503 94EV

INTERNATIONAL TRAINING NETWORK FOR WATER AND WASTE MANAGEMENT (ITN)

EVALUATION OF NETWAS

(NETWORK FOR WATER + SANITATION) ITN'S REGIONAL CENTRE FOR EAST AFRICA

FEBRUARY / MARCH 1994

ANNEXES

Prepared for Swiss Development Cooperation (SDC), Eigerstrasse 73, CH-3003 Berne

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503-12560

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TERMS OF REFERENCE

for the Evaluation of NETWAS

I. The evaluator undertakes to conduct the evaluation using the methodology indicated in the "Guidelines for Project Progress Review" (GTZ) as an orientation.

II. The evaluator is to cover the following specialist field[1]:

(a) Human resources development
(b) Documentation/information and communication
(c) Community-based water supply and sanitation (technology and approaches)
(d) Institutional issues of water supply programmes.

His/her tasks relate to the following parts of the Project Planning Matrix (PPM)[1]:

(a) Training
(b) Information dissemination and documentation
(c) Research, demonstration and advisory services
(d) External collaboration, decision-makers strategies, project sustainability.

III. Keeping in mind, that gender related issues must be given due consideration throughout the process, the evaluation is to examine and work out recommendations on the following areas in particular (questions with * are of low priority and can be dealt with according to time and information available):

1. NETWAS programme strategy

Relevance ("are they doing the right thing?")

1.* Which target groups have been identified for NETWAS? Are they clearly defined (e.g. according to sex, social status, knowledge, attitudes and practices, etc.)?

2.* Are the assumptions made in relation to the target groups correct?

3. Are the right technologies being promoted, and have they been appropriately selected, implemented and developed?

4. Has due consideration been given to the replicability of the proposed technologies at target-group level?

5.* Has due consideration been given to the economic and political conditions of the particular countries?

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[1] One or two of the four fields will be specified for each evaluator.

6.* To what extent have the development policies and sector strategies of the (East African) host countries been taken into consideration?

Effectiveness and Efficiency ("are they doing it well?")

The analysis of the following points (7. - 13.) shall include

a)* to what extent the expected results of the activity under consideration have been achieved, and

b) a comparison input/results in the sense of: what has been the input compared to the achieved results, and: what would the target groups have done anyway, and what effects are due to NETWAS activities?

7.* NETWAS: to make an efficient use of its resources in its training, information/documentation, demonstration and research activities

8. Training

9. Information dissemination and documentation

10. Research, demonstration and advisory services

11. Establish a regional network of collaborating institutions

12. Reach out to decision makers

13. Embark in income-generating activities

Impact and sustainability

14. Given the funds at their disposal and the economic framework, can the target groups adopt and retain the innovations promoted by NETWAS? Can the various tasks/activities be continued by the regional collaborating institutions or the target groups without external support?

15. Does the project promote the establishment and strengthening of target-group organizations and development of the target groups' self help capacity?

16. Is it guaranteed that the project approach is accepted by the participating institutions and government agencies?

17. To what extent is the information/knowledge received through training and seminars being further applied/are the promoted technologies being replicated and used on a sustainable base at village level?

2. NETWAS external cooperation

18. Are the participating institutions financially able/willing to provide the planned inputs during and after the NETWAS-supported promotion phase?

19. To what extent does the collaboration between NETWAS and the UNDP-World Bank Water and Sanitation Program (ITN Coordination Unit, RWSG, other ITN centres) contribute to fulfilling the project's purpose?

20. Has NETWAS established relationships with governments and institutions that enable it to convey its messages to the lowest levels possible?

21. To what extent has NETWAS established relationships with NGOs, special programmes and donors, that contribute to the fulfilling of the project's purpose?

22. To what extent does the collaboration between NETWAS and associate institutions (IRCWD, IRC, etc.) contribute to the fulfilling of the project's purpose?

23. What are the comparative advantages of the project's regional structure? What are the comparative advantages of NETWAS in its area of work? Is it recommendable that other (country) centres be gradually strengthened to take over some of NETWAS' functions, and what would this mean for the future role and tasks of NETWAS?

24. What is the degree of regional interaction between NETWAS Nairobi and its "country centres" with respect to collaboration, roles and reinforcing partnership within the network?

3. NETWAS internal management and institutional integration

25. Is staff of suitable qualification and profiles available to NETWAS?

26. Is NETWAS's structural position within AMREF adequate for an efficient management of the project, in Nairobi as well as in its regional offices? What are the synergetic effects in professional and logistic terms? what the opportunities, problems and risks?

27. Do the main actors in the sector distinguish between AMREF and NETWAS? To what extent is a clear separation of their role profitable/harmful to the NETWAS purpose?

28. Is diversification of funding reasonable and possible? What percentage of financial self-sufficiency can be achieved through "selling NETWAS services" by 1996?

29. How relevant and how useful is the Advisory Board of NETWAS?

30. How effective are the project steering procedures adopted by SDC for NETWAS? To what extent are the monitoring missions held on an annual basis at the request of SDC useful to the implementation of the project and to the steering of the project by SDC?

IV. Senior government and NGO partners of NETWAS shall be involved and encouraged by the evaluation team to contibute actively to the evaluation exercise.

V. A work plan is to be prepared by the team of the evaluators on the basis of the material supplied by SDC; it is then to be reviewed and updated, after discussions with the NETWAS staff, the AMREF management and the Regional Water and Sanitation Group (RWSG) of the UNDP/World Bank Water and Sanitation Program.

VI. The evaluation will be carried out from 14 February to 5 March 1994. In preparation of the exercise, one or two team members will be appointed to start with interviews and collection of locally available information in selected countries before the inception date.
The draft report is to be submitted to SDC by 11 April 1994.

VII. The evaluator will be the head of the evaluation team, including Mrs Vivian Bashemererwa and Mr Andrew Makokha.

VIII. (Team leader only) The evaluator undertakes to participate as a "resource person" in a planning workshop (ZOPP) to take place in June 1994.

Annex 2

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Evaluation of Netwas
TO-DO-LIST (Workplan)

No.	Element	Communication (Activity)	Documentation Result	Who	When	Where	OK
1.	Logistics:	• Arrangements for interviews in Nairobi	programme f. 15/2 to 18/2	Netwas	15/2	Amref (A)	
		• ditto f. field visit to MTC Machakos plus village	progr. f.19/2	Netwas	15/2		
		• ditto f. field visit to Ethiopia		Netwas	14/2		
		• prov. of working facilities	common working place, access to copying, typist,PC,etc	Netwas	14/2		
		• pre-arrangements for debriefing seminar	• invitations	Netwas	Bef. 19/2		
			• seminar facilities	Netwas	bef. 5/3		
2.	Courtsey calls	• NETWAS - PT • AMREF • SDC-represent	introduct. ET ditto ditto	ET Netwas Netwas	14/2 15/2 15/2	A Nrbi (N)	
3.	Introduction ET among themselves	• introduction of members • clarification of TOR • role & responsibility of each member • working method following PFK • preparation introd. ET & PT	} task clarified } readiness for launching work	ET	14/2	A	
4.	Workplan (TO-DO-LIST)	• elaboration of proposal • to be verified with PT	Workplan	ET & PT	14/2 ff	A	
5.	establish/ re-establish project design	elaborate PPM in considering TOR	actualized project design	ET partly PT	15/2 morning ff	A	
6.	preliminary field survey	• implementation • field-report • briefing to ET	report field survey	Julia & Vivian "	15/2 p.m. 16//2	Uganda Kenya Tanzan.	

No.	Element	Communication (Activity)	Documentation Result	Who	When	Where	OK
7.	format of Eval. Report	elaboration based on TOR & various prop	report format	ET	15/2 p.m.	Amref (A)	
8.	formal introduction ET to PT	• introduction of members • introduction of working method • role of PT	acceptance & understanding of role ET	ET with PT	17/2 9 a.m	A	
9.	provision of datas by Netwas	comp. preparatory arrangements IC-report Nov/Dec.93	list of basic datas	PT	17/2	A	
10.	NETWAS' knowledge-system internal (incl. Amref) & external	• elaboration with PT	NETWAS' knowledge systgems on posters	ET & PT	17/2 10 am -1pm	A	
11.	assessement of actual situation	• interviews (comp.16 + 17) • studying docum. • recommedation	report	ET & PT	14/2 to	A	
12.	ascertainment of targets	comparison of actual situation with targets	report	ET	from 15/2 to 26/2	A	
13.	analysis/evaluation	an. why targets and achievements coincide/diverge	report	ET	15/2 to 28/2	A	
14.	assessment of planning	considering No.13	report	ET	28/2	A	
15.	conclusions and recommendations		report	ET	1/3	A	
16.	interviews & field observations in Kenya	• interviews with PT • ditto with institutions in Kenya (comp. annex) • field visits Kenya	field notes	ET	15/2 to 19/2	Nairobi & Machakos	
17.	Interviews & field observation in Ethiopia	• interviews with institutions (comp. annex) • field visits	field notes	ET & PT	22/2 to 25/2	Ethiopia	
18.	draft evaluation report	alternating drafting & reflection with ET & PT	draft report	ET	28/2 to 4/3	A	

No.	Elements	Communitation (Activity)	Documentation Result	Who	When	Where	OK
19.	preparation of debriefing	visualization of findings	• overheads • posters • handouts	ET	4/3 & 5/3	A	
20.	debriefing workshop	• invitation see activity 1 • provision of location • reporting and moderation of discussion	addition proposals to draft report visualized on posters	ET, PT, Guests	7/3 8/3 morn.	A N	
21.	finalization of report	• agreement on necessary adjustment • adjustment • final edition	final draft final version	ET KW	8/3 aftern. 9/10/3 bef.15.4.	N CH	

Annex 4

LIST OF PEOPLE MET

	NAME	ORGANIZATION
1.	Ms. Islamshah	Embassy of Switzerland - SDC desk officer, Nairobi
2.	Mr. Gunnar Schultzberg	Manager, UNDP/WB Regional Water and Sanitation Programme Nairobi
3.	Mr. John Blaxall	Division Chief, UNDP-World Bank Water and Sanitation Programme
4.	Ms. Maina	Principal, KEWI
5.	Mr. Ogutu	Deputy Principal, KEWI
6.	Mr. Meshack Masha	Head of the Faculty of Environmental Health Science, Kenya Medical Training Centre, Nairobi
7.	Mr. Rolf Winberg	Regional Water and Sanitation Advisor SIDA - Nairobi
8.	Ms. Margaret Mwangola	Executive Director KWAHO
9.	Mr. Cheronges	Director of Programmes, KWAHO
10.	Mr. H. Chome	Regional Manager (COAST) KWAHO
11.	Ms. Muthoni Muriu	African Water Network
12.	Mr. Oduor Ong'wen	African Water Network
13.	Dr. Michael Gerber	Director General AMREF
14.	Melvin Woodhouse	Environmental Health Unit, AMREF
15.	Ron Sawyer	PROWESS Advisor, UNDP/WB Regional Water and Sanitation Programme, Nairobi
16.	Prof. Nimrod Bwibo	Deputy Director General - Technical Services, AMREF
17.	Dr. Patrick Youri	Head of the Pimary Health Care Department AMREF
18.	Dr. Massresha	Dean of the Faculty of Environmental Health School of Medical Sciences, Gondar, Ethiopia
19.	Mr. Yihdega Makonon	Head of the Environmental Health Department, School of Medical Sciences, Gondar, Ethiopia
20.	Dr. Admassu Mengesta	Lecturer, Department of Environmental Health School of Medical Sciences, Gondar, Ethiopia.

21.	Dr. Asnake Hailu	Lecturer, Department of Environmental Health School of Medical Sciences Gondar, Ethiopia.
22.	Mr. Melesse Endalamow	Head of Water Resources and Environmental Protection, Ethiopia
23.	Mr. Atnofe Boyene	Advisor in the Policy Formulation Division, Ministry of Water Resouces and Environmental Protection, Ethiopia.
24.	Mr. Ato Fekade Tesfaye	Head, Training Department, Christian Relief and Development Association, Addis Ababa, Ethiopia.
25.	Mr. Kassa Kinde	Former Head of Environmental Health Department, MOH, Ethiopia

OBJECTIVES OF ITN

PREAMBLE

The Fifth Africa Region Meeting endorsed the overall goal of ITN as supporters / facilitators and not competitors of government and NGOs in the provision of services to the water and sanitation sector. The following are the objectives of the ITN as agreed in 1991 at the Third ITN Africa Region Meeting held in Zimbabwe.

The overall goal of the ITN is to improve access to and effective use of water and sanitation on a sustainable basis for the under served.

The specific objective of the ITN in Africa is to build national and regional capacity to achieve the overall aim emphasizing participatory training, decentralised management to communities, especially women and local authorities and disseminating low cost technologies.

In achieving this specific objective the ITN will focus on three activities : *training, promotion and advisory services.*

Training

- Develop a network of training institutions to accelerate the widespread adoption of the required skills and approaches at all levels, from the community to sector managers.
- Train trainers within and outside the network of training institution.
- Provide targeted training for senior staff with key roles in sector development.

Promotion

- Promote debate on sector wide policy issues by decision makers to facilitate policy dialogue and reform.
- Promote in country and intercountry exchange of information skills knowledge and technologies.
- Promote research that is practical and demand driven.

Advisory Services

- Provision of advisory services on HRD that is practical and demand driven.

NETWAS Progress Report

March 1994



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ITN Centre for E. A.

NETWORK FOR WATER AND SANITATION
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AMREF

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1 Introduction

1.1 Background

NETWAS was established at AMREF as part of a UNDP/World Bank Water and Sanitation Program known as the International Training Network for Water and Waste Management (ITN). It was part of a global initiative to support the International Drinking Water and Sanitation Decade (IDWSSD) which commenced in 1981 and ended in 1990.

The regional programme of NETWAS is funded by the Swiss Development Cooperation while country activities in Uganda are funded by DANIDA.

NETWAS is currently implementing its Phase IV programme which runs from January 1992 to September 1994. The programme plan including the Plan of Operations was prepared in September 1991 in a ZOPP workshop. The programme incorporates annual Monitoring Missions.

Third Africa ITN Meeting in December 1991 in Zimbabwe recommended that all ITN Centres each establish an Advisory Board. NETWAS Advisory Board was set up in 1992 and it met for the first time in September 1992. The second meeting of NETWAS Advisory Board was held in Naivasha Kenya in December 1993. Among other things the Advisory Board discussed and agreed on the Terms of Reference for NETWAS Evaluation. The Evaluation is taking place between February and April 1994.

1.2 General Objectives of NETWAS

The objectives of NETWAS may be summarised as follows:-

- Support and enhancement of training in community based approach within the sector;
- Establishment and promotion of active information dissemination among sector ministries, training institutions and NGOs for effective sector management.
- Promotion of improvement and application of appropriate technologies in WSS projects.
- Promotion of a multi-disciplinary approach in planning, implementation and management of CBWSS Projects.
- Promotion of applied research and appropriate technologies;
- Provision of consultancy and advisory services in the above areas.

These objectives are generally in line with the objectives of the ITN as reviewed and developed during the third ITN Meeting in Zimbabwe in 1991.

1.3 Geographical operational area

Since the beginning of Phase IV, NETWAS has operated in five countries namely, Kenya, Tanzania, Uganda, Sudan and Ethiopia. At the beginning of 1993 Eritrea became a sovereign state. NETWAS obtained acceptance of SDC to send a fact finding mission to Eritrea in June to identify the needs for that country. A second mission was undertaken by NETWAS in September 1993. At the conclusion of the mission NETWAS to go slow on establishing intensive plans of activity in Eritrea until the organisational structures for water and sanitation sector were well established. However it was agreed that follow-up contacts should be maintained.

1.4 NETWAS collaboration with sector institutions

In the early days of its establishment NETWAS considered that its impact would be more effective if it directed its resources and efforts in capacity building of existing institutions. The first step was therefore to identify the key partners in Eastern Africa. These include the following:-

- Government ministries of water and health;
- Training institutions (which train engineers, technicians, public health officers and sanitarians);
- NGOs e.g in Kenya a Participatory Learning Network comprising of NGOs, Government ministries, has been established and NETWAS offers the secretariat;
- Donor community operating or implementing programmes in the region.
- International institutions such as (IRC in The Hague, IRCWD and SKAT in Switzerland and ENSIC in Bangkok). Such institutions provide technical resources to NETWAS.

NETWAS programmes have therefore been directed towards the strengthening of the capacity of the regional institutions in community based approaches. This has been implemented through organised refresher courses and workshops, regional conferences or seminars, information support, and organised study visits to successful programmes within the region. A regional newsletter which is produced by NETWAS helps to exchange information on current trends in the sector.

2 Detailed Activities of Phase IV Programme

NETWAS has continued to maintain links with all the identified key institutions in Kenya, Uganda, Tanzania, Ethiopia and Sudan. However there have been travel difficulties in the case of Sudan and activities in that country have been below expectation. NETWAS managed to somehow to overcome these difficulties through establishment of links in Khartoum which have continued to assist NETWAS staff to obtain visas. Because of the visa problem travel to Sudan has therefore to be organised well in advance (at least two months are require for each trip because of communication difficulties).

In 1993 NETWAS managed to establish links with institutions in Eritrea. No joint activities have been undertaken but it has been proposed to encourage participation of representatives of persons from these institutions in NETWAS activities. For instance two persons participated in the Regional Water and Sanitation Seminar held in Nazareth Ethiopia in September 1993.

2.1 R01 - Training Support to Sector Institutions

2.1.1 Formulate national strategies

Assessment of institution training needs was largely accomplished through the use of questionnaires and interviews during NETWAS staff visits to institutions. Interviews were also held with staff from institutions especially senior staff, whenever they attended decision makers workshops such as the regional seminars.

A questionnaire to assess training needs of institutions dealing in water and sanitation was prepared and sent to institutions in Kenya, Uganda, Tanzania, Ethiopia and Sudan in February 1992. A number of these institutions returned the filled questionnaire. Responses indicated areas in which these institutions need assistance especially in organising seminars or workshops.

It was generally not possible to formulate a general strategy. However institutions have indicated that training and support is required in the following areas:-

- Participatory training
- Management and community participation
- Documentation training
- Computer Training
- Monitoring and evaluation
- Low cost technologies
- Operation and maintenance in WSS

Indicators

***01.01** Improvement of teaching methods in 15 of the collaborating institutions by 1994.*

***01.02** NETWAS provides training support to 40 institutions.*

***01.03** 5% of participants to NETWAS training workshops or seminar pay to participate by 1994.*

***01.04** 5% increase in number of staff capable of teaching community based water supply and sanitation by 1994.*

Activities

1.1 Formulate national strategies (MNK, IO, WN, DM, JT)
1.1.1 Carry out training needs assessment
1.1.2 Design training programmes
1.1.3 Define training objective

1.2 Develop training materials (MNK, IO, WN, DM, JT)
1.2.1 Identify materials to be developed locally
1.2.2 Develop materials

2.1.2 Regional Training Activities

In 1992 NETWAS organised the 6th Regional Seminar in Naro Moru Kenya. The theme of the Seminar was "Linkages between community based water projects and the training institutions". Participants to this seminar were field project managers, trainers from the training institutions and decision makers at policy level. The participants came from Kenya, Uganda, Tanzania, Ethiopia, Sudan, Zimbabwe and Botswana.

In 1993 NETWAS organised two regional workshops/seminars. The first regional seminar was held in June/July and was named Regional Research Seminar. The second was held in Ethiopia. The second one was the 7th Regional Water and Sanitation Seminar and its theme was "Management for Sustainability in Water and Sanitation". Participants came from Ethiopia, Sudan, Kenya, Uganda and Tanzania in both cases. In the case of the workshop in Ethiopia participants from Eritrea also attended.

2.1.3 Develop training materials

Manuals in various areas of specialisation (participatory methodologies, technologies such as spring protection, ferrocement etc.) are under preparation by different staff members of NETWAS. A production of VIP Construction manual is in progress. These manuals once completed in a structured manner, shall be used by NETWAS in its training courses. Notwithstanding this, sections of these manuals continue to be used in the current training programmes.

Other training materials produced by NETWAS staff include the participatory training tools. These are produced as outputs of the various participatory workshops held in the region (see next section).

NETWAS has also assisted WHO/RWSG by providing visits for a field practical overview at Gelegele, and discussions with an expert (Aster) who is preparing Health Learning Materials manual.

2.1.4 Carry out participatory method training of trainers

A number of milestones can be cited in the development of participatory training approaches in Kenya and the region:-

- A loose association of Participatory Learning Network was formed in Kenya in 1992. Membership to PALNET comprises of Government ministries of water and health, NGOs and large field projects who are interested in participatory approaches.

- Apart from NETWAS being a member of the Network it also provides secretariat services, which entails coordinating and

1.2.3 Support institutions (materials/equipment)

1.3 Carry out participatory method training of trainers (IO, WN, DM, JT, RL)

1.4 Organize national training activities (IO, WN, DM, JT)
1.4.1 Organize country specific training activities
1.4.2 Provide field attachments for trainees from Kenyan institutions
1.4.3 Carry out short field visits
1.4.4 Support institutions staff development
1.4.5 Hold regional seminars to share experiences in CB-WS&S sector

1.5 Support curriculum development for training (WN)

1.6 Carry out monitoring and follow-up (MNK, NETWAS Staff)

1.7 Examine market training "know-how" (MNK, NETWAS Staff)
1.7.1 Identify clients

1.8 Carry out NETWAS staff development (MNK)
1.8.1 Prepare training strategy
1.8.2 Training of NETWAS staff to become better trainers

organizing the network activities and exchange of information and experiences.

- A Participatory Workshop was held in Kenya in May 1993 under the auspices of Participatory Learning Network. It comprised of participants from sector institutions in Kenya. The aim of the workshop was to promote sustainable community management in the sector through training and in the exchange of information, methods and learning materials.

- NETWAS supported the Participatory Hygiene Education Methodologies (PHEM) in Uganda in October 1993. This was an initiative of RWSG-EA in collaboration with the Water Supply and Sanitation Health Learning Materials Unit of WHO, in order to develop guidelines and innovative tools for hygiene promotion in water and sanitation projects.

- As a consequence of the PHEM and other workshops, interest has been generated in the sector in the region. Requests for training support from NETWAS have been forthcoming from the DANIDA funded Uganda Rural Water and Sanitation Project (RUWASA) that sought training support for its Extension Staff and the PHEM team in Botswana.

- NETWAS participated in the National PROWWESS Implementation Strategy Meeting organised by Tanzania National Core team of trainers. This was a follow up to the PROWWESS National formulation Strategy Meeting held in Tanga in December 1992. This has now been approved by Government and is operational.

- A Participatory Research Workshop was organized by African Research Utilization Network (ARUNET) in August 1993. It was aimed at bridging the gap between research development and the use of research. NETWAS provided a facilitator.

- In 1993 NETWAS/PROWWESS Team in Tanzania organised and facilitated in Small Scale Enterprise Workshop which was funded by GTZ. The workshop aimed at facilitating participatory approach in small scale enterprise projects.

2.1.5 Support institutions staff development

NETWAS has been supporting the development of staff from its partner institutions. Institutions which have benefited include Mbale School of Hygiene (1 tutor to an MSc in Public Health in Britain, 1989) and Makerere University in Uganda (MSc in Environmental Health in University of Nairobi, 1990-1992), Kenya Water institute in Kenya (MSc in Environmental Health in University of Nairobi 1991-1993).

2.1.6 Support curriculum development for training

The development of quality training for sanitarians, public health inspectors or public health officers has bee at the fore front of the HRD priorities for the health sub-sector in Eastern Africa. The degree programme for such cadre of staff has only existed in Khartoum University and while in the past the medium of teaching was English, this is now Arabic. It is therefore not possible to accept students from the rest of English speaking East Africa.

As a consequence of this Kenya, Uganda, Tanzania and Ethiopia have been working hard to initiate degree programmes in Environmental Health in their Universities. NETWAS has been at the fore front acting as a catalyst since 1987 when during the first Regional Seminar, this issue was initially discussed. NETWAS has continuously continued to encourage networking of relevant institutions in eastern Africa.

It is gratifying to note that after many years of concerted effort The following has taken place:-

Kenya

The BSc degree environmental health programme has been established in Moi University. This has been spearheaded by Ministry of Health, Department of Environmental Health. The first intake of students shall take place September 1994.

Uganda

The curriculum for BSc degree environmental health is awaiting approval by Makerere University. It is expected that commencement of the course may take place in 1994 or 1995.

In addition the curricula for Diploma and technician courses for environmental health technicians have been reviewed and revised with NETWAS assistance. These are now currently being used in the training programmes.

Ethiopia

Ethiopia has progressed well in the development of its curriculum for BSc degree in Environmental health. A regional study tour was undertaken by a senior team from Ethiopia in 1993. They visited various organisations in the region especially Universities and Ministries of Health in Kenya and Uganda and the subject. NETWAS played a key role in assisting the team to make this visit.

Ethiopia is currently finalising the curricula. Prof Bashir from School of Hygiene, Khartoum University, is assisting the Ministry of Health to finalise the curriculum. Prof. Bashir was recommended to Ethiopia institutions by NETWAS. The Ethiopian institutions had also had a chance of interacting with staff from the Sudan School of Hygiene in the past NETWAS Regional Seminars.

2.1.7 Training of NETWAS Staff

Training of NETWAS staff was recommended during the current phase in order to make NETWAS staff better trainers.

Areas of training which were recommended were:-
- Participatory training
- Presentation techniques
- Preparation of training materials.
- Management and writing skills improvement

Training of key staff continue to be undertaken through their participation as trainers in seminars and Participatory training workshops. Staff who have been trained as trainers include James Thuku, Isaack Oenga, Theresa Riunge and Mary Munano.

Training of information staff in documentation has been identified. Suitable courses have been identified in Belgium and Bangkok for professional documentalists and in the Kenya Polytechnic for the sub-professional staff. NETWAS Documentation Assistant is undertaking vacational library course at the Kenya Polytechnic.

Discussions have been held between NETWAS and The British Council (Nairobi) in relation to organising a tailor made course on communication skills probably in April/May 1994. It was not possible to organise this earlier because of NETWAS Evaluation activities.

Other fora which serve to broaden the perspective of NETWAS staff include those offered by AMREF and other agencies. Training in these cases may be considered indirect through interactions with staff from such agencies. A few examples include:-

- AMREF organized senior Managers Workshop on proposal writing which was held between 17-19.3.93
- UNDP-WB/RWSG(EA) Regional conferences which are held annually.
- UNDP-WB/RWSG(EA) organized Human Resources Development Workshop for Uganda between 12-13.10.92.

2.2 R02 - Information Systems

Background

NETWAS effort started with inviting training institutions in the region to discuss their sector needs in as far as information is concerned. Two workshops were held for sanitation and Water Technology Training staff in 1987. One of the expressed needs during the meetings was the scarcity of training materials in the institutions. The workshops drew up a list of training materials that would alleviate the problem. With the assistance of SDC, NETWAS bought selected tittles of textbooks, reference books and ITN training modules in WSS. These have been distributed to the institutions over the years. Additional funding from GTZ and DANIDA was used to supplement the training materials for Kenya and Uganda respectively.

Support has been provided to a few institutions with physical facilities for their libraries. These include WDD in Uganda, Muhibili Health Officers school in Tanzania.

NETWAS has supported training in information management in Sudan, Ethiopia, Uganda and Tanzania to provide guidelines in organization and management of small librarians with a view to encourage and improve user services and information exchange.

A NETWAS documentation centre has been developed and computerised. It will be strengthened further to be a referral centre for sector information.

2.2.1 Liaise with related Information Network

This is a continuous exercise. NETWAS has established relations with ENSIC, REPIDISCA, ITN Centres, WASH, IRC, IRCWD, training institutions in the region etc. NETWAS publishes the Water and Sanitation News which is distributed to the above institutions, sector professionals, managers and decision makers. Collaborating institutions in the region have received training materials and equipment from NETWAS. In addition they receive content pages of selected periodicals to identify articles of interest. These are reproduced and posted to them.

Information focal centres which have been developed so far are:

Uganda: Water Development Department
School of Hygiene Nakasero Annex

Tanzania: Health Officers' School, Muhimbili

Sudan: Faculty of Public Health and Hygiene. NETWAS has not invested in furniture and equipment for this library

Indicators

02.01 At least 80% of books supplied through NETWAS to Focal institutions centres is still in usable condition in 1994.

02.02 Response on information dissemination by NETWAS reached 10% of target numbers by Sept. 1994

02.03 After establishment of documentation centres, circulation of WS&S books goes up to 50 per month in each centre.

02.04 Card catalogues maintained & updated by all established focal points by Sept. 1994

02.05 75% of institutions trained prepare accession lists by 1994 according to guidelines

02.06 4 Accession lists from focal centres at NETWAS documentation centres by 1994

Activities

2.1 Liaise with related information networks (TR, MM, IO, WN, DM, JT)
2.1.1 Further develop focal institutions/ centres
2.1.2 Enhance centres documentation facilities
2.1.3 Improve documentation centres handling system

2.2 Train information staff (TR, MM)
2.2.1 Train NETWAS documentation managers (TR, MM, MNK)

2.3 Disseminate information (TR, MM, GM)
2.3.1 Exchange/ distribute documentation holding list

2.4 Assess information needs continuously (TR, MM, DM, WN, JT)

2.5 Organize seminars and exchange experience amongst centres (TR, MM)

but was instrumental in getting it organized by approaching librarians from the faculty of Medicine, University of Khartoum to assist.

Ethiopia: NETWAS had identified the WRD as a suitable department for support in organization of its documentation centre. Several visits have been made and discussions held with the head of the department. The government ministries and departments are being re-organized. Regions are being developed to become autonomous and only co-ordination is expected to be done at Headquarters level. The former Water Resources Commission has been abolished and there is no clear guideline yet on whether the library and documentation centre will become part of WDD or Water Resources Department, or merge with the Ministry of Natural Resources documentation centre. A committee however had been established to look at the information component of the former WRC and the Authorities with a view to merging all, but due to the rapid changes taking place, it has not been able to finalise its report.

NETWAS will however assist JIMMA Institute of Medical Sciences develop its library which currently has a large disorganised collection, and five staff. Two of these have benefitted from our training.

Kenya: The end of GTZZ funding for Kenya in December 1991 brought activities in Kenya to a low level of operation. However prior to this, training materials and equipment which had been purchased through GTZ funding were donated to institutions.

NETWAS has ordered technical guides for use by institutions in information processing. For those likely to purchase computers, database development and user manuals in addition to on the job training will be given.

NETWAS Documentation Centre has been re-organized. A guide has been prepared for smooth running of the documentation centre and information processing guide.

2.2.2 Training Information staff in Documentation Centres

Ethiopia - An Information workshop was held in Nazareth Ethiopia on 21 September - 10 October 1992 for collaborating institutions in the country it was attended by 17 representatives in Training institutions, Ministries, University of Addis Ababa library.

2.6 Supply sector training materials to institutions (TR, MM)

2.7 Produce newsletter (TR, MM, GM, MNK)

2.8 Promote NETWAS Services (MM, NETWAS Staff)

2.9 Further develop NETWAS documentation centre (MM, GM, TR)
2.9.1 Expand NETWAS documentation holding
2.9.2 Twin information/ documentation NETWAS to IRC
2.9.3 Produce and send out selected information
2.9.4 Develop NETWAS documentation facilities

Facilitators were drawn from Ethiopian Science and Technology Commission, WRC, University of Addis Ababa and NETWAS.

Tanzania - Information management workshop at Bagamoyo 16.27 March 1992. This workshop was conducted at the School of Library, Documentation and Archival Studies (SLADS) in Bagamoyo, Tanzania. It was facilitated mainly by SLAD's staff who adopted a practical training approach. Each participant and facilitator was given a manual which was prepared by the school. The workshop followed closely the content of the manual. Participants (22) were drawn from Health officers, Health Assistants and Medical assistants schools from different parts of the country, ministries of water and health.

2.2.3 Assess Information Needs continuously

This is done on a regular basis at the NETWAS documentation centre. Work records of service required, attention given and the level of satisfaction are recorded daily.

The Documentation Centre will start an indexing and abstracting service by the end of 1994. Materials to be indexed will comprise mainly published work on what is going on in the Africa region in particular and selected materials from elsewhere in the world if it is considered useful for sector development in E.Africa. Such will include research sector projects and program reports.

2.2.4 Organise Seminars and Exchange Experiences

A regional information workshop had been scheduled in 1993. However the period chosen proved to be inappropriate. Too many regional meetings were going on and they would have drawn on the same similar clientele of participants. The workshop was postponed and needs to be replanned. Due consideration of the clientele participants will have to be evaluated. Otherwise the wrong cadre of staff may be nominated by various institutions to come to the workshop.

A workshop on Information Management held in Nazareth Ethiopia on 21st September - 10 October 1992. It was attended by staff from Government, NGOs and the University working in the sector. One of the main recommendations was funding for longer term courses.

2.2.5 Supply of training materials to institutions

The bulk of NETWAS book purchases has been supplied through Munstergass or its predecessor KODIS. This arrangement has been useful as NETWAS makes bulk orders from one source who then secures the titles from various publishers.

Problems have occured in the past in the delivery of books to institutions directly from Switzerland. Some orders have been lost on the way before reaching their destination. Delivery to the various institutions by a NETWAS staff or appointed agent will be ensured in future.

2.2.6 Newsletter

Three issues continue to be published. Circulation remains 2,000. A questionnaire to solicit readers feelings to the newsletter was sent out in August 1993. The realized Questionnaires have been analyzed. The comments are encouraging. These have been summarised in a separate report.

2.2.7 Further Development NETWAS Documentation Centre

A new computer has been purchased for use by the documentation centre. The database is now running well and editing and updating continues. More emphasis has been placed on editing old records for the last six months because the reprocessing of the documents has been going on. Entry of new records will follow.

2.3 R03 - Research and Development

A very successful regional Research Workshop was held at the end of June 1993. The workshop brought together participants from the five Eastern African countries namely, Ethiopia, Kenya, Sudan, Tanzania and Uganda. The workshop prepared a research and development strategy policy which will be used in the six countries where NETWAS has activities. The Workshop also recommended various relevant research areas. Discussion on the issue of funding for research was also taken up.

Institutions in the region were asked to send detailed proposals for research for funding by NETWAS. Several interesting proposals have received. NETWAS has been evaluating research proposals which were submitted to it. One research proposal on solid waste in the city of Nairobi received approval. NETWAS agreed to provide part funding amounting to Sh. 70,000/=.

A second proposal on using village level methods of identification of shallow ground water by staff of MLRRWD is under consideration.

Indicators

***03.01** 10 on-going (or completed) research works on community based water supply and sanitation by Sept. 1994*

***03.02** 20 Requests for research and development support received by Dec. 1993*

Activities

3.1 Formulate a research and development strategy (MNK, DM, WN, IO, JT, MW)
3.1.1 Assess needs with institutions/ funders/ technical experts through a workshop
3.1.2 Identify training on research capability
3.1.3 Examine financial sustainability
3.1.4 Plan strategy with IRCWD
3.1.5 Establish links with funding sources

3.2 Define activities based on the results of the strategy (MNK, IO, JT, WN, DM, MW)
3.2.1 Call for research proposals

2.4 R04 - Demonstration Projects

A number of community based projects are implemented in close collaboration with the NETWAS programme. These projects are independently funded by various donors. In a restructuring proposal for AMREF environmental health programme dated November 1993, it is proposed to delineate the HRD activities of NETWAS from the community project implementation, which can be executed under a separate umbrella. The community project aspect of AMREF is expected to expand and should be handled separately.

