UNIVERSITY OF CAPE COAST

PERCEIVED IMPACT OF TRAINING IMPLEMENTED BY AKUAPEM COMMUNITY DEVELOPMENT PROGRAMME (ACDEP) ON COMMUNITY MANAGEMENT OF RURAL WATER AND SANITATION FACILITIES

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

CANDIDATE'S SIGNATURE:…….. DATE:……..

NAME: EUNICE ESI AHIABOR

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

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ABSTRACT

Provision and management of water and sanitation facilities is a major challenge in developing countries and governments in these countries are unable to deliver, manage and maintain basic infrastructure for their growing populations

This study explored participants' perceived impact of water and sanitation committee training implemented by Akuapem Community Development Programme (ACDEP) on community management of rural water and sanitation facilities. The study aimed at assessing participants' satisfaction with respect to the general organization of the training, what has been learnt, how the knowledge gained is being applied, and evidence in the community that the WATSAN committee members are performing their roles.

Eighty respondents selected from twenty (20) communities were interviewed for the study. The data is presented in simple statistical charts including pie chart and bar graphs generated from the Statistical Package for Social Scientists (SPSS), computer software used for data analysis.

The results indicated that the training was very useful and relevant in managing the WATSAN facilities provided in the communities and participants are satisfied with the way ACDEP organised the training. The committee members were also observed to experience some challenges in performing their roles and responsibilities.

Based on the results, it is recommended that ACDEP organise a retraining programme and ensure occasional monitoring visits to the old communities. ACDEP should also put in place systems that will ensure that every training programme is evaluated using scientific methods and well documented for future use.

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DEDICATION

I dedicate this piece of work to my husband Godson, and sons David and Joshua Ahiabor.

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LIST OF ACRONYMS

ACDEP- Akuapem Community Development Programme

APA- American Psychological Association

CWSA- Community Water and Sanitation Agency

DWST- District Water and Sanitation Team

ISD- Instructional System Design

KSA- Knowledge, Skills and Abilities

NCWSP- National Community Water and Sanitation Programme

NGO- Non Governmental Organization

ROI- Returns on Investment

SPSS-Statistical Package for the Social Scientist

UCC- University of Cape Coast

UNICEF- United Nations Children's Fund

WATSAN- Water and Sanitation

WHO- World Health Organization

CHAPTER ONE

INTRODUCTION

Background of the Study

Provision and management of water and sanitation facilities is a major challenge in developing countries. Governments in these countries are unable to deliver, manage and maintain basic infrastructure for their growing populations.

It is common to see most water and sanitation facilities breaking down after few years of use or completely abandoned. Common complaints associated with rural water and sanitation supplies are skills in managing the facilities and lack of effective operations and maintenance. In the 1980s, a number of global conferences discussed the topic and sought ways to address the perennial water and sanitation problems confronting the majority of the world population. For example, at the world water conference in Argentina in 1977, the 1980s was declared as the International Drinking Water and Sanitation Decade (Black, 1998).

Assessment of the global water and sanitation situation in the 1990s revealed however that most developing countries were still performing below expectation. More than one billion people were found to be without proper water supplies and almost three billion defecated in the open air or in unhygienic facilities (WHO/UNICEF, 2000). Based on these results, the

international community began to put in more efforts as a means of improving the water and sanitation situation in the world. One of the key areas emphasized at the time was building national and local capacities to develop policy reform and institutional change towards community-based approaches to the provision and management of water and sanitation facilities (Black, 1998). This led to a growing trend in many developing countries including sub-Saharan Africa to encourage rural small town and peri-urban communities to manage their own water and sanitation facilities (Wegelin-Shuringa, 1998).

In line with this trend, and as part of the government's efforts to increase access to safe water, sanitation and promote health, Ghana introduced a new National Community Water and Sanitation Programme (NCWSP) in 1994. The new programme was expected to provide solutions to the problems of water and sanitation in rural communities and small towns. According to Ministry of Works and Housing (2005)**,** the ultimate goal of the reform is to ensure sustainable delivery of potable water and sanitation services to beneficiary communities which is believed to be higher where the communities perceive facilities as their own.

The Ministry of Works and Housing (2005) document also indicates that as part of the new reform, the rural communities and small towns will be supported to form gender-balanced voluntary groups including one or two village-based caretakers. These committees will receive special training aimed at building their capacity to enable them independently operate and maintain the water and sanitation facilities provided in the communities.

The Community Water and Sanitation Agency (CWSA) was subsequently established in 1998 by an act of Parliament (CWSA, Act 564) to

provide the institutional base for the implementation of the NCWSP (CWSA, 2004). The private sector, NGOs and voluntary organisations interested in rural water and sanitation provision in the country were also expected to support the CWSA to implement the new policy.

Akuapem Community Development Programme (ACDEP) is one of the organizations that have been active in implementing rural water and sanitation facilities in the country. ACDEP was formed in 1985 because of the acute water problem and water-related diseases that prevailed in the Akuapem area and the Presbyterian Training College at the time. The organisation is located at Dawu in the Akuapem North District of the Eastern Region of Ghana. The organisation operates in five districts namely: Akuapem South, Yilo Krobo, Suhum Kraboa Coaltar, West Akim, and Akuapem North. WaterAid, a United Kingdom charity, is the main donor that supports the activities of ACDEP. ACDEP has also received support from the British Embassy, the Netherlands Embassy and the Community Water and Sanitation Agency (CWSA).

The main activities of ACDEP are water provision, sanitation improvement, hygiene promotion, capacity building and agro forestry. ACDEP supports rural communities in their operation area to construct hand-dug wells or boreholes and household Ventilated Improved Pit latrines. It trains local artisans in well excavation and latrine construction. ACDEP also supports the communities to form Water and Sanitation (WATSAN) Committees and build their capacity in hygiene promotion and management of water and sanitation facilities. (www.wateraid.org/ghana).

The goal of any development intervention is to ensure that the intervention is sustainable. Such interventions are able to meet the needs of the present and the future generations. They are managed and maintained by the beneficiaries with no or limited external support. Also to reap the full impact of development intervention including water and sanitation facilities, there is need for an intensive community-level assistance and training to promote health and hygiene benefits, reinforce ownership and establish a sound foundation for sustainable service delivery, operations and maintenance.

WATSAN committee training programme is one of the interventions that ACDEP has designed to address the issue of community management of water and sanitation facilities. This training is part of the national integrated water and sanitation programme. The training aims at supporting the WATSAN committees to acquire leadership and management skills so that they can become effective community leaders in maintaining and managing the facilities provided. Other reasons for the training are building the capacity of the communities to assume ownership of the facilities and also to enable the communities demand their rights for water and sanitation facilities from the government and development organisations.

The training is organised in two phases. Phase one treats topics in leadership and management and phase two focuses on hygiene promotion and pump mechanic training. The training is mostly organised either at a central point for all the WATSAN committees formed in a given year or for individual committees in their communities. The current curriculum for the training include the roles of the WATSAN committee in managing rural water and sanitation facilities, skills in organising community meetings, skills in

mobilizing funds in the community and record-keeping. Other topics treated are action planning, women participation in water and sanitation provision and management, the WATSAN committee and its links, community ownership and management, repair and maintenance of the water and sanitation facilities, leadership skills and hygiene education.

Problem Statement

Organising training is very expensive and takes time. It is therefore important to ensure that every training programme is able to achieve the purpose for which it was organised and participants are able to apply the knowledge and skills gained in their jobs after the training programme. One way of making training programmes productive and effective is to conduct regular assessment of the whole training package through an evaluation of the participants. According to McNamara (2008), such evaluations seek to find out what the learner feels about the training, what facts and knowledge among others did the learner gain, what skills did the learner develop, that is, what new information is the learner using on the job, what results occurred, that is, did the learner apply the new skills to the necessary tasks in the organisation and if so, what results were achieved. Unfortunately there has not been any such study in ACDEP. As such, the organisation has not had the opportunity to critically review the WATSAN training to determine whether the resources invested in the training are justified. With the absence of such an evaluation, it is difficult to measure the quality, effectiveness and impact of the training. In an interview with the Operation's Manager of ACDEP, he confirmed that ACDEP has not conducted any scientific or independent study to evaluate the training programme in its totality. The manager explained further that

monitoring and evaluation conducted have focused on the whole water and sanitation programme rather than on the training alone (Personal interview, August 11, 2008). The implication of the absence of such a study is that the organisation will have a challenge in justifying to their donors the resources required to conduct an effective training or share the impact of their training based on scientific evidence with stakeholders. ACDEP is also not able to tell whether WATSAN committee members have developed new skills and abilities as a result of the training to perform their duties.

Justification

ACDEP has trained over 200 WATSAN committees in their operation area. However, there is inadequate information on the effect and impact of the training programme in building the leadership and management skills of the participants. No scientific evaluation has been conducted before, during and after the training to assess its impact and how the participants are using the skills gained in their role as WATSAN committee members. Any feedback on the WATSAN training is normally conducted verbally to ascertain committee members' reaction and satisfaction of the training. This study would provide an opportunity for ACDEP to assess the WATSAN training package to determine whether it is effective and achieving the impact expected in managing rural water and sanitation facilities.

The study would also provide an opportunity for the training participants to contribute to the planning of the training; this will make the training more effective towards achieving its goals. In addition, findings from the study will be shared with WaterAid, the main donor for the training. This could influence the resources allocated to the training programme.

Furthermore, findings, conclusions and recommendations of the study will be shared with other stakeholders such as CWSA and NGOs in the water and sanitation sector so they can review the national rural water and sanitation programme in the country. The findings would also add new information or revise the existing knowledge in the sector and serve as a guide to those who might want to research into the topic in the future.

In summary, this study would enable ACDEP get participants' views and perception of the WATSAN training, identify the strengths and weaknesses of the training package and be in a better position to review the programme for future implementation. The study would also provide an opportunity to account for organisational resources and improve the overall morale of all stakeholders involved in the training.

Objectives of the Study

The general objective of this study is to assess the perceived impact of the phase one WATSAN committee training implemented by ACDEP to enable the committee manage and sustain the water and sanitation facilities provided in their communities.

To achieve this general objective, some specific objectives were considered. These include:

1. To assess the beneficiary's perception of ACDEP's training programme in terms of the training objectives, content, teaching methods, resource person's competencies, the training environment and logistics.
2. To assess the learning that has occurred due to the training program.

3. To assess whether the committee members are applying the knowledge gained in their communities after the training.
4. To assess whether the committees have the capacities to demand water and sanitation facilities as their rights.

Research Questions

The research questions of this study include the following:

- What is the perception of the WATSAN committees with respect to the whole training package implemented by ACDEP?
- What knowledge and skills have participants gained after the training?
- What evidences exist in the communities to show that the beneficiaries are applying the knowledge gained from the training?
- Has the training built the capacities of the community to demand for water and sanitation facilities as their rights?

Delimitation of the Study

The study was limited to the evaluation of the phase one training implemented by ACDEP, which aims at building participants' leadership and management capacity. The study was limited to Akuapem North District mainly because that was the first site of the organisation's programmes.

Reporting and Formatting

The final document of the study was organized into five chapters according to the University of Cape Coast (UCC) specifications. Chapter one include the introduction to the study. Discussions in this chapter comprise background of the study, problem statement, justification of the study and

research questions. The others are the study objectives, the significance of the study and delimitation of the study.

Chapter two comprises the review of relevant and related literature. The main topics discussed consisted of water and sanitation provision, community management, training and learning perceptions. Chapter three focuses on methodology where the research design, procedures, data collection instruments and analysis were discussed.

Chapter four was devoted to discussions and analysis of results based on the data collected. These were presented in charts and diagrams. Chapter Five summarises the conclusion, suggestions and recommendations. The study adopted the American Psychology Association (APA) formatting style as the accepted format for referencing. All other formatting in relation to indentation, heading of main topics and font were according to the UCC specifications.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Safe drinking water, sanitation and good hygiene are fundamental to health, survival, growth and development (WHO & UNICEF, 2006). Access to safe water and hygienic means of excreta disposal are universal needs and basic human rights. There is evidence that provision of adequate sanitation services, safe water supply, and hygiene education represents an effective health intervention that reduces the mortality caused by diarrhoeal disease by an average of 65% and the related morbidity by 26% (WHO & UNICEF, 2000). Some of the effects of inadequate sanitation, hygiene and water facilities among others include more sickness and death, higher health costs, lower school enrolment and retention rates of girls, lower worker productivity and most importantly the denial of the rights of all people to live in dignity.

According to WHO & UNICEF (2006) in the early 1990s, Ghana and other Sub-Saharan African countries recorded low coverage in safe water and sanitation provision, despite efforts made during the International Drinking Water and Sanitation Decade (1980-1990) to increase access to improved drinking water and sanitation in the world. The report reveals that about 49% of the population in Sub-Saharan Africa only had access to safe drinking water

with only 36% for safe sanitation. The situation for rural population was much lower than the urban population, according to the report.

To improve the water and sanitation situation and to meet the global targets, most countries in Sub-Saharan African countries since the 1990s have made efforts to put in place and implement strategies for addressing the needs for water and sanitation of the general populace. A major concern was the supply of water and sanitation in rural and semi-urban communities where majority of the people lived (Engmann, Essegbey &Frempong, 2007).

In response to the global demands, Ghana initiated the NCWSP in 1992 to provide solutions to the problems of water and sanitation in rural communities and small towns. A key component of the programme is the emphasis on community ownership and management. Among other things, it entails effective community participation in the planning, implementation and management of the water and sanitation facilities (Engmann et al, 2007). It is believed that as custodians, communities will ensure the sustainability of these systems.

Water and Sanitation Provision and Community Management

Community management has become a leading concept for implementing water and sanitation supply systems in rural areas in developing countries. The aim of community management is to provide an opportunity for the beneficiaries of the facilities to actively participate in the planning, implementation, operation and maintenance of water and sanitation supply systems provided in their communities to ensure sustainability.

