Social Organisation Training Course Module

Water and Sanitation Programme
Human Resource Development Unit

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SOCIAL ORGANISATION

Training Course

MRRD / DACAAR

Duration: 3 days

Contents of Social Organisation Training Course

Social Organisation Course Objectives

By the end of the training course the participants should have gained the following:

- Respect for the experience, skills and wisdom of village communities
- Understanding of the concept of empowerment, social organisation and participation.
- Ability to evaluate the degree of participation in project implementation.
- Understanding of role of the Social Organiser/Engineer in the Development process.
- Understand the importance of community participation
- Understand the importance of and practice of community based well operation and maintenance systems
- Basic skills for analysing village-level political and social structures

Social Organization Training Schedule

Day One

Time	Topics	Resource Person
0830 – 1000	Introduction, Knowing each other, Fears and Expectation, Methodology and schedule	Trainer(s)
1000 – 1030	Tea break	
1030 – 1130	Poverty and Empowerment	
1130 – 1230	Development and Empowerment	
1230 – 0130	Lunch and prayers	
0130 – 0235	Empowerment	
0235 – 0300	Tea Break	
0300 – 0350	Mechanic, Spare Parts Shop and HIT team	
0350 – 0400	Wrap up Session	

Tea breaks for 15 to 30 minutes at approximately 1000 am 0300 pm
Lunch and prayers from approximately 1230-0130

Day Two

Time	Topics	Resource Person
0830 – 0900	Review	Trainer(s)
0900 – 1000	Social Organisation	
1000 – 1015	Tea break	
1015 – 1230	Participation	
1230 – 0130	Lunch and Prayers	
0200 – 0300	Evaluation of Participation	
0300 – 0315	Tea Break	
0315 – 0345	Role of Engineer/Social Organiser	
0345 – 0400	Wrap up of session	

Tea breaks for 15 to 30 minutes at approximately 1000 am 0300 pm
Lunch and prayers from approximately 1230-0130

Day Three

Time	Topics	Resource Person
0830 – 0900	Review of the previous session	Trainer
0900 – 1000	Characteristics of SO (Johari Window)	
1000 – 1015	Tea Break	
1015 – 1230	How to Approach the Community	
1230 – 0130	Lunch and Prayers	
0130 – 0230	Village Power Networks	
0230 – 0245	Tea Break	
0245 – 0400	Evaluation of the training Course and Distribution of certificates	

Tea breaks for 15 to 30 minutes at approximately 1000 am 0300 pm
Lunch and prayers from approximately 1230-0130

Summary of Training Sessions

Day 1
• Poverty and Empowerment. • Development and Empowerment

Day 2
• Social Organisation • Participation. • Role of the Engineer/Social Organiser

Day 3
• Characteristics of SO (Johari Window) • How to Approach the Community • Village Power Networks • Evaluation of the Workshop

Day 1

Training Events	Time Needed	Training Methodology	Supporting Documentation
Opening session Introduction, fears and expectations, methodology, schedule	1 hour	Brainstorming	Handouts .1.1, 1.2
Poverty and Empowerment	2 hours	Brainstorming Group Work	Handouts No. 1.31 and 1.32
Development and Empowerment	1 hour 45 minutes	Brainstorming Group Work Drama	Handout No. 1.4
Handpump Mechanic, Spare Parts Shop & HIT team	45 minutes	Presentation Brainstorming	Annex 7, 9, & 10
Wrap up Session	15 minutes	Presentation	
Total Time	5 hours 30 minutes + 1 hour 30 minutes for lunch and 30 minutes for tea breaks		

Opening Session

A participant recites verses from the Koran

Introduction: An opportunity for everyone to get to know each other – game.

Fears and Expectations

Participants' briefly outline their expectations and fears on different coloured cards. Pin the cards on the board and reflect on the key fears and expectations highlighted by the participants and explain whether it would be possible to address them in the course of the training.

The trainer should explain to the participants that he has a fear and some expectations. The trainer fears that participants will expect the trainer to be giving them knowledge. Training is not filling participants with knowledge, instead:

- Training is about communicating new ideas to participants and encouraging them to accept new ideas and use them.
- Training is organising the knowledge that participants already have in such a way that they recognise their knowledge and make better use of it.
- Training is enabling participants to share ideas and experiences with each other so that they enrich each other's knowledge.

Ground Rules

Ask the participants to state what is allowed and what is not. Get consensus and write the ground rules on a flip chart. The rules are to be followed by all.

Workshop Objectives

Show the Workshop Objectives Handout No. 1.1. Discuss each point briefly to ensure clarity.

Schedule

Show the Workshop Schedule Handout C. Point out the topics to be covered. Be sure to emphasise the need to be on time for all sessions and to observe the ground rules

Poverty and Empowerment

Objectives

By the end of this session the participants should have understood:

- Poverty is relative; it varies between countries, cultures and communities.
- Poverty is perpetuated as much by powerlessness as by lack of resources.

Poverty and Empowerment

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Step 1

Ask participants this question:

What is 'Poverty'?

Record the participants' definitions on a flip chart.
A simple definition is:
'Poverty means not being able to fulfil basic needs'

Basic needs include: food, drinking water, fuel, health care, education and clothes/shelter

Step 2 See Annex 6

Divide the participants into small groups. Try and partner participants from different provinces. Hand out copies of the UNICEF statistics for 'number of households with no safe drinking water from pump or protected spring' and then ask them to examine the statistics and answer the following question:

What percentages of people in your province do not have a safe drinking water source?

Record the information for each province. Rank them in order.

Step 3

Trainer says I want you to choose one particular area of Afghanistan and answer the question: What are the criteria for poor and wealthy? Ask them to imagine that they have been asked to do a survey in the area so as to be able to survey what proportion of people are poor. Tell them they can ask only five questions Write the questions down and say why you are asking them.

What are the criteria for 'Poor' and 'Wealthy'

Ask each group to write down their answers according to their experience.

Groups to present their findings.

After the groups have presented it should be obvious that poverty varies between areas.

Step 4
Trainer describes what poverty means in Bangladesh.

In Bangladesh 60% of the population live in poverty meaning that they eat less than one meal per day. These 60% are land less and therefore depend on agricultural wage labour. For 40% of the year there is no work so that they have no food. For the rest of the year they eat rice once a day or twice, if they are lucky. They have pulses with their rice maybe once a week, they eat famine vegetables which means that they eat the plants that grow wild along the side of paths etc. They buy only rice, sometimes pulses, salt and chillies. They eat meat once a year at Eid. They eat fish only if they steal it from pond or stream. They own one piece of clothing each no shirt or shoes, small children have no clothes.
Trainer says
From the different examples we can see that poverty is subjective.

Step 5
The Potato seller in Kabul

Consider a poor Afghan youth, maybe he is 19, living in Kabul. He has hardly been to school and he earns the money to feed his family by selling potatoes on the street. His father was a lecturer at Kabul University but now he has no job and he sits at home. His brothers are all young and his mother is not very well.

Trainer asks the participants

Why do you think this boy is poor?

Trainer accepts responses then explains
The main reason why this boy is poor is because of the collapse of the state of Afghanistan due to the war. Let us consider what keeps him poor or what ways he could be rescued from poverty. How can he be assisted?

Step 6
Trainer asks

What are the ways in which he can be rescued from poverty?

Brainstorm
Trainer records all of the suggestions

When you have all the suggestions then classify the suggestions under three main headings –

Money/assets	Networks	Education /Skills Training

Refer Handout 1.3

Step 7
Trainer review the logic expressed in the table below referring back to the situation of the potato seller

Handout 1.3

Resources to assist him	**Support Networks he requires**
Money or assets	The potato seller cannot use the money or assets to set up a business as he has little education and doesn't know how to do it. He needs training and someone to advise him. He wont be able to make use of the money to find a permanent solution.
Note Money in the form of gifts or savings programmes. Assets such as tools	Note: Networks such as savings programmes Traders organisations, NGO support etc
Education/ Training	The potato seller cannot use the training or the skills given to assist him to overcome his poverty. He cannot find himself a job and he does not know how to set himself up in a business He needs support.
Raising awareness that he needs support networks	If nothing else is possible to help this young man then at least somebody should suggest to him that he should form a support network for himself with other potato sellers. If he has this support network then many other things become possible

Step 8

Saying we can classify generally the path out of poverty under these three headings

Money	Education /Training	Awareness Raising of the value of Network support

Trainer adds

When development workers consider these paths out of poverty they usually refer to them as empowerment.

Development workers are looking for a sustainable way to assist.

Let us look at these paths out of poverty again from a development workers point of view.

Step 8a Money: If we consider money first – Development organisations do not usually give people money but development organisations do set up micro finance projects.

Ask a participant to describe why micro finance projects empower?

Describe why micro finance projects empower?

Step 8b Support Mechanisms: Development organisations do not usually set up the kind of networks that we have been describing but they do try to provide disadvantaged people with support mechanisms.

Trainer asks the participants

What sort of support mechanisms do NGOs or the National Solidarity Programme (NSP) provide?

Trainer records answers
Examples: groups, village organisations, and trade groups, etc.

Trainer asks

How does each of these organisations benefit their community?

Trainer records participant's answers

These groups provide support, solidarity, shared experience, group effort and they build confidence and open new horizons.

Step 8c Education and Skills Training: Development Organisations such as DACAAR and NSP and many NGO's provide education and skills training.

What kind of education and training skills does NSP provide?

DACAAR, NSP and most NGOs provide some kind of capacity building to the best of their ability. DACAAR and NSP provide capacity building in management, collective decision-making, liasing with larger agencies, and specific-training courses such as accountancy, agriculture, and water supply topics.

Note for the trainer:
When you have reached this point put a ring around the networks and the awareness raising and say that development workers usually regard this part of the process as 'empowerment'

Development and Empowerment

Objectives

By the end of this session the trainees will be able:

- To differentiate between types of assistance which create dependence and types of assistance which empower
- To identify the advantages of assistance which empowers as opposed to assistance which creates or perpetuates dependence

Development and Empowerment

Step 1
Ask the participants to define

Development

Write up all the participants' suggestions
Trainer adds, "Development is helping people to improve their situation" and explain that there are many different types of development. Some types of development are suitable for some types of situations and some for others. We are now going to look at different kinds of development.

Step 2
Trainer relates the case study of the problems with water supply in Aladdin

<u>The problems with the water supply in the village of Aladdin</u>
A Water and Sanitation Engineer is on his way back to Kabul when he notices several people walking towards the village of Azro to collect water. He thinks it is strange because he knows they have a good well in Aladdin.
He stops the car and asks a man, why do you need to go to Azro to collect water. He explains to the Engineer that the one pump in the village Aladdin has been broken down for over a month and so they now must walk the one hour walk to Azro to collect water. He adds we opened the well and started bucketing the water out for some days but we started getting bad stomach problems. The engineer asks why don't you get a mechanic to fix the pump. He replies the mechanic moved to live in Kabul six months ago, and he explains that since they started drinking the water from Azro they no longer suffer from stomach problems and bouts of diarrhoea.

Relating to the example, ask the trainees the following questions one by one and write the answers up on the flip chart.

- How can the WS engineer who met the people on the road help them?
- How can an NGO help them?
- How can the government help them?
- How can the local mosque help them?

Examples of the answers that may be given:

Give the people a lift, quickly go to the village and see what's wrong with the pump and send a mechanic out to repair it.
Have the pump repaired, clean the well and chlorinate the water.
Tell the people to buy chlorine and add it to the Aladdin water before they use it
Test the water at Aladdin to discover what is causing them to have diarrhoea, chlorinate it and provide them with education on how they can maintain their well and improve the quality of the water.
Form a village organisation to collectively find a solution

Tell the participants that in terms of giving long-term sustainable help to this village we can divide up all those different suggestions according to whether they are likely to empower the villagers to improve there water supply permanently and as far as possible independently or whether the suggestions are going to lead to their dependence on other people helping them.

Note to the Trainer
Be careful not to give the impression that charity as such is wrong. There are advantages for many different kinds of assistance in different situations especially in emergencies. It is important to be clear however about what you are trying to achieve and to be able to judge whether the type of assistance you are giving is likely to achieve what you want to achieve. With the help of the participants divide all their suggestions according to the three headings given below (wall chart).

Step 3.

Divide the participants into groups and set them to categorise the types of assistance under the headings

Dependence

Semi Dependence

Independence

DEPENDENCE	SEMI DEPENDENCE	INDEPENDENCE
• Provide transport for them to collect water • Repair the pump and tell them they should boil the water. • Clean and chlorinate the well. • Giving some money to pay a mechanic to travel to Aladdin and repair the pump.	• Advise them how they can get an NGO loan to help them pay for a mechanic to travel from Azro and repair the pump.	• Meet with the people of Aladdin and discuss the problem and the possible solutions. • Form a well caretaker committee • Advise them on how they can join a well maintenance scheme run by DACAAR who will assist by training a local mechanic • Education on well maintenance and causes of ground water contamination

After categorising the types of assistance suggested by the trainees in the table above, reinforce and convince the trainees by playing the 'River Code'.

Step 4

River Code

Place string in two lines to represent the banks of the river. Pieces of ply -wood are used to represent stepping stones in the river and an island (a piece of bigger plywood) is put in the middle of the river.

Two men come to the river and look for a place to cross. The current is very strong and they are both afraid to cross.

A third man comes along and sees their difficulty. He leads them up the river and shows them the stepping-stones. He encourages them to step on stones but both are afraid, so he agrees to take one man on his back. By the time he gets to the middle of the river, the man on his back seems very heavy. He has become very tired, so he puts him on the little island.

The third man goes back to fetch the second, who also wants to climb on his back. But the third man refuses. Instead he takes his hand and encourages him to step on the stones himself. Halfway across, the second man starts to manage alone. They both cross the river. When they get to the other side, they are extremely pleased with themselves and they walked off together completely forgetting about the first man, sitting alone on the island. He tries to get their attention, but they do not notice his frantic gestures for help.

After playing the River Code ask the following questions:

Q. What did you see happening in the play?

Q. What different approaches were used to help the two men across?

Q. Who could each person represents in real life?

Q. What does each side of the river represent?

A. Not developed and developed

Q. Why are some people left in the middle of the river?

A. Because of dependence

Q. In what ways can development projects build a sense of dependence?

A. If the development aid does not build the capacity of the people

Q. What must we do to ensure that those we work with develop a sense of independence?

A. Building their capacity and doing things with them

Explain to the participants that helping people in a way that avoids dependence and makes them independent is called 'Empowerment'

Step 5 See Annex 1, 2, 3, 4 and 8
Ask the participants

Does any participant know of a community that is highly involved in maintaining their own water supply?

