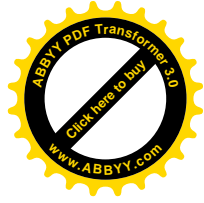
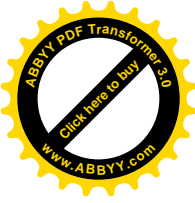


**Water, Sanitation and Hygiene (WASH) Institute
Kodaikanal**

**WORKSHOP ON WATER, SANITATION
AND HYGIENE MODULE DESIGNING
- a Report**

**Hotel Mamalla Heritage, Mahabalipuram.
September 8th to 10th, 2008**



Background

In line with its vision of creating “a world in which all the communities have access to safe, protected and sustainable drinking water and sanitation services, with improved practices”, WASH Institute had organized a 3 days workshop to design training module on Water, Sanitation and Hygiene at Mahabalipuram from 8th to 10th September 2008. The content of the workshop include gaining shared understanding about module development, formal and non-formal course designing, experience sharing, training need assessment and topics for curriculum development with gross roots experience.

Workshop Objectives

At the end of the workshop, participants would have;

- Developed a detailed / comprehensive framework (template) for designing course module for both formal and non-formal courses.
- Identified key topics /module title for both formal and non-formal courses.
- Listed value addition criteria to make WASH Institute courses are different from others, as to generate interest from the practitioners.

Methodology / Tools

- Brainstorming
- PowerPoint Presentations
- Experience sharing
- Group discussions
- Card exercises
- Question / Answer session

Proceedings of the Day 1: (8th September 2008)

A formal welcome address was delivered by Ms.Berna Mary with brief background information on the resource persons and the participant NGO representatives of WATSAN consortium. Followed by, Mr.AK provided a brief introduction on the workshop and its design process including the set objectives for these 3 days, which include;

- Developing a template for designing the course module
- Prioritization and selection of topics for both formal and non-formal courses and
- Evolving criteria for value addition to WASH institute for visibility and to generate interest among the sector professional and practitioners.

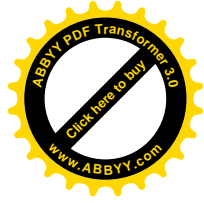
SESSION 1:

The session started with a briefing note by Mr.Rene on the expectations of the participants from this 3 days workshop. Participants were asked to pen their expectations, concerns and fear in separate cards primarily on the content of the workshop, issues etc.

Reflections on Expectations

Participants were encouraged to reflect on the individual card of expression of expectations, concern and fear by the facilitator. Following are some of the reflections by the participants on the expectations:

- **Identification of courses and contents** should be need based and it should be in line with WASH Institute's mission of bridging the knowledge gap for community based sustainable solutions
- **Inspiration for next steps** – this workshop should aim at devising clear cut strategies for launching full-fledged formal and non-formal courses
- **Recognition** becomes imperative for a wider visibility and creating interest among the larger potential target of NGO/Govt. Professionals to feel the importance of the courses to be offered in water, sanitation and hygiene



- **Market demand** basically emphasises identification of skills required and requested by different interest groups (say NGOs/ Govt. / Institutions) based on the ground reality and requirement at various levels
- **Need based** – is yet another reinforcement on the demand driven provision of service delivery (could be tailor-made non-formal courses based on the demand from the potential client groups)
- **WASH’s Institutional Capacity** becomes crucial in the whole process of strategising, operationalizing and conducting formal and non-formal courses in the sector
- **Transformation of Knowledge** need to penetrate to the grass-roots level and should not be limited only with the NGO heads / middle level functionaries of government departments.
- **Linking up with other stakeholders** should be an essential component of course programming which ensures knowledge dissemination at various levels and smoothenes the process of wide-spread presence (for instance, Franchising, outsourcing etc.) especially for non-formal courses and other technical courses (ex. Mason training)

Reflections on Concerns / Fears

Reflection questions were raised by the participants / facilitators on some of the concerns/fears expressed on board:

- **Demand**, having been expressed as a fear, generated lots of discussion among the participants. It was opined that the fear or concern is on the “institutional approach”, “relevance”, “sustainability of WASH institute” seeking more clarity on the key question of “Who are the participants”?
- One of the cards read that there are **Many Players** (Institutions/agencies) offering similar kinds of training courses. The concern is ‘how WASH institute could make a difference’?
- Giving/maintaining the **Quality of Delivery** and the **Steps to Ensure** the same was also a matter of concern for one of the participants who provoked the group to think more on training follow-ups and quality checks.
- An extended fear of all the above concerns was expressed as **Avoiding Duplication**. WASH should ensure uniqueness in its approach and its delivery processes.

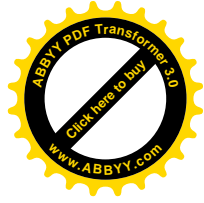
SESSION 2:

It was a plenary session where the facilitator encouraged the participants to think through the rudiments of **Formal and Non-Formal Courses**. Accordingly the following **characteristics of formal and non-formal courses** were identified by the group:

Formal Course	Non-Formal Course
<ul style="list-style-type: none"> • Certification • Academic • Longer Period • Examination / Evaluation • In-campus (mostly) • Eligibility • Dissertation • Expensive • Distance Education • E-Learning 	<ul style="list-style-type: none"> • Short-term • Need Built • Specific Topic (Focussed) • Off-campus • With or without certificate • For working professionals • Cheaper • Attract sponsors (incl. Govt.) • Refresher to formal courses • Distance learning • Eligibility by course content

Based on the discussions and identified characteristics, the facilitator encouraged the group to evolve **main objectives** of both formal and non-formal courses which include;

Formal Course:



- To equip development professionals with practical knowledge
- To enable participants pursue career opportunities in WATSAN sector
- To provide comprehensive knowledge on water, sanitation and hygiene
- To create long term impact in the sector
- To enhance the research and development processes

Non-formal Course:

- To refresh the knowledge and skills of working professionals
- To introduce WASH to development professionals / organizations
- To provide specific knowledge on specific topic / issue
- To create direct/in-direct impact orientation
- To focus on skill and knowledge aspects on the sector

SESSION 3:

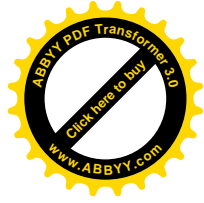
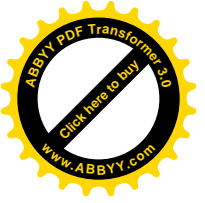
After the tea break, a PowerPoint presentation was made on **WASH Institute – Update** by Mr.AK. It was a comprehensive presentation that included the processes and strategies employed to operationalize WASH Institute since conceptualization till today.

