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AFGHANISTAN SOCIAL OUTREACH PROGRAM (ASOP)

ASSESSING GOVERNMENT SERVICES AT THE DISTRICT LEVEL – A TRAINING MANUAL FOR DISTRICT COMMUNITY COUNCILS

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Submitted to:

USAID

Prepared by:

AECOM International Development

DISCLAIMER:

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INTRODUCTION

The Afghanistan Social Outreach Program (ASOP) is assisting the Government of Afghanistan (Independent Directorate of Local Governance – IDLG) to create district community councils (DCCs) in the insecure districts throughout the country; 131 have already been formed. By creating the councils the Program is establishing mechanisms for sustainable communication and collaboration between government and communities, strengthening security and peace, improving the effectiveness and responsiveness of service delivery, and building local governance by reviving traditional practices of collective decision making and community solidarity. An emerging role of the newly-established Councils is to assess and monitor the delivery of government services which may include social and infrastructure services.

Currently, the entities reporting on these services are the Government ministries providing the services. The IDLG wants to develop information about the existence and adequacy of these services from the ground up. The ASOP team has developed a simple approach to enable council members to assess and report basic service needs, and to monitor services being provided. This mechanism will also include allowing Council members to report on citizen complaints in the districts concerning government services. A training module (for councils) has been created around these responsibilities by the ASOP capacity development unit.

The following training module has been developed for training DCCs on how to perform a basic assessment of government services in rural areas of Afghanistan. Ten basic government services have been identified that should be available to all citizens of Afghanistan. The methods and standards selected for this manual has been field tested through an all day training session with one DCC. The actual standards are a combination of standards used in Afghan government ministries and the World Bank.

This is a two-day training program to be delivered in district centers in Afghanistan. It might be necessary to expand this into a three or even four-day training session by including longer live sessions where DCC members begin to perform the assessment while in the training. It is also necessary to fully train the District Liaison Officers in these procedures so they will be able to assist DCC members through this process.

Training Agenda

| Section | Time | Activity | Facilitators |
|-----------------|---------------|--|--------------|
| Day 1 | | | |
| Part 1 | | Introduction | |
| Activity 1 | 30 min | Introduction of participants and training expectations | |
| Activity 2 | 30 min | Introduction to the Training's Objectives and Agenda | |
| Activity 3 | 30 min | ASOP Objectives - DCC role in Ensure quality of service delivery | |
| | 15 min | Tea Break | |
| Part 2 | | Evaluation of Services delivery – using indicators, questionnaire and methodology | |
| Activity 1 | 60 min | Monitoring Indicators, questionnaire and evaluation of water supply services | |
| Activity 2 | 60 min | Monitoring Indicators, questionnaire and evaluation of Sanitation services | |
| | 60 min | Lunch and Prayer Break | |
| Activity 3 | 60 min | Monitoring Indicators, questionnaire and evaluation of solid waste management services | |
| Activity 4 | 60 min | Monitoring Indicators, questionnaire and evaluation of Health services | |
| | 15 min | Day 1 Evaluation | |
| Day 2 | | | |
| Part 2 | | continued | |
| | 30 min | Recap of the previous day | |
| Activity 5 | 60 min | Monitoring Indicators, questionnaire and evaluation of Education services | |
| Activity 6 | 60 min | Monitoring Indicators, questionnaire and evaluation of Roads/ transport services | |
| | 15 min | Tea Break | |
| Activity 7 | 60 min | Monitoring Indicators, questionnaire and evaluation of Electricity services | |
| Activity 8 | 60 min | Monitoring Indicators, questionnaire and evaluation of Irrigation services | |
| | 60 min | Lunch and Prayer Break | |
| Activity 9 & 10 | 60 min | Monitoring Indicators, questionnaire and evaluation of Security and Justice services | |
| | 15 min | Tea Break | |
| Part 3 | | Summary of Service Delivery Evaluation-villages | |
| Activity 1 | 45 min | Mapping the services using the results from filed assessment | |
| Activity 2 | 45 min | List of villages prioritized for each of the ten services | |
| Part 4 | 30 min | Follow-on actions for Service Delivery improvements | |
| | 15 min | Question and Answer session | |
| | 30 min | Workshop Evaluation | |

INSTRUCTIONS FOR CAPACITY BUILDING OFFICERS ON USING THE MANUAL

This manual is intended to be used by the Capacity Building Officers of ASOP/IDLG (Afghanistan Social Outreach Program/Independent Directorate of Local Government) for the training of District Community Council (DCC) members. These councils have been formed by the ASOP/IDLG to support the Government of Afghanistan to strengthen communication and collaboration between the government and communities, thus assisting to lay the basis for permanent democratic governance at the sub-national level.

The training will be held preferably in the district center or in the provincial center for two days and will be conducted by two capacity building training officers (CBTOs). The DLO (District Liaison Officer) shall be present during the entire training duration and perform the role of a co-facilitator. This is expected to equip the DLO with necessary skills for their facilitation role in the DCC meetings focusing on Development Committee members.

Following are some of the points that the CBTOs need to consider for carrying out the training:

Preparation:

- The CBTOs shall make sure that they have all the training material and stationary in hand before departing for the training. Each CBTO shall keep a folder and a checklist of all the materials required for the training sessions to ensure that they are not faced with any problem in the field. The Senior CBTOs and the CBTU Head shall make sure that such folders have been created by each CBTO.
- All the information about budget and training plan must be communicated through PMUs to the field based CBTO and DLO.
- There must be sufficient copies of the manual to be handed over to the DCC members during the training or upon completion of the training. The training material consists of a copy of indicator, questionnaire and assessment methodology as important information for the DCC.

Training Proceedings:

- Each day of the training shall start with recitation of the holy verses from Quran and followed by a review of the previous day.
- At the end of each day the facilitator shall make sure that all the participants fill out the evaluation form at end of the first day proceedings. As per the participants' feedback, the facilitator in the beginning of the day shall make sure to revisit the sessions that were not well understood by the participants. It is not a formality to be carried out but this is to ensure that the right message is passed on to the DCC members and they take the maximum benefit of training imparted to them. .

The Manual:

The training consists of the following main parts and each part has a sub-set of activities:

Part 1: Introduction

Part 2: ASOP objectives and community council's role in ensuring quality of Service Delivery

Part 3: Evaluation of Service Delivery – Preparation of list of villages – priorities

Part 4: Service Delivery priority plan- follow-on action for improvement

PART 1: INTRODUCTION

PART 1- ACTIVITY 1: INTRODUCTION OF PARTICIPANTS AND TRAINING EXPECTATIONS

Objectives: To provide an opportunity to know each other, develop a relationship and to think and express what the participants expect from the training.

Output:

At the end of the session, participants will have developed a comfort level in the class room, developed a relationship with the facilitators and with other participants of the DCC.

The trainer will have more understanding on what the participants are expecting from the training and he/she will be able to mold the discussion as required.

Method: Assemble in the training hall and knowing each other.

Duration: 30 minutes

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Process/Facilitation Guide

- Step 1: Start the training with recitation from the Holy Quran. Ask for a volunteer among the participant.
- Step 2: Welcome the participants in the training and thank them for taking time out and commuting for long distances to attend the training. Briefly discuss about what has happened to-date in relation to formation of the DCC, refer to the need of the activity and the role of CBTO/DLOs in building the capacity of DCC members.
- Step 3: Give each participants at least 1-2 minutes to introduce each other and one of them to volunteer for discussing their expectations. Once the DCC members have introduced themselves, give the participating ASOP staff an opportunity to introduce themselves.
- Step 4: Discuss about the problem of terminology with the participants. The district is composed of villages, communities and habitation etc. The DCC members are representing specific population groups within the district. They need respect the government services being delivered to those groups. What to call these groups? Village/ community/ habitation.
- Step 5: At the end of the session, explain the topic of service delivery, and its importance as one of the three important activities of community councils in the District (See MoU for all the activities of DCC at Annex –II). After doing this please move on to the next topic.

Facilitator's notes

Before the training is started, make sure that the maximum number of staff members from the PMU are present on the first training day. This is an opportunity for the DCC to meet with the ASOP staff. Briefly describe their role in the past and how they will continue to support the CC in the future.

The introduction shall include the following:

1. Name of the participant
2. Name of village
3. Position in the DCC
4. Any affiliation with any other community group like CDC, SMS, or local Jirga.

PART 1- ACTIVITY 2: INTRODUCTION TO THE TRAINING'S OBJECTIVES AND AGENDA

Objective: To create an understanding about objectives of the workshop and the workshop agenda and logistical arrangements.

Output: At the end of the session, participants will be clear about why they are attending this training and will be ready to attend and absorb the information and participate in the discussions.

Method: Presentation/lecture

Duration: 30 minutes

Equipment and Materials: Markers, flip charts, white board

Process/Facilitation Guide

Step 1: Explain the objectives of the training in a clear and concise manner and relate it to the participants' expectations. If the expectation level is different, try to hold the discussion around the objectives and content and create further clarity.

Step 2: Once understanding is achieved on the training objectives, explain the agenda, timing and some ground rules for the training. Logistical arrangements are also explained at this point.

Facilitator's notes

Objectives of the Training:

1. To train the DCC members on how to assess the adequacy of government services in their community and district.
2. To provide DCC with specific techniques for conducting assessment of service delivery in the villages/ habitation, their role and responsibilities and what difference they can bring at their district level;
3. To enable DCC to report to the Government (District Governor, Provincial Governor, Provincial Development councils or PDC) on the adequacy or inadequacy of government services in the communities and the district.
4. To introduce the DCC to the ASOP staff those will assist them

For the training agenda: Please read loudly the agenda duly indicating names of facilitators who will be facilitating the session and bring minor changes if required. The facilitator shall not waste time and energy at this point to discuss each agenda point but should provide an overall overview. There will be a

chance to go through the agenda for the day in the beginning of each day of the training.

1. Explain the DCCs the way that indicators and questionnaires are used for monitoring and assessment of services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
2. Explain the purpose, and benefits of using these indicators and questionnaire. Read out indicators for each service and explain in detail to the DCCs.
3. Explain to the participants about the evaluation process to rank the services in each village for follow-up action.