Can you tell us about this community?
How are they organised?

Can you describe what you see at the wells of a well-organised community?

Trainer accepts participant's inputs

Trainer divides participants into groups and asks them to answer the question. Recording results on flip sheets.

What would you expect from an ideal community that is well organised and maintains their wells/water points in good repair?

Groups report back their results.
Trainer leads discussion on each point

Step 6
Trainer summarises the characteristics of an organised community

Handout 1.5

Questions Regarding the River Code

Q. What did you see happening in the play?

Q. What different approaches were used to help the two men across?

Q. Who could each person represent in real life?

Q. What does each side of the river represent?

Q. Why are some people left in the middle of the river?

Q. In what ways can development projects build a sense of dependence?

Q. What must we do to ensure that those we work with develop a sense of independence?

Mechanic and Spare Parts Shop

Process
Step 1 See Annex 7, 9, and 10
Trainer asks participants

From your experience is pump maintenance a problem?

Give participants an opportunity to discuss and share information then record responses

Step 2
Trainer asks participants

Does anyone know how the DACAAR/ MRRD mechanic and spare part shop system works?

- Participants contribute and discuss while trainer explains the system.
- Explain and display mechanic registration information report Annex 10.
- Data base mechanic information form Annex 10.

Step 3

Trainer asks participants

Do you think this system faces any difficulties?

Trainer leads discussion

- What do you think the difficulties are?
- Is it truly a community based initiative?
- Is it successful when everyone doesn't contribute towards the Mechanics income?
- Couldn't poorer families be given maintenance responsibilities etc instead of contributing?

- Is this system sustainable?

Step 4

Trainer asks the participants

What has to be done to make sure it is sustainable?

Trainer records responses

Step 5

Trainer summarizes the session

Day 2

Handout 2.1

Training Events	**Time Needed**	**Methodology Used**	**Supporting Documentation**
Opening session (Review of previous day's session)	30 minutes	Presentation	
Social Organisation	50 minutes	Group Work	Annex 2
Participation	60 minutes	Brainstorming	Handout 2.1
Evaluation of Participation	60 minutes	Group Work	Handout 2.3
Role of an Engineer / Social Organiser	90 minutes	Brainstorming	Handout 2.5 Annex 4
Wrap up Session	10 minutes	Presentation	
Total Time	5 hours 30 minutes + 1 hour 30 minutes for lunch and 30 minutes for tea breaks		

Opening Session

Review the previous day's session by asking the participants to select the three most important things that were discussed the previous day and to present them in their own words.

Social Organisation

Objectives

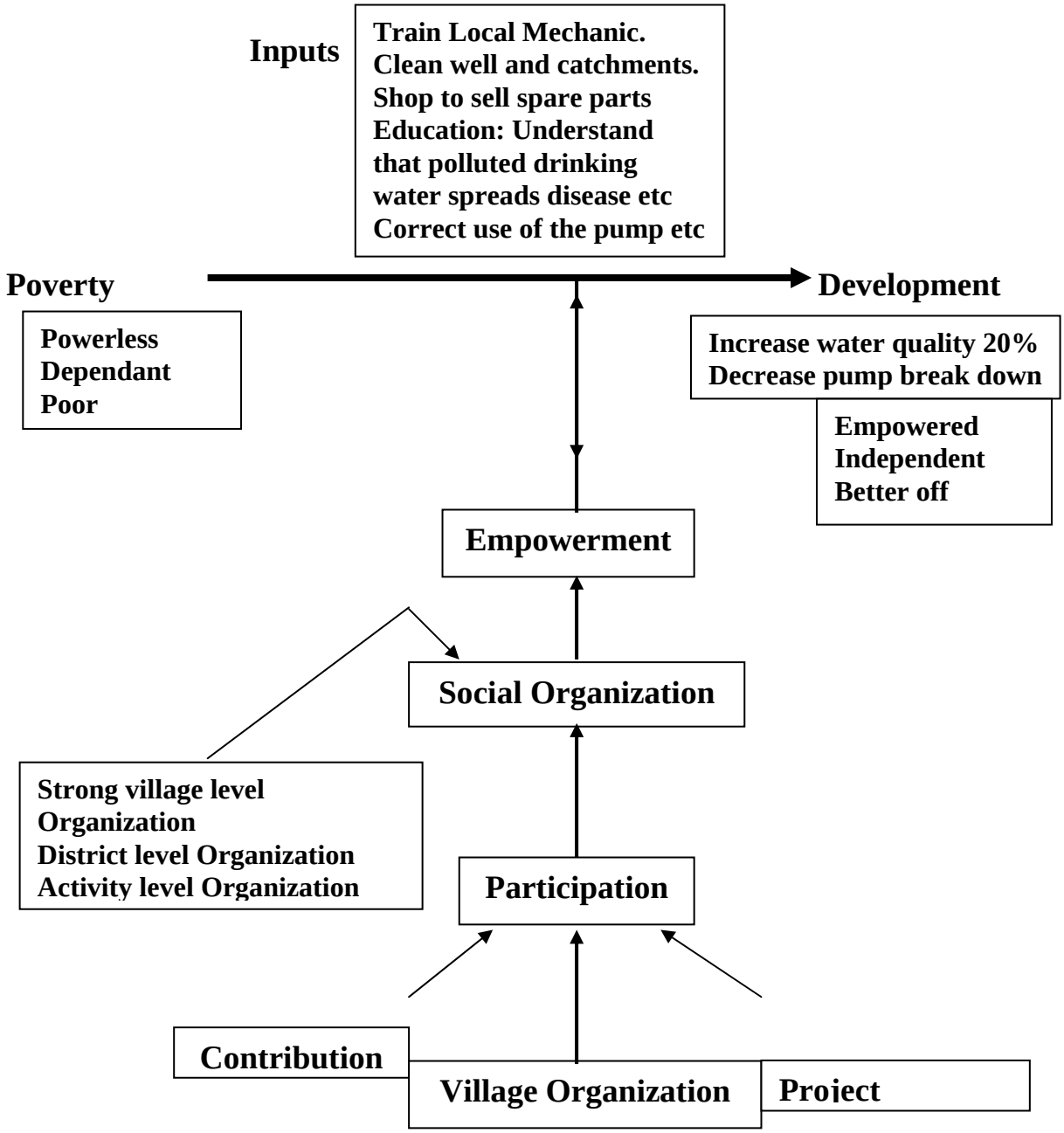
By the end of this session the trainees will understand that:

- Empowerment can be achieved through social organization
- Social organisation[1] means helping people to organise in such a way that they are more able to control their own lives

[1] We can call 'Community Organisation', 'Community Mobilisation' or 'Social Mobilisation' or ' Social Organisation'. They are all the same thing.

Hand Out 2.2

Social Organisation Chart



Social Organisation

Step 1
Trainer draws the diagram down to the level of 'Empowerment' and explains it.
In our discussion on poverty we understood that poverty is perpetuated by lack of control over the situation in which people find themselves. The ladies from Azra had no control over the well in Azra. Not only had the pump failed but the water had become contaminated. They could do nothing but walk further to find another well.

We also understood that when helping people it is better to help them have control over their own situation rather than just give them things. The engineer could repair their pump but what would happen next time if failed?

Do you remember the solutions we decided would give them independence?

Trainer accept inputs an adds
The community working together to find their own solution is sustainable.
This is called empowering them.

Step 2
Trainer asks

How is empowerment achieved?

Trainer accepts responses
For each suggestion the Trainer asks

Are you sure it is sustainable?

In the 1980s the idea of social organisation was developed as a way of giving people a tool to change/influence/control/improve their own situation or as a way of empowering people. It is now used in thousands of projects in every developing country of the world.

Add Social Organisation to the diagram.

Step 3
Ask participants this question:

What do we mean by ‘Social Organisation’?

Form the participants into groups. Give them flip charts to record their thoughts. Ask each group to make a presentation.

Do not evaluate the responses as ‘right’ or ‘wrong’ at this time.

Ask individuals to explain what they understand by these definitions and finally chose a definition that they agree with.

One definition of Social Organisation is: helping people to organise in such a way that they are more able to control their own lives.

Step 4
Trainer asks

Why do we want the whole village to form a group instead of just the farmers or just the richer landowners?

Trainer accepts inputs

A village level organisation needs to have as many members and as much solidarity as possible. Therefore it is better to have the whole village. (Refer back to the Potato seller chart).

Ensure that participants understand that many people misuse these terms or use them differently but this does not matter.

We can call ‘Community Organisation’, ‘Community Mobilisation’ or ‘Social Mobilisation’ or ‘Social Organisation’. They are all the same thing.
Many agencies talk about Social Organisation and they do not always mean the same level of Social Organisation that we mean. For example WHO talks about Social Organisation for its immunisation campaigns.

Participation

Objectives

By the end of this session the trainees should have understood:

- That participation is a process by which people can be empowered to exert increased control over their own situation.
- The importance of participation in development.
- That participation is more than contribution
- That participation is a way to achieve strong social organization

What is Participation?

Step 1
Add 'Participation' to the diagram and explain that participation is a means of achieving Social Organisation and empowerment.

Ask participants this question:

What is 'Participation'?

Allow each participant make a short statement and write them up on the flip chart. This will ensure that everybody is clear about what participation is in general.

Step 2
Trainer asks

Trainer asks participants

What does participation in a water supply project mean for a community?

Trainer accepts responses then says
Participation in a water supply project doesn't stop the day the community has helped choose the site and supplied the labour etc and the construction is finished.

The participation during the construction phase may have been very good but this has to be maintained

Step 3
Show the trainees Handout 2.2 written on a flip chart
Choose a participant to read each column.

Discuss the MRRD Water Supply Programmes and ask where the MRRD projects fit into the chart Type 1, 2 or 3. Ask the trainees whether the different levels of participation are appropriate.

Trainer explains
National Solidarity Programme projects usually belong in the third category because they have village organisations, however in reality most projects are still in the second category because the staff still see participation as a way to implement projects rather than an objective in itself.

It is maybe seen as a more effective quicker way in an emergency to achieve the goal of a reliable improved water supply. In the third box participation is the goal itself because it is believed that only by enabling the target people to increase their control over their environment can they actually achieve any other objective such as a sustainable safe water supply increased agricultural production.

Hand Out 2.2

Participation Type 1	Participation Type 2	Participation Type 3
Community contributes to a water supply project, which was not selected or designed by them because they realise that they will benefit from the development the completed project brings. Example: For example the community provides labour on a well construction project which has been selected and designed without any reference to the villagers but which is being implemented for the benefit of the villagers.	Community is involved in selecting monitoring and implementing the water supply construction project. But again they do this because they understand that they will benefit from the development the project will bring. Example**:** Providing labour on project which the villagers have identified and to some extent designed themselves	Community understand the advantages of organisation and has its own institution, which identifies its needs and sometimes requests assistance from outside in fulfilling these needs. Example: Formation of village level decision-making body which not only participates in the implementation of projects which they have selected themselves but which also is developing the confidence and the skill to deal with many other issues and other agencies.

Step 4
Show and distribute copies of the questionnaire handout 2.3 to the groups. Ask each group to fill in the evaluation of participation questionnaire regarding a project they are familiar with and then present it.

Discuss after each presentation whether the degree of participation is adequate for the objectives of the programme and how the degree of participation can be improved if necessary.

Step 5
Add 'Contribution' to the diagram. Explain.

Ask the trainees:

What is the difference between contribution and participation?

Trainer accepts responses: brainstorm
Participation means involvement of the whole community in decision making
Choosing well site
Acting on the engineers advice
Choosing and organising guards
Deciding on one or more community representative to liase with the Engineer the district shora and represent them
The community is well represented by labourers to work on the well
Sharing the responsibilities to provide support
Meeting to learn of project progress
Assisting the contractor to avoid delays
Showing an interest in the process

Contribution means making actual material/financial contribution
Maybe those people who cannot contribute labour contribute food for the workers
The actual labour is participation for the individuals and a contribution to the cost.

Handout 2.3

Participation Questionnaire

	Score 1-5 Actual	Score 1-5 Desired
1. **Beneficiary's role in planning**		
• To what extent the project is in response to the people's demand		
• Degree of participation in project planning		
• Beneficiary commitment to project		
2. **Beneficiaries' role in implementation**		
• Degree of financial contribution		
• Degree of participation in implementation		
• Degree of local knowledge used versus Dependency on outside experts.		
• Degree of organisation of beneficiaries		
• Extent to which organisation is their own versus Engineered by others.		
• Democracy and equality in organisation		
• Extent to which beneficiaries can redesign project		
3. **Beneficiaries' role in maintenance**		
• Degree of participation in maintenance		
4. **Project linkages to beneficiaries**		
• Adequacy of communication to beneficiaries from Project Engineer.		
• Degree to which project increased beneficiary Capacity.		

Role of Social Organiser (Engineer)

Objectives

By the end of this session the trainees will know:

- What is the role of the engineer (social organiser) in achieving community, participation and empowerment

Role of the Engineer (Social Organiser)

Step 1
Trainer introduces the following points
A process of participation does not usually happen on its own. On the contrary experience shows that first people need to be stimulated, encouraged and assisted to start on such processes and to continue.

In Water and Sanitation projects the Engineer or the Engineers representative is the key person. The Engineer or representative is the person who bridges the gap between the organisation (MRRD, or NGO) and the Community.

It is recognised in all projects where, participation or empowerment are key objectives, that those that do not have any staff whose sole purpose is to encourage participation by the beneficiaries, achieve less success.

The better trained and more motivated and active the Engineer (Social Organiser) is the better are the results.

Empowerment is not the sole purpose of an Engineer or his representative.

A Water and Sanitation Engineer has other responsibilities but this does not in any way lessen the importance and responsibility the engineer has in promoting community empowerment.

It is also important to emphasise that although the Engineer (social organiser) is important, social organisation itself is a team effort.
Although the team usually consists of various technical people, all of the team members should consider themselves as Social Organisers and part of Social Organisation Team. This includes the driver or any advisors that are involved in the project.

Show the trainees Handout No. 2.4.written on flip chart

Ask the trainees to explain what each of these quotes mean and to comment on them.

Show the trainees Handout No. 2.5.written on a flip chart

Ask the trainees to explain what it means in their own words.
Emphasise again that the discussion applies not only to Engineers (social organisers) but also to all field staff.

