

**Gender and WASH in Emergencies Minimum Commitments for the Safety and Dignity of Affected People**

**Training Workshop Module**

**Pre–workshop planning**

Invite the participants to think about their expectations and concerns beforehand and send these to the facilitator ahead of the workshop so that the facilitator has time to consider these and design the workshop agenda and activities that responds effectively.

**Objective**

Allow the facilitator to adapt the workshop content and delivery to cover common expectations and concerns and to address from the outset what will not be addressed and why.

**Pre-Reading workshop materials and guidelines**

1. Handout 0 – Gender Concepts and Definitions
2. Handout 1 – Organisations Questionnaire – Monitoring Implementation of 5 Commitments
3. Handout 2 – Monitoring Framework on the Minimum Commitments Implementation
4. Handout 3 - WASH accountability Handbook
5. Handout 4 – Facilitator Notes for the Video entitled “ As Safe as Toilets”
6. Handout 5 – WEDC – WaterAid – Accessibility – Safety Audit – Latrine
7. Handout 6 - WEDC – WaterAid – Accessibility – Safety Audit – School Latrine
8. Handout 7 - WEDC – WaterAid – Accessibility – Safety Audit – Water Point

**Day 1**

**Session 1: Welcome, introductions and objectives**

**Purpose**

* To welcome participants to the training
* To allow facilitators to introduce themselves and get to know the participants
* To confirm the objectives of the workshop

**Materials**

* A ball (of any kind)

**Preparations**

* Display the objectives of the workshop and the WASH Minimum Commitments on the walls.

**Time**: 30 minutes

**Instructions**

1. Welcome participants to the training, and introduce yourself. Confirm that this training introduces the WASH Minimum Commitments for the Safety and Dignity of Affected People (‘the Minimum Commitments’) and explores how to use them to make WASH programming more inclusive and efficient.
2. Make a circle and let the participants toss the ball from person to person. When receiving the ball, each participant shares his/her name and something about himself/herself that no one in the room may know. Then the participant with the ball throws it to another person. After everyone has received the ball and has spoken, invite the participants to return to their seats.
3. Drawing on the feedback that you as the facilitator received before the workshop and referring to the objectives displayed on the wall, highlight how you have adapted the workshop to address participants’ common expectations and concerns. If relevant, explain why some expectations cannot be met.
4. Walk through the workshop agenda, noting break times and the location of the dining area, toilets, emergency exits, etc.

**Facilitator’s Tips:**

* Welcoming participants is critical in setting a safe atmosphere for dialogue in the workshop.
* This is the beginning of the workshop, so start with some enthusiasm. The energy you project is the energy you will get back. Talk about how excited you are to have this workshop and how glad you are they are participating.
* It is important for CARE staff/the organisers to introduce the facilitators.
* It is also important to note whether there are participants in the room that are supervisors/line managers. If this is the case, it would be important to emphasise that, during the training, all contributions are valued equally. Stress the need for openness and confidentiality throughout the workshop.
* As the facilitator, you can ‘set the scene’ on the type of information to be shared while tossing the ball around (it does not have to be too personal).

**Session 2: Introducing the Gender and WASH in Emergencies**

**Learner Objectives**

By the end of the session, participants will understand CARE’s approach to gender and WASH in emergencies including its background, aims and objectives.

**Materials and Preparation**

**Materials**

• Flipchart

• Markers

* Handout 0 – Gender Concepts and Definitions

**Preparation**

PowerPoint presentation entitled “Why WASH and Gender in Emergencies? An Introduction”

**Time:** 45 minutes

**Instructions**

1. Briefly review why CARE focuses on gender and WASH in emergencies by posing the following question: “From your own experience, why would we want to talk about gender in relation to WASH in Emergencies?”
2. Have participants call out their ideas and capture them on a flipchart.
3. Briefly ask participants to refer to the Handout 0 and ask if there are any observations from the concepts and definitions provided that they would like to point out or share
4. Make presentation on Gender and WASH in Emergencies using the PowerPoint presentation entitled “Why WASH and Gender in Emergencies? An Introduction”.
5. Pause after each slide and solicit inputs, thoughts and ideas

**Facilitator’s Tips:**

* There is a lot in this session for 45 minutes so keep a careful eye on the time and keep each part of it short and snappy!
* Highlight that the training and exercises are participatory and that we hope that participants will draw from and share their experiences. We are all experts!
* Listen for the wisdom that exists within each participant’s experience. The training provides the space for reflection and learning from each other.
* You can refer to the CARE Gender Wiki webpage available here: <http://gender.care2share.wikispaces.net/Gender+Equity+and+Diversity+work+at+CARE>, for further reference.
* You can also refer to the Handout 0 - Gender Concepts and Definitions for further reference on concepts and definitions

**Session 3: Different Needs of women, men, girls and boys**

**Learner Objective:**

By the end of this session, participants will:

