# Toolkit for

# At Scale Hygiene Improvement in Amhara, Ethiopia

## *With detailed guidance on organizing a Whole System in the Room Workshop*

**Prepared with those committed to Hygiene Improvement in Amhara Region, Ethiopia**

*Revised from a version developed by*
*The Academy for Educational Development's GreenCOM Project*
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# INTRODUCTION

December 2004 marked the official endorsement of the National Hygiene and Sanitation Strategy, followed in 2006 by the finalization of the National Hygiene and On-site Sanitation Protocol. These achievements have paved the way for public and private sector collaboration to reach the ambitious goals of Universal access for sanitation by the year 2012. The forging of the strategy was a first step to a comprehensive response to the Universal Access Goals and to address the appalling state of sanitation and hygiene in the country.[1] Improving sanitation and hygiene is recognized by the Government of Ethiopia as an important precursor to poverty eradication.

In the Amhara region, sanitation coverage has been benchmarked as a performance indicator for elected Woreda and Kebele administrators. The administrators have, in turn, dedicated themselves to achieve a minimum coverage by a given time leading to 100% sanitation coverage by 2007.

Still lacking is a concrete plan amongst the various actors and activities to enhance synergy and impact. As part of the implementation of the National Strategy and Protocol, the Amhara Region has committed to participate in a program to support at-scale implementation through "Learning by Doing". This document highlights the steps in the process to realize the goals of the National Strategy, including mapping the context, catalyzing partnerships, implementation, and monitoring and evaluation.

The region is now actively involved in mapping, partnership building and strategizing, in preparation for the following steps. To this end, a "Whole-System-in-a-Room" workshop will be held at the end of 2006 bringing together all the stakeholders in the education, water, health  and related sectors, and initiating the development of a coordinated action plan.

In the weeks following the workshop, details of the action plan will be developed and circulated among all the stakeholders to ensure complete agreement regarding specific next steps by organization and participant. Each participating organization will be responsible for implementing their "part" of the coordinated plan.

Once the detailed action plan is finalized, implementation will proceed, followed by monitoring and evaluation of the at-scale approach to sanitation and hygiene improvement in Amhara Region. Lessons learned will be documented and shared, and feedback provided on the National Hygiene and Sanitation Strategy and the National Hygiene and At-Scale Protocol. Guidelines for this at-scale approach will then be drafted and shared for replication in other regions of Ethiopia.

# WHAT IS A WHOLE SYSTEM IN THE ROOM (WSR) WORKSHOP?[1]

The Whole-System-in-the Room Workshop is a technique for involving the entire system related to an issue in a change process that they own and shape.  It provides a forum where representatives of diverse sectors and stakeholders can:
.
- develop a common vision about the issue
- analyze the current reality and decide what needs to change
- generate ideas about how and what to change
- commit to short-term (three months) and long-term (three years) implementation plans towards the common vision.

The Whole-System-in-the Room Workshop:

- is a task-focused planning meeting
- helps catalyze linkages and partnerships
- brings together 60 to 80 people in one room, representing 6-8 sectors
- brings together a range of stakeholders – both the "likely" and the "uncommon"
- requires 16 hours spread across three days

## Why Do a WSR Workshop?

- ❖ **"People will support what they help create."[2]**   When people are involved in the decision process, carrying it out happens faster and with less resistance.

- ❖ WSR Workshops brings together a critical mix and critical mass of people who have the **critical mass of information, skills and commitment** that informs and enriches the change process.

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[2] Weisbord (1987)

### *The WSR Workshop is part of a process.*

The WSR Workshop is part of a more comprehensive process for planning and implementing at scale hygiene improvement. The basics steps of the SCALE process are diagrammed below, and include:

- Map the Context
- Catalyze/ Build Partnerships
- Strategize
- Act
- Monitor
- Evaluate and Value



At Scale Hygiene Improvement in Amhara

1. Map the context & detail the stakeholders in all sectors, the levels at which they work, the networks & relationships that already exist & examine patterns of individual & institutional behaviors.

2. Leverage partnerships, strengthen existing networks & relationships, & create new, non-traditional ones.

3. Develop a common goal & delineate a behavior change strategy & consolidated action plan.

4. Implement activities & interventions detailed in the strategy around the common goal in a concerted & overlapping way.

5. Track the progress of interventions to make adjustments, adaptations & changes as needed.

6. Assess the outcomes & impact of the scale effort.

**1. MAP** · **2. PARTNER** · **3. STRATEGIZE** · **4. ACT** · **5. MONITOR** · **6. VALUE & EVALUATE** · Reduce Diarrheal Disease

# STEP 1
# MAP THE CONTEXT

# Issues to Map

- **Water sources, access, quality & supply**
- **Sanitation access, quality & supply**
- **Partner areas of intervention & activities**
- **Partner relationships**
- **Geographic location of institutional staff and kinds of interventions**
- **Geographic areas of greatest need including health and non-health platforms**

- **Existing infrastructures, e.g. clinics, churches,**
- **SES indicators, e.g. income, gender, etc.**
- **Capabilities of ancillary agencies, e.g. universities, colleges, market places, roads, railroads, schools**
- **Market paths & streams per needed product**
- **Communication channels**
- **Donor program support**

# WASH Mapping Tool

**Contact Information**
Organization Name:
_____

Type of Organization (*check one*):
        Multilateral
        Bilateral
        PVO
        NGO
        Association
        School
        Religious Institution
        Youth Group
        Government Structure  *Specify:* _____
        Other *Specify:* _____

Organization Address:
_____

Telephone Number(s):
_____

Fax Number: _____

E-mail:

Name of Person Interviewed:
_____

Title of Person Interviewed:
_____

**Networks and Alliances**
Member of a Network(s) or Alliance(s):

No    Yes (specify):

                                      _____
                                      _____
                                      _____

Organization They work Most Closely With (on WASH efforts)
_____
_____

_____

Organizations They Sometimes Work With (on WASH efforts)
_____
_____
_____
_____


Organizations Ever Share Resources With Over the past year [however you finalize] (including training, TA, Equipment, staff, etc.)
_____
_____
_____


Organizations Desire/Need  to Work With in the Future:
_____
_____
_____
_____


**Geographic Coverage**

Criteria Used to Select Geographic Area/Beneficiary Population (check all that apply):

Economic Status
Population Size
Population Density
Disease Burden
Water Supply Coverage
Sanitation Coverage
Religious Reasons
Government Request
Other Donors
Other Program Activities in Area (specify)

_____
_____


Other Criteria (specify): _____
_____

## Geographic Coverage

| Service Number | Name of Zone | Name of Woreda | # of Kebeles Served by Project | Total # of Beneficiaries Served by Project | | |
|---|---|---|---|---|---|---|
| | | | | Water | Hygiene | Sanitation |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

## WASH Activities *(Note all that apply)*

### <u>Water</u>

Supply
Quality
Other (specify): _____

## Water Activities

| 6.1 Water Supply | | | | | |
|---|---|---|---|---|---|
| Ser. No | Type of water system | No | Yes | If yes No. of systems this YEAR | If yes Population served this YEAR |
| 6.1.1 | Protected springs | | | | |
| 6.1.2 | Borehole | | | | |
| 6.1.3 | Hand dug wells | | | | |
| 6.1.4 | Water disinfection at source | | | | |
| 6.1.5 | Water disinfection at point of use | | | # households | |
| 6.1.6 | Water protection | | | | |
| 6.1.7. | If subsidy, what? | | | WHAT?/ how much? | |
| | Pump | | | | |
| | Pipe. | | | | |
| | Cement | | | | |
| | Iron bar | | | | |
| | Water Protection | | | | |
| | Other (specify) | | | | |
| | Other (specify) | | | | |
| **6.2.** | **Excreta Disposal and other disposal** | **No** | **Yes** | **If yes No. of systems this** | |

| | | | | YEAR | |
|---|---|---|---|---|---|
| 6.2.1 | Traditional pit latrine (TPL) No sanitation platform | | | | |
| 6.2.2 | Improved traditional pit latrine (ITPL) san plat | | | | |
| 6.2.3 | Ecosan | | | | |
| | Urinals | | | | |
| | Solid Waste Disposal | | | | |
| | Wastewater Disposal | | | | |
| | Other (specify) _____ | | | | |
| 6.2.6 | Subsidies given | | | | |
| 6.2.7 | If yes what? Technical assistance | | | WHAT?/ how much? | |
| | Cash money | | | | |
| | Slab | | | | |
| | Construction materials (nail, CIS) | | | | |
| | Hand washing facilities | | | | |
| | Other _____ | | | | |
| | Other_____ | | | | |
| **Hygiene Hardware** | | | | | |
| | Hand Washing Sites/Tippy Taps | | | | |
| | Showers | | | | |
| | Laundry Washing Sites | | | | |
| | Other (specify) | | | | |