PART-1 ACTIVITY 3: ASOP OBJECTIVES AND DCCs RESPONSIBILITIES TO ENSURE QUALITY OF SERVICE DELIVERY

The District Community Council (DCC) will :

1. Consult with communities to identify problems with public services and provide opportunity to the citizens to report the service conditions for giving feedback to the Government.
2. Undertake quality assurance visits to service delivery units and development project sites and provide feedback to the government;
3. Participate in discussions with the Government officials to identify solutions to problems raised by the community
4. Facilitate services provided by the government and aid agencies by ensuring the security of government staff and mobilizing community support where necessary

The DCCs will not

1. Plan or prepare proposals for improvement of Service Delivery
2. Implement the projects for Service Delivery

Output: The DCC members have clarity about their role as CC and understand their responsibility.

Method: Presentation. Brainstorming session

Duration: 60 minutes

Process/Facilitation Guide

- Step 1:** Read aloud the topic to the participants. Encourage participants to share if they know about this activity agreed under MoU and follow on activities etc.
- Step 2:** Provide an introduction about the list of services identified for monitoring and assessment process using the indicators and questionnaire, and DCC role in facilitating with the Government for improved service delivery.
- Step 3:** Make a brief introduction about the objectives of the DCC, how will ASOP support the capacity building initiatives for Development Committee, and the main stakeholders.
- Step 4:** Encourage the participants to ask questions. Conclude the exercise if everyone agrees.

Facilitator's notes

ASOP: Afghanistan Social Outreach Program assisted in creation of 131 community councils throughout the country. By creating the councils the program is establishing mechanisms for sustainable communication and collaboration between government and communities, strengthening security and peace, improving the effectiveness and responsiveness of service delivery, and building local governance by reviewing traditional practices of collective decision making and community solidarity.

ASOP Goal:

The ASOP goal is to support the GIRoA (Government of Islamic Republic of Afghanistan) in the achievement of peace & security and effectiveness and responsiveness of the service delivery.

For achieving this community councils are being formed to work for this agenda in their respective districts.

Context of Service Delivery: Integrated rural service delivery modes should adopt a holistic approach towards encouraging human social and capital development, social well being and rural economic development. An approach for service delivery improvement must meet the expectations of the people who will be expected to live there.

Plan and approach: An emerging role of the newly established councils is to monitor the delivery of government services, which may include social and infrastructure services. The ASOP team developed a simple approach to enable council members to assess and report basic service needs, and to monitor services being provided.

In the process of conducting assessments the councils will look at the service delivery issues in two ways

- a. Identifying the problems/ gaps in each of the 10 services
 1. Identify problems and gaps in each service
 2. Categories the problem like low service, no service, lack of maintenance/ staff
 3. Make systematic assessment of the service using the materials developed
 4. Come-up with list of villages and priorities for action for services improvement
- b. Identification of quality of services
 1. Check the quantity and quality of drinking water
 2. Availability of adequate sanitation facilities
 3. Proper disposal of waste from the habitations and to prevent pollution to natural resources
 4. Availability of Health infrastructure and personal
 5. Access to quality Education facilities
 6. Availability and duration of power supply
 7. Access to the road network
 8. Availability of irrigation facilities for agriculture
 9. Adequate Secured environment with police support
 10. Grievance redressal/ conflict resolution mechanism through judiciary in the districts

The list of Basic services identified to monitor by community councils for improved service delivery:

Water Supply (Household): Water is essential for life (drinking, cooking and washing), health and human dignity. In extreme situations, there may not be sufficient water available to meet basic needs and in these cases supplying a survival level of safe drinking water is of critical importance. In most cases, the main health problems are caused by poor hygiene due to insufficient water and by the consumption of contaminated water

Everyone has the right to water and sanitation. This right is recognized in international legal instruments and provides for sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic uses and accessible sanitation facilities. An adequate amount of safe water is necessary to prevent death from dehydration, to reduce the risk of water-related disease and to provide for consumption, cooking and personal and domestic hygienic requirements.

Basic survival water needs per person

| | | |
|-------------------------|-------------------------|---|
| Drinking and food | 2.5-3.0 Liters per day | Depends on climate and individual physiology |
| Hygiene practices | 2 -6 Liters per day | Depends on social and cultural norms |
| Cooking needs | 3 -6 Liters per day | Depends on food type, social and cultural norms |
| Total basic water needs | 7.5 – 15 Liters per day | |

3. **Sanitation:** All people should use sanitary latrines. Having access to sanitary latrines is key for Safe disposal of human excreta, creates the first barrier to excreta-related disease, helping to reduce disease transmission through direct and indirect routes. Safe excreta disposal is, therefore, a major priority. Hence provision of appropriate facilities for defecation is essential for people’s dignity, safety, health and well-being.

The provision of a basic sanitation facility which is easily accessible to a household, the sustainable operation of the facility, including the safe removal of human waste and wastewater from the premises where this is appropriate and necessary, and the communication of good sanitation, hygiene and related practices.

Types of sanitation and safe excreta disposal

- a. Trench latrine
- b. simple pit latrine
- c. Ventilated improved pit latrine (VIP)
- d. Ecological Sanitation (eco-san)
- e. Latrine with septic tank
- f. sewerage system with treatment.

4. **Solid waste management:** Solid waste management is the process of handling and disposal of organic and hazardous solid waste which, if unattended appropriately, can pose public health risks can have a negative impact on the environment. Such risks can arise from the breeding of flies and rodents and the pollution of surface- and groundwater sources due to leachate from mixed household and clinical or industrial waste. Uncollected and accumulating solid waste and the debris may also create an ugly and depressing environment, which might help discourage efforts to improve other aspects of environmental health. Solid waste often blocks drainage channels and leads to an increased risk of flooding, resulting in environmental health problems.

5. **Health:** Access to healthcare is a critical determinant for survival. The contribution from the health sector is to provide essential health services, including preventive and curative interventions that are effective in reducing health risks. Essential health services are priority health interventions that are effective in addressing the major causes of excess mortality and morbidity. The implementation of essential health services must be supported by actions to strengthen the health system. The Basic Package of Health Services has two purposes: (1) to provide a standardized package of basic services which forms the core of service delivery in all primary health care facilities and (2) to promote a redistribution of health services by providing equitable access, especially in underserved areas.

An analysis of the existing health system is needed to determine the system’s level of performance and to identify the major constraints to the delivery of, and access to, health services.

6. **Education:** To provide education for all, education sector will ensure that all children, boys and girls alike, are able to complete primary education, regardless of gender, ethnicity, socio-economic status or religious affiliation, all Afghans will have equal access to quality education to enable them to develop their knowledge and skills and thereby maximize their potential. The Education service translates the articles of the constitution into more specific laws which regulate the development of the sector and thus ensures that the rights of children are fully realized.

Education is not only a pre-requisite for economic development but also an essential building block in national efforts of reconciliation and peace-building. Afghanistan has suffered too long and none more so than its children: an effective education service can really build a better future.

7. **Access to Roads:** The transportation network that ensures road connectivity to all the villages and that enables low-cost and reliable movement of people and goods domestically as well as to and from foreign destinations. This will give impetus to economic growth and employment generation and help integrate Afghanistan into the global economy. A high priority is to have in place an efficient and viable road transportation network for achieving economic growth and poverty reduction, particularly in rural areas.
8. **Electrification:** Electricity service is critical input for a quality living in rural areas and for economic growth. Rural electrification is the process of bringing electric power to rural and remote areas. The use of electricity in the rural areas has the following benefits
- a. Enhance education
 - b. Improve health care
 - c. Reduce isolation and marginalization
 - d. Prevent natural disasters, e. Foster productivity
9. Energy is a critical input to economic growth. The ANDS strategic vision and goal for the energy sector strategy is: “An energy sector that provides drivers of growth in the economy with long term reliable, affordable energy based on market-based private sector investment and public sector oversight.” The Government puts great emphasis on expanding domestic capacity for electricity generation and distribution to reach the rural areas of the country.
10. **Irrigation:** In the country where people mainly depend on agriculture, irrigation system is an essential service for improving livelihoods by increasing the agriculture production. This is to manage and develop the water resources in the country so as to reduce poverty, increase sustainable economic and social development, and improve the quality of life by covering maximum agriculture area for increased productivity with on-form water management. The Afghanistan Compact Benchmarks for Water Management commit both the Government and the donors to the development of sustainable water resource management strategies and plans covering irrigation and drinking water supply, and irrigation investments will result in at least 30 percent of water coming from large waterworks by end 2012.
11. **Security:** Security in all parts of the country is essential for economic growth and poverty reduction. The ANDS long term strategic vision for the Security sector is to ensure security of state, persons and assets through the provision of an integrated and sustainable national security infrastructure and law and order policy. The Government has developed the National Security Policy to be implemented through the Security Sector Reform (SSR) program. This will strengthen and improve coordination among the Afghan National Security Forces (ANSF), ISAF/NATO

As part of ensuring security, the forces working on poppy eradication, countering drug trafficking and establishing alternative livelihood programs. As the police are reformed and the judicial system strengthened, a major effort will be made to reduce corruption, better policing officials

involved in cultivation and interfering with eradication efforts and improve peace and security in the rural areas

12. **Justice:** To implement law of natural justice and to live in peace. Providing transparent and accountable judicial administration with access to all the citizens is a key in achieving stability in the country. The role of the Justice Sector in the government's development strategy is to ensure improved integrity, performance and infrastructure of Afghanistan's justice institutions in each district. The government has developed the National Justice Sector Strategy (NJSS) to fully articulate these objectives. The NJSS being implemented through the National Justice Program.

PART 2: EVALUATION OF SERVICE DELIVERY - USING INDICATORS, QUESTIONNAIRE AND METHODOLOGY

PART 2 – ACTIVITY 1: WATER SUPPLY. MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for water supply in the village of their district.

