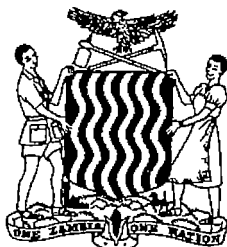




FIRST EDITION

Making Appointments

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Supplementary Module 7b

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PREFACE

THE CORE TRAINING MANUALS AND SUPPLEMENTARY MODULES

The Core Training Manuals and Supplementary Modules have been produced to support the implementation of WASHE in Zambia.

WASHE

Water Sanitation Health Education



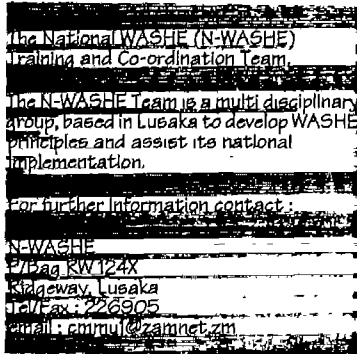
WASHE has been developed in Zambia over the last ten years. Learning mainly from the experiences of Western and Southern Provinces, it is now recognised to be a sustainable approach to rural water supply and sanitation.

The Core Training Manuals provide the background to this development and explain its context in view of decentralisation. The Manuals are intended to provide flexible guidelines to assist the growth of WASHE primarily at district level.

The Supplementary Modules provide community management guidelines for use at sub district and community level. The series includes technical, participatory health and hygiene education and community management titles. Each module has been written to 'stand alone' or be used as part of an overall community management approach where each title in the series complements the next. It is helpful to get to know the titles and become familiar with the contents to enable you to make informed decisions.

At the back of this module is a list of the titles that compile the Core Training Manuals and Supplementary Modules Series. Full details of the contents of each title can be found in *The Community Management and Monitoring Unit Publications List*. All titles are available from the CMMU.

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The concept of the Project Cycle for Community Management in Rural Water Supply is elaborated in more detail in Section 1 of this Module.

The guidelines and materials form the basis for the advocacy and training work of the National WASHE Co-ordination and Training Team (N-WASHE).

The Core Training Manuals and Supplementary Modules have been developed and written by the Community Management and Monitoring Unit (CMMU).

This is Supplementary Module 7b in the Project Cycle for the Community Management of Rural Water Supply; it is called Making Appointments.

WHO THE SUPPLEMENTARY MODULES ARE FOR

The Supplementary Modules are written for people who are intending to develop community management as part of their overall objective for rural water supply and sanitation. These people are likely to represent:

- district councils and D-WASHE committees
- specific line ministries
- NGOs
- Donors
- volunteer agencies
- development organisations

The individuals are likely to be :

- rural and peri urban extension officers from WASHE line ministries
- environmental health technicians
- community development workers
- community health workers
- teachers
- project personnel

The guidelines have been developed within a Zambian context but can easily be adapted to meet the needs of other developing countries.

Throughout the Core Training Manuals and the Supplementary Modules, **the Community** refers to a group of people with a common present or potential interest in WASHE. A single family unit is referred to as a **household**.

By **Community Management** we mean: the ability of the community to have the **responsibility, authority, accountability** and **control** of the WASHE process that exists for their benefit.

The CMMU believes that community management will only become a reality if issues of gender are seen to be integral to the project cycle and participatory process. By **gender** in rural water supply we mean: **the context and reality of both women's and men's lives that can together affect self determined change. Gender is not women's issue alone.**



See Supplementary Module 8
WASHE and Gender

HOW THE SUPPLEMENTARY MODULES WERE DEVELOPED

CMMU was mandated in 1993 to address issues of long term sustainability in the rural water supply and sanitation sector. CMMU began a programme of participatory research throughout the country and it was during this time that it became evident that some regions had a greater chance of sustainability than others. The approaches being used by projects involved in the sector varied from one area to the next. Whilst projects agreed that a community management approach through participation was appropriate there was little or no standardisation of approach. The absence of a standardised community management approach for Zambia meant that the quality of delivery and ultimate level of choice for the community was at best patchy.

In order to address this the CMMU set about collecting "best practice" ideas, knowledge and materials from around the country. It concentrated on participatory techniques, technology options and community management issues for rural water supply and sanitation. The result, through a series of consultative workshops, committees and core working groups, is the current series of supplementary modules.

ACKNOWLEDGEMENTS

Many people and organisations were involved in the development of the Core Training Manuals and Supplementary Modules. In particular the CMMU would like to thank the Community Education and Participation (CEP) - Mongu; Rural Water for Health Project (RWHP) - Solwezi; Irish Aid - Northern Province; Rural Water Supply (JBG) - Central Province and Village Water Supply (GTZ) - Kabompo for their inputs and constructive criticism during the elaboration of the methods. Additionally we would like to acknowledge our appreciation of all Government, donor and NGO field workers at community, extension, district, provincial and national level for their invaluable experience, ideas and opinions.

The research and development required and the production of these publications would not have been possible without considerable financial support from the European Union, NORAD and UNICEF, for which we are most grateful.

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The Core Training Manuals and Supplementary Modules have been produced entirely within the CMMU.



