Training:

Daily Evaluation form of Training Program

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

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

2. How useful the methods and materials used today ?

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

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

- 1
- 2
- 3
- 4

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

_____ Excellent _____ Good _____ Not very good

5. Please provide comments and suggestions.

**Part 1: Planning Phase Training:
Activities Evaluation Form**

(Sample Page)	% Participant-Trainer	Less useful			Most useful		Remarks
		1	2	3	4	5	
15. Field visits							
16. Johari's window							
17. Creative Investigation Techniques and materials							
18. Group Building: Broken squares							
19. Review on field visit report							
20. Analytical methods and materials							
21. Informative techniques and materials							
22. Positive Back talk							
23. Group Building							
24. Force Field Analysis							
25. Planning techniques and materials							
26. Materials preparation							
27. Open session on PMU systems and approaches							
28. Development of strategy for community action planning (CAP)							

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

Strengths

Weaknesses

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

Strengths

Weaknesses

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

1 very useful

2 useful

3 occasionally useful

4 not useful

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

5. What are your recommendations for follow-up?

**Annex B-3:
Sample Outlines for Training VWSCs
for Part II, TOT for SOs**

Note: The following outlines of sample modules are for use in Part II of the training. They will be used to stimulate the workgroups to refine and develop their own VWSC curricula and training modules, as described in the training workplan. **Trainees should also develop detailed workplans in local languages**

Module 1: Awareness on project and roles and responsibilities of VWSC

1.1 Introduction:

For the planning, implementation and Operation and maintenance of the RWSES facilities, Village Water and Sanitation Committees (VWSCs) are a key entity in the community-based approach, and they are the community institution which assumes formal responsibility for sustaining the system.

Before starting the construction work, the VWSC should be provided basic information on RWSES objectives, principle, norms and roles and responsibilities of the VWSC in program planning and management. The VWSC represents each of the segments of the community, has equitable gender representation, and maintains ongoing dialogue, and promotes decision-making and building of consensus among the broader population in each habitation of the community. The VWSC needs to have effective leadership skills, clarity in its role and function, and management skills in order to plan and implement effective RWSES facilities.

1.2. Participants of the Training Program: All the VWSC Members.

1.3 Duration: Two Days.

1.4 Objectives of the Workshop: The specific objectives of the training are to:

- build VWSC leadership and management capacity on management of RWSES and related community activities.
- make aware in the role, responsibility and authority of the consumers in the scheme management, procurements, and storage of the construction materials.
- foster an ownership feeling in the VWSC by including them in decision-making, choice of service options, program plan preparation and implementation of the water supply and sanitation scheme.
- help the VWSC to manage the O&M fund, sanitation fund, WDI and NFE program.

1.5 Content and expected Outcome:

Participants should be knowledgeable in:

- RWSES objectives, criteria, norms and its rationale.
- Cooperative Skills, facilitating participation of the larger community
- Preparation of plans of action.
- Management of O & M and sanitation
- Panchayati Raj Act Provisions
- Operation and Management of their Account
- Relationship of VWSC to Panchayat
- VWSC authority, on procurement of construction materials and its proper management.
- Operation and management of Non-formal education program.
- Community Monitoring and supervision roles and responsibilities in each RWSES facility

1.6 Methodology :

Group discussion, Role play, Slide show and field visit near by the community managed water supply scheme(if possible).

Module 2: Book-keeping and Accounting Training to VWSC- Treasurers

2.1 Background

The PMU strategy is to empower local communities and their institutions. Significant amounts of money have been spent under this program. VWSCs have been formed and they have a critical role to play in the program. Under this program VWSCs have to manage some funds like O&M fund and sanitation fund. They have to keep records of their contributions towards the project cost as well as they are required to keep proper records of the materials delivered for the construction of the project. Therefore, a proper accounting and financial control system at the VWSC level is very essential. But at present, there is no established accounting system at the VWSC level for O&M fund, sanitation fund and project cost shared by the community. There is no proper store accounting and control system for the construction materials delivered by the SO during construction period. Hence, there is a great need for providing basic book-keeping and accounting training to VWSC treasurers.

2.2 General Objectives of the Training

- To provide reasonable book-keeping and accounting knowledge to VWSC treasurers so that they can properly maintain the books of accounts, records and information in a transparent, consistent and generally acceptable manner.
- To make VWSC treasurers capable of keeping up-to-date accounting records and financial information.
- To get proper and reliable feed back of financial information through trained VWSC treasurers.

2.3 Specific Objectives

- Provide basic knowledge of book-keeping and accounting to VWSC treasurers.
- Up-to-date financial records and information at VWSC level.
- Proper store accounting and control system of materials procured for the schemes and/or any grant received in kind.
- Proper accounting of O&M fund, sanitation fund and cost of projects shared by the community.

2.4 Course Contents

- Introduction
- Accounting System - Basic concept
- Receipts
- Payments
- Receipt and Payment Book/Cash Book
- Procurement
- Store Accounting
- Operation of Bank Account
- Bank Reconciliation
- Maintenance of Books of Accounts
- Financial Reporting
- Miscellaneous
- Evaluation

2.5 Target Group

- Treasurers of all VWSCs, in different groups consisting of 20-25 participants per group.
- Member of VWSCs other than treasurers and who are handling the accounts and keeping the financial records may be included if nominated by VWSC.
- SO accountants as observers.

2.6 Timing of Training

- Immediately after the formation of VWSCs during the Planning phase.

2.7 Training Duration

- 10 days for one group.

2.8 Training Schedule:

Day I:

1st Session: 3 hr.

- General orientation about PMU
- Objectives and purpose of the training.
- Importance of the training.

2nd Session: 3 hr.

Accounting System - Basic Concept:

- Basic concept of accounting system and book-keeping.
- Importance of maintaining proper books of accounts.
- Nature of expenditures and income.
- Books to be maintained.

Methodology

- Class lectures.
- Group discussion among the participants.

Materials Required

- Hand outs.
- PMU Brochures.

Day II:

1st Session: 3 hr.

Review of Day I

- Brief discussion about previous day's training.
- Clarification of doubts and confusion, if any.

Receipts

- Nature of receipts.
- Classification of receipts.
- Recording of receipts/documentation.
 - i. Use of credit voucher.
 - ii. Use of receipt pads.
 - iii. Direct entry to receipt & payment book.

2nd Session: 3 hr.

- Maintenance of receipt and payment book/cash book.
- Recording receipts in receipt and payment book.
- Numbering the receipts/credit vouchers - its importance.
- Balancing.
- Importance of maintaining up-to-date receipt and payment book.

Methodology

- Class lectures.
- Group discussion among the participants.
- Practical training through dummy models.

Materials Required

- Hand outs.
- Receipt and payment book/cash book.
- Model of credit voucher/receipt pad.

Day III:

1st Session: 3 hr.

Review of Day II

- Brief discussion about previous day's training.
- Clarification of doubts and confusion, if any.

Payments

- Nature of payment.
- Classification of Payment
 - i. Expenditure: Expenditure incurred for construction schemes
Administrative expenses
 - ii. Party payments
 - iii. Bank deposits
 - iv. Purchase of assets, equipment/capital expenditures
- Documentation/preparation of voucher along with proper supporting documentation.

2nd Session: 3 hr.

- Maintenance of receipt and payment book.
- Recording of payments in receipt and payment book.
- Numbering the payment voucher - its importance.
- Balancing.
- Importance of maintaining up-to-date receipt and payment book.

Methodology

- Class lectures.
- Group discussion among the participants.
- Practical training through dummy models

Materials Required

- Hand outs.
- Receipt and payment book/cash book.
- Model of payment vouchers.

Day IV:

1st Session: 3 hr.

Review of Day III

- Brief discussion about previous day's training.
- Clarification of doubts and confusion, if any.

Procurement

- Basic concept of procurement.
- Concept of competitive price and economy.
- Procurement procedure.
 - i. Authorization
 - ii. Participation
 - iii. Approved vendors
 - iv. Selection of vendors
 - v. Cash/Credit purchase
 - vi. Receipt of goods procured
 - vii. Mode of delivery

2nd Session: 3 hr.

- Accounting treatment of procurement.
- Costing of goods procured.
- Store entry & control.
- Preparation of voucher/documentation.

Methodology

- Class lectures.
- Group discussion among the participants.
- Practical training through dummy models.

Materials Required

- Hand outs.
- Model of invoices.
- Model of payment voucher.

Day V:

1st Session: 3 hr.

Review of Day IV

- Brief discussion about previous day's training.
- Clarification of doubts and confusion, if any.

Store Accounting

- Basic concept of store accounting and store control system.
- Recording of receipt of goods procured.
- Issue of goods from the store.
- Documents to be prepared for receipt or issue.
- Authorization of issue of goods from store.

2nd Session: 3 hr.

- Maintenance of store ledger/stock book.
- Procedures for recording receipts/issues.
- Physical verification - its importance.
- Inventory valuation.
- Physical control of inventory.
- Importance of maintaining up-to-date store ledger.

Methodology

- Class lectures.
- Group discussion among the participants.
- Practical training through dummy model.

Materials Required

- Hand outs.
- Stock Book.

Day VI:

1st Session: 3 hr.

Review of Day V

- Brief discussion about previous day's training.
- Clarification of doubts and confusion, if any.

Operation of Bank Account

- Importance of opening Bank A/c.
- Procedures for opening Bank A/c.
- Bank signatories.
- Bank deposits/withdrawals
- Documents required for deposit/withdrawal.
- Bank statement/pass book.

2nd Session: 3 hr.

- Accounting treatment of bank transactions.
- Documentation of bank transactions.
- Maintenance of bank account in the books of accounts.
- Vouchers to be raised for bank deposit/withdrawal.
- Bank reconciliation.

Methodology

- Class lectures.
- Group discussions among the participants.
- Practical training through dummy models.

Materials Required

- Handouts.
- Model of pay in slip, cheque book, pass book, specimen signature card.
- Ledger

Day VII:

1st Session: 3 hr.

Review of Day VI

- Brief discussion about previous day's training.
- Clarification of doubts and confusions, if any.

Maintenance of Books of Accounts

- Importance of maintaining up-to-date books of accounts.
- Generally accepted accounting principles and standards.
- Books to be maintained.
- Receipt and payment book/cash book.
- Ledger.

2nd Session: 3 hr.

- Preparation of payment vouchers, credit vouchers/receipts.
- Posting in receipt and payment book.
- Posting in ledger.
- Ledger balancing.
- Balancing of receipt and payment book.

Methodology

- Class lectures.
- Group discussion among the participants.
- Practical training through dummy models.

Materials Required

- Handouts.
- Model of payment vouchers.
- Model of credit voucher/receipt pad.
- Cash book.
- Ledger.

Day VIII:

1st Session: 3 hr.

Review of Day VII

- Brief discussion about previous day's training.
- Clarification of doubts and confusions, if any.

Financial Reporting

- Importance of financial reports/information.
- Preparation of trial balance - its importance.
- Preparation of statement of expenditures.

2nd Session: 3 hr.

- Budget and budgetary control - brief discussion.
- Transfer from one budget head to another.
- Budget Vs actual expenditure.
- Importance of budgetary control.

Methodology

- Class lectures.
- Group discussion among the participants.
- Practical training through dummy models.

Materials Required

- Handouts.
- Copy of agreement (financial proposal).

Day IX:

1st Session: 3 hr.

Review of Day VIII

- Brief discussion about previous day's training.
- Clarification of doubts and confusions, if any.

Miscellaneous Topics

- Management of NFE fund & accounting treatment.
- Accounting treatment of O&M fund.
- Accounting treatment of sanitation subsidies and WDI funds

- Accounting and control system of manpower cost.

2nd Session: 3 hr.

- Record keeping of community's contribution towards project cost.
- Cash contribution.
- Contribution in kind.
- Importance of recording community's contribution towards project cost.

Methodology

- Class lectures.
- Group discussions among the participants.
- Practical training through dummy models.

Materials Required

- Handouts

Day X:

1st Session: 3 hr.

Review of Day IX

- Brief discussion about the previous day's training.
- Clarification of doubts and confusions, if any.

Evaluations

Participants' level of understanding

- Oral test - Use of model questions covering accounting treatment of procurement, administrative expenses, store entry and so on.
- Written test - Use of model questions covering accounting treatment of procurement, administrative expenses, store entry and so on.

Effectiveness of Training Program

- In terms of knowledge provided to participants.
- Organisation and management of training program.

2nd Session: 3 hr.

Wrap-up and Conclusion

- Achievement of the training conducted - brief discussion.
- Quick assessment of the written test and clarification of the doubts.

- Summary of course taken.
- Certificate distribution.

Methodology

- Class lectures.
- Group discussions among the participants.

Materials Required

- Hand outs
- Certificates

Note: All the questionnaires and hand outs to be used for the training will be prepared in the local language

Training Schedule

Day	1st Session 10 A.M. - 1 P.M.	Lunch Break 1 P.M. - 2 P.M.	2nd Session 2 P.M. - 5 P.M.
Day I	Introduction	Lunch	Accounting System - Basic Concept
Day II	Receipts	„	Receipts
Day III	Payments	„	Payments
Day IV	Procurement	„	Procurement
Day V	Store Accounting	„	Store Accounting
Day	1st Session 10 A.M. - 1 P.M.	Lunch Break 1 P.M. - 2 P.M.	2nd Session 2 P.M. - 5 P.M.
Day VI	Operation of Bank Account	„	Operation of Bank Account
Day VII	Maintenance of Books of Accounts	„	Maintenance of Books of Accounts
Day VIII	Financial Reporting	„	Budget & Budgetary Control

Training Schedule, continued:

Day IX	Miscellaneous	„	Miscellaneous
Day X	Evaluation	„	Wrap-up and Conclusion

Module 3: Tripartite Agreement Orientation to VWSC

3.1. Introduction:

For the effective management and implementation of the rural water supply and sanitation program, the community and SO are required to clarify the roles, responsibilities, authority and decision making power in every stage, including monitoring, supervision, procurement and implementation of the program. This course introduces VWSC to the overall RWSES Project objectives, principles, concept, including payment procedures, opening of the Bank Account and signatory policies. It is also necessary from the very beginning to make the VWSC understand their roles and responsibilities as stakeholders in monitoring, supervision and implementation of the RWSES program.

3.2. Participants of the Training Program:

VWSC Chairperson: one from each VWSC

3.3. Responsibility for Agreement Orientation:

The SO Community Facilitator

3.4. Timing:

Orientation program will be organized, before signing the implementation phase contract and before starting the construction work of the water supply and sanitation programs.

3.5 Duration:

One day in each groups.

3.6 Objectives of the Workshop:

The Major objectives of the workshop are:

- To explain and clarify the VWSC on the terms and conditions mentioned in the Tripartite Agreement.
- To clarify the VWSC the payment procedures of the PMU Board.
- To orient VWSC on the RWSES Project objectives, concept, rationale including the scheme cycle, overall authority of community in procurement, monitoring, supervision and other general information on collaboration of SOs/communities with the PMU/DPMUs

3.7 Expected Outcome:

Anticipated outcome of the program is that the participants who attended the orientation will be able to:

- Understand RWSES objectives, norms, strategy, criteria and scheme cycle and rationale.
- Understand the PMU payment procedures.
- Understand the roles responsibilities, authorities in terms of financial decision and monitoring of staff inputs.
- Open and operating the Bank Accounts anage and use RWSES support efficiently.

3.8 Methodology :

The First part of the workshop will concentrate particularly on PMU Board objectives, norms, scheme cycle and its rationale. The second part will focus on helping VWSCs to understand each and every step included in the agreement to be fulfill by the VWSC, SO and PMU Board. An original Tripartite agreement copy along with Hindi/local language translations will be provided to each participant.

3.9 Evaluation:

At the end of the orientation program participants understanding in the terms and conditions included in the agreement will be asked.

3.10 Require materials for the orientation program.

- Community/SO Implementation phase proposal and plan.
- Tripartite Implementation phase Contract paper (English and Hindi version).
- Recommended SOs Staff list for implementation phase.
- RWSES scheme Cycle.

3.11 Orientation schedule:

10.00 - 10.30	Registration and general introduction. RWSES Project objectives.
10.30 - 11.30	VWSC inputs and responsibilities during the implementation phase:
11.30 - 12.30	Joint responsibilities of the SO and VWSC.
12.30 - 1.30	Lunch break.
1.30 -3.30	Payment conditions and contingency Cost and Savings.
3.30 - 5.00	Monitoring, Supervision and Termination of the Contract, Remedial measures and resolution of the disputes.
5.00 - 5.30	Question, Answers and closing.

Note: These sessions will led by the SOs but also attended by the Portfolio Manger of the DPMU as resource persons.

SESSION PLAN:

Content	Objective	Time	Methodology	Process	Materials
Registration and general introduction RWSES Project objectives	To introduce each others and clarify the Project Objectives and working procedures,	30 Minutes	Self introduction Lecture and brochures distribution	Participants will be given their own introduction one by one, Its include their Name, address, representing organization, designation and area of work and location Resource person of the SO will distribute Brochures, clarify the PMU Objectives and SO's role on the process of service delivery mechanism	Register RWSES brochures
VWSC inputs and responsibilities during the implementation phase	To familiarize and clarify the participants on VWSC roles and responsibilities in the RWSES program implementation, monitoring, supervision and system establishment of the software and hardware inputs.	1 hour	Lecture, Group discussion and Contract paper presentation.	Briefing on the roles and responsibilities of the VWSC on. <ul style="list-style-type: none"> • VWSC maintenance of VWSC. • Mobilizing/Managing Community work force • Engage and maintain key persons inputs • Maintain community/SO staff time sheet • storage and safe keeping of the construction materials • management of the scheme construction work • management of the software non constructed related activities. • opening the VWSC Bank Account • Opening and signatories on the SO/VWSC joint Account • establishment of procedures and proper use of Sanitation Subsidies • establishment of procedures and arrangements between VWSC and women group to proper use of WDI funds • Monitoring and reporting • Establishment of the O&M system 	tripartite contract paper for Implementation phase
Joint responsibility of the SO and VWSC	To familiarize and clarify the participants of the VWSCs of their joint roles and responsibilities in the RWSES program implementation, monitoring, supervision and system establishment of the software and hardware inputs.	1 hour	Lecture, Group discussion and Contract paper presentation	Briefing on the joint roles and responsibilities of the VWSC and SO on <ul style="list-style-type: none"> • Preparation of the plan of actions • opening of Bank Account. • Procurement of qualitative and satisfactory construction materials • Transportation of the construction materials to the road head • Requesting for the payment 	tripartite contract paper on Implementation phase

SESSION PLAN, Tri-Partite Agreement Orientation, Continued,

Payment conditions, contingency additional cost and savings.	To clarify the participants on the RWSES Payment procedures, terms and conditions, contingency additional cost and Saving procedures	1.5 hour	Lecture, Group discussion and Contract paper presentation	Clarify the PMU payment conditions and procedures on: <ul style="list-style-type: none"> • Payments number one, total amount and its conditions • part payments, total amount and its conditions • Payment number two total amount and its conditions. • Payment number three, total amount and its conditions 	tripartite contract paper on Implementation phase.
Monitoring, Supervision and Termination of the Contract, Remedial measures and resolution of the disputes.	To inform and make understand the participants on the M & Supervision procedures, contract termination and remedial measures and resolution of the dispute during the scheme implementation	1 hour	Lecture, Group discussion and Contract paper presentation	Clarify the PMU payment conditions and procedures on: <ul style="list-style-type: none"> • VWSC and SO recording and reporting • Monitoring and Supervision events and procedures. • studies and supervision of the scheme area • Progress report and Completion reports • management of portfolio • terms and conditions for the contract termination • Provision of reducing construction materials and others program component cost 	tripartite contract paper on Implementation phase
Questions/answers and Closing.	To clarify the unclear matters to the participants	30 Minutes	Question and answers	If the participants feel unclear or raise concern on the tripartite contracts, terms and conditions, will be clarify.	none

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Module 4: Village Maintenance Workers Refresher(post construction) Training

4.1. Introduction:

The VMW receives hands-on practical on the job training in the field. It is necessary to provide advance refresher course to build and reinforce the skill and knowledge of the VMWs which was learned from the field. Regarding the training organization, SO and their field staff (Overseer and Technicians) are responsible to provide, and equip them with the necessary skill and knowledge regarding future operation and maintenance of the system.

4.2 Duration: Six Days.

4.3. Participants:

20 to 25 participants in each group.
2 VMW's from each Gravity Water Supply scheme.

4.4. Resource person:

Jr. Engineer -----1
Community Development Supervisor ---- 1
Master Mason (Contractor)-- 1

4.5 Objectives of the Training: The main objectives of the training are to:

- train VMWs on operate, maintain, and repair the RWSS scheme and other facilities.
- reinforce the practical skills learned from the field.
- clarify periodic maintenance and VMWs roles and responsibilities.
- training in use and care the maintenance tools.

4.6 Content and expected Outcome: The VMW will become knowledgeable in:

- RWSS objectives and concepts
- the future roles and responsibilities
- repair and maintain RWSS facilities regularly.
- routine and periodic maintenance system.
- proper use and take care of the maintenance tools.
- basic concept and future continuation of HESA activities.
- VWSC meeting and information system.

4.7 Methodology : Group discussion, Role play, demonstration and use of fittings, Tools Pipe threading and cutting.

Before attending the refresher post construction training, the VMW should attend on the job, hands-on training in the scheme site. S/he should familiar with the concept of RWSS scheme construction and on the following Specific content area:

1. Basic plumbing techniques.

- VMW's role and responsibility
- Identification of plumbing tools and use.
- Types of pipe and availability in the market.
- GI pipe cutting, threading, and simple installation.
- Joining of HDP pipe.
- Connecting HDP pipes and GI pipes.
- Safe work habits.

2. Hygiene education:

- Basic concept of the health and sanitation activities.
- Different types of the house hold latrine and its importance.
- Teaching good health habits to community.
- School health program and latrine types.
- Mother and child health program.
- Environmental sanitation program and its activities.
- Environmental Catchment/Source protection methods.
- Waste water drainage systems.

3. Introduction:

- How to request Volunteer labor for major repair.
- How to order or purchase spare parts and materials.
- Record keeping of required materials for him.
- Procedures of safe keeping of maintenance tools, spare parts and materials.
- WUC role and responsibility in scheme operation and maintenance.

4. Operation and Maintenance the system:

The VMW must have a clear understanding of:

- How the system works.
- His/her role and responsibility.
- His/her remuneration per month in cash or in kinds.
- Drinking water and sanitation maintenance concepts
- Community participation
- Intake, BPT, Water tank, Pipeline, Tapstand
- Routine and periodical maintenance
- The name of the structures and used fittings in the system.
- The source and its problems and protection methods.