**Hygiene Promotion**

| Ser.No | Parameters | No | yes | How Many? |
|---|---|---|---|---|
| | Any hygiene education program? | | | -- |
| | If yes, who promotes hygiene? | | | |
| | • H.C sanitarian | | | |
| | • HEW | | | |
| | • Volunteer promoters | | | |
| | • Others  (*specify*) _____ | | | |
| | | | | |

**Hygiene Promotion – Topics/**Technical focus of hygiene promotion  *(Check all that apply)*

(General) personal hygiene
Hand washing with soap or ash
Eye Hygiene (trachoma)
Proper latrines construction and use
Clean and safe water use/safe water chain/water treatment at point of use
Food protection
Environmental sanitation
Operation and maintenance of water and sanitation facilities
Other *(specify)* _____

**Behavior Change Promotion –  Type of Activities** *(Check all that apply)*
Discussion
Lecture
Demonstration
Audio Cassettes and Discussion
Drama
Puppets
Other (specify): _____
_____

**Behavior Change Promotion – Sites** *(Check all that apply)*
House-to-House
Water Point
Market
Church
Coffee Ceremony
Health Center/Post
Media
Other (specify): _____

## Support Materials Used / Produced by**

*\* Ask for copy if possible.. each material should be catalogued in IEC Catalogue*

| | Material | Produced By... |
|---|---|---|
| | Posters | M.O.Health<br>Health Communication Partnership<br>Self (the NGO)<br>Other _____ |
| | Flip Charts | M.O.Health<br>HCP<br>Self (the NGO)<br>Other _____ |
| | Recorded Messages | M.O.Health<br>HCP<br>Self (the NGO)<br>Other _____ |
| | Discussion Cards | M.O.Health<br>HCP<br>Self (the NGO)<br>Other _____ |
| | Leaflets | M.O.Health<br>HCP<br>Self (the NGO)<br>Other _____ |
| | Manuals | M.O.Health<br>HCP<br>Self (the NGO)<br>Other _____ |
| | Other (specify):<br>_____ | M.O.Health<br>HCP<br>Self (the NGO)<br>Other _____ |
| | Other (specify):<br>_____ | M.O.Health<br>HCP<br>Self (the NGO)<br>Other _____ |

| | Non-WATSAN NGOs programs | | | |
|---|---|---|---|---|
| **Ser No** | **NGO involvement** | **yes** | **No** | **Potential collaboration area** |
| **5.1** | HIV/AIDS * | | | |
| **5.2** | Nutrition* | | | |
| **5.3** | Family planning* | | | |
| **5.4** | Reproductive health* | | | |
| **5.5** | IMCI * | | | |
| **5.6** | Other | | | |

**Supervision** Does your project have routine supervision:    No    Yes  … How Often:

        Once a week
        Once a Month
        Twice a Month
        Every Other Month
        Other (specify): _____

Who Does Supervision: _____

How is Supervision Done: _____

Does Your Organization Use a Supervision Tool:    No    Yes (specify): _____

Does Your Org Have Vehicles for Supervision        No    Yes (specify): _____

How does your organization do *Quality Control* for sanitation and hygiene work?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

**Budget and Finance**

Total Organizational Budget  US $ or EB$

Organization Budget Allocated to S & H Annually  US $ or EB$    % of Total Budget
_____

Budget Breakdown:

      Water Hardware  $_____ %_____
      Sanitation Hardware $_____ %_____
      Hygiene Hardware $____ %_____
      Hygiene Promotion $_____ %_____


*Think about the total hours worked of all staff and volunteers*
Try to estimate as accurately as possible the percent of human resource effort that goes

- towards promotional activities of HW, water disinfection or sanitation?

- Toward constructing latrines or handwashing stations/devices

- Toward promoting water disinfection?

- Toward installing, managing, supporting water supply?

- Toward all other activities?

[Should total 100%]

Subsidies and/or Incentives Provided (*circle one*)  No     Yes

**Subsidies and/or Incentives** (✓ *or write in all that apply*)

| Subsidy/ Incentive | Given To | | | | | | | Given By Whom |
|---|---|---|---|---|---|---|---|---|
| | Community | Community Volunteer | HEW | HC Sanitarian | Other HC Staff | Other (specify) | Other (specify) | |
| Cash | | | | | | | | |
| Cash Amount (in EB) | | | | | | | | |
| Cement | | | | | | | | |
| Cement Slab | | | | | | | | |
| Hand Pump | | | | | | | | |
| Pipes | | | | | | | | |
| Iron Bar | | | | | | | | |
| Other Construction Material(s) | | | | | | | | |
| Latrines | | | | | | | | |
| Children's Potty | | | | | | | | |
| Hand Washing Sites | | | | | | | | |
| Showers | | | | | | | | |
| Soap | | | | | | | | |
| Hats | | | | | | | | |
| Tee-Shirts | | | | | | | | |
| Bags | | | | | | | | |
| Bicycles | | | | | | | | |
| Food | | | | | | | | |
| TA | | | | | | | | |
| Training | | | | | | | | |
| Other (specify) | | | | | | | | |
| Other (specify) | | | | | | | | |
| Other (specify) | | | | | | | | |

| Human Resources | | | | | |
|---|---|---|---|---|---|
| Type | Total Number | Paid ✓ | Volunteer ✓ | Type of Training Provided | How Often |
| Water Engineer | | | | | |
| Civil Engineer | | | | | |
| Environmental Health Officer | | | | | |
| Sanitarian/Environmental Health Technician | | | | | |
| Health Officer | | | | | |
| Nurse | | | | | |
| Social Worker | | | | | |
| Hygiene Promoters | | | | | |
| CHW | | | | | |
| HEW | | | | | |
| IEC Specialist | | | | | |
| Trainer-of-Trainers | | | | | |
| M & E Specialist | | | | | |
| Other (specify) | | | | | |
| Other (specify) | | | | | |
| Other (specify) | | | | | |
| Other (specify) | | | | | |
| Other (specify) | | | | | |
| Community Participation Required | | | | | |
| Community Participation NOT Required | | | | | |

# IEC Materials  / Guidelines/ Manuals

Description of Material/Name/Title

---

Type of material
        Poster
        Flip Charts
        Recorded Messages
        Discussion Cards
        Leaflets
        Manuals/Guideline
        Other (specify): _____
        Other (specify): _____

Methodology
        PHAST-style discussion cards
        Education-style "lecture
        Self Administered (e.g. Pamphlet)
        Other _____

Produced by
        M.O.Health
        HCP
        NGO (specify which)  _____

        Other _____

Currently used by

        Health Personnel
        School Teachers
        NGO CHWs
        Community Based Organizations
        Other _____

Description/Quality assessment:

Audience for Material Clearly Defined
        Mothers
        Fathers
        School children
        Teachers
        Families
        Religious Leaders
        Other _____
        Not clearly articulated, but appropriately general
        Not clear/ unfocused


Focus / Specific behaviors being addressed  (*check all that apply*)

        HW w soap or soap substitute
            Promo

            How-to use (handwashing station, tippy taps)

            Hand washing at critical times

            Safe Handling, Storage of Water

        Water Treatment/ Disinfection
            Promo
            How-to / PoU Water Treatment (SODIS, Sur Eau, boiling,  Slow Sand filtration)

        Disposal of Feces
            Promo
            How-to
            Children's feces
        Other : Personal hygiene, including trachoma prevention
        Other, (specify):  _____

Technical accuracy
        Solid (Excellent/ Good )
        Inadequate (Fair/lacking)

Up-to-date with current national policies and guidelines
        Yes
        No

Cultural specificity/ relevance

       Yes (specify) _____

       No


  Pre-Test Report Available

       Yes

       No


Text     (check all that apply)

Text appropriate for the audience

       Yes  (specify) _____

       No   (specify) _____

Graphics (check all that apply)
       Photos
       Drawings
       None, few

       Clearly/appropriately illustrated
       Inadequately illustrated
       Graphically cluttered