NETWAS shall however maintain one or two demonstration projects which would act as a tool for hands-on experience and for training purposes. Such projects should take the shape of the two described below:-

2.4.1 Gelegele Water and Sanitation Project

Gelegele Water and Sanitation Project has been implemented since 1991 with assistance from a Belgian NGO. The project is based on roof water catchment technology and VIP latrines. These facilities are for schools, health centres and households. They are implemented and managed by the community. NETWAS staff continue to provide technical advisory service to the project.

The initial phase ended in December 1992. A proposal for a second phase was submitted to the NGO towards the end of 1992. This is being considered. A delay in the submission of final account of Phase I has caused a delay in the finalisation of Phase II funding.

2.4.2 Nyamware-Kionyo Water and Sanitation Project

Nyamware-Kionyo Water and Sanitation Project is a project in Western Kenya for which a proposal was prepared and forwarded to a Netherlands NGO, SIMAVI. SIMAVI is funding the project over a period of two years to the tune of US $ 60,000.

The project is based on spring protection, roof catchment, hand dug wells and VIP latrines technology. Work on this project commenced in July 1993.

3.2.2 Establish links with NETWAS demonstration projects

3.3 Publish results (MNK, IO, JT, WN, MW)
3.3.1 Identify suitable journal for dissemination
3.3.2 Disseminate through NETWAS

Indicators

***04.01** One community or 20 individuals initiate and complete community based water supply and sanitation project as a result of demonstration projects by Sept. 1994*

***04.02** Four projects actively demonstrating community based water supply and sanitation by Sept. 1994*

Activities

4.1 Formulate regional demonstration strategy (MNK, IO, JT, WN, MW, DM)

4.2 Identify projects (IO, MW, WN, JT, DM)

4.3 Obtain funds (IO, JT, WN, MW, DM)

4.4 Implement demonstration projects (IO, WN, MW)

4.5 Diversify activities (MNK, IO, MW)
4.5.1 Carry out on-going training
4.5.2 Carry out on going research
4.5.3 Carry out monitoring and evaluation
4.5.4 Prepare information on project

4.6 Assess impacts of the project (MNK, IO, MW)

2.5 R05 - Advisory Services

Advisory services continue to be requested for by institutions in the region and even outside the region. Those who can afford are requested to pay for it.

NETWAS was asked to participate in the Evaluation of the Area Based Child Survival and Development Programme - Kenya funded by UNICEF. The field work was conducted between 2 to 25.6.92. NETWAS staff was to evaluate the Water and Sanitation Sub - Programme and was expected to come up with recommendations for future implementation. The consultancy was successively concluded and submitted to UNICEF.

Advisory services on participatory training continue to be in high demand. The following advisory services were provided in this area:-

- NETWAS provided a facilitator at the Participatory Research Workshop organized by African Research Utilization Network (ARUNET). The workshop was aimed at bridging the gap between research development and the use of research.
- As a result of the Participatory Hygiene Education Methodologies (PHEM) and PALNET/PROWWESS Workshops, it has generated requests for training support from NETWAS. For instance the DANIDA funded Uganda Rural Water and Sanitation Project (RUWASA) sought training support for its Extension Staff in February 1994. Rose facilitated in their workshop.
- Requests has also been made for NETWAS to support the PHEM team in Botswana.

Additional areas of advisory services have include the offering of construction skills courses to the International Federation of the Red Cross, the Kenya Red Cross and others.

- IFRC paid for 2 courses, one in Okarara Namibia (Nov. 1992) the other in Moshi Tanzania (May 1993)
- The Catholic Relief Secretariat sent a paid participant to the Environmental Health Module of the AMREF Diploma course.
- Logistical support was given to Kenya Medical Training Centre in organising practical field training for its trainees, funding provided by UNICEF.
- Advisory service was provided to Maseno University upon which 2 boreholes were sunk by the KFWWSP.
- Litein Hospital was assisted to put together a proposal for its water needs to SIMAVI.
- SIDA has requested NETWAS to prepare a proposal for carrying out an NGO Survey. This was done and submitted at

Indicators

05.01 Advisory services income makes up $ 150.000 by 1994

Activities

5.1 Promote services (MNK, NETWAS Staff)

5.2 Respond to requests (MNK, NETWAS Staff)
5.2.1 Develop responses to small scale requests

5.3 Provide consultancy services (MNK, NETWAS Staff)
5.3.1 Provide tailor made courses (fee paying)
5.3.2 Provide consultancy services on CB-WS&S

the end of January 1994. The decision of who to do the survey is awaited.

2.6 R06 - Collaboration with sector agencies

Coordination with RWSG has been satisfactory. Rose Lidonde was seconded to NETWAS by RWSG in February 1993. She is assisting NETWAS in participatory training.

NETWAS is currently attempting to establish links with NGOs through the Participatory Training Network (PALNET). It is recognised that these NGOs would form the clientele for NETWAS paid-courses in the future.

The Ministry of Land Reclamation, Regional and Water Development has adopted a new approach in water management. Community based management is now considered a viable option. The role of NGOs in the sector is becoming slowly recognised. NETWAS is being increasingly involved in sector developments through participation in several fora of sector institutions.

NETWAS was requested to facilitate at the MLRRWD "Sewerage technology and water resources seminar" in Mombasa. NETWAS was also requested to participate at the WASAMS seminar organised by the same Ministry in Nairobi.

WaterAid held a Regional Conference here in Nairobi in 1993 and NETWAS was invited to participate.

NETWAS assisted to organise a workshop in May 1993 which was supported by IRC. The theme of the workshop was "Women's involvement in Water and Sanitation" and was funded by IRC.

In 1992 Matthew Kariuki Head of NETWAS, was appointed a member of the Kenya "Board of Health". The Board is an Advisory Board to The Minister for Health on all issues related to Health in Kenya. The Board meets at least 3 times a year.

The main partners with which NETWAS has collaboration in Eastern Africa are listed below:-

<u>Kenya</u>

- Ministry of Land Reclamation Regional and Water Development
- Ministry of Health
- University of Nairobi
- Kenya Water Institute
- Kenya Medical College
- Moi University

- 7 Schools of Hygiene
- NGOs

Uganda

- Directorate of Water Development
- Ministry of health
- Mbale School of Hygiene
- Nakasero School of Hygiene Annexe
- NGOs

Tanzania

- Ministry of Energy, Mines and Water
- Ministry of Health
- Rwegarulira Water Resources Institute
- University of Dar es Salaam
- Ardhi Institute
- 7 Schools of Hygiene
- NGOs

Ethiopia

- Department of Civil Engineering, University of Addis Ababa
- Arba Minch Water Technology Institute
- Environmental Health Unit, Ministry of Health
- Department of Community Health, Addis Ababa University
- Water Resources Department, Ministry of Natural Resources and Environmental Protection
- Jimma Institute of Health Sciences
- Gondar College of Medical Sciences

Sudan

- Faculty of Environment Health, University of Khartoum
- Department of Civil Engineering, University of Khartoum
- National Rural Water Corporation
- National Urban Water Corporation
- Ministry of Construction and Public Works
- Department of Environmental Health and Food Control, Ministry of Health
- Wad El Magboul Earth Science Institute
- Community Health Department, University of Khartoum

Eritrea

- Water Department, Ministry of Energy, Mines and Water Resources
- UNICEF
- Eritrea Inter-Agency Consortium (EIAC)

Indicators

06.01 6 New collaborative ventures contracted by June 1994.

Activities

6.1 Exchange information among ITN centres (MNK, NETWAS Staff)

6.2 Participate in regional/global ITN activities (MNK, NETWAS Staff)

6.3 Carry out collaborative activities with ITN centres (MNK, NETWAS Staff)

- The Eritrean Relief and Recuperation Association (ERRA) which has taken most tasks which were being performed by EIAC especially in areas of water and transport
- Eritrean Women Association

2.7 R07 - Decision Makers

As stated under Result 06, interaction with decision makers has continued to be made either directly or indirectly. Occasionally decision makers have been invited to NETWAS functions. NETWAS staff have also been invited to institutional functions or seminars/workshops where they continue to interact.

While community based approaches have been readily acceptable in the sector in Uganda, Tanzania and Ethiopia it had not been the case in Kenya. One of the remarkable developments in Kenya is that the lead sector Ministry (Ministry of Land reclamation, Regional and water Development) has recently prepared a Water Master Plan and is now finalising preparation of the 5-Year Development Plan (1994-1998) and, in both documents emphasis has been placed on community based approaches. This is very encouraging. In addition NETWAS continued to be invited to various functions of the Ministry. This is perhaps an indication of the respect it has gained in the sector.

NETWAS was invited by MLRRWD to the 1993 Annual Engineers Conference was held at Kericho from on 18—20 August. The conference is attended by District, Provincial and National level water engineers and administrators. The Water Department also requested NETWAS to be an observer in a one-week information systems seminar organised in Nairobi. The seminar which was facilitated by WHO and UNICEF brought together participants from Coast, Nyanza, Western and Eastern Provinces. The seminar recommended adoption of the Water and Sanitation Monitoring Systems (WASAMS) as a basis for launching an information system in the Department of Water Development for internal monitoring and evaluation.

A workshop to deliberate on the Water Finance Management (WAFIM) was organised in Naivasha. The participants were drawn from the Department of Water Development, SIDA, NETWAS, UNICEF, KWAHO and Belgium Water Team.

Matthew Kariuki was invited to present a paper on HRD at the annual conference of the Association of the Public Health Inspectors of Uganda in October 1993.

Participation of NETWAS representative in the preparation of the Kenya National Environmental Action Plan is perhaps another

6.4 Support co-ordination of participating agencies (MNK, NETWAS Staff)

6.5 Organize collaboration between/among participating organizations in CB-WSS (MNK, NETWAS Staff)

Indicators

07.01 5 NETWAS staff participating on steering committees of community based water supply and sanitation projects by Sept. 1994

07.02 At least 4 invitations (annually) to decision makers meetings for community based water supply and sanitation projects by Sept. 1994

Activities

7.1 Organize seminars/workshops for high level decision makers (reg/nat) (MNK, NETWAS Staff)

7.2 Keep decision makers informed about NETWAS activities (MNK, NETWAS Staff)

7.3 Collaborate with UNDP/W.Bank progr.in sector policy devel. initiatives (MNK, NETWAS Staff)

7.4 Organize regional cooperation initiatives (MNK, IO, WN, JT, DM)

7.5 Encourage partnership with decision makers in NETWAS activities (MNK, IO, WN, JT, DM)

7.6 Assist, on request, decision makers to review sector policy (MNK, NETWAS Staff)

indicator of the high regard accredited to NETWAS in the sector. A national Action Plan is expected to be produced which will provide future strategies for national environment programme.

2.8 R08 - NETWAS Funding

Funding situation in Kenya and Tanzania is still uncertain. Below is a summary of the issues relevant to the programme in each country.

Regional: This is funded by SDC up to September 1994. Phase 5 is expected to commence in October 1994.

Kenya: Kenya was funded by GTZ up to December 1991.

Uganda: Uganda prepared and submitted a proposal for funding of the next phase which should commence in January 1993. An appraisal Mission from DANIDA Copenhagen appraised the project in April/May 1993. The Appraisal Team has recommended to DANIDA that the EHU project be funded for the next 5 years. The new programme is expected to commence in April 1994. In the meantime DANIDA Uganda is providing some bridging funds.

Tanzania: No donor has yet been found to fund Tanzania. NETWAS had to accept the request of one AMREF department to have its staff member assigned to other duties in Dodoma, Tanzania.

Ethiopia: Preparation of a proposal for Ethiopia NETWAS office had been deferred after consultation with RWSG. NETWAS plans to revisit this proposal in joint collaboration with Ethiopian institutions in 1994.

Indicators

***08.01** 80% of non-SDC planned budget raised by December 1992.*

***08.02** Establishment of sustainable national NETWAS offices in Uganda, Ethiopia & Tanzania.*

Activities

8.1 Establish offices in regional countries of concentration (MNK, IO, WN, JT, DM)

8.2 Carry out fund raising for NETWAS regional/country offices (MNK, IO, WN, JT, DM)

8.3 Carry out fund raising for NETWAS regional conferences, seminars (MNK, IO, WN, JT, DM)

8.4 Develop country strategies (MNK, IO, WN, JT, DM)

8.5 Carry out regular monitoring & ZOPP workshop (MNK, IO, WN, JT, DM)

3 Other Issues

3.1 Monitoring Missions

The monitoring missions of NETWAS which are held about twice yearly have proved to be useful tools for reflection on the part of NETWAS staff. It is recommended that these should continue in the future.

3.2 NETWAS Board Meeting

NETWAS Board Meeting was held on 3 December 1993. Issues discussed include those which emerged from the ITN Meetings. The Membership of the Board has been increased to include the clientele especially the policy makers in selected institutions in the region.

3.3 Evaluation of NETWAS

NETWAS evaluation is taking place in February/March 1994. The recommendations of the evaluation are expected are expected to form an input to the Plan of Operation of NETWAS Phase V.

3.4 Coordination of ITN in Africa

The issue of ITN coordination in Africa was a main item of agenda at the last ITN meeting held in November/December 1993. A statement from the UNDP- World Bank Program on the subject is expected in the middle of 1994.

3.5 Development of NETWAS Courses

In line with its Plan of Operations NETWAS has been making preparation to formerly launch 5 types of courses which shall be aimed specifically to the middle level sector managers and skilled workers. Some of these courses have been offered by NETWAS in the past in a non-standard form. They have primarily responded to requests from institutions and have normally been fully sponsored by NETWAS. It is proposed that in future these courses will be cost-shared with the participants or their sponsors.

NETWAS staff is currently evaluating and discussing possible course curriculum including the interval at which these courses could be offered. It is hoped that the course outlines shall be ready during the last quarter of 1993. These courses and their brief descriptions are listed below.

a) Management for Sustainability Course

IRC at The Hague has been offering this course mainly to participants from the developing countries. In order to reduce the overall cost of the course IRC has been looking at a number of options. One of the option is to offer the course in selected centres in Africa. Already this course is offered in Cameroon in joint partnership with a local institution.

Arrangements have been almost finalised with IRC for NETWAS to host and offer this course in EA. The course shall take place in Nairobi in September 1994.

b) Participatory Training Course

Rose Lidonde a PROWWESS trainer who was seconded to NETWAS in February 1993 by the UNDP-World Bank Program, is playing a key role in the capacity building of NETWAS in this area. She is steering the preparation of the curricula for the Participatory Training Course. Market survey for the demand of the course seem promising especially because government policies in all the EA countries are now evolving towards community management.

c) Information Technology Course

NETWAS has been assisting key water and sanitation institutions to establish libraries which are expected to slowly evolve into documentation centres for active and effective exchange of bibliographical, management experiences and project information. NETWAS has organised and sponsored courses in information management. These courses have been revised and remodelled to make them full courses in Information Technology. The curricula for the courses is to be finalised early next year.

d) Environmental Health Course

This is normally a one month course which has been offered by NETWAS for the last four years to students who attend the annual AMREF's 12-month Diploma in Community Health course. In the Diploma course the environmental health module is offered by NETWAS for a period of one month—normally in August/September. The course is offered using a *Problem Based Learning* methodology.

NETWAS has prepared a draft curricula of the course to be offered bout twice a year. These courses will be offered to both AMREF's Diploma students and others in the sector who may wish to attend only the EH module only.

e) Construction Skills Course

NETWAS has been offering construction skills training. This has been mainly to trainers from collaborating training institutions and also to the field officers. Occasionally such courses have been offered on a consultancy basis for the International Federation of the Red Cross in Zambia, Namibia and this year in Tanzania. Curricula for this course in being finalised.

f) Other Courses

Courses may also be offered in such other areas as Monitoring and Evaluation, preparation of training materials and posters. Tailor-made courses may also be offered on a consultancy basis.

Annex 1 Activities from January 1992 to December 1993

Table 1 Activities during the period January 1992 to December 1992

Date	Description	No. of Participants	Participation by
January 1992 Dar-es-Salaam, Tanzania	1 week Learning Materials Workshop, Tanzania - a workshop for Health Officers Trainers to review/develop learning materials in relation to the curriculum of the schools of hygiene.	-	Daniel Makerere
2 to 5.2.92 Addis Ababa, Ethiopia	Pre-Planning for Participatory Methodology Workshop		Rose Lidonde James Thuku
March 1992 Bagamoyo, Tanzania	*Information Workshop, Tanzania - a two* week training workshop for library attendants and assistants from collaborating institutions.	-	*Theresa Riunge* Daniel Makerere
March 1992 Karbanet, Kenya	Curriculum Development for Moi Universty, Department of Civil Engineering, Kenya - 1 week workshop to review and develop curriculum for their BSc course in Civil and Structural Engineering.	-	Isaack Oenga Matthew Kariuki
March 1992 Kaduna, Zambia	Construction Workshop, Zambia - a two week training workshop in Zambia in low cost technologies. Workshop was sponsored by International Federation of the Red Cross and Red Crescent based in Harare. NETWAS provided resource persons. Participants from English speaking southern Africa countries.		Isaack Oenga 3 Artisans
March 1992 Awassa, Ethiopia	Participatory Workshop, Ethiopia - 10 days training workshop Participants from Water Resources Commission, Ministry of Health and NGOs.	39	Matthew Kariuki, Rose Lidonde James Thuku
April 1992 Uganda	Workshop for District Health Inspectors to draw up district health strategies. A sanitation survey form was also developed.	-	Wilfred Ndegwa Zachary Bigirimana
April 1992 Bangkok, Thailand	1st Meeting of the Information Working Group of the Water and Sanitation Collaborative Council, led by IRC	N/A	Matthew Kariuki Theresa Riunge
May 1992 Mbale, Uganda	Development of curriculum for Health Officers and Health Assistants.	-	Wilfred Ndegwa Zachary Bigirimana James Thuku
May 1992 Morogoro Tanzania	PROWWESS Workshop organised by Ministry of Water, Tanzania.		Participants were regional and district officials of the Ministries of Water, Health and Community Development.

Table 1 Activities during the period January 1992 to December 1992 (Contd.)

Date	Description	No. of Participants	Participation by
May/June 1992 Tanzania	Evaluation of Hesawa. Team Lead by Mr Jo Smet of IRC	N/A	Isaack Oenga Daniel Makerere
June 1992 Kenya	Evaluation of UNICEF funded projects in Kenya	N/A	James Thuku
August 1992 Uganda	HRD assessment workshop, Uganda - a workshop organised by RWSG consultant to review outputs of the cosultants report on HRD assessment.		Rose Lidonde Matthew Kariuki
September 1992 Naru Moro, Kenya	Regional Water and Sanitation Seminar, Naru Moro, Kenya - a four day seminar for senior managers from water sector institutions in Eastern Africa. (*Theme: Linkages between training institutions and community based water supply and sanitation projects with particular reference to HRD*). Participants from Kenya, Uganda, Tanzania, Sudan, Ethiopia, Zimbabwe and Botswana. Included participation of IRCWD, RWSG, SIDA and SDC.	40	All NETWAS Staff,
September 1992 Nairobi and Gelegele, Kenya	AMREF Diploma course in Community Health. A one month unit offered by NETWAS comprising of practical construction community survey/diagnosis and theoretical courses. Participants from English speaking African countries.	About 20	Isaack Oenga James Thuku Theresa Riunge Mary Munano Artisans
21 Sept. to 10 Oct. 1992 Addis Ababa, Ethiopia	Information Workshop, Ethiopia - a two week training workshop for information officers from various institutions.	10	Theresa Riunge
October 1992 Mukono, Uganda	Participatory Workshop, Uganda - 10 days training workshop. *Participants from* Water Department, Ministry of Health and NGOs. One participant from Zimbabwe.		Rose Lidonde Mary Munano
Oct. 1992, Mombasa, Kenya	Diploma in Community Health Curriculum Review	N/A	Isaack Oenga
Nov. 1992, Okakarara, Namibia	Construction Skills Workshop for IFRC	18	Isaack Oenga & 2 Fundis
December 1992 Kumasi, Ghana	ITN Africa region Meeting in Ghana. Participants from TNC (Ghana), TCWS (Zimbabwe), CREPA and NETWAS.		Matthew Kariuki Daniel Makerere Wilfred Ndegwa
7—19 December 1992 Addis Ababa, Ethiopia	Skills Training (Construction) Workshop in Ethiopia for collaborating institutions	21	James Thuku 4 Fundis

Table 2 Activities during the period January 1993 to December 1993

Date	Description	No. of Participants	Participation by
15—27 Feb. 1993, Naro Moru, Kenya	Women's Involvement in WSSP Workshop	13	Isaack Oenga
22 Feb. to 7 March 1993 Khartoum, Sudan	Construction Skills Training Workshop in Sudan for collaborating institutions. Organized by NETWAS	30	James Thuku 4 Fundis Partly Matthew Kariuki
8—26 March 1993 The Hague, The Netherlands	Management for Sustainability Course in The Hague organized by IRC. (*Isaack was sponsored by IRC. NETWAS is offering this course for EA jointly with IRC in Sept./Oct. 1994*)	N/A	Isaack Oenga
8—12 March 1993 Dar-es-Salaam, Tanzania	Pit Emptying Technology Workshop organised by IRCWD in Dar.	N/A	Matthew Kariuki Rose Lidonde Daniel Makerere
15—19 March 1993 Nairobi (Windsor), Kenya	RWSG Conference	N/A	Matthew Kariuki James Thuku Melvin Woodhouse
19—23 April 1993 Amman, Jordan	Working Group on Information organised by IRC in Amman, Jordan; on behalf of the Collaborating Council	30	Matthew Kariuki
19-23 April 1993 United Kenya Club Nairobi/Kenya	PROWWESS/PALNET Pre-planning Training of Trainers Workshop to plan and design for the main workshop	6 Trainers and 3 Artisits	AMREF/NETWAS: Rose Lidonde Isaack Oenga Theresa Riunge; KWAHO, CARE/Kenya, MOH, RWSG-EA.
April 1993, Mombasa, Kenya	Sewerage technology and water resources management. Organised by the Office of the President/USAID in conjunction with the sector ministries	30	Isaack Oenga
3—14 May 1993 Ndara Ranch, Voi, Kenya	Participatory Training Workshop in Kenya organised by PALNET (*Participatory Training Network*).	25	NETWAS: Rose Lidonde, Isaack Oenga, Teresa Riunge. NGOs, and Government
24 May - 4 June 1993 Gondar, Ethiopia	Construction Skills Training Workshop in Ethiopia for collaborating institutions. Organised by NETWAS.	26	James Thuku 4 Fundis
10—13 May 1993 Nakuru, Kenya	Workshop on Community Training for Water Management in ASAL Areas: A Planning Workshop for the National Drought Recovery Programme. Organised by Ministry of Water, Kenya. NETWAS invited to participate.	N/A	Matthew Kariuki
16 May to 3 June 1993 Moshi, Tanzania	Construction Skills Training Workshop in Moshi, Tanzania organised by the International Fed. of the Red Cross.	18	Isaack Oenga 3 Fundis Partly Matthew Kariuki
24—26 May 1993 Moshi, Tanzania	Symposium organised by IFRC, Geneva	30	Isaack Oenga & Matthew Kariuki

Table 2 Activities during the period January 1993 to December 1993 (Contd.)

Date	Description	No. of Participants	Participation by
15 May to 5 June 1993 Gondar, Ethiopia	Construction Skills Training Workshop in Gondar, Ethiopia. 20—25 participants. Organized by Gondar School of Hygiene.	25	James Thuku and 2 Fundis
31 May to 4 June 1993 Mohale's Hoek, Lesotho	Regional Aguasan Workshop on Monitoring and Evaluation of Water and a Sanitation Projects, organised by SKAT/HELVETAS in Lesotho	22	Matthew Kariuki, Rose Lidonde
7 June 1993 Maseru, Lesotho	Hand-pumps Workshop	21	Rose Lidonde
June 1993	Water Aid regional conference for East Africa, organised by Water Aid, London	N/A	Isaack Oenga
June 1993 Amman, Jordan	Meeting of the Information Working Group of the Water and Sanitation Collaborative Council, led by IRC	N/A	Matthew Kariuki
9—12 June 1993 Asmara, Eritrea	Proposed fact finding mission to Eritrea. (Although NETWAS programme theoretically covers Eritrea no such visit has been possible in the past).	N/A	Matthew Kariuki James Thuku Frank Haupt — InfraConsult
14—15 June 1993 Addis Ababa, Ethiopia	Commencement of the Monitoring Mission. Discussions with institutions in Addis Ababa.	N/A	Matthew Kariuki James Thuku Daniel Gubler
14—24 June 1993 Ethiopia and Kenya	NETWAS Monitoring Mission	N/A	Daniel Gubler NETWAS staff
29.6 to 1.7.1993 Nairobi Kenya	Regional Research Seminar in Water Supply and Sanitation, Nairobi	25	All NETWAS Staff
August 1993 Kericho, Kenya	District Water Enginners Conference, Ministry of Land Reclamation, regional and Water Development, Kenya	60	Matthew Kariuki
16 August - 12 September 1993 Nairobi, Kenya: Part I Mwanza, Tanzania: Part II	Environmental Health Module for AMREF Diploma students	20	Isaack Oenga, Rose Lidonde, Gilbert Muhanji, Artisans
4-6 August 1993 Naro Moru, Kenya	Participatory Research Workshop organized by African Research Utilization Network (ARUNET) aimed at bridging the gap between research development and the use of research.	20	Rose Lidonde
September 1993 Dar es salaam, Tanzania	Small Scale Enterprise Workshop organized by NETWAS/PROWWESS Team in Tanzania and funded by GTZ to facilitate particpatory approach in small scale enterprise projects.	20	Adams Kharltoumn Dan Makerere Rose Lidonde

Table 2 Activities during the period January 1993 to December 1993 (Contd.)

Date	Description	No. of Participants	Participation by
19-24 September 1993 Nazareth/Ethiopia	NETWAS Regional Water and Sanitation Seminar. A four day seminar for senior managers from water sector institutions in Eastern Africa. (*Theme: Management for Sustainability*). Participants were from Kenya, Uganda, Tanzania, Sudan, Ethiopia and Eritrea. UNDP, UNICEF and Oxfam Ethiopia.		NETWAS Staff.
4-13 October 1993 Mukono/Uganda	Participatory Hygien Education Methodologies Workshop (PHEM). An initiative of RWSG-EA in collaboration with the Water Supply and Sanitation Health Learning Materials Unit of WHO, in order to develop guidelines and innovative tools for hygiene promotion in water and sanitation projects.		Rose Lidonde
15 October 1993 Kampala, Uganda	Meeting of Uganda Public Health Inspectors Association	N/A	Matthew Kariuki
29.11 to 4.12.93 Naivasha, Kenya	The 5th ITN Africa Africa Meeting		All NETWAS staff
5.12.93 Naivasha, Kenya	NETWAS Advisory Board Meeting		NETWAS Advisory Board Members

Annex 2 Proposed activities from January 1994 to December 1994

Table 3 Activities (actual and planned) between January 1994 to Setpember 1994

Date	Description	No of Participants	Participation by
7-10 February 1994 Naivasha, Kenya	RWSG Conference. Partcipants included RWSG West Africa, John Blaxall from Washington, and Lois Pullequin.	20	Matthew Kariuki
10-14 February 1994 Naivasha, Kenya	Kenya National Environmental Action Plan. Workshop organised by NEAP to finalise the chapter on water resources. Matthew Kariuki member of the Working Group on Water Resources.	22	Matthew Kariuki
14 February to 10 March 1994	Evaluation of NETWAS by external consultants.	N/A	All NETWAS staff
7—8 March 1994 Nairobi, Kenya	Workshop on the Evaluation of NETWAS. Debriefing meeting	30	All NETWAS staff
21 February to 2 March 1994	Participatory Training Workshop for RUWASA. Organized by NETWAS.		Rose Lidonde Isaack Oenga
13—20 March 1994	Pre-planning workshop in Sudan in preparation for Participatory Training Workshop a week later. Organized by NETWAS		Theresa Riunge Rose Lidonde James Thuku
27 March to 7 April	Participatory Training Workshop in Sudan. Organized by NETWAS		Theresa Riunge Rose Lidonde James Thuku
March/April 1994	Construction Skills workshop in Jimma Institute of Health Sciences, Ethiopia. Organized by NETWAS.		James Thuku 3 Fundis Matthew Kariuki
25—29 April 1994	Pre-planning workshop in Gondar, Ethiopia in preparation for Participatory Training Workshop a week later. Organized by NETWAS		Rose Lidonde James Thuku
9—18 May 1994	Participatory Training Workshop in Gondar, Ethiopia. Organized by NETWAS		Rose Lidonde James Thuku
June 1994 Kenya	ZOPP workshop to plan NETWAS Phase V	2	All NETWAS staff

Table 3 Activities (actual and planned) between January 1994 to Setpember 1994 (Contd.)

Date	Description	No of Participants	Participation by
August/September 1994 Nairobi, Kenya: Part I Mwanza, Tanzania: Part II	Environmental Health Module for AMREF Diploma students	About 20	Isaack Oenga, Rose Lidonde, Gilbert Muhanji Artisans
19 September to 7 October 1994 Nairobi, Kenya	Management for Sustainability course offered by IRC/NETWAS	About 20	Isaack Oenga Matthew Kariuki Theresa Riunge Rose Lidonde
24-27 October 1994	Alternate date for ZOPP workshop to plan NETWAS Phase V	25	All NETWAS staff
December 1994	ITN Africa Region Meeting organised by CREPA		Matthew Kariuki Theresa Riunge Isaack Oenga

Annex 7

REPORT ON NETWAS

INSTITUTIONAL AND

VILLAGE LEVEL COLLABORATION

IN UGANDA AND WESTERN KENYA

by Ms Julia Kunguru

Funded by SDC

March 1994

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LIST OF ABBREVIATIONS

AMREF:	African Medical and Research Foundation
CREPA:	Centre Regional Pour l'eau Potable et l'assaimissement a Faible Cout
DANIDA:	Danish International Development Agency
DWD:	Directorate of Water Development
EHD:	Environmental Health Division
EHU:	Environmental Health Unit
GTZ:	Gesellschaft Fur Technische Zusammenarbeit = (Germany Agency for Technical Cooperation)
ITV:	International Training Network for Waste Management
IRC:	International Water and Sanitation Centre
NETWAS:	Network for Water and Sanitation
NGO:	Non Governmental Organisation
RUWASA:	Rural Water and Sanitation Project
RWSG:	Regional Water and Sanitation Group
SDC:	Swiss Development Cooperation
SIDA:	Swedish International Development Agency
SWIP:	South West Intergrated Project
UNICEF:	United Nations Children's Fund
TCWS:	Training Centre for Water and Sanitation
TNC:	Training Network Centre, University of Science and Technology, Kumasi, Ghana.
VIP:	Ventilated Improved pit latrine
ZOPP:	Zielorentierte Projekt Planung = Objective-Oriented Project Planning (logical framework approach)

FIELD DATA REFLECTING THE EFFECTIVENESS AND THE IMPACT OF NETWAS AT VILLAGE AND KEY INSTITUTIONS LEVEL IN UGANDA AND WESTERN KENYA

1. BACKGROUND

NETWAS was started in 1986 as a regional programme covering Kenya, Uganda, Tanzania, Ethiopia, Sudan, and Eriteria. The regional component is housed by AMREF and funded by Swiss Development Cooperation (SDC). Kenya and SIDA was to fund Tanzania.

NETWAS overall goal is to increase community based water supply and sanitation service coverage for low income groups. Its major aim is enhancing the sector capacity for training and information exchange. NETWAS focuses on the following activities Training, Promotion, Advisory Services and Demonstration Projects. The objectives and strategies used are in summarized as follows:

- Support and enhancement of training in community based approach within the sector.
- Promotion of information exchange and dissemination in the sector.
- Promotion of applied research and appropriate technologies.
- Provision of consultancy and advisory services in the above areas.
- Implementation of community based demonstration projects.

In 1988, the need to establish country offices to carry out the implementation of community projects and promotion of NETWAS objectives was identified in countries where Amref had offices. This was the case for Uganda and Tanzania. As a result, EHU was established in July 1989. It is funded by Danida and hosted by the Environmental Health Division of the Ministry of Health.

1.1. Project Implementation

The environmental Health Unit (EHU) was etablished in July 1990 with financial sppport from Danida. EHU is located at the Environmental Health division of the Ministry of Health in Entebbe. The goal of EHU is to facilitate water and sanitation related activities and in that way improve the living conditions and health of low income rural population. the main objective is to develop capacity of water and sanitation personnel b y training of Trainers and facilitators, support to Training Institutions, information sharing and field demonstrations.

EHU promotes appropriate technologies which are affordable by the local communities such as rain water harvesting, spring protection, VIP latrines. The main emphasis is on the use of locally available materials and skills.

The unit devotes 75% of its resources in organizing training courses for Engineers, field officers, drillers, health inspectors, tutors, community mobilizers, etc. The main tasks undertaken by EHU have included development of training modules, facilitation and implementation as well as development of national sanitation guidelines. Support has been given to Mbale School of Hygiene in the development of curriculum, training of tutors and

practical training of students in the areas of participatory methodologies and field attachments within the communities.

EHU is managed by Amref country office in Kampala and receives technical supervision and support from Amref Nairobi. NETWAS provides backstopping missions, and seminars and conferences organized by NETWAS are usually attended by staff of EHU.

EHU has established cooperation with Directorate of Water Department (DWD), RuASA, World Vision, Unicef and SWIP especially in the area of traning and

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1.2. The Evaluation Team and its Terms of Reference

Since its inception in 1986, NETWAS has been financed by mainly through funds of the Swiss Development Cooperation (SDC). The Phase IV of the Project comes to and end in September, 1994, and at a ZOPP Workshop in 1991, it was decided that an evaluation will take place before the planning of Phase V.

As part of the preparation towards the evaluation, collection of field data reflecting the effectiveness and impact of NETWAS at village and at collaborating key institutions level was commissioned. The data would assist the Evaluators in Verifications of the impact assessment.

The major framework of the data collection was based on the project purpose which had been defined as "CBWSS Service Coverage for low income groups increased" and sector capacity for training/information exchange in CBWSS increased". The terms of reference entailed preparation of questionnaires which would be used during data collection. The findings and recommendations contained in this report would be discussed with the Evaluation Team.

1.3. Evaluation Methodology

The terms of reference for the data collection had indicated that "Guidelines for Project Progress Review" by GTZ should be used. This indeed was followed. In addition, field visits to institutions in Uganda and demonstration projects were made. When collecting data, interviews, discussions and observations were made. Below is the summary of the methodology used:

- Review and study of documents related to institutions collaborating with NETWAS, these included policy documents, planning documents, monitoring reports and newsletters.

- Field trip - met target groups, institutions such as EHU, Nakasero School of Hygiene, Mbale School of Hygiene, DWD Luzira and beneficiaries.

