The Facilitator Guide provides methods to help groups understand accountability relations in their WASH context and plan improvement actions. It has been produced under the “Accountability for Sustainability” programme, a partnership between the UNDP/SIWI Water Governance Facility and UNICEF which aims to increase the sustainability of WASH interventions by enhancing accountability in the service delivery framework.

Cover photo: iStock
Editor: Christina Anderson, SIWI
Authors: Pilar Avello, Hélène LeDeunff, Alejandro Jiménez, SIWI, Cecilia Scharp and José Gesti Canuto, Water and Sanitation section NY, UNICEF
Design: Claes Halvarsson, SIWI
Published: 7 December, 2016

For latest information, please visit www.watergovernance.org

<table>
<thead>
<tr>
<th>Overview</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>About the facilitor guide</td>
<td>4</td>
</tr>
<tr>
<td>Support material</td>
<td>4</td>
</tr>
<tr>
<td>Selection criteria, duration and modalitites of diagnosis</td>
<td>4</td>
</tr>
<tr>
<td>Preparation</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to the tools</td>
<td>4-5</td>
</tr>
<tr>
<td>Two types of accountability mapping modalities</td>
<td>6</td>
</tr>
<tr>
<td>Accountability mapping at the sector level</td>
<td>7</td>
</tr>
<tr>
<td>Session 1: Identification of key actors and lines of accountability</td>
<td>7</td>
</tr>
<tr>
<td>Session 2: Selection of actions to improve accountability</td>
<td>8</td>
</tr>
<tr>
<td>Service delivery accountability diagnosis</td>
<td>9</td>
</tr>
<tr>
<td>Welcome, Introduction of participants</td>
<td>9</td>
</tr>
<tr>
<td>Session 1: Identification of key actors</td>
<td>10</td>
</tr>
<tr>
<td>Session 2: Responsibility- Stakeholder roles and responsibilities</td>
<td>11</td>
</tr>
<tr>
<td>Session 3: Answerability- Capacity of stakeholders to respond to each other</td>
<td>12</td>
</tr>
<tr>
<td>Session 4: Enforceability-Monitoring, supporting and enforcing compliance</td>
<td>13</td>
</tr>
<tr>
<td>Session 5: Revision and selection of tools</td>
<td>14</td>
</tr>
<tr>
<td>Session 6: Roadmap: Functions, chronogram and consolidation</td>
<td>15</td>
</tr>
</tbody>
</table>
Overview

About the Facilitator Guide | This Facilitator Guide is intended to guide UNICEF Water, Sanitation and Hygiene (WASH) professionals in facilitating practical activities related to accountability in the WASH sector.

The guide operationalizes the learning outlined in the supporting documents referenced below. It includes interactive learning opportunities for participant discussion, reflection, and peer-to-peer learning. The tasks provide an opportunity for participants to visualize the service delivery framework in a given WASH subsector as a system of interconnected accountability relationships. This mapping provides a structured way of identifying and analyzing challenges and choosing options for improvement. The in-depth tool also assists in evaluating adequacy of actions and developing a roadmap for implementation and monitoring.

The Guide covers each step of two types of WASH accountability mapping exercises: a quick accountability mapping at the sector level and an in-depth accountability diagnosis at the service delivery level. Facilitators should review the Guide and become familiar with its content before choosing the tool best suited to their needs.

As they move through each section, participants should be provided with handouts, which include tools and resources that may be used for individual learning.

Support materials
- Accountability for Sustainability Concept Note
- Reference Guide for Programming

Selection criteria, duration and modalities of diagnosis | The countries selected for application of the Accountability Mapping Tools should fulfill the following criteria:
- There should be a significant programmatic intervention on WASH service delivery existing in the country.
- There should be political will to work on Accountability in service delivery

The guide provides guidance on how to structure the workshops and a suggested timing for a three-hour or one-and-a-half-day workshop (depending on the type of tool used). Participants should be given enough time to understand the concepts, discuss them, and work through the exercises.

