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**Rural
Water, Sanitation, and Hygiene (WASH)
Sector Support Project in
Abia and Cross River States,
Nigeria**



IMPLEMENTATION MANUAL

January 2019

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TABLE OF CONTENTS

List of Acronyms	vi
Acknowledgements	vii
Introduction	8
Chapter One: Project Beneficiaries Selection	10
1.1: Project Design	12
1.1.1: State Selection	12
1.1.2: LGA Selection	12
1.2: Community Selection	15
1.2.1: Community Mapping/Assessment Tool	15
1.2.2: Orientation of Community Facilitators	16
1.2.3: Community Mapping and WASH Needs Assessment	16
1.2.4: Community Mapping Assessment Validation and Pre-Selection	16
1.2.5: Participatory Community Baseline Assessment	17
1.2.6: Community Engagement Agreement	18
Chapter Two: Strengthening Capacity of Community WASH Structures	19
2.1: WASHCOM Formation and Training	19
2.1.1: Training of Trainers on WASHCOM Formation and Training	19
2.1.2: Community Mobilization for Social Change	19
2.1.3: Community Social Dialogue/Sensitization	19
2.1.4: Training of community WASHCOM	19
2.1.5: WASHCOM Post Training Supportive Supervision	20
2.1.6: WASHCOM Monitoring and Supportive Supervision	20
2.1.7: WASHCOM Performance or Functionality Assessment	21
2.2: CLTS Facilitators Selection and Training	22
2.2.1: Selection and Training of LGA facilitators	22
2.2.3: CLTS Processes	22
2.2.4: Follow-up/Monitoring Visit	23

2.2.5: Guidelines for Certification of Community ODF	24
2.3: Community Hygiene Promoters	27
2.3.1: Community Sensitization of hygiene promoters	27
2.3.2: Training of Volunteer Hygiene Promoters (VHP)	27
2.4: Environmental Health Clubs (EHC) Formation and Training	28
2.4.1: Advocacy meeting with school management	28
2.4.2: Training of EHC Coordinators	28
2.4.3: Formation and training of EHC	28
2.4.4: School hygiene promotion activities	29
2.4.5: EHC monitoring and support	30
Chapter Three: WASH Facilities Rehabilitation/Construction	31
3.1: Training Water Facility Mechanics and Caretakers	31
3.1.1: Selection of operation and maintenance (O & M) trainees	31
3.1.2: Training of Hand pump Mechanics	31
3.1.3: Training of Motorized Borehole Mechanics	31
3.1.4: Orientation of Water Caretakers on Operation and Preventive Maintenance of Water Facilities	32
3.2: Establishment of Spare Parts Supply Chain	32
3.2.1: Selection of local traders	32
3.2.2: Training local traders for the establishment of supply chain for spare parts	32
3.3: Operation and Maintenance of Water Facilities	33
3.3.1: Community mobilization on water facility operation and maintenance	33
3.3.2: Community sensitization on water tariff or water user fees	33
3.4: Training of Artisans for Household Toilet Construction	33
3.4.1: Community Mobilization and Selection of Artisans	33
3.4.2: Training of Artisans on Toilet Construction	33
3.4.3: Promotion and Monitoring of Household Latrines	34
3.5: Economic Empowerment of Community Members	34
3.5.1: Selection of youth and women for economic empowerment	34
3.5.2: Micro Enterprise Fundamental (MEF) training	34
3.5.3: Village Savings and Loans Association (VSLA) model training	34
3.5.4: Linkages to Coca-Cola Women's Empowerment Program	35
3.6: WASH Facility Assessment	35
3.6.1: Community Mobilization/Consent to assess facility	35
3.6.2: WASH Facility Assessment and mapping	36

3.7: Geophysical and Hydrogeological Survey	36
3.7.1: Vendor engagement process	36
3.7.2: Community mobilization	36
3.7.3: Community geophysical and hydrogeological survey	36
3.7.4: Report of survey finding	37
3.8: Rehabilitation and Construction of Water and Sanitation Facilities	37
3.8.1: Identification and selection of viable water and sanitation facilities for rehabilitation	37
3.8.2: Rehabilitation of water facilities (with support from trained LAM) and handover	37
3.8.3: Procurement process of hardware construction vendors (water & sanitation facilities)	38
3.8.4: Rehabilitation/construction of water and sanitation facilities and site handover to contractors	38
3.8.5: Monitoring and Supervision of contractors for WASH facility construction and rehabilitation	39
Chapter Four: Integrated Community Sensitization, Engagement and Capacity Building	41
4.1: Integrated WASH service delivery	41
4.2: WASH Clinic	42
4.2.1: Water, Sanitation, and Hygiene Committees (WASHCOM)	42
4.2.2: Environment Health Clubs (EHC)	42
4.2.3: Volunteer hygiene promoters (VHP)	42
4.3: WASH Special Events	43
4.3.1: World Water Day	43
4.3.2: Global Hand Washing Day	43
4.3.3: World Toilet Day	43
4.3.4: Community General Meeting	43
Chapter Five: Integrated Program Monitoring and Supportive Supervision	44
5.1: Program Monitoring and Reporting	44
5.1.1: Routine program monitoring/support	44
5.1.2: Monthly program status report	44
5.1.3: Quality Assurance Plan	44
ANNEX A: COMMUNITY MAPPING FORM	48
ANNEX B: HARMONIZED COMMUNITY SELECTION CRITERIA	50
ANNEX C1: PARTICIPATORY COMMUNITY ASSESSMENT TOOL	51

ANNEX C2: BASELINE SURVEY TOOLS AND INSTRUMENTS	53
Tool 1: Household size and Population count form	53
Tool 2: Household questionnaire	54
Tool 3: Checklist for FGD with WASHCOMs/Schools/Health staff	63
Tool 4: Institutions and Public Places WASH facility Form	64
Tool 5: Hand Washing Behavior Observation Checklist	66
ANNEX D: FINAL LIST OF SELECTED COMMUNITIES	68
ANNEX E - COMMUNITY ENGAGEMENT AGREEMENT	72
ANNEX F: HAND PUMP REPAIR NEED ASSESSMENT	74
ANNEX G: Repair Need Assessment format for Motorized Boreholes	77
ANNEX H: SANITATION AND HYGIENE ASSESSMENT	84
ANNEX I: SUMMARY OF WADA III PROJECT TRAININGS	86
ANNEX J: WASHCOM ASSESSMENT GUIDE	108
ANNEX K: WASHCOM SCORING MATRIX TABLE	109

Cover Photo:

Community members at Akwa Ekim Community, Odukpani LGA, Cross River State, collecting water from one of the fetching points at a newly constructed solar-powered borehole by WADA Project, January 2019.

List of Acronyms

ANC	Ante Natal Care
CBMR	Community-Based Monitoring and Reporting
CBO	Community Based Organization
CLTS	Community-Led Total Sanitation
CMMF	Community Managed Micro Finance
CRS	Cross River State
EHC	Environmental Health Club
EIA	Environmental Impact Assessment
HCW	Health Care Worker
ITN	Insecticide Treated Nets
LAM	Local Area Mechanics
LGA	Local Government Area
MEF	Micro Enterprise Fundamental
MFI	Microfinance Institution
NFI	Non-food Item
ODF	Open Defecation Free
PEWASH	Partnership for Expanded Water Sanitation and Hygiene
PfD	Partners for Development
RUDA	Rural Development Agency
RUWASSA	Rural Water Supply and Sanitation Agency
RUWASSA	Rural Water Supply and Sanitation Agency
TCF	Tulsi Chanrai Foundation
TfD	Theater for Development
UNICEF	United Nations International Children's Emergency Fund
VHP	Volunteer Hygiene Promoters
VLOM	Village level operation and maintenance
VSLA	Village Savings and Loan Association
WASH	Water, Sanitation, and Hygiene
WASHCOM	Water, Sanitation, and Hygiene Committees
WDC	Ward Development Committees
WES	Water Environment and Sanitation units
WHO	World Health Organization
WSP	Water Supply Plan

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Introduction

Partners for Development (PfD) has developed this Implementation Manual for rural water and sanitation activities through a 26-month Water and Development Alliance (WADA) project in Cross River and Abia states in southern Nigeria (the Niger Delta area).

The “Rural WASH Sector Support in Abia and Cross River States Project” is implemented in two local government areas (LGA) of each State – Isuikwuato and Ohafia, Abia State; and Obubra and Odukpani, Cross River State. The main objective of this project is to provide access to quality/safe drinking water, improved sanitation and hygiene services to 56,000 men, women, and children in 58 rural communities in the target locations through:

1. Constructing and/or rehabilitating 40 water facilities in 39 rural communities
2. Constructing and/or rehabilitating 31 improved sanitation facilities in 20 rural communities
3. Establishing and strengthening capacity of community WASH structures – WASH Committees (WASHCOM); Environmental Health Clubs (EHC) and Healthcare Workers (HCW) in 58 rural communities
4. Training community members and artisans on Village-Level Operation and Maintenance (VLOM) of installed WASH facilities to ensure sustainability
5. Providing hygiene education to households in the target communities using trained Volunteer Hygiene Promoters (VHP)

In Nigeria, only 26.5 percent of the population use improved drinking water sources and sanitation facilities. Also, 23.5 percent of the population defecate in the open. UNICEF 2018 In Abia and Cross River states, percentage population using improved water sources and sanitation facilities is less than the national average.

Meanwhile, the World Health Organization (WHO) has estimated that “Every dollar spent on sanitation yields about US\$9 in savings on treatment, health-care costs and gains from more productive days.” And in terms of clean water, WHO states: “When water comes from improved and more accessible sources, people spend less time and effort physically collecting it, meaning they can be productive in other ways. This can also result in greater personal safety by reducing the need to make long or risky journeys to collect water. Better water sources also mean less expenditure on health, as people are less likely to fall ill and incur medical costs and are better able to remain economically productive.”

PfD is the implementing organization for the project running from late 2016 to early 2019. WADA is a partnership between the U.S. Agency for International Development (USAID) and The Coca-Cola Foundation (TCCF) with an overarching goal of improving and expanding access to safe, sustainable and reliable water, sanitation, and hygiene services in locations where they work. Overall, Global Environment & Technology Foundation (GETF), in Arlington, Virginia, USA undertakes WADA project oversight and coordination in Nigeria and in other countries.

Partners for Development (PfD) is a 501 (c) 3 not-for-profit organization whose employees and volunteers work in partnership with local and international groups to improve the quality of life of vulnerable people in underserved communities. PfD programs strive to integrate activities in three

thematic areas – healthy communities, economic and agricultural development – to strengthen and improve conditions of rural communities.

In this project, PfD has employed best practices and standards as provided in relevant national and state approved curriculums, guidelines, manuals, policies and procedures and worked in daily partnership with the communities, with LGA leadership, and with the two state Rural Water Supply and Sanitation Agencies (RUWASSA).

This Implementation Manual outlines the processes that PfD has employed in the project. It is hoped that the Manual, with necessary adaptations for different locations, can serve as a guide to other organizations implementing WASH projects.

Chapter One: Project Beneficiaries Selection

The Project collaborates with government and private entities including the state Rural Water Supply and Sanitation Agency (RUWASSA)¹ and Local Government Areas (LGA) to: (a) increase access to and utilization of improved water sources; (b) improve sanitation²; and (c) promote appropriate hygiene education in rural communities, schools and health facilities within the project location. This necessitates construction and rehabilitation of water supply sources, construction and rehabilitation of improved sanitation facilities; education of safe water storage and treatment as well as promoting appropriate hygiene practices. The project also strengthens capacity of local institutions and community members by providing them with appropriate training that will enable them to lead in the maintenance and operation of these water and sanitation facilities; and in the management of WASH interventions in their communities, schools and healthcare facilities. The project diagnoses and addresses capacity gaps within supervisory government institutions and community structures responsible for WASH services - the state RUWASSA and LGA WASH department/unit and WASHCOM Federation - and position them to properly engage their respective governments towards advancement and sustainable delivery of WASH service delivery in the project states. Specifically, the project supports the states to review and/or develop a WASH investment/development framework that will serve as a tool for engaging stakeholders in resource mobilization for scale up or replication of project interventions in other locations within the target states.

¹ Throughout this document, Pfd will use RUWASSA for the sake of consistency. However, it is important to note that Abia State uses the acronym RUWASSA while Cross River State used the acronym RUWATSA. The two acronyms stand for the same thing: Rural Water Supply and Sanitation Agency

² Throughout the implementation plan sanitation facilities are discussed. It is important to note that handwashing stations will be linked to sanitation/toilet facilities.

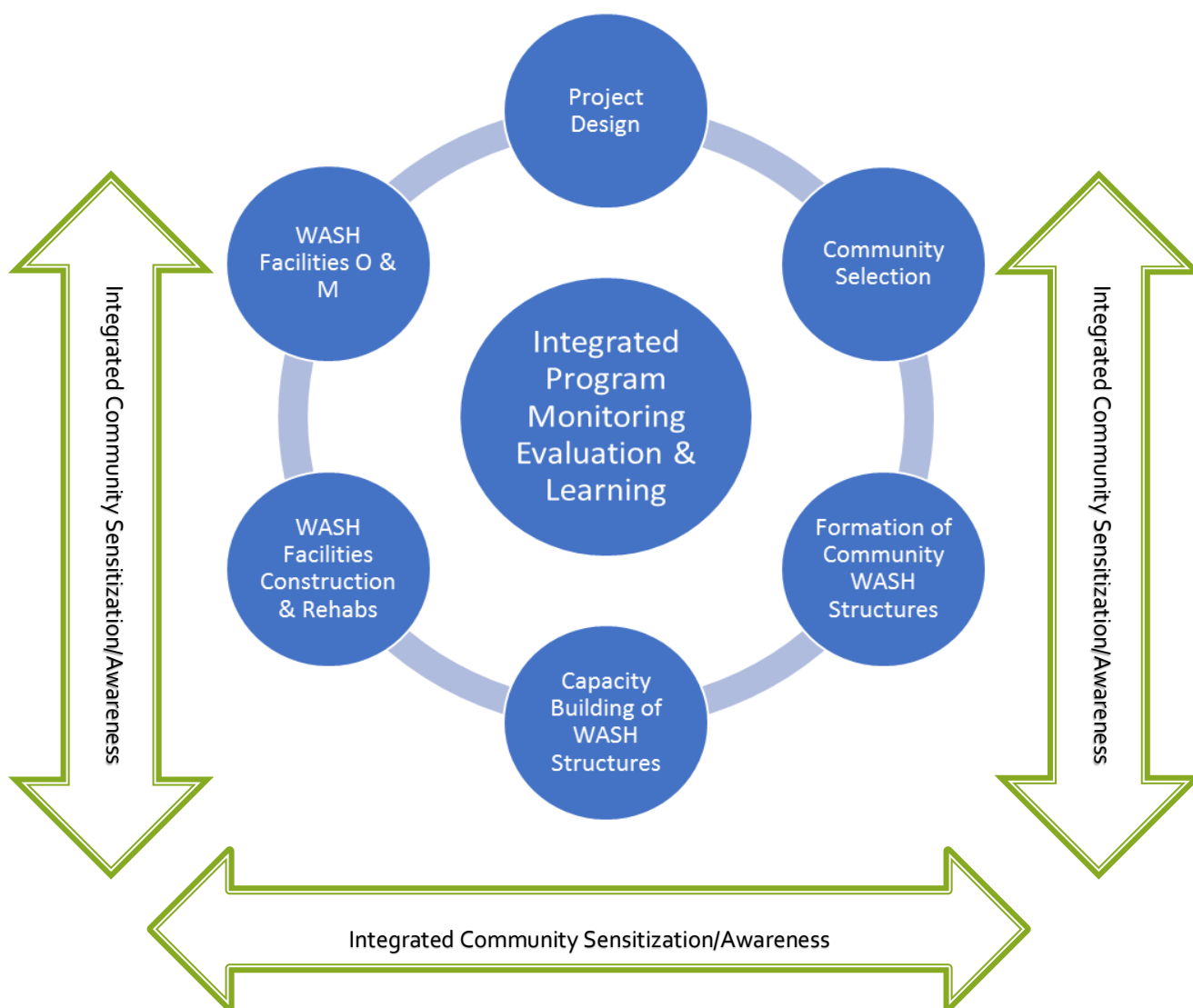


Fig. 1: PfD/WADA Project Cycle Management

Working with the respective state RUWASSA and authorized departments in the selected/target LGAs, this project constructs and/or rehabilitates boreholes and sanitation facilities units in each LGA. The facility sites are selected based primarily on needs, effectiveness/efficiency, and impact on the population. As much as possible, the project sites facilities in locations that complement existing USAID and Coca Cola investments. Before sites are selected PfD ensures that the respective LGA provide an enabling environment while ensuring reasonable contribution for the construction (including commitment to monitoring and maintenance) of these facilities. The construction and/or rehabilitation of these improved water and sanitation facilities enable access and utilization by target beneficiaries. According to WHO³ improving access to safe water supply and sanitation services:

- Will reduce morbidity and mortality related to water-borne disease.

³ http://www.who.int/water_sanitation_health/wsho404summary/en/

- Confers other diverse benefits ranging from the easily identifiable and quantifiable (costs avoided, time saved) to the more intangible and difficult to measure (convenience, well-being).
- Results in less illness and fewer days lost with respect to formal or informal employment, other productive activities in the household, or school attendance.
- Provides associated time saving with closer location of the facilities.

Lessons learned from previous WADA, UNICEF, and other projects in addition to WASH best practices, show that community ownership is key. To create community ownership, improving the WASH capacity of community members is essential. To ensure community buy-in, the project engages community members in discussions concerning this project, ensure their participation, engagement, selection and ownership of WASH related activities. PfD trains community members as WASH facility managers and artisans, and village level operation and maintenance (VLOM) teams to be able to provide regular and timely maintenance as needed.

1.1: Project Design

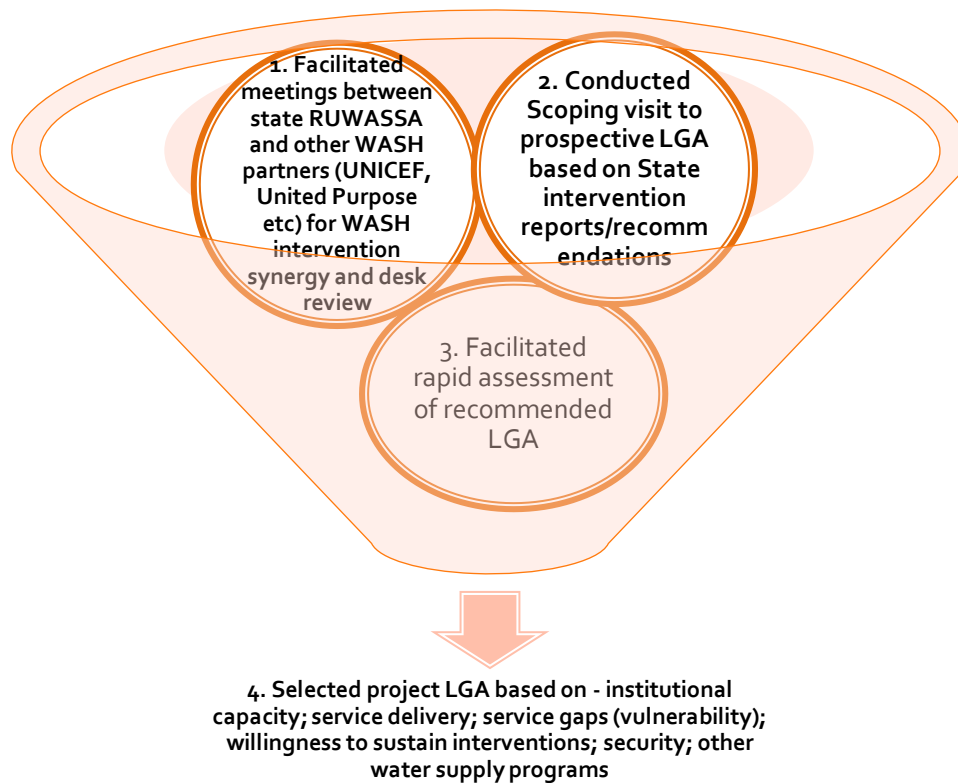
1.1.1: State Selection

WADA III project sites – Abia and Cross River State are pre-selected by the donors USAID and The Coca-Cola Foundation to complement existing US government and Coca Cola investments.

1.1.2: LGA Selection

The project selects beneficiary Local Government Areas after due consultation with State RUWASSA and recommendations based on existing needs and gaps in past interventions in the LGA and State. The project also conducts scoping visits to the recommended LGA for validation and needs assessment.

