

WOZA MOYA

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FACILITATOR MANUAL



Compiled and written by:



For



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Supported by:



OXFAM



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STARTING THE JOURNEY

Introduction and Project Summary

Safe water and basic sanitation are fundamentals necessary to empower the world's poorest people and break the cycle of poverty. This Manual will help you to effectively support young people with the skills they need to have access to safe water, advocate for infrastructure development, mobilise for resources and maintenance of WASH resources in their schools and communities.

Project Target Audience

Dingizwe School Community.

Project Aim

To develop Dingizwe School into a model WASH school environment with hardware (infrastructure) and software (mobilisation of school community to use and maintain WASH infrastructure and incorporate hygiene practices into school and home life).

Your Role as a Facilitator

As a Facilitator, your role is mainly to:

- Establish an environment conducive to healthy debates;
- Facilitate and monitor the process;
- Provide expert knowledge and manage/report on progress.

Values to uphold:

- Respect differing opinions;
- Commitment to follow through on tasks;
- Respect for human rights and dignity;
- Ensure that your audience talks and listens to each other, engages on the workshop content, and ultimately, has a common understanding or shared outcome.

Pre-Workshop Planning

Please make sure that you have done your own research on WASH principles and issues prior to working in schools (there is a resource list at the back of this Manual, that you can refer to) and that you have a good understanding of the audience you are working with and their existing knowledge of WASH issues.

Prior to each workshop, you will need to establish what you are hoping to achieve, and ensure that your activities are achievable within the allotted time frame.



WORKSHOP 1: Facilitation Skills

PURPOSE: This workshop is designed to help you develop your facilitation skills and teaching methods to be an effective Facilitator.

OBJECTIVES: For you to have a sound knowledge of the WASH workshop content and use effective facilitation skills and teaching methods to deliver workshops.

1.1 Knowledge, Skills and Attitude and the ADDIE System.

In order for a Facilitator to be able to effectively facilitate a workshop, he/she should be able rely on:

Knowledge = knowledge of workshop content, knowledge of target audience, knowledge of participatory learning methodologies.

Skills = facilitation skills and techniques (lead discussion and activities), communication (verbal and non-verbal), planning skills, evaluation and reflection skills, reporting skills, time management skills, have the ability to deal with conflict, show leadership, be able to problem solve, and assess and evaluate learning.

Attitude = respectful, understanding, encouraging, patient, committed to community engagement on workshop content.

The **ADDIE model** is a framework that lists generic processes that represent a skills guideline for building effective training and performance support tools in five phases.

- Analysis
- Design
- Development
- Implementation
- Evaluation

Analyse: (1) A sound knowledge and understanding of the subject matter, (2) Identify the learning changes you hope to see and (3) The skills and resources to deliver the workshop and limits thereof. You may need to design tools to collect information that already exist about your participants. For example you may need to know their age, gender, sizes of classrooms, pre-exposure to WASH issues, their challenges regarding WASH etc.,.

Design: This includes determining specific learning outcomes and defining the scope of the workshop. This requires a good understanding of participant's personal attitudes and existing knowledge in relation to the workshop content. You may need to have two or three workshop objectives and design activities to achieve those.

Develop: This is the point at which the training materials and the training processes are put together to fulfill the objectives. With regards to the training materials, you may need to develop games to suit your audience as well as develop flip charts, attendance registers, and feedback forms etc.,.

Implement: This stage covers the actual presentation of the Advocacy Project or Themed Project. At this stage all the planning and preparations will come together and your end product will be ready to show off.

Evaluate: Evaluation or reflection on the workshop provides means for the Facilitator to improve the training. This phase will help identify how much of the programme needs to be adjusted for the audience and the Facilitator. You may need evaluation forms, or a few short feedback session with participants so that you can make notes on what went right and what could be improved on.



1.2 Personal SWOT Analysis

As a Facilitator, being able to identify your own strengths and weaknesses (internal), opportunities and threats (external), will help you to become a more effective Facilitator. With regards to your strengths and weaknesses, these are within your grasp to improve. These may require self training, external training or simply a mindset shift to improve on. Opportunities and Threats are usually presented by your surrounding environment and may not be completely be eradicated or utilised but are more often than not, manageable.

Strengths = your strengths are usually your skills or talents (what you are good at). These skills can be developed and turned into opportunities with a potential for success. So once you have identified your skills or talents, you can build on them and convert them to 'strengths' in order to make sure you become the very best you can be at what you do.

Weaknesses = your weaknesses are the areas that have the potential for more development. These are the aspects of yourself, which you can work on and improve. To evaluate your weaknesses as a Facilitator, ask yourself the following questions: which areas of your facilitation, could you improve? Do you feel confident in your ability to communication with young people? Do you feel confident that you have sound enough understanding of the workshop content? Do you have enough resources that you can refer to? Do you feel confident that you have the skills to maintain order and facilitate workshops with large groups?