- Discussions: - attended and participated in a participatory training workshop organized by NETWAS.

- Interviews - interviewed target groups, beneficiaries at village level and institutions.

1.4. Acknowledgement

This report would have not been the way it is without the wide and varied participation of many officers and beneficiaries at differing levels.

I would thus like to thank Amref Country Director, the Chief Public Officer and the Head of EHU, who provided me with valuable guidance. The questions posed during the initial meetings influenced the deliberations that followed.

The participants of the Participatory Seminar in Jinja provided me with the actual scheme through which actual facilitation took place with all participants contributing all they knew about the water and sanitation sector.

I would like to thank all the staff of institutions visited who never hesitated to give information even at short notice.

The field trip to the demonstration projects were very rewarding and wish to thank the Committee members and Technicians who took time to share their experiences and the opinions they gave about the projects.

Above all, I would like to thank Mr. Wifred Nelegwa, who arranged for all interviews and accompanied me to most of the visits.

2. EXECUTIVE SUMMARY

The overall goal of the programme in Uganda is to increase community based water supply and sanitation coverage for low income groups. The programme includes training of sector staff, information dissemination research and advisory services. The programme is funded by DANIDA and incorporates RUWASA, Ministry of Health, The Directorate of Water Development, the Mbale School of Hygiene and NGOs operating within the sector. Training is major component, and the aim is to build capacity within the institutions in the promotion of water and Sanitation Sector. During the study period, fields visits were made to institutions in Uganda and demonstration projects in Western Kenya. The visits aimed at gaining of how NETWAS collaborated with institutions in Uganda, and the type and size of demonstration projects operating at community level. Below is the summary of institions and demonstration projects visited.

2.1 Nakasero School of Hygiene (Annexe)

Before independence, the school was used as a hostel for students from Mbale School of Hygiene who came on practical urban field attachment. In 1966, it acquired the present status. The school is situated on Nakasero Hill within Kampala. The major objectives of the school are:

- To train Health Assistants and Inspectors who go to work within the communities on the improvement of environmental health and sanitation.

The school conducts 2 year courses both theory and practical in the following fields:

- Community water supplies and sanitation
- Public health
- Health education
- Vector control
- Control of communicable diseases
- Building construction

With financial assistance from Amref/EHU, the school has embarked on field attachments where students go on two months field work.

During the practical, the students demonstrate to the communities the appropriate technologies and puts emphasis on spring protection drilling of boreholes, on spring protection, drilling of horeholes, hand dug wells, construction of improved pit latrines and VIP latrines using locally available materials. The students and VIP latrines the local artisan and the water committee.

Since 1990 to date, a total of 89 students have graduated from the school. The training methodology used include lecturers, group discussions, demonstrations and field attachments. The school has a documentation unit which was renovated by NETWAS. the renovation involved painting the documentation unit, two class rooms and an office. In addition, 80 chairs were repaired and painted. Other equipment which were provided by NETWAS included, bookshelves, 2 large tables, 1 double desk,1 cupboard, 1 duplicating machine, 1 manual typewriter, 1 slide project and ITN training modules. Annex 15 gives a list of books provided to the school by NETWAS, DANIDA and WHO.

2.2. Directorate of Water Development

Formerly known as water development department of the Ministry of Natural Resources. It became a Directorate in July 1993 with 4 Departments: Water Resource Management, Rural Water Development, Urban and Institutional Water Department and Inspectorate.

The major objective of the Directorate of is to supply portable clean water within a walking distance. The main strategy is to shift from provision of water to promotion and involvement of the beneficiaries in the implementation of the water development activities.

DWD is involved in data collection and analysis, development of Urban water supply projects, training of sector staff and inspection and regulatory of water laws. The Directorate promotes conventional water supplies in the urban areas and point water sources in the rural and peri-urban areas.

The Directorate in conjunction with RUWASA and EHU has organized training for the sector staff, the courses, range from ground water and drilling, management of development programmes, integrated social mobilization, borehole maintenance and management and hydro-metrological.

The participatory training organized by NETWAS/RWSG and EHU has brought about cooperation in the area of training. the Directorate plays a coordinating role in bringing together all those involved in sector activities.

EHU with assistance from NETWAS and Danida has renovated documentation unit at Luzira and equipped it with books periodicals and newsletters. In addition, NETWAS has given technical support in classification of books, cateloguing and trained library staff.

2.3 Mbale School of Hygiene

The School of Hygiene was established in 1934 at Mulago Hospital with the major objective of training returnees from the war. In 1959, the school was moved to Mbale by the British Government with the major objective on training health inspectors in East Africa. In 1960, the school was handed over to the government of Uganda and in 1964, the school restricted its activities to Uganda, and continued training Health Inspectors and Health Assistants.

The school offers 3 year diploma course to health inspectors and 2 year certificate to Health Assistants. the courses offered include: Health Education, Communicable diseases, building technology, food technology, water and water supplies, medical ethmology, medical statistics, drainage, refuse disposal, pot sanitation, community health and carpentry.

Through support given by EHU, the school has reviewed its curriculum to suit the needs of the community in terms of technology choice, which include spring protection, VIP latrines and improved pit latrines. Since 1990, the school has trained a total of 155 students. With an input from EHU, the training methodology has moved from lectures to participatory, which include group discsusioins and field attachments.

On information and decumentation the school has benefited from NETWAS who have donated books, TN Modules, equipment such as a manual typewriter and a cycostyle machine.

2.4. Nyamare - Kionyo Water and Sanitation Project

The Project is located in Nyamache and Sameta divisions of Kisii District. Nyamware-Kionyo project area covers Bassi Boitang'are, Bassi Central and Bassi Masige locations. The project area has one of the highest population densities in the world, therefore putting pressure on water sources and sanitation facilities. The project started in 1992, on self-help basis, with the major objective of:

- providing clean water for school communities
- establishing sanitation facilities in schools and homes.

Prior to the commencement of the project, the local community held several public meetings as to identify common problems affecting them. the major problems were - lack of clean water and suitable latrines which could be used in the homes and schools. The community set up a committee which would plan for the improvement of water and sanitation facilities.

AMREF was approached, and the project was funded through NETWAS by an NGO known as SIMAVI. NETWAS acts as an intermediary between the Donor and the beneficiaries.

The members of the project are drawn from School Committees, Community Members and individuals. Community membership and individual membership fee is kShs.50 per institution or individual, in addition members are expected to provide labour during construction of water tanks and VIP latrines. So far the community has contributed labour for 118,800 hours valued at Ksh.12/- per hour, which totals to Ksh.1,400,000.

The management committee was elected in order to oversee the project activities. The committee is composed of 12 men and 3 women. Each member of the Committee represents a specific village. Donor funds are released on request of the management committee, who work out budgets and purchase materials needed for the implementation on the advise of NETWAS staff.

The project area covers 18 schools and already 2 water tanks have been constructed and 10 schools have been provided with sanitation units. the technology promoted by Amref/NETWAS include Ferro Cement tanks and VIP latrines. Technical skills have been passed on to the local masons who are contracted by the project.

The management committee communicates with the beneficiaries through Committee members, individual visits to the schools and through public meetings. The management committee meets monthly to discuss the progress of the project and to approve new applications. The committee is also responsible for the overall supervision of work and Health Education. the project organized a seminar in Dec. 1993, whose objective was to create awareness on the demand for water and sanitation facilities. the major impact of the project has been the ideas of demonstrating an improved technology. In this community, people have poorly built latrines, the concept of VIP latrines with concre slabs and Vent Pipes, make the latrines smell free and easy to maintain the ferro cement tanks are a better alternative to the corrugated iron tanks which rust, leaving the water contaminated. The local masons have gained skills, which they hope to use to transfer the technology to the rest of the District.

2.5. Gelegele Water Supply and Sanitation Project

Gelegele water supply and sanitation project is located in Gelegele location of Bomet District. The area is hilly with no rivers, it depends on dams for water sources, but unfortunately these sources dry out during the dry seasons.

The project was initiated in 1988 out of a felt need from the community members who urgently needed to improve health among themselves by promoting clean water and personal hygiene in homes. As a result of meeting organized by community members, it was resolved that charitable organizations be approached for assistance, Amref was one of those who responded and came to the assistance of the group.

The main objectives of the project are:

- To educate and provide the community with clean water for domestic use in homes especially for drinking and cooking purposes.
- To ensure that every homestead constructs pit latrines to curb the diseases associated with improper faecol disposal.
- To train local artisans who would assist in the construction of pit latrines.

The project has 300 members made up of families and institutions such as schools and health centres. So far, 25 water tanks have been constructed and 50 VIP latrines. Before implementation, each family pays 10,000 to the main committee for purchasing of construction materials. In addition, the beneficiaries provide stones and unskilled labour. The project assists in the transportation of materials and pays for skilled labour.

The training of local artisans has not been very successful because out of 6 trainees only two of them have acquired skills in construction of Ferrol cement tanks and VIP latrines.

The project has intensified community education through public barazas and seminars. In addition, 2 health seminars lasting one week each have been organized for committee members and village representatives, a total of 40 participants have benefitted from this training.

Field attachments for students from collaborating institutions have been attached to Gelegele, where they have taught health education and construction of tanks and VIP latrines to the local communities.

3. FINDINGS

3.1. Donors

Danida has provided support to EHU in Uganda since June 1989 and further 5 years support has been earmarked beginning May 1994.

3.2. Organizational Structure

EHU Uganda is located and housed by AMREF and is managed by AMREF. In fact EHU Uganda houses the Department of Environmental Health of MOH.

3.3. Information Documentation and Dissemination

All the documentation units visited had been provided with books coupled wsith regular follow up on library management from netwas staff. Some of the documentation units had been renovated and provided with equipment such as typewriters, the demand for use of libraries increased from students and staff.

3.4. Training

In Uganda, EHU together with collaborating institutions organized training courses for the staff, and tutors. The field attachments funded by EHU made it possible for the students to acquire skills in construction of low technologies.

Staff conferences organized by Netwas have enabled the staff in Uganda meet and share ideas with the rest of Netwas staff. By carrying out field attachments for students, EHU has assisted training institutions in modifying curriclum, professional staff have also gained through training in specialised fields such as masters in public health engineering, environmental health and diplomas and certificates in occupational community health and participatory training.

3.5. Demonstration Projects

Gelegele and Nyamwere Kionyo water and sanitation projects were visited. These are community based projects which enable Amref/NETWAS staff to demonstrate the appropriate technologies in the area of water and sanitation. Student attachments have been done at Gelegele, this has given the students the practical skills, and competent after graduation.

3.6. Research

NETWAS does not have the capacity and resources to engage in research projects. Very few research activities have taken place.

3.7. Development of Training Materials

This is the field in which EHU has assisted the Ministry of Health to prepare curriculum for Mbale School of Hygiene and the National Sanitation Guidelines.

4. EVALUATION

4.1. Relevancy

Demonstration projects introduced by NETWAS/EHU Uganda are relevant to the need of local communities. By adopting the VIP latrines, the local people have found them useful and long lasting. the introduction of slabs and vent pipes have made it possible for latrines to be fly free.

Training

The training methodology adopted was relevant to the needs of the students and tutors. By placing the students on field attachments they gained better skills in community based projects.

Research

The research to be carried out by universities was not directly relevant to the low income groups.

Information Documentation

As far as the information documentation units were concerned, they were relevant, because they provided the users the best alternative. In most of the centres visited, the libraries were equipped with books on specialised subject of water, sanitation and appropriate technologies.

4.2. Efficiency

Demonstration Projects

The resources and activities promoted by NETWAS were not very efficient. The idea of demonstration projects was a good one, it gave the staff a chance to gain experience from the field. The method of promoting the activities was not efficient, instead of NETWAS implementing the activities themselves they could have done it through local NGOs who would be trained in order to build their capacity for handling such activities in future.

Training

Training given by EHU and NETWAS were efficient in terms of organizing the number of seminars, workshops and courses. But it was difficult to know, because there was no follow up to ascertain whether there hadb been any improvement in the quality of training.

Information Dissemination

The staff in the information section were very efficient. The rate at which they distributed the books, newsletter and follow up management visits done to all libraries.

Research

This has not been efficient, because NETWAS lacks capacity and resources to undertake research. Those which have been funded have not been published.

4.3. Effectiveness

Demonstration Projects

The demonstration projects introduced appropriate technologies to the beneficiaries and at the same time the students attained skills which they could use to further the objectives of the programme. The sustainability aspects were found to be weak because the beneficiaries were not able to raise funds for operation and maintenance of the projects.

Training

After the training had been carried out, there was no mechanism for knowing whether it was effective or not. Follow up visits were not conducted, therefore difficult to establish the level of effectiveness.

Information Documentation

This was very effective, due to follow up visits which had been done by the staff of NETWAS.

4.4. Impact

The activities of EHU/Uganda have had an impact on the beneficiaries and institutions. Training methodology has improved enabling the students and tutors acquire participatory skills. By placing the students to live within the communities, they have transferred the technologies to the villages and assisted in training water and health committees in construction and managerial skills. By providing information, the institutions have shared information among its clients which has improved the quality of information. the libraries have had a very positive impact to the institutions especially in Uganda where the Government does not have funds to equip the libraries.

Unfortunately, in the area of training Netwas does not make follow ups to those they have trained, therefore difficult to evaluate the impact of training.

5. CONCLUSION/RECOMMENDATIONS

The documentation and information dissemination was the strongest component in the activities undertaken by NETWAS. All collaborating institutions had been provided with reference books and borrowing libraries. Although training of staff of libraries had been done, more training should be carried out so as to give the libraries the technical skills required.

Apart from the Library at Luzira, the rest of libraries lacked staff who could catalogue, and classify and process the books.

In Uganda, NETWAS is not promoted as such, but the activities of Amref in conjunction with MOH which houses EHU are more pronounced, all depending on Danida funding. Like NETWAS, EHU does not get paid for its services, therefore the level of sustainability cannot be established.

RECOMMENDATIONS

1. Sustainability

NETWAS/EHU should charge for their services so as not to rely on Donor funding which when stopped could affect the planned activities. This could be done in form of consultancies, project proposals for demonstration projects, and ready made tailored courses designed in conjunction with experienced training institutions such as IRC.

2. Evaluation of Training Activities

Netwas should not aim at numbers trained, but should aim at the quality of those trained. This can be one of an evaluation is carried out at the end of each training. Participatory evaluation could be encouraged and followup made to collaborating institutions.

3. Training of NETWAS Staff

For NETWAS to compete for consultancy services, the staff need to be trained in all aspects of community based projects. Other disciplines such as sociologists and economists need to be hired and trained.

4. Research

NETWAS has not done very well in the area of research, therefore I would recommend that Research be left to other institutions, and NETWAS could give support in dissemination of research findings.

5. Demonstration projects

Demonstration projects should continue to be promoted so as to give NETWAS staff a chance to acquire skills from the field, NETWAS should not implement the activities by themselves, but they should work jointly with other local Agencies such as NGOs.

6. Support of NETWAS to EHU/Uganda

NETWAS Nairobi gives very little support to EHU/Uganda, therefore possibilities could be looked into making it a country programme while the regional programme could continue organizing regional workshops for information exchange.

Annex 8

A REPORT ON THE FIELD SURVEY ON THE ACTIVITIES OF NETWAS IN TANZANIA

BY

VIVIAN BASHEMERERWA
(University of Dar-es-salaam)

FUNDED BY SDC

MARCH 1994

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I would like to thank all those who in one way or another contributed to the success of this report.

I would like to thank Miss. Serah Kamande of Dynamic Computer Services for typing the first and final drafts of the report.

ACRONYMS AND ABBREVIATIONS

AMREF	-	African Medical and Research Foundation
CREPA	-	Centre Regional Pour L'ean Potable et L'assaimissement a Faible cont
DANIDA	-	Danish International Development Agency
EHU	-	Environmental Health Unit
GTZ	-	Gesellschaft Fur Technische Zusammenarbeit (Germany Agency for Technical Cooperation)
MOH	-	Ministry of Health
MOW	-	Ministry of Water
MUCHS	-	Muhimbili University of Health Sciences.
NGO	-	Non Governmental Organization
PROWESS	-	Programme for the Promotion of Women in Water and Environmental Sanitation Services.
SDC	-	Swiss Development Cooperation
UNDP	-	United Nations Development Proramme
VIP	-	Ventilated Improved Pit latrine
ZOPP	-	Zielonentierte Projekt Planung (Objective - Oriented project Planning or logical framework approach)

EXECUTIVE SUMMARY

NETWAS activities in Tanzania were appreciated especially in the area of training, documentation and information exchange. Institutions which already had links with NETWAS expressed the desire to have direct links and communication other than through parent ministries to reduce delay of supply of materials and information.

More training needs and assistance were required in improving and setting up of libraries (documentation centres). All the institution realize the need to monitor flow of skills to the grassroots and request NETWAS assistance in funding and setting up demonstration projects. Demonstration projects will enhance monitoring activities, and improve skills and participation at community levels. There is need to improve gender relations and strengthen women's participation in achieving skills. NETWAS can do this through needs assessment surveys introducing compulsory or quarter systems for women's attendance at workshops and training sessions.

NETWAS should re-establish and strengthen NETWAS centre with its own offices in Tanzania and this centre should as a priority develop information centres in Tanzania. The information centres could be developed as core centres in water, core centres and health. For example, the water Resources Institute in Dar-es-salaam could act as a core centre for Documentation in water and health Institute at Muhimbili as a core centre for health Documents. The core centres could be at regional level but monitored by national documentation centre within NETWAS office in Tanzania.

The Institute of Resource Assessment IRA of the University of Dar-es-salaam could assist NETWAS in setting up Demonstration Projects since it participates in training in the Institutes and has a wide experience in community based projects.

1.0. INTRODUCTION

1.1. BACKGROUND INFORMATION.

Network for water and sanitation (NETWAS) was established in 1986 as an Eastern African International Training Network for water and waste management (ITN) by the UNDP - World Bank as part of the global support to international drinking water supply and Sanitation (IDWSSD) 1981 -1990. The major objective of NETWAS is to increase service in water supply and sanitation for low income communities in Kenya, Uganda, Tanzania, Ethiopia and Eritrea through capacity building of water supply and sanitation in institution and other target groups by way of:-

- Training in CBWSS
- Information dissemination
- Advisory services
- Support to applied research including demonstration projects.

The main target groups included training institutions in the ministries of water and health, universities, NGO's and policy makers. NETWAS also has close cooperation with other ITN centres such as CREPA in Burkina Faso , TCWS in Harare Zimbabwe and TNC in Kumasi Ghana.

NETWAS E.A. has gone through four phases, the last phase (iv) which was planned at a ZOPP workshop in Naru Molo in September 1991 is expected to end in september 1994. NETWAS was based in Environmental health unit (EHU) of AMREF and the regional offices like AMREF are based in Nairobi. NETWAS was expected to set up regional centres in the countries of operation mentioned before. AMREF was selected to house NETWAS on the basis that it was already well established in the region and that it had no water supply and sanitation in its activities.

NETWAS country activities were initiated in 1987. However the need to employ a NETWAS staff in Tanzania was realized in 1991, when Dan Makerere and one driver were attached to EHU Tanzania in anticipation for extra funding by GTZ. At the time of this study GTZ funding had not materialized and the NETWAS office in Dar-es-salaam was being closed and Dan Makerere employed on another project.

1.2 Terms of Reference

The main task was to contact selected key institutions and target groups at village level covered by NETWAS activities in Tanzania and conduct interviews and visits on the basis of a pre-prepared questionnaire. The data was to serve as a means of verification for the impact assessment for the evaluation report. The study was also to assess the relevance of NETWAS strategies and its effectiveness and efficiency.

1.3 METHODOLOGY

The procedure and guidelines for conducting the evaluation were followed as was spelled out in the terms of reference. This included interviews, review of documents and observation as briefly explained below:-

- Documentation

A review and study was made of the documents that were made available through SDC and the project. Other documents that were found related to NETWAS, water supply and sanitation we also studied. (See Annex 1.)

- Interviews:

(i) Oral Interviews

Open discussions and conversations were held with individuals and groups in the institute and ministries (see Annex 2). The beneficiaries of NETWAS activities eg librarians and other members who had attended the workshops were also interviewed.

(ii) Questionnaire

A pre-prepared open ended questionnaire was administered to the heads of the institutions and government ministries. The questionnaire was supplied by SDC and covered gender related orientation of the project activities in general and assessed the relevance of the NETWAS programme strategies, its effectiveness, efficiency and impact on the sector.

- Observation

Direct observation on the project activities we made by way of visiting the institutions documentation rooms (libraries or book stores), technologies set up and any other equipment that was obtained through NETWAS assistance.

Conclusion

Documentation and information dissemination and development of libraries were the most felt activities of NETWAS in Tanzania. However, there is need to give the librarians more training to enable them to man the libraries better currently most libraries are being managed by tutors and some rooms are book stores and not libraries. Hence the development and documentation centres should be intensified by NETWAS.

There is need to focus on special tailored activities e.g., in gender issues and to give refresher courses eg in sanitation especially for policy makers.

Funds are required to support NETWAS activities in Tanzania and there is urgent need for NETWAS to establish its own office.

NETWAS was not engaged in research activities however, it could be utilized to decimate research finding and information to its target groups.

NETWAS should make effort to promote gender through gender awareness and gender participation in its activities.

1.4 LIMITATIONS OF THE STUDY.

(a) Time

Due to unexpected family problems Hilda Kiwasila originally earmarked to participate in the data collection and evaluation could not participate. Hence the present member of the evaluation team was recruited at the time when the project had already started. Hence time to cover desk and field studies and travel arrangements within and outside Tanzania was very limited and strenuous.

Institutions visited but no information received due to time limitations.

1. Ministry of water minerals and energy.

   - Mr. Urono — Too busy in workshops
   - Mr Fred Njau — "
   - Mr. Kusale — Travelled.

2. PROWESS
   - Ms. Kruthum — was away in Songea in a PROWESS workshop
   - Mr. Budimu — "
   - Ms. Rebecca — "

3. Muhimbili school of Hygiene/Institute of Allied Health Sciences.

   Mr N. J. Mwakipaki - Head - Too busy and not familiar with NETWAS activities.

   Mr. Kidula - Centre engineer more conversant with NETWAS activities was away in Mwanza with students in the field.

4. Institute of public health - Muhimbili
   Mr. Muhondwa - Head - too busy
   Mr. Rongo - Sanitation engineer - too busy and not well informed with NETWAS. Therefore could not committee himself to answer questions.

Institutions/organizations not visited for shortage of time.

1. Ministry of Health
2. Faculty of Engineering University of Dar-es-salaam
3. Ardhi Institute
4. Health Officers Training Centre Mpwapwa
5. Demonstration project

2.0. FINDINGS.

2.1. Training

Training has been accomplished through organization of training workshops in construction, management of libraries, preparation of learning materials, curriculum development, methodology workshops and policy development. Construction included ferro cement tanks, VIP latrines and spring protection. About 150 participants attended the workshops for a total of about 5 weeks between 1987 - 1988 the cost of which was about 200 U.S. Dollars per participant per week from NETWAS funds. Policy development workshops for ministry of water and the conferences for the regional health officers were jointly shared by the ministries.

2.2. Advisory Services

NETWAS was holding monthly consultative meetings with the ministries of water and health.

2.3. Information and Documentation

Books, Newsletters and modules were supplied free of charge to the institutions mainly by physical transfer due to lack of transfer as the car attached to NETWAS had been stolen.

2.4. Gender Consideration

Gender consideration in training activities and NETWAS roles was limited. This was attributed to the fact that Gender issue is a new phenomenon. Also when constructions were completed they were handed over to the village governments and it was not the concern of NETWAS or Institutes whether the government was made up of women or not. However, the institutes are aware of the importance of training women as these can have an influence on community training. However, women have to compete alongside men for selection into the courses. If gender attendances has to improve in the courses then a quarter system should be devised by the policy makers who in turn need training in gender awareness. It is expected that Gender balance will improve in institutes and NETWAS as a result of the current national call to recognize gender roles and participation and the introduction of the women in development unit within AMREF.

3.0. EVALUATION

3.1. Relevancy of NETWAS strategies.

Training, information dissemination in the institutions was fairly well implemented. Training materials - books, Modules are relevant although the distribution of was not sufficient and efficient. Some materials stayed in the NETWAS and ministry headquarters for long periods. The knowledge gained from documents is substantial but it may not be put into practice as most of these institutions have no money and ability to promote projects. In cases where there is extra funding and donors such as GTZ, JICA and DANIDA, in such cases knowledge can reach the end users and replaceability is possible through health and community based demonstration projects.

Institutions and PROWESS as target groups were considered acceptable as this is grafting on existing systems and hence no replication of infrastructure etc is repeated. Selection of the institutions was related to NETWAS activities and objectives. Hence the institutions are either water or sanitation and health related.

Although NETWAS Dar-es-salaam indicated that the criteria for selection was seriousness in activites on the part of the institution this is questionable as most institutions are constrained by a lot of factors which affect the sectors eg lack of funds for promoting field activities for students and staff and hence they are limited to desk work and their inability to develop viable demonstration projects at the community level.

3.2. Technology

As far as NETWAS and Government are concerned the right technologies is being advanced that is VIP latrines, ferro-cement tanks and spring protection. NETWAS is building on existing government goals for water an sanitation policy whereby the water sector is promoting low cost technology for shallow wells and improved water catchment. The technology is replicable. For example The Tanzania Christian Refugee Services (TCRS) have built a considerable number of VIP's in Singida and HESAWA has built Ferro-cement tanks in the lake region. Local materials such as sand, sisal, poles have been developed as simpler options.

As far as the communities and institutions are concerned the technologies may not be replicable due to financial constraints and this is compounded by the fact that communities are not involved in selection of the technologies, that is no prior need assessment or cost surveys are conducted before implementation of technologies.

3.3. Information and Documentation

Training skills of the tutors have been improved. Librarian courses and provision of materials to the libraries have been very relevant and beneficial. Management of small libraries has improved. For example due to the assistance of NETWAS, the library at muhimbili - public health institute has been renovated and MUCHS has promoted it as one of the main libraries and has given it books as a starting point. Replication has also been recorded. For example, the centre for Development Health education (CEDHA) has embarked on training managers of small libraries. The ministries and institutions has expressed willingness to promote training of their librarians and improving their documentation rooms. However funds appear to be a limiting factor.

The NETWAS office in Dar-es-salaam was a good reference and storage for Documents and modules and was used mainly by institutions of water and health and by the UNDP on borrowing and return basis. With NETWAS closing of its office has disturbed this facility and association with members and institutions. However, NETWAS Nairobi was making great effort to maintain links in Tanzania through visits and supply of material.

3.4. Effectiveness and efficiency

Input is high. Training material support in terms of books, modules and exchange of information has been beneficial. NETWAS support and activities could be greater with improved staffing in Tanzania. There is need to intensify the training activities and NETWAS could develop some projects which are service giving to the communities. These demonstration projects could be used for field training by students and for curriculum development. These projects could be developed in cooperation with the Institute of Resource Assessment of the University of Dar-es-salaam. The level of effectiveness is difficult to determine due to lack of funding for monitoring for skills development and use by students and grassroots. Although information and documentation activities have been very effective and the training materials good, the distribution was not enough. Districts and institutes had no funds. Hence follow up of trainees by tutors is difficult and level of effectiveness could not be assessed.

3.5. Impact

The effects are not easily and directly assessed as some of them are attributed to parent ministries such as those of water and health and to donors such as DANIDA and JICA. NETWAS has been very successful in training in construction. It is also reported to have been focal in stimulation of training librarians and improving of management in the libraries. It is also reported to have played a role in promoting PROWESS. NETWAS has been accepted as a resource unit by the ministries and institutions that it collaborates with both in the areas of training, consultation, advice and documentation. As mentioned before impact on training is difficult to assess for lack of monitoring activities due to lack of funding.

ANNEX 2

PEOPLE MET

Dr. M. Mukasa	Director AMREF Dar-es-salaam
Dr. D. Makerere	AMREF Dar-es-salaam
Mr. Urono	Ministry of Water Energy and Minerals
Mr F. Njau	"
Mr. N. J. Mwakipaki	Head - Institute of Ailed Health Sciences - Muhimili
Dr. Muhondwa	Institute of Public Health - Muhimbili
Mr. Rongo	Institute of Public Health - Muhimbili
Mr. J.L.K Mbilu	Principal Clinical Officers Training Centre -Tanga
Mr Juma S. O Sokone	Librarian
Dr. B.T. Ndawi	principal - Vector Control Training Centre - Tanga.
Mr. H. Lugendo	Course Academic Officer
Mr. Mnaku	Librarian Academic Officer
Mr. A. K. Sheshe	Principal - School of environmental Health - Tanga
Mr. M. Msalali	Tutor - Water Resources Institute - Dar-es-salaam.

ANNEX 3

INSTITUTIONS VISITED.

1. Water Resources Institute - Rwegarulila.
   Brief History: Started in 1974
   Training Gweni: Certificate in middle level Technician and crafts in water sector.
   Major subjects taught: Civil engineering, water laboratory, technology, Hydrology, Hydrogeology

Relations with NETWAS

- Trained in Audio visual, library management (2 months in Arusha 1990) and 18 months in Bagamoyo - Librarian received library assistant certificate.

- Received books, library has 2,000 books of which 650 (38%) are on water and sanitation

Problems

Librarian require more skills.

Area of possible communication:
Exchange of publication with NETWAS MAJI - DOC a manual on design, setting and construction, maintenance of land drilled wells.

Gender consideration.
Students selected on merit - hence no particular emphasis on women.

2. School of Environmental Health - Tanga.
   Brief History: Started 1978 by MOH
   Training given: Offer diploma course in Environmental health sciences.

   Type of training Theory and practical (field)
   - promotes skills in construction of VIP latrines, small water supplies, construction of wells, handpumps.

   - Project students attached to communities for training but also offer services eg in health education sanitation and hygiene.

Gender consideration.
Students selected on merit. Gender consideration in the field not observed.

Areas of cooperation
Development of demonstration projects

Relationship with NETWAS
Provided books, teaching manual, cassettes, cassette recorders, projector, regular visits from NETWAS staff especially from Dar-es-salaam office.

Trained their librarian on a short course - but the librarian got married and transferred to another place.

Attendance at workshops, the principal attended two courses offered by NETWAS.

Constraints/problems

Lack of librarian. Would like more cooperation from NETWAS.

3. Vector control training centre Tanga

Brief history: Established in 1986 by MOH.

Training given: Advanced diploma in vector control and short courses in health and vector control related subjects eg Filariasis, malaria.

Gender consideration

Not particular, however has had one female student who is now employed in Mbeya and is reported to have a big impact on community development. Hence the institute might revise its focus on gender enrolment with emphasis to promote females.

Research: Conducts intervention research in Malaria and schistomiasis in collaboration with DBL.

Relations with NETWAS.

Indirectly, by use of documents and teaching borrowed from the school of environmental health.

Possible areas of coorporation with NETWAS

- intervation research activities.
- setting up of demonstration project.
- exchange of information and documentation material.
- monitoring and evaluation studies
- development of consultancies.

4. Clinical officers training centre - Tanga previously called medical officers training centre

Brief history: started 1962 and lodged in an old secondary school. 1990 it changed name.

Training given: Diploma in clinical training output 40 students 1 year.

Relationship with NETWAS.

Receive documents through the MOH. Workshop attendance of the librarian in Arusha and Bagamoyo.

Area of cooperation

Development of the library, training in librarianship. Supply of documents should be intensified but should be direct not through MOH and development of demonstration projects.

ANNEX 4

QUESTIONNAIRE

INSTITUTIONAL

Part I: GENERAL INFORMATION

DATE:

Name of the Interviewer

Name of the Interviewee

Name of the Institution

Country

Name of the nearest town

PART II: SPECIAL INFORMATION

1. Give brief history of Institution
2. State the objectives
3. List all the activities undertaken by the institution
4. Describe the largest groups served by the Institution
5. What criteria was used when selecting target groups?

PART III: TECHNICAL OPTIONS AND APPROACHES

6. What kinds of technologies are being promoted?
7. What are the selection criteria?
8. Are various technology options discussed with target groups?
9. To what extent did gender consideration influence the choice of technology?

PART IV: EFFECTIVE USE OF RESOURCES

10. Give a breakdown in % of resources (personnel and financial) committed on the following

- Training
- Information documentation
- Demonstration
- Research

11. How many and what courses addressed to which target groups have been held since 1990?

Dates From to duration	Types of Courses	Training Method	Addressed to	What skills have been acquired	No or parti-cipants

12. What has been the impact of training on largest groups?

13. Is there a documentation centre in your institution? yes/no

14. If "Yes", please list all books and periodicals available at the centre.

15. Who provided the books and periodicals?

16. Tick against those who use the documentation centre.

USER

Students Staff Lecturers Extension Workers Community People Others (specify)	A - Never or hardly B - Rarely C - Often D - Daily

17. What kind of support services are you providing?

Target Group	Kind of support	How useful are these services to the target group ?
Communities, Village Research Institutes Universities Training Institutions Others	Advisory Services on demonstration projects documentation support training	

18. To what extent does your organization benefit from NETWAS services?

PART V: IMPACT AND SUSTAINABILITY

19. Have target groups tried to initiate activities on their own? Yes/no

20. If "Yes" state the activities

21. Who funds your organization

22. Have you carried out any fund raising activities Yes/No

23. If "Yes" tick on the following
    - Consultancy services
    - Sell of books/newspapers
    - Others (specify)

24. What activities has NETWAS designed specifically for your organization?

25. How long have those activities been in existence?

26. How often are you visited by NETWAS?

27.

Date	Name of Staff	Purpose of visit

28. List the specialized personnel and state the fields in which they have been trained.

Specialized field	Diploma/Degree 3 weeks course, Masters	Trained by NETWAS KENFINCO Intern. Organization Fellowship abroad

30. Name agencies you are sharing experience with

EXTERNAL COOPERATION

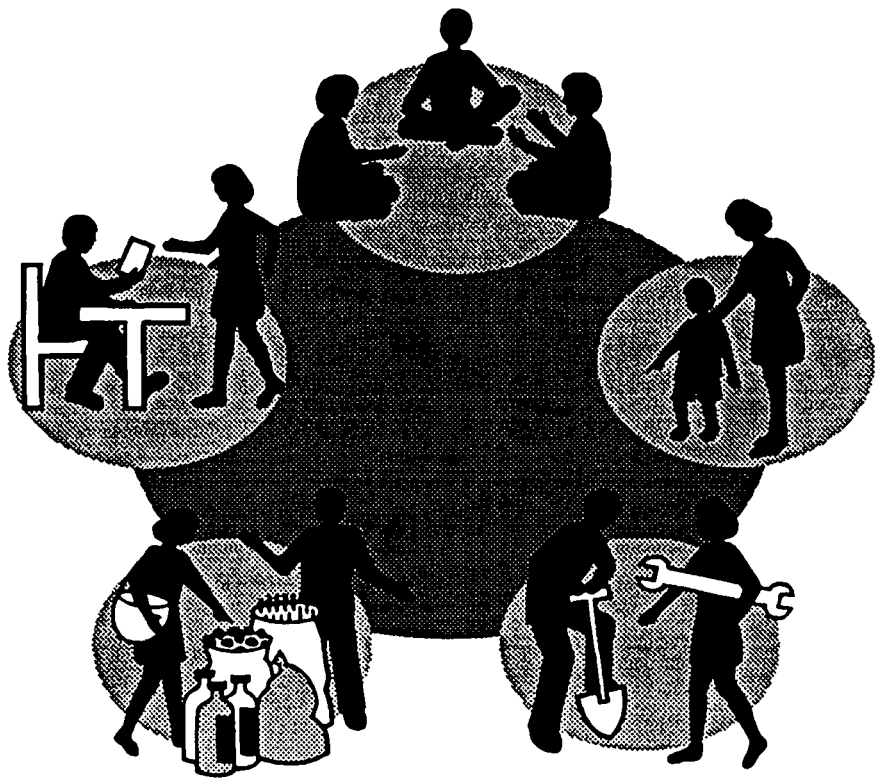
31. What activities have been jointly planned with NETWAS?