The process of LGA selection included:



Abia State – Ohafia and Isuikwuato LGA:

- No LGA has established water sanitation and hygiene (WASH) units and community water sanitation and hygiene committee (WASHCOM).
- No donor-related WASH-activities are currently taking place in the state; the exception being the World Bank, which is also providing water facilities in some communities. In the recent past, UNICEF provided water facilities - primarily hand pumps in several communities.
- In 2013, the UNICEF Enugu regional office funded the "triggering" ⁴ of rural communities in six⁵ for Community-Led Total Sanitation (CLTS) and yet none of these communities has attained ODF status due to the lack of follow-up and continuation.
- State RUWASSA has technical Staff to coordinate and monitor WASH project implementation in the State.
- The state does not have a water and/or sanitation policy or framework in place.
- Abia State has areas with not ground water/prolific
- No Water quality testing laboratory in the State.

In Isuikwuato LGA:

⁴ Terminology used by UNICEF for the introduction of communities to the concept of CLTS

⁵ Osisioma, Ohafia, Bende, Isuikwuato, Isialangwa South and Ikwuano LGA

- 64 rural communities
- No Open Defecation Free (ODF) communities
- No community WASHCOM formed and trained on community WASH management
- WASH unit established by Circular
- No 2016 LGA WASH fund allocation and actual expenditure
- No other sources of WASH Funds allocation and actual expenditure on water and sanitation
- Inadequate LGA staff skills level on WASH program implementation and management
- Past UNICEF/WASH program.

While Ohafia LGA:

- 72 rural communities
- No Open Defecation Free (ODF) communities
- No community WASHCOM formed and trained on community WASH management
- Adhoc Committee WASH unit established by Circular
- No 2016 LGA WASH fund allocation and actual expenditure
- No other sources of WASH Funds allocation and actual expenditure on water and sanitation
- Inadequate LGA staff skills level on WASH program implementation and management
- No current WASH projects.

Cross River State – Obubra and Odukpani LGA:

- According to the *Cross River Road Map to ODF status* (2013), estimated statistics showed there were 1,841 public places without toilets.
- Cross River State has a Road Map for Achieving Open Defecation Free Status by 2015 and Water Supply Policy
- Cross River State RUWASSA has adequate man-power and capacity to drive any WASH project
- Has current UNICEF, World Bank and other donor supported WASH project except for Obubra and Odukpani LGAs where past projects were implemented.
- Cross River State currently has a health partnership program with Tulsi Chanrai Foundation in all the 18 LGAs.
- Cross River State has difficult to reach/riverine areas with and/or with not ground water/prolific water
- The State has two water testing laboratories in RUWASSA and State Water board for water quality assurance tests.

Obubra LGA:

- 68 rural communities
- 25 Open Defecation Free (ODF) communities
- 52 community WASHCOM formed and trained on community WASH management
- A functional WASH unit established by Law
- 2016 LGA WASH fund allocation but no actual expenditure
- Other sources of WASH Funds allocation and actual expenditure on water – World Bank and Constituency project
- Inadequate LGA staff skills level on WASH program implementation and management
- On-going UNICEF/WHO primary healthcare immunization project and past UNICEF/WASH program.

Odukpani LGA:

- 426 rural communities
- 207 Open Defecation Free (ODF) communities
- 120 community WASHCOM formed and trained on community WASH management
- A functional WASH unit established by Law
- No 2016 LGA WASH fund allocation and actual expenditure
- No other sources of WASH Funds allocation and actual expenditure on water and sanitation
- Inadequate LGA staff skills level on WASH program implementation and management
- Past UNICEF/WASH program implementation.
- Partners Presently Supporting Health/Education Project in the LGA included Global Fund-TB/Malaria; SFH-HIV/FP/MNCH; Clinton Health Access Initiative.

1.2: Community Selection

1.2.1: Community Mapping/Assessment Tool

As a follow-up to Local Government Area (LGA) rapid institutional diagnosis and WASH needs assessment, PfD develops a community mapping form (questionnaire) to collect relevant community information - Community Name; Community Leader's Contacts; Class of Settlement/Pattern; Number of Households; People living in the community; Number of physically challenged community members; Main Sources of water supply in the community (Non-improved and Improved); Functionality status of Improved water supply sources; Number of Households with/without latrines; Number of public latrine blocks; Number of Public/Private Primary/Secondary Schools with or without functional WASH facilities;

Number of Public/Private Health Facilities with/without functional WASH facilities; Other public places with or without WASH facilities; Main access to community as well as availability of Community Water Sanitation and Hygiene Committee (WASHCOM).

(See details Annex A – Community Mapping Tool)

1.2.2: Orientation of Community Facilitators

As part of strategic institutional capacity building, PfD trains two categories of facilitators on the use of an adapted Community Mapping Tool – 40 community volunteers (and selected 16 of them) and staff of partners/stakeholders (RUWASSA, Tulsi Chanrai Foundation (TCF), and LGA WASH Unit). The community volunteers serve as enumerators, while the stakeholders/partners serve as monitors and supervisors to the enumerators in each of the four LGA in Abia and Cross River States. This is a deliberate effort to build the capacity of participants on use of the Tool and generate community WASH needs, a criterion in the community selection process in each of the four LGAs. In addition to training, PfD provides facilitators logistical support to organize meetings with key informants/community leaders and administer the Tool in the target communities. While the State RUWASSA and LGA WASH Unit staff coordinate the mapping exercise at State and LGA levels, conduct spot checks during administration of Tool and support the enumerators as needed.

1.2.3: Community Mapping and WASH Needs Assessment

PfD provides technical and logistics support to 16 trained community volunteers and five LGA WASH Unit staff to conduct community mapping and WASH needs assessment in 40 communities from each LGA – 160 communities in both states. The 16-trained community volunteers, in pairs (Note-taker and Lead Facilitator), visit an average of five communities in two days to conduct the community mapping and WASH needs assessment in each LGA. Sixty-four community volunteers conduct the mapping exercise in 160 rural communities with support from 20 LGA WASH Unit staff in the four project LGA.

1.2.4: Community Mapping Assessment Validation and Pre-Selection

PfD conduct State and LGA level data validation and pre-selection of eligible communities in Abia and Cross River States. The validation meetings in Abia and Cross River States involve seven RUWASSA staff, five LGA WASH Unit staff/coordinators, four PfD staff and six Tulsi Chanrai Foundation staff to review, authenticate and analyze data generated from the 160 communities during the mapping exercise; discuss the harmonized community selection criteria; and pre-select 60 communities (30 in each state). The four LGA level validations involve 44 persons from Abia State and 45 persons from Cross River State including LGA WASH team, State RUWASSA, community volunteers, PfD and TCF and LGA staff.

Criteria for community selection include the following, the community must be:

- ✓ Rural

- ✓ Have a feasible topography, geophysics and hydrogeology for construction/rehabilitation of cost effective WASH facilities, including hand pumps
- ✓ Safe and accessible
- ✓ Demonstrating existing structures to support current WASH activities
- ✓ Having insufficient/unimproved WASH facilities in school or health institution
- ✓ Having a high number of people living in community
- ✓ A populated community with inadequate water supply
- ✓ Having a reasonable number of households to benefit from improved WASH facilities
- ✓ Committed by community to support sustainability of installed WASH facilities
- ✓ Leveraging on other USG-supported programs

1.2.5: Participatory Community Baseline Assessment

PfD developed a participatory community Baseline Assessment tool based on WADA project indicators and assessment of specific WASH needs for programming. PfD facilitates participatory community baseline assessments of 60 pre-selected communities, 15 each in Obubra and Odukpani LGA, Cross River State and Ohafia and Isuikwuato LGA, Abia State, to establish community baseline information for need-driven project implementation. Two teams in each LGA comprising TCF and/or LGA WASH Unit staff conduct the community baseline assessment process while PfD and RUWASSA provide technical support and monitoring. The PfD team assesses and selects 58 of the pre-selected 60 communities based on the harmonized selection criteria. ***(See Annex C – Participatory Community Baseline Assessment Tool; Annex D – Final list of Selected Communities).***

PfD engaged an independent consultant to conduct Baseline Assessment in 58 communities with the overall objective to prepare a baseline report through collection of primary data on the pre-intervention situation. That data informs project planning and establishes benchmarks to be used to assess the outputs and outcomes of the project during project monitoring and evaluation and to compare baseline data with end line data for measurement of project effectiveness. The study focuses on a set of indicators as agreed in the project documents.

Specifically, the baseline assessment:

- Identified current levels of community access to water, sanitation and hygiene facilities,
 - ✓ Established the estimated population of each communities.
 - ✓ determined the coverage at the very least, minimum basic sanitation, open defecation, latrine use, safe drinking water, waterborne diseases, hand-washing, hygiene related diseases
- Produced an analysis from baseline data in relation to socioeconomic status.

- Provided disaggregated data and information on project indicators in the various project communities in the four LGAs.
- Established existing gaps in water, sanitation and hygiene facilities and services with a view of supporting improvement of the facilities and services.

1.2.6: Community Engagement Agreement

At the final stage of community selection and engagement of communities, PfD develops a community engagement agreement form. PfD and LGA staff, community leaders and members review the project objectives, expected roles and responsibilities. Additionally, signatories of the community engagement agreement form include PfD as the implementing partner, the community as the direct beneficiary, and LGA as the indirect beneficiary and witness. Fifteen communities each in Odukpani and Obubra LGA, Cross River State signed the community engagement agreements. While 14 communities each in Ohafia and Isuikwuato LGA, Abia State also signed the agreement. PfD selects 58 rural communities instead of 40 communities to receive project interventions, including geo-physical surveys. *(Annex E – Sample of Community Engagement Agreement).*



Fig.2. Community Selection Process

Chapter Two: Strengthening Capacity of Community WASH Structures

2.1: WASHCOM Formation and Training

2.1.1: Training of Trainers on WASHCOM Formation and Training

The training was for five days including one day of planning meeting for trainers. Four national and two state trainers from PfD facilitated the training. The training on Expanded Guidelines for WASHCOM Formation and Training is in two phases. Phase one, which is the focus of this workshop, covers seven Modules outlined in the attached training manual and builds skills of trainers to facilitate Phase two, which is step-down training to community WASHCOM/members.

2.1.2: Community Mobilization for Social Change

Trained WASH Unit staff conduct mobilization of communities by meeting community leaders (selected Traditional/opinion leaders, Women and Youth) to secure convenient dates for general community meeting with the aim of discussing WASH related issues.

2.1.3: Community Social Dialogue/Sensitization

Trained WASH Unit staff (trainers), with support from PfD and RUWASSA, constitute a team (two trainers per team) in each LGA. PfD and RUWASSA lead the first community WASHCOM formation process, while the LGA staff observes and learn from their facilitation. At the second community WASHCOM formation process, the two LGA staff will conduct the exercises, while PfD and RUWASSA observe and mentor the trainers.



Photo 1 Abia State, Isuikwuato LGA WASH Unit personnel facilitating Community Social Dialogue/Sensitization Meeting August 2017

After successful demonstration of knowledge and skills transfer at the third community, PfD/RUWASSA staff withdraws from performing the WASHCOM formation processes but continue to provide supervision through random spot-checks⁶.

2.1.4: Training of community WASHCOM

During the community sensitization/social dialogue meetings, the trainers/facilitators and the selected WASHCOM members in each community agree on convenient dates for the trainers to conduct a two-day step-down training using the national approved Expanded

⁶ Community WASHCOM proposed two-day training dates are agreed upon during the formation and strengthening process between the community and facilitator during community social dialogue.

Guidelines for WASHCOM Formation and Training. Two LGA staff supported by PfD and RUWASSA that have been trained on the Expanded Guidelines for WASHCOM Formation and Training facilitate the trainings in each community. The project empowers WASHCOM members in target communities to take on their expected roles and responsibilities through this training.



Photo 2 Community WASHCOM step-down training at Ikot Ndong, Odukpani LGA, Cross River State, October 2017

PfD and RUWASSA staff lead the two-day step-down training to WASHCOM members in the first community, while the trainers observe. At the second community, the two trainers conduct the step-down training to WASHCOM members, while PfD/RUWASSA staff observe and mentor the trainers. After successful exhibition of knowledge, skills and tools

transfer by the LGA staff, PfD/RUWASSA staff withdraws

participation in training of WASHCOM in communities. They only monitor the process and perform random spot-checks.

2.1.5: WASHCOM Post Training Supportive Supervision

To ensure community WASHCOM institutionalize and utilize knowledge and skills they acquire during WASHCOM training, PfD visits each WASHCOM after training to review performance, support and mentor members on their action plans based on community WASH issues, roles and responsibilities. During this visit, PfD mentor trainers/LGA WASH Unit staff supporting WASHCOM in both states on use of post-training supervision template/tool.

- A trained WASH Officer/Facilitator administers this tool to each WASHCOM within the first month of forming and training each WASHCOM.
- The tool is used to establish/provide initial mentoring and strengthening to WASHCOM and identifies post training gaps, while outlining next steps.

2.1.6: WASHCOM Monitoring and Supportive Supervision

PfD visits every WASHCOM once a month to assess performance and provide needed technical support in community WASH management using a monitoring and supportive supervision template. Some preparatory steps during monitoring and supervision visits to WASHCOM are outlined below.

Before the WASHCOM Monitoring/Supervision Visit

- ❖ Choose WASHCOM to visit based on need and/or schedule.
- ❖ Review report of the previous visit to the WASHCOM and identify any open issue.
- ❖ Develop a travel plan and communicate to the focal person(s) of the WASHCOM(s) to be visited.
- ❖ Make copies of the WASHCOM Supportive Supervision/Monitoring checklist.

During the WASHCOM Monitoring/Supervision Visit

- ❖ Hold a Review meeting with the WASHCOM members to discuss the purpose of the visit and action plan.
- ❖ Check actions taken on open issues based on last supervisory visit (If any).
- ❖ Check previous months'/quarters' reports for quality.
- ❖ Check and ask questions on data use.
- ❖ Randomly select one or two activities and trace the documentation.
- ❖ Discuss any observed discrepancies/mistakes and provide technical assistance.
- ❖ Select (randomly/purposively) WASH activity/intervention to spot check.
- ❖ Check activity process and provide technical assistance.
- ❖ Discuss with WASHCOM members' findings/observations and develop plan for remedial action.
- ❖ Leave behind a copy of the plan for the next period so there is no confusion on the part of the WASHCOM about what is expected of them.

Follow-up to the WASHCOM Monitoring/Supervision Visit

- ❖ The WASHCOM Monitoring/Supportive Supervision cluster monitor/any officer concerned should also send to the office and/or to his/her direct supervisor a copy of the agreed plan for the next period.
- ❖ Provide ongoing, indirect WASHCOM mentoring and supervision such as reviewing activities, reports and addressing relevance, quality or data issues.
- ❖ Follow-up on any issues that were discussed such as the need for supplies or equipment, training needs discussed or any corrective action that needed to be taken.

2.1.7: WASHCOM Performance or Functionality Assessment

The program adopted an assessment guide that contains 20 indicators covering different areas of WASHCOM establishment and functionality, in line with the program's expected outcome and that of the Federal Government of Nigeria. A copy of the templates is attached as Appendix 5a&b. PfD will use this tool to ascertain performance of community WASHCOM once or twice during project duration.

2.2: CLTS Facilitators Selection and Training

2.2.1: Selection and Training of LGA facilitators



Photo 3 Training of LGA CLTS Facilitator session facilitated by United Purpose Team, Umuahia November 2018

Community-Led Total Sanitation (CLTS) is one of the interventions proposed by PfD to improve sustainable sanitation and hygiene practices in the 58 rural communities targeted by this project. Considering the roll-out of CLTS triggering across these communities in Abia and Cross River States, it is therefore important to strengthen capacity of identified facilitators to increase the pool of CLTS

facilitators that will team up and enter communities to deliver results. The training of LGA WASH Unit staff is also part of the sustainability approach to community open defecation free (ODF) status and moving to total sanitation. Twenty-four (24) committed LGA staff (drawn from across Abia and Cross River States), six (6) PfD staff, and two (2) RUWASSA staff took part in the facilitators' training. In addition, there were four (4) Trainers from United Purpose and Cross River State RUWASSA. The choice of CLTS Trainers from United Purpose was due to their vast experience and progress made in CLTS in Cross River and Benue States of Nigeria. The training featured a 4-day classroom session with presentations, role-play (simulation of community entry and engagement processes) group work, plenary sessions, discussion, questions and answers. Two (2) day field practical in communities were also conducted. Participants triggered four selected communities in Isuikwuato LGA, Abia State for CLTS activities.

2.2.3: CLTS Processes

Community Triggering

- **Pre-Triggering activities:** PfD support trained facilitators to mobilize communities within each LGA for a social dialogue meeting on CLTS. The facilitators visit each community in pairs to discuss with key community leaders and agree on a convenient date, venue and time for the dialogue meeting. During the mobilization visits, the facilitators also meet and discuss with the community chiefs, WASHCOM members, and Youth and Women leaders for adequate community mobilization. This is to ensure full participation of all community members during CLTS activities. The facilitators also use the mobilization meeting to

administer and discuss the community progress report sheet on CLTS to obtain baseline information on sanitation and hygiene activities.

- **Triggering activities:** After community mobilization, PfD support CLTS facilitators to visit each community on the agreed dates for community triggering ⁷on CLTS interventions. The community triggering meetings are held in convenient open venues with community members of both sexes in attendance. Facilitators apply standard national procedures that includes: introduction of facilitators; facilitators stating their mission; and participatory engagement of community members using various CLTS triggering tools to create/spur interest for behavior change. Specific CLTS triggering tools include:
 - i.) Defecation Area Mapping,
 - ii.) Transect Walk,
 - iii.) Feces and Water,
 - iv.) Feces and Food,
 - v.) Feces volume calculation and
 - vi.) Calculation of household medical expense.

Usually, most community members begin to generate interest in changing their harmful sanitation and hygiene behaviors after employing three (3) or more of the CLTS triggering tools.

2.2.4: Follow-up/Monitoring Visit



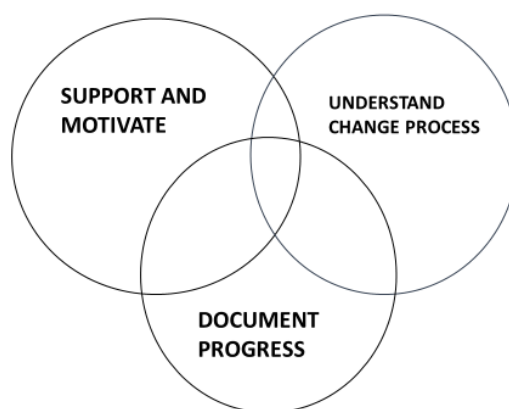
Photo 4 Facilitators Conducting CLTS intervention modules at Ndi Orieki community, Ohafia LGA, Abia State, February 2018

Immediately after the triggering of each community, facilitators meet to debrief/discuss and develop a report on the outcome of the exercise. They also deliberate and agree on follow-up approach for the communities they trigger and assign two facilitators to conduct a minimum of five follow-up/monitoring visits such communities. Facilitators ensure that first follow up visit is done within 48 hours of triggering to

ensure compliance to agreed action plans. The facilitators continue the follow-up visits until the community is certified ODF using the national protocol.

⁷ Refers to ways of initiating or spurring community interest to ending open defecation

KEY COMPONENTS OF COMMUNITY FOLLOW-UP



During follow up visits, the first taking place within 48 hours of triggering, LGA facilitators generate discussions using follow-up tools: Community Defecation Area Map (DAM), Household Commitment List, Community Action Plan, Early Responders List, and Community Commitment Letter that the Chief/Leader of each community signs. The CLTS facilitators also conduct transect walks across the community to help analyse the sanitation situation post-triggering and how to achieve sustainable ODF status. The response from community members enabled the facilitators to design their monitoring schedule to support the communities towards attaining ODF status. The facilitators congratulate (for motivation) the communities on the small, immediately do-able actions (SIDA) towards achieving ODF status. SIDA include building handwashing stations with ash/soap; closing open defecation sites with cross bar; site selection for new latrines; building drop hole covers for unimproved pit latrines; agreeing on a collective action plan and target; forming community by-laws for defaulters; etc.

2.2.5: Guidelines for Certification of Community ODF

The main objective of CLTS is to empower communities to realize the extent and magnitude of the problems associated with open defecation and take necessary actions towards solving the problems for improved health and well-being of the people. The specific objectives are;

- Total elimination of open defecation practices.
- 100% coverage of latrine use.
- Improved personal, household and environmental hygiene.
- Increase ownership and sustainability of hygiene and sanitation activities.
- Contribute to reduction in sanitation related diseases.

These are to guide the certification processes for communities to be declared Open Defecation Free (ODF) and achieving Total Sanitation.

DEFINITION OF ODF CERTIFICATION TERMS

Certification – This is the official confirmation and recognition of Open defecation free status. The official confirmation and recognition of ODF could be done by the LGA WASH Unit/Department or State RUWASSA or State Task Group on Sanitation. For quality control and to ensure strict compliance to the guidelines for certification, official confirmation should be done at State level.

