Improving documentation in the WASH sector for policy, programmes and publication:
a writing course for WASH professionals

Facilitators' Manual

Version 2.0 (August 2012)

share WaterAid rwsn skat Swiss Resource Centre and Consultancies for Development

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Getting Started

How to use this document

This document is note for facilitators running the RWSN/SHARE two-day writing course for WASH professionals. As well as helping you run the course, it provides space to record your experiences so that the training materials, including this document, can be updated and improved over time.

The first section is to help you plan and prepare the course. The "Training Details" sheet is provided for you fill in as a record of the event and who was involved.

The course is organised around eight modules, each one 2 hours long. The course follows a process illustrated by the colour wheel on the left. Each section is labelled accordingly – though note that because of the importance of Structure (C) it is allocated two modules on the second day, while Appearance (D) and Style (E) are covered in one module, as are Writing Habits (F) and Quality (G). For each module a form is provided to note down timings for each activity, to help you keep on track, and additional notes you want to make about how well, or not, the activity went. There are also notes and hints provided to help you run the activities if you are unsure.

The following section describes what happens after the course and then finally there is a section giving some background on how and why this course was developed and some answers to Frequently Asked Questions (FAQs) – but if you have any more don't hesitate to ask.

Completed records and completed evaluation forms should be sent to:

The RWSN Secretariat, Skat Foundation, Vadianstrasse 42, St Gallen, CH-9000, Switzerland

Or scanned and emailed to: ruralwater@skat.ch

Planning the Course

Why?

Be clear about why you want to run this course. Is it part of a capacity-building activity within a project? Has demand for it been expressed by WASH staff? Has a problem been identified with the written materials being produced by a particular project, programme or office? Is there an upcoming event or conference that you want to get good articles submitted too?

Aim of the course

On completion of the course, participants will:

- ✓ have skills, know-how and confidence to share their experiences, ideas and recommendations in a written form that is action-oriented.
- ✓ be able to write in a way which appeals to a wide and differentiated audience.
- ✓ return home with a better understanding of various document structure(s) and the writing process.
- ✓ Return home with action plan to write and publish something by the end of 2012

Who?

Have people been identified to attend the course, or is it open invitation? To get the best learning and sharing between participants there should be staff from **more than one country and more than one organisation**. This is really important because large organisations tend to have a particular way of doing things or style and it is healthy for that to be challenged by experiences from other organisations and perspectives. At the first London workshop

there were country staff and project partners sent by WaterAid, World Vision and Helvetas, from India, Bangladesh, Nepal, Tanzania, Malawi, South Africa, Germany, and Ethiopia. The mix of backgrounds and experiences worked really well.

There should be **no more than 12 participants** per training course, so that everyone has a chance to speak and participate.

When?

Choose a course date well in advance to allow publicity and inclusion in organisational and personal training plans and budgets. Avoid busy times of year, such as end of financial or reporting years.

The course is two-days long and comprises 8 two hour modules:

- ✓ 1 Introduction Module
- ✓ 6 Content Modules
- ✓ 1 Synthesis and wrap-up module

Where?

When choose a location and venue, consider the following:

- ✓ Take into account visa requirements for delegates – two participants were unable to attend the London workshop due to difficulties getting UK visas.
- ✓ With participants coming from multiple countries a venue should be reasonably close to an international airport.

- ✓ Overnight accommodation should also be close and not affected by morning traffic congestion (which could affect start times).
- ✓ A good venue needs to be affordable, accessible and comfortable:
  - The room needs enough space for everyone to be able to sit at a table (preferably 3 tables so that the participants can be split into 3 groups for some of the exercises), come together for plenary discussions and move around for group work.
  - Ventilation and temperature control needs to be good.
  - A pleasant outside space for breaks and lunchtime is advisable.
  - It should be possible to stick flip chart paper and posters on the walls.

Equipment Needed

- ✓ Two flip charts and two packs of board marker pens.
- ✓ Pie Diagram Poster.
- ✓ Folder with hand-outs and writing examples, evaluations forms and a writing pad and pen for each participant.
- ✓ Stationary box of pens, highlighter pens, sticky tape, coloured paper or card, scissors .