This guide provides an outline on how to conduct a simple Accountability Mapping or a more in-depth Diagnosis of accountability challenges and solutions. The type of tool chosen should match the needs of the participants. The tools are flexible enough to be adapted to various contexts and situations.

Preparation | Before the workshop, it is advisable to:
- Collect national policy documents, strategy documents, actions plans and progress reports related to water and sanitation in general and service delivery arrangements in particular;
- Share the Accountability for Sustainability Concept Note with the country team to outline the objectives of the diagnosis;
- Ensure that the meeting room is sufficiently spacious to enable groups to work without disturbing each other; provide one break-away table per group (round tables are highly recommended). Materials: flipcharts (one per table), markers and colour cards.
- Provide documents in the local language and translation services to avoid language being a barrier for participation.

Introduction to the tools | Accountability mapping tools are a set of participatory instruments developed to understand accountability situations and conceptualise a process of change within these contexts. They enable participants to assess the status of accountability relations existing between the actors of the service delivery in a given water subsector by reviewing the functions, relations, practices, allocation of responsibilities, etc., in any country at the national, regional, or local levels in a quick and comprehensive manner. The tools produce visual representations of the water sector as a comprehensive system of accountability relations.

The first step for enhancing the sustainability of interventions and solutions in the WASH sector is to map out and understand the existing accountability relations. When mapping the sector from an accountability point of view, two broad types of questions must be answered:

1) Roles and functions
Who is mandated to do what? Who does what and how in the water sector?
- Who ensures that people have access to water and sanitation?
- Who owns the infrastructures?
- Who provides the services (e.g., water) to the people?
- Who are the users?
- Are there other actors that participate in providing service?
- Is there an institution/entity that ensures that everyone fulfills their function adequately?

2) Relations between actors
Who responds to whom? How do these actors link to each other?
- What are the binding documents that need to be enforced?
- Are there contracts in place between the different actors? Is there any other way for them to know what each of them must exactly do?
- Do these actors share information? How?
- Do they meet?
- Do users have the option to meet the service providers?
- Do users have the option to address complaints if service is poor? To whom?

Identifying the weak link(s) will reveal the actors with whom to work. The questions to be asked will cover all three types of relationships within the WASH service delivery framework:
Accountability mapping at the sector level

The suggested outline for introducing and applying the Accountability Mapping tool at the sector level is a three-hour workshop, conducted in two sessions. The following table provides guidance about how to structure the activities and how much time is required for each session.

<table>
<thead>
<tr>
<th>Unit/Module</th>
<th>Day 1</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDENTIFICATION of key actors</td>
<td>90 minutes</td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>30 minutes</td>
<td></td>
</tr>
<tr>
<td>SELECTION OF ACTIONS to improve accountability in the WASH service delivery</td>
<td>90 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**SESSION 1: Identification of key actors and lines of accountability** | Duration: 90 minutes

**Learning objectives**
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

<table>
<thead>
<tr>
<th>Timing (min)</th>
<th>Step</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>A. Presentation of the key concepts linked to accountability in WASH</td>
<td>+ PowerPoint presentation: “Introduction to Accountability in WASH”</td>
</tr>
<tr>
<td>10</td>
<td>B. Introduction to the triangle. Provide the key elements to understand accountability relationships in the service delivery framework, as well as guidance and a few examples on how this can be further improved in practice.</td>
<td>+ Graphic: UNICEF’s accountability triangle</td>
</tr>
<tr>
<td>60</td>
<td>B. Exercise – Who does what in the WASH sector? The participants will be separated in groups (min. 3 people per group), and will draw the accountability relationships in the service delivery framework of a subsector of their choice (urban, rural, water or sanitation) in a particular country. The participants will use a flipchart to draw the functions and the relationships among the stakeholders.</td>
<td>+ Large flip-chart paper + Thick colour pens/markers</td>
</tr>
</tbody>
</table>