Output:

The DCCs will understand evaluation of water supply service in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide

- Step 1:** Explain the DCCs the way indicators, questionnaires are used for monitoring and assessment of water supply services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2:** Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for water supply service and explain in detail to the DCCs
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of water supply. ASOP staff sits with each group and answers questions.
- Step 4:** After 30 minutes call all the members and commence brainstorming and question & Answer session.

Facilitator's notes

A. List of Service delivery indicators Water Supply

- Average water availability for drinking, cooking and personal hygiene in any house hold is at least 15 liters per person per day. (20 Liters is fair and 25 liters and above is good service).
- **Note:** The quantities of water needed for domestic use will vary according to the climate, the sanitation facilities available, people's habits, their religious and cultural practices, the food they cook, the clothes they wear, and so on. Water consumption generally increases the nearer the water source is to the dwelling. However minimum requirement is 15 liters per person per day (l/p/d) which can be exceeded to conform to local standards.
- Calculation = Number of buckets (containers) collected x capacity of bucket/Family members = liters per person per day (l/p/d)
- The maximum distance from any household to the nearest water point is 500 meters.
- **Note:** This is walking distance from home to collect water. Water points should be located in areas that are accessible to all, regardless of, for example, gender or ethnicity. Some hand pumps and water carrying containers may need to be designed or adapted for use by older people, persons with disabilities and children. In situations where water is rationed or pumped at given times, this should be planned in consultation with the users including women. Less distance will minimize the user collection time which is available for productive purposes.
- Queuing time at a water source is no more than 30 minutes
- **Note:** Excessive queuing times are indicators of insufficient water availability due to either an inadequate number of water points or inadequate yields at water sources. The potential negative results of excessive queuing times are reduced per capita water consumption, increased consumption from unprotected surface sources and reduced time for other essential survival tasks for those who collect water
- Not more than 200 people per single user open well
- Not more than 200 people per hand pump
- Not more than 150 people per tap
- **Note:** Above three indicators assume that the water point is accessible for approximately eight hours a day only and water supply is constant during that time. If access is greater than this ie less people at each water point, people can collect more than the 15 liters/day minimum requirement.
- Availability of water for livestock @ 20-30 liters per large or medium animal per day and 5 liters for small animal per day
- **General:** Household surveys, observation and community discussion groups are more effective methods of collecting data on water use and consumption than the measurement of water pumped into the pipeline network or the operation of hand pumps

B. Water supply - Questionnaire

1. What is the current water supply source and who are the present users
2. How much water is available per person per day?
3. What is the daily/weekly frequency of the water supply availability?
4. Are water collections points close enough to where people live and are they safe?
5. Is the current water supply reliable? How long will it last?
6. Do people have enough water containers of the appropriate size and type?
7. Is the water source contaminated or at risk of contamination (microbiological or chemical)?
8. Is there a water treatment system in place? Is it necessary, even if is not contaminated?
9. Are there alternative sources of water nearby?

10. Are there any obstacles to using available water supply sources?
11. Is it possible to tanker water if water sources are inadequate?
12. What are the key hygiene issues related to water supply?
13. Do people have the means to use water hygienically?
14. What is the usual source of water for livestock?
15. Is there understanding among the community about water for drinking and Irrigation?

C. Evaluation – format Water Supply

| Place | Source | Avg. Distance | time spent for collection | Quantity per head available | Quality of water | Overall rating |
|-------|--------|---------------|---------------------------|-----------------------------|------------------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Guidance to fill the columns

- Name of village / Habitation
- Source : 1- Public tap 2- Hand pump 3 – Dug well/ natural pond (unprotected)
- Average distance from home: 1. 100 m, 2. 150m 3. 200m and above
- Time spent- round trip: 1. Less than 30min 2. Between 30-60 min 3. More than 60 min
- Quantity per head available: 1. More than 25 liters, 2. Between 15-25 liters 3. > 15 liters
- Quality of water: 1. Ground water source 2. Surface water 3. Unprotected surface water
- Average of 2-6 ratings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

PART 2 - ACTIVITY 2: SANITATION. MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for Sanitation in the village of their district.

Output:

The DCCs will understand evaluation of Sanitation service in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide:

- Step 1: Explain the DCCs the way indicators, questionnaire is used for monitoring and assessment of Sanitation services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2: Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for Sanitation service and explain in detail to the DCCs
- Step 3: Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of water supply. ASOP staff sits with each group and answers questions.
- Step 4: After 30 minutes call all the members and commence brainstorming and question and answer session.

A. Sanitation - Indicators

- The environment in which the people live is free from human feces.
- **Note:** identify if there is practice of open defecation or disposal of night soil in the open areas or open drains. This happens due to non availability or less availability of sanitary latrines, and lack of awareness in use of sanitary latrines
- All excreta containment measures, i.e. trench latrines, pit latrines, are at least 30 meters away /1.5 meters above the water table from any groundwater source.
- **Note:** The distance of soak pits, trench latrines and/or toilets from water sources should be at least 30 meters and the bottom of the pits should be at least 1.5 meters above the groundwater table. This indicator is applicable in the habitation on either side of the natural stream/ river.
- Drainage or spillage from defecation systems does not contaminate surface water or shallow groundwater sources.
- **Note:** This indicator shows overflow of septic tanks, latrine pits and joining ground/ surface water sources which needs immediate action for contamination.
- A maximum of 20 people use each toilet.
- **Note:** One toilet for a maximum of 20 people should be the target else waiting time and

inconvenience will be there. Where there are no existing toilets, it is possible to start with one for 50 people and lowering the number of users to 20 as soon as possible. In some circumstances, Space limitations make it impossible to meet these figures it should be remembered that the primary aim is to provide and maintain an environment free from human feces.

- Separate, internally lockable toilets for women and men are available in public places
- **Note:** Separate, internally lockable toilets for women and men are available in public places, such as markets, distribution centers, health centers, schools, etc
- Toilets are no more than 50 meters from houses.
- **Note:** This standard of distance will provide more access to the toilets during day and night and rainy days which will minimize the inconvenience to the uses specially girls and women.
- People wash their hands after using toilets and before eating and food preparation
- **General:** People have adequate, appropriate and acceptable toilet facilities, sufficiently close to their houses, to allow rapid, safe and secure access at all times, day and night.

B. Sanitation – Questionnaire

1. What is the current defecation practice? If it is open defecation, is there a designated area? Is the area secure?
2. What are current beliefs and practices, including gender-specific practices, concerning excreta disposal?
3. Are there any existing facilities? If so, are they used, are they sufficient and are they operating successfully? Can they be extended or adapted?
4. Is the current defecation practice a threat to water supplies (surface- or groundwater) or living areas and to the environment in general?
5. Do people wash their hands after defecation and before food preparation and eating? Are soaps or other cleaning materials available?
6. Are people familiar with the construction and use of toilets?
7. What local materials are available for constructing toilets?
8. Are people prepared to use pit latrines, defecation fields, trenches, etc.?
9. What is the level of the groundwater table?
10. Are soil conditions suitable for on-site excreta disposal?
11. Do current excreta disposal arrangements encourage vectors?

C. Sanitation – Evaluation format

| Place | Latrine coverage | Avg. Distance | Type of Disposal | Hygiene Education | Protected to environment | Overall rating |
|-------|------------------|---------------|------------------|-------------------|--------------------------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Guidance to fill the columns

- Name of village / Habitation
- Coverage : 1- 70% and Above 2- Between 40-70% 3 – Less than 40%
- Average distance from home: 1. 40 m, 2. 80 m 3. 120m and above
- Type of disposal: 1. Septic tank or better 2. Leach-pit or closed pit 3. Open or direct use
- Hygiene Education: 1. Know and bit followed 2. Know and not followed 3. Not aware
- Protected to Environment: 1. Norms followed with Water source 2. No open defecation 3. Open defecation and polluting the environment
- Average of 2-6 ratings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

PART 2 – ACTIVITY 3: SOLID WASTE. MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for Solid Waste Management (SWM) in the village of their district.

Output:

The DCCs will understand evaluation of Solid waste management service in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment & Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide:

- Step 1:** Explain to the DCCs how indicators and questionnaire are used for monitoring and assessment of SWM services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2:** Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for SWM service and explain in detail to the DCCs
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of water supply. ASOP staff sits with each group and answers questions.
- Step 4:** After 30 minutes call all the members and commence brainstorming and question and answer session.

A. Solid Waste Management - Key indicators

- All households have access to refuse containers which are emptied twice a week at minimum and are no more than 100 meters from each house.
- **Note:** There should be refuse containers to deposit the domestic waste from each house at no more than 100 distance from each house to avoid open disposal in streets and drains
- All waste generated by populations living in settlements is removed from the settlement a minimum of twice a week.
- **Note:** The waste collection system from the refuse containers should be established so that they are emptied minimum twice in a week.
- At least one 100-litre refuse container is available per 10 households.
- The holding capacity of each refuse container should be 100 liters to serve 10 households
- There is timely and controlled safe disposal of solid waste with a consequent minimum risk of solid waste pollution to the environment.

- **Note:** The waste should be disposed in a place for that purpose duly protecting the environment. The disposal place should have compound wall/ fencing to avoid spreading.
- All medical waste (including dangerous waste such as glasses, needles, dressings and drugs) is isolated and disposed of separately and to protect the environment.
- **Note:** this indicator is applied to the villages, where there is health centre/ clinic and the waste should be disposed off in separate containers following guidelines for that purpose.

B. Solid waste management – Questionnaire

- Is accumulated solid waste a problem?
- How do people dispose of their waste? What type and quantity of solid waste is produced?
- Can solid waste be disposed of on-site or does it need to be disposed of off-site?
- What is the normal practice of solid waste disposal for the community (compost and/or refuse pits, collection system, bins, etc.)?
- Are there medical facilities and activities producing waste? How is this disposed of? Who is responsible?
- What is the effect of the current solid waste disposal on the environment?