Community management means that the beneficiaries of water supply and sanitation services have responsibility, authority and control over the development of their services (WHO, 1996). According to Wegelin- Shuringa (1998), community management in water and sanitation supply is a form of participation in which the community takes the final decision on all important aspects in the planning and implementation of the water and sanitation supply system and in which the responsibility for the operation and maintenance of the constructed system lies with the community. It is the ability of the community to demand, implement and maintain services and benefits without detrimental effects on the environment, even after outside assistance is phased out (Deepa, 1993). Dongeir, Domelen & Ostronm (2003) also noted that community management aims at giving control of decisions and resources to community groups to manage and develop facilities that benefit them. Such facilities they explained have higher utilization rates and are better maintained than when investment decisions are made by actors outside the community.

The benefits of community participation and management of projects is that these facilities tend to be quite sustainable and improve access to public services. In a WHO (1996) document, these benefits were summarized as greater sustainability which, in turn, leads to other benefits for users, improved community identification with the system leading to greater willingness to pay for it, accepting changes in practices and making further improvements more likely to results in the programme suitability. It also increases potentials for achievement when external and local resources are pooled out.

Experience also demonstrates that demand is better articulated when communities actively participate, contribute to investment cost and control

investments choices. For example, Sara and Katz (1997) conducted a study on water supply study of 1,875 households in rural communities in six countries (Benin, Bolivia, Honduras, Indonesia, Pakistan and Uganda) concluded that water systems sustainability is significantly higher when communities manage, control key investment decisions and pay part of the investment costs). Isham and Kahkonen in two analyses of water projects in Indonesia (Isham and Kahkonen, 1999a) and India and Sri Lanka (Isham and Kahkonen, 1999b) also confirm that greater community involvement is associated with better water supply and that well-designed community-based water services lead to improvement in health outcomes.

The discussions above provide enough evidence that projects that are initiated, controlled and managed by the beneficiaries tend to be more sustainable even though there could be counter opinions to this assertion. The new national water and sanitation programme with emphasis on community management and ownership was therefore a step in the right direction in addressing the water and sanitation menace in Ghana.

Training and Community Management of Water and Sanitation Facilities

The fundamental element in community management is that the community is in charge of its water and sanitation facilities including operations and maintenance; all the other actors play a supportive role. This requires the community to have the capacity and the willingness to take up the responsibility of managing and maintaining the facilities. These capacities among others will include institutional, financial and human resource to ensure effective and efficient management of the facilities. Deepa (1993) enumerated

some of these capacities as ability of the community to link with agencies that provide the facilities, have autonomy, have good leadership skills and have managerial and administrative skills, have technical knowledge, have confidence and assertiveness, have good systems and procedures for generation and management of revenue and provision of affordable services. Deepa (1993) concluded that human capacity development is central to the achievement of community management.

In a UNESCO (1998) world water development report II, it was noted that training plays an important role in equipping people to solve problems of direct concern to them, whether in the area of poverty, health, environment and water. With basic education according to the report, people cannot only access a broader range of knowledge on good water practice, efficient water use and safe hygiene but are empowered with the necessary skills to consider alternatives, make choices and enjoy a better life. Again, training according to the report helps empower the voices of vulnerable groups in water resource management. Women for example are central in providing; managing and safeguarding water but often remain on the periphery of the management decisions and planning for water resources. Increased training can therefore provide women and other groups with tools and the confidence to articulate their needs and participate in the planning and decision-making processes regarding water resources development and management.

In the Ghana Government/Danida Water and Sanitation Sector Programme Support Phase II document WSSPSII (2003), district and community level training is recognised as very important in sustaining rural water and sanitation facilities. The training at the community level, according

to the document, equips the WATSAN committees with the relevant skills to enable them function as a responsible community organisation, capable of creating awareness and understanding of the operation and maintenance of the facilities provided as well as the need for proper hygiene behaviours among traditional leaders and community elders.

Dongeir et al (2003) also note that investment in training both on how to manage the implementation of facilities and its operation and maintenance is very important if one wants to rely fully on community organisations to manage development interventions directly.

It is quite clear and obvious that training at the community level is very important and one cannot do without it in ensuring successful management and sustainability of rural water and sanitation facilities. In view of the significant role of training in water and sanitation provision, most developing nations that have adopted community management concept in development have incorporated training at all the decentralized levels in their national policies. Development partners have also devoted huge sums of money to training and capacity building. Given these investments in training, it is important to ensure that these trainings are effective and are also meeting their goals and objectives. Effective trainings do not just occur; they are planned and require skills to organise. The question then is, when should training be considered as effective and how do we measure the impact of a training? The preceding discussion is an attempt to answer the above question based on available literature on training.

Training

According to Bramley (2003), training is a process planned to facilitate learning so that people can become more effective in carrying out aspects of their work. Hackett (1997) also describes training as processes involved in changing behaviour, bringing people to the desired standard of efficiency and helping them to learn to do things the way they need to be done.

Training helps people to acquire new skills and knowledge, increase people's confidence, confirm to people the value of what they are already doing. It enables people to pass on new skills to colleagues in the workplace, raise general awareness and change people's attitude. Training also helps in developing leadership skills, creates better attitudes in employees, helps employees in attaining personal growth, improves the morale of the workforce and helps in increasing the productivity of the employees. These qualities ultimately help the organization to achieve its long-term goal.

Training and Learning

Training and learning are often used interchangeably however some scholars have tried to find out the differences and similarities that exist between the two terms. According to Driscoll (1993), learning is defined as a persisting change in human performance or performance potential. The change in performance, Driscoll explains, is brought about as a result of the learner's interaction with the environment. Hackett (1997), showing the difference between training and learning explains that training is a means of ensuring specific tasks in accordance with predetermined procedure which is particular to each type of work. Hackett explains further that learning occurs when a

person grasps the subject mentally and physically, translates it into words or actions that make sense to them, locates it alongside all other things and does something with their new knowledge to make it his/her own. He concluded that training is only useful if it is able to help people to learn. Burns (1995) views learning as a relatively permanent change in behaviour that includes both observable activity and internal processes such as thinking, attitudes and emotions. Another definition of learning provided by Kimble, (1961) indicates that learning is a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice. Learning is measured by the amount of change that occurs in an individual's level of performance or behaviour (Uden & Beaumont, 2006). This change occurs over time and results from specific experiences such as practice (Newby et al, 1996).

From the discussion one can conclude that through training people learn new skills and adopt new ways of doing things or a change in behaviour. The result of training is therefore learning which might not manifest itself in observable behaviour until sometime after the training program has taken place (Burns, 1995). The short and long-term learning that occurs in a given training can therefore be used to measure the success and impact of the training programme.

Learning Theories.

Learning theories are used to explain how learning occurs in participants in a given training programme. In other words, they are theories that have been developed by various scholars to explain factors that influence learning in individuals. Knowledge of these theories is very relevant to

training designers and developers because it provides the theoretical base in which an instructional design is grounded. Learning theories therefore, offer clarity, direction and focus throughout the instructional design process. Merriam and Caffarella (1999) note that learning theories direct trainers' attention to those variables that are crucial in finding solutions. Understanding the theoretical framework and properly incorporating them within the scope of instructional design is therefore important. This is because it helps training designers to effectively prepare and present instructions. It also helps organisational entities to be more precise and efficient in addressing training issues appropriately. These theories also help in setting training goals and objectives, as well as set criteria for assessing learning in a training programme. There are a number of learning theories that have been advocated to explain the complex processes of learning. Three of these theories namely behavioural, cognitive and constructivist theories are explained briefly in this study.

Behaviourism emphasises that all learning is the result of the environment acting upon behaviours. The environment of an individual reinforces behaviours either positively or negatively and all learning takes place through environmental influences. Merriam and Caffarella (1999) note that the fundamental principle shared by all behaviourists is that learning is based on observable behaviour rather than internal thought processes. In particular, learning is manifested by a change in behaviour which is shaped by the environment.

One of the key areas where behaviourism impacts on instructional design is the development of instructional objectives. Morrison, et al (2001:

91) define an instructional objective written from a behavioural perspective as "a precise statement that answers the question or a behaviour that the learner demonstrates to indicate that he or she has mastered the knowledge or skills specified in the instruction''. Writing "precise" instructional objectives, they explained, can be challenging but offer instructional designers clear and measurable goals, which guide instructional design. The strength of this theory is that it has the ability to find quick responses to well-defined problems (Kuchinke, 1999).

Hartley (1998) identifies four key principles that come to the fore in applying behaviourism to learning. The first principle is that activity is important in any learning situation, thus learning is better when the learner is active rather than passive. The second principle is repetition, that is, frequent practice and practice in varied contexts is necessary for learning to take place. The third principle is reinforcement as the cardinal motivator. Positive re-enforces like rewards and successes he said are preferable to negative events like punishments and failures, and finally learning is helped when objectives are clear.

The cognitive theorists on the other hand have an opposing view to learning compared to the behaviourists. This theory believes that the learning process is an internal and active mental process which recognises the learner's thought beliefs, attitudes and values as influential in the learning process (Winne, 1985).

Uden & Beaumont (2006) also noted that cognitive-focused instruction has the potential of providing more meaningful learning to the learner with

a longer impact. They summarised the following principles as guiding learning according to the cognitive learning theory:

1. Learners organise knowledge and meaning by modifying mental representation. Stimuli become inputs and behaviours become outputs in learning.
2. Learning occurs when information is input from the environment, processed and stored in the memory and output in the form of some learned capability.
3. Memory plays an important role in learning and learning results when information is stored in memory in an organised, meaningful manner.
4. Instruction must be based on learners' existing knowledge in memory.

Merriam and Caffarella (1999) also pointed that learning is meaningful only when it can be related to concepts that already exist in a person's cognitive structure and therefore cannot easily be forgotten. Morrison, et al (2001) in their research on this issue point out that those cognitive objectives are well suited for describing higher levels of learning and state a general objective to communicate the intent.

The constructivist-learning theory according to Uden & Beaumont (2006) is based on the assumption that learners construct knowledge as they attempt to make sense of their experiences. They explained that learners actively construct knowledge based on prior experiences and they are not empty vessels waiting to be filled. The construction of knowledge is, therefore, a function of the prior experience, mental structures and beliefs that one uses to interpret objects and events. The constructivist assumptions of learning according to Uden (2004) can be described as follows:

1. All knowledge is constructed (albeit socially) and not transmitted.

2. Knowledge and meanings result from activity and are embedded in activity systems.

3. Knowledge is distributed in persons, tools, and other cultural artefacts.

4. Meaning arises out of interpretation and, thus, multiple perspectives are recognised.

5. Meaning construction is prompted by problems, questions, issues, and authentic tasks.

Driscoll (1993) notes that problem-solving, reasoning, critical thinking and active use of knowledge constitute the goals of constructivist instruction. The strength of this theory in a learning situation lies in the fact that content can be presented from multiple perspectives using case studies. Learners can also develop and articulate new and individual representations of information, promote active knowledge construction rather than passive transmission of information.

Knowledge of learning theories is useful in designing, developing and in implementing training or educational programmes. This helps in selecting the instructional strategies, instructional materials as well as the presentation styles given to the training audience; it also helps the learner to be conscious of when learning is taking place during instruction.

The Training Process

Many training experts today adopt the Instructional System Design (ISD) also known as the systematic approach in organising training. According to Clark (1995), the systematic approach to training is a planned

creation of a learning programme. It is a development programme that uses a step-by-step process to solve problems. Some of the benefits of the system approach according to Clark are that the model is a management tool that makes the training model more efficient. With this approach, the training programmes are more likely to be effective because it increases the probability that the training model will match the objectives (Roblyer, 1981). Another benefit of the system approach is that it is empirical and can be replicated and the training model can be improved and strengthened through data collection and analysis (Clark, 1995). The system approach according to Clark has however been criticised because it is frequently presented in a flowchart form, leaving the impression that it is mechanistic and linear in its approach. Also it is said to be too time-consuming and takes a "top-down" behaviourist and subject-matter-expert approach to learning instead of championing a constructivist approach.

The Instructional System Design (ISD) has evolved over the years and the process currently used by most trainers are analyzing training needs, designing the training, developing the training, implementing the training and evaluation of the training. This process according to Clark (1995) provides a means for sound decision-making to determine who, what, when, where, why, and how of a learning program. The ISD steps are explained in the details below.

The Needs Assessment

The needs assessment or analysis is a training process that involves all those activities and skills necessary to identifying and analysing training needs

accurately (Peterson 1998). It helps in identifying gaps and considers if training can solve the problem in an organisation. The primary purpose of training needs assessment is to ensure that there is a need for the training and to identify the nature of the content of the training program. According to Clark (1995) the needs assessment serves as the building block of a training programme. He explains that the basis for who must be trained, what must be trained, when training will occur, and where the training will take place is determined after the needs assessment. The product of this phase therefore is the foundation for all subsequent training development activities.

Armstrong (2003) groups the areas of conducting training needs assessment in an organization into three. These areas are assessing the corporate needs, group needs and individual needs. These three areas, he explained, are interconnected because the analysis of the corporate needs will lead to the identification of training needs in different departments or occupations in the organization, which, in turn, will indicate what individual training each employee will need. Analysing corporate needs he explained requires the analysis of business and strategic plans of the organization as well as the human resource plans. This analysis will indicate in general terms, the type of skills and competencies that will be required in the present and future and the numbers of people with those skills and competencies who will be needed to achieve the corporate business and strategic plans in a given period.

Group needs are analysed from various departments and occupations in the organization. Here, the analysis is conducted on the departmental plans to ascertain skills required to achieve the goals and objectives set in the department. Armstrong (2003) explains further that in analysing group needs

performance management approach is a prime source of information. This approach concentrates on preparation of performance improvement programmes and learning contacts which are related to jointly determined action plans.

Individual needs according to Armstrong concentrate on analysing individual job, role and competency. By this, he meant describing the content of jobs and roles by reference to key activities and outcomes, defining the performance standards required in terms of quality and output and defining the knowledge, skills and competencies needed to perform the job in order to meet the performance standards.