Some key points on the journey:

- Though there are institutions like Gandhigram Rural Institute (Sanitary Inspector Course) and Kolkata based All India Institute of Hygiene run non-formal training courses on water and sanitation, the focus remains on health and hygiene aspects and not on sustainable sanitation.
- WASH is the brain-child of the combined efforts of IRC and WDEC, aiming at providing knowledge input, thereby creating access to safe, protected and sustainable drinking water and sanitation services, with improved practices.
- e – Discussion was held with key players, including the international organizations and formed a consortium.
- To evolve strategic directions, the consortium meeting was held (October 2, 2007) and action plan was developed – based on the key question, “Whether there is a demand?”

To kick-start the process,

- Solution Exchange discussion group was constituted on the internet platform.
 - WASH Institute secretariat established at Kodaikanal, considering it as a strategic location for scaling up.
 - Off-campus short-term courses initiated on ECOSAN training and total sanitation training.
 - Market scan study was commissioned on demand and viability to sustain the initiative.
 - Engaged Dr.Sathyajit Singh to evolve a road-map to press forward, including legal formalities and processes to secure formal recognition from bodies like AICTE and/or UGC.
- The way forward,
 - Need to come out with clear cut modules
 - Bringing visibility to WASH Institute and initiate short-term courses (solution exchange query, from 95 respondents, received a good response as WASH Institute s the theme for 2008-'09 where 3 presentations were made)
 - Formation of general council and advisory committee and its registration
 - Forth coming trainings on ECOSAN for IFAD, WFP partners (infrastructural training) etc.
 - Commissioning a study to assess the demand on the ground by ORG-Neilson at the national level.
 - Module designing workshop (the current event, from 8th to 10th September.



- Land registration, preparation of proposals and submission, module designing are some of the activities which are pending at the moment but strenuous efforts are made to accomplish in the near future.

Reflections:

Discussion on the presentation was initiated and a question was raised (by Mr. Shanumugam) on the study conducted (by Bombay based organization in 1992, focussing on capacity building initiatives on water, sanitation and hygiene) and WASH's stand on continuing with that study. Mr.A.K responded that, due to change in the demand and other operational issues, the initiative was stunted.

Ms. Verity sought clarification on Solution Exchange discussions – about the kind of respondents (the 95 members of solution exchange group) and it was responded that the respondents are primarily from NGOs, Government. It was a mixed group response and especially from the government sector, there was an expression of interest on short-term courses. Mr.A.K added that the road map (by Dr. Sathyajit Singh) and the findings of ORG study would bring more input on the module, emerging demand for the formal/non-formal and short term courses.

Mr. Rene opined that WASH Institute to develop comprehensive module (Formal Courses) and specific module (Non-formal Courses) to train various client groups including state/central government officials, NGOs, Institutions and take it forward.

Prof. T.T. Ranganathan provided relevant and suggestive information (from his experience) on accreditation by the bodies like AICTE and UGC which include the following steps:

- **Constituting a Board of Studies** to develop course content, to design the programme and modules/syllabus
- The developed programme design to be placed before the **Academic Council** that consists of scholars, patron, stakeholder representatives, academicians etc.
- Seeking approval from the **Syndicate**, in case of WASH Institute – it is the Chairperson and the executive committee)
- Approaching AICTE and/or UGC for accreditation and recognition, respectively.

SESSION 4:

**Group Discussion on the
“Characteristics of a Good Formal and Non-Formal course”**

A 20 minutes task for the participants was called by the facilitator to define characteristics effective/impact oriented formal and non-formal course. Participants were divided into two groups to discuss on both formal and non-formal course separately.

Reflections on the presentation 1:

There was a question / answer session on the characteristics of a good formal course.

Q: What is about the Board of Studies and how does it function?

A: The board of studies consists of the panel of experts that primarily involves in framing the course content/modules. It includes the sector specialists who will later involve in conducting the training course.

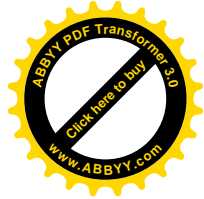
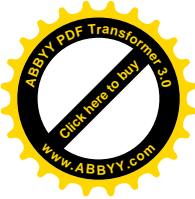
Q: Is it that the formal course certificate/degree will be awarded by the university in their name?

A: Affiliation with university will not restrict WASH to award degree in their name with logo. But the process involves a systematic approach to obtain affiliation status including having a MoU with the recognised university.

Q: What is about the medium (language) of the formal course?

A: Since, we at WASH Institute, aim at attracting international participants (at least South Asia level) the medium of training should be a common language.

Mr. Prakash opined that, some formal courses require regional language according to different level. Even for frontline staff, they need local language as the medium of instruction. It is very difficult to choose a common language especially in countries like India, where candidates come from different states and with different languages.



Reflections on the presentation 2:

The next presentation was on the characteristics of a good Non-Formal course, which emphasised that the course design should be **practical and field based**. Following are some of the reflections made by the participants/facilitators:

- Non-formal course should be designed in such a way that it is a kind of reality check for both the refreshers and the new professionals.
- Moreover, life skills and soft skills, such as, facilitation skill, communication skill, listening skill, analytical skill etc. should be part of the training design / curriculum.
- Non-Formal courses can be offered (off-campus) based on the demand but it should be ensured that the quality standards of WASH Institute are not compromised.