32. What Government Agencies do you collaborate with?

33. Would you prefer NETWAS to be a country - based organization and why?

SDC Swiss Development Cooperation, Berne

SDC Sector-Policy on Water Supply and Sanitation



Series SDC-Sector-Policies
December 1993

Sector Policy in the Field of Water Supply and Sanitation

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1. Function and Terms of Sector Policy

SDC formulates a sector policy for each of its key sectors. These policies form part of SDC's operational management tools and contain directions for the work in a given sector. Deviations from these directions must be justified. The ideas behind the strategies and the proposed operational principles serve as references. However, they are not a recipe book for the formulation of programmes and projects[1]. It is an indisputable fact that each development concept must take into account the specific local situation and sociocultural system.



2.2 The Challenge of the Nineties

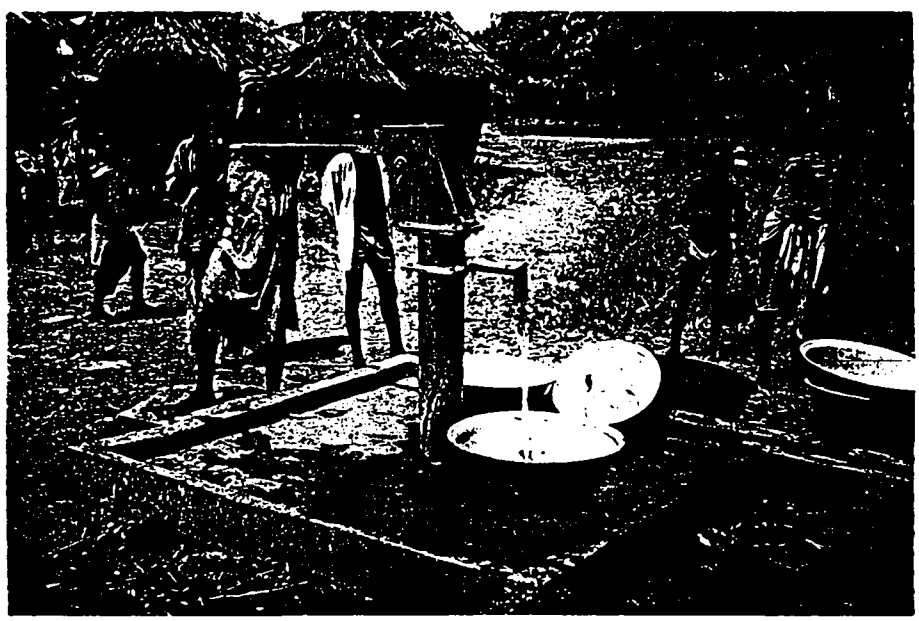
In order to guarantee the basic function of water for human life and health, and to develop the economy and social institutions, the decade 1981-1990 was declared "International Drinking Water Supply and Sanitation Decade". Consequently, the required infrastructure was established for many hundred million people. However, the Decade's impressive achievements were not able to keep pace with the demographic growth and to increase the level of coverage in underdeveloped regions. Increasing polarisation between poor and rich, urban and rural areas, resulted from the difficult social and economic context of the 1980s. Rapidly expanding cities and their suburbs, as well as the inability of mostly government institutions to manage their investments in the field of operation and maintenance, are additional factors contributing to the sober outcome of the Decade.

A statement issued in 1990[2] stresses that developing and industrial countries will need to carry on working together at the same high level and to put into action sustainable programmes.

The call "some for all rather than more for some" focuses on the permanent availability of sufficient clean drinking water for all. Sanitation measures must be designed for the largest possible coverage. The following principles must guide their implementation:

- comprehensive management of water resources, as well as of liquid and solid waste to contribute to the protection of health and the environment,
- institutional reforms to promote a holistic approach - including modifications as regards procedures, habits and behaviour -, as well as a full participation of women at all institutional levels of the sector,

The projects and programmes of the Swiss Development Cooperation directly contribute to the improvement of the basic conditions of rural and urban populations in a complex sociocultural and physical context. Thus, the scope of the cooperation extends from providing financial assistance for the construction of a single well within the frame of a fund granted to an NGO (non-governmental organisation), to co-financing of large rural water supply systems or planning urban infrastructures for water supply and sanitation. First priority is given to activities securing a sustainable access to drinking water in sufficient quantity and quality, and/or to activities enabling a hygienic and environmentally acceptable disposal of liquid and solid waste.



3. Objectives of the Swiss Development Cooperation in Water Supply and Sanitation

The 1991 guiding principles of SDC define the W+S sector policy within a development policy context. This sector policy is based on the experience gained from SDC's own programmes and projects, as well as on information provided within the frame of the international dialogue by the sector.

3.1 Water Supply and Sanitation are Structural Improvements

The Swiss Development Cooperation focuses on water supply and sanitation in order to promote the self-reliance of developing countries and to improve the structural conditions in the struggle against poverty. W+S projects serve to fulfil basic human needs and can contribute to a rational use of water and to its protection as a natural resource. Measures taken in the field of W+S are important elements of public health. They reduce in particular the risk of transmission of water- and waste-related diseases.

3.2 Objectives

To contribute actively to the protection and conservation of natural freshwater resources in developing countries, and to the efficient use and preservation of non-renewable or only partially renewable natural resources in developing countries, SDC has set itself the following targets for the coming years:

some of the risks inherent in the installations; however, it may at the same time create new risks. This process may seriously jeopardise traditional practices and decision-making processes of established communities. It is thus essential that priority be given to a careful planning and parallel evaluation, as well as to the training and promotion of the problem-solving capacity of the beneficiaries[5].

Water and hygiene are integral components of nature ***Nature***

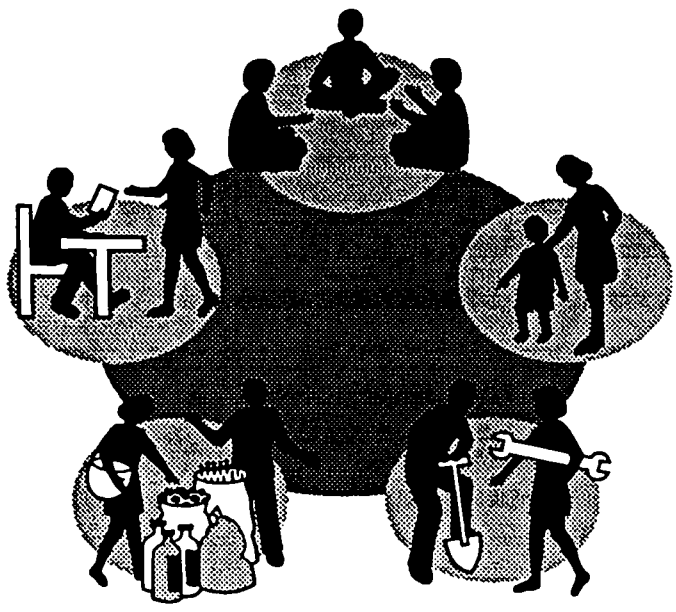
Water is essential to life. Any shortage or waste of freshwater presents a serious threat to a sustainable development and to the environment. Water management must be placed within the frame of an integral environmental protection and sustainable use of resources. Minimising ecological risks generally implies a better or even a new organisation of resource management (water supply and disposal/management of liquid and solid waste). The selection of the technical solution plays a decisive role. Elaboration of a technical solution must involve an analysis of the various ways in which adapted technologies may be applied. These must satisfy the identified needs in a technically, socially and culturally acceptable manner and be what the user can afford.

Waste management as an ecological challenge ***Ecology***

Recent findings[6] in municipal waste management have shown that problems related to waste disposal arise primarily in cities and agglomerations with a high population density.[7] Significant environmental pollution loads are caused by refuse disposal areas and uncontrolled landfills, as well as by noxious infiltration of toxic and infectious waste in the natural cycles. These ecological risks require the elaboration of projects based on a sound knowledge of cause and effect in waste management.

4. Strategies

Infrastructural measures in W+S, which aim at promoting a balanced development, take into account the various interest and beneficiary groups. They are further subjected to the influence of their natural, cultural and economic context. The time scale is quite comparable to infrastructure projects in Switzerland: ten to twenty years often elapse between planning, implementation and completion. Planning targets must therefore be defined on a long-term basis. Their implementation must be divided into phases and take into account the prevailing local capacities available.



Ecological aspects of W+S systems are transsectorial

W+S systems specifically modify the natural water cycle. The resulting secondary effects may hinder other uses of water which are sometimes distant from the water and sanitation system in question. Changes in the drainage conditions, residual water quantity and in the groundwater level, fluctuations in the volume, quality and loads; as well as damming and deposit of transported materials respectively, are possible effects of the necessary modifications in the water cycle. A sustainable water management requires viable institutions to safeguard and settle the rights and responsibilities of all users.

With regard to its transsectorial nature, the ecological aspects of W+S systems will be given due consideration in each of the five fields of the strategy.

4.1 Strategies in the Social Field



Motivation and participation of all parties involved are decisive

W+S measures are sustainable only if all decision-making groups attribute to them a high rank of priority as regards the meeting of prevailing individual and collective needs. Decisions should not be made in advance and in isolation, but should be taken by all the project partners concerned. Specific attention must be paid to traditionally grown rules and rights concerning the use and management of water. In the field of drinking water provision and hygiene, women in particular hold a considerable responsibility. If they are not adequately consulted when decisions are made, their potentials and needs will be misjudged, what often leads to inadequate planning. National strategies and programmes must be based on the needs and potentials of the beneficiaries. Municipalities or — where these structures are missing — user groups should

and should be based on the traditional rules of water management.

Women's participation is dependent on the elimination of obstacles

Women have considerable technical, social (decision-making structures, education, etc.) and ecological know-how and experience, as well as their own forms of organisation which can contribute to improving W+S infrastructures. In the planning, implementation and evaluation of W+S programmes, women must be involved as partners with equal rights, and existing obstacles to their participation must be eliminated. The technical, institutional and didactic means applied must be adapted to their needs and capacities. "Gender-Balanced Development"[8] means that project activities should

- have no negative effects on women and on prevailing gender relations,
- be at least as beneficial to women as to men,
- place priority on women as they are chiefly responsible for children and are the main victims of poverty.

Coordination and collaboration between government institutions, NGOs and the private sector must be strengthened. However, implementation of W+S projects extending over several administrative zones or over the whole country is dependent on the national administrative structure. To that end, public organisations must provide reliable services, their work must be problem-oriented and efficient and they must dispose of adequate executive instruments. The policies should support the new function of the Government, which no longer plays the role of "provider", but that of competent supervising organ and promoter of development measures.

The actual implementation of a project should be assigned, whenever possible, to the private sector or to NGOs. NGOs should be chosen as partners particularly where they have already contributed to the W+S sector or where they intend to do so. It is important not to discharge the Government from its responsibility of assuming the long-term tasks of maintenance and follow-up if the NGOs and their partners are unable to do so for lack of resources. However, agreements in which the Government delegates certain long-term tasks to NGOs can be worth supporting.

Programmes involving NGOs must aim at strengthening the technical and institutional capacity of the organisations concerned. This comprises financial support along with training and further education courses in project management, in organisation of construction and operation of W+S installations and in solving project-specific technical problems.

Programmes involving or promoting private companies require the establishment of clear administrative and technical procedures and criteria.

Financing

The available funds will always be limited. In future, construction and operation of W+S installations will therefore not be possible without an adequate financial contribution from the partners, except in special cases (e.g. humanitarian aid after natural disasters). The extent to which investments are self-financed and the costs for operation and maintenance recovered are to be evaluated in terms of the contribution made by these payments to reaching the project targets. Today, studies on "willingness to pay" are increasingly used as an indicator of the beneficiaries' readiness to participate financially in a project. When evaluating W+S projects which provide, for instance, entire cities or regions with W+S infrastructures, these studies are used to define the standard of construction and the financing policy to be adopted. Willingness to pay is set off against the financial means available to the project and, for instance, the necessary cross subsidies are determined between user groups.

However, this method has its limits. For instance, it is quite difficult to request financial participation from users who already have access to alternatives such as traditional installations. In economies where the subsistence level of the population prevails, a theoretical willingness to participate financially should be distinguished from the user groups' ability to pay. Moreover, the availability of financial means is no guarantee for actual participation. It is wrong to assume that sustainability of an installation is defined merely by the extent of self-financing. The required technical, administrative and especially social components must be taken into account in any financial evaluation. There is a risk of being left with a financed, but soon inoperative installation, especially if community empowerment is missing and if too much stress is placed on financial aspects.

the partners' financial possibilities and should be evaluated realistically. Projects and programmes that are not likely to be managed in the long term by the groups concerned should normally not be supported.

Ideally, a project should be designed so that users choose (and pay according to choice), but also have the opportunity to change their choice, e.g. to upgrade service when they have more information or funds they are willing to invest.

Training and retraining

In addition to providing financial assistance, technical support, training and further education, and advisory services must be clearly defined and complement each other. Long-term technical support should be limited in time and mainly assume an advisory and training function. Advisory services should be designed primarily as a long-term supply and called upon when necessary.

Application of the strategy of integrated transfer of knowledge is a key activity in any project or programme. Training and/or further education components have a higher priority than technical implementation. The dynamics of the learning processes must be taken into account as they follow different patterns in different sociocultural contexts. Transfer of knowledge must build on available know-how. Appropriate and up-to-date methods must be applied, and though preference should generally be given to on-the-job training rather than formal teaching.

The follow-up phase consists mainly in fostering community-based management structures in collaboration with the beneficiaries and, if necessary, in readapting or consolidating them. During this phase, external contributions include the provision of adequate advisory services and, if necessary, further education at seminars and project visits in the form of an exchange of experience among all parties involved. For lack of long-term experience on effective forms of project management, new strategies must be developed through careful monitoring. It is important that learning processes (learning from mistakes) are not hindered by premature external intervention. In general, new approaches are used only if they provide real economic advantages.

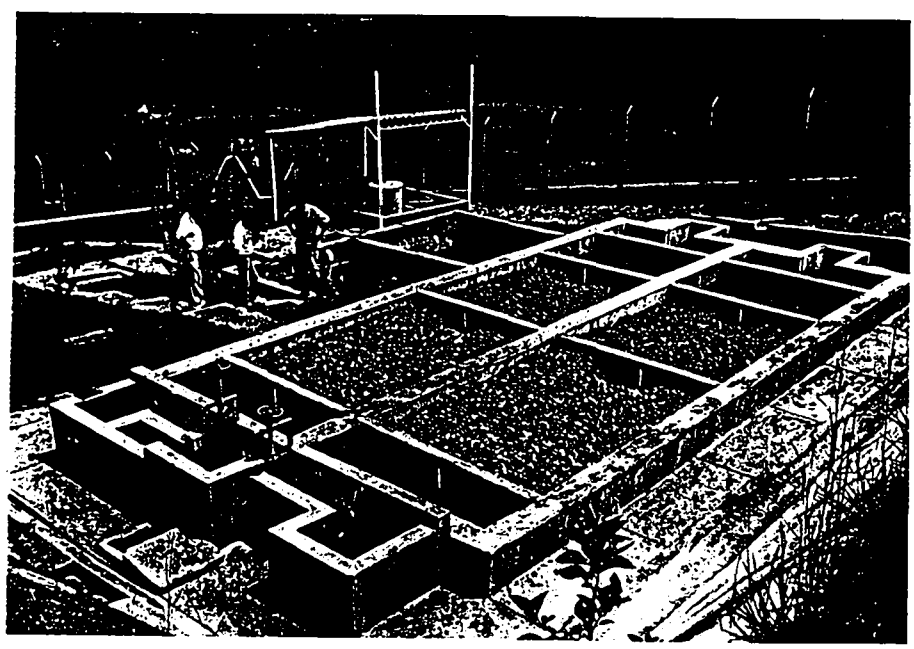
The follow-up phase should also increasingly focus on the government organisations involved (if necessary also NGOs, should these be involved and have the required institutional capacity) to assume entire responsibility for the following tasks:

- adequate technical and institutional advisory services,
- periodic quality control of maintenance,
- follow-up on the regular contribution to the agreed contractual arrangements for the operation of the utility.

The follow-up phase may then be regarded as completed once the local project management is consolidated and the Government, possibly the NGOs, has contributed to the required support. The organisational measures necessary for a long-term project management should be integrated in the project already at the planning stage.

In order to steer the project and adapt its design, implementation requires regular planning, evaluation and monitoring at the project level. At a global level, the experience gained from all W+S projects is systematically evaluated. This experience is fed back into the formulation of the sector policy and also used in the elaboration of working tools and training material.

Annex 1 contains a list that may serve as a basis for planning, monitoring and evaluating the factors involved in a sustainable W+S installation. The evaluation criteria proposed for the general PEMI fields should be completed for each project in the W+S sector.



Sustainability is dependent on ....

....the ability to solve (new) problems

Sociocultural sustainability has a lot to do with tradition. Time and energy are invested in transmitting a culture to the next generation. Cultural transmission is always related to the social organisation of the group. Most project contexts comprise a division of labour that functions between genders, between professional groups, between the family and the community. Each segment has its own knowledge (experience) and rules (defining rights and obligations). It is of utmost importance for each project to identify the knowledge and influences of each group within the local community, and to synergically integrate their potential in the use of an improved W+S installation. The self-reliance of the W+S project relies after its completion on these groups. As every society undergoes changes, sociocultural sustainability can be fostered by promoting the beneficiaries' problem-solving capacity.

4.5 Strategies in the Field of Rules & Regulations; Skills & Knowledge



.... the strengthening of available knowledge through new competence

Educational components in the planning, implementation and follow-up of W+S programmes contribute to reinforcing the problem-solving capacity of the community of beneficiaries. Their knowledge in the social (rights and obligations) and in the technical (operation and maintenance) fields form the foundations of a sustainable W+S installation. W+S improvements often require from the beneficiaries an awareness of new, complex factors; i.e., an understanding that water is available only in limited quantity and must thus be used judiciously along with hygienic and environmental measures. In this context, programmes encouraging a change in hygiene behaviour are particularly important.

5. Operational Project and Programme Implementation

The following operational principles are important guideline specifications for the sector, formulated in the "Principles of SDC's Organisational Development" ("Grundsätze der Organisationsentwicklung der DEH").

5.1 Institutional Integration

Collaboration at the international level

The aims of SDC's active participation in international expert committees are

- to use the international exchanges of practical and scientific experience in order to improve its sector activities;
- to promote national coordination among donors and between donors and developing countries in order to ensure the best possible investment of their funds;
- to achieve synergies through selective collaboration with other bilateral donors. SDC also collaborates with multilateral professional institutions in order to make use of their knowledge and networks for its own work.

Collaboration in Switzerland

Specialists, personnel and administrative-operational resources available in Switzerland are used, whenever necessary, to help our partners acquire more competence. Qualified staff working for specialised institutions and

5.2 Principles of the Sector Policy within the Frame of Country Programmes

Readiness of the partners

SDC's collaboration within the W+S sector is part of a process that is highly dependent on the political, institutional and technical potentials and limits of the partners concerned. This process cannot be accelerated from outside, but it can be supported. SDC is willing, however, to support programmes/initiatives which serve to elaborate national sector strategies.

Large-scale cooperation projects

Important collaborative modifications (new commitments, concentrations) are based on sector analyses demonstrating the demand, bottlenecks and potentials that have arisen in the area concerned. This type of sector analysis proceeds from an evaluation of existing reports/studies and may take the form of supplementary studies, action research or pilot projects. It must identify trends for medium-term modifications, take stock realistically and indicate comparative advantages. Along with the national sector plans, sector analyses form the base of medium-term and long-term targets of the sector's support. To translate the concrete measures to the local level, special attention should be paid already during elaboration of the concept to the above-mentioned elements of sector strategy.

Securing project management

Supply and demand (SDC's potential and requirements of the partner) must be coordinated; they cannot be organised selectively and on a short-term basis. The strategy of collaboration within the W+S sector must not only be defined in a national programme; it also requires measures from the coordination offices of SDC and from the head office which will enable them to contribute actively to the programmes, both on a conceptual and on an operational level.

Resource management contributes to preserving limited resources

As a matter of policy, water, as a resource, should be managed at the lowest possible institutional level. Every means of reducing the amount of liquid and solid waste should be considered. This contributes to the preservation of scarce resources that can only be partially renewed or recycled. Where quality and quantity of available water are critical, projects should also take into account its allocation and utilisation in irrigation, animal husbandry or industry.

A reliable and sustainable W+S infrastructure depends on ....

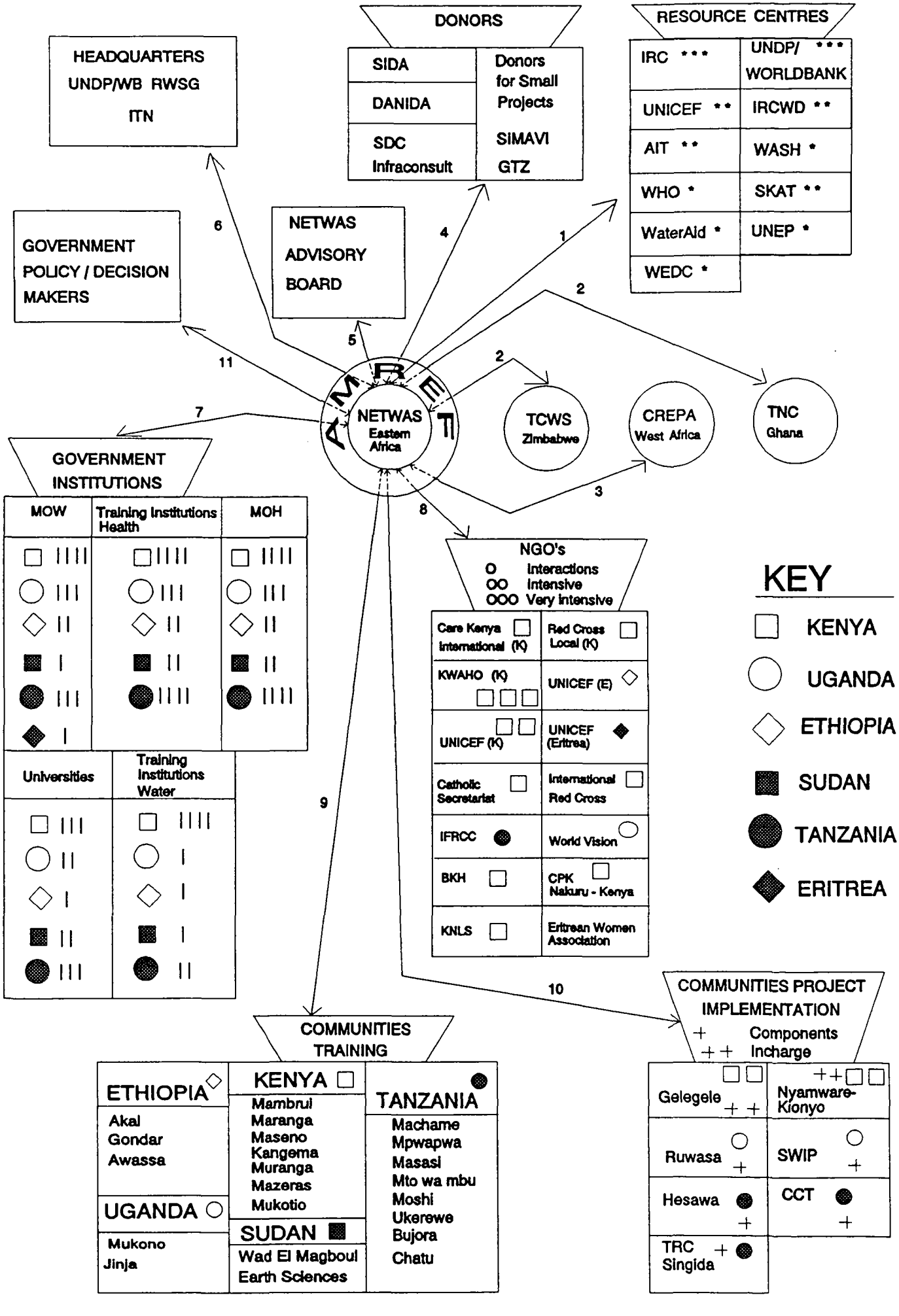
.... appropriate technology

Sustainable W+S technologies have a low impact on the environment, are technologically appropriate and can be duplicated. When choosing a technology, aspects such as available know-how, training (purchase, maintenance, repairs), and the social context in which the infrastructures are installed must be included. So-called "appropriate expert solutions" may sometimes hinder the development and strengthening of indigenous institutional capacities necessary for sustainable installations. In this context, the discussion on sustainability addresses the problem of risk shifting through the introduction of new systems. This shift occurs when an improved W+S infrastructure initially lowers the ecological and health risks, but creates new economic (maintenance costs), political (dependencies) and social risks (weakening of existing exploitation systems, of their rules and regulations as well as of their skills and knowledge). On a medium term, these risks will deteriorate the original reliability of W+S infrastructures.

4.4 Strategies in the Technological Field



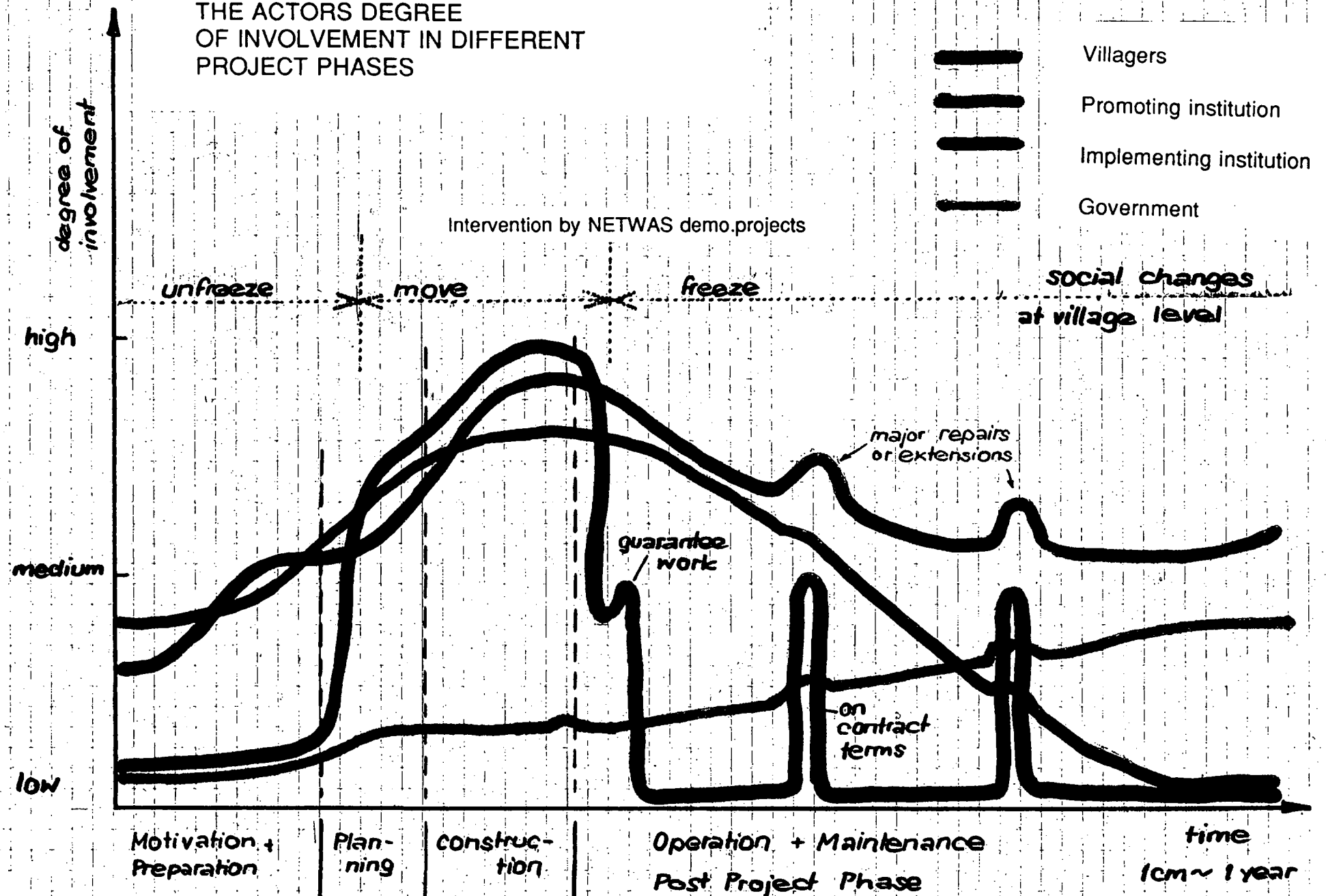
NETWAS KNOWLEDGE SYSTEM
(PARTICIPATION ANALYSIS)



List of Interactions on NETWAS' Knowledge System (NKS)
(numbers correspond with the numbers on the graph)

Nr.	Interactions on NETWAS' Knowledge System	Room for Improvement
1	• Information exchange • Support in research • Training in information • Capacity building • Collaboration in appraisals/ evaluations and workshop seminars • Provision of training materials	• Need for undertaking joint activities • Enhanced support informing NETWAS staff of current activities and/or treads
2	• Collaboration • Exchange of information and mutual support	• Exchange of bilateral visits • Undertake joint activities
3	• Collaboration • Exchange of information and mutual support • Have conducted joint activities together	• Need for bilingual translation
4	• SDC - Financial support to NETWAS from inception - since 1989 - strengthening support through regular monitoring and review • GTZ - Initial funding - 1986 - December 1990 for Kenya Employs SDC for monitoring and review • IRCWD - Research funding, capacity building	• Assistance in training • Using NETWAS for consultancy services, appraisal missions especially in community projects.
5	Policy formulation	Needs to be structured and strengthened in terms of its role and responsibilities.
6	Information Exchange • Capacity building • Sharing experiences • Management support	• Promotion of NETWAS internationally • Including NETWAS staff in consultancy services • Support of fund raising • Facilitating coordination • Secondment of staff for defined duration

7	Capacity building • Information exchange • Provision of training materials and equipment • Networking	• More funding to respond to market need • Enhanced networking
8	Advisory / consultancy services • Capacity Building • Logistical support • Networking • Information Exchange	• Development of a marketing strategy among NGOs • Creation of forum for open discussion and sharing of experiences
9	Community training • Management capacity building • Training in hygiene education • Introducing various technological options • Provision of training ground for institutions • Provision of real situations for attachment of students	• So far, this has been done on ad hoc bais. Therefore : there is need to solicit regular funding for such activities • Need for regular follow up
10	Where NETWAS is in charge • Preparation of proposals for community projects to sell to donors • Provision of technical support and advisory services • Networking among projects • Consultancy • Facilities for training and student attachment	This has created misunderstanding among NGOs. Therefore NETWAS will need to create the correct image to remove this fear and create mutual understanding and cooperation with sector NGOs.


THE ACTORS DEGREE
OF INVOLVEMENT IN DIFFERENT
PROJECT PHASES
Villagers
Promoting institution
Implementing institution
Government
Intervention by NETWAS demo.projects
degree of involvement
unfreeze
move
freeze
social changes
at village level
high
medium
low
major repairs
or extensions
guarantee
work
on
contract
terms
Motivation +
Preparation
Plan-
ning
construc-
tion
Operation + Maintenance
Post Project Phase
time
1cm ~ 1 year

Annex 11

Staff who have Worked with NETWAS Yearly from 1986 -1994

Year	Professionals	Technicians	Admin. Staff
1986	M N Kariuki	Ali Saleh	Agnes Masila
	Hussein Bhaiji	Norman Aluse	Eunice Wairagu
	Nick Greenacre	Ishmael Achutti	Messenger
		John Njoroge	
		Simon Mokaya	

Year	Professionals	Technicians	Admin. Staff
1987	M N Kariuki	Ali Saleh	Agnes Masila
	Hussein Bhaiji	Norman Aluse	Eunice Wairagu
	Nick Greenacre	Ishmael Achutti	Messenger
	Isaack Oenga	John Njoroge	
	Dan Makerere	Simon Mokaya	

Year	Professionals	Technicians	Admin. Staff
1988	M N Kariuki	Ali Saleh	Agnes Masila
	H. Bhaiji (1)	Norman Aluse	Eunice Wairagu
	Nick Greenacre	Ishmael Achutti	Messenger
	Dan Makerere	John Njoroge	
	Isaack Oenga	Simon Mokaya	

Year	Professionals	Technicians	Admin. Staff
1989	M N Kariuki	Ali Saleh	Agnes Masila
	Isaack Oenga	Norman Aluse	Eunice Wairagu
	Nick Greenacre	Ishmael Achutti	Messenger
	Dan Makerere	John Njoroge	
	Theresa Riunge	Simon Mokaya	
	Mary Munano	C. Makau	
	James Thuku		

Staff who have Worked with NETWAS Yearly from 1986 -1994 (Contd.)

Year	Professionals	Technicians	Admin. Staff
1990	M N Kariuki	Ali Saleh	Agnes Masila
	Isaack Oenga	Norman Aluse	Eunice Wairagu
	N Greenacre (2)	Ishmael Achutti	Messenger
	Dan Makerere	John Njoroge	
	Theresa Riunge	Simon Mokaya	
	Mary Munano	C. Makau	
	James Thuku		

Year	Professionals	Technicians	Admin. Staff
1991	M N Kariuki	Ali Saleh	Agnes Masila
	Isaack Oenga	Norman Aluse	Eunice Wairagu
	Dan Makerere	Ishmael Achutti	Messenger
	Theresa Riunge	John Njoroge (3)	Vincent Njuguna
	Mary Munano	Simon Mokaya	
	James Thuku	C. Makau	

Year	Professionals	Technicians	Admin. Staff
1992	M N Kariuki	Ali Saleh	Agnes Masila
	Isaack Oenga	Norman Aluse	E. Wairagu (4)
	Theresa Riunge	Ishmael Achutti	Messenger
	D. Makerere (5)	Simon Mokaya	Vincent Njuguna
	Mary Munano	C. Makau	
	Gilbert Muhanji		
	James Thuku		

Staff who have Worked with NETWAS Yearly from 1986 -1994 (Contd.)

