

## Global Scaling Up Sanitation Project

# Training and Capacity Building to Scale Up Rural Sanitation

June 2010

## INTRODUCTION

The Water and Sanitation Program's (WSP's) Global Scaling Up Sanitation Project combines the approaches of Community-Led Total Sanitation (CLTS), behavior change communications, and social marketing to generate sanitation demand and strengthen the supply of sanitation products and services at large scale.

Training has played an essential role to scale up rural sanitation in India, Indonesia, and Tanzania, where the project has been implemented to date. Two key learnings have emerged. First, training skills are essential at all levels (national, regional, and local) to implement an at-scale rural sanitation program; and second, a training program must focus at the local government level for implementation.

## PROBLEM STATEMENT

As of December 31, 2009, the national and local governments in India, Indonesia, and Tanzania, with technical support from the project team, have achieved impressive results: an estimated 6.5 million people have gained access to improved sanitation and almost 2,000 rural communities have stopped the practice of defecating in

the open and have achieved open-defecation free (ODF) status. These results have demonstrated the effectiveness of a cascading training model to reach large populations. A review of activities, however, highlights four areas that need further improvement:

First, the lack of a formalized, strategic approach to training, one that follows established standards, has led to inconsistent quality in training results.

Second, training materials developed during implementation need updates and revisions that include new learning and apply more rigor to methodologies and documentation.

Third, training skills have received less attention than subject matter content. Though trainers need knowledge of the subject matter (e.g., sanitation marketing and/or CLTS), they also need the skills to facilitate groups and manage trainings.

Fourth, initial project successes have led other countries to express interest in replication. This replication requires sharing of materials and expertise, a challenge that often requires localization of training materials—for example, translation into local languages

## Key findings

- Rural sanitation programs at scale require the use of host country human resources for training and implementation.
- A cascading training model (e.g., national- or regional-level trainers train local governments and local government-level trainers train communities) is effective for implementation of rural sanitation projects at scale.
- Trainers must have both technical, subject matter expertise and training skills.
- High-quality, standardized training materials and methodologies—i.e., maximum use of experiential learning cycle, easily translatable language, and inclusion of a facilitator guide, a participant manual, and visual aids—enable quality replication of projects at scale.
- Development of national or regional training resources facilitates replication in other regions, districts, and countries.
- Monitoring training outcomes ensures quality programs.

### Illustration 1: Local Language Resources in Indonesia



In Indonesia, Bahasa is the most commonly spoken language, but there are many local dialects as well. Creating effective training materials that are easily translatable within or between countries is a common challenge for scaling up projects.

(Illustration 1) or use of culturally relevant examples—and support visits by qualified trainers. Neither of these resources has yet been fully developed.

### ACTION

A four-pronged approach has been formulated to address these challenges and facilitate further scaling up and replication of CLTS and sanitation marketing approaches:

**Develop standardized training resources.** A number of training resources have been developed to standardize approaches across countries. These resources provide a strong foundation on which future implementation can build successful programs. Resources include: *Global Training Standards*, *Country Training Strategy Development Guide*, *The Experiential Approach to Training*, *Design Components of an Experiential Session*, *Template for Developing a Training Session*, *Sample Training Session*, *PowerPoint Development and Delivery Tips*, *Sample Post Training Evaluation Form*, and *Criteria for Selecting Master Trainer Candidates*.<sup>1</sup>

**Revise, update, and develop training materials to scale up within each country context.** Each project country has outlined the training materials required for systematic replication of the project on a national scale. Training specialists are

being hired to improve existing documentation as well as to develop new, high quality materials.

**Strengthen the Training of Trainers (TOT).** Improving the ability of trainers to train others has been prioritized. TOT redesigns are underway to ensure trainers attain not only knowledge of training content but also the requisite facilitation skills to train others.

**Develop training resources for regional use.** Country programs have identified the need to develop regional training resources for other countries. As part of this effort, training materials are being translated into English and national training resources are being developed and/or reinforced for regional purposes.

### KEY LEARNINGS

**Leveraging human resources is essential to reach scale in a given country. Local government (e.g., districts) is the key focal point for training.** Local government is the appropriate level to focus training efforts for scaling up rural sanitation because the local government structure is country-wide, increasingly responsible for rural development initiatives, and typically has access to a cadre of educated professionals (teachers, administrators, and other professionals) available for implementation (Illustration 2). A smaller cadre of human resources is

### Illustration 2: CLTS in India



Local government-level trainers use hands-on methods to teach CLTS facilitation. In India and other project countries, trainers in training learn social mapping techniques (shown above), among other CLTS skills.

<sup>1</sup> Contact the author for more information about these resources.

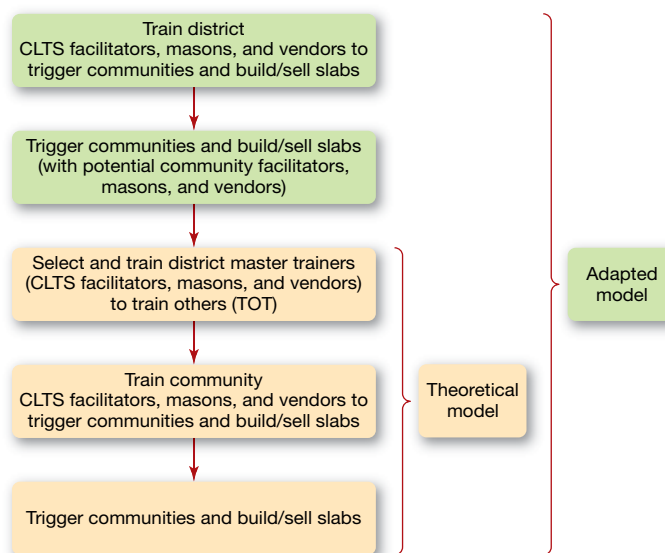
**Illustration 3: Mason Training in Tanzania**

Local governments provide a country-wide human resource base for scaling rural sanitation. By training local masons to build quality sanitation products (e.g., sanplats), governments provide quality assurance and boost sustainability.

required at national and/or regional levels that then train implementers at the local government level. (Illustration 3).

