SUOMI
FINLAND

Community-led Accelerated WASH Project, Phase IV (COWASH IV)



Training Guideline on Women's Leadership in WASHCO Management

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NIRAS

CMP

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About the Guideline

This training guideline is prepared to build leadership capacity of Water, Sanitation and Hygiene Committee (WASHCO). Beyond the quota system for the membership of women in WASHCO, i.e. at least 50%, COWASH strives to bring women to the leadership positions and especially take up the chairperson position in WASHCO. The guideline actually addresses both women and men members of WASHCOs, though the training impact could be larger on women members. This training guideline can be in use to train newly established ones or these having ample experience in serving the communities. In a broader sense, it can also be in use to train leaders of community-based organizations.

1. Opening Session

A/ Time needed (to perform below from sub section 1.1 up to 1.4): 1hr

B/ Resources required: Flip chart, Marker, Cards, Scotch tape or Pins

C/ Seating arrangement: Advice participants to sit with the person that don't know before. U shaped layout is advisable so that all participants can see each other.

1.1 Introduction Exercise

Facilitator to ask participants of the training program to get to know the person sitting next to them through asking questions about who s/he is, where s/he lives and works, how and why s/he comes to the training program, etc. After making discussions in two's, they shall come back to the large group and one introduce the other person to the whole group. This activity will help in giving each person a chance to speak in a large group and to get to know the others through setting a climate that everyone's contribution is needed and valued there by avoiding shyness and to stick to a group which they already know.

1.2 Sharing Responsibilities

Facilitator to ask participants to form various groups which will be given the responsibility of carrying out different activities during the life of the training program. Assigning participants to different committees will help to keep the process of the training participatory. The different committees shall work on:

- Time keeping;
- Room arrangement; and
- Entertainment

1.3 Setting Household Rules

Set household rules jointly that include the following but not limited to:



Punctuality



Listen to each other/ No side talk



Active participation



Talk to the point in sharing your experiences to give opportunity for others as well



Put mobile on silent mood or switch it off

1.4 Identify Expectations

Facilitator to ask participants to write down on a piece of paper / card their expectations from the training. Collect from participants and post the papers / cards on the wall. This can be used at the end of the training to evaluate how much of the expectations have been met.

2. Background Information

Before explaining about COWASH Project, its implementation strategy (i.e. CMP) and the role of Water, Sanitation and Hygiene Committee, facilitator to divide participants into three groups and assign each group to discuss on one of the three issues for few minutes. The discussion mainly focuses on what they know about the topic under discussion. Major points raised during the discussion have to be listed down on paper. Each group needs to have a chairperson and a secretary to facilitate the discussion. Each group then presents to the plenary and the facilitator gives further information as described below right after each presentation.

2.1 COWASH Project

Community-led Accelerated WASH (COWASH) is a bilateral project between Government of Ethiopia (GoE) and Government of Finland (GoF). The bilateral cooperation started in 1994 with the Rural Water Supply and Environmental Program (RWSEP) in Amhara Region. In 2011, it was scaled up to the national level and replicated to four more regions (Benishangul Gumuz, Oromia, SNNPR and Tigray) with the objective to reach people with safe water, and improved sanitation and hygiene services. That same year the project got its current name: COWASH. The project has passed through three phases dated from July 2011 to March 2021.

COWASH Project Phase IV started in April 2021. The project will last for four years, i.e. December 2024) and is operational in 104 woredas of seven Administrative Regions (Amhara, Benishangul Gumuz, Oromia, Sidama, SNNP, SWEP and Tigray). COWASH IV project impact statement reads improved public health and well-being, social development and climate resilience in the communities in the Project area.

COWASH Phase IV is a continuation of COWASH III, i.e. August 2016- March 2021, including the nine months extension in implementing COVID Emergency Support and Resiliency Building in WASH project between July 2020 and March 2021. COWASH IV is designed to intensify interventions that have been started in the previous phases of COWASH. Likewise, disability inclusion that has been added as a new component in phase III also remains a strong focus in the present phase. COWASH aims to increase the awareness, understanding and capacity of relevant stakeholders in the WASH sector at all levels on gender equity, women empowerment and disability issues. All water and sanitation facilities built should be accessible for all and women and persons with disabilities should be increasingly included in the community WASH activities.

The output 4.3 of outcome 4 of the project sets gender equity, women empowerment and disability inclusion issues as one of the key objectives of the project:

Outcome 4: Sustainability and inclusivity of achieved WASH outcomes enhanced

Output 4.3: Women empowerment and disability inclusion in WASH management enhanced

The implementation strategy of COWASH is based on the Community Managed Project (CMP) approach, originally developed and implemented within the former Government of Finland-supported Rural Water Supply and Environment Program (RWSEP) in Amhara Region in 2003 and expanded within another Government of Finland–supported project, Finn WASH, in Benishangul-Gumuz. CMP was scaled up to national level in 2011 through COWASH program. Subsequently, CMP approach was adopted into One WASH National Program as one of the four rural WASH implementation approaches in Ethiopia. Currently, CMP is implemented in the country by COWASH in 104 districts of seven regions (Amhara, Benishangul Gumuz, Oromia, Sidama, SNNPR, SWEP and Tigray).

2.2 CMP Approach Implementation Steps

Community Managed Project (CMP) approach uniquely follows the implementation steps that listed below so that the process to go through is equally important as the result envisaged in the course of implementation period. Every step is designed to build and sustain the capacity of the community to implement, operate and

manage the WASH project. Therefore, the process also helps to ensure the sustainability. These are the steps of the CMP implementation.



1. CMP Management Training: Here, administrators and WASH experts at regional, zonal and district/woreda levels receive training in CMP management and technical project appraisal. The objective of the training is the increased CMP awareness of the district administrators whose role is to facilitate and supervise the work of the district WASH technical experts. By bringing administrators and experts together, the occasion creates opportunity and forum for them to discuss and conclude on the districts' common goals in WASH.



2. Promoting CMP Approach: User communities need to be informed about the approach, availability of resources, the opportunities CMP provides and the responsibilities it entails. District technical WASH team together with the village (kebele) WASH team promotes the approach and generates the interest. Communities are briefed about the application and eligibility requirements.



3. Electing Representatives: When community decides to apply CMP project, they should come together and elect an executive committee which is leading the project implementation and is commonly known as **Water, Sanitation and Hygiene Committee (WASHCO)**. In CMP, WASHCO is responsible to contract services and procure goods. It also enters into fund agreement with local government on behalf of the community. After the completion of the project WASHCO takes the operational and management responsibility of the water scheme.