McGehee and Thayer (1961) outline three areas of conducting needs assessment. These areas are organizational analysis, task analysis and personal analysis. The organizational analysis, they intimated, identifies areas of the organization that are inefficient or those units in which there is discrepancy between desired performance and actual performance. The organizational analysis links the training and organizational strategies. The training programs are then planned and implemented based on the discrepancies identified.

Task analysis, according to McGehee and Thayer, identifies the nature of the task to be performed on the job and the knowledge, skills and abilities needed to perform these task. Personal task identifies the current knowledge, skills and abilities of the individual in the organization as against those that are currently needed to ascertain their training requirements and plans for it.

A number of methods and strategies are used to conduct training needs analysis. The method used normally depends on the particular training need

being assessed (Roush,1996) in a juvenile detention training needs assessment research report outlined the following needs assessment strategies: surveys of workers' perceptions of training needs and obstacles, key informant interviews and surveys and needs assessment. With the surveys of workers' perception, workers are asked to identify those areas of skills deficits that could improve job performance through training and identify training preference in topics and methods. Highly structured predetermined set of training topics and methods or open-ended with staff generating the topics of interest along with their own rating scale of importance or priority could be used to solicit this information. This method according to Roush is most effective if the people being assessed already knew and understand the nature and scope of their jobs, knew and understand the mission of the corporation, knew and understand the Knowledge Skills and Abilities (KSA) required for performing the job successfully and also knew and understand the varying proficiencies required for KSA. The survey method, according to Roush (1996) is quick and effective but it does not address the distinction between what is needed to do the job and the current level of proficiencies in that area.

The key informants' interview method of training needs assessment, according to Roush, is the gathering of information from human services professionals or community leaders who work closely with the staff of the organizations but who are not a part of the agency. Key informants interview method provide an external perspective on staff training needs, and tend to be more objective than salaried employees because of their detachment from the organization. The final method in analysing training needs is by asking the staff to list skills needed to perform a job effectively. After that they respond

to the same list by assessing their current skill level in each area listed. A list of training needs emerges from the comparison of the two lists from which the training is designed.

The Training Design

According to Alonso, Lopez, Manrique & Vines, (2005) the training design defines the how of the training and specifies the learner's learning process, defines the learning approach, the structure and granularity of the information to be delivered (facts, concepts processes, procedure and principles), standards to be used, execution criteria and achievements expected of the learner.

The US Department National Institute of Corrections Academy division document, designing learner –centered training (1992), specified that a training design should indicate the target audience for the training (who will be invited, required or allowed to attend the training), the outcome or the goal of the training, that is, what will happen as a result of the target group successfully completing the training, a task that has to be performed in order to accomplish the outcome of goal and what knowledge and skills the trainees would need to perform after each task. The design should also indicate measurable performance objectives, instructional strategies that will engage participants actively and help them reach or accomplish the desired performance objectives and training aids that clarify learning points and assist participants in remembering information presented in the training.

Training Development

This phase translates design decisions into training materials. It consists of developing course material for the trainer including handouts, workbooks, visual aids, demonstration props and course material for the trainee including summary handouts. According to Clark (1995), the training development phase of the ISD approach specifies the selection of the learning activities that will best assist in the learning process, choosing of the delivery system for the training, reviewing of existing material, developing instruction, synthesizing training material and media into an integrated programme and validating instruction. The final product in the development of training is the training manual or book that will assist the training audience in their learning.

Training Implementation

Training implementation of the ISD approach is the phase in which the knowledge is being transferred to the learner. It is the process by which the learners are taken through some activities based on what has been designed and developed to enable them gain the knowledge, skills and abilities that need to be acquired. Clark (1995) outlines three factors that ensure successful learning. These are the trainers' knowledge of the subject matter, the training environment and involvement skills. The training environment includes the physical set-up and learning aids. Some of the involvement skills that could be used by trainers, according to Clark, are flexibility, spontaneity, empathy and compassion, questioning, giving feedback to the learners, counseling and positive reinforcement to the learners.

Presentation plays an important role in training implementation. Presentation is the act of creating, delivering or communicating information to the training participants. It is the ability of the trainer to create, organise and deliver his or her thoughts and ideas to the intended audience. Making good presentations requires skills and abilities. According to Rotondo & Rotonto (2001), there are three elements to a great presentation. These are the content, the design and the delivery of the presentation. The content of the presentation is the information to be delivered to the audience. In developing the content, one must conduct a research to identify the purpose of the presentation, the audience for the presentation, the point you want to make after the presentation and the place of the presentation. Other steps in developing the content are the grouping of the information into logical categories and creating a presentation outline.

The design is the presentation medium and has to do with translating the presentation content into charts, slides animation or any design that the trainer considers most appropriate (Rotondo & Rotonto, 2001). The delivery is all the activities involved in communicating the content with the aid of the design. In delivery, the trainer must ensure that the audiences are receiving the information that will cause them to change the intended behaviour required.

Clark (1998) outlines the following skills as important in ensuring a good presentation: ability to control one's voice to ensure the right volume, tone, pitch, pace and colour, ability to communicate well with your body by having good eye contact, facial expression, gestures, posture and body orientation and proximity, ability to listen actively to the audience and get feedback by probing, supporting, paraphrasing and understanding your audience and the

ability to control anxiety and nervousness. The others are the ability to ask questions and allow audience to ask you questions, ability to control habits and mannerism, ability to motivate the audience and ability to plan and prepare your presentation before meeting the audience.

Training Evaluation

Training evaluation is used to determine whether the purpose of the training is accomplished or not. It is an important element in the training process that helps to measure the impact of any training program. It assesses the total value of a training system, training course or programme in social as well as financial terms and it attempts to measure the overall cost-benefit of the course or programme and not just the achievement of its laid down objectives (Manpower Services Commission, 1981). Training evaluation is used to collect evidence that the training programme and learning opportunities developed in a workplace has an impact in the organization (Ribeiro, 2006).

Bramley (2003) intimates that training evaluation is a process of gathering information with which to make decisions about training activities. He indicated that it is a systematic and objective assessment of an on-going or completed training, its design, implementation and results. The aim of training evaluation is to determine the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability.

Training evaluations may be conducted for a number of reasons. Easterby-Smith (1994) indicates that training evaluation could be for formative or summative purposes. Formative evaluation is a method of

judging the worth of a programme while the programme activities are in progress (Clark, 1995)**.** This part of the evaluation focuses on the process and has been termed process evaluation (Sefried, 1998). Results of formative evaluations are often used to improve programme implementation by providing a feedback which can be used to modify future implementations (Fiore & Rose, 1999).

Summative evaluation on the other hand is taken to assess the worth of a training programme at the end of the activities and focuses on the outcome **(**Clark, 1995). Summative evaluation assesses the extent to which the intervention achieved the outcomes described by its goals. Often, summative evaluations utilize quasi-experimental research designs such as pre-test/post-test, randomized control group design, time series, or a combination of each (Sefried, 1998).

Bramley (2003) groups the purpose of training evaluation into three main headings as follows: training for feedback, control and intervention. He explained that the most common reason for evaluating training is to provide quality feedback over the design and delivery of training activities. Feedback to trainers about the effectiveness of a particular training programme helps in the development of the training being run and the planning of future ones. Feedback evaluation, Bramley (2003) indicates is most beneficial during the pilot stage of a programme, or when new activities are being introduced into older programmes. It may also be conducted if the target population of trainees changes. The purpose of feedback evaluation therefore is to achieve changes in the planning and delivery of training activities.

Control evaluations relate the training policy and practice to organizational goals. It evaluates the value of the training to the organization; this Bramley points out helps to make decisions on whether training is the best method of achieving changes, whether there is need for combining training with other organizational interventions or whether a particular set of training activities is worth sponsoring. The last reason of evaluation according to Bramley is that it gives legitimate reason for people in training departments to talk about aspects of organizational effectiveness and how training provision can assist in increasing this.

Since the 1960s, a number of theories and models of training evaluation have been developed. The earliest theories were based upon scientific principles of observation and measurement and sought to identify cause and effect. The most commonly used and known evaluation model that has stood the test of time is the one proposed by Kirkpatrick (1994). He outlined four levels or steps of evaluation namely: reaction, learning, behaviour and results. He explained that at level one, information on the reactions of the participants at the end of a training programme is gathered. Here, participants assess the learning activity and give their satisfaction with it. This level measures the learners' perception or reaction of the whole training programme.

Level two assesses the amount of learning that has occurred due to a training programme. At this level, participants demonstrate what knowledge or skills they acquired through performance of exercises related to the learning activity. The intention at level three is to assess whether job performance

changes as a result of training. It assesses the transfer of knowledge and skills to the participants' behaviour in the workplace.

Assessing behaviour, which is the third level of evaluation according to Kirkpatrick (1994), is aimed at determining the learner's skill to apply what has been learnt in the classroom. This evaluation involves testing the learners' capabilities to perform learned skills while on the job, rather than in the classroom.

Level four according to Kirkpatrick (1994) assesses the impact of the overall training. This level measures the success of the training in terms of the costs and benefits of training programmes, i.e. organizational impact in terms of reduced costs, improved quality of work and increased quantity of work among others. It measures the overall impact that the training had on the organization.

Kirkpatrick's evaluation model though has received much criticism is widely known and used. The four levels are also not used to the same extent according (Van Buren & Erskine, 2002)**.** Most evaluations however, concentrate on measuring participants' reaction to a programme rather than measuring skills, knowledge or attitude changes (Rohs, 2006).

Philips (1997) observes however that there is an increased demand for accountability of training at level three (behavioural changes) and level four (results or impact) of Kirkpatrick's training evaluation model. He concluded that there is a more prominent or fifth level of evaluation which he called the return on investment (ROI). This level according to Philip (1997) compares the monetary value of the results with the cost for the programme and is usually expressed in percentages. Philip (2002) proposed a step-by-step

approach in calculating the ROI on training programmes. These steps are collecting data to measure participants' reaction or learning, isolating the effects of the training to determine the amount of output performance that can directly be related to the programme, converting data to monetary values for example measuring number of units sold after the training, identifying intangible benefits such as reduction in stress and teamwork after the training and tabulating programme cost by monitoring or developing all related cost of the programme targeted for the ROI calculations.

Although the ROI model has high value of information and client focus, it is not used as other models of evaluation (Rohs, 2006). Some professionals argue that it is not possible to calculate the ROI of many programmes. Regardless of these criticisms, Philip (1997) believes that the ROI is important to help organisations determine the monetary benefits of a training programme.

Methods Used for Training Evaluation

Both qualitative and quantitative methods are used in training evaluation. The method used depends on the evaluation model or criteria adopted by the evaluation objectives and the demands of the various stakeholders involved. In this study, the methods used are those that helped in assessing the Kirkpatrick four levels of evaluation explained above. Lee & Lim (2006) used questionnaires to measure participants' perception of the training in their study on ensuring the transfer of training to the workplace. Participants conducted daily and final test on the topics treated to assess the learning that has occurred after the training. Questionnaires and interviews were used to assess the change in behaviour and how participants were

applying the knowledge in their work. Ribeiro (2006) employs the following research tools in her study. For the reaction level, she asked students to complete short open-ended questions about their training, including how they felt welcomed and how they liked the training programme and instructors. To assess the learning level, trainers regularly completed progress reports about student learning and regularly assessed their knowledge, skills and abilities. For the behaviour level, students were asked to apply their knowledge and skills in the workplace. For the results level, students were assessed once they were hired to determine whether they were able to use the knowledge, skills and abilities they had acquired during training. Trainers were also asked to reflect on their practice, share their experiences during support meetings and complete a self-assessment form that asked them to explain how they had addressed the criteria selected for evaluation.

Crompton (1996) suggests the following methods in training evaluation: questionnaires, semi-structured interviews, confidence logs, observations, pre- post test and checklist. These methods have advantages and disadvantages. The method selected will therefore depend on the evaluation objectives and the population of the study. Crompton proposes that where there was no pre-test before the training a retrospective method could be used during evaluation.

Philip (2002) suggests a number of methods that could be used in measuring each of the steps in his model on ROI. At the data collection stage, pre and post surveys could be used. In isolating the effects of training programme, participants, supervisors and senior administrators could provide estimates of the impact of the training on some specified output variables.

Trend analysis and forecasting models could also be used. To convert data into monetary values, there is the need to identify the unit of measurement and then, the value of the training could be estimated using, for example, historical cost kept by the company. In calculating the ROI, Philip (2002) indicates that one could divide the programme cost by programme benefit or divide the programme cost by the net programme benefit multiplied by 100.

A training evaluation normally ends with a report on the findings with recommendations that will help improve the training program in the future. An effective training evaluation should be able to provide the organization with the information needed to improve both the training programme delivery and business performance and creating opportunities for continuous organizational improvement (Carr, 1999). In the case of development projects, training and training evaluation should be able to increase participants' problem-solving ability, confidence, management and technical skills to resolve problems as they arise and achieve the sustainability of projects at the community level (Deepa, 1993).

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the methodology or the procedures that were used by the researcher to arrive at the findings and conclusion of the study. The chapter is therefore devoted to the discussion of the research design, population and sample, sampling techniques, research instruments and method of data analysis.

Population

The population for the study was all the members of the water and sanitation committee formed and trained by ACDEP in forty communities from the Akuapem North District. These were communities that had benefited from ACDEP's interventions from the late 1990s when the implementation of the new reform began in Ghana. Each committee comprised nine (9) members; the total population for this study was therefore three hundred and sixty (360) respondents.

Sample Size and Sampling Procedures

The sample for the study comprises 80 (eighty) respondents selected randomly from twenty (20) WATSAN committees that received the training

from ACDEP and consisted of men and women on the committee. Four members were selected from each community.

The researcher selected the twenty communities randomly from the sample frame of forty communities provided by ACDEP. Some of these communities had two or more committees, depending on the size of the communities and the number of facilities provided. With regards to specific respondents interviewed, four persons on the committee were interviewed and used in data analysis, namely the chairman, the secretary and two other persons of each committee. The chairman and secretary were selected purposely because they served as signatories to the WATSAN bank account, they prepared and kept WATSAN committee records and planned fund-raising activities among others. They are therefore very key respondents in assessing the training impact. Random sampling methodology was used to select the other members for responses from the list of other committee members provided by ACDEP in each community.