Estimated number produced

Estimated number in circulation

Multiple copies available for distribution?
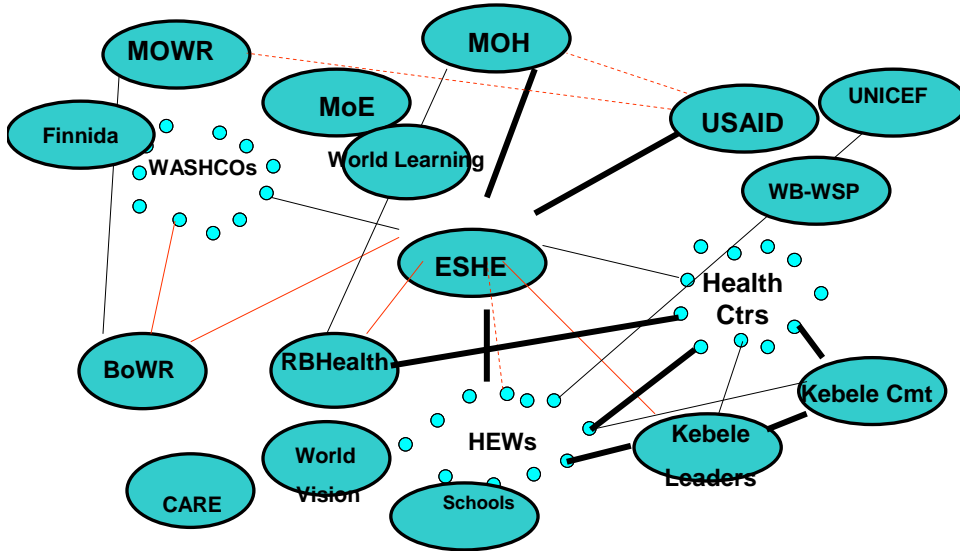
       No
       Yes
          How can they be accessed?
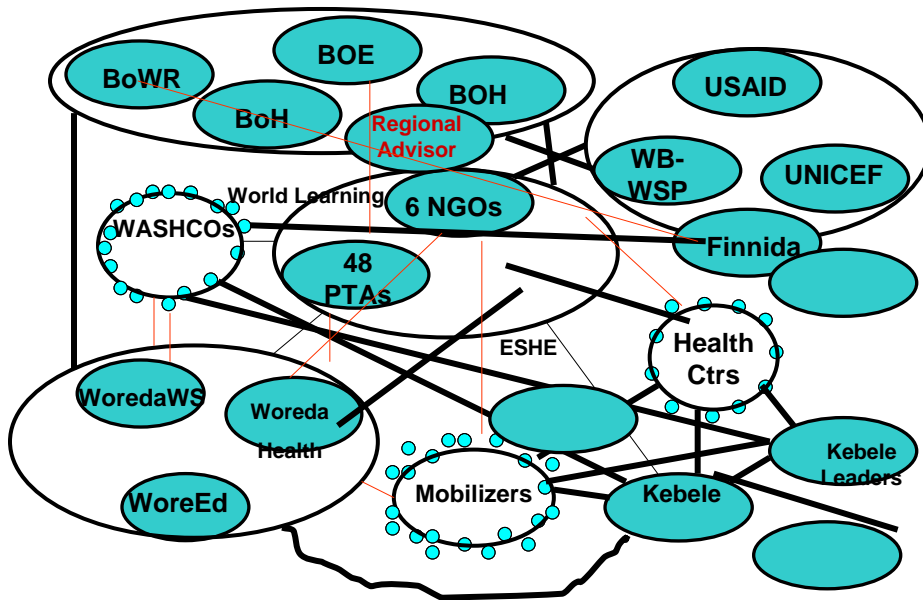
          _____

# STEP 2
# CATALYZE PARTNERSHIPS AND COALITIONS

# Before:
# Stakeholder Relationships



# Stakeholder Relationships – After
*enhanced and increased linkages*

# DEFINTIONS
## CATALYZING EFFECTIVE PARTNERSHIPS & COALITIONS

**Partnership:** A formal relationship formed between two individuals or organizations with common interests.

**Coalition:** Such a relationship formed among three or more individuals or organizations.

**Stakeholder:** Any person or organization that may affect or be affected (positively or negatively) by a change related to a specific issue.

**"Catalyze"** comes from the Greek words "loosen" and "intense." When we catalyze a process, we:

- Free it up, so it can happen naturally, and

- Accelerate it, by giving it our intense attention.

Coalition building is complex work because it involves people and people are complex!
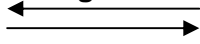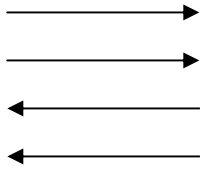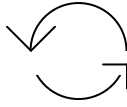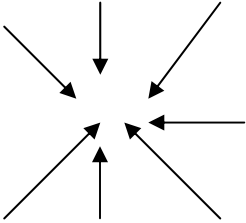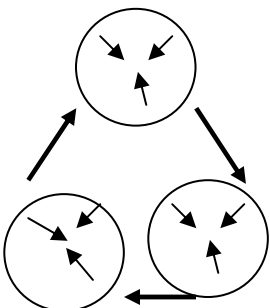
# HANDOUT

## TYPES OF GROUP INVOLVEMENT

Partnerships and coalitions can have various levels of member involvement and formality that range from information sharing to a contractual relationship in which funds are commingled. New groups should analyze and define the level of involvement and formality they need for the kind of partnership or coalition they have decided to form and the objectives they want to achieve. The following chart illustrates the various levels of involvement and the type of activities the group would undertake for each level.

In general, informal partnerships and coalitions are best when the objective is specific and can be achieved relatively quickly. When the objective is complex and may take a long time to achieve, it may be necessary to formalize the partnership or coalition through a contractual arrangement that provides a structure for decision making and negotiation. Partnerships and coalitions can also evolve from less formal to more formal arrangements over time. For example, a number of groups may start out by networking and sharing information. As common ground and mutual interests are recognized, the groups may begin to coordinate some of their activities. Successful completion of those activities could lead to a formal coalition.

- What type of involvement do you think would be best at the early stages for the partnership / coalition to work well?

- How might the type of involvement evolve over time?

| Ways of Working | Level of Involvement | Collaborative Activities |
|---|---|---|
| **Networking** | Informal, minimal | Share information, understanding. Clearinghouse for information. Explore common and conflicting interests. |
| **Coordinating** | More formal, but organizations still work independently | Exchange ideas and collaborate for access to services and products |
| **Contributing** | Support group | Mutual exchanges to support each other's efforts. Provide technical assistance. Build mutual obligation and trust. |
| **Cooperating** | Formal, with some integration of work, but organizations still remain autonomous | Develop mutual norms and strategies for collaborative action. Link resources to help parties achieve joint goals. Discover shared interests. Build trust by working together on collaborative action. |
| **Collaborating** | Formal, with direction provided by an inter-organizational governing body; joint strategies and actions; possible commingling of funds | Create organizational mechanisms and structures that facilitate joint development and implementation of strategies including shared leadership, common decision-making processes, and coordinated communications.<br><br>Build interdependent system to address issues and opportunities. Share resources. Legal/contractual relationships. |

# CHECKLIST
## CHARACTERISTICS OF EFFECTIVE GROUPS,
## COALITIONS, AND PARTNERSHIPS[3]

❑ Actively seeks broad involvement from various stakeholders, including individuals, organizations, the private sector, and governmental institutions.

❑ Identifies common ground.

❑ Identifies up front the value and benefit that the alliance provides to each member.

❑ Has a clear and mutually agreed-upon purpose and objective.

❑ Has established ground rules for structure and process that all members agree to.

❑ Members appreciate and respect one another's knowledge, expertise, and experience.

❑ The partnership/coalition builds trust among the members.

❑ The partnership/coalition increases members' knowledge and skills.

❑ The partnership/coalition initially picks an action that the group can accomplish in the short term to build its confidence.

❑ The partnership/coalition manages conflict effectively.

❑ The partnership/coalition negotiates effectively, knowing when to compromise and when to stand firm.

❑ The partnership/coalition puts as much emphasis on understanding and appreciating the group dynamic as on achieving its tasks.

❑ The partnership/coalition has strong links to other groups and institutions.

❑
❑

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[3] This checklist is derived from information in Emily Gantz McKay, "Building Effective Coalitions, Collaboratives, and Consortia," *A Toolkit for Building Capacity* (Washington, DC: Annie E. Casey Foundation & Academy for Educational Development, 2001), 2.

# HANDOUT

# TYPES OF PARTNERSHIPS AND COALITIONS

There are various kinds of partnerships and coalitions that your group can consider. Deciding which kind best suits you will help to clarify and establish roles from the start and may help you avoid conflicts over goals, objectives, and processes in the future. As you review the possibilities below, consider: ***Which type of partnership or coalition might best suit you now?  Why?***

Emily Gantz McKay describes five types of coalitions[4]:

> ***One-project coalitions*** are formed for a specific purpose and exist only until that purpose has been accomplished (for example, to support specific legislation or to oppose construction in wetland area).

> ***Single-issue coalitions*** work on a variety of activities related to a specific issue (land titling or illegal logging, for example).

> ***Target-group coalitions*** work on behalf of a particular population group (for instance, women or specific indigenous groups).

> ***Broad-focus coalitions*** work on a broadly defined set of related issues, with the specific focus changing over time (for example, environmental coalitions that act on multiple resource-use issues, rather than focusing on just one).

