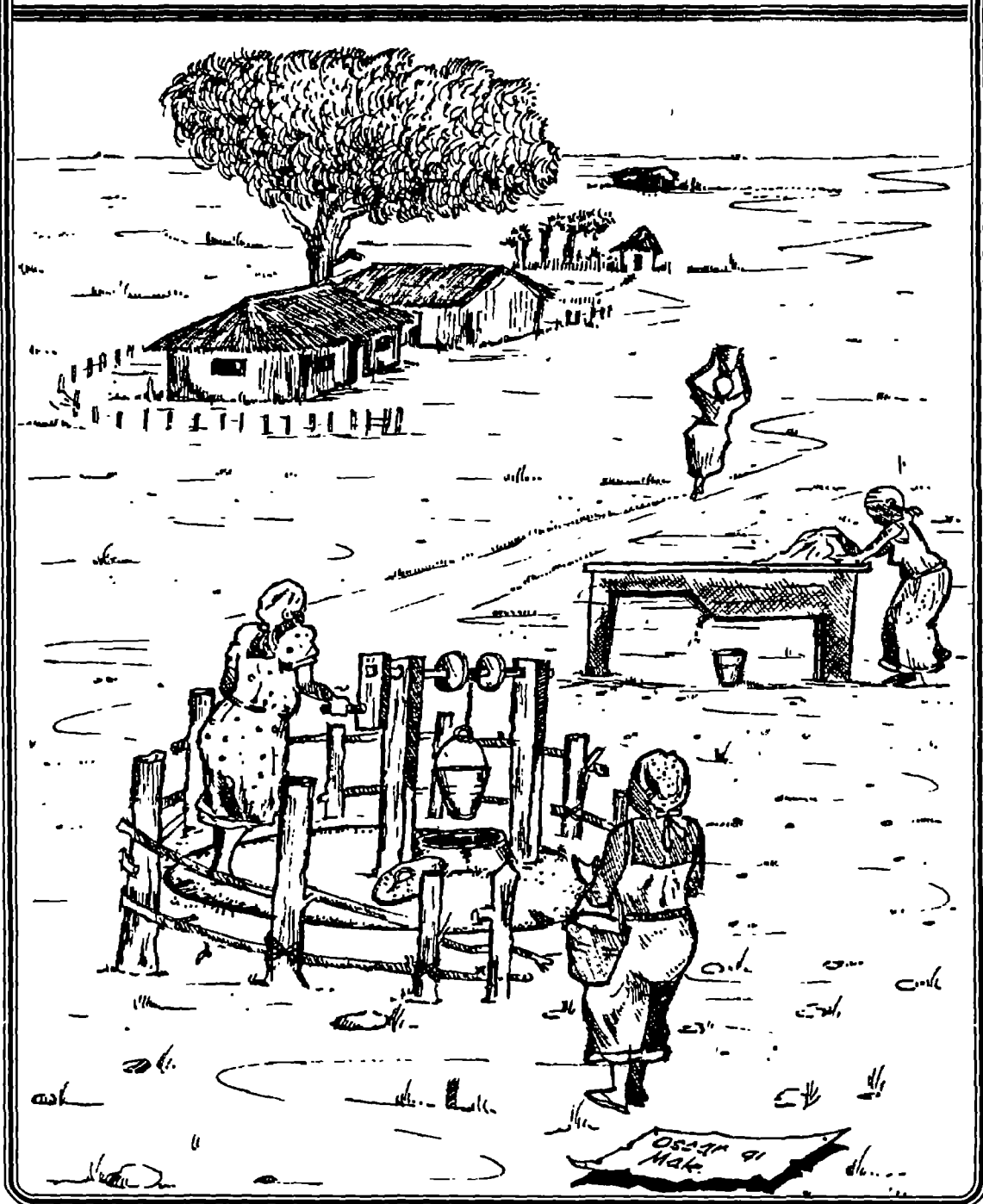


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Hesawa CONCEPT COURSE

Facilitator's Handbook



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The following persons took part in the preparation of this handbook:

1. N. Mbakile DPO, Magu
2. C. V. Rugakiza DPO, Musoma Rural
3. I. A. Mnzava CDA, Magu
4. E. B. Msabila CDA, Magu
5. A. M. Kisili DPO, Bukoba Rural
6. E. Kahembe DPO, Kwimb
7. G. Mutasingwa CDO/DO, Biharamulo
8. S. Hassan MCHC/DO, Magu
9. L. N. R. Tibaitirwa CDO, Kagera
10. S. Maseke HO/DO, Serengeti
11. V. Lugendo CDO/DO, Magu
12. J. Kahesi CDA/DO, Magu
13. F. Dondidondi DPO, Eunda
14. S. Tofiki CDO/Promotion Team Leader, Mza.