Year	Professionals	Technicians	Admin. Staff
1993	M N Kariuki	Ali Saleh	Agnes Masila
	Isaack Oenga	Norman Aluse	Alice Kilaki
	Theresa Riunge	Ishmael Achutti	Messenger
	Mary Munano	Simon Mokaya	Vincent Njuguna
	Gilbert Muhanji	C. Makau (6)	
	James Thuku		
	Rose Lidonde		

Year	Professionals	Technicians	Admin. Staff
1994	M N Kariuki	Ali Saleh	Agnes Masila
	Isaack Oenga	Norman Aluse	Alice Kilaki
	Theresa Riunge	Ishmael Achutti	Messenger
	Mary Munano	Simon Mokaya	Vincent Njuguna
	Gilbert Muhanji		
	James Thuku		
	Rose Lidonde		

(1) Hussein Baiji left employment in 1988
(2) Nick Greenacre left employment in 1990
(3) John Njoroge - Deceased in 1991
(4) Eunice Wairagu - Deceased in 1991
(5) Dan Makerere - Stopped to work for NETWAS and was moved to another AMREF project in
(6) Christopher Makau relieved of his duty in 1993

NETWAS staff HRD (training and upgrading)

Below some of NETWAS' staff have indicated the training they have undertaken so far since employed with NETWAS. In addition, they are suggesting their training needs according to their own evaluation.

James Thuku

- **Training undertaken so far**

1. Participatory Methodology Training (PROWWESS) conducted by UNDP/WB-RWSG. The training workshop took one month in total. (SARAR Methodology) in February 1992.

2. Senior Management Course whose purpose was to make us better proposal writers using the ZOPP methodology. The training took one week in 1993.

3. Participated in ZOPP planning workshop during the NETWAS programme planning. (September 1989 and September 1991)

4. Computer lessons on use of WP51. Matthew conducted a computer course which lasted for approximately one month. (1993)

5. On job training on the use of AutoCad which is a very useful computer software for doing technical drawings. (1993)

6. On job training on the use of Draw Perfect computer software (1993).

7. On job training on the use of Symphony computer software.

- **Training required**

a) Communication skills course. Such a course will improve my communication skill which will result in my becoming a better trainer.

b) A ZOPP moderator course will be essential.

c) A further course on desk top publishment will assist in improving the quality of the NETWAS Newsletter.

d) Additional course on use of computer.

Isaack Ongera Oenga

- **Training undertaken**

1. Excellent in Problem Based Learning Approach (learner centred). I have applied this method of training for the last 5 years in the AMREF Diploma Course (One month 1988 at AMREF).

2. Excellent in Participatory - (SARAR) training techniques. Has facilitated in a 10 day workshop in Ndara Ranch and applied it in the AMREF Diploma Course (10 days in Morogoro Tanzania 1992).

3. Competent in the ZOPP methodology having attended the Management for sustainability course and having participated in the NETWAS Planning ZOPP (March 1993 at IRC).

4. Attended Management for Sustainability Course IRC in the Hague (1993)

5. A Briefing Course on Evaluation and Appraisal in the IRC, The Hague (1991 Dec. IRC).

- **Training required**

a) A course on ZOPP to elevate to a ZOPP Moderator

b) Presentation techniques

c) A course on social aspects of water and sanitation projects. (A social perspective of Environmental Health Engineering)

d) A short course on publishing

e) A short course on social marketing

Theresa Riunge

- **Training undertaken**

1. 1989 May - August
   Training course on Information Technology and computerised Library Services - Bangkok, Thailand

2. 1992 Participatory training techniques (1 week)

3. Word Processing and
   Desk top publishing } on-the-job

- **Future Training Requirements**

a) Management

b) Communication and report writing

c) Refresher courses (short-term) in:
   — Desk top publishing
   — Evaluation & Appraisal and Planning of Projects
   — Different aspects of information technology development

COURSE WEEKS OFFERED BY NETWAS FOR THE YEARS 1987, 1988, 1992 AND 1993

Date	Course	Weeks
Jan 87	Low Cost W&S for Assistant Medical Officers, Tanzania	2.5
Feb 87	VIP latrine construction , Kagera Region, Tanzania	2.0
May 87	Learning Materials, Tutors, East Africa	2.0
June 87	Learning Materials, Tutors East Africa	2.0
June 87	Learning Materials, Kenya	2.0
June 87	Management Course, Kenya	1.0
July 87	VIP construction, Muguna B, Kenya	2.0
July 87	Zonal Iringa W&S construction workshop, Tanzania	3.0
July/Aug 87	Post Basic Diploma EHU Module, Kenya	4.0
Aug/Sep 87	Zonal Mpwapwa W&S construction workshop, Tanzania	3.0
Sept 87	EHU AMREF Sudan	3.0
Oct 87	Zonal Masasi W&S construction workshop, Tanzania	3.0
	Total Course weeks offered in 1987	29.50
April 88	Tutors workshop, Dar Es Salaam, Tanzania	1.0
April 88	Tutors workshop, Kampala, Uganda	1.0
April 88	Yuoth Polytechnic Instructors, Kangema, Kenya	2.0
June 88	Yuoth Polytechnic Instructors, Maseno, Kenya	2.0
July 88	Yuoth Polytechnic Instructors, Mogutio, Kenya	2.0
July 88	Regional Engineers workshop, Uganda	2.0
July 88	Regional Tutors Annual Seminar, Mombasa, Kenya	1.0
Aug 88	Hand dug wells maintenance, Kenya	1.0
Sept 88	Regional Training Co-ordinators, Iringa , Tanzania	2.0
Sept 88	Yuoth Polytechnic Instructors, Mazeras, Kenya	2.0
Sept 88	VIP latrine construction, Bujora, Tanzania	1.0
Sep/Oct 88	Post Basic Diploma EHU Module, Kenya	4.0
Nov 88	Peri-urban sanitation, Dodoma	1.0
	Total Course weeks offered in 1988	22.0

Jan 92	Learning Materials workshop, Tanzania	1.0
March 92	Library workshop, Tanzania	2.0
March 92	Curriculum development, Moi University	1.0
March 92	Construction Skills workshop, Zambia	2.0
March 92	Participatory Training, Ethiopia	2.0
May 92	PROWWESS workshop	2.0
Aug 92	HRD assessment workshop	1.0
Sept 92	Regional W&S seminar, Naro Moru, Kenya	1.0
Sept 92	AMREF Diploma EHU Module	4.0
Oct 92	Information workshop, Ethiopia	2.0
Oct 92	Participatory workshop, Uganda	2.0
Oct 92	Construction Skills workshop, Okakarara, Namibia	2.0
Dec 92	Construction workshop, Ethiopia	2.0
	Total Course weeks offered in 1992	24.00
Feb 93	Womens workshop	2.0
March 93	Management Course, The Hague	3.0
March 93	Pit emptying technology, Dar, Tanzania	1.0
May 93	PROWWESS workshop, Ndara Kenya	2.0
May 93	Construction workshop, Ethiopia	2.0
May 93	Construction Skills workshop, Moshi, Tanzania	2.0
May 93	Symposium in W&S, Moshi, Tanzania	1.0
May/June 93	Construction skills, Gondar Ethiophia	2.0
June/July 93	Regional Research seminar	1.0
July 93	Participatory workshop, Sudan	2.0
Aug 93	AMREF Diploma EHU Module	4.0
Sept 93	Regional Annual W&S seminar Ethiopia	1.0
Dec 93	ITN Africa meeting	1.0
	Total Course weeks offered in 1993	24.00

cc SKAT

Annex 14 b)

ATTENDANCE AT NETWAS WORKSHOP - INDICATING GENDER BALANCE

	Type of Workshop	Men	Women	Total
1	Workshop on Participatory Methods for Monitoring + Evaluation of Water and Sanitation Activities, Kibwezi, Kenya, 1990	23	7	30
2	Participatory Workshop Ndara Ranch, Voi. Kenya, 1992	26	11	37
3	Methodology Regional Research, Mukono, Uganda	19	6	25
4	Seminar in Water Supply and Sanitation, Milimani Hotel, Kenya 1992	21	4	25
5	Low Cost Water Supply and Sanitation (construction), Gondar, Ethiopia, 1992	26	-	26
6	Construction Workshop, Sudan, 1992	30	-	30
7	Construction Workshop, Ethiopia, December 1992	21	-	21
8	Participatory Workshop, Nazareth, Ethiopia, October 1992	13	2	15
9	NETWAS Advisory Board meeting, Naivasha, Kenya, December 1993	23	5	28
10	ITN Regional Meeting	38	6	44

Annex 14 c)

TRAINING CONDUCTED BY NETWAS FROM 1985 TO 1994

KEY	TYPE OF TRAINING	TOTAL N0. NO./OF PARTICIPANTS
TTT	Technical Training Theory	47/636
TTP	Technical Training Practicals	25/389
CSS	Case Study Seminar	7/78
OTWS	Other Training Workshops/Seminars	41/548
IT	Information Training	10/98
TTT/TTP	Technical Training Theory & Practicals	6/64
PMW	Participatory Methodology Workshop	7/30
CSS/TTP	Case Study Seminars/Practicals	1/24
TTT/IT	Technical Training Theory and Information Training	1

SEMINARS/WORKSHOPS IN APPROPRIATE ENVIRONMENTAL TECHNOLOGIES HELD BY EHU/RNC IN EA

1985 - 1988

	Date	Institution	Course Description	No. of Partici-pants	Duration Days	Remarks	(Type)
1.	April 1985	Kibwezi Water Project (EHU AMREF Kenya	Hand dug wells. Construction & maintenance	10	3	Training of Water Committee members from Self-Help groups	(TTT)
2.	Aug., Sept. 1985	Ministry of Health CHP, Kenya	i) VIP & Pour Flush Construction ii) Community E.H Survey iii) Community Water Supply (wells & rain water)	36 (3 groups of 12)	3x3 weeks 21	Final year PHO students. (Now run internally by CHP without RNC assistance). Course provided pract. const. skills and knowledge of Self-Help Group organisation	(TT)
3.	Oct./ Nov. 1985	KCMC Moshi Ministry of Health Tanzania	Environmental Health. Theory and Practical Construction.	45	15	Water, Sanitation & Housing Module for Asst. Medical Officers Training Programme. Theory plus practical Construction of VIPs, Spring Protection etc.	(TTi)
4.	March 1986	Ministry of Health Kenya	VIP & Pour Flush latrines construction course for PHOs & PHTs. Coast Province	18	10	The Public Health Officers/ Technicians are responsible for advising the communities on environmental matters. Thus a course on proper methods of latrine construction which were appropriate for the area was seen as an important supportive role by the RNC	(TT)
5.	April 1986	Kibwezi Water Project. (EHU AMREF) Kenya	Hand dug wells. Construction & maintenance	12	3	Training of Water committee Members from Self-Help groups	(TTi)
6.	July/ Aug. 1986	Ministry of Health Uganda	VIP latrine construction & water examination for District Health Inspectors	34	12	Skills were needed by these officers because they are in-charge of environmental programmes in the district	TTT

	Date	Institution	Course Description	No. of Partici-pants	Duration Days	Remarks	Type
7.	Sept/ Oct. 1986	Ministry of Health Tanzania	PHOs Tutors Workshop on Low Cost Water Supply & Sanitation	16	15	These were trainers/tutors from training institutions in Tanzania. Their training in this field was seen as a way of having a multiplying effect on the training of students and field workers. Included senior Ministry HQ staff	(TTT)
8.	Nov. 1986	Ministry of Water Tanzania	Sanitary protection of water sources in Tanzania for Regional Water Technicians	19	6	Regional Water Technicians are in-charge of Construction & pollution control of water sources in Tanzania and this refresher course gave an opportunity (first time) for the RWTs to exchange info. amongst themselves & with HQ specialists.	(TTT)
9.	Jan. 1987	Ministry of Health Tanzania	Low Cost Water & Sanitation for Assistant Medical Officers	47	17	The Assistant Medical Officers are deployed in the field at Health Facilities. A major role is orga. of prev. health prog. incl. Health Education	(CSS)
10.	Feb. 1987	Ministry of Health & Water Tanzania	VIP latrine construction for Kagera Region staff	15	13	Project implementation staff supervisors were trained on technology of latrine construction	(TTP)
11.	May 1987	E.A. Region Ministry of Water & Universities Dept. of Civil/ Water Engineering	Learning Materials Workshop for Water Sector Tutors	9	9	The workshop identified learning materials priorities which were suitable for various levels of institutions. RNC agreed to assist in the provision of some of these environmental based learning materials	(TT)
12.	June 1987	E.A Region Ministries of Health and Universities Dept. Community Health	Learning Materials Workshop for Health Sector Tutors	13	9	Same as for May 1987 above but for the Public Health Officers and Technicians Tutors	(TT)

	Date	Institution	Course Description	No. of Partici-pants	Duration Days	Remarks	
13.	June 1987	Ministry of Health Kenya	VIP latrine construction for Ministry of Health staff and community workers, Lake Kenyatta settlement scheme	13	9	This refresher course was for community workers who are responsible for the implementation of the latrine programme.	(TTT)
14.	June 1987	Ministry of Health Kenya CHP & Schools of Hygiene	Management course in water supply and sanitation for tutors of schools of hygiene	27	7	Refresher course for the tutors in management subjects related to water supply, sanitation and the environment. These were tutors of env. health	(TTT)
15.	July 1987	Young Women's Christian Association (YWCA)	VIP latrine construction for Muguna 8 Water Project community workers	25	9	This was assistance given to YWCA to train community workers who were involved in a community based environmental programme	(TTP)
16.	July 1987	Ministry of Health Tanzania	Zonal workshop I on low cost sanitation/water supply construction for District Health Officers, Iringa	17	22	Training of officers who are incharge of Districts in the various technologies related to environmental health. (run by tutors trained in workshop. Sept/Oct. 1986)	(TTP)
17.	July/ Aug. 1987	AMREF ✓	Post Basic Community Health Diploma	9	22	Trainees in this course are field workers who have had years of experience and come for further upgrading training lasting 9 months. The module on environmental health (Water Supply Sanitation, Health, Hygiene Education and Vector Control) lasts 1 month	(TTT) & (TTP)
18.	Aug/ Sept. 1987	Ministry of Health Tanzania ✓	Zonal Workshop II on Low cost sanitation. Water Supply, Construction for District Health Officers, Mpwapwa	22	22	Training of officers who are incharge of Districts in the various technologies related to environmental health. (Run by tutors trained in workshop. Sept/Oct 1986	(TTP)
19.	Sept. 1987	Sudan German Water Project (EHU AMREF) Sudan	Hygiene Education & Well maintenance System Yei	6x24 Part. (144)	6x3 days	Train Water Committee members in Hygiene Education, water related diseases. Maintenance system.	(TTT)

	Date	Institution	Course Description	No. of Partici-pants	Duration Days	Remarks
20.	Oct. 1987	Ministry of Health Tanzania	Zonal Workshop III on Low Cost Sanitation & Water Supply Construction for District Health Officers, Masasi	23	22	Training of officers who are incharge of Districts in the various technologies related to environmental health. (Run by tutors trained in W'shop of Sept/Oct. 1986).
21.	April 1988	Ministries of Health, Water and Institutions (University, Ardhi, NRI) Tanzania	Workshop for Health and Water sector Tutors in the practical use of teaching modules on environmental health (water supply, sanitation, hygiene education, management and community participation Dar-es-Salaam	19	5	The international Training Network for Water and Waste Management has produced slide/sound modules which are a very suitable material for training in env. health subjects. The workshop introduced these modules to the tutors. Modules and A/V Equipment to be supplied to institutions.
22.	April 1988	Ministries of Health, Water and Makerere University Uganda	Workshop for Health and Water sector Tutors in the practical use of teaching modules on environmental health (water supply, sanitation, hygiene education, management and community participation Kampala	15	5 By RNC	The international Training Network for Water and Waste Management has produced slide/sound modules which are a very suitable material for training in env. health subjects. The workshop introduced these modules to the tutors. Modules and A/V Equipment to be supplied to institutions.
23.	April 1988	Housing Research & Development Unit. University of NBI ✓	Youth Polytechnic I Instructor's course in Rainwater harvesting & tank construction. Kangema	30	6	Training of Youth Polytechnic instructors in rain water harvesting & tank construction. Both practical & theory
24.	June 1988	Housing Research & Development Unit. University of NBI ✓	Youth Polytechnic II Instructor's course in Rainwater harvesting & tank construction. Maseno	35	6	Training of Youth Polytechnic instructors in rain water harvesting and tank construction. Both practical & theory

	Date	Institution	Course Description	No. of Partici-pants	Duration Days	Remarks	
25.	July 1988	Housing Research & Development Unit, University of NBI ✓	Youth Polytechnic III Instructor's course in Rainwater harvesting & tank construction. Kapsabet	28 30	9	Training of Youth Polytechnic instructors in rain water harvesting & tank construction. Both practical & theory	TTP
26.	July 1988	Ministry of Water, Uganda + Makerere University Uganda ✓	Low Cost Water Supply and Sanitation for Regional Water Engineers Kampala	20	14	Training of engineers incharge of regions who are responsible for Project implementation.	TTT
27.	July 1988	Eastern African region workshops: Kenya, Uganda Tanzania, Sudan, Ethiopia and Zimbabwe Ministries Water, Health, Lands. Training Inst. inc. Universities, Proj. Staff. NGOs.	Regional Tutors Annual Seminar Mombasa Inter-relationship between Water, Sanitation & Health. Presentation & analysis of 6 case studies	31	6	Seminar aimed at bringing together tutors who are involved in the engineering & environmental health field and who are incharge of training staff that is deployed in the implementation of integrated water supply, sanitation and health projects. 6 Case Studies of such projects were studied	CSS
28.	Aug. 1988	Kibwezi Water Project (EHU AMREF - Kenya)	Hand dug wells. Construction & maintenance	18	6	Training Water Committee members from Self-Help group.	TTf
29.	Sept. 1988	Ministry of Water, Tanzania. Rweguralila Water Resources Institute	Regional Training Co-ordinators Seminar. Iringa	29	12	Workshop examined the role of the Reg. Training Coordinators in the 20 region of Tanzania. Follow-up to include task analysis & further workshop to implement recommendations.	TTT
30.	Sept. 1988	Housing Research & Development Unit. University of NBI ✓	Youth Polytechnic IV Instructor's course in Rainwater harvesting & tank construction. Nazeras	25 35	8	Training of Youth Polytechnic instructors in Rainwater harvesting & tank construction. Both practical & theory	(TT)

	Date	Institution	Course Description	No. of Partici-pants	Duration Days	Remarks	
31.	Sept. 1988	MESAWA (Min. of Health & Min. of Water) Tanzania	VIP Latrine Construction Bujora	12	6	Practical construction training of locally adapted VIP designs for Project staff.	TTP
32.	Sept/ Oct. 1988	AMREF Post Basic Diploma in Community Health	Environmental Health Module	14	25	Two theory two weeks practical.	TTP
33.	Nov. 1988	Ardhi Institute Ministry of Lands, Tanzania	Peri-urban & Urban Sanitation Dodoma	25	6	For multi-disciplinary review of Peri-urban sanitation & future approaches in Tanzania	TTP
34.	Dec. 1988	RNC AMREF U.K. Regional	Hygiene Education	15	3	For review of H.E. material in production & to facilitate coordination & development of material in the Region. Participants from NGOs and Governments	TTP
35.	Jan 1989	Ministry of Health Tanzania KCMC Moshi	Environmental Health. Theory and Practical Construction	42	10	Water, Sanitation, Hygiene and Housing module for Asst. Medical Officers Taining programme	TTP & TTP
36.	July/ Aug. 1989	Arba Minch WTI Ethiopia. MHRC, MOH, AAHS	ITN Modules Training and Practical Construction	24	11	Tutors, HQ and Field staff training in use of ITN Modules and practical construction of VIPs and Rain Water Tanks.	TTP & TTP
37.	Aug. 1989	Kibwezi Water Project (EHU AMREF) Kenya	Hand dug wells (1) Construction Maintenance and Hygiene	15	5	Training of Water Committee Members of Self-help Groups	(TTP)
38.	Aug. 1989	Kibwezi Water Project (EHU AMREF) Kenya	Hand dug wells (2) Construction Maintenance and Hygiene	16	5	Training of Water Committee Members of Self-help Groups	(TTP)

1st ITN Global Conference Calcutta 18.9.1990

- ITN Centre Managers and UNDP/WB in Asia, Africa and the Far East. Donors and collaborating institutions. NETWAS represented by Head Organizer ITN Centre - India (All - India Institute of Public Health and Hygiene. Calcutta. India) and UNDP/WB WSP.

- ITN Managers' Meeting
  2nd meeting Ongadougou. Burkina Faso - 27-29/11/90 organizer CREPA -
  Attended - Managers of ITN Centres in Africa
  SDC World Bank. .....
  NETWAS attended

Seminar and Workshop

Annual Regional Seminar - Arusha, Tanzania.

22027 July 199
No. of Participants

(OTWS)

Table 2 (a)

Country	Institution	Course Description	No. of Part.	Date	Duration	Remarks
Regional	NETWAS	Regional Water Supply and Sanitation Seminar Mukono, Uganda. Theme: IDWSS Decade Achievement in EA		30 July to 4 August 1990	6	Participants were senior water and sanitation managers from East Africa (Ethiopia, Sudan, Kenya, Tanzania, and Uganda). They reviewed the achievement of the sector during the now ending IDWSS Decade and made recommendations for future strategies.
Regional	NETWAS Kilanguni	Monitoring and Evaluation Workshop	24	11-16 November 1990	6	Representatives from eight African countries (Cameroon, Egypt, Ethiopia, Ghana, Kenya, Tanzania, Uganda and Zimbabwe). Workshop was sponsored by a number of donors which included IDRC,DANIDA, SIDA, UNDP, UNICEF and The World Bank.
RWSG	RWSG	RWSG Conference		18-22 February 1991	5	Participation by NETWAS staff: Matthew Kariuki, James Thuku and Melvin Woodhouse.
Regional	NETWAS	Regional Water Supply and Sanitation Seminar Arusha, Tanzania. Theme: Community Participation in Water Supply and Sanitation		22-26 July 1991	6	Participants were senior water and sanitation project managers and tutors from East Africa (Ethiopia, Sudan, Kenya, Tanzania, and Uganda). They analyzed several CBWSS projects and made recommendations for future strategies for implementation of such projects.
WEDC	WEDC	17th WEDC Conference		19-23 August 1991	5	Member of local organising committee. Attendance of the conference by James Thuku, Mary Munano and Matthew Kariuki. Besides NETWAS sponsored ten participants: 5 from KEWI and 5 from MOH.
NETWAS	NETWAS	ZOPP Workshop for the planning of NETWAS Phase IV		16-20 September 1991	5	Participation by NETWAS staff, AMREF Management, NETWAS Donors and representatives of collaborating institutions.
ITN	ITN at Harare	African ITN Managers' Meeting		4-6 December 1991	3	3rd African ITN Meeting in Zimbabwe. Participation by 3 members of NETWAS.

Table 2 (b)

Country	Institution	Course Description	No. of Part.	Date	Duration	Remarks	
Kenya	MOH	Practical construction Workshop for PHOs and PHTs	24	June 25 to July 6	14	NETWAS/GTZ sponsored workshop. Venue in Malindi. Public Health Officers and Public Health Technicians from Kilifi District	TTP
Kenya	Community	Training of Trainers Workshop at Gelegele		21-24 May 1990	5	NETWAS sponsored workshop. Community Health Workers and 3 three Water Committee members from the Water and Sanitation Project in Gelegele	TTT & TTP
Kenya	NETWAS	AMREF Post Basic Course in Community Health	18	2-30 September 1990	30	AMREF and NETWAS/GTZ sponsored workshop. Participants from Ethiopia, Somalia, Sudan, Kenya, Tanzania, Uganda, Botswana, Malawi and Zimbabwe. Theory, data collection and practical construction were taught.	TTT
Kenya	MOH	Public Health Tutors Workshop Murang'a	16	22 October to 2 November 1990	14	NETWAS/GTZ sponsored workshop. Public Health Officer tutors from the various Medical Training Centres and field officers from Muranga district.	TTT & TTP
Kenya	MOH	Preparation of proposals for 1) Sanitation Survey and 2) Setting up of Env. Health Doc. Centre in MOH		7-14 July 1991	6	Sponsored by NETWAS. Participants were senior Public Health Officers at MOH.	TTT IT
Kenya	MOH	Water Supply and Sanitation: Low Cost Options. South Nyanza District		August 1991	14	NETWAS/GTZ sponsored workshop. Public Health Officers and Public Health Technicians from South Nyanza District and other various districts in western Kenya.	TTT
Kenya	NETWAS	AMREF Post Basic Course in Community Health	18	1-30 September 1991	30	AMREF and NETWAS/GTZ sponsored workshop. Participants from various African countries. Theory data, collection and practical construction are taught.	OTWS
Kenya	KEWI	Water Supply, Sanitation and Environment: What Options?		November	6	NETWAS/SDC sponsored Workshop. (Note that GTZ funding ends in Sept. 1991. This necessitates funds for this workshop to come from another source).	TTT

Table 2 (c)

Country	Institution	Course Description	No. of Part.	Date	Duration	Remarks
Tanzania	MOH	Tutors Workshops	15	3-8 June 1990	6	NETWAS/SDC sponsored workshop. 4 facilitators drawn from Ministry of Health (2), Institute of Curriculum Development (1) and AMREF (1).
Tanzania	MOW	Low Cost Sanitation Workshop		6-9 February 1990	4	Workshop organised and funded by Maji. NETWAS invited to participate.
Tanzania	MOW, Ardhi, UDSM			2-7 April 1990	6	DANIDA sponsored workshop. NETWAS invited to participate.
Tanzania	MOH	Environmental Health Workshop		21-25 May 1990	5	MOH organised and funded workshop. NETWAS participated.
Tanzania	MOH	Project Training Workshop		15-17 May 1990	3	Participation from AMREF, DANIDA, UNICEF, SIDA and MOH Departments (or Programmes) for instance EPI, TB, Leprosy, Aids, School Health etc. Inter-sectoral workshop.
Tanzania	MOH	Regional Health Officers Conference, Arusha		8-13 October 1990	6	MOH/NETWAS funded Conference. Participants were twenty regional officers District Health Officers from Arusha region and a number of senior staff from the MOH headquarters.
Tanzania	MOH	Development Info Workshops, Arusha	15	5-9 November 1990	5	NETWAS/SDC sponsored workshop. Participants drawn from water and health training institutions and teaching hospitals in Tanzania.
Tanzania	MOW	Regional Water Engineers Conference, Moshi	120	12-17 November 1990	6	NETWAS partially sponsored conference. 120 participants drawn from MOW and water and sanitation Donor organisation in Tanzania.
Tanzania	MOW	Regional Water Engineers Conference	120	September 1990	6	NETWAS partially sponsored conference.
Tanzania	MOH	WSS	15	November 1991	5	NETWAS/SDC sponsored workshop. Participants to be drawn from water and health training institutions in Tanzania.

Table 2 (d)

Country	Institution	Course Description	No. of Part.	Date	Duration	Remarks
Uganda	WDD:	Low Cost Water Technology, Ground Water and Borehole Drilling		12-18 March 1990	6	NETWAS/DANIDA sponsored workshop. Participation by HQ NETWAS member.
Uganda	MOH	Environmental Health Officers		26 June to 2 July 1990	6	NETWAS/DANIDA sponsored workshop.
Uganda	WDD/DANIDA	Training of Trainers (TOT)		28 May to 2 June 1990	6	NETWAS/DANIDA sponsored workshop
Uganda	MOH	Standard Designs, Hoima		24-26 July 1990	3	NETWAS/DANIDA sponsored workshop
Uganda	WDD				6	WDD/DANIDA sponsored workshop. The participants were drawn from 4 sub-counties in Mukono. EHU was requested to provide a facilitator for the workshop.
Uganda	WDD, MOH, Training Institutions	Info Workshops, Kampala		1-6 October 1990	6	NETWAS/SDC sponsored workshop. Participants were drawn from MOH, WDD and water and health training institutions in Uganda. Theme of the workshop was development of information centres in Uganda.
Uganda	WDD	Regional Water Engineers Workshop, Lira		22-27 October 1990	6	NETWAS/DANIDA sponsored workshop. Regional Water Engineers from Uganda and senior staff of WDD participated.
Uganda	MOH	Environmental Health Officers Workshop, Masindi		12-17 Nov. 1990	6	NETWAS/DANIDA sponsored workshop. 25 participants who were mainly regional and district Health Inspectors from the northern regions. Practical construction sessions included.
Uganda	Curriculum Development			July 1991		Curriculum Development for Public Health Inspectors

Table 2 (e)

Country	Institution	Course Description	No. of Part.	Date	Duration (days)	Remarks	
Ethiopia	WRC	Community Participation in Water Supply and Sanitation		23-31 March 1990	6	NETWAS sponsored wokshop. Participants from WRC, MOH and NGOs.	CSS
Ethiopia	WRC/MOH	Participatory Techniques in water Supply and Sanitation		1992		Expected to be sponsored by NETWAS/RWSG UNICEF and SIDA. Originally scheduled for August 1991 but later postponed indefinitely to 1992 because of security reasons in the area of the proposed venue.	PMW
Sudan	School of Hygiene	Epidemiology of Water Related Diseases	24	17-22 Dec. 1990	6	NETWAS/SDC sponsored workshop. Participants from water supply and sanitation institutions and organizations in Sudan.	CSS
Sudan	School of Hygiene	Development of Doc. Centres		15-22 June 1991	6	Participants were librarians from institutions.	IT
Sudan	Rural Water Supply Corporation	Sustainable Rural Water and Sanitation		17-22 November 1991	6		CSS

2 Summary of Activities

2.1 Training Workshops/ Seminars

Date	Description	Remarks	Duration
January 1992	1 week Learning Materials Workshop, Tanzania - a workshop for Health Officers Trainers to review/develop learning materials in relation to the curriculum of the schools of hygiene.	-	7
March 1992	Information Workshop, Tanzania - a two week training workshop for library attendants and assistants from collaborating institutions.	-	14
March 1992	Curriculum Development for Moi Universty, Department of Civil Engineering, Kenya - 1 week workshop to review and develop curriculum for their BSc course in Civil and Structural Engineering.	-	7
March 1992	Construction Workshop, Zambia - a two week training workshop in Zambia in low cost technologies. Workshop was sponsored by International Federation of the Red Cross and Red Crescent based in Harare. NETWAS provided resource persons.	Participants from English speaking southern Africa countries.	14
March 1992	Participatory Workshop, Ethiopia - 10 days training workshop	Participants from Water Resources Commission, Ministry of Health and NGOs.	10
April 1992	Workshop for District Health Inspectors to draw up district health strategies. A sanitation survey form was also developed.	-	
May 1992	Development of curriculum for Health Officers and Health Assistants.	-	
May 1992	PROWWESS Workshop organised by Ministry of Water, Tanzania.	Participants were regional and district officials of the Ministries of Water, Health and Community Development.	
August 1992	HRD assessment workshop, Uganda - a workshop organised by RWSG consultant to review outputs of the cosultants report on HRD assessment.		

Date	Description	Participants
September 1992	Regional Water and Sanitation Seminar, Naru Moro, Kenya - a four day seminar for senior managers from water sector institutions in Eastern Africa. (*Theme: Linkages between training institutions and community based water supply and sanitation projects with particular reference to HRD*).	40 Participants from Kenya, Uganda, Tanzania, Sudan, Ethiopia, Zimbabwe and Botswana. Included participation of IRCWD, RWSG, SIDA and SDC.
September 1992	AMREF Diploma course in Community Health. A one month unit offered by NETWAS comprising of practical construction community survey/diagnosis and theoretical courses.	About 20 participants from English speaking African countries.
October 1992	Information Workshop, Ethiopia - a two week training workshop for information officers.	-
October 1992	Participatory Workshop, Uganda - 10 days training workshop	Participants from Water Department, Ministry of Health and NGOs. One participant from Zimbabwe.
October 1992	Construction Workshop, Namibia - a two week training workshop in Zambia in low cost technologies. Workshop was sponsored by International Federation of the Red Cross and Red Crescent based in Harare. NETWAS provided resource persons.	Participants from Namibia and countries in southern Africa.
December 1992	Construction workshop for low cost technologies in water supply and sanitation, Ethiopia.	Participants from Ministry of Health and other institutions.