Research Instruments

A structured interview was used as the means of data collection in this study. A structured interview is one in which the respondents of a research are asked the same questions in a precise manner and offering each respondent the same set of possible responses (GAO, 1991). This instrument is used when the researcher aims at collecting uniform data that can be compared, summed or subjected to other statistical analysis. It also allows use of probes, controls biases of the collector, allows oral and visual enquiry and reduces problems of illiterate respondents among others. The data collection process also used a face-to-face interview due to the low level of education of the respondents and

also to enable the researcher observe as well as listen to the respondents during data collection. The questions for the study were divided into four sections A-D (see appendix A). Section 'A' solicited information regarding the background of the respondents. This included information about their sex, age, role of the committee member, year in which they were trained, name of their community among others. Section 'B' solicited information on the reaction of participants to the training; the aim of this is to obtain participants satisfaction to the training with respect to logistics, training methods and facilitation. The researcher used the likert scale format to solicit responses under this section.

Section 'C' also solicited responses that examined the learning that occurred after the training. The questions were a retrospective evaluation design where respondents were required to answer the same questions for both post and pre testing (Rockwell & Kohn 1989). Section 'D' solicited responses that enabled the researcher to examine results and the impact of the training and how the committee members were applying the knowledge gained in their duties. This was done by inspecting beneficiaries' record-keeping materials, answering a set of questions on a yes or no basis and the extent to which they were applying the knowledge in their duties by selecting from a scale of 1-3 with 1 as poor and 3 as very good (refer to appendix A for details on research instruments).

Data Analysis

The data collected was edited and the completed interviews were serially numbered for easy identification. Data was then scored and tabulated. Descriptive statistical analysis was used for analyses of the data. This is the representation of data in pictorial format where detailed examination and

comparison of the individual data can be determined at a glance. The main statistical tools that were used to present the data collected included simple percentages and frequency distributions bar graphs and pie charts. Statistical Package for Social Scientists (SPSS), computer software was used to generate the percentages and frequencies of the data collected from the respondents. The pie charts and graphs were generated using Microsoft Excel.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter concentrates on the presentation, analysis and discussion of the data collected. The data is presented using simple statistical charts including pie chart and bar graphs generated from a Statistical Package for Social Scientists (SPSS), computer software used for analysis of data and Microsoft excel. Interpretation and discussion of the data with respect to the study objectives is made alongside the presentation of the data. The chapter is divided into three major sub-topics based on the three main objectives of this study.

Assessing the Beneficiary's Perception of the WATSAN Training organised by ACDEP.

The first objective of this study was to assess the reactions of the participants at the end of a training programme. Here, participants were given the opportunity to assess the entire learning activity and give their satisfaction with respect to the training objectives, training content, training methods, resource person's competencies and training environment and logistics. Results of these responses are expected to help ACDEP in improving the

future training design, development, and the whole WATSAN training package implemented.

Beneficiaries' Perception of the Training Objectives.

The training objectives are goals expected to be achieved at the end of a given training programme to meet the needs of participants. These objectives according to the behaviourist are statements that indicate the behaviour that a learner is expected to demonstrate to show that he or she has mastered the knowledge or skills specified in the instruction. Participants' understanding of the training objectives is therefore important in facilitating learning. Two major questions were asked to test the training objectives in the study. These include respondent's perception on the clarity of the objectives and the relevance of the objectives to their duties as WATSAN Committee members. With respect to the clarity of the objectives, 58.8% of the respondents agreed to the statement that the objectives were clear, 13.8%, disagreed and 27.4% of the respondents were neutral to the statement. A graphical presentation is shown in figure 1.

On the relevance of the training objectives to their assignments and duties in the communities, it was observed that out of the 80 respondents that were interviewed, 56% agreed to the statement, 15% disagreed to the statement and 29% were neutral to the statement. This question was asked with the assumption that the respondents know and understand their duties hence could measure and confirm what knowledge and skills they will require to perform those duties as WATSAN committee members. The overall

measure of the training objectives as indicated in figure. 1 reveals that more than half of the respondents had a clear understanding of the training objectives and thought the training objectives were relevant to their work as WATSAN Committee members and community leaders.

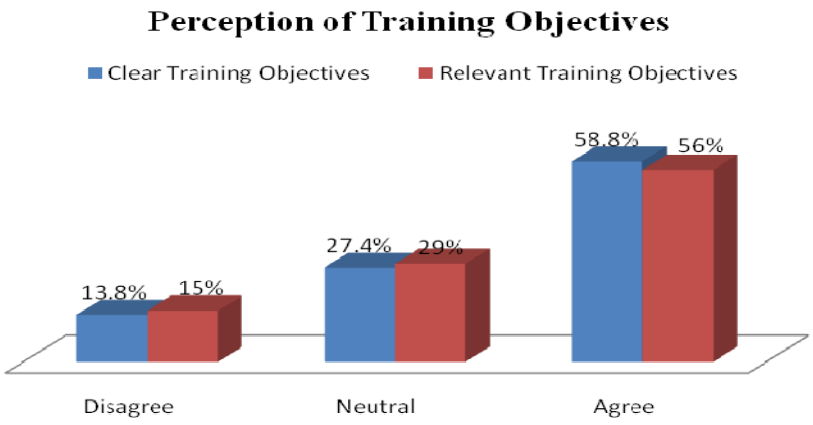

FIGURE 1: Bar graph showing respondents' perception of training objectives

Beneficiaries' Perception of the Training Content

To assess whether participants understood the training content and topics that were treated, the respondents were asked to indicate whether they agreed, disagreed or were neutral to the statements that the topics treated were clearly defined, too technical and difficult to understand and whether the topics treated gave them some practical information that would be useful in their work. Participants' were also asked to indicate whether the materials distributed were helpful in ensuring their understanding of what the facilitators were presenting. From figure.2, 52.5% of the respondents agreed that the topics were clearly defined and that they understood the topics treated during the training. Fourteen respondents representing 17.5% disagreed to the statement and 30% were neutral to the statement.

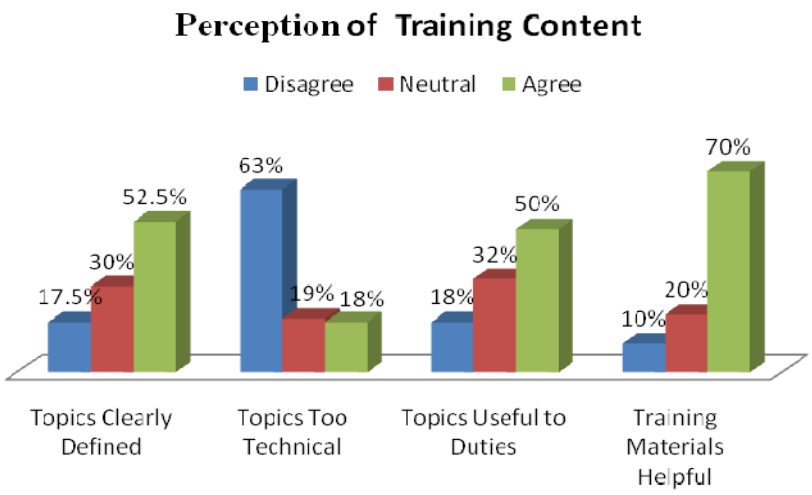

FIGURE 2: A bar graph showing the respondents perception of the topics treated during training

Again, in analyzing whether the topics treated during the training were too difficult or too technical for participants' understanding, it was observed that even though some topics were very technical and required some serious attention to understand, the use of adult learning methodologies and practical activities helped participants to understand the contents of the training programmes. Also from figure 2, 63%, disagreed to the statement that the topics were too technical and difficult for their understanding, 18% of the respondents indicated that the topics were technical and difficult to understand and 19% of the respondents were neutral to the statement.

The respondents also revealed that the topics treated during the training programmes gave them some practical information that was very useful for their duties in their communities. They acknowledged improvements in their activities after the training through the skills and competencies acquired. As indicated in figure 2, 50% of the respondents agreed to the statement that the topics treated during the training were useful to their duties. Twenty-six

representing 32% could not give an opinion and 18% disagreed to the statement. Respondents further indicated that the materials in the form of handouts provided during the training were useful in the learning process. Some of respondents claimed that till date, they still had some of those handouts from which they made references for their day- to- day duties and assignments. Fifty-six of the respondents, representing 70% agreed to the fact that the materials were very helpful, 10% disagreed and 20% were neutral to the statement. Refer to figure 2 for graphical presentation.

Beneficiaries' Perception of the Resource Persons' Competencies

The resource persons' competencies were assessed during the study. The assessment was based only on observation made by the respondents during the training. Information gathered indicated that ACDEP staff and personnel from Environmental Health division of the district assembly and District Water and Sanitation Team (DWST) mostly served as resource persons during the training. Technically, the resource persons were expected to be knowledgeable and possess the skills to teach the various topics treated during the WATSAN Training. Respondents were asked to indicate their perception on the resource persons' knowledge and their preparedness to handle the topics treated. They were also asked to rate the resource persons' communication skills, that is, whether they established good eye contact, facial expression, gestures, posture, body orientation and proximity with participants during the training. The resource persons' ability to answer questions and actively involve the participants in discussions as well as accept different opinions other than their own in the learning process were also assessed. These

attributes according to Clark **(**1998) are very important skills required in ensuring a good presentation.

Participants' perception on the resource persons' knowledge and their preparedness to handle the topics treated is shown in Figure 3 below.

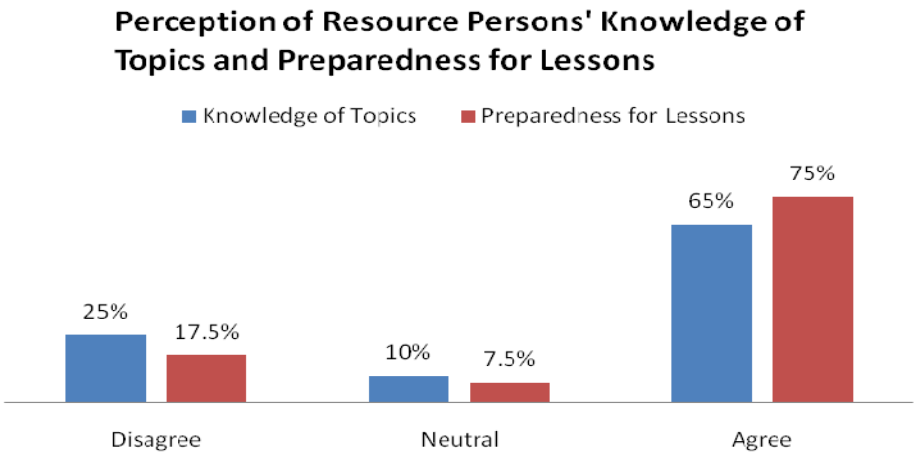

FIGURE 3: Bar Graph Showing Respondents' Perception of Presenters' Knowledge of Topics and Preparedness for Lessons

From figure 3, 75% of responses agreed to the statement that the resource persons were prepared for the lessons, 17.5% disagreed with only 7.5% remaining neutral. With regard to the knowledge of resource persons on the topics treated, 65% of the respondents agreed to the statement that the resource persons were knowledgeable, 25% disagreed and 10% were neutral.

Assessing the communication and presentation skills of the resource persons, figure 4 below shows that 62.4% of the respondents agreed to the fact that the resource persons had good communication skills and were very articulate in presenting and teaching the concepts and skills during the training programme. Only 13.8% disagreed to the statement and 23.8 % failed to agree or disagree to the statement on the communication capabilities of the resource persons.

On the resource persons' ability to encourage group discussion and actively involved participants in the discussion of the various issues under consideration, a total of 57.5% from figure 0.4 were neutral to the statement, 27.5% agreed to the statement and only 15% disagreed to the statement. The beneficiaries also expressed their opinion on whether the presenters were respectful of the different views and contributions shared by participants other than their own and answered questions clearly. This is very important to ensure effective learning and confirms the point shared by the cognitive theorist that learners actively construct knowledge based on prior experiences and they are not empty vessels waiting to be filled. The implication is that in any learning situation especially in adult education, it is important for the presenters to listen and respect the views and contributions made to the issues discussed. Fifty six percent of the respondents agreed and thought that the resource persons answered questions in a clear and complete manner, 20% disagreed and 24% were neutral.

On the resource persons' respect for views, 81% of the respondents thought that they had the opportunity to present their opinions and ideas without any hindrance, 14% disagreed and 5% were neutral to the statement. A pictorial assessment on the resource persons' communication and presentation skills is shown in figure 4 below.

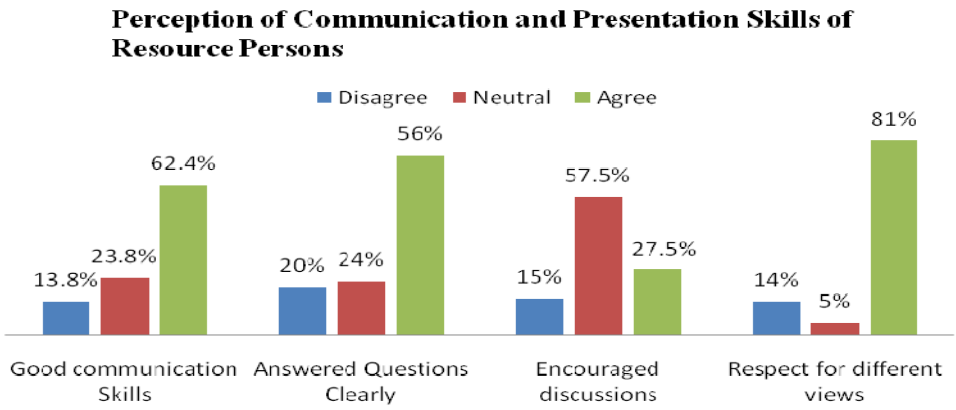

FIGURE 4: Bar Graph Showing Respondents Perception of Communication and Presentation Skills of Resource Persons

Beneficiaries' Perception of the Teaching Methods Used in the Training.