Verification – This is inspection carried out to assess whether a community is ODF.

Open Defecation Free – This refers to when no feces are openly exposed to the air. Achieving ODF might involve the use of any form of latrines that prevent exposure of feces to the air.

Total Sanitation – This encompasses use of latrines and stopping of open defecation as well as improvement in personal, domestic and environmental hygiene.

PROCESSES FOR CERTIFICATION

The communities should be informed from the onset of interventions on the criteria for certification as ODF and Total Sanitation. The following processes are expected to be followed;

- WASHCOM should promptly report to the LGA WASH unit or designated NGO when ODF has been achieved by the community. If the project is being facilitated by an NGO, the NGO should report the ODF status to the LGA WASH Unit.
- LGA WASH unit should make an initial visit to the community to verify the claim, by carrying out the following activities:
 - Confirm the present total households in the community.
 - Confirm the total number of latrines in the community and how many households use them (**Note: if there are households without access to latrines, find out where such households defecate**).
 - Go around the community and check if all the latrines have been completed and being used.
 - Check if the latrines are well maintained.
 - Check if hand washing materials are available in or near the latrines.
 - Check the closeness of latrines to the drinking ground water sources - e.g. borehole and dug well (Note: the acceptable distance between drinking water source and latrine is 30 meters/100ft and downhill of water points)
 - Check all former open defecation sites, bushes close to homesteads and general environment for faeces (**Be more observant, attentive and vigilant at this point**).
 - Whatever materials used for anal cleansing should be dropped into the pit

- Check if the school(s) in the community have separate toilets, hand washing facilities and urinal (**if NOT, where do pupils or students defecate?**)
- Check if the community has a market with a public toilet and hand washing facility. (**If NOT, where do the market people defecate on the market days?**)
- Check if the health centre in the community has toilet. (**If NOT, where do health personnel or the patients defecate?**)
- Note whether the paths to the latrines are weedy/ clean. **Dip a meter-long stick to check availability of faeces in toilet/ latrine or throw a stone into it and listen to the sound. (Note that the stick should be disposed properly)**

The above are the minimum requirements for certification as ODF.

- **If it is confirmed that the community has attained ODF status based on the information gathered,** the LGA WASH unit should make another un-announced visit, once monthly for 3 months and carry out the above verification procedures to re-affirm that the community has sustained the status.
- After convinced about the ODF status of the community, LGA WASH unit should share the information with RUWASA; then RUWASA to send the information to State Task Group/Steering Committee on Sanitation.
- RUWASA staff, members of State Task Group on Sanitation should visit the LGA, discuss with the LGA WASH unit staff about the issue and then proceed to community to assess the ODF status.
- **If the outcome of the visit is consistent with the previous ones,** the certification team, comprising of at least a member of National Task Group on Sanitation, State Task Group on Sanitation and an NGO should be constituted. The team should make an un-announced visit to community to assess the status. The participation of members of National Task Group on Sanitation is optional and should not be a barrier to the certification process. But the National Task Group should be informed on the process and the outcome of the certification.
- Based on the outcome of the visit, the team would then decide whether to certify the community **ODF or NOT.**
- If the community is truly ODF, the certification committee should recommend the community to the Local Government and State Government to be declared ODF.
- The community is to be officially declared ODF and the State Governor presents ODF certificate to the community at a formal function to be attended by the community members, other State government functionaries, representatives of Local governments, NGOs and development partners.

NOTE:

- Ensure that women are part of the visiting/certification team to the communities particularly in the Northern part.
- No official certification, unless ODF has been sustained for 6 months

BASIC INDICATORS FOR TOTAL SANITATION

For communities to be declared to have achieved Total Sanitation, the following practices must be adopted by members;

1. All households use hygienic latrines.
2. Always keep latrines clean.
3. Latrines, hand washing facilities and urinals are provided and being used in schools, health centres, markets and other public places, where available.
4. Washing hands properly with soap, ash and water at critical times (after defecating, before eating and feeding children, after packing children faeces, before preparing food and after encountering dirt)
5. Always keep food covered
6. Always keep drinking water covered
7. Always Keep water points (boreholes, Hand dug wells etc.) surroundings sanitary
8. Always keep household, abattoirs and community environment sanitary
9. Always Use slippers or shoes while going to the latrine
10. Proper disposal of solid and liquid waste including animal waste.
11. Proper disposal of waste water.

Safe location of latrines, at least 30 meters/100 ft (where there is enough space) away and downhill of groundwater sources. ***It is when the above criteria are met, that the community can be considered Totally Sanitized Community. It is more cost effective and better to aim at achieving Total Sanitation while planning interventions. The same certification processes for ODF must be followed for certifying communities as Totally Sanitized.***

2.3: Community Hygiene Promoters

2.3.1: Community Sensitization of hygiene promoters

Activities include routine, strategic and special hygiene promotion interventions by volunteer hygiene promoters (VHP), strategic hygiene promoters (StHP) and special hygiene promoters (SHP) that are responsible for conducting community hygiene promotion during meetings, trainings or special events.

2.3.2: Training of Volunteer Hygiene Promoters (VHP)

The project organizes and trains Volunteer Hygiene promoters to effectively conduct house-to-house education of households on improved hygiene practices. The two-day training for VHPs is not a one-off activity as strategic initiatives and opportunities (e.g. WASH Clinics)

are put in place to keep strengthening the capacity of VHP to conduct house-to-house hygiene promotion within the communities.

2.4: Environmental Health Clubs (EHC) Formation and Training

2.4.1: Advocacy meeting with school management

Advocacy is an important process for mobilizing and sensitizing policy actors into decision and affirmative action. The project team at State and LGA makes deliberate efforts to continuously carryout needs-driven advocacy to school management including local government education authority, education secretaries and head-teachers as well as PTA/School based management committee where necessary.

2.4.2: Training of EHC Coordinators

The project trains teachers as EHC coordinators/facilitators to implement Hygiene Promotion activities in and through Schools.

Two teachers and one head teacher from selected schools are selected for two-day training on implementation EHC program. On return to school, the teachers sensitize and develop the capacity of EHC members and other teachers in their schools on Hygiene Promotion activities. Throughout their tenure, the teachers work as coordinators and facilitators, while other teachers provide adequate support to them including, acting as substitute facilitators.

Under the overall guidance of the head teacher, EHC facilitators coordinate WASH-related activities (both hardware and software) with parents, PTA, SBMC, LGA WASH and LGEA team members, WASHCOM, VHP, community elders, EHC, CBO and other teachers of the school.

2.4.3: Formation and training of EHC

Reaching the children in an influential stage of their lives when lifelong behaviors are formed through the application of life skill-based education (LSBE) to hygiene is critical for WASH success. Through schools this project reaches out to children, school personnel, and the pupil's friends at home and parents via Child to Child (CtC) and School-led total sanitation (SLTS) approaches. This will potentially increase access to improved water, effective sanitation and hygiene facilities. It will also increase the dignity of the child.

- Constituent membership of EHC from all classes in the school aids the succession plan. EHC coordinators organize elections for executives (usually not less than three principal officers – Presidents, Secretary and Treasurer) and explain their roles and responsibilities. EHC have a minimum 10-15 members.
- Composition of EHC includes the following:
 - Two coordinators/facilitators (trained teachers on hygiene promotion);
 - Ten to 15 EHC members (school pupils from all classes)

- Three pupils to make up the EHC Executive Committee. The Executive Committee comprises of the President, Secretary, and Treasurer. The Facilitators explain the role of each Executive Committee member; then ask the entire EHC members to decide among themselves who takes on which position.
 - One Patron who is the Head Teacher; and
 - Four ex-officio members; two members from SBMC/PTA and two members from WASHCOM/VHP serving as an interface and giving support to EHC.
- Selecting/Electing the EHC members:
 - Any pupil in classes 1-6 in the school can become a member of the EHC.
 - Pupils need to volunteer to join the EHC. To encourage volunteers, it will be necessary to explain the advantages of becoming a member. Nobody should be forced into joining the EHC.
 - If there are too many volunteers, it will be necessary to vote to elect members either by a show of hands or secret ballot. Explain that the pupils should vote for those who:
 - Are the most motivated.
 - Are often considered role models to other pupils,
 - Are able to speak well to their friends, be convincing and make themselves heard: these are the 'natural leaders'.
 - Wherever possible, include both girls and boys, and any motivated disabled pupil. Candidates must be given opportunity to present their reasons for becoming a member of EHC, and their ideas and vision on Hygiene Promotion in and through Schools.

EHC members receive training on school sanitation and hygiene education to enable them conduct hygiene promotion sessions and interface with the community/households.

2.4.4: School hygiene promotion activities

- Under the guidance of coordinators/facilitators (teachers), assess water and sanitation needs of their school; and general hygiene practices of the pupils, especially on group hand washing with soap, hand washing with soap after defecation, use of latrine for defecation, safe handling of drinking water, personal hygiene (nails and hair) and wearing of footwear by the pupil.
- Ensure that safe and clean water is filled in tippy tap bottles or jerry cans everyday by the children given the responsibility for that work. Each class should take responsibility for their tippy taps; however, younger pupils need to be supported by older pupils (For example, class I and II pupils will need support from class V and VI pupils for this activity).
- Once a week, respective class pupils must clean their tippy tap bottles and Jerry cans from inside using a brush, clean water and detergent.

- Develop activity plan in consultation with EHC facilitators for school-based daily activities.
- Actively participate in conducting Hygiene Promotion-related KAP survey and procession/parade in the community.
- Sensitize peers (boys and girls separately) on Menstrual Hygiene Management (MHM)
- Supervise the hygienic behavior of younger children in the schools and motivate them to adopt good hygiene practices.
- Ensure that classrooms are clean and maintain school's environment clean.
- Make Tippy-Taps in school and in the home (outside toilets).

2.4.5: EHC monitoring and support

The project will lead to a self-monitoring process where children will monitor each- other's behavior change towards improved hygiene practices. Similarly, children will be asked to monitor behavior change in hygiene practices among family members and community. EHC facilitators/trained teachers will carefully note down the observation of children in the register.

The School inspector working under LGEA, during his or her routine inspection visits to Schools, will assess "Hygiene Promotion in Schools" by interacting with the children, EHC members, the head teacher and trained teachers.

LGEA in turn interact with LGA WASH team and share the monitoring information with them. LGA WASH team informs the State RUWASSA and LGEA shares progress with SUBEB.

The project team conducts routine project monitoring and supervision visits to Schools implementing "Hygiene Promotion in Schools".

3.1: Training Water Facility Mechanics and Caretakers

3.1.1: Selection of operation and maintenance (O & M) trainees

The Village Level Operation and Maintenance (VLOM) concept for rural water facilities encourages villagers or community members to manage the operation of installed WASH facilities. It transforms the social structure communities and broadens the scope from water supply to sanitation, and even to other public and economic activities.

Prior to training, the respective LGA WASH Units identifies eight local area mechanics (LAM) in each of the LGA for repair and maintenance of hand pump boreholes and eight LAM for repair and maintenance of motorized boreholes. PfD also selected four local traders, one per LGA, that will stock and ensure availability of spare parts of installed facilities and two persons per community that will serve as Water Consumer Caretaker (WCC) to monitor daily use of installed facilities.

Criteria for selection of Local Area Mechanics:

- Person should be either an indigene of the LGA or permanently residing in the LGA for quite some time.
- He or she should possess functional literacy, say Primary level.
- He or she is willing to take up hand pump installation, repair and maintenance as his or her regular occupation.
- He or she should possess basic technical skills, such as plumber, filter motorcycle or bicycle repairer, village grinder operator, etc. plumbers are ideal to be selected as LAM and have shown remarkable results.
- He or she should be located either at LGA headquarters or in a village having enough number of hand pumps around his or her village.

3.1.2: Training of Hand pump Mechanics

The training involves both classroom and practical demonstration sessions. The classroom session utilizes chart, papers and power point presentations through lecture series. The practical session involves hands on demonstration including dismantling, assembling and installation procedures of hand pump using various spare parts.

3.1.3: Training of Motorized Borehole Mechanics

The training involves both classroom and practical demonstration sessions. The classroom session utilizes chart, papers and power point presentations through lecture series. The practical session involves hands on demonstration including dismantling, assembling and installation procedures of both solar and conventional motorized boreholes using various spare parts.

3.1.4: Orientation of Water Caretakers on Operation and Preventive Maintenance of Water Facilities

Water care-takers (WCC) are community members trained by the project for daily operation and basic maintenance of the water facilities. They are also collectors and custodians of water user fees and/or contributions from community members for maintenance of the water facilities. The water care-takers may be WASHCOM members. Water care-takers orientation and training involves both classroom and practical demonstration sessions of selected community members and local area mechanics.

Modules covered during orientation/training of WCC include: introduction to Village-Level Operation and Maintenance (VLOM) of water facilities; roles and responsibilities of water facility caretakers; basic tools for operation and maintenance of motorized and handpump water supply schemes; maintenance schedule and important routine checks for handpump, generator/solar powered schemes; diagnosis of problems; water points/platform drainage, and soak pit/environmental management; and water user fee collection.

3.2: Establishment of Spare Parts Supply Chain

3.2.1: Selection of local traders

Criteria for Selection of Local Trader/Entrepreneur:

- ✓ Person should be either an indigene of the LGA or permanently residing in the LGA for quite some time.
- ✓ He or she should possess functional literacy, say primary level.
- ✓ He or she should have a functional shop or stores to accommodate spare-parts for hand pumps.
- ✓ His or her shop should be accessible to common people and preferably it should be in the town/community having LGA Headquarters.
- ✓ He or she is willing to add value to his or her existing business by trading on hand pump spare-parts on regular basis with reasonable mark-up.
- ✓ He or she should be located either at LGA Headquarters or in a village having enough number of hand pumps around his or her village.
- ✓ He or she should be willing to invest his or her capital in recouping spare-parts stock regularly.

3.2.2: Training local traders for the establishment of supply chain for spare parts

The project involves selected local traders and entrepreneurs in the training of LAM to expose them to basic items/spare parts required for operation and maintenance of hand pump and motorized boreholes. These spare parts are itemized with corresponding market price and shared (as well as exchange of contact information) with LAM and community WASHCOM.

3.3: Operation and Maintenance of Water Facilities

3.3.1: Community mobilization on water facility operation and maintenance

For sustainability, the project ensures community mobilization on continuous maintenance of installed water facilities through water care-takers and WASHCOM. PfD trains the water caretakers and LAM on basic operation and repairs of these facilities and provide them with toolkits for village level operation and maintenance of water facilities.

3.3.2: Community sensitization on water tariff or water user fees

The project adopts continuous community sensitization on water tariff or water user fees during participatory monitoring visits. Prior to handover of completed water facilities, PfD engages communities on mobilizing resources for operation and maintenance of installed water facilities. A template that outlines monthly maintenance costs per facility type/usage guides the discussions. PfD facilitates community members to agree on frequency/modalities (weekly, bi-weekly and monthly) for collecting user fees, contributions, donations, etc. that ensures availability of funds for monthly O&M activities that ensures continuous access to improved and safe drinking water.

3.4: Training of Artisans for Household Toilet Construction

3.4.1: Community Mobilization and Selection of Artisans

The project trains self-selected community members/artisans on construction of low-cost improved latrines for household use. These trained artisans are available to community members, at a fee, for improvement/construction of improved household latrines.

3.4.2: Training of Artisans on Toilet Construction

Sanitation and hygiene are public health issues not just an individual household concern. Even if only a few families do not practice safe sanitation and hygiene, the whole community is at risk. Therefore, the aim is to achieve 100% coverage of improved sanitation and safe hygiene practices. The private sector – be it internationally operating large-scale enterprises, social entrepreneurial programs or small and micro-scale businesses of masons, plumbers, cleaners, etc. – have been ignored as a reliable alternative or addition to public service providers in the sanitation sector. This training explores development of a self-reliant and sustainable pool of private sector sanitation entrepreneurs to support communities in obtaining access to improved latrines. Training objectives include:

- ✓ Building capacity of participants to make use of sustainable opportunities in the sanitation market.

- ✓ Building capacity of participants to develop sanitation products and services that meet the market demands of people in rural areas.
- ✓ Building capacity of participants to create sanitation market opportunities through promotional activities
- ✓ Building capacity of participants in keeping consistent and orderly financial records as a prerequisite for growth
- ✓ Building the entrepreneurial spirit of the participant to enable them respond to opportunities and challenges that they might face.

3.4.3: Promotion and Monitoring of Household Latrines

Community WASHCOM and VHP with support from project team monitors household latrines construction and use by households within the communities using appropriate CLTS tracking tools.

3.5: Economic Empowerment of Community Members

3.5.1: Selection of youth and women for economic empowerment

The aim is to improve economic status of selected youth and women within the project communities. The economic empowerment training is designed to be relevant and appealing in a wide variety of settings to the following range of people:

- Out of school youth
- Disabled populations
- Vulnerable children care givers
- Men and women.

Learners require basic literacy and numeracy skills but those who cannot read and write are grouped with learners that can read and write to complete the course. There are no other pre-requisites for participating in this course.

3.5.2: Micro Enterprise Fundamental (MEF) training

The goal of this course is to strengthen participants business and life skills, so they can generate income and improve the overall health, productivity, and nutritional status of their households – the interrelation of income generation, household health and farming using the integrated household cycle card. PfD conducts the training in batches 30 - 40 women and youth in the target LGA with a pair of certified trainers conducting the trainings.

3.5.3: Village Savings and Loans Association (VSLA) model training

An introduction to Village Savings and Loan Associations (VSLA) is embedded in the MEF training curriculum. VSLA complements other institutions or persons, most of which are informal, that provide financial services to vulnerable populations residing in these communities. In most cases, these vulnerable populations do not have access to formal financial sector or services. Their principal need is for services that help them manage their

household cash-flow and provide useful lumpsums for life-cycle events. The VSLA module introduces these populations to basic/simple communal financing options within their communities.

3.5.4: Linkages to Coca-Cola Women's Empowerment Program

During the MEF economic empowerment training, PfD identifies women entrepreneurs interested in participating in the Coca-Cola program and provides the list to Coca-Cola personnel for follow up trainings. The program expands economic empowerment options in target communities with linkages to existing micro credit facilities and Coca-Cola 5 by 20 entrepreneurship model. The Coca-Cola 5 by 20 Model focuses on helping women entrepreneurs across the Coca-Cola value chain -- agricultural producers, suppliers, distributors, retailers, recyclers and artisans -- overcome challenges when establishing and growing their businesses. By providing access to business skills, financial services, assets and support networks of peers and mentors, 5 by 20 is helping women succeed as entrepreneurs, while also helping create sustainable communities.

3.6: WASH Facility Assessment

3.6.1: Community Mobilization/Consent to assess facility

PfD completed the community selection process with the signing of community engagement agreement with each of the 58 communities target by this project. During participatory community assessment, PfD collects and documents information on functional and non-functional WASH facilities – boreholes and toilets in each community.

The project conducts further assessment of these facilities to understand reasons for functionality/non-functionality using a questionnaire developed from three survey tools:

- Repair Needs Assessment of Hand Pump Boreholes
- Repair Needs Assessment of Motorized Boreholes
- Sanitation and Hygiene Assessment in Schools, Health Centers, and Public Toilets

Prior to undertaking assessment of the WASH facilities, PfD requires community leaders/heads to sign a consent form/letter approving of the activity.

Consent was taken from the Chief/Head of the village before undertaking the assessment. After signing of the consent letter, the hand pumps and motorized boreholes were dismantled for assessment. Respondents will be assured of confidentiality of information they will provide.

3.6.2: WASH Facility Assessment and mapping

PfD's technical partners, TCF, conducts the WASH facility assessment with support from LGA WASH Unit that accompanies them into the communities. The assessment may involve dismantling of facilities to gain better understand of the problem and administration of questionnaires. The project assures respondents of confidentiality of information they provide.

Results from the assessments of these facilities guides decisions on hardware interventions – whether to rehabilitate existing facility or construct a new one - for the communities.

3.7: Geophysical and Hydrogeological Survey

3.7. 1: Vendor engagement process

The project utilizes a transparent and participatory vendor selection process. It involves an electronic call for proposal to conduct geophysical and hydro-geological survey in project locations; review and rating of applications from shortlisted vendors by a committee comprising PfD, LGA, TCF and State RUWASSA on technical competence, experience and cost; invitation of best two vendors for further interview before award of contracts.

3.7.2: Community mobilization

Community mobilization for this activity includes meeting with State RUWASSA, LGA WASH Unit and community leaders to allow enabling environment to effectively conduct geophysical and hydrogeological survey in project locations. The team also had access to private boreholes in the locality for water quality testing.