C. Solid waste management (SWM): Evaluation format

| Place | SWM coverage | Dustbin Avg. Distance | Type of disposal | Availability of dustbin | Overall rating |
|----------|--------------|-----------------------------|---------------------|----------------------------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | |
| | | | | | |
| | | | | | |

Guidance to fill the columns

- Name of village / Habitation
- Waste collection Coverage : **1** – 80 % and Above and medical waste separately **2**- Between 60-80% unscientific disposal **3** – Less than 50% or no facility
- Average distance of dustbin from home: **1.** 40 m, **2.** 80 m **3.** 120m and above
- Type of disposal: **1.** Disposal pit away from habilitation **2.** Open ground/ field outside **3.** No collection and disposed in the drains or outside the homes
- Bin/ container: **1.**100 liter container for 10-15houses, **2.** 100 liter container for 15-25houses **3.** one Refuse container for more than 25 families or No refuse container
- Average of 2-5 ratings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

PART 2 – ACTIVITY 4: HEALTH. MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for Health services in the village of their district.

Output:

The DCCs will understand evaluation of Health service in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide:

- Step 1:** Explain the DCCs the way indicators, questionnaires are used for monitoring and assessment of Health services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2:** Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for Health service and explain in detail to the DCCs
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of Health services. ASOP staff sits with each group and answers questions.
- Step 4:** After 30 minutes call all the members and commence brainstorming and question and answer session.

A. Health - Indicators

- There is at least one Community Health Worker (health post)/1,000 population,
- **Note:** At the community level, basic health services will be delivered by CHWs out of their own homes, which will function as community health posts. CHWs will offer limited curative care, including: diagnosis and treatment of malaria, diarrhea and distribution of micronutrient, supplementation.
- At least one Basic health centre (BHC) for 15000 population
- **Note:** The BHC provides a comprehensive list of services to be offered as one of four standard levels of health facilities within the health system: the health post, basic health center, comprehensive health center, and district hospital.
- Clinicians should not have more than 50 patients a day consistently. If this limit is regularly exceeded, additional clinical staff are recruited
- **Note:** if the attendance is more than 50 patients a day the workload at the health centre will be increased and the visiting patients will dissatisfied with the services.
- There are an adequate number of health facilities to meet the essential health needs of district: @ BHC with less than 1-2 hour walking distance from each village
- **Note:** If the walking distance increases, the centre will be less accessible, patients have to spend more time to visit the hospital losing energy as well as productive time.
- Utilization rates at health facilities are at least one consultations/person/year among rural and dispersed populations
- **Note:** Health staff (ANMs, MHW etc) visit to the individual families in the villages should be at least one visit to the family in a year to provide medical help and advice to people.
- The health centers have to equipped with necessary infrastructure and personal with referral facility to the district hospitals
- **Note:** A basic health center will be staffed by a nurse, a midwife or auxiliary midwife, and vaccinators, covering a population of 15,000 to 30,000 people. The summary of basic health center features listed by the ministry in respect of interventions and services provided, staffing, equipment and essential drugs given at Annexure 3.

B. Health – questionnaire

- Do the habitation have health centre with-in 1- 2 hours walking distance
- Is there health post for every 1000 population
- Is there BHC for every 10,000- 15,000 population
- Does the Health facility equipped with standard packages of chemical and diagnostic services
- Was there qualified doctor attached to the health facility visiting periodically?
- Was there at least one health assistants visit per year by the to the individual families
- Is the Health facility being visited by more than 50 patents per day consistently

C. Health Services – Evaluation format

| Place | Proximity of Health centre | Availability of qualified health staff | Availability of infrastructure & equipment | Rush at the centre | Communication/ referral facility with the centre | Overall rating |
|-------|----------------------------|--|--|--------------------|--|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Guidance to fill the columns

- Name of village / Habitation
- Proximity : **1**- BHC at less than two hours walking distance for every 15,000 population **2**- Health centre between 2-3 hours walking distance **3** – More than 4 hours walking distance
- Availability of qualified staff: **1**. 80% staff as per the norms, **2**. 60% staff as per the norms **3**. Less than 50% staff as per national norms
- Availability of infrastructure and equipment: **1**. All facilities as per norms **2**. 75% of the facilities **3**. Less than 50% of the facilities
- Patients rush at the centre: **1**. 50 patients per day to the health centre, **2**. Between 50-75 patients per day in the health centre **3**. More than 80 patients per day
- Communications & referral facility: **1**. The health centre is well connected by phone and referral facility **2**. Have only one facility **3**. Do not have either facility
- Average of 2-6 ratings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

CONCLUSION AND EVALUATION OF DAY 1

Objective:

Assess the daily proceedings and understanding of the community council's members.

Output:

The CC members have identified the topics that need revision the following day.

Method: Feedback on the chart evaluation

Duration: 15 minutes

Process/Facilitation Guide:

Step 1: Talk about the importance of evaluation. Ensure to the participants that it is not a formality but this information will be used for re-cap on the daily session. Thank the participants and ask them to give their feedback on the chart before leaving the room.

You can also use any other evaluation technique that you deem is best suited to your needs.

Facilitator's Notes:

Before conducting the evaluation session, make sure to fill the evaluation chart with the topics that were covered during the day. You can add or remove the number of rows as per the topics covered during the day. This will help you to understand the level of learning on each topic and recap on the topics if need be, the following day.

Training Evaluation Form
 (To be filled from the training participants)

Every training participant shall fill this evaluation chart at the end of day 1. This would give the Facilitator an opportunity to recap on the information the following day and to make sure that the participants get maximum benefit of the training.

| Please tick mark on where appropriate for a given response Insert topic titles for the day |  Very Satisfied |  Satisfied |  Not Satisfied | If not satisfied please explain why was it difficult for you to understand. |
|---|---|--|---|---|
| (Please fill in topics for the day) | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. <i>Food Arrangement</i> | | | | |
| 6. <i>Seating arrangement</i> | | | | |

RECAP OF THE PREVIOUS DAY - 30 MINUTES

- Step 1:** Start the day with recitation of the Holy verses by one of the participants.
- Step 2:** Recap on the previous day evaluation and explain briefly about those topics that were not easily understood. At the end encourage questions and provide answers.
- Step 3:** Briefly explain the agenda for day-2 and who will be facilitating each session.

PART 2 – ACTIVITY 5: MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS FOR EDUCATION

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for Education services in the village of their district.

Output:

The DCCs will understand evaluation of Education service in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide:

- Step 1:** Explain to the DCCs the way that indicators and questionnaires are used for monitoring and assessment of Education services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2:** Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for Education service and explain in detail to the DCCs
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of Education services. ASOP staff sits with each group and answers questions.
- Step 4:** After 30 minutes call all the members and commence brainstorming and question and answer session.

Notes

- Education: Indicators
- Primary school for every 800 students
- **Note:** 8 class rooms*50 students for class room*two shifts for day
- Primary school at 2 km walking distance
- Class room and a teacher for every 50 students

- Building to run the school, including during rain and snow weather conditions
- Adequate furniture for the students to sit and learn in the class room
- School have drinking water facility (minimum 3 liters/student/day)
- Latrines facility, separately for boys and girls (@ one toilet each for 30 girls & 60 boys)
- Boundary wall for the school most importantly for girls schools
- Playground with adequate facility to play

B. Education – Questions

- Was there a primary school within 2km distance from the habitation/ village
- Is there at least one primary school for every 800 students with furniture
- Is the school have a building which can run even during adverse weather conditions
- Is the school building can accommodate the students at 50 students per class room
- Do the school have water facility that can meet the requirement of 3 liters per student
- Does the school provided with adequate sanitation facility for both boys and girls
- Is there play ground and boundary wall for the school
- Whether the school function in shift system to meet the increased demand

C. Education – Evaluation format

| Place | Primary school proximity | Adequate class rooms & furniture | Qualified teachers & shift system | Watsan facilities | Compound wall and play ground | Overall rating |
|-------|--------------------------|----------------------------------|-----------------------------------|-------------------|-------------------------------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Guidance to fill the columns

- Name of village / Habitation
- School proximity : 1- Not over 2km & one school for every 800 population
- School located between 2-3km 3. School at more than 3km distance
- Adequate class rooms: 1. Class room with furniture and students of no more than 50 2. Class room with less furniture and students between 60-70 3. Class rooms with inadequate furniture and the students per class room above 70
- Teachers and shifts: 1. having qualified teachers under single shifts 2. Qualified teachers and two shifts 3. Less teachers, less qualified and two shifts
- Watsan facilities: 1. Adequate drinking water with separate toilets for boys and girls 2. Drinking water facility combined with toilets. 3. Low or no watsan facilities
- Boundary wall and Play ground: 1. Boundary wall and play ground available 2. No open space but

boundary wall 3. Neither playground nor boundary wall available.

- Average of 2-6 ratings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

PART 2- ACTIVITY 6: ROADS. MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for road (transport) services in the village of their district.

Output:

The DCCs will understand evaluation of road (transport) service in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide

- Step 1:** Explain the DCCs the way indicators, questionnaires are used for monitoring and assessment of Road (transport) services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2:** Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for Road (transport) service and explain in detail to the DCCs
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of Road (transport) services. ASOP staff sits with each group and answers questions.

Step 4: After 30 minutes, call all the members and commence the brainstorming and question and answer session.

C. Access to Roads – Indicators

- Households in the village/ habitation should have access to the road @ 500 meters distance with connectivity to the health centre, school, markets and district centers.
- The road should be usable throughout the years, including adverse weather conditions.
- There should be periodical maintenance of road like sectioning, re-carpeting/ surfacing
- The road should have proper drainage system to avoid water stagnation on either side.

D. Access to roads – questions

- What is the distance from villager to the nearest road, when this was laid
- Will this road is usable during all the seasons of the year?
- How frequently the road is unused/ closed for traffic in a year
- How is maintenance of the roads? Is there an existing system in place?

C. Access to Roads – Evaluation format

| Place | Nearest road to the House | Avg. Distance | Is the road is usable all the year | Reasons for non usage | How is the maintenance of the Road | Overall rating |
|-------|---------------------------|---------------|------------------------------------|-----------------------|------------------------------------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Guidance to fill the columns

- Name of village / Habitation
- Nearest road : 1- Black top 2- Metal/Gravel road 3 – No road with in 5km
- Average distance from home: 1. 500 m, 2. 1000 m 3. 2000m and above
- Usability during the year: 1. Year long 2. for 9 months 3. For only six months
- Reasons for not usable: 1. Bad weather, 2. insecurity 3.Bad condition& weather
- General Maintenance: 1. Well maintained 2.Not periodical 3. No maintenance at all
- Average of 2-6 ratings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

PART 2- ACTIVITY 7: ELECTRICITY. MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for Electricity services in the village of their district.

