Curriculum

International Federation
of Red Cross and Red Crescent Societies

Curriculum for training field officers, extension workers and community volunteer leaders involved in water, sanitation and hygiene programmes

Water, Sanitation and Hygiene Promotion Manual

INTRODUCTION

The training course comprises the key aims and objectives, session plans and handouts for training the field officers, extension workers and community volunteer leaders. The materials for training are based on the WatSan Manual and WatSan toolkit as well as other relevant Toolkits of IFRC.

Overall training course objectives

The course is designed to enable field officers, extension workers and community volunteer leaders to:

• Enable field officers, extension workers and community volunteer leaders manage water, sanitation and hygiene programmes.
• Enable communities develop and sustain awareness of and sensitivity to water, sanitation and hygiene issues.
• Ensure sustainability of water, sanitation and hygiene facilities through promoting community ownership, community decision-making in their design and management.

SUMMARY OF CURRICULUM COVERAGE

Training session /Units	Aims	Topics	Expected results
Water unit	Ensure that participants hold a common understanding of safe water chain and appropriate water technology.	Water resources, Water quality, Water borne/ related diseases, Water technology, Water demand, Water projects financing.	By the end of the training, participants will be able to: - Identify the constraints in accessing water, identify the common water sources, choose a water source, understand water quality, identify the different water borne/related diseases, learn the different water technologies, calculate water demand, learn the various ways for financing water projects.
Sanitation unit	Designed to ensure that the participants understand what is sanitation, the different technology options and requirements for proper sanitation.	Sanitation linkages, requirements of sanitation, sanitation promotion, household waste disposal, discussion on sanitation ladder, requirements of good sanitation in reference to solid waste, implementation of the construction of a pit latrine.	By the end of the training, participants will be able to identify:- Appropriate sanitation technology options, strategies for sanitation in difficult situations, technical designs of sanitation facilities.

Training session /Units	Aims	Topics	Expected results
Hygiene unit	Designed to ensure that the participants hold a common understanding of the terms and definitions used in hygiene promotion and learn how to design a hygiene promotion program.	Hygiene linkage with health, illustrations on the five hygiene domains, faecal oral routes- the barrier diagram, design of a community hygiene intervention program.	By the end of the training, participants will be able to:- Differentiate hygiene education and promotion, understand the five hygiene domains, identify the key faecal oral routes, develop a barrier chart, design a hygiene promotion intervention.
Operation and maintenance (O & M)	Designed to ensure that participants hold a common understanding of what is operations and maintenance and the common terms and definitions used.	Requirements for O & M, technical aspects of O & M, community sources of funds, production costs, maintenance costs and future expansion costs of a water supply project, basic guidelines for computing cost of water, requirements for hygienic sanitation facilities, cost recovery factors to consider when setting tariffs, institutional capacity for O&M, accounting and budgeting.	By the end of the training, participants will be able to understand: - The requirements of project sustainability, the requirements for operations and maintenance, requirements for hygienic sanitation facilities, the cost recovery process, methods of tariff settings, institutional capacity for O&M, project accounting and the budgeting process.

Training session /Units	Aims	Topics	Expected results
Needs assessment	Designed to enable participants to understand needs assessment and be able to conduct needs assessment.	General approach to needs assessment survey, needs assessment tools, steps or processes in needs assessment.	By the end of the training, the participants will be able to understand: - Why needs assessment is important in a project; The needs assessment tools and techniques.
Monitoring and Evaluation (M&E)	Designed to ensure that participants hold a common understanding of what is monitoring and evaluation.	Definitions of M&E, why monitoring and evaluation before project implementation, simple monitoring and evaluation processes, importance of indicators in monitoring and evaluation, reporting and documentation, M&E parameters for WatSan facilities, tracking progress, post project.	By the end of the training the participants will be able to:- Define and differentiate monitoring and evaluation, understand the levels of monitoring in a community project, develop monitoring indicators, understand the importance of monitoring and evaluation, understand the importance of reporting and documentation.