Date	Description	No. of Participants	Participation by
21 Sept. to 10 Oct. 1992 Addis Ababa, Ethiopia	Information Management Workshop in Ethiopia for Institutions in Ethiopia.	10	Theresa Riunge
Oct. 1992, Mombasa, Kenya	Diploma in Community Health Curriculum Review	N/A	Isaack Oenga
Nov. 1992, Okakarara, Namibia	Construction Skills Workshop for IFRC	18	Isaack Oenga & 2 Fundis
7–19 December 1992 Addis Ababa, Ethiopia	Skills Training (Construction) Workshop in Ethiopia for collaborating institutions		James Thuku 4 Fundis
15–27 Feb. 1992, Naro Moru, Kenya	Women's Involvement in WSSP Workshop	13	Isaack Oenga
14 Feb. to 2 March 1993 Khartoum, Sudan	Construction Skills Training Workshop in Sudan for collaborating institutions. Organized by NETWAS		James Thuku 4 Fundis Partly Matthew Kariuki
8–26 March 1993 The Hague, The Netherlands	Management for Sustainability Course in The Hague organized by IRC. (*Isaack was sponsored by IRC. NETWAS intends to offer this course in EA jointly with IRC*)	N/A	Isaack Oenga
8–12 March 1993 Dar-es-Salaam, Tanzania	Pit Emptying Technology Workshop organised by IRCWD in Dar.	N/A	Matthew Kariuki Rose Mulama Lidonde
15–19 March 1993 Nairobi (Windsor), Kenya	RWSG Conference		Matthew Kariuki James Thuku Melvin Woodhouse
19–23 April 1993 Amman, Jordan	Working Group on Information organised by IRC in Amman, Jordan; on behalf of the Collaborating Council	30	Matthew Kariuki
April 1993, Nairobi, Kenya	PALNET Pre-planning participatory training workshop	N/A	Isaack Oenga & Theresa Riunge
April 1993, Mombasa, Kenya	Sewerage technology and water resources management. Organised by the Office of the President/USAID in conjunction with the sector ministries	30	Isaack Oenga
3–14 May 1993 Voi, Kenya	Participatory Training Workshop in Kenya organised by PALNET (*Participatory Training Network*).	30	NETWAS NGOs, and Government
3–15 May 1993 Gondar, Ethiopia	Construction Skills Training Workshop in Ethiopia for collaborating institutions. Organised by NETWAS.		James Thuku 4 Fundis
10–13 May 1993 Nakuru, Kenya	Workshop on Community Training for Water Management in ASAL Areas: A Planning Workshop for the National Drought Recovery Programme. Organised by Ministry of Water, Kenya. NETWAS invited to participate.	N/A	Matthew Kariuki
16 May to 3 June 1993 Moshi, Tanzania	Construction Skills Training Workshop in Moshi, Tanzania organised by the International Fed. of the Red Cross.	18	Isaack Oenga 2 Fundis Partly Matthew Kariuki
24–26 May 1993 Moshi, Tanzania	Symposium organised by IFRC, Geneva	30	Isaack Oenga & Matthew Kariuki

Table 1

Date	Description	No. of Participants	Participation by
29 June to 1 July 1993 Nairobi, Kenya	Regional Research Seminar in Nairobi, Kenya. Organized by NETWAS.	30	NETWAS staff 3 Collaborating institutions in EA.
11–29 July 1993 Khartoum, Sudan	Participatory Training Workshop in Organized by NETWAS in Sudan.		James Thuku 19 Rose Mulama Lidonde
2 August to 3 September 1993	Environmental health course for AMREF's Diploma in Community Health	23	Isaack Oenga 4 Fundis
18–20 August 1993	1993 Annual Engineers Conference was held at Kericho, Kenya. Organised by MLRRWD.		Matthew Kariuki invited to attend 3
20–23 September 1993	Regional Water & Sanitation Seminar. Theme: Management and Sustainability in Water and Sanitation. Organized by NETWAS in ~~Sudan~~ Ethiopia	37 N/A	NETWAS, Representatives from Kenya, Uganda, Tanzania, Ethiopia and Sudan. 4
October 1993 26–29 oct.	Seminar on Water and Sanitation Information Systems. Facilitated by WHO and UNICEF brought together participants from Coast, Nyanza, Western and Eastern Provinces. Organised by MLRRWD.	20	Isaack Oenga 4
October 1993	Workshop on Water Finance Management (WAFIM), Naivasha, Kenya. The participants were drawn from the Department of Water Development, SIDA, NETWAS, UNICEF, KWAHO and Belgium Water Team. Organised by MLRRWD.	30	James Thuku
October 1993	Association of Public Health Inspectors, Uganda		Matthew Kariuki invited as facilitator
October 1993	Workshop on Health Learning Materials		Rose Lidonde
October 1993			
29–30 November 1993	ITN Centres' Managers Meeting, Kenya	30	ITN Managers, Assoc. Inst., NETWAS staff, UNDP-World Bank 2
1–2 December 1993	ITN Africa Region Meeting, Kenya	50	ITN Managers, 3 Govt. Reps, Donors, Assoc. Inst., NETWAS staff, UNDP-World Bank
3 December 1993	NETWAS Board Meeting	30	NETWAS Board Members
13–14 December 1993	WHO workshop on E.M., Nairobi, Kenya		Matthew Kariuki, Mary Munano 3

15 May to 5 June 1993 Gondar, Ethiopia	Construction Skills Training Workshop in Gondar, Ethiopia. 20—25 participants. Organized by Gondar School of Hygiene.	25	James Thuku and 2 Fundis 20	TTT
31 May to 4 June 1993 Maseru, Lesotho	AGUASAN Workshop in Lesotho, organised by SKAT.	N/A	Matthew Kariuki 5 Rose Mulama Lidonde	OTWS
June 1993	Water Aid regional conference for East Africa, organised by Water Aid, London	N/A	Isaack Oenga	OTWS
9—12 June 1993 Asmara, Eritrea	Proposed fact finding mission to Eritrea. (Although NETWAS programme theoretically covers Eritrea no such visit has been possible in the past).	N/A	Matthew Kariuki 4 James Thuku (Daniel Gubler ?)	OTWS
29 June to 1 July 1993 Nairobi, Kenya	Regional Research Seminar in Nairobi, Kenya. Organized by NETWAS.	30	NETWAS staff 3 Collaborating institutions in EA.	OTWS
14—15 June 1993 Addis Ababa, Ethiopia	Commencement of the Monitoring Mission. Discussions with institutions in Addis Ababa.	N/A	Matthew Kariuki 2 James Thuku Daniel Gubler	—
14—24 June 1993 Ethiopia and Kenya	NETWAS Monitoring Mission	N/A	Daniel Gubler 11 NETWAS staff	—
11—29 July 1993 Khartoum, Sudan	Participatory Training Workshop in Organized by NETWAS in Sudan.		James Thuku 9 Rose Mulama Lidonde	Not done
2 August to 3 September 1993	Environmental health course for AMREF's Diploma in Community Health	23	Isaack Oenga 30 4 Fundis	TTT
20—23 September 1993	Regional Water & Sanitation Seminar. Theme: Management and Sustainability in Water and Sanitation. Organized by NETWAS in Sudan.	N/A	NETWAS, 4 Representatives from Kenya, Uganda, Tanzania, Ethiopia and Sudan.	OTWS
26 November 1993	NETWAS Board Meeting	N/A	NETWAS Board Members 1	OTWS
30 November to 3 December 1993 Kenya	Africa ITN Managers Meeting, Kenya	N/A	ITN Managers, 4 NETWAS staff UNDP—World Bank	OTWS

2.1.2 Training of NETWAS staff

Training of NETWAS staff was recommended during the last Monitoring Mission. NETWAS staff was recommended to be trained to become better trainers. Areas of training which were recommended were:-

- Participatory training
- Presentation techniques
- Preparation of training materials.

Training of key staff has been undertaken through their participation as trainers in PROWESS training workshops. Staff who have been trained as trainers include James Thuku, Isaack Oenga and Theresa Riunge.

Isaack Oenga has also undertaken an IRC course in the Hague on Management for Sustainability. Isaack was partly sponsored by IRC and NETWAS (funds raised by NETWAS through provision of consultancy services). It is hoped that NETWAS shall complete

	Date	Institution	Course Description	No. of Partici-pants	Duration Days	Remarks
39	Nov. 1989	IES, University of Khartoum	ITN Modules Practical Construction	15	10	Tutors, HQ and Field staff training in use of ITN Modules and Practical Construction
40.	Dec. 1989	Regional Tutors Annual Seminar. Ministries of Water, Health, Lands, Universities and Training Institutions. Kenay, Tanzania, Uganda, Ethiopia, Sudan.	RTAs. Theme: "Information, Evaluation and Learning". Nairobi	25	5	Presentation of problems and case studies on information exchange. Development of info. networks. MEP evaluation and problem based learning methods.
41.	Dec. 1989	Regional P.H.D's Seminar on BSc Programme.	BSc in Environmental Health	14	1	Discussion of developments for BSc programmes in Env. Sci / Health. Regional collaboration and liaison

Duration

	Date	Description	No. of Participants	NETWAS Participation	
1.	14-28 Jan.'89	Environmental Health KCMC - Moshi For Asst. Medical Officer students	42 DM 10	MOH, Environmental Health Dept 15	TTT
2.	25 July - 4 Aug. 1989	Low Cost Water and Sanitation Technologies.Held at Arba Minch Water Technology Institute. Organized by WRC Ministry of Health and AMWTI	24 4 facilitators	Facilitator MG, JT & Fundis 11	(TTT)
3.	5 Sept - 20 Oct, 1989	Kilifi Water and Sanitation Program construction workshop		37	(TTP
4.	4 - 29 Sept. 1989	Post Basic Diploma Course in Community Health Environment Nairobi, Kenya	18 4 facilitators	Facilitators IO, TA & Fundis 15	(TTT)
5.	4-15 Nov.'89	Training W/shop in WSS Rural and Urban Water Corporation, MOH, Dept. of Civil Engineering University of Khartoum I & S work, RC rescent	24	JM, TM and Fundis 19	CSS & TTP
6.	22-26 Nov.'89	ZOPP workshop Kentmere Country Club Limuru, Kenya, to prepare Plan of operation for 1990 - 1991	15	NETWAS staff facilitators and participants. 5	OTW
7.	Nov. - Dec	Regional Seminar on Information evaluation & learning participants from government ministries, training institutions, IRC and World Bank.	28	Organized by NETWAS 30	IT
8.	26-30 March 1990	Community Participation in CBWSS, Nazareth, Ethiopia for Sector Authorities, Depts & NGOs organized by WRC and NETWAS	24	JT, MNK Facilitated 5	CSS
9.	19-20 June '90	Donors meeting,Kampala, Uganda		MNK 2	OTW
10.	24-30 June '90	Env.Health Officers Work/shop on Adoption of low cost technology, Mbarara Uganda for EHO		7	TTT

~~184~~

~~17=29.11~~

Annex 14 e)

WORKSHOPS ORGANIZED BY EHU 1990 - 1994

Date	Target Group	Course / purpose
March 1990	Drillers / field officers	Drilling techniques
July 1990	Health inspectors	Environmental sanitation
Oct. 1990	Health inspectors	Environmental sanitation
Oct. 1990	CDA/CDO and field officers	Integrated social mobilization
Oct. 1990	Water engineers	Low cost water and sanitation
Nov. 1990	Senior Officers WDD	Management of Development Projects
April 1992	District Health Inspectors	To draw up District Health Strategies
May 1992	Health Officers / Assistants	Curriculum Development
July 1992	Ministry of Health	Preparation of National Sanitation Guidelines
Aug. 1992	WDD	Water quality management and assessment

Annex 14 f)

	Date	Description	No. of Participants	NETWAS Participation
1.	14-28 Jan.'89	Environmental Health KCMC - Moshi For Asst. Medical Officer students	42 DM 10	MOH, Environmental Health Dept
2.	25 July - 4 Aug. 1989	Low Cost Water and Sanitation Technologies.Held at Arba Minch Water Technology Institute. Organized by WRC Ministry of Health and AMWTI	24 4 facilitators	Facilitator MG, JT & Fundis
3.	5 Sept - 20 Oct, 1989	Kilifi Water and Sanitation Program construction workshop		
4.	4 - 29 Sept. 1989	Post Basic Diploma Course in Community Health Environment Nairobi, Kenya	18 4 facilitators	Facilitators IO, TA & Fundis
5.	4-15 Nov.'89	Training W/shop in WSS Rural and Urban Water Corporation, MOH, Dept. of Civil Engineering University of Khartoum I & S work, RC rescent	24	JM, TM and Fundis
6.	22-26 Nov.'89	ZOPP workshop Kentmere Country Club Limuru, Kenya, to prepare Plan of operation for 1990 - 1991	15	NETWAS staff facilitators and participants.
7.	Nov. - Dec	Regional Seminar on Information evaluation & learning participants from government ministries, training institutions, IRC and World Bank.		Organized by NETWAS
8.	26-30 March 1990	Community Participation in CBWSS, Nazareth, Ethiopia for Sector Authorities, Depts & NGOs organized by WRC and NETWAS	24	JT, MNK Facilitated
9.	19-20 June '90	Donors meeting,Kampala, Uganda		MNK
10.	24-30 June '90	Env.Health Officers Work/shop on Adoption of low cost technology, Mbarara Uganda for EHO		

ILD

ILD Training Materials which consists of slides cassettes and a book.

3 Video Cassettes entitles

1. People and problems
2. Problems and solutions
3. Solutions and people

Title

1. An approach to Training systems design (2)

2. Introduction to the modules of employable skill approach (2)

3. Implementing Modules of employable skills (2)

4. Analyzing worker behaviour (2)

5. Developing learning materials (1)

6. Designing Training programmes (2)

7. How to construct a brick VIP latrine: A step by step manual for training Public Health Technicians by a joint publication by AMREF and KWAHO edited by Nicholas Greenacre Illustrated by Juliet Waterkeyn

8. Almedon, Astier

   Siaya Hygiene Evaluation - Study by Astein Almedon; Tom Mboya; Veronica Moraa; Christian Odhiambo and Zilpa Ouma - London : London School of Hygiene and Tropical Medicine (university of London) January 1994 Vi, 56p (photos col) Appendix A, B, C, D.

9. Narayan, Deepa,

   Participatory Evaluation: Tools for managing change in Water and Sanitation - Washington The World Bank xi, 123p: ill photos - World Bank technical paper No. 207 includes Appendix ISBN 0-8213-2477-2.

10. PROWWESS/SARAR Tool-kit, Mukono, Uganda October 1992

11. PROWWESS/PALNET SARAR Tool-kit - Ndara Ranch Voi, Kenya May 1993

12. PROWWESS Tool-kit on Participatory Methodology for community participation in water supply and sanitation projects Ethiopia

13. Participatory Hygiene Education Methodology Tool-kit (Uganda).

14. Universal Decimal Classification - English Edition 3rd Edition Revised 1961 London British Standard Institution 1961 Part I & II.

15. Universal Decimal Classification
International Medium edition English text Part 1 Systematic table - London: British Standards Institution 1985.

16. Sears list of subject headings 13th edition edited by Carmen Rovira and Caroline Reyes. New York H.W. Wilson.

17. Cataloguing with copy: A decision - Maker's handbook 2nd ed. by Arlene G. Taylor with assistance of Rosanna M. Neil Englewood, Colorado: Libraries unlimited Inc, 1988

18. ALA rules for filing cataloguing cards, ALA
Introduction to Cataloguing and Classification 7th Ed by Arlene G. Taylor. Littleton.

19. Colorado: Libraries unlimited Inc. 1985 IRC Thesaurus
Ango-American Cataloguing Rules 2nd edition 1988 Revision

20. Standards and manual for school and college libraries in Tanzania/Tanzania Library services: Oslo, NORAD 1987.

21. Selected sources of information and literature on Water and Sanitation - T. Riunge

22. Guidelines for the development of Information Centre - T. Riunge

23. Newspaper Indexing.

<u>Technical Drawings - JT</u>

- VIP latrine drawings
  - Twin Pit
  - Centre Vent VIP

- Ferrocement tank drawings
- Incinerator drawings
- Sanitation platform drawing
- ITN Modules
- Construction Slides
- Construction photographs

Training Materials and Equipment available at NETWAS

- Slide sound modules ITN
- Slide Projector
- Overhead Projector
- Problem Based Learning (Problems/scenarios)
- Environmental health engineering books
- Pit Latrine Design/construction manuals
- Hygiene education - Posters (4 Fs etc.)
- Participatory tool kit (SARAR)
- Slides from various activities
- Videos cassettes on WSS
- TV, Video sets
- Construction tolls (masonry/carpentry/pipe fittings)
- Slide Projector, carousel
- Microfiche Recorder
- Computers

Documentation centres improved by NETWAS

NAME	TYPE OF ASSISTANCE	SINCE	TO
1. Water Development Department. Kampala. Uganda	· Training of staff. Organising for formal training in the East African School of Librarianship. Two staff trained · Identification and engaging a consultant to train staff on the job and development and organisation of the documentation centre · Minor repairs. library furniture and library stationery · Library materials. ITN modules. slide projector and cassette player	1991	June '92
2. School of Hygiene. Nakasero Annexe. Kampala	· Rehabilitation of the library room. · Library furniture · Typewriter and duplicating machine. Slide projector and cassette player · ITN Modules. books · Engagement of a consultant to assist in library development. train staff on the job. One teacher trained to manage the library.	March '92	October '92
3. School of Hygiene and Environmental Studies (Now faculty of Hygiene and Env. Studies)	· Staff training · Negotiated for professional assistance with staff from the Faculty of Medicine University of Khartoum to organise the library and train staff on the job in document processing. · ITN modules. slide projector and books provided.	Oct. '91	1992
4. Muhimbili Health Officers School	· Rehabilitation of the library room · Library furniture · Engagement of a local consultant to train staff on the job, assist in organisation and document processing. · Training materials. ITN modules. Slide projector and cassette player		

NB: All the other collaborating institutions on the attached list received books. ITN modules and cassette players from NETWAS. Except in Kenya , they have also benefitted from Workshops on Information Management organised by NETWAS.

Annex 15 b)

Objectively verifiable indicators for results concerning documentation and information section by

Mary Munano

2.01 At least 80% of books supplied through NETWAS to focal institutions are usable and still usable.

Survey carried out between Dec. 1993 and Feb. 1994.
Dec.93 Ethiopia and Sudan by Theresa and Tanzania Feb.94 by Theresa, Kenya and Uganda by Mary Munano showed that in Kenya and Uganda over 80% of the books are still there available and in good conditions.

Reference to the survey reports.

2.02 According to the above survey and Questionnaires response of some period and of April 1993. At least 10% of persons are receiving information sent by NETWAS which include articles from periodicals, books, reports, newsletters, letters, brochures. The survey showed that a higher percentage is receiving them over 40%.

2.03 According to the some survey and other visits made and response to questionnaires sent circulation i.e. borrowing or lending of materials has increased. It was difficult to say how much because no figures were taken at the beginning of 1992 or end of 1993. It was encouraging to see that most institutions have a circulation system and records are kept of books borrowed. They have a book ledger, cards system such as Browne system.

2.04 50% of focal institutions have catalogue cards which are fairly well maintained. However them update is a problem due to lack of stationery.

2.05 80% of the institutions have an inventory or accession list of their records.
Ref: Survey 1994 of Kenya, Uganda, Ethiopia, Sudan and Tanzania.

2.06 Institutions have an accession register of their collection i.e. all the book received are entered. Some even have catalogued them i.e. where they have staff with certificates or diplomas in information work. However most libraries do not have their own secretary or typist they have to use the institution one who has other duties. Many don't have a full time staff for library work. This makes it difficult for them to send NETWAS their accession register or list of holdings. A few have those with very small collection.

Annex 15 c)

BOOKS DISTRIBUTED TO EHU BY NETWAS

	Title/Book description	No of copies
1.	Household demand for improved sanitation Series: A Case Study of Kumasi, Ghana.	1
2.	Willingness to pay for Water in Rural Punjab, Pakistan, World Bank.	1
3.	Sustainable Water Resources Management in Arid Countries.	1
4.	Rural Water Supply Handpump Project Laboratory Testing of Handpumps for Developing Countries Final Technical Report, UNDP Project Management Report No. 3	1
5.	Fundamentals and hydraulic Engineering Systems	1
6.	Sanitation in Developing Countries by Arnold Pecey, Widely, 1978	1
7.	Sewage Treatment in hot Climates Revilion Mara Wiley, 1976	8
8.	Waste Water Engineering in Developing Countries by J.B. White, Arnold 1987	1
9.	Hydrology in Practice	2
10.	Women Issues in Water and Sanitation Attempt to Address an Old Challenge	1
11.	Hand dug Wells	1
12.	Pictorial Guide to Woodworking tools	1
13.	Community Participation and Women's Involvement in Water Supply and Sanitation Projects IRC	1
14.	Waste Stabilization	
15.	Water Supply and Sanitation in Primary School Education in Developing Countries. A Preliminary Study IRC, 1988	2
16.	Making the Links Guidelines for Hygiene Education in Community WSS by Maruelle T. Boot, IRC 1989 occasional paper No. 5	1

17. Achieving success in Community Water Supply and Sanitation Projects by WHO SZARO Regional Health Paper No. 19, New Delhi, WHO, 1985

18. Working together for a together for a Better Tomorrow by Foundation for International Training Paper No. 7 IRC 1

19. Community Participation and Sanitation Concept Strategies and Methods Tech. Paper No. 17 IRC 2

20. Slow sand filters for Community WSS Planning Design by J.T. Visscher 2

21. Sanitation and Diseases Health Aspect of Excreta A Waste Water management. 1

22. The Design of Pour Flush Latrines by Ruvican Mana World Bank.

23. Appropriate Technology for WSS Sociocultural Aspects of WSS Excreta disposal, World Bank 1980. 1

24. Appropriate Technology for Water Supply and Sanitation 9

25. Ventilated improved pit latrines VIP Pipe Design Guidelines 1

26. Sanitation Without Water 3

27. Participation and Education in Community Water Supply and Sanitation Programmes No. 13 5

28. Participation and Education in Community Water Supply and Sanitation Programmes No. 12 4

29. Manual on the Design, Construction and Maintenance of low cost pour flush water seal latrine.

BOOKS DONATED TO MBALE SCHOOL OF HYGIENE NETWAS

1.	A Handbook of Gravity Flow Water Systems by Thomas D. Jordan JNR.	1
2.	Environmental Health Engeering in the Tropics In Introduction Text	2
3.	Sanitation without water	10
4.	Manual on the Design Construction and Maintenance of Low Cost Pour Flush Water Seal Latrine in India	2
5.	Women Issues in Water and Sanitation Attempt to Address Old Challenge	2
6.	Water Supply and Sanitation in Primary School Education in Developing Countries. A Preliminary Study IRC, 1988.	3
7.	Making the Links, Guidelines for Hygiene Education in Community WSS by M.T. Boot IRC, 1989.	2
8.	Working Together for a Better Tomorrow Foundation for International Training for 3rd World	1
9.	Slow Sand Nutrition for Community WSS Planning design by J.T. Visscher	
10.	Appropriate Technology for WSS Socio Cultural Aspects of WSS excreta disposal, World Bank, 1990	1
11.	Household demand for the improved Sanitation Series. A Case Study for Kumasi University	1
12.	Fundamentals and Hydraulic Engineering Systems	2
13.	Handbook for District Sanitation Coordinators by Kebedere Kabaseko TAG Note No. World Bank	2
14.	Appropriate Technology for WSS A Planner Guide by John M. Kelbermathen 1980, World Bank	1
15.	Heylock Ken	1
16.	Le Clere, Maria A Workshop Design for Latrine Construction: A Training Guide (Technical Report No.25)	1
17.	Edwards, Daniel A Workshop Design for rainwater Roof Catchment Systems. A Training Guide (latest Technical Report No. 27)	1

18. Gormley, Nilma
A Workshop Design for Spring Copying
A Training Guide (Wash Tech. Report No. 28) 1

19. Frelick, Graema
A Training Guide on Hygiene Education
Wash Technical Report No. 60) 1

20. CAIRNCROSS, Sandy
Sanitation and Water Supply, practical lessons
from the decade. Discussion paper series No.9)
UNDP - World Bank Sept. 1992 1

21. How to construct a brick VIP latrine
Step by Step manual for training
public technicians, Nairobi, Amref/Kwaho 1

22. Pied Crow's Environment Special Magazine:
Sanitation issue, Nairobi, Care-Kenya. 2

23. Journal of the Institution of Water and
Environmental Management Vol. 5 No. 4 Aug. 1991. 1

NAKASERO SCHOOL OF HYGIENE

1. Taylor : Arlene G.
   Cataloging with copy: a decision makers handbook,
   2nd ed., Eaglewood Co.1 1988 1

2. Hoycokd Ken
   Sears list of subject headings:
   Canadian companion 3rd revised by Lynne
   Lightall, New York: H.W. Wilson Co. 1987.

3. Le Clere, Maria
   A Workshop design for latrine construction:
   A Training Guide (Technical Report No. 25)
   prepared by Maria Le Clare and Keith Sherer
   Washington, D.C., USAID June, 1984 1

4. Edwards, Daniel
   A Workshop Design for Rainwater
   roof catchment Systems
   A Training Guide (latest Technical Report No. 27)
   prepared by D. Edwards, Kent Keller and David Yohalem 1

5. Gormley, Wilma
   A Workshop Design for Spring Camping:
   A Training Guide (Wash Tehcnical Report No. 28)
   prepared by W. Gormley, David Goff and Karl Johnson,
   Washington D.C, USAID, Sept. 1990 1

6. Frelick, Graeme
   A Training Guide on Hygiene Education
   (Wash technical Report No. 60) prepared
   by Graeme Frelick and Sarah Fry
   Washington D.C. USAID, Mrch 1990 1

7. Cairn Cross
   Sandy Sanitation and Water Supply:
   Practical Lessons from the decade
   (Discussion paper series No. 9)
   Washington D.C. UNDP, World Bank Sept. 1992

8. How to Construct a brick V.I.P. latrine:
   Step by Step manual for training public
   technicians Nairobi, Amref/KWAHO 1

9. Pied Crow's environment Special Magazine
   Sanitation issues Nairobi, Care Kenya

10. Journal of the Institution of Water and Environmental
    Management Vol. No.5, No.6, December, 1991 1

11.	Hydrology in Practice	2
12.	Women Issues in Water and Sanitation Attempt to address an old challenge	2
13.	Pictorial Guide to Wood Working Tools and joints by H.F. Marfleet.	1
14.	Community Participation and Women's Involvement in Water supply and Sanitation Projects, IRC	1
15.	Sanitation without Water	5
16.	Roun Catchment and Water Supply in Rural Africa A Manual	8
17.	Manual on The Design Construction and Maintenance Construction and Maintenance and low cost pour flush water seal latrine in India	

BOOKS DONATED TO UWIAOC BY AMREF

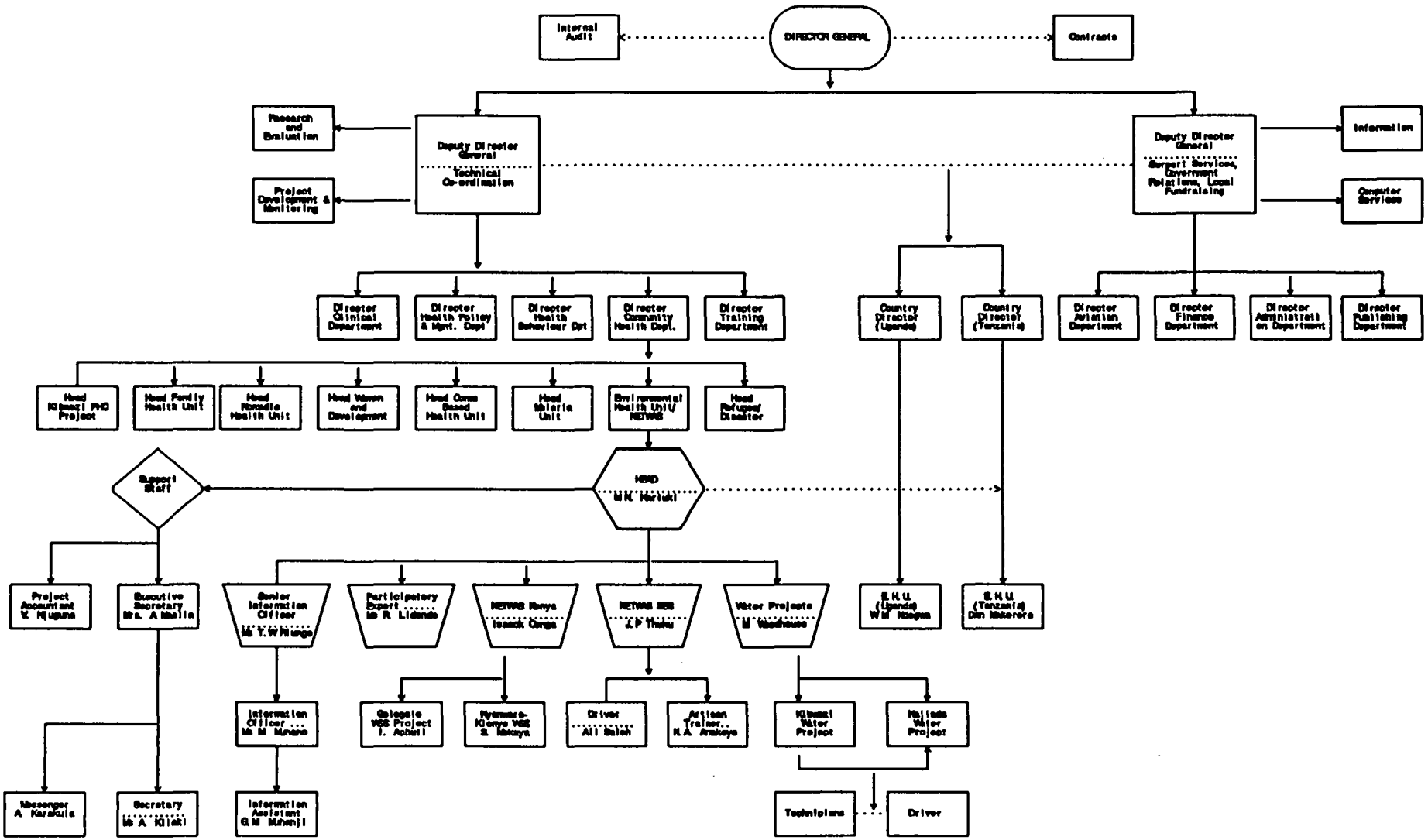
AUTHOR	TITLE	PUBLISHER	PLACE OF PUB	Year	No
UNO Winblad Wen Kilamo	Sanitation Without Water	Macmillan	London	1985	1
WHO	Guidelines for Drinking Water Quality Vol.1	WHO WHO	Geneva	1984	1
WHO	Guidelines for Drinking Quality Vol.2	"	"	"	1
"	Guidelines for Drinking Water Quality Vol.3	"	"	"	1
Beveny A. & D. Duncan Mara	Ventilated Improved Pit Latrines: Vent Pipe Design Guidelines	World Bank	Washington	1983	2
Elizabeth Shaw	Hydrology in Practice		London	1983	2
S.B. Walt & W.E. Wood	Handdug Wells and their Construction	IT	London	1990	7
Thomas D. Jordan	A Handbook of Gravity Flow Water Systems	IT	"	1984	5
Duncan Mara	Sewage Treatment in Hot Climates	Wiley	Chist.	1980	10
F. Longland	Field Engineering: An Introduction to Develop. Work and Construction in Rural areas	IT	London	1983	9
John Van Nostrand & James G. Wilson	The Ventilated Improved Double - Pit latrines: A Construction Manual for Botswana	United Nations	Washington	1983	3
Helvetas	Manual for Rural Water Supply	SKAT	Switzerland	1980	9
Christine Van Wuk-Sifbtsm	Participation and Educ. in Community Water Supply and Sanitation Programmes	IRC	Netherlands	1989	8
Cairncross	Small Water Supplies	Ross	London	1986	2
E.H. Hodkes	Small Community Water Supplies: Technology of Small Water Supply Systems in Developing Countries	Wiley	Chister	1987	9

Kabalikat Pamilyang Pilipino	Women's Issues in W+S Attempts to address an age old challenge	IDRC	Canada	1987	2
Cairncross Sandy & Richard Feachem	Environmental Health Engineering in the tropics An introductory text	Wiley	New York	1988	7
				Total	80

Consultancies done by NETWAS

	Description of Consultancy	Date
1	Evaluation of Kenya Finland Company WSS project in Kenya which was carried out by NETWAS in collaboration with IRC. This evaluation was funded by FINNIDA.	March 1991
2	Evaluation of HESAWA water supply and sanitation in Tanzania by NETWAS and IRC. This evaluation was funded by SIDA.	May/June 1992
3	Evaluation of Kilifi Water Supply and Sanitation which was funded by International Red Cross.	Sept. 1992
4	Construction Workshop which was held in Namimbia for International Red Cross.	Nov. 1992
5	Construction Workshop which was held at Kaduna Zambia for the Federation of Red Cross and Red Crescent.	March 1992
6	Construction Workshop held in Tanzania for Internationa Federation of Red Cross.	16.5 to 3.6.93
7	Evaluation of Child Survival and development Programme for Kenya funded by UNICEF by a group of consultants. NETWAS did the evaluation of the water and sanitation sub-programme.	June 1992
8	Women's involvement in WSS Projects workshop at Naru Moru. This workshop was organized on consultancy basis by NETWAS for IRC.	15 - 27.2.93

NETWAS ORGANISATION CHART WITHIN AMREF - March 1994



Annex 17 a)

RESULT OF INTERNAL BRAINSTORM BY NETWAS TEAM

Annex 17 b)

OPTIONS FOR STATUS OF NETWAS

KEY
- ● Disadvantages
- □ Advantages
- ✱ Risks

AUTONOMY

- ● Establishment of Physical facilities
- ● Getting Recognition
- ● Legal Status
- ● Loss of management status
- ● Creation of good public image
- ● Needs for delineation of assets
- □ Recognition as NETWAS
- □ Improved management
- □ Clear objectives
- □ Improved accountability
- □ Efficiency will be enhanced
- □ Avoidance of being associated with faults of host institution
- □ Increased fundraising campaigns
- ✱ Exposure to external interferance
- ✱ Lack of support
- ✱ Takes time to setup
- ✱ Not being recognized

ELEVATION TO DEPT. WITHIN AMREF

- ● Still subject to current problems
- ● Need to create other units
- ● More funds will be required
- ● Lack of clear mandate of NETWAS (objectives of NETWAS/AMREF)
- □ Participation in management decisions
- □ Enjoy AMREF goodwill
- □ Better status in fundraising through AMREF offices abroad
- □ Will improve staff morale
- ✱ NETWAS directorate involved in other AMREF activities
- ✱ Need for increased funds to finance the department which not be forthcoming
- ✱ Funding for additional units which may not be forthcoming

LOOK FOR ALTERNATIVE HOST INSTITUTION & RETAIN SIMILAR STATUS TO WHAT NETWAS HAS WITH AMREF

- ● Moving to unknown situation
- ● Host may be worst than AMREF
- ● Objectives may conflict
- ● Similar problems as present
- ● Initially mistrust
- ● Requirement to cope with problems of a new organisation May not be easy
- ● Need for delineation of assets
- ● Time wasted in re-establishing itself
- □ Advantge none
- □ Will be in a position to state our terms
- □ Chance to negotiate for better terms of affiliation
- □ There may be chance to impose self
- □ Goodwill of AMREF enjoyed
- ✱ Could easily kick us out
- ✱ Risks of moving to the unknown
- ✱ Not sure of motives of taking us
- ✱ Possible rejection by new institution

RETAIN STATUS QUO

- ● NETWAS will never grow & will be viewed viewed as a unit of AMREF
- ● Subjected to too much bureaucracy
- ● Remain with problems
- ● Conflict in mandate
- □ No delineation problems
- □ NETWAS to continue getting support & patronage from AMREF
- □ Use AMREF management & legal status
- ✱ NETWAS will be over-shadowed by within AMREF
- ✱ NETWAS will still be viewed as an outcast within AMREF
- ✱ Risks of unacceptability by NGOs will still persist
- ✱ Retarded International recognition

Debriefing Seminar second day / Brainstorm on conditional criteria how to ...

How to avoid competition		How to achieve recognition / Identity	
Be aware of on-going sector activities	Coordinate sector activities	Reduce or eliminate overhead *	Identity & Recognition to be achieved
Collaborating with existing institutions	Support existing institutions	Clear personal incentive structure	Establish rates for services and training
Clear objectives and strategies	Coordination, HRD functions & no project implementa-tion	Funding Implications	Authority to manage finances *
Coordination with other actors	Provide services on demand	Have separate bank accs. and finance management*	Quality of services
Separate NETWAS from EHU *	Advertise services/ workshops	Highly Qualified staff	Unique services (not offered by others)
Definition and respect domaines of activities	Clear mandate	Identify specific comparative advantage	NETWAS as focal point of Network in WSS with clear mandate
Specialisation	Clear/transparent definition of roles	Involve partners in market survey	Operation management
No direct grassroot involvement *	NETWAS only involved in few demo-projects for training purpose	Complete autonomy & Collaborative memoradum of understanding with AMREF *	Status elevated *
Better Acceptability to play coordinating role	Be professional in outlook	Own Letter head *	Relocate office outside AMREF premises *
Implementation of projects to be left to NGOs	EHU/NETWAS relationship not working *	Separate legal status and autonomy *	A clear mandate
No project implementation	NETWAS not to implement but be provider of soft- ware	Seen more as trainers not implementors	Promotion (Advertisement)
NETWAS to network with e.g. AWN PALNET etc	Clarity of role/relationship vis-a-vis PALNET	Have distinct objectives and disseminate them	Avoid being operational
Competing with government institutions	Competition to be avoided	Establish actual costs of NETWAS services	Establish NETWAS market

* issues which have to do with NETWAS being in AMREF

DEBRIEFING SEMINAR SECOND DAY
BRAINSTORM ON ....