Materials needed (for a course of 12 participants and 2 facilitators)

- ✓ Facilitators' notes (1 copy per facilitator) = 2
- ✓ Course hand-out sheets (1 copy per participant and facilitator) = 14

- ✓ Course evaluation forms (1 copy per participant) = 12
- ✓ Folder with writing resources (1 copy per participant and facilitator) = 14
  - [1] Poster "Developing a framework for the mitigation of geogenic contamination"
  - [2] Waterlines paper "Community-led sanitation, Zambia: Stick, carrot or balloon?"
  - [3] RWSN Forum paper "Public private partnerships in Madagascar: a promising approach to increase sustainability of piped water supply systems in rural towns."
  - [4] News Magazine Article: "Water: a precious commodity and a basic right"
  - [5] Oasis Magazine Article: "Walking for water"
  - [6] RWSN Field Note: "Accelerating Self Supply: Summary of Progress in introducing a new approach"
  - [7]RWSN Publication Appraisal Process
  - [8] RWSN Forum paper "Donor District Coordination: The Key to Sustainable Rural Water Supply"
  - [9] Blog post: "Kisenyi: a case for urban poor in Uganda"
  - [10] Geographical Magazine article: "A flower in the desert"
  - [11] Magazine article: "Buvuma and its Deadly Dance with the Hoe"
  - [12] Magazine article: "Sanitation is beautiful"

- [13] Blog post: "A day in the life of…a circuit rider"
- [14] Oasis magazine article: "Gravity flow water system"
- [15] Oasis magazine article: "The simple things in life"
- [16] Oasis magazine article: "The sky's the limit"
- [17] *blank – new resource can be entered here*
- [18] Discussion paper: "Saving lives: sanitation and water for all would save 2.5 million lives."
- [19a] Speech – before edit
- [19b] Speech – after edit
- [20] WaterAid guidance: "Planning and Producing a publication"
- [21] WaterAid guidance- extract: "Editorial guidelines"
- [22] WaterAid guidance: "Writing worth reading"
- [23] WaterAid guidance: "Getting the message across"
- [23] "Appendix 8: Connectives"

Facilitation skills needed

- ✓ Need to have experience of writing and preparing documents for the WASH sector.
- ✓ Need to be familiar and comfortable with using the training materials – may want to change writing examples

- ✓ Need to be good at listening and encouraging all participants to contribute to discussions, while keeping to time, keeping to topic and not allowing any one participant to dominate.

Preparation Activities (before participants arrive)

- ✓ Put examples of writing into files.
- ✓ Put dividers into files.
- ✓ Pin up pie diagram and WaterAid influencing diagram.
- ✓ Put up "*skills needed*" list.
- ✓ Cut up hand-out B2.
- ✓ Organise hand-outs for dissemination.

Training Details

Dates		
Venue		
Host Organisation/ Contact Person		
Facilitator #1		
Facilitator #2		
Optional Facilitator #3		
Participant names, jobs, organisation, countries		

Delivering the Course

Module 1 - Introduction

Facilitator Sheet

Item	Plan	Actual	Comments	Hints
Arrival	**08:30**			
Module 1 - Introduction	**08:45-10:30**			*Try to start at 08:30 but accept that there is likely to be latecomers.*
1.1 Welcome & Introductions (30-45 min)	08:45-9:15			
welcome to the course & write down expectations of the course *(facilitator #1)*				
name, country, organisation, & most beautiful place that the person has ever visited *(facilitator #2)*				
question game *(facilitator #1)*				See note [1.1]
setting the rules *(facilitator #2)*				See note [1.2]
1.2 Sharing experiences of reading & writing successes and challenges (50 minutes)	9:25-10:15			
Please tell us one experience of writing that was either particularly successful, or challenging. *(Facilitator #1 to ask,*				