Training session /Units	Aims	Topics	Expected results
Emergency water and sanitation	Designed to enable participants develop appropriate WASH emergency strategies.	Classification of emergencies, priorities in emergency phase response, response sequence in displaced large populations, water and sanitation kits and emergency response kits (ERU), general considerations in emergency water supply, sanitation and hygiene promotion.	By the end of the training, the participants will be able to: Determine the level of emergency, prioritise the interventions needed, understand the available water and sanitation emergency kits, respond to displaced population.

Structure and length of the course

The course should be structured such that the participants ideally cover the above 4 modules before the project starts. Each of the above modules can be treated as a stand alone module or, a pick and mix approach can be adapted, although it would be good for each module to be taught separately starting with the main units (i.e. participatory approach and community development, water sanitation, hygiene promotion, operation and maintenance). For these units the expected duration for training is at least 1 week for each if at the community level but at the workshop setting this can be tailor-made to a one-week workshop.

It is important that the training draws on examples from the existing situation and allows participants time to practice new skills in the field. It should be remembered that the participants will usually be working and undertaking the training at the same time and it should therefore be possible to ensure follow up and supervised practice in the field.

Resources
In addition to the session outlines there are also accompanying handouts and the manual containing useful material referred to in the session outlines.

The key modular highlights from the manual can be summarized into PowerPoint slides which can be used as handouts or copied onto flip charts and are not intended to be

used as presentations. Where resources allow, a few short Power Point presentations could be included in the sessions but beware of the danger of 'death by PowerPoint' as presentations can easily turn into lengthy lectures! Where possible, the photographs should be replaced by photographs from the actual situation.

Note that, the handouts have been adapted to the context but not all will be pertinent to the specific situation and should be distributed with this proviso.

Number of participants

The ideal number of participants is about 15 to 20 and the facilitator should not work with more than 25 participants, as this will increase the amount of time needed for discussion. With larger groups there is often a greater tendency to feed participants information rather than to facilitate discussion.

Background of participants

The course is designed for field officers, extension workers and community volunteer leaders who are involved in water sanitation and hygiene programmes. It is expected that participants will be literate and will be able to undertake a certain amount of self directed study such as reading and applying the information in the written handouts.

Course facilitators

The course has been designed for experienced community development workers or health promoters who have practical experience of working with communities and have a good knowledge of adult learning and facilitation techniques. An assumption is made that the people using this training material will know how to structure and time a training session according to the learners needs.

Preparation time

The time required for preparation is usually suggested to be double the teaching time. However, this can sometimes take longer, especially if the material is new to the facilitator. The logistical arrangements such as organizing the venue, food, photocopying etc. will also need to be scheduled into preparation time.

A SAMPLE OF FIVE- DAY WATSAN TRAINING WORKSHOP

	MORNING HOURS						AFTERNOON AHOURS			
	8.00-8:45	8:45- 9.30	9:30-10:15	10:15-10:30	10:30-12:15	12:15-1:00	1:00-2:00	2:00-3:45	3:45-4:00	4:00-4:45
Day I	Registration	Introduction to community participation (PowerPoint and Group discussion)	Community entry -Joharis Window? Community participation	B	Participation ladder, Cup exercise	Gender roles in community participation (PowerPoint and group discussion)	L	Community management and development (Power Point and group discussion) — Conflict resolution (Power Point and Group discussion)	B	Recap of the day's program
Day II	Introduction to water (Power Point presentation)	Water resources, Group discussion on safe water cycle and water ladder	Water quality (Power Point presentation question and answers)	R	Water quality: Group discussion and groups present their conclusions in plenary	Water technology: In groups list the available technologies and equipment in use. (PowerPoint presentation on technology choice	U	Water born/related diseases: Major water related diseases, infection and mode of transmission — Water demand,determination of discharge for water sources, computation of community water demand.	R	Recap of the day's program
Day III	Construction consideration, check list of requirements for the construction of a hand dug well, requirements for the construction of a water kiosk (PowerPoint and Group discussion)	Introduction to financing water projects, determination of project costs, community sources of project (PowerPoint and Group discussion)	Sanitation: Introduction to appropriate sanitation and technical designs (Power Point)	E	Sanitation ladder (Group discussion and presentations)	Present the different sanitation options available in different conditions including emergency settings (PowerPoint and Group discussion)	N	Introduction to hygiene promotion, definitions of terms, Group discussion — The five hygiene domains, faecal oral routes, and the barrier (PowerPoint presentation)	E	Recap of the day