* Understand the different needs of women, men, boys and girls in relation to WASH in an emergency situation and how to respond to these.
* Be able to explain the importance of focusing on gender in WASH programming/activities and how it improves the effectiveness and impact of our work

**Materials**

* Overhead projector
* Flip chart paper, coloured markers and a ruler.
* A sample of a daily tasks chart in a humanitarian context
* Checklist of sample questions to guide the discussion

**Time:** 60 minutes

**Instructions on the ‘Speed Debating’ exercise**

* 1. Ask the participants to stand up in two rows facing each other.
  2. Present four absolute statements (some examples below but these can be tailored for the context and the participants’ interests and areas of expertise).
  3. Put the statement on the screen/flipchart and ask the partners to debate with one side taking the positive view and the other the negative view – it does not matter if they do not agree with the view they must have; in fact, if they don’t, it can be useful for them to channel the negativity they have heard to the issue and to hear the replies from someone else.
  4. After each three-minute debate, still standing, ask people to discuss in plenary some of the strong arguments/points they heard.

1. After each statement get one person from one row (the same each time) to go to the other end of their same row and everyone moves up so they have a different debating partner each time.

Use as many as time permits or for which the energy for debate remains high. Facilitators are encouraged to adapt the language of the examples below or to add context-specific examples that would be more appropriate:

1. In emergencies, we must address the life-saving issues related to WASH first; addressing gender issues must wait.
2. In emergencies, women and girls are always the most vulnerable.
3. In emergencies, meeting the needs of people with disabilities and older people cannot be a priority for us; we must trust that the family and the community will look out for them.
4. Adolescent girls – women or children? In WASH programming, it doesn’t matter as long as we count them in as a number.

If time permits or if facilitators are more familiar and comfortable with the 24-hour clock exercise, then they might consider also doing this exercise or replacing ‘Speed Debating’:

5a. Introduce the 24 – hour day (daily clock) exercise

* Organize separate focus groups of men and women. Make sure that each group includes people from different socio-economic groups.
* Explain that you would like to learn about what they do on a typical day.
* Ask the groups of men and women to prepare their clocks. You can start by asking them what they did yesterday and how they generally pass their day this time of the year. It's easy to start the clocks by asking them what time they usually get up.
* Build up a picture of all the activities they carried out the day before, and how long they took. Plot each activity on a circle which represents a clock. Activities that are carried out at the same time (such as child care and cooking) can be noted in the same spaces.
* When the clocks are done, ask questions about the activities shown.
* Note the present season (for example raining season, dry season).
* If there is time, ask the participants to produce new clocks to represent a typical day in the other season.
* Compare the clocks.
* Use the key questions in the checklist to guide a discussion about people's activities and workloads.
* Be sure to draw a picture of the clocks on paper. Be sure too that the name of the group/person is noted on the clocks and also the season of the year.

Summarise the session by referring to the facilitator tips below

**Facilitator Tips**

In this session, it is important to tap into participants’ own experiences and observations on gender in emergencies, for example:

* Women do the bulk of the work in WASH and this has implications for their personal, social and economic well-being. Ask the participants to consider what implications this may have for our WASH response?
* Gender-related power dynamics occur within the home and the community: Often, it is mainly men who attend public meetings, yet it is women who do most of the WASH-related tasks. Again, ask the participants to consider what implications this may have for the design and implementation of the response? How can this be addressed?
* WASH relates to issues of privacy, dignity and safety. Ask the participants to consider what this may mean in terms of the location and design of toilets, showers, water points, etc.? Ask them to consider this same question in relation to mobility constraints of people with a disability (PwD) and older people. Finally, ask the participants to consider what could be the implications in terms of women’s workload if they have the responsibility for caring for PwD, older people, as well as children in their household, as well as open defecation if we do not address the specific needs of PwD and older people in the siting and design of WASH facilities?

**Checklist of sample questions to guide the 24-hour exercise discussion (adaptable to each situation)**

* What are the main differences between the women and men’s activity clocks?
* Did anything surprise you when you looked at the activity clock the other group produced?
* What did you learn about your community during this exercise?
* How have women’s and/or men’s roles changed in your community the last ten years?
* Why do you think these roles have changed?
* In your community, did men have any household, cleaning, childcare or water collection tasks before the crisis?
* Do you think this is changing or will ever change?
* What could women and/or girls do if they had more “free” time?
* What are some of the activities that women and/or girls currently do not have any time for?
* Would it be a good thing for women and/or girls to have more time to spend on [insert activities mentioned]?
* In the long run, would the family and the community benefit if women and/or girls spent more time on [insert activity/ies]?
* How can men and boys support women and/or girls so they have more time to dedicate to [insert activity/ies]?
* Are there any activities which women and/or girls are doing right now which men could also do? On the farm? At home? In the market?
* What would happen if men and boys started doing some of the activities women and/or girls are busy with right now? Would they be criticised in the community?
* How can community leaders support men and boys who have decided to take a bigger share of the work?
* How can the rest of the community support men and boys who have decided to take a bigger share of the work?