Participants also reacted to the teaching methods used by the resource persons during the training. They indicated whether the resource persons used lecturing, visual aids and group discussions as teaching methods during the training. The responses are shown in figure 0.5.

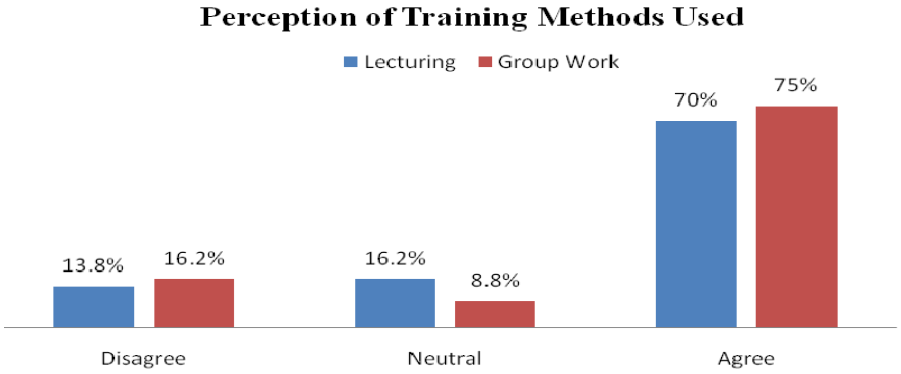

FIGURE 5: Bar Graph Showing Respondents Perception of Training methods used during training programs

From figure 5 above, 70% and 75% of the respondents agreed that resource persons used lecturing and group work respectively as teaching methods, 13.8% and 16.2% of the respondents disagreed to the statement while 16.2% and 8.8% were neutral.

Beneficiaries' Perception of the Training Environment and Logistics.

The training environment and availability of the necessary logistics are very important in enhancing teaching and learning. The study assessed the facilities that were used for the training including the training venues and the tools used for the training. The WATSAN training was generally organized in community centres or in church buildings and was mainly group training that brought together participants from the nearby communities. Other areas evaluated included participants' reaction to meals provided, transportation arrangements, training duration and time allocated to each session. More than half of the respondents indicated their satisfaction to the training environment and other logistics arrangements made during the training. From figure 6, 76.3% agreed that the meeting rooms and facilities provided were comfortable setting for learning, 16.3% were neutral and 7.4% disagreed to the statement. All the 80 respondents agreed to the fact that meals provided at the training were of high quality and the transportation arrangements were well-organised.

On participants' reaction to the duration of the training and time allocated to each session, majority of the participants agreed that the training sessions lasted about the right time and did not complain much about the duration of the programme. Respondents revealed that a three-day programme would not have any significant effect on their occupations and saw the programme as a means of breaking the monotony of their daily activities. The beneficiaries' reaction to meals provided, transportation arrangement and other logistic provided is shown in figure 6.

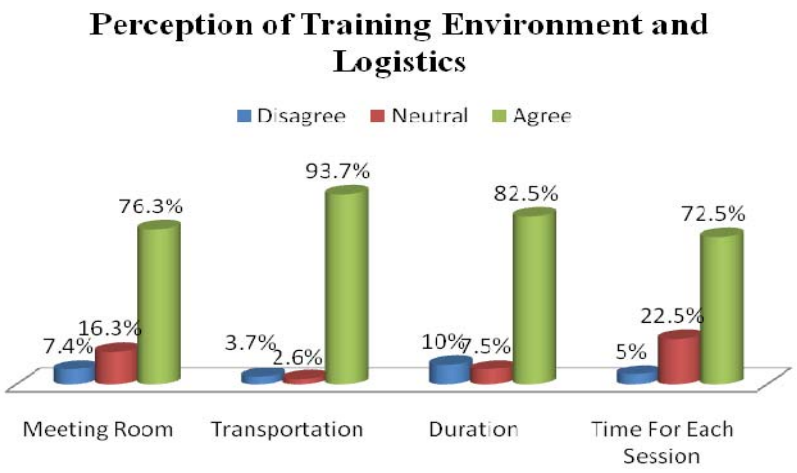

FIGURE 6: Bar Graph Showing Respondents Perception of Training Environment and Logistics.

Most of the participants indicated their preference for group training rather than individual community training. This is because group training enabled training participants to share experiences and best practices from one community to another. It also allowed the participants to concentrate on the training.

Generally, participants were satisfied with all aspect of the training programme. Sixty- seven respondents representing 83.8% expressed their satisfaction with all aspects of the training. Only five respondents, representing approximately 6.2%, however, were not satisfied with all aspects of the programme while eight of them, representing 10%, responded neither negatively nor positively to the issue. Figure 7 is a graphical presentation of the respondents' level of general satisfaction regarding the whole training programme and their preference for group training.

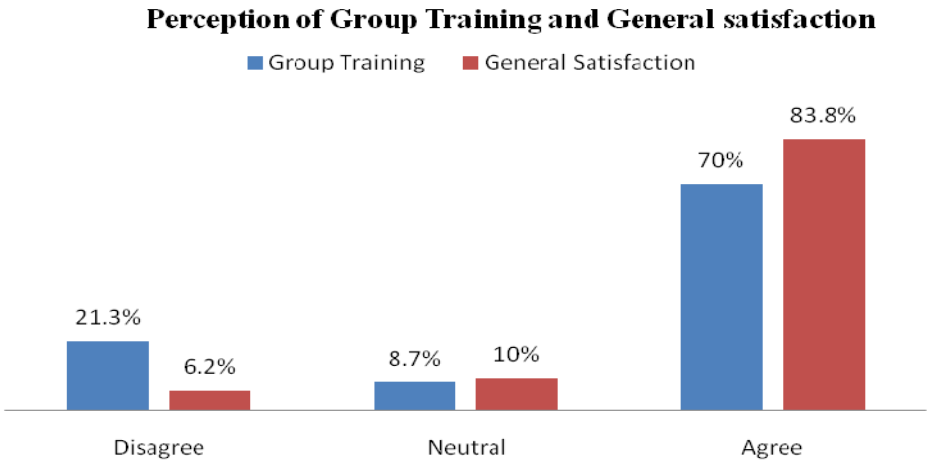

FIGURE 7: Bar Graph Showing Respondents Perception of Training and General Satisfaction.

Assessing Participants' Perception of the Learning that has occurred due to the WATSAN Training.

The second objective of the study was to assess the learning that has occurred due to the training organised by ACDEP to the beneficiary communities**.** This level according to Kirkpatrick (1994) is the second level of evaluation. At this level, participants are expected to demonstrate what knowledge or skills they acquired through the performance of exercises related to the learning activity. Further, based on Hackket's (1997) definition of learning this level assesses whether the learners have been able to grasp the subject mentally and physically, translate it into words or action that make sense to them, locate it alongside all other things and do something with their new knowledge to make it their own. Available literature indicates that facilitators or trainers through examinations and test mostly assess this level. More often, a pre-test is taken before the training to assess the participants' and a post-test after the training to determine the learning that has occurred.

In this study, participants assessed themselves in retrospect given that there was no pre-test before the training. Again, it was difficult to measure the mental capacity of the respondents as used in the formal educational systems through examination. The assessment was therefore based on participants' ability to translate the learning into words and actions that make sense to them as well as their ability to use the skills acquired in their role as WATSAN committee members. The aim of phase one training was to build the leadership and managerial capacity of WATSAN committee members as well as ensure that the committee members have a good understanding of their roles, links and stakeholders in the water and sanitation provision. Some of the topics assessed in this study include effective ways of organizing meetings, action plan preparation and funds mobilization, among others. Responses from the data gathered are explained below.

Participants' Perception of what they learnt under WATSAN Committee Roles and Responsibilities

WATSAN Committee members can only be effective if they understand their roles and responsibilities. During the training, participants were taken through the general responsibilities of the committee members in managing the water and sanitation facilities provided in their communities. Each individual committee member's role was also discussed to ensure that every member has a clear understanding of his/her contribution on the committee.

From the data collected 47% respondents did not have much knowledge on their general and specific roles and responsibilities on the committee before the training. After the training however 45% of the

respondents had very good knowledge and information on their roles and responsibilities. Only 17% were still not clear with their roles indicating that the training was very helpful in communicating to WATSAN members their roles and responsibilities. This explanation is shown in figure 8.

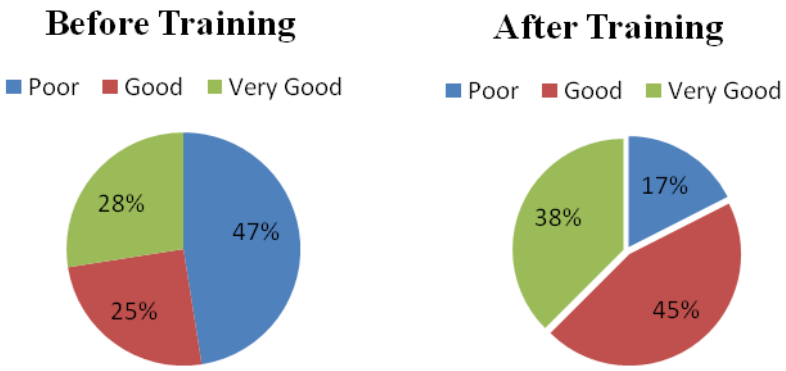

FIGURE 8: Pie charts showing respondents' perception of WATSAN Committees' role and responsibilities

Participants' Perception on what they learnt under WATSAN committees and their Links.

Another important topic treated during the training was WATSAN Committees and their links. At the end of the lessons, participants were expected to know the stakeholder involved in the provision and management of water and sanitation facilities and have the ability to link with these agencies that provide the facilities as indicated earlier by Deepa Narayan (1993). Participants were also expected to know the roles and contributions of these stakeholders in the management of the water and sanitation facilities provided in their communities. Knowledge of these agencies would help the WATSAN members identify agencies to contact for support when they are confronted with challenges and require some services or additional facilities in the future. Result from the data collected is shown in figure 0.9.

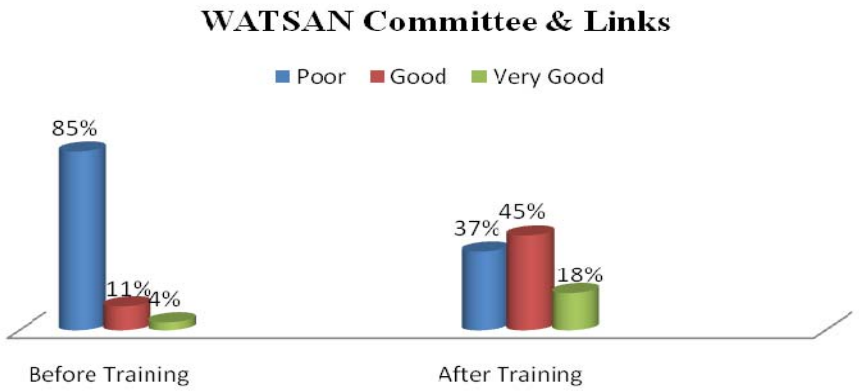

FIGURE 9: Bar graph showing respondents' perception of WATSAN Committee and Links

From figure 9 above, 85% respondents indicated a poor knowledge of the WATSAN Committee and their links before the training. The number with poor knowledge however reduced to 37% after the training. Forty- five percent of the respondents became knowledgeable of the WATSAN Committees' and their links with 18% very knowledgeable after the training.

Participants' Perception of what they learnt under Leadership Skills.

WATSAN committee members are expected to lead in the management of water and sanitation facilities in their communities. They are expected to exhibit good leadership qualities in performing their roles and responsibilities. The training programme therefore incorporates lessons in leadership skills to ensure that the committee members are well-equipped to manage the facilities. During the training participants' were taken through the meaning of leadership, types of leadership, ways of acquiring leadership skills and qualities of a good leader. Responses from the study indicate that the training introduced participants to some leadership skills that were needed for the implementation of their activities. This is shown in figure 10.

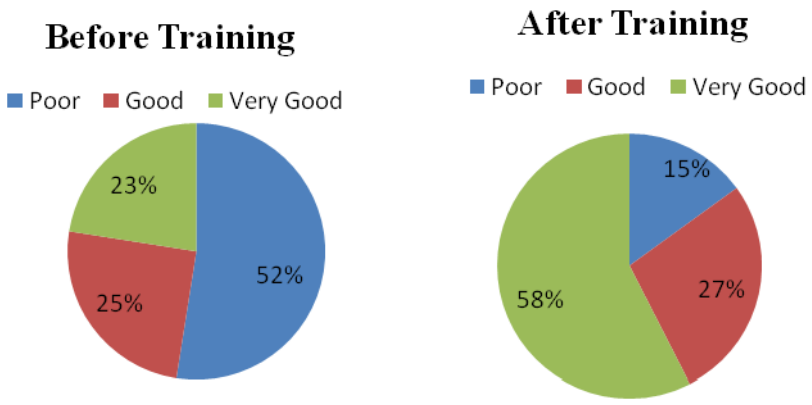

FIGURE 10: Pie charts showing respondents' perception of leadership before and after the training

Figure 10 shows that 52% of the respondents had poor knowledge in leadership skills before the training, compared to 15% with poor knowledge after the training with 58% having a very good knowledge of leadership skills after the training. This means that some learning took place after the training.

Participants' Perception of what they learnt under Team Building.

Team building is very important in any group dynamics. For WATSAN committee members to work effectively there is the need for them to respect the roles and responsibilities of every member on the committee and be tolerant to one another. Participants are therefore taken through a number of team building exercises and the importance of team building in a group activity, during the training. Data gathered showed an improvement in the knowledge of participants on team building after the training. From figure 11 below48% of the respondents indicated that they had poor knowledge in team building before the training but after the training the number reduced to 26%. Also, 44% and 30% of the respondents had very good and good knowledge respectively in team building after the training.