Item	Plan	Actual	Comments	Hints
Facilitator #2 to write)				
Two minutes per participant/facilitator				
If time allows "What is the most inspiring/interesting thing that you have read in the past two months?" *(Facilitator #1 to ask, Facilitator #2 to write)*				
Discussion & observations *(Facilitator #1 to lead, Facilitator #2 to note major issues)*				
1.3 Seven Elements of Good Writing & Agenda ***(15 mins – Facilitator #2)***	10:15-10:30			See note [1.3]
Health break				

Facilitator Notes

[1.1] Question Game: Ask a series of questions about anything professional or personal and if the answer is 'Yes' then people stand up, and if it is 'no' then they sit down. E.g.: "Do you think the Human Right to Water and Sanitation means getting WASH services for free?"; "Do you like watching football?", "Have you read a book in the last month?". The last question should be "Do you think writing should be easy?" Ask them why they answered yes or no, by standing or sitting.

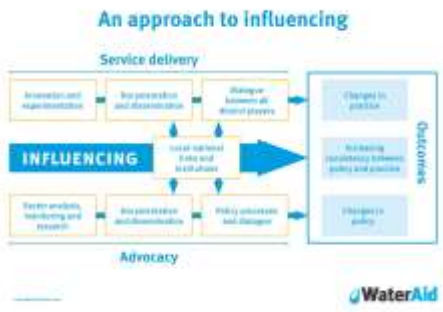
[1.2] Setting the Rules: rather than imposing rules on the group, as them to set the code of conduct for everyone during the course. These are likely to include rules like: "Switch off mobile phones", "Keep to time, especially after breaks", "One person to speak at a time", "Speak slowly and clearly".

[1.3] Seven Elements of Good Writing and Agenda: give a quick overview of the seven elements of the pie-chart and how each will be tackled through the two day course.

	Agenda – Day 1 08:30-10:30: Module 1 Introduction *health break* 11:00- 13:00: Module 2 Audience *lunch* 14:00-15:45: Module 3 Content *health break* 16:00-17:30: Module 4: Appearance & Style Evening homework: *Review Documents*	**Agenda – Day 2** 08:30-9:00: Homework Report and Recap 9:00-10:30: Module 5 - Structure (part a) *health break* 11:00-13:00: Module 6 - Structure (part b) *lunch* 14:00-15:45: Module 7 – Writing Habits & Quality *health break* 16:00 – 17:30: Module 8 - Synthesis, reflection & next steps

Module 2 – Audience

Facilitator Timing Sheet

Item	Plan	Actual	Comments	Hints
Module 2 - Audience	**11:00-13:00**			
2.1 Why write?	11:00– 11:15			
In plenary, ask the participants to identify reasons for writing (use cards on board & cross check with slide). *(30 min – Facilitator #1)*				See Note [2.1]
2.2 An approach to influencing	11:15-11:45			
Presentation of conceptual framework and short discussion *(15 min Facilitator #1)*				
2.3 Who to write for?	11:45-12:30			

Item	Plan	Actual	Comments	Hints
Exercise **(3 groups of 5)** matching different types of audiences to document type & to message. Hand-out A1. Note that one piece of writing may target different audiences. *(Facilitator #2 35 min)*				
2.4 How to get the audience attention?	12:30-12:50			
In plenary, lead discussion on what is interesting to read & detail. *(Facilitator #1 15 min)*				
2.5 Where to publish & disseminate?	12:50-12:55			
(Facilitator #1 - 5 min) Provide hand-out (A2). Discuss.				
2.6 When to publish & disseminate?	12:55-13:00			
(Facilitator #2 - 5 min) Short				

Item	Plan	Actual	Comments	Hints
overview on the importance of timing to maximise influence.				
Lunch				

Facilitator Notes

[2.1] In plenary, ask the participants to identify reasons for writing (use cards on board). Checklist:

- ✓ organising thoughts,
- ✓ collating and synthesising knowledge,
- ✓ reflecting on what went wrong,
- ✓ inform, enthuse and motivate,
- ✓ raise funds,
- ✓ report progress/success/failures/ lessons with broader implications,
- ✓ promote an organisation, technology or approach,
- ✓ start a debate,
- ✓ influence others to change their policy or practice,
- ✓ to learn.

Ask what is new or striking. Facilitators may return to this list later in the course if relevant aspects come up in discussion.