Opportunities = opportunities are the prospects that are possible, when you develop your talents and strengths and because of this, you achieve meaningful outcomes. They are the endless possibilities which can be realised from developing and acting on your strengths and talents. For example, if you are good at public speaking, then there is the possibility that you could become involved on a larger scale with regards to engaging school communities on WASH projects – you could get involved in approaching funders or the local Department of Health and/or Agriculture. Take a leadership role!

Threats = threats relate to anything that stops you from reaching your goal. Threats are usually due to external events and/or circumstances – although some threats originate from weaknesses (your weaknesses can expose you to threats).

In the activity below, write down your personal and professional characteristics; which depending on whether or not they are strengths or weaknesses, you can develop in order to become a more effective and successful Facilitator. **Note to Facilitator:** as strengths and weaknesses, are within your control, knowing one's strengths and weaknesses will help you move towards achieving your goals/plans.

Activity 3: Facilitation Assessment

Now that you have learned about SWOT you will be given an opportunity to facilitate the project/intervention you brainstormed in activity 2. You will then fill in the table on the next page based on your facilitation. Your peers will also assess and feedback to you on your performance.

Strengths:



Weaknesses:

Threats:

Opportunities:

1.3 Facilitation with Young People

It has been shown that there are considerable differences between training adults and children. Since adults do not learn for the same purposes as children/young people, we must adapt our training techniques to address the needs of adults and children/young people.

Always ask the question “what are the consequences of that behaviour?” - keep asking probing questions until together you understand where the issues lie, and in that way you are more likely to engage learners and more likely to hear their views.

Adult learners often decide for themselves what to learn and expect what they are learning to be immediately useful. Adults also offer greater experience which can be a knowledgeable resource for the Facilitator and the other participants. Children and/or young people, however, are often subjected to and expected to learn what has determined important for them to proceed through the school curriculum. In an educational setting, children/young people are more often than not, learning information to progress to the next level. For adults, continuing education is usually a way to addressing an immediate need at work, at home or in the community.

Note to Facilitator: The WOZA MOYA Project and these workshops, differ from the above in the fact that in partnership with learners and school communities, WOZA MOYA is trying to address the barriers that exclude users from water, sanitation and hygiene provision. They are doing so through the promotion of WASH Principles in partnership with learners and their communities, so that learners can start thinking and acting upon critical health and human rights issues on a daily basis (an ongoing element of day-to-day life).



1.3.1 Comparison of Children and Adult Learning Characteristics

Children/Young People Learners	Adult Learners
<ul style="list-style-type: none"> • Usually 'have' to attend • Usually subject centred • Dependent • More inexperienced • Teacher or school (government) prescribes content • Learners grouped by age level or ability * • Learning for the future Subordinate to the teacher/Facilitator 	<ul style="list-style-type: none"> • Voluntary attendance • Problem centred • Independent • Experienced • Learner agrees to prescribed content • Learners grouped by interest or needs • Learning for immediate use • Equal to the teacher/Facilitator <p style="text-align: right;"><i>(Jackson, 1998)</i></p>

* This workshop curriculum also aims to draw in learners by interest and/or need, and with the understanding that securing access to water and sanitation is a human right (UN General Assembly and Human Rights Council, 2010).

Children/Young People, mostly learn from their environment by using a combination of senses; by touching/feeling, listening to their parents/peers and by experiencing or 'seeing' for themselves. The most common learning style for most people comprises of three main categories:

- **Visual:** Learn through seeing and reading;
- **Auditory:** Learn through listening and speaking;
- **Kinesthetic:** Learn by physically moving and actively participating, also called a hands-on-learner.

1.4 Effective Facilitation of Participatory Approaches

A participatory approach allows people to take control of their own learning processes through sharing of experiences and practice. Participatory learning encourages people to actively contribute and often emphasises a hands-on or group activities approach that often requires a number of participants to work together to solve a common problem. In doing so, learners have a chance to practice with new information. This helps the brain to process it and information is learned.

Some Advantages of Using a Participatory Approach

- They are interesting and fun – helping to involve people in the subject;
 - They help people build self-confidence;
 - They help people to learn about themselves;
 - Participants with different degrees of experience and literacy can use them;
 - They are less intimidating for less confident participants;
 - They can help people to analyse complex situations.
- (HIV/AIDS Alliance, 2006)*

Participatory activities provide opportunity for the participants to have meaningful practice and therefore, help in the learning process, if they are used effectively:

- Be clear about what you want the participants to learn from the activity;
- Communicate to the participants what the learning expectations are;
- Check that participants understand the purpose;
- Organise the activity so that every person is involved;
- Circulate between groups to ensure they are on the right track;
- Help guide the participants if they aren't learning or doing what you want them to;
- Be open and patient with any questions that come up during the activity;
- Be open to learning yourself from the participants as they work with the activity.