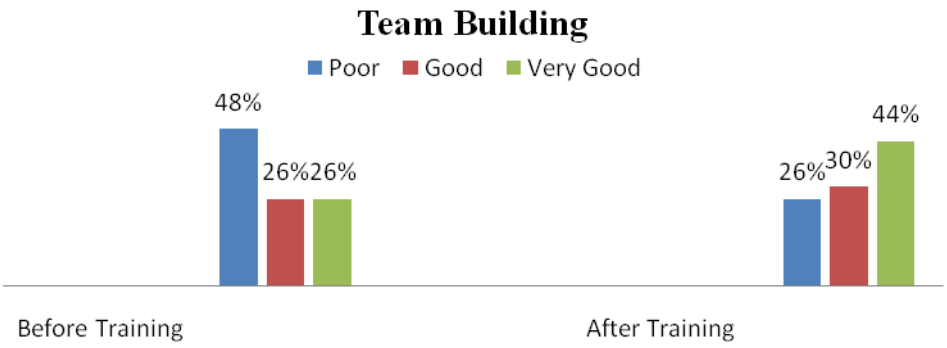

FIGURE 11: Bar graph showing respondents' **knowledge of team building before and after the training**

Participants' Perception of what they learnt under Women Participation in Water and Sanitation Activities.

Women play an active role in WATSAN activities. Women are mostly responsible for collecting and keeping water in their homes as well as maintaining water and sanitation facilities in their communities. Women however are not actively involved when decisions are taken on the provision of water and sanitation facilities. Further, women participation at community meetings where decisions are taken in most cases is very low. WATSAN committee members are therefore taken through the importance of actively involving women in community meetings and in decision-making on water and sanitation issues. This topic is also treated to provide women with tools and the confidence to articulate their needs and participate in the planning and decision-making processes regarding water resources development and management. The training lessons also looked at some of the reasons why women participation in meetings and decision-making is low and suggested some actions that would increase women participation. From figure 12, 50% of the respondents indicated they had poor knowledge of the importance of

women participation in community activities before the training but this reduced to 21% after the training. Forty four percent and 35% respondents indicated they have gained a very good and good knowledge respectively after the training.

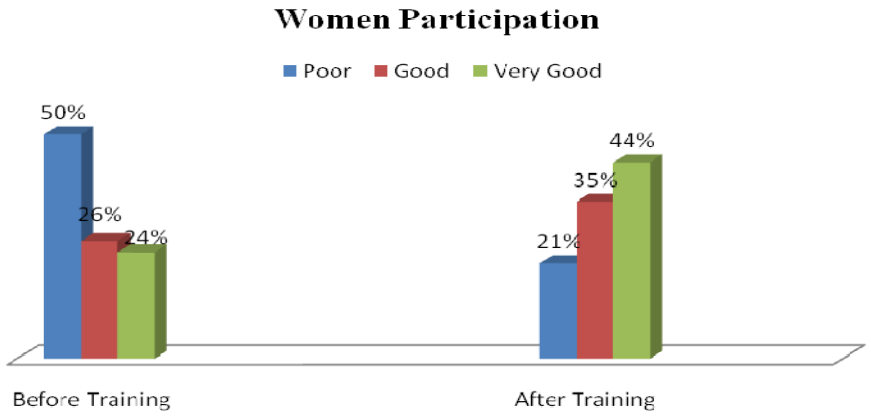

FIGURE 12: Bar graph showing respondents' knowledge of women participation in development before and after the training.

Participants' Perception of what they learnt under Organising Effective Meetings, Funds Mobilization and Management and Action planning.

As part of their responsibilities, the WATSAN committee members are expected to organize both community and committee meetings to discuss issues related to water and sanitation facilities provided in their communities. They are also expected to prepare action plans that guide the implementation of WATSAN activities in their communities. Further, WATSAN committee members are expected to mobilize funds for managing and sustaining the facilities provided as well as keep proper records of meeting proceedings, action plans and financial transactions.

During the WATSAN training, participants were taken through effective ways of organizing meetings. At the end of the lessons, participants were expected to understand the meaning of meetings, types of meetings, the procedure for organizing community and committee meetings and how to write simple minutes. The study requested respondents to score themselves on the rating of 'poor', 'good' and 'very good' based on their knowledge on organizing meetings effectively before and after the training. Figure 13 gives detailed explanation on the responses.

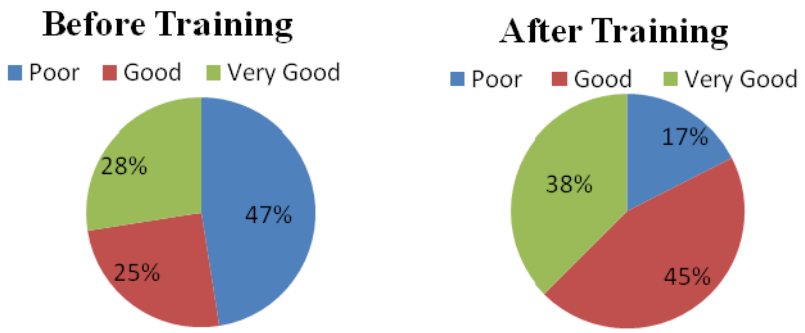

FIGURE 13 Pie charts showing respondents' knowledge of Organising Effective Meetings before and after the training

From figure 13, 47% of the respondents indicated they had poor knowledge and skills in organizing meetings. After the training, only 17% had poor knowledge in organising effective meetings. Majority of the participants representing 38% and 45% had gained good and very good knowledge and skills respectively in effective ways of organizing meetings after the training. This is an indication that some learning had taken place after the training.

On action planning, participants were taken through what constitutes an action plan, importance of action planning and how to prepare an action plan. Participants were also guided to prepare a one-month action plan for their communities that are expected to serve as a guide for preparing future

action plans for their communities. Most of the respondents claimed they had their own way of preparing action plans which they have practiced for a long time before ACDEP's interventions. Participants' however acknowledged that the training was beneficial because it introduced them to better and formal ways of preparing these plans. Information gathered from the study revealed that before the training, 49% of the respondents had poor knowledge in preparing action plans but this reduced to 17% after the training. Fifty-six percent of the respondents indicated they had very good knowledge in preparing action plans with 27% having good knowledge after the training. The pictorial explanation of the data gathered is shown in figure 14.

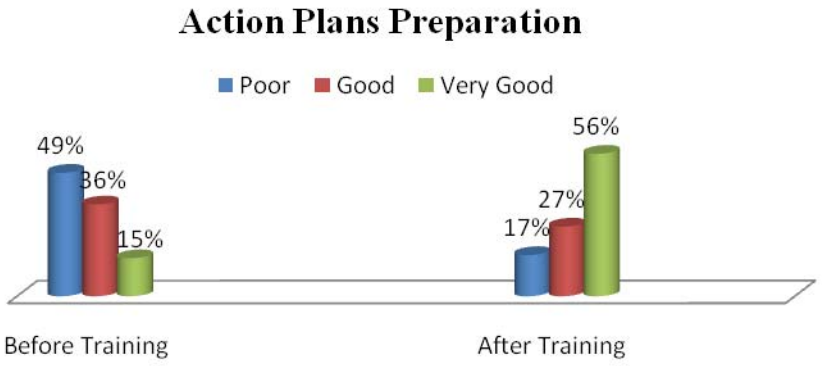

FIGURE 14: Bar graph showing respondents' knowledge of Action Plans Preparation before and after the training

Mobilizing funds to maintain and sustain the water and sanitation facilities is one of the key responsibilities of WATSAN committee members. This is very important in the community management concepts of rural water and sanitation provision. During the training, WATSAN committee members were therefore taken through ways of mobilizing and managing funds at the community level. At the end of the lesson, participants were expected to know the various ways that can be used to raise funds in their communities and the

importance of fundraising. Participants were also taken through simple bookkeeping to enable them keep records of the funds raised, ways of keeping the community funds, the importance and procedure of keeping funds at the bank.

Results of the data gathered indicated that 50% of the respondents had poor knowledge of fund mobilization and management before the training. Thirty per cent had some knowledge and only 20% had a very good knowledge and skills in mobilizing and managing funds before the training. After the training, 42% of the respondents had gained some knowledge with 32% having very good knowledge in skills in mobilizing and keeping funds. The explanation above is shown graphically in figure 15.

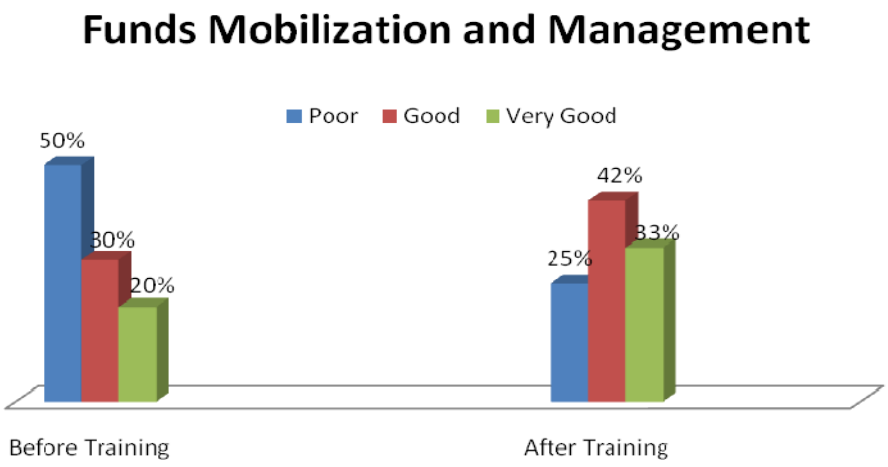

FIGURE 15: Bar graph showing respondents' perception of Funds Mobilization and Management

From figure 15, one can conclude that some learning occurred after the training. The number of people who indicated they had poor knowledge in funds mobilization and management reduced from 50% to 25%. Forty two percent and 33% of the respondents indicated having gained good and very good knowledge in funds mobilization and management after the training.

Given the information from all the responses used to measure learning, one can conclude that the WATSAN training organized by ACDEP helped the participants to learn some leadership and managerial skills that are expected to build their capacity to manage the facilities provided in their communities. On the average, more than half of the participants learnt and gained good and very good knowledge in the topics treated. The degree and the amount of learning that occurred however differ from each topic. For example, on WATSAN committee and its links, the number of respondents who still had poor knowledge was quite on the high side which could mean that the respondents did not understand the lessons treated on the topics.

Participants' Perception of the extent to which WATSAN Committee members performed their duties and applied the Knowledge gained in the Training in their Communities.

Another measure used to assess the success and impact of a training programme is the ability of the participants to use the knowledge and skills acquired during the training in their jobs and duties. At this level, participants were expected to change their behaviour in relation to the way they work as well as applied the new knowledge and skills in their work. For the WATSAN training implemented by ACDEP, the committees are expected to use the knowledge gained to control, manage and sustain the WATSAN facilities provided in their communities. Specifically, the committees were expected to organise community meetings, raise funds with proper documentation and ensure that these facilities are always in good condition for use by the beneficiary communities.

The study examined whether the WATSAN committee members undertook their responsibilities and the extent to which they were applying the knowledge gained during the training in their work. Information gathered from organising meetings, funds mobilisation and management, WATSAN committee roles and responsibilities as well as WATSAN committee and its links were used for discussions under this section.

Responses from the data collected revealed that most of the WATSAN committee members had challenges in undertaking their duties. A number of the communities are not operating the bank accounts and funds are normally mobilised as and when the facilities breakdown for repairs. As a result of this, communities will normally wait until such time that they are able to raise the funds for the repairs. During this period some community members' resorted to their old water sources.

Participants' Perception of the extent to which WATSAN Committee Members performed their General and Individual Roles, Worked as a Team and applied the Knowledge gained during the Training.

WATSAN committee members are expected lead in managing the water and sanitation facilities in their communities by organising meetings to plan and discuss WATSAN issues in the communities, raising and managing funds for the management of the WATSAN facilities in their communities, serving as links between the community and stakeholders in the WATSAN sector and educating community members on hygienic ways of handling WATSAN related issues. The study assessed the extent to which WATSAN committee members are performing their general and individual roles and whether there is teamwork among the WATSAN committee

members. It was observed that new members in key positions on the committee who did not benefit from the training could not respond to the questions. In some communities, the well sites were cleaned by the second visit of the data collection team. Some communities also had conflicts either among the WATSAN members or between WATSAN members and other opinion leaders in the community; this affected the active participation of some WATSAN members and teamwork among the committee members. The data collection team discussed and resolved some of the conflict issues during the data collection period.

From figure 16, 62% and 56% of the respondents were of the opinion that WATSAN committee member performed their general responsibilities and each WATSAN member was active. Sixty four percent indicated WATSAN members mostly agreed on issues during decision-making on WATSAN activities with 79% indicating that WATSAN committee members worked as a team. Assessing the application of knowledge gained during the training in their work, 28% of the 49 respondents who indicated that WATSAN members performed their general responsibilities indicated that they either did not applied the knowledge gained or poorly applied it. Forty five percent (45%) averagely apply the knowledge and 27% indicated that they applied the knowledge very well. Also, out of the 63 who indicated that WATSAN members worked as a team, 36% indicated that they poorly applied the knowledge and skills gained during the training. Thirty five (35%) indicated they averagely applied the knowledge and 29% applied the knowledge very well in their work.