**Session 4: Minimum Commitments for the safety and dignity of affected people – An Introduction**

**Learners Objectives**

By the end of this session, participants will:

* Be familiar with the 5 Minimum Commitments for Gender and WASH in emergencies
* Understand why the Minimum Commitments were developed
* Understand the practical application and use of the Minimum Commitments.

**Materials**

Flip charts

PowerPoint projector

PowerPoint presentation entitled “Developing WASH Minimum Commitments – why and how – an introduction”

Copies of Handout 1 – Organisations Questionnaire – Monitoring Implementation of 5 Commitments and,

Handout 2 – Monitoring Framework on the Minimum Commitments Implementation

**Preparation**

Test the PowerPoint projector in advance to ensure that it works and that the slides are clearly visible.

**Time:** 45 minutes

**Instructions**

1. Introduce the 5 Minimum Commitments using the PowerPoint presentation entitled “Developing WASH Minimum Commitments – why and how – an introduction”
2. Pause after each slide and solicit inputs, thoughts and ideas
3. Share Handout 1 on the Organisations Questionnaire and Handout 2 on the Monitoring Framework and highlight the contents of each
4. Ask the participants to discuss the three handouts at their table – for the sake of time efficiency, you may want to consider asking one or two tables (depending on the number of tables) to consider just one handout and, after discussion, to appoint a representative to give a short explanation of the contents, as well as feedback to the whole group on utility and possible challenges
5. Explain that the Minimum Commitments guides our understanding of gender and WASH in emergencies and is an approach to realising our commitment to the safety and dignity of affected people.
6. Summarise the session by stating that while the focus of the Minimum Commitments is on gender, it would be important to remind the participants that the Minimum Commitments tool builds an understanding about gender, age and disability and their intersection, meant to support a practice that puts affected people at the centre of WASH interventions. In this way, the discussion in the course of the workshop will address gender, age and disability.

**Session 5: Introduction to Minimum Commitments 1 & 5**

**Minimum Commitment 1:** Consult separately girls, boys, women, and men, including older people and those with disabilities, to ensure that WASH programmes are designed so as to provide equitable access and reduce incidences of violence

**Minimum Commitment 5:** Give priority to girls (particularly adolescents) and women’s participation in the consultation process

**Use the PowerPoint presentation called “Commitment 1: Tips for Meaningful Participation” for Activities 1, 2 and 3**

**Activity 1: Identification of the daily tasks done by women, men in affected communities and of their respective workload: Finding the Balance (a role play)**

**Learning Objectives**

By the end of this session, participants will have practiced the use of focus group discussions (FGDs) in a way that captures the distinct daily tasks done by women and men in affected communities and their respective workloads.

**Materials**

Copies of the exercise “Finding the balance” sheets

PowerPoint presentation called “Commitment 1: Tips for Meaningful Participation”

**Time:** 75 Minutes

**Instructions**

1. Start the session by going over Commitment 1 and 5 and reflecting on their importance. Invite the participants to share any experience some may already have on their implementation, as well as everyone’s thoughts on their relevance to their own work and context, any challenges they could see and possible solutions to these challenges.
2. Introduce the concept of equal participation by using the PowerPoint presentation entitled “Commitment 1 Tips for meaningful participation” slides 1 -2
3. Introduce the exercise and explain to participants that this exercise will give them a chance to practice carrying out FGDs and help to identify daily tasks of women, girls, boys and men in the affected camps/locations.
4. Divide participants into groups of 7 or 8
5. Hand out copies of the exercise “Finding the balance” – one copy per each group.
6. Explain that each group will carry out an FGD in a location that they are familiar with and each group should identify task divisions for women or for men or shared roles from that location, grounding it in their own experience.
7. When the groups are ready, invite everyone back to the plenary and invite each group to make its presentation.
8. Invite a discussion around what the groups found to be purely women’s roles, men’s roles of shared roles and their thoughts about it.
9. Ask the following set of questions, adding additional questions as relevant:

* What were some of the gender considerations that came up? How did the interview team address these?
* What would you do differently going into a real FGD situation
* Is there a difference in the kind of activities that men and women do? What is the difference? What is the reason for the difference?
* Does society expect very different things from men and women? Why does society expect men and women to spend time in different ways? Do you think this difference is justified? Why or why not?

1. Using slide 3, summarise the session by pointing out the importance of equal participation by all

**Facilitation Tips**

Keep an eye on the time as the group discussions are likely to become heated and consume more time

The session outputs are hopefully likely to show that reproductive tasks are done by women while decisions are taken by men, regardless of the village/country.