> ***Service-providing coalitions*** work together to provide services in a particular community or to a certain target group (for instance, a coalition of community forest concessions that are selling lumber, providing ecotourism services, and marketing non-traditional forest products).

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[4] Emily Gantz McKay, "Building Effective Coalitions, Collaboratives, and Consortia," *A Toolkit for Building Capacity* (Washington, DC: Annie E. Casey Foundation & Academy for Educational Development, 2001), 1.

# WORKSHEET

## POTENTIAL PARTNERSHIP/COALITION

1. Whom might you/your organization approach (for example, a set of individuals or an organization) *to form a partnership in the near future?* (Note: It might be one that you are already in the process of forming or would like to form sometime soon).

2. At which step do you expect you might encounter some challenges if you pursue this partnership? Why?

3. In what ways do you think these steps could help you to pursue this partnership?

# STEP 3
# Strategize, Part 1
## Whole System in a Room Workshop

### How is a WSR workshop different from typical participative meeting?

The WSR principles set the stage for a different kind of workshop:

♦ The **whole system** participates -- a cross-section of as many interested stakeholders as practical. We include people with authority, resources, expertise, information, and need. That means more diversity and less hierarchy than is usual in a working meeting, and a chance for each person to be heard and to learn other ways of looking at the task at hand.

♦ Future scenarios -- for an organization, community or issue – are put into **historical** and **global** perspective. That means thinking about the "big picture" together before acting locally. This feature enhances shared understanding and greater commitment to act.

♦ People **self-manage** their work, and use **dialogue** --not "problem solving" as the main tool. That means helping each other do the tasks and taking responsibility for our perceptions and actions.

♦ **Common Ground** rather than "conflict management," is the frame of reference. That means honoring our differences rather than having to reconcile them.

♦ Participants are invited to **take responsibility** for their views, commitments and action plans.

## What Will We Do during the Workshop?

There are many WSR techniques, all adapted from the original Future Search format.

### Sample WSR Agenda

*Day 1 Afternoon*
- Focus and analyze their common past
- Focus on and analyze the present including external trends

*Day 2*
- Continued analysis of trends
- Ideal Future Scenarios
- Identify Common Ground

*Day 3 Morning*
- Confirm Common Ground
- Action Planning and Commitment

# WSR Conditions for Success Checklist

_____ **The whole system is in the room and participating:** Participants represent as wide a variety of stakeholders interrelated to the issue as possible. The more diverse the participants, the greater will be the innovation and potential for shared implementation.

_____**The future scenarios are put in historical and global perspective**, encouraging participants to think together comprehensively before acting locally. This approach fosters a shared understanding and a higher commitment to common goals.

_____ During the workshops the **groups are self managed** where everyone shares information, interprets it, and decides action steps. Groups rotate roles among a discussion leader, recorder, reporter, and time keeper. This shifts the locus of control from the external facilitators to the groups and helps participants take responsibility for their opinions, commitments, and action.

_____ **Common ground is the frame of reference** rather than "conflict resolution". Participants were encouraged to honor and appreciate differences in perspectives rather than try to reconcile them.

_____ Participants **attend the entire workshop**, from beginning to end! Participants can't really participate in creating a common future if they haven't experienced the understanding of the common past.

_____There are "**healthy" meeting conditions** with light, airy rooms and good food!

_____ **Participants sleep twice**. The agenda is organized in a way that allows participants time to think about and "sleep on" what they have discussed.

_____ Participants **make a public commitment** and responsibility for follow-up on what is agreed.

# Tips for Planning
## a Whole System in the Room (WSR) Workshop

1. Form a Steering Committee of key stakeholders to plan the WSR Workshop using the "Planning a Whole System in the Room Workshop Worksheet." **Three months before event**.

2. The committee will develop an invitation list. Ideally, eight stakeholder groups are invited with eight representatives of organizations/institutions/individuals within each group. The committee should specify names of the decision maker of each proposed organization. It is essential that decision makers attend in order to be able to make commitments that will be followed through. The list can be developed through visits, telephone calls with committee members or list serve email messages. Final list should be ready **four to five weeks before the event.**

3. Authorities should be notified and informed about the event in case there is a need for authorization and to confirm that there are no major conflicts (other scheduled events). **Five weeks before the event.**

4. Location of the event should be determined **five weeks before the event**. One large room with high ceilings that can accommodate up to one hundred people comfortably is essential for the event. Having two or three breakout rooms is helpful but not a must. It is good to take the participants away from the city where they work to put them in a "treat" type atmosphere. We need everyone to be fully involved and not distracted by their day to day responsibilities (no one running back to their office at lunch break to check messages). We would hope that everyone socialize as much as possible during the evenings as well.

5. Invitations are sent out, ideally **four weeks before the event**. These can be mailed or posted or hand delivered. The Steering Committee members should be champions of the effort, making personal calls to assure proper attendance. They can even start calling prospective invitees prior to the written invitation being distributed, just so important decision makers put the date on their calendars.

6. Two professional facilitators should be contracted to implement the workshop. They will be fluent Amharic speakers and experienced with the WSR principles and methodologies. Two additional "train-ees" should be identified to build local capacity in the methodology. They do not necessarily need to have experience in the "issue" being discussed at the workshop, although familiarity with the key issues is helpful. The main thing is that they are comfortable facilitating large group events and are committed to allowing for a self-managed approach. It is good to have a contract with the facilitators in place **six to eight weeks before the event**.

7. Telephone calls are made to all invited guests to enhance their interest in the event and confirm their participation. Participation should be confirmed in writing at least **two weeks before the workshop**.

8. Facilitators are trained (by HIP/WSP-contracted specialists) during three days **one week before the event**. Two days will be training and one day of workshop preparation.

9. Supplies for workshop are purchased **one week before event.**

# WORKSHEETS:
# FORMING THE INTERSECTORAL STEERING COMMITTEE

The intersectoral Steering Committee provides guidance and support to the overall initiative.  Initially the committee works together to plan the Whole System in the Room (WSR) Workshop.  Then it works together to support the short and long-term stakeholder plans, increase communication within and among stakeholder groups, and catalyze innovation within the system.

The initial Steering Committee should be made up of six- eight key stakeholders.  Involve as many sectors involved as possible.  If you want business leaders at the WSR workshop, for example, a representative from that sector will know best how to involve them and who should participate.  More people may be added to the Steering Committee as one of the results of the WSR.

As you make these decisions, "Pay attention to the rules and to who has power over them".[5]  Who plans for and participates in the workshop will ultimately shape how the system will organize.  Be as inclusive and diverse as possible in all of your decisions."

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***Step Three: Select Steering Committee Members and Establish Committees***

- Select members of a temporary steering committee who represent the membership's range of interests and concerns.

- Committees will address organizational tasks such as priorities and agendas, procedures, and membership lists and activities.

- Involve all group members in one or more committees.

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1.  Who should be part of the initial Steering Committee?

- Government:

- Private Sector:

- Civil Society:

- Environmental/Natural Resource Use:

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[5] Meadows, Donella H. 1997. *Places to Intervene in a System,* Whole Earth Catalogue.

# PLANNING WORKSHEET:
# WHOLE-SYSTEM-IN-THE-ROOM WORKSHOP

This worksheet is designed to help an intersectoral Steering Committee work together to plan the WSR Workshop. The committee should be made up of eight – ten key stakeholders – enough so that during the WSR Workshop there can be one planner for each group. Try to have as many sectors involved as possible. If you want business leaders at the workshop, for example, a representative from that sector will know best how to involve them and who should participate.

As you make these decisions, please "Pay attention to the rules and to who has power over them".[6] Who plans for and participates in the workshop will ultimately shape how the system will organize. Be as inclusive and diverse as possible in all of your decisions.

Following is a sample Steering Committee agenda. This agenda usually takes at least two meetings.

### AGENDA
### WSR WORKSHOP PLANNING MEETING

1. The WSR Workshop – history, examples, and conditions for success
2. Stakes of people in the room. Why do a WSR Workshop? Why now?
3. Workshop Frame and Task
4. Stakeholder Groups and Potential Participants
5. Workshop Sponsors
6. Workshop Dates and Location
7. Implementation Plan: Next steps and responsibilities

The following describes each agenda item in more detail. Further information can be found in Future Search, an Action Guide for Finding Common Ground in Organizations and Communities by Marvin Weisbord and Sandra Janoff.

**1. *WSR History, Theory, and Conditions for Success:*** Present and review the basic information about the WSR Workshop presented previously.