**SESSION 2: Exercise – Who does what in the WASH sector?** | Duration: 3 hours

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

**Materials**
- Thick colour pens/markers
- Large flip-chart paper
- Graphic: UNICEF’s accountability triangle

**Learning objectives**
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

**Materials**
- Thick colour pens/markers
- Large flip-chart paper
- Graphic: UNICEF’s accountability triangle

**Learning objectives**
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

**Materials**
- Thick colour pens/markers
- Large flip-chart paper
- Graphic: UNICEF’s accountability triangle

**Learning objectives**
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

**Materials**
- Thick colour pens/markers
- Large flip-chart paper
- Graphic: UNICEF’s accountability triangle

**Learning objectives**
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

**Materials**
- Thick colour pens/markers
- Large flip-chart paper
- Graphic: UNICEF’s accountability triangle

**Learning objectives**
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

**Materials**
- Thick colour pens/markers
- Large flip-chart paper
- Graphic: UNICEF’s accountability triangle

**Learning objectives**
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

**Materials**
- Thick colour pens/markers
- Large flip-chart paper
- Graphic: UNICEF’s accountability triangle

**Learning objectives**
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

**Materials**
- Thick colour pens/markers
- Large flip-chart paper
- Graphic: UNICEF’s accountability triangle

**Learning objectives**
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

**Expected outcome**
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

**Materials**
- Thick colour pens/markers
- Large flip-chart paper
- Graphic: UNICEF’s accountability triangle
SESSION 2: Selection of actions to improve accountability  |  Duration: 90 minutes

### Learning objectives
- Understand the three types of obligations for those in authority
- Understand the type of problem participants are responding to in their WASH subsector
- Understand how to improve these aspects of accountability

### Expected outcome
- A description of the current accountability challenges in their WASH subsector
- A list of options for action in response to the problems identified

### Timing (min)  |  Step  | Materials
---|---|---
20  |  A. Presentation about obligations and conditions for relations to be accountable:  
Responsibility: obligation of those in authority to take responsibility for their actions. Requires that duties and performance standards are clearly defined.  
Answerability: obligation to answer for actions and decisions by explaining and justifying them to those affected. Requires that duty bearers provide justification for their actions and decisions to those who are affected.  
Enforceability: obligation of those in authority to be subject to some form of enforceable sanction if their conduct or explanation for it is found unsatisfactory. Requires that there are mechanisms in place to monitor actions of public officials, institutions and service providers, to reward or impose sanctions and to take corrective actions when needed.  
|  |  » PowerPoint Presentation: “Accountability: Obligations and Conditions”.  
|  |  » A copy of the “Reference Guide for Accountability Programming” must be made available to each of the participants.  
60  |  B. Exercise – what can be done to improve Accountability in the WASH sector?  
Ask participants to split up into break-out groups (min. 3 people per group). Each group will receive a set of Accountability Action Cards with a colour code for each of the three objectives (Responsibility, Answerability and Enforceability).  
Ask the break-out groups to select tools described on the Accountability Action Cards that are suited to address the weaknesses identified in session 1. The choice can be based on the type of weakness, the type of accountability link at stake, the expected outcome, or any other entry point chosen by the participant. The group should discuss and agree on the actions and justify their choice. The participants will use the drawing made during the previous session to represent how the relationships among the stakeholders will be improved by the selected tools.  
|  |  » Accountability Action Cards  
|  |  » “Reference Guide for Accountability Programming”  
|  |  » Drawing made during session 1  
|  |  » Sticky notes and pens

### Timing (min)  |  Step  | Materials
---|---|---
20  |  C. Exercise – what can be done to improve Accountability in the WASH sector?  
The participants will present the different tools selected in each level (responsibility, answerability and enforceability) by using one flip chart paper by level.  
|  |  » Accountability Action Cards  
|  |  » Large flip-chart papers or whiteboard and sticky notes  
|  |  » “Reference Guide for Accountability Programming”

### Timing (min)  |  Step  | Materials
---|---|---
20  |  D. Plenary discussion to select 3-5 tools. Each break-out group reports back on its accountability analysis of its WASH context and choice of tools to address the challenges. The choice criteria are feasibility, available resources, time needed and political will. All groups are invited to discuss the tools selected. The facilitator has to ensure a balanced participation.