Output:

The DCCs will understand evaluation of Electricity service in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide:

- Step 1:** Explain the DCCs the way indicators, questionnaires are used for monitoring and assessment of Electricity services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2:** Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for Electricity service and explain in detail to the DCCs
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of Electricity services. ASOP staff sits with each group and answers questions.
- Step 4:** After 30 minutes call all the members and commence brainstorming and question and answer session.

A. Electricity – Indicators

- The village or habitation should be connected with power grid
- There should be street lighting facility with poles at maximum of 100 m spacing
- Power supply should accommodate house connections to have lighting in each house
- The power supply should accommodate 3-phase connection to accommodate home appliances including TV and refrigerator, motors to pump water etc.

B. Electricity – questions

- Is the village or habitation connected with power grid?
- Is there street lighting facility with poles at maximum of 60 m spacing?
- Does the power supply accommodate house connections to have lighting in each house
- Will the system can provide 3-phase connection to accommodate home appliances including TV and refrigerator, motors to pump water etc.

C. Electricity – Evaluation format

| Place | Connectivity to power grid | Avg. Hours of supply | House service and 3-phase | Overall rating |
|-------|----------------------------|----------------------|---------------------------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| | | | | |
| | | | | |
| | | | | |

Guidance to fill the columns

- Name of village / Habitation
- Connectivity to grid : 1- Village is connected to national(/ Hydro) power grid 2 connected to power supply through generator 3 – No power supply
- Average Hours of supply: 1. More than 12 hours, 2. 6-10 hours 3. Less than 4 hours
- House service and 3-phase connection: 1. House service connection 3-phase available 2. Only house service connection 3. Both not available
- Average of 2-4 ratings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

PART 2 – ACTIVITY 8: IRRIGATION. MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for Irrigation services in the village of their district.

Output:

The DCCs will understand evaluation of Irrigation service in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide

- Step 1:** Explain the DCCs the way indicators, questionnaires are used for monitoring and assessment of Irrigation services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2:** Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for Irrigation service and explain in detail to the DCCs
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of Irrigation services. ASOP staff sits with each group and answers questions.
- Step 4:** After 30 minutes call all the members and commence brainstorming and question and answer session.

A. Irrigation facility - Indicators

- The agriculture lands of the villagers should have on form water management system
- There should be facility for water storage (to collect water during rains/ snow) in upstream of the irrigated lands to use in the dry season or during cropping season.
- The water canals/ field channels should be lined to avoid wastage due to seepage/ infiltration
- The irrigations system should have cross drainage works for flow regulation and control
- Minimum operation and Maintenance (O&M) systems in place to the existing facility

B. Irrigation facility - questions

- Is there on form water management system with water storage and distribution
- How much length of canal system is existing and who manages it?
- Do they have lined canals built by the government/ donors
- What percentage of agriculture lands covered with irrigation facility? Possible expansion

- Do they have operation and Maintenance (O&M) systems in place to the existing facility

C. Irrigation – Evaluation format

| Place | Irrigation coverage | Irrigation system | Irrigation management | Overall rating |
|----------|---------------------|-------------------|-----------------------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Guidance to fill the columns

- Name of village / Habitation
- Irrigation coverage: 1- 60% of lands 2- 30-60% lands 3 – less than 30% lands
- Irrigation system: 1. Store and distribution with flow controls, 2. Only lined canals existing to divert water 3. Only unlined earthen channel
- Community management: 1. Water users association/ society is present 2. Government will look after the distribution and O&M 3. NO organized system exists
- Average of 2-4 ratings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

PART 2- ACTIVITY 9: SECURITY. MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for Security services in the village of their district.

Output:

The DCCs will understand evaluation of Security service in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide:

- Step 1:** Explain the DCCs the way indicators, questionnaires are used for monitoring and assessment of Security services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2:** Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for Security service and explain in detail to the DCCs
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of Security services. ASOP staff sits with each group and answers questions.
- Step 4:** After 30 minutes call all the members and commence brainstorming and question and answer session.

Security – Indicators

- The district have police department (wing of Ministry of Interior) with police stations established in the places prone for conflict and insurgency?
- **Note:** The District should have police chief and police stations accessible to the villages with special attention/ plan for places prone for conflict and insurgency
- There should be enough police personal in each police station @ minimum rate of police for 450 people
- **Note:** In an average there should be one police per population of 450 in the districts to ensure peace and security and to maintain law and order.
- The police/ stations should be equipped with technical and administrative support
- **Note:** The police station should have personal for maintaining peace in the rural areas as well as to deal with complaints/ FIR and to facilitate conflict resolution process of judiciary. The police personal should have adequate transport facility, arms and ammunitions to fight with the anti-social

elements/ terrorists

- There should be separate process and staff for conflict prevention and resolution?
- **Note:** Separate forces for office administration, law and order, traffic regulations.
- There should be separate police personal in the borders areas of that out-posts/ check posts in operation?
- **Note:** The police department should have plan additions forces for the areas prone for insurgency and frequent conflicts and those located on the boarder areas.
- Effective communication system connecting entire district, the nearest Police Station.
- **Note:** Each village should have functional communication system with police department i.e. with local police station as well as district police authority.

B. Security – questions

1. Do the district have police department (wing of Ministry of Interior) with police stations established in the places prone for conflict and insurgency?
2. Is there required trained police in each police station @ one police for 450 people
3. Is the police equipped with technical and administrative support
4. Is there separate process and staff for conflict prevention and resolution?
5. In the border districts have separate boarder out-posts in operation?
6. Is there functioning communication system connecting entire district to the nearest PS?

C. Security – Assessment format

| Place | Access to police station | Equipped police on call | Functional communication system and response | Overall rating |
|-------|--------------------------|-------------------------|--|----------------|
| 1 | 2 | 3 | 4 | 5 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Guidance to fill the columns

- Name of village / Habitation
- Access to Police : 1- Less than 2km walking distance 2- 2-4 km walking distance 3 – more than 5km walking distance
- Equipped Police: 1. Police system with full equipment and transport facility, 2. Police staffed with less equipment/transport 3. Inadequate staff and no equipment
- Communications and response: 1. Police well connected to the people in the area 2. Communication system exists but low response 3. Not reachable to common people.
- Average of 2-4 ratings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

PART 2- ACTIVITY 10: JUSTICE. MONITORING INDICATORS QUESTIONNAIRE AND EVALUATION PROCESS

Objective:

To create an understanding that all the DCCs know the indicators questionnaire and evaluation process for Justice services in the village of their district.

Output:

The DCCs will understand evaluation of Judicial services in the village using the, indicators, questionnaire and evaluation process at the field.

Method: Presentation/ Group Discussion

Equipment and Materials: Projector, Markers, flip charts, zopp cards, White board

Duration: 60 minutes

Process/Facilitation Guide:

- Step 1:** Explain the DCCs the way indicators, questionnaires are used for monitoring and assessment of judicial services. Encourage the participants to compare the contents of the indicators in the real life situation and their experiences.
- Step 2:** Explain the purpose, and benefits of using these indicators. Read out indicators and questionnaire for Judicial service and explain in detail to the DCCs
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the Service level indicators questionnaire along with a case study for evaluation. Give them 30 minutes to read complete the evaluation of Judicial services. ASOP staff sits with each group and answers questions.
- Step 4:** After 30 minutes call all the members and commence brainstorming and question and answer session.

A. Justice –Indicators

- District judiciary system established with qualified staff to support effective delivery of justice service
- **Note:** There should be qualified judges in the district and judicial practitioners/ layers to defend the cases systematically meeting the requirements of judicial commission.
- District judiciary system equipped with technical and administrative support
- **Note:** The Justice authority should have place function their office as well as to conduct the court proceedings with required staff for both functions.
- Separate units for criminal proceedings (court) and anticorruption (Attorney general unit) should function in the district?
- **Note:** There should be separate offices/ units to deal with Judiciary (district judge) and anti-corruption (Attorney General Unit) in each district accessible to all the areas.
- Adequate land administration system in the district to facilitate justice to the formers and land owners rights etc is available?
- **Note:** Separate sections in the district Judiciary system should be established to deal with the cases on land disputes and those related to formers to save the valuable time of the formers in travelling to the district centers and waiting for judgments.

B. Justice –Questions

1. Is there district judiciary system established with qualified staff to support justice service
2. Was the district judiciary system equipped with technical and administrative support
3. Is there separate units for criminal proceedings (court) and anticorruption (Attorney General Unit) functioning in the district?
4. Is there adequate land administration system in the district to facilitate justice to the formers and land owners rights etc?

C. Justice: Evaluation format

| District | Availability of court and personal | Facility and accessibility | Separate units for justice and anti-corruption | Overall ranking |
|----------|------------------------------------|----------------------------|--|-----------------|
| 1 | 2 | 3 | 4 | 5 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Guidance to fill the columns

- Name of District
- Availability of court and personal : 1- Court exist with qualified personal 2- Court exists with less or low qualified staff 3 – Court is not fully equipped to deal the cases

- Facility and availability: 1. Cases are admitted and timely dealt with, 2. There are delays in disposal of cases due to facilities 3. No/ low facilities to take-up / disposal of cases
- Separate units for justice and anti-corruption: 1. Separate wing for Anti-corruption 2. Less/low qualified Attorney staff in the district 3. No attorney staff available to deal with Anti-corruption cases.
- Average of 2-4 rankings (Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score)

Comments and suggestions for improvements:

PART 3: SUMMERY OF SERVICE DELIVERY EVALUATION FOR IMPROVEMENTS

PART 3- ACTIVITY 1: MAPPING THE SERVICES USING RESULTS FROM THE FIELD ASSESSMENT

Objective:

The objective of the session is to reinforce the learning of DCC service delivery assessment and preparation of summery list with villages ranked for ten services.