Show the trainees Handout. 2.6. written on a flip chart Form groups and ask each group to explain 2 items through presentation.

Handout 2.4

Comments from Beneficiaries on what makes a Good Social Organiser/Project Representative

- An outsider who comes with ready-made solutions is worse than useless.
- An outsider should first understand from us what our questions are and help us to understand our own questions better. Only then can he or she help us to find solutions.
- Outsiders also have to change.

Hand out 2.5

Statements about the Role of the Social Organiser or Project Representative

- Social Organisers should work **with** people and not **for** them. This is the opposite to what people usually think happens**.**
- A good Social Organiser seeks to **support** people and not to **direct** people and their activities.
- A good Social Organiser tries to develop the capacity of the people so that the Social Organiser will be less needed**.**
- The Social Organiser encourages people to assume active responsibility for their own development.

Handout 2.6

Role of the Social Organiser

Raising Awareness
Assisting people to develop their own mental capacities, that is, to stimulate their critical awareness. This critical awareness enables people to examine and explain issues and problems in their own words and, as a result, to realise what they can do to bring about change.

Structuring
The development of internal and solidarity among people, and of some form of structure or organisation which can help bring the people together and serve as the focus and the discussion place for their continued involvement.

Facilitation
Assisting people to undertake specific actions designed to strengthen their participation; these actions can include the acquiring of particular technical skills, gaining access to available resources or translating their own ideas into feasible projects.

Intermediary
To serve, in the initial stages, as a bridge to other external agencies; to help establish contacts with existing services and introduce rural people to the procedures and mechanisms for dealing with these services.

Linking
To help develop links between rural people in similar situations and facing similar problems. This linking at district and regional level relates a wider base of support for participation.

Withdrawal
A progressive withdrawal, where the Social Organiser deliberately withdraws from a direct role with the people and increasingly encourages them to undertake and manage the projects in which they are involved with himself in a more advisory role.

Day 3

Training Events	Time Needed	Methodology Used	Supporting Documentation
Opening Session and Review (Review of previous day's session)	30 minutes		
Characteristics of SO (Johari Window)	30 minutes	Group Work	. Handout. 3.1-3.4
How to Approach the Community (Role plays)	90 minutes	Brainstorming Group Work	-
Village Power Networks	90 minutes	Brainstorming	-
Course Evaluation	30 minutes	Brainstorming	Handout 3.5
Wrap up Session and Certificate Distribution	30 minutes	Presentation	-
Total Time	5 hours 30 minutes + 1 hour 30 minutes for lunch and 30 minutes for tea breaks		

Opening Session

Review the previous day's session by going around the room asking each participant to briefly highlight one session that s/he understood and one session or idea that s/he had difficulty in understanding or accepting. Record the responses on a flip chart. At the end discuss a few responses that require some clarification.

Johari Window

Objectives

By the end of this session the participants should have understood:

- That they will be better able to know and help others if they know themselves

Johari Window

Step 1
Link the session regarding the attributes of a Social Organiser with this session and say a Social Organiser should develop his/her own personality by being open and asking for feed back from his colleagues

Show Handout 3.1 illustrated on a flip chart. The man looking at himself inthe mirror, and ask the participants

What do you think this man is doing?

Explain to the trainees that the man looks at himself in the mirror and reflects asking himself
What type of person am I?
What do the village people think of me from the way they encounter me?
What shall I do to become more acceptable to them?

Step 2
Having said that show Handout 3.2 the Johari window illustrated on a flip chart.

Explain to the participants that:

The Johari window is named after its inventors Joseph Luft and Harry Ingham.
They categorised the individual 'self' as consisting of four parts, or windows.
These four windows are:

- The open area
- The hidden area
- The blind area
- The undiscovered area

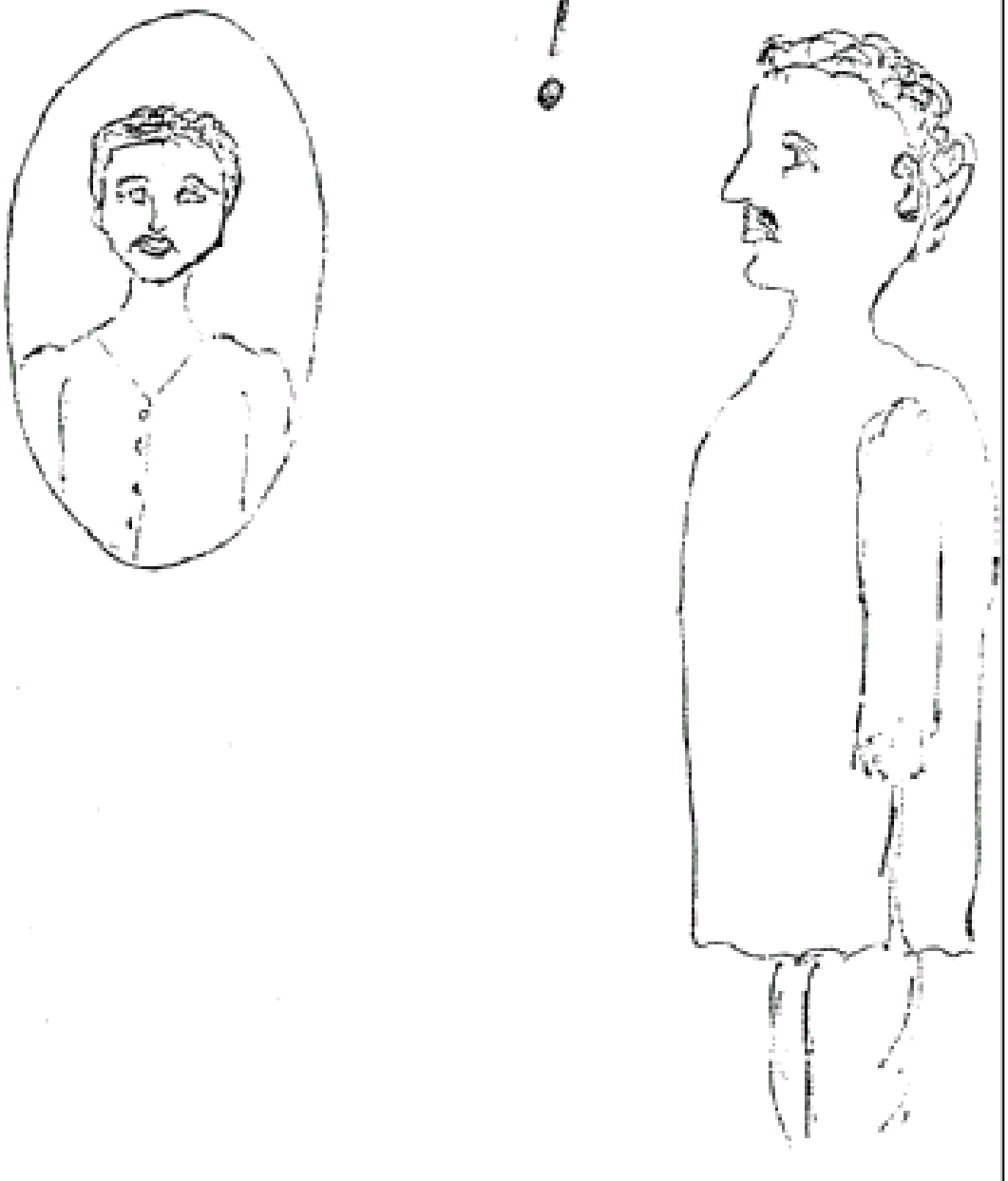
For easier understanding, these areas are portrayed as four quadrants.

Step 3
Refer to Handout No. 3.2 to explain the four quadrants
Ask the trainees to give some examples of what characteristics might be in the four quarters

What human characteristics might be in each area?

Handout 3.1

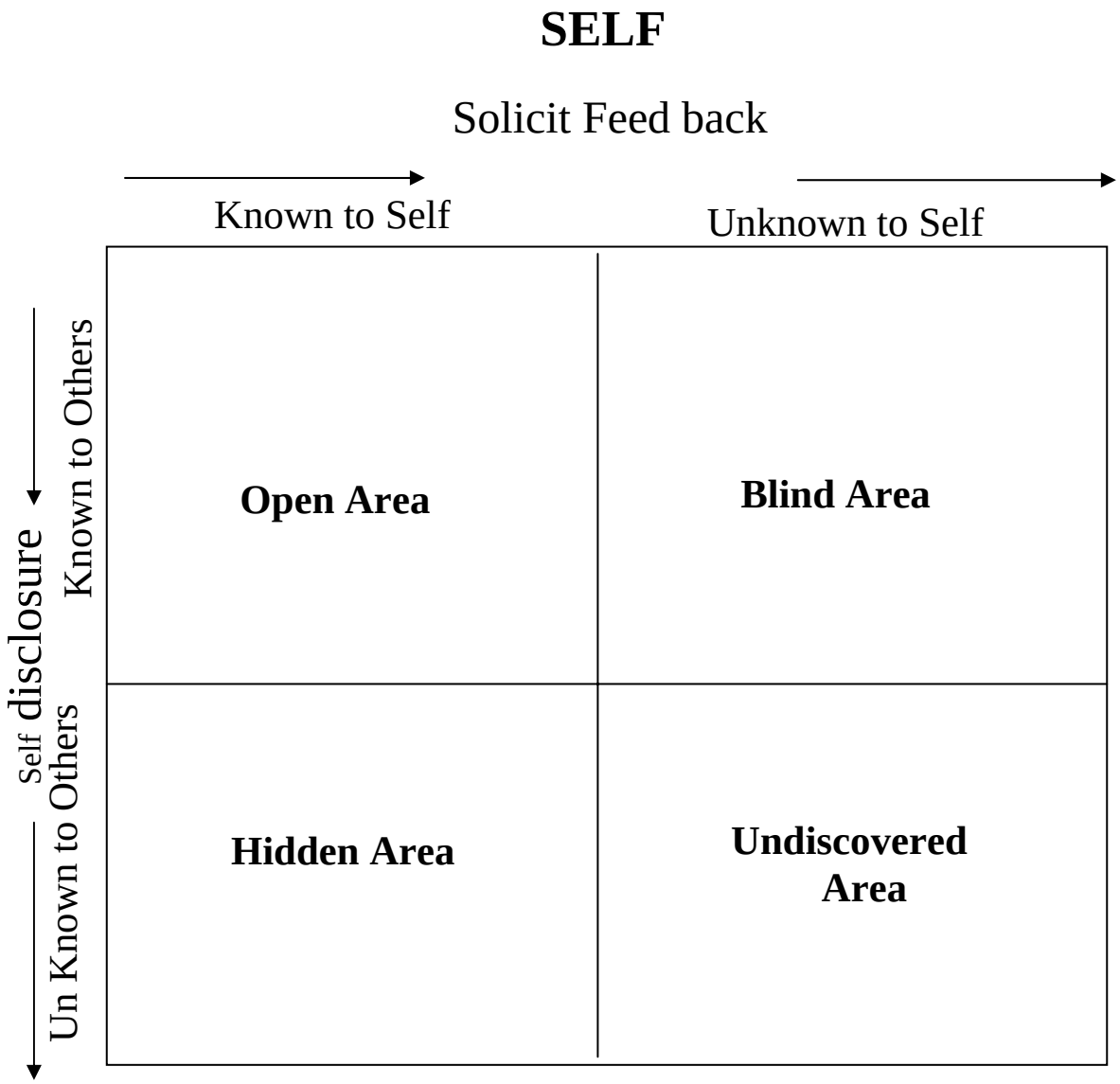
What do you think this man is doing?



Handout 3.2

Johari Window

Figure A



Handout. 3.3

Open Area

This is the area, which is known to one self and to others. The behaviour revealed in this area is behaviour, when one is not defensive and the individual and others around us are familiar with or know about. Social graces, mannerism, etc. come under this area.

Hidden Area

This is the area about which one knows about oneself but about which others are not aware. This area is where one keeps secret about oneself. Secrets are kept for fear of others' reaction to them. Secrets may pertain to feelings, attitudes and behaviour.

Blind Area

This is the area in oneself about which others are aware but about which the individual is not aware. This area remains blind to the individual because the others who are aware of this area may abstain from telling the individual for fear of offending.

Undiscovered Area

This is the area about which neither the individual nor others around him are aware of but in this area exists many undiscovered potentialities and aptitudes.

Step 4

Trainer explains

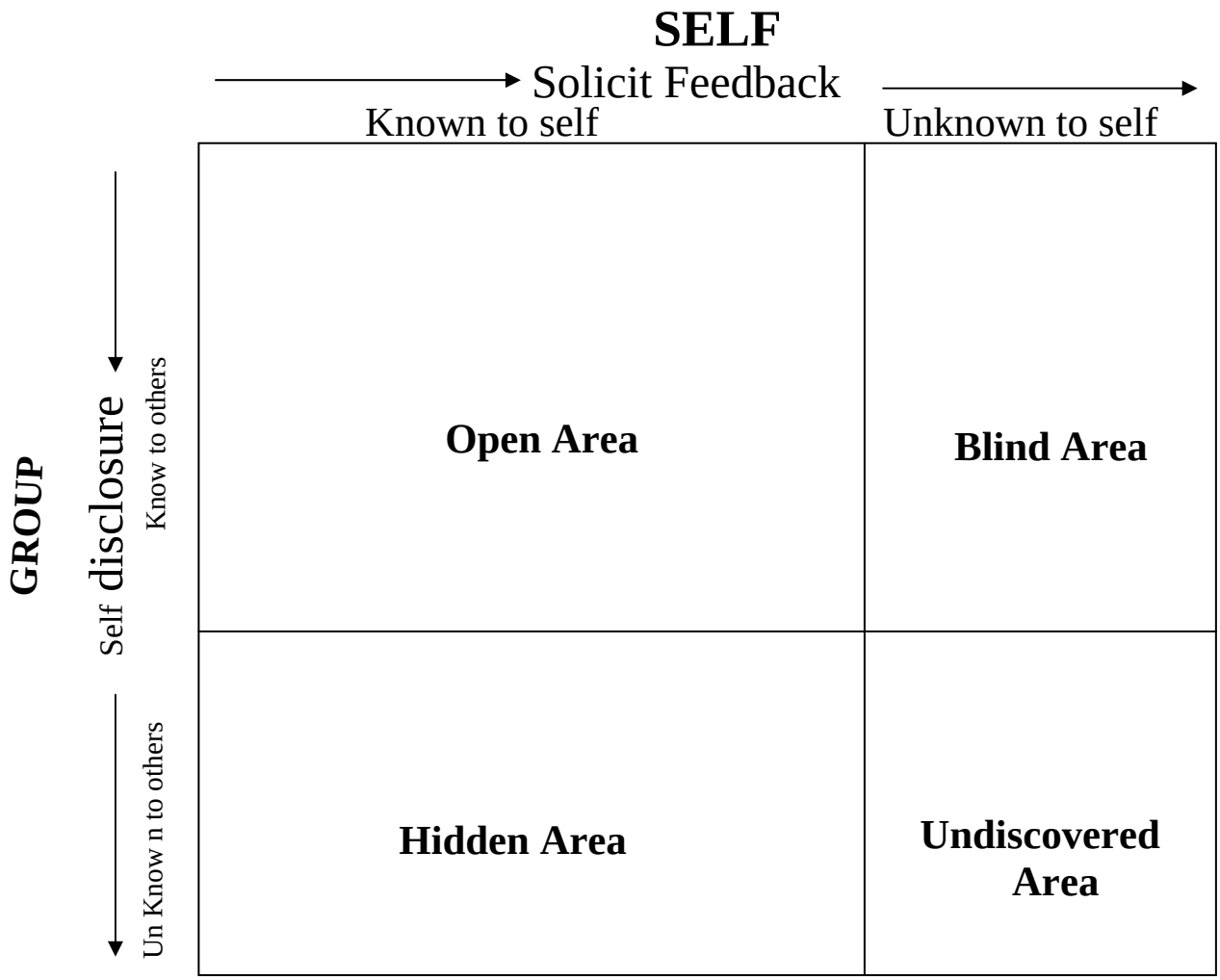
If a person opens up, discloses or reveals the hidden area the open area increases. Likewise, when a person receives feedback from others, the blind area decreases and the open area increases.