Organizers:

1. D. Binamungu ZTO, Mwanza
2. T.M.J. Itule ZCPLO, Mwanza
3. S.N. Mashamba ZCUDO, Mwanza

Secretaries:

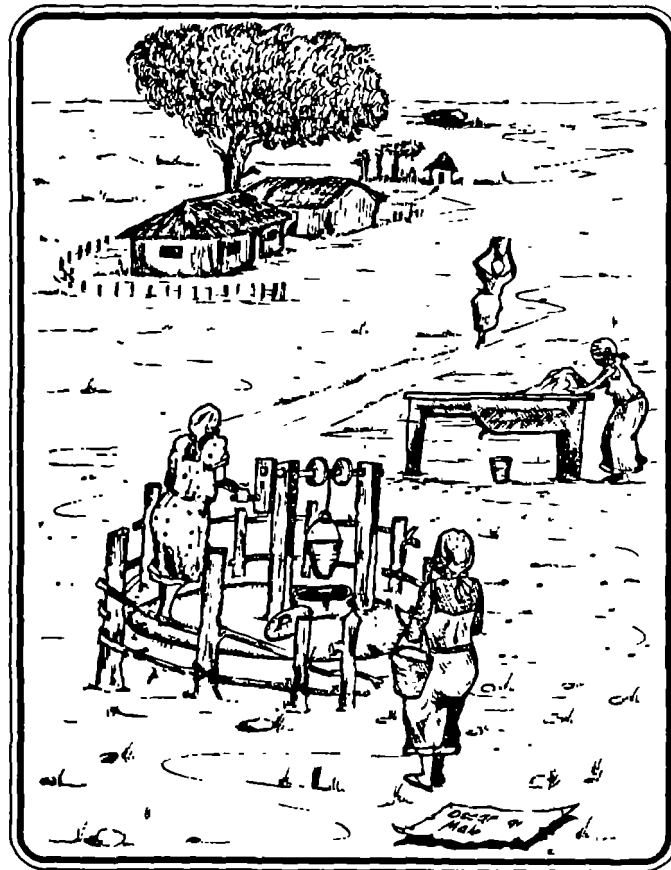
1. E. Msangi Mwanza, ZHCO
2. D. Kugesha Kisomo, Mwanza

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Facilitator's Handbook

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TIME TABLE.

DAY 1:

<u>TIME</u>	<u>SUBJECT</u>
8.30 - 9.30	Introduction.
9.45 - 10.45	Lesson I: Background to HESAWA, basic principles and definition.
10.45- 11.15	<i>Coffee/Tea</i>
11.15- 11.45	Discussion on illustrations.
11.45- 12.30	Group work
12.30- 2.00	<i>Lunch.</i>
2.00 - 2.45	Presentation of group work results.
2.45 - 3.45	Common discussion about the group work results
3.45 - 4.15	<i>Coffee/Tea.</i>
4.15 - 4.45	Summary of lesson I.

DAY 2:

8.30 - 9.00	Recapitulation on the previous lesson.
9.00 - 9.30	Introduction to lesson II.
9.30 - 10.30	Lesson II: Important components: Training, different forms of support, integration and decentralization.
10.30- 11.00	<i>Coffee/Tea.</i>
11.00- 11.45	Group work.
11.45- 12.30	Presentation of group work results.
12.30- 2.00	<i>Lunch.</i>
2.00 - 3.30	Common discussion of group work results.
3.30 - 4.00	<i>Tea/coffee.</i>
4.00 - 4.45	Summary of Lesson II.

DAY 3:

8.30 - 9.00	Recapitulation of the previous lesson.
9.00 - 9.30	Introduction to lesson III.
9.30 - 10.30	Lesson III: Executing Agencies and their roles.
10.30- 11.00	<i>Tea/coffee.</i>
11.00- 11.30	Discussion on illustrations.
11.30- 12.30	Group work.
12.30- 2.00	<i>Lunch.</i>
2.00 - 2.45	Presentation of Group work results.
2.45 - 3.45	Common discussion about Group work results.
3.45 - 4.15	<i>Coffee/tea.</i>
4.15 - 4.45	Summary of lesson III.