Note to Facilitator:

- Avoid just telling information to the participants;
- Include a variety of activities that require the participants to practice with the new information;
- Participants need to be provided with meaningful opportunities to actively practice with the new information.



WORKSHOP 2: ENGAGING SCHOOL COMMUNITIES ON WASH

PURPOSE: This workshop is designed to help you understand what is required to engage and mobilise school communities on WASH.

OBJECTIVES: For you to have a sound understanding of the importance of 'partnerships' and how to establish these partnerships.

There are several stakeholders that are crucial to the success of School- based Programmes. These are:

- Provincial Department of Education
- Department of Education at district level
- School SGB, LRC and SMT
- Your local Municipality (Health Division)
- Department of Health (DoH)

2.1 Responsibilities and Rules of Engagement with the stakeholders in relation to WASH.

Stakeholder	Responsibility	Engagement	Comments
DoE Provincial	Policy Development, implementation and Monitoring.	Memorandum of understanding.	May take up to six months to finalise.
DoE District	<ul style="list-style-type: none"> • Advocate at district or national level for adequate resources. Monitor implementation of water, sanitation and hygiene guidelines in schools as part of the routine monitoring and inspection process. • Provide training to teachers, school directors and other school staff. 	Memorandum of understanding.	This should be done after you have entered into an MOU with schools.
School Management	<ul style="list-style-type: none"> • Day to day management of the school. Support maintenance of school facilities. • Support provision of consumables, such as soap. 	Memorandum of understanding.	This is the second MOU after the DoE provincial. MOU may take one to two weeks to get is finalised.
Municipality	<ul style="list-style-type: none"> • Waste management. • Health surveillance of premises. • Surveillance and prevention of communicable diseases. • Water quality monitoring. 	Invitation to meetings via email, phone calls, etc.,.	You may need to call them a month before you require their services.
DoH (Schools Health)	<ul style="list-style-type: none"> • Provide guidance on the environmental health aspects of school design, construction and maintenance. 	Invitation to meetings via email, phone calls, etc.,.	They are quick to respond and mostly over committed to other events and under staffed. ▶

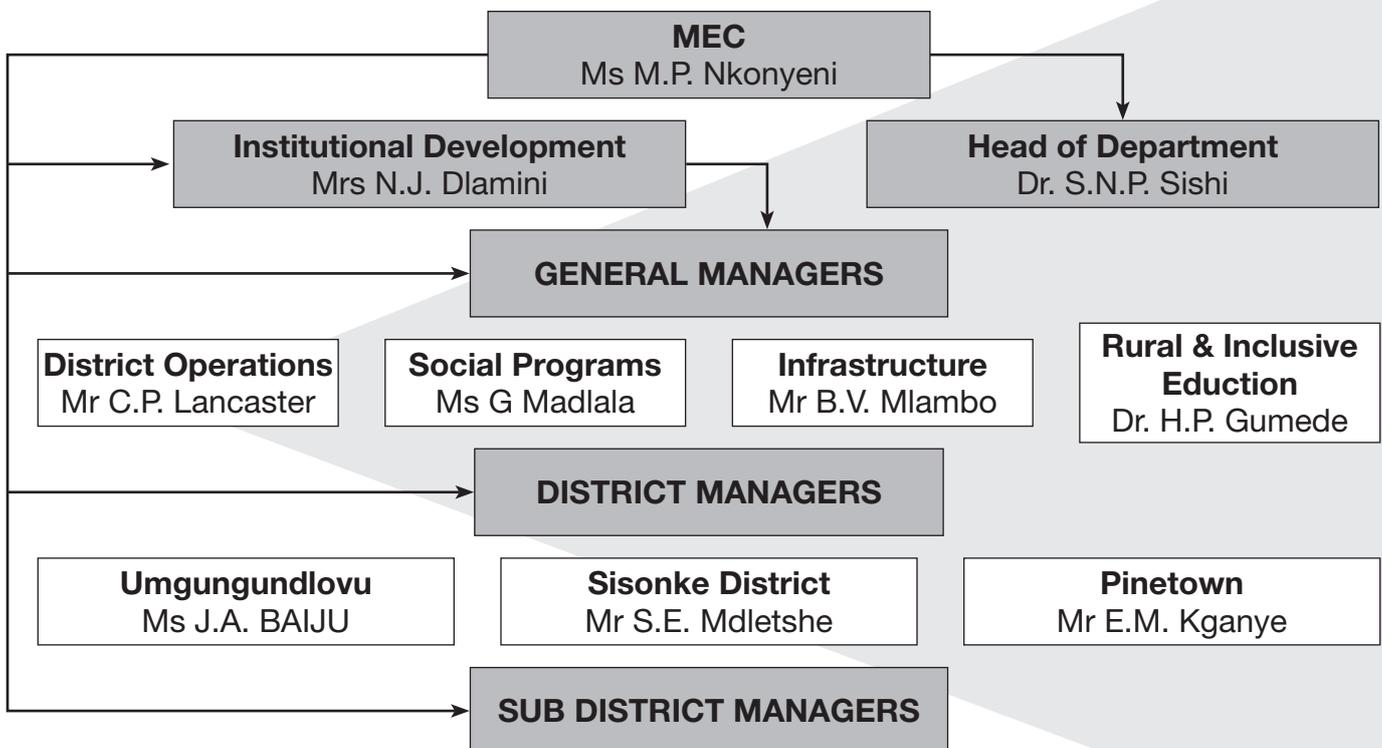
Stakeholder	Responsibility	Engagement	Comments
DoH (Schools Health) <i>continued</i>	<ul style="list-style-type: none"> • Monitor environmental health conditions, monitor child health. • Provide selected health services (e.g. micro-nutrient supplements, treatments for health infections, hygiene promotion, vaccination campaigns or health inspections). • Provide training and advice for teachers, schoolchildren and parents on water, sanitation and hygiene. 	Invitation to meetings via email, phone calls, etc.,	You may need to give them your annual calendar when you will be in need of their services.

2.2 Your Relationship with Department of Education.

It is recommended that any NGOs, CBOs or other entities, wishing to engage with schools, do so in partnership with the provincial and relevant district Department of Health. In fact, lasting solutions to the many of the critical health and lifestyle challenges that young people face, require for there to be an ongoing transparency and partnership between a wide spectrum of role players such as the Government Departments, NGOs, Faith Based Organisations, Schools, Learners and Parents/ Caregivers.

Partners such as OneVoice South Africa (OVSA) believe that there is a need for a holistic and integrated approach and interventions, that are designed to effectively bring about change of attitude and behaviour in order to address the critical health issues, such as the lack of WASH education and infrastructure, which negatively impacts on the well-being of learners, educators and other school staff, as well as the broader community.

2.2.1 Organisational Structure of the Department of Education (Provincial and District level)



Different schools within a district will fall under different sub districts.

2.2.2 Contact Details for DoE officials

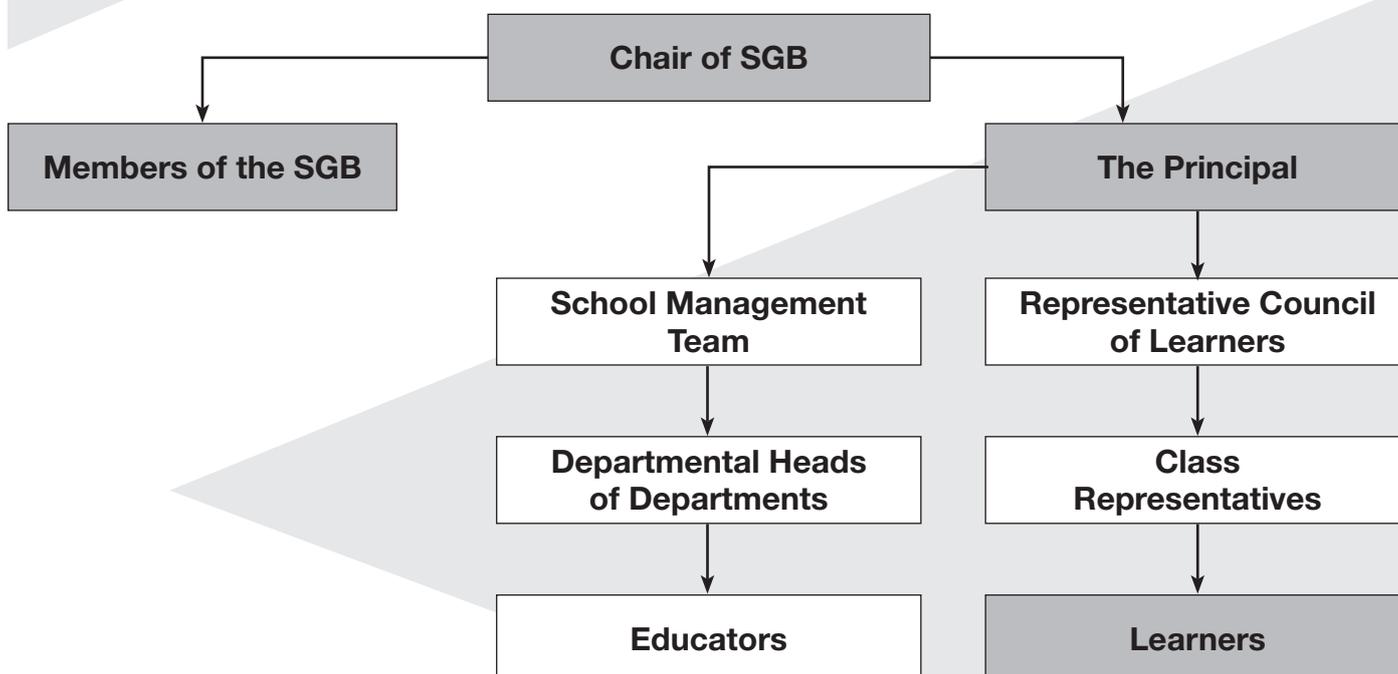
IXOPO CIRCUIT – R612 HIGHFLAT MAIN ROAD					
B.H. Mdluli	CES : Circuit Management	039 835 0662	071 679 1089	039 835 0664	bhekinhlanhla.mdluli@kzndoe.gov.za
E.N. Ngubo	Jamangweni	039 835 0662	083 347 2485	039 835 0664	mandlangubo@kzndoe.gov.za
Vacant	Miskofill	039 835 0662	072 556 8562	039 835 0664	N/A
W.B. Mkhabela	Jolivet	039 835 0662	082 684 2130	039 835 0664	N/A
G.H. Mporana	Lufafa	039 835 0662	082 446 0687	039 835 0664	gugumpofana@kzndoe.gov.za