Module 5: VWSC During Construction Training

5.1. Introduction:

During the implementation of RWSES schemes and other programs including WDI, NFE, and Sanitation implementation, SOs should conduct a three days training/workshop for the VWSC in the scheme area. The intention of the workshop/training is to review the status, progress and problems on the ongoing activities and streamline the implementation strategy and direction in each activities. In the same manner it is also quite important to review the roles and responsibilities of each stakeholder involved in the planning, and management and implementation of each RWSES facilities.

5.2. Participants: All the VWSC Members

5.3. Duration: Three Days.

5.4. Objectives of the Workshop: The specific objectives of the training is to:

- review the status, problems and progress of the ongoing activities.
- make sure in the role, responsibility and authority of the consumers in the scheme management, procurements, and storage of the construction materials.
- foster an ownership feeling in the VWSC through facilitating decision-making, choice of service options and levels, and implementation of the water supply scheme, and sanitation facilities.
- help VWSC to manage the O&M fund, sanitation subsidies, WDI and NFE programs.

5.5. Content and expected Outcome: The following content may be included and clarify to the VWSC:

- review the present status of each activities.
- reconfirmation of the workplan.
- community procurement methods.
- local resources and materials mobilization.
- HESA Program and Sanitation Strategy and Subsidies
- WDI/NFE program and procedures.
- SO/VWSC staff performance and their inputs.
- Operation and maintenance.
- Community Monitoring and Supervision.
- VMW training and his/her responsibilities.

5.6. Methodology :

The training will be organized for a full two days in the classroom and for one day at the field. It will include Group discussion, poster discussion, and scheme lay-out plan discussion. Review the whole programs, and physically check records, store, and implemented structures,

Annex- C
Training Outline and Sample Course Design

**HESAWDI/NFE Workshop including TOT on following VWSC trainings :
1 NFE plan (2 days) 2 HESA plan (2 days) 3 WDI plan (2 days)**

D.1 Community Development Components for the Planning Phase

D.1.1 Introduction:

Running concurrently with the CAP process, the RWSES Project supports a number of software activities which aim to build the base of skills in the community, foster awareness and long term behavioural changes in hygiene and environmental sanitation practices, and promote the role of women and their ability to seize the benefits of the Project. These components include:

- Health and Environmental Sanitation Awareness (HESA)
- Women's Development Initiatives
- Nonformal Education (Optional)¹

To oversee these activities and facilitate them in the project communities Community Development Supervisors and Community Workers of SOs will be financed and trained. This course provides an orientation to these two level of staff on the components and detailed training for the Health and Environmental Sanitation Awareness Component. Women's Development Initiatives will be introduced briefly and SOs will be given information about the concept and available resources for WDI. For NFE, if opted, the SO will recruit trainers to train local volunteer teachers, so only a brief discussion of management issues is included in this module.

D.1.2 Participants: 20 - 25 for each event

25-30 in each group

Community Development Supervisors and Community Workers of Each SO

D.1.3 Responsibility for Training(Training Team) :

A qualified Service Agency (SA) would be contracted for the training programme who have had same/similar type of training experiences. Some of the PMU staff will be present for clarifications on the Project approach and norms, and the Community Development Staff (Health and Women's Development Officer, as available). The training team should include 2 professionals of the consultant and 2 from the PMU.

D.1.4 Timing:

The course is best held in the monsoon period before the beginning of the Planning Phase, or shortly after it commences.

¹ / Much support is already provided for literacy through an existing Total Village Literacy Program of the Government Where this service is unavailable, or requires improvement, and need is demonstrated, village women may opt for functional literacy under this programme with the support of their SO

D.1.5 Duration:

10 days

D.1.6 Objectives:

1. Orient participants to the strategies and available resources for HESA, Women's Development Initiatives, and NFE. Acquaint staff with their roles in supporting these components in project communities.
2. Develop a basic understanding of HESA issues related to water supply and sanitation.
3. Strengthen and develop the skills to promote health awareness and education with the villagers at different levels (VWSC, Mother/tapstand, Teacher/student group and female Village Health Promoters)
4. Improve and/or reinforce the participants' knowledge and understanding of key personal, domestic and environmental hygiene and sanitation problems, their causes and possible solutions.
5. Develop the skills of the participants through the use of participatory educational approaches, techniques and tools for promoting changes in hygiene and sanitary behaviors at the village level;
6. To enable participants to understand the importance of Community Action Planning (CAP Process) and its linkages to HESA, WDI, and NFE.
7. Develop Communication, Motivational and Coordination skills of the participants.
8. Develop report writing and analytical skills to monitor and evaluate HESA activities.

D.1.7 Outcomes: By the end of the training participants will be able to:

- Have a clear understanding of their respective roles in the Planning Phase
- Manage and conduct Community Development programs in the Planning Phase
- Understand what hygiene education is and its importance to promoting health, situating health and sanitation awareness/education within the overall health picture.
- Be able to identify health problems in the community and know how to help villagers explore their health problems using a variety of tools..
- Be able to identify and prioritize health problems.
- Utilize effective communication skills, such as use of understandable language, giving clear and specific information useable at community level.
- Understand the importance of monitoring and evaluation and exploring possible indicators for monitoring and evaluating health and sanitation education efforts.
- Produce and follow Action Plans for Community Development components, especially HESA.

D.1.8 Training Workplan (Attached)

D.1.9 Methodology of the Training

Will combine experiential, fieldwork, audiovisual, information presentations, and participatory tools simulation. Will also use micro-teaching methods. Examples of the kind of activities to be undertaken are:

- Visual Aids --- understanding the importance of visual aids in the hygiene and sanitation awareness/education with respect to investigation, analysis, teaching, and learning.
- Creating Visual Aids --- developing simple drawing skills for creating visual aids.
- Use of Flash cards, Flip charts, Posters- learning how and when to use these effectively in order to support the educational process.
- Story-Telling as an Educational Tool --- learning how to use story telling in hygiene and sanitation education.
- Demonstrations --- developing skills in giving effective demonstrations.
- Role Playing as an Educational and Awareness Raising Tool --- learning how to use role playing in hygiene and sanitation education.
- Question and Answer Skills --- developing skills in asking open-ended questions that promote discussion.
- Group Discussion ----- developing skills in conducting effective group discussions
- Games ----- understanding and developing skills in using SARAR games to investigate and analyze hygiene and sanitation problems, as well as to reinforce health messages.
- Folkmedia/Street Drama --- being exposed to street dramas as a medium for communicating with the community about health and other problems.

Practicum:

- Micro-teaching ----- building skills in designing and delivering hygiene and sanitation education or awareness raising, using tools and materials presented in the course.
- Action-Planning --- each SO develops an action plan (based on what, why, who for whom, when and how) for the next six months with respect its hygiene and sanitation activities.

D.1.10 Evaluation:

Three different assessment/evaluation forms will be used:

In the beginning, the participants at the end of the each initial or follow-up/refresher training programme would be assessed/evaluated in terms of their understanding and skill performance in the course contents. Secondly there will be a participant review of the entire programme for lessons learned and for further improvement. At the end of the session each day, participants self assessment daily dairy will be used

to evaluate the knowledge, interest, usefulness of the participants and contents and performance of the facilitators, her methods and use of appropriate teaching tools.

Training Workplan: HESA/ WDI Training for Community Development Supervisors/ Workers

Time Day	9.00 - 11.00	11.00 - 12.45	12.45 - 2.00	2.00 - 3.30	3.30 - 4.45	4.45 - 5.15
One	Introduction of the participants. Training Norms and objectives.	Pre-test. Hopes and Fears.	Lunch Break	Program Presentation by each SO.	Role and Responsibility of SO/ VWSC in Pln/Imple. Phase.	Review session
Two	Brief Overview of Community Development: HESA, NFE, WDI: Orientation to Resources for WDI. Responsibilities related to NFE; Brief introduction of 4 HESA components: Mother and Child Health, Sanitation, School Health Promotion and Household & Village Environmental Sanitation.	Where and how to start WDI and/or NFE? Where and How to start HESA activities in the field?		Job Responsibilities of the SSs/CWs on HESA, WDI, NFE etc.	HESA Training Program: Information and Data Collection area, procedures and methods.	Review
Three	Village Level communication and Motivation Techniques.	Community participatory approach in RWSES Program.		How to do Community Mapping and for what?	How to identify Health Problems in the community.	Review
Four	Field Practical for HESA Problem Identification and Community Mapping				Group Presentation, findings from field visits.	Field
Five	How to do group formation and for what purpose?	Summary of 18 sessions, when to do it and for whom?		HESA Action Planning	Mother and Child Health Program.	Review
Six	Fecal-Oral Route Transmission Diseases and prevention of diarrhoeal diseases. What are the major signs and symptoms of dehydration and how prevent it.	Water born diseases and it's Transmission Route. Demonstration on preparation of ORS.(Jeevanjal and Sugar, Salt and water).		Disease Transmission Route practical session on how to use SARAR Tools. Health Education : Basic concept, approaches and methodology of Health Education.	What to do with Diarrhoea? What are the complications of Diarrhoea? Possible Health Education Programs.	Review Review

Training Workplan: HESA/ WDI Training for Community Development Supervisors/ Workers (Contd..)

Time Day	9.00 - 11.00	11.00 - 12.45	12.45 - 2.00	2.00 - 3.30	3.30 - 4.45	4.45 - 5.15
Seven	Importance of portable water and it's prevention and source protection methods.	Importance of personal hygiene and practical session on Hand washing, Nails clipping and Teeth brushing.			Important of clean/healthy environment. How to do it? Importance of proper drainage system/ using in kitchen gardening.	Review
Eight	Importance of Domestic Sanitation.	Field Visit in different cluster to see the household /domestic sanitation			Group presentation the situation of the visited household/domestic healthy status.	Review Session
Nine	Importance of Latrine. Technical Options and Sanitation subsidy.	Appropriate household latrine and operation maintenance implication.	Lunch	Practical Session on use of the SARAR Tools and Flip Chart on latrine.	Use and necessary materials to construct household latrine.	Review
Ten	Report preparation and presentation about the field programmes	Importance of Immunization and its target group. Nutrition and prevention of Malnutrition.	Lunch	How to do continuous monitoring and evaluation of the impact/out-come.	Post-test: Practical and Theoretical.	Closing

Annex- C-1
Sample Course Design

Hygiene and Environmental Sanitation Awareness (HESA)/ Women's Development Initiatives (WDI) training to Community Development Supervisors/ Workers

Sample Workplan: HESA/ WDI Training for Community Development Supervisors/ Workers
Part 1: Overview of the Community Development and its Role in the Project Cycle

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
1	-Opening - Introduction -Orientation objectives	*To help the participants and the trainers to get to know each other *To Create an open learning environment for entire training period * To clarify the objectives, and process of the training event	2 hours	Ice-breaking exercise	Inform the participants that they will be. <ul style="list-style-type: none"> involved in a short to know each other activity. ask each participant to pick a slip of paper which contains a half picture of a animal. ask them to walk around the room until they find a person who has the half picture of the same animal. the two put together should make a logical pair such as a full picture of tiger. the pair should select a place to discuss among each other for 15 minutes during this period each other should try to know more each other and obtain detailed introduction explain the objectives of the training objectives 	30 pairs of different animals' pictures HESA Training module
2	-Hopes and Fears, participants expectations, worries, and sharing of experiences	*At the end of the session the participants will -defray fears about the training - establish their expectations as a baseline for later evaluation of the training - be prepared to learn	1 hour	Group discussion	Instruct the participants to talk about their personal expectations in the following area <ul style="list-style-type: none"> Expectation from the training in general Expectation from the trainers Expectation from participants. Others (facilities during the training) Each group will present their expectation written on a flip chart in plenary <p>Explain the proposed schedule (contents) to the participants and the methodology</p>	Card board papers and sign pens
3	Presentation of Project and Program experiences by SO Staff	-Participants will develop skills to communicate their experiences -Participants will share experiences and learn from each other. -Participants will be encouraged from each others' strengths instead of focusing on each others' weaknesses	2 hours	Visual Presentation	<ul style="list-style-type: none"> The facilitator will be asked in advance to prepare his/her related work experiences with its strength and weakness to share in the group Presentation could take place by showing photographs, mapping, role playing, cassette records etc. 	Photos, Cassette and cassette player, puppet, drawing papers, sign pens, TV etc

**Sample Workplan: HESA/ WDI Training for Community Development Supervisors/ Workers
Part 1: Overview of the Community Development and its Role in the Project Cycle (Contd..)**

S NO	Contents	Objectives	Time	Methodology	Process	Inputs
4	Roles and Responsibilities of SOs and VWSCs in the Planning and Implementation Phase regarding Community Development Components	- to elicit perceptions of the participants of what their roles and responsibilities are in providing software support to strengthen rural communities, based on needs which the participants have observed in their own experience	1 hour	Group discussion and visual presentation.	<ul style="list-style-type: none"> Participants are divided into sub-groups according to assigned roles: e.g Staff of SO SS, CWs and community volunteers VHP, VWSC, Mothers' &, teacher & students group etc ask each sub-group to define their own role of one group immediately and one group immediately above their own. have all the groups post the result in horizontal rows, one under the other in such a way that role of any category as seen from different perspective can be compared in a vertical direction discuss in a large group the discrepancies in views about each and the implication for future team planning. ask them for suggestions of how to work together more effectively now that they understand each others' role better and their suggestion for improvement of the session. 	Newsprint, markers, tape
5	Overview of the Project's Community Development Components (WDI, NFE and HESA)	<p>At the end of the session, participants will understand.</p> <p>WDI: Support to Women in skill training for IG Support to Women in accessing credit Building women's general business skills NFE How to assess needs for NFE How to organize classes and get teachers trained HESA:</p> <ul style="list-style-type: none"> * how to do baseline M&E on HESA * A plan for health education to support mother and child/tapstand groups health status * The community, with the assistance of the SO, will establish and analyze the baseline information concerning household hygiene and environmental cleanliness of the immediate area around the dwellings. The mothers' group should have discussed the possibility of one or more of them being identified as the female village health promoter. * The need to prepare detailed training packages of a series of two hour sessions for each tapstand group * If a plan is proposed then the plan for the activities to be undertaken should be known together with the expected time and other inputs to be supplied by the SO in terms of the support being given this plan 	1 day	<p>Participatory group discussions,</p> <p>Brainstorming.</p> <p>group task work</p> <p>presentations of TORs for CWs and SSs</p>	<ul style="list-style-type: none"> Divide the participants into groups of about six and ask them to brainstorm briefly on what they believe should be good project software to strengthen the base of the community to take advantage of the new W/ES investments Ask the groups to report back their responses and list these down on newsprint Relate comments back to discussion of Project designs for HESA, NFE, WDI and how/whether these are appropriate From these points, form the group a definition of WDI Improving a base from which women can obtain greater benefits from time savings through accessing new resources HESA health education that approximates the following Health is physically, socially, mentally and spiritually well being (totally absent from disease and liabilities) NFE. functional education for solving life problems and building numeric/literacy skills Identify resources available to support WDI with handouts Discuss problems and resources for carrying out NFE Brief introduction of four HESA components: <ul style="list-style-type: none"> -MCH at tapstand group level -Sanitation Subsidies and Construction -School Health Promotion -Household and Village Environmental Sanitation Facilitator asks workgroups to define where and how to start each of the software components in their fieldwork Review of group reports and discussion Presentation and discussion of job responsibilities of Staff regarding HESA, WDI, NFE, for SSs and CWs The Facilitator then informs participants that the rest of the workshop will focus on their main task, that of HESA campaigns and education. 	Newsprint, markers, tape, Training module and HESA hand book

Sample Workplan: HESA/ WDI Training for Community Development Supervisors/ Workers
Part 1: Overview of the Community Development and its Role in the Project Cycle (Contd..)

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
6	Health Education	<p>-participants will understand the importance of Health Education in general and specifically where hygiene and sanitation education fits into Health Education</p> <p>-Participants will have to be aware of the need to educate/communicate health messages in specific clear and interesting ways</p> <p>-Identify the people responsible for health education in the communities and a range of opportunities from health education other than formal teaching sessions</p>	2 hours	Brain Storming and participatory group work	<ul style="list-style-type: none"> • Divide the participants into groups of about six and ask them to brainstorm briefly on what is meant by health education. • Ask the groups to report back their responses and list these down on newsprint • From these points, form the group definition of health education that approximates the following: Health education is a process that communicates, motivates and helps people to adopt and maintain healthy practices and life styles • Divide the participants into about six groups and ask them to discuss why we need health education. At the end about fifteen minutes ask each group to present their answers. From these, summarize that the three main objectives of health education are • Motivating people and guiding them into action and creative problem-solving about their health • Ask the participants what are the topics that need to be included in health education. List these on newsprint. Expect answers such as mother and child health program, water, sanitation, nutrition, immunization, household and village environmental sanitation and the likes • Divide participants into pairs and ask them who is responsible for health education, where health education could be given and to whom in the communities in which they work. List these responses on newsprint. Try to draw out as many different health education opportunities as possible e.g. during home visit to the family; during "Festivals, fairs and bazaar" or "mela" to the general public; at the tapstand to the women/mother and child group, during health program in schools to the teachers/ students group; informal conversation to individuals • Conclude by analyzing their responses through the Health Fence visual, emphasizing the importance of a holistic view of health, but stressing that this training in line with PMU objectives will only be looking at two of the pieces of the Health Fence, those relating to hygiene and sanitation. 	Teaching and Learning Kit bag, HESA game, leaflets, HESA hand book and training module Newsprint, markers, tape

Part II: HESA Action-Planning and Review, Preparation of Community Sessions.

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
1.	Identification of Health Problems in the community.	-To allow participants to experience a range of participatory tools useful for identifying health problems at the community level	2 hours	Group discussion and practical exercise playing with different learning tools	<ul style="list-style-type: none"> Divide the group into three Assign each of the three groups one of the following the Seasonal Pattern Chart, the Flexi-flans, and the unserialized Posters Explain how each of the tools are to be used 1) Seasonal Pattern Chart . Ask participants to identify the appropriate symbols for the appropriate months; the different festival or cultural events according to month and then to identify the common recurrent health problems according to season, talking about the perceived systems, causes and treatment of each illness Then ask participants to discuss for what purpose they see this information being used. 2) Flexi-flans. See Annex C-3 3) Unserialized Posters: See Annex C-3 Once each group has completed using the tool assigned to it, have the participants come together again and explain to the rest of the participants the health problems that they identified, the way they used the tool to reach this end, how this tool might be used in the community Introduce the Self-survey Pocket Chart as another tool for identifying health problems, explaining that it works better in a larger group Then ask the participants to participate in the use of this tool as described in Tools for Community Participation At the end of this discussion ask the participants what the overall purpose of these tools are and under what circumstances they might use them in their work as health facilitators. Emphasize their investigative and analytic qualities Ask the participants for reactions to this session, its usefulness and how it might be improved 	<p>Base line information collection sample form</p> <p>Flexi-flans</p>
2	Community mapping and base line HESA related data collection.	<p>-The main objective of the orientation program is to Orient and train SO's staff in relation to HESA and their job responsibility to assist and facilitate to identify health problems and process of doing community map during the planning phase for preparing community action plan.</p> <p>-CWS will be able to make understand and take action to mothers' groups to collect base line HESA information in each cluster.</p> <p>-To encourage mothers' groups prioritize health problems and make action plans</p>	<p>2 hours</p> <p>4 hours</p>	<p>Class room briefing on how to do community mapping then field practical on data collection and mapping.</p>	<ul style="list-style-type: none"> There are many ways of mapping Maps can focus on specific health and hygiene related issues, for example maps can be drawn on the ground with a stick or other materials In this session CWs will do data collection and mapping in the village after having them understanding and skills they will be able to do same work to the mothers' group in their respective cluster Community mapping should be done with the full involvement of the CWs in the cluster at least 1 woman from each household. Provide participants with materials Ask the group to use the materials to make a map and ensure proper representation of the group Issues, such as household and village environmental sanitary conditions and particular concerns of women Let participants create their maps with minimal minimal interference and suggestion from facilitators and outsiders While preparing the maps facilitator should note down the information such as population, total households and other basic information, which participants can not draw in the map 	<p>Newsprint or large paper sheet, markers, scrap materials as needed (pebbles, shells, twigs, chalk, seeds, buttons, clay etc)</p> <p>One sample map which participants easily can understand</p>

Part II: HESA Action-Planning and Review, Preparation of Community Sessions (Contd..)

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
3.	Community Action Planning	<p>-To enable the participants to understand process of CAP identifying HESA related issues using tools in the community</p> <p>-To enable the participants to learn and use participatory approaches in demand-led , community centered hygiene and sanitation program planning, and the decision-making process.</p> <p>-To enable participants to identify and use different delivery options for the sustainable HESA community managerial approach and tools</p> <p>-To enable participants to help assist and guide communities generated community for HESA action plan</p>	<p>1 hour</p> <p>5 hours</p> <p>following day 6 hours</p>	<p>Class room briefing on how to do CAP and it's processes</p> <p>Then field practical</p> <p>Checking forms group presentation and discussion</p>	<ul style="list-style-type: none"> This is a field base training / orientation program which will provide hands-on practice in different approaches and tools required of SO's during the planning phase to motivate and prepare the community for smooth implementation of drinking water, health and sanitation activities During the session practical regarding action planning processes, format filling, question and answer, SARAR tools exercise, and field visits will be undertaken Groups will then prepare draft HESA Action-Plans Each group will be asked to make the presentation Each group will present their data collection forms and mapping The Facilitator will check all the forms and make all comments if require and summarize the importance of CAP and accuracy of Information collection and make an action plan 	<p>Sample community map and Community action planning form</p> <p>six "Ws"</p>
4	Fecal-Oral Route Transmission Diseases	<p>-At the end of the training participants will be able to explain What is disease? and types of disease?</p> <p>-Participants will understand the meaning of communicable and non-communicable diseases and its identification</p> <p>-Participants will understand dangers of water borne diseases</p> <p>-Participants will be able to teach community how water borne diseases are transmitted and how that could be prevented?</p>	4 hours	Group discussion and group work	<p>Divide participants into three groups Assign each of the three groups one of the following:</p> <p>Group 1 :</p> <ol style="list-style-type: none"> Participants will discuss the existing health problems in their community and list of those which are caused by germs (diseases) and which are not? Ask the group to select group leader to help each participant to contribute his/her inputs and presentation their work in big group <p>Group 2 :</p> <ol style="list-style-type: none"> Ask the participants to discuss what are the diseases they know are communicable and which are not? List out the communicable and non-communicable diseases separately and how those diseases are transmitted from one to others The group will be asked to present their work in big group <p>Group 3 :</p> <ol style="list-style-type: none"> Ask the participants to list out the diseases in the community within a current year and who suffered them (target group/gender) Ask the participants to recall the community beliefs and practices about those diseases Ask the participants how their community people think whether those diseases are preventable or not, if preventable how and if not preventable why? 	<p>Disease Transmission, Newsprint, Markers, Tape</p> <p>Poster and diagram of Transmission Route</p>

Part II: HESA Action-Planning and Review, Preparation of Community Sessions (Contd..)