SESSION 5:

Short term course in WEDC Experience sharing & Lesson learned

The post-lunch session started with experience sharing of the WEDC training programme attended by Mr. Shanmugam Paramasivan. It was a brief sharing and following are the highlights:

- It was a 12 week course and the methodology adopted was, class room lecture method. Materials were given with the assumption that all the participants were WATSAN practiners.
- The content of the training was on 3 major areas, community water supply, sanitation and social science – health & hygiene.
- Sessions by John Big ford on sustainable sanitation was very effective and enhanced the learning interest of the participants.
- With regard to water, it was not that effective, for the reason that the modules / examples given were not suitable to Indian and African context, but for the UK, where the water quality of the tape water is quite good in any normal occasion.
- Moreover, the reference to the per capita investment on water in UK is huge (4800 GBP) but in countries like India and Africa, it is not even Rs.4000/-, hence it is very unrealistic and difficult to adopt.
- Social science (health, water and sanitation) did not focus much on transmission roots and there was a little clarity on the difference between Hygiene and Health Education too.
- Participants were given course certificate. It was like, only the sponsored candidates can afford to take up this kind of short term courses, for it is comparatively expensive.

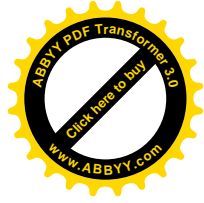
Participants' reaction - Question / Answer:

- Q:** Dr.S.P was a chosen participant for this training course, how?
A: It was a learning and development opportunity provided by the organization (Water AID)
- Q:** There was a direct question from one of the participants, "Wasn't helpful for you in your career?"
A: John Big Ford's sessions were very effective and from the experience in Africa, India, which attributes to the relevance for replication. There were definite learnings in sustainable sanitation which were followed.

SESSION 6:

Course curriculum adopted by University of SURREY for M.Sc Courses

Mr.A.K made a PowerPoint presentation on the course curriculum adopted by UNIS. It was a comprehensive presentation which talked about the processes and prospects of designing a formal course. The course design elements include compulsory modules, optional modules, dissertation / thesis and each module carries credit value (15 credits) and dissertation carries 60 credits.



For a clear understanding, Mr.A.K explained in detail about ‘Module Description’ (environmental health was taken as example). Also the ‘Methodology/Tools’ adopted by UNIS was explained in detail, including the support provided such as Library, 24hr.internet, teachers’ support etc.

Mr.A.K observed that the “Regulations and Management module” (which is one of the optional modules) has complete reference of UK

- The presentation was concluded with the sharing of ‘lessons learned’. They are,
1. Excellent course for civil engineers. Non engineering student found it difficult.
 2. Social Engineering part is less (better compared to Indian Engineering), still a lot space to improve social engineering aspects.
 3. Promotes self learning.
 4. Multiple Assistance / Better learning environment - helps to achieve better results.
 5. Expensive

Interaction / reflection on the presentation:

- There was a discussion on the importance of certain modules that are categorised under “Optional Course”.

It was told that the ‘public health engineering’ comes as an optional course in the engineering colleges. So least importance is given and students acquire only a peripheral knowledge just to pass out.

SESSION 7:

**ECOSAN module adopted by various players
Lesson Learned**

A detailed presentation was made by Mr.Prakash with a strong suggestion to make ECOSAN as one of the modules of WASH Institute courses with the following learning objective:

- To gain long-term knowledge and competence development in sustainable development
- To enhance managerial and technical skills
- To disseminate multi-disciplinary aspect of ecosan for its cultural and social acceptance at all levels
- To develop system understanding for sustainable ecological sanitation in urban/semi urban and rural areas.
- To generate awareness in reducing environmental health risks, improving nutritional status and protecting water resources for better health and improved livelihoods.
- Encouraging advanced research in ecosan concepts.

The focus was on the components of ECOSAN module that include;

- Latrine
- Solid water management
- Rainwater harvesting

WASH is expected to make ECOSAN module as the integral component of the formal training course.

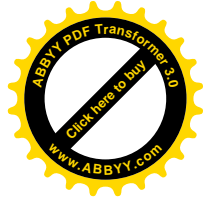
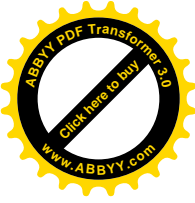
ECOSAN capacity development programme enables participants to plan, implement and maintain ECOSAN installation.

Current projects

1) **SIDA funded project** in Asia that has low penetration, less participation and conducted once a year. It is urban oriented hence, expensive.

2) **ECOSAN Service Foundation** has been successful where participation is high. They have one type of course content which doesn’t percolate down to the grass-roots participation. Also it is not consistently run neither regular.

As for as social marketing is concerned, WASH to come out with different models and let the community choose what they want.



Mr.A.K. expressed his view that the ECOSAN Service Foundation's module is excellent but the course is not effective in terms of methodology, communication and facilitation and ineffective teaching/learning process.

SESSION 8:

Group Discussion on “Quality Aspects” and the Type of courses to be “Out-sourced”

After the tea break, participants were divided into two groups to discuss on quality related measures and which type/course/subject to be out-sourced by WASH – Institute and its implications. After the group discussions, both the groups presented their group work.

Reflections on the presentation 1:

- Explanation was sought on non-formal course by Mr.Rene to be out-sourced and the response was that, it is like 'franchising'. The course content will be developed by WASH and conducting the course at the field level will be out-sourced.
- Subsequently, Ms.Verity raised a concern on 'how those franchisees will be monitored? It was responded that, in order to ensure quality aspects, WASH should take spot checks, post-training evaluation with the participants and with the organizations to ensure that the quality is not compromised.
- Another issue related to the turn-over of the training staff in the franchised agencies was raised and it was opined by one of the participants that WASH should identify the right person from the franchising agencies and provide them 'Training of Trainers' and obtain a written commitment (say a clause in the formal MoU signed between WASH and the Franchisee that the staff concerned will stay with the organization for a minimum period of 2yrs or so)
- Clarification on 'ownership of the module and how feasible it is to sustain' was sought by one of the facilitators and the group responded that the module ownership will always lie with WASH. Periodic update on the module has to be done and it should be flexible enough for Non-formal courses to be 'tailor-made' for specific demand.