2.3 Your Relationship with School Community

Engagement with schools and school communities is considered based on whether or not certain criteria having been met by the school. Prior to engaging with a school, one would need to consider the following selection criteria:

1. The school has to be a Government school.
2. Has the school already benefitted from, or are they currently enjoying a similar WASH intervention?
3. Does the school have limited WASH support and infra-structure?
4. Has the school approached you for your assistance? Has the school shown that they have attempted to get WASH assistance elsewhere?
5. Is the school willing to commit to partnering with the NGO on improving WASH education and infrastructure?

2.3.1 The Organisational Structure of the School



2.4 Step-by-Step Formal Engagement

- Mapping;
- Stakeholder Meeting;
- MOUs;
- Informed consent;
- Feedback on activities.

2.4.1 The Mapping Process

The mapping exercise is the process of identifying influential stakeholders, availability and access to local resources.

The purpose of mapping is:

- To compile and provide the community with information they need;
- To avoid duplication of projects;
- The effective use of resources.

Notes:

WORKSHOP 3: Advocacy PLANNING AND COMMUNITY MOBILISATION

PURPOSE: This workshop is designed to help you identify WASH Advocacy Projects or Themed Projects.

OBJECTIVES: To have a sound understanding of how to identify a critical WASH issue and how to strategically respond to this situation.

3.1 Advocacy - what is it?

An activity or activities aimed at *gaining the support of people in power* to bring about changes in the policies, laws and practices of influential individuals, groups, and institutions.

3.2 Social Mobilisation - what is it?

Social Mobilisation is basically a “Call-for-Action” - an intervention that lobbies individuals, families/ households, societal formations, and communities to take responsibility in their own health issues. Both the Advocacy and Social mobilisation require Communication to be achieved.

3.3 Communication

The aim of communication is to inform and empower people on health issues using all available mass communication mediums, be it print or electronic media. Given the shortage of funding and resources most NGOs use Posters, Dialogue, drama, etc to communicate both with policy makers and the larger community.

3.4 Communication for Social mobilisation

WOZA MOYA will need to segment the community of Dingizwe and design communication messages for all its stakeholders. Communication message can be broken down into three sections:

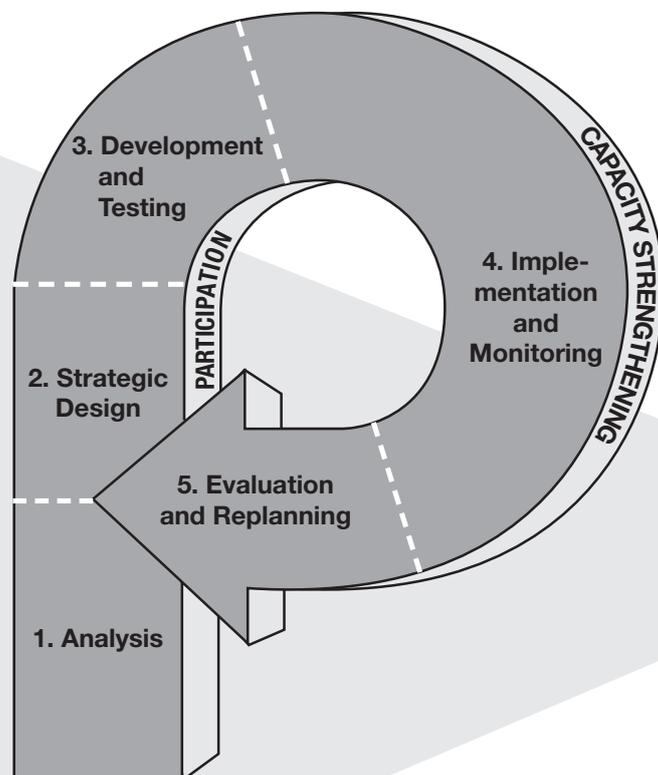
- The Fact message - e.g. washing your hands prevents illness;
- Call-To-Action message - e.g. always wash your hands before and after eating;
- Slogan – e.g. Clean Hands...Healthy Body.