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
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5.	Disease Transmission Diarrhea and Dehydration	Participants will become more aware/ understand/ become more skillful about - disease transmission routes - major fecal-oral route diseases - sign and symptoms of diarrhea. -making Jeevanjal/sugar, salt water -demonstrating what and how to make ORS to teachers and students group, VWSCs, mothers/ tapstand groups. -the importance of prevention of major of fecal-oral route diseases	2 hours	Participatory group discussion and brain storming	<ul style="list-style-type: none"> Share with the participants the definition of diarrhea and the most common symptoms, adding to the list if necessary Divide participants into 4 or 5 groups(4-6 members in 1 group) Give each group one set of disease transmission cards when they finished discussion If then give some set of Health Fence cards Using these cards, ask each group to show as many disease transmission routes and how they can prevent it that they already know about. Ask each group to share one route and prevention at a time (for example diarrhea → contaminating water → water collect and transported house → family drinking water → diarrhea) Preventing by use of latrine, protecting source of water, covering water storage container and cleaning it and hygienic handling List all the cycle on newsprint and on the side interventions needed Ask participants, which of these cycles and interventions exists in their communities Looking at the cycles, particularly those identified as being present in their own communities, ask the groups to brainstorm as to how these cycles could be broken See attached transmitted routes and interventions List the groups' responses on newsprint and discuss with respect to activities that might be taken as in their action plans 	Newsprint, markers, tape, 6 sets of diseases transmission cards and health fence cards
6	What to do with diarrhea?	Participants will be able to -know the sign and symptom of dehydration -dangerous signs of dehydration. -make oral rehydration solution (ORS/ and demonstration, how to prepare Jeevanjal + home made sugar, salt and water, accurate amount of water, sugar and salt). -know the importance of continued breast feeding and other soup or liquid foods to prevent dehydration -know the fact about the misconception that people have that drinking more water causes diarrhea. -understand the importance of hand washing and practice hand washing with soap/ash	2 hours	Group discussion and practical session	<ul style="list-style-type: none"> Participants will be divided into small groups about 4-6 members in each group Ask them to discuss how many of them suffered from diarrhoea or how many of them have seen diarrhea cases Ask them to recall and list all sign and symptoms of diarrhoea and dehydration from each individuals and prepare a final list of the group to present in the big group Participants will be asked from the beginning of group work to choose a group leader to facilitate and encourage each participant to participate and prepare for presentation in the big group The Team leader from each group will present the group experiences about diarrhoea and dehydration. The Facilitator will explain the real sign and symptoms of diarrhoea and dehydration and importance of it's prevention in time The Facilitator will emphasis the importance of hand washing and the real facts why more water/fluid/(breast milk for nursing child) correctly made jeevanjal or sugar salt water is necessary The Facilitator will demonstrate making Jeevanjal and sugar salt water 	Poster of how to make Jeevanjal. Two polyethelene plastic bags 3 litres of clean water. 6 tea glasses one teaspoon. Two containers about two litres size Soap and towel

Part II: HESA Action-Planning and Review, Preparation of Community Sessions (Contd..)

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
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7	Demonstration on preparation of ORS.	<p>-Develop the participants' understanding about the dangers of dehydration complication of diarrhea.</p> <p>-Teach participants how to use oral rehydration solution both the homemade sugar, salt water and the Jeevanjal packet</p> <p>-Develop the skills of participants to conduct effective demonstrations of ORS and motivate community to adopt it when necessary.</p>	2 hours	Group discussion and practical demonstration	<ul style="list-style-type: none"> • Ask participants to list the way they have been treating diarrhea to date or how it is being treated in their communities. List all of those treatments that relate to the concept of rehydration (e.g. ORS, Breast feeding, drinking fluids, soup, rice and water). • Ask why these treatments are used. • Introduce or reinforce the meaning of rehydration using the poster of two plants, demonstrate water in two polyethylene bags, make small hole in the bottom of one bag Show leaking and becoming thin that indicate of dehydration • Together with the participants determine what is needed in order to conduct a demonstration on the use of Oral Rehydration solution (ORS) This should include salt, sugar, water, bucket, soap, towel, Jeevanjal, a measuring glass • After assembling all of the appropriate listed items, ask one of the participants who have used ORS before to demonstrate the use of this preparation to the rest of the participants. (When observing the demonstration pay particular attention to the measurements being used for water, sugar and salt Since an ordinary glass filled to the rim contains 160 - 170 ml, it is important that six glasses of water filled to the rim be used in the preparations) • After the demonstration, ask participants to discuss what they saw, what was good about the demonstration, what would have made it more comprehensive From this develop a check list for what makes a good demonstration (e.g. placement of items, explaining what one is doing as one does it and why, inviting participants to taste the preparation) In addition, develop a checklist for the actual preparation of ORS (e.g. how much water, sugar and salt for homemade ORS and how much water for a packet of Jeevanjal) • Based on this, ask for two volunteers to demonstrate again the use of homemade ORS and Jeevanjal, incorporating the information generated from both lists i.e. points constituting an effective demonstration and the correct preparation of ORS. • Together with the participants give feedback to the two volunteers. Discuss with participants why and when one might use a demonstration 	Newsprint, tape, markers, bucket, water, soap, towel, grass, sugar, salt, packet of Jeevanjal Tea spoon, two polyethylene plastic bag Poster of two plants, one of them is not healthy due to lack of water.
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Part II: HESA Action-Planning and Review, Preparation of Community Sessions (Contd..)

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
8	Importance of latrines.	<p>At the end of the session participants will be able to .</p> <ul style="list-style-type: none"> • understand the importance of latrines and advantages of their use • know the different types of latrines and their usefulness according to the Geographical situation/soils • make simple pit latrine at their home by themselves • explain different types of latrines to the community for their choice • motivate the community to make latrines in each and every household • Encourage community for proper use of latrines and their maintenance 	2 hours	Group discussion and practically construct of a pit latrine in one of the participant's house	<p>Divide the participants into 4 - 6 groups and</p> <ul style="list-style-type: none"> • ask them to discuss which type of latrine is socially, economically and culturally acceptable and affordable as well as availability of local materials • ask them to discuss and list out the points of advantages and disadvantages of latrine • How many of the have their own household latrine, type of latrine • and how many of them have not they they have not made latrine <p>Ask each group to nominate a leader for presentation in the big group</p> <ul style="list-style-type: none"> • Facilitators will be taken to the participant to the practical session in the site and physically involve to construct a pit latrine 	<p>Latrine construction diagrams and different option for latrine construction</p> <p>Newspint, marker, tap</p> <p>necessary local materials to construct a pit latrine and select the site in advances.</p>
9.	Importance of cleanliness	<ul style="list-style-type: none"> -Participants will understand when, how and why hands should be washed. -Participants will know how can they protect their food and water from contamination -Participants will know the importance of keeping the environment clean and proper management of domestic waste disposals -Participants will understand what are the media/agents transmit fecal oral route diseases and its' prevention 	2 hours	Snowballing exercise and practical demonstration	<p>Snowballing exercise with individual participants and in a small and big groups This will be followed by a discussion about washing our hands and when are we washing? and why? After getting experiences of the participants then emphasize to main information of the importance of hand washing</p>	<p>Simple Soap/or ash water and clean towel.</p> <p>Seven " F's diagram</p>

Part II: HESA Action-Planning and Review, Preparation of Community Sessions (Contd..)

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
10	Personal, domestic and environmental hygiene	<p>At the end of the session, the participants will be able to</p> <ul style="list-style-type: none"> - explain what is hygiene - understand importance of personal hygiene is - understand environmental hygiene especially as it relates to water - explain what domestic hygiene is - motivate community, ways of improving personal, domestic and environmental hygiene 	3 hours	Participatory discussion and group work	<p>1 Ask the participants what is meant by personal hygiene. Use their responses to develop a definition for personal hygiene</p> <p>2 Divide the participants into three groups, asking them to discuss the following.</p> <p>2.1 Group I</p> <ul style="list-style-type: none"> - why it is important to wash hands, - when is it important to wash hands; - how hands should be washed, - what should be used for hand washing, - obstacles to hand washing; and possible solutions <p>2.2 Group II</p> <ul style="list-style-type: none"> - why it is important to wash clothes, - when it is important to wash clothes; - how clothes should be washed; - obstacles to clothes washing, and possible solutions <p>2.3 Group III</p> <ul style="list-style-type: none"> - why it is important to take bath, - when is it important to take bath, - how one should take bath, - obstacles to bathing, and possible solutions <p>Ask each group to present their outputs and ask other participants to add up any additional points they may have</p> <p>Discuss methods for teaching community members about proper personal hygiene</p> <p>3. Divide participants into pairs and ask them to prepare a short story on environmental hygiene for presentation the next day Ask them to consider also what questions they might use to promote discussion after telling the story</p>	Newsprint, markers, tape, sample story
11	Importance of potable water.	<p>Participant will be able to understand:</p> <ul style="list-style-type: none"> - By using safe water, people can prevent communicable water borne diseases - If safe water is not available, use boiled water - Water container should be washed properly inside and outside before fetching. - Water storage containers should be covered even if it is empty - Water should be enough and clean 	2 hours then 5 hours for field visit	Discussion and field visit to see different type of water sources	<p>Participants will be asked to list their existing types of water sources</p> <p>Ask participants view which sources are potable and which are more likely not potable</p> <p>Ask them to discuss what might be the causes of contamination of water. Make field visit by the small group to see different water source in different places and ask them to record colour, taste, type of source, and surrounding of the source of water and settlement near or above the source</p> <p>The Following day ask the participants to prepare a report from each group by type of water source</p> <p>At the end the facilitator will summarize which source is more likely to be potable, and what sources can be made more easily potable</p>	Newsprint, markers Maxiflan.

Part II: HESA Action-Planning and Review, Preparation of Community Sessions (Contd..)

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
12.	Immunization	<p>At the end of the session participants will be able:</p> <ul style="list-style-type: none"> -to say clearly what is Immunization and its importance. -to understand needed doses of vaccines for each age -to communicate and motivate target group and their guardians fully vaccination for 0 - 1 year old children 15 - 45 years old women -to recognize scar of BCG vaccination 	4 hours	<p>Group discussion, memory game 6 sets</p> <p>Presentation, memory game</p>	<ul style="list-style-type: none"> • Divide the group into six and ask them to play those memory game one by one • Spread cards upside down on the flour and let each participant in each group select one card at a time and see that and select another and another but first card should match second one and third one means one series For example: BCG + 0 - year + single dose If second card does not match with first card then not allow to select 3rd one but 1st and 2nd cards should be put on the flour with upside down at any place. Other member could remark it. If that person could match 1st to 2nd and 3rd then those cards are his cards could put separate. In this way participants will play role by role until cards are left on the flour. Whoever could get more cards is the winner. • Ask each group to share whatever they have learned from each other with the rest of the group about this game. 	<p>Health fence, sample of vaccines, syringes, needle dropper, vaccine record card.</p> <p>Newsprint, market, tap</p>
13	Use of vaccines to target groups	<ul style="list-style-type: none"> -to review the previous session to make clear to the participant importance of vaccination and required doses for full protection from the Infectious diseases -to make fully aware to the participants about five vaccines prevent six Infectious -participant will be able to identify minor side effect of vaccines/vaccination and educate to the respective mother 	2 hours	Brainstorming and discussion	<ul style="list-style-type: none"> • At the end of the discussion explain about this game and objective of the game and demonstrate cards matching. Briefly explain about these vaccines, their doses right intervals and prioritize age group • By using Health Fence Cards explain how can we prevent 6 major infectious diseases 	<p>Vaccination schedule chart</p> <p>Diagram E. umbrella poster.</p>
14	Nutrition	<p>At the end of the session participants will be able</p> <ul style="list-style-type: none"> -to understand what is malnutrition and what cause it -to know the high risk group for malnutrition -to identify malnourished children -to use properly mid-upper Arm's circumference(MUAC) measurement tap and meaning of its green, yellow and red -to know the early sign and symptoms of vitamin "A" deficiency and its prevention and refer for immediate treatment. -to motivate mother to make super flour and feed lito to their children especially for malnourished ones -to encourage excessive breast feeding -to explain clearly five major key points about nutritious food for children 	2 hours	<p>Participatory group discussion, local nutritious food presentation and practical demonstration on preparation of super flour and lito</p>	<ul style="list-style-type: none"> • Divide participants into 4 - 6 groups (if possible geographical location wise) and ask them 4 questions for each group • How many of them have seen number of malnourished children - total in group. • What are the causes/beliefs of malnutrition • What are the treatment practices for malnutrition in their respective community • Ask the participants list out locally available nutritious foods, vegetables and fruits (from their own point of view) in their villages • Ask each group to present writing on newsprint with marker and brief explanation • At the end of the group presentation facilitator will conclude summarizing vulnerable for malnutrition, cause of malnutrition ways of prevention and treatment of malnutrition by showing poster • Demonstration how to prepare super flour, make lito and taste them <p>Explain in details how to what to and to whom measure MUAC to identify the status of nutrition</p>	<p>Locally available grain, beans, fruits and vegetable, roasted and ground mixed flour, cooking container</p> <p>Table spare, plates, water, salt, same oil</p> <p>Soap, towel.</p> <p>Posters on how to make super flour, lito and vitamin contain vegetables and fruits</p>

Part II: HESA Action-Planning and Review, Preparation of Community Sessions (Contd..)

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
15.	Prevention of malnutrition	<p>Participants will be able to</p> <ul style="list-style-type: none"> -understand the important of nutritious foods for the body -know the causes of malnutrition specially for children. -identify locally available nutritive foods - be familiar with communities' eating habits and beliefs on different foods -motivate mothers whose child is suffering from malnutrition to make super flour and feed porridge made of it to the child -grow vegetables, fruits and beans and also storage for dry season if only seasonally available. 		Group discussion and practical session on how to make super flour	Women come with flour which is roasted and ground .The cook porridge in a demonstration and taste it	<p>Super flour Poster, Flesh cards, Grounded flour of bean and any kinds of two grains, container for cooking, water ,soap and soap, teaspoons and some plates</p>
16	Use of waste water and kitchen gardening.	<p>At the end of the session, participants will be able to</p> <ul style="list-style-type: none"> - Know the importance of using waste water - Understand how importance of periodic kitchen gardening - Practice use of waste water in kitchen gardening - Know the options of vegetables which can be grown all over the year - make proper arrangement of their drainage system for kitchen gardening 	4 hours	Brainstorming , group discussion and presentation	<p>Participants will be divided into 4 groups. There will be 4-6 members in each group Participants will be asked to choose a group leader who has been doing kitchen gardening most of the months in the year These four groups will be divided as per months such as</p> <p style="margin-left: 40px;">January to March = Group I April to June = Group II July to September = Group III October to December = Group IV</p> <p>As per group setting they will discuss among the member within group what type of vegetable grow within those 3 months how they irrigate whether they have used waste water or not. When they discussed these questions those group will prepare a poster of vegetable mapping and present by the group leader to the big group. When all groups will finished presentation then the facilitator will highlight on the groups' importance findings and explain the importance of kitchen gardening. How to do it What kind of vegetable can be grown according to altitude of the village and season How can they best utilize waste water for irrigation What are the benefits of the kitchen gardening and proper drainage system from the health point of view.</p>	<p>Vegetable poster sample seeds for periodical kitchen gardening, Leaflets about how to make Liquid manure for use in kitchen garden,).</p>

Part II: HESA Action-Planning and Review, Preparation of Community Sessions (Contd..)

S.NO	Contents	Objectives	Time	Methodology	Process	Inputs
17	Recording and Reporting.	At the end, participants will be able to: - know the importance of Record keeping and Reporting - keep accurate records and report in time as necessary - Keep records in a proper system as per their convenient either in a note book or in a form and make up to date - assess the overall HESA activities by reviewing the records and run activities continuously - make effective decisions with the help of records. - monitoring, record keeping and reporting system and it's Improvement.	2 hours in class room and then whole day in the field next day first 1 hour report preparation 2 for presentations	Group discussion and field practice.	Participants will be divided into 4 groups. Two group will be assigned to prepare a list separately on what is recording and why recording is necessary Whether they have been using any records or not If yes what are they? Other two groups will be asked to prepare a list separately the importance of reporting when, how and whom to report Whether they have been using any reporting or not. If yes ask the participants to specify it . When those four groups will discuss and prepare a list from each group and the group leader from each group present group work in front of big group After the group presentation the facilitator will add some ppoints on the importance of recording and reporting. S/he also assist the participants how to keep records and whom to and when to report The facilitator will also show the sample recording information form and reporting forms/register. Then the following day participants will be asked to go to the field with the same group of the previous day to collect the information in four site. After returning from the field with data facilitator will assist them how to keep record from those information and how, when and whom to report to and conclusions will be made the Importance of accurate recording and record keeping	Newsprint, markers, sample of HESA status recording and reporting form and community HESA monitoring check list form
18	Monitoring and Evaluation.	To build the participants' understanding about monitoring and evaluation and how it is used to enhance hygiene and sanitation projects To develop possible indicators for hygiene and sanitation education/ projects To define sources of information that may be used for monitoring and evaluation hygiene and sanitation projects.	4 hours	Question and answer, brainstorming and group discussion	<ul style="list-style-type: none"> Start by using several examples such as asking "how do you know, you are on the correct road to Pithoragarh?" or " how do you know that it is 4 o'clock?" Use the responses to these questions as a way to begin discussion the concept of indicators Brainstorm with participants as to why we have health/hygiene and sanitation projects. Use this forum to discuss the concept of impact Divided into 3 or 4 groups. Ask each group to develop a list of indicators or milestones to help them know that they are on the "correct road" to achieving impact (as defined earlier by the participants). Share these in the large group. Introduce, compare and discuss these in relationship to the 14 behavior changes that has defined Brainstorm with the group, different ways that one might monitor or gather information about these indicators or milestones. 	Newsprint, tape, markers, copy of HESA M&E indicators

Annex C-2
Community Development Training
Sample Training Segments Methodology

1. Paired Introductions:

Purpose:

- Help participants and facilitators to learn more about each other.
- Assist to set an informal tone to the training programme.
- Introduce the concept of an ice breaker as a training tool.
- overcome shyness and build group capacity to work together

Time : One hour

Methods : Informal participatory tools

Materials :

Pairs of index cards equal to the number of participants and facilitators. On each index card a hygiene-related word which can be used to form an appropriate phrase when paired or matched with another index card. Example are:

Washing + Hands; Rehydration + Solution; personal + hygiene; pit + Latrine' etc.

Procedures:

- Spread cards on the floor and let participants and facilitators select one card each.
- Ask participants and facilitators to find the person with card that completes his/her sentence, phrase or word and spend ten minutes with that person finding out each others name, organization affiliation, position and responsibilities and numbers of years of experience in related field.
- Ask pairs to share whatever they have learned about each other with the rest of the group and to say a few words about the significance of the phrase that they made with their cards.
- Provide name cards to participants after each pair has introduced each other.
- At the end of the introductions, ask the participants how they feel about this form of introductory exercise as opposed to a more formal introduction.
- Ask what other methods they might use for introducing participants in a training events.
- Share with the participants other formal ways that may be used to introduce participants and discuss the use of ice-breakers as a way to promote interaction and set an informal tone in training events.

2. Introduction to the Training Programme

Purpose:

To explain to the participants the objectives of the training.

To set the daily time table

To address any accommodation, logistical or other concerns voiced of the participants.

Time : Two hours

Materials:

Newsprint with the objectives of the training written on it. Marking pen and blank newsprint, tape.

Methodology: Discussion and mini lecture.

Procedures:

✧ **Share the following training objectives with the participants:**

- Provide the participants with the opportunity to design and implement health and sanitation education sessions.
- Expose the participants to arrange of educational and motivational approaches and strategies for implementing health and sanitation education at the community level.
- Provide the participants with technical information relevant to health and sanitation existing problems in the community.
- Each participating SO will design an action plan for its project level hygiene and environmental sanitation, based on the knowledge and skills developed in the HESA training.

✧ Ask participants if they have any questions and provide answers to these:

- Discuss proposed time table with the participants, emphasizing time of tea and meals and time of the first session and last session. Solicit reactions to this time table and make changes as necessary. Avoid giving a precise session by session time table description.
- Experience has shown us that this makes it easier to adjust the time table and content areas based on the emerging needs.
- Explain that after each day's session five participants will be selected by a lottery or group system to present a 15 minute review of the previous day's activities using role play, drama poster, game etc.
- Explain the guidelines for the review sessions as follows:
 - Each review group will have 15 minutes to review the previous day's activities; the review group should meet in the evening to prepare their sessions; all members of the group must be involved in the presentation of the review sessions; any method may be used for the review sessions.

3. Hopes and Fears:

Purposes:

To share expectations, hopes, fears and worries about the training programme that can be monitored throughout the training period.

Time : One hour

Materials:

Newsprint, blank index cards, tape

Methodology : participatory brain storming.

Procedures:

- provide each participant with a blank card.
- Ask each participant to write down his/her hopes for the training on one side of the card.
- When this is done, ask them to list down what they feel will not learn in this training on the other side of the card.
- Divide the participants into of about six and ask them to share what they have written with each other, listing down all the different (i.e. avoiding overlap) expectations, hopes and fears on a sheet of newsprint.
- Have each group share their lists with the rest of the participants.
- Ask the participants what they can do to help achieve their hopes in this training programme and list these down on newsprint and fix this to the wall.
- Review the hopes of the participants and match the proposed workshop agenda with the hopes of the participants.
- Keeps these lists on the wall throughout the training, referring back to these periodically as a way to as certain whether the training programme is on track.

4. Presentation of Project and Program Experiences by Staff

Purpose:

To allow participants to share and learn about what each support organization is doing with respect to health and sanitation education in their communities.

To provide the facilitator with a more in depth understanding of the types of programmes being undertaken by the participating SO's.

Time : Two hours

Materials:

Newsprint, markers, tape

Methodology : Visual presentation

Procedures:

- Group Participants by their organizational affiliation, providing each group with newsprint and markers.
- Ask each group to discuss and write the following information on the newsprint: name of organization; the area in which they are working and the number of VDCs they are covering; present health and sanitation education activities; What problems they have encountered in these so far; and measures they plan to take to address these problems.

5. Roles and Responsibilities of SOs/VWSCs in the Planning and Implementation Phase regarding Community Development Components

Purpose:

To understand and clarify perceptions about the roles of people at different levels with respect to project software components.

Time : Two hours

Methodology : Group discussion and visual presentation.

Materials : Newsprint, index cards, markers and tape.