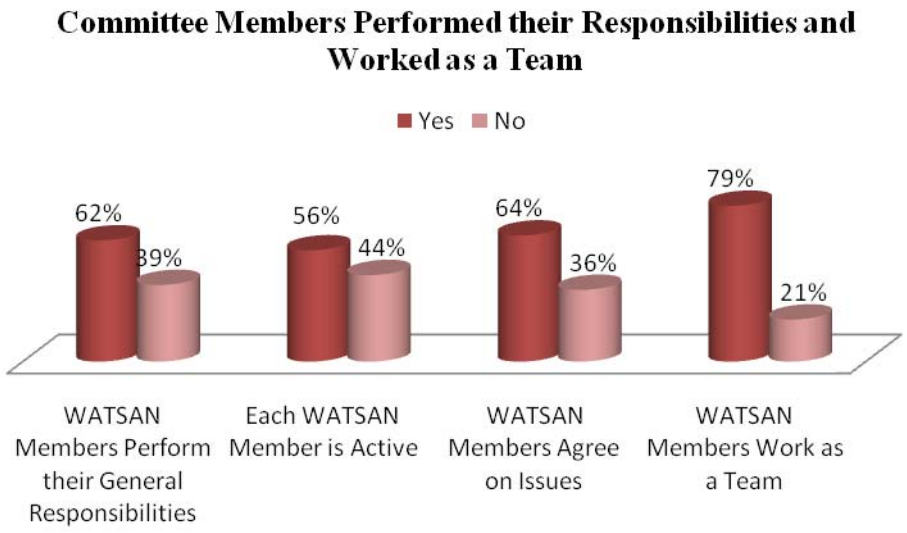

FIGURE 16: Bar graph showing respondents' perception on whether committee Members Perform their Responsibilities and Work as a Team

Participants' Perception of the extent to which WATSAN Committee members organised effective meetings and applied the knowledge gained in the training.

Respondents were asked to indicate whether or not WATSAN committee members organised both committee and community meetings at least once in a month to discuss issues related to water and sanitation facilities in their communities. They were also asked to indicate whether or not community participation in such meetings had improved and also whether meeting records were kept.

The study revealed that attendance and participation in both WATSAN and community meetings were mostly high during the project implementation stage with the presence of ACDEP's staff. Meetings were organized frequently at the early part of the provision of WATSAN facilities but with time the

general interest in attending meetings dwindled. A number of issues were identified as affecting the organization of both WATSAN and community meetings. Some of them were conflicts among WATSAN members or opinion leaders, apathy and relocation of some WATSAN members to other communities are other challenges. Despite these challenges, the data collected revealed that community participation in meetings had improved after the training. Women were also found to be more organised in some communities especially in the area of communal labour to clean the well site.

Assessing whether WATSAN members kept records of meetings attended and meeting proceedings, majority of the responses indicated that records were kept on meetings attended and meeting proceedings, but an attempt to inspect the meeting documents proved futile in most of the communities. The secretaries who were expected to keep the records gave flimsy excuses why the documents were not available for scrutiny. In communities where the records were available, they were found to be old records that were not written within the past three months of the time of data collection. From figure 17, 54% of the respondents indicated that WATSAN committee members met at least once in a month with 46% responding to the question in the negative. On whether there was an improvement in the attendance and participation at such meetings, 60% of the respondents indicated yes and 40% of the respondents indicated no to the question. In addition, 69% of the respondents agreed to the fact that minutes and records of all meetings attended in the community on issues related to water and sanitation facilities were kept and 31% indicated otherwise.

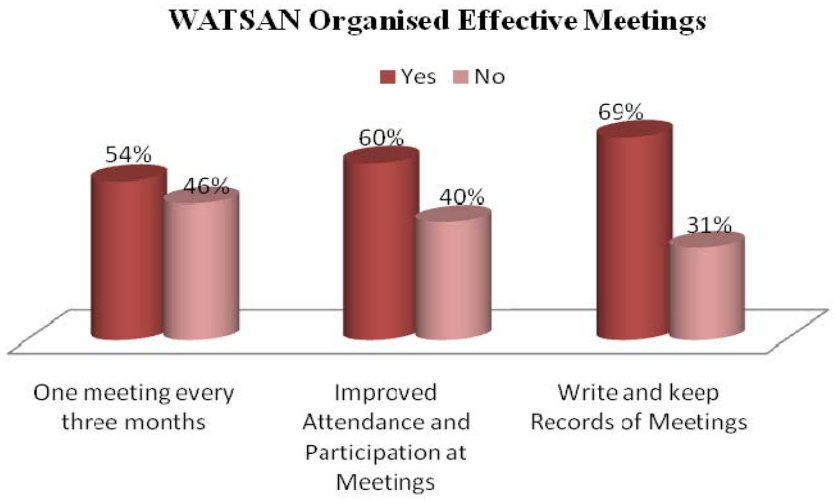

FIGURE 17: Bar graph showing respondents' perception of whether WATSAN organised effective meetings

Assessing the application of the knowledge and skills gained in effective ways of organising meetings. Out of the 55 respondents who indicated that WATSAN committee members kept records on minutes and other meeting correspondence, 29% indicated that they applied the knowledge and skills gained on effective ways of organising meetings during the WATSAN training very well in their duties. Thirty eight percent (38%) of the respondents indicated they averagely applied the knowledge and 33% either did not or poorly apply the knowledge gained during the training. Also of the 48 respondents who indicated that participation at community meetings had improved after the training, 23% indicated they applied the knowledge gained very well in their duties, 37% averagely applied the knowledge and 40% either did not applied the knowledge or poorly applied the knowledge in their work. The explanation above is shown in figure 18.

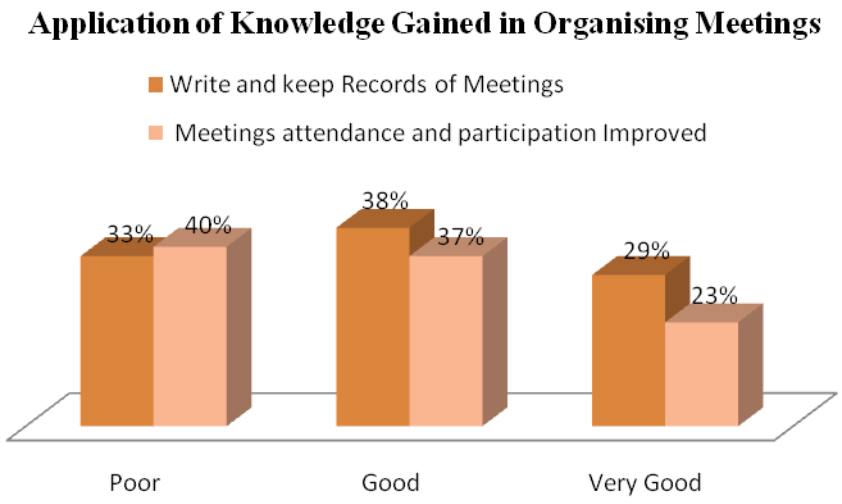

FIGURE 18: Bar graph showing respondents' perception of the Application of Knowledge gained in Organising Meetings

Participants' Perception of the extent to which WATSAN Committee members raised and managed funds to maintain the facilities and applied the knowledge gained during the training.

Fund mobilization and management is one of the issues that has resulted in conflicts and curtailed the activities of WATSAN in some rural communities where ACDEP provided facilities. To assess whether WATSAN committees raised and managed funds in their communities, the respondents were asked to indicate whether WATSAN members operated a bank account, contribute funds for WATSAN activities and whether the WATSAN committee kept records of funds raised and rendered accounts to the community**.** A number of issues were observed from the study as affecting the committees' ability to undertake this duty. Some opinion leaders such as chiefs and assemblymen and women who had interest in funds mobilised for WATSAN activities used their influence to change the official procedure of fund mobilization and management in their communities. In some communities, funds mobilised for WATSAN activities had been diverted and

used for other developmental activities in the community. In other communities WATSAN committees' had been dissolved or some key members taken out of the committee to enable the mischief have its way in influencing the use of WATSAN funds. Some other communities opened bank accounts but no funds had been deposited in those accounts from the time they were opened till date.

Almost all respondents agreed that they were taught to operate a bank account for WATSAN activities in their communities and confirmed that it was a requirement for the provision of facilities in their communities. Some communities had documents to prove that constitutions and guidelines concerning fund mobilization and management were drawn together with ACDEP staff before the facilities were provided. Fundraising activities proposed in the guidelines among others include selling of water and monthly contributions per household. However, some of the challenges enumerated above some communities had to grapple with facility breakdown without any available fund for maintenance or replacement.

From figure 19, 41% of the respondents agreed that WATSAN committees opened bank accounts on behalf of the communities for WATSAN activities and 59% disagreed. Interestingly, some of respondents' who claimed they had a bank account were not sure if the account opening process was completed. Examining whether community members contributed funds for maintaining the facilities provided, 62% of the respondents indicated that community members did not contribute funds for WATSAN activities; neither did WATSAN members raised funds from other sources for managing the facilities. Fifty –four percent (54%) of the respondents also indicated that

WATSAN members did not keep records of funds raised for WATSAN activities. As to whether accounts were rendered to community members on regular basis, 56% agreed to the statement and 44% disagreed. Figure 19 is a graphical presentation of fundraising and management activities of WATSAN facilities.

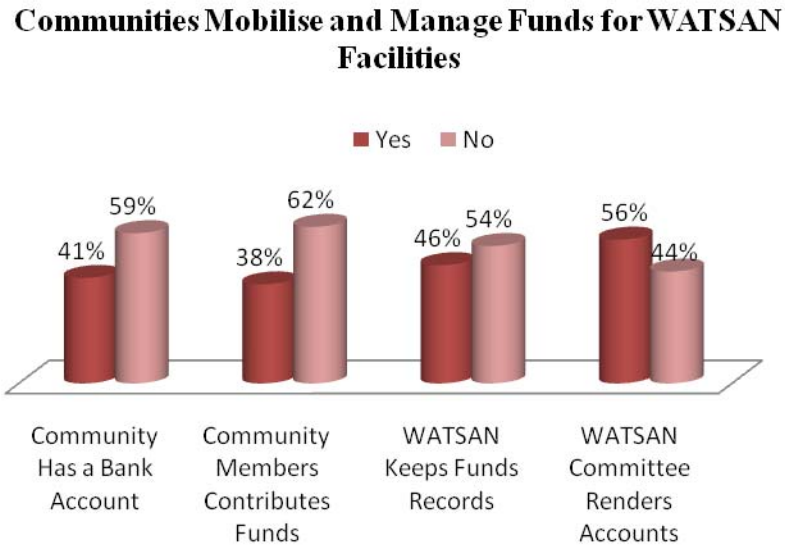

FIGURE 19: Bar graph showing respondents' perception of whether Communities Mobilise and Manage Funds for WATSAN Facilities

Assessing the application of knowledge gained in the training in fundraising and management at the community level, the results of forty- five respondents who indicated that WATSAN committee members rendered account to the communities as well as 37 respondents who indicated WATSAN kept records of funds mobilized at the community were used for discussions. Figure 20 is a graphical presentation of the responses.

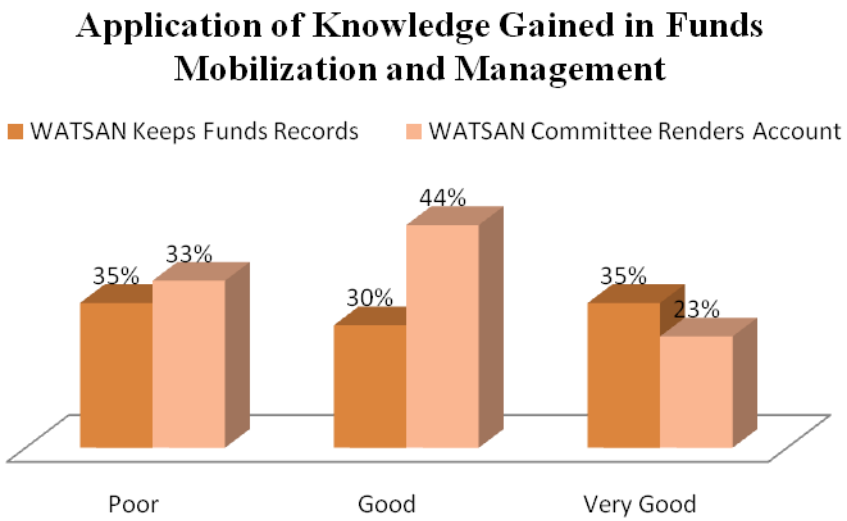

FIGURE 20: Bar graph showing respondents' perception of the Application of Knowledge Gained in Funds Mobilization and Management

From the diagram above, of the 37 respondents who indicated that WATSAN committee kept records of funds collected, 35% of the respondents indicated that they poorly applied the knowledge gained in their duties, 30% indicated they averagely applied the knowledge and another 35% indicated they very much applied the knowledge gained at the WATSAN training in the course of their duties. Also, out of the 45 respondents who indicated that WATSAN committee members rendered accounts of funds raised to community members, 33% indicated they poorly applied the knowledge in their daily work 44% and 23% respondents averagely and very well applied the knowledge respectively in their work.

Participants' Perception of the extent to which WATSAN committee members had links with stakeholders and applied the knowledge gained during the training.

WATSAN committee members are expected to serve as a link between the communities and stakeholders in water and sanitation provision

during the planning, implementation and management of the WATSAN facilities in their communities. At the end of the project implementation, the committee members are expected to link up with the District Assemblies, ACDEP and other stakeholder for issues such as demand for additional facilities, repairs and maintenance of the facilities provided in their communities or any issue related to the facility. In view of this role, discussions are held during the training on the various institutions involved in the water and sanitation provision and the roles of these institutions at every stage of the project cycle. Each of these institutions is expected to perform its role and responsibility to enable the community management concept of water and sanitation facilities to work.

To assess whether WATSAN committee members maintained links with the stakeholders, respondents were asked to indicate their opinion on whether the WATSAN members are in contact with ACDEP, District Water and Sanitation Team and other NGOs and stakeholders in water and sanitation provision. The respondents were also asked to indicate whether the WATSAN committee and the community contacted the district assembly, NGOs and other stakeholders to either demand for water and sanitation facilities or the repair of existing facilities.

Observation from the data collection team and the responses showed that most of the communities did not have contacts with these stakeholders especially after the implementation of the facilities in their communities. Some of the communities needed additional facilities and others had issues relating to managing and sustaining the facilities but did not take any initiative to contact the stakeholders for assistance. It was also observed

that monitoring visits by district assembly officials and ACDEP to some of the communities, particularly those that received the facilities ten to fifteen years ago were inadequate or non-existent. Responses from the field concerning WATSAN and its links are presented in figure 21.