Day											
Day IV	In groups, discuss the definition of the given terms. Briefly introduce participants to the care materials available. In group work, identify the diarrhoea transmission routes and barriers (Plenary presentation).	Ask each group to draw a barrier matrix and have each group present to plenary their conclusion, PowerPoint presentation (design of community hygiene promotion).	Introduction to the importance of O&M (Power Point presentation). In group work identify the advantages of O&M, and each group presents its findings in plenary.	A	In groups discuss the requirements of O&M. Each group presents to plenary their conclusion.	Computation of cost of supplying water, (power Point presentation)	C	Tariff setting and cost recovery (Power Point presentation) and group exercise.	Elementary bookkeeping, (Power Point presentation)	A	Recap of the day's activities
Day V	Introduction to Monitoring & Evaluation (PowerPoint presentation)	Introduction to determination of project objectives (PowerPoint presentation). Setting project objectives (Group discussion)	Developing monitoring indicators, PowerPoint presentation (WatSan monitoring indicators) Group discussion of monitoring indicators for the project objectives)	K	Power Point: Project reporting and cumentation, Group discussion and plenary presentation	Group discussion on evaluation process, each group to present it's conclusion (PowerPoint presentation)	H	Introduction to needs assessment (Power Point presentation) Group discussion on needs assessment tools and plenary presentation	Water and sanitation in emergency situations (Power Point presentation) Recap of the day's proceedings	K	Closing of the workshop

	MORNING HOURS						AFTERNOON AHOURS				
	8.00-8:45	8:45- 9.30	9:30-10:15	10:15-10:30	10:30-12:15	12:15-1:00	1:00-2:00	2:00-3:45		3:45-4:00	4:00-4:45
Day I	Registration	Introduction to community participation	Community participation		Gender in community participation	Advantages of community participation	L	Community management	Conflict resolution	T	Recap of the days program
Day II	Introduction to water Inter-linkages in water, sanitation and hygiene, constraints in accessing water	WATER RESOURCES General information on sources, typical water resources in the region, choosing a water source	WATER RESOURCES Protection of water resources from ontamination, conservation of water sources	E	WATER QUALITY Why water quality is important. What affects the quality of our water	WATER QUALITY Actions to improve the quality of water at sources	U	WATER QUALITY Steps in the protection of a water spring, Water quality surveillance	WATER QUALITY Water treatment	E	Recap of the days program
Day III	MDG links to hygiene, sanitation and water	Introduction to water technology, checklist to appropriate technology	Water technology, steps in water supply technology choice	B R	Water borne/related diseases, major water related diseases	Water borne/related diseases, infection and mode of transmission	N	Water demand, etermination of discharge for water sources	Water demand, computation of community water demand	A	Recap of the days program
Day IV	Construction consideration	Check list of requirements for the construction of a hand dug well	Requirements for the construction of a water kiosk		Introduction to financing water projects	Determination of project costs	C	Community sources of project funds	Financing water projects, cost recovery	B R	Recap of the days program
Day V	Tariff setting	Exercise	Exercise	E A K	Reporting and ocumentation	Reporting and documentation	H	Recap of the days program	Evaluation of the workshop	E A K	Closing of the workshop.

Facilitator's role

Ideally the training would be run by at least 2 facilitators especially if the training is held on consecutive days. There may also be other organizations interested in running training courses and willing to collaborate on the facilitation of these courses.

Take responsibility for keeping participants on track. During exercises, discussions and practice sessions, it is important to circulate throughout the room to catch problems and assist or encourage people as needed.