Procedures :

- Divide the group into sub-groups simulating different roles
 - Community Development Supervisor/Jr. Engineer
 - Community worker/Master Mason
 - Health promoter
 - Community Facilitator
- Ask each sub-group to define their own role of one group immediately below and one group immediately above their own.
- Have all the groups place the results in horizontal rows, one under the other in such a way that role of any category as seen from different perspective can be compared in a vertical direction. Ask participants to walk around and observe the perceptions of all the other groups.
- Discuss in a large group the discrepancies in views about each role and the implication for future team planning. Ask them for suggestions of how to work together more effectively now that they understand each other's role better.
- Ask the participants for feedback on the session, how it might be improved. Also ask if they see a way that this or a similar exercise could be useful in their work place.

6. Overview of the Project's Community Development Components (HESA, WDI, NFE,)

The main purpose of this session is to strengthen the participants understanding of the role and responsibilities of SOs staff in HESA and to plan activities in relation to the mother and child program.

Time : full day

Materials : Newsprint, markers, tape, operation guidelines.

Methodology: participatory group discussion and brainstorming.

Procedures:

Divide the participants into groups of about six and ask them to brainstorm briefly what they believe should be good project software to strengthen the base of the community to take advantage of the new Water and Environmental Sanitation investments. Ask the groups to report back their responses and list these down on newsprint.

Relate comments back to discussion of Project designs for HESA, NFE, WDI and how/whether these are appropriate.

From these points, form the group a definition of WDI: Improving a base from which women can obtain greater benefits from time-savings and engage in productive activities, and access new resources and take on new roles, including greater involvement in RWSES.

Define HESA that approximates the following: Health is physically, socially, mentally and spiritually well.

Define NFE as a process of functional education for solving life problems and building literacy, numeric skills.

Identify resources available for carrying out WDI, e.g., handouts on marketing opportunities, training services, formal credit options and how to access them, and simple productive activities related to water and sanitation, including descriptions of how women can undertake them.

HESA is a process that communicate, motivate, help and encourage people to adopt and maintain healthy behavioral practices and life styles.

Further introduce the four HESA components:

- MCH at tapstand level
- Sanitation Subsidies and Construction
- School Health Program
- Household and Village Environmental Sanitation

Workgroups are then assigned to define where and how they would start each of the software components in the project cycle (in broad terms). Groups reports are reviewed and discussed in relation to the Project Cycle and SO Terms of Reference.

The facilitator then presents and discusses job responsibilities of the SSs and CWs regarding project software components. S/he explains that orientation to WDI/NFE is over, and that the rest of the workshop will focus on HESA, the main Community Development Component directly implemented by the SO.

7. Health Education/ HESA

The Facilitator will put HESA component into perspective: explaining and Health Education and Environmental Sanitation Awareness is especially important to the Uttar Pradesh initiative; here, proper sanitary conditions and practices in personal hygiene, home health, and the general environment threaten any gains made by water supply. As such, the rest of this training is an immersion into the environmental sanitation dimension both to provide new knowledge and skills, but also to give HESA a proper weighting in the project.

Divide the participants into about six groups and ask them to discuss why we need HESA. At the end of about 10 minutes ask each group to present their answers. From these, summarize that the three main objectives of HESA are:

- Informing/communicating to people;
- Provide support so people can creatively think for themselves
- Motivating people and assisting/guiding them into action

Ask the participants what are the topics that need to be included in health education. List these on newsprint. Expect answers such as mother and child health program, water, sanitation, nutrition, immunization, household and village environmental sanitation and the likes.

Divide participants into pairs and ask them who is responsible for health education, where health education could be given and to whom in the communities in which they work. List these responses on newsprint. Try to draw out as many different health education opportunities as possible e.g. during home visit to the family; during “Festivals, hat and bazaar” or mela” to the general public; at the tapstand to the women/mother and child group; during health program in schools to the teachers/ students group; informal conversation to individuals.

Conclude by analyzing their responses through the Health Fence visual, emphasizing the importance of a holistic view of health, but stressing that this training in line with PMU objectives will only be looking at two of the pieces of the Health Fence, those relating to hygiene and sanitation.

Part II: Micro Teaching and Sample HESA Sessions:

At the end of the previous sessions, participants will understand:

- The main software components of the project, their definition, and the roles and responsibilities which staff have for WDI, NFE, and HESA. Also knowledge of external resources needed for WDI and NFE. They will also understand that the main focus of Part II of the workshop is on HESA.
- The need to have a HESA Action-plan to support mother and child/tapstand groups health status, orient schools and teachers, the VWSC and other leaders, and an effort to promote latrines and other environmental sanitation actions.
- That the community, with the assistance of the SO, should establish and analyze the baseline information concerning household hygiene and environmental cleanliness of the immediate area around the dwellings. Also, that the mother's group should have discussed the possibility of one or more of them being identified as the female village health promoter,(VHP), and that she will undergo a training program that is intended in the Planning Phase.
- When the Action-Plan for HESA is proposed then the plan for the activities to be undertaken should be known together with the expected time and other inputs to be provided by the SO in terms of the support being given in the plan.

That the rest of the workshop, Part II, will be focused on working through 18 sample sessions by:

- * micro teaching and related methods,
 - * field practicum and data collection on HESA
 - * developing and creating sessions with new materials and tools, and
 - * developing each SOs Action Plan for HESA in the Planning Phase
1. Keep artists handy and make sessions fully workshop oriented.
 2. Don't get stuck on messages. Create room for villager's self-expressions and problem solving skills.
 3. Use the modules as reference points, but help participants to develop their own plans and tools

Part II Sample Sessions:

The following 18 sample sessions are to be used to stimulate the trainees (SSs, CWs) to develop and finalize their own methods and tools and related HESA sessions for mothers/tapstand, VWSC, Teacher & students groups and other beneficiaries.

- 1. Identification of Health Problems in the community/cluster.**
- 2. Community Mapping (Health Situation in the cluster).**
 - Base line data collection on HESA.**
 - On the facilitation of the SO staff prioritization will be made on the basis of HESA problems findings.**
- 3. Action Planning with the help of HESA SO staff.**
- 4. Faecal-Oral route diseases and prevention.**
- 5. Diseases Transmission: Diarrhoea and Dehydration.**
- 6. What to do with diarrhoea?**
- 7. Demonstration on preparation of ORS.**
- 8. Importance of Latrine.**
- 9. Importance of Cleanliness.**
- 10. Personal, Domestic and Environmental Hygiene.**
- 11. Importance of Potable Water.**
- 12. Immunization.**
- 13. Use of vaccines to target groups.**
- 14. Nutrition.**
- 15. Prevention of Malnutrition.**
- 16. Use of waste water in kitchen gardening.**
- 17. Recording and Reporting.**
- 18. Monitoring and Evaluation.**

Session: One.

Content : Identification of Health problems in the community/cluster;

Purpose:

To allow participants to experience a range of participatory tools useful for identifying health problems at the community level.

Time : 2 hours

Materials:

Seasonal Pattern Chart Flexi-Flans, Unserialized Posters and Self-survey Pocket Chart (Health game and sanitation game) base line information collection sample form.

Procedures:

- Divided the group into three. Assign each of the three groups one of the following: the Seasonal Pattern Chart, the Flexi-flans, and the Unrealized Posters.
- Explain how each of the tools are to be used.
 - 1) Seasonal Pattern Chart : Ask participants to identify the appropriate symbols for the appropriate months; the different festival or cultural events according to month: and then to identify the common recurrent health problems according to season, talking about the perceived systems, causes and treatment of each illness. Then ask participants to discuss for what purpose they see this information being used.
 - 2) Flexi-flans: See Annex C-3
 - 3) Unrealized Posters: See Annex C-3
- Once each group has completed using the tool assigned to it, have the participant come together again and explain to the rest of the participants the health problems that they identified, the way they used the tool to reach this end, how this tool might be used in the community.
- Introduce the Self-survey Pocket Chart as another tool for identifying health problems, explaining that it works better in a larger group. Then ask the participants to participate in the use of this tool as described in Tools for Community Participation
- At the end of this discussion ask the participants what the overall purpose of these tools are and under what circumstances they might use them in their work as hygiene facilitators. Emphasize their investigative and analytic qualities.
- Ask the participants for reactions to this session, its usefulness and how it might be improved.

Session: Two.

Content: Community mapping and base line HESA related data collection.

Objectives:

-The main objective of the orientation program is to Orient and train SO's staff in relation to HESA and their job responsibility to assist and facilitate to identify health problems and process of doing community mapping during the Planning Phase for preparing community action plans

-CWs will be able to make understand and take action to mothers' groups to collect base line HESA information in each cluster.

-To encourage mothers' groups to prioritize health problems and make action plans.

Time: 6 hours (2 hours class room discussion and 4 hours practical in the field).

Methodology:

Classroom briefing on how to do community mapping then field practical on data collection and mapping. During the session practical community action planning process, type of format filling, question and answer, SARAR tools exercises, and field visit approach will be applied.

Materials:

One sample map which participants easily could understand.
Newsprint or large paper sheet, markers, scrap materials as needed (pebbles, shells, twigs, chalk, seeds, buttons, clay etc.).

Procedure:

- There are many ways of mapping. Maps can focus on specific health and hygiene related issues, for example maps can be drawn on the ground with a stick or other materials.
- In this session CWs will do data collection and mapping in the village after having them understanding and skills they will be able to do same work to the mothers' group in their respective cluster.
- Community mapping should be done with the full involvement of the CWs in the cluster at least 1 woman from each household.
- Provide participants with materials.
- Ask the group to use the materials to make a map and ensure proper representation of the group.
- Issues, such as household and village environmental sanitary conditions. and particular concerns of women.
- Let participants create their maps with minimal minimal interference and suggestion from facilitators and outsiders.
- While preparing the maps facilitator should note down the information such as population, total households and other basic information, which participants can not draw in the map.

Session: Three.

Content: Action Planning for the HESA Component:

Purpose

To expose participants to the process of planning their educational strategies and activities over an extended period of time.

To develop the skills of the participants in long range planning for hygiene and environmental sanitation awareness.

To have each participating SO leave the workshop with a draft plan for the next 6 months, to be finalized within a month with input and approval of the appropriate management level within their organization.

Objectives:

- To enable the participants to understand process of identifying HESA related issues using tools in the community.
- To enable the participants to learn and use of participatory approaches in demand-led , community centered hygiene and sanitation program planning, and decision making processes
- To enable participants to identify what to use and purpose of different delivery options for the sustainable HESA community management
- To enable participants to help assist and guide communities to help generate an HESA action plan

Methodology: Class room briefing on how to do action planning and it's processes. This is followed by a field practical, groupwork and review of action plans.

Time: 12 hours (1 hour class room briefing, 5 hours field practical and following day 6 hours for preparation and review of plans.

Materials: Sample community map and Community action planning guide line form six "Ws".

Procedure:

This is a field base training / orientation program which will conduct on "participatory approach" and hands on practice in different approach and tools which required SO's during the Planning Phase to motivate and prepared community in action for smooth implementation of drinking water health and sanitation activities.

- SSs and CWs will be oriented on how to involve the community and collect information for HESA Action Planning. They will then go to the field.
- During the session practical community action planning process, type of format filling, question and answer, SARAR tools exercise, and field visit approach will be utilized.
- Each group will be asked to make the presentation.
- Each group will present their data collection forms and mapping. The Facilitator will check all the forms and make all comments if require and summanze the importance of CAP and accuracy of information collection and make an action plan.

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- During the session practical community action planning process, type of format filling, question and answer, SARAR tools exercise, and field visit approach will be utilized.
- Each group will be asked to make the presentation.
- Each group will present their data collection forms and mapping. The Facilitator will check all the forms and make all comments if require and summarize the importance of CAP and accuracy of information collection and make an action plan.

- Have participants from the same SO's sit together and develop a action plan for hygiene and sanitation using "action plan guidelines" as their structure.
- Ask participants to write the completed plan on newsprint and present this to the large group.
After each presentation, the training team asks questions that might help refine the plan (if it is seen as being necessary) i.e. how realistic is the plan given the SO's resources of the time frame.

Action Plan Guidelines:

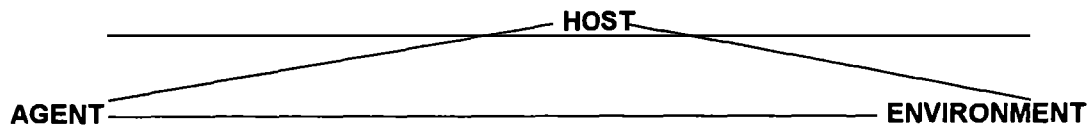
You have to prepare an action plan for hygiene and sanitation activities in the community in which you work. This action plan should be for a time period of six months. It should also reflect what you have learned in this workshop with respect to educational approaches, strategies and content area. Please consider the following points while preparing your action plan"

- **What** specific hygiene and sanitation education activities will you conduct over the six month period. Be specific about the content.
- **Why** do you want to conduct these activities?
- **Who** will be your target group for each activity you plan to undertake?
- **Who** will be responsible for the different activities and what additional support will you need?
- **Where** will you conduct these activities? (Which community and in which forum/venue).
- **How** will you conduct these activities? (How many sessions will you conduct, what methods and materials will you use etc.). Sample form attached in Appendix B.

Session: Four.

Content: Faecal-Oral Route Transmission Diseases and Prevention.

1. What is a disease?
2. Types of diseases.
 - a) Communicable (infectious) diseases.
 - b) Non-communicable (non-infectious) diseases.
3. The implication (dangers) of water borne diseases.
 - a) The relevance within the community and the experiences of the groups.
 - b) Ways that the diseases are transmitted:



OBJECTIVES:

1. At the end of the training participants will be able to explain: What is a disease? and types of water borne diseases?
2. Participants would understand the meaning of communicable and non-communicable diseases and its identification.
3. Participants would understand implication (dangers) of water borne diseases.
4. Participants would be able to impact to the community how water borne diseases are transmitted and how that could be prevented?

Time : Three hours.

Materials : Disease Transmission, Newsprint, Markers, Tape

Methodology : Group Discussion and Group Work

Procedure : Divide participants into three groups. Assign each of the three groups one of the following:

Group 1 :

- a) Participants will discuss among the group members what are the existing HESA related problems in their community and list of them which are caused by germs (diseases) and which are not?
- b) Ask the group to select group leader to help each participant to contribute his/her inputs and presentation their work in a big group.

Group 2 :

- a) Ask the participants to discuss what are the diseases they know are communicable and which are not?
- b) List out the communicable and non-communicable diseases separately and how those diseases are transmitted from one to others.
- c) The group will be asked to present their work in the big group.

Group 3 :

- a) Ask the participants to list out the diseases in the community within a current year and suffered target group/gender.
- b) Ask the participants recall the community beliefs and practices about those diseases.
- c) Ask the participants how their community people think whether those diseases are preventable or not, if preventable how and if not preventable why?

After the presentation of the three groups, the facilitator will provide incentives to the groups for their considerable group work and presentation. Summarizing main points from the groups presentation and concluding the dangers of water borne diseases such as diarrhea, dysentery, typhoid, cholera, polio etc. and their ways of transmission Host, Agent and Environment and how those diseases could be prevented. The facilitator also explains the importance of household latrine construction and its use. The facilitator also explains the sanitation subsidies available and options for promotional (public) and private latrines.

How to prevent water borne diseases:

Review session one for first half an hour.

1. Methods of preventing oral faecal route diseases
2. Asking women for ways of prevention
3. Assessing their major concerns, what do the women say?
4. Working with a background menu of preventative measure direct women to identify the measure on a list:
 - Boiling water
 - Putting iodine in the water
 - Washing raw vegetables and fruits before eating
 - Keeping domestic animal properly such as chickens, pigs and dogs
 - Using always latrine

Use the tools to show transmission route/agents and stimulate discussion on how to prevent faecal contamination.

Faecal-Oral Transmission of Diseases and Prevention

Faeces

**Washing
Hand**

Use Latrine

**Protect source of
water supply**

Food

Water

**Cooking
Hygiene**

**Consumption by
individual, Family
Community.
Careless or ignorant
Disposal of faeces
Bad planning of
Latrine and Water Supply.**

Boil, Filter, chlorinate

Key Information:

- * Use Latrine
- * Wash hands after defecation
- * Good kitchen hygiene
- * Good health and hygiene education
- * Good water supplies and sewerage (Faeces) disposal

Session Five

Content: Disease Transmission: Diarrhoea and Dehydration

- faecal oral route transmission of diseases
- What are the major faecal-oral route diseases
 - a. Diarrhea/dysentery
 - b. Cholera
 - c. Typhoid
 - d. Parasites
 - e. Poliomyelitis
- What to do with the above listed diseases?

Objectives:

Participants will aware/ understand/skillful about to:

- disease transmission routes.
- major faecal-oral route diseases.
- sign and symptoms of diarrhea.
- the importance of preventative major of faecal oral route diseases and need to take action

Time: 4 hours.

Methodology: Participatory group discussion and brain storming.

Materials: Newsprint, markers, tape, 6 sets of diseases transmission cards and health fence cards.

Procedure:

- Ask the participants if they have suffered from above listed any diseases or their family members; and what were the sign and symptoms. Ask the participants how they would describe the sign and symptoms to a mother's group (i.e. the symptoms that can be recognized by a non medical person such as loose water stools and dehydration) List these key symptoms down on newsprint.
- Share with the participants the definition of diarrhea and the most common symptoms, adding to the list if necessary.
- Divide participants into 4 or 5 groups(4-6 members in 1 group).
- Give each group one set of PMU disease transmission cards when they finished discussion if then give some set of PMU Health Fence cards.
- Using these cards, ask each group to show as many disease transmission routes and how they can prevent it that they already know about.
- Ask each group to share one route and prevention at a time (for example diarrhea → contaminating water → water collect and transported house → family drinking water → diarrhea) Preventing by use of latrine, protecting source of water, covering water storage container and cleaning it and hygienic handling.
- List all the cycle on newsprint and on the side intervention to prevent
- Ask participants, which of these cycles and intervention if they exists in their communities.

- **Looking at the cycles, particularly those identified as being present in their own communities, ask the groups to brainstorm as to how these cycles could be broken. See attached transmitted routes and interventions.**
- **List the groups' responses on newsprint and discuss with respect to activities that might be taken as in their action plans.**

Session: Six.

Content: What to do with Diarrhoea?

1. How to know the sign and symptom of dehydration?
2. Dehydration is dangerous
3. What to and how to make oral rehydration solution (ORS/and demonstration, how to prepare Jeevanjal + home made sugar, salt and water, accurate amount of water, sugar and salt).
4. Defray fear that drinking water creates more diarrhea.
5. Explain importance of Continuing breast feeding
6. Every women individually mixes and drink (demonstration time water the regular water that they use)
7. Washing hand exercise.

Objectives: Participants will be able to:

- know the sign and symptom of dehydration.
- dangerous signs of dehydration.
- make oral rehydration solution (ORS/and demonstration, how to prepare Jeevanjal + home made sugar, salt and water, accurate amount of water, sugar and salt).
- understand the fact on saying " many concerned that more water drunk creates more diarrhoea".
- know the importance of continuing to breast feeding and other or liquid foods to prevent from dehydration.
- know the fact on saying "many concerned that more water drunk creates more diarrhoea".
- understand the importance of hand washing and washing practices with soap/ash.

Time: 2 hours

Methodology: Group discussion and practical session.

Materials: Poster of how to make Jeevanjal. Two polyethylene plastic bags. 3 litres of clean water. 6 tea glasses one teaspoon. Two containers about two litres size. Soap and towel.

Procedure:

- Participants will be divided into small group about 4-6 members in each group and ask them to discuss how many of them had suffered from diarrhoea or how many of them have seen diarrhoeal cases.
- Ask them to recall and list all sign and symptoms of diarrhoea and dehydration from each individuals and prepare a final list of the group to present in the big group.
- Participants will be asked from the beginning of group work to choose a group leader to facilitate and encourage each participant to participate and prepare for presentation in the big group.
- Team leader from each group will present the group experiences about diarrhoea and dehydration.

- Facilitator will explain the real sign and symptoms of diarrhoea and dehydration and importance of its prevention in time.
- Two polyethylene plastic bags with a small hole in one will be shown (as water is poured in) demonstrating the dehydration process and importance of filling water to prevent dehydration and death.

The Facilitator will emphasize the importance of hand washing and the fact that more water/fluid/(breast milk for nursing child) or correctly made jeevanjal or sugar salt water is necessary. The facilitator will demonstrate making Jeevanjal and sugar salt water.

Session: Seven.

Content: Repeat Demonstration on preparation of ORS.

Objectives:

- Develop the participants' understanding about the dangers of dehydration complication of diarrhea.
- Teach participants how to use oral rehydration solution both the homemade sugar, salt water and the Jeevanjal packet.
- Develop the skills of participants to conduct effective demonstrations of ORS and motivate community to adopt it when necessary.

Time : Two hours

Methodology : Group discussion and practical demonstration

Materials :

Newsprint, tape, markers, bucket, water, soap, towel, grass, sugar, salt, packet of Jeevanjal. Tea spoon, two polyethylene plastic bag. Poster of two plants, one of them is not healthy due to lack of water.

Procedure:

Review the previous session on diarrhea, its signs and symptoms and dangers.

- Review the symptoms of dehydration
- Ask participants to list the way they have been treating diarrhea to date or how it is being treated in their communities. List all of those treatments that relate to the concept of rehydration. (e.g. ORS, Breast feeding, drinking fluids, soup, rice and water).
- Ask why these treatments are used.
- Introduce or reinforce the meaning of rehydration using the poster of two plants, demonstrate water in two polyethylene bags, make small hole in the bottom of one bag. Show leaking and becoming thin that indicate dehydration.
- Together with the participants determine what is needed in order to conduct a demonstration on the use of Oral Rehydration solution (ORS). This should include salt, sugar, water, bucket, soap, towel, Jeevanjal, a measuring glass.

- After assembling all of the appropriate listed items, ask one of the participants who have used ORS before to demonstrate the use of this preparation to the rest of the participants. (When observing the demonstration pay particular attention to the measurements being used for water, sugar and salt. Since an ordinary glass filled to the rim contains 160 - 170 ml, it is important that six glasses of water filled to the rim be used in the preparations).
- After the demonstration, ask participants to discuss what they saw, what was good about the demonstration, what would have made it more comprehensive. From this develop a check list for what makes a good demonstration (e.g. placement of items, explaining what one is doing as one does it and why, inviting participants to taste the preparation). In addition, develop a checklist for the actual preparation of ORS (e.g. how much water, sugar and salt for homemade ORS and how much water for a packet of Jeewanjal)
- Based on this, ask for two volunteers to demonstrate again the use of homemade ORS and Jeewanjal, incorporating the information generated from both lists i.e. points constituting an effective demonstration and the correct preparation of ORS.
- Together with the participants give feedback to the two volunteers.
- Discuss with participants why and when one might use a demonstration.

Session: Eight.

Content: Importance of Latrines

- * Why construct latrines?
- * What are the technical options to construct latrines?
- * Method of constructing simple pit latrine and its advantages/disadvantages
- * Methods of making improved (VIP) pit latrine and its advantages/disadvantages
- * Methods of constructing water sealed latrine and its advantages/disadvantages
- * Methods of constructing composting latrines and their advantages/disadvantages.
- * Why attention should be given using latrine?