**Activity 2: Factors obstructing girls’ and women’s involvement in community affairs and humanitarian WASH Response**

**Learning Objectives**

By the end of this session, participants will be able to identify factors that hinder women and girls, including older women and women and girls living with disabilities, from participating actively in humanitarian WASH response.

**Materials**

Flipchart

Pens

PowerPoint presentation called “Commitment 1: Tips for Meaningful Participation”

**Time:** 45 minutes

**Instructions**

1. As this is the first session after lunch, refresh the memories of the participants by recapping on the earlier session and remind the participants on the importance of meaningful participation as discussed in earlier session.
2. Explain that a barrier or obstacle can be anything that prevents access to water and sanitation. Barriers can feel like brick walls but once identified they can be challenged and broken down, allowing more and more marginalised women and girls to be included in the WASH programmes
3. Ask the participants to form four groups. Introduce the group exercise by asking the groups to discuss at least three *factors that obstruct women and girls, including older women and those living with disabilities, from active involvement in community affairs and humanitarian WASH responses*. Allow 15 minutes for this.
4. Then ask each group to identify at least three factors t*hat could promote meaningful participation for women and girls, including older women and women and girls with disabilities*. Allow 10 minutes for discussion. It is important to make the point, if the participants themselves do not bring it up, that not all men and boys have more meaningful participation than women and girls. Certain groups of men and boys may be just as excluded; these include older men (in some communities), men and boys with disabilities, unaccompanied boys and adolescents, etc.
5. Invite the groups to make their presentations by asking each group to read out what is the factor number 1 and why, number 2 and why, etc. To gain time, ask each time the other sub groups if they have selected the same factor and if so, what other additional reasons they discussed.
6. Summarise the groups’ presentations and wrap up the session by pointing out the following:

* all these factors are true and all are inter-related: e.g. lack of education leads to low self-esteem, to poverty and to a heavier workload;
* cultural beliefs may lead to lack of education for girls, fear to speak in public and male dominated decision forums, etc.
* WASH actors need to be aware of these barriers in their daily work and ensure those less likely to participate in meetings have a voice
* WASH actors must make sure that communication materials are accessible to those who cannot read, see, etc.
* that identifying barriers makes the issues more manageable and highlights areas where direct intervention can make a difference.

Refer to slide 4 and 5 to conclude the session.

**Activity 3: Ensuring the equal and meaningful participation of women and men**

**Learning Objectives:**

By the end of this session, participants will understand the concept of ‘meaningful participation of all’ and the implications that it has for the humanitarian WASH response

**Materials**

PowerPoint presentation called “Commitment 1: Tips for Meaningful Participation”

PowerPoint slide projector

**Time:** 30 minutes

**Instructions**

1. Do a quick recap of the outcomes of the previous session regarding equal participation of women, girls, boys and men in a humanitarian WASH response
2. Using slides 6 to 15, discuss the various steps to meaningful participation and ask participants to share their own experiences and observations about what works and does not work to engage women, girls, boys and men equally in the design and implementation of WASH activities.
3. Summarise the session by pointing out the key tips to meaningful participation of women and girls, men and boys as well as older people and people living with a disability.

**Facilitator Tips**

Using energisers at the beginning of the session will be useful as it is the first session after lunch to keep the energy levels high. Invite one of the participants to lead the group in an energiser (and suggest others be on standby with other energisers just in case they are needed later!) and, if this does not work, then one possible energiser could be:

**1. Line-ups**

You can use this general idea with many options. The idea is for the group to line up in a particular order without speaking. Speed and safety are key! Try any of these:

* Shortest – Tallest line-up
* Timeline line up (by who has been with CARE or their organisation longest, to shortest length of time.)
* Number of siblings, from the most to the least number
* Who lives nearest and farthest from this point

**Session 6: Introduction to Commitment 2**

**Commitment 2:** Ensure that girls, boys, women, and men, including older people and those with disabilities, have access to appropriate and safe WASH services

**Activity 1: Identifying the protection risks faced by women, girls, boys and men: What does this mean for the placement and design of WASH facilities?**

**Learning Objectives**

By the end of this session, participants will:

* understand how to utilise protection risk maps in the design of WASH facilities
* recognise the importance of engaging women, girls, boys and men, including older people and those living with a disability in the development of protection risk maps to identify the risks affecting different ages and backgrounds in their local community, as well as the appropriateness of the design of the WASH facilities.