**2. *Stakes of people in the room. Why do a WSR Workshop? Why now?*:** Ask the Steering Committee members to talk about their stakes in relation to the overall issue. What do they think about the idea of the WSR Workshop? What do they think it could

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[6] Meadows, Donella H. 1997. *Places to Intervene in a System,* Whole Earth Catelogue.

accomplish?  Discuss their questions, doubts, and constraints.  Is there enough support for a WSR Workshop at this time?  If not, postpone it until there is.

**3.  *What is our Workshop Frame and Task?***  This is the hardest decision and most important decision you will make.  Once it's defined, the rest of the decisions fall relatively easily into place.   The following questions can help the committee make this decision.

- ❖ What is the long-term development issue or goal? Make this goal as large as the group is comfortable with.   Examples:  Water, Sanitation and Hygiene for Poverty Reduction, Strengthened water and sanitation sector in Ethiopia, improved health outcomes from better sanitation and hygiene.

- ❖ Considering the overall development issue or goal and the complex system that relates to it, what might be the central "task" of the workshop? Discuss how broad or narrow do want the Workshop task to be?  For example:

    - ✓ **"**Meeting the Water, sanitation and Hygiene targets for the MDGs"

        [… *or in the case of Ehtiopia:*
        "Meeting the Targets for Sanitation for all by 2012"  ]

    - ✓ "For the Future of our Youth: Hygiene and Sanitation for All"

    - ✓  Keeping water safe from catchment to consumer

    - ✓ Hygiene & Sanitation Improvement: New Commitments, New Approaches

- ❖ What should be the name of the Workshop?   What is a key phrase that captures the spirit and purpose that can bring people together?  Keep a running brainstorm list of titles for the rest of the meetings.

- ❖ What are the social, economic, government, private sector and other systems that relate to this goal?  Develop a "stakeholders map" to identify and analyze the various actors connected to this issue and to begin analyzing the relationships among them and potential leverage points for change.

    - ✓ Write or draw the issue in the center of a sheet of flipchart paper and draw a circle around it.

    - ✓ Brainstorm the list of stakeholders who may be affected or may have some influence on the proposed change or action. Use the following questions to help identify all of the stakeholders: Who has information to

share? Who has a stake in the outcome? Who benefits from changing the situation? Who would be adversely affected by change?  Who has skills, money, or other resources to help? Be sure and consider youth, women and other frequently disenfranchised groups.

✓ Write the name of the stakeholder groups on the flipchart paper around the issue and draw a circle around each one.

✓ After all of the stakeholders are identified, analyze the relationships between them. Draw lines between the circles to illustrate the type of relationship:  If the relationship between the two is strong or formal, use a solid in line. If the relationship is weak or informal, use a dotted line.

✓ The first graph the facilitator creates will probably look very disorganized. What is important is that it reflects the thoughts of all participants without hindering the flow of ideas generated by brainstorming.

✓ Reorganize the map to make the visualization more understandable to others.

4. *Identify stakeholder groups and potential participants:*  Ideally there should be eight stakeholder groups with eight participants in each group or around 64 people. We recommend that there not be more than 80 people in total.

- ❖ Use the social system map you have created to identify all of the potential stakeholder groups who are related to the might participate in the Workshop.

- ❖ Decide whether the participation of each stakeholder group in the Workshop is ESSENTIAL, DESIRABLE, or OPTIONAL.

- ❖ Negotiate until you have identified eight groups for the Workshop.

- ❖ Draft an initial matrix list of the eight people who would represent each stakeholder group in the Workshop.

NOTE:  As the invitation process unfolds the Steering Committee will need to ensure that, as much as possible, participants meet the criteria they have established.

✓ If a group or organization wants to send an alternative:  Be sure that the alternative has the same level of authority and decision-making power within the organization as possible.

✓ If a group or organization wants to send more people, explain that attendance is limited and suggest that they work together to select the best person to represent them in the Workshop.

✓ If people want to come as observers, explain that experience has shown that observers can disrupt the participatory process and rhythm of the Workshop.

✓ If other people hear about it and want to attend: The Steering Committee will need to decide how to handle this on a case-by-case basis. This will be a balance between not wanting to offend people who could be critical to the process in the future, supporting the creative energy or the event, and not including so many people that the WSR process is too unwieldy for the goals to be met.

✓ If people say they can only attend part of the Workshop: Explain that one of the keys to success for this type of event is that participants are present the entire time. Work with the person to identify another appropriate stakeholder group representative to participant who can attend the entire Workshop.

# START-UP QUESTIONS:
# MUTUAL VALUE and BENEFIT

**Identify mutual value.** Whether developing a partnership with a single organization or forming a coalition of multiple entities, the guiding principle is this: *Every collaboration must yield value to each partner or coalition member.* The strongest alliances are based on a recognition and clear definition of the value that the alliance provides to each and every member. The perceived worth of an alliance is the ultimate determinant of whether it will be created and sustained. It is critical, therefore, to assess mutual benefits up front by asking the following questions when considering the initiation of a partnership or coalition:[7]

- What does value mean to each of the partners?

- How do the partners create value for one another?

- How can partners keep a two-way balance in the exchange of values?

- What can be done to preserve and enrich the alliance's value?


**Identify mutual benefit.** Based on the goal of the program, target potential organizations for coalitions or partnerships proactively and strategically by asking the following questions:

- What would be accomplished through the collaboration?

- Where do the program's goals/mission overlap with the potential partner's mission?

- Does the partner share an interest in a particular target audience(s)?

- Do mutual needs match with the partner's capabilities and vice versa?

- Would the collaboration contribute significantly to the overall strategy?

- Are the values of the partner organization compatible?

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[7] The questions on this page are from James E. Austin, *The Collaboration Challenge: How Nonprofits and Businesses Succeed Through Strategic Alliances* (San Francisco: Jossey-Bass, 2000), 62, 87.

## WHOLE SYSTEM IN THE ROOM PARTICIPANT MATRIX

| Stakeholder Group | Name of Representative | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Water Sector | | | | | | | | |
| Child Health | | | | | | | | |
| Education Sector | | | | | | | | |
| Religious Groups | | | | | | | | |
| NGOs | | | | | | | | |
| Donors | | | | | | | | |
| *Etc* | | | | | | | | |
| *Etc* | | | | | | | | |
| *Etc* | | | | | | | | |
| | | | | | | | | |

**5.  Identify the Workshop Sponsors:**  Who should be the "sponsor(s)" of the WSR Workshop?  What organization(s)/individual(s) can get these stakeholders "into the room"?

**6.  Define the Workshop Dates and Location:**  When and where will the Workshop be held.  Be sure that the location meets the criteria of a "healthy meeting conditions with light, airy rooms and good food"!

**7.  Define implementation next steps and responsibilities:**  The following matrix outlines some of the key tasks necessary to implement the WSR Workshop. Adapt this to your specific needs and context.

# WSR Workshop Implementation Plan

| Activity | Responsible | Due Date | ✓ | Comments |
|---|---|---|---|---|
| Form a steering committee (SC) of one representative from each stakeholder group. | | | | |
| Conduct SC meetings as described. | | | | |
| Prepare complete WSR budget. | | | | |
| Determine location of WSR and book (lodging, food, meeting space) | | | | |
| .Send out WSR invites invitations. | | | | |
| Finalize invitation WSR list. | | | | |
| Arrange participant transportation | | | | |
| Make personal calls as needed to encourage attendance. | | | | |
| Contract two local facilitators for WSR. | | | | |
| Arrange for documenting the WSR (video) | | | | |
| Prepare and submit supplies list. | | | | |
| Purchase needed supplies. | | | | |
| Create participant workbooks and other participants materials – name cards, welcome letter and packets, participants list, worksheets, and handouts. | | | | |
| Train local WSR facilitators. | | | | |
| Set up Registration Table and Workshop room space – tables, flip charts, etc. | | | | |
| Hold WSR | | | | |
| Prepare WSR report. | | | | |
| Develop behavior change strategy based on the results of the WSR | | | | |
| Other | | | | |
| Other | | | | |
| Other | | | | |

# What is a "Whole System in the Room" Meeting?

The Whole System in a Room (or WSR) is a MULTI-STAKEHOLDER MEETING that helps people interested in an issue find areas of agreement and then coordinate their actions toward their common goals.

The Whole System in the Room Conference brings 70 – 90 people from all sectors and walks of life into the same conversation - those with resources, expertise, formal authority and those with needs. The meeting is task-focused. They meet for 16 hours spread across three days. People discuss the past history of their issue, current trends and the desired future. Through dialogue they discover their common ground around the issue. Only then do they develop a COMMON ACTION AGENDA and concrete ACTION PLANS.

The meeting design comes from **theories and principles** tested in many cultures for the past 50 years. It relies on mutual learning among stakeholders as a catalyst for voluntary action and follow-up. It uses methods that bring together traditional and non-traditional partners into the "same room" to create new dynamics and innovative solutions. People devise new forms of cooperation that continue for months or years.