Objectives: At the end of the session participants will be able to :

- * understand the importance of latrines and advantages to their use.
- * know the different types of latrines and its appropriate according to the Geographical situation, soil conditions.
- * make simple pit latrine at their home by themselves.
- * explain different types of latrines to the community for their choice.
- * motivate community to make latrines in each and every household.
- * Encourage community for proper use of latrines and their maintenance.

Time : 2 hours

Methodology

Group discussion and an practical on the construction of a pit latrine in one of the participants houses.

Materials

Latrine construction diagrams and different option for latrine construction. Newsprint, marker, tap.

Ask participant to collect necessary local materials to construct a pit latrine and select the site in advances.

Procedures

Divide the participants into 4 - 6 groups and

- ask them to discuss which type of latrine is socially, economically and culturally acceptable and affordable as well as availability of local materials.
- ask them to discuss and list out the points of advantages and disadvantages of latrine.
- How many of the have their own household latrine, type of latrine and how many of them have not made latrine.
- Ask each group to nominate a leader for presentation in the big group.
- Facilitators will be taken to the participant to the practical session in the site and physically involve to construct a pit latrine.

We look for a safe place for food and to eat the food. A safe place for defecation also is as much important as safe food. Here we want to describe about a safe place for defecation. The safe place is a **Latrine**.

Why should we build a latrine

1. To be safe from dangerous animals:

In Bundelkhand when you go in the bush for defecation you have always fear that a snake would bite.(even a human one!) In mountain there is fear of tigers, bears, etc. Therefore to be safe from dangerous animals we should build and use latrines.

2. Latrines make you safe from rain and storm

It is difficult to go to the bush and defecate while it is raining. Therefore we should build and use latrines to be safe from rainfall.

3. Latrine for easiness or sick and old people:

For old people it is difficult to go far away looking for bush for defecation. For sick people also it is difficult. For little children also it is difficult. Therefore the Latrine is so important.

4. To keep the surroundings clean and to be free from bad smell:

Because there are so many excreta around, many times we have to close (Press with fingers) the nose and walk because it smells so bad. Therefore we have to build and use latrines to be free from this bad smell and dirty sight.

5. To work in a clean and non stinking yard:

In the yard we do many different types of work. If the children pass stool around the yard it is difficult to work and it may pollute food. Therefore we should make and use the latrine.

6. To be free from embarrassment and for confidentiality:

If somebody sees you while defecating it is a problem. You have to loose your face. You have to be embarrassed. The most sufferers are the women. Therefore to be free from embarrassment and fear you should build and use latrines. Notes for CWs:

The main source of different types of diarrhoeal diseases, dysentery, intestinal worms, typhoid, viral hepatitis and many other kind of intestinal diseases is human excreta. The diseases are transmitted from one person to other by the excreta is e.g. through flies, dirty hands etc. Then the victim suffers a lot and eventually he \ she dies. Many of us do not use latrine. We defecate and urinate wherever we like. Thus the germs that are in the excreta contaminates our water and food etc. And these germs are transferred to other people.

One famous sanitation worker says " When excreta is seen then this means we are near human inhabitant now." In fact this is a big problem. Many of us know the problem but we neglect the problem. Is it right to do like this. Let us think seriously all about this for some time. Let us think how important it is to build and use the latrine. Now we have got really to choose. Shall we chose to neglect this dirty, disgusting dangerous and life taking thing to go on as it is or shall we choose to do something to control the human excreta.

Sample slogans/songs:

- Let us build latrine
- Let us use the latrine
- Let us keep the latrine clean
- Let us maintain the latrine

Let us be healthy, free from diseases by doing these things. Let us think about the future generation. By doing this we can exalt the name of our State! and guilt, bad reputation that Uttar Pradesh is the one of the states where the death of most children will never happen again

Types of Latrines and their Construction:

SIMPLE PIT LATRINE:

This kind of latrine is suitable for high mountainous villages and for the hills. This kind of latrine is easier to build by the use of local materials. Usually this type of latrines are promoted in hilly villages.

Construction Methods:

1. Dig a pit about 15 meters away from water source and from house. The pit should be 2 meters deep, and 1 meter in diameter.
2. It is better to make a stony wall around the pit inside the pit. If stones are not available bamboo also can be used.
3. When the inside wall comes up to the surface level then make 0.25 meter up with stones.
4. Then make a slab with the use of bamboo, or wood or stone.

5. when you cover the pit wit with wood or bamboo then put some earth and make even.
6. Make fence around the pit with local available materials e.g. straw, bamboo dry grass etc.
7. Make a cover to cover the hole of the pit.
8. Around the fence put mud to make the fence stronger.

THINGS TO REMEMBER WHILE USING THE LATRINE:

4. To mend this latrine it is easy and cheaper.
5. By this a compost manure can be made.
6. This can be built any place by the use of one's own physical labor, resources.
7. If covered well the flies can not spread the diseases.
8. It is easier to keep clean
9. This kind of latrine protects from hot, rain, embarrassment, etc. and it is good to be used by old people as well as by the children
10. This latrine promotes the ideology "Healthy family happy family".

VIP LATRINE:

This latrine even better by view point of health. In this kind of latrine there is a ventilated pipe joined by which the gas goes out. Because the gas goes out there is less chance that the flies breed the diseases. This kind of latrine is useful for all the mountainous and hilly regions.

1. Because it is a direct pit it is dangerous that chickens or the little children may fall inside the pit. Therefore always cover the pit and always shut the door.
2. Keep the latrine always clean.
3. Give training to use the latrine especially to the children.
4. From time to time put some ashes in the pit so that it does not stink.
5. After the use of the latrine always cover the pit with a lid.
6. If the latrine starts to be damaged do maintenance immediately. After defecation clean your anus and hand with soap and water.

ADVANTAGES:

1. This kind of latrine can be built in cheaper price.
2. It can be built easily.
3. This latrine can be constructed by the use of local materials.

HOW TO BUILD:

The method how to build this latrine is almost same as the simple pit latrine. However a pipe is added to throw the gas out. Before the slab is made a pipe should be put in side the pit. The upper end of the pipe should be covered with screen.

THINGS TO REMEMBER WHILE USING:

1. Children need special training on how to use the latrine
2. The latrine should be kept always clean
3. If the latrine gets damaged or if it is broken it should be mended immediately
4. While going to toilet you should wear shoes
5. After defecation you should clean anus and hand with soap
6. The hole of the latrine should be kept open so that the air enters from the hole of the latrine And goes out from the pipe.
7. Because the hole of the latrine is kept open there is chance that the chickens and the children may fall inside the pit. Therefore the door of the latrine should be kept always closed.

ADVANTAGES:

1. This kind of latrine can be built any where in cheaper price
2. It can easily be constructed
3. This can be built by any kind of earth or the materials.
4. To mend it much expenses is not needed
5. It can produce a compost manure for agricultural use.
6. This can be constructed by the use of ones' own labor, resources and skill
7. It is easier to keep it clean
8. It protects well from all kind of dangers
9. This kind if latrine promotes the ideology that " healthy family happy family"
10. It does not stink because the gas goes out by the pipe.
11. The flies goes in the pit but when coming out they always try to go out by the pipe. At the end of the pipe there is a screen. The flies can not go through the screen. They fall down and they die.

WATER SEALED LATRINE: This kind of latrine can be constructed any place. It can be constructed even inside the house. It is good by the viewpoint of health and it lasts long. However it is more expensive than other latrines. This kind of latrines have been brought in use in semi urban areas and in the areas where there is dense population.

HOW TO BUILD:

1. 2 pits each of them 4 feet deep should be dug.
2. Inside the pit a wall should be built by the use of bricks.

3. To put pan you should make 3 feet up from the surface.
4. A pipe should be fitted from the pan. The pipe should be divided into 2 branches. One branch goes inside one pit and the other branch goes inside the other pit. One branch should be closed and the other branch should be kept open. When one pit is full of stool the closed branch should be opened.

THINGS TO REMEMBER:

1. You should always defecate in the part of the pan where there is water. By doing this it is easy to keep the latrine even by the use of little water.
2. You should put enough water to wash away the stool. Otherwise the stool will be hard and will not be easily washed away.
3. After defecation never clean your anus with stone, soil or with the leaf because these materials will easily block the latrine.
4. If sometime the hole is blocked do not try to open it by pushing the iron rod.
5. If one pit is full of excreta clean the branch of the pipe that goes inside that pit and close that branch and open the other one.
6. You should always keep clean around the pan and around whole latrine.
7. The excreta of the pit which is full now will be a good compost manure after one and half years.

ADVANTAGES:

1. This kind of latrine lasts for a long time
2. It is not very difficult to construct such types of latrine
3. This kind of latrine can be constructed anywhere
4. There is not necessary of any kind of pipe
5. It can be useful even in the place where there is stagnant water.
6. It lasts for a long time.
7. It is not very expensive to mend it.
8. If it is properly constructed there is no chance of stinking
9. A good compost manure can be made from it
10. This can be constructed by the use of the materials of our own country.
11. It can be constructed even inside the house
12. Because it is sealed with water the flies can not transmit the diseases.
13. It looks nice and it is easier to keep it clean
14. When the pit is full of excreta it is not necessary to empty the pit right away

15. This kind of latrine exalts the dignity of the family.

PIT LATRINE WITH PAN

For this type of latrine there is a simple pan. Therefore a skilled worker is needed. This kind of latrine can be constructed in any part of the country, if the soil conditions permit.

HOW TO BUILD:

1. Dig a pit 30 meters away from the water source. The pit should be 5 feet deep.
2. The surface of the pit should be even. Rings should be used but to join the rings cement should not be used.
3. Four rings should be under the surface of the ground. $\frac{1}{4}$ of one ring under the ground and $\frac{3}{4}$ part of it should be up from the ground. This means there will be 5 rings altogether.
4. When you have put 5 rings you have to put slab evenly.
5. Make a wall or simple fence around the latrine as you like.

THINGS TO REMEMBER:

(The same as water sealed latrine)

ADVANTAGES:

1. This kind of latrine is relatively cheaper and long lasting
2. It is not much difficult to build this kind of latrine.
3. This kind of latrine can be constructed in any part of the country.
4. There is no need of gas pipe.
5. This is useful even in the place where there is stagnant water.
6. This latrine protects us from many undesirable things e.g. embarrassment, fear, rainfall etc.
7. If you have to mend it much money is not needed
8. If is properly constructed there is no bad smell at all
9. This can be used as very good compost manure.
10. This kind of latrine can be constructed by the use of the materials of our own country.
11. This latrine promotes the ideology of "Healthy family, Happy family"
12. Because this latrine is sealed by water there is no chance of spreading diseases by the flies

13. It looks clean and it is easier to clean.

PANNED TWO PIT LATRINE:

It is the same as the pit latrine with pan however in this type of latrine there are two pits instead of one. When one pit is full of excreta you can change the pan to flow to the other pit.

METHODS:

1. Dig two pits 30 feet away from the water source. The pits should be 2.8 feet deep. The distance from one pit to the should be 3 feet.
2. The surface of the pits should be even. 3 rings in each pit is enough. When you put the ring in the pit, do not use the cement.
3. 1/4 Th. of the top ring should be under the surface and rest of the part should be above the surface

THINGS TO REMEMBER:

1. When one pit is full of excreta then use the next pit. after 2 years it will be very good compost manure.

(Rest of the things to remember are the same as above other latrines)

Five Major Points should be remember about latrine

1. Each and every household should make latrine
2. All family members either children or old men should use latrine
3. Every day latrine should be clean
4. If maintenance required that should be done immediately
5. Always care and maintenance should be taken to latrine like home

Session: Nine.

Content : Importance of Cleanliness

Snowballing exercise with individual participants and in a small and big group will be discussed when to wash our hands and when are we washing? and why? After getting experiences of the participants then emphasize to main information of the importance of hand washing.

1. Before preparing meal and eating, after defecating and after cleaning babies buttock, before and after feeding, hands should be washed with soap/ash and water.
2. Defecate only in the latrine
3. Drink only protected water
4. Keep clean and fresh food and protect from contamination
5. Domestic waste should have proper disposal
6. Keep yards, environment clean and protect from contamination. Keep domestic animals properly.

Media/Agents transmit faecal oral root disease:

1. Flies
2. Dirty hands (long nails)
3. Dirty raw eating vegetables and fruits
4. Dirty food and fluids
5. Working/playing in the field/dirty place
6. Sucking of fingers (children)
7. Nose picking and eating

Concerning seven "F"

1. Flies
2. Fingers
3. Faeces
4. Food/Fluids (water)
5. Fruits/vegetables

Faecal Oral Transmission Routes : Seven 'F'

Pathogens in the faeces of infected persons are transmitted through the environment to infect other people.

Session: Ten

Content : Personal, Domestic and Environmental Hygiene.

Objectives: At the end of the session, the participants will be able to :

- a) explain what is hygiene
- b) understand importance of personal hygiene is
- c) understand of environmental hygiene especially as it relates to water
- d) explain what domestic hygiene is
- e) motivate community, ways of improving personal, domestic and environmental hygiene.

Methodology: Participatory discussion and group work

Materials: Newsprint, markers, tape, sample story.

Time : 3 hours

1. Ask the participants what is meant by personal hygiene. Use their responses to develop a definition for personal hygiene.
2. Divide the participants into three groups, asking them to discuss the following.

2.1 Group I

- why it is important to wash hands;
- when is it important to wash hands;
- how hands should be washed;
- what should be used for hand washing;
- obstacles to hand washing; and possible solutions

2.2 Group II

- why it is important to wash clothes;
- when it is important to wash clothes;
- how clothes should be washed;
- obstacles to clothes washing; and possible solutions

2.3 Group III

- why it is important to take bathe;
- when is it important to take bathe;
- how one should take bathe;
- obstacles to bathing; and possible solutions

- Ask each group to present their outputs and ask other participants to add up any additional points they may have.
- Discuss methods for teaching community members about proper personal hygiene

3. Divide participants into pairs and ask them to prepare a short story on environmental hygiene for presentation the next day. Ask them to consider also what questions they might use to promote discussion after telling the story.

3.1 Sample Story

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

3.2 Ask each group to present their story

3.2.1 Discuss the stories presented using the following questions:

3.2.2 What is the story about?

3.2.3 What did you learn from this story?

3.2.4 Was the story clear, simple, realistic etc.?

3.2.5 What questions could be asked after telling the story to promote discussion and education?

4. Environmental Hygiene

- Ask participants what is meant by environmental hygiene?
- Brainstorm what factors are part of environmental hygiene?
- Separate out answers according to:
 - personal hygiene
 - domestic hygiene
 - environmental hygiene
- Address only domestic and environmental hygiene
- Generate lists similar to the following:

5. Domestic

- kitchen with well ventilation
- clean compound/premises
- separate cowshed
- proper water use
- proper water supply/transport
- proper waste management
- proper use of latrine
- cleaning the latrine
- kitchen garden
- digging rubbish pits

6. Environment

- protect tapstand
- clean well
- clean source of water
- access to health posts
- proper waste management
- availability of public toilets
- no defecation around the houses and path
- tree plantation around the water source
- proper garbage

Session : Eleven.

Content : Importance of Potable Water.

Water is very much essential element to the living things. Without it any kinds of living things can not be alive. When our faeces, urine, sweating etc. expose from our body as waste disposal with the help of water. It also carry blood with nutrients and oxygen from one place to others in our body. Water also keep balance our body temperature. When we loose necessary amount of water from our body then we feel thirsty. When we suffered from diarrhea and/or vomiting at that time more water goes from diarrhea and vomiting. At that time we should replace that with drinking more fluids. We know that without water no chance to alive either any animals, birds or plants. Water is more importance for cleanliness to human beings. For the different types of purpose water is needed to be clean and enough. Water we get is from rain, surface water and under ground water.

FOR WHAT DO WE USE WATER?

- To drink
- To prepare foods
- To clean containers
- To wash fruits/vegetable
- To take bath or wash our body
- To wash clothes
- To irrigate our land
- To wash animals and drink for them
- To clean/flues latrine
- To clean others (kitchen, rooms, verandah etc.)

FROM WHERE DO WE USE WATER?

- Traditional stone/bamboo tap
- Modern tapstand
- Surface well
- Underground well
- River, Stream, Cannel, False
- Pond
- Spring
- Pump (tube well)

WHICH WATER IS POTABLE AND WHY?

- Traditional stone/bamboo tap: Most of the places tap is located just near the source, therefore there is less chance to contaminate.
- Modern tap: Spring water taped directly from pipe safely collected and distributed from one place to other places with pipes. So water is mostly portable. If that water is not taped from stream/ River/ pond.
- Rain Water: Rain water falls directly to earth. However, on the way water contaminate through polluted atmosphere. When it comes to the earth in some extent it becomes clean although it depends on environment of that area. That water can be used if it is taken directly from rain means without touching any roof or things and water should be covered.

- Hand Pump: Usually ground water should be taken out from 30 fits depth. This water has less chance to be contaminated. Mostly water from 30 fits depth is safe from bacteria and pollution but there should be tested for chemical contamination. Otherwise it is potable.

WHICH WATER IS POTABLE?

Water is the element which can not be identified germs/bacteria neither by taste, smell nor inspection. So that it is necessary to know which water is portable.

- Tap Water: Which is tapped from spring and distributed by pipe lines.
- Under Ground: The water which is from more than 30 fits depth.
- Rain Water: Collected in clean container and covered except first time rain.
- Boiled Water: Boiled for 15 minutes.
- Chlorinated/ lugol Iodine or Nirmal Tab with right dose and time.
- Filter Water.
- Spring Water with out any contamination from out side.

Following attention should be given to drink clean and safe water:

1. Attention should be given at the source:

- There should not be any access to the animal at source.
- Rain water with flood should drain to the source
- Source should be covered
- Intake reservoirs should keep clean time to time and avoid children to take cover and contaminate it.
- Source should be protected from landslide, dryness through tree plantation.

2. Attention should be given at the tapstand:

- Water should be flow easily without any leaking
- There should be clean around the tapstand
- There should be good drainage which would be better to use in kitchen garden.
- If any repair work is needed at that should be done as soon as possible
- There should be kept clean around platform without paddle and vegetation
- There should not be allowed animals to come and drink at platform: For the purpose separate pond/tank is needed.

3. Attention should be given at water fetching:

- Water fetching container should be clean inside and outside
- Tip of the tap and hand should clean before fetching water.
- It would be better to fetch just below the tip of tap if wind is blowing
- Avoid children to touch tap at the time of fetching.

4. Attention should be given at the time of carrying water:

- Water should be covered with clean led. Hay, leaf or dirty cloth
- If water container is like bucket dirt form hand can be dropped so hand should be washed and dry before carrying.
- If possible water carry container should be used which has proper lid.
- If used bamboo basket that should be also clean.

5. Attention should be given water storage at home:

- Water should be storage in the clean container and place.
- Water any time should be kept in a certain place where children and animals/domestic birds could not touch or access there.
- If possible water should be kept away without touching wall, window, door and kitchen
- Water storage pot should be always covered although that is empty.
- Water storage container should not
- Always water storage container and lid should be clean
- Before taking water with glass, jug etc. should be washed inside and outside.
- When you used bucket to take water form deep well that should be clean and better to use some one not using in other purpose
- Never put the fingers or hand inside the water container
- Whichever we use container such as glass, jug etc. that also be kept clean and cover if possible put upside down.

Five key information should be remember for safe water:

1. By using safe water, we can be prevented from communicable water borne diseases.
2. If safe water is not available, use boil water.
3. Water container should be washed properly inside and outside before fetching.
4. Water store container should be covered although it is empty.
5. Water should be enough and clean for cleanliness.

Session : Twelve.

Content : Immunization

- what is vaccination/immunization?
- what is the importance of vaccination?
- vaccines doses and age group
- vaccination time table
- five key information on vaccination

Objectives: At the end of the session participants will be able:

- to say clearly what is immunization and its importance.
- to understand needed dose of vaccines and age.
- to communicate and motivate target group and their guardian fully vaccination for 0 - 1 year old children 15 - 45 years old women.
- to recognize scar of BCG vaccination and vaccines record.

Materials : Health fence, sample of vaccines, syringes, needle dropper, vaccine record card. Newspaper, market, tap.

Methodology: Group discussion, memory game 6 sets. Presentation, memory game

Procedures : Divide the group into six and ask them to play those memory game one by one.

- Spread cards upside down on the floor and let each participant in each group select one card at a time and see that and select another and another but first card should match second one and third one means one series. For example: BCG + 0 - year + single dose. If second card does not match with first card then not allow to select 3rd one but 1st and 2nd cards should be put on the floor with upside down at any place. Other member could remark it. If that person could match 1st to 2nd and 3rd then those cards are his cards could put separate. In this way participants will play role by role until cards are left on the floor. Who could get more cards means he is the winner.
- Ask each group to share whatever they have learnt each other with the rest of the group about this game.
- At the end of the discussion explain about this game and objective of the game and demonstrate cards matching. Briefly explain about these vaccines, their doses right intervals and prioritize age group
- By using Health Fence Cards explain how can we prevent 6 major infections diseases.

Session : Thirteen.

Content : Use of vaccines and Target group

1. Review session of previous session
2. Brainstorming. How many mothers' are taking toxic fully vaccinated. How many mothers took their children for vaccination and how many mother neither them not their children are vaccinated.

3. Immunization

Five vaccines prevent 6 infections diseases:

Vaccines		Infections Diseases	Target Group
1. BCG	→	1. Tuberculosis (TB)	0 - 1 year old child
2. DPT	→	2. Diphtheria	0 - 1 year old child
	→	3. Pertusis	0 - 1 year old child
	→	4. Tetanus	0 - 1 year old child
3. Polio	→	5. Poliomyelitis	0 - 1 year old child
4. Measles	→	6. Measles	9 - 12 months old child
5. Tetanus Toxic	→	Tetanus	15 - 45 years old women

1. Vaccination is very important
2. Children 0 - 1 year and women 15 - 45 need fully vaccinated
3. Children should be immunized even if children are sick
4. Problems and seriousness of unvaccinated children and women
5. Doses of vaccines and schedules
6. Minor effects of vaccination
7. Target groups and age for vaccination

Session : Fourteen.

Content : Nutrition:

- What is malnutrition?
- Who and why usually suffered from malnutrition?
- How can we know malnourished children?
- How and what use to measure nutritional status?
- What cause with lack of vitamin "A"?
- What are the best foods for malnourished children?
- How and what to make super flour at home?
- Importance of breast feeding.
- Five major key information on nutritious food for children.