**Materials**

Flipchart paper and coloured pens

Copies of the risk maps

**Time:** 45 minutes

**Instructions**

1. Start by making a reference to Commitment 2: Ensure that girls, boys, women, and men, including older people and those with disabilities have access to appropriate and safe WASH services and discuss its key elements. (Please refer to the ‘Tip for Facilitator’)
2. Introduce risk mapping as an effective participatory tool to use with women, girls, boys and men, including older people and those living with disabilities, to allow them to identify WASH-related risks in their community or camp, where they feel safe and unsafe, and why. The risk map can also be used to identify areas for change, for action and advocacy initiatives with and by all vulnerable groups, including women and children.
3. Divide the participants into groups of six to nine, including women and men in each group. Give tokens and a copy of the ‘risk map’ to each of the groups and ask them to decide where to place the following in the empty spaces in the map of the camp

* 1 emergency toilet,
* 1 emergency shower block and
* one water point

Ask the participants to also consider the design features of the toilet, shower block and the water point in terms of its appropriateness to the specific needs of the users who may include women, girls, boys and men, people with disabilities and older people. Ask them what design features the facilities need to include to be appropriate for each group’s distinct needs.

1. After the groups are finished placing their tokens on the maps, ask the groups to have a quick look at what other groups have presented.
2. Then ask different groups to explain why they chose a specific location. Questions could revolve around:

* how safe is it during the day? At night? Do you think that women, girls, boys and men, older people and people with disabilities would feel the same degree of safety?
* how accessible is it? Do you think that women, girls, boys and men, older people and people with disabilities would have the same level of accessibility to the facility?
* how appropriate is each facility for the distinct needs of women, girls, boys and men, people with disabilities and older people in terms of culture, privacy, dignity, etc.?

1. Then inform the participants that there is a man living in a shelter next to the safest location (near the school) that is known for being dangerous.
2. During the wrap up of the exercise and of the session, highlight the importance of allowing girls and women to highlight their particular concerns and priorities as they may be different (for example, older girls may have different concerns from younger ones). Conclude by stating that, even with the best intentions, we cannot decide where facilities should be. Participation is key.

**Tip to Facilitator**

The Minimum Commitment refers to “appropriate and safe” while the exercise seems to focus predominantly on safety. Therefore, as the facilitator, it would be important to direct the exercise and the participants to also explore the issue of appropriateness as they move through the exercise. In this regard, where it is not coming out of the participants’ feedback, remind them to also consider appropriateness in terms of cultural, gender and age appropriateness, as well as appropriateness to the mobility constraints experienced by some older people and people with disabilities, etc.

**Activity 2: Designing water points, emergency latrines and shower blocks that respond to dignity and safety needs and that are accessible to persons with reduced mobility**

**Learning Objectives**

By the end of this session, participants will understand why and how to ensure that girls, boys, women, and men, including older people and those with disabilities, have access to appropriate and safe WASH services.

**Materials**

Overhead projector

Video projector (if easily accessible)

Copies of the accessibility and safety audit tool

Copies of Handout 3 - WASH accountability Handbook

Video entitled ‘As Safe as Toilets’ (This video takes about 6.41mins)

Copies of Handout 4 – Facilitator Notes for the Video entitled “As Safe as Toilets”

**Time:** 60 minutes

**Instructions**

1. Start by referring the participants back to the outcomes of the group work done in the previous session and recap the highlights of these outcomes
2. Introduce the session through slides 1 -3 of the PowerPoint presentation entitled “Commitment 2: Safe and accessible facilities”.
3. Introduce the video entitled “As safe as toilets”. Run the video from beginning to end – Ask participants note down key points highlighted in the video as they watch it
4. When the video is over, taking one comment from each of the tables (and repeat the round if there are many comments), ask the participants the key points they noted from the video. As each comment is made, invite all of the participants to discuss the point in plenary.
5. If not already covered in the previous discussions, ask the participants to consider the following questions in plenary:
6. Do you think that as WASH practitioners we should be considering vulnerabilities to violence in our work?
7. What can/should we be doing in our work to reduce vulnerabilities to violence?

In summarising the learnings from the video, point out that the video is intended to provide the ‘light bulb’ moment for those who have not considered the issue before, to raise awareness that we should be considering the issue in our work. For those who have considered the issue before, that it will help us to be more proactive in how we consider violence in our work and how we can continue to improve the ways we work.

1. Continue the discussion by introducing the PowerPoint slides 4 to 13 and highlight different options for ensuring that WASH facility designs offer accessibility, safety and dignity of users.
2. Using slide 14 and 15, introduce the concept of accessibility and safety audit of WASH facilities and discuss how it can be used.
3. Summarise the session by reiterating the importance of Commitment 2, which ensures that girls, boys, women, and men, including older people and those with disabilities, have **access to appropriate and safe WASH services.** Point out that this commitment is useful in helping the WASH Programmes to update its WASH Strategy and put in place criteria for designing appropriate and safe WASH facilities for girls, boys, women, and men, including older people and those with disabilities.

**Facilitator Notes – use of the Video**

It is highly recommended that you test running the video well in advance of the workshop so that, if it does not work, you can call in a technician to sort out the issue.

This video is one tool in the toolkit – Violence, Gender and WASH: A Practitioner’s Toolkit – Making water, sanitation and hygiene safer through improved programming and services.