When a person takes feed back from others and at the same time analyses him/herself the undiscovered area also gradually starts reducing and the open area again increase. At this stage the Johari Window will look like Figure B

Handout 3.4

Johari Window

Figure B



Step 5 Trainer asks participants

What can we learn from this analysis that can help us in our approach to the community?

or

Which area is the most suitable for approaching the community?

Trainer records responses

Step 6

Trainer summarises session

Village Power Networks

Objectives

By the end of this session the trainees should have understood:

- The complexity of village-level relationships
- The flexibility of villages in terms of accommodating many different organisational structures at one time
- Role of a Village Organisation in relation to other village-level structures

Village Power Networks

Step 1

Ask the participants to

List all the groups in a typical village?

This should include ethnic, tribe, clan etc.
Trainer records the different groups on the flip chart arranging them in order of power as suggested by the participants.

Trainer then asks

Where does each ones power come from?

Describe where their power comes from (brainstorm)

Trainer then says now

List all the people in a village who have power or influence?

Trainer records them on a flip chart (brainstorm).

Trainer explains to the participants that a village is in fact a web of power structures, which interrelate with each other. Sometimes there are conflicts but mostly the villagers have found a way over many years whereby different groups and interests can live with each other without clashes.

Trainer asks them

How do you see a Village Organisation fitting into this structure?

Trainer receives the answers and adds
It is most likely that the VO just adds itself on as another network of power and influence. However staff should be careful to recognise in all villages what are the different groups and who is holding how much power and influence. They should neither ignore these groups nor should they try to use the groups to gain any purpose.

They should be careful to avoid getting caught up in village politics. They should not challenge any existing structures nor should they try to undermine them. They work alongside them and collaborate where possible.

Step 2
Divide participants into small groups and set them to work to answer the following questions

What would you do if you had to work in a village that had no village organisation?

What role would you expect the village organisation to play?

How to approach the community

Trainer Refer to Annex 2

Put on the following role-play for the trainees using some of the participants. Explain the situation to the trainees to discuss a PIP.

Scene 1
The VO members of Charburja village are sitting waiting for a meeting to begin. The NSP Social Organizer comes in and greets each person but he is not very friendly. He asks each person how they are and they each speak of the different problems that they are struggling with:
For example, unemployment, a house fallen down, no clean drinking water and sick animals.

The Social Organiser (SO) hardly listens to these complaints. He is a busy person waiting to get work done. The Social Organiser sits facing the community and opens the meeting.

He points out that this is the second time he is sitting with this village. He tells them that he is not there to take decisions for them, he is working **with** them not **for** them. They must **participate** more. As he told them in the first meeting they should now select a project which they feel is their priority. Then he tells them that he is going to start the work on constructing the well. DACAAR has approved the project. Now we are here to sort out the community contribution. Let us prepare the list and timetable of the workers; who are coming and when. Make sure that everybody is on time and that they bring their lunch with them. I am afraid the nuccas need to be paid for by the community. So one person should collect the money for that to be handed over to DACAAR sub office in cash next week.

During this meeting each member of the village group becomes more and more passive. One gets sleepy. One looks out of the window and one walks out of the room.

Scene 2
This is another village and four villagers are waiting for a meeting to begin. The Social Organiser (Water Engineer) comes in and greets each person. Asking how they are. Each person has a different problem and the SO listens very politely, questions each person and says that we really need to discuss these problems and see if we can find some solutions. He says perhaps when the VO members are ready to discuss solutions to each of the problems they should call him and he will come any time a discuss them.

The SO then sits down and begins the meeting. He asks what they think is the most important thing that needs to be done in the village. One person says they really need a football pitch. The SO is not really convinced about the football pitch, but listens and asks questions.

The idea in favour of constructing a football pitch is argued by three villagers and the one against it finally decides. Yes, the football pitch is a good idea. Then the SO agrees.

The SO then says, “Where is the land?” Someone suggests an available piece of land; ‘Who will clear it?’ They all say they will get the people; the date and time is chosen by the villagers. The villagers get exited and very active during this meeting. The SO says he will also come.
When the point is made the play ends.

Trainer asks the following questions:

1. How did the SO behave in the first meeting?
2. How did the SO behave in the second meeting?
3. How did the villagers react in each situation?
4. What are the advantages and disadvantages of the approaches uses by the SO?

Explain to the trainees that the case of the football pitch is famous in stories about Social Organisation. In fact what the SO did not realise was that the people of the village by having a football pitch would be able to have a joint football team with a neighbouring village and thus improve relations with that village which had been bad for a very long time. The football pitch was very successful and strengthened the VO.

Course Evaluation

Objective

Through the completion of this questionnaire the trainers will have understood the strengths and weaknesses of the course and the extent to which the trainees have understood the concepts discussed with them.

- To identify the strength and weakness of the course.
- To assess the degree of information being assimilated by the participants.
- To get an idea about effectiveness of the facilitators.

Explain the form (Handout No. 3.5 Annex 1) to the participants for filling in.

Handout 3.5

Course Evaluation Form

1. What were the most useful topics covered in this course?

-
-
-

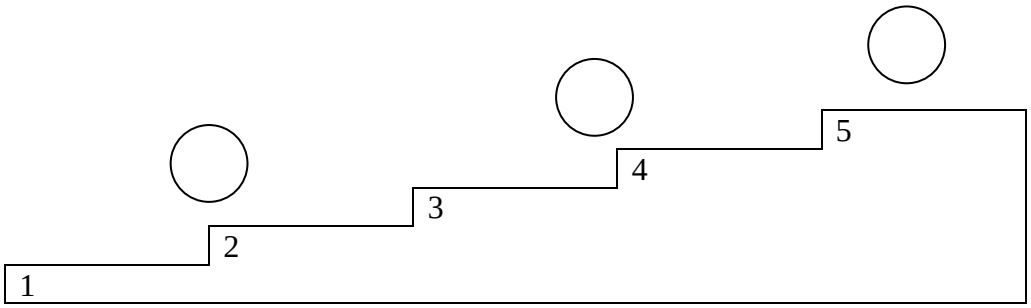
2. What were the least useful topics in this training course?

-
-
-

3 What suggestion do you have for the improvement of the training course?

-
-
-

4 Circle the degree of your satisfaction with the training workshop



3. Other comments.

Annexes Social Organisation Training Course

Annex 1 Community involvement in a village water supply project

Community involvement in monitoring management and supervision of a water supply project and its Maintenance

Village representatives should be present as far as possible when all contracts are signed
Technical specifications of the contract should be shared with village representatives
Village representatives should know and also monitor what the contractor is supposed to be doing. This is an essential aspect of community ownership.
Villagers will get to know the contractor very well and their good relationship with the contractor can motivate the contractor to do his best.
The Engineer should regularly observe the work in progress and discuss progress with village representatives and the contractor or his representative.
Community shall be empowered to plan, construct, operate, maintain and own all infrastructures
Community shall organize preventative maintenance
Service sustainability has highest priority

Why have community involvement in a village water supply project?

Why it is important to involve the community in all aspects of well construction?

By involving the community in all aspects of well construction we are assisting the community to receive safe reliable drinking water.

The sustainability of a water supply is reliant on community ownership. Community ownership means once the well is completed the members of the village are responsible for it's functioning. A community that truly values the provision and access to safe water will organise themselves to maintain a well. They will choose reliable people to be caretakers. They will spread knowledge and information about well maintenance. Correct use of the hand pump, cleanliness, maintenance and tidiness of the site, calling for a mechanic, paying a mechanic, obtaining spare parts will become norms. Avoiding misuse that can cause a break down of the hand pump and result in expensive on-going repair bills are responsibilities that the engineer cannot take on. These responsibilities are the responsibilities of everyone in the village. The misuse or lack of maintenance of one well means those people will start to misuse another well.

The community members need to organise a system (choose a member responsible) to monitor all stages of the construction of the well. This community monitor and the community need to have faith that the engineer is working to serve their best interest.

Annex 2 Site Selection

The Engineer (technical person) and site selection

The location of a well should be determined by a qualified hydro geologist or experienced water well contractor or engineer based on study of the location and a test drilling

The planned strategy of the implementing agency must be fully explained to the community early in the process.

The technical person is responsible to provide technical information for the site selection. If the community have a clear understanding of the guide lines for choosing an appropriate site this will influence them to make a sound choice.

Site selection must take into account individual site circumstances. For example little filtering action (or absorption) will take place in limestone or fractured rock formations so a radius bigger than 15 metres must be set for latrines. There is no perfect rule governing the distance that is necessary for safety between latrine and well. Many factors such as slope and level of the ground water, and soil permeability influence the possibility of the bacteria in ground water

Test from other community wells will help the technical person understand the static water level, the quality of the water, the direction of the ground water flow and the strata of existing wells.

Perform chemical and microbiological analyses of the water to determine the characteristics of the water in the well /aquifer: this helps to predict the susceptibility of the well to encrustation or erosion, provide information on the water quality, and serve as a baseline record to detect any change in water quality or contamination

Elders in the community can advise the technical person about the rainfall over the past ten years.

The Engineer will take all collected information into account when he advises at what depth to put the filter and estimating the recovery of the water table after pumping.

The Engineer is there to provide the community with informed advice and obtain the necessary information from them to help them make a sound decision.

Community members know their location and can advise on areas to avoid because of rocks and previous failed attempts to locate water. The engineer must listen to them.

If for some reason the community choose a site that for technical reasons or some other reason is unsuitable the Engineer must share with them his reasons for believing it is not suitable.

A well should be located uphill from latrines with a minimum distance of 20 meters between a well and a waste source.

A well should not be near a grave yard.

A well site should be above the flood-level so that the well water cannot be contaminated by flood water

The well site should preferably be an open and sunny place that will help to keep the platform dry

The well should be located in a place where consideration of Purdah does not prevent women from using it.

If a well has to be built near a public place a privacy fence should be erected.

3 Site selection and the community.

The users must make a major contribution to site section. It is very important that from the beginning they feel the well belongs to them and not to the engineer or contractor. After completion the engineer and contractor will rarely get another chance to return.

The community know their culture and the necessary conditions to enable the well to be used freely by the families that are targeted. Women especially must be consulted.

An inappropriate location may result in the under use of the well.

DACAAR has examples of site selections being made by only a select group in a village and later on the people who chose the site contacted DACAAR to have the site changed as women were unable to go there or one family had claimed it.

Annex 3 The engineers approach when working with the community

1. The implementer of water projects relies on the cooperation of the people who live in the village if the water project is going to be successful. If his approach is successful he will gain accurate information, the resident's cooperation and their commitment to implement the project.
2. The Water Engineer or his representative who are working with the community are advised not act as strangers but as a partner. They are advised not to present themselves as an authority. The implementer does have important knowledge to share but also has a lot to learn. The community is likely to reject someone who acts like an authority and who acts as if they know better than the local people by telling them what they need in their village instead of listening. We should dress traditionally and conservatively otherwise the community will just come to look at us and not to share the important information and the make the commitment we need for success.
3. On arriving at a village show respect to the residents and their culture, introduce yourself and carefully explain your purpose and why you have come and what you can do. You cannot be in a hurry. If time is short you will have to return another day.
4. Make sure that everyone understands from the beginning that you are making a preliminary survey that does not mean that a project is definitely going ahead.
5. We should talk to the people, elders, and both men and old women. Sometimes in a village there are no men as they are working in the fields.
6. You must find out if any other organization is working with a development program in the village and what they are doing and whether they have any information that would be of value to you. Avoid duplication of projects.
7. It is important for us to be very open and share our information.
8. During the meetings give a general outline of our organizations strategy. How we work together with the community, our capacity and the responsibilities of the people living in the village. If the project goes ahead the various responsibilities will be discussed in detail at a later date. Explain why we believe that by working together a program should be successful.
9. Village assessment forms with some of the necessary information to be filled in have been used successfully.
10. Ask about the population size. Population number is important for estimating coverage. DACAAR's coverage strategy is one dug well for 25 families and one tube well for 25-30 families
11. Examples of questions we may need answers to:
    - Where do you take your water? Spring, stream, or well etc
    - How many and what kind of wells do you have, dug or tube well?
    - Ask if the water from the water point is good for drinking? If there are any complaints about the water we should test the water for contaminants.
    - How easily are the water points/wells accessed?
    - Are the water points safe/ improved? Have the wells a concrete cover, hand pump installed, apron and drain?
    - Is it near a contaminated site, disposal site of human stools, animal stools, latrines and baths?
    - Do any people in the village have improved latrines?
    - Are there contaminated streams or stagnant ponds of water lying in the village and are they close to the water point?