COLLABORATION
NETWAS
AMREF

SERVICES WHICH AMREF CAN GET FROM NETWAS

Support Software in AMREF Projects	Advisory Services
Consultancy Services on Water and Sanitation	Networking Market Opportunities
Technical Input Expertise	Training in Participatory Methodology
Documentary Services	Appropriate Technology
Accounting Services	Overheads 20% of Budget

SERVICES WHICH NETWAS CAN GET FROM AMREF

Parental Clients	Project Development
Integrated Research	Legal Status
Publishing Facilities	Management Financial Services
Advisory Services on Health Education	Physical Facilities
Books Distribution	

CONSTRAINTS

Petty Jelousy	Donor Conditions
NETWAS Busy Implementing Plan of Operation	Limited Staff Available
NETWAS a "Competitor"	Fear that NETWAS can take away the Funding
Feer of Ones Project Being Grabbed	Poor Coordination and Cooperation
Assumption that NETWAS would Give Free Services	Expect Free Service
May be required to Pay Consulting Fees	NETWAS Services Expensive
Public Relations Management	NETWAS Unable to Provide Free Service

CONSTRAINTS

Get Services But not All are Good	Departments too Busy Responding to Donor Demands
No Participation Approach in AMREF Management	Staff too Busy as AMREF Has Many Department Units, Programmes
Missing Collaboration Among AMREF Units	Due to Poor Marketing Strategy
Aloofness May be Due to Lack of Professionalism	Administrative Procedures Hampering Efficient Implementation
NETWAS Unable to Cooperate with Doctors	Internal Competition for Funds
Bureaucracy	Possesiveness of Projects By Project Leaders

Options for status and situating NETWAS

- **A1 NETWAS as autonomous NGO,**
  but having institutional links with AMREF at DG level

  This option means that NETWAS would be a corporate body (with its own legal status). NETWAS would have an Advisory Board as it has at present. In addition the Management of NETWAS would be run by a Management Board.

  NETWAS' link to AMREF would be through the NETWAS Management Boards and the Advisory Board. AMREF would be presented in both. AMREF would also provide internal audit services to NETWAS. On external auditor appointed by the Management Board would be responsible for carrying out annual external audits of NETWAS.

  NETWAS would have its own finance and administration management unit reporting to the Management Board. NETWAS would have its own bank account.

- **A2 NETWAS as a separate entity** with no separate legal status outside AMREF, but being linked with AMREF at DDG(T)s level

  Under this option NETWAS would have all the management structures described in A1, but it would not be a separate legal entity. NETWAS would report directly to the Deputy Director General (Technical).

  This means that NETWAS would have a Management Board and an Advisory Board. It would also have separate bank account and separate finance and administration units.

  The internal audit of AMREF would be responsible for carrying out NETWAS internal audit. An external auditor would be appointed to carry out annual audits.

- **A3(a) NETWAS as Deparment of AMREF with special status**

  NETWAS would have an Advisory Board as at present. It would be unique from other AMREF Depts because it would have its own or autonomous finance and administration units.

  Internal audit would be carried out by the internal audit unit of AMREF while external audit would be carried out annually by an external auditor.

- **A3(b) NETWAS as an ordinary Department of AMREF**

  NETWAS management would be similar to that existing for other AMREF Depts with the following exception: NETWAS Advisory Board which would continue to be a part of NETWAS.

- **A4 NETWAS as a unit of AMREF with special status**

  This would be the same as at present with the following provision:

  — NETWAS would have its own separate finance and administration units.

  — NETWAS Advisory Board would continue as at present.

- **B NETWAS as an NGO Independent from AMREF**

  This option would mean that NETWAS would be a corporate body with its own management structures. AMREF may or may not play a role in the Management board and Advisory board of NETWAS.

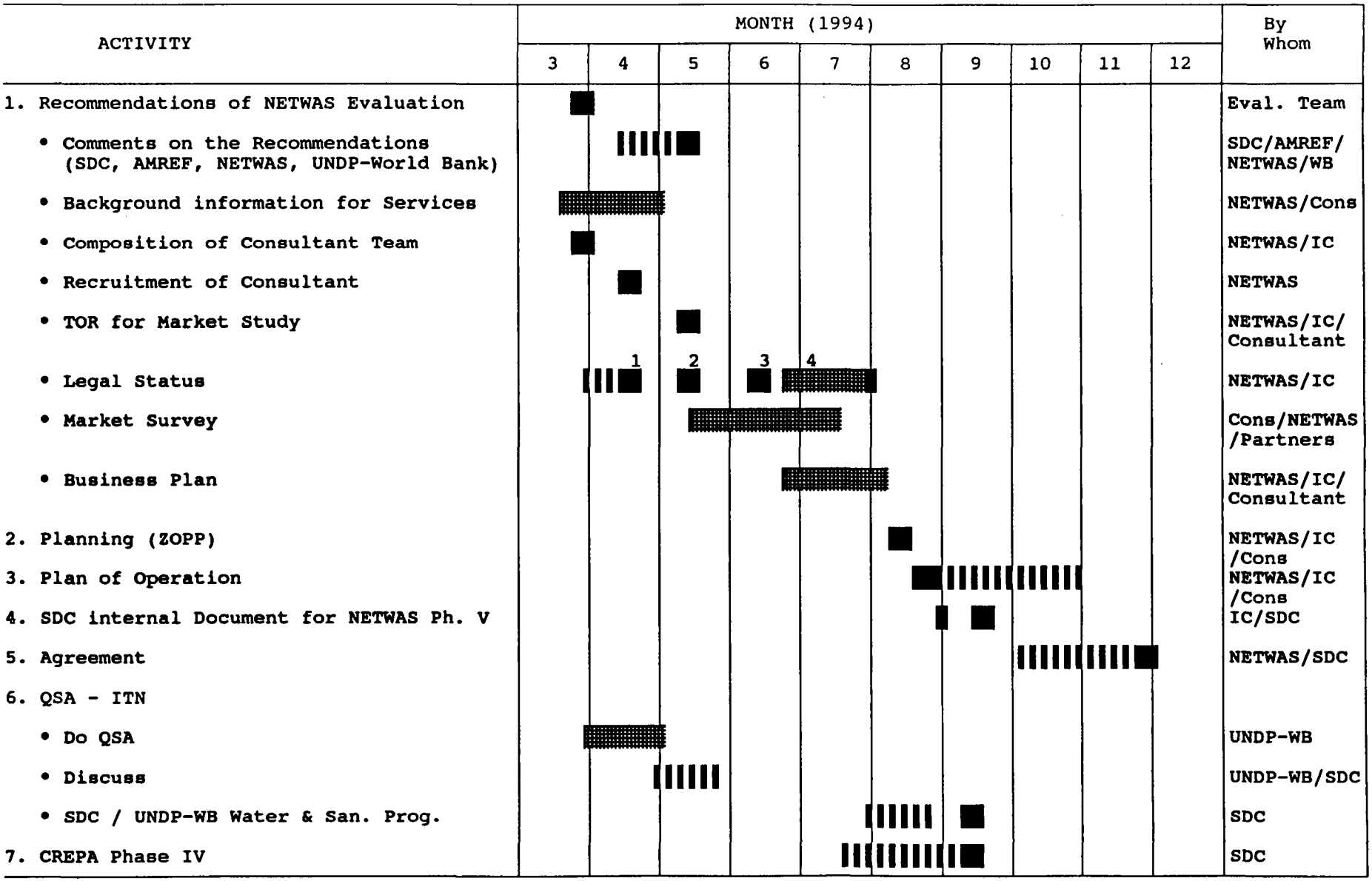
Recommendations

1. The workshop participants considered the two main options A and B. It was felt that the historical links between NETWAS and AMREF should be encouraged to continue for the benefit of both NETWAS and AMREF. Consequently option A was selected.

2. Further the workshop participants evaluated options A4, A2, A3(a) and A4 and recommended that option A1 was the best. It was recommended this option should be adapted by NETWAS during Phase V.

3. All the other options A2, A3(a), A3(b) and A4 were rejected in light of the many constraints enumerated elsewhere by the participants.

Benchmarks for NETWAS Phase V



Deadline Negotiations/Discussions Activity

1 Options 2 Comments 3 Decision 4 Consultancy on legal aspects

Annex 18

Annex 19 a)

PROGRAMME FOR THE NETWAS EVALUATION DEBRIEFING MEETING

9.00 a.m.	Opening and Introduction (NETWAS Head) Presentations of Evaluation Team and Discussions/Feedback
9.15 a.m.	Evaluation Methodology
9.30 a.m.	Analysis and Assessment of Project Planning and concept
10.30 a.m.	TEA BREAK
11.00 a.m.	The main actors in the project, their mutual relations, (NETWAS' external collaboration)
11.45 a.m.	CBWSS technology and approaches
12.30 p.m.	Documentation, Information Communication
1.00 p.m.	LUNCH BREAK
2.00 p.m.	Human Resource Development
3.00 p.m.	Institutional issues (NETWAS internal collaboration)
3.45 p.m.	Gender Issues
4.00 p.m.	Concluding Remarks — Evaluation Team Leader — NETWAS Head — AMREF DG — RWSG — SDC
4.30 p.m.	TEA BREAK

E N D

Annex 19 b)

PARTICIPANTS TO THE DEBRIEFING WORKSHOP

7th and 8th March 1994 - MILIMANI HOTEL - NAIROBI

	Name	Organization	Address
1.	Ines Islamshah *	SDC Swiss Embassy	Box 30752, Nairobi
2.	Paul Peter	SDC, Head Water & Infrastr.	3003 Berne
3.	Ron Sawyer	RWSG-EA	Box 30577, Nairobi
4.	Leif Hommelgaard	RWSG-EA	"
5.	Melvin Woodhouse	AMREF/EHU	Box 30125, Nairobi
6.	I.O. Oenga	AMREF/NETWAS	"
7.	J.W. Maina *	KEWI, MLRRD & WD	Box 60013, Nairobi
8.	T.W. Riunge	AMREF/NETWAS	Box 30125, Nairobi
9.	Nimrod Bwibo	AMREF	"
10.	Matthew Kariuki	AMREF/NETWAS	"
11.	Wilfred Ndegwa	AMREF/EHU	"
12.	James Thuku	AMREF/NETWAS	"
13.	Michael S. Gerber	AMREF	"
14.	Mary Munano	AMREF/NETWAS	"
15.	Rose Lidonde	AMREF/NETWAS	"
16.	Anne Ndungu	AMREF/NETWAS	"
17.	Vincent Njuguna	AMREF	"
18.	Patrick Youri *	AMREF	"
19.	Frank Haupt	Infraconsult Ltd.	Bitziusstr. 40, 3006 Berne
20.	Vivian Bahemererwa	UDSM	Box 35091, Dar-es-Salaam
21.	Andrew Makokha	Wakasa Consultants	Box 52050, Nairobi
22.	Julia Kunguru	Consultant	Box 54358, Nairobi
23.	Karl Wehrle	SKAT	Vadianstr. 42 9000 St. Gallen

* participated only during first day plus eventually partly during second day

S W P O

TOOL

KEK CDC CONSULTANTS

What is SWPO?

SWPO is a working tool for self-evaluation and project piloting. It emerged from cooperation with projects and has proven its worth in practice.

The procedure was first elaborated in French and the French abbreviation, SEPO, means:

S uccès /Success
E checs / Weaknesses
P otentialités /Potentials
O bstacles / Obstacles

Self-evaluation is something that we take so much for granted that we are hardly aware of it. We are constantly looking back on past experiences, evaluating them and adjusting our future behavior on the basis of them.

Evaluation means learning lessons from the past to serve as a guide for future action. We collect the information available to us and in doing so we rely on indicators (→monitoring). We then assess the information compiled on the basis of more or less plausible criteria (→evaluation). Many efforts at evaluation are based on observations made by others; they are unwieldy and depend on expert knowledge. As a result, they are not very successful in expressing the values and assessments of those concerned.

An evaluation based on partnership is an ambitious one. What we do together we would also like to evaluate together. To do this, we need aids which facilitate participatory working. In other words, we need tools which enable a team to describe and learn to accept distinct experiences, estimations and hopes and to discuss the conclusions which are drawn from them. We could say that SWPO is a method for mapping experience and hope.

The SWPO procedure is a simple one and has the advantage of being comprehensible even in an intercultural setting.



Where can SWPO be useful?

1. Self-evaluation

In practice, SWPO proves to be an adaptable and flexible method. The procedure allows different perceptions to be recorded and directs the attention of those involved towards joint action. SWPO facilitates:

- The portrayal of the varying experiences made by different groups of actors.
- Participatory evaluation and assessment of experiences and perceptions.
- Respect for the experiences, opinions and estimations of marginal groups.
- Finding a common language and step-by-step problem-solving.
- The approach to self-evaluation and the elaboration of a built-in evaluation system which reinforces independent piloting by those involved.
- The linking of evaluation (review) with the adjustment of objectives and planning.

In short, SWPO converts the persons affected into partners and promotes responsible conduct. What more could be desired of a method of participatory self-evaluation?

2. Fostering autonomy

The discussion about evaluation procedures generally revolves around the question of the indicators (yardsticks) and the processing of information.

In the case of self-evaluation, these questions are not unimportant. Nevertheless, the crucial issue is that a project team or an implementing organization be able to draw new motivation from the self-evaluation. Self-evaluation is meant to become a planned learning process which fosters autonomy and thus contributes to the sustainability of the project.

It is clear that the SWPO procedure alone cannot achieve all of this. It has its limits. However, it can facilitate the approach in this direction and serve as a key to participatory project piloting. The application of the SWPO method is based on the following values:

- We build on what the actors in the project know and do and take up their ability to and their interest in guiding and evaluating their work themselves.
- We create possibilities which enable the actors to see the effect of their work on the achievement of the project's objectives.
- We let them ascertain whether the energy expenditure and the material investment is effective and cost-effective.
- We give the actors the opportunity to see the project in the broader context of space and time and to look beyond the pressing immediate objectives.
- We develop and strengthen the awareness of joint responsibility.

Naturally, the values outlined here are not limited to the SWPO procedure alone; they characterize a general project climate in which cooperation is based on solid relationships.

3. Planning

The SWPO procedure can be useful in planning as well:

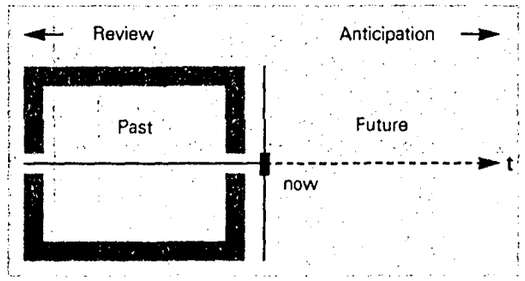
- It facilitates the approach to planning since it enables those involved to express their experiences, disappointments, hopes and fears in view of future changes.
- It reveals the diverse visions entertained by the various actors and makes them comprehensible to all.
- It facilitates the quest for common interests and values.
- It links the review of the past with looking into the future in order to initiate possible joint action.

The SWPO Window

The SWPO window is based on our fundamental ability to repeatedly recall the past and to anticipate the future, and it assigns four universal questions to these two dimensions.

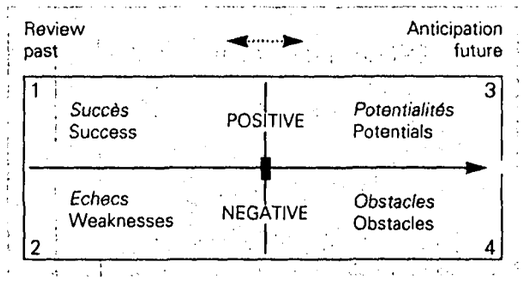
1. The time axis

First and foremost, the SWPO window invites the participants to illuminate a past experience or activity. It locates the experience on the time axis.



2. The SWPO window

Both the look into the past (review) and the look ahead into the future (anticipation), are complemented by a simple evaluation criterion (positive/negative) creating the four-part SWPO window.



According to the individual assessment, experiences will be written down in one of the four parts of the window, for example:

Success	Successes (qualitative and quantitative), aims achieved, strengths, pleasure, fun
Weaknesses	Failures, weaknesses, difficulties, bottlenecks, anxiety, dejection
Potentials:	Potentials, ideas, wishes, trends, unused abilities
Obstacles:	Obstacles, resistance, unfavorable frame-work conditions

In the process, it is important to preserve the SWPO sequence of windows, 1 - 4, starting with the motivating successes.

3. An examples

A group of farming families in the highlands of Guatemala decides to purchase seed, to sow it jointly and to market the surplus together. Individual groups are responsible for the various activities which are necessary to achieve the goals of the project. Regular SWPO meetings, conducted by a moderator, are held in these individual groups. A simple form with the SWPO windows is used to describe and summarize the experiences of the group members.

Every month, a SWPO meeting of the moderators is also held and cards and pin-boards are used to display the experiences of the various actors. The SWPO method, which becomes comprehensible to all of them after a short period of time, throws light on the different perceptions and experiences, facilitates a step-by-step solution to the problems and makes it easier to reach a consensus.

Application

1. Visualization

It proves advantageous to have the SWPO procedure supported by means of visual aids; pin-boards and cards, large-format sheets of paper, and even just a sand floor and symbols, can be useful in this process. In most cases, it is sufficient if the well-known rules of visualization are explained while doing the introduction to the SWPO procedure (see "Visualization Techniques. Working Instruments for Planning, Evaluation, Monitoring and Transference into Action (PEMT)" published by the SDC, now in preparation).

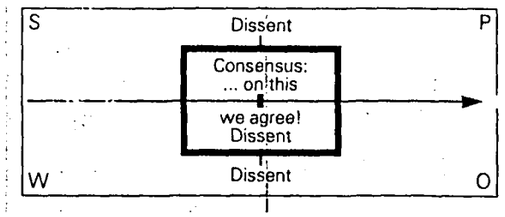
2. Introduction

- Explain to the SWPO users how the SWPO window is constructed.
- At first, use it for only one activity in which several actors are involved.
- Always begin with the look into the past (= left section of the window) starting with the successes (Succès). It gives encouragement and draws attention to development potential.
- Let the group decide on how far back and how far forward in time the procedure should go.
- Each actor should express his/her own experiences and perceptions.
- Ensure that all experiences find space in SWPO and are taken seriously.
- Have the individual actors comment on their contributions and clarify comprehension questions.
- Record common aspects first (consensus) and discuss contradictory opinions (dissent) at a later stage.
- Facilitate the implementation of SWPO by proceeding according to planning steps: problem causes, discussion of alternatives, agreement on aims, planning of activities and means (see below: Extension).

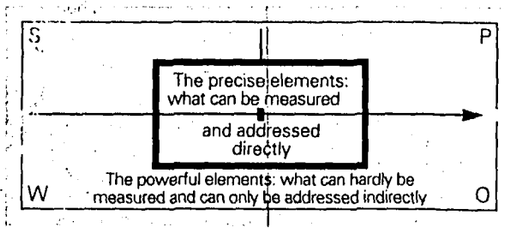
3. How to extend SWPO

There are many possibilities for applying, extending and combining the SWPO building block. The individual situation and the specific needs determine which additional aspects should be taken into consideration.
Here are three examples:

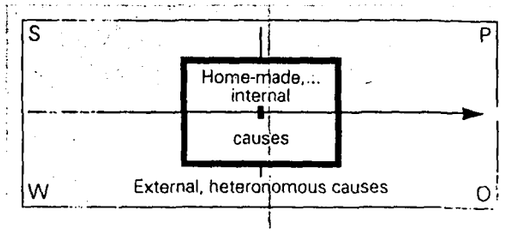
- The convergence window : Consensus /Dissent

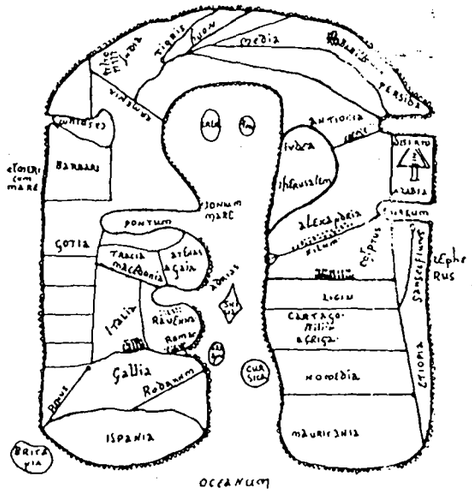


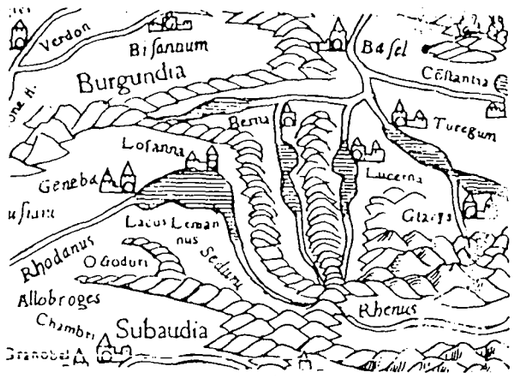
- The powerful elements and the measurable elements

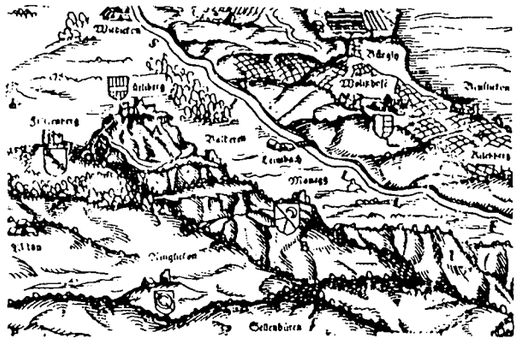


- External/ internal causes







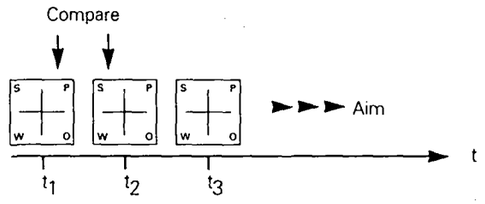


Possibilities for extension

If you only have a hammer, every problem tends to become a nail! A tool is not able to replace reflection on individual, local solutions. Here are a few ideas:

1. Time sequence

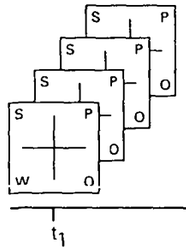
Different SWPO evaluations can be placed one after the other on the time axis. The future side (i.e. the right side of the window) should then be reflected in the subsequent SWPO on the past side (i.e. left). In the process, the members of the group can formulate their contributions independently and then collect them later in a continuous manner in large SWPO windows (→monitoring) and assess them periodically (→evaluation). With regular repetition, SWPO will turn into a fully fledged instrument for the planning, evaluation and transference of experiences into action.



Phases of observation

2. Comparison of the groups of actors

In practice, it can also prove advantageous to have the different actors involved in a project elaborate their SWPOs independently of one another. The comparison of the different SWPOs will lead to a fruitful discussion about the various experiences and possibilities.



SWPOs elaborated by 4 groups of actors independently of one another. On a regular basis, a synthesis SWPO is elaborated: where are our common points?

Primarily in situations which are characterized by major hierarchical differences and a division of labor, it might be necessary to separate the groups of actors otherwise the discussion of problems and mutual reproaches could obstruct the dialogue. Doing SWPO in different groups of actors promotes the understanding that different assessments are not wrong or right, but merely the expression of different experiences and roles in any given organization.

3. The incorporation of indicators

In order to observe the degree to which the envisaged objectives have been achieved, simple and plausible indicators (i.e. yardsticks) can be introduced on the left side of the SWPO window. This would link the discussion about potentials and obstacles more closely with previous experiences.

In formulating indicators, it is important to ensure that a balance is found between the easily measurable quantities (e.g. x tons of seed produced, y km of roads maintained) and the powerful non-measurable elements (e.g. reasonableness, quality of cooperation, clarity of common goals).

Even in the case of this ambitious extension, SWPO proves to be an extremely efficient tool. The choice of a few plausible indicators can be developed from the practical application of SWPO.

The series PEMT

The present working tool - SWPO - is part of the series entitled: "Working Instruments for Planning, Evaluation, Monitoring and Transference into Action (PEMT)" published by the SDC. It is recommended by the Evaluation Service as one of the tools (among others) for use in projects, programes and sectors. Its content is such that it can be used in conjunction with the theme brochures and background documents which have already been published in the same series. The topics discussed in those brochures, especially the issues of sustainability and self-evaluation, can be supported by the SWPO method.

The following descriptions of frequently used tools are currently being prepared for publication in the PEMT series:

- Rapid/Participatory Rural Appraisal (RRA/PRA)
- Objective-Oriented Project Planning
- Introduction to Self-Evaluation in Grassroots Organizations
- Visualization Techniques

This description of the SWPO method was prepared by KEK/CDC Consultants and adapted to the requirements of development cooperation in collaboration with the SDC's Evaluation Service. It is being published simultaneously in the "Praxis-Bogen" (Tools) Series issued by KEK/CDC Consultants.

KEK/CDC Consultants

The consulting group CULTURE - DEVELOPMENT - COMMUNICATION - KEK/CDC was founded in 1983 by consultants from different socio- scientific specialties since the issues and problems with which we deal increasingly require interdisciplinary reflection and action. KEK/CDC is active at home and abroad. We do research, consulting, project management and organize training events in the following areas:

- Educational planning, education, further training
- Project planning and evaluation
- Organizational consulting project management
- Intercultural communication
- Providing scientific support for projects in international cooperation

The series TOOLS

The working instruments presented under the title TOOLS provide answers to questions which arise frequently in the field. They describe a curve from experience - via theory - to practice. They are born of experience and seek to be re-applied there.

SWPO emerged as a modest working tool in the introduction of self-evaluation and monitoring and evaluation (M&E) systems in development cooperation and educational consulting in Switzerland. The difficulties which arise in this context are well- known. Complicated systems, which are dependent on expert knowledge, are devised and lead, inter alia, to impressive data graveyards.

We have nothing against theory; on the contrary, we hold theory which exerts an influence on praxis in high regard. For, as we all know, there is nothing more practical than a good theory! Concepts are important since they provide an overview, classify the unique and place it in perspective. The working tools presented here can also be substantiated and enriched by theory if we were to refer to evaluation theory, attribution research etc. However, that would not only be beyond the scope of this paper; it would also unnecessarily hinder those who would like to just simply take a chance and see what comes of it. We would like to invite you to do just that.

The KEK series TOOLS series will be continued. Among others, issues on the following themes are in preparation:

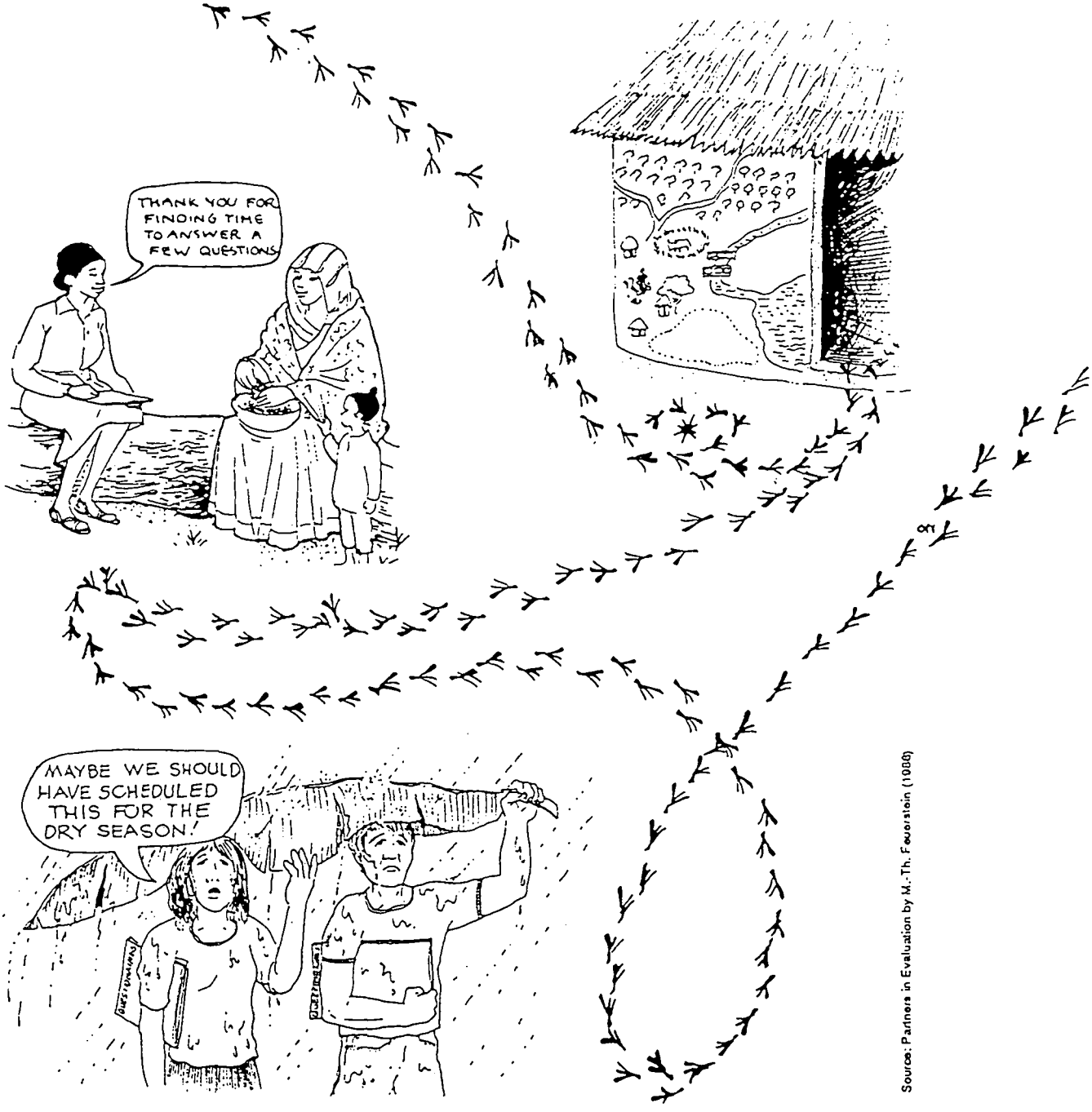
- Learning systems and the development of curricula
- Organizational analysis and organizational consulting
- Intercultural communication in practice

Illustrations: Maps show a multitude of facts in relation to each other. They point the way and represent what we imagine and what we know. They are the expression of a specific world view. Owing to their affinity with the M&E systems, we have chosen them from the following book: Leo Weisz, Die Schweiz auf alten Karten. Zürich 1945.

© K E K / C D C Consultants

Universitätstrasse 69 B *CH-8006 Zürich*
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PARTICIPATORY RURAL APPRAISAL
P R A



Source: Partners in Evaluation by M.-Th. Feuerstein (1986)

Swiss Directorate for Development Cooperation
and Humnanitarian Aid (SDC)
Evaluation Service
CH-3003 Berne

A working instrument in the series Working Instruments
for Planning, Evaluation, Monitoring and Transference
into Action (PEMT)

March 1993

4.93 3000 20U 12629

PRA

Participatory Rural Appraisal

The background
The concept
Tools
Practical guide
Advantages and limitations
Literature

This folder provides an overview of the concept of PRA, and the range of its applications in practice. It is by no means a comprehensive do-it-yourself-manual. The intention is to help you make the decision as to whether PRA might be a useful approach for doing appraisals in your own working situation. If encouraged, you may develop your own tailormade solution, or obtain further practical ideas by referring to literature.

Note: PRA was initially formulated as an approach for obtaining timely information from knowledgeable rural people in a cost-effective way (Rapid Rural Appraisal - RRA). Over the years the same basic attitude and tool-box proved useful in other complex situations too, i.e. in urban areas, for institutional aspects etc. The approach was further developed into a more villager-oriented process: the concerned people teach the outsider, they explain and share - for their own ultimate advantage. Participatory Rural Appraisal (PRA) stands for a mutual learning process in favour of a common goal.

1. What is PRA?

PRA is a methodical framework to understand and assess rural (and urban) situations, and plan for their development. They are based on attitudes, methods and exchange. The knowledge of local people is taken as the starting point, and visiting planners or administrators learn from them, by using many different locally adapted methods (see 5. Toolbox). The ultimate goal is to identify possible concrete actions, based on a shared understanding of the situation at hand.

2. Basic attitude

One key to facilitate direct people's participation is the outsiders' behaviour: lecturing or extractive interviewing - as frequently practiced by visitors - does not enable genuine rapport. Our basic attitude is receptive and collegial: As outsiders we accept the largely intuitive and associative knowledge of villagers as equally important and reliable as our scientific expertise. We must be willing to:

- patiently respect the farmers' rhythm and form of dialogue,
- work with methods that empower the villagers to express their views,
- visually share and verify the informations gathered with those concerned,
- clearly outline the reasons and objectives of a PRA,
- remain genuine and unpretentious.

3. Where does PRA fit in the project-cycle?

PRA is a means to make development-efforts more tangible for the local people. It is optimally placed before or as a part of the initial planning phases. However, the timing has to be well chosen: PRA works best when the development-topics and activities are still undecided, but the commitment for future action is ensured. PRAs can also be run in reorientation-phases, or for identifying the potentials for

extending successful activities into new areas.

4. Intentions and conceptual cornerstones of PRA

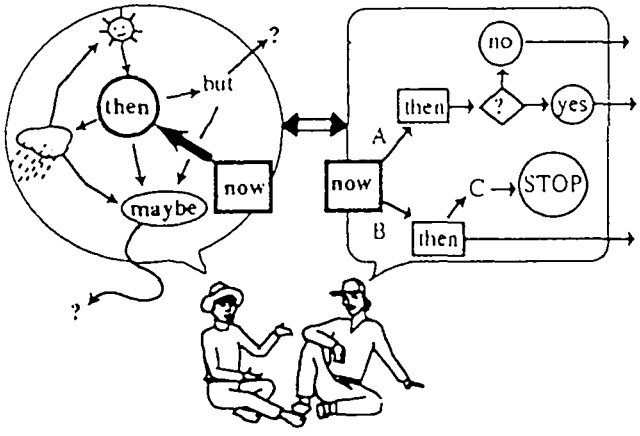
PRA intends to yield timely insights of a situation for all parties involved, in order to decide on future action. The following two main objectives stand out:

a) create a learning environment for everybody

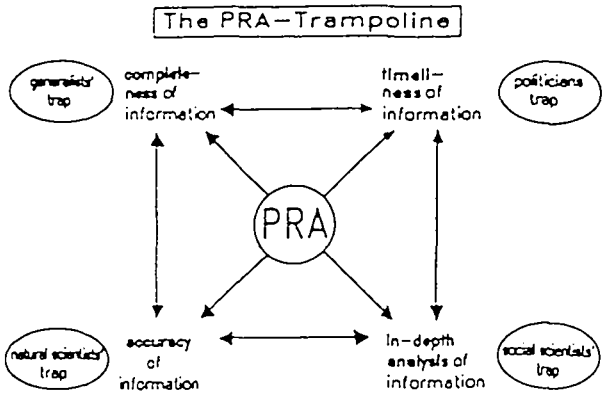
b) attempt what may be called "optimal ignorance"

Creating a learning environment means to provide for an athmosphere which allows rationally reasoning outsiders to exchange with local people, who reason according to their cultural values, beliefs and personal experience, and thereby joint learning can take place. This requires communication between their different ways of looking at the world and coping with reality. The challenge which is taken up in PRA is to ensure this communication in an open and constructive manner, based on mutual respect and confidence.