4. Opening Saving Account: Once WASHCO is elected, it organizes community and mobilizes the local resources in terms of cash, materials and labor. WASHCO facilitates the contribution of the up-front community cash contribution aimed for operation and maintenance and saves it in the saving account opened at local micro finance institution. The up-front cash contribution should cover the cost of operation

and maintenance for at least the first year after the project completion.



5. Project Application: Community, through its WASHCO representatives, is responsible to prepare the project application. Application should indicate the reality on the ground, the real community need of the target households. WASHCO shall submit the project proposal along with the application form and a copy of the up-front saving receipt, to the district CMP supervisor at the water office.



6. Project Appraisal: In CMP approach, there are two types of project appraisals. These are desk and field appraisals. ***Desk Appraisal*: It** is a quick review of the application for compliance with the CMP standards. If the application is in line with the expected standards, the WASHCO representatives shall be told that the application is accepted and date for the field appraisal is fixed. ***Field Appraisal***: This is to confirm whether the figures and facts presented in the application are real and that the project is technically, financially, environmentally and socially sustainable. At this stage the specific needs and requirements of women and vulnerable community members are heard and considered. The capacity of the community to contribute, implement and manage the project is also appraised. The WASH Technical Team (i.e. team of experts from the district's sector offices) is responsible for the appraisal. The technical team submits its final reports to the District WASH Team (Heads of district's sector offices).



7. Project Approval: Based on the appraisal report and availability of financial resources, District WASH Team, led by the district administrator, decides the proposed project funding.



8. Project Funding Agreement: After approval of the project, WASHCO and district enter into a project funding agreement. Usually, Head of the District WASH Team and the Chairperson of the WASHCO sign this project funding agreement.



9. Opening Project Account: WASHCO opens project account (or ledger) at the local micro finance institution (MFI) office. It is a current account where investment funds are directly transferred from the regional MFI office. At the end of the project, where the retention payment is made, its account is closed. This project account should not be confused with WASHCO saving account which the account for the operation and maintenance.



9. Community Training: Basically, this training is to capacitate the committee to effectively run the implementation and management of the project. After this training WASHCOs will be able to carry out CMP procurement as per the procedures, financial and construction management, reporting, as well as operation and maintenance management. At the end of the training WASHCO shall have full understanding on contents, obligations and responsibilities of the project funding agreement. This training can be also provided before the funding agreement is signed.



11. Construction: Having completed all the above vital preparatory activities, WASHCOs execute the construction of the communal safe water supply scheme. By now, the required investment funds are transferred to the WASHCO recurrent project account (or ledger) opened in the local MFI. In addition of procuring the constructional materials, WASHCO is also in charge of contracting local artisans to construct the safe water facility. WASHCO, besides monitoring the progress and quality of the construction, ensures also active labor and material contribution from the community. Investment funds are released in

installments as per the settlements of the project expenditures by the WASHCO to the CMP supervisor.



Water Point



Improved Latrine



Hand Washing Facility

12. Completion Ceremony: When the construction of a water supply scheme is completed, communities along with the invited guests, conduct an inauguration ceremony to mark the official opening of the service. At this completion ceremony, WASHCOs report the financial and physical performance of the project to the community members. It is also a forum where communities discuss practical issues like how the O&M issues that have been agreed during the project application is to be practical.



13. Post Implementation and Monitoring: Post implementation and monitoring is conducted jointly by the District WASH Team and WASHCO to review and inform the current status of the project and to recommend appropriate corrective measures. Secondly, it is to generate lessons. Thirdly it is to manage the water scheme in order to keep it operational all the time. During this period the WASHCO together with the community also implement the climate risk management plan in order to ensure the water availability and make sure the water supply is climate resilient. In this stage also another plan called "Water Safety Plan" is prepared. Implementation of this plan is to ensure that the water is safe all the time from the source and also at the household.

2.3 Roles and Responsibilities of Water, Sanitation and Hygiene Committee (WASHCO) in CMP Approach

In the Community Managed Project (CMP) approach, communities elect the Water, Sanitation and Hygiene Committee (WASHCO) that takes responsibility to realize the construction and management of safe water supply schemes by involving user communities and work to improve their sanitation and hygiene practices. Each WASHCO shall have 5 to 7 members as per the regional proclamation serving as:

- Chairperson - 1
- Secretary & accountant - 1
- Cashier/treasurer - 1
- Store person - 1
- Control – 1
- Members – 2 (optional as per the regional proclamation)

These three are the WASHCO leadership positions

Out of 5 or 7 members, 60% of members[1] need to be women and **at least one** executive post or all the three main managerial posts (i.e. Chairperson, Secretary and Treasurer) need to be hold by women.

Detail roles and responsibilities of WASHCOs in implementing CMP approach is available at CMP website: https://www.cmpethiopia.org/page/2285

2.4 Rationale to Empower Women in WASHCOs

2.4.1 Literature Review

In relation to women's involvement and participation in public spheres, most literatures depict the following socio-cultural barriers that women face:

- Traditional gender roles in many cultures associate men with public sphere, while women's role tends to be seen as within the domestic sphere. Women are seen as responsible for childcare and housework, including fuel wood and water collection, while men are seen as responsible for productive activities and income generation.

- In actual terms, however, women have triple roles (Productive, Reproductive and Community Work). The triple roles of women are a key constraint, which prevent their attendance at development and public meetings.

- Time and venue of public meetings may not be considered appropriate for women and therefore limit their level of participation.

- Women's lower educational achievements, which are often reflected in a lack of reading, writing and numeracy skills is usually considered as an excuse of not selecting women to the leadership positions in community organizations.

- Another socio-cultural barrier that hinders women's participation and particularly leadership in public arena is the frequent perception that men are better leaders than women. Women are meanwhile perceived as lacking the

[1] In the proclamations and regulations of regions in establishing WASHCO, it is indicated that at least 50% of the WASHCO members to be women. However, since size of committee members is usually odd number, it is difficult to have 50%.

knowledge or self-esteem to lead, not capable of making their own voices heard in public settings and are likely be represented by their husbands in public spheres.

Major recommendations mentioned in literatures to enhance women's participation in leadership positions include:

- Addressing gender inequalities at the household level, by adopting family-based methodologies and approaches that seek to change relations between men and women.
- Increasing women's access to and control over resources and assets.
- Providing labor saving technologies, child care services and literacy programs.
- Building women's capacity, especially in leadership skills, is crucial to build women's self-confidence so that they can participate in public meetings more actively and play significant role in decision making processes.

2.4.2 COWASH Findings

Comparative case study was conducted in 2016 by COWASH in collaboration with Women Affairs Directorate of Ministry of Water, Irrigation and Electricity.

Objective of the case study was to analyze the role and inclusion of women to water management in their communities as WASHCO members and as Community members.