Please note that there are facilitators’ notes that go with the video in the “Violence, gender and WASH” package. For further detailed use, please refer to the Guide in Handout 4 - Facilitators’ notes for the video: ‘As Safe as Toilets?’

**Purpose of the video**

* + - 1. To provide an opportunity for WASH practitioners to consider how vulnerabilities to violence can occur in relation to WASH in both development and humanitarian contexts.
      2. To introduce the ‘Violence, Gender and WASH’ practitioner’s toolkit, which includes information on how we can improve our work to reduce vulnerabilities to violence.

**Target group**

1. Main target group – WASH practitioners working in emergencies, development and transitional contexts.
2. Secondary target group – Other practitioners with linkages or overlapping responsibilities with WASH practitioners, such as those working in integrated development programmes, shelter, camp planning, education, health, GBV, gender and protection.

**Session 7: Wrap up of Day and Day’s evaluation**

**Learning objectives**

By the end of this session, participants will have expressed their level of satisfaction with day one of the training session.

**Materials**

Meta cards

**Time:** 15 minutes

**Instructions**

Ask the participants to write down

1. one thing they liked about the day’s sessions and why
2. one thing they did not like and why
3. What they suggest could be done to improve on the sessions in day 2.

Ask them to hand over the cards to the facilitator before they leave the workshop venue. Facilitators should read through the cards and adjust the content and/or delivery of the sessions the following day as required.

**DAY 2**

**Session 8: Recap of Day 1**

**Learning Objectives**

By the end of this session, participants will have reflected on the key learning points from day 1 of the training

**Materials**

None

**Time:** 15 minutes

**Instructions**

1. Give the participants about three minutes to consider the question ‘what were the main learning points for you in day 1 sessions’.
2. Inviting just one contribution from each table, invite participants to share their main learning point. Ask participants not to repeat something that another participant has already mentioned. If you believe that there is enough energy in the group to contribute, then do a second round of contributions or invite random feedback.
3. The facilitator then presents the feedback from the evaluation of day 1, including the feedback on what went well, what needs to be addressed and how the facilitator proposes to respond to the feedback in day 2.

**Session 9: Introduction to Commitment 3**

**Commitment 3: Ensure that girls, boys, women, and men, including older people and those with disabilities, have access to feedback and complaint mechanisms so that corrective actions can address their specific protection and assistance needs**

**Activity 1: Setting feedback and complaints mechanisms**

**Learning Objectives**

By the end of this session, participants will understand the importance of establishing and maintaining effective feedback mechanisms in order to solicit, receive, process and respond to feedback and complaints related to WASH programmes

**Materials**

Flip chart

Coloured pens

Copies of the ‘WASH accountability resources’ Guidelines

**Time:** 60 minutes

**Instructions**

* + - 1. Start the session by discussing the key elements of Minimum Commitment 3.
      2. Refer the participants to the “WASH accountability resources” guidelines, which were included in their workshop pre-reading list, and give them a few minutes to get familiar with them.
      3. Divide the participants into three groups.

Group 1 will discuss the question “Why are feedback and complaint mechanisms important for our accountability in WASH Programmes?”

Group 2 will discuss current feedback, complaints and response mechanisms that the WASH programme utilises, either through partners or directly.

Group 3 will discuss challenges that the WASH Programme faces while utilising current feedback and complaints mechanisms and possible ways to address the challenges identified. The group will also discuss possible solutions to these challenges.

Allow 15 minutes for discussion

* + - 1. Invite the groups to present their outcomes in plenary and solicit inputs from other groups.
      2. Summarise the session by pointing out the importance of having in place effective mechanisms that target everyone (women, girls, boys, men, including older people and those living with disabilities) while soliciting, receiving, processing and responding to the feedback and complaints in WASH Programmes. Some of the most important factors to consider could include but are not limited to:
* Plan and budget for a feedback and complaints mechanism from the beginning of an emergency
* Build staff awareness of and commitment to a feedback and complaints mechanism
* Design a feedback and complaints mechanism that is made up of a range of ways in which people can channel their feedback/complaint
* Design a feedback and complaints mechanism that can handle extreme cases of fraud and abuse
* Be clear about the scope of the feedback and complaints mechanism; i.e. which complaints the programme can address directly and which would have to be escalated to the organisation’s management
* Communicate clearly the feedback and complaints mechanism to all key stakeholders as part of overall information sharing systems. Pay attention to the format in terms of language and pictures for the illiterate, as well as to appropriate channels for communications, such as radio, posters, etc., that will reach the largest number of people and not exclude any sub-groups.
* Develop a complaints mechanism procedure document, make sure that this document is shared widely and that all staff and partners are briefed on it and always follow the established procedure
* Complete the feedback loop: use the feedback and complaints data to improve overall performance and to provide feedback to communities (two-way communication and feedback) and incorporated into overall monitoring reporting on project progress and impacts
* Be clear on the roles and responsibilities of various staff and partners in managing complaints, and provide adequate training and support to relevant staff
* Monitor the feedback and complaints mechanism to verify that it is effective

**Session 10: Introduction to Commitment 4 with a special reference to Commitment 2**

**Commitment 4: Monitor and evaluate safe and equitable access and use of WASH services in WASH projects**

**Learning Objectives**

By the end of this session, participants will understand the importance of regular monitoring and evaluating safety and equitable access and use of WASH facilities and services.