Be aware of the time. Make sure that presentations and exercises don't run on for too long. Several minutes before an exercise or practice session is to end, facilitators should alert participants about the amount of time left.

Be aware of how teams are working together. It may take some time for the teams to get comfortable with each other if the participants do not know each other. However, if participants do know each other, experience has shown they may spend time chatting and not concentrate on the task. Be prepared to help the teams stay on task.

Use real examples and anecdotes to make your points come alive. Encourage participants to share relevant experiences as well.

Create a safe, comfortable learning environment. Participants should enjoy the sessions and feel that they can speak their mind without the fear of feeling that their contribution may be seen to be inadequate.

Encourage participants to get acquainted during breaks. Tea breaks and meals allow participants to network and learn from each other and compare notes.

Help participants review the content of each day's activities. An important aspect of training is providing participants with the "big picture" of what they're learning. Be sure to allow a few minutes at the end of each day to summarize key points so that participants recognize how much they have learned and done.

MODULE 1: COMMUNITY ENTRY

Session 1: 4 ½ hours

Introduction to participatory approaches and community development

Aims
The session is designed to ensure participants: -
• Hold a common understanding of the terms and definitions used in community development;
• Identify ways to facilitate community participation and management in WASH interventions;
• Are able to address and mainstream gender in WASH interventions.

Outcomes
By the end of the session participants will be able to:-
• Share a common understanding of existing terminology used in WASH.
• Describe the constraints and opportunities for community participation and management in WASH interventions.
• Understand what is gender and how we can mainstream gender in WASH interventions.

Methods
Presentation with Q & A
Visual aids
Plenary/group discussion
Brainstorming

Resources/Materials
PowerPoint: Introduction to participatory approaches
M1S1 - Practical exercise 1: Community entry -Joharis Window
M1S2 - Practical exercise 2: Community participation
M1S3 - Practical exercise 3: Participation ladder
M1S4 - Practical exercise 4: Cup exercise
M1S5 - Practical exercise 5: Gender roles
M1S6 - Practical exercise 6: Community management and development
M1S7 - Practical exercise 7: Conflict resolution

Handouts/Background reading
• List of definitions for common terms used in participatory process
• Gender mainstreaming
• WatSan manual
• WatSan toolkits

Session plan

Exercise 1-20min Joharis Window
In the group discussion which is the most open window for working with communities, discuss facilitation of community process.
Each group to present in plenary.

Exercise 1 - 25 min
In groups, discuss the definition of the given terms.
Clarification of terms – provide handout and discuss.

Briefly introduce participants to the care materials available.

Exercise 3 – 25 min
In group work, discuss which step of the participation ladder can be reached in a community managed program.
Ask each group to mark with an arrow the step in the ladder.
Each group present to the plenary their conclusion.

Exercise 4 -20 min
In group work, discuss the best cup for working in the community.
Each group to present in plenary.

 Exercise 5 – 30 min
In pairs, discuss gender roles.
Each group present to the plenary their conclusion.
PowerPoint presentation: - 20 min
Gender mainstreaming.
PowerPoint presentation: - 20 min
Community management.

Exercise 6- 30 min
In groups, discuss the community management structure and roles.
Each group to present in plenary.
PowerPoint presentation: - 20 min
Conflict resolution.

Exercise 7- 25 min
In groups, discuss the major causes of conflict and possible ways of resolving it.
Each group to present its conclusion in plenary.

Recap of learning points - 5 min

Key learning points

- Emphasize on the participatory role of a facilitator.
- Talking and listening to communities is the basis for ensuring participation with an adequate gender perspective.
- Different levels of participation are possible depending on the stages of the project intervention.

UNIT 1: MODULE 2: TECHNOLOGIES AND APPROACHES TO WASH

Session 1: introduction to water – 6 hours

Aims
The session is designed to: -
* Ensure that participants hold a common understanding of safe water and appropriate water technology.