Output:

The DCC members will have summery list of villages for ten services with service delivery ranking.

Method: question answers, presentation, discussion, group work.

Duration: 90 minutes

Process/Facilitation Guide:

Step 1:

Introduce the topic to the participants and ask questions like:

- How was the Assessment? Participants are comfortable with questions?
- Did you face any difficulties in filling the evaluation forms for each service?

- Step 2:** Explain to Use the information from the Evaluation forms and fill the tables for ranking the villages for service level/ deficiency.
- Step 3:** Split the participants into 6-8 groups and give each person a copy of the filled evaluation for each of the 10 services. Give them 20 minutes to read and tabulate the results and highlight anything that needs clarity. ASOP staff sits with each group and answers questions if any.
- Step 4:** After 20 minutes call all the members to present their finding by representative from each group. Open the question answer session provide clarifications if any.
- Step 5:** Sum-up the ranking of the tables to fill the table for final ranking of the villages

Facilitator's Notes

- Ensure that the table for service delivery deficiency should be filled for each of the ten services for each village.
- Please provide information about criteria for filling the columns for ranking according to the information provided at guidance to fill the columns
- Average should be nearest round figure and no decimal figures, and key evaluation points may considered to arrive at the average score
- High priority settlements for service delivery improvement are ranked at **3**. These are the settlements which are most lacking in infrastructure. **Rank 2** will have those that are slightly better, and **Rank 1** is adequate or better infrastructure.

Process/Facilitation Guide:

- Step 1:** Refer to the previous session and ask questions for about five minutes on the outcome of the matrix, the assessment process followed is fair and justified?
- Step 2:** Remind the DCC member about Responsibilities listed in the MoU to ensure quality of service delivery.
- Step 3:** Use the format and list the villages/ habitations as per the priorities at the matrix.

Facilitator's notes

Service Delivery Improvements - List of priorities settlements for water supply

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Service Delivery Improvements - List of priorities settlements for Sanitation

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Service Delivery Improvements - List of priorities settlements for Solid waste

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Service Delivery Improvements - List of priorities settlements for Health

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Service Delivery Improvements - List of priorities settlements for Education

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Service Delivery Improvements - List of priorities settlements for Roads

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Service Delivery Improvements - List of priorities settlements for Electricity

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Service Delivery Improvements - List of priorities settlements for Irrigation

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Service Delivery Improvements - List of priorities settlements for Security

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Service Delivery Improvements - List of priorities settlements for Justice

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Examples: Fill tables with available data

Service Delivery Improvements - List of priorities settlements for Water supply

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | B | A | C |
| 2 | F | D | J |
| 3 | G | E | |
| 4 | I | H | |
| 5 | M | K | |
| 6 | | L | |

Service Delivery Improvements - List of priorities settlements for Sanitation

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | A | C | |
| 2 | B | E | |
| 3 | D | J | |
| 4 | F | L | |
| 5 | G | | |
| 6 | H | | |

Service Delivery Improvements - List of priorities settlements for Health

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | A | B | |
| 2 | C | D | |
| 3 | E | F | |
| 4 | J | G | |
| 5 | L | I | |
| 6 | | K | |

Service Delivery Improvements - List of priorities settlements for Education

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | C | A | I |
| 2 | D | B | |
| 3 | G | E | |
| 4 | H | F | |
| 5 | J | L | |
| 6 | K | M | |

Service Delivery Improvements - List of priorities settlements for Irrigation

| S. No. | Rank -3 villages | Rank -2 villages | Rank- 1 villages |
|--------|------------------|------------------|------------------|
| 1 | D | A | B |
| 2 | H | E | C |
| 3 | K | G | F |
| 4 | | I | J |
| 5 | | L | M |
| 6 | | | |

PART 4: FOLLOW-ON ACTIONS FOR SERVICES DELIVERY IMPROVEMENTS

Objective:

To facilitate awareness among DCC members to discuss, and prepare a plan of action to consult the government bodies with the list priority habitations/ villages for Service Delivery improvements.

Output:

The Council Members are equipped with list of priority villages for service delivery improvements in the District for interventions from the Government agencies.

Method: Presentation/Open discussion/group work

Duration: 45 minutes

Process/Facilitation Guide:

- Step 1:** Refer to the previous session and ask questions for about five minutes on the out-come of priority settlements/ villages, coverage areas in the District for improvement of Service Delivery?
- Step 2:** Explain to the participants about discussion of the priority list in District CC meetings and passing the resolution and communicating with Authorities for action to improve the quality of service delivery in the District as per the set procedure.
- Step 3:** Provide the prioritized list of villages for each service and the Departments in respective ministries in Kabul and in provinces who are dealing with each of the 10 Services.
- Step 4:** Question answer session on the two day workshop

Facilitator note: (the list below may be expanded with adding more departments for each service)

| Service Delivery Improvements - List of Departments dealing with the Services | | | |
|--|------------------------|---|---|
| S. No. | Service name | Department in Kabul | Departments in the Province |
| 1 | Water supply | Ministry of Rural Development WATSIP | Provincial Director –RRD & Municipality if applicable |
| 2 | Sanitation | Ministry of Rural Development WATSIP, MoPH | Provincial Director –RRD & Municipality if applicable |
| 3 | Solid Waste management | Ministry of Rural Development WATSIP | Provincial Director –RRD & Municipality if applicable |
| 4 | Health | Ministry of Public Health | Provincial Director of Health |
| 5 | Education | Ministry of Education | Provincial Director of Education |
| 6 | Roads | Ministry of Rural Development ENRAP | Provincial Director -RRD |
| 7 | Electrification | Ministry of Water and POWER | Provincial Director of MOWP |
| 8 | Irrigation | Ministry of Agriculture (MAIL) & MRRD -WATSIP | Provincial Director Agriculture and Provincial Director RRD |
| 9 | Security | Ministry of Interior | Provincial Commander of Police |
| 10 | Justice | Ministry of Justice | Director - Provincial Court |

TRAINING EVALUATION FORM

(To be filled from the training participants)

This checklist is to be filled with at least five to six DCC members and participants from CBOs if any in order to best judge the effectiveness of the training methodology and instructions used.

Name Mr.Ms.Mrs. _____ ID# _____

Training Title: _____

DCC _____ Province _____

Date of Training _____ Duration of Training evaluation (Hours or days) _____

Names of Trainers _____

| Please tick mark \checkmark on where appropriate for a given response: |  Very Satisfied |  Satisfied |  Not Satisfied | Please State any comment or Recommendation that you consider will help in proving the delivery of the training |
|---|---|--|---|--|
| Were you informed about the training schedule well before time? | | | | If not, how much time should you be given in advance to come for the training? |
| 1. Were you satisfied with the Trainers training skills | | | | |
| 2. Was the training environment conducive to learning? | | | | If not, how can it be improved? |
| 3. Were you provided with handouts? If yes were they easy to understand? | | | | If not, what would you recommend |
| 4. Were the training facilities adequate? | | | | If no, how can they be made better? |
| 5. Did the trainers respond to the questions in a satisfactory manner? | | | | |
| 6. Did all the participants, participate in the discussion? | | | | If no, why do you think it did not happen? |
| 7. Was the training held in your mother language/dialect? | | | | |
| 8. Was it easy for you to follow the discussion? | | | | If no, what was difficult? |
| 9. Do you think the training was useful | | | | If yes, how? |
| 10. Do you think what you learned in the training is relevant to your job requirements | | | | |
| 11. Do you think you have learned enough skill on the topics that were discussed in the training? | | | | |
| The sole purpose of this checklist is to improve the quality and effectiveness of this training so encourage the participants to be as objective as possible so that future trainings can be conducted in a better way | | | | |
| I. What in your opinion is the purpose/objective of this training? Was it achieved? | | | | |
| II. What were the three main topics that you learn the best in this training? 1. 2. | | | | |

| |
|---|
| 3 |
| III. What were the three main topics that were very difficult for you to understand and you would like a refresher training on |
| 1. |
| 2. |
| 3. |
| IV. What were the three main things that you liked the most in this training? |
| 1 |
| 2 |
| 3 |
| V. What were the three main things that you did not like in this training? |
| 1 |
| 2 |
| 3 |
| VI. What were the three main things that you would like us to improve in this training |
| 1 |
| 2 |
| 3 |

Signature _____ *Date of Evaluation* _____

Name of Evaluator _____ *Designation* _____

ANNEX-1 – CASE STUDY FOR EXERCISE - VILLAGE A

Village population of 320 is being served by two hand pumps and one open well for drinking water. 20% of the people need to walk 50 min to collect a bucket (20 liters) of water. Availability water is not adequate for domestic consumption as each house of 12 members will get 8 buckets of water for all. One hand pump that was not working for the past four months and needs servicing. Live stock (30 big animals) need travel 4 km to get required water for drinking. At the hand pump each person need to wait for 20 min to get their turn of collection of water. Out of 40 houses only 10 have sanitary toilets and rest all defecate in closed places of with unsanitary conditions and the excreta from these 30 houses will be collected in once in two days, mixed with ash/soil and spread in the fields as fertilizer. There is natural stream which was completely for irrigation purpose at 4km upstream of the village hence the flow in the stream close the village is very less. The solid waste from this village will be washed out into the stream during rains. The drainage water also will join the stream when there is flow. 30% of the latrines are directly connected to the open drains due to lack septic tank/ leach pits.

The nearest health centre is at 1.2 km distance and by foot it will take 30 minutes time. The Doctor visits twice in a week, and four regular health staff will be available at the centre which connected by phone. The health centre is having an Ambulance to refer/ send serious cases to district hospital but under repair for six months. The health centre is housed in a newly constructed building with reasonable furniture and equipment. At an average 45 people visits this centre for treatment every day. The health staff will visit each house once in two months to provide health services.

Power supply to the village will be supplied by Generator for street lights (10 number located at each street junction) only which will run for 4 hours in the night. National grid is at Dist head quarters which 12km away. The nearest road (gravel) to the village is at 1.2km distance which will be not usable for 3 months in a year due to low maintenance.