Section
1

INTRODUCTION



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SECTION ONE : ABOUT THIS MODULE

This module looks at the **first stage** of the project cycle for the community management in rural water supply. It provides step by step guidelines to entering the community and making an initial appointment. This module is designed to be used in conjunction with the other titles in Supplementary Modules 7a - 7p.

- Section 1 Introduction
- Section 2 Preparation for Entering the Community
- Section 3 Using the Participatory Activities
- Section 4 Evaluation and the Next Stage

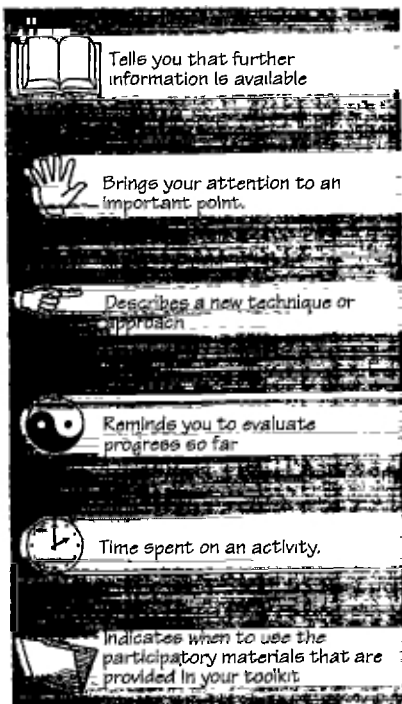
The format is designed to help you :

- find things quickly
- work systematically through the contents
- prepare yourself for participatory activities with the community

Remember the Supplementary Modules are intended as guidelines. Your final choice of action will be based on your dialogue with the community, their needs as they perceive them and local circumstances. Community management is a dynamic process - be creative and use local expertise and the advice of local institutions wherever possible.

In the margin of each page you will find useful information and tips.

Space has also been left for your own notes.



THE APPROACH


- To equip you with the knowledge and skills to :
- understand the basic philosophy of a participatory approach to community management
 - understand the project cycle for community management of rural water supply
 - enter the community and make an initial appointment using participatory approaches
 - prepare the community and yourself for the next stage in the project cycle

 **OVERALL OBJECTIVES OF THIS MODULE**


The CMMU is mandated to look at issues of long term sustainability in the rural water supply and sanitation sector. The provision of information on and guidance about community management strategies using participatory methods and techniques is part of the process.

 **THE COMMUNITY MANAGEMENT PROCESS**

The CMMU believes that **a participatory approach** to community education and sensitisation is an effective way of ensuring **community participation** which leads to **community management**, that ultimately ensures **sustainable development**. In rural water supply the long term aim of government is to see programmes that are “community based” and it is in this context that the CMMU has developed the “project cycle for community management in rural water supply”.

 The CMMU believes that a participatory approach to community education and sensitisation is an effective way of ensuring community participation which leads to community management that ultimately ensures sustainable development.

The terms community participation and community management are often used interchangeably and this is misleading. Community participation is an activity, or series of activities, that through the community’s involvement leads to community management. So for example community participation might be :

 Community participation is a stage of community involvement that leads to community management

- the contribution of labour
- collecting river sand and breaking stones
- collecting money as a contribution towards the water point
- attending a meeting that you have asked them to attend

All these examples ask that the community be involved but this is very different to taking a lead and being responsible for the decisions and the consequences of those decisions.

Community management is a **process** and if facilitated effectively will develop a true sense of ownership and continued development for community gain and benefit. Community management and acceptance of ownership is the ultimate goal in such a participatory process.

The CMMU agrees with current thinking that **community management** means **the community** has the **responsibility, authority, accountability** and **control** over their development. Community management works throughout the life cycle of a project or facility and beyond and so leads to sustainable development.

So, the basic components of community management are :

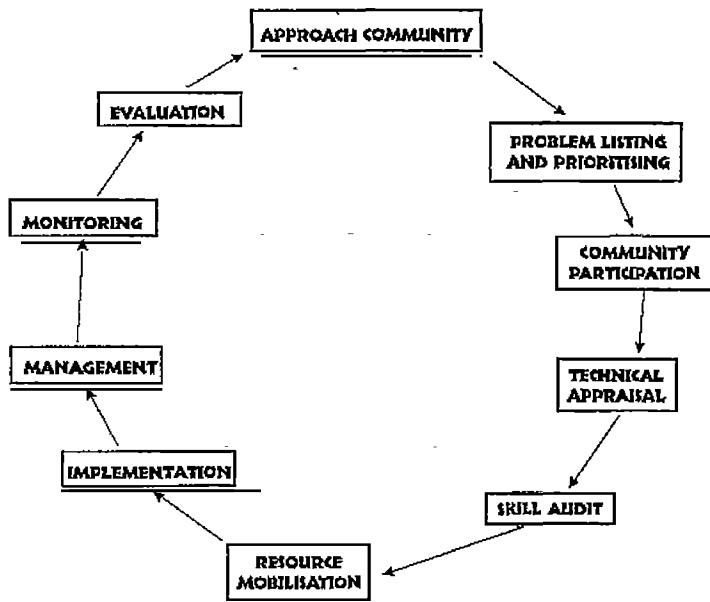
- **community responsibility** : the community assumes ownership of “the system” and “the process”
- **community authority** : the community has the right to make decisions about the action (or intervention) taken to change their situation
- **community accountability** : the community accepts the consequences of its decisions and understands that action rests with themselves
- **community control** : the community has the power to implement its own decisions