Outcomes
By the end of the session participants will be able to: -
* Identify the constraints in accessing water.
* Identify the common water sources in the country.
* Choose a water source.
* Understand how to maintain good water quality at the source.
* Understand the different water borne/related diseases.
* Differentiate water technologies and prioritize the technology to adapt.
* How to calculate water demand.

Methods
* Presentation with Q & A
* Visual aids
* Plenary/group discussion
* Brainstorming

Resources / Materials
PowerPoint: Presentation of the different water sources and appropriate technology, water borne related diseases.
M2S1 -Practical exercise 1: Safe water cycle
M2S2 - Practical exercise 2: Water ladder
M2S3 - Practical exercise 3: Proportional piling
M2S4 - Practical exercise 4: Technology choice
M2S5- Practical exercise 5: Water quality
M2S6 - Practical exercise 6:Computation of water demand
M2S7- Practical exercise 7: Community water points
M2S8 - Practical exercise 8: Financing of community project

Handouts/Background reading

List of definitions for common terms used in water supply.

Safe water cycle

WatSan manual water unit

- How do you choose a water source
- Water technology options
- Water quality
- Water treatment
- How to calculate water demand
- The construction considerations of water points
- Sources of community project funds

WatSan toolkits

Session plan

Exercise 1 - 25 min - Safe water cycle
In groups, discuss barriers to safe water cycle.
Present in plenary.

Exercise 2 – 25 min - Water ladder
In groups, discuss which step of the water ladder can be reached in the community.
Discuss the level of the community.
What are the barriers to moving up the ladder?
Each group presents to the plenary their conclusion.

Exercise 3 – 30 min - Proportional piling
In groups, identify and analyze the different water borne disease in the area.
PowerPoint presentation: - 45 min
Water quality, water treatment and protection of water sources from contamination.

Exercise 5 –30min - Water quality
In groups, discuss environmental and community actions that affect water quality.
Each group present to the plenary their conclusion.

Exercise 4 – 30 min - Water demand
In groups, identify and analyze the amount of water used daily per person, compute the amount for a given community say 100 families with average of 3 children each. Compute projections for future population say after 20 years and calculate the demand for this population.
Each group present to the plenary their conclusion.
PowerPoint presentation: -20 min
Present water demand considerations and calculations.

Exercise 4 –30 min - Technology choice
In groups, list the available technologies and equipment in use.
Each group to present their list in plenary.
PowerPoint presentation – 15 min
Present the different water sources, water technologies and water related diseases   in the community.
PowerPoint presentation – 20 min
Construction consideration of a dug well and a water kiosk.

Exercise 1 - 15 min - Community water points
In groups, discuss the possible community sources of water (water points) and supply systems.

Each group to present in plenary. PowerPoint presentation – 20 min
Financing community projects.

Exercise 2 - 25 min - Financing of community projects.
In groups, discuss the possible ways of raising funds for community projects.
Each group to present in plenary.

Recap of learning points -10 min

Key learning points

- Emphasize on water resources available in the region.
- Emphasize that protection of water sources is for all.
- Emphasize on options for low cost technology for the community.
- Emphasize on need to incorporate the population projection while determining water demand for a community.
- Water point should be strategically placed at a central place.
- Emphasize on the requirement for sustainability of the water projects.

UNIT 2: MODULE 2: TECHNOLOGIES AND APPROACHES TO WASH

Session 2: Sanitation - 2 Hours 15 Minutes

Aims
- The session is designed to ensure that the participants understand what sanitation is and the different technology options and requirements.

Outcomes
By the end of the session, participants will be able to identify:
- The appropriate water points for their community and ways of generating project funds.
- Appropriate sanitation technology options.
- Strategies for difficult emergency situations.
- Technical designs.