Scope and Methodology: Assessment of the performance of WASHCOs against performance indicators during construction and post construction time. Performance indicators during construction time include community contributions, construction quality and time, involvement of women, internal strength of WASHCO, WASHCO selection and motivation and that of post construction time include water point operation and maintenance, tariff collection and use. 20 purposively selected sites (water points) from six woredas of Tigray, SNNPR and Amhara (two each) were included in the assessment and three focus group discussions per site (women, men and WASHCO) were held.

Major Findings

- Inclusion and awareness of women in water management was not found to be at adequate level.
- The quota system alone has not been able to secure sufficient female inclusion to WASHCOs.

Findings of Women in Communities

Participation and inclusion:

- Strong participation and inclusion during the construction of the scheme (CMP approach!), but not continued during operation and maintenance period

Access to information:

- Women community members have a clear information gap on the WASH in general compared to the male community members

- Women have not been included to the meetings where the water management related issues such as tariff levels, O&M needs etc. have been discussed and agreed

- Water supply schemes face challenge to provide service in a sustainable manner due to less inclusion of women in the water management related issues

Findings of Women in WASHCOs

WASHCO membership:

- In less than 50% of the WASHCOs visited, 50% of the WASHCO members constitute women (as per national guideline[2] it is clearly stated to ensure number of men and women are proportional while establishing water and sanitation committee. In COWASH WASHCOs' handbook[3] it is mentioned that 50% of the WASHCO members are expected to be women)

WASHCO selection:

- Women are elected as a chairperson mainly due to the given woreda direction
- Women are considered more trustworthy to handle money than men
- In some cases, selection of women as a chairperson in the WASHCO proved as it is just symbolic. In actual terms, her husband plays the chairperson role in the WASHCO

[2] Gender Mainstreaming Guidelines for Water and Energy Sectors (October 2011). Gender Affairs Directorate, Ministry of Water and Energy

[3] https://www.cmpethiopia.org/page/2285

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Women suitability for leadership positions:

In more than 50 % of the water points visited, community members explained that they didn't consider women for the leadership position of the WASHCO due to cultural reasons and beliefs such as

- Men are stronger in leading and managing development activities
- Women do not have capacity to manage the water project or they are restricted not to travel to woreda center (town) as they are expected to take care of the household

Role of woreda and kebele women affairs offices:

- Involvement of woreda women affairs office and kebele women affairs representative was found minimal. They were not involved in WASH activities at full scale during construction period and at operation and maintenance period.

The assessment findings came to conclusion that quota-based system is not enough to create women leadership and empowerment so that awareness raising and capacity building initiatives are needed to continue at all levels including communities and WASHCOs.

3. Community Participation and Women' Empowerment

Prior to giving the details, facilitator to divide the participants into three groups. Each group shall discuss in one of the three concepts: Community, Community Participation, and Women's Empowerment.

A/ Time needed for the group work: 30 minutes

B/ Resources required: Flip chart and Marker

C/ Seating arrangement: Each group to sit in a circle

Each group will have a chair person to facilitate the discussion and secretary to report back to the plenary major issues raised in the group. The facilitator shall give the following input following presentation of each group.

3.1 Community Participation

Community is a social entity made of people or families who have the following characteristics:

- Live in the same geographical area
- Share common goals or problems (irrespective of economic status)
- Share similar development aspirations
- Mostly they have similar interests of social network or relationship at local level
- Have a common tradition and language
- Share some resources like water, grazing land, school, church, mosque, clinic
- Are sociologically, psychologically, and often religiously linked
- At the same time, communities are heterogeneous (economic, social, political factors, interests and status) and employ different livelihood strategies.
- Thus, community can be seen as the site of both solidarity and conflict, shifting alliances, power and social structures.

Community participation is a process by which community mobilizes its resources, initiates and takes responsibility for its own development activities and share in decision making for and implementation of all other development programs for the overall improvement of its health status. Through such process the people develop self-reliance, problem solving skills and gain greater control over the social, political, economic and environmental factors that determine their development.[4] Development practitioners promote community participation due to the following reasons:

- Participation is an ethical and democratic right
- Participation improves service quality, safety and expand service coverage
- Participation improves project outcomes; and helps to make close follow up and monitoring and share experiences
- Participation makes services more responsive to the needs of users, build self-confidence and sense of ownership; build consciousness of the community as well

Benefits of Community Participation - community participation can be effective for a number of reasons:

- Community members have different needs, problems, beliefs, practices, assets, and resources. Getting the community involved in project/program

[4] https://www.slideshare.net/.../community-participation-49990976

design and implementation helps to ensure that strategies are appropriate for and acceptable to the community (men, women, elders, youth, people with disabilities, etc).

- Community participation promotes shared responsibility by service providers, and community members (men, women, elders, youth etc).
- When communities 'own' the project/program, they often mobilize resources that may not otherwise be available. They can work together to advocate for better programs, services and policies.
- Community participation can increase the accountability of community-based programs, management, services and policies.
- Participation can empower the communities in general and disadvantaged groups in particular within the community.

Modes of Participation

Mode of Participation	Type of Participation	Outsider Control	Potential for Sustainability, Local Action & Ownership
Co-opted	Tokenism and / or manipulation; representatives are chosen but have no real power or input.	xxxxx	
Compliance (Passive participation)	Tasks are assigned, with incentives. Outsiders decide agenda and direct the process	xxxx	x
Consulted	Local opinions are sought. Outsiders analyze data and decide on course of action.	xxx	xx
Collaborating	Local people work together with outsiders to determine priorities. Responsibility remains with outsiders for directing the process.	xx	xxx
Co-learning	Local people and outsiders share their knowledge to create new understanding and work together to form action plans with outside facilitation.	x	xxxx
Collective Action	Local people set the agenda and mobilize to carry it out, utilizing outsiders, NOT as initiators or facilitators, but as required by local people.		xxxxx
Empowerment	It is a higher form of collective action. People set the agenda and have the capacity to make choices and to transform those choices into desired actions and outcomes utilizing outsiders resources (knowledge, material and finance) as deemed necessary.		xxxxx^{+}

3.2 Women's Empowerment

The notion of women's empowerment emerged in the mid-1980s as a way to challenge patriarchy. In the 1990s, the term was broadened from thinking of it as collective process to also understanding it as an individual process of self-transformation. At the 1995 Fourth World Conference in Beijing, women's empowerment was introduced to an expanded audience of state actors and governments. 189 countries, including Ethiopia, endorsed the Beijing Declaration and Platform for Action to advance women's empowerment.

Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes (Definition of WB)[5]. "Women's empowerment" is mostly used in the Gender Equality & Women's Empowerment space, which refers in the context of issues — economic empowerment, political participation, and girls' education.