The nearest school to the village is 500 meters and having four class rooms with furniture for both boys and girls. There are only two teachers working in the school and two posts are lying vacant for 12 months. There is toilet block in the school with two seats, one for girls and other for boys. The hand pump provided for drinking water is not working for the past six months for want of repair and drinking water being taken from a open well in the village which is at 500 meter distance. There no play ground or boundary wall for the school. There is organized solid waste collection neither in the school nor in the village. Hygiene education is not provided in this village.

The villagers depend on agriculture for their livelihood and 60% of the lands will get water from the nearby stream for six months in a year. The water in the steam will go waste during rainy/ snow season as there is no possibility of water storage to use in the dry season. Now formers will grow only one crop. If water is available, they are ready to grow two crops which will increase their family income. There is some 5km length of field canals/ kerez but only 1.8 km is working and the rest is silted up due to lack of maintenance. There was plan to improve the irrigation system but not sure when and how these reach the farmers.

The nearest police station is in the District head quarter which is 17 km away. only but one police visit the village once in a week which will not solve our security problem due less police personal and lack for facilities for them to travel from the districts and visit various part of the villages. There was plan to establish a police outpost at another village of 1.2km distance but the action is yet to be initiated. There is no help from the Government to solve our disputes and the village Shura will do this job. There are many unsolved land disputes, and the judiciary is not accessible to the villagers. They do not know, whether there are judicial practitioners/ lawyers and how reach them to get help.

ASSESSMENT QUESTIONNAIRE: FILLED CONSIDERING THE INFORMATION OF VILLAGE A

1. Water supply - Questionnaire

- *What is the current water supply source and who are the present users*
Ground water source, two hand pumps and one open well
- *How much water is available per person per day?*
(8*20)/12= 13 L/P/D
- *What is the daily/weekly frequency of the water supply availability?*
Each family gets time once in the morning and another in the evening to collect 6-8 buckets of water
- *Are water collections points close enough to where people live and are they safe?*
People living surrounding the two hand pumps are close enough but still 20% people spend more than 30 minutes daily to collect drinking water
- *Is the current water supply reliable? How long will it last?*
Two hand pumps is reliable but the open well have water 6-8 months a year and dried up during summer season.
- *Is the water source contaminated or at risk of contamination?*
The open well is prone for contamination, hand pumps are protected
- *Is there a water treatment system in place? Is it necessary, even if is not contaminated?*
No, The source need to be chlorinated twice in a year but not happening
- *Are there alternative sources of water nearby?*
Yes, there is natural stream nearby, but people diverting the water for irrigation purpose at the upstream of the village
- *Are there any obstacles to using available water supply sources?*
One hand pump is under repair, not been repaired for a couple of months
- *Is it possible to tanker water if water sources are inadequate?*
Possible but tanker is not available in the village
- *What are the key hygiene issues related to water supply?*
There is possibility of source contamination due to open disposal of liquid and solid waste
- *Do people have the means to use water hygienically?*
Yes but no hygiene messages/ awareness created among the village people
- *What is the usual source of water for livestock?*
The natural stream at 4km upstream of the village
- *Is there understanding among the community about water for drinking and Irrigation.*
Less understanding as the people are diverting/ drawing entire surface water for irrigation

2. Sanitation – Questionnaire

- *What is the current defecation practice? If it is open defecation? Is the area secure?*
No open defecation but 75% households use unsanitary latrines and crude disposal

- *What are current beliefs and practices, including gender-specific practices, concerning excreta disposal?*
Each house have one latrine, and max family size 12, people have tendency to collect excreta from latrines once in two days mix with ash or sand and apply in fields
- *Is the current defecation practice a threat to water supplies (surface- or groundwater) or living areas and to the environment in general?*
Yes, some latrines are directly connected to open drains, and the drains will join natural streams during rains and heavy flow situation
- *Do people wash their hands after defecation and before food preparation and eating?*
No, Hygiene education was not effectively communicated in the village
- *Are people familiar with the construction and use of toilets?*
Yes, they know how the latrines are built and used
- *Are people prepared to use pit latrines, defecation fields, trenches, etc.?*
They are using pit latrines as well as closed defecation places
- *What is the level of the groundwater table?*
Ground water table is more than 30 meters, less chances of pollution
- *Are soil conditions suitable for on-site excreta disposal?*
Yes, but not the raw excreta, it can disposed in the field after completely dried-up.
- *Do current excreta disposal arrangements encourage vectors?*
Yes, there is a good chance.

3. Solid waste management – Questionnaire

- *Is accumulated solid waste a problem?*
Not a serious problem
- *How do people dispose of their waste? What type and quantity of solid waste is produced?*
The people dispose the waste either in the yard or on the road outside the house.
- *Can solid waste be disposed of on-site or does it need to be collected and disposed of off-site?*
If there is collection and disposal system exist, it will be good, but not available
- *What is the normal practice of solid waste disposal (compost and/or refuse pits, collection system, bins, etc.)?*
Kitchen wastes are collected in the yard and use as manure at later date, rest disposed on the road/ side drains
- *Are there medical facilities and activities producing waste? How is this disposed of? Who is responsible?*
No medical waste available
- *What is the effect of the current solid waste disposal on the environment?*
Due to joining of drain water mixed with latrine waste, there is threat to the environment and breeding of vectors.

4. Health – questionnaire

- *Do the habitation have Basic Health Centre (BHC) with-in 1- 2 hours walking distance*
Yes, at 30 min walking distance
- *Is there BHC for every 10,000- 15,000 population*
Yes
- *Does the Health facility equipped with standard packages of defined chemical and diagnostic services*
Yes, the centre has adequate chemical and diagnostic services
- *Was there qualified doctor attached to the health facility visiting periodically and with organized referral facility?*
Doctor visits once in 15 days, and the Ambulance is under repair hence no referral service
- *Was there at least one health assistants visit per year by the to the individual families*
Yes, health assistant visits @ once in two months to each family
- *Is the Health facility being visited by more than 50 patents per day consistently*
No, the daily visited to BHC will be around 45

5. Education – Questions

- *Was there a primary school within 2km distance from the habitation/ village*
Yes, the school is at 500 meters distance
- *Is there at least one primary school for every 800 population with furniture*
Yes, the school has four class rooms
- *Is the school have a building which can run even during adverse weather conditions*
Yes, the school is in good condition having build four years ago
- *Is the school building can accommodate the students at 40 students per class room*
Yes, the school has standard class rooms with furniture
- *Do the school have water facility that can meet the requirement of 3 liters per student*
The hand pump is under repair for the past six months and drinking water being brought from village at 500 meters away
- *Does the school provided with adequate sanitation facility for both boys and girls*
There is one toilet unit with one seat for boys and other seat for girls. But that is not adequate and as per norms there is need for another block of two seats
- *Is there play ground and boundary wall for the school*
There is neither boundary wall not play ground to the school
- *Whether the school function in shift system to meet the increased demand*
The school is working in single shift system only

6. Access to roads – questions

- *What is the distance from villager to the nearest road, when this was laid*

The nearest road is 1.2 km away from the village

- *Will this road is usable during all the seasons of the year?*

No there will be problems in every rainy season

- *How frequently the road is unused/ closed for traffic*

Up to three months in each year during rainy/ snow period

- *How is the maintenance of the roads, is there a system existing*

Low maintenance, some parts of the road is prone for blockage due to water stagnation by blockage of side drains or land slides

7. Electricity - questions

- *Is the village or habitation connected with power grid?*

No, the source of electricity is Diesel generator

- *Is there street lighting facility with poles at maximum of 60 m spacing?*

The street lights are at 100-120 meters distance from each other

- *Does the power supply accommodate house connections to have lighting in each house*

Yes, but it is limited to couple of bulbs and will run for four hours in the night

- *Will the system can provide 3-phase connection to accommodate home appliances including TV and refrigerator, motors to pump water etc.*

No, the generator can't support high voltage power connections

8. Agriculture – Irrigation facility - questions

- *Is there on form water management system with water storage and distribution*

Villagers are looking for water storage facility to use in the summer season

- *How much length of canal/ carage system is existing and who manages it?*

Present system has 5km length of canal cum carage but only 1.8 km working

- *Do they have lined canals/ carages built by the government/ donors*

Yes, the unlined canals/carage system was built by government four years ago

- *What percentage of agriculture lands covered with irrigation facility? Possible expansion*

60% of the lands covered by irrigation, there is plan for expansion (getting delayed)

- *Do they have operation and Maintenance (O&M) systems in place to the existing facility*

Operation maintenance is low and most of the canals are getting silted-up.

9. Security – questions

- *Do the district have police department (wing of Ministry of Interior) with police stations established in the places prone for conflict and insurgency?*

There police department at district centre with police station established this is the nearest police station for the village.

- Is there required trained police in each police station @ one police for 450 people
No, the personal is neither adequate nor as per the norms
- Is the police equipped with technical and administrative support
Police said they don't have required equipment to fight with insurgents nor vehicles for movement.
- Is there separate process and staff for conflict prevention and resolution?
No. looks like common police personal exist
- In the border districts are there is there separate boarder out-posts in operation?
N.A this is not a border area
- Is there functioning communication system connecting entire district to the nearest PS?
The police station is connected by phone but is at 17 km from district and takes one hour drive by a motor vehicle. Not intermediate police station.

10. Judiciary –Questions

- *Is there district judiciary system established with qualified staff to support effective delivery of justice service*
Judiciary system recently established but not accessible to the villages due to lack of staff
- *Was the district judiciary system equipped with technical and administrative support*
Only one district judiciary office available and other posts yet to be filled
- *Is there separate units for criminal proceedings (court) and anticorruption (Attorney general unit) functioning in the district?.*
Yes there are, but each unit is headed by one office and supporting staff to be recruited
- *Is there adequate land administration system in the district to facilitate justice to the for the formers and land owners rights etc?*
Yet to be made available for public information and no qualified and registered layers/ advocates to defend the cases.