    Answers to these questions will also be obtained when the engineer walks around the village

Annex 4 Information Sharing to select a site for a well

Information needed in order to choose a suitable location for a well
This information is to be communicated to the beneficiaries

1. Number of user groups (recommended fifteen families for a dug well and twenty for a tube well.)
2. Distance from the other water point originally DACAAR decided it was a maximum 10 minute walk but now this has not been adhered to as there are many NGOs with different criteria.
3. When deciding on a location for a well the community should indicate where there is a common/public area. If the most suitable location is on private land the owner should be asked to please donate or sell the site to the community. If it is agreed to hand the land over, agreements should be written and stamped and a copy given to the village, the ex-owner and the government.
4. Choose a place away from heavily used roads. The well should not be near a public place road or Mosque as women carry most of the water and the women cannot collect water from those places.
5. The well should be situated away from agriculture plots due to the use of urea, chemicals, and animal and human dung as fertilizer.
6. Use as many different sources of information as possible to verify the statistics.
7. Ensure the wells are for public use. When Afghanistan had no regulations families would often build a wall around a public water point stopping the general public from using it. We want to avoid this from happening.
8. It is very important to talk to a large number of people. The mosque is a good place to talk to people as many people go there. Powerful people have been known to take public land for their own use. If the program strategy and decision making is openly shared with the community this is not as likely to happen
9. Local people usually know the locations where it will be difficult to dig. It is to our advantage to listen to their advice.
10. Local people also often know about the ground water sources, whether there is water
11. The implementer should share all of his/her technical ideas clearly with the community and listen to their ideas so that the best decisions are made. Understanding why decisions are made engenders cooperation, participation and commitment.
12. Community members usually know if a location has rock strata underneath and will be difficult for digging. This is useful information and if possible these places should be avoided.
13. Signing an agreement: The people must agree for the work to go ahead and sign an agreement. See Annex 7

14. Often communities need the motivation provided by an engineer to lead them to make improvement to their water points. They look to a respected qualified person to provide them with leadership

Annex 5 Statistics collated for Provinces of Afghanistan UNICEF 2005

Households with no safe drinking water from pump/protected spring.

PROVINCE	PERCENT	NUMBER
BADAKHSHAN	78.6	96,158
BADGHIS	73.6	49,371
BAGHLAN	93.5	106.488
BALKH	60.4	66,283
BAMYAN	92.3	71,280
FARAH	53.4	25,165
FARYAB	83.7	117,290
GHAZNI	61.1	117,386
GHOR	83.9	75,953
HERAT	54.5	152,814
HILMAND	33.3	34,276
JAWZJAN	86.7	50,379
KABUL	26.2	140,790
KANDAHAR	26.2	53,205
KAPISA	78.4	32,150
KHOST	46.4	27,563
KUNAR	57.1	21,841
KUNDUZ	84.0	66,257
LAGHMAN	47.8	23,883
LOGAR	38.9	19,033
NANGARHAR	42.5	53,356
NIMROZ	70.6	13,503
NURISTAN	80.6	14,161
PAKTIKA	69.3	15,857
PAKTYA	58.5	20,896
PARWAN	78.5	134,389
SAMANGAN	87.8	43,205
SARI PUL	93.1	107,597
TAKHAR	81.0	121,498
URUZGAN	84.4	127,062
WARDAK	44.8	44,283
ZABUL	59.5	23,883
URBAN	39.0	405,319
RURAL	68.8	1,661,937
NATIONAL	59.8	2,067,256

Best 5 provinces		Weakest 5 provinces	
By Percent	By Number	By Percent	By Number
KABUL	NIMROZ	BAGHLAN	HERAT
KANDAHAR	NURISTAN	SARI PUL	KABUL
HILMAND	PAKTIKA	BAMYAN	PARWAN
LOGAR	LOGAR	SAMANGAN	URUZGAN
NANGARHAR	PAKTYA	JAWZJAN	TAKHAR

Water and Sanitation Statistics collated for Provinces of Afghanistan UNICEF 2005

Diarrhoeal Diseases

Diarrhoea is one of the most common ailments in Afghanistan and is the cause of half the deaths among children under the age of five. Poor sanitation and hygiene are the main underlying reasons. There are seasonal variations, with diarrhoeal diseases most prevalent during the summer months.

Access to safe water and hygienic latrines is very limited in Afghanistan, particularly in rural areas. Water points wells and boreholes have always been scarce and many of them have been abandoned, neglected or destroyed during the prolonged conflict.

Large population movements have also put increased pressure on existing sources, operating them beyond there intended capacities without recourse to spare parts or maintenance. Uncoordinated ground water schemes coupled with three consecutive years of drought have lowered the water table in many parts of the country, depleting aquifers to below their regenerative capacity. As a result, less than 40% of the population have access to safe drinking water. 71% of urban households use piped water or bore wells or protected springs, while in rural areas only 31% of the population use safe water sources.

Flush or pit latrines are used by 87% of urban and 59% of rural households. Traditional technologies have been adapted for excreta disposal but further innovative techniques are required to promote affordable and more hygienic technology options.

However the data collected revealed that in 33% of all households, the water source is within 15 metres of a latrine. This proximity of household latrines to water points implies that there might be contamination of drinking water through underground leaching of excreta, resulting in an increase of disease incidence. There is a need to increase household storage of water and introduce simple domestic purification methods to protect against disease. Another major factor contributing to faecal contamination is the low incidence of hand washing with soap. Only 28% use soap with hand washing and only 16% of mothers of under five children wash their hands at all after defecation. All of these factors contribute to very high levels of water born diseases, with significant implications for the health and development of children and the well-being and productivity of whole communities

ACCES TO SANITATION BY PERCENTAGE OF HOUSEHOLDS IN AFGHANISTAN

LATRINE TYPE	**URBAN**	**RURAL**	**TOTAL**
Sewage	8.3%	0.5%	2.8%
Traditional Pit	73.1%	52.9%	59.0%
Open Pit	6.6%	6.4%	6.5%
Bush/ Field	13.0%	40.6%	32.3%
Other	0.5%	3.1%	2.3%

Water and Sanitation Statistics collated for Provinces of Afghanistan UNICEF 2005

HOUSEHOLDS NOT HAVING A SANITARY LATRINE.

PROVINCE	PERCENT	NUMBER
BADAKHSHAN	57.2	69,731
BADGHIS	72.8	48,140
BAGHLAN	59.5	67,637
BALKH	23.9	26,173
BAMYAN	70.5	54,450
FARAH	75.2	35,455
FARYAB	30.5	42,603
GHAZNI	33.6	64,506
GHOR	81.3	73,556
HERAT	8.6	24,146
HILMAND	35.2	36,246
JAWZJAN	47.1	27,393
KABUL	2.0	10,812

KANDAHAR	13.3	26,881
KAPISA	38.3	15,666
KHOST	80.4	47,734
KUNAR	63.1	23,931
KUNDUZ	43.7	34,372
LAGHMAN	45.3	22,636
LOGAR	4.2	2,033
NANGARHAR	40.9	51,241
NIMROZ	56.2	10,730
NURISTAN	36.0	6,308
PAKTIKA	58.4	13,290
PAKTYA	39.2	14,005
PARWAN	15.2	26,089
SAMANGAN	54.1	26,603
SARI PUL	27.2	31,351
TAKHAR	38.5	57,566
URUZGAN	75.8	113,908
WARDAK	8.4	8,279
ZABUL	51.4	20,548
URBAN	13.2	136,664
RURAL	41.4	997,357
NATIONAL	32.9	1,134,021

HOUSEHOLDS NOT HAVING A SANITARY LATRINE

Best 5 provinces		Weakest 5 provinces	
By Percent	By Number	By Percent	By Number
KABUL	LOGAR	GHOR	URUZGAN
LOGAR	NURISTAN	KHOST	GHOR
WARDAK	WARDAK	URUZGAN	BADAKHSHAN
HERAT	NIMROZ	FARAH	BAGLAN
KANDAHAR	KABUL	BADGIS	GHAZNI

Water and Sanitation Statistics collated for Provinces of Afghanistan UNICEF 2005

Diarrhoea prevalence in last 15 days
(children less than 5 years old)

PROVINCE	BOY		GIRL		TOTAL		GIRL/BOY
	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	RATIO
BADAKHSHAN	29.6	23,762	29.6	20,431	29.6	44,193	1.00
BADGHIS	43.9	12,928	46.0	15,759	45.1	28,687	1.05
BAGHLAN	44.8	29,188	35.7	23,552	40.2	52,741	0.80
BALKH	38.5	27,085	35.9	23,101	37.3	50,185	0.93
BAMYAN	34.6	15,557	41.1	18,244	37.8	33,802	1.19
FARAH	27.0	8,981	22.9	6,361	25.1	15,342	0.85
FARYAB	35.0	28,928	32.5	24,983	33.8	53,911	0.93
GHAZNI	13.4	13,876	12.1	13,501	12.7	27,378	0.90
GHOR	20.2	11,245	25.6	14,564	23.0	25,809	1.27
HERAT	25.5	34,991	24.0	34,534	24.7	69,525	0.94
HILMAND	6.1	6,107	10.4	7,683	7.9	13,789	1.70
JAWZJAN	52.4	15,840	45.4	14,173	48.8	30,013	0.87
KABUL	37.6	112,591	27.0	78,503	32.3	191,094	0.72
KANDAHAR	26.1	38,382	24.7	31,449	25.5	69,831	0.95
KAPISA	39.7	9,727	40.2	9,652	40.0	19,379	1.01
KHOST	46.4	22,802	49.3	22,301	47.8	45,103	1.06
KUNAR	20.7	6,269	23.2	6,337	21.9	12,606	1.12
KUNDUZ	30.3	14,288	28.9	13,335	29.6	27,623	0.95
LAGHMAN	24.2	7,931	25.3	8,288	24.8	16,219	1.05
LOGAR	31.9	10,533	34.2	10,071	33.0	20,604	1.07
NANGARHAR	35.2	36,767	32.4	31,714	33.8	68,481	0.92
NIMROZ	24.8	3,466	19.2	2,179	22.3	5,645	0.77
NURISTAN	36.5	3,680	32.1	3,088	34.3	6,768	0.88
PAKTIKA	32.2	6,045	32.7	5,175	32.4	11,220	1.02
PAKTYA	27.0	6,595	27.5	6,928	27.7	12,893	0.99
PARWAN	40.4	41,560	33.1	33,673	36.8	75,,234	0.82
SAMANGAN	31.7	8,301	30.7	8,201	31.2	16,502	0.97
SARI PUL	27.7	19,563	28.6	17,306	28.1	36,869	1.03
TAKHAR	38.0	34,595	32.6	29,060	35.3	63,655	0.86
URUZGAN	28.0	25,748	28.1	19,871	28.1	45,619	1.00
WARDAK	28.4	17,906	20.4	11,475	24.6	29,651	0.72
ZABUL	27.0	8,685	29.8	7,444	28.2	16,129	1.10
URBAN	31.3	180,092	27.8	151,951	29.6	332,043	0.89
RURAL	30.8	483,831	28.7	420,627	29.8	904,458	0.93
NATIONAL	30.9	663,923	28.5	572,578	29.7	1,236,501	0.92

Best 5 provinces		Weakest 5 provinces	
By Percent	By Number	By Percent	By Number
HILMAND	NIMROZ	JAWZJAN	KABUL
GHAZNI	NURISTAN	KHOST	PARWAN
KUNAR	PAKTIKA	BADGHIS	KANDAHAR
NIMROZ	KUNAR	BAGHLAN	HERAT
GHOR	PAKTYA	KAPISA	TAKHAR

Annex 6.1 Agreement: DACAAR and Hand pump Mechanic

I _____, son of _____, resident of _____ village accept the responsibilities that DACAAR has assigned to me as Hand pump Mechanic for DACAAR wells.

DACAAR's Commitment:

1. DACAAR provides training in the maintenance of wells, repairing of hand pumps, construction of concrete elements and apron.
2. DACAAR will start the maintenance system with the user-groups, and to support the maintenance system through the Handpump Inspection Teams.
3. DACAAR provides tools required for maintenance of wells and hand pumps:

- Hacksaw
- Hacksaw blades
- Jute rope
- Gentry
- Helmet
- Gloves
- Spanner
- Screwdriver
- File
- Well fishing tools
- Socket maker
- Hammer
- PiersDACAAR provides a bicycle to the mechanic.

Hand pump Mechanic's Commitment

1. The Hand pump Mechanic will maintain the wells. He must visit each well every two months.
2. The Hand pump Mechanic will fix the hand pump or well when necessary. The Hand pump Mechanic will visit the well quickly when contacted by the user-group or Hand pump Inspection Team.
3. The Hand pump Mechanic will assist the Hand pump Inspection Team with their work.
4. The Hand pump Mechanic will tell the Hand pump Inspection Team when there are difficult problems.
5. The Hand pump Mechanic will repair and replace the tools as required.
6. The Hand pump Mechanic will repair and replace the bicycle as required.

Termination

The Hand pump Mechanic should not quit his duties without a valid reason. If the Hand pump Mechanic does need to quit, he should tell the Hand pump Inspection Team at least one month in advance, and he agrees to give the tools listed above (including the bicycle) to the new Hand pump Mechanic.

The Hand pump Mechanic agrees that he has received the tools and bicycle.

Name:	_____	_____	_____
Signature:	_____	_____	_____
	Mechanic	*Field Engineer*	*District Authority*

Dated: _____

Province: _____

District: _____

Signed in village: _____

Project number: _____

Bicycle ID #: _____

Annex 6.2 Agreement: DACAAR and Pipe-Scheme Valve man

I _____, son of _____, resident of _____ village accept the responsibilities that DACAAR has assigned to me as Pipe-Scheme Valve man for DACAAR pipe-scheme.

DACAAR's Commitment:

1. DACAAR provides training in the maintenance of the pipe-scheme pipe-work and concrete.
2. DACAAR will start the maintenance system with the user-groups, and to support the maintenance system through the Hand pump Inspection Teams.
3. DACAAR provides tools required for maintenance of the pipe-scheme:

- Threading machine (dye)
- Threading machine tripod with vice and blades
- Pipe cutter
- Pipe wrench
- Chain wrench
- Screw wrench
- File
- Pliers
- Screw driver
- Hacksaw
- Hacksaw blades
- Lever arm
- Socket fusion machine for PE pipes
- But fusion machine for PE pipes

4. DACAAR provides a bicycle to the mechanic.

Pipe-Scheme Valve man's Commitment

1. The Valve man will maintain the pipe-scheme. He must visit each stand post every two months.
2. The Valve man will fix the pipe-scheme when necessary. The Valve man will visit the stand post or pipe-scheme quickly when contacted by the user-group, Water Management Committee, or the Hand pump Inspection Team.
3. The Valve man will assist the Hand pump Inspection Team with their work.
4. The Valve man will tell the Hand pump Inspection Team when there are difficult problems.
5. The Valve man will repair and replace the tools as required.
6. The Valve man will repair and replace the bicycle as required.