The next question is how do you identify the problem and what do you do after that? The next section deals specifically with the Planning Process.

3.5 The P Process: A strategic response

The P Process (Participation Process) has been developed by Johns Hopkins - Centre for Communication Programs – as a way of developing and evaluating communication interventions. However, this process can also be used in the development of Advocacy Projects or Themed Projects.





Like all communication interventions, identifying and developing an Advocacy Project or Themed Project in response to a situation, requires analysis of that situation (step 1).

Step 1: Analysis

- Situation Analysis (*what is the problem? What is the evidence?*)
- Needs Assessment (*what is currently available? What is lacking? Identify key issues*)

TEMPLATE 1 – KEY ISSUES

Identified by?
Priority issue(s)?
Key Evidence?

• Audience/Behavioural Analysis. Know your audience! Look at the situational analysis and ask: *Who is most at risk? What factors place them at risk? What are the current levels of knowledge? What are their attitudes? Do they regard themselves to be at risk? What are the behaviours that put them at risk?*

Priority Audience: Those we seek to engage with, motivate, persuade and mobilise to action – those at risk.

Influential Audience: Those who interact with the priority audience in relationships, the family, community or society at large.

What are their socio-economic profiles?

What does the audience look like that you are trying to address?

What language do they use to talk about concepts?

What symbols most likely to appeal to the audience?

What communication channels do they use?

TEMPLATE 2 – AUDIENCES

Group name:

Priority issue(s):

Priority Audience:

Profile of Priority Audience:

Influencing Audiences:

Step 2: Strategic Design of Intervention

The strategic design of the intervention is the road map that helps us to determine what we want to achieve and what we need to do to get there. So start by designing your 'road map' by defining the below:

Vision: The vision tells us where we want to be (the situational analysis tells us where we are).

Activity: Give an example of your vision

Objectives: are benchmarks that help to determine our progress. Objectives are needed to define what we need to achieve in order to realise our vision. It is NOT the HOW but the WHAT we need to achieve. And setting objectives needs to be **SMART!**

Specific: Use an operative verb or behaviour to describe the objective, e.g. Increase the number of people accessing clean water at Dingizwe School.

Measurable: What do you want to achieve and by when?

Achievable: Don't set yourself up for failure – but don't set your sights to low.

Realistic: Can you achieve what you set out to achieve.

Time bound: By *when* do you want to achieve your objective.

TEMPLATE 3 – SETTING OBJECTIVES

Group name:

Priority issue(s):

Priority Audience:

Objective 1:

Objective 2:

Objective 3:

WORKSHOP 4: IMPLEMENTATION, MONITORING & EVALUATION

PURPOSE: This workshop is designed to help you find ways to monitor and evaluate what you are implementing – and why this is important.

OBJECTIVES: To have a sound understanding of why it is important to have a consolidated source of information that showcases project progress.

Step 4: implementation and monitoring

You are now ready to implement your intervention!! You can now produce and disseminate materials, train trainers and field workers and mobilise your key participants.

However, remember that it is extremely important to have a record of your activities and the work you are doing – and for this you would need to **monitor and evaluate** what you are doing, to see if you are on track to achieving your vision and mission, and then ‘how’ well you achieved your vision and mission.

Monitoring and evaluation are separate practices dedicated to the assessment of your overall performance.

Monitoring is a systematic and long-term process that gathers information in regards to the progress made on an implemented project or intervention. It is the routine tracking of information about a programme and its intended effects be they inputs, activities, outputs and budgets.

The key to effective monitoring is a clear understanding of what data needs to be collected on daily bases to assess the progress. How do you now what data to collect and how to best capture, store and analyse it. At this stage you need to understand the relationship between your objectives and activities.

Data to collect, to answer the question of what data to collect, you need to collect the data that supports your claims that the activities took place. For example, you may have an objective that says you need to strengthen the relationship between WOZA MOYA and schools. You may go on to set activities to achieve this objective. Some of the objectives may be that you will have monthly feedback meetings with schools, exchange quarterly progress reports, etc.,.