DEVELOPMENT OF THE METHOD

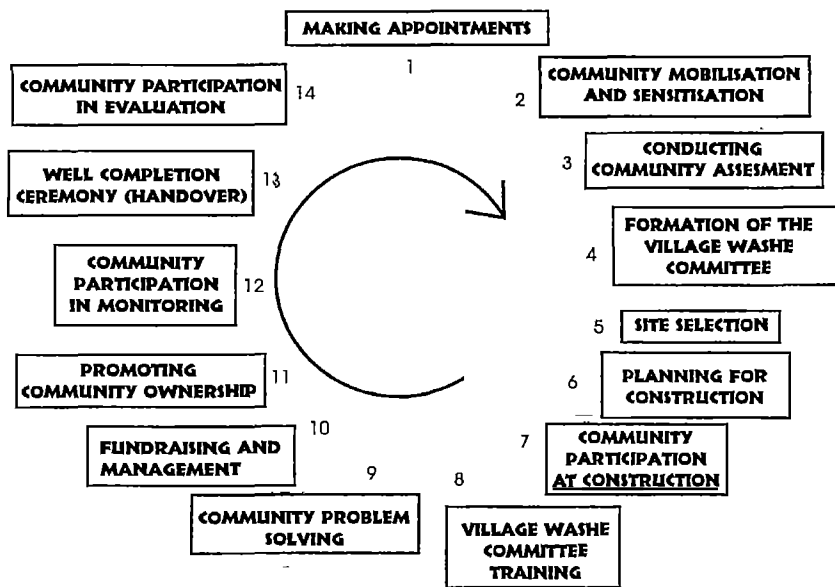


In November 1995 the CMMU initiated the formation of a **core group of actors** that are involved in rural water supply projects in Zambia. The task before the group was to compile and further draft the supplementary modules that are now known as series 7a - 7p. The supplementary modules were to concentrate on community participation for community management in rural water supply projects.

The core group agreed to focus on specific **participatory techniques** that related to the **project cycle for community management in rural water supply**. The project cycle, in 14 stages, has been adapted from the standard project cycle that is widely used in participatory community development projects throughout Zambia.



STANDARD PROJECT CYCLE



PROJECT CYCLE FOR COMMUNITY MANAGEMENT IN RURAL WATER SUPPLY

It is important that you fully understand the Project Cycle, how the stages interconnect and are flexible. Read Supplementary Module 7a before you start work.

The stages in the project cycle for community management in rural water supply form the basis for the supplementary modules 7a -7p. So for example this supplementary module is 7b and looks at entering the community and making initial appointments using participatory approaches which is stage 1 of the project cycle.

It is intended that the reader becomes *the facilitator* of the process of community management. That means that the information acquired from this module becomes *shared knowledge* between the reader and the community so that community based decision making becomes a reality.

FACILITATION

Use this page to make your own notes



Notes :

A series of horizontal lines for writing notes, starting below the 'Notes :' label and extending to the bottom of the page.

Section
2

**PREPARATION
FOR ENTERING
THE
COMMUNITY**



SECTION TWO :**PREPARATION FOR ENTERING THE COMMUNITY**

By the end of this section you will :

- understand the importance of approaching the community in an appropriate way at the beginning of a development project for rural water supply
- have thought about the preparation you need to do before entering the community and making appointments
- have an idea of the information you will need to gather about the community as you begin to work with them

SUGGESTED APPROACH

A number of participatory activities, for use with the community, are suggested as a way of entering the community and making initial appointments at the time of a new project for the development of rural water supply.

These activities are designed to be used as part of the overall project cycle approach, however it is important to first answer some questions in order to prepare yourself adequately for the field.

Why a participatory approach now?

The overall intention of all development in rural water supply is the sustainability of the resource or investment. A participatory approach is important at the beginning of a new project because :

- it is important to follow the protocol that is traditionally attached to entering a community and beginning to work with them
- the initial impression that an implementing agency gives will probably determine the relationship that the agency and the community have in the future; for example, if the impression is given that the agency is only seeking the permission of and nothing more of the community to build a well, it is unlikely that a partnership will develop
- community management is a developmental approach and does not happen over night, rather it has to be fostered throughout the project cycle
- a stronger sense of collective community ownership and responsibility will develop if the community is involved from day one

- in the long term the community will **want** to use the water point because they know it belongs to them and that it is the result of collaborative efforts
- the chances of sustainability will be increased

What else needs to be considered?