Termination

The Valve man should not quit his duties without a valid reason. If the Valve man does need to quit, he should tell the Hand pump Inspection Team at least one month in advance, and he agrees to give the tools listed above (including the bicycle) to the new Valve man.

The Valve man agrees that he has received the tools and bicycle.

Name:	_____	_____	_____
Signature:	_____	_____	_____
	Valve man	*Field Engineer*	*District Authority*

Dated: _____

Province: _____

District: _____

Signed in village: _____

Project number: _____

Bicycle ID #: _____

Annex 6.3 Agreement: DACAAR and District Authorities / Shura

The objective of a DACAAR Water Supply Project is to reduce water-borne diseases through the provision of safe drinking water, improving personal and community hygiene with a Hygiene Education Programme, and provision of a demonstration bath and latrine to the community. DACAAR hopes that the community will replicate the model bath and latrine on their own.

DACAAR and the District Authorities agree to the following:

1. DACAAR will only improve **public** water sources (wells or stand posts). The water sources inside private houses will not be selected for improvement.
2. Each dug-well or stand post must have at least 15 families. Each tube well must have at least 20 families.
3. All families in the user-group should agree on the site-selection of the well or stand post. Women and children must have free access to the well or stand post.
4. The Field Engineer works with the User-Group to decide the location of water sources, baths and latrines.
5. DACAAR will employ a related man and woman to teach hygiene education in the district.

Responsibility of DACAAR

1. DACAAR will provide all concrete elements required for the wells or stand posts, baths and latrines.
2. DACAAR will provide the skilled labour for the project.
3. The DACAAR Field Engineer Team will construct a concrete apron and drainage system in order to keep the well or stand post area free from contamination.
4. DACAAR will provide the hand pump, rising main, cylinder and pump rods for well projects.
5. DACAAR will bore the tube wells and install the filter and plastic casing for tube well projects.
6. DACAAR will provide the pipes, concrete, and steel for construction of pipe-schemes.
7. DACAAR will improve baths and latrines for some families within each User-Group.
8. DACAAR will train a mechanic to maintain the drinking water system in working condition.
9. DACAAR will help set up the Water Management Committee (made of representatives of the User Groups) in villages with pipe-schemes.
10. DACAAR will train and employ Hygiene Educator couples (related man and woman) from the district. DACAAR will supply the couple with Hygiene Education materials, and provide advice and support to the couple. The couple will give Hygiene Education sessions throughout the project area.
11. DACAAR's Hand pump Inspection Team will visit the water source regularly, and the shura agrees that the HITeam has the right to remove a hand pump from a well if it is not properly used and maintained.

Responsibility of District Authorities

1. District Authorities guarantee the security of DACAAR staff, the project site, and the DACAAR equipment and tools.
2. District Authorities promote good relations between DACAAR and the communities.
3. District Authorities motivate the communities to make the community contributions.
4. District Authorities agree that the User-Group provides unskilled labour and local construction materials.
5. District Authorities agree that the User-Group must pay for spare parts and for the mechanic's wages.
6. District Authorities agree that the Hygiene Education couple will work to improve hygiene knowledge and practices in the district.

Disclaimer

All projects are to be implemented according to DACAAR's rules and strategy. No group nor individual can force DACAAR to implement projects against DACAAR's wishes or strategy. If such force is applied, DACAAR will stop the project and shift all equipment and personnel to another area.

Dated: _____

Village: _____

District: _____

Province: _____

Project number: _____

Name	*Signature*	
District Governor	_____	_____
Field Engineer	_____	_____

Shura Member _____ _____

Shura Member _____ _____Agreement between DACAAR, User-Group and the Mechanic

Annex 6.4 Agreement on Project Implementation and Maintenance

The objective of a DACAAR Water Supply Project is to reduce water-borne diseases through the provision of safe drinking water, improving personal and community hygiene with a Hygiene Education Programme, and provision of a demonstration bath and latrine to the community. DACAAR hopes that the community will replicate the model bath and latrine on their own.

DACAAR, the User-Group and the Mechanic agree to the following:

1. DACAAR will only improve **public** water sources (wells or stand posts). The water sources inside private houses will not be selected for improvement. All members of the User-Group agree that the water-source will remain for the public.
2. Each dug-well or stand post must have at least 15 families. Each tube well must have at least 20 families.
3. All families in the user-group should agree on the site-selection of the well or stand post. Women and children must have free access to the well or stand post.
4. The Field Engineer works with the User-Group to decide the location of water sources, baths and latrines.
5. DACAAR will employ a couple (related man and woman) to teach hygiene education in the district.

Responsibility of DACAAR

1. DACAAR will provide all concrete elements required for the wells or stand posts, baths and latrines.
2. DACAAR will provide the skilled labour for the project.
3. The DACAAR Field Engineer Team will construct a concrete apron and drainage system in order to keep the well or stand post area free from contamination.
4. DACAAR will provide the hand pump, rising main, cylinder and pump rods for well projects.
5. DACAAR will bore the tube wells and install the filter and plastic casing for tube well projects.
6. DACAAR will provide the pipes, concrete, and steel for construction of pipe-schemes.
7. DACAAR will improve baths and latrines for some families within each User-Group.
8. DACAAR will train a mechanic to maintain the drinking water system in working condition.
9. DACAAR will help set up the Water Management Committee (made of representatives of the User Groups) in villages with pipe-schemes.
10. DACAAR will train and employ Hygiene Educator couples (related man and woman) from the district. DACAAR will supply the couple with Hygiene Education materials, and provide advice and support to the couple. The couple will give Hygiene Education sessions throughout the project area.
11. DACAAR's Hand pump Inspection Team will visit the water source regularly, and has the right to remove a hand pump from a well if it is not properly used and maintained.

Responsibility of User-Groups

1. The User-Group will work with the Field Engineer on the site-selection for wells and stand posts. The site must fit the DACAAR strategy. Women and children must have free access to the water source. The site must also be a suitable distance from all sources of contamination.
2. The User-Group agrees to the following during implementation:
   - Work with the Field Engineer in site-selection for wells and stand posts, and in selecting the proper layout for pipes in pipe-schemes;
   - dig the well at the selected site (for dug well projects only);
   - Provide local construction materials (gravel and stone) for the concrete elements;
   - Provide unskilled labour as required, including the following:
     - Installation of the hand pumps on wells;
     - Construction of apron and curing of apron;
     - Carrying equipment and materials for all project types, including transport of the drilling rig and casing for tube well projects;
     - Transport the required concrete elements from the production site to the location of implementation;
     - Two labourers at the time of boring tube wells;
     - Dig trenches and backfilling trenches for pipe-schemes.
3. For pipe-schemes, the User-Group must agree that the source is public property. If the source water is used for irrigation, all residents and villagers *must* agree on the use of the source for implementation of the pipe-scheme project.
4. The User-Group must select a caretaker. The caretaker will act for the User-Group when dealing with the mechanic or DACAAR staff.

5. The User-Group must keep the area around the water-source clean from contamination, including faeces and garbage. The User-Group must keep the drainage clear of obstruction.
6. The User-Group must agree to pay for the mechanic's wages and for spare parts required for the repair or maintenance of the water supply system.
7. The User-Group will work with the Field Engineer to decide the location of the demonstration baths and latrines. Families with bath & latrine have these additional responsibilities:
   - select a location for the bath and latrine according to the following criteria:
     - accessible for all residents in the family;
     - located in an area with good ventilation;
     - be at least 10m from wells and other water sources and from the kitchen;
   - provide local materials (sand and gravel) and build the super-structure for the bath and latrine;
   - use the bath and latrine only for the intended purposes.

Responsibility of Mechanic (Hand pump Mechanic or Valve man)

1. The Mechanic agrees to maintain the water supply system. He will visit every well and stand post every two months.
2. The Mechanic will fix the water supply system promptly. The User-Group will call him when repairs are required, and the Mechanic must respond quickly.

Each family within the User-Group agrees to pay to the Mechanic the sum of ____ seer wheat per year. (1 seer = 7 kg.) The User-Group is also responsible for the payment of spare parts.

Waqf / Selling Agreement

If the land for the well or stand post is private, it must be donated or sold to the User-Group through a Waqf/Selling Agreement.

Agreement:

I _____, son of _____, resident of _____ village do hereby agree that I have sold/waqf my property of ____ square meters (m^2) located in _____ village to the User-Group listed below, and who is represented by the caretaker _____. The User-Group will use this land for the installation of a public well or stand post.

Dated: _____

Village: _____

District: _____

Province: _____

Land Owner _____ _____
name *signature*

User-Group Caretaker _____ _____
name *signature*

Field Engineer _____ _____
name signatureDisclaimer

All projects are to be implemented according to DACAAR's guidelines and strategy. No group or individual can force DACAAR to implement projects against DACAAR's guidelines or strategy. If such force is applied, DACAAR will stop the project and shift all equipment and personnel to another area.

Distribution of Signed Agreements

This agreement is to be signed at the time of the Site Selection process. Copies of the full agreement will be kept by the Field Engineer, the User-Group, Caretaker and the mechanic.

SignaturesDated: _____

Village: _____

District: _____

Province: _____

Project number: _____

User-Group Caretaker _____ _____
Name *signature*

Mechanic _____ _____
name *signature*

Field Engineer _____ _____
name *signature*

Heads of Families

_____ _____
name *signature*

_____ _____
name *signature*

_____ _____
name *signature*

_____ _____
name *signature*

_____ _____
name *signature*

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name	*signature*
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name	*signature*
_____	_____
name	*signature*
_____	_____
name	*signature*

Annex 7 More information about Site Selection

Site Selection

In collaboration with the user group the field engineer is responsible for the final site selection for each water point of the area. The user group is involved in site selection and should understand selection principles.

The selection of the improved water point should be based on the following criteria:

- The location of a well should be determined by a qualified hydro geologist or experienced water well contractor or engineer based on study of the location and a test drilling
- The technical person is responsible to provide technical information for the site selection. If the community has a clear understanding of the guidelines for choosing an appropriate site this will influence them to make a sound choice.
- Priority should be given to those villages without any access to safe drinking water.
- Villages where all or the majority of the families have private wells should be given a lower priority than those villages where the major drinking source is unimproved public water points and streams. This is because unimproved private wells are likely to give relatively safer water than unimproved public wells and streams. All families from the intended user-group must have access to the water point.

- The water-point should be located in a place where considerations of *Pardah* do not prevent women from using it. Wells should not be located along trafficked road because women will not have free access to the well. If there is no other possible location, roadside wells may be improved only if the community constructs a privacy wall.
- DACAAR has examples of site selections being made by only a select group in a village and later on the people who chose the site contacted DACAAR to have the site changed as women were unable to go there or one family had claimed it.
- The water point should be located so that access cannot be monopolised by anyone. This means that sites should preferably not be selected adjacent to the compound of powerful members of the community as it increases the risk of privatisation.
- The user group must reach consensus on the site selected. The Field Engineer will advise the user group on site selection.
- Where possible women should have the prime role in the selection of the site. The female Hygiene Educators should be used to ensure that women's opinions are collected during the site-selection process.
- The users must make a major contribution to site section. It is very important that from the beginning they feel the well belongs to them and not to the engineer or contractor. After completion the engineer and contractor will rarely get another chance to return.
- The site must not be open to contamination from latrines, washing areas, canals, ponds or other sources. There is no perfect rule governing the distance that is necessary for safety between latrine and well. Many factors such as slope and level of the ground water, and soil permeability influence the possibility of the bacteria in ground water.
- Where the sale, exchange or donation of land is required to construct or improve a water point then:
- The sale exchange or donation of land should be documented in a *waquf.* The site of the water point should not obstruct any future government plans.

- Test from other community wells will help the technical person understand the static water level, the quality of the water, and the direction of the ground water flow and the strata of existing wells.
- Perform chemical and microbiological analyses of the water to determine the characteristics of the water in the well /aquifer: this helps to predict the susceptibility of the well to encrustation or erosion, provide information on the water quality, and serve as a baseline record to detect any change in water quality or contamination.
- Elders in the community can advise the technical person about the rainfall over the past ten years.
- The Engineer will take all collected information into account when he advises at what depth to put the filter and estimating the recovery of the water table after pumping.
- Community members know their location and can advise on areas to avoid because of rocks and previous failed attempts to locate water.

Annex 8 Hand Pump and Well Maintenance

Hand Pump Mechanic
The number and location of persons selected for hand pump repair depends on the number of hand pumps installed and the distance between the villages within the project area. The number of hand pumps to be repaired by a mechanic should preferably be large enough to yield a supplementary income and make the work worthwhile. At the same time the area covered should not be too large since this may reduce the level and frequency of the maintenance and repair

Criteria for selection of hand pump mechanic:

1. Preferably to be from the user group.
2. Preferably to be introduced by the representatives of the user groups.
3. Be a permanent resident of the area
4. Preferably be literate.
5. The hand pump mechanic preferably should have a relevant background such as a blacksmith or bicycle mechanic

Hand Pump Mechanic Responsibilities

1. On receiving information about any hand pump break down (from hand pump caretaker or community representative) collect the tools and necessary spare parts for repairing of the hand pump.
2. Carry out the hand pump repair correctly.
3. Advise the user group of the cost of the spare parts that were used to repair the pump
4. Collect the wages (grain/money) according to the agreement signed by both sides
5. Keep records of the hand pump repairs and submit it to the hand pump inspection team.
6. Act as a motivator to promote health and hygiene practices, proper use of hand pump and sanitation in village.

Role of Hand Pump Caretaker (s) DACAAR 1999
The hand pump caretaker role details should be a community responsibility
Each caretaker/elder of the hand pump has the following responsibilities regarding the maintenance and repairing of the hand pump.