DAY 4:

<u>TIME</u>	<u>SUBJECT</u>
8.30 - 8.45	Recapitulation of the previous lesson.
8.45 - 9.00	Introduction to lesson IV.
9.00 - 10.00	Lesson IV: Management, information flow and financial management.
10.00- 10.30	<i>Tea/coffee.</i>
10.30- 11.00	Discussion of illustrations.
11.00- 11.30	Group work.
11.30- 12.45	Presentation of group work and common discussion of group work results.
12.45- 2.00	<i>Lunch.</i>
2.00 - 4.30	Study visit in two villages.
4.30 - 5.00	Discussion on study visit and summary of lesson IV.

DAY 5:

8.30 - 8.45	Recapitulation of the previous lesson.
8.45 - 9.00	Introduction to lesson V.
9.00 - 10.00	Lesson V: preparation for future activities without HESAWA suport.
10.00- 10.30	<i>Tea/coffee.</i>
10.30- 11.00	Discussion on illustrations.
11.00- 11.30	Group work.
11.30- 12.45	Presentation of group work and common discussion on group work results.
12.45- 2.00	<i>Lunch.</i>
2.00 - 4.30	Study visit in one village which is about to be phased-out.
4.30 - 5.00	Discussion on study visit and summary of lesson V.

INTRODUCTION

Dear facilitator.

We hope you are aware of this course. This manual is intended to help you run the course more effectively. It will therefore be very important for you to read and understand this manual thoroughly well before you start the training.

We believe the instructions in this handbook will help you very much. This handbook has instructions for each lesson. Hence it is better for you to practice both the theoretical and practical parts before you start the lesson, so as to be confident during the training.

ADVICE AND INSTRUCTIONS IN GENERAL

1. Each of the participants should have a copy of the Participant's Manual.
2. Make sure that during discussions, every participant gets time to participate.
3. The Participant's Manual has been prepared in order to help participants in discussions.
4. In the Participant's Manual there are enough illustrations to simplify discussions.
5. Prepare everything needed before each lesson, and do not forget to prepare study visits where necessary.

THE FOLLOWING ARE INSTRUCTIONS FOR EACH LESSON

Introduction:

- * Make self introduction.
- * Elect chairperson and secretary.
- * Introduce the course and its objectives, which are to:
 - Explain the HESAWA concept.
 - Explain how the different HESAWA components support the implementation of the HESAWA concept.
 - Explain in what ways these components lead to sustainability of the programme.
- * Distribute Participant's Manuals to each participant.
- * Give them chance to read the foreword.
- * Choose one participant to read the contents.
- * Go through the time-table in your handbook and make sure you understand it properly. Remember to prepare a daily timetable for your participants.
- * Give time to participants to go through their handbooks so as to get a clear picture of the course.

LESSON 1

BACKGROUND TO HESAWA, BASIC PRINCIPLES AND DEFINITION

Introduction to this lesson:

- Choose one participant to read an introduction to this lesson. You should then explain the objectives of this lesson.
- Choose seven participants to share the different roles in the drama. Each one of them should read his/her part till they reach a section on the summary. Ensure that there is no interference during the reading.
- You should summarize the story in this lesson emphasizing on the programme objectives and the basic principles.

Activity Suggestion:

- You should tell your participants that the District Community Development Officer and the District Promotion Officer are resource persons as far as the HESAWA concept is concerned. On their own, participants can arrange to visit those officers or the officers to visit the participants.
- Such visits can help them to concretize what they got from the drama. This activity should be done after the course. They can arrange to visit a village within the programme in order to know how activities are going on physically.
- Form groups of your participants to discuss the questions, and each group should present its answers where comparisons should be made.
- The secretary should write down every agreement after each discussion.

Illustrations:

1. (a) You should have a map of Tanzania, so that you may show to participants the Lake Victoria Zone and Arusha region where the HESAWA concept is being implemented.
(b) On the map of Magu district, show the wards within the programme and Kahangara ward which is to be phased in soon or later.
2. (a) Lead your participants to identify what problems can arise from sharing the same source of water with animals. These include scabies, diarrhoea, bilharzia, worms, amoeba etc. You should lead them to discuss how they can go about solving such problems.
3. (a) Make a comparison between drawings 1(a) and 1(c).
(b) Make a comparison between drawings 1(b) and 1(d).

LESSON II

IMPORTANT COMPONENTS: TRAINING, DIFFERENT FORMS OF SUPPORT, INTEGRATION AND DECENTRALIZATION

- Recapitulate on the previous lesson, where one of the participants should try to do it, and you should help where he/she fails.