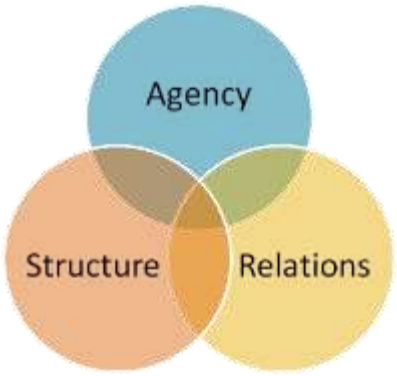
As defined by European Institute for Gender Equality, empowerment of women is the process by which women gain power and control over their own lives and acquire the ability to make strategic choices. Women's empowerment has five components:

1) women's sense of self-worth;
2) their right to have and to determine choices;
3) their right to have access to opportunities and resources;
4) their right to have power to control their own lives, both within and outside the home; and
5) their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

In this context, education, training, awareness raising, building self-confidence, expansion of choices, increased access to and control over resources, and actions to transform the structures and institutions that reinforce and perpetuate gender discrimination and inequality are important tools for empowering women and girls to claim their rights.

Among many women's empowerment frameworks, the one developed by CARE defines women's empowerment as the sum total of changes needed for a woman to realize her full human rights – the interplay of changes in:

[5] *web.worldbank.org › Topics › Poverty*



Agency: her own aspirations and capabilities, ability to have control over resources and decisions, self-efficacy

Structure: The environment that surrounds and conditions choices (legal, political, institutional, representational…)

Relations: The power relations through which she negotiates her path (household, community, national, etc.)

The higher the space where the three circles overlap each other means attaining greater gender equality in all scope of empowerment, i.e. political, economic, social/cultural, legal and psychological.

Issues to be addressed under each element are presented in the table below

Agency	Structure	Relations
1. Self-Image; self-esteem 2. Legal and rights awareness 3. Information and skills 4. Education 5. Employment/control of own labor 6. Mobility in public space 7. nfluence Decision in household 8. Group membership & activism 9. Material assets owned 10. Body health & bodily integrity	11. Marriage and kinship rules, norms and processes 12. Laws and practices of citizenship 13. Information and access to services 14. Access to justice, enforceability of rights 15. Market accessibility 16. Political representation 17. State budgeting practices 18. Civil society representation	19. Consciousness of self and others as interdependent 20. Negotiation, accommodation habits 21. Alliance and coalition habits 22. Pursuit, acceptance of accountability 23. New social forms: altered relationships and behaviors

For the purpose of WASHCO members training, detail discussion can be held on issues mentioned from 1 to 9 which directly affect performance of WASHCOs.

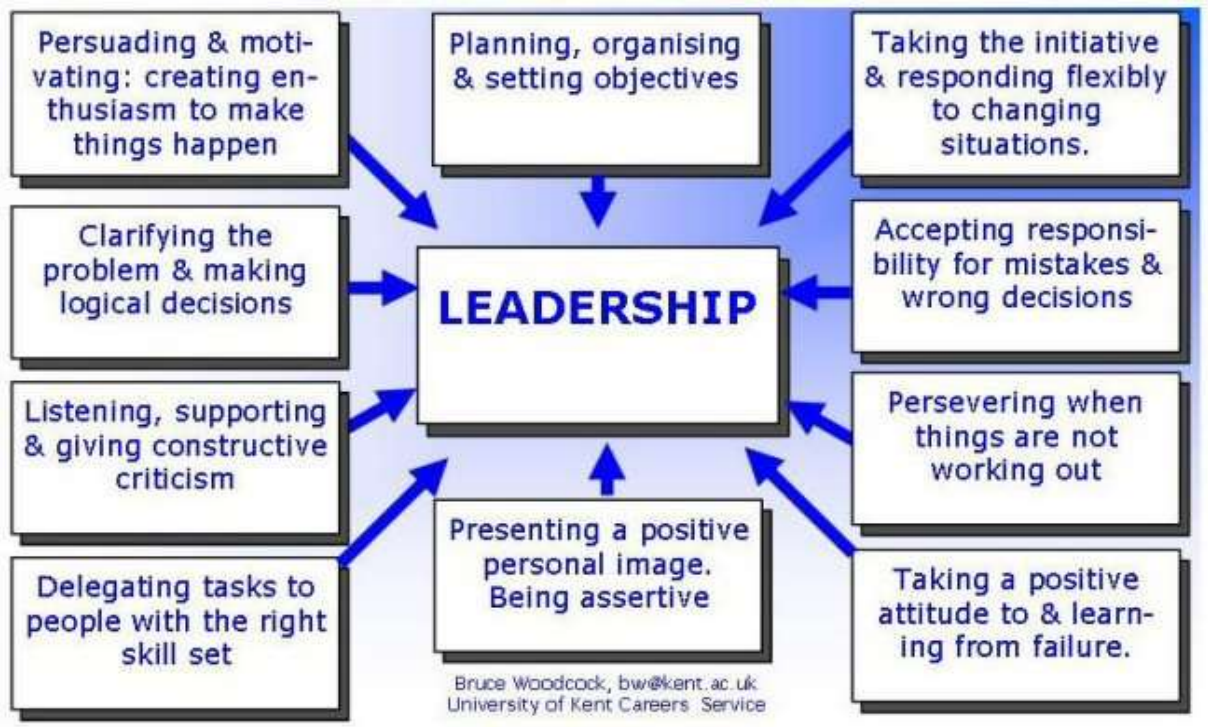
4.Conceptualizing Leadership at Community Level

4.1 Concept of Leadership

The concept of leadership has much to do with human collectivity, a society, group or organization without which the concept is useless. Leadership entails:

- the act or process of influencing people so that they will strive willingly towards the achievement of group goals.
- a process by which people are directed, guided and influenced in choosing and achieving goals.
- the ability to persuade others to seek defined objectives enthusiastically.
- helping communities to identify and deal with problems in the most effective way.
- acting as the voice for the user communities to government, development partners, financial institutions and others.

The chart below describes the list of tasks[6], but not limited to, that leadership involves. Facilitator has to explain each box in brief (with practical example if possible) during training time.