3.7.3: Community geophysical and hydrogeological survey

For this project, the contractor utilized both secondary and primary data for the exercise. Secondary data includes available information/data on existing boreholes, drill logs, reports and maps. While primary data was obtained by conducting hydro-geophysical measurements within the study area using appropriate hydro-geological survey equipment - the new ABEM Tetrameter SAS 1000, which distinguishes between clay and fresh water by use of Induced Polarization (IP) measurements was used for this assignment. The scope of work for this assignment includes:

- ✓ Site visits to familiarize with the project areas. To have meetings with the community, stakeholders and officials from government and civil organizations.
- ✓ To obtain, study and synthesize background information including the geology, hydrogeology and existing borehole data, for improving the quality of assessment and preparing comprehensive hydrogeological reports.

- ✓ To carry out hydrogeological evaluation and geophysical investigations in the selected sites to determine potential for groundwater and appropriateness of drilling boreholes at the sites.
- ✓ To prepare hydrogeological survey reports in conformity with the provisions of the rules and procedures including the following:
 - a. Site Name, Location and GPS readings
 - b. Geology and hydrogeology
 - c. Present sources and status of the existing water supply
 - d. Existing borehole data information.
 - e. Geophysical data and analysis Hydrogeological and geophysical survey
- ✓ Conclusions and recommendations, including the groundwater potential of the investigated sites, name and location of the site recommended for drilling, recommended maximum drilling depth in meters and appropriate drilling method.

3.7.4: Report of survey finding

The draft report was disseminated at state level meeting involving State RUWASSA, LGA WASH Unit, TCF and PfD with participants making inputs for a final report. PfD disseminated the final report including hydro-geological map of each LGA to project stakeholders that include Abia and Cross River State RUWASSA and the four LGA for reference and guidance for future water programs.

3.8: Rehabilitation and Construction of Water and Sanitation Facilities

3.8.1: Identification and selection of viable water and sanitation facilities for rehabilitation

The geophysical survey finding guides selection of communities for viable water facility for rehabilitation or locations for new construction. While sanitation facility rehabilitation or new construction is wrap-around availability of water sources to ensure wholistic water sanitation and hygiene improvement.

3.8.2: Rehabilitation of water facilities (with support from trained LAM) and handover

PfD's technical partner, TCF, led in the rehabilitation of selected water facilities in the project communities and with trained local area mechanics supporting the process. For sustainability, the project encourages communities to mobilize resources such as unskilled man-power,



Photo 5 Conventional motorized borehole at Amiyi Uhu Community, Isuikwuato LGA, Abia State. December 10, 2018

sand/gravel and cement where feasible for ownership and participation. On completion of rehabilitation of water facility, the project tests for a period to determine is operational cost and to validate water quality before handover to community for operation and maintenance.

3.8.3: Procurement process of hardware construction vendors (water & sanitation facilities)

PfD utilizes a competitive bidding process for procurement of vendors for hardware component (water and sanitation facilities) of project. Adverts were published both online and in a least one national newspaper. Submitted bids were opened and reviewed by a committee comprising State RUWASSA, LGA WASH Unit, TCF and PfD. PfD and TCF facilitated the evaluation of bids but as non-scoring members. Vendors with successful bids were awarded contract for construction in the various locations with specific timelines and clear terms of engagement.



Photo 6: New sanitation facility constructed by WADA Project at Government Secondary School, Ndon Nwong, Odukpani LGA, Cross River State on the day of project commissioning, December 2018.

3.8.4: Rehabilitation/construction of water and sanitation facilities and site handover to contractors

1. The mobilization to site shall be within one (1) week of collection of signing the contract, failure, which the project may revoke the contract.
 - i. No advance payment shall be made to contractor(s) as mobilization fee.
 - ii. Installment Payment shall be based on work completed and certified by the site Engineer/Geologist
 - iii. Payment for each borehole completed shall be based on measured quantities as specified in the bill of quantities, and completion of related reports (geophysical, pump test, water quality analysis, and completion of standard borehole data).
 - iv. Estimated drilling depth of any borehole shall be based on geophysical survey interpretation and maximum depth recommendation, which must be approved

by the Engineer/Geologist prior to commencement of drilling. Variation of the estimated depth during drilling must have prior approval by the Engineer/Geologist.

- v. The timeframe for the completion of works is eight (8) weeks from the date this agreement is signed.
2. The following documents form part of and be read and constituted as one with the Agreement, namely: -
- i. The letter of award of contract
 - ii. Bill of quantities
 - iii. Borehole technical specification and design
 - iv. Description of Lot document
 - v. The issued General Conditions of Contract
 - vi. The issued Instruction to Bidders
3. The Maintenance and defect liability period for this contract shall be three (3) months, reckoning from the date of handing over of the completed works during which period the contractor shall make good at his own expense, any defect in the works to the satisfaction of the project.
- 3.8.5: Monitoring and Supervision of contractors for WASH facility construction and rehabilitation
- The project has in place several modalities to check and support contractors as they conduct activities of rehabilitating and constructing WASH facilities in the communities. This is to ensure compliance/adherence to specifications and quality of materials. Besides PfD and its technical partner TCF that checks contractors' activities weekly, PfD constituted a Project Monitoring Team (PMT) comprising the State Ministry of Water Resources, RUWASSA, and technical personnel at each project LGA to perform similar functions using a template that is completed and shared with PfD and the contractors at each visit. The project also engaged the services of a supervising Engineer to further support WASH facility construction and rehabilitation activities in the field.

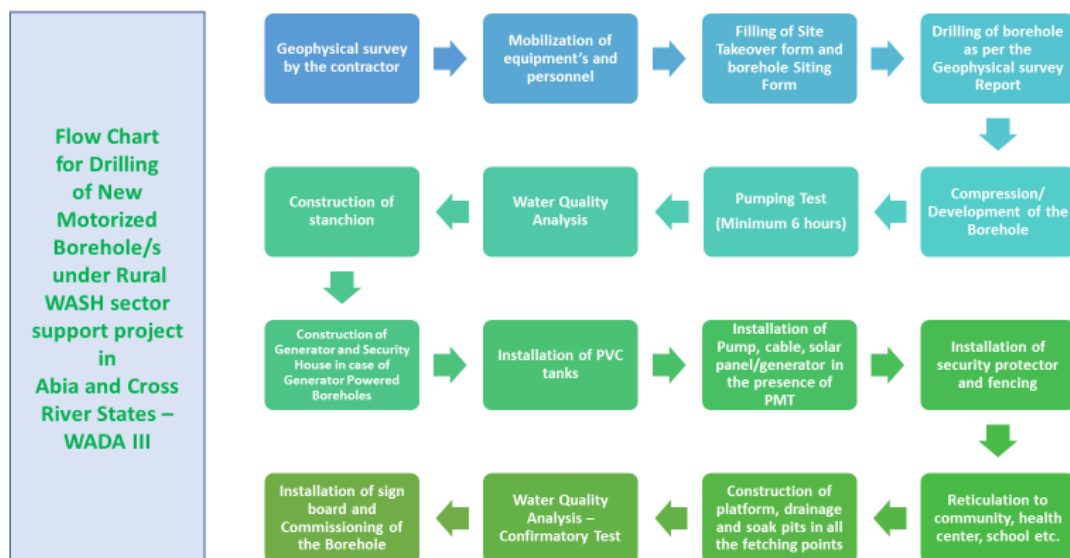


Fig. 2. Flow-Chart for new Borehole Construction

Chapter Four: Integrated Community Sensitization, Engagement and Capacity Building

4.1: Integrated WASH service delivery

The overall goal of providing improved water sources is to contribute in reducing disease and deaths. Empirically, the provision of improved water sources without safe and adequate sanitation and hygiene does not result in this desired goal due to the possibility of contamination along the water chain.

The social nature of these services underscores the importance of community participation for these services to be sustained. Community participation is simply the conscious involvement of communities (both as individuals and as a group) in the processes involved in providing community needs (from the point of decision, planning, financing, implementing and monitoring the projects/services).

In WADA programme, community participation began with collective identification of local needs (for water, sanitation and hygiene), locally initiating a plan, collectively implementing the plan including formation of water sanitation and hygiene committee (WASHCOM), managing the facilities and taking the lead in planning and implementing activities like CLTS, VHP, water safety plan, household family best practices, etc. The basic essence of community participation in WASH is to engender ownership and sustainability of WASH project. Effective participation helped to provoke dialogue and social equity, build capacities in communities, enhances capabilities of people to play roles in their societies' development and make communities progress towards self-reliance in managing WASH Services and promoting uptake of child survival services.

4.1.1: The Process for formation of WASHCOM

The process for formation of WASHCOM included the following;

- a. Convening a general community meeting
- b. Facilitating community to reach a consensus on the need to institute WASHCOM and sensitizing them on WASHCOM roles and responsibilities
- c. Helping community to ensure gender balance and spread across the community units
- d. Facilitating community to nominate members from the respective community units
- e. Facilitating acceptance of the volunteers by the community members
- f. Supporting election of WASHCOM leaders among volunteers/nominees. Note that even where there is only one volunteer from a given unit, he is still subject to acceptance by the rest of the community members
- g. Community leaders' proclamation on formation and empowerment of WASHCOM
- h. Conducting orientation workshop to enable WASHCOM commence work before formal training
- i. Inaugural meeting with WASHCOM where they elect interim Chairmen only.
- j. WASHCOM training on community management processes

4.2: WASH Clinic

4.2.1: Water, Sanitation, and Hygiene Committees (WASHCOM)

WASH Clinics are community sensitization, experience sharing, and learning platforms designed for WASHCOM at Ward/Cluster Levels as well as LGA level. It provides WASHCOM members opportunity to learn from their peers as well as review their performance and opportunities/challenges. During the clinics, each WASHCOM is given the opportunity to share experiences/learning, review progress of work done and community action plans including minutes' book, financial records, etc. The project also convenes such clinics (sometimes inviting other WASH structures or community representatives) to address areas of need during project implementation.

4.2.2: Environment Health Clubs (EHC)

This brings together School EHC to meet their peers from other communities within clusters or LGA. It is a sensitization and learning platform for EHC members and Coordinators in School Sanitation and hygiene promotion in and through Schools.

4.2.3: Volunteer hygiene promoters (VHP)

This is a platform for VHP to share experiences, challenges and possible solution on volunteering and hygiene promotion in communities. It provides participants the opportunity to review their performance in the house-to-house hygiene promotion and to explore ways of improving performance.

4.2.4: Water Sanitation and Hygiene Committee: WASHCOM is the basic community management structure in WASH subject only to the CDA or the community authority. Each WASHCOM constitutes of 7 to 15 members depending on the size of the community. Membership must be gender balanced and represent the different age brackets and spread across the different community units where 50:50 gender representation cannot be achieved, 40% members made up by women is acceptable. Other WASH related committees report to WASHCOMs and are supervised by WASHCOM.

4.3: WASH Special Events

4.3.1: World Water Day

World Water Day (WWD) is held annually on 22 March as a means of focusing attention on the importance of freshwater and advocating for the sustainable management of freshwater resources. Activities usually include: Planning Meeting; Rallies & Road Work and Town Hall sensitization meetings at community and LGA levels aimed at advocating and sensitizing policy makers and community members/WASHCOM to celebrate/preserve freshwater. Discussions are centred on the Theme for each year.

4.3.2: Global Hand Washing Day

Global Handwashing Day (GHD) October 15 is an annual global advocacy day dedicated to increasing awareness of the importance of handwashing with soap/ash and water at critical moments as an easy, effective and affordable way to prevent diseases and save lives. The day presents opportunity for communities, governments, NGOs and other interest groups to design, test and replicate creative ways to encourage people to wash their hands with soap at critical times. Discussions are centered on the Theme for each year. Activities usually include: Planning Meeting; Rallies & Road Work and Town Hall sensitization meetings at community and LGA levels aimed at sensitizing government and community members/WASHCOMs on the importance of handwashing.

4.3.3: World Toilet Day

November 19th of every year is dedicated for the commemoration of World Toilet Day (WTD). The day is set aside globally to raise awareness on the global sanitation crises. Activities usually include: Planning Meeting; Rallies & Road-Walk and Town Hall sensitization meetings at community and LGA levels aimed at spurring community stakeholders to end open defecation in communities.

4.3.4: Community General Meeting

Community general meeting can be organized at the instance of the community or the project as part of social dialogue and monitoring. Community general meetings involve initial mobilization of the communities – linking up with community leaders, key informants, WASHCOMs and other relevant structures within the community. The community discuss their issues and how they intend to take actions. The project community dialogue meeting also reviews progress of project in the community and what needs improvement. It also provides a platform for sensitization and awareness creation on trending WASH issues in community.

Chapter Five: Integrated Program Monitoring and Supportive Supervision

5.1: Program Monitoring and Reporting

5.1.1: Routine program monitoring/support

Program monitoring and supportive supervision is a core activity of the project implementation at all levels. Every stakeholder is involved at different levels in the program monitoring and support for continuous quality improvement in service delivery and sustainable outcome. PfD conducts integrated routine program monitoring and supportive supervision of WASHCOM, other WASH structures and hardware activities supported by TCF, LGA WASH Unit and State RUWASSA. Also, periodically there are program monitoring visits by PfD Country and HQ Offices; as well as from WADA donors and global implementing agency.

5.1.2: Monthly program status report

Each project field office provides a monthly and quarterly program updates on project activities to PfD Country Office. This is collated and submitted through GETF to project donors. Project implementing partners and donors also hold monthly tele-conference meetings to discuss project achievement and challenges. PfD provides quarterly financial reports to donors.

5.1.3: Quality Assurance Plan

The Quality Assurance Plan describes mechanisms that PfD implements to ensure adherence to quality and standards of all the construction and rehabilitation activities. It also assists the project in efficient monitoring and supervision of all contractors and site workers. The Plan is designed to meet the following objectives:

- To use a planned and systematic process to assess objectively the quality of construction and rehabilitation works and in a timely manner.
- To implement additional or corrective actions when issues or opportunities for improvement in the construction and rehabilitation works are identified.

5.1.4: Project Monitoring and Reporting

For effective project implementation and tracking progress of project indicators towards expected project results, PfD conduct monitoring and reporting on the WADA III project on a regular basis. The monitoring of the WADA III and data collection is guided by two key documents which are;

- i. The project performance Monitoring Plan (PMP) developed by PfD and
- ii. The monitoring and evaluation reporting template as provided by the Global Environmental Technology Foundation (GETF).

Participatory monitoring and reporting process are employed to ensure all relevant stakeholders generate needed data/information to ensure adequate data are collected for project reporting. The data collection and project progress reporting are carried out by project stakeholders which included;

- ✚ Community WASH structures – (Water Sanitation and Hygiene Committee (WASHCOM), Volunteer Hygiene Promoters (VHPs), Water Caretaker Committee (WCC), Community Based Monitoring and Reporting Team (CBMRT).
- ✚ Local Government WASH Unit using appropriate designed data collection and reporting tools.
- ✚ State RUWASSA: The State agency routinely monitored the project implementation including WASH facility rehabilitation and new construction. Each project State has a procurement team and a project monitoring team for effective monitoring.
- ✚ Joint Project monitoring: This involved representatives of USAID mission, Coca-Cola, GETF, Tulsi Chanrai Foundation and PfD quarterly monitored and validated reports and track progress of work and adherence to implementation plans and designs.

Collected data are reviewed and verified by PfD's project monitoring team for data quality assurance before reporting. PfD basically engaged in process monitoring of the WADA III project by routinely capturing data for measuring key indicators for reporting as required by GETF, USAID & TCCF.

Data Flow process:

Project related data are collected and collated from the project communities and documented by the WASH unit at the four project LGAs per activity. The LGA WASH Unit submits the documented data and reports routinely to the State's Program Managers (SPMs) /M&E Officer (M&EO) at the PfD State Offices for program review, verification, documentation and reporting. The LGAs WASH Unit are also submit copies of their data/reports to the State level project partners (RUWASSA) for their documentation and decision making.

The LGAs data/reports received by PfD's State Offices are reviewed, verified and generated into State level program reports which are submitted on a monthly, quarterly and annual basis or as may be requested by the Program Manager/Country Program Director or donors. These data/reports are further analysed/reviewed by the Program Management Team (PMT) at PfD's Country Office in Nigeria and then use to generate Country level program reports which is submitted to the PfD Head Office Program Management Team in the USA on a monthly, quarterly basis or as may be requested.

The PfD Head/Country Office reviewed and submitted the program report to the Global Environmental Technology Foundation (GETF) who is the prime awardee of the WADA III project for onward submission to the project donors (USAID & TCCAF).

Data Management:

As part of proper management of the WADA III project data, PfD ensures the under listed processes are carried out.

Data Quality Assurance (DQA):

The M&E team introduces DQA activities at two levels to ensure accuracy, validity, reliability, timeliness, precision, integrity, and completeness of project data and reporting.

The first level of DQA activity focused on management of the structures that generate data, and the transmission of the data. State Program Officers review all data generated from the project communities up to the LGA level while the M&E Officer verify the consistency and accuracy of data collection before data entry. Other Project staff may be designated to review such data from project communities.

The second level of DQA effort will consists of training and supervision as well as spot checks, audits, periodic monitoring visits and holding monthly or quarterly coordination/review meetings at each level of data collection (community & LGA levels) to discuss challenges, share best practices and progress of project implementation.

Data Storage -

Data is stored on excel spread sheets and Access data base. Also, hard copies of data are stored. The M&EO, Program Manager and Country Program Director have access relevant data storage software such as Access. To safeguard the information stored, systems are passworded and bi-weekly data is backed up using external hard drive/storage system.

Data Analysis and Utilization -

Data generated from monitoring of project activities is analysed using excel and Access. The Outcome is used for project progress reporting and improvement. Reports generated from analysed data is disseminate among project stakeholders at appropriate at all levels. Activities to enhance the demand and utilization of data is promoted such as monthly community general meeting/social dialogue and quarterly review meeting.

PfD ensured information generated from data analysed for the WADA III project met all confidentiality and privacy related standards. PfD seek consent of persons whose data/information/pictures is directly used for the WADA III project reporting

5.1.4.1: Monitoring and Supervision of Construction and Rehabilitation:

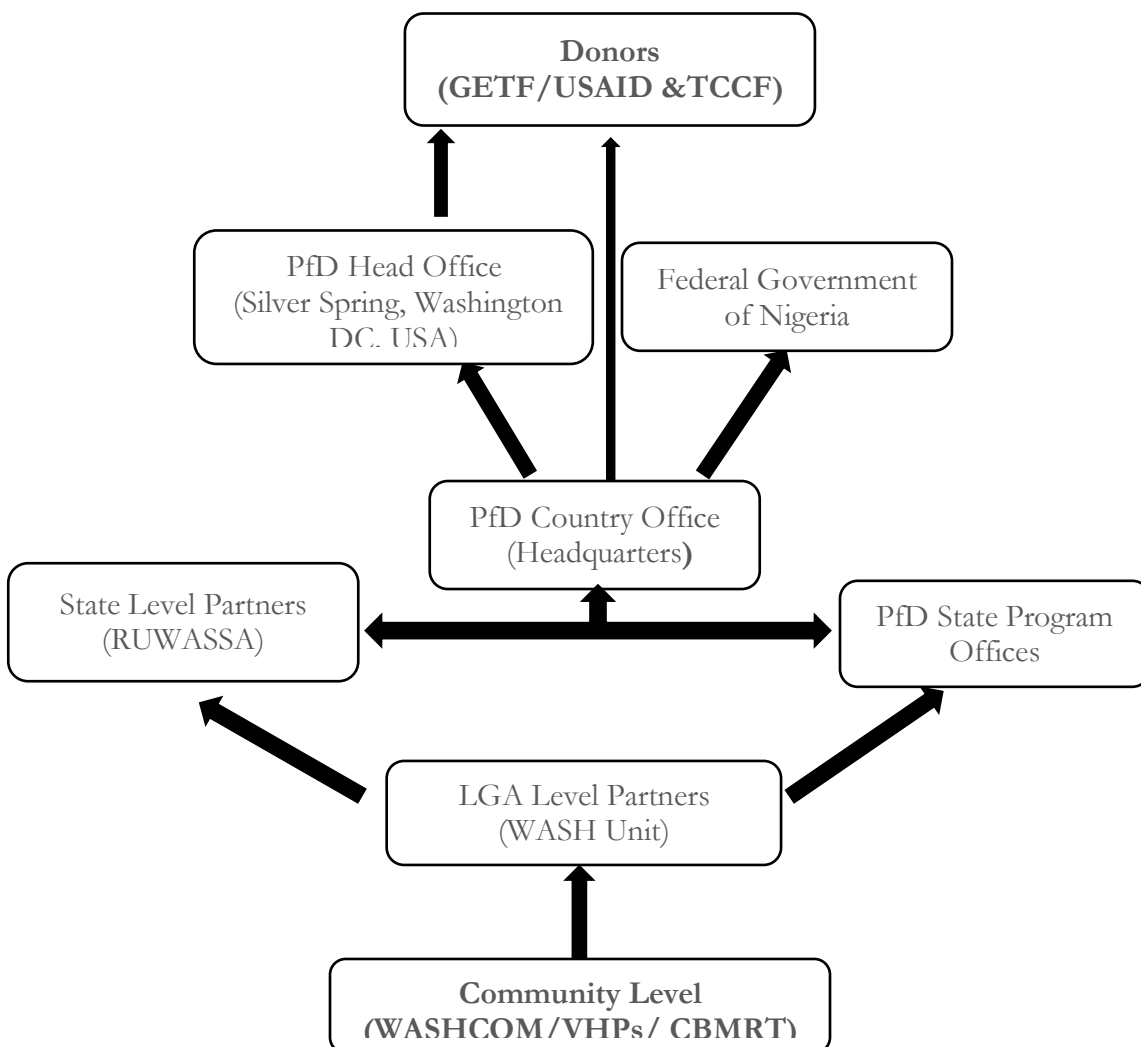
PfD has developed a monitoring checklist for each type of WASH facility construction and rehabilitation (water or sanitation). Project stakeholders utilize these checklists during monitoring and supervision visits to WASH facilities under construction or rehabilitation. For new WASH facilities, there are three checklists per facility with each checklist showing the different stages of construction work. When a contractor makes request for payment as stated in the signed contract agreement or modification, PfD, the RUWASSA, and the LGA must sign off on the applicable

checklist and on the provisional acceptance of work form before PfD executes payment. PfD shares weekly summaries of WASH facility construction and rehabilitation with GETF.