1. Undertake the preventative maintenance of the pump
2. Ensure that user groups keep the platform clean
3. Inform the community representatives and the mechanic regarding repairing needs of the hand pump.
4. Assist the hand pump when repairing the pump
5. Assist collect the grain/money for the cost of spare parts as well as wages of hand pump mechanic.
6. Act as a motivator to promote health and hygiene practices, proper use of hand pump and sanitation in villages

Spare Parts Shopkeeper
In each bazaar or the capital of the provinces where hand pumps are installed shopkeepers must be identified to sell spare parts of the hand pumps. In order to avoid a monopoly and high prices of spare parts of hand pumps two shop keepers preferably to be identified. Each spare parts shop keeper has the following responsibilities:

1. The shopkeeper should be introduced to the factory where the hand pump spare parts are manufactured.
2. The spare parts should be sold according to the price list prepared each year by water supply section and distributed by hand pump inspection teams.
3. All the parts necessary for repairing pumps should be available in the shop.
4. Each shop keeper should display a sign that is easy to be seen by the user group

Hand Pump Inspection Team
During 1993 DACAAR water supply section established an organized hand pump monitoring team for monitoring and supervision of the hand pumps installed in Afghanistan. As the number of hand pumps increased and the project areas were extended to different provinces like Kandehar and Helmand so the number of hand pump inspection teams was increased to four. Two have had to be taken out because of lack of security .Each team has a specific area in Afghanistan that it is responsible for.

Responsibilities

a. Assess the functioning of the maintenance arrangement including the performance of the hand pump mechanic and the spare parts distribution. If the team observes a problem such as non-payment of repairs and spare parts by user groups, the mechanic is performing poorly and lacking in skill or unavailability of spare parts, the team must take steps to rectify the situation
b. Monitor the performance of the hand pump and well for technical weaknesses.
c. Collect the information recorded by the hand pump mechanic on repairs, maintenance and spare parts used.
d. If necessary the team will chlorinate wells.
e. If a hand pump mechanic leaves or needs replacing the team help select and train a new mechanic.
f. The team supplies the hand pump mechanics and the construction teams with packets of chlorine

Annex 9 Mechanic Registration and Spare Part Information Report

Mechanic Registration Information Report	**Part 5**	
Mechanic Name		Fathers Name
Village of Residence		
Districts of Work		
	--- ---	--- ---
	--- ---	--- ---
	--- ---	--- ---

Spare Part Shop Details		
Owner's Name --- Village Name ---		
Given Tools? [ ]Y Date [ ] N	Given Bicycle? [ ] Y Date [ ] N	Training date

Spare Part Shop Information Report			**Part 6.**
Province		District	Village
Lat		Lon	Shopkeeper Name
Source of Spares (Village Name)			Distance(Time)

Part	Given Quantity
1. U Seal washer	
2. Plastic bearing	
3. Nut and bolt	
4. Body flanger and foot valve	
5. Valve bobbin	
6. O-ring	
7. Solution 250 mg.	
8. Rod	
9. Rising mains	

Annex 10 Handouts Social Organisation Training Course

Handout A Participants Profile

DACAAR/MRRD

Social Organisation Training Course

For Water and Sanitation Professionals

Date / /

Participants Profile

Name

Designation

Qualification

Age

Sex M F

Work Experience with Organisation/MRRD

Areas of Specialization (Programme/Project)

Major Training Courses Attended

_ _

Signature

DACAAR/MRRD

Social Organisation Training Course

Date / /

	Name	Province	Position	Organisation
1				
2				
3				
4				
5				
6				
7				
8				
9				
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12				
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17				
18				
19				
20				

Handout B Pre/After Test

Water and Sanitation Engineers
Social Organisation Training Course
Before and After Training Test
Date: ___/___/___

Name_____

Answer the following Questions

1. What is a community organisation?

2. What people does a community organisation represent?

3. What jobs can a community organisation do to maintain a safe water supply?

4. Why are their very poor people in our community?

5. How can we assist these people?

Handout C Course Schedule

Social Organization Training Schedule

Day One

Time	Topics	Resource Person
0830 – 1000	Introduction, Knowing each other, Fears and Expectation, Methodology and schedule	Trainer(s)
1015 – 1130	Poverty and Empowerment	
1130 – 1230	Development and Empowerment	
1400 – 1505	Empowerment	
1505 – 1550	Mechanic, Spare Parts Shop and HIT team	
1550 – 1600	Wrap up Session	

Day Two

Time	Topics	Resource Person
0830 – 0900	Review	Trainer(s)
0900 – 1000	Social Organisation	
1015 – 1230	Participation	
1400 – 1500	Evaluation of Participation	
1515 – 1545	Role of Engineer/Social Organiser	
1545 – 1600	Wrap up of session	

Day Three

Time	Topics	Resource Person
0830 – 0900	Review of the previous session	Trainer(s)
0900 – 1000	Johari Window	
1015 – 1230	How to Approach the Community	
1515 – 1530	Village Power Networks	
1430 – 1600	Evaluation of the training Course and Distribution of certificates	

Tea breaks for 15 minutes at 1000 am 0300 pm Lunch and prayers at 1230-0130

Handout 1.1 Course Objectives

By the end of the training course the participants should have gained the following:

- Respect for the experience, skills and wisdom of village communities
- Understanding of the concept of empowerment, social organisation and participation.
- Ability to evaluate the degree of participation in project implementation.
- Understanding of role of the Engineer /Social Organiser in the Development process.
- Understand the importance of community participation
- Understand the importance of and practice of community based well operation and maintenance systems
- Basic skills for analysing village-level political and social structures

Handout 1.2 Schedule Day 1

Training Events	Time Needed	Training Methodology	Supporting Documentation
Opening session Introduction, fears and expectations, methodology, schedule	1 hour	Brainstorming	OHP Nos. 1.1, 1.2 Handouts .1.1, 1.2
Poverty & Empowerment	2 hours	Brainstorming Group Work	Handouts No. 1.31 & 1.32 Basic Human Needs Basic Human Rights
Development & Empowerment	1 hour	Brainstorming Group Work Drama	Handout No. 1.4
Mechanic, Spare Parts Shop and Hit Team	45 minutes	Brainstorming Presentation	Annex
Wrap up Session	15 minutes	Presentation	
Total Time	5 hours 30 minutes + 1 hour 30 minutes for lunch and 30 minutes for tea breaks		

Handout 1.3 Resources to assist and networks required

Resources to assist him	Support Networks he requires
Money or assets	The potato seller cannot use the money or assets to set up a business as he has little education and doesn't know how to do it. He needs training and someone to advise him. He wont be able to make use of the money to find a permanent solution.
Note Money in the form of gifts or savings programmes. Assets such as tools	Note: Networks such as savings programmes Traders organisations, NGO support etc
Education/ Training	The potato seller cannot use the training or the skills given to assist him to overcome his poverty. He cannot find himself a job and he does not know how to set himself up in a business He needs support.
Raising awareness that he needs support networks	If nothing else is possible to help this young man then at least somebody should suggest to him that he should form a support network for himself with other potato sellers. If he has this support network then many other things become possible

Handout 1.4 Questionnaire regarding River Code

Questions regarding the River Code

Q. What did you see happening in the play?

Q. What different approaches were used to help the two men across?

Q. Who could each person represent in real life?

Q. What does each side of the river represent?

Q. Why are some people left in the middle of the river?

Q. In what ways can development projects build a sense of dependence?

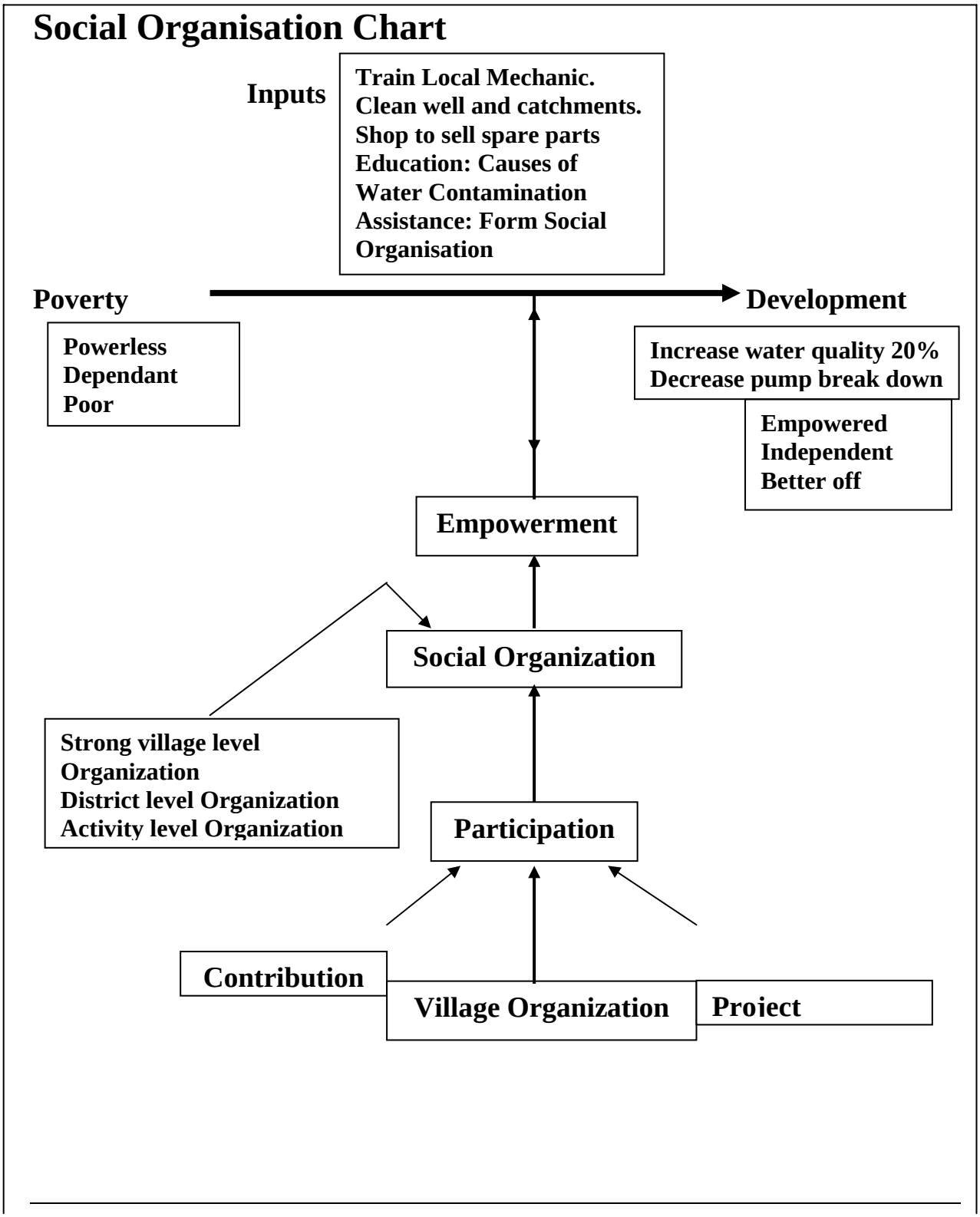
Q. What must we do to ensure that those we work with develop a sense of independence?

Handout 2.1 Day 2 Design and Timing

Day 2 **Design and Timing**

Training Events	Time Needed	Methodology Used	Supporting Documentation
Opening session (Review of previous day's session)	30 minutes	Presentation	
Social Organisation	50 minutes	Group Work	OHP No 2.1 Annex 2
Participation	60 minutes	Brainstorming	OHP No. 2.2 Handout 2.1
Evaluation of Participation	60 minutes	Group Work	OHP No. 2.4 Handout 2.3
Role of a Social Organiser	90 minutes	Brainstorming	OHP Nos. 2.5 – 2.7 Handout 2.5 Annex 4
Wrap up Session	10 minutes	Presentation	
Total Time	5 hours 30 minutes + 1 hour 30 minutes for lunch and 30 minutes for tea breaks		

Handout 2.2 Social Organisation Chart



Handout 2.3 Participation Types 1, 2 and 3

Participation Type 1	Participation Type 2	Participation Type 3
Community contributes to a water supply project, which was not selected or designed by them because they realise that they will benefit from the development the completed project brings. Example: For example the community provides labour on a well construction project which has been selected and designed without any reference to the villagers but which is being implemented for the benefit of the villagers.	Community is involved in selecting monitoring and implementing the water supply construction project. But again they do this because they understand that they will benefit from the development the project will bring. Example**:** Providing labour on project which the villagers have identified and to some extent designed themselves	Community understand the advantages of organisation and has its own institution, which identifies its needs and sometimes requests assistance from outside in fulfilling these needs. Example: Formation of village level decision-making body which not only participates in the implementation of projects which they have selected themselves but which also is developing the confidence and the skill to deal with many other issues and other agencies.

Handout 2.4 Participation Questionnaire

Participation Questionnaire

	Score 1-5 Actual	Score 1-5 Desired
1. **Beneficiary's role in planning**		
• To what extent the project is in response to the people's demand	☐	☐
• Degree of participation in project planning	☐	☐
• Beneficiary commitment to project	☐	☐
2. **Beneficiaries' role in implementation**		
• Degree of financial contribution	☐	☐
• Degree of participation in implementation	☐	☐
• Degree of local knowledge used versus Dependency on outside experts.	☐	☐
• Degree of organisation of beneficiaries	☐	☐
• Extent to which organisation is their own versus Engineered by others.	☐	☐
• Democracy and equality in organisation	☐	☐
• Extent to which beneficiaries can redesign project	☐	☐
3. **Beneficiaries' role in maintenance**		
• Degree of participation in maintenance	☐	☐
4. **Project linkages to beneficiaries**		
• Adequacy of communication to beneficiaries from Project Engineer.	☐	☐
• Degree to which project increased beneficiary Capacity.	☐	☐

Handout 2.5 Statements about the role of the Social Organiser

Statements about the Role of the Social Organiser or Project Representative

- Social Organisers should work **<u>with</u>** people and not **<u>for</u>** them. This is the opposite to what people usually think happens**.**
- A good Social Organiser seeks to **support** people and not to **direct** people and their activities.
- A good Social Organiser tries to develop the capacity of the people so that the Social Organiser will be less needed**.**
- The Social Organiser encourages people to assume active responsibility for their own development.

Handout 2.6 Role of the Social Organiser

Role of the Social Organiser

Raising Awareness
Assisting people to develop their own mental capacities, that is, to stimulate their critical awareness. This critical awareness enables people to examine and explain issues and problems in their own words and, as a result, to realise what they can do to bring about change.