Reflections on the presentation 2:

The next presentation was on the **Quality Standards for Modules**, which emphasised on design of the module, purpose, quality check measures etc. Following are some of the reflections made by the participants/facilitators:

- How does the module design assure quality?
The response was, that the quality aspect includes relevance (need-based), appropriateness (targeting the right audience), whether replicable (reaching grass-roots) and balanced in terms of duration and level of participants (senior/ middle/ junior)

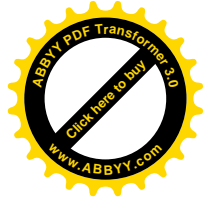
SESSION 9:

Non-Formal Training needs in the Grass-roots Level

A background information update on the WATSAN situation analysis was given by Mr.Peter, with particular reference to post-tsunami situation and the need for NGO personnel (there is an acute scarcity of development professionals in WATSAN sector) and the training needs assessment in water, sanitation and hygiene.

The training needs assessment (by REAL, BLESS and Water for People) has informed the variety of trainings to be imparted at the grass-root level. Following are some of the training topics identified in the process:

- Hand pump / plumbing mechanic
- Water quality and purification
- Rainwater harvesting and water conservation
- Mason training and toilet
- ECOSAN Toilet Construction



- School hygienic education
- Solid waste management
- Designing of diff. sanitation models (engineers)
- Farming with human waste
- Alternative technology (wind mill, biogas, solar energy etc.)
- Project monitoring and evaluation (community based)
- Training on need assessment

Reflections on the presentation:

- A specific concern was raised on the 'ECOSAN toilet construction' and a suggestion was made that WASH Institute need to consider local wisdom and indigenous knowledge. Designing toilets/latrines etc, local materials can be used, local design can be considered. WASH needs to take initiative how to design with the help of local community.
- Regarding hand-pump, maintenance aspect is normally forgotten by the engineering professionals. Also the sanitary protection is ignored by technical people.
- Likewise, the safety and security aspect of workers involved in the sewage cleaning whose safety is not at all considered. This kind of issues to be attempted by WASH.
- Leadership training is also a critical area with regard to social aspect of WASTSAN.
- It was suggested by one of the participants that "Participatory learning and Communication" can be added to the list of topic above.
- Mr.Rene raised the concern regarding, how do we visualize some of the steps i.e. how WASH will address these issues?
The response was to first prioritize the topics and identification of short-term courses. The difficulty is to find right people for the right job to make the formal courses successful and realizing the purpose and objectives of WASH Institute. Also it was opined that the urban requirement is missing in the list of training topics (for example, Waste Water Recycling)

The first day programme came to an end with a brief sum-up of the day's proceedings by Ms.Berna. Later, Mr.Rene asked the participants to write one point/issue from the day's discussion and also from the presentations, keeping in mind, the training framework and design of the module, for recap exercise next morning.

Proceedings of the Day 2: (9th September 2008)

SESSION 1:

The second day programme started with the briefing of the programme schedule by Mr.Rene.

Programme schedule for the DAY 2:

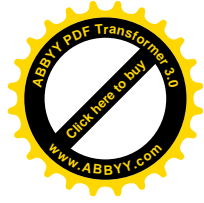
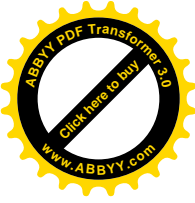
- Recap of the Day 1
- Presentations:
 - Web Search
 - Gandhigram Rural University
- Broad Frameworks – Bindhi voting and discussion
- Agreeing the process for designing courses – Group Work and presentations
- Applying the agreed processes
- Interface between formal and non-formal

Recap of the Day 1:

Participants were asked to come out with a point or issue per card, from yesterday's **discussions and presentations** which were put up on board to initiate discussion – facilitated by Mr.Rene.

The cards (day I discussions) posted on board were on,

- **Quality** where the mechanism for quality assurance was felt important
 - **Local language** was considered as an issue for both formal and non-formal courses (some formal courses require regional language according to different level. Even for frontline staff, they need local language as the medium of instruction)
- **Sustainability** of WASH Institute was also expressed as an area of importance and it was suggested to evolve a business strategy for the sustainability of the institute.



- **Linkage** with individual resource persons/institutions (while designing the course/programme) which will ensure mutual benefit for both the individuals/institutions and WASH Institute.
- It was expressed that **Prioritization** of topics, both for formal and non-formal courses were not clearly chalked out from the Day 1.
- **Lack Confidence** is the feeling expressed by one of the participants in terms of 'how to go about taking forward this idea of course designing by WASH Institute and the suggestion came out was to be realistic and take step by step effort.
- Also there was a concern regarding the **Stakeholders** – who are they and identification of their roles and responsibilities, which is a process by itself.
- Look out for organizations/institutions (incl. universities like GRU) which have similar thinking and vision of WASH Institute for **Affiliation / Recognition**.
- **Process of module development** – what process to be followed to develop the module and the suggestion was to have systems approach in doing the same.
- **AICTE accreditation of WASH Institute** was a concern and Mr.A.K. opined that there is a long way to go about initiating and completing this process aiming at course recognition and creating demand by adding value to the courses to be offered. Mr.Rene added that WASH Institute should work on the design process for recognition.
- **Open Sharing** was a thought shared with the suggestion that all the stakeholders - including individuals, institutions and WASH Partners - about this process of module designing and take their feedback and comments for incorporation and fine-tuning.
- One of the cards read as **Technical Design on WATSAN** and it was told that, no such model available in India. WASH Institute needs to think of a **Technical Course Package** in water and sanitation sector.

The cards (day I presentations) posted on board were on,

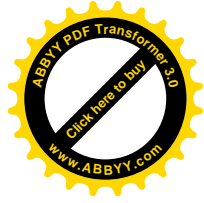
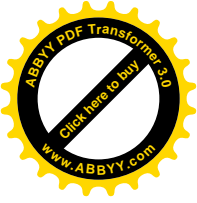
- **Value addition** which is one of the priority areas wherein, along with the existing courses/modules, life skills and soft skills (such as, facilitation skills, communication skills, body language, spoken English etc.)
- Addressing critical gaps in **ECOSAN**. WASH Institute needs to focus on this a lot, being a training institute.
- Also there was a concern from Mr.S.P. on both **what you teach and how do you do** with a suggestion on the “Teaching / Learning Process” – identification of right person and need based focus on the design of the course with particular reference to the process and the content.
- The issue on **how to contribute to the grass-roots level** emerged as a point for discussion and it was added that how WASH can contribute to this? For example, the Mason Training course – what level? Whether Training of Trainers (ToT) will be the chosen strategy?
- **Quality standard** was again a prime concern and it was opined that the failure in communication or delivery processes might impact on the quality. WASH needs to be more vigilant in quality aspects and ensure quality standards are in line with the **Quality Checklist** to maintain its quality output.
- WASH should develop a thoughtful **Eligibility criteria** for strict screening of candidates while selection – it really determines the institution's credibility. Another participant added saying that, “the eligibility criteria has to be determined by the kind of course offered” – Formal and Non-formal, Technical (eg. Water) and Non-technical (eg. Hygiene)
- When discussed about **Training Needs at the grass-roots level**, it was strongly felt that WASH needs to provide knowledge dissemination to the grass-root level to ensure the impact of the courses offered. Prioritization should be based on the training needs assessment at the grass-root level.