**Activity 1: Monitor and evaluate, on a regular basis, safe and equal access and use of WASH services and facilities**

**Learning objectives**

By the end of this activity, participants will understand the utility of and have practiced using accessibility and safety audit tools to monitor and evaluate the safe and equitable access to and use of communal water points, school latrines and community latrines.

**Materials**

Flip chart papers; Pens

PowerPoint presentation entitled – “Commitment 4 – Accessibility and safety audit tool”

Copies of handouts on safety audits {communal water points; school latrines; community latrines}

* Handout 5 – WEDC – WaterAid – Accessibility – Safety Audit – Latrine
* Handout 6 - WEDC – WaterAid – Accessibility – Safety Audit – School Latrine
* Handout 7 - WEDC – WaterAid – Accessibility – Safety Audit – Water Point

**Time:** 60 minutes

**Instructions**

1. Introduce Commitment 4 and briefly reflect on aspects of monitoring and evaluation of WASH facilities and services. Briefly reflect on the session on ‘Commitment 2” and recap the key lessons learnt during that session. State that this session is a follow- up to the session on minimum commitment 2.
2. Introduce the safety audit tool and explain what it is about. Use slides 1 - 4 of the PowerPoint presentation entitled – “Commitment 4 – Accessibility and safety audit tool”
3. Divide the participants into three groups and explain the process of undertaking the audit, assign roles to each team member and gather together all the equipment needed to undertake the audit. Explain that each group will be given a possible checklist of a safety audit. The groups are asked to go through the proposed checklist and adapt it to suit their specific context by adding or removing items that are suitable or not suitable to them. Allow 20 minutes for this exercise.
4. Invite each group to make a presentation and ask the other groups to provide additional inputs, if any.
5. In summarising the session, and using slide 5, encourage participants to think creatively about how to make the best use of this assignment. Point out that safety audit could be carried out:
   * in their office, in the office of a partner organisation, government office, or community level
   * with colleagues – in pairs or as a team
   * with a group of community members, e.g. women’s group or village committee
   * with a group of users who experience difficulty using water or sanitation facilities, e.g. a disabled people’s organisation or groups of adolescent girls.
   * With school pupils and teachers
6. Point out also that, if the audit is carried out at community level, consider who will be part of the team. This might be an adolescent girl, a frail elderly woman or man, a small child, a heavily pregnant woman, a wheelchair user or person who walks with a stick or crutches, someone who is visually impaired, with weak grip, a broken leg, a limb amputation ….

**Facilitator tips**

When identifying problems of physical access, avoid using vague words like ‘inaccessible’, or ‘not user-friendly’. Be as specific as possible in your description, e.g. the door is too narrow, the path is uneven, inside is too dark, etc. The more specific your description of the problems, the easier it is to identify solutions.

**Activity 2: Organisation self-assessment – Monitoring implementation of the 5 Minimum Commitments**

**Learning Objectives**

By the end of the session, participants will have conducted a very brief organisational self-assessment to determine their level of implementation of the 5 Minimum Commitments.

**Materials**

Copies of Handout entitled “2 - WASH Minimum Commitments for the Safety and Dignity of Affected Populations. Questionnaire to monitor the minimum commitments’ implementation”

Copies of Handout entitled “4- Monitoring framework on the minimum commitments’ implementation

through the analysis of the Questionnaire for Partners Field Offices

**Time:** 60 minutes.

**Instructions**

1. Introduce the two handouts for this session and briefly go through the two handouts and explain their purpose and how they are used.
2. Divide the participants into groups (depending on the different projects/regions that the WASH Programme is engaged in). Ask each group to go through the handout entitled “2 - WASH Minimum Commitments for the Safety and Dignity of Affected Populations. Questionnaire to monitor the minimum commitments’ implementation” and fill in the questionnaire information as required. Explain that the questions are meant to help the agency WASH Programme reflect on how WASH services and facilities are designed and delivered in a way that takes into account the distinct safety and dignity needs of the users. Be on stand-by to make any clarifications that groups may need. Allow 10 minutes for this exercise.
3. Once the groups are done, invite them to rate themselves as per the traffic lights: Red, Amber and Green. Ask them to give reasons for their rating.
4. In summarising the session, point out that the tool serves as a collective tool, in the participants’ context, to address any existing challenges on the quality and appropriateness of the assistance provided, that might limit the access and use of services by ALL.
5. Explain that the results of this self-assessment will be used to monitor the situation with regard to protection related issues and help partners and the organisation to take corrective actions where necessary.