Module 3 – Content

Facilitator Timing Sheet

Item	Plan	Actual	Comments	Hints
Module 3 - Content	**14:00-15:45**			
3.1 Keeping Records	14:00-14:30			
Ask for a story (records cards), followed by a guided discussion points in slide. *(Facilitator #1 30 min)*				See note [3.1] Keep a close eye on time, this has overrun by 10mins.
3.2 Reading and Research	14:30-15:00			
(Facilitator #2 30 min): Ask for a story (R&R cards), followed by a guided discussion covering at least the three points in the facilitators notes f (Module 3(B) 1 of 2)				See note [3.2]
3.3 Context	15:00-15:30			
(*Facilitator #1 30 min*): Discussion				See note [3.3]
3.4 Data Sources	15:30-15:45			
(Facilitator #1 15 mins) Provide hand-out of Finding information and Using it (handout B2). Short discussion on data sources.				See note [3.4]
Health break				

Facilitator Notes

[3.1] Keeping Records

Ask for a story (records cards), followed by a guided discussion covering at least the three points below:

- Data and information: keeping records and notes will make it easier when writing end-of-year reports, or any other documents.
- Record interviews and field visits for use in case studies.
- Keep back-ups in as both hard and soft copies.

[3.2] Reading and Research

Ask for a story (R&R cards), followed by a guided discussion covering at least the three points below:
Good writers read a lot: how do other writers use language, structure, examples, photos and data?

- Quote trustworthy sources: the importance of peer-review literature.
- Be wary of reports or articles that lack evidence or balance, but don't ignore completely.
- There is more to research than Google. Contact experts in the topic that you are researching and have questions prepared.

[3.3] Context

In this activity we look at Context, which is one of the Structural elements (C). Doing it now avoids repetition later.

- In Plenary, explain why establishing the context is important and go through each example of setting the context (Handouts C10 – C16) to show different styles and ways of doing it:
  - C11 – sets the physical context and how it affects rural water supply
  - C12 – sets the water service provision context
  - C13 – sets the context of where and what geogenic contamination is and why it is important.
  - C14 – uses a map to set the context of how widespread the risk is globally.
  - C15 – uses a table of key metrics to show the differences and similarities in contexts between different countries.
  - C16 – uses a graph to show the context of wealth distribution and why it is such a rural problem.

[3.4] Data Sources:

- Provide hand-out of *Finding information and Using it* (**handout B2**) extract from up-coming SDC/IFAD/RWSN publication. Short discussion on data sources.

Module 4 - (D) Appearance; (E) Style

Facilitator Timing Sheet

Item	Plan	Actual	Comments	Hints
Module 4 - (D) Appearance; (E) Style	**16:00-17:30**			*Entire session takes place in 3 groups of 5 members. Facilitator #2 Timekeeping*
4.1 Appearance	16:00-16:45			
Ask group members to draw out the main aspects of the appearance of the different documents (Handouts D1, D2 and D3)				
4.2 Style of Writing	16:45-17:15			
Group work with documents to examine: - Formal, impersonal, personal, humour, language, acronyms - Handout E1				
4.3 Honesty and Reflection	17:15-17:25			
Facilitator talks about the importance of honest – it time allows open up for discussion.				See note [4.1]
Explaining Homework	17:25-17:30			
Review the three documents that you have been working on (which you brought to the workshop). Specify who each document is for. Reflect on how you would improve the				

Item	Plan	Actual	Comments	Hints
documents with respect to: Content Appearance Style				
Close				

[4.1] Reflection and Honesty:
Reflection is about being able to look at one's own work and performance and be honest in communicating both successes and failures. A common failing with many articles, speeches, papers and contributions to discussions is the 'sales pitch' – remorselessly pushing the positive aspects of an approach, project or product. Using the sales-pitch among WASH professionals can often be a turn off that is counter-productive because is harms credibility and reputation.

Honesty in data collection, analysis and presentation is vital. As with reflection, don't be afraid of data that doesn't conform to the theory or surveys that weren't carried perfectly. Lessons can be learned as much from what goes wrong as what goes right – sometimes more. Being dishonest is a bigger risk to personal reputation and credibility than admitting short-comings.