Sharing your knowledge, creativity and commitment:



Optimal ignorance: Appraisals often suffer from time pressure and do not allow painstaking analysis. PRA can be of help in obtaining the required information on time, though at the risk of being "quick and wrong". Keeping this "time-accuracy-paradox" in mind, we aim for what is called "optimal ignorance": This is the art of "knowing what I don't need to know" and to focus on crucial informations only. The challenge is to hit the right balance (trade-offs) between timeliness, accuracy, completeness and depth of the information needed:



PRA thus stands for a qualitative and holistic approach: Partners aim at being fairly sure of heading in the right general direction - as opposed to following a track identified with scientific detail which turns out to be "precisely wrong" for missing the important things.

5. Tool-box

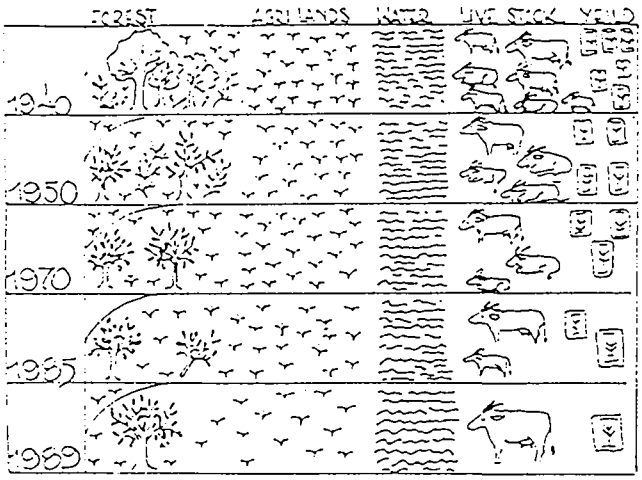
The choice of tools varies according to the particular issues and the local communication culture. New tools are continuously being created and added. There is no concluding list of tools available due to their situative value. Several publications (see Lit.) however provide an idea of the range of methods. PRA practitioners are therefore encouraged to experiment - there is not just one way of doing it right. PRA does not offer a fixed methodology, but offers a basket of tools for use within the given cooperative spirit.

Let us have a brief look at some of the tools being used more frequently. We bear in mind, that they are optionally used in combination with the underlying basic attitude: Avoid all forms of premature interpreting, proposing, moralizing, threatening, extractive nterviewing, advising, rushing. Because confidence required for successful PRA grows on another soil.

5.1. Transects: direct observation and discussion in the field

These are walks across the landscape, whenever possible in mixed groups of outsiders and villagers. A route is

chosen which crosses many typical conditions. Outsiders observe and ask, villagers explain. Discussions on what cannot be seen are avoided. Situations and evolutionary trends can be graphically recorded as shown in this example of a Historical Transect from India:



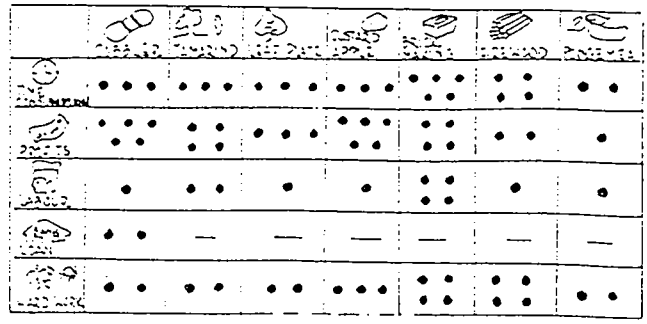
5.2. Semi-structured interviews

Discussions with villagers should be as natural as possible. A lot of the preparation goes into establishing the main topics to be discussed. This involves asking local key-persons (i.e. village head, local blacksmith, village midwives, postman, etc. ...) beforehand on the topics and issues villagers are concerned with, and getting acquainted with their communicative culture. No clearcut questions, no questionnaire-formats, but a well thought-through framework of "burning issues" for the discussions is set up. Enough room is given to allow active probing of things which surface, but had not been thought of while setting up the rough outline.

5.3. Ranking, scoring

These are tools which help to determine the relative importance of various options (i.e. use of trees, importance of sources of income, etc. ...). The two main tools are: Pairwise ranking, in which always only two options are compared, and the reasons for prefering one option over the other made clear. Going through all the possible combinations finally results in a list of criteria by which villagers assess options. The other tool is Direct Matrix Ranking, in which the assessment takes place on a matrix of options and criteria.

An example done by Indian village women:



5.4. Visual sharing: diagrams, maps and models

This is a whole set of tools for visualizing discussions. Visual sharing allows all participants to see, comment, manipulate and alter the physical representation of a situation - they can triangulate (see also 6: Important Guidelines). The information is still publicly owned. Experience shows that illiterates are very good in using diagrams to make their points, provided the objectives of the diagrams are clear to them. Visual tools include blockdiagrams, seasonal calendars, village maps, village models, time-graphs, decision-trees or combinations of these.

5.5. Food-path

What is a typical daily meal? Then work backwards through all activities needed to finally make this meal possible - including fetching water and firewood, storing, cultivation, seed-procurement, or milking, herding etc. The next question is who does what, and what are the inputs needed? Which activity or input creates a bottleneck and why? Food-path analysis is a superb tool to understand the differences in workloads of men and women, and the real bottlenecks in subsistence food-production.

5.6. Final feedbacks and crosschecks

Villagers are invited to attend a final meeting, in which all the important insights and joint decisions on further action are presented and discussed. The villagers are requested to make a final check whether they agree with the findings. Often further actions are determined during such meetings, usually again using ranking tools. Here the outsiders can check on whether they

understood the villagers' views and expectations correctly.

For more inspiration on tools and their use refer to Lit. Chambers (1992).

6. Important practical guidelines

6.1. Triangulation

The PRA-team tries to understand various viewpoints of a situation, and attempts to explore new, and sometimes even unusual perspectives. We follow one source of information until the outlines of a situation become just barely clear, then stop, and take up another track to get another perspective - thereby "triangulating" the important insights to be gained. We do not invest too much time to make an in-depth study of one source of information, but rather switch to other available sources. Example: Make a rough assessment of aerial photographs, plus pairwise ranking of forest-products during interviews with farming families, and a food-path analysis. This will bring up the dynamics of the depletion of the resources on public land with a reasonable approximation in accuracy.

Important: Always share and check your own new insights with the local people.

6.2. Reduction of biases

Being biased (i.e. to incline to a particular way of looking at, or understanding things) is a natural phenomenon. Throughout the PRA a continuous effort is needed to avoid such biases.

Here are some of the more frequent biases:

Type of Bias	What to do against it
Road bias: You only see what can be seen from the road	- walk for an hour or two in a right angle away from the road
Seasonal bias: You only see and experience the rural situation during the typical travelling season	- make your visit during the difficult rainy season
Professional bias: You only see what interests you professionally	- make sure you are inthe field in a mixed goup of various disciplines, and always together with local people
Daytime bias: You only experience the life of a village during officehours	- stay overnight in the village and observe during dawn and dusk
Project bias: You only see things which might be interesting for the project at hand, or which the project wants you to see	- split the team doing the PRA / RRA. One part makes the "official" programme, the other takes a walk, or spends its time in other "informal" ways
Scientific bias: You are searching for information in order to further your own research, test, your own hypotheses (extractive attitude)	- make sure that the RRA is made clear to the local people - let the local people identify the benefits of the PRA/RRA for themselves, and reach a consensus with them - take local people on the team if possible

A good PRA-team is continuously alert for biases and finds ways to evade them.

6.3. Interdisciplinarity

It is advisable to run PRAs in mixed teams of people with natural science and social science backgrounds respectively. Guidance and initiative however should remain with local people. More eyes see more things differently. Mixed teams can also encourage fruitful interactions right at the scene of interest. There are no fixed rules as to the size of teams, and the composition of disciplines. However, the smaller the teams, the better they can manage intra-team disussions and the generation of hypotheses. On the other hand the more disciplines, the broader the possible perspectives become. We end up with a trade-off between manageability of the team, broad perspective, and costs. PRA may also, in exceptional cases, be undertaken by a single person with a solid "generalists" competence, together with villagers.

6.4. Iteration

"You think on your feet". After coming across new information we try to evaluate these and formulate hypotheses. This is done in daily evening sessions. The next day these hypotheses are reflected while talking again to villagers in their working or living context. In repeating this, the hypotheses will mature and eventually end up in insights or conclusions. PRA thus is explicitly not the collection of data to be analysed later against pre-formulated hypotheses.

6.5. PRA in practice

Conditions

- The political situation in the area to be examined must allow the use of participatory methods. Otherwise the jointly planned activities may lack backing from relevant public authorities.

- All people in the team must be familiar and feel comfortable with the basic attitude.

- It must be possible for the PRA-team to visit villagers and interact with them openly within due time. This implies familiarity with the local culture, living patterns, conversation habits etc.

- It must be made clear to all involved, what will happen with the obtained results, after the PRA is completed.

Prerequisites

The following things have to be prepared and ensured before starting a PRA:

- "Secondary data analysis": The information available on the area and its population (broad range: From local myths and stories right through to satellite images) is reviewed beforehand in order to avoid asking people questions which have already been asked before.

- Teambuilding among the outsiders takes place before they start interacting with villagers. The challenge is for each member to get a feel for the others' strengths and weaknesses and to find his/her own best role within the team.

Common concerns and commitment

- A common concern must be found and formulated, which encompasses the concerns of all involved (i.e. villagers, outsiders, financing institutions). Example for a "common concern": "We all want to understand how the people living here cope with their environment, and how to improve the chances for soils and water ressources to support them in the long run".

- Commitment for future action must be genuine and credible in order to obtain the rural community's dedicated participation.

When to consider PRA

- For participative identification and evaluation of practical measures to improve rural or urban livelyhood-systems.

- For redefining extension tasks, or contents of new or ongoing projects. In this case PRA becomes a monitoring/evaluation-instrument, which reveals the villagers' criteria against which success or failure is reviewed.

- For participative identification of issues and topics for development-oriented research, thereby ensuring its relevance for the villagers.

- For improving the relevance of imminent action to be taken, i.e. in crisis situations, in the aftermath of catastrophies, etc. Planning for the next actions after relief-operations.

- For other than rural situations, i.e. in urban slums. The same basic attitude and tool-box can be put to use wherever complex situations have to be tackled with limited ressources.

- In general PRA-techniques are helpful whenever peoples' participation is considered crucial for the search phase of a project or programme.

When not to consider PRA

- Where decisions for further action have to be based on hard data, such as e.g. in the design of irrigation-infrastructures, roads, water-

supply-schemes, etc. However, deciding on locations and ways of implementing may be supported by PRA.

- In long-term studies not aimed at immediate action.

- In a climate of political or social stress and tension - with resistance against any outside interference at the village level.

- Whenever future activities are already predetermined (PRA as "justification exercise").

Focus

There are two main types of PRA:

a) Exploratory PRA: Wide open. Any concern may be discussed, provided the villagers regard it as important (Have it ranked!). Exploratory PRAs are used to find the right general direction for a major new effort to be taken up.

b) Topical PRA: Confined to a particular topic, i.e. health care, forests and common land, markets, etc., Topical PRAs are used to explore the effectivity and impact of existing programmes. They can also follow an exploratory PRA.

7. Advantages and limitations

7.1. Advantages

- PRA reverses attitudes and methodologies. It effectively empowers the local partner and offsets biases in favour of a more balanced and realistic assessment.

- PRA allows joint and progressive learning, and thus furthers a deeper quality of partnership and confidence.

- The relevance of the various options for action are checked against the likes and dislikes of the villagers.

- Villagers feel their views and their criteria are being taken seriously. An explicit "common concern" is crucial for this effect to reach its full potential.

- Villagers and visitors are challenged to be conceptually creative. Often PRA are eye-openers for them because they have to explain things, which for them are trivial. This generates new ideas.

- Illiterate members of the community (normally poorer, marginal groups) are actively involved in diagramming, model-building, designing history graphs, etc.

- PRA encourages patient listening, reflecting and empathy - and at the same time attempts to be rapid. This apparent contradiction may be overcome in avoiding scientific rigour and precision: Prefer relaxed reflection and discussions in the field, as opposed to rushing around to collect the required data. This again is a chance for managers with a cluttered agenda to join PRA and get a full exposure to the field-reality while contributing their often vast experience.

When the work is done and the task accomplished, the people will say: "We have done it" (Lao Tse, 700 BC.)

7.2. Limitations

- No hard quantified data is produced. It is fairly easy for outsiders to dismiss the results of a PRA by insisting that it is a "special case" or not representative, or not really scientifically supported for making a decision.

- PRA-skills are difficult to be learnt in trainings. It is mainly by learning alongside experienced PRA-practitioners that expertise in PRA is acquired.

- If comparative studies must be made: Each PRA has its own and unique dynamism yielding unique results. Replication therefore is difficult. Comparisons which might make sense are between PRAs in the same village at different times.

- If (mis)understood as a collection of subtle and ingenious tools for extracting better and more intimate knowledge for research-reasons, PRA may turn into a boomerang, yielding only superficial or purposely falsified statements, distrust and rejection.

- PRA is not an operational planning tool which includes all steps from identification to implementation. It is a strong support for the search-phase of the planning process, i.e. for understanding a situation, identifying sensible actions and priorizing them.

- PRA encourages intensive communication between outsiders and concerned people, which triggers expectations. It requires skills (realism, natural authority, institutional competence and commitment) to deal constructively with the emerging emotions.

8. Sources and literature:

- Chambers R.: Relaxed and Participatory Rural Appraisal, Brighton (1991)

- Chambers R.: Methods for Analysis by Farmers: The Professional Challenge, Brighton (1992).

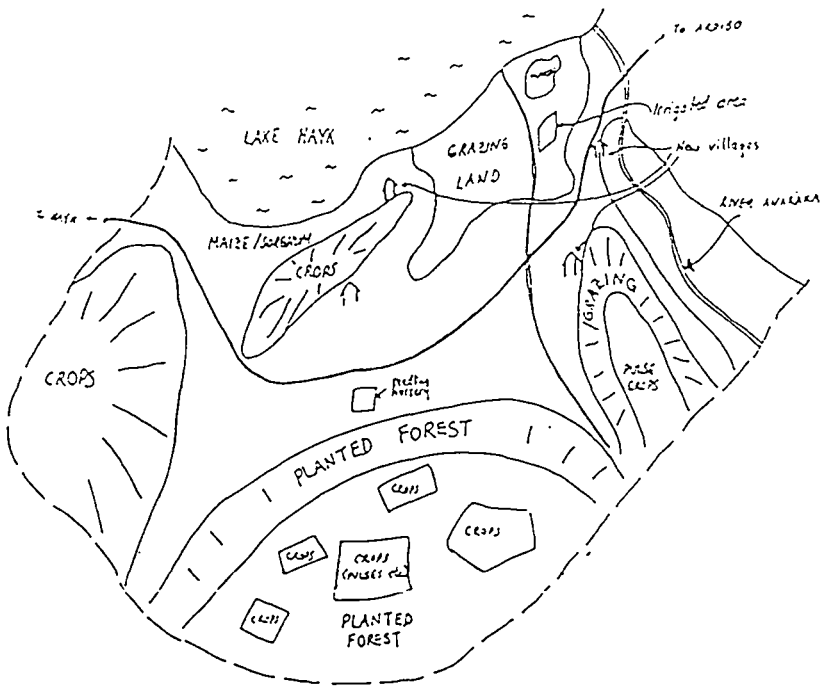
- Forest, Trees & People Newsletter, c/o. IRDC, Swedish University of Agricultural Sciences, Box 7005, S - 750 07 Uppsala, No. 15/16 (1992)

- RRA Notes Series, Sustainable Agriculture Programme, IIED, 3 Endsleigh Street, London WC1H 0DD, U.K.

- McCracken/Pretty/Conway: Introduction to RRA for Agricultural Development, IIED, London (1988)

- PRA/PALM Series, MYRADA, 2 Service Road, Domlur Layout, Bangalore 560 071, India

- Gueye B. and Schoonmaker-Freudenberger K.: Introduction à la Methode Accelerée de Recherche Participative (MARP), IIED, London (1991)



Sketch map of a Peasant Association in Wollo, Ethiopia
(Ethiopian Red Cross Society, 1988)

The series PEMT

The present PRA-folder is part of a series entitled: "Working Instruments for Planning, Evaluation, Monitoring and Transference into Action (PEMT)" published by SDC. It was compiled by U. Scheuermeier, Landwirtschaftliche Beratungsstelle Lindau (LBL), in close collaboration with the Evaluation Service. SDC considers PRA as a recommendable approach for project and programme planning and evaluation. The content of this sheet is such that it can be used in conjunction with the respective theme brochures and background documents which have been published in the same series.

Other tools available in the same series:
- Success - Weakness - Potential - Obstacle (SWPO)

Tool descriptions currently in preparation:
- Introduction to Self-Evaluation in Non-Governmental Organizations
- Visualization Techniques

Project Planning Matrix (PPM)	Project Title	NETWAS - Network for Water & Sanitation	Duration of project	Phase IV Jan. 1991 - Sept. 1994	Date: 26.09.91
			Country	Kenya, Uganda, Tanzania, Ethiopia, Sudan	Page: 1

Summary of objectives/activities	Objectively verifiable indicators (OVI's)	Means/of verification	Important assumptions
Overall goal			
OG Community based water supply and sanitation service coverage for low income groups increased.	01 Reduction in faecal-oral diseases (water borne) Kenya: 20% by 1994; Uganda: 20%; Tanzania: 20%; Ethiopia: 20%; Sudan: 20%	01 UNICEF records WHO records MoH records MoWD records	01 Long term political stability in NETWAS countries of operation. Favourable policy environment to CB-WS&S
Project purpose			
PP Sector capacity for training/information exchange in community-based water supply and sanitation increased	01 12 Key institutions offering training in community based water supply and sanitation on their own by Sept. 1994	01 Sample survey Requests	01 Favourable political climate in NETWAS countries of operation. Favourable policy environment to CB-WS&S
	02 Response rate of institutions to requests for community based water supply and sanitation actuated within 3 months by Dec. 1993	02 Requests Sample survey	
	03 There is at least one institution in each country recognized (by other CB-WS&S) as a community based water supply and sanitation reference centre by Sept. 1994	03 Requests (from institutions involved in training)	
Result			
R 01 Training support to sector institutions on community based water supply and sanitation increased (Quantity & Quality).	01.01 Improvement of teaching methods in 15 of the collaborating institutions by 1994	01.01 Observation & Curric.review	01 There is cooperation from the sector. Presence of donor funds. PROWWESS makes participatory trainer available.
	01.02 NETWAS provides training support to 40 institutions	01.02 NETWAS reports	02 Co-operation of participating agencies NETWAS Staff stability Continued donor support Security situation assured (Ethiopia & Sudan) ITN co-ordination is strengthened
	01.03 5% of participants to NETWAS training workshops or seminar pay to participate by 1994	01.03 Reports & Accounts	
	01.04 5% increase in number of staff capable of teaching community based water supply and sanitation by 1994	01.04 Reports & field visits	03 Institutions have the needed major equipment. 04 Funds exist!
R 02 Active information dissemination systems established/ developed/ used.	02.01 At least 80% of books supplied through NETWAS to focal institutions centres is still in usable condition in 1994	02.01 Accession list	05 Demand remains after services have are paid for Aid agencies are free to choose consultants
	02.02 Response on information dissemination by NETWAS reached 10% of target numbers by Sept. 1994	02.02 Records	06 No major reduction in Gov't resource allocation to collaborating institutions
	02.03 After establishment of documentation centres, circulation of WS&S books goes up to 50 per month in each centre	02.03 Accession list	
	02.04 Card catalogues maintained & updated by all established focal points by Sept. 1994	02.04 Accession list	
	02.05 75% of institutions trained prepare accession lists by 1994 according to guidelines	02.05 Accession lists	
	02.06 4 Accession lists from focal centres at NETWAS documentation centres by 1994	02.06 Accession list	
R 03 Research and development in community based water supply and sanitation supported.	03.01 10 on-going (or completed) research works on community based water supply and sanitation by Sept. 1994	03.01 Reports / publications	
	03.02 20 Requests for research and development support received by Dec. 1993	03.02 Reports	
R 04 Demonstration projects established.	04.01 One community or 20 individuals initiate and complete community based water supply and sanitation project as a result of demonstration projects by Sept. 1994	04.01 Field visits	
	04.02 Four projects actively demonstrating community based water supply and sanitation by Sept. 1994	04.02 Reports	
R 05 Project advisory services supported.	05.01 Advisory services income makes up $ 150.000 by 1994	05.01 Progress reports NETWAS finances	
R 06 Collaboration with Government's, NGO's, ITN-centres and other agencies increased.	06.01 6 New collaberative ventures contracted by June 1994	06.01 NETWAS progress reports	
R 07 Acceptance of community based water supply & sanitation by decision makers increased.	07.01 5 NETWAS staff participating on steering committees of community based water supply and sanitation projects by Sept. 1994	07.01 Minutes of meetings	
	07.02 At least 4 invitations (annually) to decision makers meetings for community based water supply and sanitation projects by Sept. 1994	07.02 Invitations	
R 08 Regional NETWAS programme strengthened.	08.01 80% of non-SDC planned budget raised by December 1992	08.01 NETWAS reports	
	08.02 Establishment of sustainable national NETWAS offices in Uganda, Ethiopia & Tanzania	08.02 NETWAS progress reports	

Summary of objectives/activities		Important assumptions
Activity		
01.01 Formulate national strategies	04.03 Obtain funds	01 There is cooperation from the sector. Presence of donor funds. Favourable political climate.
01.02 Develop training materials	04.04 Implement demonstration projects	
01.03 Carry out participatory method training of trainers	04.05 Diversify activities	02 Adequate staffing. Communication system functioning (affordable). PROWWESS makes participatory trainer available. Material/ facility safety ensured. Political stability.
01.04 Organize national training activities	04.06 Assess impacts of the project	
01.05 Support curriculum development for training institutions	05.01 Promote services	03 Insitutions can develop financially acceptable Proposals Suitable journal exists. Institutions can provide acedemic supervsion. Institutions have the needed major equipment.
01.06 Carry out monitoring and follow-up	05.02 Respond to requests	
01.07 Examine market training "know-how"	05.03 Provide consultancy services	04 Funds are available for country activities.
01.08 Carry out NETWAS staff development	06.01 Exchange information among ITN centres	05 Demand remains after services have to be paid for. Aid agencies are free to choose consultants.
02.01 Liaise with related information networks	06.02 Participate in regional/global ITN activities	06 ITN coordination is strenghtened
02.02 Train information staff	06.03 Carry out collaborative activities with ITN centres	07 Co-operation of participating agencies
02.03 Disseminate information	06.04 Support co-ordination of participating agencies	08 NETWAS Staff stability remains. Continued donor support. Security assured. Favourable currency exchange rates maintained.
02.04 Assess information needs continuously	06.05 Organize collaboration between/among partic.organizations in CB-WS&S	
02.05 Organize seminars and exchange experiences amongst centres	07.01 Organize seminars/workshops for high level decision makers (reg/nat)	09 Easy international travel
02.06 Supply sector training materials to instit.	07.02 Keep decision makers informed about NETWAS activities	
02.07 Produce newsletter	07.03 Collaborate with UNDP/W.Bank progr.in sector policy devel. initiatives	
02.08 Promote NETWAS Services	07.04 Organize regional cooperation initiatives	
02.09 Further develop NETWAS documentation centre	07.05 Encourage partnership with decision makers in NETWAS activities	
03.01 Formulate a research and development strategy	07.06 Assist, on request, decision makers to review sector policy	
03.02 Define activities based on the results of the strategy	08.01 Establish offices in regional countries of concentration	
03.03 Publish results	08.02 Carry out fund raising for NETWAS regional/country offices	
04.01 Formulate regional demonstration strategy	08.03 Carry out fund raising for NETWAS/regional conferences, seminars	
04.02 Identify projects	08.04 Develop country strategies	
	08.05 Carry out regular monitoring & ZOPP workshop	

Annex 22

PROJECT PLANNING MATRIX

NETWAS PHASE IV

(1 January 1992 - 30 September 1994)

PLAN OF OPERATION

Description	I 92	II 92	III 92	IV 92	I 93	II 93	III 93	IV 93	I 94	II 94	III 94	Respons.	Remarks
AC 1.1 Formulate national strategies	===	===	===	===								MNK	
1.1.1 Carry out training needs assessment	===	===										IO,WN,DM JT	Ken. Ug. Tanz. Ethi. Sudan
1.1.2 Design training programmes			===	===								IO,JT,DM, MW	
1.1.3 Define training objective			===	===								IO,WN,DM, JT	
AC 1.2 Develop training materials	===	===	---	---	===	===	===	===	===	===	===	MNK,IO,WN, DM,JT	Back-stopping:TR,MM & PROWWESS (Subject to avail.of funds)
1.2.1 Identify materials to be developed locally	===	===										MNK,WN,DM, JT	
1.2.2 Develop materials			---	---	---	---	---	---	---	---	---	MNK,IO,WN, DM,JT	
1.2.3 Support institutions (materials/equipment)					===	===	===	===	===	===	===	MNK,IO,WN, DM,JT	
AC 1.3 Carry out participatory method training of trainers		E		S	===	===	===	===	===	===	===	IO,WN,DM, JT	Follow up
AC 1.4 Organize national training activities	K	U	S E	T	K	U	S E	T	K	U	S E	IO,WN,DM, JT	
1.4.1 Organize country specific training activities	T	E K	U	S	T	E K	U	S	T	E K	U	IO,WN,DM, JT	
1.4.2 Provide field attachments for trainees from Kenyan institutions			===				===				===	IO	For Kenya

KEY: MNK-M.Kariuki, JT-J.Thuku, DM-D.Makerere, WN-W.Ndegwa, IO-I.Oenga, MW-M.Woodhouse, TR-T.Riunge, MM-M.Munano, VN-V.Njuguna

Description	I 92	II 92	III 92	IV 92	I 93	II 93	III 93	IV 93	I 94	II 94	III 94	Respons.	Remarks
1.4.3 Carry out short field visits			===				===				===	IO,WN,DM, JT	University/college Lecturer & student
1.4.4 Support institutions staff development	===	===	===	===	===	===	===	===	===	===	===	MNK,IO,WN DM,JT	Scholarships for MSc. & BSc. in EA Institutions
1.4.5 Hold regional seminars to share experiences in CB-WS&S sector			*				*					MNK,IO,WN DM,JT	
AC 1.5 Support curriculum development for training institutions	===	===	===	===								WN	Uganda
AC 1.6 Carry out monitoring and follow-up			===				===				===	MNK	SDC, GTZ & other donors
AC 1.7 Examine market training "know-how"					===							MNK	
1.7.1 Identify clients						===						MNK	
AC 1.8 Carry out NETWAS staff development	---	---	---	---	---	---	---	---	---	---	---	MNK	Identify relevant courses
1.8.1 Prepare training strategy	===	===										MNK	
1.8.2 Training of NETWAS staff to become better trainers		*		*		*		*		*		MNK	Aver.1 m-m training
AC 2.1 Liaise with related information networks												TR,MM	
2.1.1 Further develop focal institutions/ centres		===	===	===	===	===						TR,MM,IO, WN,DM,JT	3 Instit. by 1992 2 Instit. by 1993

KEY: MNK-M.Kariuki, JT-J.Thuku, DM-D.Makerere, WN-W.Ndegwa, IO-I.Oenga, MW-M.Woodhouse, TR-T.Riunge, MM-M.Munano, VN-V.Njuguna

Description	I 92	II 92	III 92	IV 92	I 93	II 93	III 93	IV 93	I 94	II 94	III 94	Respons.	Remarks
2.1.2 Enhance centres documentation facilities	---	---	---	---	---	---	---	---	---	---	---	TR	Cabinets, duplicat. machine,type-writer cabinets & shelves
2.1.3 Improve documentation centres handling system												TR,MM	
AC 2.2 Train information staff		K		E		U		T		S		TR,MM	TR for Tanz.Sudan, Ethiopia. MM for Ken. & Ugan.
2.2.1 Train NETWAS documentation managers													
AC 2.3 Disseminate information	---	---	---	---	---	---	---	---	---	---	---	GM	
2.3.1 Exchange/ distribute documentation holding list	---	---	---	---	---	---	---	---	---	---	---	GM	
AC 2.4 Assess information needs continuously	---	---	--	---	---	---	---	---	---	---	---	TR,MM,DM, WN,JT	
AC 2.5 Organize seminars and exchange experiences amongst centres				*								TR,MM	
AC 2.6 Supply sector training materials to institutions					===	===	===	===	===	===	===	TR,MM	
AC 2.7 Produce newsletter		*	*	*		*	*	*		*	*	MM,MNK,VN	Staff to support & solicit article
AC 2.8 Promote NETWAS Services	===	===	---	---	---	---	---	---	---	---	---	MM	Prod.of brochures, dissemination
AC 2.9 Further develop NETWAS documentation centre												MM,GM	
2.9.1 Expand NETWAS documentation holding												MM	

KEY: MNK-M.Kariuki, JT-J.Thuku, DM-D.Makerere, WN-W.Ndegwa, IO-I.Oenga, MW-M.Woodhouse, TR-T.Riunge, MM-M.Munano, VN-V.Njuguna

Description	I 92	II 92	III 92	IV 92	I 93	II 93	III 93	IV 93	I 94	II 94	III 94	Respons.	Remarks
2.9.2 Twin information/ documentation NETWAS to IRC		===										MM	Involvement of IRC
2.9.3 Produce and send out selected information												MM	
2.9.4 Develop NETWAS documentation facilities	---	---	---	---	---	---	---	---	---	---	---	GM,MM	
AC 3.1 Formulate a research and development strategy	===											MNK,DM,WN, IO,MW,JT	Involve IRCWD
3.1.1 Assess needs with institutions/ funders/ technical experts through a workshop		*										MW,MNK	
3.1.2 Identify training on research capability	---	---										MW,MNK	
3.1.3 Examine financial sustainability		*										MW,MNK,IO, WN,DM,JT	
3.1.4 Plan strategy with IRCWD	===	===										MNK,IO,MW, WN,DM,JT	
3.1.5 Establish links with funding sources		===	===	===	===	===	===	===	===	===	===	MNK,MW	
AC 3.2 Define activities based on the results of the strategy			===	==								MW,WN,DM, JT,MNK	
3.2.1 Call for research proposals			=	===	===	===	===	===	===	===	===	MW,WN,DM, JT,MNK	
3.2.2 Establish links with NETWAS demonstration projects												MW	
AC 3.3 Publish results								===	===	===	===	MW,WN,DM, JT,MNK	

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Description	I 92	II 92	III 92	IV 92	I 93	II 93	III 93	IV 93	I 94	II 94	III 94	Respons.	Remarks
3.3.1 Identify suitable journal for dissemination					===							MW	
3.3.2 Disseminate through NETWAS								===	===	===	===	MM	
AC 4.1 Formulate regional demonstration strategy	===	===										MNK,IO,DM, WN,MW,JT	Country strategies Ken.Tan.Ug.Eth.Sud.
AC 4.2 Identify projects			---	---	---	---	---	---	---	---	---	MW,WN,DM, JT	
AC 4.3 Obtain funds			---	---	---	---	---	---	---	---	---	MW,WN,DM, JT	
AC 4.4 Implement demonstration projects												MW	Subject to availab. of funds
AC 4.5 Diversify activities	---	---	---	---	---	---	---	---	---	---	---	MNK	
4.5.1 Carry out on-going training	---	---	---	---	---	---	---	---	---	---	---	IO	Training to cont.in in existing NETWAS, Gov't projects
4.5.2 Carry out on going research	---	---	---	---	---	---	---	---	---	---	---	MW	
4.5.3 Carry out monitoring and evaluation												MNK	Subject commencem't of CB-WS&S projects
4.5.4 Prepare information on project												MNK	Subject commencem't of CB-WS&S projects
AC 4.6 Assess impacts of the project												MNK	
AC 5.1 Promote services	===	===	---	---	---	---	---	---	---	---	---	MNK	

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Description	I 92	II 92	III 92	IV 92	I 93	II 93	III 93	IV 93	I 94	II 94	III 94	Respons.	Remarks
AC 5.2 Respond to requests	---	---	---	---	---	---	---	---	---	---	---	MNK	
5.2.1 Develop responses to small scale requests	---	---	---	---	---	---	---	---	---	---	---	MNK	
AC 5.3 Provide consultancy services	---	---	---	---	---	---	---	---	---	---	---	MNK	MNK carry out staff assignment & coord.
5.3.1 Provide tailor made courses (fee paying)				*				*			*	MNK,IO,WN, DM,JT	
5.3.2 Provide consultancy services on CB-WS&S	---	---	---	---	---	---	---	---	---	---	---	MNK/Staff	NETWAS Staff
AC 6.1 Exchange information among ITN centres	---	---	---	---	---	---	---	---	---	---	---	MNK/Staff	
AC 6.2 Participate in regional/global ITN activities	---	---	---	---	---	---	---	---	---	---	---	MNK/Staff	NETWAS Staff
AC 6.3 Undertake collaborative activities with other ITN centres	---	---	---	---	---	---	---	---	---	---	---	MNK/Staff	NETWAS Staff
AC 6.4 Support co-ordination of participating agencies	---	---	---	---	---	---	---	---	---	---	---	MNK	National donor meeting UNICEF)
AC 6.5 Organize collaboration between/ among participating organizations in community based water supply and sanitation	---	---	---	---	---	---	---	---	---	---	---	MNK/Staff	NETWAS Staff
AC 7.1 Organize seminars/ workshops for high level decision makers (regional/national)												MNK	National & regional (see AC 1 & 2)
AC 7.2 Keep decision makers informed about NETWAS activities	---	---	---	---	---	---	---	---	---	---	---	MNK	NETWAS Staff

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Description	I 92	II 92	III 92	IV 92	I 93	II 93	III 93	IV 93	I 94	II 94	III 94	Respons.	Remarks
AC 7.3 Collaborate with UNDP-World Bank programme in sector policy development initiatives												MNK	
AC 7.4 Organize regional cooperation initiatives				===				===				MNK,IO,WN, DM,JT	
AC 7.5 Encourage partnership with decision makers in NETWAS activities	---	---	---	---	---	---	---	---	---	---	---	MNK,IO,MW, WN,DM,JT	
AC 7.6 Assist, on request, decision makers to review sector policy												MNK	Subject to request
AC 8.1 Establish offices in regional countries of concentration												MNK,DM,WN, JT,IO	Subject to availab. of funding
AC 8.2 Carry out fund raising for NETWAS regional/ country offices	---	---	---	---								MNK,DM,WN JT,IO	
AC 8.3 Carry out fund raising for NETWAS conferences, seminars	---	---	---	---								MNK,WN,DM, JT,IO	
AC 8.4 Develop country strategies			===	===	===	===	===	===	===	===	===	MNK,WN,DM, JT,IO	
AC 8.5 Carry out regular monitoring & ZOPP workshop		*		*		*		*		*		MNK	

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