Prior to making an initial appointment there are some important factors to consider and be clear about when entering a community for the first time, these include :

- a clear understanding of your own role and responsibility as far as the proposed project is concerned
- a clear understanding of the role you would like your counterparts to play
- a clear understanding of what you expect from the community - whilst this will largely develop over time there may be some requirements that the donor expects and so on
- a clear understanding of the community management concept, particularly that of the project cycle and the overall approach to participatory rural water supply
- an idea of whether or not the community is a “closed” or “open” society
- the need to gather as much reliable knowledge about the community as possible so that you are prepared to answer questions and present your proposal, this will include the status of community health related to water, existing sources of supply, known gender roles and responsibilities, previous project initiatives and so on



A “closed” society is not receptive to influences from the outside and they usually abide by strict traditions.

An “open” society is receptive to influences from the outside and are reasonably flexible with their behaviours and conduct

The issues related to each of the factors are described as this module progresses.

What preparation needs to take place?

The CMMU strongly advises that considerable preparation in undertaken before work with the community begins. Careful planning will benefit everyone and will minimise the confusion that can arise when nobody is sure who is doing what, when and why. It is never a good idea to work in isolation and good community development relies on people as the main resource. As facilitator you will need to seek the assistance of others and ideally form a facilitation team. We suggest the following guidelines be adopted when forming a facilitation team.



Facilitation - a team effort

- facilitation is intensive and demanding - share the work load
- each aspect of facilitation needs to be prepared in advance - share the responsibility
- during the facilitation, the main facilitator will need constant back up - share the effort
- facilitators need feed back on their performance and the reaction of the participants - share reflection and evaluation
- a team of facilitators provides greater creativity and productivity - share your talents

In Zambia it is likely that an external agency (NGO or Donor) is involved in projects for rural water supply. By their nature these agencies come in to the area from the "outside". Whilst they are often very experienced they probably do not have the wealth of local knowledge that is at the finger tips of those who work and live close to the community on a permanent basis.

In all cases where there is external agency involvement it is important that a partnership is formed with GRZ counterparts. These people are likely to be Environmental Health Technicians (EHTs), Community Development Officers (CDOs) and other extension officers that are active in the project area. Additionally it is valuable to harness the co-operation and assistance of Traditional Birth Attendants (TBAs), Community Health Workers (CHWs) and any other active community animators. Agency staff must take the responsibility for making viable links with the GRZ extension services.

Agency staff and agency project workers should be seen to support the process of development and they should always be mindful of their responsibility to strengthen existing services and structures.

The D-WASHE Committee is a sub-committee to the District Development Co-ordinating Committee (DDCC) and is responsible for the development of all district rural water supply and sanitation activities. This takes the form of the D-WASHE Plan.



The facilitation team should work in liaison with the D-WASHE committee, where they exist, to ensure that the relevant line ministries and other actors in the project area are aware of their work. This avoids duplication and allows the team to benefit from the lessons of previous projects. It is very important that all projects are part of a strategic plan for development in the district.

Once the facilitation team has been convened it is important that they plan the activities that they are going to do with the community *before* arriving in the village.

What activities will we facilitate?

This module suggests that the following participatory activities are used when first entering the community and making initial appointments :

- a fact finding exercise with sub district staff
- an initial community visit

The activities are described in Section 3. The activities are designed to help the community understand your motives

and why you would like to investigate the possibility of working with them on a rural water supply project.

Remember the activities and guidelines for facilitation are flexible and should be adapted to suit the particular community you are working with. Therefore be creative, and use the ideas and expertise of others and your own valuable experience and knowledge of what works best. The activities are described to allow for optimum participation by all “the users” and these will include; traditional leaders, local councillors, women and men in the community. The aim is to involve as many as possible in the introductory phase of a new project.

It is important that the facilitation team feels comfortable with the activities and is aware of the desired outcomes. At the end of the Module, in Section 4, there is an evaluation exercise to help the facilitation team assess their impact. The materials that you will need to facilitate the activities are listed in section 3 along side the activity.



Use this page to make your own notes



Notes :

Section
3

**USING THE
PARTICIPATORY
ACTIVITIES**



SECTION 3 : USING THE PARTICIPATORY ACTIVITIES

By the end of this section you will :

- be familiar with the activities that are suggested for community participation during the introductory phase of the project
- understand the issues related to entering the community for the first time and making appointments

SUGGESTED APPROACH :

There are a number of activities that can be undertaken to enter the community and make an appointment. We have chosen the ones to be found most effective in practice.

It is important that you are clear about the objectives of community entry and initial appointment making and feel confident about what you want to get out of each activity.

Remember that the objectives are not only for you as the facilitator but they are for the community too!

Having decided that you wish to work with a particular community it is obviously important to approach the community in an appropriate manner to avoid confusion, misunderstood motives and to show respect for community norms and social practices.

The CMMU believes that one of the reasons that many projects fail is because there is lack of preparation and planning during the early stages of the project. To try and avoid early disappointment and misinterpretation we suggest that entering the community and making an appointment is tackled in two stages.

So we suggest that the objectives are met through a series of connected stages. The activity for each stage is listed below.

STAGE ONE : FACT FINDING

This stage is very important and is the time when you will collect as much information about the community as possible, learn from the knowledge of those already working with the community and gain an idea of what information still needs to be obtained.