### Service delivery accountability diagnosis

The suggested outline of an in-depth Accountability Diagnosis at the service delivery level is a one and a half days workshop. The workshop is structured in six consecutive sessions.

The overall objectives of the Accountability Diagnosis are for participants to:
- Understand the concepts and dimensions of accountability in the context of WASH service delivery in their context
- Localise accountability weaknesses within this framework
- Formulate and agree on a series of options for change

### Welcome, introduction and presentation of participants  |  Duration: 90 minutes

**Objective**
- The purpose of the introductory session is to provide participants with an overview of the workshop, including the objectives of working with accountability.

<table>
<thead>
<tr>
<th>Unit/Module</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome, presentation and introduction</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>30 minutes</td>
</tr>
<tr>
<td>1. IDENTIFICATION of key actors</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>60 minutes</td>
</tr>
<tr>
<td>2. RESPONSIBILITY session: analysis of current stakeholder’s roles and responsibilities</td>
<td>45 minutes</td>
</tr>
<tr>
<td>3. ANSWERABILITY session: Analysis of capacity of stakeholders to respond to each other</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4. ENFORCEABILITY session: Analysis of control and oversight mechanisms</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>30 minutes</td>
</tr>
<tr>
<td>5. REVISION and SELECTION of tools</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>30 minutes</td>
</tr>
<tr>
<td>6. ROADMAP: Functions and Chronogram, Consolidation of document and closing</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>
### SESSION 1: Identification of key actors and their relations  
**Duration:** 90 minutes

**Learning objectives**
- Understand the roles played by actors of the WASH service delivery framework as functions in an accountability relationship (right holders/duty bearers)

**Expected outcome**
- A drawing listing all the actors of the water and sanitation service, identifying their functions (provider, user, policy-maker) and their inter-relations (who is accountable to whom)

**Timing**
<table>
<thead>
<tr>
<th>Step</th>
<th>Duration (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction to the triangle of accountability</td>
<td>10</td>
</tr>
<tr>
<td>B. Exercise – who does what in the WASH sector?</td>
<td>60</td>
</tr>
<tr>
<td>C. Presentation about obligations and conditions for relations to be accountable</td>
<td>20</td>
</tr>
</tbody>
</table>

**Materials**
- PowerPoint presentation: UNICEF’s accountability triangle
- Large flip chart paper or whiteboard
- Thick colour pens
- A copy of the "Reference Guide for Accountability Programming" should be made available to each participant.

**Step Materials**
- A list of options for action in response to the responsibility problems identified
- A description of the current responsibility challenges in WASH subsectors
- A list of options for action in response to the responsibility problems identified

### SESSION 2: Responsibility - Stakeholders’ roles and responsibilities  
**Duration:** 45 minutes

**Learning objectives**
- Understand the importance of well-defined roles and cooperation in water service delivery and identify ways to improve those aspects

**Expected outcome**
- A description of the current responsibility challenges in WASH subsectors

**Timing**
<table>
<thead>
<tr>
<th>Step</th>
<th>Duration (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Responsibility level: defining the roles and enabling cooperation in service delivery</td>
<td>15</td>
</tr>
<tr>
<td>B. Exercise – what can be done to improve Responsibility in the WASH sector?</td>
<td>30</td>
</tr>
</tbody>
</table>

**Materials**
- PowerPoint presentation: "Responsibility: context and actions"
- One set of Responsibility Action Cards (Pink cards) per break-out group
- One copy of the "Reference Guide for Accountability Programming" per participant
- The triangle of accountability drawn in session 1
- Pink sticky notes
- Thick colour pens
### SESSION 3: Answerability - Capacity of stakeholders to respond to each other | Duration: 45 minutes

#### Learning objectives
- Understand the importance of informing, consulting and including stakeholders in water service delivery and identify ways to improve those dimensions