SESSION 2:

Presentation on WEB Search

A PowerPoint presentation was made (by Ms.Berna) on the WEB Search done on the existing institutions / training courses / modules. The presentation captured,

- The list of institutions in India, engaged in training on Water, Sanitation and Health.
- State level centres as decided by the state mission – Example was given on the different Key Resource Centers of CCDU – Orissa.



- Also the international institutions such as Well/WEDEC, IRC, World bank, NGO forum Bangladesh and some institutes in Africa.
- It was also shared that a lots of information available as workshops, conferences, annual reports and news on water and sanitation on coming events. However, the information was not available in a module form.
- WELL information was very interesting with a list of topics useful as resource material as briefing notes, technical briefs and fact sheets. Highlight is the 'integration of other sectors, like gender' and especially the need based non-formal courses. It was also opined that WELL information would help WASH to develop a module template.
- UNICEF module includes the core elements of training for nurses, anganwadi workers etc.
- Things to be considered while developing the modules was also suggested as;
 - Prioritising demand based topics
 - Designing template for formal and non-formal courses
 - Identification of strategies to be adopted in the module development process
 - Link-ups, resource person and the areas of concern are to be taken into account.

The presentation was continued by Mr.Babu who spoke about **ECOSAN module** and two modules were shared, 1) ECOSAN For You (which included exercises and case studies) and 2) UNESCO – IH module.

- Mr.Prakash strongly suggested WASH to establish linkage with CSE for they have well developed course content for "Rain Water Harvesting". It was also opined that, instead of WASH re-inventing such things, it is good and feasible to replicate, especially from institutions like CSE by creating effective linkage and network.
- In response to this suggestion, Mr.A.K. told that, CSE is already in the list for linkages, not only on rain water harvesting but for other courses also, like Waster Water Management etc.
- Mr.Jyothi reinforced that the linkage should also extend to such institutions as All India Institute for Hygiene, Kolkata and he made a suggestion that the list of short term, non-formal courses should be uploaded in WASH's WEB Portal for a wider visibility and reach. Mr.A.K. responded that WEB designing is already in progress and India Water Portal has also

SESSION 3:

Presentation on "Module/Frame work for initiating academic programme"

Dr.T.T.Ranganathan made a presentation on the Module/Frame work adopted by Gandhigram Rural University (GRU) and performance rating. Brief history of GRU was shared with the participants followed by the framework that includes;

- Constitution of Board of Studies (BoS) that consists of panel of experts who would later be involved in framing the syllabus / course curriculum.
- Developing course content (Syllabus / curriculum need to spell out clearly the course objectives, theory units or capsules, references and the panel of examiners)
- Put forward the minutes along with syllabus (framed in the BoS) to the Academic Council (comprising of members from different faculties of GRU and also invited members from outside.
- Placed before Syndicate for approval.
- Advertisement for calling students.

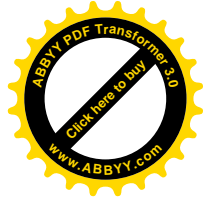
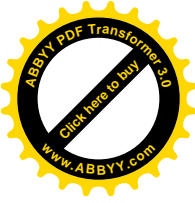
Reflections on the presentation:

Choice Based Credit System:

A model system was suggested as an example:

- 2 Theories + 1 Practical for 2 Hrs.
- 4 Hrs a week
- In total, 30 Hrs should be covered, as per the UGC norms.

- Clarification was sought by Mr.Rene on 'syndicate' and Dr.T.T.R. responded that the syndicate is the supreme body consisting of the Vice-Chancellor of the 'varsity that make the final decision pertaining to all matters related to institutional policy and programme planning.
- It was suggested to WASH to evolve 'choice based credit system' for performance rating of the course participants. Existing software for credit rating (for instance, SEARCH,



B'lore) can be customized according to WASH Institute's needs.

- It came out strongly that the credit system is important that makes accreditation process (with the bodies like All India Council for Technical Education) easier.
- It was told that, in all engineering colleges, arts & science colleges, "Environmental Science" has been made compulsory (a directive principle by the Supreme Court) by the GOI, which contains Ecology, Bio-diversity and Pollution etc., either as an additional subject or as an ancillary paper.
- "Being a full-fledged 'varsity, can GRU be approached for course/institute affiliation?" was the question raised by one of the participants, which was answered by Dr.T.T.R that, it is possible to give affiliation to other institutes like WASH Institute, but the process involves the consent of the syndicate (after a lengthy formalities and procedures) including the Vice-chancellor

SESSION 4:

BINDI voting on the expected 'Competency area from sector perspective'

Mr.Rene facilitated the process of identifying the type of skills and competencies needed for different levels of participation (junior / middle / senior levels). The suggested and in-store competencies are, thematic knowledge, facilitation & communication skills, analytical & writing skills, networking & relation management skills and the skills required for the process/service delivery.

The facilitator asked the participants whether the list encompasses all the required skills; the response was, whether 'monitoring & evaluation' can be added as a required competency. It was responded that M & E is part of the process delivery. Later, participants were encouraged to think through, with reference to their own context and experience, and affix the Bindhi (each participant was given 5 bindhis)

After having a 'buzz' for about ten minutes among themselves, participants started fixing the bindhis in the relevant box that they felt comfortable and close to the reality.

The outcome of the exercise very encouraging and it clearly suggested WASH Institute to focus on addressing "Middle Level" functionaries of the organizations/institutions.