The following activity is suggested for stage one :

- a fact finding exercise with district and sub district staff



District staff include representatives from the Council and line ministries, for example .

- the Director of Works
- the District Medical Officer
- the District Environmental Health Officer (District Health Inspector)
- the District Community Development Officer
- the District Water Engineer
- the District Education Officer

Sub district staff are mainly extension workers from .

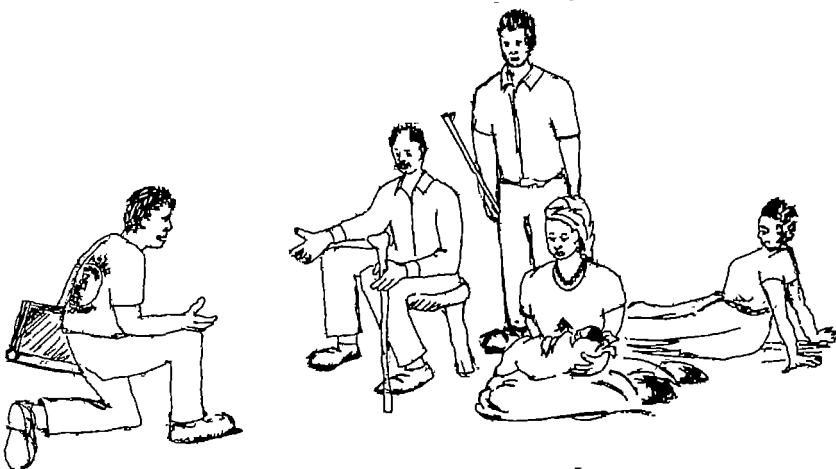
- the Ministry of Health - EHTs and CHW
- the Department of Community Development - CDOs
- the Ministry of Agriculture - Block Supervisors
- the Ministry of Education - Teachers

STAGE TWO : ENTERING THE COMMUNITY TO MAKE AN INITIAL APPOINTMENT

During this stage you will enter and communicate with the community for the first time and make an appointment for a future community meeting.

The following activity is suggested for stage two :

- making an initial visit to the community



STAGE ONE : FACT FINDING

By the end of this stage you will :

- have met the facilitation team and started to work together
- have a better understanding of the status of the community and the issues that effect their current well being
- discussed as a team the issues that need to be addressed
- When visiting the community to make an initial appointment

The time that this activity will take depends on the commitment of the implementing agency. In any event the activity will probably take a few meetings over a couple of weeks.



SUGGESTED ACTIVITY ONE : A FACT FINDING EXERCISE WITH DISTRICT AND SUB DISTRICT STAFF

PREPARATION

Before entering the community for the first time contact needs to be made with the people that will make up the project facilitation team. As we have said it is important to work with others that have experience of working with the community and understand the context. These people will also be able to verify the information you gain and save a lot of assumptions being made which can lead to failure.

The District Council is the home of the D-WASHE Committee. The District/Council Secretary or the Director of Works will be able to locate the D-WASHE Chairperson for you.



In order to form a facilitation team it is a good idea to speak to the district first. Find out if there is a D-WASHE committee operating in the district and inform them of your intentions. You may have to negotiate with them if they have any doubts or concerns about the area you are proposing to work in, particularly if it does not fit in with their existing plans.

A good facilitator is

- patient and able to listen
- self aware, open
- willing to learn
- confident but not arrogant
- respectful of others
- able to create an atmosphere of mutual respect and confidence
- flexible - able to change course and sequence
- sensitive to the dynamics in the group
- a clear writer



The D-WASHE should be able to name individual sub district staff who can work with you and become part of the facilitation team. These people can also assist you to feed information back to the D-WASHE as the project progresses. In the absence of a D-WASHE committee it is advisable that you contact the WASHE line ministries and these are; the Ministry of Health, the Ministry of Education, the Ministry of Community Development and Social Welfare and the Ministry of Energy and Water Development. The district officers for these ministries will be able to assist you.

Other information which can be usefully obtained from the district includes :

- health data relating to water and sanitation - this is useful not only for background information but also for project reports and impact measuring
- existing and neighbouring projects
- past successes and failures
- district and sub district communication systems and methods of working
- existing resources



The District Environmental Health Officer (District Health Inspector) will be able to provide this information.

Once the facilitation team has been established the next activity is to sit down and :

- plan your approach and entry strategy
- clarify your individual roles and responsibilities as far as project implementation is concerned
- gather information

Based on the information you have gathered the facilitation team should be able to identify possible areas of difficulty and problems that may be avoided through better planning. Prior knowledge of the community will mean that the team will be able to anticipate some of the major concerns that the community has *however*, it is important that these are not translated as the *only* concerns. At all times be careful not to make assumptions especially where the information gained is based on opinion rather than fact.



At all times be careful not to make assumptions especially where the information gained is based on opinion rather than fact

When this has been done the team is ready to approach the community to make an initial appointment.