To verify your claim that these activities took place and therefore progress to your goal is made, you may need:

- Attendance registers for monthly meetings;
- Take pictures of the meetings;
- Take short video clips;
- Keep quarterly report feedback forms, etc.,.

Data storage: Data storage is as important as data capturing. When you store a data make sure it is clearly labelled. Take for example pictures. If you take 50 pictures one after the other and not label what was happening or where it was taken. No one else in your organisation can use that data except you and that is if you have a good memory. Label the data, put dates, location and times. In this way even if you were not around the data can still be useful to other people.

Data Use: This is the easy section, if your data speak to the objectives and if it is well captured. Weekly, monthly or quarterly reporting is based on daily activities. Did you do what the project plan says you will do at the specific time? To answer this question a simple “YES” would not be enough. You need evidence to support that claim. This is when your registers, pictures, video clip are important. They may be one or two pictures in the report but put a few as appendix or support documents to the report.

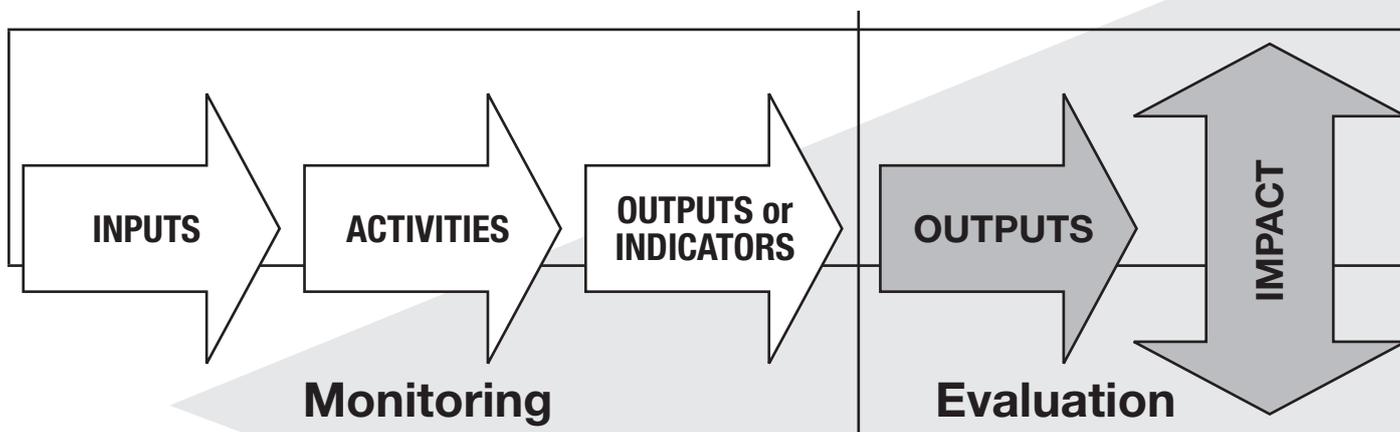
Activity:

In workshop 3 came up with objectives and activities for your objectives. Your task is to now come up with a specific monitoring tool(s) for each of your activities.

ACTIVITY	MONITORING TOOL(S)

Evaluation by members of a project or organisation will help people to learn from their day-to-day work. It can be used by a group of people, or by individuals working alone. It assesses the effectiveness of a piece of work, a project/programme or intervention. It can also highlight whether your project is moving steadily and successfully towards achieving what it set out to do, or whether it is moving in a different direction. You can then celebrate and build on successes as well as learn from what has not worked so well.

One way of assessing your overall performance, is by using a **RESULTS CHAIN:**



- **Inputs:** The financial, human, and material resources used in a project/intervention;
- **Activities:** Tasks undertaken in order to produce research outputs;
- **Outputs:** Products and services - tangible/intangible- delivered or provided;
- **Outcomes or Indicators:** An ‘indicator’ is a variable that can be assigned a numerical value, e.g. a number, ratio, average, percentage, rate or index. An indicator highlights one significant aspect of a programme, e.g.:
 - ❖ Number of toilets built; Number of schools visited/ supported or number of meetings held in schools;
 - ❖ Number of health talks done in schools; Number of SGBs trained on WASH; Number of Advocacy Projects implemented.

Impact: What you have achieved and how successful it is. The impact is at a larger scale and would usually be witnessed months or even years after the project has ended. WOZA MOYA will include the impact assessment of your projects in the organisation impact evaluation.