Verification and Certification of Completed WASH Facility Construction or Rehabilitation:

To be considered complete and ready for handover/commissioning:

- PfD conducts final site visit to verify completion using the verification checklist and summary report.
- PfD and GETF conducts a final review of the verification checklist and summary report.
- Project Monitoring Team (PMT) from the LGA WASH and Works Units, State RUWASSA and the State Ministry of Water Resources (as applicable) completes the verification checklist.
- Water Quality Testing for water facilities are completed, water is certified as potable by the Cross River State Waterboard and GETF has received certified copies of the tests.
- PfD has completed handover Agreements for the communities where water facilities are located. At minimum, each Agreement shall outline the recovery cost mechanism for the operation and maintenance of the facilities agreed to by the community and default terms for members who do not follow the agreed to terms.
- For the final payment to the contractor, all milestone checklists and final acceptance of work report must be signed off by members of PMT.



Data Flow process: The preceding chart describes the process of data collection for WADA III project.

ANNEX A: COMMUNITY MAPPING FORM

	Description	Information		
1.	Reporter's ID			
2.	State			
3.	LGA			
4.	Council Ward			
5.	Community Code			
6.	Community Name			
7.	Name of community leader			
8.	Phone no. of community leader			
9.	Class of settlement (<i>Itinerant, Rural, Small town, Peri-urban, Urban</i>)			
10.	Settlement Pattern (<i>Dropdown menu Linear, Dispersed and nucleated</i>)			
11.	Total Number of HHs in the Community			
12.	Total Number of Houses based on actual house count (Not compounds)			
13.	Material for building and number of houses?	Materials: 1. Mud blocks 2. Wood/bamboo/other local materials 3. Sancrete Blocks	No. of Houses	
14.	Material for roofing and number of houses?	Materials: 1. Thatch and leaves 2. Mud roof 3. Water proof/tarpaulin 4. Roofing Sheets (Asbestos, Zinc, Aluminium, Tiles)	No. of Houses	
15.	No. of people living in the community	<i>Male</i> <i>Females</i> <i>Total</i>		
16.	No. of Children under 5 years living in the community	<i>Male</i> <i>Females</i> <i>Total</i>		
17.	Number of community members that are physically challenged (Disabilities)	Disabilities: 1. Affected Limbs 2. Partially or fully blind 3. Hearing and Speech impaired 4. Other Disabilities	No. Males	No. Females
18.	Main Sources of water supply for the community (select from list, in order of preference) Non-Improved: <i>Spring, Stream, River, Pond, Dam, THDW, Others (Specify)</i> Improved: <i>HPBH, MBH, SPBH, RWH, IHDW, Others</i>	Main 1:	Main 2:	Main 3:

	<i>(Specify)</i>			
19.	Is there an improve water supply facility in this community	(Yes, No)		
20.	If yes, number of improved water point	Functional:	Not Functional:	
21.	If no, what is the distance to the nearest improved water supply facility (in Meters)			
	Description	Information		
22.	Total No of HHs with latrines			
23.	Total No of HHs without latrines			
24.	Total No. of HH latrines in the community			
25.	No of Public Latrine Blocks			
26.	Is there a Primary School in the community	Yes/No (If yes Q27 and if No Q29)		
27.	No. of Public Primary Schools No. of Private Primary Schools			
28.	Are there functional WASH Facilities in the Primary School?	Yes/No		
29.	If No, Distance to nearest Primary School (in Meters)			
30.	Is there a Secondary School in this community?	Yes/No (If yes Q31 and if No Q33)		
31.	If Yes: No. of Public Sec. Schools No. of Private Sec. Schools			
32.	Are there functional WASH Facilities in the Secondary School?	Yes/No		
33.	If No, Distance to nearest Secondary School (in Meters)			
34.	Is there a Health Facility in the community	Yes/No (If yes Q35 and if No Q37)		
35.	If Yes: No. of Public Health Facility No. of Private Health Facility			
36.	Are there functional WASH Facilities in the Health Facility?	Yes/No		
37.	If No, Distance to nearest Health Facility (in Meters)			
38.	Is there a Market in the community	Yes/No (If yes Q39 and if No Q40)		
39.	Are there functional WASH Facilities in the Market?	Yes/No		
40.	Is there Electricity Supply (PHCN)	Yes/No		
41.	Is there Telecom coverage	(Yes, Partial or No)		
42.	What is the Main access to the Community (<i>By foot, road, boat? Others (Specify)</i>)			
43.	Ease of access to the community in the rainy season (<i>Difficult or Easy</i>)			
44.	What average time is taken to quickly reach the nearest town/city using common means of transport?	< 1 hr 1 hr to 2 hrs > 2 hrs		
45.	Main Source of Income (ONE) (<i>Farming, Fishing, Trading, Crafts, Civil Service, Others</i>)			
46.	Coordinates of the Center of the Village (Smartphone)	Latitude:	Longitude:	Alt:
47.	Picture of the community (Capture the best view that exposes all the houses)			
48.	Community has WASHCOM (<i>Yes/No</i>)			
49.	If yes, Name of WASHCOM Chair or Secretary GSM Number			

ANNEX B: HARMONIZED COMMUNITY SELECTION CRITERIA

PfD/WADA PROJECT HARMONIZED COMMUNITY SELECTION CRITERIA FOR ABIA AND CROSS RIVER STATE

The community must be

- 1 Rural
- 2 Have a feasible topography, geophysics and hydrogeology for construction/rehabilitation of cost-effective WASH facilities, including hand pumps
- 3 Must be safe and accessible
- 4 Demonstrated existing structures supporting current WASH activities
- 5 Insufficient/unimproved WASH facilities in school or health institution
- 6 High number of people living in community
- 7 Be a populated Community with inadequate water supply
- 8 Reasonable number of households to benefit from improved WASH facilities
- 9 Commitment by community to support sustainability of installed WASH facilities
- 10 Leveraging on other USG-supported programs

ANNEX C1: PARTICIPATORY COMMUNITY ASSESSMENT TOOL

	Description	Information		
1.	Reporter's Name/Organization	1. 2.		
2.	State			
3.	LGA			
4.	Council Ward (INEC Ward)			
5.	Community Code			
6.	Community Name			
7.	Name of community leader			
8.	Phone no. of community leader/closest person			
9.	Class of settlement (<i>Itinerant, Rural, Small town, Peri-urban, Urban</i>)			
10.	Settlement Pattern (<i>Linear, Dispersed, nucleated</i>)			
11.	Total Number of Households (HH) in the Community			
12.	Total Number of HHs with latrines			
13.	Total No of HHs without latrines			
14.	No. of people living in the community	Male = Females = Total =		
15.	No. Of People Gaining Access to an Improved Drinking Water Source in The Community	Male = Females = Total =		
16.	No. Of Households Using an Improved Drinking Water Source			
17.	Percentage of Households Using an Improved Drinking Water Source			
18.	No. Of Population Using an Improved Drinking Water Source			
19.	Percentage of Population Using an Improved Drinking Water Source			
20.	No. Of Households with Soap/Ash and Water at a Handwashing Station Commonly Used by Family Members			
21.	Percentage of Households with Soap/Ash and Water at a Handwashing Station Commonly Used By Family Members			
22.	Number of Persons Gaining Access to an Improved Sanitation Facility	Male = Females = Total =		
23.	Main Sources of Water Supply in The Community: Non-Improved: <i>Spring, Stream, River, Pond, Dam, THDW, Others (Specify)</i> Improved: <i>HPBH, MBH, SPBH, RWH, IHDW, Others (Specify)</i>	Main 1:	Main 2:	Main 3:
24.	Number of Improved Water Points	Functional: (<i>specify type/Number</i>)	Not Functional: (<i>specify type/Number</i>)	
25.	Number of Public Schools in The Community			
26.	Number of Private Schools in The Community			
27.	Number of Improved Toilets in Schools			
28.	Number of Healthcare Centers in The Community			
29.	Number of Improved Toilets in Healthcare Center			
30.	Population in Healthcare Center Using an Improved Sanitation Facility			
31.	Percentage of Population in Healthcare Center Using an Improved Sanitation Facility			
32.	Number of Public Toilet Blocks in Community	Unimproved:	Improved:	

ANNEX C2: BASELINE SURVEY TOOLS AND INSTRUMENTS

Tool 1: Household size and Population count form

Partners for Development Water and Sanitation Baseline Survey in Selected Communities in Cross River and Abia States.

The purpose of this exercise is to ensure access to safe water, sanitation and hygiene services.

All your responses shall be kept confidential. Thank you for your time.

Procedure: The enumerator should speak to community leaders to get the boundaries of the community. Divide the entire community into 12 or 15 clusters. Visit each cluster and pick a household systematically, count the number of male and female inhabitants of the household. Repeat this process in each household in the twelve (12) to fifteen (15) households in the community and record it. Then count the entire households in each cluster and record it. The average Household size multiplied by the total number of households will give us an estimated community population.

Population count and Household size form					
State:		LGA:		Community:	
Ward:		Total No of Household in the community:			
Category					
<i>Rural</i>		<i>Institution</i>		<i>Low Density Area</i>	
<i>Semi-Urban</i>		<i>Institution</i>		<i>High Density Area</i>	
Household Name	No	Male		Female	
<i>Sub-Total Household Occupied</i>					
<i>Sub-Total Household Not occupied</i>					
<i>Total</i>					

Tool 2: Household questionnaire

Partners for Development Water and Sanitation Baseline Survey in Selected Communities in Cross River and Abia States

The purpose of this exercise is to ensure access to safe water, sanitation and hygiene services.

All your responses shall be kept confidential. Thank you for your time.

We would like to talk to you about taking part in a discussion on water, sanitation and hygiene preferences and practices in this community. We will be asking you questions about your thoughts and experiences to help develop ways to improve sanitation and hygiene practices in this community. Your participation is completely voluntary and there is no penalty for refusing to participate. Your refusal to participate will not affect you in any way. You may decide to stop your participation at any time, in the course of the discussion.

Can we continue the discussion?

Yes

No

Section One Customer Bio data & Profile					
State:		LGA:		Community:	
Ward:		Block No:		House No:	
Category					
<i>Rural</i>		<i>Institution</i>		<i>Low Density Area</i>	
<i>Semi-Urban</i>		<i>Institution</i>		<i>High Density Area</i>	
Respondent's Name:		Respondents Phone No:			
Enumerator's Name:		Supervisor's Name:			
Interview date:		Interview start time:			
Section Two (A): Socio-Demographic Information of Respondents					
Q. No	Questions and filters	Coding categories			Remarks
2.1	Family type	1. Monogamy:		2. Polygamy:	
2.2	Marital status of the respondent	1. Single:		2. Married:	

		3. Widowed:		4. Separated:	
2.3	Age (<i>as at last birthday</i>)		_____ years		
2.4	Highest level of education of the respondent		1. Primary	2. Secondary	
			3. Tertiary (Technical/NCE/BSc/MSc/PhD)		
			4. Vocational	5. No formal education	
2.5	Main occupation of the respondent		1. Professional/Specialist/Technical		
			2. Self employed		
			3. Civil service		
			5. Paid company employment		
			6. Service/Sales/Commercial		
			7. Agriculture (farming, fishing, etc.)		
			8. Unemployed		
			9. Artisan/mason		
			10. Pensioner/Retired		
			11. Others (specify) _____		
2.6	a	How many households are in this building/compound? (For residential buildings)	_____ Households		
	b	What is the Institution's Population size (for Institutions)	_____ Persons		
2.7	How many people live in your household? (– that is the number of people eating from the same pot)		<u>A. By age categories</u>		
			1. Elderly adults (Above 65yrs)		
			2. Adults (18-64yrs)		
			3. Young (6-17 yrs)		

		4. Young children (0-5yrs)	
		Total:	
		<u>B. By sex</u>	
		1. Male:	
		2. Female:	
		Total:	
		<u>C. Living with Disability.</u>	
		1. Male	
		2. Female	
		Total	

Section Two (B): Household and Wealth Characteristics (interviewer to observe and record)

S/N	Description	Yes	No	Remarks
2.8	Is house built with mud blocks			
2.9	Is house built with sandcrete blocks?			
2.10	Is house roofed with zinc/aluminum/asbestos?			
2.11	Does household have fridge/freezer?			
2.12	Does household have radio set(s)?			
2.13	Does household have television/video?			
2.14	Does household have satellite dish?			
2.15	Does household have multiple mobile phones?			
2.16	Is it a mobile Household (i.e. personal car/motorcycle) ?			
2.17	Is it a self-owned house?			

Section Two (C): Household Monthly Income, Expenditure on Water and Health					
Q. No.	Questions- What is your average monthly income?				Amount (N)
2.18	Estimated Average Monthly income from all sources (write out the options)				
	10,000-30,000		30,001-60,000		
	60,001-90,000		>90,001		
2.19	Average Monthly Expenditure on Water				
	1000-5000		5,001-10,000		
	10,001-15,000		>15,001		
2.20	Average monthly Expenditure on Health care				
	1000-5000		5,001-10,000		
	10,001-15,000		>15,001		
Section Two (D): Water and Sanitation Related Diseases					
Q. 2.21	What is or are the most prevalent water related disease(s) in this community?				
	Diarrhea		Malaria		
	Cholera		Others (specify)		
2.22	In the last one year, how many incidents have you recorded				
	Once		Twice		
Section Three (A): Water and water services					
Q. No.	Access to safe water services				
3.1	What is your current source of water?				
	Piped water into dwelling		Private BH		

	Piped water to yard/plot		Private/vendor		
	Public tap/standpipe/Kiosk		Water tanker		
	Shallow well		Rain water Harvester		
	Stream/River/pond		others (specify)		
				Yes	No
3.2	Is the water colorless?				
3.3	Is the water odorless?				
3.4	Does the water have a salty/unpleasant taste?				
3.5	How far is the water source from your home?				
	<200m		300-400m		
	200-300m		>400m		
3.6	How long does it take to go there, get water, and come back during the rainy season?				
	<10min		20-60min		
	11-20min		>60min (specify)_____		
3.7	How long does it take to go there, get water, and come back during the dry season?				
	<10min		20-60min		
	11-20min		>60min (specify)_____		
3.8	What would be the frequency of contributing to the operation & maintenance of the water source				
	Weekly		Monthly		
3.9	Is your household contributing to the operation & Maintenance of the water source?				
	Yes		No		
3.10	If Yes, How much weekly?				
	N100 – N300		N301- N600		

	N601-N900		>901		
	In Kind (specify)				
3.11	Who usually goes to this source to fetch the water for your household?				
	Adult woman		Female child (under 15 years)		
	Adult man		Male child (under 15 years)		
3.12	Do you treat your water in any way to make it safer to drink?				
	Yes		No		
3.13	If yes, what do you usually do to the water to make it safer to drink?				
	Boil		Strain it through a cloth		
	Use a water filter (e.g. sand, bio-sand, tiva-water, etc.)		Let it stand and settle		
	Chemical treatment (chlorine, water guard, water tablets, etc.)		Solar disinfection		
	Other (specify)				
3.14	How do you store water for your household use?				
	Concrete Tanks		Plastic Tanks		
	Metallic Tanks		Tarpaulin Tanks		
	Ferro-Cement Tanks		Jerry cans		
	Plastic containers		Pots		
	Basins		Other (Specify)		
3.15	Is any improved water source faulty or not functional in this community				
	Yes		No		
3.16	If yes, what are the reasons for non- functionality (select applicable options)				

	No money to buy spare parts		No one trained to operate it		
	Did not work since constructed		Other (specify)		
3.17	If improved water sources constructed or rehabilitated, will you be willing to pay for its Operation & Maintenance				
	Yes		No		
	If Yes, how much will you be willing to pay weekly?				
	N100-N300		N301-N600		
	N601-N900		>N901		

Section Three (B): Water Dependent Productive Activities

Q.No.	What businesses or activities that bring money do you use water for?	Wet Season	Dry Season
3.18	Ice water or ice block making		
3.19	Vegetable gardening		
3.20	Car wash		
3.21	Poultry/Animal Husbandry		
3.22	Block making		
3.23	Laundry		
3.24	Sachet or bottled water		
3.24	Others (specify)_____		

Section Three (C): Daily water Usage (for domestic& Productive Activities)

Q.No.	Questions- What is the family's/household's average water usage per day?	Wet	Dry season
3.25	One keg		

3.26	2-5 kegs		
3.27	6-10 kegs		
3.28	11-15 kegs		
3.29	More than 15 kegs		
	Note: 1 keg = 25 liters		

Section Four (A): Safe Toilet & Hygiene

QNo.	Que -is there a safe sanitation facility for the Household	Response			Remarks
		Yes	No		
4.1	Is there a toilet?				Distance (m)
4.2	Is it inside the house?				
4.3	Is there a hand washing facility/container for water?				
4.4	Is there a soap or ash?				
4.5	Is the floor around the hand washing facility wet?				
4.6	Is there odor or smell from the toilet?				

Section Four (B): Type of Toilet

Q.No.	Questions- What type of toilet? (tick appropriately)	
4.7	Is it traditional pit toilet?	
4.8	Is it improved traditional pit toilet?	
4.9	Is it pour flush toilet?	
4.10	Is it water closet toilet?	
4.11	Composting toilet/Eco san	
4.12	Bucket	
4.13	No facilities or bush or field (open defecation)	

4.14	Other (specify)				
4.15	Do you share this facility with other households?	Yes	No		
4.16	When toilet is full, do you know how it would be evacuated?				
4.17	When evacuated do you know where it would be deposited?				
4.18	Do you know what the deposited waste would be used for?				
4.19	Do you know people involved in toilet pit emptying and evacuation?				
4.20	If yes, mention Who: Where:				

Thank you for your time

Questionnaire administration result code *(circle the right response)*:

Completed	Respondent not available	Refused	Partially completed	Others (Specify).
1	2	3	4	5

Interview End time: _____

Supervisors Name: _____ Signature: _____ Date: _____

Tool 3: Checklist for FGD with WASHCOMs/Schools/Health staff

Partners for Development Water and Sanitation Baseline Survey in Selected Communities in Cross River and Abia States.

Procedure: Get a location in the community with no distraction. Sit in a circle with 10 to 12 members of the WASHCOM or Town Union of Community Development Association or School staff or health center staff. Ask the questions below and probe further to get responses. Facilitate discussions to ensure active participation.

We would like to talk to you about taking part in a discussion on water, sanitation and hygiene preferences and practices in this community. We will be asking you questions about your thoughts and experiences to help develop ways to improve sanitation and hygiene practices in this community. Your participation is completely voluntary and there is no penalty for refusing to participate. Your refusal to participate will not affect you in any way. You may decide to stop your participation at any time, in the course of the discussion.

Can we continue the discussion? Yes No

1. Can you please tell me about the water needs of your community/institution?
2. Where does your community/institution get your water needs?
3. How satisfied are you with the water and sanitation services?
4. What is the average water use in a day/week/month?
5. What is your average monthly expenditure on water?
6. Are there quality issues of your water sources & how are you addressing such?
7. What specific productive activities or businesses do you use water?
8. Was WASHCOM established before PfD intervention????
9. Did you know your roles as WASHCOM before the PfD intervention?
10. What were you doing then?