**A cascading training model is appropriate but needs modification.** The initial training model trained master trainers at the district level who were then responsible for training community resources (masons, vendors<sup>2</sup>, and CLTS facilitators) to implement the project. However, during implementation, a modified training model emerged in which district-level resources are trained to trigger communities and provide sanitation goods and services. The strongest of these resources are now identified during fieldwork and then trained as master trainers (Figure 1).

**Training of Trainers (TOT) should ensure that trainers have both relevant technical knowledge and the skills to train others.** Content specific knowledge can be ensured through establishing criteria for trainer selection that include field experience. For example, a district-level vendor, mason, or CLTS facilitator should be trained to train others only after they have experience in the field implementing the activities they will train others to do.

**Figure 1: District Cascading Training Model Adaptation**

Note: vendors = retailers and/or entrepreneurs

Ensuring that trainers have the skills to successfully train others can be achieved by requiring them to complete a training course that provides practice in facilitating training sessions.

**High-quality training materials must be developed to ensure best results within and between countries.** During the replication phase, training materials are an essential element for transferring learning. Materials must be developed by qualified training design experts and must adhere to pre-established training standards to ensure high quality. They must be easy to adapt to different cascading levels—for example, community-level materials require more visual aids due to literacy issues, whereas district- or provincial-level materials utilize more text—and must be easily translatable into other languages.

**National and/or regional training resources must be identified.** Qualified training partners are essential to ensure sustainability and quality of program implementation within and between countries. When introducing the project in a new district or region, qualified trainers with experience will improve the quality of replication. As new countries attempt to replicate this program, training expertise in one country can be utilized by consultants in another country.

<sup>2</sup> Throughout this document, “vendors” functions as the generic term for retailers and/or entrepreneurs.

## WHAT ELSE DO WE NEED TO KNOW?

WSP's Global Scaling Up Sanitation Project has experience in three diverse countries—India, Indonesia, and Tanzania—and has confronted myriad challenges. As it replicates in new districts, regions, and countries, however, there are still questions that need to be addressed:

- Capacity building will play a large role in replication, but who will manage a nationwide capacity building program? How can training be institutionalized and made sustainable? How can partners best contribute to rolling out and managing a new program? And what will be the role of national governments in implementation?
- To date, the project has implemented activities in a limited number of districts in each country. Is it possible to implement at a countrywide scale? Are there sufficient human and financial resources available at one time to implement a countrywide training program? How will the need to localize training materials for different regions within a country impact the rollout and timeline?
- When national governments develop and/or refine trainers' skills,

the trainers become more marketable. How can these trainers be retained to carry on the work of scaling up rural sanitation? What type of incentive schemes might be used to increase retention? Are there opportunities to tie trainers' performances to incentives in other jobs they might have, for example, as teachers?

—By Ian R. Moise

## Acknowledgements

Thank you to the many WSP staff members who provided exceptional support during field visits, including Chris Heymans, C. Ajith Kumar, Upneet Singh, and Anand Chodke in India; Almud Weitz, Djoko Wartono, Amin Robiarto, Ari Kamasan, Wano Irwantoro, and Nyoman Oka in Indonesia; and Jason Cardosi, Kaposo Mwambuli, and Yolande Coombes in Tanzania.

We would also like to extend our appreciation to the national and local governments, institutions, non-governmental agencies, and resource agencies in India, Indonesia, and Tanzania for their ongoing support and dedication.

WSP is a multi-donor partnership created in 1978 and administered by the World Bank to support poor people in obtaining affordable, safe, and sustainable access to water and sanitation services. WSP's donors include Australia, Austria, Canada, Denmark, Finland, France, the Bill & Melinda Gates Foundation, Ireland, Luxembourg, Netherlands, Norway, Sweden, Switzerland, United Kingdom, United States, and the World Bank.

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## Related reading

Please see *Building the Capacity of Local Governments to Scale-Up Community-Led Total Sanitation and Sanitation Marketing in Rural Areas* by Fred Rosensweig and Derko Kopitopoulos, available at [www.wsp.org/scalingupsanitation](http://www.wsp.org/scalingupsanitation).

## About the project

Global Scaling Up Sanitation is a WSP project focused on learning how to combine the approaches of Community-Led Total Sanitation (CLTS), behavior change communications, and social marketing of sanitation to generate sanitation demand and strengthen the supply of sanitation products and services at scale, leading to improved health for people in rural areas. It is a large-scale effort to meet the basic sanitation needs of the rural poor who do not currently have access to safe and hygienic sanitation. The project is being implemented by local and national governments with technical support from WSP. For more information, please visit [www.wsp.org/scalingupsanitation](http://www.wsp.org/scalingupsanitation).

## Contact us

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