Step 5: Evaluation

Evaluation can help you to:

- learn from your experience;
- record what you have learnt, and share it with other stakeholders;
- check your progress;
- check whether what you are doing is still what local people want or need;
- identify strengths and weaknesses in your project;
- create a basis for future planning;
- demonstrate whether you have used your resources – time and money – effectively;
- explain to funders, and others involved in your work, what you have achieved and how successful it is.

Evaluation can also be used to establish whether the desired outcome or impact, is short term, intermediate or long term.

Outcome/Impact		
Short Term	Intermediate	Long Term
<p>Individual: Knowledge, attitude, beliefs, skills.</p> <p>Environment: Physical, economic, social, communication.</p>	<p>Social norms Behaviours Hygiene practices Unintended consequences</p>	<p>Public Health Impact: Effective in achieving community level health outcomes. Equitable distribution of infrastructure improvements. Cost-effective in achieving improvements.</p>

Notes:

WORKSHOP 5: EXAMPLES OF ADVOCACY AND THEMED PROJECTS

PURPOSE:	This workshop is designed to help you understand that you have the capacity to respond effectively to a critical WASH situation, and take ACTION.
OBJECTIVES:	To share some best practice WASH projects that have been implemented and draw on the lessons learnt.

Creating sanitation infrastructure and public services that work for everyone, especially those in low-resource areas, is a major challenge. Below are some examples of Advocacy/Themed Projects that have been implemented:

UNICEF: Raising Clean Hands. Call to action for WASH in schools advocacy pack 2010.

This publication supports advocacy of WASH in schools in countries or regions where these programmes are most needed. Planning campaigns for effective advocacy is emphasized. In particular it equips advocates of WASH in schools with tools to secure commitments and mobilise action from governments and other stakeholders. All relevant advocacy materials, including a set of posters, can be found online at www.washinschools.com.

WSSCC 2008: Hurry Up! 2.6 billion people want to use the toilet.

Sets of advocacy materials have been developed in 2003, 2007 and 2008 to support the WASH campaign in addressing the current water and sanitation crisis. The “Hurry up!” images, referring to the number of people lacking adequate sanitation some years ago, remain the core message.

The need to hurry up is more urgent than ever. The materials from the Global WASH Campaign can be used by individuals and organizations to raise awareness of global water supply, sanitation and hygiene challenges. To obtain the materials, please send a request to wsscc@wsscc.org and specify how and where the material will be used. The WSSCC Secretariat will respond either by sending the materials by regular mail or an express service such as DHL, or by sending a CD-Rom with the high resolution PDFs.

Any request that involves modifying the original campaign materials, such as changing the slogans, adding logos, etc., requires prior written approval of the WSSCC Secretariat.

Themed Projects:

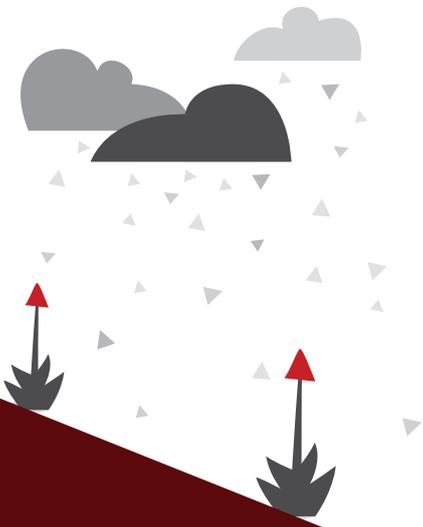
- **Ventilated Pit Latrines:** www.engineeringforchange.org/solution/library/view
- **Rainwater Harvesters:** www.rainwaterharvesting.co.za/2012/07/03/rain-water-for-schools/
- **Composting:** www.dw.de/composting-garbage-south-africa
- **WASH Awareness:** www.usaid.gov.au/publications/web/.../water-sanitation-hygiene
- **Hand washing awareness:** www.wsscc.org/countries/africa/south-africa/wash
- **Recycling and re-using:** www.yesrecycling.co.za, schoolsrecycle.planetark.org/.../doc-885-recycling-system-guide-final.pdf
- **Litter awareness:** www.greenworks.co.za/litterpage
- **Promoting minimum quality of water:** www.doh.gov.za/docs/policy/norms/full-norms.html



Other resources and information for review:

- Basic Sanitation in South Africa: A Guide to Legislation, Policy and Practice
www.nwu.ac.za/webfm_send/42156
- Towards effective programming for WASH in schools:
www.unwater.org/downloads/TP_48_WASH_Schools_07.pdf
- UNICEF – WASH in schools: www.unicef.org/wash/schools
- Raising even more clean hands – UNICEF:
www.unicef.org/wash/schools/.../Raising_Even_More_Clean_Hands
- WASH News Africa: washafrika.wordpress.com
- (ACCES)-Oxfam design-AusAID: www.usaid.gov/countries/sub-saharan-africa

Notes:



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