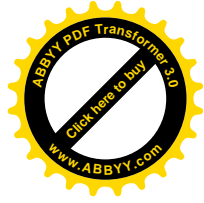
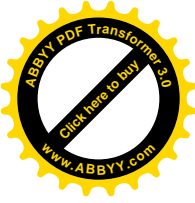
Mr.Peter said, only 5% of NGOs in Tamil Nadu involve in WATSAN and opined that, the senior level staff/the project holders do not have knowledge on WATSAN or have peripheral knowledge only. Hence, it is equally important the gap should be addressed at the senior level too.

There was a counter argument in this discussion, among the participants, saying, it is not about the knowledge – many have sufficient knowledge – but it is about the behavioural and attitudinal change which is the need of the hour. Mr.Prakash expressed his view that the CRSP (Central Rural Sanitation Programme) – the plan and awareness level of such projects and its officials are high but what is lacking is the proper implementation.

Finally, the group agreed that WASH should give more emphasis on medium level professionals that require these competencies.

What seems clear.....?

- There will be formal and non-formal courses
- We still need to see the ORG MARG study to fix module topics
- Dr.Sathyajith's study report to design the road map and the design of the programme and other legal compliances
- WASH Institute team need a clear process on how to design the module



SESSION 5:

Group work on the “Process for designing Formal and Non-formal courses”

After a brief tea break, the participants were divided into three groups to discuss on the processes for designing formal and non-formal courses. The task was further explained that the groups should be able to identify the steps needed to design the course and the timeline.

Presentation 1:

The group recommended conducting a situational analysis exercise on current sanitation practices and evolving strategies on how to make it sustainable in order to create awareness for need / approach for sustainable sanitation, which include analysis of secondary data, study report on usage, reports on health (water, sanitation related diseases) and other relevant reports etc. It was suggested that these tasks to be out-sourced. This process will be followed by presentation of findings at various levels (by WASH team).

Constellation and task:

Group 1: To design steps and timeline for Non-formal course on “Sustainable Sanitation” and the group consisted Mr.S.P, Mr.Prakash, Mr.Babu and Mr.V.G

Group 2: To design steps and timeline for Non-formal course on “Hygiene Change Behaviour” and the group consisted Ms.Berna, Mr.Antony and Mr.Peter

Group 3: To design steps and timeline for formal courses and the group consisted Dr.T.T.R., Mr.Jyothi, Ms.Chandra, and Mr.A.K.

Developing questionnaire to get the opinion on the findings was the step to be followed next and after analyzing the responses to design, the course content has to be finalized. Developing Materials to inform about the course comes next and the process concludes by franchising the programme.

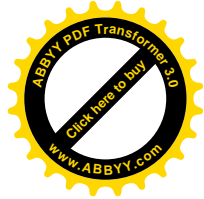
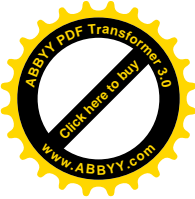
Presentation 2:

The group two presented its discussion on non-formal course design for Change Behaviour (Hygiene). The steps suggested were,

- Consultation, to know where the demands exist - NGO and Govt.
- Consulting the middle level staff, NGOs, Govt.
- Moderator (focal point) to be selected by WASH for the assignment.
- Constituting Advisory Committee
- Collection and review of the existing modules
- Design the module and get feedback from committee.

Reflections on the presentations 1&2:

- Both the presentations were appreciated by the participants and there was a strong suggestion to initiate one more round of discussion together to fine-tune and merge/synthesis the design.
- It was responded to the question on the time-line that, the hygiene and sanitation (non-formal) course to be conducted for a period of 1 week to senior level professionals and 2 weeks for junior / middle level staff.
- The timeframe should be relatively shorter for the fact that NGO professionals may not prefer to spare 1month for training courses.
- Mr.Prakash suggested to have the questionnaire (to be circulated to the stakeholders during course designing stage) should include a specific question on time duration and based on the feedback, the length of the course can be decided.
- Mr.Rene sought clarification on whether WASH would focus on ‘demand studies’ which will determine the course duration etc. and the second part of the clarification was, who will be the trainers, will they be from WASH or to be hired from outside?. Mr.A.K. responded that the person/s involve in designing should be the trainers as well.
- Conducting situation analysis seems time consuming process. It is suggested that, if we share the views to govt. /NGOs on sanitation, we can get the feedback/opinion which will reduce the time considerably. Once we do this, then the demand will come from them i.e. specific demand on the subject and general demand on sanitation.



- Mr.Rene sought clarification on what kind of tools/process to be employed by WASH for assessing the demand? Mr.A.K. responded that the demand for different types of sanitation with NGOs will be identified through consultation process and it differs case by case.

Reflections on the presentation3:

- A concern was raised by Ms.Verity regarding the timeframe that the ORG MARG study report is awaited and the timeframe to subject listing need to be postponed to November to incorporate the study findings, especially on demands.
- Regarding the costing of the formal training courses, Mr.A.K. responded that, an attempt was made to look into government fee structure (M.Sc., Microbiology) and inline with that, it will be decided. But most of the participants felt that the govt. fee is very low and it will not help for institutional sustainability of WASH.
- One of the participants suggested that WASH should attempt getting AICTE accreditation at once, for which Mr.A.K. responded that, Dr.Sathyajith's study encompasses this task of documenting accreditation procedures and legal compliances, which include UGC norms also for recognition.
- Mr.Babu suggested starting e-learning method of non-formal courses and the idea was parked with the response by Mr.A.K. that the distance education of IGNOU on B.Tec was a failure for the reason that the students felt such courses to have effective learning atmosphere (like classroom learning)

The day's programme was concluded with sum-up by Mr.Babu and with a task for recap (for next day morning) was given by Ms.Verity – **One outstanding issue (to be dealt by the Governing Council of WASH) and one central/key point of priority from the discussions** of day 2 to be written on the card for recap on the 3rd day.

Proceedings of the Day 3: (10th September 2008)

SESSION 1:

The third day programme started with the briefing of the programme schedule by Mr.Rene.