#### Expected outcome
- A description of the current answerability challenges in WASH subsectors
- A list of options for action in response to the answerability problems identified

#### Timing (min)  |  Step  | Materials
---|---|---
15 | A. Answerability: informing, consulting and including stakeholders in all stages of service delivery.  
- Introduction on the importance of informing, consulting and including stakeholders: the relations between the three types of functions (policy maker, service provider and users) need to be informed, inclusive and responsive.  
- Flow of information and use of consumer feedback: 1) the principle; 2) ways to improve the flow and use of information; 3) what UNICEF can do to improve the situation  
- Consumers’ access to information about the services: 1) the principle; 2) ways to improve consumer access to information; 3) how UNICEF can help  
- Existence of spaces for stakeholder participation: 1) the principle; 2) existing methods to create spaces of interaction; 3) how UNICEF can support these spaces.  
- A list of options for action in response to the answerability problems identified  
- Introduction on “Answerability: context and actions” | » PowerPoint presentation: “Answerability: context and actions”

---

### SESSION 4: Enforceability - Monitoring, supporting and enforcing compliance | Duration: 45 minutes

#### Learning objectives
- Understand the importance of monitoring performance, supporting enforcement and compliance and identify ways to improve this dimension

#### Expected outcome
- A description of the current enforceability challenges in WASH subsectors
- A list of options for action in response to the enforceability problems identified

#### Timing (min)  |  Step  | Materials
---|---|---
15 | A. Enforceability: monitoring performance, supporting compliance and enforcement.  
- Introduction on the importance of monitoring performance, supporting enforcement and compliance: The mechanisms need to be in place to monitor the performance of actors, support the compliance with existing legal framework and ensure that appropriate corrective and remedial action is taken when required.  
- Establishment or functioning of a regulatory function: 1) the principle; 2) success stories of regulatory functions; 3) what UNICEF can do to support regulators  
- External and internal control mechanisms: 1) the principle; 2) types of external and internal control mechanisms; 3) how UNICEF can support control mechanisms.  
- A list of options for action in response to the enforceability problems identified  | » PowerPoint Presentation: “Enforceability: context and actions”

---

<table>
<thead>
<tr>
<th>Timing (min)</th>
<th>Step</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 30 | B. Exercise – what can be done to improve Answerability in the WASH sector?  
- Ask participants to split up into the same break-out groups as in previous sessions. Each group should receive the set of Accountability Action Cards on Answerability (yellow colour)  
- Ask the break-out groups to review the challenges they have identified in the relations between actors. Are these issues connected to a lack of Answerability (i.e., linked to a problem of information, consultation or inclusion of stakeholders)?  
- Ask participants to decide whether Answerability-oriented tools described on the yellow Answerability Action Cards could help to address the weaknesses identified in their context. They should justify their answer.  
- If one or several Answerability Action Tool is/are selected, participants should explain their expected outcomes, i.e., how the relationships among the stakeholders will be improved by enhancing answerability through the action(s).  
- The participants will use the drawing made during the previous session to represent how and at what point the relationships among the stakeholders could be improved by the selected tool(s).  
- A set of Answerability Action Cards (Yellow cards) per break-out group  
- One copy of the “Reference Guide for Accountability Programming” per participant  
- The triangle of accountability drawn in session 1  
- Yellow sticky notes  
- Thick colour pens | » One set of Answerability Action Cards (Yellow cards) per break-out group  
» One copy of the “Reference Guide for Accountability Programming” per participant  
» Yellow sticky notes  
» Thick colour pens