[6] University of Kent. How to develop leadership skills. https://www.kent.ac.uk/careers/sk/leadership.htm

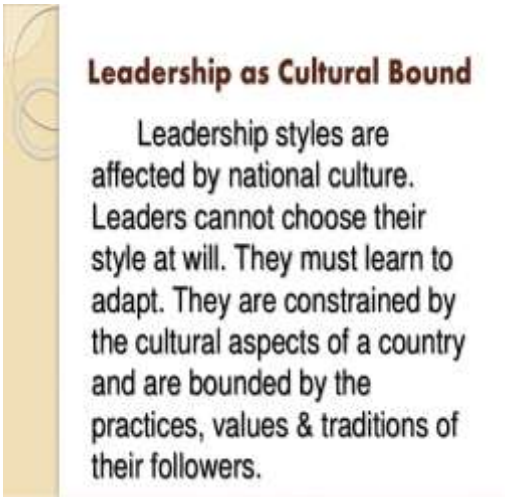
From the point of WASHCOs, leadership denotes influencing the user communities to plan, organize, implement and use the WASH facilities in a sustainable manner.

Though there are a number of leadership theories that have been developed through time, the following two are recommended for community leaders like WASHCOs or any other community-based organizations.

Servant Leadership	**Exemplary Leadership**
- is "People first" principle. - conscious choice to serve - the servant-leader is servant first - Peoples' priority should be served first - act as servant to lead - Servant Leaders are leaders who have a strong desire to work for and serve others. - share power with followers and pay attention to those who are least well off in community.	- being model - the five practices of exemplary leadership are: ▪ Model the way ▪ Inspire a shared vision ▪ Challenge the process ▪ Enable others to act ▪ Encourage the heart

4.2 Leadership Styles

Leadership style is the way a person uses power to lead other people. Though there are a variety of leadership styles practiced by different groups, three types of leadership styles are presented here that can be used by WASHCOs depending on the situation and the issues arises.



A. Bureaucratic Leadership Style

- Manages "by the book".
- Everything is done according to procedure or policy, if not covered by the book, referred to the next level above.
- Enforces the rules
- In the case of WASHCO, anything not mentioned in the written bylaw may not be taken into account. It has no room for flexibility and responding to different challenges depending on existing situations.

B. Autocratic Leadership Style

- is also known as 'I' approach.
- is centered on the boss / chairperson
- is classical approach of leadership style.
- does not consult others to give any input
- dogmatic approach
- has little or no flexibility.
- is not a good way to get the best performance from a team.
- Rely on threats and punishment to influence other team members
- Exhibits poor listening skills
- Uses conflict for personal gain

In the case of WASHCO, it can be translated to that all decision-making powers are centralized in the hands of the chairperson of the WASHCO, as with dictators, and not entertain any suggestions or initiatives from other WASHCO members and communities. This type of leadership might be useful when the need arises to make quick decision-making, as only one person has to decide for the whole group.

C. Democratic Leadership Style

- also known as participative style
- is centered on subordinates' contributions.
- Encourages team members to be a part of the decision making.
- most unique feature of this leadership is that communication is active upward and downward (chairperson and other WASHCO members + WASHCO members and user communities).
- is one of the most preferred leadership and it entails the following: fairness, competence, creativity, courage, intelligence and honesty

In the case of WASHCO, democratic leadership style can be translated to that all WASHCO members and user communities to take part in decision making.

4.3 Ten Qualities of Great Community Leaders

Irrespective of the different roles and responsibilities that each WASHCO member has, all WASHCO members are expected to consider themselves as community leaders so they have to acquire the following characteristics. Before presenting the ten qualities, invite participants to list out the different community leaders' characteristics from their experience.

1. Self-awareness

- Before leading others, a leader must know his/her own abilities
- Take stock of his/her strengths and weaknesses
- Seek to build on his/her strengths; know when to ask for help in other areas

- Look for the best fit for him/her: how best can s/he help in each situation

2. Eagerness to Learn and Adapt

- S/he will never know all perspectives on a situation
- Be willing to listen, learn and change course
- Community members can be a valuable resource – gain respect and knowledge by taking their voices into consideration

3. Empathy

- Leads to better leadership because a leader is able to imaging different viewpoints
- Understand and validate the feelings of all parties
- Recognize how s/he is perceived

4. Honesty and Integrity

- A good leader must be trustworthy, to the community, to other leaders and to those that are listening
- Trust creates a productive space to facilitate discussion and make change
- Without honesty and integrity, trust is broken, mutual respect is diminished and productivity is eliminated.

5. Dedication

- The responsibility of being a community leader means s/he must be committed to fostering change
- Time spent volunteering doesn't just benefit the community; it also benefits the leader

6. Service

Volunteers can help their communities by

- Fundraising or selling items to raise money
- Collecting, preparing, distributing or serving food
- Engage in general labor or transportation

7. Interpersonal Skill

- Communication skills, like negotiating, mediating, active listening and articulating arguments are essential
- Collaborative skills means that leaders can work well with other types of people and create a productive space
- Community leaders can describe why something is important and how to facilitate change to any person, be it a child, a volunteer or a grant agency

8. Forward Thinking

- Great leaders think outside the box, look to the future and have set goals in the mind
- Develop innovative and critical thinking skills

- Keep in mind that fostering the lasting change means involving the next generation

9. Intelligence

- Not just being smart, a leader needs high levels of emotional, social and intellectual intelligence
- Competence, shows that as a leader one can take care of the tough staff.

10. Motivation

- Finally, a great leader motivates others to create change in their own lives and communities
- An inspirational leader can make all the difference in engaging others in improving the community

5. Leadership Skills

5.1 Communication Skills

5.1.1 Listening Exercise

While working in groups, in order to successfully accomplish our task, we need to develop a habit of deep and respectful listening to one another. The concentration and attention with which members of the group listen to one another is the most important factor in developing an attitude of listening in the whole group.

Before giving input to the techniques of listening, participants need to perform a role play with three different scenes. Two people will participate in each play.

A/ Time needed to perform the role play: 15 minutes including the rehearsal time for the role players

B/ Resources required: Long walking space

C/ Seating arrangement: All participants sit facing to the stage to watch the role play

In the first scene, one person is talking to another fellow without paying attention to that particular person. The second person shall try several times to speak, to ask question, respond, or make a suggestion. As the first person talks on, the second person remains silent and gives up trying.

During the second scene, two people meet and both start telling the other about what they are concerned about. Each one is talking on different topics by neither is listening to the other, and both are talking at the same time.

On the third scene, two people meet and start a real dialogue. Each one asks questions, listens and responds to the other.

Then facilitator to ask participants what they observed during each scene. Probe them to explain the shortcomings and strengths of each play.

Finally give the following inputs on some barriers of good listening and means of overcoming this and do's and don'ts of listening.

1. **On-Off Listening -** Using part of the time to think about her or his own personal affairs, concerns and troubles instead of listening, relating and summarizing what the speaker has to say. This can be overcome by paying attention to more than just the speech, but also watching body language like gestures, hesitation etc.