Item	Plan	Actual	Comments	Hints
Homework Report and Recap	**08:30-09:00**			
(Facilitator #1 30 min) Participants each asked to tell the group how they would improve their document based on from what they learned on day 1. In fishbowl – 2 min each.				

Facilitator Notes

Module 5 – Structure (Part A)

Facilitator's Timing Sheet

Item	Plan	Actual	Comments	
Module 5 – Structure (Part A)	**09:00-10:30**			
5.1 Structure Structure Structure!!!!	09:00-09:45			
Facilitator #1 (45 min) – see facilitators notes from Module 5: (C) Structure (part a)				*See Note [5.1]*
5.2 Basics	09:45-10:00			
Facilitator #2 (10 min) Beginning/Middle/End - **Handout C1** on overall structure.				*See Note [5.2]*
5.3 Detailed structural elements - Beginning	10:00-10:30			*See Note [5.3]*
(Facilitator #2 35 min) (Facilitator #1 on flip chart) (Facilitator #1 on Handouts)				
▪ (10 min) **Titles**: Individual excercise (C2) guess what article is about from the titles. At end Facilitator #1 hand out C3.				
▪ (10 min) **Summary/Abstract** Handout C5: All participants read the abstracts of Doc 3 and Doc 8. and asked for their observations.				
▪ (10 min) **Introduction** Discuss				

Item	Plan	Actual	Comments	
handout C6.				
Health break				

Facilitator Notes

[5.1] Structure Structure Structure!!!!

Why is structure important? – taking the reader on a journey from the problem, or question, to the solution (or challenge).

- Planning the structure is one of the first activities to be done.
- Iterative process of developing a structure and filling in the detail.
- Ask the group how they start to write (5 people) and others if they differ.
- Ask the group to identify the different parts of a document on cards and pin them up, or lay them out on a table or the floor.
- Two main structure types:
    - **Academic Papers** (incl. reports & manuals): (1) Introduction: Description of Problem & Hypothesis; (2) Methodology; (3) Results; (4) Discussion; (5) Conclusions and recommendations.
    - **Persuasive writing** (magazine articles, blogs, speeches, leaflets): (1) Get Attention; (2) Stimulate Desire; (3) Reinforce with Reasons; (4) Continuing the Conversation. (For more on this read "The Secret Language of Leadership" by Stephen Denning, John Wiley & Sons, 2007)

[5.2] Basics

- **Beginning:** An introduction to the story, question or problem you write about.

- **Middle:** The story you are telling
- **End:** A summary of the key points and a conclusion about what it all means and should happen next. Nothing brand new!
- Hand-out C1 on overall structure. Add any cards with elements that were missed in [5.1]
- Get the group to organise the structure cards by whether they think they belong in the beginning, middle or end.

Beginning	**Middle**	**End**
▪ Title ▪ Table of Contents ▪ Introduction	▪ The Voice ▪ Context ▪ Broader Message ▪ Lessons Learned and Practical Steps ▪ Worked Examples/Case Study	▪ Conclusion and Call to Action ▪ References and Further Information ▪ Annexes/Appendices

[5.3] Detailed structural elements

Rather than try and cover every element it is best to focus on those which need the most explanation and discussion. The elements that are not discussed and explained are in the Hand-outs, which the participants can read at their leisure.

Module 6 – Structure (Part B)

Facilitator Timing Sheet

Item	Plan	Actual	Comments	
Module 6 – Structure (Part B)	**11:00-13:00**			
6.1 Detailed structural elements - Middle	**11:00-12:20**			*See Note [6.1]*
• (Facilitator #2: 25 min) **Voices** presentation (Handouts C7, C8 and C9). Comments.				
• *(Facilitator #1: 20 min)* **Broader message**. Refer to handouts (C17 to C19). Ask participants to give examples of broader messages.				
• *(Facilitator #2: 30 min)* **Lessons Learned & Practical Steps** Refer to handouts (C20 to C22). Presentation. Refer to handout				
• *(Facilitator #2: 5 min)* **Worked Example/Case Study** Presentation; Refer to handout (C23).				
6.2 Detailed structural elements - End	**12:20-12:30**			
• *(Facilitator #1 10 min)*				