WSR Meetings have been run in every part of the world and sector of society.

# What is the focus of the October 24-26, 2006 Whole System in the Room Planning Meeting?

## *Aligning for Action: Sustainable Development through Safe Water, Environmental Sanitation and Hygiene*

## What will we DO during the Meeting?
### *Sample WSR Agenda*

*Day 1 Afternoon*
- Opening
- Focus and analyze our common past
- Focus on and analyze the present including external trends

*Day 2*
- Focus on gaps & available resources
- Ideal Future Scenarios
- Identify Common Ground

*Day 3*
- Confirm Common Ground and Outline a Shared Action Agenda
- Action Planning and Commitment
- Resource Identification, Strengthening Networks

# Conditions for Success

✓ **The whole system is in the room and participating:** Participants represent as wide a variety of stakeholders interrelated to the issue as possible.  The more diverse the participants, the greater will be the innovation and potential for shared implementation.

✓ Participants **attend the entire meeting**, from beginning to end! Participants can't really participate in creating a common future if they haven't experienced the understanding of the common past.

✓ **The future scenarios are put in historical and global perspective**, encouraging participants to think together comprehensively before acting locally. This approach fosters a shared understanding and a higher commitment to common goals.

✓ During the meeting the **groups are self managed** where everyone shares information, interprets it, and decides action steps. Groups rotate roles among a discussion leader, recorder, reporter, and time keeper. This shifts the locus of control from the external facilitators to the groups and helps participants take responsibility for their opinions, commitments, and action.

✓ **Common ground is the frame of reference** rather than "conflict resolution." Participants are encouraged to honor and appreciate differences in perspectives rather than try to reconcile them.

✓ There are "**healthy" meeting conditions** with light, airy rooms and good food!

✓ **Participants sleep twice**. The agenda is organized in a way that allows participants time to think about and "sleep on" what they have discussed.

✓ Participants **make a public commitment** and take responsibility for follow-up on what is agreed.

## Aligning for Action: Sustainable Development through Safe Water, Environmental Sanitation and Hygiene

## Whole System in the Room (WSR) Multi-Stakeholder Meeting

## Agenda

### Debre Berhan, Ethiopia
### October 24-26, 2006

### Day 1, Tuesday

7:00 - 8:00      Breakfast

8:00 - 9:00      Registration

9:00 - 9:10      Introduction and calling the meeting to order

9:10 - 9:20      Opening Remark from WSP-AF

9:20 - 9:30      Opening Remarks from USAID/HIP

9:30 - 9:45      Key note Address

9:45 - 10:00     Opening Statements from Representative of MOH

10:00 -10:25     Signing of MOU

10:25 - 10:30    Introduction of Facilitators and presentation of Six principles

**10:30 -11:00   Group Photo** & **Coffee Break**

11:00 - 11:35     Overview, Introduction of Participants, Agenda, Ground Rules & the Six Principles

11:35 - 12:20    Focus on the Past (Time Line)

12:20 – 1:00     Small Group Analysis

**1:00 – 2:00    Lunch Break**

2:00 – 2:40      Report Out (Time line)

2:40 - 3:30       Focus on the present (Mind Map, Response to trends, what they have done/or not done,

                 report outs)

**3:30-3:45      Coffee Break**

3:45- 4:30       Stakeholders Group discussions

4:30 - 5:15      Report Out to Large Group

6:00 - 7:30      Dinner

7:30 - 9:00      Welcome and EID Celebration

## Day 2, Wednesday

| | |
|---|---|
| 7:00 - 8:00 | Breakfast |
| 8:30 - 8:45 | Check In |
| 8:45 - 9:45 | Presentation and Discussion: The 3-Pillars of the National Hygiene and Sanitation Strategy & review of current situation in Amhara |
| 9:45 - 10:30 | Focus on the Future: Prepare Scenarios |

**10:30-10:45    Coffee Break**

10:45 -1:00    Continue on Scenarios

**1:00 - 2:00    Lunch Break**

2:00 - 3:30    Present Scenarios to large groups

**3:30 -3:45    Coffee Break**

3:45 - 5:30    Development of Common Ground

**6:00 - 7:30    Dinner**

7:30 - 9:00    Movie Night

## Day 3, Thursday

| | |
|---|---|
| **7:00-8:00** | **Breakfast** |
| 8:30 - 8:45 | Check in |
| 8:45 – 9:15 | Confirm Common Ground |
| 9:15 - 10:30 | Action Planning in Stakeholder Groups |

| | |
|---|---|
| **10:30-10:45** | **Coffee Break** |

| | |
|---|---|
| 10:45 -11:30 | Report out from Stakeholder Groups to Large Groups |
| 11:30 – 1:00 | Action planning in self selected groups on Common Grounds Priorities |

| | |
|---|---|
| **1:00 – 2:00** | **Lunch Break** |

| | |
|---|---|
| 2:00 - 2:30 | Continue Action Planning on Priorities |
| 2:30 - 3:30 | Report out to large Group |

| | |
|---|---|
| **3:30 – 3:45** | **Coffee Break** |

| | |
|---|---|
| 3:45 - 4:00 | Individual Action Planning and Commitments |
| 4:00 - 5:00 | Closing Comments and Commitments |
| 5:00 - 5:30 | Closing Ritual and Wrap up from Facilitators |
| 6:00 - 7:00 | Dinner |
| 7:00- | Last Night Celebrations |

**Lead Facilitator Scope of Work**

**AMHARA "Whole System in the Room"**
**Mulit-stakeholder Meeting**
**October 24-26, 2006**

1) Familiarize self with context, history and present of safe water, hygiene and sanitation in Ethiopia

2) Review key documentation:
   - National Hygiene and Sanitation Strategy
   - National Protocol for Hygiene and "On-Site" Sanitation
   - Key Principles For achieving 100% Sanitation and Hygiene Coverage in Ethiopia by 2015
   - Tri-partite MOU signed by the Ministries of Health, Education and Water Resources
   - Systems Approach Document - including concepts of "At Scale" and "Learning by Doing
     - Focus on three key practices
     - Three pillars of the National Hygiene and Sanitation Strategy
     - What affects consistent and correct practice of key behaviors
   - Tri-partite MOU signed by the Amhara Regional Bureaus of Health, Education and Water Resources (if signed and ready for distribution by this time)
   - Preliminary results from the Amhara Regional Mapping Exercise

3) Assist with meeting preparation:
   - Review with team stakeholder groups, participants, agenda, pre-meeting materials
   - Take the lead on revising meeting agenda and exercises to address desired outcomes
   - Contribute to post-meeting follow-up plans and tools to further develop Common Action Agenda into a Coordinated Action Plan

4) Facilitate (plan and lead) a one-two day planning and orientation session for the WSR Design Team and local facilitators

5) Prepare meeting site for WSR (assure table arrangements are conducive to necessary interaction;, group exercises prepared and mounted on walls; all necessary written documentation available)

6) Facilitate three-day WSR meeting

7) Facilitate of post-meeting debriefing

8) Planning and facilitation of two-day training of trainers for future WSR facilitators

9) Review of meeting proceedings

10) Participation in planning of post-WSR follow-up planning and tools (see "planning", above)

**WSR Facilitator's Scope of Work**

Deliverables:
1) All necessary travel information to World Bank/WSP (Sept 15, 2006)
2) Final meeting agenda (October 2, 2006)
3) Final list of needed materials (October 2, 2006)
4) Guides and worksheets for any revised conference activities (October 2, 2006)
5) Draft Agenda for training of trainers (October 9, 2006)
6) Agenda for debriefing (October 20, 2006)
7) Summary document of debriefing (November 6, 2006)
8) Written feedback on meeting proceedings (Within 1 week of receipt)
9) Written feedback/guidance on post-meeting follow-up planning and tools (within 1 week of receipt)

Needed qualifications:
1) PhD in organizational development, psychology or related discipline
2) Experience in serving as lead facilitator in at least 8 other Whole System in a Room Multi-Stakeholder Conferences
3) Experience working in an advisory and planning capacity in at least 3 African countries
4) Extensive experience (minimum 10 advisory positions) working in multi-cultural settings
5) Formal training in Managing a Whole System in a Room Multi-stakeholder Conference
6) Extensive "other" training experience (minimum of 10 lead facilitation experiences)
7) Familiarity with developing country child health issues; safe water and sanitation issues.

Level of Effort:
Preparation:    7 days
In-Country:    9 days
Follow-up:    3 days

Maximum 19 days. All LoEs are maximum allowable billing. Work is considered "cost reimbursable", and only actual days worked are billed. A maximum of 1 day can be billed for any 24 hour period. Professional workdays often exceed 8 hours.