2. **Red Flag Listening -** To some individuals, certain words are like a red flag to a bull. When they hear them, they get upset and stop listening. These terms may vary for every group of participants, but some are more universal such as "black", etc. Some words are so 'loaded' that the listener tunes out immediately. The speaker loses contact with the presenter and both fail to develop an understanding of the other. Good to find out in advance which woredas are red flag to the speaker and listeners in a certain event.

3. **Open Ears-Closed Mind Listening** – Sometimes 'listeners' decide quite quickly that either the subject or the speaker is boring, and what is being said makes no sense. Often, they jump to the conclusion that they can predict what the speaker will say and then conclude that there is no reason to listen because they will hear nothing new if they do.

4. **Glassy-eyed Listening** - Sometimes 'listeners' look at people intently, and seem to be listening, although their minds may be on other things. They drop back into the comfort of their own thoughts. They get glassy-eyed, and often a dreamy or absent-minded expression appears on their faces. If we notice many participants looking glassy-eyed in sessions, we have to find an appropriate moment to suggest a break or change in pace.

5. **Too-Deep-For-Me Listening** - Not to listen to what is being said because the listener thinks s/he is listening to ideas that are too complex and complicated for her/him. Asking for clarification will help to improve this problem.

6. **Don't Rock the Boat Listening** - People do not like to have their favorite ideas, prejudices and points of view overturned and many do not like to have their opinions challenged. So, when a speaker says something that clashes either with what the listener thinks or believes in, then s/he may unconsciously stop listening or even become defensive. Even if this is done consciously, it is better to listen and find out what the speaker thinks first, in order to understand his or her position fully. Responding constructively can be done later.

Present all the aforementioned points in simplified terms and ask them whether they have come across with such type of experience in their day to day life.

Such discussion will help WASHCO leaders to improve their listening skills while communicating with each other and with others during community members.

Do's and Don'ts of Listening

When listening try to do the following:	When listening try to avoid doing the following:
• Show interest • Be patient • Be understanding • Be objective • Express empathy • Search actively for meaning • Help the speaker develop competence and motivation in formulating thoughts, ideas and opinions • Cultivate the ability to be silent when silence is necessary	• Pushing the speaker • Arguing • Interrupting • Passing judgment too quickly in advance • Giving advice unless it is requested by the other person • Jumping to conclusions • Letting the speaker's emotions affect own too directly

5.1.2 What to Observe in a Group

A/ Time needed to give instruction for role players and to perform the role play: 20 minutes

B/ Resources required: Flip chart and Marker for note takers

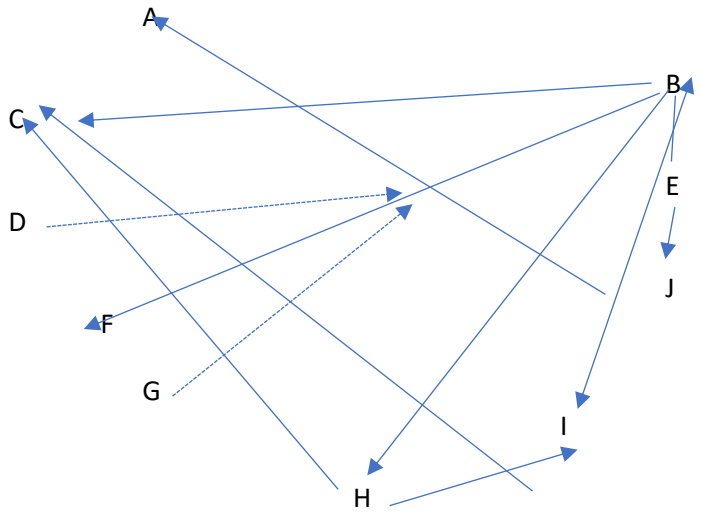
C/ Seating arrangement: All participants sit facing to the stage to watch the role play while the role players sit in a circle in two groups

The aim of this topic is to enable participants to have a critical insight on the process of communication and observe the patterns of communication in groups. In doing so, we would be able to understand the following:

1. Who talks? For how long? How often?
2. Who do people look at when they talk?
    a. Other individuals, possibly potential supporters?
    b. Scanning the group?
    c. No one?
    d. The ceiling
3. Who talks after whom, or who interrupts whom?
4. What style of communication is used?
    a. Strong statements b. Questions C. Tone of voices, gestures, etc

The kind of observations one makes shall give important information which may be going on in the group such as who leads whom, or who influences whom?

Facilitator to ask participants to divide into two groups (having five to seven members each) and sit in circles and discuss on a topic which could attract members of the group (e.g. how often community contribution should be collected to be used for water scheme management, or whether there is a need to build public latrine in the church/mosque compound in the kebele they are living in). Assign two observers for each group to record the process of the discussion. Then as the discussion proceeds, the observers have to draw a line each time when a different person speaks. If the communication is direct from one person to another, draw a solid line with an arrow showing who speaks to whom. If the remark is made to the group in general, draw a dotted line to the middle of the circle. After observing the group for 15 minutes, show to the group what the sketch of the process of communication looks like. Sample is presented below.



By looking at the sketch hold discussion on the following issues.

1. What patterns of communication do they see in the chart?
2. In what ways do these patterns help or hinder the life and work of the group?
3. Who talked many times, who kept silent? etc.

Then the facilitator gives an input on the need how WASHCO leaders should pay attention to other members of WASHCO in group meetings and to different segments of the community during community meetings who are making less or no comment on the issue under discussion and how some strong patterns of domination affect the process of decision making while working in groups. The need for giving and receiving feedback needs to be emphasized as an important element in these drawbacks.

5.2 Understand the Difference in Perspectives

5.2.1 The Door Exercise

A/ Time needed to give instruction for role players and to perform the role play: 15 minutes

B/ Resources required: Put two chairs; one facing to the door and the other facing to the wall in front of the door

C/ Seating arrangement: All participants sit facing to the two chairs to be used by the role players

The objective of this exercise is to enable the participants to understand one's way of seeing things is not the only way things can be.

Demonstrate this idea by making a role play. Get three volunteers. Two of them sit facing each other, with one person facing the door and the other person sitting his/her back at the door. Then, the third person comes from one side and asks "where is the door?". The one facing the door will say "in front" while the one with her/his back will say "behind". Then ask the participants the following questions:

1. Who is correct? Anyone will not be correct for the third person because the door is at his/her side, not behind or in front
2. What does this short play tell us?
3. What parallel has it to real life?
4. What are the factors that affect our different views of reality?
5. What significance can this have for the way we work together as a group?

Then the facilitator gives an input about the need for taking time and reflect before reaching to a conclusion that the other person's point of view is not correct.