S/N	Functionality Criteria	Yes	No	Remarks
1	Is meetings regular			
2	Is minutes available			
3	Is it mobilizing resources			
4	Is financial record kept			
5	At least 40% women to 60% men in attendance of meeting			

11. How will the WASHCOM operate and maintain the water and sanitation facilities?

12. What frequency of payment system for O & M (weekly & monthly) how much?
13. What monthly fee can each household give for the maintenance of the facilities?
14. What are the roles of the LGA in water and sanitation improvement?
15. If toilet is full, how will it be evacuated?
16. When evacuated where and how will it be disposed?
17. Do you know people involved in toilet pit emptying and evacuation?

Who:

Where:

18. What ways or approaches can be introduced to bring about participation of you and people in your area in the governance of the WASH sector

Tool 4: Institutions and Public Places WASH facility Form

Partners for Development Water and Sanitation Baseline Survey in Selected Communities in Cross River and Abia States.

The purpose of this exercise is to ensure access to safe water, sanitation and hygiene services.

All your responses shall be kept confidential. Thank you for your time.

Procedure: In the community ask for the different institutions, visit, facilitate discussion with stakeholders and take data of the issues enumerated in the questionnaire. Observe the toilets with kin focus on inclusion, equity and Menstrual Hygiene Management Issues.

Institution & Public Places WASH facility form					
State:		LGA:		Community:	
Name of Institution:					
Type of facility		Who provided the facility?			
Borehole		Club		Low Density Area	
Wells		Society		High Density Area	
Population	No	Female		Male	
Staff/Teachers	No	Female		Male	

Institution & Public Places WASH facility form					
No of toilet facility	No	Female		Male	
Is there rail for People Living with Disability?					
Is door wide enough for someone on wheel chair					
Is there support mechanism for lower limb injured person					
Hand Washing facility	No	Female		Male	
Is there water alone					
Is there water +soap					
Is there feature for Menstrual Hygiene Management?					
Special area to change pad					
Waste bin for pad disposal					
Lesson plan or notes					

Partners for Development Water and Sanitation Baseline Survey in Selected Communities in Cross River and Abia States.

The purpose of this exercise is to ensure access to safe water, sanitation and hygiene services.

All your responses shall be kept confidential. Thank you for your time.

Tool 5: Hand Washing Behavior Observation Checklist

All observation should be kept confidential.

Procedure: Enumerators are advised to familiarize with community members and sleep in the community to be surveyed the night before administration of HH Questionnaire to observe sampled HH between 6 a.m – 8 a.m or late in the evening in line with the immersion research procedure. Some Household with children under 5 years would be purposively selected while motorcycle riders and people in other public places would also be observed.

At early hours or evening, the enumerator stays in a place where he or she can be playing with members of the household or community representatives but observing practices through the following processes.

1. S/he can observe breaking of Kolanut or consciously offer a fruit to an adult.
2. He or she can also be observing people going into or coming out of the toilets.
3. When an event of interest happens, watch and record your observations
4. If there are 2 or more under 5 children in the household, observe the youngest child.
5. If a mother is changing diapers, observe the process

Hand Washing Behavior Observation Checklist					
State:		LGA:		Community:	
Ward:		Block No:		House No:	
Category					
<i>Rural</i>		<i>Institution</i>		<i>Low Density Area</i>	
<i>Semi-Urban</i>		<i>Institution</i>		<i>High Density Area</i>	
Hand washing observation	Time	Male		Female	
Before eating fruit					
Wash hand with water alone					
Wash hand with water+soap					
Coming out of the toilet					

Hand Washing Behavior Observation Checklist					
<i>Wash hand with water alone</i>					
<i>Wash hand with water+soap</i>					
<i>Those who offer kolanut</i>					
<i>Wash hand with water alone</i>					
<i>Wash hand with water+soap</i>					
<i>Nursing mother, after changing diapers</i>					
<i>Wash hand with water alone</i>					
<i>Wash hand with water+soap</i>					
<i>Total with water alone</i>					
<i>Total with water + Soap</i>					

ANNEX D: FINAL LIST OF SELECTED COMMUNITIES

Ohafia LGA, Abia State

S/N	COMMUNITY CODE	NAME OF COMMUNITY	NAME OF COMMUNITY LEADER	COMMUNITY LEADER PHONE #
1	AB/HAF/WADA/10	Okagwe	Ezeogo Kalu Ukoji	8065131984
2	AB/HAF/WADA/05	Ogbu	Ezeogo Kalu Okwara	8162390919
3	AB/HAF/WADA/03	Binyom	Ezeogo Opagu Agbai	C/o 08073226143
4	AB/HAF/WADA/15	Oboro	Ezeogo K.K Onyeani	7064395086
5	AB/HAF/WADA/08	Udanta	Ezeogo Onuoha Emeri	8077040031
6	AB/HAF/WADA/01	Amuba	Ezeogo Okebulu Orji Ibe	8037853061
7	AB/HAF/WADA/04	Amamba	Ezeogo Onwuka Mba	08164813654/07038779537
8	AB/HAF/WADA/02	Amaja	Ezeogo Ude Ocho	8086709802
9	AB/HAF/WADA/06	Umuachukwu	Eze Eme Uguru Ikpoka	8033278375
10	AB/HAF/WADA/09	Ndi Orieke	Ezeogo Ujah Ota	8165238312
11	AB/HAF/WADA/12	Ndi Uduma Awoke	Ezeogo Kalu Ncheuwa	07032392175/08135134533
12	AB/HAF/WADA/14	Isiugwu	Ezeogo Okorie Kalu	08127039425/07057051364
13	AB/HAF/WADA/11	Ufele Aku	Ezeogo O. K. Anya	8061295031
14	AB/HAF/WADA/13	Amuke	Ezeogo Ume Agwu Aruns 1	8066618646

Isuikwuato LGA, Abia State

S/N	COMMUNITY CODE	NAME OF COMMUNITY	NAME OF COMMUNITY LEADER	COMMUNITY LEADER PHONE #
1	AB/MBL/WADA/04	UMUAKWUA	MAZI KELECHUKWU H. EGBUNIRO	8032726668
2	AB/MBL/WADA/05	AGBO OHOROHO	Eld H/C JAMES O. AJALLA	8038850040
3	AB/MBL/WADA/03	EZERE	Eld OBIETE ONYEABO	7065650041
4	AB/MBL/WADA/15	ACHA	NZE.STEPHEN OKPARA	8122794800
5	AB/MBL/WADA/07	ORUA AMUNE	CHIEF N. ONUMKPU	8107023028
6	AB/MBL/WADA/06	AMUZU	ELDER KANU OBIOMA	8122091553
7	AB/MBLWADA/01	OZARA	EMEKA UKONNA	8137507015
8	AB/MBL/WADA/12	ONICHA AMAIYI UHU	DECON JOHN ADIRIJENDU	8038687682
9	AB/MBL/WADA/10	ISIALA ISIYI	IGWE MADUBUIKE	8030016988
10	AB/MBL/WADA/13	AM IYI UHU	OKECHUKWU ONUOHA	8103271153
11	AB/MBL/WADA/14	UMUOKOMBO	ICHIE ISAAC OKEMIRI	7065077511
12	AB/MBL/WADA/02	IHENZU AHABA IMENYI	ELDER ACHAKA UCHE	8134374034
13	AB/MBL/WADA/09	UGWUOGU	CHIEF LAWRENCE IKPO	8032503969
14	AB/MBL/WADA/08	OBIAGU	HRH EZE SIR C.A. ONUOHA	8037518782

Obubra LGA, Cross River State

S/N	COMMUNITY CODE	NAME OF COMMUNITY	NAME OF COMMUNITY LEADER	COMMUNITY LEADER PHONE #
1	CR/BRA/WADA/01	OGADA I	CHIEF GABRIEL IBINGHA	7061853073
2	CR/BRA/WADA/02	OWAKANDE 2	CHIEF MONDAY ADORA OGAGHE	8108531449
3	CR/BRA/WADA/03	OSAKAN	CHIEF ANDREW OGAR	8088931617
4	CR/BRA/WADA/04	NKUM IYALA	H.R.H OCHUOLE ODEY OGBONYI	7035292537
5	CR/BRA/WADA/05	IMABANA - ITAMTET	CHIEF BASSEY IKPAYIP	7066011658
6	CR/BRA/WADA/06	ARARAGHA	CHIEF OMENYI.E. ESSE	08054137297/08083328341
7	CR/BRA/WADA/07	OKOKORI	CHIEF JAMES AYIMO OYI	07086714357(MR, EUGENE.
8	CR/BRA/WADA/08	EDON DON	CHIEF BARRY INYANG	7030856016
9	CR/BRA/WADA/09	OFUKPA	SUNDAY ARIKPO	7038839767
10	CR/BRA/WADA/10	ISABANG	H.R.H OVAR GABRIEL EGBE OKIM	9078652804
11	CR/BRA/WADA/11	OHANA	HRH, OVAR INNOCENT O. WAURI	7068397145
12	CR/BRA/WADA/12	ONYEN ORANGHA	CHIEF, RAPHAEL AGBOR EYAM	08134396312 / 08148206673
13	CR/BRA/WADA/13	AHAHA	CHIEF JAMES OGOGI	8075429995
14	CR/BRA/WADA/14	IJODA	CHIEF RICHARD AGARA	8162104873
15	CR/BRA/WADA/15	IKO	CHIEF VINCENT AYO	8037673906

Odukpani LGA, Cross River State

S/N	COMMUNITY CODE	NAME OF COMMUNITY	NAME OF COMMUNITY LEADER	COMMUNITY LEADER PHONE #
1	CR/DUK/WADA/01	UKEM EYO II	HRM. ETUM EYO HENESTY II	8065084758
2	CR/DUK/WADA/02	NWAHA-IBUNO	CHIEF EDEM EFFION	8109581133
3	CR/DUK/WADA/03	IKOT OKON ABASI	ENGR. EYO E. ESSIEN	8146183667
4	CR/DUK/WADA/04	ATAN AKANI OBIO	CHIEF EDET EDEDET	8164766656
5	CR/DUK/WADA/05	OBOT OBIO INWANG	ELDER ASUQUO EFFIONG NYONG	7062513449
6	CR/DUK/WADA/06	NDONG NWONG	CHIEF EFFIONG OKON EFFIONG	07064540573/08189133478
7	CR/DUK/WADA/07	IKIMI AMI	PRINCESS CORNELIA ITA OMIN	8173526689
8	CR/DUK/WADA/08	ODUYAMA	CHIEF BEN MARTINS	7031582832
9	CR/DUK/WADA/09	NDON NYAM	CHIEF OKON ASUQUO UKPANYANG	8037796971
10	CR/DUK/WADA/10	ABAYAMA	MR. SAMUEL EKPE ITA	7035140512
11	CR/DUK/WADA/11	MBARAKOM	CHIEF OKON ITA AKABOM	9024291330
12	CR/DUK/WADA/12	ASIAHA OBUFA ESII IKOT NDON	ELDER CHIEF ETIM EYIM EYO	8181014143
13	CR/DUK/WADA/13	ESUK ODOT	CHIEF OKON EDET OKON	9092663419
14	CR/DUK/WADA/14	ASIAHA OBUFA OKOYONG AKPAN	CHIEF EDET UDO AKPAN	7012455158
15	CR/DUK/WADA/15	AKWA EKIM	CHIEF ITA OKIO NYONG	7012444015

ANNEX E - COMMUNITY ENGAGEMENT AGREEMENT

1.0 Background

Partners for Development (PfD) is a non-profit, non-governmental organization whose staff and volunteers work in partnership with local and international groups to improve quality life of vulnerable people in underserved communities. PfD supports programs that benefit rural people in areas such as public health, water supply and household economic and food security. PfD was established under the laws of the United States of America. PfD has a sub-Agreement award with Global Environment & Technology Foundation (GETF) to implement Rural Water, Sanitation and Hygiene (WASH) Sector Support Project in Abia and Cross River States under the Water and Development Alliance (WADA III). PfD is collaborating with the State Governments of Abia and Cross River to improve and expand access to safe, affordable, sustainable and reliable water and sanitation services in rural communities. In Abia State, the project will be implemented in Ohafia and Isuikwuato LGAs while in Cross River State it is to be implemented in Obubra and Odukpani LGAs.

..... Community has been selected to be one of the rural communities for the WASH program intervention.

2. Goal of the Agreement

The overall goal of this agreement is for Community to collaborate with PfD, Rural Water Supply and Sanitation Agency (RUWASSA), Local Government Authority (LGA), and Tuls Chanrai Foundation (TCF) in the implementation of the WADA III WASH interventions in the community.

3. Roles and Responsibilities of Community and PfD

3.1. Community

- 3.1.1 Create an enabling environment for all stakeholders involved in WADA project implementation in the Community and LGA.
- 3.1.2 Support the formation and/or strengthening of community Water Sanitation and Hygiene (WASH) structures not limited to Water Sanitation and Hygiene Committee, Education Health Clubs in School, WASH facility Care-Taker Committee, Volunteer Hygiene Promoters, Local Area Mechanics.
- 3.1.3 Ensure security and safety of personnel and WASH facilities in the Community.
- 3.1.4 Support the construction/rehabilitation, continuous operation and maintenance of WASH facilities in School, Healthcare center or community including community common site where applicable.
- 3.1.5 Support behavioral change and maintenance for improved WASH intervention – Ending Open Defecation and Sustaining Open Defecation Free (ODF), Key Family Health and Hygiene Practices; Safe Water management, Waste Disposal, etc. in households and community.
- 3.1.6 Collaborate with other stakeholders including government and non-government agencies to promote WASH key learning and best practices in Nigeria.

3.2. Partners for Development

- 3.2.1 Support the formation and/or training/mentoring of community Water Sanitation and Hygiene (WASH) structures not limited to water sanitation and hygiene committee, Education Health Clubs, WASH facility Care-Taker Committee, Volunteer Hygiene Promoters.
- 3.2.2 Facilitate the construction and/or rehabilitation, operation and maintenance of WASH facilities in School, Healthcare center or community based on needs and available resources.
- 3.2.3 Promote behavioral change and maintenance for improved WASH interventions – Ending Open Defecation and Sustaining Open Defecation Free (ODF), Key Family Health and Hygiene Practices; Safe Water management and Waste Disposal etc in households and communities.
- 3.2.4 Collaborate with State Rural Water Supply and Sanitation Agency, Local Government WASH Unit and other stakeholders including government and non-government agencies to provide integrated WASH services in the State.

4.0. Dispute Resolution

Any doubts or ambiguities or disputes, if any, in the interpretation of the provisions of this agreement or any of its supplements, shall be resolved through mutual consultations and negotiations amongst the parties.

5.0. Effective Date and Signature

This Agreement shall be effective upon the signature of the below stakeholders. It shall be in force from _____ to November 30, 2018. Stakeholders consent to this agreement by their signatures.

A. Partners for Development, 13B Angola Street, Wuse Zone 2, Abuja	B. Community	C. Local Government Authority WASH Unit
Name:	Name:	Name:
Designation:	Designation:	Designation:
Signature/Date:	Signature/Date:	Signature/Date:

ANNEX F: HAND PUMP REPAIR NEED ASSESSMENT

Part-1: General Information on Hand pump

State:		LGA:		Ward:	
Community:		GPS Location	Longitude		
Community Code:			Latitude		
Location Name:			Altitude		

Type of Hand-pump: ☐ RUWATSAN - 1 ☐ RUWATSAN - 2
☐ India Mark - II ☐ Other

Type of Facility ☐ New ☐ Old

- Year of construction/installation (if available):
- Who Constructed the borehole? ☐ Government ☐ Community ☐ Private
- Population served(estimated): Male..... ☐ Female..... ☐ Households..... ☐
- Distance of the source from nearest house? Meters
- Is this the main source of drinking Water? YES ☐ NO ☐
- What are the other sources:?
- Is there a latrine within 30mtrs of the borehole? YES ☐ NO ☐
- Is there any other source of contamination? YES ☐ NO ☐
- Any incidence of water borne disease from the hand pump water? YES ☐ NO ☐
- If yes, then specify?
- How is the quality of borehole water?
- Borehole Data:
 Total Depth: meters. Static Water level:.....meters.
 Riser Depth:mtrs. Borehole Casing:inches (uPVC/iron)

Part-2: Hand-pump Functionality

- Functionality: Functional ☐ Non-functional ☐ Partially Functional ☐ Vandalized ☐
- If non-functional, is it repairable? YES ☐ NO ☐
- If functional, water obtained after 1 to 5 ☐ 6 to 10 ☐ 11 to 20 ☐ +21 strokes ☐
- If not functional, how long has it been broken down?
- Currently, is the hand-pump working satisfactorily? YES ☐ NO ☐
- Borehole Yield: High ☐ Medium ☐ Low ☐ Very Low ☐
- Is/was it meeting the daily water need of the community? YES ☐ NO ☐
- How many hours it works every day? 6-10 hrs. ☐ 11-16 hrs. ☐ 17-20 hrs. ☐
- For what purpose hand-pump water is used by community members:
 Drinking only ☐ All domestic purposes ☐ Garden watering ☐
 Building blocks making ☐ Domestic and animal wetting ☐ Others ☐
- How often it breaks down?
 Weekly ☐ Monthly ☐ Every 3 months ☐ Every 6 months ☐ Once in a year ☐
- How many times did the hand-pump break down in the last 3 months?..... times

12. Type of fault:

.....

.....

13. Condition of platform: Neat ☐ Dirty ☐ Cracks ☐ Broken ☐ Destroyed ☐

Part-3: VLOM Status

1. Who manages the source: Community ☐ Individual ☐ Government ☐ None ☐
 2. Does WASHCOM/Water Users' Committee exist? YES ☐ NO ☐
 3. Whom the community reports the breakdown? LAM ☐ Village Head ☐ LGA ☐
 4. Who repairs the source if breaks:?
 5. Who pays repair charges: Elites ☐ Politicians ☐ WASHCOM ☐ Others ☐
 6. How many days it takes to get repaired:
 7. Does the community participate in the procurement and storage of the spare parts of hand-pumps? YES ☐
NO ☐
 8. Where do they get spare-parts? LAMs ☐ Local Trader ☐ State Level Dealer ☐
 9. Do they face difficulties in getting spare-parts? YES ☐ NO ☐
 10. General Questions on use of Hand-pump:
- | | | |
|---|------------------------------|-----------------------------|
| Is hand-pump used extensively? | YES ☐ | NO ☐ |
| Is the platform swept regularly? | YES ☐ | NO ☐ |
| Is area around hand-pump clean and dry? | YES ☐ | NO ☐ |

Part-4: SPARE PARTS REQUIREMENT AND COST IN NAIRA

	Items	Specifications	Quantity	Unit Price	Amount	Remarks
1	Pedestal					
2	Riser Pipes					
3	Connecting Rods					
4	Cylinder					
5	Head Assembly					
6	Sprout					
7	Handle					
8	Granular Chlorine					
9	Platform					
10	Drainage					
11	Fencing					
12	Soak Pit					
13	Labour Cost					
14	Transport Cost					
15						
16						
Total Amount in NGN						

Assessed by:Rechecked By:

Signature: Signature:

ANNEX G: Repair Need Assessment format for Motorized Boreholes

State:		LGA:		Ward:	
Community:		GPS Location	Longitude		
Community Code:			Latitude		
Location Name:			Altitude		
Date:					

Facility Information

Type of Submersible Water Pumps: Make: _____ Year of manufacturing: _____

Capacity: _____ HP Power Input: _____ Volt

Solar () **Electric** ()

Single / Three Phase Functionality: Functional / Non-functional

Condition of Pump: () Good () Fair () Damaged () Vandalized

Condition of Coolant: () Intact () Leaked () Water entered

Cables and Wiring

Type of cable: Made in. Flexible / Inflexible

3 Core Flexible / 4 Core Flexible Size: mm

Is there any damage in cable: () Expired () Yes () No

Description:

Total length from borehole to switch box: meters

Is it opened or concealed: () Open () Concealed

Starter type

- | | |
|-------------------------------------|-----|
| 1. Direct connection pump to panel | () |
| 2. Connected to switch box /Starter | () |
| 3. Connected through Inverter | () |

Number of Solar Panels

Number of Solar Panels:nos.

Manufacturing details:

Make:

Year of manufacturing:

Number of functional panels:nos. Number of PVC per panel:
..... nos.

Capacity of each panel:Watt Volt

Peak watt rating: (calculate : watt/volt) =

Direction of panel:

Mounting of panels: 3. On the roof ()

1. On overhead tank top/ side () 3. 4. Others ()

2. On ground mounted stand () 4. *please specify*
.....

Is there any damage in panels?