Guidelines for information gathering and fact finding :

be clear about the size of the community or catchment area, how many villages this involves etc.

find out about : population distribution, density and the spread or concentration of settlements

- gather health information; existing health problems and the services that currently support the community



The District Water Point Inventory available from the D-WASHE, Council or CMMU is a good source of information



The District Health Management Team will be able to provide up to date information, health profiles and community specific information.

- look at what is known of the organisational and social structure of the community. Include in this :

the pattern of hierarchy - paramount chiefs, senior chiefs, chiefs, sub chiefs, headmen etc.

how traditional court cases are dealt with and conflicts resolved

- existing resources/facilities available to the community
- whether or not the community is considered to be "open" or "closed"
- the gender roles and responsibilities that exist
- additionally determine what projects the community has already been involved in, the levels of participation experienced and the current exposure to the concept of community management and the idea of the project cycle
- ask questions about the type of approach used by previous project teams and whether or not these were perceived as successful or not. Check whether or not any reports exist that you can read and whether or not participatory evaluation was undertaken

See page 9 for information about "open" and "closed" communities



See Supplementary Module 8 WASHE and Gender



See Supplementary Module 1d Partners in WASHE for information about existing activities.



STAGE TWO : MAKING AN INITIAL APPOINTMENT

By the end of this stage you will :

- have visited the community for the first time and met its influential members
- have briefly discussed the proposed project and its intended outcome with the community leaders
- have made an appointment to meet the community to present and discuss your project proposal

SUGGESTED ACTIVITY ONE : MAKING A VISIT TO THE COMMUNITY



This visit will take between 1-2 hours plus travel time.

PREPARATION

As a facilitation team decide which of you will make the **first visit to the community** to meet the leaders and make an appointment to return. Remember to take into account the guidelines that were mentioned in stage one.

Conduct your visit (to make an initial appointment to meet with the community to present and discuss the proposed project) by following the guidelines below.

Guidelines for successful first visits :

- always enter the community with someone who is known to the community, e.g. an extension worker
- make sure that the person above also understands the nature and intention of the implementing agency or organisation
- determine who you hope to visit to make an appointment
- list and take with you, the names of community traditional leaders, and be clear about how to address them and procedures for formal greetings
- list and take with you, the names of other people that are considered to be influential, e.g. the leaders of woman's groups, clubs, Induna (member of the village council or chiefs advisor) etc.
- be clear about expected dress codes for "outsiders" to respect and any cultural behaviour norms that should be observed

Remember, the impression you give is important and lasting - show respect



- run through who from the facilitation team will say what and write a check list of what you want to achieve
- conduct your first visit at a time when you are most likely to find the community leaders present. For example do not call on a council meeting day, during busy times of the year or day, near a known funeral etc.
- in order to avoid a wasted journey try and make sure that you see the people that you intend to see, that you do not have to leave information second hand and you have planned your visit in advance
- always introduce yourself, the agency you represent and other members of the facilitation team, e.g. GRZ counterparts
- clearly but briefly outline your intention and the approach you wish to adopt
- promote the idea of maximum participation at future community meetings - i.e. of men *and* women
- agree and arrange when the first community meeting will happen and where. Also agree on a time and approximate length. Take into account the time of day - if you want women to attend do not organise the meeting during food preparation times or early in the morning when they are collecting water and so on
- outline what is expected of all those involved, including what the facilitation team will and will not provide
- always summarise the main points of the discussion and the agreed action points
- try and make sure that as many people as you have access to during your visit are aware of what is to happen next. Where possible use existing channels of communication to get your message across, e.g. woman's groups
- upon your return to your office, if possible follow the visit with a letter that thanks the community leaders for co-operating and confirms the date, time and place of the appointment

Always leave a written summary of your discussion - include dates, times, venue and action points. Leave this with at least two people preferably the Headman, his Induna or extension worker nearest to the community



Section
4

**EVALUATION
AND THE NEXT
STAGE**



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SECTION 4 EVALUATION AND THE NEXT STAGE

By the end of this section you will have:

- assessed whether or not you have met your objectives
- taken action if the objectives have only been partly met
- thought about the next stage in the project cycle

SUGGESTED ACTIVITY : REVIEW

1 - 2 hours



As a facilitation team it is very important to continually assess how your work is going. Community development is a dynamic process and constantly demands an adjustment of approach and flexibility on your part.



After each visit to the field assess how well it went, taking into account:

- the overall response of the community
- the success of the activities vis a vis the objectives
- community and facilitation team cohesion

Materials you will need for this session



- all your notes from the visit
- any data, reports, etc.