Methods
- Presentation with Q & A
- Visual aids
- Plenary/group discussion
- Brainstorming

Resources/Materials
PowerPoint: Introduction to appropriate sanitation and technical designs
M3S1 – Practical exercise 1: Community water points
M3S2 – Practical exercise 2: Community sources of funds
M3S3 – Practical exercise 3: Identification of appropriate sanitation technology
M3S4 – Practical exercise 4: Requirements for construction of a VIP latrine

Handouts/Background reading
WatSan toolkits
WatSan manual: Sanitation unit
- Sanitation ladder on selection of sanitation options
- Sanitation technologies in the region

Session plan

PowerPoint presentation – 20 min - Introduction to sanitation.

Exercice 3 - 25 min - Sanitation terminologies
In groups, discuss the definition of the given terms.

Exercise 4 – 25 min - Sanitation ladder
In groups, identify which level is used by the community and why?
Which level is their ideal?
Plenary presentation of their conclusion.
PowerPoint presentation – 20 min
Present the different sanitation options available in different conditions including emergency settings.

Recap of learning points - 5 min

Key learning points
• Emphasize on proper waste disposal in relation to health.
• Emphasize use of affordable and appropriate sanitation technology.

UNIT 3: MODULE 2: TECHNOLOGIES AND APPROACHES TO WASH

Session 3: Hygiene promotion - 2hours: 30 Minutes

Aims
The session is designed to ensure that the participants: -
- Hold a common understanding of the terms and definitions used in hygiene promotion
- Learn how to design a hygiene promotion program.

Outcomes
By the end of the session, participants will be able to:
- Differentiate hygiene education and promotion.
- Understand the five hygiene domains.
- Identify the key faecal oral routes.
- Develop a barrier chart.
- How to design a hygiene promotion intervention.

Methods
Presentation with Q & A
- Visual aids
- Plenary/group discussion
- Brainstorming

Resources/Materials
PowerPoint: Five hygiene domains, faecal oral routes, and how to design a hygiene promotion intervention.
M4S1 – Practical exercise 1:   Definitions and terms used
M4S2 – Practical exercise 2:   Identify water related/borne diseases
M4S2 – Practical exercise 3:   Designing a hygiene promotion program

Handouts/Background reading
WatSan manual:
- Hygiene promotion unit
- WatSan toolkits

Session plan

Exercise 1 – 25 min
In groups, discuss the definition of the given terms.
Clarification of terms – provide handout and discuss.

Briefly, introduce participants to the care materials available.

Exercise 2 – 25 min
In group work identify the diarrhoeal transmission routes and barriers.
Each group present to the plenary their conclusion.

Exercise 3 – 30 min
Ask to each group to draw a barrier matrix.
 Each group present to the plenary their conclusion.

PowerPoint presentation – 5 min
How to design a hygiene promotion intervention.

Recap of learning points - 5 min

Key learning points
- Emphasize on the linkages between hygiene and health.
- Emphasize on proper use of toilets/latrine.
- Emphasize on protecting water sources from contamination.

UNIT 4: MODULE 2: TECHNOLOGIES AND APPROACHES TO WASH

Session 4: Emergency setting   - 1 Hour

Aims
- The session is designed to enable participants develop appropriate WASH emergency strategies.

Outcomes
By the end of the session participants will be able to:-
- Determine the level of emergency.
- Prioritise the interventions needed.
- Understand the available water and sanitation emergency kits.
- Respond to displaced population.

Methods
- Presentation with Q & A
- Visual aids
- Plenary/group discussion
- Brainstorming

Resources/Materials
Power Point presentation: Considerations for provision of water and sanitation facilities during emergencies and disasters.

Handouts/Background reading
- WatSan manual emergency water and sanitation unit
- WatSan toolkit number 5

Session plan

> **Exercise 1 – 30 min**
> In groups, discuss the list of emergency situations that leads to displacement.
> Clarification of emergency response units strategy– provide handout and discuss.
>
> Briefly introduce participants to the emergency response constraint and strategies.
> PowerPoint presentation – 20 min
> Emergency water and sanitation.
> Recap of learning points - 5 min

Key learning points
- Proper WatSan facilities and hygienic conditions.
- Protection of water supplies from contamination.
- Necessary knowledge to avoid disease outbreaks.
- Emphasize on community participation.