1. Broken () 3. Cracked ()

2. Stolen () 4. Dust coated ()

Inverters

Is the inverter attached to the system (If Yes)

Year of installation of batteries

Make

Number of batteries

Capacity Volt Amp per battery

Condition of batteries

Type and make of batteries

Number of hours it supports

Does it fill the overhead tank

Borehole Data

Total Depth: mt. **Static Water Table:** mt. **Riser Depth:** mt.

Borehole Casing: inches **Casing type:** iron / uPVC

How many hours you are able to run the pump per day during:

Water usage

Dry season: _____ and _____ Rainy season: _____

How many hours it takes to fill the tank: _____ hrs. Tank Size: _____ '000 Lits.

Is there enough water in the borehole to fill the tank YES / NO

How many times the tank is filled every day:

How many taps are allocated to the overhead tank?

Operation and Maintenance

Government or Donors:

Community

Borehole Construction

Government () Community () Any other donor ()

Year of Construction

Capacity of the overhead tank

Does your community have overhead tank
(if yes)

Distance from the bore hole

Number of tanks

Capacity in Litres

Is any tank having any problem

Do you get water throughout the day

If no, please specify the time

Quality of water

How often the tank is cleaned

How many hours the water last once it is filled up:

Alternative sources of water

Borehole

Dug well

Streams

River

Pond

Other

Water sellers

Tankers

Financial Management

VLOM Component:

Community participation

Good ()

Average ()

Poor ()

Absent ()

Contribution of the Local People

VLOM Concept (Who pays the cost, cost of fuel, repair and maintain cost)

Motorized Borehole

Do you get water regularly

What is the operation timings for the water

Population served

Have there been any major accidents related to the solar systems?

Have the solar systems been expanded after the initial installation?

Quantity of water pumped per day (Lt) during dry and rainy season

Dry season:

Rainy Season:

Population served

Population: Male:

Female:

Households:

Location of the solar pump

Community ()

Market place ()

Religious Instt. ()

Others ()

Security of the solar pump is taken care by

Community ()

Government ()

User group ()

Others ()

Alternative source of power to run the pump

PHCN ()

REB ()

Generator ()

Other ()

If the pump is running on Generator then what is the average fuel consumption per day

Condition of the Generator (if available)

() Good

() Fair

() Damaged

() Vandalized

SANITARY RISK ASSESSMENT:

Water Sample Taken	YES / NO	Sample No.:	Date taken:	Result:
Specific diagnostic information for assessment Risk:				<i>Mark 1 for YES; 0 for NO</i>
1.	Is there a latrine within 30 m of the well?	Y/N		
2.	Is the nearest latrine or a pit latrine that percolates to soil?	Y/N		
3.	Is / are there any other source(s) of pollution (animal excreta/rubbish) within 30 m of the well?	Y/N		
4.	Is there an uncapped well within 30 m of the borehole?	Y/N		
5.	Is the drainage area around the pump-house facility permitting accumulation?	Y/N		
6.	Is the fencing around the installation damaged in any way which would permit any unauthorized entry or allow animal access?	Y/N		
7.	Is the floor of the pump-house permeable to water?	Y/N		
8.	Is the well seal unsanitary?	Y/N		
9.	Does the installation require fencing?	Y/N		
Contamination Risk Score: 9 = very high; 6–8 = high; 3–5 = intermediate; 0–2 = low			Total score of risks	
Any incidence of water borne disease from the borehole water?			Yes	No
If yes, then specify?				

Assessment by:

Rechecked By:

Signature:

Signature:

SPARE PART REQUIREMENT AND COST IN NAIRA:						
	Items	Specifications	Quantity	Unit Price	Amount	Remarks
1	Submersible pump					
2	Flexible Power Cable					
3	Control Box					
4	Submersible Pump Impeller					
5	Solar Module(s)					
6	Solar Tronic Regulator					
7	Labor and Transport exp.					
8	Security Protection					
9	Riser Main					
10	Water taps					
11	Platform and drainage improvement					
12	Repair of Overhead Tanks					
13	Repair of Overhead tank structure					
14	Marin rope					
15	Elbows					
16	Nipple & Socket					
17	T- Joint					
18	Borehole Plug					
19	Granular Chlorine					
20	Fencing Repair					
21	Teflon Tape					
22	Nuts/Bolts/Washer					
23	Non-Return Valve					
24	Distribution pipes					
25	Insulation Tape					
26	Welding expenses					
27	Inverter					
28	Coolant					
29	Float Switch					
30	PVC Gum					
31	Joint Kit					
32	Union Connector					
33	Reducers & Bushing					
34	Adaptor					
35	Painting					
36	Generator Repair					
37	Any other exp.					
Total Amount in NGN						

ANNEX H: SANITATION AND HYGIENE ASSESSMENT

State:		LGA:		Ward:	
Community:		GPS Location	Longitude		
Community Code:			Latitude		
Location Name:			Altitude		

Part-1: General Information

13. Type of toilet: Community ☐ School ☐ Health Centre ☐
14. Year of construction (if available):
15. Who Constructed the toilets? Government ☐ Community ☐ Private ☐
16. Number of toilet blocks: MaleFemale
17. Population served(estimated): Male.....Female.....Households.....
18. Is there a drinking water source 30mtrs of the toilet? YES ☐ NO ☐

Part-2: Toilet facility Functionality

11. Functionality: Functional ☐ Non-functional ☐ Partially Functional ☐ Vandalized ☐
12. If non-functional, is it repairable? YES ☐ NO ☐
13. If non-functional, how long has it been broken down?
14. If partially functional, how many toilets are in good condition?.....
15. If partially functional, how many toilets are in bad condition?.....
16. What is the design of the toilet? (VIP/Pit Latrine/Pour Flush/Ecosan/Any other-specify)
17. What is the condition of roof structure of the toilet? (Damaged/Average/Good)
18. What is the condition of the toilet pans? (Damaged/Average/Good)
19. What is the condition of the toilet doors? (Damaged/Average/Good)
20. What is the condition of the pipes and fittings? (Damaged/Average/Good)
21. What is the condition of the walls? (Damaged/Average/Good)
22. What is the condition of the toilet floor? (Damaged/Average/Good)
23. Is there running water available in the toilet?
24. How often the toilets are cleaned? (Daily/weekly/monthly/none)
25. How is the toilets treated when it is full?
26. Describe the problem:

Part-3: Hygiene Status

1. Does the facility have hand washing facilities?.....
2. What type of hand washing facilities are available? (Tippy Tap/Hand Washing Platform/Any other)
3. What is the number of hand washing facilities?.....
4. What is the condition of the hand washing facilities? (damaged/fair/good)
5. Does soap is available for hand washing?.....
6. If yes, who is responsible for providing soap?.....
7. Does water is available for hand washing?.....
8. Does they know about hand washing steps?.....
9. Does the facility have dust bins?.....
10. How is the solid waste treated?.....
11. How is the liquid waste from the hand washing facility is treated?.....

Part-4: VLOM Status

11. Who manages the facility: Community ☐ Individual ☐ Government ☐ None? ☐
12. Does WASHCOM/Water Users' Committee exist? YES ☐ NO ☐
13. Whom the community reports the breakdown? LAM ☐ Village Head ☐ LGA ☐
14. Who repairs the facility in case of any damage:?
15. Who pays repair charges: Elites ☐ Politicians ☐ WASHCOM ☐ Others? ☐
16. How many days it takes to get repaired:?
17. Does the community participate in the procurement of the materials required for the repair work? YES ☐ NO ☐
18. Where do they get the materials? Market ☐ Local Trader ☐ State Level Dealer ☐
19. Do they face difficulties in getting the materials? YES ☐ NO ☐

Part-5: MATERIAL REQUIREMENT AND COST IN NAIRA

	Items	Specifications	Quantity	Unit Price	Amount	Remarks
1	Cement					
2	Cement Blocks					
3	River Sand					
4	Gravels					
5	Toilet Pans					
6	Water seals					
7	Pipes and fittings					
8	Water Taps					
9	Hand Wash Basins					
10	Dust bins					
11	Soak Pits					
12	Labour					
13	Transport					
14						
Total Amount in NGN						

Assessed by:Rechecked By:

Signature: Signature:

ANNEX I: SUMMARY OF WADA III PROJECT TRAININGS

1. Training of Trainers on WASHCOM Formation and Training

Manual:	Expanded Guidelines for WASHCOM Formation and Training
Curriculum:	Federal Ministry of Water Resources/UNICEF on Community WASH Management
Duration:	5 days Training of Trainers
Frequency of sessions	One off residential training and follow-up mentoring
Facilitator(s):	Master Trainers
Participants:	RUWASSA/LGA WASH Unit Staff
Training Objectives:	To improve knowledge and skills of resource persons in the WASH sector for the following: i. Train people whom the community has selected to manage their water, sanitation and hygiene activities. ii. To guide WASHCOM members explain what community WASH Programme means and how it relates to community health. iii. To guide WASHCOM members identify their roles and responsibilities as managers of community WASH programme. iv. To equip WASHCOM members with skills, knowledge and tools that they shall use for their various duties. v. To guide WASHCOM members draw up their activity plans and share duties among themselves. vi. To facilitate WASHCOM members to understand their relationship with other structures and community authority. vii. To facilitate WASHCOM members understand their relationship with WASHCOM federation, LGC WASH Department and State institutions.
Methodology:	Presentation, discussions, exercises, role-play, simulation, use of toolkit, Story
Training Materials	Flip chart paper, card board papers, permanent markers, masking tapes, scissors, pictorials, woolen threads, blank compilation sheets, workshop registration forms, attendance list, clear bags, monitoring checklists and pictorials.
Training Topics or Modules:	Phase One only

	Module 1- Introduction Unit 1: Ice breaking/climate setting Unit 2: The training workshop Module 2- Understanding the Community Unit 1: What is the community? Unit 2: Working with other structures and community authority Module 3- Community management in WASH Unit 1: Community management Module 4- WASHCOM Organization, Duties and Controls Unit 1: Roles and responsibilities of WASHCOM Unit 2: Behavioral patterns and capacity analysis Unit 3: Activity planning and follow up monitoring Unit 4: Trust and team building Module 5- Understanding decision making and conflict management Unit 1: Methods of decision making Unit 2: Sources of conflict and conflict prevention approaches Module 6- Community Financial Management System and WASH Project Resource Mobilization Unit 1: Financial management Unit 2: Need for community water fees Unit 3: Simple community financial management team Module 7- Community based monitoring reporting Unit 1: Scope of community-based monitoring
Expected Outputs:	Participants will have the required skills set to sensitize, mobilize and facilitate communities to form (where not available) or strengthen (where already formed) WASHCOM that will coordinate and manage WASH services in their communities.

	- Participants will understand the Expanded Guidelines for WASHCOM Formation and Training and can train community WASHCOM to take on their roles and responsibilities. - The project will constitute several teams of monitors and facilitators/trainers that will lead the formation and training of WASHCOM in selected project communities. - Teams of facilitators/trainers will develop work plan outlining the schedule for rollout of formation and training of WASHCOM in selected project communities.
Follow-up Activities:	- Community Sensitization/Social Dialogue- WASHCOM Formation/Strengthening Process - Community WASHCOM Training- 2-day step-down training - Mentoring and supportive supervision of trainees

2. Training of Community WASHCOM

Manual:	Expanded Guidelines for WASHCOM Formation and Training
Curriculum:	Federal Ministry of Water Resources/UNICEF on Community WASH Management
Duration:	2 Days step-down training (Community based)
Frequency:	One off
Facilitator(s):	LGA WASH Unit, PFD, RUWASSA
Participant(s):	Water, Sanitation, and Hygiene Committee (WASHCOM) members
Training Objectives:	- Train people whom the community has selected to manage their water, sanitation and hygiene activities. - To guide WASHCOM members explain what community WASH Programme means and how it relates to community health. - To guide WASHCOM members identify their roles and responsibilities as managers of community WASH programme. - To equip WASHCOM members with skills, knowledge and tools that they shall use for their various duties. - To guide WASHCOM members draw up their activity plans and share duties among themselves. - To facilitate WASHCOM members to understand their relationship with other structures and community authority. - To facilitate WASHCOM members understand their relationship with WASHCOM federation, LGC WASH Department and State institutions.
Methodology:	Presentation, discussions, exercises, role-play, pictorials, stories
Training Materials	Flip chart paper, card board papers, permanent markers, masking tapes, scissors, pictorials, woolen threads, blank compilation sheets, workshop registration forms, attendance list, clear bags,

	monitoring checklists and pictorials.
Training Topics or Modules:	Phase One only Module 1- Introduction Unit 1: Ice breaking/climate setting Unit 2: The training workshop Module 2- Understanding the Community Unit 1: What is the community? Unit 2: Working with other structures and community authority Module 3- Community management in WASH Unit 1: Community management Module 4- WASHCOM Organization, Duties and Controls Unit 1: Roles and responsibilities of WASHCOM Unit 2: Behavioral patterns and capacity analysis Unit 3: Activity planning and follow up monitoring Unit 4: Trust and team building Module 5- Understanding decision making and conflict management Unit 1: Methods of decision making Unit 2: Sources of conflict and conflict prevention approaches Module 6- Community Financial Management. System & WASH Project Resource Mobilization Unit 1: Financial management Unit 2: Need for community water fees Unit 3: Simple community financial management team Module 7- Community based monitoring reporting Unit 1 Scope of community-based monitoring

Expected Outputs:	- Participants will have the required skills set to sensitize, mobilize and facilitate communities to form (where not available) or strengthen (where already formed) WASHCOM that will coordinate and manage WASH services in their communities. - Participants will understand the Expanded Guidelines for WASHCOM Formation and Training and can train community WASHCOM to take on their roles and responsibilities. - The project will constitute several teams of monitors and facilitators/trainers that will lead the formation and training of WASHCOM in selected project communities. - Teams of facilitators/trainers will develop work plan outlining the schedule for rollout of formation and training of WASHCOM in selected project communities.
Follow-up Activities:	- Post-training supportive supervision of WASHCOM - Monthly WASHCOM monitoring and supportive supervision

3. Training of LGA Facilitators on Community-Led Total Sanitation (CLTS)

Manual:	Community-Led Total Sanitation Training Manual ⁸
Curriculum:	Federal Ministry of Water Resources
Duration:	6 days
Frequency:	One off
Facilitator(s):	CLTS Lead trainer and 3 facilitators
Participant(s):	LGA WASH Unit/PfD/State RUWASSA staff Major tips for consideration of participants: - Experience on Participatory Rural Appraisal other participatory sanitation and hygiene approaches - Mix of both old and young participants, with emphasis on getting more young and energetic participants - Gender balance – a good mix of male and female participants (Aim at 50% representation) - Ability to speak local languages in areas where the participants will be operating after training
Training Objectives:	(1) Gained clear understanding & knowledge on principles, rationale, Philosophy, applicability and limitations of CLTS approach.

⁸This manual can be used for training of Master Trainers / Trainers and CLTS Facilitators. Only master trainers or trainers that received certificate from Ministry that should be engaged to conduct such trainings.

	(2) To gain and strengthen skills of facilitation generally and CLTS triggering specifically in rural communities and support them to ODF. (3) To gain practical experience on CLTS engagement. (4) To understand how to engage different institutions and communities and drive them into actions through development and implementation of clear action.
Methodology:	- Classroom Sessions- PowerPoint presentations, videos, brainstorming and discussions - Practical Sessions- community triggering, role play.
Training Materials	Facilitators need the following for training: - LCD Projector/In -Focus (1) - Digital Camera (1) - Extension Cord (1) - Video camera with all accessories and connecting cord direct from the camera to the multimedia (1) - Cordless Microphones (3) - Big screen (1) - Flip chart (at least 200 sheets) - Flip chart stands (at least 4) - VIPP Card (different colours) -Where VIPP Card is not available, cut card can be used (200) - Masking Tape (4) - Colour Markers (different colours) (2 boxes of each colour) - Scissors (5) - Colour chalks (different colours) (2 boxes of each colour) - Colour powder (yellow, blue, red) 2-3 kg of each colour - Sawdust (one sack for each field team)
Training Topics or Modules:	Session on Overview of Sanitation and Hygiene & Community Led Total Sanitation (CLTS) - How to prevent the spread of diseases - Overview of sanitation and hygiene - Experiences and assessment of past sanitation programs in Nigeria and in the region - Community Led Total Sanitation - Sharing of CLTS experiences - How to trigger the behaviour change - Behaviour and Attitudes Role Play - Pre-triggering, triggering, and post-triggering Activities Session on Real-Life Triggering - Group formation and roles of group members defined

	• CLTS Triggering Tools- Practical Demonstration in Classroom; (Defecation Area Mapping (DAM), Transect Walk, Faeces Calculation, Faeces & Food, Faeces & Water and Medical Expenses) • Development of Community Action Plan • Group rehearsal on CLTS triggering tools • Planning for field visits and real-life triggering Session on Real Life Triggering/Feedback on Field Visit (Part 1) • Field visit and triggering of communities • Preparation of field reports • Feedback on field visit Session on Real Life Triggering/Feedback on Field Visit (Part 1) • Field visit and triggering of communities • Preparation of field reports • Feedback on field visits Session for Community Presentation and Feedback • Establishment of WASHCOM • Community presentation and Feedback (by Community Leaders) Session on Post Triggering Activities • Participatory monitoring and follow up • Open Defecation Free (ODF) Verification, Certification, Validation and Celebration**** • Sanitation ladder promotion • LGA wide approach for scaling up CLTS • Post-training test
Expected Outputs:	By the end of this training, participants will: • Understand how open defecation contaminates the environment • See how sanitation is a primary way to prevent the spread of disease • Understand the limitations of traditional approaches in promoting sanitation • Identify key success factors that drive results in a sanitation program • Understand the concept, approach and principles of community led total sanitation • Distinguish between traditional and community led total sanitation • Understand the composition and the criteria for selection of members of WASHCOM as well as their roles and responsibilities in ensuring effective implementation of CLTS

	• Have a better understanding on working with WASHCOMs in achieving CLTS outcomes The two major expected outcomes of CLTS implementation in the country are; • Total and sustainable elimination of open defecation Achieving and sustaining Total Sanitation
Follow-up Activities:	▪ Pre-triggering of communities ▪ Community Triggering ▪ Post-triggering activities – Five follow-up monitoring visits, ODF verification, validation and certification

4. Training of Volunteer Hygiene Promoters (VHP)

Manual:	Hygiene Improvement Framework for Water Sanitation and Hygiene Subsector (Part B: A Training Manual for VHP ⁹ , StHP ¹⁰ , and SHP ¹¹ on Community Hygiene Promotion Interventions)
Curriculum:	National Hygiene Promotion Strategy
Duration:	2 days
Frequency:	One off
Facilitator(s):	VHP State Trainers
Participant(s):	VHP, WASHCOM, StHP, SHP
Training Objectives:	▪ Participants acquire skills to mobilize community along with WASHCOM to implement community hygiene improvement plan. ▪ Understand how to carry out house-to-house hygiene promotion in community ▪ How to monitor and report the hygiene status of the households using the household's hygiene improvement checklist ▪ Identify areas that require public sanitation improvement and organize community public sanitation work
Methodology:	Presentations, discussions, role play.
Training Materials	• Pictorials/charts/posters • Flip Chart
Training Topics or Modules:	Section 1- Joint Sensitization of Community Routine Hygiene Promoters • Unit 1: Entry Activity

⁹ Volunteer Hygiene Promoters

¹⁰ Strategic Hygiene Promoters

¹¹ Special Hygiene Promoters

	• Unit 2: Understanding Hygiene and Behavioural Factors Affecting Hygiene • Unit 3: Community Hygiene Promotion Program Section 2- House-to-House Hygiene Promotion • Unit 1: Community Hygiene Risk Practices and Challenges in Volunteer Hygiene Promotion • Unit 2: Household Level Intervention • Unit 3: Facilitation Skills in House-to-House Hygiene Promotion Section 3- Description of Tools in House-to-House Hygiene Promotion • Unit 1: Observation • Unit 2: Visual Analysis with Un-serialized Pictures/Posters • Unit 3: Pile Card Sorting Tools • Unit 4: Hygiene Behavioural Patterns and Associative Strength • Unit 5: The F-Diagram • Unit 6: Cluster and Community Report Collation Templates Section 4- Modules in House-to-House Intervention • Unit 1: Household Familiarization and Baseline (Module 1) • Unit 2: Identification of Problems and Practices (Module 2) • Unit 3: Analysing Problems (Module 3) • Unit 4: Creating Self-Esteem and Associative Strengths (Module 4) • Unit 5: Experience Sharing (Module 6) • Unit 6: Household Plans for Change (Module 7) Section 5- Monitoring of Results • Unit 1: Hygiene Risk Assessment • Unit 2: Judgement of Hygiene Risk Status • Unit 3: Output Summary Sheets • Unit 4: Behavioural Change Monitoring Under House-to-House Intervention
Expected Outputs:	At the end of each section, participants should be able to do the following: Section 1 • Identify VHP, StHP, and SHP, and their roles in community hygiene promotion • List ways through which VHP, StHP, and SHP carry out hygiene promotion • Describe importance of community hygiene promotion • List various ways of managing community hygiene promotion program Section 2 • List issues in community hygiene promotion

	- Describe hygiene promotion approaches - Know how to support people with hygiene risk practices realize the need for change Section 3 - Identify the tools used by VHP in House-to-House hygiene promotion - Apply the tools used by VHP in House-to-House hygiene promotion Section 4 - Enumerate the 6 modules for House-to-House hygiene promotion intervention - Describe how the 6 modules for House-to-House hygiene promotion intervention are applied - Apply the tools used in each of the 6 modules of intervention at the households the LGA WASH department Section 5 - Apply the monitoring template in checking results in households - Document practices observed within households - Submit monthly report of the clusters to WASHCOM Compile monthly report of the community and submit same
Follow-up Activities:	- VHP conduct house-to-house hygiene promotion and reporting - Routine monitoring and supportive supervision of VHP

5. Training of School Environmental Health Club (EHC) Coordinators

Manual:	Hygiene Improvement Framework for Water Sanitation and Hygiene Subsector (Part C: A Training Manual for EHC ¹² Pupils and Coordinators on (SSH ¹³))
Curriculum:	National Hygiene Promotion Strategy
Duration:	3 days
Frequency:	One off
Facilitator(s):	EHC State Trainers
Participant(s):	EHC Coordinators, Head Teachers and EHCs
Training Objectives:	Empower EHC coordinators to facilitate the school sanitation and hygiene education (SSHE).