5.2.2 The E Game

A/ Time needed to give instruction for participants and to perform the role play: 10 minutes

B/ Resources required: Card, Marker

C/ Seating arrangement: All participants stand or sit in circle to have a look to the card (having letter "E" on it) dropped at the center of the circle

Facilitator to ask participants to sit or stand in circle. Write a large, curvy letter E on a piece of paper and place it on the center of the circle. Ask participants to describe exactly what they see on the piece of paper from where they are standing / sitting. Depending on where they are in the circle they will either see an "M", a "W", a "3", or an "E". Participants can then move places to that they see the letter from a different perspective. This is a useful activity to highlight the fact that people see things very differently according to their own perspective. Alternatively, put a person in the center of the circle and ask those around to describe exactly what they see from their perspective.

These two exercises help WASHCO leaders to consider the different ideas coming from WASHCO members and / or communities positively and try to understand their perspectives as well.

5.3 Understand Variations in Human Behavior

5.3.1 Multiple Role Exercise

The objective of this exercise is to enable people to become more aware of their own behavior in groups and understand various types of behavior in others. Recognizing such differences can help a group and prepare people for feedback later.

A/ Time needed to give instruction for participants and to perform the role play: 40 minutes

B/ Resources required: Cards, Marker, Scotch tape

C/ Seating arrangement: Participants can remain seated where they are

Before starting the exercise, an explanation shall be given by the facilitator about the procedure of the exercise. Participants get to know that there are many kinds of behavior in groups and this exercise helps to understand the effects of our own behavior and that of others in a group.

Facilitator to ask participants to work in a group of three members (Sitting side by side) to write list of behaviors on a piece of paper that came to their mind. Collect the papers and read loudly then select five to seven behaviors mentioned repeatedly in the group works.

Write the selected five to seven behaviors separately on a card and post on the wall at different sides of the training hall. Then ask each person to go and stand under the one that describes his or her usual behavior.

Then have a discussion by these who choose the same type of behavior and ask to share the helpful / supportive and not helpful / not supportive sides of their own behavior.

At the end, the participants shall recognize existence of a variety of behaviors in a group and good to be familiar with this in order to work well together.

5.3.2 Self and Mutual Criticism

Prior to discussing the concepts of criticism, facilitator to ask participants to reflect and explain what they understand by criticism based on what they know from experience. Then the facilitator gives inputs on criticism that

- Give an opportunity to every member of the group to criticize
- Try to be ready to accept criticism, wherever it comes from, as a contribution to improve the group work
- Criticism is and should be the act of expressing an open, candid opinion in front of these concerned, on the basis of facts and in a spirit of fairness,
- It should be constructive
- It helps to correct mistakes on time

Before closing the issue, ask participants their insight towards the advantage of criticism.

Such exercise help WASHCOs to get feedback from within and from communities as well and use the comments / criticism to improve their performance.

5.4 Dependency Vs Self Reliance

5.4.1 The River Code

The main purpose of this code is to look deeply at the question of dependency and self-reliance. It raises the question of doing things "for" people or doing things "with" people.

A/ Time needed to give instruction for role players and to perform the role play: 15 minutes

B/ Resources required: Chalk to draw line on the floor (or any item to make boundary); One flip chart paper to represent as island, divide three "A4 size" papers into four to represent as stepping stones

C/ Seating arrangement: All participants stand facing to the stage to watch the role play

Perform through a role play without words. Call three participants of the training program to play the game voluntarily. Draw two lines, fairly wide, apart on the floor in chalk to represent the banks of a river. Put pieces of paper to represent as stepping stones in the river & flip chart paper in the middle of the river as an island.

Two people get closer to the river and look for a place to cross. The current is very strong and they are both afraid to cross. A third person comes along and sees their difficulty. The third person leads them up the river and shows them the stepping stones, encouraging them to step on them but both are afraid, so that the person agrees to take one on his/her back. By the time the person gets to the middle of the river, the person on his/her back seems very heavy and get tired, so rests the person on his/her back on the little island.

The third person goes back to fetch the second who also wants to climb on his/her back. But the third person refuses. Instead, the third person holds the second person hand and encourages him/her to step on the stones by him/herself. Halfway across the second person starts to manage alone. They both cross the river. When they get to the other side, they become extremely pleased with themselves and they walk off together, completely forgetting about the first person, sitting alone on the island. The first person tries to get attention, but they do not notice his/her frantic gestures for help.

After the play facilitator to ask participants to discuss on the following questions?

1. What did they observe in the play?
2. What different approaches were used to help the two persons across?
3. Who could each person represent in real life, especially in WASH interventions?
4. What does each side of the river represent? Why does this happen?
5. In what ways do either education or development projects build a sense of dependence?
6. What must one do to ensure and develop a sense of independence?

The facilitator to give the following inputs:

- Communities have to find a way to get out of the problems they are found in (e.g. discuss this issue in relation to tariff collection system and use; using improved latrine and handwashing facilities)
- In doing so, they should not always relay on the support they get from others, when it discontinuous, they may get into a serious problem (e.g. discuss this issue in relation to water schemes maintenance, fencing of water point, having a guard for the waterpoint)
- To reach into a better life, they need to accept the fact that they may face a lot of challenges

- Thus, there is a need for everyone to develop a sense of self-reliance in participating in WASH and other development projects.

5.5 Trust Building

5.5.1 Potato Exercise

This exercise is useful in this type of training in order to get people share feelings about themselves and their relationship with others in a non-threatening way and thus build trust.

A/ Time needed to give instruction for role players and to perform the role play: 20 minutes

B/ Resources required: Potatoes equal to the number of participants; good to have more or less same size of potatoes

C/ Seating arrangement: All participants to sit in a circle to perform the role play

Use the following steps to perform the exercise.

- Facilitator to ask members of the group to sit in a circle and give each person a chance to pick up a potato from a basket. The potatoes should have more or less the same size.
- Ask participants to examine their potatoes carefully. Look at their potato, get the feel of it, its weight, its peculiarities. Following this, advice each participant to discuss the characteristics of their potato with the person next to them and be able to recognize it with their eyes shut or they will have to find it from among all the other potatoes in this group with eyes shut.
- In two's, one person shuts eyes, the other holds both potatoes. The one with eyes shut must pick his/her potato. Perform this with reverse procedure. Do this in groups of 6 members.
- Let the whole group sit in a circle. Collect the potatoes and then pass from hand to hand behind people's backs (this has the same purpose as shutting the eyes). As each person recognizes their own potato, they keep it without looking at it. Keep passing the other potatoes around until all are claimed.
- End the game when most of them get their potatoes.

Facilitator to ask participants to discuss on the following questions:

- What was your first impression when you are given potato?
- What did you do to identify yours?
- What feeling did you experience during the process?

- What have you learnt about yourself?
- What have you learnt about relation with others?
- What are the implications of this exercise for living together in a community?