**WSR Facilitator's Scope of Work**

SCHEDULE
**September and October:** Planning and preparation via phone and e-mail

**October**
    20/21   Design Team Planning Meeting (in AA or Bahir Dar??
              (meet with Task Force??)
    22      Travel to WSR Site
    23      Planning/ Prep
    24      WSR
    25      WSR
    26      WSR and Debrief
    27      ToT
    28      ToT
    29      International facilitator departs

**AMHARA NATIONAL REGIONAL STATE
HEALTH BUREAU**

**October 2, 2006**

Ato Dereje Mamo
SNNPR Health Bureau
AWASA

Dear Ato Dereje,

*Task Force Members*

Ato Fanta Moges

Dr. Alemayehu Mekonen

Mr. Arto Suominen

Ato Mulat Zerihun

Ato Tsegaye Tadesse

L.G. Zelalem Desta

Al-Mohammed Siraj

Sr. Zufan Abera

Ato Fantaye Zegeye

Ato Tesema Demissie

Wro. Wolela Mebratu

Dr. Mekonen Ayichiluhim

Dr. Tadele Bogale

Ato Kebede Faris

**Aligning for Action:
Sustainable Development through Safe Water,
Environmental Sanitation and Hygiene**

I cordially invite you to participate in the upcoming "Whole System in the Room" (WSR) action planning and partnership building Meeting for key stakeholders of the Amhara Region.

You have been selected by a high level Hygiene and Sanitation task force because of the specific understanding and insights you can bring to this working meeting, as well as the authority to make commitments and follow through on key actions as a result of this meeting and the newly adopted hygiene and sanitation strategy and protocol of the Government of Ethiopia.

The WSR Meeting is being hosted by the Amhara Regional Health, with support of the World Bank/Water and Sanitation Programme and the USAID/Hygiene Improvement Project. The meeting will be held in the Eva Hotel in Debre Berhan on October 24th, 25th and 26th, 2006.

December 2004 marked the official endorsement of the National Hygiene and Sanitation Strategy, a 'living' document developed through consultation with the Ministries of Health, Water Resources, Education, Agriculture and the EPA as well as Regional Health, Water and Education Bureaux, donors and NGOs. June 2006 witnessed the finalization of the National Hygiene and Sanitation Protocol, followed by the signing of the prestigious WASH MOU between the three key-line Ministries of Health, Water Resources and Education.

October 24 - 26, 2006 will mark the date for the Whole-System-in-the-Room Meeting, during which several participatory working sessions will be held over a three-day period. This meeting will forever change the way we work in the region, exemplified by dynamic partnerships and new linkages established to ensure comprehensive sector-wide programming, the development of a common action agenda and the initiation of a coordinated hygiene and sanitation Regional Action Plan, leading to the establishment of sanitation and hygiene indicators to measure (qualify & quantify) our successes.

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The only preparation requested of you is some background reading in preparation for the WSR meeting. The documents are provided to you in the attached package, and include those mentioned above in this invitation letter. Please do come prepared to work hard!

Your travel and all expenses including hotel accommodations and meals will be covered by the World Bank. Air tickets will be sent for those traveling from Bahirdar and its surroundings and land transport will be arranged from Addis to Debrebirhan. Expenses for those traveling from other areas will be reimbursed upon arrival in Debrebirhan.

Since this is a working session, it is critical that you are present for all of the sessions. You should plan to travel on October 22$^{nd}$. and 23$^{rd}$. (Tikimit 12 and 13) as we will be starting at 9.00 am on the morning of Tuesday, October 24, 2006 (Tikimt 14/99).

The organizing committee will be in contact with you by telephone to answer any questions you might have, and to tell you more about the meeting and about travel options. Your response is requested on the attached confirmation form. You may respond by telephone, email, fax or post to the address indicated in the form.

With best regards

Endal Engida (MD MPH)
Deputy Bureau Head

CC
_____
_____

# Welcome!

We are extremely pleased that you are able to participate in this **Whole System in the Room (WSR) Meeting:**

*Aligning for Action:*
**Sustainable Development through Safe Water, Environmental Sanitation and Hygiene**

We look forward to working with you during the many sessions that will be held over the next three days, and we hope that you will find the accommodations for the workshop comfortable and conducive to a successful exchange of knowledge and ideas.

You and all of the participants here represent diverse groups that have different perspectives and interests concerning the water, sanitation and hygiene sector. Each person attending the workshop brings an interest and commitment to adding value to this sector. Transforming this interest into concrete actions and collaborative progress depends on your willingness to share your knowledge and expertise and also to listening to and understand the perspectives of other participants.

This workshop will be based on several principles:

- All ideas are valid,
- All information provided is recorded on sheets,
- Time limits must be respected,
- We agree to search for common goals and objectives,
- Differences and problems are noted, explored, understood but not resolved,
- We are open to having a good time while exploring the vastness and diversity of this sector, and
- Cell phones are switched OFF during all sessions *thank you!*

If we all abide by these principles, we are sure to have a fruitful exchange of information, a better understanding of our common future and a greater ability to collaborate in order to achieve our common goals. Your active participation will ensure a successful outcome, so we ask that each of you wholly contribute your experience, ideas, enthusiasm and energy without restraint!

This important meeting will be held for three full days *(Tuesday through Thursday)* October 24 – 26, 2006 at the Eva Hotel in Debre Berhan, Ethiopia. The meeting will take place in the large plenary room, and it is important that you arrive promptly and attend all sessions in full, as per the attached agenda. Each day, breakfast will be served from 7:00 – 8:00 AM at Eva Hotel, while lunch and dinner will be served there too. Coffee, tea and refreshments will be

*Task Force Members*

*Dr. Endale Engida*

*Ato  Fanta Moges*

*Dr. Alemayehu Mekonnen*

*Mr. Arto Suominen*

*Ato Mulat Zerihun*

*Ato Tsegaye Tadesse*

*L.G. Zelalem Desta*

*Shek Al-Mohammed Siraj*

*Sr. Zufan Abera*

*Ato Fantaye Zegeye*

*Ato Tesemma Demissie*

*Wro. Wolela Mebratu*

*Dr. Mekonnen Ayichiluhim*

*Dr. Tadele Bogale*

*Ato Kebede Faris*

served during morning and afternoon sessions near the plenary room. For those staying in other hotels transportation will be made available to/from your hotels at 6:45 AM and the end of the day session each day. An office has been established near the plenary hall for all administrative needs.

We look forward to spending the coming days with you. Please let us know if there is anything we can do to make your experience more valuable and your stay more comfortable.

<div align="right">The Organizing Committee</div>

**WSR Welcome Letter**

# Confirmation Form

*Aligning for Action:* **Sustainable Development through Safe Water, Environmental Sanitation and Hygiene**

**Whole System in the Room Meeting** *(Tuesday through Thursday)* October 24 – 26, 2006 to be held at the Eva Hotel in Debre Berhan, Ethiopia

Name: _____

Title:  _____

Organization:  _____

Mailing Address:  _____

Cell Phone:  _____

Office (landline) Phone: _____

Fax: _____

Email: _____

I will be attending the WSR Meeting *(please check one)*:    Yes ☐        No ☐

How will you be traveling **TO** Debre Berhan *(please check all that apply)*?

|  | **FROM** | **TO** (& *arrival date & time*) |
|---|---|---|
| Air ☐ : | _____ | _Addis Ababa_____ |
| Bus ☐: | _____ | _____ |
| Car ☐ : | _____ | _____ |

*(please retain all travel  receipts for reimbursement at the meeting)*

**Please return this form to Wzo. Fekerte Getachew as soon as possible:**

| **By Mail** | **By Fax** | **By Telephone** |
|---|---|---|
| World Bank | 011 662 7717 | 011 662 7700 |
| P. O. Box 5515 | | |
| Addis Ababa | | |

# WSR NOTE BOOK MATERIALS

# Insert participants list

# Working Agreement

Workshop Facilitators: Insert Names

## Workshop Facilitators

Set Times and Tasks
Large Group Discussions
Keep Purpose up Front

## Participants

Provide Information/Analysis
Manage Own Small Groups
Future Scenarios / Action Steps

## Ground Rules

Provide Information Analysis
All Information Written on Flip Charts
Strict Time Frames
Seek Common Ground and Action
Differences/Problems noted, explored, understood…not worked.
Have Fun!!!

# Group Self-Management Tips

Each small group manages its own discussion, data, time, and reports. Here are useful roles for self-managing this work. Leadership roles can be rotated if you wish.

- **Discussion Leader** – Assures that each person who wants to speak is heard within time available. Keeps group on track to finish on time.

- **Timekeeper** – Keeps group aware of time left. Monitors reporters and signals time remaining.

