



Design, Implementation & Marketing of Training Courses for Water Sector Services Providers

Documentation of a Series of 3 Regional Training of Trainers on behalf the GIZ WAVEplus Programme

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Appreciation

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Introduction

The GIZ multi-country program WAVEplus supports water sector institutions in Kenya, Tanzania, Uganda, Zambia and South Sudan with human capacity building. An increased effectiveness and efficiency of these institutions, mainly water service providers, is expected to contribute to better service provision in the water sector with larger numbers of population groups getting access to potable water and sanitation services.

The program emphasises the performance improvement of training experts and institutions by a widespread set of "Capacity-to-Build-Capacity" activities. In this context, WAVEplus offered a series of Training of Trainers courses to develop their competencies with regard to design, implementation and marketing of training course for water sector services providers and to enrich participants' knowledge on sanitation.

In this regard, the following three regional Training of Trainer courses were realised in East Africa to contribute to building WAVEplus trainer capacities:

- ▶ ToT 1: **Course Design and Trainer's Role of a Facilitator**, 09/24 – 09/28/2012, Nairobi/Kenya
- ▶ ToT 2: **Methods and Instruments for In-house Training**, 10/23 – 10/31/2012, Lusaka/Zambia
- ▶ ToT 3: **Sewerage and Sanitation**, 11/12 – 11/20/2012, Dar-es-salaam, Tanzania

The training documentation briefly describes the target group of the series of ToT and high-lights the step-by-step approach realising this series of ToTs aiming to jointly develop a basic training course on sanitation, which is context-tailored and demand-driven.

The web-based Reporting and Monitoring tool can be considered as a particular innovation of the WAVEplus approach contributing to a structured way of preparing and following up the regional ToTs. Main elements and purposes of the tool are outlined in the respective chapter of this training documentation.

Furthermore, the documentation summarises the inputs, processes, findings and outcomes of the three ToTs. Doing so, respective chapters follow the sequencing of sessions of each ToT and make reference to handouts and background available on the corresponding work space of the Reporting and Monitoring tool.

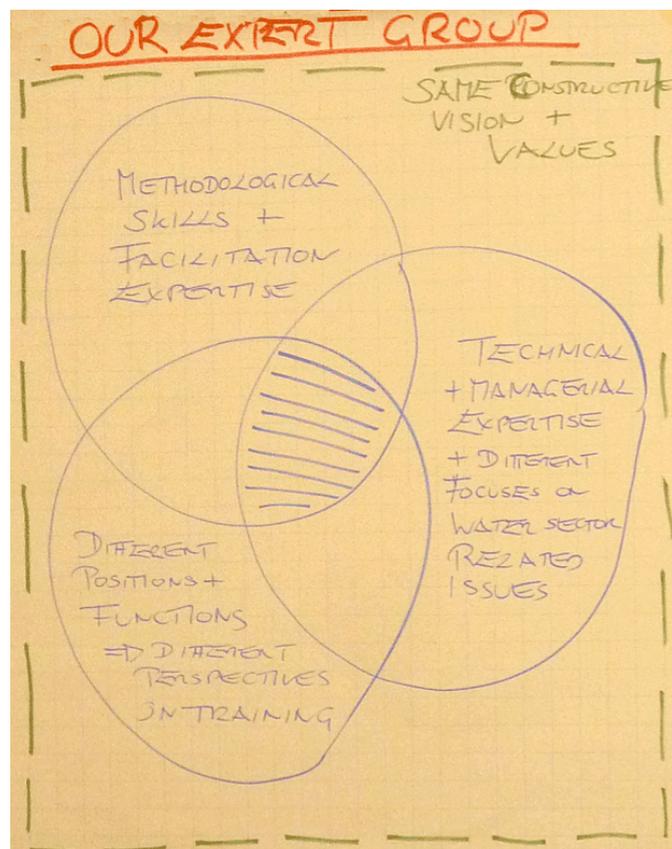
At the end of this training documentation, the main conclusions are summarised reflecting the overall process, its outcomes and highlighting some recommendations for up-coming WAVEplus "Capacity-to-Build-Capacity" activities.

Target group

The target group of this series of ToT comprises 27 trainers of the WAVEplus multi-country program coming from Kenya, South Sudan, Tanzania, Uganda and Zambia. Three trainers could not continue (two from Sudan and one from Uganda) so that courses ToT2 and ToT3 had 24 participants.

The trainers come from different types of institutions acting in the water sectors of mentioned countries, are assuming different positions within these institutions and have different professional backgrounds. Furthermore, they possess different levels of knowledge on HRD and training as well as different levels of experience acting as a trainers. The graph illustrates the target group and their perspectives.

Although the participants share the same constructive vision (e.g. improvement of own trainer performance, contribution to overcome challenges in the regional water sector) and positive values (e.g. integrity, professionalism) on training, the challenge of the ToTs has been to satisfy these different levels of knowledge and experiences and promote the more advanced ones while creating benefits for the learning curve of those that are coming to training practice as starters. In fact, the more experienced trainers among the participants are an asset to the program because they set an example for the less-experienced people.



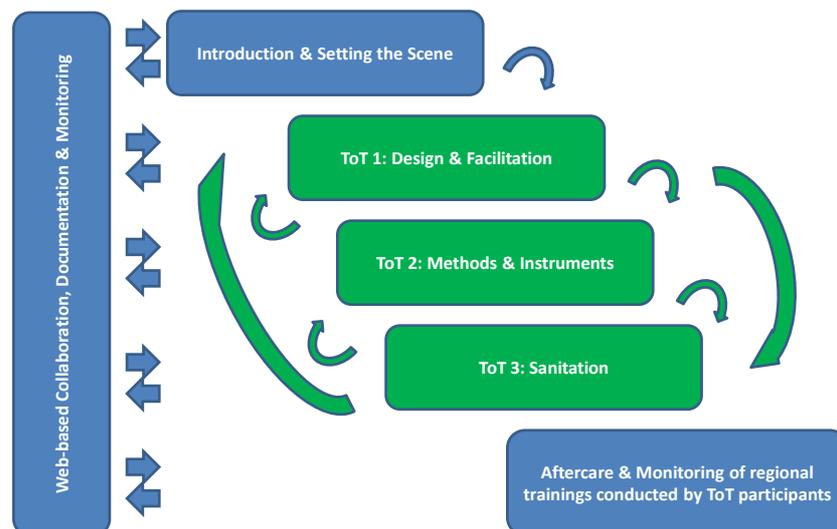
The success of ToT 2 mainly derives from the willingness of the participants to take on responsibilities in facilitating the course days.

At the end of ToT1, all of the participants were assigned to Facilitation Groups with responsibilities not just to facilitate but also to prepare for the day and contribute to reporting. In essence, this gave the participants experience in doing everything that a trainer must do to complete a course – learning by doing. All of the participants took this responsibility seriously and applied themselves diligently to make each day a success.

The arrangement of a group of 3 co-facilitators being responsible for each day of the course so that each participant had his/her turn was continued in ToT 3 and proved to be very beneficial to enhance experience in facilitation and support the lead facilitator. The following chapter describes the approach and methodology.

Approach and Methodology

Margraf Publishers applied the following approach to implement the series of ToT:



Basic pillar of the approach is the work space particularly established for the series of ToT. The purpose of this work space is two-fold: It was used for preparatory and follow-up communication as well as for reporting and monitoring of the series of ToT aiming to be used as reporting and monitoring tool for further national trainings to be realized in the context of the WAVEplus program. The ToTs were developed in a step-by-step approach highlighting the character of a joint learning experience.

Thus, the participatory and joint development of ToT1 provided preliminary designs for ToT2. ToT2 further developed these designs enriching them with instruments and methods. The content development of the designs was focus of ToT3. Thus, the participants of the series of ToTs were actively involved in the development of a training course on sanitation tailor-made to the needs of their organizations on one hand; on the other hand they were able to enhance their own methodological skills and technical knowledge with regard to sewerage and sanitation during the process of developing the training course, which shall be implemented and disseminated after the conclusion of this series of ToTs.

Only little input was given to cope with the heterogeneity and to facilitate the dialogue and experience exchange between the participants. Hereby, active encouragement of the less experienced participants was emphasized to ensure that they took over increasingly sophisticated roles. Furthermore, they were paired with the more experienced ones to intensify cross-fertilization.

Sanitation as the “technical” topic for the courses was a timely and a very good choice as sanitation has become the main focus in the water and sanitation sectors of the countries present. Water supply has been the emphasis for too long, sanitation being neglected almost everywhere.

Hereby, Margraf Publishers focused on a highly participatory process, putting its own trainer team in the learner’s seat to develop a participant-tailored learning path. In this regard, the training path and corresponding inputs were adapted continuously to the need of the participants. Particular focus was given to the development of participant-tailored tools to ensure ownership and application. Sanitation is now being recognized in

- ▶ **Uganda:** the private “water” operators are from the beginning of 2012 responsible as well for sanitation, without a clear definition what this entails
- ▶ **Zambia:** the regulator puts now more emphasis on sanitation of the “water and sewerage companies”. They are renamed as “water and sanitation” companies
- ▶ **Kenya:** a similar move happens in Kenya, where the regulator as well is putting now more emphasis on sanitation and forcing the “water” utilities to take on sanitation
- ▶ **Tanzania:** here as well a new act puts emphasis on sanitation, although there are no regulations and practical guidelines available yet. But here as well “water and sewerage authorities” are being renamed in “water and sanitation authorities”.

This shows the high importance for the course, as there is a general lack of ideas and experience of how to integrate on-site sanitation into “water and sanitation” utilities/authorities. Participants appreciated very much the topic and the new insights into this important subject.

ToT1 : «Course Design and The Trainer's Role As a Facilitator»

The ToT1 on «Course Design and the Trainer's Role as a Facilitator» took place in Kenya from September 24th till September 28th, 2012. It focused on the role of training and adult-learning tailored facilitation in the context of HRD. Furthermore, the aim of the ToT was to build the ground for further in-depth practice of facilitation skills and course development methods of ToT2 as well as of content-building and technical application of ToT3. A high emphasis was given on the integration of professional know-how and external expertise into design and facilitation of in-house training courses, the development of TNAs and draft de-signs of training courses on sanitation.

The ToT1 was based on the following training path; the detailed design of ToT1 is attached in the annex.

OUR TRAINING PATH

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
INTRODUCTION	INTRODUCTION	INTRODUCTION	INTRODUCTION	INTRODUCTION
WELCOME + INTRO	MORNING NEWS	MORNING NEWS	MORNING NEWS	MORNING NEWS
PRESENTATION	TRAINING PRINCIPLES	EFFECTIVE FACILITATION	PRESENTATION DRAFT TNA ON SANITATION	TRAINING COURSE DESIGN
MONITORING + REPORTING (YES-BEFORE-WE-START)	PRINCIPLES OF TRAINING + ADULT LEARNING	TIPS FOR EFFECTIVE FACILITATION	TRAINING COURSE DESIGN	PRESENTATION OF DRAFT DESIGN
SETTING THE SCENE	GROUP WORK ON CRUCIAL TRAINING PRINCIPLES	GROUP WORK ON FACILITATION	PRINCIPAL STEPS DEVELOPING A TRAINING COURSE DESIGN	CLOSING
LEVELLING OF EXPECTATIONS	ROLE OF A FACILITATOR	PREPARATION OF A TRAINING COURSE	GROUP WORK ON TRAINING COURSE DESIGN	FOCUS-UP + OUTLOOK
THE ROLE OF TRAINING IN HRD	THE FACILITATOR'S FUNCTIONS + COMPETENCIES	PREPARATION OF A TRAINING COURSE	CLOSING	EVALUATION
WORLD CASE ON TRAINING SITUATION	SELF-ASSESSMENT FACILITATOR'S COMPETENCY	LEARNING AND FEEDBACK ON THE PROMOTION OF TRAINING		
CLOSING	ROLE PLAY ON FACILITATION	GROUP WORK ON TRAINING NEEDS ASSESSMENT		
	CLOSING	CLOSING		

Getting familiar

Input

In order to get familiar with the participants and to gather further information about their backgrounds and needs, the participants were asked to answer the following questions previous to the start of ToT1:

- Regarding your experience as trainer: At how many workshops have you been working as trainer/moderator in the last six months? What topics? How many participants?
- Regarding your methodological experience: What training tools and methodologies do you mainly use? Are there techniques and methodologies you would like to learn more about?
- What are the main potentials / the main challenges with regard to HRD and training in your home organization?
- Which support / competences do you need to seize these potentials / to overcome these challenges?
- Regarding your water-related background: Please describe your work (resp. your role in the organization you are in). Emphasize sanitation related activities.
- Please describe your professional vision acting as a trainer: What are your principles, priorities and values?

Process

The questions were sent by email and afterwards inserted into the online reporting tool to provide background information about the participants. During the ToTs, the trainers added details on the individual performance of the participants to provide the GIZ program and the ToT trainer team with an exhaustive report on every participant:

Created by	Dirk Hangstein	Questionnaire: Methods	Methodology used is both lectures/ presentations, groupworks, cases and role plays. The approach is to encourage the trainees to participate in the learning process as much as possible. I would like to learn more on techniques for effective adult learning .
Email	inbox@margraf-publishers.com	Questionnaire: HRD	The main potential with regard to HRD in my organization is training for the middle level staff who have not had an opportunity to receive much training so far. Main challenge is the high cost of training if the staff have to be trained outside their work areas. Another challenge is the design of appropriate modules suitable for the various categories. Support, competencies needed: Additional skills in preparation of training modules and techniques for effective delivery to the trainees.
Participants Name	_____	Quest.: Background	My role as the CEO of the Water and Sanitation Authority is to ensure that water and sanitation services are delivered to the residents of the Municipality. The sanitation role is still silent because previously before the new Water Act 2009. the utility was only responsible for sewerage. With the new Act the utility is tasked with wider sanitation issues. A study for Water and Sanitation in low income areas was done for my area of operation and implementation of improved sanitation will soon be taken up.
e-mail address	_____	Questionnaire: Vision	To ensure maximum transfer of knowledge in order to improve the way people perceive water and sanitation issues, for them to take necessary actions for a healthier society. My priority is to work with those areas that will have most impact without neglecting the most needy.
Country	Tanzania	CV	
Institution	_____	Back	
Ranking ToT 1	Sufficient		
Ranking ToT 2	Good		
Ranking ToT 3	Good		
Performance ToT 1	Hard to evaluate as he is very shy, but always paying attention and very open to learn and to improve his skills, has to be challenged to open up		
Performance ToT 2	Agree with ToT 1. He arrived on Day 4 and had to catch up. Needs encouragement to share his ideas. Did a very nice job facilitating on Day 8.		
Performance ToT 3	Straightforward, honest and open person, who could make more out of his personality. He is very much technician but stood up in front of the group. He still speaks with a low voice but this could change if he keeps taking challenges of facilitation.		
Quest.: Experience	I have attended two workshops as a Trainer during the period: topics were on Non-Revenue water reduction including preparation of Water Balance and Assets and Assets management planning. Sessions had between 22 and 56 participants drawn from District and Small towns in Tanzania.		

Findings

The following main findings can be summarized:

- High commitment of participants: All participants answered the above mentioned questions and almost all returned the questionnaire in time.
- Highly heterogeneous group: Participants working in different positions having different functions within the organizations, diversity of organizations, mix of a different knowledge and experience level.

Outcomes

Adaptation of ToT1 design and training path according to feedback given by the participants.

Introduction and setting the scene

Input

The introductory input gave a short overview about the following topics:

- ▶ **Context**
- ▶ **Overall objectives of ToTs**
- ▶ **Series of 3 regional ToTs**
- ▶ **Objectives of ToT 1**
- ▶ **Main contents of ToT 1**
- ▶ **Agenda and formalities**

The input on the role of training in HRD emphasized the following aspects:

- ▶ **The HR wheel**
- ▶ **Important HR components**
- ▶ **One simple HRD definition**
- ▶ **Training in the HRD context**
- ▶ **Establishment of training programs**

Corresponding inputs can be found in the online workspace of ToT1 (category documents/handouts)



Process

After a short presentation on introduction highlighting objectives and context of ToT1, the participants were asked to share their main expectations with regard to the topics and outcome referring to ToT1. An intense discussion of expectations and reflection of items to be covered within ToT2 and/or up-coming ToTs was realized in plenary.

To set the scene, a further input on the importance of training in the HRD context was given. Afterwards, the participants were asked to discuss the role of HRD and the importance of training in their home organizations. To do so a world cafe was realized with the aim to process very first findings to set the scene, but in particular familiarizing the participants with different backgrounds/situations, building up a team spirit for further sessions and creating a basis for further development of learning outcomes. According instructions can be found in the works space of ToT1 (category documents/handouts).

Furthermore, participants were encouraged to volunteer for particular assignments demonstrating their facilitation and presentations skills.

Findings

The following expectations were expressed by the participants with regard to the main session topics of ToT1:

Role of a Facilitator			
Sharing and Exchange of Ideas	Imparting Skills and Knowledge	Methodology	Others
Encourage and allow active participation	Flexibility to adapt	Methods of facilitation Technical back-stopping	Difference between a facilitator and trainer
Be engaging	Fully understanding own role	Moderator	Follow up training for future improvement
Provoke the mind of participants	Assist trainers in training design	Not to gloss-over topics	
Assist participants in sharing knowledge and experiences	Plan and manage training	Coping with a challenging working group	
Motivate participants to be active	Guiding participants	Enable trainer to be effective and professional	
Gather knowledge from participants and exchange it	Write the report	Able to read participants' minds	
	Ability to accomplish role of trainer		
	Enable participants achieve training objectives		
	Guide on the cycle of course development		
	Managing course flow		

Effective Facilitation			
Approach	Skills	Tools	Other
Ensuring participants are active throughout	Understand new skills for effective facilitation	Methods and tools used	By ToT Messages
Facilitation do's and don'ts	Best practices in effective facilitation	User of technology for effective facilitation	
Training which could bring changes	How to use minimum encouragers and energizers	Acquire new delivery tools	
Practical examples and experiences	Effective facilitation	Use appropriate tools	
What constitutes effective facilitation	Facilitator who can develop effective training		
Ensuring training objectives are accomplished	Facilitation in topics of no/low expertise		
How to handle external factors	Intended content delivered as planned		
Clear outline of materials	How to avoid turning facilitation into a lecture		
Utilize resources efficiently and effectively			
Interactive and participatory			
All participants are active and participating			
Avoid complex terminologies			
Keep momentum during and after course			

Preparation of Training Course				
Methods/Approach	Training Tools	Problem Solving	Planning	Resources
Skills of effective preparation	Appropriate tools for conducting training	How to conduct good TNA	Prior knowledge of the group to be trained	Mobilization of participants
Conducting training	Ensure teamwork and communication are observed	Issues to look out for	Facilitator should ensure everything is ready before starting the training	Pay facilitator
Where to access preparation resources	Be an expert in preparing training courses	Identify skills and knowledge gaps	Structure and timing of key training pillars	What materials to prepare
Practical, simple tips	Well researched and addressed problems	Specific to training needs	Prepare training course content	Learn effective course planning
Adapt successful training implementation	Prepare training that meets needs	To know what is involved	Mapping of the target group	Key items required in preparation
Use of proper methodology and tools	Prepare understandable courses	How to conduct situational analysis		Guidelines for preparation of a training course

Training Course Design				
Steps for a course Design	Training needs assessment	Methodology	Course Objectives	Others
How to design a good course	Connect course and needs	Selection criteria of the training method	To learn how to develop relevant course content and steps	Trainer who could have a well designed course
Schemes of work and lesson plans	Ensure all items are in place before starting the program	Participatory	Designing a course to meet its objectives	
Factors to consider	Identify the key issue for training	Incorporating games		Gauging the level and type of participants
Design should be easily adapted		Role playing		Design should be easy to implement
Who should design		Understand area of need and right methodology		
Preparation process		Delivery involving several methods and tools		
		Good mix of field and theoretical experiences		

It was agreed that all expectations referring to the four mentioned topics generally could be covered in ToT1, but that some of the topics will be continued being relevant and being covered in ToT2 (in particular with regard to facilitation instruments and methods) and in ToT3 (content development). One particular expectation was referring to funding options of training course; it was clarified that this expectation cannot be covered in the context of the series of ToTs.

The main findings on the topics discussed within the world cafe can be summarized as follows:

HRD policy of home organizations

- Absence of HRD policies, limited capacities in HRD policy, supply-driven policies,
- HRD policy in place comprising recruitment, selection, staff development, appraisal, TNA, training plan and courses (e.g. top leadership training, technical training for lower cadres), performance management, incentives schemes,
- Sector capacity building policy in place,
- Various structures in place depending on nature of organization,
- Challenges: Management not prioritizing HRD, inadequate funding, design of demand-driven courses, high staff turnover, no value for money, abuse of re-sources, maintaining momentum, job retention, design of motivation packages, political interference.

Role of training in home organizations

- Introducing new ideas/innovation,
- Motivation, incentives and retention,
- Upward mobility and promotion,
- Creation of awareness and confidence, sense of responsibilities and belongingness, exposure and experience,
- Contribute to change (e.g. of culture, perspectives, mind-sets) and transformation of organizations,
- Development and maintenance of competent staff,
- Performance improvement (e.g. service delivery, work efficiency, quality) resulting in improved organizational efficiency and productivity (e.g. cost reduction),
- Career development,
- Challenge: brain drain, resistance to change, fear of exposure of weakness, lack of conducive environment to uptake learning experience, unwillingness to use new technology, de-motivation when unfair training policy, no promotion or unmet expectations.

Training priorities

- Performance improvement training to up-grade technical and managerial skills (e.g. financial management, NRW, CC, O +M, water quality management, regulation issues, water safety, asset management related to sanitation, sanitation as a business, DEWATS, ECOSAN, use of appropriate technology in wastewater management, low cost sanitation, utility benchmarking, trade skills),
- Academic qualification,
- Professional career development courses,
- Awareness creation on sanitation,
- Information management,
- Quality management systems,
- Change management,
- Leadership and management roles,

- Organizational development,
- Governance,
- Result-oriented and short tailor-made training courses focusing on outcomes as well as individual and organizational level,
- Practice-oriented knowledge and experience sharing.

Outcomes

Identification of expectations of participants and clarification of which expectations can be covered in ToT1; corresponding adaptation of ToT1 design; common sense on the role of training in the HRD context and on the heterogeneous background of participants in this regard; agreement on volunteering with regard to particular assignments (e.g. morning news, co-facilitation).

Training principles

Input

The input on the principles of training and adult learning was emphasizing the following important aspects:

- ▶ **Basic principles of Adult Learning**
- ▶ **Some tips working with Adult Learners**
- ▶ **GIZ Understanding of Didactics**
- ▶ **Some crucial Training Principles**
- ▶ **Common Training Cycle**

According input can be found in the work space of ToT1 (category documents/handouts).

Process

After a short presentation, the participants were divided in four mixed groups to share their experience on crucial training principles with regard to the following questions:

- **Group 1** How to create a supportive learning environment?
- **Group 2:** How to ensure participant-tailored and demand-based programming?
- **Group 3:** How to ensure flexible learning and knowledge transfer?
- **Group 4:** How to ensure positive motivation & constructive communication?

The groups were asked to develop instructions and tips helping themselves and their col-leagues to consider these training principles in the future. Instructions for the group work can be found in the work space of ToT1.

Findings

The main findings can be summarized as follows:

Creating a supportive learning environment

- TNA as crucial aspect to ensure that training is needed and is reflecting participants' expectations;
- Ensure space and opportunity for sharing experiences;
- Manageable number and proper mix of participants;
- Respect the attitudes, values, opinions of participants;
- Encourage sharing experiences among participants and trainer/facilitator;
- Proper preparation and grooming by the trainer/facilitator;
- Gathering prior information about participants;
- Leveling of participants' expectations;
- Developing clear training objectives and a clear training path;
- Creating a good relationship between participants and trainer/facilitator.

Ensuring participant-tailored and demand-based programming

- Conduct a system needs assessment (on sector level);
- Conduct a TNA reflecting sectoral priority needs;
- Process participants background information;
- Design training program based on needs and background of participants;
- Capture participants' expectations;
- Review course content and program where and whenever necessary to cover participants' expectations and to adapt training path to their knowledge / experience level.

Ensuring flexible learning and knowledge transfer

- Create an enabling learning environment;
- Understand the needs of participants (as an individual as well as an institutional representative);
- Apply learner-based, participatory and interactive methodology;
- Use of appropriate tools and practical handouts;
- Avoid jargons, terminologies and complicated technology-related examples;
- Use local/familiar and smart examples
- Subject matters have to address real issues/needs;
- Recognize and address myths, if any (e.g. human manure/ECOSAN);
- Keep participants focused and interested;
- Availability of opportunities to put knowledge into practice.

Ensuring positive motivation and constructive communication

- There are no wrong or right answers, but different ideas/opinions;
- Equal participation by all participants and encourage participants to participate;
- Acknowledge contributions positively;
- Allow participants to share their different experiences (e.g. world cafe);
- Use different learning methods;



- Incentives (e.g. reward/recognizing brilliant ideas) and offer feedback;
- Training venue suitable to the target group;
- Create an environment of mutual respect;
- Setting ground rules on Dos and Don'ts
- Adequate preparation before training;
- Keeping it smile and have fun with the whole learning process.

A general finding consisted in the awareness of inter-relationship of training principles, high-lighting the moment of careful preparation of training activities.

Outcomes

Four sets of well elaborated, participants-tailored tips referring to the application of crucial training principles; they build the basis for corresponding tailor-made tip lists to be drafted by the facilitators and to be enriched by the participants.

Role of a Facilitator

Input

The input on the role of a facilitator was highlighting the following crucial aspects:

- ▶ **Difference Facilitator – Trainer**
- ▶ **Main roles and responsibilities**
- ▶ **Underlying competencies**
- ▶ **Like and unlike qualities**

According presentation can be found in the work space of ToT1 (category documents/handouts).

Process

After a short presentation, a self-assessment with regard to facilitator's competence of each participant was conducted and some individual feedback was given in plenary.

Afterwards, the participants were divided in four mixed groups to realize a role play on facilitation of a heterogeneous group of participants. Process and observations of the role play were shared and discussed in plenary.

Instructions for the role play as well as the self-assessment sheet on facilitator's competency can be found in the work space of ToT1.

Findings

The following main findings can be highlighted:

- Self-assessment contributed to create personal awareness on facilitation competencies and qualities;
- Role play allowed testing facilitator's competence;
- Main observations of the role play referred to the importance of preparation, the necessity of an introduction round, clarification of aim, clear instructions and questions, proper time management, visualization of results/findings, concluding summary at the end of a session.

Outcomes

Self-awareness of participants with regard to their facilitator's competence as well as sound learning experience putting participants in "difficult" facilitation situations that built the ground for the session on effective facilitation.

Effective Facilitation

Input

The input on effective facilitation was highlighting the following crucial aspects:

- ▶ **Tips for planning & preparation**
- ▶ **Behavioral tips**
- ▶ **Tips for training techniques**
- ▶ **Tips for “difficult” situations**
- ▶ **Tips for “difficult” participants**

Corresponding input can be found in the work space of ToT1 (category documents/handouts).

Process

Due to the richness of experience of participants, a brief brainstorming on tips for facilitation of “difficult” situation and “difficult” types of participants was realized, before completing the brainstorming results by a brief presentation. After this presentation a working group on the involvement of persons with different professional background and external experts was realized. The participants were split into four mixed groups. Afterwards, working group results were presented and discussed in plenary.

According instructions as well as the presentation can be found in the work space of ToT1 (category documents/handouts).

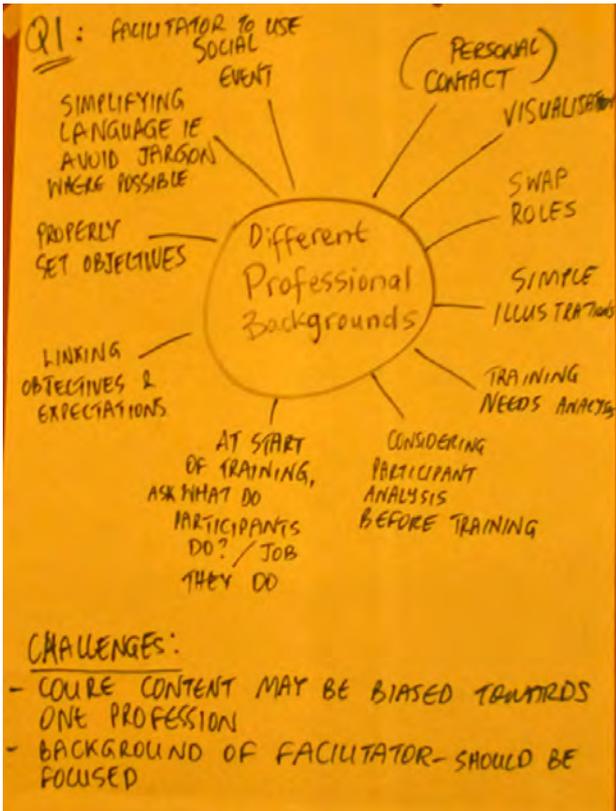
Findings

The main findings with regard to general simple tips for effective facilitation can be summarized as follows:

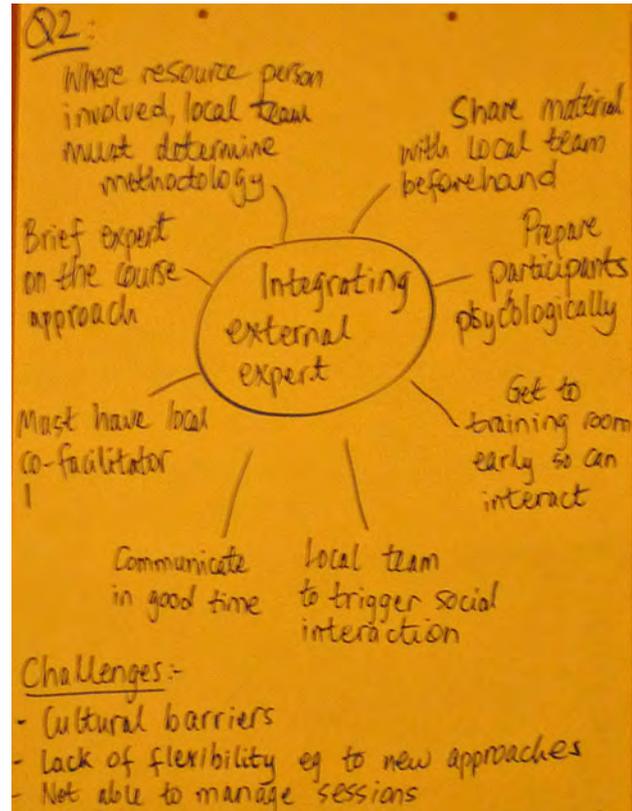
- Carefully prepare (incl. logistics) to be able to handle “difficult” situations / participants and to anticipate such situations;
- Set and visualize clear ground rules (ref. to logistics and communication) to build a frame of conduct to which one can make reference when “difficult” situations occur;
- Try to figure out the reasons for “difficult” behavior to better interpret the situation;
- Observe group dynamics (e.g. constant “difficult” behavior) not to misinterpret situations;
- Stay neutral and never enter debates;
- Identify and make use of a welfare person that act as link to the participants;
- Rotate assignments to handle “difficult” participants;
- Listen to the inner voice as there is no facilitation blue print available.

Furthermore, the following two illustrations summarize the facilitation tips developed by the participants with regard to the involvement of persons with different professional background and external experts:

Facilitation tips...



...on involvement of persons with different backgrounds



...and on involvement of external experts

In general, a good preparation of facilitation was highlighted to involve persons with different professional backgrounds and to avoid the moment that e.g. external experts take over the facilitator's role and then dominate training sessions. Additionally, it should be emphasized that the term "external expert" can be misunderstood and associated with "international ex-pert" instead of being associated with "resource person".

Outcomes

Participants-tailored facilitation tips referring to the involvement of persons with different pro-fessional background and external experts; they build the basis for corresponding tailor-made tip lists to be drafted by the facilitators and to be enriched by the participants.

Preparation of a Training Course

Input

The input on the preparation of a training course was highlighting the following planning aspects:

- ▶ **Elements creating a Training Course**
- ▶ **Important tasks preparing a Training Course**
- ▶ **Administrative tasks & logistics**
- ▶ **Analytical tasks**
- ▶ **Two crucial activities: Promotion & TNA**

Corresponding input can be found in the work space of ToT1 (category documents/handouts).

Process

After a short presentation, a fishbowl on in-house promotion of training was realized aiming to experience the method on one hand and to identify critical aspects of training promotion. Both, methodological as well as content-related aspects were discussed in plenary.

Afterwards, the participants were asked to conduct a preliminary assessment of training needs relevant to improve the sanitation situation in your home country. Hereby, they were asked to focus on the aspects of TNA:

1. What should they be able to do (= desired performance)?
2. Which employees and how many? What kind of selection criteria?
3. What is their expertise and experience?
4. What do they need to learn to be able to do the desired performance? What are priorities?
5. Who are the relevant experts to supply the content?
6. What financial resources are needed?

Corresponding working group instructions can be found in the work space of ToT1 (category documents/handouts).

A TNA template was distributed to be used for conducting respective TNAs. After having worked in country groups, all five TNAs were presented and discussed in plenary.

Findings

The main findings can be summarized as follows:

Training Promotion

- Challenges: e.g. unclear training policies, lack of motivation from executives, budget constraints, lack of systems (e.g. performance management, incompetence of HRD, bad reputation of (supply-driven) training, HRD not aligned to corporate goals), communication.
- Popularizing training: e.g. encourage employees, set clear HR Policies, conduct demand-driven training, ensure implementation of (training) plans, clear objectives, incentives;

- Overcoming challenges: e.g. use of appraisal tools, change mind set of decision makers, promote option to bridge identified gaps by using training, having a training policy, publicizing an organization's policies, prioritizing training during budgeting.

TNA

- Five good TNAs highlighting need of awareness raising and basic principles / knowledge on sanitation and corresponding options tailored to different contexts;
- Not suitable TNA template as it was too confusing to apply. In consequence, the TNA template was revised and adapted to the needs of participants.
- The development of the revised TNA sheet can be highlighted as particular learning experience and was realized in a very participatory process creating high ownership on participants' side.

Once again, the careful preparation was stressed to be important for a successful implementation of a training course and for the achievement of learning outcomes. On the other hand, the right use of methods was highlighted (e.g. use of fish bowl: to facilitate debates, instead of facilitating in-depth outcomes).

Outcomes

A revised and jointly developed TNA template fitting to the participants' need and five preliminary TNAs on sanitation (one per country), which built the basis for the development of corresponding draft designs. The TNAs provide rich orientation for both up-coming ToTs, in particular for ToT3. All preliminary TNAs as well as the revised TNA template can be found in the work space of ToT1 (category documents/working results images).

Training Course Design

Input

The input on the principal steps developing a training course design was highlighting the following five steps:

- ▶ **Step 1: Learning objectives**
- ▶ **Step 2: Training structure & contents**
- ▶ **Step 3: Learning experiences & methods**
- ▶ **Step 4: Reflection**
- ▶ **Step 5: Training material & resources**

The corresponding input can be found in the work space of ToT1 (category documents/handouts).

Process

After a short presentation, the participants were asked to develop a preliminary design for a training course on sanitation in their home countries based on the developed TNA. Hereby, they were asked to focus on the following steps of design development:

- Development of learning objectives
- Development of topics & contents
- Identification of learning experiences & methods
- Preliminary assessment of needed resources

Corresponding working group instructions can be found in the work space of ToT1 (category documents/handouts).

The following example of a training plan was distributed to be used for the development of the preliminary designs:

Training Course "Sanitation", preliminary training plan (1st draft)

Date: XX
Place: XX
N° of Participants: XX
Trainers: XX

Learning objectives:
1) XX
2) XX

Day	Session name	Timing	Topic	Content	Methods	Remarks
26.09. Wed	Intro	08:30 – 08:45	Morning news	Main findings day 2 Agenda day 3	To be done by participant	Trainer Team: Reporting of day 3 => web-based work space
	Effective facilitation	08:45 – 10:30 TEA 10:45 – 12:40 => 10 min, 45 min group, 4x 10 min pres., 20 min disc. LUNCH	Tips for effective training and discussion leadership	Tips for planning and preparation Behavioural tips Tips for training techniques Involvement of persons with different professional background + external experts <i>Attention: Output ToT 1 = Input ToT 2: facilitation skills as well as Input ToT3: How to involve external expertise?</i>	Brainstorming and experience exchange; input trainer team (prepared) FACILITATION + INPUT: Alex Group work (4 groups) on (instructions prepared); effective involvement of persons with different professional background, effective involvement of external experts Presentation of main findings and discussion FACILITATION: Steven co-facilitation of discussion to be done by participant acting as co-facilitator	<i>Info main findings on facilitation competency and involvement of external expertise to be summarised and to be sent to Nancy as well as to Hans</i>

The template can be found in the work space of ToT1 (category documents/handouts). After having worked in country groups, all five designs were presented and discussed in plenary.



Findings

The main findings can be summarized as follows:

- Very rich draft designs building a good basis for further development;
- Agreement on sequence of session title/(session) topics/(session) contents (see template);
- In general, too many contents with regard to available time;
- Technical focus on awareness creation and principal technical aspects and options of sanitation.

Outcomes

Applicable template for design development (training plan) and five draft demand-driven designs on sanitation (one per country), which build the basis for further course development in ToT2 considering learning flow, daily planning aspects and facilitation methods. Furthermore, the developed drafts provide a first orientation for future content-related enrichment to be done in ToT3. All draft designs can be found in the work space of ToT1 (category documents/handouts, documents/working results images, documents/participants input).

Follow-up and Outlook

Input

The input on follow-up and outlook was highlighting the following three items:

- ▶ **Reporting & Monitoring**
- ▶ **To-Dos**
- ▶ **Outlook on ToT2**

Corresponding input can be found in the work space of ToT1 (category documents/handouts).

Process

The session started with a discussion with the WAVEplus Program Manager referring to open questions identified by the participants. Then, a brief presentation on the above mentioned items were given. Afterwards, a brainstorming session was held referring to the expectations of the participants with regard to ToT2 as well as identifying the main general out-comes of ToT1. At the end of the session, a careful evaluation was done using a GIZ evaluation sheet.

Findings

The main findings can be summarized as follows:

Reporting and Monitoring

- Accessible information: Handouts & reporting sheets ToT1;
- Pending information: “Tip lists”, missing background documents to be done by facilitators;
- Pending issues: Development of financial monitoring sheet (input on budget positions to Margraf Publishers), responsibilities on national level (to be clarified by Program Manager);
- Please test the tool and give relevant feedback to Margraf Publishers!

To-Dos

- TNA: Review & complete template by participants;
- Design: Complete draft design of training course on sanitation by participants;
- “Tip lists”: Development of “tip lists”, up-load in work space, complete & enrich “tip lists” on training principles & effective facilitation by participants;
- Be aware of a preparatory assignment for ToT2!

Expectations ToT2

- Effective facilitation: learning more facilitation methods and techniques, test application, more tips / tip lists and experience exchange, presentation styles, communication skills;
- Course development: more skills and instruments, tips on course designing bias timing, marketing / promotion of training programs.



Outcomes

The participants identified the following learning experiences as main outcomes of ToT1 that will be applicable in their professional context:

- Preparation of a training course,
- Course design,
- TNA,
- Facilitation tips (including e.g. new energizers, group work tools and presentation skills),
- Value of interactive participation.

The facilitator team wishes to add that the outcomes of each session were very fruitful and constructive; and have contributed to the self-reflection of their performance in giving a lot of food for thoughts for the preparation and implementation future ToTs.

In a nutshell: ToT1 has been an impressive joint learning experience.

ToT 2: «Methods & Instruments for In-House Training»

The Facilitation Group Approach

Input

The inputs from TOT 1 were valuable in planning TOT 2 in terms of understanding the needs of the participants: the desire for enhancing facilitation and communication skills. In addition, TOT1 helped to frame the approach to TOT2. As they say, necessity is the mother of invention. It was not possible to have a co-facilitator for TOT 2, leaving the lead facilitator for TOT2 with the challenge of delivering this 8-day course to as many as 25 participants. As a result, we chose to form Facilitation Groups from among the participants to assist the lead facilitator. The chart below depicts these assignments as they actually took place.

TOT 2 Facilitation Groups				
Group 1	Peter Njaggah	Josephine Gobry	Gift Monde	Semyalo Samuel
Group 2	Ann Mwangi	Tuseko Sindano	Venance Hawela	
Group 3	Ronald Nyakana	Khor Loa	Mabvuto Tembo	
Group 4	Asiimwe Emmanuel		Margaret Maina	
Group 5	Siwa Mwene	Mohammed Pima	Kihara Kibuchi	
Group 6	Moses Mwesigwa	Zamiwe Tembo	David Ngetich	
Group 7	Chola Mbilima	El Fateh Rihan	Alfred Kirubi	
Group 8	Genes Kaduri	Catherine Bamwenzaki	Roman Lewanga	

Process

The Facilitation Group approach also helped to define the approach to TOT2. Given that the objective of the three courses is for the participants to deliver in-house training and that the focus of TOT2 was on Methods and Instruments, TOT2 was designed to result in draft training materials for 5-day courses to meet the needs identified in TOT1, including an agenda, PowerPoint slides, group work exercises and hand-outs.

Each day, one of the Facilitation Groups took responsibility for delivering the TOT2 course with coaching by the lead facilitator. The responsibilities for the Facilitation Groups are provided in the Annex. The night before each course day, the lead facilitator met with the Facilitation Group for the next day to go over the day's agenda and the PowerPoint slides. Group members took responsibility for parts of the course day and prepared for the day, including a display of the day's agenda and plans for ice breakers and energizers.

At the beginning of each day, the Facilitation Groups joined the lead facilitator an hour early to prepare the room and materials; make sure that equipment was operating; load the PowerPoint presentations, and anything else needed. During the course day, the Facilitation Groups introduced topics on the agenda, gave group work assignments, led discussions, encouraged feedback on presentations and results reported by participants; and documented discussions within the PowerPoint presentations. At the end of each day, the Facilitation Group took responsibility for clearing the pin boards, making sure that all results were captured and made sure that all equipment was unplugged and returned to hotel security.

At the end of each course day, the Lead Facilitator met with that day's Facilitation Group to review the day, give feedback and remind the group to prepare the morning news for the next day. This resulted in a rather long day for Facilitation Group members and the lead facilitator, given that the course days began at 8:30 a.m., ended at around 5:00 pm and it took several hours after that for the feedback sessions and preparation for the next day.

Findings

This approach was gratefully and enthusiastically received by the participants because it gave them facilitation experience in an unthreatening environment. This approach was also essential to provide support to the lead facilitator who was tasked with managing a large group of people.

Outcomes

Each participant gained valuable facilitation experience in addition to enhancing each day's agenda with innovative ice breakers and energizers and preparing the morning news. Because the Facilitation Groups were treated as training teams, they gained valuable experience in all of the tasks that are needed to successfully deliver a course.

Agenda and Approach

Input and Process

The structure of ToT 2 was as follows:

- ▶ **Day 1:** Introductions, reminders of ToT1, leveling of expectations, communications seminar and exercise, communications video clips that impart lessons, brainstorming on facilitation tips, Daily Recap and Facilitation Group meetings.
- ▶ **Day 2:** Morning News, Group work on meeting the challenges of Training Promotion and Support, perspective on training course development by the lead facilitator, introduction of the Agenda Tool, group discussion of planning details and delivery techniques, Country Group work on which planning details and delivery techniques to include in training courses, development of a draft agenda of themes and topics to include in the training courses, Daily Recap and Facilitation Group meetings.
- ▶ **Day 3:** Morning News, Country Group presentations of draft course agendas with feedback, seminar on making presentations, descriptions of ice breakers, energizers and team formation techniques with brainstorming on techniques and the beginning of detailed daily course planning with country group drafting of PowerPoint presentations and group work/exercises/energizers for the first day of their course, Daily Recap and Facilitation Group meetings.

To summarize: the first three days included reminders of ToT 1 and new topics/skills to consider as a platform to support Country Group course development.

- ▶ **Days 4-7:** Generally speaking, these days were almost identical. Each started with the Morning News and progressed to presentations of daily course plans by each Country Group, developing draft PowerPoint presentations and group work for days 2-5 of the Country Group courses, Daily Recap and Facilitation Group meetings. In addition,
 - Day 5 included a session to discuss the challenges of course development and the ways to meet these challenges.
 - Day 6 included a session for participants to view themselves facilitating on video as a way to learn how to improve their skills.
 - Day 7 included a session for Country Groups to prepare for presentations on Day 8.
- ▶ **Day 8:** Morning News, Country Group presentations of a part of their course, trying out group exercise ideas, take home messages from lead facilitator, discussion of how ToT 3 can help the Country Groups make further progress on their courses, expectations met?, course evaluation and course conclusion.

The actual agenda for ToT 2 covering each day's topics is provided in the annex.

Findings

As said earlier, necessity is the mother of invention and, in the case of ToT 2, the challenge of providing support to one lead facilitator for 25 people resulted in the invention of the Facilitation Groups. That, combined with the program targeted to actually produce a draft training course for each country, meant that the participants gained significant experience not only with facilitation but also in actual course development.

The Agenda Tool was especially well-received by the participants and they provided feed-back that allowed the lead facilitator to enhance the tool, adding in some of the training preparation principles used in ToT 1.

Outcomes

Each Country Group now has an agenda and draft materials for parts of their courses. Their instructions in ToT2 were to put slides as “space holders” for areas where they will benefit from technical information which they can gain in ToT3, allowing them to complete their courses. In informal discussions with participants, they noted that this is the first time that they have been able to participate so much in a course and do things themselves.

Videos of Participants Facilitating

Input and Process

Originally, the lead facilitator requested a digital video camera that the group could use to video participants as they facilitated the sessions. The local office provided a professional video photographer with equipment who filmed 4 days of the proceedings. On Day 6, he showed short clips of most of the participants as they facilitated. Unfortunately, the video company did not provide the promised DVD of these videos before the group left Lusaka.

Findings

The participants enjoyed this segment of the course, noting that seeing themselves helps them to understand their mannerisms and how they are perceived by the audience. The overall finding was that many of us do things that divert the attention of the audience from our message – such as holding things in our hands, fidgeting, facing away from the audience, etc.

The approach of having a professional videoing the entire proceedings had an advantage: the video was always going so people were not “performing” for the video camera – which resulted in videos of participants who were not performing for the camera but were perform-ing as they normally would.

With the approach of a video of the entire day, it is important that the lead facilitator give more specific directions to the videographer about what to film and then review the video clips before they are shown to the participants.

Outcomes

The skills of course development in terms of agendas, PowerPoint presentations, exercises or group work assignments are important – and it is equally important to have excellent facilitation skills. ToT2 gave participants a lot of opportunities to facilitate and the videos helped them see themselves which was a surprise to some – how their nervousness or illness did not show up in their faces as they facilitated.

The Training Development Manual

Input

As discussed earlier, ToT 2 included sessions in which participants learned about various training and course development techniques. These interactive sessions drew ideas from the participants for ice-breakers, energizers, team formation and facilitation, drawing on the content from ToT 1. The result was a wealth of ideas for people to use in planning and de-livering courses – too much wealth to lose.

Process, Findings and Outcomes

As a result, ToT 2 took the initiative to develop “**Training Course Development – A Manual brought to you by the WAVEplus ToT1 and 2 Groups**”. This manual will be valuable to the ToT participants as well as the trainers – in fact, it may prove valuable to many others. The Manual was provided to participants and was uploaded to the work space. This can be a living document where people add content when it becomes available.

Expectations for ToT 3

Input

During ToT2, the participants made progress on courses for their countries to meet the training needs and preliminary course designs developed in ToT1. They were specifically advised to make as much progress as possible, leaving blank slides for topics that require technical input. ToT3 can help the participants make progress on their course materials by filling in these blanks with technical information and resources.

Findings

On Day 8 of ToT 2, the participants were asked to identify areas of technical information that they require to complete their courses. The following were the responses:

Sanitation Options

- Proper sanitation options
- Presentations on sanitation Options
- Advocacy for sanitation
- Overview of centralized and decentralized systems
- Sanitation Technology Option
- Low cost sanitation options
- Required reports and documentation for sanitation options
- Records and daily reports for treatment plants

Operations and Maintenance

- O&M management for wastewater systems
- Wastewater treatment Procedures
- Information on water and sanitation
- Maintenance Systems, Maintenance Management Systems

Sanitation marketing; Marketing Strategies

Strategies for financing Sanitation

Photos and Videos

- Gallery of sanitation photos
- Video clips on sanitation
- Video on health, safety and environment
- Video on health and hygiene
- Communication video clips
- Behavioral change video clips
- Video on decentralized and centralized systems

Community Involvement in sanitation aspects

How to rightly assess participants

Follow-up and Outlook

Input

The input on follow-up and outlook highlights the following items:

- ▶ **South Sudan Capacity**
- ▶ **ToT 2 Approach**
- ▶ **Course Completion**
- ▶ **The Major Steps in Course Development**

Process

On Day 8 of ToT 2, a session was held to gain input from the participants on how ToT 3 could help them make further progress on developing their courses, especially in areas requiring technical input. On Day 8 the lead facilitator also provided the participants with important take-home messages.

Findings

The main findings can be summarized as follows:

South Sudan Capacity

- ▶ Two people attended ToT 2 from South Sudan, which made for a small working group. In ToT 3, if South Sudan will have only 2 participants, it may make sense to combine them into a working group with their colleagues from Uganda who expressed willingness to do this. One participant is not strong in spoken English.



ToT 2 Approaches

- ▶ It will always be an especial challenge for one facilitator to deliver a course to 25 participants. In the case of ToT2, this lead to an innovative approach that had great results primarily because the participants were motivated, professional and quite willing to accept their challenging assignments as Facilitation Groups. If the participants had been unmotivated, unwilling or unprofessional this innovative approach would not have been successful.

Course Completion

- ▶ In ToT2, the participants were encouraged to begin developing course materials for the preliminary course designs they developed in ToT1. Each country made progress on courses in ToT2, leaving reminders for areas that require technical inputs which they will hopefully gain from ToT3.

Outcomes

The participants identified the following learning experiences as main outcomes of ToT 2 that will be applicable in their professional context – the major steps in developing a training course:

- Understand the participants' needs and the objectives of the course
- Select themes for each day of the course
- Plan and time the topics for each theme on each day (using the Agenda Tool)
- Prepare course materials for each topic including PowerPoint presentations, hand-outs, ice breakers, energizers, group work assignments, exercises, etc.
- Finalize course plan and practice, practice, practice
- Make arrangements: the venue and equipment, participant list and invitations
- Review Facilitation tips
- Remember the value of interactive participation.

The lead facilitator wishes to add that the outcomes of each session were very fruitful and constructive; and have helped the participants improve their skills in facilitation and course delivery. The approach to ToT2 was somewhat risky but thanks to the professionalism of the participants it worked marvellously well to the benefit of all involved, including the lead facilitator.

Indeed, there is simply no substitute for “learning by doing”.

ToT3: «Sewerage and Sanitation»

Introduction and setting the scene

Input

- ▶ **Morning News from day 7 of ToT2**
- ▶ **Introductory input regarding the following topics**
 - Context
 - Overall objectives of ToTs
 - Series of 3 regional ToTs
 - Objectives of ToT 3
 - Main contents of ToT 3
 - Agenda and formalities
- ▶ **Line-up by participants**
- ▶ **Personal Profiles**
- ▶ **Expectations**

Process

Participants were already familiar with each other and found themselves set and curious for ToT3. After a short presentation and putting the course in the context of the whole series and highlighting the objectives, the participants were asked to move and line-up

- by years of work in the sanitation sector and
- by years of work as a trainer.

Some people were interviewed regarding their experience.

Participants presented afterwards their personal profiles on a format distributed (see Annex 9.5) with specific reference to sanitation and their journey through TOT1 and TOT2. Expectations were collected with the following question:

“What shall happen here for you that it will make the effort to come here worthwhile?”

In murmur groups (3 participants) the question was discussed and the most important ones retained. Then every group could name one, which was not yet mentioned before.

Findings

The morning news was a good bridge from ToT2 to ToT3. The facilitation team responsible for the day had been determined before the course. It was a great help to keep the continuity between the courses. In fact the idea of having facilitation teams for every day with specific tasks was a great idea. They knew already their tasks and were very supportive for the main facilitator.

The line up revealed a treasure of hundred years of cumulative experience in both sanitation and training was noted among participants. Some participants indicated experiences of more than 20 years!

One learning point of the presentation of the personal profiles was that the facilitator must announce and ensure adequate time allocation before the presentations which is dependent on number of participants and find ways to reduce on time. In fact time consumed for the exercise was more than double of what was intended.

The result of the expectations discussed:

- Complete Sanitation Course
- Required sanitation content provided
- Knowledge on sanitation marketing techniques
- Get certification for ToT
- Attaining objectives of ToT3
- Share more experiences & have fun
- More information on sanitation options/resources (experts view)
- Better facilitation skills on sanitation
- Learn on data management on sanitation

Outcomes

ToT started smoothly thanks to established rules and procedures in ToT1 and ToT2 (like morning news, facilitation groups, ice breakers,...). Personal profiles of every participant were hanging on the wall of the course room during the whole course and could be studied any time by participants. Expectations were realistic: participants were asked to monitor for themselves and make “noise” if they feel that some of the expectations will not be met.

Sanitation issues in the respective countries

Input

- ▶ **Exercise in country groups on a typical town in the country and its sanitation system**
- ▶ **A brief overview on general sanitation aspects and its importance with short powerpoints, videos and a “Prezi” (new presentation format)**
- ▶ **4 country groups (SSudan joined Uganda) work on the following question: *Is there any assessment of governance in the sanitation sector in your country?***

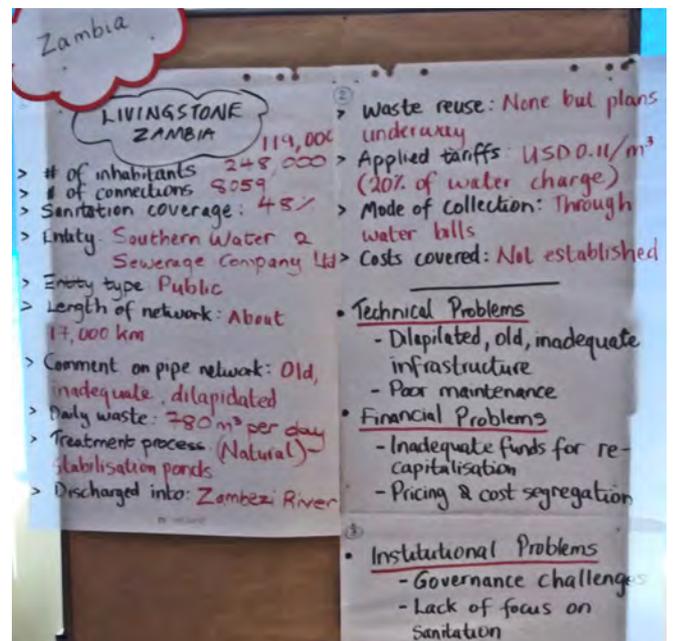
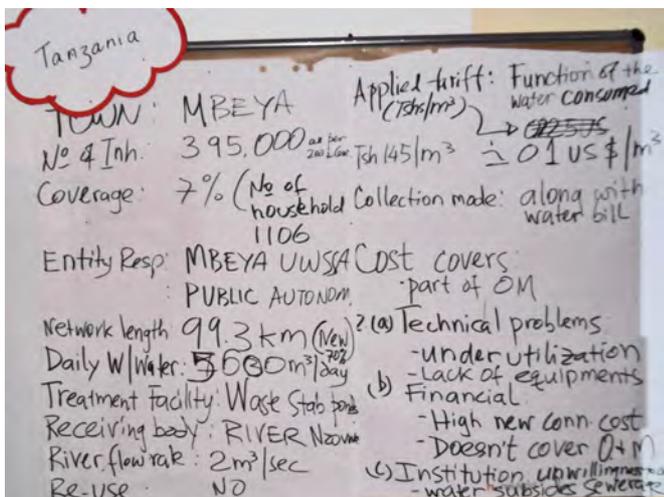
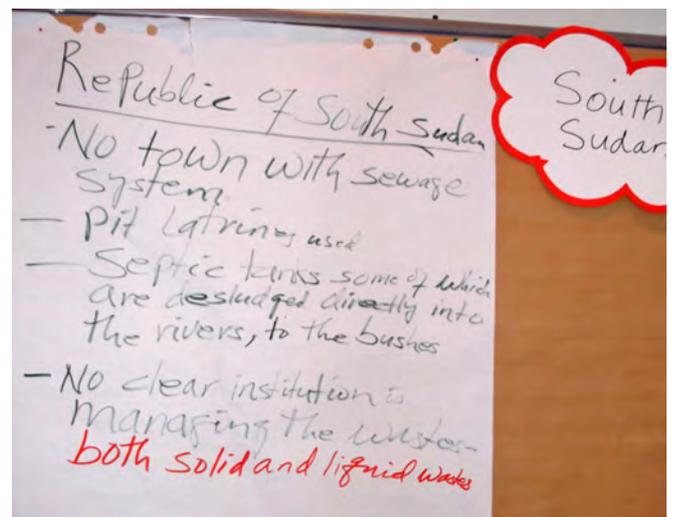
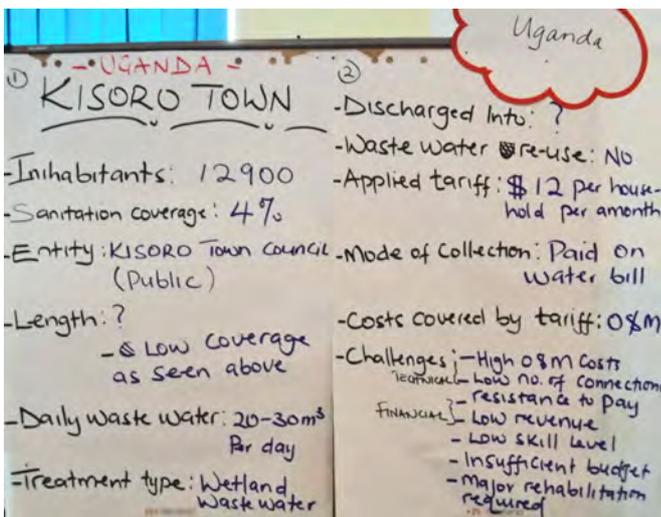
Process

The exercise in country groups was very engaged – the means of presentation was left open. 4 groups presented on flip-charts, one group showed a powerpoint. A lively discussion followed the presentations, which were held in standing around the flipcharts.

The brief input on facts regarding sanitation was new to participants and left them reflect on the topic in a new way. This time country groups looked at sanitation governance in their countries and how it is assessed of how they would assess it. A new method of presenting group results (see next chapter) provided more engaged discussion in small groups.

Findings

Here are the results for a typical town in the respective countries:



Kenya: LIMURU WATER AND SEWERAGE COMPANY (no photo of the flipchart provided)

- Population of service area 239,738
- Sewerage 29%
- Is it a public utility
- Organization responsible Limuru
- Daily waste water quantity 5000m³ per day
- Conventional treatment system
- Discharge -into Riara Stream
- No wastewater reuse but sludge is utilized
- Applied tariffs: 75% of water billed which is about \$ 0.5 Per m³ , collected together with the water bill

Challenges

- Technical
- Old system which is overloaded due expiry of design period
- Use of old conventional units making it difficult to get spare parts
- Financial
- No funds for expansion
- Institutional
- Principals not meeting their obligations
- No clear regulatory framework - overlaps

General findings on sanitation in typical towns of the represented countries:

Generally there is low sanitation coverage in the typical towns presented (2 to 7%). Very low discharge rates as network is often very old and the treatment system (e.g. ponds are leak-ing and not maintained well). Therefore it is not a good strategy, to put all efforts to network based sanitation, as the investment per person is high. A combined approach with decentralised solutions is necessary.

The waste water tariffs are usually a percentage of the water tariff. Thus, water is subsidising network based sanitation (waste water) in many towns (in comparison: in Germany, the tariff for waste water is higher than the water tariff).

In some towns some households drill wells and only discharge wastewater. It is possible to block their sewerage lines in order to make them pay water and with it waste water charges.

General aspects of sanitation

The economic impact of sanitation attracted attention.

Ethiopia pioneered the CLTS (Community Lead Total Sanitation) approach to get open defecation free villages. Zambia has some experience in the meantime a well, championed by a well-known chief. It was concluded that CLTS works in rural areas but might not work in towns.

Governance in sanitation in the respective countries

① KENYAN SITUATION

Assessment of governance in water and sanitation Sector

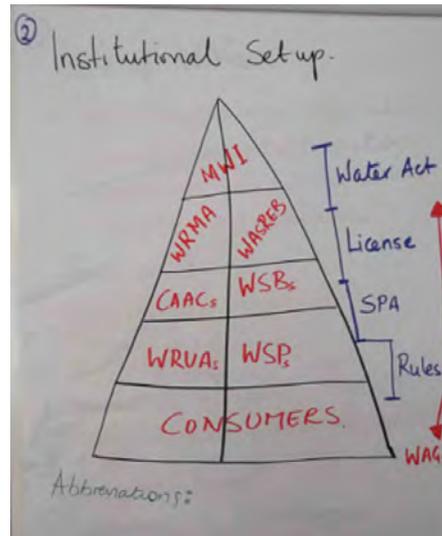
Assessment available

Rationale for Social Accountability

- Pre-reform years
- Post reform

Institutional Setup

Gap in Accountability



③ Role of WAGs. Challenges

- Sensitization and information
- Consultation, participation
- Complaints resolution & feedback
- Monitoring Compliance

Tools used.

- Focused group discussions
- Community forums
- Public hearings
- Community outreach
- Feedback meetings with WSB, WASREB & WSP
- Complaint forms

Successes & Challenges

④ Success | Challenges.

<ul style="list-style-type: none"> - Enhanced utility Responsiveness - Improved company Community relations - Support to utility in reducing NRW (illegal connections etc) 	<ul style="list-style-type: none"> - Volunteerism (how far? how much?) - Resistance from line staff - Logistical and Capacity constraints in operation - Sustainable funding mechanism required
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Comments

Term of Service of the volunteers



Assessment of Governance in Water & Sanitation in TZ

1. National level:

- EWURA, Licensing, M&E, Performance Indicators
- MOU - EWURA to Utilities
- GCC - Government Consultative Council
- NAWAPO - National water Policy
- NEMC - SEIA, Regulations/Act.

2. Regional/Utility level

- RCC - Regional Consultative Council
- CSC - Client Service charter
- Utility BOARD
- Board Composition/representation
- Customer outreach

Tariff review - Public hearing
GCC, RCC, EWURA, utility, Stakeholders, Customers.

Challenges:

- Enforcement shortcomings
- Unclear laws roles of actors. Lack of coordination
- Stakeholders/Public awareness is Low.
- Financial constraints

How do you ensure accountability at various levels
Process of ~~the~~ board selection

Comments

- Abbreviations: TZ AWURA etc

Tanzania

UGANDA SITUATION

No Institutionalized assessment

- Some attempt has been made: Citizen report card
- Studies (value for money)
- Good governance working group:
 - MWE
 - Donors
 - private sector
 - NGOs
- Undertakings ??

Association of Water boards

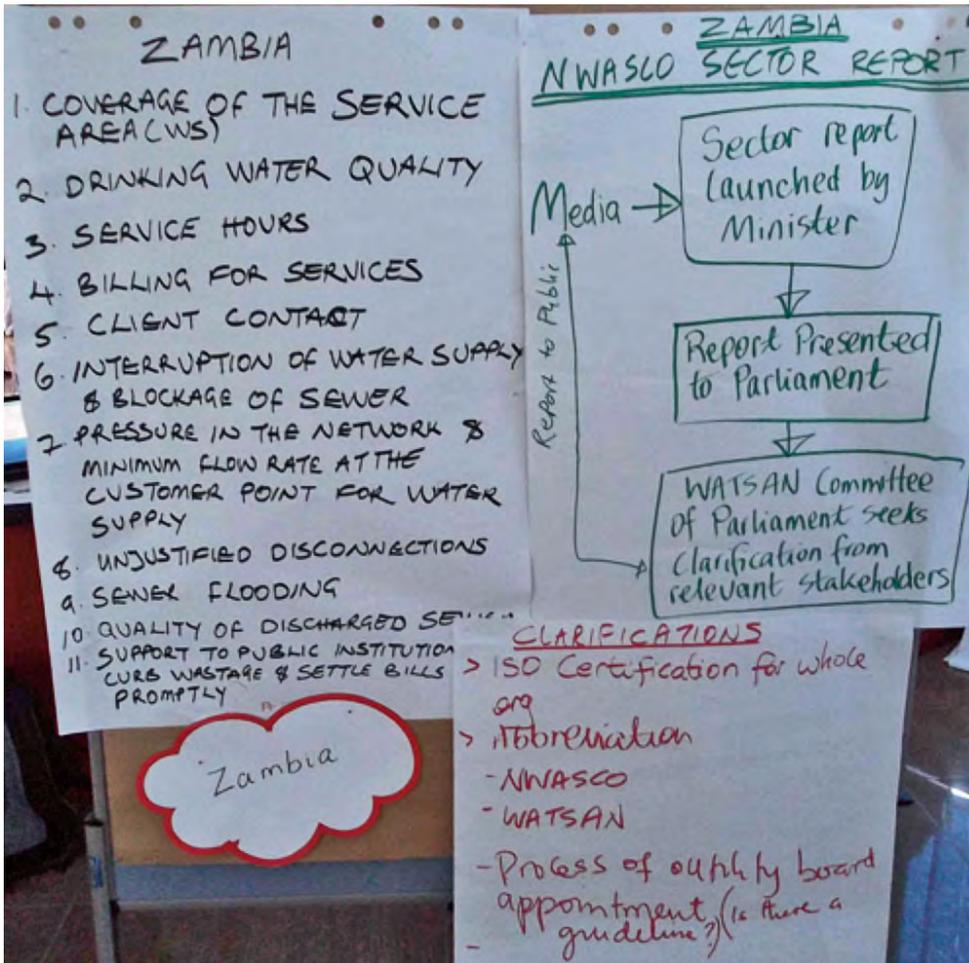
- Who drives the good governance working groups: external or internal driven
- How is good governance assessed? Indicators? reporting?
- What is the process of appointment of APRO
- Is there an independent regulator?

How is the consumer given an ear in the absence of an independent regulator?

Abbreviations

- Who funded citizen report card project?
- Process of institutionalising assessment

Uganda



Outcomes

The reflection on the sanitation situation in typical towns revealed that sewerage covers less than 10% of the population in all towns presented. This calls for a closer look into decentralised and on-site solutions, which will be emphasised in the course.

Resource information presented including the sanitation facts, the sanitation ladder, the videos and statistical data was very useful for purposes of appreciating the value of sanitation. CLTS (Community Led Total Sanitation) was new to most participants and discussed intensively. It would mostly work in rural areas and has to be adapted to each location.

Good examples given for water and sanitation governance were the case of Water Watch Groups and Water Action Groups for Zambia and Kenya respectively.

Keys to good governance were also outlined by a presentation of a video "Citizens report card".

Conventional Wastewater Treatment

Input

- ▶ Short presentation on classification of sanitation systems
- ▶ Each country group was to put together a waste water treatment method which they chose

Process

Country groups chose the following treatment methods and put together a presentation:

- Tanzania: Waste Stabilisation Ponds
- Zambia: Constructed Wetlands
- Kenya: Trickling Filters
- Uganda: Activated Sludge

Findings

Issues from Zambia Presentation

- Not much experience of this technology in Zambia. It is being piloted in two areas
- It would be a big challenge to use this technology for densely populated areas
- Thinning of the plants in the constructed wetland is key to help ensuring a constant flow
- Can be used for urban agriculture – e.g. there are results of planting bananas and pumpkins. The plants should not be with deep roots

Issues from Tanzania Presentation

- It is not always necessary to have the anaerobic pond – it helps mainly for high load absorption
- The Waste Stabilization Ponds have often 3 consecutive pond systems simply to guarantee that a high percentage of pathogens are removed.

Issues from Kenya Presentation

- It would have been good to have a photo of the system at the beginning of the presentation
- Looks like this technology has more Cons than Pros. It however depends on the situation. A decision should be based on the situation
- Many trickling filters in many countries have been observed not to be working. Question: Is this technology viable??

Issues from Uganda Presentation

- Very expensive and complicated system; as well not working in many towns of East Africa

Outcomes

The various sanitation options/technologies (including new ones) were appreciated. The involvement with one wastewater treatment option gave the participants the opportunity to understand the technology, as they were questioned by the other groups during the presentation. At the same time they got valuable comments for their way of presenting their case.

New methodologies: Country Fair, Prezi, Sanitation Clinic

Input

- ▶ The governance working groups had to present in the form of a country fair
- ▶ The nexus approach (no food security without WASH) was presented as Prezi
- ▶ Questions on on-site sanitation were discussed in the on-site sanitation clinic

Process

Country fair is a presentation method where all participants of group work are involved. Different working groups prepare each a presentation on a certain topic (wastewater treatment technology in our case). For the presentation, the participants are mixed up into new groups with one member of the original group present in each new group. The group results are displayed at different locations and in front of each group result a new group is positioned. Each member who has been involved in working on this presentation has now the task to explain it to the others. After a while, each group goes clockwise to the next result and here again, the member who has been working on this result will explain to the others. The important discussion topics are noted on the original group result flipchart or metaplan board.

Prezi is a communication tool that helps you organize, present, and share ideas, see www.prezi.com

Steps for the **on-site sanitation clinic**:

1. Country groups formulate one essential question (on-site sanitation)
2. One person (of the country group) is chosen to discuss it with others
3. Clinic: Participants choose, to which question they want to contribute (preferably not to one of their own country)
4. In the clinic, one person is chosen to take notes
5. The question thoroughly discussed will assist the country groups
6. Thoroughly discussed will assist the country groups

Findings

Country fair participants had the following comments

- The methodology is very good since everyone is given an opportunity to share
- The experience from different countries is more beneficial
- It is very enriching as an exercise and gives an opportunity to get more comments.

Citation from daily morning news:

„A new Facilitation method dubbed Country Fair has taken the City of Dar es Salaam by storm. Delegates to TOT3 were treated to a rare occasion when the main facilitator of TOT introduced the methodology. The Country Fair compels every participant to take part in the proceedings. This is a step ahead of the World Café Introduced in TOT1 at Sarova Panafric in Nairobi Kenya. All those wishing to loaf around were shocked to find out that a turn was awaiting their direct contribution.“

Prezi is a good way to break the monotony often surrounding powerpoint presentations. It is more animated and certainly can make presentations livelier. However you have to first learn the skills associated with making a good “Prezi”.

The questions discussed in the on-site sanitation clinic helped the country groups in thinking through their courses and modify and refine them.

Outcomes

The new methods were enlarging the participants' toolbox, which was already filled in courses ToT1 and ToT2. Especially the country fair was seen as very useful when presenting group work.

Sanitation options

Input

- ▶ **Video on ecological sanitation**
- ▶ **Short presentations on onsite sanitation options**
- ▶ **On-site sanitation clinic**

Process

Participants are astonished that there is a wide range of options between pit latrines and water borne sewerage. The media (video and powerpoint) helped to show all these options and make them understandable. Mr. Schaefer of GIZ, who has planning experience with water supply and sanitation in Mtwara/South Tanzania was available the whole day to answer questions and support the groups. The on-site sanitation clinic helped to discuss further the issues of on-site sanitation.

Findings

On-site sanitation:

Participants are already sensitised and very interested in on-site sanitation alongside with network based sanitation. A controversial issue is the question, if utilities should be responsible for on-site sanitation in the towns they supply with water.

Ecosan:

This topic was as well very much discussed with a special guest, Mr. Hajo Schaefer of GIZ Tanzania,. Some topics of the discussion:

- Can be adopted to South Sudan
- We found that Ecosan does not work for public toilets but for households with few members
- There is a cultural challenge
- The use of soil/ash can be cumbersome
- Containers with faeces is a good solution for high density areas
- Single vault ecosan systems will require emptying services, which could be run by the utility
- There is need for governance on sanitation for utilities and not just on sewerage services
- The challenge is to marry ecosan and centralised systems
- There is need to deliberately consider appropriate sanitation options
- What is cleaning material for the urine part of the ecosan system without affecting urinal nutrients (just little water is ok)
- Community involvement in operation and maintenance of ecosan systems is necessary

Outcomes

Should water and sewerage utilities be responsible for on-site sanitation? Can Ecosan make it as a widespread approach to sanitation?

Excursion

Input

- ▶ **Half-day visit at Zantel telecommunications company** (No permission to visit the Dar es Salaam wastewater treatment plant)

- ▶ Full day excursion to

 - School sanitation**, DEWATS (Decentralised Wastewater Treatment System) in operation

 - Ecosan toilet** in a high density area

 - DEWATS (Decentralised Wastewater Treatment System) at the CCBRT hospital** under construction, designed for 1,200 patients

Process

The visit (although not planned originally - but as an alternative to the Dar es Salaam sewage treatment plant) gave good insights in customer care and indicators for customer service as well as marketing strategies of a telephone company.

The excursion to the sanitation systems helped to compare the theoretical background of the day before with the systems in reality. 2 systems were operational and the users could be interviewed, while the third system could be seen under construction.

Findings

School sanitation at Machani ya Chai school

Participants were very positively astonished about the clean school toilets and the easy to understand sanitation system: water flush toilets --> biogas dome with production of biogas --> ABR (Anaerobic Buffled Reactor)-->PGF (Planted Gravel filter)-->French Drains. The de-termination of the head mistress of the school (who will retire next year) to bring decent sanitation of the school was as well recognised by all

Ecosan in a high-density area

For most of the participants it was like a revelation: Ecosan is something rather simple and effective. The committed women, who showed us her toilet she and the compound is using for more than 5 years was an excellent example that Ecosan is a good and practical alternative to pit latrines!

DEWATS (Decentralised Wastewater Treatment System) at the CCBRT hospital

The wastewater plant is under construction - this was an opportunity to see the same elements as at the school under construction - only that this one is much bigger and will cater for appr. 1.200 patients. All 3 sites visited are on low-lying areas with a ground water level close to the surface, where conventional systems do not work.



What did you learn from the field visit and what can you apply in your country?

- Commitment of the school head master
- DEWATS for schools is very appropriate
- The design for the DEWATS systems is crucial
- Possibilities to increase gas production by more organic matter
- The Kenyan IMPACT magazine will focus on sanitation and show practical solutions as we have seen yesterday
- Our emphasis so far has been on water: now we will shift to sanitation
- Promotion/awareness creation is important
- Utilities should have demonstration DEWATS to show to people
- DEWATS can also work on the household level
- DEWATS is a modular system that can be adapted to the circumstances
- Ecosan is much simpler than we thought

Outcomes

The excursion was an eye opener for many of the participants as it showed that alternatives to the conventional sewerage systems exist. These alternatives work and are not as costly as commonly implied. The examples of the sanitation systems were so convincing that the Kenyan group changed the focus of their country course to include MDs (Managing Directors) and create awareness on sanitation options. Other country courses were as well changed. More emphasis was put on sanitation options.

Country courses

Input

- ▶ **Country groups worked from day 3 on their sanitation courses, designed and started already in ToT1 and ToT2**
- ▶ **The groups were continuously visited by the facilitators and the GIZ expert on day 4. Information and additional material was provided as needed.**

Process

There was a short presentation on day 6 on sanitation options (Zambia and Tanzania) and in introduction to sanitation by the Kenya group. The groups worked very intensively. It was hard to convince them to take tea or to go for lunch. There was as well good cooperation between groups advising each other. Even after the closure at 17.00 hours groups stayed on to prepare for tomorrow.

Leveling of knowledge

Participants come from different backgrounds and different institutions. Some of them had not yet anything to do with sanitation, others quite little. Through the excursion and the intensive discussion and group work, they noticed themselves the leveling of the knowledge on sanitation. As one participant put it: the objectives of the training course are beginning to sink in!

Findings

Target groups for the country courses

- Concern was raised that target groups keep changing in some of the groups
- South Sudan: Management back home should have an input in the determination of the target group; but the course design can be adapted if the general target group is known
- Tanzania: Resources are required! We first need to convince the heads of the utilities about the importance of sanitation
- Is it a ToT (we should design) or training for those who will deliver?
- With the new knowledge, we realised that a wider target group in the utilities is needed
- Limited resources dictate that there is a focus required, i.e. a particular target group

Uganda group

The Uganda group is discussing the role of private operators in sanitation in the areas that they supply with water. Ideas are desludging, supervision/operation of DEWATS plants (?), advisory role for people on sanitation (but who pays?)

Presentation on sanitation options by the Zambia group

This was a very good presentation. Some comments were:

- Explain the urine diversion toilet at greater length
- NOWAC system might be taken out of the presentation
- Sludge has as well to be removed from a septic tank, but much less frequently than from a cesspool

Presentation on introduction to sanitation by the Kenyan group

Was giving a good introduction to the topic with first showing the global picture and then coming to the Kenyan situation. Some comments:

- Include more pictures
- Use less text in some of the slides
- Too academic (?)

Outcomes

The participants felt motivated to work further on their courses but also realised, that the available time might not be enough. But a very positive aspect is that country groups have been flexible enough to change the content and target groups of their courses in view of the new information they got.

Participants prepared a road map of how they will finalise the country course for the parts, which are left unfinished. The groups did impressive work during the course and are quite far so that the dates given for the work done seem realistic.

Road maps for the country courses:

Zambia

TOPIC	RESPONSIBLE PERSON	CONTENT STATUS	DEADLINE DATE
Situation Analysis	Chola Zamale	Framework done Lackng Pics	30/11/12
Relationships between Water & Sanitation	Siwa	Done Needs modification & Pictures	30/11/12
Health and Hygiene	Tuseko	Video found Posting down load internet challenges	30/11/12
Effective Communication	Zamiwe	Done Needs modification & Pictures	30/11/12
Tools for Community Mobilisation	Tuseko	Framework done Lackng Pictures	30/11/12
Sanitation Marketing	Mabvuto	Done Needs modification & Pictures	30/11/12
Introduction to Action Planning	Chola	Done	N/A
Introduction to centralized and decentralized systems	Gift	Video yet to be found & downloaded	30/11/12
Centralized & Decentralized Systems	Gift	Done	N/A
Sanitation options	Gift	Done	N/A
OxM Safety, Health and Environment	Chola	Content available Needs to be decided	15/12/12
Field trip instructions	Mabvuto	Video yet to be found	15/12/12
MMS	Chola Zamale	Done Package available higher link to system	N/A

Tanzania ROAD MAP

MISSING PARTS	RESPONSIBLE PERSON	TIME FRAME
DISEASE PROFILE	JOSEPHINE	12 th MARCH 2013
CHALLENGES OF SANITATION (ROLE PLAY)		
OPTM WASTE WATER MGT-SYSTEMS	VENANCE	20 th DEC 2012
WASTE WATER MANAGEMENT "OVER VIEW"	GENES	31 st DEC 2012
COMMUNITY INVOLVEMENT	CATHERINE	20 th DEC 2012
SANITATION AS BUSINESS	PIMA	25 th DEC 2012
HEALTH & SAFETY ASPECTS	ROMBON	24 th DEC 2012



Kenya ROAD MAP

AGENDA TOPICS	RESPONSIBLE PERSON	STATUS	AGENDA TOPICS	RESPONSIBLE PERSON	STATUS
Ecological Sanitation & Waste water mgmt	Peter Njagich	Complete	Introduction to Sanitation	Peter Njagich	Complete
Need for efficient O&M		Complete	Sanitation Options in Kenya		Complete
Types of waste water management systems		Complete	Definition & Objectives of Sanitation Systems and Technology		Complete
Situation Analysis of W&M Management in Kenya		Complete	Criteria for Choice of Sanitation System		Complete
Treatment process challenges and solutions		Complete	Introduction to Action Plans		Complete
Wastewater and Sludge re-use		Complete	Field Trip		Complete
O&M Procedures		Complete	Preparation of Action Plans		Complete
Quality Control & Monitoring Protocol		Complete			
Health and safety at workplace		Complete			
Reports & Documentation		Complete			
Process of continuous improvement	Complete				

South Sudan RSS Country Course Timetable

Missing point	Responsible Person	Delivery Date
Presentation on Strategic Plan Preparation	Khor	Dec 15, 2012
Breakdown of Powerpoint Presentations (Wed-Friday)	Khor	Dec 15, 2012

GANDA COURSE ROAD-MAP

MISSING PARTS	RESPONSIBLE PERSON	DELIVERED BY
POLICY & LEGAL FRAMEWORK	RONALD	Nov. 30 th
SANITATION MARKETING	MOSES	Dec 7 th
BEH. CHANGE (Role Play)	EMMA	Nov. 26 th
BUSINESS PLANNING	SAMUEL	Nov. 30 th
SANITATION FINANCING	SAMUEL	Dec 7 th

Sanitation promotion/marketing

Input

- ▶ **Video on World Toilet Day**
- ▶ **Videos on sanitation promotion/marketing**
- ▶ **Short powerpoint on demand creation**

Process

World Toilet Day was a good opportunity to promote sanitation in the country. The official video was shown and the Tanzanians had helped to prepare a press statement, which was forwarded to the GIZ office (see Annex)

Helpful suggestions for demand creation; awareness raising and promotion/marketing of sanitation came from the videos and power point presentations and were discussed.

Findings

The video from Tanzania on sanitation promotion stimulated the discussion. Sanitation coverage of 47% in rural areas of Tanzania with improved sanitation is impressive. The quality of sanitation has to be emphasised and is crucial.

Outcomes

Country courses will have one part that deals with sanitation promotion/marketing as it is crucial to first convince people of its necessity. Health aspects are not the prime motivators for people, as they are long-term benefits, which cannot be seen/experienced right away. Factors like convenience, comfort, privacy, safety, avoidance of sexual harassment or prestige are much more convincing.

Country presentations

Input

Every country group was asked to present within 20 min the target group and the agenda for their courses and give one presentation of one topic of their choice. The presentation was for the fellow participants, the guests from GIZ Germany, Mr. H. Heidemann and Ms. S. Sharaf and the coach, Mr. N. Mjema. Feedback was requested and given.

Process

From morning news of day 8:

„Country groups worked hard throughout the day to complete their presentations for Tuesday and their roadmaps for finalising country course designs. In developing their roadmaps, countries identified the gaps in information, the responsible person and the deadline dates for delivering their completed designs. TOT3 experts literally had to be chased out of the meeting room to join lunch, showing the serious levels of dedication to the development of their country course designs. Who would have thought sanitation could generate such interest?“

Findings

Comments on country presentations:

SSudan

- Reduce on top management structure when sanitation functions are incorporated
- Think of separating strategic planning from the course
- High profile participants – need to fine-tune the presentations
- Discuss with high ranking people to sample their mind and bring them on board
- High level facilitators to be helping
- Follow-up plan after the sensitisation (Action plan)
- Take care of afternoon presentations
- Plenary before presentations (active involvement of participants)

Uganda

- Agenda plan within working hours (leave out background activities)
- Visuals to come early in the presentation
- De-linkage between presentation and target group – context photos
- Presentation exceptional

Zambia

- Exceptional presentation
- Too formal?
- Feedback on facilitation style -> engage participants
- Has the presentation responded to the first picture?
- Need for a video for a success story
- Look at Demand Creation slide (bottom arrow?)
- Questions indicate need for clarity in the presentation
- Use of an attractor – good
- Audience-focussed presentation

Tanzania

- Too much content on some slides
- Visuals lacking
- Bullet points better
- Picture re-arrangement to fit the content
- Field visit suggested
- Change to begin with the top
- Timing must be reviewed

Kenya

- Some slides congested
- Nutrient cycle diagram needs explanation

- Color combinations
- Animation for the slide with four pictures
- Statistics: first global – then local
- Eco-San: Details on function and system?
- Reduce number of words
- Status quo: excellent!

Outcomes

The presentations were of very high quality and impressed the “guests” from Germany and Mr. N. Mjema. The feedback was rated as very valuable.

Kenya and SSudan were able to finish the agenda and the materials for the country courses, Zambia and Uganda have a roadmap to finish the course material before Christmas and for Tanzania, one small part will remain for after Christmas.

Participants Evaluation and Follow-up

Input

- ▶ **Formal evaluation with GIZ-questionnaires**
- ▶ **Most important learning aspects looking at all ToT courses**
- ▶ **Commitment for the sanitation cause**

Process

Participants had the opportunity to discuss with the WAVEPlus Program Manager regarding the sanitation courses developed throughout the ToT training and more general aspects of the WAVEPlus program. After the formal evaluation with the GIZ evaluation questionnaires, participants had the time to look back to all three ToT courses, look as well at the expectations for this course and mention their most important learning aspects.

Afterwards, all participants stood in a circle, holding on to a rope. They cut one part of the rope they were holding on to take home with them in order to remember the ToT courses and the important subject of sanitation.

Findings

Participants gave a short statement of their most important learning aspects:

Facilitation/training

- 15 p. mentioned the (drastic) improvement of their facilitation skills
- 3 p. mentioned that it was their first formal training as trainer
- 3 p. appreciated the (self -) assessment as facilitator/trainer
- 2 p. got new understanding in group dynamics
- Many made friends and feel empowered



Course design

- 8 p. mentioned specifically their new ability to design (and develop) courses
- 3 p. mentioned the agenda tool as an important tool for them

Sanitation

- 10 p. mentioned specifically their new insights into sanitation
- 6 p. mentioned experience sharing and the group as a networking platform
- 1 p. mentioned specifically Ecosan

Structure of the courses

- Structure of the design of the 3 ToT courses was appreciated, one participant drawing similarities with a house:
ToT 1 was the foundation, ToT 2 were the walls, ToT 3 was the roof

Outcomes

All participants committed themselves to the cause of sanitation and the orange piece of rope will remind them. Feedback after the course confirmed this commitment:

- One participant from Tanzania immediately designed plans of how to make people aware and then implement measures for sanitation improvement
- Others committed themselves in e-mails and Facebook
- The planning workshop after the course confirmed that the sanitation courses worked on during the ToT series will be implemented in 2013.

Reporting & Monitoring Tool

The importance of interactive collaboration, communication and documentation via the worldwide web is widely accepted since some years. With the increasing availability of devices and networks, this comes true as well for developing countries.

Over the years, the WAVE and WAVEplus program offered a variety of trainings, initiatives and activities on both national and regional levels. Not all of these activities have been documented sufficiently because of the lack of a common basis for documentation. This led to the fact that valuable results of activities and training are not available for all partners of the WAVEplus program.

Approach

The «Reporting & Monitoring» component of the ToTs 2012 intended to demonstrate participants the possibilities of web-based collaboration – not only in sense of social networks like Facebook et al, but also in terms of an adapted documentation network. The ToTs therefore were equipped with closed virtual workspaces. Beside the documentation of hand-outs and course documents, these workspaces offered participants and trainers interactive tools for the following purposes:

Announcement of regional or national activities:

The screenshot shows the 'WAVEplus training' website interface. The main heading is 'Regional Trainings & Workshops'. Below the heading, there is a search bar with the alphabet 'ABCDEFGHIJKLMNOPQRSTUVWXYZ' and a search icon. A table lists the following trainings:

(3) Date	Title of Training	Trainer(s)	
1. 24.09.-28.09.2012	Training Design and Facilitation	Alexandra Pres, Steven Mukibi	Details
2. 22.10 - 31.10.2012	Methods & Instruments for In-House Training	Nancy Barnes	Details
3. 12.11.-20.11.2012	Sewerage and Sanitation	Hans Hartung	Details



Created by	Alexandra Pres
Email	alexandra.pres@concepts4capacities.com
Title of Training	Training Design and Facilitation
Subtitle	ToT 1
Date	24.09.–28.09.2012
Date first day	2012.09.24
Place	Nairobi, Kenya. Venue: Panafric Hotel
Trainer(s)	Alexandra Pres, Steven Mukilbi
Short Description	First workshop series of Training of Trainers to develop their competencies with regard to design, implementation, facilitation and promotion of training course for water sector services providers.
Objectives	ToT I focuses on training design and the facilitator's role highlighting the role of training and adult tailored facilitation in the context HRD. It builds the ground for further practice of methods and in-house marketing and technical application.
Responsible Person	Heiko Heldemann
Countries	WAVE countries + Republic of South Sudan
Number of Participants	28
Summarized agenda	The role of training in HRD Principles of adult learning & training Role of a Facilitator Effective Facilitation Planning of Training Training Course Design
	Back

Evaluation and documentation of the individual performance of participants:

<table border="1"> <tr> <td>Created by</td> <td>Dirk Hangstein</td> </tr> <tr> <td>Email</td> <td>inbox@margraf-publishers.com</td> </tr> <tr> <td>Participants Name</td> <td>_____</td> </tr> <tr> <td>e-mail address</td> <td>_____</td> </tr> <tr> <td>Country</td> <td>Tanzania</td> </tr> <tr> <td>Institution</td> <td>_____</td> </tr> <tr> <td>Ranking ToT 1</td> <td>Sufficient</td> </tr> <tr> <td>Ranking ToT 2</td> <td>Good</td> </tr> <tr> <td>Ranking ToT 3</td> <td>Good</td> </tr> <tr> <td>Performance ToT 1</td> <td>Hard to evaluate as he is very shy, but always paying attention and very open to learn and to improve his skills, has to be challenged to open up</td> </tr> <tr> <td>Performance ToT 2</td> <td>Agree with ToT 1. He arrived on Day 4 and had to catch up. Needs encouragement to share his ideas. Did a very nice job facilitating on Day 8.</td> </tr> <tr> <td>Performance ToT 3</td> <td>Straightforward, honest and open person, who could make more out of his personality. 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Questionnaire: HRD	The main potential with regard to HRD in my organization is training for the middle level staff who have not had an opportunity to receive much training so far. Main challenge is the high cost of training if the staff have to be trained outside their work areas. Another challenge is the design of appropriate modules suitable for the various categories. Support, competencies needed: Additional skills in preparation of training modules and techniques for effective delivery to the trainees.																																						
Quest.: Background	My role as the CEO of the Water and Sanitation Authority is to ensure that water and sanitation services are delivered to the residents of the Municipality. The sanitation role is still silent because previously before the new Water Act 2009. the utility was only responsible for sewerage. With the new Act the utility is tasked with wider sanitation issues. A study for Water and Sanitation in low income areas was done for my area of operation and implementation of improved sanitation will soon be taken up.																																						
Questionnaire: Vision	To ensure maximum transfer of knowledge in order to improve the way people perceive water and sanitation issues, for them to take necessary actions for a healthier society. My priority is to work with those areas that will have most impact without neglecting the most needy.																																						
CV																																							
Back																																							

Instant workshop reporting and documentation on a daily basis:

Created by	Moses R. Mwesigwa
Email	mwesigwarm@gmail.com
Title of Training	Water Integrity Training
Report Date	2012.11.29
1st Topic & Issues	The Public Procurement and Disposal of Public Assets (PPDA) framework: stakeholder roles and responsibilities
Main Findings Topic 1	The procurement process in the country is usually associated with bribery and general lack of integrity. The presenter from PPDA engaged the participants in a very interesting discussion since the topic touched on the way the Private Operators are procured. different roles and responsibilities of all stakeholders were highlighted and explained. It was observed however that there are still overlapping mandates within the laws but efforts are underway to harmonise them. The time allocated for this session was not enough so adjustments had to be done to enable ample discussion.
2nd Topic & Issues	Guidelines for procurement of water service providers: status update
Main Findings Topic 2	The participants got to know the guidelines being suggested by the Ministry of Water and Environment regarding prequalification of Water Service Providers (WSP) and the proposed grading system of the water schemes and the WSPs with respect to complexity and ability.
3rd Topic & Issues	Clients Charter and APWO code of Conduct
Main Findings Topic 3	Most of the WSPs do not have client charters in place, a task that was given to APWO to develop a template so that all towns have a clients charter. The APWO code of conduct was also presented and every one given a copy to display in the respective offices
4th Topic & Issues	
Main Findings Topic 4	
5th Topic & Issues	
Main Findings Topic 5	
Open Questions	What can be done to implement the good procurement laws that are in place while promoting integrity?
General Remarks	This being the first time to implement the water integrity course, it was a learning process especially on time allocation to some of the topics.

Results

Interactive reporting tools have been developed and implemented to

- ▶ Ensure a smooth handover between the three ToTs
- ▶ Make participants of the ToTs familiar with the use of monitoring and reporting tools
- ▶ Make participants aware of the importance of a complete and transparent documentation
- ▶ Demonstrate the possibilities of a program-wide monitoring of activities
- ▶ Test the acceptance of interactive documentation tools

All three ToT-trainers made intensive use of the offered tools and provided a full day-by-day workshop documentation and a complete evaluation of the performance and potential of every participant. This made it easy for participants to realize that the tools are easy to use and about the importance.

It can be taken for proved that participants are ready and able to make use of web-based monitoring tools for WAVEplus activities 2013.

Recommendations

The following reporting and monitoring procedures are recommended:

- ▶ Announcement and description of all upcoming WAVEplus activities in 2013
- ▶ Establishment of virtual working rooms for all trainings, equipped with monitoring tools
- ▶ All trainers should commit themselves to use an unique online reporting format for their trainings
- ▶ Identification, evaluation and (online) publication of „Good Practices“ as results of the WAVEplus trainings

Conclusion

We would like to emphasize the **main reasons for the success** of the series of three subsequent ToTs:

- ▶ Course design of 3 courses which were built on each other („*ToT 1 was the foundation, ToT 2 were the walls, ToT 3 was the roof*“). The construction of three training courses created ownership
- ▶ The group remained together for all three courses
- ▶ Joint learning exercise (trainer and trainees) with the trainer rather in the position of a resource companion
- ▶ Combination of soft skills (facilitation, motivation, methodic factors...) with profound professional knowledge
- ▶ Practicing moderation and facilitation directly in the course
- ▶ Highlight on the development of own courses, ready for delivery and support for presentation and facilitation
- ▶ Satisfying the demand of the countries (sanitation is high on the list) and the demand of the participants (high demand for practical solutions in sanitation) created a high „ownership“ among participants.
- ▶ Exchange, peer-learning and co-constructive between the participant (and countries) was highly valued by the participants
- ▶ Emphasis on self-organized learning, participant-centered processes kept motivation and engagement high
- ▶ Experience exchange created mutual benefit (not for participants, only, but trainer team, too) and the generation of "new" knowledge

Possible amendments and risks

- ▶ More time in between part 2 and 3 so that participants could make more progress on the course content
- ▶ Series of subsequent trainings means that preparation and implementation is very time intense for the trainers
- ▶ Openness and willingness from participants to continuously adapt training flow and stay on the learning path is absolutely required
- ▶ Series of training courses with a trainer team means that a very good preparation and coordination is needed. In the 2012 series, the webspace added a value to provide a good coordination

Annex

Abbreviations

CC	Customer Care
DEWATS	Decentralized Wastewater Treatment System
ECOSAN	Ecological Sanitation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
HRD	Human Resources Development
NRW	Non-Revenue Water
O+M	Operation and Maintenance
TNA	Training Needs Assessment
ToT	Training of Trainers

Final design ToT 1

Date: 24.-28.09.2012
Place: Nairobi, Kenya
Participants: 27 Trainers from 5 WAVE countries
Trainers: Alexandra Pres & Steven Mukiibi

Day	Topic	Timing	Content	Specific topics	Method	Web-based work space
17.09.	Preparatory tasks	Deadline 20.09.	Get familiar with ToT1	Potential and challenges of training/trainers and HRD in the home organizations	Questions on web-based work space to get familiar with ToT1: 1) What are the main potentials / the main challenges with regard to HRD and Training in your home organization? 2) Which support / competences do you need to seize these potentials / to overcome these challenges?	(questions sent to participants by email)
24.09. Mon	Introduction	08:30 – 09:30	Welcome and Intro <ul style="list-style-type: none"> Background and objectives Agenda and formalities (timing, logistics etc.) Reporting and monitoring system 	Context WAVEplus, Objectives series of ToT Objectives ToT1	<ul style="list-style-type: none"> Presentation with respective information (<i>input prepared</i>) INPUT & FACILITATION: Alex	Trainer Team: Reporting of day 1 => web-based work space <i>Info main findings on promotion of training to be summarized and to be sent to Nancy</i>
		09:30 – 11:30 (incl. coffee break)	Presentation of participants	Position / trainer experience / trainer vision / training values	A4 Self-presentation format (<i>template prepared</i>) FACILITATION: Steven	
	Setting the scene	11:30 – 12:30	Leveling of expectations	With regard to the topics: Role of a Facilitator, Effective Facilitation, Preparation of a Training Course, Training Course Design	Meta-plan + clustering + discussion <ul style="list-style-type: none"> Brief summary feedback participants Additional comments on meta plan cards Feedback of trainers what can be covered FACILITATION: Steven	
		13:30 – 15:30	The role of training in HRD	The HRD wheel Establishing HRD and training framework Promotion of training	Input trainer team (<i>prepared</i>) INPUT: Alex World Cafe on Training Situation in home organizations (<i>instructions prepared</i>): <ul style="list-style-type: none"> HRD policy Role of training Training priorities (incl. sanitation) Presentation of main findings and discussion FACILITATION: Steven	
		15:30 – 16:45 (incl. coffee break)	Options to promote training		Group work on (<i>instructions prepared</i>): <ul style="list-style-type: none"> Promotion of training in home organization Presentation of main findings and discussion FACILITATION: Alex <i>Attention: Output ToT 1 = Input for ToT 2: "How to promote and</i>	



					to convince in-house mgt./decision makers of the necessity of a training course?"	
	Closing	16:45 – 17:30	Preparation day 2: <ul style="list-style-type: none"> Volunteer for morning news Volunteers acting as facilitators of discussions etc. 	Explanation morning news and facilitation, identification of volunteers, formalities	FACILITATION: Alex	
25.09. Tue	Intro	08:30 – 09:00	Morning news	Main findings day 1 Agenda day 2	To be done by participant	Trainer Team: Reporting of day 2 => web-based work space
	Training principles	09:00 – 12:30 (incl. coffee break)	Principles of training and adult learning	Basic principles of Adult Learning GIZ Didactics Crucial training principles Training cycle	Input trainer team (prepared) INPUT: Alex Group work (4 groups) on (instructions prepared): a) supportive learning environment, b) flexible learning and knowledge transfer, c) positive motivation and reinforcement, d) constructive communication and feedback Presentation of main findings and discussion FACILITATION: Steven, co-facilitation of discussion to be done by participant acting as co-facilitator	
	Role of a Facilitator	13:30 – 17:00 (incl. coffee break)	The Facilitator's functions and competencies	Main roles and responsibilities Underlying competencies Like and unlike qualities	Input trainer team (prepared) INPUT: Alex Self-assessment facilitator competency (template prepared) Brief discussion: Something you want to share? FACILITATION: Steven Role plays: 4 groups, one topic: role of training and its promotion, different roles (instructions prepared) explanation: Alex, facilitation of groups by participants acting as facilitators Plenary discussion on role plays (including feedback to actors) FACILITATION: Steven Attention: Output ToT 1 = Input ToT 2: course design => facilitation skills	
	Closing	17:00 – 17:30 h	Feedback to actors (participants acting as co-facilitator) Preparation day 3: <ul style="list-style-type: none"> Volunteer for morning news Volunteers acting as facilitators of discussion 	Identification of volunteers, formalities	FACILITATION: Alex	
26.09. Wed	Intro	08:30 – 09:00	Morning news	Main findings day 2 Agenda day 3	To be done by participant	Trainer Team: Reporting of day 3 => web-based work space
	Effective facilitation	09:00 – 12.30 (incl. coffee break)	Tips for effective training and discussion leadership	Tips for planning and preparation Behavioral tips Tips for training techniques	Brainstorming on tips on facilitation of difficult situations / difficult participants Input trainer team (prepared) INPUT: Alex Group work (4 groups) on (instructions prepared): effective involvement of persons with different professional background, effective involvement of external experts Presentation of main findings and discussion FACILITATION: Steven	Info main findings on facilitation competency and involvement of external expertise to be summarized and to be sent to Nancy as well as to Hans

					<p><i>co-facilitation of discussion to be done by participant acting as co-facilitator</i></p> <p><i>Attention: Output ToT 1 = Input ToT 2: facilitation skills as well as Input ToT3: How to involve external expertise?</i></p>
	Preparation of a Training Course	13:30 – 16:45 (incl. coffee break)	Preparation of a Training Course	<p>Elements creating a Training Course</p> <p>Important tasks preparing a Training Course</p> <p>The crucial activity: Training Needs Assessment</p>	<p>Input trainer team (<i>prepared</i>)</p> <p><i>INPUT: Alex</i></p> <p>Fishbowl on promotion of training</p> <p>Group work (5 groups) on (<i>instructions prepared</i>): TNA to improve sanitation in home country considering desired performance, participants' analysis, support</p> <p>Presentation of group work and plenary discussion (focus on constraints and challenges conducting a TNA)</p> <p><i>FACILITATION: Steven, co-facilitation of discussion to be done by participant acting as co-facilitator</i></p> <p><i>Attention: Setting the ground for ToT 2, assessment will be practiced by using "Sanitation" as an example => input "course design" ToT2 as well as ToT3</i></p>
	Closing	16:45 – 17:30	<p>Feedback to actors (participants acting as co-facilitator)</p> <p>Preparation day 4:</p> <ul style="list-style-type: none"> ▪ Volunteer for morning news ▪ Volunteer acting as facilitator of discussion 	<p>Identification of volunteers, formalities</p> <p><i>FACILITATION: Alex</i></p>	
27.09. Thu	Intro	08:30 – 09:00	Morning news	<p>Main findings day 3</p> <p>Agenda day 4</p>	<p><i>To be done by participant</i></p>
	Preparation of a Training Course	09:00 – 12:30	Preparation of a Training Course	Country TNA on sanitation	<p>Presentation of group work (TNAs per country)</p>
	Training Course Design	13:30 – 16:45	Principal steps developing a training course design	<p>Learning objectives and outcomes</p> <p>Training structure and content</p> <p>Learning experiences and methods</p> <p>Training material and resources</p>	<p>Input trainer team (<i>prepared</i>)</p> <p><i>INPUT: Alex</i></p> <p>Group work (5 groups) on (<i>instructions prepared</i>): Development of a design for a Training Course "State of the Art of Sanitation in home country", for water utility personnel considering learning outcomes, content and topics (e.g. strength and weaknesses, stakeholders and division of roles, OD and training needs), learning experiences and methods, resources</p> <p><i>FACILITATION: Steven, co-facilitation of discussion to be done by participant acting as co-facilitator</i></p> <p><i>Attention: Setting the ground for ToT 2 and ToT3, definition of learning objectives and outcomes by using "Sanitation" as an example => input "course design" ToT2 as well as ToT3</i></p>
	Closing	16:45 –	Feedback to actors (participants	Identification of volun-	<i>FACILITATION: Alex</i>

Trainer Team: Reporting of day 4 => web-based work space

Info main findings on sanitation needs assessment, learning outcomes and objectives to be summarized and to be sent to Nancy as well as to Hans

		17:30	acting as co-facilitator) Preparation day 5: <ul style="list-style-type: none"> ▪ Volunteer for morning news ▪ Volunteer acting as facilitator of discussion 	teers, formalities		
28.09. Fri	Intro	08:30 – 09:00	Morning news	Main findings day 4 Agenda day 5	<i>To be done by participant</i>	Trainer Team: Reporting of day 5 => web-based work space
	Training Course Design	09:00 – 11:00 (incl. coffee break)	Presentation of a first draft design for a Training Course on Sanitation	Designs of working groups	Presentation of designs and discussion (focus on constrains and challenges developing a design => input ToT2) <i>FACILITATION: Steven</i> <i>Attention: Setting the ground for ToT 2 and ToT3, design development by using "Sanitation" as an example => input "course design" ToT2 as well as ToT3</i>	Follow-up on web-based work space (to be discussed) <i>Info main findings on sanitation training course design to be summarized and to be sent to Nancy as well as to Hans</i>
	Closing	11:00 – 13:00	Feedback to actors (participants acting as facilitator) Follow-up + outlook Evaluation Closing words GIZ	To dos and up-coming ToTs Recommendations and evaluation	<i>FACILITATION: Alex (evaluation sheet prepared)</i>	

Final Design ToT2

The following agenda depicts the approach to ToT 2 and the topics covered. This agenda comes from the Agenda Tool that was introduced to ToT 2 participants who enthusiastically embraced it as a useful tool.

Tuesday, October 23, 2012		Communications and Facilitation	
Minutes	1		
60	8:30	9:30	Formalities (Venue, Time, Programme, Rules)
60	9:30	10:30	Introductions and Expectations
15	10:30	10:45	Break
60	10:45	11:45	Review of TOT 1
60	11:45	12:45	Lunch
30	12:45	13:15	Communications Seminar
60	13:15	14:15	Communications Exercise
30	14:15	14:45	Communication Videos
15	14:45	15:00	Break
90	15:00	16:30	Facilitation Tips, Exercise and Discussion
20	16:30	16:50	Daily Recap
30	16:50	17:20	Facilitation Group 2 Meeting
			Homework: read Training Chapter from Guidebook
Wednesday, October 24, 2012		Training Support and Training Agenda	
Minutes	2		
30	8:30	9:00	Morning News and Feedback on Training Chapter
90	9:00	10:30	Training Promotion and Support: Meeting the Challenges
30	10:30	11:00	Break
30	11:00	11:30	Perspective on Training Development
30	11:30	12:00	The Agenda Tool
60	12:00	13:00	Lunch
90	13:00	14:30	Delivery Techniques and Trainer Tools
15	14:30	14:45	Break
90	14:45	16:15	Exercise: Develop Detailed Agenda - complete tool
30	16:15	16:45	Daily Recap
30	16:45	17:15	Facilitation Group 3 Meeting
Thursday, October 25, 2012		Course Development and Delivery - Day 1	
Minutes	3		
30	8:30	9:00	Morning News
75	9:00	10:15	Present Agendas and Reasoning - 5 Teams
15	10:15	10:30	Break
30	10:30	11:00	Effective Presentations and Ice Breakers
60	11:00	12:00	Exercise: Detailed Daily Planning - Ice Breakers and Team Formation
60	12:00	13:00	Lunch
90	13:00	14:30	Exercise: Detailed Daily Planning - Presentations for Day 1
15	14:30	14:45	Break
90	14:45	16:15	Exercise: Detailed Daily Planning - Exercises and Group Work for Day 1
30	16:15	16:45	Daily Recap
30	16:45	17:15	Facilitation Group 4 Meeting
	17:15	17:15	Homework: Read Effective Presentations Chapter
Friday, October 26, 2012		Course Development and Delivery - Day 2	
Minutes	4		
30	8:30	9:00	Morning News and Feedback on Effective Presentations Chapter
90	9:00	10:30	Group Presentations of Day 1 Plan with Facilitation
15	10:30	10:45	Break
90	10:45	12:15	Exercise: Detailed Daily Planning - Presentations for Day 2
60	12:15	13:15	Lunch
90	13:15	14:45	Exercise: Detailed Daily Planning - Exercises and Group Work for Day 2
15	14:45	15:00	Break
60	15:00	16:00	Group Discussion on the Challenges of Course Development; Troubleshooting
30	16:00	16:30	Daily Recap
30	16:30	17:00	Facilitation Group 5 Meeting

Saturday, October 27, 2012		Course Development and Delivery - Day 3	
Minutes	5		
15	8:30	8:45	Morning News
90	8:45	10:15	Group Presentations of Day 2 Plan with Facilitation
20	10:15	10:35	Break
90	10:35	12:05	Exercise: Detailed Daily Planning - Presentations for Day 3
60	12:05	13:05	Lunch
90	13:05	14:35	Exercise: Detailed Daily Planning - Exercises and Group Work for Day 3
15	14:35	14:50	Break
30	14:50	15:20	Daily Recap and Weekend Instructions
30	15:20	15:50	Facilitation Group 6 Meeting
Sunday, October 28, 2012		Day off	
	6	Homework: revise your course plans with ideas that you gain from other groups	
Monday, October 29, 2012		Course Development and Delivery - Day 4	
Minutes	7		
30	8:30	9:00	Morning News and Feedback on Guidebook Chapters
90	9:00	10:30	Videos of People Facilitating with Feedback
30	10:30	11:00	Break
90	11:00	12:30	Exercise: Detailed Daily Planning - Presentations for Day 4
60	12:30	13:30	Lunch
90	13:30	15:00	Exercise: Detailed Daily Planning - Exercises and Group Work for Day 4
15	15:00	15:15	Break
90	15:15	16:45	Group Presentations of Days 3 and 4 Plan with Facilitation
30	16:45	17:15	Daily Recap
30	17:15	17:45	Facilitation Group 7 Meeting
120	17:45	19:45	Dinner
Tuesday, October 30, 2012		Course Development and Delivery - Day 5	
Minutes	8		
30	8:30	9:00	Morning News
90	9:00	10:30	Exercise: Detailed Daily Planning - Presentations for Day 5
15	10:30	10:45	Break
90	10:45	12:15	Exercise: Detailed Daily Planning - Exercises and Group Work for Day 5
60	12:15	13:15	Lunch
90	13:15	14:45	Group Presentations of Day 5 Plan with Facilitation
15	14:45	15:00	Break
60	15:00	16:00	Time to continue work on course materials and prepare for tomorrow
30	16:00	16:30	Daily Recap
5	16:30	16:35	Homework: Prepare for Tomorrow
30	16:35	17:05	Facilitation Group 8 Meeting
Wednesday, October 31, 2012		Deliver Part of a Course	
Minutes	9		
30	8:30	9:00	Morning News
60	9:00	10:00	Group Presentations and Feedback - 2 Groups
15	10:00	10:15	Break
135	10:15	12:30	Group Presentations and Feedback - 3 Groups; explanation for next exercise
60	12:30	13:30	Lunch
60	13:30	14:30	Exercises: Perform 1 Exercise from Group work- Fish Bowl on Cholera Epidemic
30	14:30	15:00	Discussion of the best thing about this course
30	15:00	15:30	Break
15	15:30	15:45	Expectations Met?
30	15:45	16:15	How can TOT 3 help you finish your course?
15	16:15	16:30	Course Conclusion

Final Design ToT3

The following agenda depicts the approach to ToT 3 and the topics covered. This agenda comes from the Agenda Tool that was introduced to ToT 2 participants who found it as a useful tool.

Sonntag, 11. November 12	Day	0	Arrival at Venue
		17:00-0	Arrival at Venue
Montag, 12. November 12	Day	1	Intro and Sanitation in my town
Minutes	Lead Facilitator	Group 2 & Hans	
30	9:00	9:30	Morning News from TOT 2
60	9:30	10:30	Introduction: Formalities, Context, Objectives, Agenda, Personal Profiles
30	10:30	11:00	Break
60	11:00	12:00	Personal Profiles continued with the journey through ToT 1 and ToT 2
30	12:00	12:30	Co-creating the vision of the course
60	12:30	13:30	Lunch
60	13:30	14:30	Exercise in country groups: a typical town of my country and its sanitation system
30	14:30	15:00	Presentation in different formats
30	15:00	15:30	Break
30	15:30	16:00	Presentation continued
60	16:00	17:00	Sanitation - general aspects, a brief overview
15	17:00	17:15	Evaluation
Dienstag, 13. November 12	Day	2	Governance and Technical Sanitation Systems
Minutes	Lead Facilitator	Group 3 & Hans	
30	9:00	9:30	Morning News
20	9:30	9:50	Governance: general aspects
40	9:50	10:30	Group work on Governance in my country
30	10:30	11:00	Break
60	11:00	12:00	Country Fair on Governance
30	12:00	12:30	No food security without WASH (Water, Sanitation and Hygiene)
60	12:30	13:30	Lunch
30	13:30	14:00	Technical Sanitation Systems
60	14:00	15:00	Group Work: Prepare a Presentation on a Waste Water Treatment System (Pond, Constructed Wetland, Trickling Filter, Activated Sludge,....)
30	15:00	15:30	Break
90	15:30	17:00	Presentation of Group work
15	17:00	17:15	Evaluation
Mittwoch, 14. November 12	Day	3	Wastewater treatment
Minutes	Lead Facilitator	Group 4 & Hans	
15	9:00	9:15	Morning News
225	9:15	13:00	Visit of Zantel (customer care, marketing)
60	13:00	14:00	Lunch
30	14:00	14:30	Lessons learnt from the trip
45	14:30	15:15	Work on country courses & consultations
15	15:15	15:30	Break
60	15:30	16:30	Work on country courses & consultations
30	16:30	17:00	Where do the groups stand?
15	17:00	17:15	Daily evaluation
Donnerstag, 15. November 12	Day	4	On-site Sanitation
Minutes	Lead Facilitator	Group 5 & Hans	
30	9:00	9:30	Morning News
30	9:30	10:00	On-site Sanitation
30	10:00	10:30	Discussion
30	10:30	11:00	Break
30	11:00	11:30	Ecosan & questions
30	11:30	12:00	Country groups: Formulation of one important question
30	12:00	12:30	On-site sanitation clinic
60	12:30	13:30	Lunch
45	13:30	14:15	Learning from the clinic and the method
45	14:15	15:00	Country groups work on onsite sanitation
30	15:00	15:30	Break
75	15:30	16:45	Country groups continued
15	16:45	17:00	Discussion of tomorrow's visit
15	17:00	17:15	Evaluation

Freitag, 16. November 12		Day	5	Decentralized Sanitation Systems
Minutes		Lead Facilitator		Group 6 & Hans
450		9:00	16:30	Visit of decentralized sanitation systems and Ecosan
Samstag, 17. November 12		Day	6	Centralized vs. Decentralized, work on courses
Minutes		Lead Facilitator		Group 7 & Hans
30		9:00	9:30	Morning News (Days 4 & 5)
30		9:30	10:00	What was my most important learning of yesterday's visits? What can I apply?
30		10:00	10:30	Important aspects of the sanitation systems visited
30		10:30	11:00	Break
90		11:00	12:30	Work on country courses
60		12:30	13:30	Lunch
90		13:30	15:00	Work on country courses
30		15:00	15:30	Break
120		15:30	17:30	Presentation of parts of 3 country courses with intensive discussion
15		17:30	17:45	Daily evaluation
Sonntag, 18. November 12		Day	7	Day off
Minutes		Lead Facilitator		All
		9:00	9:00	country groups work on their own
Montag, 19. November 12		Day	8	Work on courses
Minutes		Lead Facilitator		Group 8 & Hans
30		9:00	9:30	Morning News
30		9:30	10:00	Announcements re. Country courses, their presentation tomorrow and the time table to finish them
30		10:00	10:30	Sanitation promotion & marketing
30		10:30	11:00	Break
90		11:00	12:30	Country groups
60		12:30	13:30	Lunch
90		13:30	15:00	Work on country courses
30		15:00	15:30	Break
45		15:30	16:15	Work on country courses continued
45		16:15	17:00	Where do we stand with the courses, Prepare time plan
		17:00	17:00	Daily evaluation
Dienstag, 20. November 12		Day	9	Presentation of courses
Minutes		Lead Facilitator		Group 1 & Hans
30		9:00	9:30	Morning News for Day 8 & highlights of the morning news from Day 1 to Day 7
30		9:30	10:00	Review of ToT 1 - 3
30		10:00	10:30	Time Planning for the completion of the country courses
30		10:30	11:00	Break
90		11:00	12:30	3 Country presentations
60		12:30	13:30	Lunch
60		13:30	14:30	2 Country presentations
30		14:30	15:00	Discussion with the programme manager
30		15:00	15:30	Break
30		15:30	16:00	Evaluation, certificates
30		16:00	16:30	How to go on? Saying good by

Facilitation Group Assignments in ToT2

Each Facilitation Group had to do these things on their assigned day:

1. Prepare Morning News for your day, report it and record it in the PowerPoint
2. Prepare materials for the day – 28 copies of handouts
3. Review PPT and handouts on website
4. In the morning, make sure the equipment is operating properly and the PPT is loaded
5. Facilitate the Daily Recap and record results:
 - Give assignment to write ideas on cards about what we learned today and put on pin-board
 - Lead discussion to summarize the day
 - Record results in PowerPoint and with pictures of pin boards
6. Document the day's results and post on website
 - Type directly into PowerPoint at appropriate points and post the PPT with results on the website
 - Pictures of pin boards are fine, a Word file would be even better
7. Make sure the equipment is shut off at the end of the day
8. The daily facilitation also includes specific things as follows:

Day 1, Facilitation Group 1

- Expectations
 - Participants put three top expectations on a card and put it on the pin board
 - Review and summarize Expectations
- Review of TOT 1 – Lead Discussion and Summarize at the end
 - What you learned
 - How you are putting it to good use
 - What was the best thing about TOT 1?
- Communications Exercise
 - Have copies of the activity sheet
 - Get volunteers, make assignments
 - Do the role play
 - Facilitate the discussion
- Video Clips about Communications
 - Show the videos
 - Lead the discussion about what we can learn from the videos
- Facilitation Tips Discussion
 - Review of Facilitation Tips from TOT 1
 - How are we doing today?
- Facilitation Exercise using Activity Sheet
 - Identify a great facilitator
 - List the qualities of that facilitator
 - Compare yourself to those qualities
 - 5 People present their results in 5 minutes

Day 2, Facilitation Group 2

- Meeting the Challenges of Promoting In-House Training
 - Lead the participants as each country working group presents its ideas or overcoming challenges
 - Summarize the ways to overcome challenges and get the group to agree on the best ideas
- Daily Planning and Techniques
 - Facilitate Discussion on ways to deliver training
 - Facilitate Discussion on tools for the trainer
 - Facilitate Country Group Presentations on techniques and tools to use; record results in PowerPoint
- Daily Recap
 - Give assignment to write ideas on cards about what we learned today and put on pin-board
 - Lead discussion to summarize the day
 - Record in PowerPoint

Day 3, Facilitation Group 3

- Country Group presentations of their agendas
 - Facilitate feedback
 - Record ideas in PowerPoint
- Ice Breakers, Energizers and Team Formation Techniques
 - Facilitate discussion of what people have experienced
 - Record ideas in PowerPoint

Day 4, Facilitation Group 4

- Facilitate Group Presentations of Day 1 Plan
 - After the presentations, ask for group feedback
- What Ice Breakers have you experienced?
 - Ask people to tell about Ice Breakers they have done in other courses and record in PowerPoint
- What Energizers have you experienced?
 - Ask people to tell about Energizers they have done in other courses and record in PowerPoint
- What Team Formation and Team Building Techniques have you experienced?
 - Ask people to tell about Energizers they have done in other courses and record in PowerPoint
- Challenges in Course Development
 - Facilitate discussion and trouble shooting of challenges the groups may be facing as they develop their courses

Day 5, Facilitation Group 5

- Facilitate Group Presentations of Day 2 Plan
 - After the presentations, ask for group feedback
- Facilitate Group Presentations of Day 3 Plan
 - After the presentations, ask for group feedback

Day 6, Facilitation Group 6

- Videos of People Facilitating with Feedback
 - Show video of one person for about 5 minutes

Ask the person in the video to comment on their performance

Ask the group for feedback on how the person did

- Facilitate Group Presentations of Day 4 Plan

After the presentations, ask for group feedback

Day 7, Facilitation Group 7

- Videos of People Facilitating with Feedback

Show video of one person for about 5 minutes

Ask the person in the video to comment on their performance

Ask the group for feedback on how the person did

- Facilitate Group Presentations of Day 5 Plan

After the presentations, ask for group feedback

Day 8, Facilitation Group 8, Specific Facilitation

- Country Group Course Presentations and Feedback

Lead 10 minute feedback after each presentation

- The Exercise Experiment

Ask for each group's favorite exercise and group work assignment

Record these ideas on flip charts and on the PowerPoint slide

Ask the group to vote on each idea and pick the ones they would like to try – one exercise and one group assignment

After the “experiment” ask the group for feedback and put it in the Power-Point

- What have we learned? How can we apply it?

Each person answers these questions and puts them on pin board

Facilitators review and summarize

Add the ideas to PowerPoint and take a picture of the pin-board

- Expectations Met?

Review the in-board from Day 1

For each expectation- ask if it has been met

Are there any expectations that have not been met? If so, put them on the PowerPoint slide

- How can TOT 3 help you finish your course?

- Lead the discussion and note the ways that TOT 3 can help on the Power-Point Slides



Personal Profile

PERSONAL PRESENTATION

Name:

Country:

Institution:

My professional situation:

My motivation and my aim for this workshop:

My relation to the workshop topic:
(e.g. what comes to my mind when I think about "Sanitation")

My journey through ToT1 & ToT2 (draw/main points/..)

My picture
(draw yourself)

Press statement on World Toilet Day

GIZ WAVEplus Programme in support of World Toilet Day

The GIZ multi-country program WAVEplus supports water and sanitation sector institutions in Kenya, Tanzania, Uganda, Zambia and Southern Sudan with human capacity building. 25 experts from the water and sanitation sector are meeting presently in Dar es Salaam from 11 to 20 November to learn and exchange about practical solutions to tackle the sanitation issues in their countries. The question of how to combine centralised sewerage with old and new approaches to on-site solutions has created new insights. Inspiring, affordable solutions for school, household and hospital sanitation were visited in Dar es Salaam. It has convinced the experts to take these examples further to their institutions. They will assist in spreading their new ideas to reach a large section of the population. An increased effectiveness and efficiency will contribute to better service provision with larger numbers of population groups getting access to sanitation services.

The experts appreciate the efforts of the Tanzanian government to raise awareness on the sanitation issue on World Toilet Day. They are determined to use their acquired knowledge and experience to assist in promoting appropriate and affordable sanitation solutions in their respective countries. Participants join with the Tanzanian Community on this World Toilet Day and say SANITATION IS DIGNITY.