Objectives:

At the end of the session participants will be able:

- to understand what is malnutrition and what cause it.
- to know the high risk group for malnutrition
- to identify malnourished children
- to use properly mid-upper Arm's circumference(MUAC) measurement tap and meaning of its green, yellow and red.
- to know the early sign and symptoms of vitamin "A" deficiency and its prevention and refer for immediate treatment.
- to motivate mother to make super flour and feed lito to their children especially for malnourished ones.
- to encourage excessive breast feeding.
- to explain clearly five major key points about nutritious food for children.

Methodology

Participatory group discussion, local nutritious food presentation and practical demonstration on preparation of super flour and lito.

Materials:

Locally available grain, beans, fruits and vegetable, roasted and grinded mixed flour, cooking container. Table spare, plates, water, salt, same oil. Soap, towel. Posters on how to make super flour, lito and vitamin contain vegetables and fruits.

Time : 2 hours**Procedures**

Divide participants into 4 - 6 groups (if possible geographical location wise) and ask them 4 questions for each group.

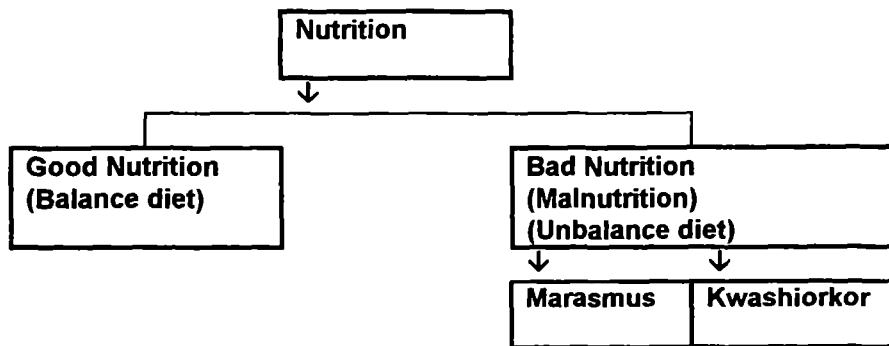
1. How many of them have seen number of malnourished children - total in group.
2. What are the courses/beliefs of malnutrition.
3. What are the treatment practices for malnutrition in their respective community.
4. Ask the participants list out locally available nutritious foods, vegetables and fruits (from their own point of view) in their villages.
5. Ask each group to present writing on newsprint with marker and brief explanation.
6. At the end of the group presentation facilitator will conclude summarizing vulnerable for malnutrition, cause of malnutrition ways of prevention and treatment of malnutrition by showing poster.

Demonstration how to prepare super flour, make lito and taste them.

Explain in details how to what to and to whom measure MUAC to identify the status of nutrition.

(Please see details in HESA Hand Book).

Nutritional Status:



Balanced Diet:

Carbohydrates

Vitamins

Proteins

Session : Fifteen.

Content : Prevention of Malnutrition.

1. Growing vegetables
2. Nutritive food eating habits
3. Making super flour
4. Actual mixing and provision, other children invited
5. Practical session on super flour.

Women come with flour which is roasted and ground only cooking porridge in that demonstration that porridge will be tested by all participants.

Session: Sixteen.

Content: USE OF WASTE WATER IN KITCHEN GARDENING:

Introduction:

As we know the RWSES Project is a Water and Sanitation Project by it's name more emphasis is given to use water properly, keep personal, domestic and environment clean with proper drainage system.

In Uttar Pradesh, farmers are often dependent on the rainfall to irrigate their land. That means in Uttar Pradesh we have seasonal rainfall. Due to seasonal rainfall farmers grow only seasonal vegetables. Lack of periodical green leafy vegetables more people are suffering from iron and vitamins deficiency. Parasites also play a vital role facilitating into it. However, if people could use waste water which comes from washing, bathing, cleaning containers or leaking for kitchen gardening. It gives them another benefit even from waste water.

People are benefit from kitchen garden preventing from:

- Food deficiency diseases;
- Costing more money buying expensive vegetables;
- Green house effect;
- dryness and unpleasant view around the house;
- Slippery/muddy and breeding place of fly/mosquitoes from water paddle etc.

Objectives:

At the end of the session, participants will be able to:

- Know the importance of using waste water.
- Understand how importance of periodic kitchen gardening.
- Practice waste water in kitchen gardening

- Know the options of vegetable could be grown all over the year .
- make proper arrangement of their drainage system for kitchen gardening.

Duration: 4 hours.

Methodology: Brainstorming , group discussion and presentation.

Materials: Vegetable poster, Sample seeds for periodical kitchen gardening,
Leaflets about how to make (Liquid manure) for use in kitchen garden,

Procedure:

Participants will be divided into 4 groups. There will be 4-6 members in each group. Participants will be asked to choose group leader who has been doing kitchen gardening most of the months in the year. These four groups will be divided as per months such as:

- January to March = Group I.
- April to June = Group II.
- July to September = Group III.
- October to December = Group IV

As per group setting they will discuss among the member within group what type of vegetable grow within those 3 months how they irrigate whether they have used waste water or not. When they discussed these questions those group will prepare a poster of vegetable mapping and present by the group leader to the big group. When all groups will finished presentation then the facilitator will highlight on the groups' importance findings and explain the importance of kitchen gardening. How to do it. What kind of vegetable can be grown according to altitude of the village and season. How can they best utilize waste water for irrigation. What are the benefits of the kitchen gardening and proper drainage system from the health point of view.

Session: Seventeen.

Content: Record Keeping and Reporting.

A. RECORDS:

HESA Records are the information kept in the different HESA groups on the work of HESA, on the health problems and progress in the community, on individuals or community of the four components

- Usually, records are written information kept in informal paper, note books or in folders, they may also be kept on tapes, wall print or be computerized. Records are the administration's memory
- Records are an important tool in controlling and assessing work; they are kept to help the supervisor/facilitator or related committee to.
- learn what is taking place,
- make effective decisions,
- assess progress towards goals,

Records should be accurate, accessible and useful. In other words, they must be true, available when needed, and contain information that management uses. Do not record information unless you know to be true and will use it

Before asking community workers(CWs, VHPs, Mothers' groups, VWSCs and teacher and students group) to make any record, the supervisor/facilitator or committee should ask him self / them selves the following questions

- * will this information be used?
- * precisely what useful part will it play in decision making and evaluation?
- * can this information be collected accurately enough to serve its purpose?
- * will the information be accessible?
- * will it be available at the place and time it is to be used?
- * can the records be stored at reasonable cost?
- * does the records have to be made only because it is part of routine instructions?

Accurate records help supervisor/facilitator or committee to follow the activities of the HESA program continuously according to need

Special forms, which may differ from community to community/ country to country, are often prepared and adopted to local conditions. These forms will help the community workers to record the information requested, facilitate the standardization of the information collected and save time for all concerned. From the common perspective of the community and Fund Board, we are expecting to keep a register in each cluster/tapstand group for HESA base line information and impact outcomes recording

B. REPORTS:

Reports are the information communicated to the other levels of the HESA. They are also an important management tool to influence future actions. The type of the report (oral or by telephone or radio in emergency cases, written in normal circumstances), nutritional status, vaccination coverage, morbidity and mortality from diarrhoeal diseases or comments on HESA program or difficulties, and its frequency. No of household latrine, environmental sanitary condition etc. We have developed a format as a guideline for recording and reporting uniformity system

Objectives

At the end, participants will be able to:

- know the importance of Record keeping and Reporting.
- keep accurate records and report in time as necessary.
- Keep records in a proper system as per their convenient either in a note book or in a form and make up to date.
- assess the overall HESA activities by reviewing the records and run activities continuously.
- make effective decisions with the help of records.
- monitor record keeping and reporting system and it's improvement

Duration: 2 days

Methodology: Group discussion and field practice.

Material: Newsprint, markers, sample of HESA status recording and reporting form and community HESA monitoring check list form.

Procedure:

Participants will be divided into 4 groups. Two group will be assigned to prepare a list separately on what is recording and why recording is necessary. Whether they have been using any records or not if yes what are they?

Other two groups will be asked to prepare a list separately the importance of reporting when, how and whom to report. Whether they have been using any reporting or not if yes ask the participants to specify it . When those four groups will discuss and prepare a list from each group and the group leader from each group present group work in front of big group. After the group presentation the facilitator will add some points on the importance of recording and reporting. S/he also assist the participants how to keep records and whom to and when to report. The facilitator will also show the sample recording information form and reporting forms/register. Then the following day participants will be asked to go to the field with the same group of the previous day to collect the information in four site. After returning from the field with data facilitator will assist them how to keep record from those information and how, when and whom to report and conclusion will be made the importance of record and reporting and it's accuracy.

S

Session: Eighteen.

Content: Monitoring and Evaluation.

Objectives:

- To build the participants' understanding about monitoring and evaluation and how it is used to enhance hygiene and sanitation projects.
- To develop possible indicators for hygiene and sanitation education/projects.
- To define sources of information that may be used for monitoring and evaluation hygiene and sanitation projects.

Time : 1 hour

Materials

Newsprint, tape, markers, copy of PMU indicators

Procedures

- Start by using several examples such as asking "how do you know, you are on the correct road to Pithoragarh?" OR "how do you know that it is 4 o'clock?" Use the responses to these questions as a way to begin discussion the concept of indicators.
- Brainstorm with participants as to why we have health/hygiene and sanitation projects. Use this forum to discuss the concept of impact.
- Divided into 3 or 4 groups. Ask each group to develop a list of indicators or milestones to help them know that they are on the "correct road" to achieving impact (as defined earlier by the participants).
- Share these in the large group. Introduce, compare and discuss these in relationship to the 14 behavior changes that PMU has defined.
- Brainstorm with the group, different ways that one might monitor or gather information about these indicators or milestones.

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**Annex D
Training Outline**

Training on Feasibility, Design and Cost Estimates including TOT on following VWSC trainings:

1. Feasibility process (2 days)
2. Water scheme layout plan (2 days)
3. Drainage and latrine plan (2 days)
4. Village Environmental Action Plan (VEAP) (2 days)

1.1 Introduction :

The Swajal project is a demand driven project. It is therefore important that the project communities should be involved not only in finding out their problems but they should be given freedom to select technical options to solve them. The job of SO engineers is to present community with several options objectively. Implications of possible options should be clearly explained to the community to enable them to select the option best suited to them. Such a Feasibility process must be carried out in the villages before detailed engineering survey and design of schemes are made. Role of SO junior engineers and senior engineers is very crucial in conducting the Feasibility Studies. This workshop would help them to upgrade their skills to carry out the task.

1.2 Objectives :

The objectives of the programme are to enable the SO Engineers to :
Understand the role of community in Swajal project vis a vis selecting options best suited to them, learn the social and physical characteristics of a community, understand their role in carrying out Feasibility Studies in villages, update their knowledge and skills to enable them to identify possible options, calculate their indicative costs, and learn participatory methods for presenting these options to the community.

1.3 Participants : 33-34 in every training program

1.4 Target Group : SO Junior Engineers and Senior Engineers

1.5 Training Team

Qualified Training team of 3 Engineers and 1 social Scientist of the consultants will conduct the training.

1.6 Duration 14 days

1.7 Timing

During the early period of the Planning Phase, before the "agree to do meeting"

1.8 Expected outcomes

After the training programme the participation will have knowledge of the following :
concept of feasibility studies, need assessment techniques, RWSES technology options, preparation of preliminary designs and estimates, identifying possible options, presenting options to the community, selection of the best options by the community, role of technical staff in community-based approach

1.9 Methodology

The training methodology will be participatory and experience sharing among the participants will be encouraged. Lectures will also be given to provide new information where ever required. Field visit will also be undertaken to provide a hands on experience to the participants.

1.10 Evaluation

A pretest before the beginning of the training program and the post evaluation text towards the end of the program.

Day 1 Session Plan: Training of SO Jr. Engineers and Sr. Engineers on Feasibility Studies

SI No	Name of Activity	Purpose	Time	Methodology	Process	Material Required
1	Introduction of Participants	To introduce participants to each other	9.30-10.30	Ice breaking exercise	Inform the participants that they will be : * involved in a short "know each other" activity * ask each participant to pick a slip of paper which contains a half picture of one animal. * ask them to walk around the room until they find a person who has the half picture of the same animal. * the two put together should make a logical pair such as a full picture of horse. * the pair should select a place to discuss among each other for 15 minutes * during this period each other should try to know each other and obtain detailed introduction.	30 pairs of different animal pictures
2	Training purpose	To clarify the objectives, and process of the training event	10.30-10.45.	Lecture	* The facilitator explains the training objectives.	Training module
	Tea Break		10.45-11.00			
3	Hopes and Fears: participants expectations, worries and sharing of experiences * Rules to be observed during the workshop	* At the end of the session the participants will: - defray fears about the training - establish their expectations as a baseline for later evaluation of the training - be prepared to learn	11.00-12.00	Group discussion	* Divide the participants in groups. Instruct the participants to talk about their personal expectations in the following area _ Expectation from the training in general _ Expectation from the trainers _ Expectation from participants _ Others (facilities during training) _ Each group will present their expectation written on a flip chart in plenary * Explain the proposed schedule(contents) and the methodology to the participants. observed during the workshop e.g. timing participation, morning review etc.	Card board papers and sketch pens

Day 1 Session Plan: Training of SO Jr. Engineers and Sr. Engineers on Feasibility Studies (Contd..)

4	Overview of the SWAJAL Project & Project Cycle	* At the end of the session the participants will understand the project approach, concepts, scope, components, agencies involved and the project cycle	12.00-13.30	Slide presentation, Plenary discussion	* The facilitator presents overview of the project through transparencies/ computer slides * Participants' groups arrange project activities slips in chronological order and present * The facilitator then presents project cycle * Plenary question answers * The facilitator explains the concept of feasibility study * Participants are asked to give their view regarding outputs of feasibility study	Slide on Project & its cycle (Hard copies also)
			13.30-14.30 Lunch Break			
5	Concept of Feasibility Studies and discussion on feasibility form.	At the end of the session the participants will get an overview of Feasibility study and its formats.	14.30-17.00	Lecture, Group exercise, Plenary question	Answers. * The facilitator then explains the feasibility form * Plenary question and answers	Copies of feasibility form Chart on what is feasibility study

Day 2

Sl No	Name of Activity	Purpose	Time	Methodology	Process	Material Required
6	Morning review	Recap of previous day's session	9.30-9.45 15 min.	Presentation	* A participant or group volunteers to present the recap of previous day's session through chart, lecture, role play etc. * Participants are asked to comment or add any points which could be missing in the presentation.	Card board paper & sketch pens

Day 2 (Contd..)

SI No	Name of Activity	Purpose	Time	Methodology	Process	Material Required
7(a)	Baseline Survey Purpose & contents	At the end of the session the	9.45-11.00	Lecture, Group Exercise	* The facilitator explains the purpose and content of baseline survey	_ Chart on purpose & content of baseline survey.
	_ Baseline _ Community map _ Collection of Available maps _ Baseline Survey on environmental parameters _ Vegetation cover _ Economic use of watershed	participants will know how to prepare baseline community map and baseline survey of environmental parameters	11.00-11.15		* The participant groups are asked to prepare baseline community map of their village. Toposheets and shajra map are also provided to them. * Groups then share their maps in the plenary. * Similar exercise is done for baseline survey on environmental parameters.	_ Toposheets & Shajra map of 5 Villages. _ Card board paper & Sketch pens. _ Chart on how to get Shajra map and toposheet
			Tea Break 11.15-12.30			
7(b)	_ How to find out the design population and calculate demand of water for a particular village	At the end of the session the participants will know how to calculate demand of water for a Village.	12.30-13.00	Lecture, Group Exercise	* The facilitator briefs about design population, demand of water and gives exercises based on a village situation and asks the participants to calculate demand of water. * Participants share their views and finally the facilitator sums up the Discussion.	Exercise based on village situation
7(c)	Baseline data on water source _ Source adequacy _ Source feasibility _ Source altitude _ Ground Water assessment _ Environmental assessment at source	Clarity on baseline data on water source.	13.00-13.30 13.30-14.30	Group Exercise	* Participant group are given different topics on water source (e.g. source adequacy). They come up with their view on what will they be doing for achieving the subject(i.e. listing of activities)	_ Card board paper & pens _ Chart, hand outs & forms

Day 2 (Contd..)

SI No	Name of Activity	Purpose	Time	Methodology	Process	Material Required
	_ Baseline data on catchment of the source					
7(d)	Source measurement - different methods	At the end of the session the participants will clearly know how to measure discharge of different sources.	Lunch break 14.30-15.00 15.00-17.00	Group Exercise	* Participant groups are asked to tell about the method of source measurement they know. Different Groups then explain these methods to other participants. (They are given 15 min. to prepare before they present) * The facilitator sums up after every presentation of the methods is over.	Chart explaining various methods of measurements V notch, stopwatch & handouts

Day 3

8	Need assessment techniques					
8.1	_ Flexiflans	To allow self expression of Needs and problems	9.30-11.00	fish bowl exercise	* Participants are shown a story using cutout figures with movable limbs. * Participants are explained how use of figures will enhance self expression of people and help to get information about community	Flexiflans (one set)
8.2	Unserialised posters	To enable expression of community Situation, needs, problems, resources	Tea Break 11.00-11.15 11.15-12.45	Group exercise	* Participants make up stories as if they were villagers * Present stories using posters to group.	Unserialised posters (5 sets)
8.3	(a) Pocket chart - water use (b) Pocket chart- latrine use	To identify specific attitude, knowledge and practices that Exist within community	12.45-13.30 Lunch 13.30-14.30	Fish bowl exercise	* Cards showing different kinds of water sources (defecation practices) are shown and put into chart with colored paper.	Pocket charts _ water _ latrine

SI No	Name of Activity	Purpose	Time	Methodology	Process	Material Required
Day 5						
10	Sanitation feasibility study (latrines) * Technical options * Procedure for costing *O&M requirement & costs * Identifying at least three options * Presenting options to the community * Selecting best option	To enable the participants to understand how they will involve community to assess feasibility of sanitation scheme in the village.	9.30-13.30 Tea break 11.00-11.15 13.30-14.30 Lunch Break 14.30-17.00	Brain storming lecture, slide presentation Group Exercise	* Participants are explained how they will find out feasible option for a village * They are also told how to arrive at costs of different options. * Participants are given some exercises based on village situation & they are asked to identify options, calculate cost etc.	Slides, poster on technology option & their costs. Hand outs Exercise based on village situation
Day 6						
11	Drainage feasibility study * Technical options *Design Criteria * Procedure for costing * Identifying at least three options * Presenting Options to the community * Selecting best option * Preparation for field visit	To enable the participants to understand how they will involve community to assess feasibility of drainage scheme in the village.	9.30-13.30 11.00-11.15 Tea braek 13.30-14.30 14.30-17.00	Brain storming lecture, slide presentation persentation Lunch Break Group Exercise	* Participants are explained how they will find out feasible option for a village * They are also told how to arrive at costs of different options. * Participants are given some exercises based on village situation & they are asked to identify options, calculate cost etc.	Slides poster on technology option & them costs. Exercise based on village situation

Sl No	Name of Activity	Purpose	Time	Methodology	Process	Material Required
Day 7						
	Field visit	To get a hands on experience of feasibility study in village				
Day 8						
	Presentation on field visit		9.30-11.00 11.00-11.15 Tea Break		Participant present their field experience, plenary discussion	
	Source and Catchment protection feasibility study		11.15-13.30		* Participants share their views regarding various technical options & their costing procedure & the situations appropriate for particular options.	Charts and hand outs
	* technology options suitable for catchment protection		13.30-14.30 Lunch Break			
	_ Engineering method					
	_ Biological methods					
	_ Nursery establishment					
	_ Protection of the source					
	VEAP Feasibility study		14.30-17.00			
	* Components of	VEAP				
	_ Clean up campaigns					
	_ Disposal of garbage and cattle dung					

Day 8 (Contd..)

Sl No	Name of Activity	Purpose	Time	Methodology	Process	Material Required
	_Mosquito & Fly control					
	_Kitchen Gardening					
	_ Construction of latrines					
	_ Alternatives to fuel wood					
	_Protection of water bodies					
	_Proper land and water use					

Day 9

Field visit

Day 10

Design of source work for spring, gadhera and stream.	To give details of design	9.30 - 13.30	Detailed lecture with specific design problems and their solution	Various design parameters and detailed design methods will be explained. Specific problems will be taken and their solutions will done in the class. Groups will be formed and will be given specific problems. Detailed discussion will be held in the class.	Detailed handouts giving design formulas, tables, format, with solved problems.
Design of tubewell and handpumps		Lunch Break 13.30-14.30			
		14.30- 17.00			

Day 11

Design of conveyance main and rising main, pumping plants.	To give details of design	9.30 - 13.30	Detailed lecture with specific design problems and their solution	--do--
Design of distribution network and appurtenant work		Lunch Break 13.30-14.30		
		14.30- 17.00		

SI No	Name of Activity	Purpose	Time	Methodology	Process	Material Required
Day 12	Design of latrines, soakpits, garbage pits, compost pits and sanitary land fills.	To give details of design	9.30 - 13.30	Detailed lecture with specific design problems and their solution		--do--
	Design of surface drains		Lunch Break 13.30-14.30			
			14.30- 17.00			
Day 13	Recapitulation of design works	To give details of design	9.30 - 13.30	Detailed lecture with specific design problems and their solution		--do--
	Development of module for future training		Lunch Break 13.30-14.30			
			14.30- 17.00			
Day 14	Plenary discussion. Evaluation.	To give details of design	9.30 - 13.30	Detailed lecture with specific design problems and their solution		--do--
			Lunch Break 13.30-14.30			
			14.30- 17.00			

**Annex E:
Training on Engineering Survey**

F2.1 Introduction

Under the Swajal project, the SO Junior Engineers are supposed to conduct detailed engineering survey after the Feasibility Studies (resulting in selection of technical options by the community) have been completed. This technical survey is required for designing the systems. Keeping this in mind, SO Junior Engineers need to upgrade their skills in technical survey as well as orientation to the PMU's technical standards. The present training will provide a understanding of map reading, community mapping and preparation of engineering maps. It will also make them enable to use the maps, for different engineering technology options.

F2.2 Participants

SO Junior Engineers
(20 - 25 in each group)

F2.3 Responsibility for Orientation

A qualified SA (preferably an engineering institution) with the help of PMU technical staff conduct the training

F2.4 Duration and Timing

10 days (during Planning Phase, after the "agree to do meeting")

F2.5 Objectives

The objective of the program is to enable the Junior Engineers to:

- Understand the PMU strategy, principles and its rationale
- Understand Community Action Planning (CAP) and the importance of involvement of community in RWSES schemes design.
- Understand the map reading
- Understand the community mapping
- Prepare Engineering Map
- Prepare base for detailed engineering designs.
- Follow sound engineering principles.
- Use of Engineering maps for designing technology options for ws, latrines, drains, catchment area protection works and environmental control works.
- Understand components of technical training and skill transfer requirements to community members.