Item	Plan	Actual	Comments	
Conclusion & Call to Action *Refer to handout (C25)* • *(Facilitator #2 10 min)*				
6.2 Detailed structural elements – Identification exercise	**12:30-13:00**			
• *Individual exercise (25 mins)*: each participant can choose one or more writing examples from their folder. They should then go through and identify and highlight the structural elements that they find.				Hand out highlighter pens.
• *Facilitator #1 (5 mins):* wrap up and review at the end to capture comments and thoughts.				
Lunch				

Facilitator Notes

[5.3] Detailed structural elements

Rather than try and cover every element it is best to focus on those which need the most explanation and discussion. The elements that are not discussed and explained are in the Hand-outs, which the participants can read at their leisure.

Note that Context has already been covered on Day One- Module 3.3

Module 7 – Writing Habits & Quality

Facilitator Timing Sheet

Item	Plan	Actual	Comments	Hints
Module 7 – Writing Habits & Quality	**14:00-15:45**			
7.1 Management & Organising	14:00-14:50			
(Facilitator #1 50 min) Lead a discussion on this topic (in plenary). Facilitator #2 to make notes on flip charts. Handouts F1, F2 Optional exercise F3: **Exercise:** In groups of five look at a range of different document types and break it down into what activities would be needed and how long they think they would take.				
7.2 Quality Matters	14:50-15:45			
(Facilitator #2 60 min) In plenary – ask someone to read first draft of speech for Ambassador. Any comments?	14:50-15:20			
Circulate handouts G1 to G4 and discuss one by one. Break up	15:20-15:45			*See Note 7.1*

Item	Plan	Actual	Comments	Hints
presentation by asking for good and bad examples				
Health break				

Facilitator Notes

[7.1] Note that days of carefully written, thoroughly researched work can be undermined in an instant by sloppy errors and typos.

Module 8 – Synthesis, reflection & next steps

Facilitator Timing Sheet

Item	Plan	Actual	Comments	Hints
Module 8 – Synthesis, reflection & next steps	**16:00-17:30**			
Synthesis and Reflection	16:00-16:30			
(Facilitator #2, Facilitator #1 30 mins) Key Points, ask participants for key learning points from each step (A-G) mixed with reflecting on expectations.				*See Note [8.1]*
8.1 Writing Pledges	16:30-16:40			
Facilitator #1 to Introduce Exercise Ask each person to prepare a short outline for a publication, or set of publications that will be finalised and ready for publishing/distribution by December 2012. (Next Steps Handout)				*See Note [8.2]*
8.2 Discussion	16:40-17:15			
In groups of three, participants should share their plans with each other.				
8.3 Closing Round	17:15-17:30			
(Facilitator #1 15 min) • Thank you all round • Evaluation forms				
Close				

Facilitator Notes

[8.1] Key points to help summarise what has been learnt:

(A) Audience: be clear who are you writing for.

(B) Content: make sure you have something to say and evidence to back up your argument.

(C) Structure: take the reader on a rewarding journey so that when they finish they can - and want to - act.

(D) Appearance: entice someone to read your work and help them understand it

(E) Style: Write clearly and concisely. Avoid jargon. Be honest. Know when to be objective and when to be passionate.

(F) Writing Habits: be organised and learn the skills and tools that will help you to write quickly, efficiently and to enjoy it.

(G) Quality: check your work, get it checked. Attention to detail is everything

[8.2] Next steps: Writing Pledges: Ask each person to prepare a short outline for a publication, or set of publications that will be finalised and ready for publishing/distribution by December 2012. (Next Steps Handout)

After the Course

Evaluation Forms

Type up the information of the evaluation forms and look at what went well and what could be improved. The main areas to consider:

- Venue, organisation and logistics – did it go well? Was the room too small, stuffy or cold?
- Your performance – what does the feedback tell you about how you performed as a facilitator and what could be improved next time round.
- Course material – what worked, what didn't and why? Are changes needed to any of the course materials or these facilitators' guidance notes?
- The group – was the good/bad feedback influenced heavily by the dynamics of the group, or one or two disruptive, or energetic participants?