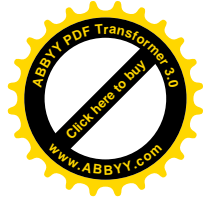
<p>Programme schedule for the DAY 3:</p> <ul style="list-style-type: none"> • Recap and Reflections • Group work on WASH Institute checklist and process to be adopted • Group presentations • Presentation by Rene • Parking & contributions • Recap • CoB & Vote of Thanks
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Recap of the Day 2:

The third day of the workshop started with the recap, where the participants were asked to come out with an outstanding issue (to be dealt by the Governing Council of WASH) and one central/key point of priority from previous day's discussions. Accordingly the participants posted their views on cards which were reflected upon.

Central/Key points from the discussions (reflections):

- Emphasis was on **Non-formal course**.
- **Course duration** (short-term) should be ideal if scheduled for 10-12 days. It should be based on the demand and the requirement of the participants. Govt. departments may prefer 10days training but unlikely with NGOs.
- **Don't delay further** was the strong opinion from many of the participants. This is the high-time for WASH to initiate something immediately, whether 3days course or short-term course.
- **Financial aspect – Costing / Revenue** came out as a concern that should be attempted and the response was to wait for the ORG MARG study which will throw some light into the financial aspect of the design of the programme.
- **Process of developing courses, linkage and time** demands a focussed knowledge and attempt.
- **Balance** between course duration (time) of non-formal courses.
- **Course fee** - need to know about the course fee so that the demand can be clearly visualized. Clarification was sought by one participant, what it is the present practice by WASH and Mr.A.K. responded that, at the moment it is sponsored by UNICEF.
- **Systematic process of module preparation** seems essential for a quality outcome in the process & service delivery.



Outstanding issue, to be dealt by the Governing Council of WASH:

- **Infrastructure** – it was strongly suggested that WASH Institute need to have a well-defined infrastructural facilities including such facilities as lab for social engineers etc. Mr.Prakash negated the suggestion saying, in the initial stage, creating infrastructure may not be advisable for it becomes organizational liability. Mr.A.K. responded that we aim for students/participants from Asia region, so basic infrastructure becomes imperative, as far as in-campus courses are concerned.
- **Vision document** was another key issue raised and the response was, WASH Institute has already worked on this and has clearly visualized strategy directions, which will be further fine-tuned with the study reports and after the November meeting.
- **Accreditation** – the role of governing council in getting accreditation becomes crucial. The process requires ensuring the quality aspect of the process delivery. But before accreditation, the course/institute has to be recognized by any statutory bodies like UGC or affiliation to universities like GRU. Accreditation means only the quality of the courses offered and other support processes.
- **Identity of WASH** is something to be dealt by the governing council and it is about what does WASH Institute want to be? It is to understand that WASH Institute renowned for what? This becomes imperative for the entire process aiming at visibility, credibility and reputation of WASH Institute.
- **Finalize the role of other agencies** – It was suggested that the responsibility of the partners of WASH institute has to be clearly defined, may be in the form of MoU. It also should ensure tie-ups with donors/sponsors to run non-formal courses.
- **Different committees and their roles and responsibilities** also a matter of concern. Lots of committees to be formed (such as Board of Studies, Advisory Committee etc) and the Governing Council should be able to make it happen. Mr.A.K. responded that, the roles and responsibilities will be clearly defined once those committees are formed, which will happen immediately after November meeting.
- **Steering committee** – Constitution of steering committee was suggested to look into the delivery process of the training courses, in-campus or off-campus. It is to be constituted by WASH Institute, comprising of representation from various stakeholders.
- **Situational analysis** to identify issues and demand (pertaining to Water, Sanitation and Hygiene) and to be presented (dissemination) with the government/other agencies and institutions.
- Ms.verity questioned whether these issue (both outstanding issues and the discussion points) will be taken up to the Governing Council. Mr.A.K. responded that the summary of this workshop outcome including the concerns, key issues and action points will be taken up to the Governing Council and also the required programme facilities (of WASH Institute) including bare minimum infrastructure.

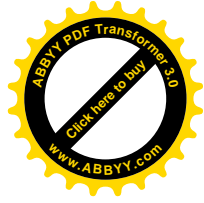
SESSION 2:

Group work on the 'Checklist' for programme design

In order to ensure quality in the course design and to elicit meaningful contributions from the participants, a group discussion was suggested by Mr.Verity to revisit the 'checklist' which is intended to be used as a tool to determine the course by WASH Institute.

The broad content of the checklist include about;

- Resource persons
 - Design



- Purpose
- Design process
- Course materials
- Target participants
- Quality assurance
- Publicizing the course

Participants were divided in to three groups to discuss on the checklist. Mr.Babu and Ms.Berna were asked to synthesis the two presentations on non-formal courses (Change Behaviour – Hygiene and Sustainable Sanitation)

Presentation by Dr.T.T.R. on the process to be adopted for non-formal courses captured

- Negotiation with the client.
 - Time, type of participants, needs & Gaps, Budget
- Selection of Trainer & forming a training team
- Finalizing contract
- Fixing the peers
- Training needs assessment
 - Interview, questionnaires..
- Course Design (Inputs from other agencies also)
 - Preparation of course materials
 - Getting feedback from member organization
 - Sending Invitation
 - Logistic arrangement
- Implementation
- Sending a questionnaire of expectations of the training
- Methodology :
- Evaluation (pre-test & Post test)
- Training Report
- Feedback on usefulness 3-6 months

Reflections on the presentation by Dr.T.T.R:

How can we ensure quality? was the question raised and the response was, 'course design will be have to be done with the consultation of the sponsoring agency and based on their requirements, the design of the course will be done. WASH Institute's quality standards will never be compromised.

Where would be the quality checklist apply?

The peer committee including the trainer, advisory committee and the sponsoring organization has to ensure the quality. The checklist will be used as a reference tool while designing the course to ensure quality.

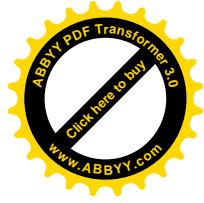
What kind of non-formal courses will be taken up by WASH?

Two type of non-formal courses, i.e. on specific topics (client based) and generic courses (which include technical and non-technical topics) which is on the training calendar of WASH Institute. Some of the regular courses will be 'tailor-made' based on the specific demand from the client groups.

Clarification on interview process?