¹² Environmental Health Clubs

¹³ School Hygiene and Sanitation Improvement

	▪ Promote improvement if sanitation and hygiene within the school environment ▪ Use the school as a channel to promote hygiene to the children, households and community
Methodology:	Discussion, Exercise, Role play, Presentation, Story with a gap, Practical
Training Materials	Flip charts, pictorials, markers,
Training Topics or Modules:	Section 2- The SSHI Training Manual • Unit 1: Climate Setting • Unit 2: WASH In School • Unit 3: School SSHI Structures • Unit 4: The EHC and EHC Facilitators • Unit 5: The Domains of Hygiene Section 3 Intervention Modules • Unit 1: School; Module 1: Clean Hands • Unit 2: School; Module 2: Diarrhea • Unit 3: School; Module 3: Hygiene and Us • Unit 4: School; Module 4: Water for Life
Expected Outputs:	At the end of training, participants should demonstrate the following knowledge, attitude, and skill: KNOW (Knowledge) • K1- Many illnesses can be prevented by handwashing, especially after defecating and before eating • K2- Germs carry many diseases and can easily transfer onto hands and into mouths • K3- Stools are dangerous, especially children's stools • K4- Hands carry germs even when there is no visible dirt • K5- Know what can be done to avoid eating contaminated food/make food safe to eat • K6- Knows the 5Fs (fluids, fields, flies, fingers, and food) which are the ways faeces can be spread • K7- Know how the spread of faeces through 5Fs can contaminate water, food, and environment FEEL (Attitude) • F1- Responsible for keeping themselves and their bodies clean • F2- Concern when others have dirty hands • F3- Willing to undertake action to prevent contamination of water, food, and environment • DO (Practice) • D1- Wash hands before eating and after defecating

	• D2- Wash their hands after playing in the field and after handling dirty objects/animals • D3- Be careful when cleaning baby's bottom to dispose of stools and wash their own hands SKILL S1- Be able to convey to other children and parents the importance and necessity of taking responsibility for food, personal, and environmental sanitation
Follow-up Activities:	▪ Facilitate school approach to sanitation and hygiene improvement ▪ Facilitate school sanitation and hygiene education class room modules

6. Formation and Training of Environmental Health Club (EHC) Members

Manual:	Hygiene Improvement Framework for Water Sanitation and Hygiene Subsector (Part C: A Training Manual for EHC ¹⁴ Pupils and Coordinators on (SSHI ¹⁵))
Curriculum:	National Hygiene Promotion Strategy
Duration:	2 days
Frequency:	One off
Facilitator(s):	EHC Facilitators
Participant(s):	EHC members/Pupils
Training Objectives:	▪ Empower EHC members to facilitate the school sanitation and hygiene education (SSHE). ▪ Promote improvement of sanitation and hygiene within the school environment ▪ Use the school as a channel to promote hygiene to the children, households and community
Methodology:	Discussion, Story with a gap, exercises, presentation, practical/demonstration
Training Materials	Pictorial, flip-chart, markers
Training Topics or Modules:	Section 2- The SSHI Training Manual • Unit 1: Climate Setting • Unit 2: Wash in School • Unit 3: School SSHI Structures • Unit 4: The EHC and EHC Facilitators • Unit 5: The Domains of Hygiene

¹⁴ Environmental Health Clubs

¹⁵ School Hygiene and Sanitation Improvement

	Section 3 Intervention Modules • Unit 1: School; Module 1: Clean Hands • Unit 2: School; Module 2: Diarrhoea • Unit 3: School; Module 3: Hygiene and Us • Unit 4: School; Module 4: Water for Life
Expected Outputs:	At the end of training, participants should demonstrate the following knowledge, attitude, and skill: KNOW (Knowledge) • K1- Many illnesses can be prevented by handwashing, especially after defecating and before eating • K2- Germs carry many diseases and can easily transfer onto hands and into mouths • K3- Stools are dangerous, especially children's stools • K4- Hands carry germs even when there is no visible dirt • K5- Know what can be done to avoid eating contaminated food/make food safe to eat • K6- Knows the 5Fs (fluids, fields, flies, fingers, and food) which are the ways feces can be spread • K7- Know how the spread of feces through 5Fs can contaminate water, food, and environment FEEL (Attitude) • F1- Responsible for keeping themselves and their bodies clean • F2- Concern when others have dirty hands • F3- Willing to undertake action to prevent contamination of water, food, and environment • DO (Practice) • D1- Wash hands before eating and after defecating • D2- Wash their hands after playing in the field and after handling dirty objects/animals • D3- Be careful when cleaning baby's bottom to dispose of stools and wash their own hands SKILL S1- Be able to convey to other children and parents the importance and necessity of taking responsibility for food, personal, and environmental sanitation
Follow-up Activities:	▪ Participate in promotion of school sanitation and hygiene. ▪ Organize child-to-child and child-to-parent communication on sanitation and hygiene education

7. Training of Local Area Mechanics (LAM) on Operation and Maintenance of Hand Pump Boreholes

Manual:	Training Manual for Operation and Maintenance of Hand Pump Boreholes
Curriculum:	UNICEF By Tulsi Chanrai Foundation
Duration:	5 days (Residential)
Frequency:	One off
Facilitator(s):	TCF State Trainer
Participant(s):	Self-Employed Local Area Mechanics (LAM), meeting the following criteria: • Person is either an indigene or permanent resident of the Local Government Area (LGA) • Must possess functional literacy, i.e. primary level • Willing to take up hand pump installation, repair and maintenance as his/her regular occupation • Possesses basic technical skills, i.e. as plumber, filter motorcycle/bicycle repairer, village grinder operator, etc. (plumbers ideal to be selected as LAM and have shown remarkable results) Must be located either at LGA headquarters or in a village with enough number of hand pumps around
Training Objectives:	▪ Empower village level operation and maintenance team on water facilities ▪ Establish structures and linkages for water facilities operation and maintenance
Methodology:	• Classroom Sessions- PowerPoint presentations, group work, and videos. • Practical Sessions- repair and rehabilitation of motorized boreholes.
Training Materials	Facilitators need the following for training: • One complete set of R1 and R2 hand pump spare parts each for demonstration during the training • Sets of standard and special tool kits ready to be distributed to all the mechanics participating in the training Projector, white board, chart papers, markers etc.
Training Topics or Modules:	Session on Village Level Operation and Maintenance (VLOM) • What is VLOM? • Roles and responsibilities of LGA VLOM team • Roles and responsibilities of Local Area Mechanic • Roles and responsibilities of Local Trader/Entrepreneur • Roles and responsibilities of Hand Pump Caretakers • Coordination with WASHCOM • VLOM hand pumps (general information & working principle)

	Session on R1 Hand Pumps • Background • Features • Spare parts (above ground components; below ground components; fast moving spare parts kit; installation tools) • Installation of R1 hand pumps (step by step process; tools needed) • Maintenance procedures • Fishing of dropped hand pump parts Session on R2 Hand Pumps • Background • Features • Spare Parts (above ground components; below ground components; fast moving spare parts kit; installation tools) • Installation of R2 hand pumps (step by step process; tools needed); • Maintenance procedures • Fishing of dropped hand pump parts Session on Community Mobilization • Community mobilization approaches Session on Platform, Drainage and Soakage Pit • Steps in platform and drain construction (step by step process; tools and materials needed) • Sustainability of VLOM Closing Session • Q&A • Sustainability of VLOM • Distribution of tools to LAM
Expected Outputs:	By the end of training, participants will understand: • Village level operation and maintenance of hand pumps • Responsibilities of communities and local mechanics in terms of hand pump maintenance system • Spare parts of R1 and R2 hand pumps • How to repair and maintain R1 and R2 hand pumps • How to mobilize community/WASHCOMs on hand pump maintenance
Follow-up Activities:	• December 2017: Rehabilitation of water facilities with support from LAM • January 2018: Orientation of Facility Caretakers on preventive maintenance of water

	facilities at the LGA level. This will be supported by the trained mechanics. December 2017: Establishment of supply chain of spare parts in 04 LGAs.
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8. Training of Local Area Mechanics (LAM) on Operation and Maintenance of Motorized Boreholes

Manual:	Training Manual for Operation and Maintenance of Motorized Boreholes
Curriculum:	UNICEF By Tulsi Chandra Foundation
Duration:	5 days (Residential)
Frequency:	One off
Facilitator(s):	TCF Trainers
Participant(s):	Self-Employed Local Area Mechanics (LAM), meeting the following criteria: - Person is either an indigene or permanent resident of the Local Government Area (LGA) - Must possess functional literacy, i.e. primary level - Willing to take up hand pump installation, repair and maintenance as his/her regular occupation - Possesses basic technical skills, i.e. as plumber, filter motorcycle/bicycle repairer, village grinder operator, etc. (plumbers ideal to be selected as LAM and have shown remarkable results) Must be located either at LGA headquarters or in a village with enough number of motorized pumps around
Training Objectives:	- Empower local area mechanics for repairs and maintenance of motorized boreholes - Establish structures and linkages for motorized borehole water facilities maintenance
Methodology:	- Classroom Sessions- PowerPoint presentations, group work, and videos - Practical Sessions- repair and rehabilitation of motorized boreholes
Training Materials	Facilitators need the following for training: - One complete set of motorized pump spare parts (both solar and electric), each for demonstration during the training - The organizers should have sets of tool kits ready to be distributed to all the Local Area Mechanics who are going to participate in the training program Projector, white board, chart papers, markers etc.
Training Topics or Modules:	Session on Village Level Operation and Maintenance (VLOM) - What is VLOM? - Roles and responsibilities of LGA VLOM team - Roles and responsibilities of Local Area Mechanic

	• Roles and responsibilities of Local Trader/Entrepreneur • Roles and responsibilities of Hand Pump Caretakers • Coordination with Water, Sanitation and Hygiene Committee (WASHCOM) Session on Operation and Maintenance of Motorized Pumps • Basic Tools for O&M of Motorized Water Supply Schemes • Maintenance schedule for Motorized Power Schemes • Submersible pump common faults, diagnosis and recommendations • Troubleshooting solar/generator powered borehole systems • Instructions for removing defective pumps • Procedure for cleaning solar pumps • Generators checklist • Scheduled maintenance chart for diesel driven generators Session on Community Mobilization • Community mobilization approaches Session on Platform, Drainage, and Soakage Pit • Repair and Maintenance of Platform and Drainage • Soak Pit • Fencing of the Facility Closing Session • Q&A • Sustainability of VLOM • Distribution of Toolkits to LAM
Expected Outputs:	By the end of training, participants will understand: • Village level operation and maintenance of hand pumps • Responsibilities of communities and local mechanics in terms of hand pump maintenance • Common faults of motorized pumps • How to maintain the motorized pumps • How to mobilize community/WASHCOM on hand pump maintenance
Follow-up Activities:	• December 2017: Rehabilitation of water facilities with support from LAM • January 2018: Orientation of Facility Caretakers on preventive maintenance of water facilities at the LGA level. This will be supported by the trained mechanics. • December 2017: Establishment of supply chain of spare parts in 4 LGAs.

9. Micro Enterprise Fundamental (MEF) Training

Manual:	Three (3) Days Step-Down Training on Micro Enterprise Fundamentals (MEF)
Curriculum:	National by Making Cents International
Duration:	3 Days
Frequency:	One off
Facilitator(s):	MEF Trainers
Participant(s):	Youth, Women and Smallholder farmers
Training Objectives:	1. Learners demonstrate financial discipline and plan the use of their resources in order to achieve their personal and business goals. 2. Learners make informed decisions and take advantage of safe opportunities in their personal lives and businesses. 3. Learners identify key steps to improve household nutrition and homestead income generation opportunities.
Methodology:	• Experiential learning method • Simulations • Group work/ group presentations • Pictorial facilitation (Using pictures from training kit) • Drama • Application
Training Materials	Soft ball, Markers, flip-chart paper, 4 Business Type Cards (Selling/Producing/Processing/Service), Integrated House-hold Cycle Chart, Action Plans, My Entrepreneurial Skills, Business Relationships, Adding Value, Scrap Paper and Pencils, Business Planning, Marketing Information Story, Costing chart, Pricing Methods (Farmer, Dress Maker, Shoe Repair), Savings Options Card, Credit Options Card etc
Training Topics or Modules:	Session 1- Business Introduction The objective of this session was to introduce participants to the concept of business, types of business and business cycles. Session 2- You and Your Business The objective of this session was to identify different personal aspects of running a business. Session 3- Adding Value This session made participants to understand how value is added. In the various group activities, participants were made to understand and bear in mind the following: the need to always improve in business by adding value to make it better to fit the changing demand in the market, and that value is

	perceived differently by different people. Business Simulation 1- Introduction to Business with Life Cards The facilitator used the Business Simulation Facilitator's Guide for Teams Red, Blue and Green activities and discussions which underscored three learning points: 1. The importance of effectively allocating income between Business, Personal Expenses and Savings 2. The importance of negotiating effectively 3. The importance of effective team work. Section 4- Business Planning The objective for the session was for participants to understand the importance of setting goals and objectives. Section 5- Market Information This session aimed at understanding the importance of collecting and using Market information. Session 6- Marketing The objective of this session was to make participants understand how to use market information to design a marketing plan. Session 7- Costing This session exposed participants to the different types of costs associated with running a business. Session 8- Pricing The objective of the session was to understand different methods for pricing. Session 9- Record Keeping Participants discussed the importance of good record keeping. Session 10- Financial Planning Participants were guided to understand the importance of knowing whether the business has a positive cash flow or not. Session 11- Saving and Credit The session objective was to understand the importance of savings as well as list the available options for credit, and pros and cons of each.
Expected Outputs:	At the end of the training, participants should be able to: • Acquire knowledge and skills in starting and operating a profitable business. • Understand the various factors or elements that determine the growth of a business in the community. • Can generate income for self, family and community • Plan for business, personal expenses and savings for self and family • Identify the business potentials and opportunities in the communities.

Follow-up Activities:	Monitoring and support of trainee on skills application
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10. Village Savings and Loans Association (VSLA) Model Training

Manual:	Community Managed Micro-Finance - Village Savings and Loans Association (VSLA) Model
Curriculum:	USAID Nigeria By VSL Associates
Duration:	3 Days
Frequency:	One off
Facilitator(s):	Technical team trained by VSL Associates under Livelihood and Food Security Technical Assistance (LIFT) project/ USAID Nigeria
Participant(s):	Field Officer(s), Village Agent(s)
Training Objectives:	- Train community volunteers as village agents and field facilitators on the use of community manage micro finance in reducing poverty rate. - Equip participants with relevant tools to support the promotion, formation and efficient operation of savings groups based on best practices in poverty reduction. - Develop a community-based team for community managed micro finance using village saving and loans associations (VSLA) model.
Methodology:	- Group discussions - Small group work - Quick movie/video clips - Brain storming sessions - Demonstrations - Practical sessions - Recording of key learning points, issues, suggestions, new practices and solutions identified during the workshop
Training Materials	VSLA Toolkit, Flip-chart paper, VSL Quick movie, markers and handouts/Manuals
Training Topics or Modules:	Session 1 - Introductions - Expectations - Timetable - Rules - Teams/scoring Session 2 - The sector to date - Rationale for SGs

	• Introductory Video Session 3 • What are SGs? • Comparison of methodologies Session 4 • Video 1: Introduction and General Principles • The VSL SG Methodology • The Toolkit Session 5 • Test and recap • Video 2: Training • Intro to Training Guides • Intro to consolidated field procedures • Preparatory meetings A, B, & C Session 6 • Video 3: Groups, leadership and elections • Module 1: Elections • Elections Session 7 • Video 4: Social Fund, savings and credit policies • Module 2: Social Fund, Share Purchase and Credit Policies • Module 3: Constitution Session 8 • Practical: Ralang B Constitution Session 9 • Video 5: Record Keeping • Practical • Passbooks • Balance books Session 10 • Test and recap • Video 6: Savings Meetings • Review Savings Procedures • First Savings Meeting Session 11
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	• Video 7: Loan Meetings • First Loan Meeting Session 12 • First Loan Repayment Meeting • Video 8: Share-out • Intro to share-out procedures Session 13 Share-out Meeting
Expected Outputs:	• Participants understood the process of supporting community members to form and operate savings groups using VSLA model. • Large increase in assets, mainly controlled by women • Increased stability of household enterprises • Improved social status/social capital • Improved intra-family relationships
Follow-up Activities:	▪ VSLA group formation and training ▪ Performance Monitoring of VSLA ▪ Referral and linkages

ANNEX J: WASHCOM ASSESSMENT GUIDE

SUPPORTIVE MONITORING SCORING MATRIX			
CODE	INDICATOR	NATURE	SCORE 5 MARKS IF
1	Are WASHCOM members cohesive (Y/N)	assessment	Y
0	Number of active WASHCOMs members (attended at least 3 meetings within last 3 months consecutively)	Record	
1	Meets at least once every month (Y/N)	assessment	Y
1	WASHCOM writes minutes during their meetings (Y/N)	assessment	Y
1	Registered as a CBO (Y/N)	assessment	Y
1	Is WASHCOM registered with LGA fed of WASHCOM (Y/N)	assessment	Y
1	Does WASHCOM have approved constitution (Y/N)	assessment	Y
1	Does WASHCOM maintain a CIB? (Y/N)	assessment	Y
1	Has the community information board been updated in the last 3 months? (Y/N)	assessment	Y
1	Has WASHCOM held at least one community dialogue(Y/N)	assessment	Y
1	Activity plan is reviewed (at least once last 3 months) (Y/N)	assessment	Y
1	Has WASHCOM Mobilized community on resource building & gathering funds for WASH Project(Y/N)	assessment	Y
1	Does WASHCOM Bank money(Y/N)	assessment	Y
0	If yes to question above, what tipe of bank	Record	Y
0	Is there an improved water facility in the community (Y/N)	Key	Y
1	If yes, does WASHCOM maintain the water facility? (Y/N)	alternate assessment	Y
	If there's no water facility, has WASHCOM advocated for one?	alternate assessment	Y
1	Community ODF status (ODF Certified, ODF claiming, Not ODF, Not Triggered)	Key	ODF Certified
	If ODF Certified, is WASHCOM sustaining ODF (Y/N)	assessment	Y
1	Are there households without latrines? (Y/N)	alternate assessment	N
	Does WASHCOM keep list of households without latrines?	alternate assessment	Y
1	Is WASHCOM implementing facility tracking system (Y/N/NA)	assessment	Y
1	Is WASHCOM having a sanitation savings and credit scheme?	assessment	Y
1	Is WASHCOM implementing Water Safety plan?	assessment	Y
1	Is WASHCOM facilitating Birth Registration?	Assessment	Y
1	Is WASHCOM promoting immunization?	Assessment	Y
5X20	100	%	SCORE
1	0.00%-33.33%	%	BRONZE
2	33.34%-66.66%	%	SILVER
3	66.67%-100%	%	GOLD

ANNEX K: WASHCOM SCORING MATRIX TABLE

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Contacts

Ediri Kingsley Iruaga
Country Program Director
Partners for Development/Nigeria
Email: eiruaga@pfd.org

Jack Marrkand
Executive Director
Partners for Development
Email: jmarrkand@pfd.org

13B Angola Street, Wuse Zone 2
Abuja, Nigeria
P.O.Box 13276
www.pfd.org