**Facilitator tips**

This session is key to the adoption of minimum commitments. It is therefore very important to be very well prepared for the exercise. Be at hand to explain any part of the organisational self – assessment forms. The results of this assessment acts as a baseline information giving the traffic lights for each of the sections in the Minimum Commitments cycle. It is therefore to encourage the participants to have read these documents well in advance and prepare any advance information that they may need prior to the exercise.

Previous similar exercises have proven very interesting as they give the practical/realities side of the project.

**Session 11: Action Planning**

Activity 1: Development of a simple action plan to: Define, in a timeframe of 3 – 6 months what each participant will do to improve the quality and inclusiveness of the response.

**Learning Objectives**

By the end of this session, participants will have developed a simple action plan to help partners and the organisation to enhance their WASH programming to be increasingly gender-sensitive and, therefore, more effective.

**Materials**

Copies of the self-assessment questionnaire completed in session 10, activity 2.

Handout 8 – Defining the Way forward - Action Planning Matrix

**Time:** 60 minutes

**Instructions**

* Introduce the action planning matrix and discuss its contents and ask for any additional information that participants would like included. Refer to Handout 8 - Defining the Way forward - Action Planning Matrix
* Ask the groups in the previous session to sit together and develop a simple action of 3-6 months, indicating actions that they would like to take to improve the quality and inclusiveness of the WASH response based on the results of their self-assessment. The groups have 30 minutes to work on this action plan.
* Invite the groups to share their action plans and encourage comments and feedback from other groups to enrich the action plans.
* Have a plenary discussion on the potential challenges that they are likely to face while implementing the action plan what possible actions they can take to address these challenges

**Facilitator tips**

This exercise should be done in groups of project specific teams from within the organisation/agency as it is the project team that will be responsible for overseeing its implementation or even implementing it directly. Of course some actions will be assigned to individuals while others will be assigned to entire groups/teams as per the set-up of the project teams.

If the training is being conducted by an RRT, then it is useful to have the facilitator commit to follow up on what was achieved. If the facilitator is internal from the Project/Organisation team, then the onus of follow up should be with the Manager who will then report back on achievements to the relevant teams as necessary.

**Session 12: Wrap up and workshop closure**

**Activity 1: Wrap up of the sessions**

**Learning objectives**

By the end of this session, participants will have made

* a reflection on the 5 Minimum Commitments in relation to their programme in readiness for its continued monitoring and evaluation;
* a review of key learning points gained from the workshop
* steps on how to take the process forward.

**Materials**

Meta Card (or Post it cards) – different colours

Pens

**Time:** 15 minutes

**Instructions**

1. Divide the participants into three groups. Explain that each group will discuss and highlight at least 3 – 5 key learning points on the Minimum Commitment(s) assigned to them. Group 1 will look at Minimum Commitments 1 and 5; Group 2 will look at Minimum Commitment 3; while Group 3 will look at Minimum Commitment 2 and 4. Hand out different colour cards to each group and explain that the groups are to write their key points on the cards. Explain that the groups have seven minutes to discuss and put up their key points.
2. Ask each group to present. Ask the presenters to come forward and stick them to the wall while reading them out. Ask for additional points from the other groups.

**Activity 2: Workshop evaluation – Head, Heart, Feet**

**Learning objectives**

By the end of this session, participants will have made

* a reflection on the events of the workshop
* articulated what members learned and felt during the group meeting
* identified what your group’s next steps would be

**Materials**

Flip chart

Marker pens in three colours (one each for head, heart, and feet) for this activity.

Post it

**Time:** 15 minutes

**Instructions**

1. On a flip chart, draw a picture of a person. Be sure to exaggerate the head, chest, and feet. Draw a heart on the chest.
2. Explain to the group, “To close this workshop, we’re going to reflect honestly on what we learned, what we felt, and what we will do when we leave here. That’s the head, heart and feet you see on this drawing.”

\*If time is limited or the group is large, instruct participants to select only one reflection – head, heart, or feet.

1. Provide an example:

**Head**: “I learned about the different experiences that we all bring to the table and how we can begin to work together.”

**Heart**: “I felt really proud to be a part of this group and I can’t wait to get started on the work.”

**Feet:** “I’m going to act on this by talking with some of the other community members and telling them about our next gathering.”

1. Have group members share their responses and, using markers in three different colours, ask them to write their comments on Post-its and fix them next to the corresponding area on the flip-chart paper: head, heart, or feet. Use more paper as needed.
2. Invite the groups to visit each flipchart paper in turns and receive explanations from group members
3. Process the activity using the following questions:

* What themes did you hear?
* What insights do you need to remember?
* In what future situations can you use these insights?
* How can you apply them?