---

<table>
<thead>
<tr>
<th>Timing (min)</th>
<th>Step</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 30 | B. Exercise – what can be done to improve Enforceability in the WASH sector?  
- Ask participants to split up into the same break-out groups as in previous sessions. Each group should receive the set of Accountability Action Cards on Enforceability (green colour)  
- Ask the break-out groups to review the challenges they have identified in the relations between actors. Are these issues connected to a lack of Enforceability (i.e., linked to a lack of monitoring of performance, problems of enforcement or compliance with existing rules)?  
- Ask participants to decide whether Enforceability-oriented tools described on the green Enforceability Action Cards could help to address the weaknesses identified in their context. They should be able to justify their answer.  
- If one or several Enforceability Action Tools is/are selected, participants should explain their expected outcomes, i.e., how the relationships among the stakeholders will be improved by enhancing enforceability through the action(s).  
- The participants will use the drawing made during the previous sessions to represent how the relationships among the stakeholders could be improved by the selected tool(s).  
- A set of Enforceability Action Cards (Green cards) per break-out group  
- One copy of the “Reference Guide for Accountability Programming” per participant  
- The triangle of accountability drawn in session 1  
- Green sticky notes  
- Thick colour pens | » One set of Enforceability Action Cards (Green cards) per break-out group  
» One copy of the “Reference Guide for Accountability Programming” per participant  
» Yellow sticky notes  
» Thick colour pens
### SESSION 5: Revision and selection of tools  | Duration: 90 minutes

#### Learning objectives
- Identify and prioritise practical way(s) forward to solve WASH sustainability problems through improving responsibility, answerability and enforceability in relationships

#### Expected outcome
- A prioritised list of response options to the 3 types of accountability challenges identified in the WASH sub-sector
- The participants obtain a practical understanding of how to use the Reference Guide as a tool when making decisions about accountability programming

<table>
<thead>
<tr>
<th>Timing (min)</th>
<th>Step</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 45           | A. Exercise – consolidation: what can be done to improve Accountability in the WASH sector? | * One set of all three types of Accountability Action Cards (pink, yellow and green) per break-out group  
* The triangle of accountability drawn in session with the pink, yellow and green sticky notes  
* Three flip-chart paper sheets  
* One copy of the “Reference Guide for Accountability Programming” per participant |

<table>
<thead>
<tr>
<th>Timing (min)</th>
<th>Step</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 45           | B. Plenary discussion to select tools. | * Ask each break-out group to report to the rest of the group on the 3 tools selected to address challenges met in each context.  
* Engage participants from the whole group to ask questions, comment and discuss these choices.  
* Ask the whole group to select only realistic options amongst the tools that were selected by the different break-out groups during previous sessions (maximum of 2 tools per subsector). The criteria for selection are the feasibility of the action, the availability of resources, requested time and political will.  
* Ensure participation is balanced. |

### SESSION 6: Roadmap: functions, chronogram and consolidation  | Duration: 90 minutes

#### Learning objectives
- Agree on a roadmap to solve WASH sustainability problems through better accountability

#### Expected outcome
- A decision on a sequence of actions in response to accountability challenges in the WASH subsector

<table>
<thead>
<tr>
<th>Timing (min)</th>
<th>Step</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 45           | A. Definition of objectives and success indicators for each selected action and definition of roles and responsibilities | * Ask participant to split up in as many break-out groups as the number of selected tools.  
* Ask participants in each group to state the desired long-term impact(s) of the action when implemented properly. The success indicators should be specific, concrete and measurable in a given time span.  
* Ask each group to produce a list of immediate next steps for the implementation of the action. (e.g., what should happen within the coming four weeks?) Remind participants to name the person(s)/institution with overall responsibility and responsibility for sub-actions.  
* Identify the steps at which External Support Agencies should support the implementation process and type of action(s) to put in place. |

<table>
<thead>
<tr>
<th>Timing (min)</th>
<th>Step</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>B. Presentation of roadmaps:</td>
<td>* Brown paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timing (min)</th>
<th>Step</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>C. Closing words from organizers.</td>
<td></td>
</tr>
</tbody>
</table>
About
The Facilitator Guide provides methods to help groups understand accountability relations in their WASH context and plan improvement actions. It has been produced under the “Accountability for Sustainability” programme, a partnership between the UNDP/SIWI Water Governance Facility and UNICEF which aims to increase the sustainability of WASH interventions by enhancing accountability in the service delivery framework.