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UNIT 5: MODULE 3 : SUSTAINABILITY IN WASH

Session 6: Operations and Maintenance - 2 Hourrs 45 Minutes

Aims
The session is designed to:-
• Ensure that participants hold a common understanding on what is operations and maintenance, the terms and definitions used.
• Ensure that participants are aware of project financing and cost recovery for sustainability of the project.

Outcomes
By the end of the session participants will be able to understand: -
• The requirements of project sustainability.
• The requirements for operations and maintenance.
• Requirements for hygienic sanitation facilities.
• The cost recovery process.
• Methods of tariff settings.
• Institutional capacity for O&M.
• Project accounting and budgeting process.

Methods
• Presentation with Q & A
• Visual aids
• Plenary/group discussion
• Brainstorming

Resources/Materials
PowerPoint presentation: Operation and maintenance in project management and long-term sustainability of the project.
M5S1 - Practical exercise 1: Terms and definitions
M5S2 - Practical exercise 2: Advantages of O&M
M5S3 -Practical exercise 2: Requirements for O &M
M5S4 -Exercise 4: Consideration for tariff setting
PowerPoint presentation: Book keeping and documentation

Handouts/Background reading
• WatSan manual: Operation and maintenance unit

Session plan

Exercise 1 – 25 min
In groups, discuss the definition of the given terms.
Clarification of terms – provide handout and discuss.

Briefly introduce participants to the importance of O&M.
PowerPoint presentation: 10 min
Requirements for O & M

Exercise 2 – 25 min
In group work identify the advantages of O&M.
Each group present to plenary their conclusion.

Exercise 3 – 30 min
Ask each group to discuss the requirements of O&M
 Each group present to the plenary their conclusion.

PowerPoint presentation – 20 min
Basic guidelines for cost recovery and tariff setting.
Exercise 4 - 30min
In groups, undertake an exercise on computation of cost of supplying water, and tariff setting.
Each group to present in plenary their conclusions.
PowerPoint presentation-30min
Elementary book keeping and documentation.
Recap of learning points 10 min

Key learning points

- Emphasize on the role of O&M for sustainability of water supply and sanitation facilities
- Emphasize on the need for:
  - Cost recovery
  - Tariff setting
  - Book keeping
  - Reporting and documenting

Unit 6: MODULE 4: PLANNING, MONITORING AND EVALUATION

Session 7: Needs Assessment, Monitoring and Evaluation - 3 hours

Aims
The session is designed to:
- Ensure that participants hold a common understanding of what is monitoring and evaluation.
- Ensure that the participants are aware of the importance of monitoring and evaluation.

Outcomes
By the end of the session participants will be able to:
- Define and differentiate monitoring and evaluation.
- Understand the levels of monitoring in a community project.
- Develop monitoring indicators.
- Understand the importance of monitoring and evaluation.
- Understand the importance of reporting and documentation.

Methods
- Presentation with Q & A
- Visual aids
- Plenary/group discussion
- Brainstorming

Resources/Materials
PowerPoint: Monitoring and evaluation
M7S1 - Exercise 1: Setting project objectives
M7S2 - Exercise 2: Developing monitoring indicators
M7S3- Exercise 3: Reporting and documentation

Handouts/Background reading
- WatSan manual: Monitoring and evaluation unit.

Session plan

PowerPoint presentation –1.30 min
What is monitoring and evaluation?

Exercise 1 – 20 min
In groups, have each group set objectives of a project e.g. one group for water project another group for sanitation project.
Each group to present to the plenary their objectives.

Exercise 2- 25min
Ask each group to identify the indicators of progress for each objective.
Each group present to the plenary their objectives.
Power point: 25 min
Project reporting and documentation

Exercise 3- 20 min
Each group to identify the advantages of reporting and documentation
Each group to present their conclusion in plenary.
Recap of learning points- 5 min

Key learning points
- Setting project objectives.
- Developing monitoring indicators.
- Evaluation process.
- Reporting and documentation.