Points for follow-up action to improve services delivery:

A. Water and Sanitation:

1. Provide another bore well with hand pump to cater the needs of 20% of the population who can save time for collection of water and increase the quantity of drinking water available.
2. Take immediate action to repair the hand pump which is under repair for four months.
3. Provide a 1000 liters water storage tank to provide water to animal at one of the hand pump.
4. Take immediate action for providing sanitary toilets for use of 30 house hold who are living with unsanitary toilets and living under un-hygienic conditions
5. Liaise with health/ Rural Dev departments to provide Hygiene education in the area

B. Power:

1. The power supply needs to be connected to national grid to get power in individual houses
2. If national power grid is not connected a reliable solar power will be better option in addition to the generator power supply

C. Health services appear to be adequate but Ambulance need to be repaired on priority.

D. Education:

1. There is immediate requirement of two teachers for this school
2. The hand pump needs to be repaired immediately
3. Separate toilets block for girls need to be constructed @ one toilet for 25 girls
4. The DCC should move proposal for providing boundary wall and play ground to the school

E. Irrigation:

1. There is need for developing water storage at a right place on the stream to increase the availability of water for irrigation during dry season
2. Action to be taken to rehabilitate the 3.2 km canals/ kerz which were silted up and not working.
3. Find out the status of the sanctioned project for improvement of irrigation system and ensure early commencement of the work on ground.

F. Peace and Security

1. Expedite the process for establishment of police outpost already planned closure to the village with appropriate infrastructure and equipment
2. Bring Judiciary closure to the people by organizing awareness and information

ANNEX: 2 MOU BETWEEN IDLG AND DISTRICT COMMUNITY COUNCIL

**Afghanistan Social Outreach Program (ASOP)
 MEMORANDUM OF UNDERSTANDING (MOU)**

Between

Independent Directorate of Local Governance (IDLG)

And

Community Council of _____ District _____ Province

This is an agreement being signed between Independent Directorate of Local Governance (IDLG), hereinafter called IDLG and Community Council (CC) of _____ District _____ Province, hereinafter called CC.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the implementation of the Afghanistan Social Outreach Program (ASOP). The ASOP aims to strengthen security and peace, improve the effectiveness and responsiveness of service delivery, build local governance through the revival of traditional practices of collective decision making and community solidarity, and the promotion of cooperation and partnership with the government. To support this goal, IDLG and CC facilitate communication between the government and communities, mobilize community support to reduce conflict, promote development and encourage more efficient and transparent use of resources.

Both Party IDLG and CC should ensure that program activities are conducted in compliance with Islamic guidelines, Islamic Republic of Afghanistan’s constitution and all applicable laws, rules, and regulations.

II. BACKGROUND

A cycle of insecurity, weak governance, poor development and different approaches to community development has undermined the relationship between communities and government institutions in many parts of Afghanistan and weakened the ability of both state and community-based governance structures to deliver social stability and peace. There is therefore a need for government to support communities to work effectively together to solve their own problems, and to work in partnership with government agencies to improve the provision of the services they need.

III. RESPONSIBILITIES UNDER THIS MOU

| | |
|---|---|
| Government Responsibilities The Independent Directorate of Local Governance (IDLG) will: | Community Responsibilities: The Community Council (CC) will: |
|---|---|

| | |
|--|---|
| <p>Ensure quality of service delivery</p> <ol style="list-style-type: none"> 1. Investigate cases of, poor service delivery, corruption and malpractice identified by the Community Council 2. Dismiss corrupt officials working within The Provincial and District Administration and the government departments; 3. Coordinate with relevant Line Ministries and departments and NGOs to communicate issues raised by the community and support improvements in the quality of public services; <p>Improve Peace and Stability</p> <ol style="list-style-type: none"> 4. Coordinate with the Afghanistan National Police (ANP), National Directorate of Security(NDS) and Afghanistan National Army (ANA), and act on information provided by the Community Council to strengthen security in the district; 5. Coordinate with the Ministry of Interior and other relevant bodies to implement reforms in the Police and security services through the Focused District Development initiative to increase police capability and improve security ; <p>Quality Assurance for Development</p> <ol style="list-style-type: none"> 6. Provide development packages under District Development Plans; <p>Emergency Response Management</p> <ol style="list-style-type: none"> 7. Offer timely financial support in case of emergency as a result of natural and man-made disaster and crisis; | <p>Ensure quality of service delivery</p> <ol style="list-style-type: none"> 1. Consult with communities to identify problems and issues with public services and governance bodies including quality of services and provide a conduit for public grievances 2. Undertake quality assurance visits to service delivery units and development project sites and provide feedback to the government; 3. Participate in and conduct working groups with Government Officials to develop solutions to problems raised by the community 4. Advise the government on appointments of suitable government officials 5. Facilitate services provided by the government and aid agencies by ensuring the security of government staff and mobilizing community support where necessary <p>Improve Peace and Stability</p> <ol style="list-style-type: none"> 6. Foster community solidarity by monitoring and diminish threats to community peace and security 7. Prevent the offering of support, shelter and supplies to elements that threaten peace and stability 8. Release of detainees and facilitate the process of overall reintegration 9. Support the formal justice system by acting as the forum for resolution of disputes that cannot be solved at the community level or by the formal justice system <p>Quality Assurance for Development</p> <ol style="list-style-type: none"> 10. Provide quality assurance for sustainable development through ensuring the security of development projects and monitoring and reporting on project outputs 11. Support development authorities at the district and community level be establishing a mechanism that can insure implementation of development activities 12. Monitor government and external commitments of support for development and report to appropriate authorities regarding delays, quality, and results <p>Emergency Response Management</p> <ol style="list-style-type: none"> 13. Map out the risks and support the relevant authorities during emergencies |
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| <p>Other</p> <p>8. As the principal governance body at the district level representing communities, community council members will receive a monthly stipend to offset expenses incurred in performing responsibilities</p> <p>9. Training and other assistance is provided in order to improve the capacities of councils.</p> | <p>14. Participate in disaster management planning and preparation and collaborate with the government in the implementation and distribution of disaster relief as required</p> <p>15. Provide feedback on emergencies to the relevant authorities on delivery and effectiveness;</p> <p>Other</p> <p>16. Community council members regularly participate in council meetings and actively participate in implementing community council activities.</p> <p>17. Community council members agree to participate in council meetings and apply skills and approaches that have been gained through capacity building activities.</p> |
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IV. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Until District-level elections are held, the District Community Councils created under ASOP are intended to be the key governing bodies at the district level that will facilitate interaction between communities and government across the full range of sectors, services and activities. The CC will therefore work in partnership with the government to achieve two core functions:

- Strengthen security in the district
- Coordination and improvement of public service delivery and development process

Community Councils will not:

- Arm community members or manage armed groups in any way;
- Plan, manage, or utilize funds for development projects directly.

V. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of IDLG and CC authorized officials. It shall be in force from, _____ to, _____.

IDLG and CC indicate agreement with this MOU by their signatures.

Signatures and dates

On Behalf of IDLG

Name of the Provincial Governor

Name of the District Governor

Signature _____

Signature _____

Date _____

Date _____

On Behalf of Community Council

Signature of CC Chairperson _____ Date _____

ANNEX – 3: LIST OF HEALTH FACILITIES THAT MEET BASIC SERVICE CAPACITY STANDARDS

The basic service capacity or readiness is based on the presence of a core set of items present and functioning in the facility on the day of the assessment. The basic capacity is summarized in five components which should all be presented separately. Ideally, information is available on the physical access to health services, such as proportion of the population in the country or in a district that lives within 2 or 5 km (1-2 Hours walking distance) of a health facility that has the basic service capacity (or a specific service).

1. Basic amenities

- a. Regular water supply from safe source on-site (or within 500m)
- b. Sanitary facilities: client latrine
- c. Waiting area protected from sun and rain
- d. Communication equipment (landline or mobile phone or short wave radio)
- e. Electricity: routinely available during service hours or a backup generator with fuel

2. Basic equipment

- a. Adult weighing scale
- b. Child weighing scale
- c. Thermometer
- d. Stethoscope
- e. BP cuff
- f. Refrigerator
- g. Needles and syringes

3. Infection control

- a. Functioning sterilization equipment with power source for method: autoclave, dry heat sterilization, boiling and steaming, chemical disinfection
- b. Written guidelines or protocols
- c. Sharps container or box
- d. Soap, disinfecting solution, gloves, and water (in service delivery area)

4. Human resources

- a. Minimum staffing requirement according to national guidelines (qualified staff);
- b. Proportion of health workers present on the day of assessment

5. Tracer drugs and diagnostics

- a. Availability tracer drugs: the proportion of the tracer medicines those are present and non-expired on the day of the assessment.
- b. Capacity to obtain basic laboratory results within one day: Hb; HIV test, syphilis test and malaria blood test if appropriate.

Data collection methods

Facility visits are required using a standardized questionnaire to assess the availability and functioning of the components required to meet the basic service capacity standards.

Rural Electrification:

Rural electrification is the process of bringing electric power to rural and remote areas. The use of electricity in the rural areas has the following benefits

- a. Enhance education
- b. Improve health care
- c. Foster productivity
- d. Reduce isolation and marginalization
- e. prevent natural disasters

Towns and villages close to urban/district centers can be connected to the national grid and electrified by cheaper modes of 11kV or 33kV electrical transmission or distribution

Medium voltage (MV) transmission line refers to 11kV or 33 kV and low voltage (LV) refer to 0.4 kV power line.

The electric supply to a village/ habitation generally consists of

- MV and LV lines
- Cement/steel/wooden poles
- Single phase transformer
- Aerial bunched cables
- Street lights fitted to the poles
- House service connections

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5. National Risk and Vulnerability Assessment (NRVA) Afghanistan 2007/08
6. A Basic Package of Health Services for Afghanistan 2003
7. Afghanistan Rural Water, Sanitation and Hygiene Policy 2010 MRRD.
8. Toolkit for Health Service Delivery WHO 2008
9. Sanitation framework – Water aid 2011
10. National Education Strategic Plan 2010 -2014 MoE Afghanistan