Structuring
The development of internal and solidarity among people, and of some form of structure or organisation which can help bring the people together and serve as the focus and the discussion place for their continued involvement.

Facilitation
Assisting people to undertake specific actions designed to strengthen their participation; these actions can include the acquiring of particular technical skills, gaining access to available resources or translating their own ideas into feasible projects.

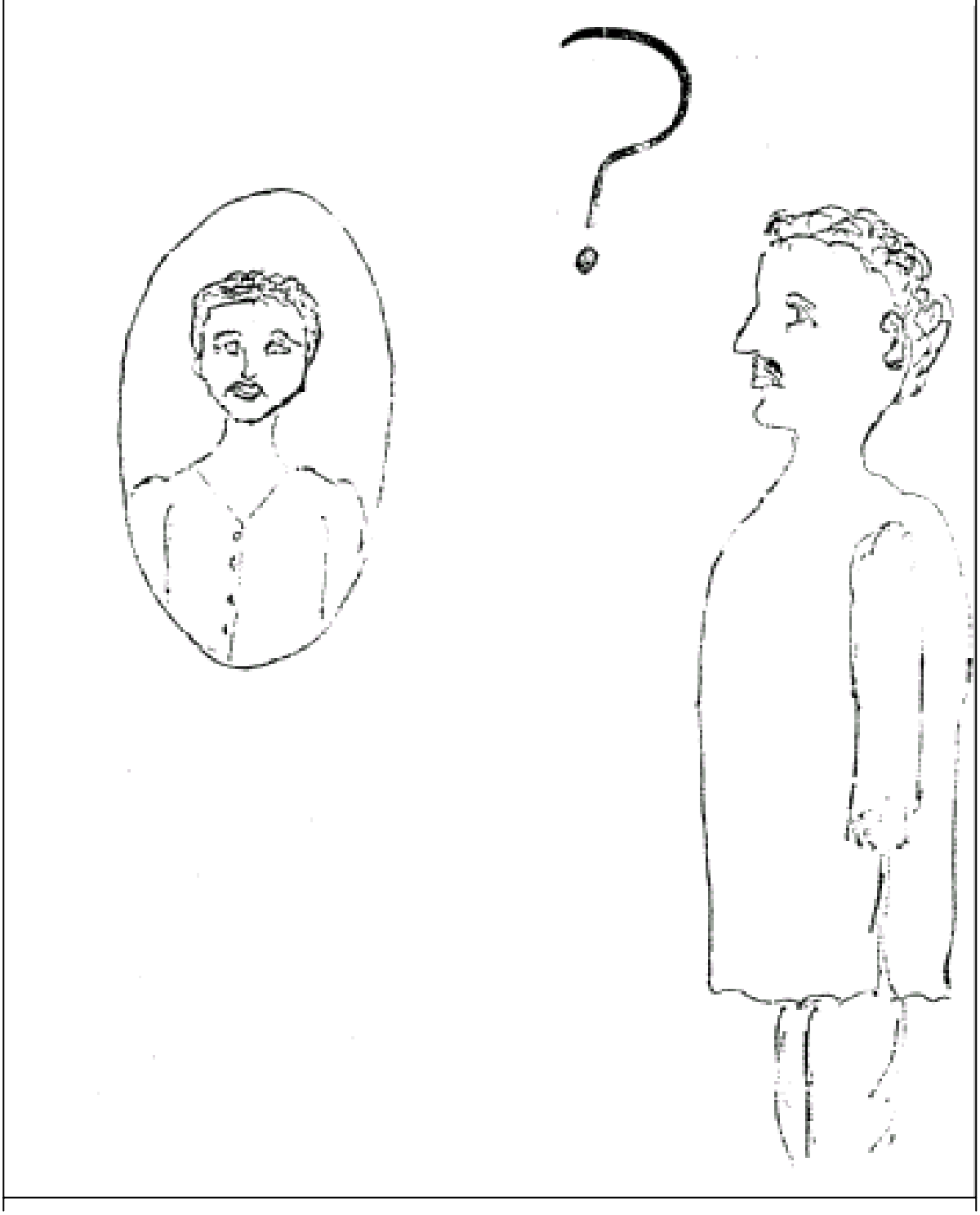
Intermediary
To serve, in the initial stages, as a bridge to other external agencies; to help establish contacts with existing services and introduce rural people to the procedures and mechanisms for dealing with these services.

Linking
To help develop links between rural people in similar situations and facing similar problems. This linking at district and regional level relates a wider base of support for participation.

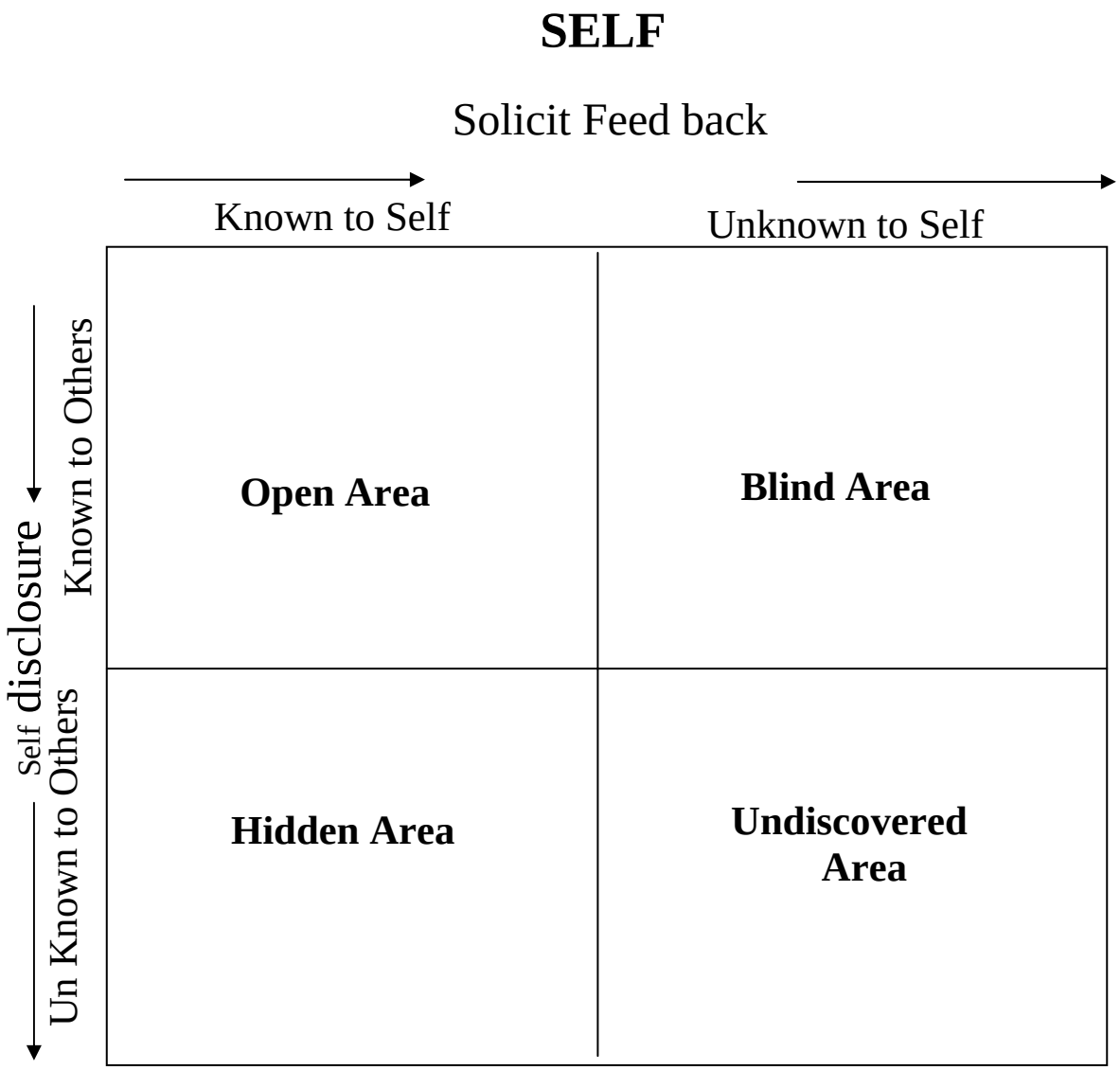
Withdrawal
A progressive withdrawal, where the Social Organiser deliberately withdraws from a direct role with the people and increasingly encourages them to undertake and manage the projects in which they are involved with himself in a more advisory role.

Handout 3.1 Johari Window

What do you think this man is doing?



Handout 3.2 Johari Window Figure A



Handout 3.3 Johari Window Explanation

Open Area

This is the area, which is known to one self and to others. The behaviour revealed in this area is behaviour, when one is not defensive and the individual and others around us are familiar with or know about. Social graces, mannerism, etc. come under this area.

Hidden Area

This is the area about which one knows about oneself but about which others are not aware. This area is where one keeps secret about oneself. Secrets are kept for fear of others' reaction to them. Secrets may pertain to feelings, attitudes and behaviour.

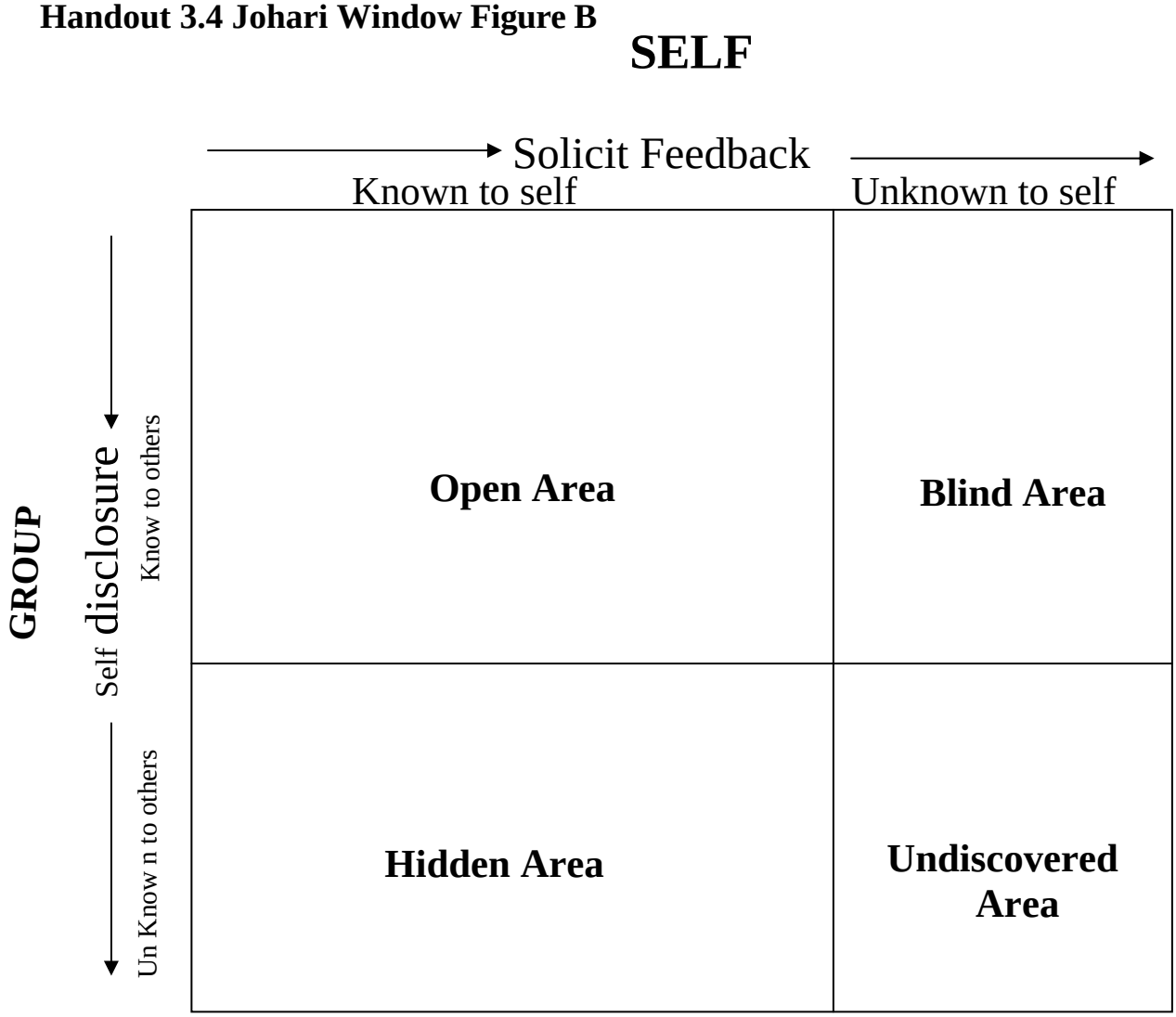
Blind Area

This is the area in oneself about which others are aware but about which the individual is not aware. This area remains blind to the individual because the others who are aware of this area may abstain from telling the individual for fear of offending.

Undiscovered Area

This is the area about which neither the individual nor others around him are aware of but in this area exists many undiscovered potentialities and aptitudes.

Handout 3.4 Johari Window Figure B



Handout 3.5 Course Evaluation Form

Course Evaluation Form

1. What were the most useful topics covered in this course?

-
-
-

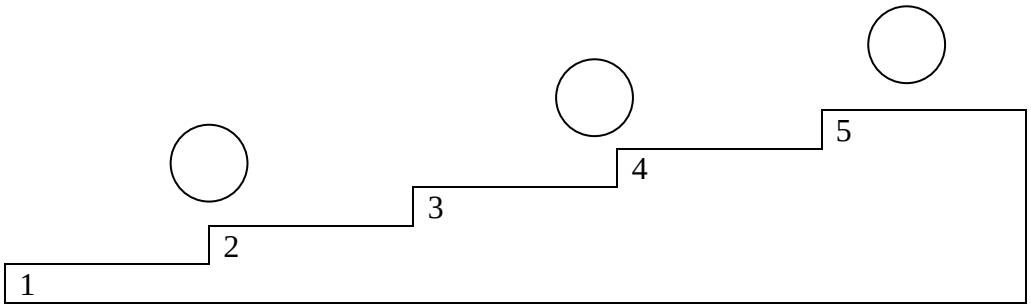
2. What were the least useful topics in this training course?

-
-
-

3 What suggestion do you have for the improvement of the training course?

-
-
-

4 Circle the degree of your satisfaction with the training workshop



6. Other comments.