F2.6 Specific Content Areas

The training program will focus on following specific areas:

- General introduction on RWSES project
- Preliminary survey,
- Community mapping
- Environmental assessment

- Detail engineering survey
- Use of engineering survey for the proposed technology options
- Skill transfer to community members/VWSC

F2.7 Training Schedule (See Attached Section Plan)

F2.8 Training Methodology

The training strategy will employ participatory and lesson centered techniques building on the existing knowledge and experience of the trainees. The training program will strive to respond to the concrete problems in the fields and needs of the trainees in performing their tasks in relation to the mandate of PMU. The training methodology will include:

- Hands on practice on survey in the field.
- Participatory training techniques like brainstorming, role play, illustrations and group exercise.
- Lectures will be used to introduce new concepts and to expound on ideas presented during the discussions.
- Interactive approach to learning will be used to elicit the participants views and to encourage creative and critical thinking.

Session Plan : Training on Technical Survey for SO Junior Engineers

Content	Objective	Methodology	Material Required
Day -1 <ul style="list-style-type: none"> • Introduction: - Trainees and trainers • Technology Options:- Water supply, drains, latrines, catchment area protection and environmental control works • Surveying: - Definition, importance, principles, application and data collection • Instructions for survey camp and field work 	Acquaintance between trainee & trainer Knowledge of training programme and survey	Lectures Slides	Handouts Instruments
Day -2 <ul style="list-style-type: none"> • Maps: - Types, scales and features ,community map, sajra map and comparison with topo and engineering map, map substitutes 	Able to understand different type of maps and their use	Lecture Field work	Handouts Maps
Day -3 <ul style="list-style-type: none"> • Measurement of distance and direction - Horizontal distances with chain and tape, corrections, concept of direction. Angles, bearings and azimuth, measurement by compass and theodolite. Computation of coordinates 	Able to measure horizontal distances and their bearings	Lecture Slides Field work	Handouts Chains Tape Compass Theodolite Pedometer
Day -4 <ul style="list-style-type: none"> • Measurement of elevations - Instruments, methods of leveling , booking and reduction of leveling data 	Able to use instruments and measure levels of the ground	Lecture Slides Field Work	Handouts Level instruments Level book

Session Plan : Training on Technical Survey for SO Junior Engineers (Contd..)

Content	Objective	Methodology	Material Required
Day - 5 <ul style="list-style-type: none"> • Contours - Definition, use, methods of plotting, elevations, longitudinal and X sectioning from contour maps. 	Able to plot contours and to prepare L and X sections	Lecture Slides Field work	Handouts Maps Instruments
Day - 6 <ul style="list-style-type: none"> • Preparation of map of an area - Concept of control points, method of providing control, chain and compass surveying, booking and plotting of data, plan table survey, method of plotting and inking. 	Able to plot ground features on map	Lecture Slides Field Work	Handouts Compass Plane table Alidade Plumb U- fork.
Day - 7 <ul style="list-style-type: none"> • Surveying instruments - Hand level, Abney level, planimeter, altimeter, and pentagraph. Demonstration of some modern instruments. 	Knowledge of survey instruments	Lecture Slides Field Work	Handouts Survey instruments
Day - 8 <ul style="list-style-type: none"> • Field Exercise 	Practical knowledge	Lecture Slides Field Work	Survey Instruments
Day - 9 <ul style="list-style-type: none"> • Field Exercise 	Practical knowledge	Lecture Slides Field Work	Survey Instruments
Day - 10 <ul style="list-style-type: none"> • Presentation by JEs • Conclusion • Evaluation 	Equipped with knowledge of engineering survey and to use in RWSES project	Discussion	Evaluation forms

**Annex F :
Training outline
Training on Source and Catchment Protection**

3.1 Introduction

Under the Swajal Project, the SO engineers are required to prepare detailed proposal for construction of source and catchment protection works. These works have to be planned as per requirement of local site conditions after assessing the problems of the area, the possibilities of pollution of sources and the preventive works to be undertaken for mitigating these problems. In case of catchment protection works, the extent of work, nature of work as well as the details of works have to be thought off. This training will enable the SO engineers to assess the problem, identify the works required and to design and estimate the cost of works.

3.2 Objectives

The objective of the training programme is to enable

- (i) SO engineers to identify the problems of preventing pollution of source and to ensure upgradation of catchment area for sustainability of water source.
- (ii) SO engineers to assess the need for carrying out different works based on problems and local site conditions
- (iii) SO engineers to design the works required and to estimate the detailed cost of various works.

3.3 Participants 33- 34 in every training program
Junior & Senior engineers of the SOs

3.4 Target Groups
Senior and Junior Engineers of the SOs

3.5 Training Team
Two qualified and experienced engineers on pollution prevention and catchment protection works

3.6 Duration 3days

3.7 Timing
April 1988

- 3.8 Expected Outcome**
- (i) SO engineers will be able to design and estimate cost of works required for source and catchment protection
 - (ii) A manual for source and catchment protection works will be developed.
 - (iii) Some of the innovative methods practiced in hills and Bundelkhand by the SOs will be formalised

3.9 Training Methodology
The training strategy will employ participatory and lesson centred techniques building on existing knowledge and experience of the trainees. The experiences of the SOs in executing similar nature of works including their experiences gathered in adopting some innovative approaches will be formalised. The SO engineers will be specifically asked to state their nature of local problems and probable solutions.

3.10 Evaluation

Participants will be asked to elaborate their reaction to the training imparted specifically the need for elaborating or detailing some of the course material. These suggestions will be discussed in detail with the participants for further modification of the course.

Annex G:
Training Outline
TOT for CDS on training to VWSC members on Implementation Phase contract

1.1 Introduction:

For the effective management and implementation of the rural water supply and sanitation program, the community and SO are required to clarify the roles, responsibilities, authority and decision making power in every stage, including monitoring, supervision, procurement and implementation of the program. This course provides TOT to SO staff to enable them acquire necessary information and skill for explaining the contents of the tripartite agreement (between VWSC, SO & PMU) for the Implementation Phase financing.

1.2 Objectives :

The objective is that the SO staff clearly understands the roles and responsibilities of all the parties of the tripartite contract and acquires necessary skill to explain the same to the VWSC members.

1.3 Participants 25 in each training program.

1.4 Target group : Community Development Supervisor

1.5 Training Team : 1 Engineer and 1 social scientist of the consultants will conduct the training.

1.6 Duration: Two Days.

1.7 Timing: The course will be held in March,1998.

1.8 Content: The programme will cover the following:

- (i) Sharing of experience among the participants on Planning Phase activities.
- (ii) The following documents will be discussed and explained:
 - (a) Implementation Phase Contract
 - (b) Implementation Phase Proposal.
 - (c) Community Action Plan.
 - (d) Detailed Project Report.
- (iii) Preparation of a training module for VWSC on Implementation Phase Contract.

1.9 Expected Outcome:

By the end of the TOT, the participants should be ready with tentative workplan and schedule for conducting the VWSC training in their respective villages

1.10 Methodology :

Lectures, group discussion, role play, slide show, presentation etc.



**Annex- H
Training Outline**

Training of Community Technicians on Handpump Maintenance

1.1 Introduction:

ONM by community is a crucial aspect of the Swajal Project. It is proposed to train village mechanics in maintenance of existing handpumps in the village during the planning phase itself so that the villagers have an idea of maintenance requirements and their role in this regard. This training will be organised only for Bundelkhand and Terai villages.

1.2 Objectives:

1. To train on the field village level mechanics so that the community has a skilled local resource.
2. To develop a confidence in the community that village level maintenance is possible.
3. The training of local mechanics will further increase the confidence of the women in their knowledge of the water resource they use.
4. To expose the community to the water system they use.

1.3 Participants: 25 for each training programme

1.4 Target Group :- Selected village level men and women who have an interest towards mechanics.

1.5 Training Team: 1 J.E. , 1 social scientist and 6 trained mechanics will conduct the training programme.

1.6 Timing:

The course will be organised in Feb,1998.

1.7 Duration:10 days

1.8 Contents:

1. Introduction to types of pumps.
2. Parts of a pumps.
3. Tools.
4. Mechanics of a pump.
5. Installation.
6. Types of repair.
7. Spare parts availability.
8. Gender issues vis a vis maintenance of handpumps.

1.9 Expected Outcomes:

Expected outcomes are as follows.

1. Development of a local skill.
2. The initiation of community based O & M.
3. Repair of existing handpumps in the village.

1.10 Methodology of the Training

The training will be field based in one of the project villages where the participants will learn how to maintain IM2 and IM3 handpumps.

Annex - I

Training on M&E Methods for Service Agencies

E.1.1 Introduction:

When the PMU and DPMUs become operational the Portfolio Managers will be engaged to do most of the compliance monitoring work. However, a limited number of Portfolio Managers with numerous responsibilities and extensive work may not always be able to allocate their time to do the monitoring. In addition to compliance monitoring, other components of M&E will need to be done by SAs, e.g., KAP studies, Process Monitoring, Economic-benefit studies, etc. To provide these personnel with required knowledge of the PMU's monitoring system, a training/orientation workshop for SAs is required.

The orientation to the SA personnel will familiarize them with the PMU's working principle, objectives, various stakeholders roles, responsibilities and most importantly the monitoring events of the entire project cycle the details of how they are to be implemented.

E.1.2 Participants:

SA's: 3 staff (one chief of the staff, one social-scientist and one engineer) and several Portfolio Managers of the PMU/DPMUs

E.1.3 Responsibility for Training:

A team of facilitators composing an M&E Specialist, HRD/Training Unit Head and Technology Unit Head from the PMU will conduct the training initially, until a SA very experienced with the PMU can take over the work.

E.1.4 Duration: Three Days.

E.1.5 Timing: In the beginning of the Planning Phase

E.1.6 Objectives of the Orientation:

The primary objectives of the orientation will be:

- To familiarize the participants with the RWSES Project/PMU and its various stakeholders along with their roles, responsibilities, authority and accountability.
- To provide adequate knowledge and concept to participants with the PMU's monitoring and evaluation system carried out during the entire project cycle, such as prefeasibility studies, site appraisals, community level PRA/SARAR self-monitoring, baseline and impact surveys, KAP studies, PCR's and most importantly the episodic monitoring tied-up with the payments.
- To enable the participants to confidently conduct and clearly report the episodic payment monitoring of SO and scheme of both the planning and implementation phases of the scheme cycle.

E.1.7 Expected Outcomes:

At the end of the orientation, the participants will:

- Understand all about the PMU's working principles, objectives and its various stakeholders' roles and responsibilities
- Understand the PMU's M&E system and be able to undertake implementation of its process monitoring and impact components
- Understand thoroughly the way to conduct and report second and third payment performance/compliance monitoring of the development and implementation phase of a SOs/communities and schemes, should portfolio managers need supplemental assistance.

E.1.8 Methodology:

The sessions of the orientation will generally consist of group discussions, presentations, group work exercises on actual tools and dialogue sessions between participants and facilitators. Since the participants will supposedly be a team of well qualified and experience personnel the orientation will be directed more towards participatory teaching and learning approaches. Field practicum will also take place, along with practice sessions on using M&E recording instruments.

E.1.9 Evaluation of the Orientation:

A pre-test during the earliest period of the first day and the post-test at the end of the final day will be conducted to evaluate the orientation. The test paper will be the same for the pre-test and the post-test. The test paper will consist of the type of questions that require only tick marking or specifying true or false. The entire paper will be of no more than of a page. Each question will relate to the matter to be covered by the orientation and each question will hold unanimous pre-defined weightage to do the scoring. On the basis of this scoring obtained during the pre-test and post-test the success of the orientation will be judge or measured. Also, participants will implement process recording of the event each day and make a final presentation on the final day.

E.1.10 Orientation Materials:

- M&E Manual, including KAP, Economic and other Impact Instruments
- Five mock case histories of five different schemes
- PMU brochures that describe its goal and objectives including different phases' objectives, activities and expected outcome
- TOR and guidelines of each monitoring instrument and site visit (not developed)
- Development and implementation phase contracts with their TORs
- A pre-test and post-test questionnaire

E.1.11 Workshop Schedule:

Day I:

10:00 - 10:30	Registration and Welcome
10:30 - 11:00	Objectives of the orientation
11:30 - 12:00	A brief pre-test of participants
12:00 - 02:00	Introduction to the PMU and its different stakeholders: SAs, SOs, VWSCs and the beneficiary community along with their roles and responsibilities
02:00 - 03:00	Lunch break
03:00 - 04:00	Introduction to the scheme cycle along with the core activities and expected outcomes of each phase
04:00 - 05:00	Discussion of planning and implementation phase contract requirements and SOs' TORs highlighting the contractual compliance monitoring
05:00 - 06:00	Brief overview of supervision, monitoring, evaluation, research purposes and their various methods/tools

Day II:

10:00 - 11:30	Introduction to PMUs' different monitoring and evaluation methods/tools and purposes that include compliance/performance monitoring, process monitoring, community-level monitoring, impact monitoring/evaluation and strategic monitoring
11:30 - 12:30	Details of Specific Impact Study tools (KAP, Etc.) Monitoring tools/forms distribution.
12:30 - 02:00	Brief discussion on the contents of each M&E tool, suggestions on how to conduct the exercises
02:00 - 03:00	Lunch break
03:00 - 04:00	Open discussion on the contents of monitoring tools
04:00 - 05:00	Information gathering techniques and method of software and hardware activities including the role and responsibility of SA personnel along with their desired behavior and conduct. This will also cover the matter of team composition of each monitoring site visit
05:00 - 06:00	Group division and different case histories of schemes distribution to group members with different tools for each member as a homework

Day III:

10:00 - 11:30	Group work continues
11:30 - 02:00	Review of work by Facilitators and feedback to the participants on a systematic basis
02:00 - 03:00	Lunch break
03:00 - 04:00	Information thus collected uses for different purposes and at different levels including the feedback mechanisms to SOs and communities
04:00 - 05:30	Questions and answers with Participants
5:30 - 06:00	Brief post-test of participants and closing

**Annex J:
Training Outline
Workshop for PMU/DPMU specialists on Community Development, Gender and HESA**

1.1 Introduction

The PMU/DPMUs have specialists in community development, health and hygiene, gender issues and environment. Many of these specialists are youngsters having little field experience. They require orientation on various methods of involving communities for community action, promoting health and hygiene and environment at the village level. They also need to be sensitized on gender issues. Although these staff attend the various community development programmes envisaged under the project for SO staff and thus acquire some skill in this regard, but they still require some specialised input in the above fields. A workshop has therefore been planned for these staff in two parts:

- Part (I) On Community Development, Gender issues and HESA.
- Part (II) On Environment.

This training programme relates to Part (I) of the workshop.

1.2 Objective :

The objective is to train PMU/DPMU specialists in :

- (i) Community development methods and field experiences in various countries.
- (ii) Health and hygiene issues.
- (iii) Gender issues.

1.3 Participants : 30

1.4 Target group : All PMU/DPMU specialists

1.5 Training team : Three specialists (in the fields of Community Development, Health and Hygiene & Gender issues) of the consultants will conduct the program.

1.6 Duration: 3 Days.

1.7 Contents: The following Should be covered:

- (i) Community Development Techniques like PRA, SARAR.
- (ii) Communication skills.
- (iii) Behavioral change vis a vis health and hygiene related practices in rural areas.
- (iv) Gender issues and rural development.

1.8 Expected Outcomes:

By the end of the training programmes the participants should have conceptual clarity in the community development techniques, health and hygiene and gender issues. They should be able to help guide the SO staff in assisting communities for preparing community Action Plans of HESA and WDI components.

1.9 Methodology :

Group exercises, case studies, lectures and presentation.

**Annex K:
Training outline
Workshop for PMU/DPMU specialists on Environment**

1.1 Introduction

The PMU/DPMUs have specialists in community development, health and hygiene, gender issues and environment. Many of these specialists are youngsters having little field experience. They require orientation on various methods of involving communities for community action, promoting health and hygiene and environment at the village level. They also need to be sensitized on gender issues. Although these staff attend the various community development programmes envisaged under the project for SO staff and thus acquire some skill in this regard, but they still require some specialised input in the above fields. A workshop has therefore been planned for these staff in two parts:

Part (I) On Community Development, Gender issues and HESA.

Part (II) On Environment.

This training programme relates to Part (II) of the workshop.

1.2 Objective :

The objective is to train PMU/DPMU specialists in :

- (i) Watershed Management.
- (ii) Environmental Control Works.

1.3 Participants : 30

1.4 Target group : All PMU/DPMU specialists.

1.5 Training team : Two specialists (in the fields of Watershed Management and Environment Control) of the consultants will conduct the program.

1.6 Duration: 3 Days.

1.7 Contents: The following Should be covered:

- (i) Concept of Watershed Approach.
- (ii) Various measures for source and catchment protection.
- (iii) Action Planning for improvement of village environment.

1.8 Expected Outcomes:

By the end of the training programmes the participants should have conceptual clarity in the watershed management, source and catchment protection. They should be able to help guide the SO staff in assisting communities for preparing Village Environmental Action Plans.

1.9 Methodology :

Group exercises, case studies, lectures and presentation.

Annex-L:

Training Outline

Training on Procurement and Construction Supervision for SOs

1.1 Introduction :

Under the Swajal Project the SO and VWSC are responsible to execute works as proposed in the DPR prepared by SO and as finally agreed to by the VWSC. For this a tripartite agreement in between the SO, VWSC and the PMU is being executed and the construction is to start in October 1997. The SO/VWSC are required to procure the material and to ensure quality construction. It is proposed to organise a training for procurement and Construction Supervision so that the SO/VWSC could discharge their responsibilities efficiently.

1.2 Objectives : The main objectives of this training are,

- (i) To impart to SO engineers/VWSC the know how about the various materials, their types and classifications.
- (ii) To enable SO engineers to understand the various specifications of the material to be used on works.
- (iii) To enable SO engineers to supervise effectively the construction of various works by exposing them to the various checks/precaution to be exercised during the execution of work.
- (iv) To define responsibilities of SO, VWSC and the role of SA and PMU in execution of works.

1.3 Duration : 5 days

1.4 Participants : 40 Nos.

1.5 Target group : SO engineers, DPMU engineers and staff from PMU.

1.6 Training Team : 3 engineers having sufficient experience in similar works.

1.7 Expected outcome :

1. Participants will become fully aware of the various specification of material and equipments.
2. Participants will know the details of Construction specification and what checks and precautions have to be exercised for effective supervision.
3. The SO and VWSC will understand their respective roles and responsibilities including checks to be exercised by them.

1.8 Timing :

Suitable timing will be on start of Implementation phase i.e. September 1997. When the DPR will be ready and the VWSC is well set to actually start work in field.

1.9 Methodology :

1. The training shall be specific in reference to the objectives. The participants will be shown different materials and equipments for which models, cut-outs and actual pieces of materials and equipments will be shown to the participants.
2. Detailed specification of various material and equipments will be explained with stress on physical checking visually or through field tests.
3. Detailed specification for various type of works including checks and precautions to be observed will be told to the participants.

1.10 Evaluation :

Every participants will be asked to evaluate the training imparted to them specially in reference to their expectations and fears. The evaluation will also include participants suggestions for making training more purposeful. The participants evaluation report will be received a day before the final day of the course and after going through these the suggestions and other remarks will be discussed on the final day for soliciting correct perspective of remarks and suggestions made in these reports.

**Annex M:
Training Outline
Training in Construction technologies for SOs including
TOT on Latrine Construction Workshop**

2.1 Introduction :-

Under the "SWAJAL PROJECT" for Rural Water Supply and Environmental Sanitation, the basic objective is to involve community to a level that not only identifies the demand but also decide about the various Technology options available for meeting the same. Based on Agreed to technology options, detailed design and cost estimates of proposed works are prepared. The first batch villages will then enter into the Implementation Phase of the project wherein works as per detailed design will be executed by the community through the village water supply & sanitation committee with the assistance of the support organisations. The proposed Training in construction technologies of SOs and VWSC members will enhance the skill available with SOs and at village level with VWSC so that construction as per agreed to solution would be of the highest quality as per standard engineering practices.

2.2 Objectives :-

- Broadly as stated above the main objective of this training is to ensure high quality construction by training the field workers of SOs and of VWSC in the standard practices adopted in construction technologies.
- Depending upon the nature of work, identify suitable workers to whom various skills are imparted who while working in implementation phase may further get on job skills so that subsequent maintenance and operation by the community becomes feasible.
- To provide the DPMU staff with check list for monitoring the quality of work done in the Implementation phase so that corrective action if required during site visit could be suggested to the SOs and VWSC for further action.
To enable junior engineers of SOs and the different workers from the community to understand the nature of work and items where closer supervision is required.

2.3 Duration :- 10 days

2.4 Participants :- 20 per training programme, 5 training programmes

2.5 Target group:-

Junior engineers of SOs, members of the community engaged in trades like mason, fitter, plumber etc including member of VWSC and DPMUs staff who will monitor the implementation of works.

2.6 Training team : 1 Engineers and 1 Junior Engineer of the consultant having a background of similar project

2.7 Expected outcome

- Participants will become fully aware of the various specification of works, materials and equipment's.
- Participants will know to give layout and levels for different works correctly and will be in a position to execute works as per drawings available in the Detailed Project Report.
- Participants will be able to modify or take special precautions as per local site conditions.
- A check list of "Do's and Don'ts ", special precautions to be observed, and of field checks will be available for use by SOs, VWSC, DPMUs and PMU staff.
- SOs, VWSC will have confidence to implement the work of highest quality as per engineering standards.
- PMU staff will gather sufficient knowledge to monitor the implementation of works and will have sufficient material for exercising quality control.

2.8 Timing :-

Suitable timing will be on start of Implementation Phase i.e. in September 1997, when the DPR will be ready and the VWSC is well set to actually start work in field. Training be arranged in two groups since nature of work in Hills and those in Bundelkhand may differ to some extent though broadly being same. The course content have accordingly to be Tailor made for the two batches so as to make them more purposeful.

2.9 Methodology :-

- The training activity shall be job oriented. The participants will be shown the different materials and equipments for which models, cut outs and actual pieces of materials, equipments will be shown to the participants and the participants will be asked to identify and narrate the checks required to ensure quality.
- Participants will be told the various specifications of materials, equipments and works and through group discussions any confusion, misunderstanding and incomplete understanding will be revised as everyday lesson will be recapitulated on the next day by presentation before the participants by the group leaders. The course director and the resource person will ensure that nothing is left.
- Some works will be shown to the participants who will identify the various short comings and will also suggest measures which should have been taken to avoid such short comings.

2.10 Evaluation :-

Every participants will be asked to evaluate the training imparted to them specially in reference to their expectations and fears. The evaluation will also include participants' suggestions for making training more purposeful. The participants' evaluation report will be received a day before the final day and after going through these some evaluation reports will be discussed on the final day for soliciting correct perspective of remarks and suggestions made in these reports.