During the performance of the exercise, a lot of laughter and fun will happen. The facilitator gives an input about how one may affect the interests of others without realizing they are doing so. Therefore, while working in groups, there is a need to take the necessary care not to affect the interests of others.

Facilitator to ask participants to group themselves by their respective water point and ask them to identify two major problems on the water point management and to prepare action plan whom should be involved to resolve the problem and how they will mobilize and coordinate these groups.

6. Simple Decision Making

Every group, to achieve its goal, is constantly involved in making decisions: big decisions, little decisions, easy decisions, hard decisions, right decisions, wrong decisions, but always decision, decision. Decision-making forms a continuous pattern of relationship among members of a group / WASHCO members; a pattern in which every individual member has some influence.

The way in which these are made, will affect deeply the commitment of the members to the life and work of the group. The core idea here is to make WASHCO members aware that if the user communities get involved in the process of making a decision, they are far more likely to carry it out.

In the absence of conducive environment to make collective decisions, the user communities may become very frustrated. Thus, WASHCO leaders and other members need to have some practical skill in decision-making so that other members learn what helps and what hinders good decision-making.

Ask participants to share their experiences in making personal/individual and group/joint decisions (e.g. how to make decisions in informal community-based organizations and practices like Idir, Equb, Debo etc.)

The facilitator to give inputs on types of decisions and challenges they can face in decision making and how to make good decisions.

6.1 Decision Making Styles

1. The Plop

Here the group makes the decision by not making the decision. "Not to decide—is to decide." Someone makes a suggestion, but it drops like a stone into a pond, and no one pays any attention to it at all. If the person who made the suggestion really felt enthusiastic about it, the fact that it was totally ignored could make that person withdraw or resist later suggestions.

2. The One-Person Decision

This is quickly made, but later when the decider depends on free or voluntary support from others to implement it, s/he may find himself/herself carrying it out alone.

3. Topic jumping

One person can also prevent a group reaching a decision by introducing a new point just as the group is ready to decide something. If the point is relevant it should be allowed, though it should have been brought in earlier. If it is not relevant it should be recognized as a distraction or any attempt by one person to control the group and should not be allowed to prevent the group from making a decision.

4. The Handclaps

One person makes a suggestion. Another says, "What a marvelous idea," and without further discussion, the matter is decided. These decisions are more frequent than one thinks, and often pass unnoticed at the time, but resentment comes to surface later.

5. The Clique

This decision is made by a small group who plan beforehand to get their way. Because they are better organized than those who disagree, they are often successful on the immediate issue, but they bring a spirit of rivalry rather than co-operation into the group.

6. Minority

These decisions are not as consciously organized as those of the clique, but a few powerful personalities dominate the group, often unconsciously, and then later they wonder why the others are apathetic.

7. Majority Vote

In big groups this is often the most effective way to make a decision. However, one may lost the interest or the loyalty of the minority who voted against a decision, especially if they feel their point of view was not heard.

8. Silent Consensus

Some groups aim at unanimous decisions. These are good, if genuine, but they are rarely achieved completely on important issues. Unanimous agreement is sometimes assumed, when some members have not felt free to disagree and have kept silent.

9. Consensus

This is an agreement, often involving compromise or the combination of various possibilities, after all opinions have been heard. Disagreements and minority viewpoints are discussed fully. It takes time and care to build a climate in which all feel free to express themselves, but this method does build unity, co-operation and commitment. It does not mean listening to people and then doing what the organizers/leaders were going to do in the first place. It means adapting to accommodate the concerns of all. It may take longer to make a decision this way, but it will often be carried out more quickly and whole-heartily.

6.2 Difficulties in Decision Making

1. Fear of Consequences

In some cases, the possible outcomes of an impending decision may bring divisions and disagreements.

2. Conflicting Loyalties

When one person is a member of a number of groups, this frequently leads to devised loyalties about decisions. An atmosphere in which it is possible for these conflicts to be brought out into the open without threat to the individual is a great help in resolving them.

3. Interpersonal Conflict

In group of any size personal differences occur which provoke feelings of affection or dislike among members and which interfere with sound decision-making. Often another member who is not involved in the interpersonal conflict can bring the real problem into the open.

4. Hidden Agenda

One person may try to get the group to make a certain decision, which s/he wants for reasons which he or she will not share with the group.

5. Inadequate Leadership

A leader of the group may hinder good decision-making if s/he restricts the expression of opinion or discussion on issues too soon. Provide assistance in selecting appropriate methods for decision-making causing difficulty in the group.

Training Session Closing Verse

AN ARMY OF SHEEP LED BY A LION WOULD DEFEAT AN ARMY OF LIONS LED BY A SHEEP!

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[7] DELTA stands for Development Education and Leadership Teams in Action. It is a collective training event to prompt action for social change. Its roots are in Freirean critical awareness, human relations training in group work, organizational development, social analysis and a conceptualization of transformation derived from liberation theology. The program was originally developed for use in Kenya. It has spread thereafter to other neighboring countries in Africa.

APPENDIX - 8 Questions to Test Your Leadership Qualities[8]

1. **Do you go above and beyond?**
   Are you happy of doing what is needed only and not more?
   Do you push yourself as far as you can?
   Do you spend your time to perfect your project?

2. **Are you optimistic?**
   Do you share the same optimism as the leader?
   Are you unsure whether you can do better?
   Do you push your friends or colleagues to higher standard?

3. **Are you open to change?**
   Are you ready to do deviations from the normal things?
   Do you want to do the things as they have been always done?
   Are you ready and open to go for unfamiliar options?
   Is this honestly you: " I cannot change the direction of the wind, but I can adjust my sails to always reach my destination"

4. **Are you decisive?**
   Do you have any problems of making decisions?
   Do you stick to the decisions you make?
   In your decision making are you stuck to the stage "what if"?
   Are you ready to face the negative outcome of your decision?

5. **Are you accountable?**
   Are you ready to be blamed if something bad happens?
   If you are blamed do you shift the blame to somebody else?
   Are you ready to fail and be ready to learn from your failures?

6. **Are you passionate?**
   Do you care of your job? Do you care you are doing well or not?
   Do you put enormous efforts to all what you do?
   Do you perform even your simplest tasks with precision and care?

7. **Are you naturally motivated?**
   Are you doing the things you want to do? Do you follow money or your passion?
   Are you putting all your energy to be the best?

8. **Are you willing to learn?**
   Are you just along with your team and just ride with them?
   Do you read every day? Do you try something new every day?
   Do you feel you already know enough to survive?

[8] Adopted from: Duczeminski, Matt. 8 questions to test your leadership qualities. https://www.lifehack.org/300676/8-questions-test-your-leadership-qualities