- **Recorder** – Writes group's output on flip charts, using speaker's words. Ask people to restate long ideas briefly.

- **Reporter** – Delivers report to large group in time allotted.

# Learning Assumptions for the WSR Workshop

We assume that each of us…

1. Has a unique learning style. Some learn best by reading, others by doing, still others by discussing or listening or thinking out loud. We encourage all modes.
2. Learns at a different rate. Inevitably some will think the meeting is slow, others too fast.
3. Learns different things from a common experience. We need not agree to accomplish our task.
4. Learns best from our own experience.
5. Learns more in one Workshop than the world will permit us to apply. Hence we focus on local action within a global context.
6. Has the ability to help and teach others. We are all resources here.

No Workshop design can accommodate all these realities at every single moment. However, we can design so that each person has a chance to learn in a variety of ways over time and can revisit issues before having to close on action plans. In future search we provide a variety of modes that enable each person to find a way to learn what they need. We hold off action until the last session, thus giving diverse people a chance to get a common fix on the task.

We believe the keys to interactive, task-focused large group meetings under these conditions are –

♦ Attending to time
♦ Doing the best we can with each task IN THE TIME AVAILABLE
♦ Staying mindful of the 4-room apartment
♦ Using a variety of methods
♦ Practicing PATIENCE

•

# FOCUS ON THE PAST WORKSHEET
## Creating a Time Line

**\*Reports are due at _____ o'clock.**

**Purpose :** To put the MAP sector in the broadest possible context and establish implications for  this meeting.

**Task**:

1. Alone, think about notable milestones from three perspectives:
   - **Personal** : Key experiences in your life.
   - **Global** : Significant world events that have shaped our society.
   - **Local** : Critical events and developments.

2. Using a marker, put your items on the time lines on the wall, using words and/or pictures.

**You can go directly to the timelines or make notes below first.**

### PERSONAL EXPERIENCES

*1950 – 1970*

*1970 – 1990*

*1990 – Present*

# SIGNIFICANT GLOBAL EVENTS

**1950 – 1970**

**1970 – 1990**

**1990 – Présent**

# LOCAL EVENTS (including MAP events)

**1950 – 1970**

**1970 – 1990**

**1990 – Present**

# FOCUS ON THE PAST

**- Stories and Implications -**

**\*Reports are due at  _____ o'clock.**

**Purpose :** Tell stories of what has gone before as a context for planning a shared future.

**Self-manage** : Select a discussion leader, recorder, time keeper and reporter.

## GROUP ASSIGNMENTS

1. **Group(s)** _____
   a. Using data from the **Personal** time line, tell a story about key experiences in the lives of the people here.
   b. What connections do you make between your story and the work we have come to do?

2. **Group(s)** _____
   a. Using the **Global** time line, tell a story about how the world has changed over time.
   b. What connections do you make between your story and the work we have come to do?

3. **Group(s)** _____
   a. Using the **Local** time line, tell a story of the recent past.
   b. What connections do you make between your story and the work we have come to do?

Prepare a  **3-minute** summary report.

# FOCUS ON THE PRESENT WORKSHEETS

**- Mapping Trends Affecting Adding Value to MAP-**

**Purpose :** Create the broadest possible social, economic, and technological context for dialogue and decision-making (i.e. get everybody talking about the *same* world.

**Question : What are the present trends affecting adding value to the MAP sector that all need to consider as we plan for the future?**

**Ground Rules for mind-mapping :**

1. A trend implies direction of movement, from more to less, less to more, greater to smaller, smaller to greater, and so on. We want to *observe* what is happening and defer judgement and analysis.

2. This is a group brainstorm – no evaluation, no censorship, no agreement is required.

3. The person who names a trend says where it goes on the map.

4. Opposing trends are OK when backed up by examples.

5. Give concrete examples of your trends. Say **Who** and/or **What** leads you to your observation..

# FOCUS ON THE  PRESENT

**- How Trends Affect the System -**

**\*Reports are due at _____ o'clock.**

**Purpose** : To discover stakeholders' core concerns and find out what people are doing now and what they want to do in the future.

**Self-manage** : Select a discussion leader, recorder, time keeper and reporter.

**Task**:

1. Determine the few key trends (three to five) of greatest concern to **your stakeholder group**. Draw a picture showing how they are related.

2. What are you doing *right now* to respond to these trends?

3. What are you *not* doing that you want to do in the future?

4. Prepare a 4-minute report.

# DESIRED FUTURE SCENARIOS WORKSHEET

**\*Presentations are due at _____o'clock.**

**Purpose** : To imagine a future you are willing to work toward.

**Self-manage** : Select a discussion leader, recorder, time keeper and reporter.

**Task**: Put yourself 10 years in the future.

**Today** is September 21 2015. Visualize what is happening in the community (business, network, etc.) now. You have made your dreams of 10 years ago a reality.

1. On a flip chart, note the following :
   - What is life like today ?
   - Describe notable policies, programs, and structures that exist now.
   - How do you sustain progress ?
   - Think back to the year of the future search. What was the biggest barrier you had to overcome back then to get moving ?
   - How did you do it ?

2. Choose a **CREATIVE** way to present your desired duture as if it is happening right NOW (drama, story, poem, music, art, TV show, or whatever you decide). NOTE : Use the **present** tense. « We are … » or « We have … » or « We do… »

Your scenario should be :

- **Feasable** – The know-how exists to implement it.
- **Desirable** – Society benefits.
- **Motivating** – You have worked hard to make it happen.

(You have 7 minutes per scenario)

# DISCOVERING COMMON GROUND WORKSHEET

**Purpose** : To describe the key features desired by all.

**Self-manage** : Select a discussion leader, recorder, time keeper and reporter.

**Task** :

1. Each group prepares a list of common ground elements that reflects what you believe everyone here wants now and in the future. This could include values, policies, and procedures to be designed. These are your « minimum critical specifications » for your new direction.

2. Join another group and compare your common ground lists. Merge into one list. If your disagree about an item, put it on the **Not Agreed** list.

3. Cut your merged list into strips, one item pers trip, and putt hem on the wall.

4. The whole group will revisit the common ground for as long as it takes to come to agreement. We will hear and accept differences if they arise. Items that are not accepted by all will be moved to the **Not Agreed** list.

# GROUP ACTION PLANNING WORKSHEET

### - Voluntary, Task Force, Or Stakeholder -

(This sheet is to record group planning ideas and decisions)

Your group is _____

### *Reports are due at _____ o'clock.

**Purpose** : To identify short and long term action steps to implement the common ground agenda.

**Self manage** : Select a discussion leader, recorder, time keeper and reporter.

**Task**

1. Create short term actions (next three months)

| What? | How Measure Success ? | Help needed from? | Date due? |
|-------|----------------------|-------------------|-----------|

2. Create long term actions (next 3 years)

| What? | How Measure Success ? | Help needed from? | Date due? |
|-------|----------------------|-------------------|-----------|

# INDIVIDUAL ACTION PLANNING WORKSHEET

**- This page is for your own use -**

**Purpose** : To identify short and long term action steps to implement the common ground agenda.

**Task**

3. Create short term actions (next three months)

| What? | How Measure Success ? | Help needed from? | Date due? |
|---|---|---|---|
| | | | |

4. Create long term actions (next 3 years)

| What? | How Measure Success ? | Help needed from? | Date due? |
|---|---|---|---|
| | | | |

# STEP 3
## Strategize Part 2
## Post-WSR Planning


Based on the common goal and initial plans developed in the Whole System in the Room Workshop, finalize the Regional Hygiene Behavior Change Strategy and Consolidated Action Plan, ensuring coordination with the National Hygiene and Sanitation Strategy and the National Hygiene and On-Site Sanitation Protocol

# STEP 4
## ACT

**Hygiene Improvement AT SCALE!!!**

**Stakeholder Implementation of Consolidated Action Plans**

Implement activities and interventions detailed in the strategy and action plan around the common goal in a concerted and harmonized way

…. in concert with the National Hygiene and Sanitation Strategy and the National Hygiene and On-Site Sanitation Protocol

# STEP 5
## MONITOR

Track the progress of interventions to make adjustments, adaptations and changes as needed, from the community, *kebele, woreda,* regional and federal levels, in line with the National Protocol and feeding into the existing information and monitoring systems.

# STEP 6
## VALUE AND EVALUATE

Assess the outcomes and impact of the scale effort, and determine the effectiveness of this at scale, coordinated approach in Amhara.

Assess and document lessons learned.

Develop guidelines for implementation based on the "learning by doing" application.

Provide feedback for the National Hygiene and Sanitation Strategy and National Protocol based on this first "learning by doing" application.

Adjust the at scale approach as needed for continuation in Amhara Regions and at scale replication in other regions in Ethiopia.