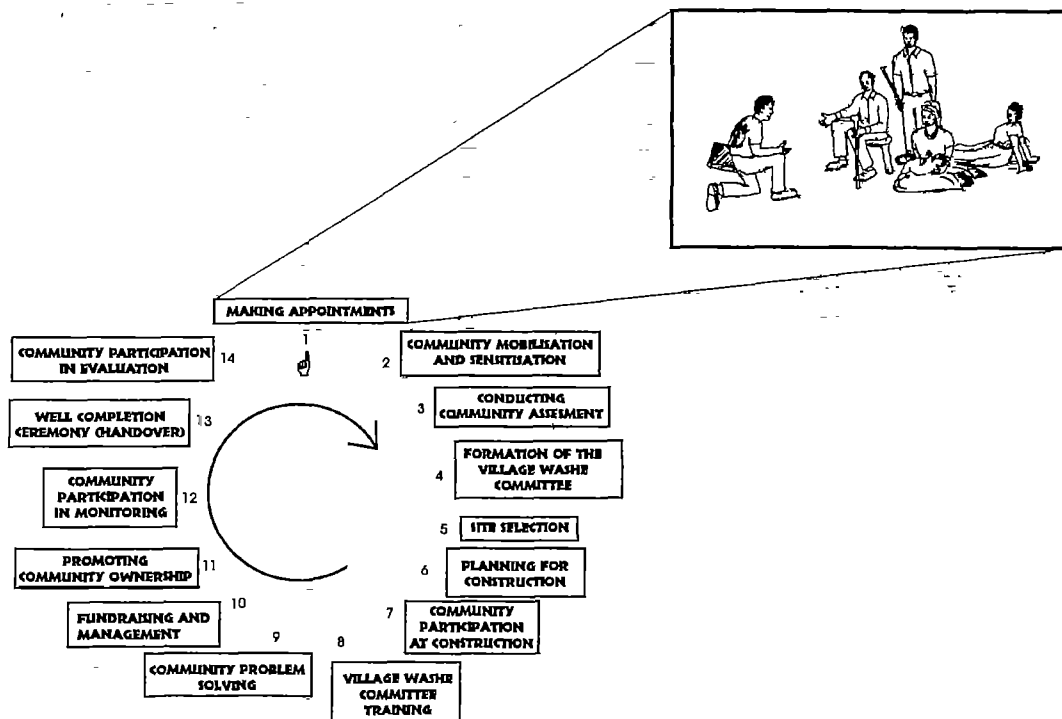
Remember that you are working within the context of the PROJECT CYCLE and by now you should have achieved stage one. Your objectives were to:

- understand the basic philosophy of a participatory approach to community management
- understand the project cycle for the community management of rural water supply
- enter the community and make an initial appointment using participatory approaches
- prepare the community and yourself for the next stage in the project cycle

ORIGINAL OBJECTIVES



So the current stage in the project cycle is :



If you feel that only some of the objectives have been achieved then it is advisable to rethink your strategy before moving on. Review each activity that has been undertaken and decide whether or not it was due to:

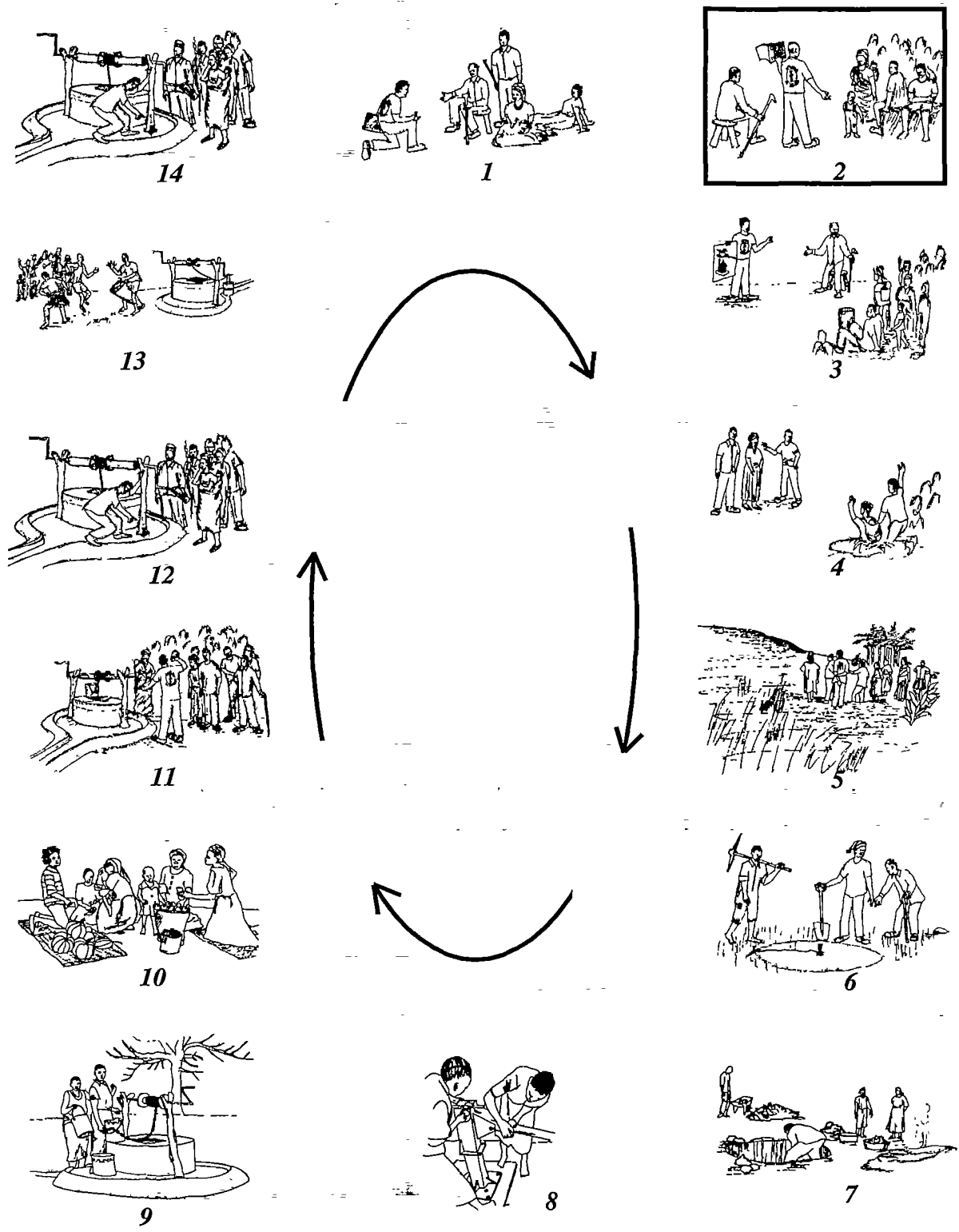
- poor facilitation - be self critical!
- inadequate participation of some groups of the community
- misunderstanding on the part of the community - how can this be rectified?
- poor co-ordination - how can this be improved?