Annex N: Training Outline Training in Construction Monitoring for SAs
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A.3 Training in construction monitoring for SAs

A.3.1 Introduction :-

Under the SWAJAL PROJECT implementation of proposed works as per Detailed Project Reports (DPRs), prepared by SOs on consultation with the village water and sanitation committee (VWSC) as regards to Agreed to option, have to be carried out by the VWSC with the assistance of the SOs. The progress on works as well as the quality have to be monitored carefully by the PMU and through the Service Agencies (SAs). This is necessary to ensure quality work with standard engineering practices to be completed, within the scheduled time.

A.3.2 Objectives :-

The engineers of the SAs will be required to monitor the quality of materials used in works, the workmanship carried out and also the time schedule for completion of work. As such following objectives for the training in construction monitoring for SAs have to be achieved.

- (i) To enable SAs to understand the different nature of works proposed for the integrated Rural water supply and Environmental sanitation project as proposed in DPRs.
- (ii) To enable SAs to know the various tests required to ensure the quality of material used on works. The details of the various tests, their frequency, the methodology employed for testing will be made clear. Details of field tests for various materials have to be told.
- (iii) To enable SAs to understand fully the specifications of various works so as to check the workmanship and quality of work being carried out. Specify modification as per site condition and suggest special measures, if any, to be taken.
- (iv) To enable SAs to understand the time schedule required for completion of different works so as to adhere to the completion time schedule. In this contract SAs should also be in a position to suggest action required for expediting inter dependent activities.

A.3.3 Participants :-

Senior and junior engineers of Services Agencies. DPMU staff responsible for monitoring the quality and time schedule of works. - 30 Nos.

A.3.4 Training Team:- 2 Senior Engineers of the consultants will conduct the training programme

A.3.5 Duration :-

The total duration of Training will be five days during which following will be covered.

- Day - 1st**
- (i) Introduction to the Project works and to the objectives of the training course.
 - (ii) Expectations and fears of the participants.
 - (iii) Details of few schemes. Water supply, catchment protection. Sanitary latrines, drainage, solid waste management etc.
 - (iv) Details of different materials used on different type of works viz. bricks, sand, aggregates, cement, pipes, valves, fittings, pumps, motors etc.
- Day - 2nd**
- (i) Specification of Building materials including their field and laboratory tests like bricks, sand, aggregate, stones, lime, wood etc.
 - (ii) Concrete mix designs, field tests of concrete, water cement ratio its effect on concrete strength, importance of proper curing.
 - (iii) Different type of steel, strength considerations, test, anchorage, bond and shear steel requirements.
 - (iv) Placement of steel reinforcement in beams, columns and slabs, cover, shuttering, fixing and removal.
 - (v) Brick/stone masonry, specifications of workmanship, mortars, special precautions to be observed.
 - (vi) P.C.C. in different mixes, plastering, flooring etc.
 - (vii) Thatched construction in construction in roof and superstructure of latrines.
 - (viii) Ferro cement construction.
- Day - 3rd**
- (i) Specifications for different type and class of pipes. Various tests including field tests, precautions in storage, transportation, laying, jointing and pipe line testing.
 - (ii) Specifications for different type of valves and fitting. Various tests including field tests. Placement, jointing and other precaution required, different appurtenant works viz. Chambers, blocks etc.
 - (iii) Drainage works, layout, alignment, levels, workmanship, crossings, drops, manholes, outfalls, precautions necessary to be taken.
 - (iv) Sanitary dry latrine/compost latrine/pour flush latrine construction, specifications of material and workmanship, location of pour flush latrine in reference to soil strata, water table, flooding and special measures required.
 - (v) Catchment protection works, site selection, nature of works required for specific site, precautions in site selection and in execution of different type of works.
- Day - 4th**
- (i) Drilling/ Boring work specifications, verticality of bore, yield test, developing methods of Boring (Palm and pressure, Bogie, Rig m/c and shrouding of wells, tubewell assembly specifications.
 - (ii) Specifications of India Mark II and III, Installation, fixing and disinfection of hand pumps construction of platform, drains, soakpits, precautions required in execution of these works.
 - (iii) Pumps, motors, starters, gauges, cabling, chlorinators etc. specification for equipment and for their installation, precaution to be taken.
 - (iv) Solar/wind pumps.
- Evaluation report filling and collection from the participants.

- Day - 5th**
- (i) CPM/PERT and Bar charts for monitoring progress of work. Interdependent activities, critical activities, slack, compression of time schedule for any specific activity.
 - (ii) Progress monitoring financial and physical progress of work, their interrelationship.
 - (iii) Final testing and commissioning of works, precautions needed.
 - (iv) Evaluation report discussions
 - (v) Valedictory

A.3.6 Expected outcome of the training :-

- (i) Participants will be able to check the quality of different material to be used in works.
- (ii) Participants will be able to monitor the workmanship of different works and will be able to suggest specific measures as per site conditions.
- (iii) Participants will be able to monitor progress of work as per time schedule set for scheduled completion of work. The correlation between financial and physical progress of work could be established for better control.
- (iv) Training will provide documentation for various tests including field tests to be observed for guidance of SOs, VWSC and PMU.
- (v) Training will provide documentation for supervisory checks as regards to workmanship and special care needed in executing specific nature of work.
- (vi) Time controls for various activities, appreciation of interdependence of activities, time slippage and compression of time to adhere to schedule date of completion. First indication of delays and their effective control.

A.3.7 Timings :-

After start of Implementation Phase in September '97 when after training of SOs in construction technologies, actual execution of work has started and the SAs are engaged for construction monitoring. Part field work and procurement of material has been done. This may be possible in the first/second week of November 1997.

A.3.8 Methodology :-

- (i) Participants will be shown different material. Some defective material will also be shown and the participants will be asked to point out defects as per field test told to them during training.
- (ii) Preparation of concrete and cement mix of different proportions their field tests will be carried out before the participants and defects identified. Testing of concrete cubes to be shown
- (iii) Participants will be taken to some work place where different works will be shown and participants will be asked to identify the defects and suggest measures for rectification and precautions which should have been taken
- (iv) Participants will be asked to prepare CPM/PERT/BAR CHART and to show physical and financial progress relationship.

A.3.9 Evaluation :-

To assess the effectiveness of training as regards to objectives set, each participant will be asked to evaluate. The evaluation report from the participants will be critically reviewed and some common observations as well as important suggestions will be discussed in detail so as to arrive at the correct perspective of the participants evaluation of Training Programme.

**Annex - O:
Training Outline**
Training for SO Accountants including TOT on following trainings:
1 Training to VWSC treasurer (7 days)
2 Refresher training to VWSC treasurer (6 days)

1 Accounts Training for SOs

1.1 Introduction:

For uniformity in maintenance of accounts and standardize financial management, the PMU will carry out training in Financial Management and Accounting systems prior to the beginning of the Implementation Phase. The course is timed just after the signing of the Implementation Phase contract

1.2 Objectives of the Training

- To provide refresher training to the SO accountants during Implementation Phase.
- To provide necessary information and knowledge for training the VWSC treasurers for Implementation Phase accounting. Modules for training of VWSC treasurer will be developed during the programme.
- The training will be in following four sessions:-
 - (i) Session on double entry system
 - Rules of Accounting
 - Rectification of Errors
 - Trail Balance
 - Bank Reconciliation statement
 - Income & Expenditure A/c
 - (ii) Session on maintenance of Books of Accounts & Registers, Budget & Audits
 - (iii) Session on Procurement procedure, Authorization of payment
 - (iv) Session on evaluation of participants & resource persons.

1.3 Participants: 20 accountants of SOs

1.4 Training Team:

Two accounts professionals of the consultants will conduct the training

1.5 Timing: This course is held after the signing of Implementation Phase contracts.

1.6 Course Duration: 2 days

1.7 Expected Outcomes:

At the end of the training, participants will:

- be able to manage finances according to the requirements of their TORs and SO Accounting Manual designed by the PMU.

- understood their responsibilities in fulfilling their contracts with the PMU for the Implementation Phase.
- be able to conduct the following trainings :
 - 1 Training to VWSC treasurer (7 days)**
 - 2 Refresher training to VWSC treasurer (6 days)**

them

Copies of the above modules will be distributed to the participants to enable conduct these training's at the village level successfully.

1.8 Methodology:

The Finance Management sessions will combine audiovisual presentations and practice sessions using project forms and tools for SO accounting.

1.9 Evaluation

At the end of the day a brief review sheet will help participants assess what they have learned. A final evaluation will review the process of the training event.

**Annex-P:
Training Outline
TOT on Community level trainings on
Hygiene and Environmental Sanitation Awareness (HESA)
(Community Development Supervisors/ Workers)**

1.1 Introduction:

The RWSES Project supports a number of software activities which aim to build the base of skills in the community, foster awareness and long term behavioural changes in hygiene and environmental sanitation practices, and promote the role of women and their ability to size the benefits of the project. To oversee these activities and facilitate them in the project communities Community Development Supervisors and Community Workers of SOs were trained on HESA during Planning Phase. This course will be a TOT for SO staff (CDS and CWs) to help them acquire skills required for conducting community level HESA training programmes during Implementation Phase. The course will also refresh their knowledge in HESA.

1.2 Objectives:

1. Develop a latest of HESA issues related to water supply and sanitation.
2. Strengthen and develop the skills to promote health awareness and education with the villagers at different levels (VWSC, Mother/tapstand, Teacher/student group and female Village Health Promoters)
3. Improve the participants' knowledge and understanding of domestic and environmental hygiene and sanitation problems and possible solutions.
4. Develop the skills of the participants through the use of participatory educational approaches, techniques and tools for promoting changes in hygiene and sanitary behaviors at the village level;
5. Develop Communication, Motivational and Coordination skills of the participants.
6. Develop report writing and analytical skills to monitor and evaluate HESA activities.
7. Develop training modules for following community level HESA trainings:
 - (i) HESA training to school teachers, village health promoters, traditional birth attendants and tapstand women representatives (8 days).
 - (ii) Mother and child health training to tapstand women representatives (7 days)
 - (iii) Refresher training to village health promoters (5 days)

- 1.3 Participants:** 28 - 29 in each group
Community Development Supervisors and Community Workers of Each SO

1.4 Responsibility for Training(Training Team) :
The training team should include 3 professionals of the consultant who have similar type of training experience.

1.5 Timing: The course will be held in the month of Nov,1997

1.6 Duration: 5 days

1.7 Expected Outcomes: By the end of the training participants will be able to:

Have a clear understanding of their respective roles in the Implementation Phase, manage and conduct Community Development programs in the Implementation Phase, be able to identify health problems in the community and know how to help villagers explore their health problems using a variety of tools, utilize effective communication skills, such as use of understandable language, giving clear and specific information useable at community level, produce and follow Action Plans for Community Development components, especially HESA, acquire adequate skill to conduct the community level HESA training mentioned in point 7 of para 1.2 above. Copies of these modules will be distributed to the participants for use in training VWSC/community.

1.8 Methodology

Will combine experiential, fieldwork, audiovisual, information presentations, and participatory tools simulation. Will also use micro-teaching methods. Examples of the kind of activities to be undertaken are:

Creating visual aids, flash cards, flip charts, posters, story-telling as an educational tool, demonstrations, role playing as an educational and awareness raising tool, group discussion, games, folkmedia/street drama (being exposed to street drama as a medium for communicating with the community about health and other problems).

1.9 Evaluation:

Evaluation forms will be used.

**Annex - Q:
Training Outline
Regional Review Workshops
(PMU/DPMUs, SOs, VWSCs)**

1.1 Introduction:

The RWSES Project seeks to ensure the quality construction work and increasingly competent service delivery mechanisms in the field. For ensuring this the PMU/DPMUs organize regional review meetings with the Community and SO field staff, to impart the basic knowledge and processes in construction supervision and in quality control of the water supply and sanitation program. The workshop aims to enhance the capabilities of participants in the process of supervision and quality control during scheme implementation. It will be conducted on the basis of practical knowledge and experiences of the participants in scheme management and its implementation with reference to problems arising during the scheme construction

1.2

Objectives:

The main objective of the review meeting is to share ideas, experiences, and exchange views with the participants in relation to scheme construction and its quality. The specific objectives of the workshop are:

To clarify the role and responsibility of the VWSC and local Masons in the quality control of local and non-local hardware and software materials and inputs, to clarify the methods and processes of construction supervision, to identify problems faced during the scheme construction and find alternative solutions. to advise the VWSC on quality control issues in the construction work and on the skills required for construction supervision, to clarify the concept and management process of VMW and Operations and Maintenance Fund.

1.3 Duration: 2 days.

1.4 Training Team : 1 Sr. Engineer and 1 social scientist of the consultant will conduct the training programme. The workshop will be chaired by one key professional from the PMU.

1.5 Participants: 40 participants in each training programme

1.6 Target group : Jr. Engineers from each SO, One representative of the VWSC of each scheme and One contracted mason from each scheme

1.7 Expected Outcomes

It is expected that, at the end of the training, the participants will be: knowledgeable of the basic problems in scheme construction and how to find out the solution, familiar with the concept of construction monitoring and supervision, able to understand the role and responsibility of the VWSC in scheme construction and quality control based on the scheme design and specifications, share, exchange ideas and gain knowledge on sustainable approaches on community managed drinking water supply and environmental sanitation schemes, grounded in general knowledge about scheme management, familiar with rural water supply scheme technology options, i.e., (lay-out plans, water supply components, O&M procedures, Supervision methods and quality control mechanisms),

better educated in general technical know-how and skills required for the institutional development of the VWSC

1.8 Timing: During the Water Supply Scheme Construction period

1.9 Methodology:

The training/workshop is to be conducted for two full days in the classroom, using a participatory Metaplan approach. Participants are involved in a problem solving and decision-making technique which promote visualization of outputs and open communication. They are asked to analyze problems related to the scheme cycle, and present solutions. They then visit the field on the third day to check on villagers' perceptions. Critical issues are then reviewed in a closing session.

1.10 Evaluation:

During the review meeting, participant's experience, and knowledge will be evaluated, in terms of their capabilities abilities, practical and theoretical skills. This assessment will take place through dialogue and participant questionnaires.

**Annex R:
Training Outline
Training of Trainers for Women's Development Initiatives (for SOs)**

1.1 Introduction:

The purpose of this workshop is to build the capacity of SOs, and project staff to enable them induce a women's perspective into the project. This should include orientation to options for income generation, and method for accessing credit and other resources.

1.2 Objectives :

To build SOs' capacity to provide training and technical assistance in Women's Development Initiatives including organisation of a three day workshop at the village level during the Implementation Phase. Tell them about need-identification, income Generation project planning, feasibility-study, information on credit institutions and their modalities in UP, workplanning budgeting and profitability, mode of implementation/project operation, course designs for working with women's income generation groups at tapstand level, follow-up/supervision, evaluation, reporting

1.3 Duration: 3 days

1.4 Participants: 39-40 per training program

1.5 Target Group: Community Development Supervisors and Community Workers

1.6 Training Team

Two social scientists of the consultant (One Community Development Specialist and one Women's Development)

1.7 Expected Outcome:

At the end of the workshop the participants will be clear about role of SOs in WDI, participatory approaches, adding value to time-saved and women's role in the project, need-assessment techniques, helping women prioritize options, project identification and orientation to available training in business literacy. The participants will acquire required skill to organise a three day workshop on VWI at community level.

The participants will also be told about workplanning, review of Credit Institutions and their modalities in UP, budgeting, profitability project operation by rural entrepreneurs, monitoring and evaluation of income generation component supervision, sustainability and reporting. The participants will also prepare action plans for their respective villages.

1.8 Timing : In the month of December 1997.

1.9 Methodology:

Will be a combination of experiential, fieldwork, audio visual, information, presentation and participatory tools simulation. A three day module for organising WDI workshop at village level will also be prepared during the workshop. The copies is same will be distributed to the participants to help them organise these workshops at the village level is successfully.

1.10 Evaluation :

In the beginning the participants would be assessed/ evaluated in term of their understanding and skills performance in the course contents. At the end of the session each day, participants self assessment daily dairy will be used to evaluate the knowledge, interest, usefulness of the participants and contents.

1.11 Activity Schedule :

Day I

- Introductions
- Participants expectations
- Workshop objectives and logistics
- Role of SOs in WDI
- Participatory approaches
- Adding value to Time-Saved
- Need-assessment techniques
- Helping women prioritize options
- Project identification
- Setting objectives
- Orientation to available training in business literacy

Day II

- Review of Day I
- Feasibility and force field analysis
- Workplanning
- Review of Credit Institutions and their modalities in UP
- Budgeting
- Profitability
- Project recycling

Day III

- Review of Day II
- Implementation (Project operation) by rural entrepreneurs
- Monitoring and Evaluation of Income Generation component
- Supervision
- Sustainability
- Reporting
- Action Planning for WDI component
- Presentation of Action Plans
- Course evaluation
- Closing

Annex - S:
Training Outline
District Workshops
(Govt Officials, SOs, VWSC)

- 1.1 **Introduction**

A District workshop will be organized at the district level (in project area) for all its SOs, selected district govt officials and VWSC members to share and exchange the experiences of the project so far. This will serve as a forum for the district officials and others to meet and share the areas where they need to have coordination.
- 1.2 **Objectives:**

To share the experience different support organizations and village communities have had in the project, areas where they require support of other district level government departments.
- 1.3 **Participants**

50 per training programme
- 1.4 **Target Group**

Team leader of all project SOs in the district, selected district level officers and VWSC members.
- 1.5 **Training Team :** 1 Sr. Engineer and 1 social scientist of the consultant will conduct the training programme. The workshop will be chaired by one key professional from the PMU.
- 1.6 **Duration**

1 Day
- 1.7 **Expected Outcomes :** It is expected that at the end of the training the participants will be :

Aware of the basic problems in the implementation of the project and how to find solution, share and exchange ideas and knowledge on sustainable approaches on community managed drinking water supply and environmental sanitation schemes, linkages or specific coordination required among the SOs and the government departments will be discussed and streamlined.
- 1.8 **Timing :**

The districts review meeting will be held during Dec 1997.
- 1.9 **Methodology**

Visual Presentation and group discussion.

Annex - T:
Training Outline
Senior level Workshop for policy makers
(Sr Officers, Ministers, MLAs, MPs, Press)

1.1 Introduction:

A senior level workshop for policy makers will be organised to share, exchange, and learn experiences gained so far in demand-led, community-based rural water supply and environmental sanitation.

1.2 Objectives:

The objectives of the workshop are as follows:

- (i) To sensitize senior level policy makers in community based Swajal approach.
- (ii) To sort out policy and procedural problems pertaining to various departments e.g. Forest department's permission to tap a source in a reserve forest area.
- (iii) To discuss long term strategic planning for the RWSES sector as a whole vis a vis replicability of the Swajal Project approach.
- (iv) Adoption of a demand driven, community based concept in plan formation, plan implementation and maintenance of various development programs for achieving sustainable development.

1.3 Timing:

The workshop will be held during March 1998.

1.4 Duration: 2 days.

1.5 Participants: 50

1.6 Target Group :

Ministers and senior officers from the departments of Rural Development, Urban Development, Forest, Finance, Panchayat Raj, Agriculture etc, MPs, MLAs from the project districts, Press and Media representatives.

1.7 Training Team: 1 Sr. Engineer and 1 social scientist of the consultant will conduct the training programme. The workshop will be chaired by Agriculture Production Commissioner. Director PMU and, as far as possible, all unit coordinators of the PMU should also attend the workshop.

1.8 Expected Outcomes:

The expected outputs of the workshop are as follows:

Sensitized senior level policy makers which would help improve the functioning of development programs in various sectors including RWSES.

1.9 Methodology:

There will be a combination of Plenary Sessions to assign and review tasks and groupwork to develop systematic discussion of the important issues and reach workshop objectives. The event will be carefully recorded.

**Annex-U:
Training Outline
TOT for Community Technician (CT) on O&M**

4.1 Introduction

Under the Swajal Project Implementation of proposed works as per Detailed Project Reports (DPRs) prepared by SOs on consultation with the Village Water and Sanitation Committee (VWSC) as regards to Agreed to option, have to be carried out by the VWSC with the assistance of the SOs. The completed works will be maintained and operated by the VWSC with the help of Community Technician, a person from the community with necessary skills to operate and maintain the system and where necessary to carry out day to day and minor repairs. The Community Technician in all villages have to be trained for skills required to discharge his function efficiently such training in all the project villages will be imported by the respective SOS. For imparting these trainings, the trainers have to be trained.

4.2 Objectives : The trainer from the SOs will be required to impart training to Community Technician of all the villages so that they could operate and maintain the various works completed in the project as well as under take minor repairs as and when required. As such following objectives for the training of Trainers of SOs have to be achieved.

- (i) To enable the trainers to understand the various functions of the day to day operation and maintenance.
- (ii) To enable the trainers to understand the activities under the preventive and curative maintenance including fault finding and locating defects.
- (iii) To enable the trainer to identify defects and to carry out minor repairs.
- (iv) To enable the trainer to impart the knowledge and skills so acquired to convey to the Community Technician so that they could discharge their functions efficiently.

4.3 Participants : Selected Community Technician who could then impart training to other village community technician so that each village has a Community Technician to operate and maintain the system.

4.4 Training Team : 1 Senior engineer and 2 senior technicians having experience in operation and maintenance of the systems will impart the training.

4.5 Duration : The total duration of the training will be 4 days during which the following will be covered :

- Day 1**
 - (i) Introduction to the project works and to the objectives of the training course.
 - (ii) Expectations and fears of the participants.
 - (iii) Details of few works i.e. water supply, sanitary latrines, drainage, solid waste management and catchment protection works etc.
- Day 2**
 - (i) Day to day operation and maintenance schedule.
 - (ii) Schedule for preventive and curative maintenance.
 - (iii) Details of various components, materials and equipments and normal operation, maintenance problems usually met with.
- Day 3**
 - (i) Fault finding, location of faults, action required

- (i) Minor and major defects in the systems.
- (ii) Repairs of minor defects and identification of action required for major defects

- Day 4**
- (i) Recapitulating the knowledge delivered in previous days.
 - (ii) Methodology and skill to transmit the acquired knowledge to fellow technicians
 - (iii) Develop operation and maintenance schedule.

4.6 Expected outcome of the Training

- (i) Participants will acquire sufficient skills to discharge the functions of the Community Technician
- (ii) A module for training the Community Technician will be developed and the participants will acquire the skill to train others.
- (iii) A maintenance schedule for preventive and curative maintenance will be developed.

4.7 Timings : When few works are completed in the project or around March 1998.

4.8 Methodology :

- (i) Participants will be shown different equipment and materials and will be taught their dismantling and assembly.
- (ii) Participants through models will be explained the various day to day O&M activities including problem which normally occur.
- (iii) Participants will be taught to repair the defects and to attend to day to day functions through actual job training.
- (iv) Participants will be given tips for training fellow technicians through group discussion, problem shooting.

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