Introduction to this lesson:

- Choose one participant to read the introduction and try to explain to the participants the objectives of this lesson.
- Choose eleven participants to share the drama. Be aware of the person who takes the DHC's role because it's long and tiresome
- Avoid to interfere the drama when it is being read, so as to enhance consistency and attention.
- When you come to the summary, try to summarize what has been read by emphasizing integration, training, different forms of support, decentralization and women's participation as important components, leading to the implementation of the concept. Remember to put more emphasis on integration between village personnel during physical implementation.
- There should be special emphasis on the participation of women in relation to their number. You should remember that effectiveness is of more importance than the number of women in the activities.
- You should also emphasize on the following criteria for the phasing in exercise:
 - * *Application by the village.*
 - * *Great commitment to programme activities e.g. active village leadership, opening of HESAWA account, formation of HESAWA committees and above all community participation.*

As usual, you should form groups for discussing questions at the end of the lesson. Results should be presented by each group where you should lead them to reach a compromise, using the following model answers:

- * *HESAWA becomes an integrated programme by integrating the three departments namely MAJI, AFYA and MAENDELEO from the top to lower levels; and*
- * *It is important to make it an integrated programme so as to save time and resources.*

LESSON III

EXECUTING AGENCIES AND THEIR ROLES

- Recapitulate on the previous lesson using one of your participants. You should provide help if the participant fails to do so.

Introduction to this lesson:

- Choose one participant to read the introductory part which is talking about the objectives of this lesson. Try to form a connection between the last lesson and the present one.
- Once again you need eleven participants to share the drama, and you should not allow interference during the reading.
- At the end of the story, you should summarize what they have read. Emphasis should be put on executing agencies and their roles. Other supporting agencies should also be emphasized.
- Form groups to discuss questions at the end of the lesson and remember to have results presented by each group.
- During group discussion, you should help participants to get correct answers which could be found in the Participant's Manual.

Illustrations:

1. Let participants give answers to the question on drawing 3(a). You should help them later to know that it is showing village health workers receiving bicycles and kits at their graduation ceremony.
2. You should know that trees help to protect a water table. Advise them on the importance of planting shade and fruit trees around the well. Ask them to answer a question on drawing 3(b).

LESSON IV

MANAGEMENT, INFORMATION FLOW AND FINANCIAL MANAGEMENT

- Recapitulate on what you taught in the last lesson by requesting your participants to do so.

Introduction to this lesson:

- Choose one participant to read the introductory part that is talking about the objectives of this lesson which you should explain.
- You should remember to have an organizational chart in front of the participants to clarify the managerial structure and the information flow.
- In this lesson you need ten participants to share the drama. Remember, do not allow interference when the reading starts. The DPO's position should be given to a tolerant person who can read without hesitating.
- At the end of the drama in this lesson, you should summarize the whole lesson not forgetting to link it with the last lessons. Here strong emphasis should go to information flow, management structure, HESAWA accounts and the revolving fund.
- Form groups to discuss questions and remember that results should be presented by each group. You should help to reach a compromise.

Illustration:

1. You should help the participants to interpret the drawing and answer the question on drawing 4(a).
2. After the participants have tried to answer the question on drawing 4(b) try to convince them that it shows village fundi's improving a traditional water source after their training.
3. Using drawing 4(c), you have to explain the possibility of a delay to get materials in the village. Ask participants what action can they take under such circumstances.

Activity:

You should prepare for a study visit in two villages one in the programme and another outside the programme. The aim is to know how they conduct their day to day activities and how their village government structures look like. We expect that there should be a HESAWA committee in the structure of a village within the programme.

LESSON V

PREPARATION FOR FUTURE ACTIVITIES WITHOUT HESAWA SUPPORT

- Recapitulate on what took place in the last lesson.

Introduction to this lesson:

- One participant should read the introduction which is talking about the subject matter expected in this lesson.
- Choose six participants to read the drama in this part, and as usual, allow no interference during the reading.
- At the end of the reading, remember to summarize the whole story by connecting all what has been learnt in every lesson. You should choose one participant to read the course summary.
- In your own summary remember to emphasize on self-reliance, i.e. operating without external support.
- Form groups to discuss the questions and by the time they finish, results should be presented.

Illustrations:

1. You should explain to participants, in case they fail, that drawing 5(a) shows village health workers providing health education after the village has been phased-out from the programme.
2. Lead the participants in answering the question on drawing 5(b). When they say yes; encourage them and where they say no, insist that women should be fully involved in village activities.

Activity:

Contact the District Promotion Team to let you know a village which is about to be phased-out. When you know it make proper arrangements to visit it.

MAGU DISTRICT
showing the HESAWA Programme area
(Kahangara Ward boundaries included)