Keep the dialogue going

After the first course in London, we set up a discussion area in the RWSN area of Dgroups (http://next.dgroups.org/rwsn) – an online social media platform for development professionals - so that all the participants could contact each other and share their on-going learning. It was also a place where the facilitators could post feedback and flip-chart synthesis.

Writing Pledges

Follow-up on the writing pledges, find out how each participant has got on and if they need any further help or coaching. Look at ways of sharing or publishing the finished articles.

About this Course

Origins

This two-day course was developed in response to the 6th *International Rural Water Supply Network (RWSN) Forum*, held in Kampala in 2011. The emphasis of the forum had been to encourage papers and contributions from as wide range of practitioners as possible, and particularly those working on implementation in the field. It was found that was a need and a demand for improved writing and communication skills amongst WASH (Water, Sanitation and Hygiene) professionals so that they are able and confident to share their experiences in different ways and create positive change for the world's poorest people.

The course materials were developed by Dr Kerstin Danert and Sean Furey at the RWSN Secretariat, based at Skat, and first delivered with Facilitator Shamila Jansz, of WaterAid, in London in July 2012. The course and its development was commissioned by Dr Sue Cavill, Deputy Editor of *Waterlines* journal, and funded by WaterAid and the SHARE consortium.

Who

RWSN is the *Rural Water Supply Network*. It is not a registered organisation, but a network of international organisations with a Secretariat based at the Skat, Vadianstrasse 42, St Gallen, CH-9000, Switzerland. Website: http://www.rural-water-supply.net

SHARE is the *Sanitation and Hygiene Applied Research for Equity*. It is a consortium of five organisations that have come together to generate rigorous and relevant research for use in the field of sanitation and hygiene. SHARE is a five year initiative (2010-2015) funded by the UK Department for International Development. Its Secretariat is

based at the London School of Hygiene and Tropical Medicine, Keppel Street, London, WC1E 7HT. Website: http://www.shareresearch.org

WaterAid is an international non-governmental organisation, registered charity numbers 288701 (England and Wales) and SC039479 (Scotland). It is based at 47-49 Durham Street, London, SE11 5JD, UK. Website: http://www.wateraid.org

Skat is an independent Swiss organisation working in the fields of development and humanitarian aid. Since 1978, Skat has provided technical expertise, management support, and training to bilateral and multilateral development agencies, and non-governmental organisations. It is based at Vadianstrasse 42, CH-9000, St Gallen, Switzerland. Website: http://www.skat.ch

Legal aspects

It is intended for this course, and these materials, to be shared freely and used by trainers anywhere in the world. Changes can be made, but RWSN, WaterAid and SHARE should all be credited for the original and it should be made clear that your version has been modified from the approved, quality-controlled original (this document).

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Frequently Asked Questions (FAQ)

Can I run this course, and if so how?

Yes, we want this course to be used as much as possible so that it achieves maximum impact. Before you run this course, you may want to attend a trainer's training course so that you are comfortable with the

Why a writing course with no writing?

Good writing can't be rushed, and there is a lot of material to cram into two days. When developing this course we felt that it was more important for participants to be encouraged to think in news ways and to share experiences with the facilitators and each other. The writing they do beforehand and then review as homework in the evening of day 1. This isn't marked by the facilitators – it is a reflective exercise that encourages the participants to be self-critical based on what they have learned and discussed through the day. The purpose of the writing pledge at the end is to encourage the participants to apply their new skills so that the what they have learned becomes embedded in their everyday workflow.

Can I modify the course materials?

Yes, but see the 'Legal Bit' above.

Is the course available in other languages?

Not yet! But if you can help us translate the course into another language (remember though that it is not just translating the text, but also the content because the nature of writing grammar and style will vary from language to language.

Can I charge a fee for running this course?

Yes, but that is your decision. We're not asking for royalties; we just ask that these materials are used and used well.