There may be other reasons to those listed above and you should take these in to account.

If you do need to do further work with the community to achieve the objectives in stage one, avoid simply repeating the activities as this will achieve very little. Be creative!

The next page shows the visualised project cycle highlighting the stage the community is about to move onto

VISUALISED PROJECT CYCLE



You are now ready to go on to STAGE TWO -
 COMMUNITY MOBILISATION AND SENSITISATION
 which is Supplementary Module 7c.

THE CORE TRAINING MANUALS AND SUPPLEMENTARY MODULES

No TITLE/DESCRIPTION

MANUALS

- Manual 1 Understanding the WASHE Concept
- Manual 2 Water Sector Reforms and Implications for WASHE
- Manual 3 Introducing WASHE at District Level
- Manual 4 Establishing WASHE at District Level
- Manual 5 Planning for WASHE at District Level

SUPPLEMENTARY MODULES

- 1a Coverage Parameters for Rural Water Supply in Zambia
- 1b The Status of Rural Water Supply in Zambia
- 1c Glossary of Terms for Rural Water Supply
- 1d Partners in WASHE
- 2a Technology for Rural Water Supply : Making the Right Choice
- 2b Technology for Rural Water Supply : Technology Costs
- 2c Technology for Rural Water Supply : Standard Construction Details (Hand Dug Well)
- 2d Technology for Rural Water Supply : Standard Construction Details (Tube Well)
- 2e Technology for Rural Water Supply : Standard Construction Details (Jetted Well)
- 2f Technology for Rural Water Supply : Standard Construction Details (Bore Hole)
- 2g Technology for Rural Water Supply : Family Well Upgrading
- 3a Hand Pump Standardisation
- 3b Guidelines for Meeting the Hand Pump Standards
- 4a Rural Water Supply Maintenance Options
- 4b Rural Water Supply Maintenance Guidelines
- 5a Options for Excreta Disposal Facilities
- 5b Latrine Construction Techniques
- 6a Participatory Health and Hygiene Education (Theory)
- 6b Participatory Health and Hygiene Education (Practical)
- 7a The Project Cycle for Rural Water Supply
- 7b Making Appointments
- 7c Community Mobilisation and Sensitisation
- 7d Conducting Community Assessment
- 7e Formation of a Village WASHE Committee
- 7f Site Selection
- 7g Planning for Construction and Rehabilitation
- 7h Community Participation During Construction
- 7i Village WASHE Committee Training
- 7j Community Problem Solving
- 7k Fund Raising and Management
- 7l Promoting Community Ownership
- 7m Community Participation in Monitoring
- 7n Well Completion Ceremony (Handover)
- 7o Community Management in Evaluation
- 7p Group Dynamics and Energiser Tool Kit
- 8 WASHE and Gender

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every sale, purchase, and payment must be properly documented to ensure the integrity of the financial statements. This includes recording the date, amount, and purpose of each transaction.

The second part of the document provides a detailed breakdown of the company's revenue. It lists the various products and services sold, along with the corresponding sales figures for each. This information is crucial for understanding the company's primary sources of income and for identifying areas of growth.

The third part of the document details the company's operating expenses. It categorizes these expenses into fixed and variable costs, providing a clear picture of the resources required to run the business. This analysis is essential for determining the company's profitability and for making informed decisions about cost management.

The fourth part of the document presents the company's net income and profit margins. It compares these figures against industry benchmarks and historical performance to assess the company's financial health and competitive position. This section also includes a discussion of the company's tax obligations and how they have been managed.

The fifth and final part of the document provides a summary of the company's overall financial performance. It highlights the key findings from the previous sections and offers recommendations for future financial planning and strategic initiatives. The document concludes with a statement of the preparer's responsibility and a signature.