Dr.T.T.K responded that the training needs assessment will be done through interview and/or questionnaire (as suggested by Mr.Prakash) with the prospective clientele – the NGO professionals / govt. officials on the course content, methodology and mainly the duration of the course. One of the participants suggested that, we need include the feedback form the sponsoring organization also in the training needs assessment process.

Presentation by Mr.A.K. on the process to be adopted for formal courses primarily involves the following steps;



- Define course / Program
 - Certificate (6 months)
 - PG Diploma (12 months)
 - M.Sc (24 months)
- List subject / Papers
 - Foundation/Fundamental
 - Others essentials
 - Specialization
 - 2+1 (5 subjects per semester x 4 semesters)
- Constitute Board of study (panel of experts)
 - Members from WASH advisory committee/Academicians/special invites
 - Maximum of 9 members
- Defining the timeframe for the course

Reflections on the presentation by Mr.A.K:

It is a kind of checklist that include certain key areas such as, demand, module, executive committee approval and duration of the course, participation and eligibility criteria, finance and logistics (off-campus and in-campus)

Who decides if some institute come and ask WASH to conduct a series of trainings for them?

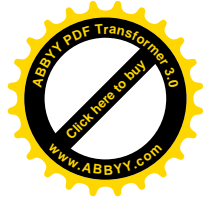
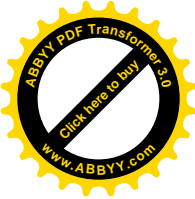
If it is collectively decided and approved by the governing council, then the training calendar will be prepared accordingly. If in case, it is a new opportunity, then the executive committee will decide on taking it up. These things will have to be included in the designing process, especially for tailor-made training courses.

Action point: Mr.A.K. will take up the responsibility together with Mr.Prakash to revisit the checklist and fine-tuning the same, including finance (costing and revenue)

SESSION 3:

Presentation on IRC information package for WASH & IWRM services

- Mr.Rene made a presentation titled, "An information package to support improved local governance for decentralized WASH & IWRM services.
- The information package includes 10 capsules starting from financing & cost recovery.
- This is a training package which has different modules and references that can be adopted by WASH Institute.
- So far, two trainings have been conducted in the Netherlands.
- Mr.Rene assured that the soft copy of this information package will be shared with WASH Institute for learning and use those information with due acknowledgement to ICR in all its replication.



Recap of the day 3 proceedings:

At the end of the 3days training, Ms.Verity did a comprehensive debriefing of the processes and proceedings, highlighting some key concerns:

There were some thoughts on 'DEMAND' that,

- It should be 'need based'
- Should derive from situation analysis / market scan (studies such as ORG MARG)
- Requires consultation from various stakeholders
- Should emerge from grass-roots

- There was a lot of discussion on the issue of 'DEMAD' which was discussed at length in different perspectives.
- **QUALITY ASPECT** emerged as a major concern for WASH Institute
- **PRACTICAL THINGS** on processes and priorities – including infrastructure development, logistics (in-campus & off-campus) etc.
- The workshop has also flagged-off some **CAUTIONS** to WASH Institute which need to be considered and attempted for effective programming
- The outstanding issues to be dealt by WASH Governing Council include three major components – **Identity, Roles & Responsibilities and Recognition.**

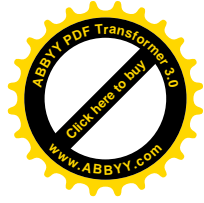
The workshop has identified issues and concerns pertaining to identity, roles and recognition which are to be given top priority during the governing council meeting in the month of November.

- A strong recommendation was made that there should be a one page summary of the workshop outcomes (on the charts which is shown below) for a larger consumption by ORG MARG, Dr.Sathyajith and the Governing Council. This process would certainly give a shape to the November meeting.

SESSION 4:

ACTION POINTS:

Plan of Action	Break up of activities	Person Responsible
Constitution of sub-committee (EC)	<ul style="list-style-type: none"> • Drafting roles and responsibilities for Gen. Council and Advisory Committee • Setting up of BoS (which will be operational after November meeting) • Revisiting the check list and process for finalization • Identifying the potential organisations at regional, state, national and international level for linkage and affiliation (which may include replication of courses/design/methodology) 	A.K
WASH Institute Secretariat	<ul style="list-style-type: none"> • Request letter to Dr.T.T.R, GRU to be part of the sub-committee with a copy to the Vice Chancellor. • Organise one day workshop in the 1st week of Nov. at Delhi (on dissemination of the study findings of ORG-MARG and Dr.Satyajit) • Preparation of training calendar for 2009 • Submit a proposal to Rajiv Gandhi Mission (RGNDWM) • Circulation of Workshop Report/Summary to all participants and board members / organisations • Send request to all WASH members to develop a training plan for 2009 	Peter and B.M A.K. Peter/BM/KYB WASH Team
Short Term Courses (from October – December '08)	<ul style="list-style-type: none"> • Water for People – course material to be sent in advance for translation/multiplication • ECOSAN programme for 120 CCDU staff (EC) • WaterAid courses – develop a brochure and circulate to NGOs and INGOs • Training on ECOSAN for Tamil Nadu NGOs • National Level Conference on Innovative Water Technology (sanction awaited) 	JC/KYB EC AK/WASH team Peter/KYB



Funding Opportunities	<ul style="list-style-type: none">• Exploration of funding possibilities from SCHOKLAND• Continue dialogue with AusAid through ANO.	Rene Verity & A.K
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Post-workshop feedback on Workshop Expectations:

Mr.Rene facilitated this learning process by eliciting responses from the individual participants about the level of confidence and to know whether participants' expectations were met during those three days.

- Invariably all the participants felt that their expectations were met at different levels and at different stages.
- Enhanced understanding in identification of courses and content, framework for WASH and market demand.
- It was strongly and collectively felt that there should be no further delay in the process – at least to start with short-term non-formal courses immediately.

Mr.A.K. made the concluding remarks by acknowledging the significant contribution made by the facilitators. Also he expressed that the workshop expectations were achieved and the objectives met substantially. Particularly, the Bindi Exercise was helpful to identify the gap and it came out clearly that the middle level professionals need to be targeted and finally the checklist for formal course and the process was very useful and informative.