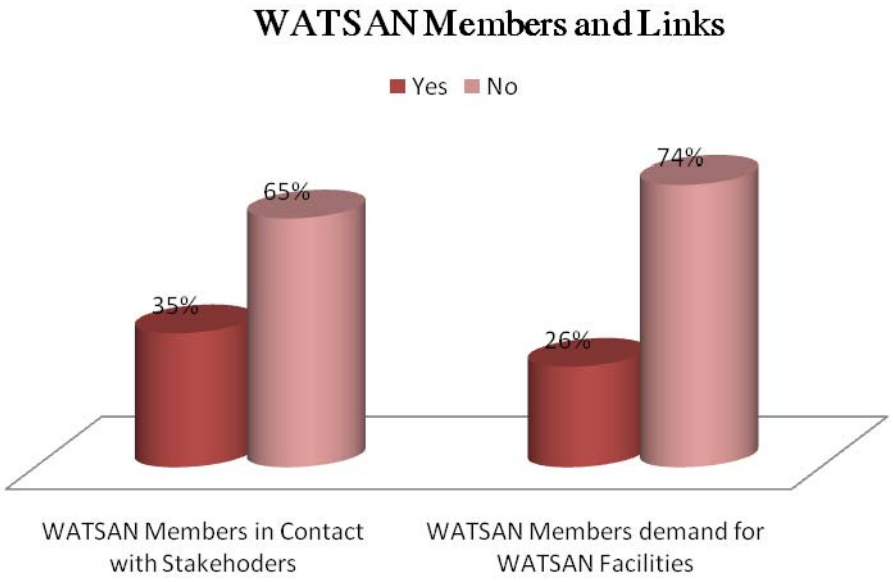

FIGURE 21: Bar graph showing respondents' perception of WATSAN Members and Links

The figure 21 above shows that only 35% of the respondents indicated that the WATSAN committee members are in contact with the stakeholders and 65% of the respondents indicated disagreed. Also, 74% of the respondents indicated that WATSAN members did not contact the district assembly, ACDEP and other stakeholders to demand for additional facilities. This defeated the demand-driven approach to the provision of rural water and sanitation facilities and could be a threat to community management and sustainability of these facilities.

The discussions above show that in most of the communities where the study was undertaken, WATSAN committee members encountered challenges in managing the facilities and most of the beneficiaries poorly or

averagely use the knowledge gained during the training. The data collected from all the respondents are used to discuss whether WATSAN committee members perform their roles and responsibilities, organised meetings, raised and kept records of funds raised as well as were in contact with the other stake holders, 51% thought that WATSAN committee members performed their responsibilities as against 39% who disagreed. Also only 27% of the respondents used the knowledge gained during the training very well, 37% averagely applied the knowledge gained in their duties and 36% did not apply it at all. The general observation made was that there is poor and limited monitoring from the district assembly and ACDEP to ensure that WATSAN committee members perform their duties. Even though the community management concept expects the community members to own, control and manage the facilities after implementation, one cannot deny the fact that these communities will need support and re-orientation on the community management of WATSAN facilities. Despite these observations, some WATSAN committee members were found to be very responsible and performing their roles and responsibilities as expected. The facilities were also found to be working very well in some of the communities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study aimed at exploring the extent to which WATSAN committee training implemented by ACDEP has impacted on the community management of WATSAN facilities in the beneficiary communities. This summary is based mainly on the perception and opinions of the beneficiaries of the WATSAN training as well as some observations made by the researcher during data collection. Specifically, the study sought to assess:

- the beneficiary's perception of the training programme in terms of the training objectives, training content, training methods, resource persons' competencies, training environment and logistics.
- the learning that has occurred due to the training programme.
- whether the committee members are applying the knowledge gained in their communities after the training.
- whether the communities have the capacity to demand for water and sanitation facilities as their rights

The research findings suggest that the WATSAN training implemented by ACDEP is very useful and relevant in managing the WATSAN facilities provided in their communities. Overall 83.8% of the respondents were satisfied with all aspects of the training programme with respect to training

objectives, training content, training methods, resource persons' competencies, training environment and logistics. However the participants prefer group training to individual community training.

With regard to the knowledge and skills gained during the training, the study revealed that participants learnt from the WATSAN training programme and had a better understanding of their roles and responsibilities, acquired some leadership skills and the importance of team building, had some knowledge in organising meetings, preparing action plans, records keeping and fundraising skills among others. This was evident in their responses to the same questions before and after the training where most of the respondents had very poor knowledge in the topics treated but had good and very good knowledge after the training. For example 47% of the respondents had poor knowledge in their general and specific roles as WATSAN committee members before the training but after the training, respondents with poor knowledge reduce to 17%. Also 52% of respondents had poor knowledge in leadership skills before the training but this reduced to 15% with 58% indicating a very good knowledge in leadership skills after the training.

With regards to whether WATSAN committee members applied the knowledge gained in the training in their communities, the study revealed that most of the WATSAN committees had some challenges in managing the facilities in their communities and the extent of application of the knowledge and skills gained during the training is minimal. For example, even though 59% of the respondents indicated the community had a bank account for WATSAN facilities, 61% of the respondents were of the opinion that community members do not contribute funds into these accounts or keep

records of funds collected. The study revealed that funds are normally mobilised as and when the facilities break down for repairs. As a result, communities will normally wait until such time that they are able to raise the funds for the repair work. During this period, some community members revert to their old water sources.

Sixty percent (60%) of the respondents also indicated that there is an improvement in meeting attendance by community members and 68.7% indicated WATSAN members keep records of meeting minutes. An attempt to inspect these documents however proved futile in most of the communities and where the records were available, they were found to be old records.

Some of the factors that were observed to have affected the application of knowledge gained in the training are that new members have been elected onto the WATSAN committee and did not benefit from the training. The challenge therefore, is that they do not understand the community ownership and management concept of the programme. Also a number of conflict issues were observed to exist in the communities. In some cases, the community regents and some individuals had taken ownership and management of the facilities. Also some WATSAN committees' had issues that needed to be resolved. These affected the teamwork that was required among the committee members.

The study also revealed that communities do not have the capacity to demand for WATSAN facilities. There is a break in communication between the communities and ACDEP, the district assembly and other stakeholders involved in the WATSAN programme. Most of the communities needed additional WATSAN facilities or had issues with the existing facilities but

were not taking any initiative to contact these organisations for information or support. Sixty five percent of the respondents confirmed that WATSAN committee members and the community were not in contact with stakeholders in the sector and 74% confirmed that communities have not contacted any of these stakeholders to demand for WATSAN facilities. Monitoring visits by external organisations to some of the communities were also irregular or non-existent.

Conclusion

In conclusion, the study has shown that training is very important in community management of rural water and sanitation facilities and participants are satisfied with how ACDEP organised the training. Participants understood the topics discussed and their role in the programme. The resource persons' were knowledgeable of the subjects treated, prepared for the lessons and demonstrated good facilitation skills in their presentations. The venue and logistics arrangements, according to the responses, were also well-organised. Group training is however preferred to individual community training

Also the training helped the participants to learn some leadership and managerial skills that are expected to build their capacity to manage the facilities provided in their communities. On the average, more than half of the participants learnt and gained good and very good knowledge in the topics treated. The degree and the amount of learning that occurred, however, differ from each topic.

WATSAN committee members encountered challenges in managing the facilities and most of the beneficiaries poorly or averagely apply the knowledge gained during the training. The general observation was that

most communities are not performing their roles and responsibilities. Meetings are not organised, bank accounts are not operated or funds raised for to maintain the facilities. There is a break in communication between the communities, ACDEP and other stakeholders and community members do not take initiatives to contact these stakeholders for assistance and support in managing the facilities. Some communities had also changed some members on the WATSAN committees and there are conflict issues regarding the water and sanitation facilities in some of the communities. Often communities had to resort to their old water sources when the water facilities breakdown.

The issues raised above defeats the community management concept of water and sanitation facilities and raises question on whether beneficiaries are capable of managing and sustaining the water and sanitation facilities provided in their communities. It also shows that, ACDEP and other development organizations must go beyond organising training and given skills to community structures but also monitor and support these structures to perform their duties. Despite these observations, some WATSAN committee members were found to be very responsible and performing their roles and responsibilities as expected. The facilities were also found to be working very well in some of the communities.

Recommendations

1. ACDEP should maintain the current approach used in organising the WATSAN training as participants are satisfied with the current approach used and also acknowledged that learning occur during the training. The training should however be in groups because it encourages experience sharing among the participants from different communities.

2. There is the need to re- organise orientation and training programmes in the communities that benefited from the WATSAN facilities in the past 5 to 15 years on the community management concept of WATSAN facilities. This will help new members on the committee to understand their roles and responsibilities.
3. Occasional monitoring visits to the old communities will also help identify and address conflict issues that will affect the management of the facilities.
4. There is the need to review the training content to include topics that will help WATSAN members to build their negotiation capacities, assertiveness and influence skills as well as creative problem-solving and decision-making. This is very important for the WATSAN committee to improve their networking with other stakeholders and demand for their rights in relation to development in their communities.

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APPENDICES

APPENDIX A: QUESTIONAIRE

UNIVERSITY OF CAPE COAST

DEPARTMENT OF AGRICULTURAL ECONOMICS AND EXTENSION

Questionnaire for Investigating a Research Problem: trainees' perceived impact of Akuapem community development programme (acdep) training on community management of rural water and sanitation facilities.

SECTION A: BACKGROUND INFORMATION

From the set of question below, please write and tick the right answer as appropriate.

1. Age ……
2. Sex (tick the appropriate): (A) Male (B) Female
3. Community Name: …….
4. Role of WATSAN Committee Member: ……
5. Number of years on WATSAN Committee: …….
6. Training Year: ……..
7. Number of days used for training …….

SECTION B: REACTION OF PARTICIPANTS TO THE TRAINING.

For each statement, please indicate if you agree or disagree using a rating scale from 1-3. A rating of **"1"** indicates that you disagree with the statement while **"3"** indicates that you agree with the statement. A score of **"2"** indicates that you neither agree or disagree or have no opinion.

No.	Training Elements			
	Training objectives	1	2	3
8	Training objectives were clear			
9	Training objectives were relevant to my work			
	The content			
10	The topics were clearly defined			
11	The topics were too technical and difficult to understand.			
12	The topics gave me some practical information that will be useful in my work			
13	The materials distributed during the training was helpful to me in understanding what the facilitators were presenting			
14	The schedule for the training provided sufficient time to cover all of the proposed activities.			
	Resource Person's Competencies			
15	The presenters were knowledgeable about the topics.			
16	The presenters were well prepared for the sessions.			
17	The presenters answered questions in a complete and clear manner.			
18	The presenters encouraged discussions and actively involved the participants.			
19	The presenters were respectful of the different skills and values presented by the participants.			
20	The presenters had good communication skills			
	Training Methods			

21	The Resource person's used lectures in their presentations.			
22	The resource persons used audio visuals in their presentations.			
23	The resource person used group discussions in their presentations			
24	The presenters used participatory and adult learning methods in their presentations			
	The environment & logistics			
25	The meeting room and facilities provided were comfortable setting for learning.			
26	The refreshment and food provided were of high quality			
27	Transportations arrangements were well organised.			
28	The sessions lasted about the right time			
29	I was generally satisfied with all aspect of the training.			
30	Iam satisfied with the duration of the training			
31	The training is more effective if organised for all WATSAN in a group rather than for each community			

SECTION C: WHAT LEARNING OCCURRED AFTER THE TRAINING?

Please review the following list of knowledge and skills statements. Give some thought to what you knew before this training and what you learned after the training. Circle the number that best represents your knowledge and skills **before** then **after** this training.

RATING SCALE: 1 = Poor 2= Good 3 = V. Good

No	**TRAINING CONTENT AREAS**	**No**	**AFTER TRAINING**

	1	2	3			1	2	3
32(a)				Organising effective meetings	32(b)			
33(a)				Preparing action plans	33(b)			
34(a)				Leadership skills	34(b)			
35(a)				Funds mobilisation and management	35(b)			
36(a)				Team building	36(b)			
37(a)				Women participation in community development	37(b)			
38(a)				WATSAN committee roles and responsibilities	38(b)			
39(a)				WATSAN committee and its links	39(b)			

SECTION D: PERCEIVED IMPACT OF TRAINING IN MANAGING WATER AND SANITATION FACILITIES IN COMMUNITY.

Please tick Y/N to each of the questions and continue with the rating of extent of application of knowledge and skills gained if the answer is yes.

RATING SCALE: 1 = Poor 2= Good 3 = V. Good

No	**Content Area**					
		(A) Yes	(B)No	1	2	3
	Organising Effective Meetings 40. WATSAN Committee organises community meeting at least ones in three months. 41. Committee keeps records of minutes of all the meetings					

	attended. 42. Attendance and participation of community members to meetings has improved.					
	Action Planning 43. Committee has a monthly/quarterly/annual action plan for WATSAN activities in the community. 44. Committee keeps records of community action plans					
	Funds Mobilization and Management 45. Community operates a bank account for WATSAN facilities. 46. Community members contribute funds for management of the WATSAN facilities 47. Committee keeps records of funds mobilised for maintaining the facilities 48. Committee renders WATSAN accounts to community members					
	Women participation in community development 49. Women participation in community meetings and WATSAN activities has improved 50. Women contribute actively at WATSAN meetings					
	WATSAN committee roles and responsibilities 51. WATSAN members are performing their roles on the					

	committee 52. WATSAN members are committed and active in performing their duties					
	Team building 53. WATSAN members mostly agree in performing their duties. 54. WATSAN members work as a team					
	Leadership skills 55. WATSAN members exhibit leadership skills in performing their duties					
	WATSAN committee and its links 56. WATSAN members are in contact with ACDEP, DWST and other stakeholders. 57. WATSAN & Community contact the district assembly, NGOs etc to demand for water and sanitation facilities or for repairs of existing ones					
	58. Water facilities are working and used by community.					
	59. Sanitation facilities are working and used by community					

60. Water and sanitation facilities in the community and how they were brought into the community.

61. Challenges encountered by WATSAN.

62. Recommendations

63. Other Comments: