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TRAINING IN COMMUNITY PARTICIPATION

Report of an African
Regional Workshop
for Programme Staff



PROWESS/AFRICA

Involving Women in Water and Sanitation

LESSONS STRATEGIES TOOLS

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This meeting would not have been possible without the generous assistance of the Government of Tanzania: this contribution is gratefully acknowledged. The workshop was, in large part, created by the participants, and this is noted with appreciation.

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The report remains the responsibility of PROWWESS/UNDP and does not constitute a formal position of governments or of the workshop participants.

Cover photograph showing a workshop field trip is by Jake Pfohl of PACT (Private Agencies Collaborating Together).

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TRAINING IN COMMUNITY PARTICIPATION

REPORT OF AN AFRICAN REGIONAL WORKSHOP FOR PROGRAMME STAFF

PROWESS/Africa
February 1989

Part of the PROWESS/UNDP Technical Series:
Involving Women in Water and Sanitation-
LESSONS, STRATEGIES, TOOLS

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PROWESS TRAINING TOOLS

The need to involve communities, and particularly women, in water/sanitation projects, in identifying needs and making decisions regarding planning, implementation, and evaluation is clear to many practitioners.

How one can do this is not always clear. What decisions can be made by communities, what is the optimal sequence of consultation, and what are some of the mechanisms one can use are difficult questions for those working in the water/sanitation sector.

Therefore, one of the central challenges we see in PROWESS (note back cover) is to make available tools for field workers to facilitate the participatory process.

Participatory approaches and techniques do exist, and can be taught. One such approach is SARAR, which is the main focus of this report.

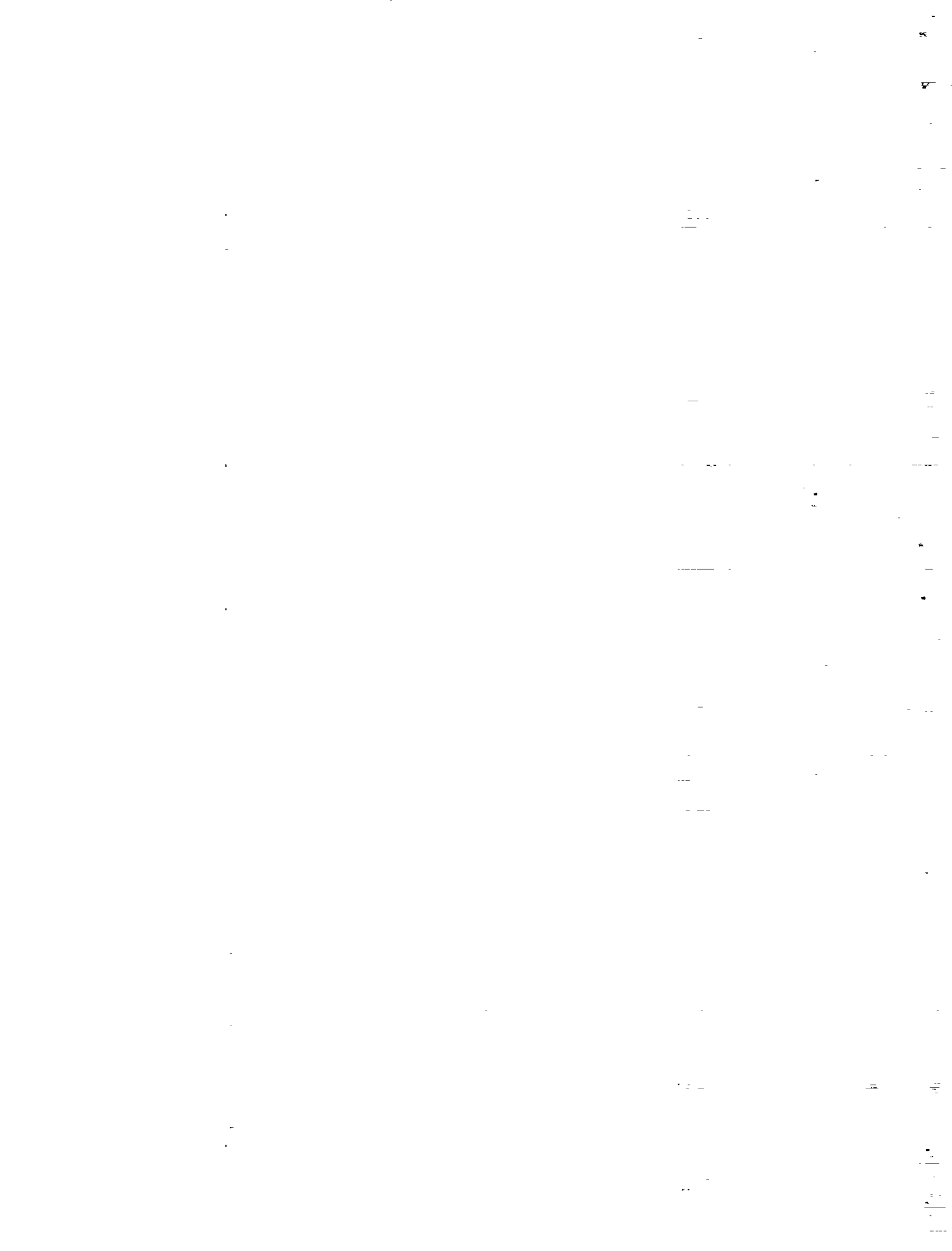
We have been told repeatedly that there is a need to "demystify" some of these processes. Therefore, this report is written in some detail. As noted in the bibliography, it is the latest in a series of workshop reports, and will be followed by a field manual, complemented by a film and training manuals.

Siri Melchior
Programme Manager, PROWESS/UNDP

TRAINING IN COMMUNITY PARTICIPATION

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PREFACE

In Africa, as elsewhere in the developing world, lack of clean water and sanitation rank among the major causes of poor health, losses in productivity, morbidity and mortality.

This situation prompted the United Nations General Assembly to launch the International Drinking Water Supply and Sanitation Decade (IDWSSD), 1981-1990. Through the Decade, methods of intervention in the water and sanitation sector have been redefined in order to provide clean water and sanitation facilities to as many people as possible. In particular, the participation of communities, and especially women, in needs analysis, design, planning, implementation, follow-up and evaluation of projects has become recognised as crucial to the achievement of this objective.

To facilitate the development of new approaches to women's and community's participation, the UNDP has created the inter-regional project Promotion of the Role of Women in Water and Environmental Sanitation Services (PROWWESS). It has focussed on demonstration projects in Asia, the Arab States, Latin America, and Africa.

To place increased emphasis on activities in Africa, PROWWESS/Africa, funded by the UNDP and the Government of Finland, was established and began activities in mid-1988.

The present report provides a summary of its first regional workshop held in Morogoro, Tanzania, from August 31 to September 16, 1988. A second workshop, with participants from Francophone countries, was held in Burkina Faso, in March 1989. A report on the second workshop will also be available.

Aminata Traore,
Regional Coordinator,
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OVERVIEW

The Regional Workshop was hosted by the Tanzanian Government with technical advice, funding, and administrative support from PROWESS/UNDP. Participants were drawn from six Anglophone countries: Kenya, Lesotho, Nigeria, Sudan, Tanzania and Zimbabwe (see Annex 1 for list of participants).

The workshop programme was organized in two stages:

1. A Pre-planning session held in Dar-es-Salaam (Aug. 31-Sept 3)
2. The main workshop held in Morogoro (Sept 5-17).

Key objectives

- to develop a deeper understanding among participants of the benefits of the participatory approach as it relates to personal growth, group cohesiveness and capacity for practical problem solving.
- to review the major impediments to the full involvement of women and local communities in the planning, execution and maintenance of water supply, sanitation, and health facilities, and to consider ways and means of overcoming such impediments.
- to reflect on how hardware and software inputs can be focussed and integrated to promote effective community participation.
- to design, try out and assess various participatory approaches in actual village situations.
- to plan possible follow-up activities at the country level using innovative approaches in community work and training.

Workshop Approach

Participants were introduced and exposed to "SARAR", which is one training approach often utilized in PROWESS-assisted activities. It involves experiential activities using investigative, analytical, planning and evaluative methods.

SARAR stands for:

- Self-esteem
- Associative strength
- Resourcefulness
- Action planning
- Responsibility for follow-up

PRE-PLANNING

During this period, various activities and materials which might possibly be used in the main workshop were discussed, tested out and screened by a core team consisting of a Tanzanian facilitator, the PROWESS Training Director, the PROWESS Regional Coordinator, the Tanzanian workshop coordinator, a United Nations Volunteer, three media specialists, and a local artist.

On the first day the Training Director introduced the team to the SARAR method demonstrating how it aims to strengthen the trainees capacity to be creative, generate new ideas, investigate, analyze, plan and evaluate. Activities reviewed in this way included the Photoanalysis Set, the Resistance to Change Continuum, Johari's Window, and Hopes and Fears. Each activity was first presented by Training Director and the entire team provided feedback and evaluation. This enabled the core team to experience a range of activities.

At this stage, the local artist and the media specialists also prepared visual aids to be used in the workshop, which were then evaluated for their relevancy to Tanzanian village life.

On the second day, the details of both substance and logistics were further elaborated. The team worked out a sequence of activities flexible enough to allow for changes and new inputs. Proposed activities were written on pieces of paper and placed on a sheet of paper so as to be easily moved to another slot on the schedule if desired.

To deal with the logistical aspects of the workshop, specific tasks were identified and shared out among the facilitators.

By day three, the core team was ready to prepare the tentative workshop schedule for the first week of the session. Again potential activities were rehearsed and demonstrated among core team members.

After a consensus had been reached about the activities of the first week, the team went over each individual activity to check whether the visual material for its demonstration was prepared. A checklist of last minute pre-workshop tasks and errands was drawn up.

IMMERSION PHASE

The first three or four days of the workshop were devoted to total immersion in the participatory methodology, each activity being subjected to thorough analysis and evaluation. A field visit to the villages of Changarawe and Sangasanga villages was scheduled for the fourth day to give participants the chance to try out some aspects of the SARAR methodology in a real life setting.

On the first day, the Regional Coordinator initiated the workshop and welcomed all participants on behalf of PROWWESS. She presented the PROWWESS programme to participants and explained how it operates within the framework of the International Drinking Water Supply and Sanitation Decade (IDWSSD) to promote the participation of communities, and especially women, in water and sanitation projects. The principal partners of PROWWESS in the pursuit of this goal are the rural communities/rural women, social workers, development workers (engineers, sociologists, etc.), governments, multilateral and bilateral organizations, and NGO's.

Self-Introduction

After the briefing, the Tanzanian workshop coordinator invited the participants to introduce each other in a manner which helped to remember names and to get to know each other better. Each participant gave his/her first name, a brief description of their work, and an appropriate adjective, which began with the first letter of one's first name. Each participant also indicated his/her number of years of work experience. The total amounted to an impressive 344 years of experience, a reminder to everybody of the enormous body of knowledge available in the group - when pooled together.

National Experience

At this point, participants from each country gave a presentation of their national experiences in community's, and particularly women's, participation in water and sanitation projects. Through this activity, participants from Lesotho, Kenya, and Zimbabwe (who had had experience in national workshops conducted by PROWWESS) were able to share their experience with the participants from Nigeria, Sudan, and Tanzania. This exchange of experience in using SARAR methodology created interest in knowing more about its pro's and con's among participants who had not yet experimented with this approach. The specific details of the national presentations are given in Annex Two.

On day two, the PROWESS Training Director gave a brief introduction to the principles of the SARAR methodology in participatory training. The philosophy of this method may be summed up in this statement, "Every human being has a tremendous capacity that we try to draw out." She emphasized that the principles of the methodology may serve as a starting point, but that each training technique needs to be adapted to the particular realities of the country and in particular to its rural communities.

At this point, various activities were introduced by which the participants were able to analyze their needs and attitudes, express their hopes and fears, and thereby contribute directly to the definition of the workshop objectives. In this way, they were closely associated with the elaboration of the workshop program, as is consistent with the participatory approach in training.

Baseline Self-Assessment

In this activity, the participants assess how they tend to behave in different situations through answering a series of questions:

- | | |
|--|--|
| | <u>Check One</u> |
| A. In a group discussion
I generally.... | Lead the discussion
Play an active role but not
necessarily a lead role

Prefer to sit and listen |
| B. In dealing with village
people or trainees in
my field I usually
use the following method(s) | List up to three in order of
most frequent methods

_____ |
| | <u>Check One</u> |
| C. If invited to act in a role
play or socio- drama | Feel quite ready and eager
Am a bit uncertain but
willing to try
Prefer to stay out but enjoy
watching

Feel role playing is a waste
of time |
| D. I am asked to draw, as a
rule I feel... | Very confident and excited
Moderately confident
Unsure but willing to try
I definitely cannot draw and
prefer to leave it to others

Drawing is pointless in a
workshop |

Group Self-Selection

For this activity each participant was given a name tag indicating full name, sex, professional title (e.g. trainer, planner, researcher) and a specific colour for each country.

A sheet of newsprint was divided into three columns labelled A, B, and C, and posted on the wall.

The participants were then invited to place a duplicate of their name tag under one of three columns bearing in mind that the composition of the three self-selected sub-groups should be balanced.

Hopes and Fears

For this activity, participants were split up into the three self-selected groups (A, B, and C) to write down their expectations and fears. After discussion within the sub-group, these hopes and fears were written on a large piece of newsprint and presented at a plenary session. Some participants expressed concern about their inability to communicate with the villagers in Swahili during the field trips. Other participants expected the workshop would provide them with an assessment of the methodology used in former PROWESS assisted projects. Others had some doubts whether water and sanitation was in fact a priority concern in rural communities.

This activity expressed initial feelings about the workshop, a sort of reference against which the workshop could be re-examined from time to time. The detailed lists of group hopes and fears are given in Annex Three.

Workshop Objectives

In this exercise the participants were asked to compare their expressed hopes and fears with the proposed workshop objectives. Participants split into their respective groups again to rethink and shape their own workshop objectives in light of the activity they had just completed. Through a plenary discussion, the participants were able to articulate a common list of workshop objectives:

1. To reach a fuller common understanding of the kind of community participation needed for successful WSSH projects.
2. To develop a deeper understanding among participants of the benefits of the participatory approach in terms of personal growth, group cohesiveness, and capacity for practical problem-solving.
3. To review the major impediments to the full involvement of local communities, in particular women, in the planning, implementation, and management of WSSH facilities.

4. To consider ways and means of overcoming those impediments.
5. To reflect on how hardware and software inputs can be focused and integrated so as to promote effective community participation.
6. To develop skills in designing and using different types of community participation.
7. To try out participatory approaches in actual village situations and learn how to assess their impact.
8. To plan possible follow-up activities at the country level using innovative approaches in community work and/or in training.
9. To jointly train personnel from different ministries and development agencies so as to strengthen team relationships and unify their vision and approach to community level work.
10. To evaluate the methodology of community participation itself for effectiveness and applicability.

Characteristics of a Good Group Process

Next, the participants defined what they considered a good group process through a brainstorming session. The following criteria were given:

CRITERIA OF A GOOD GROUP PROCESS

- to listen to each other
- to ensure that every member has a task to do
- to rotate leadership
- to have a leader
- to avoid dominating
- to be patient
- to involve everyone in decision-making
- to try to arrive at conclusions
- to be motivated
- to be open-minded
- to accept criticism
- to be time-conscious
- to have enough time for activities
- to rotate tasks
- to introduce humour

Scenes of Community Action and the Process of Development

After the brainstorming session, the participants were taken a step further and asked to draw on paper a situation depicting community participation. Each sub-group produced a composite drawing incorporating individual pictures contributed by its members. When the groups joined in a plenary session, the sub-group drawings were put together in a mural.

The themes depicted in the mural touched on different manifestations of community participation. One drawing depicted a village faced with a severe water problem where the community decided to build a dam. In another drawing, community action was shown as problem identification by the community itself. In the third drawing, a community was gathering for a meeting to develop a strategy for fund raising. The contributions would be used to repair a broken pump and build a VIP latrine.

Action Words Analysis

The group was asked to list action words describing their behaviour during the Hopes and Fears activity and during the Scenes of Community Action activity. This exercise helped participants to distinguish between two different training/learning styles. In Hopes and Fears the style was investigative, analytical and evaluative; in the drawing exercise it was creative, and reflective.

A brainstorming session resulted in the following two lists:

In Hopes and Fears

- We
- Joked
 - compared
 - argued
 - evaluated
 - organized
 - planned
 - struggled
 - criticized
 - interpreted

In Scenes of Community Action

- We
- drew
 - discussed
 - visualized
 - laughed
 - doubted
 - grumbled
 - asked
 - hesitated
 - perceived

The Grid Exercise

The participants were then introduced to the grid exercise--an evaluative tool used to assess the workshop activities. The grid registers whether an activity is creative, investigative, analytic, evaluative, or useful for planning. Participants also evaluate the usefulness of the activity for community participation, human development, and practical application. For instance, participants were asked to evaluate the Action Word Analysis exercise by checking off the appropriate slot in the grid.

Attributes of Good Community Participation

The participants were given a list of 25 possible characteristics of good community participation and asked to select a few attributes which they found most important for effective community participation.

The following lists were established:

GROUP A: Acceptance of women's role in decision-making
Sense of responsibility
Capability to make rational decisions
Ability to work well in a group
Willingness to contribute labour
Confidence in relating to authority figures

GROUP B: Sense of responsibility
Acceptance of women's role in decision-making
Ability to work well in a group
Initiative
Willingness to pay for basic services.

GROUP C: Sense of responsibility
Resourcefulness
Willingness to contribute labour and material
Capability to make rational decisions
Leadership
Skill in maintenance of hardware
Land ownership
Willingness to pay for basic services

Each sub-group presented their conclusion to the group at large. This was followed by a discussion in which each group gave a justification for its choice.

After the introductory activities of the first two days, the workshop moved to activities which involved group discussions, decision-making and planning. The participants proposed a plan of action for a community water and sanitation programme and illustrated a community situation with posters. They also analyzed various levels of resistance by villagers to the introduction of new ideas and/or technologies and learned how to address these constraints as change agents.

Mini-Case Study of Lubu Village

MINI CASE STUDY

The Lubu Community Centre is an indigenous organisation whose goal is to establish an improved community based water and sanitation programme in Lubu village. To date, this centre's method of reaching its goal has been by providing monetary help and technical inputs.

Although there have been improvements in water and sanitation, the villagers still face a series of problems. A meeting of the Committee has been called by the Chairman of the Centre to discuss these problems.

Specific issues are:

1. Even though water and sanitation has been provided, illness is not reduced.
2. Other environmental sanitation and personal hygiene problems continue in the village.
3. Village women have not been involved.
4. There is dependency on money and skills coming from outside the community.
5. The centre's funds are limited.
6. The staff lack training in techniques for generating community support and involvement.

As a member of the Committee, you are asked to study the above issues and to propose a plan of action in keeping with the Centre's objective of instituting a community-based programme.

In order to develop a plan of action for Lubu village, the participants first reviewed the ATTRIBUTES OF PARTICIPATION which they had developed in sub-group discussions.

Working in subgroups, the participants then established the following ideas for plans of action:

IDEAS FOR PLANS OF ACTION FOR LUBU VILLAGE	
Group A:	involve the community let them identify their own problems use local resources instead of external aid implement a training programme for community workers
Group B:	get community support become independent of foreign aid take initiative for community support
Group C:	know norms and beliefs of the community know community's priorities know needs of the community involve the community in planning train people in particular aspects of the water system hand project over to the community in order for the people to assume full responsibility.

In a plenary session, the presentations of the three groups were discussed and the priorities given in the listing of actions were compared. The purpose of this exercise is to see that there are commonalities, but also differences in priorities; to show how difficult it is to prioritize when faced with attributes that are intangible.

The following question was put before the group: If we want to help people become rational decision-makers in planning, how do we go about it? This question led to the next activity, which sheds some light on planning through the use of posters.

Unserialized Posters

Each sub-group was given a series of eight posters and asked to select four of them and link them together to make a story complete with beginning, middle and end. When the stories were presented in plenary session, it was seen that the Unserialized Posters exercise fosters creative activity. It generates discussion and is open to interpretation as the participants are free to choose the pictures that best suit their purpose. This is a tool that does not require literacy, yet can bring to the surface issues which are relevant to villagers.

A discussion on the use of posters highlighted that pictures can be used as an effective investigative tool in needs assessments. However, a local artist should always assure that the message of the picture is understood and is relevant to the local people.

Other types of story-telling were suggested using flexi-flans or drawing. Flexi-flans are a material consisting of paper cut-outs of human figures with flexible arms, legs and torsos which can be placed on a flannel covered board to illustrate a point of view or relate an incident or story.

In comparing posters with flexi-flans or drawings, it was noted that they are all creative/expressive tools. Depiction of a situation with flexi-flans or a drawing is however more open-ended, thereby providing for greater self-expression than posters with a set content.

As follow-up of this discussion various approaches in training were debated from an open-ended, non-directive style to a directive message-focussed style. The following activity shed some light on the type of approach needed in response to resistance to change by village communities or individuals.

Resistance to Change Continuum (see illustration next page)

In this activity a number of messages were handed out to the participants, who had to sort them out and place each one on the appropriate step of the continuum ladder. The messages ranged from a highly negative one, "Why do we need latrines, we have always used the bush" to a highly positive one, "My family's health would benefit if we had a latrine, I am willing to build one and show others how to build theirs".

Each stage corresponding to such messages requires a different approach by the change agent. Villagers who are at stages one through four of the Continuum need an open-ended, investigative approach, allowing for self-expression, whereas those at stages five, six and seven would possibly benefit from a more didactic method. Villagers at these latter stages are already convinced but what they require, mainly, is information on how to implement change.

FIRST FIELD TRIP

Two field trips had been planned as the central part of the workshop, so that the participants could implement in a village context the new approaches they had just learnt. For this purpose, two different villages, Changarawe and Sangasanga, both in the vicinity of Morogoro, had been identified by Tanzanian authorities. Both villages had a history of water problems. Before the start of the workshop, village leaders were asked if they would consent to the visit; it was explained to them that the workshop was going on and that the field visits could stimulate mutual learning which might help the villagers in devising their own follow-up. Both had agreed to the visits on this basis.

The first visit was scheduled as early as the fourth day of the workshop, to allow ample time for preparation of the second visit when the workshop participants would try out participatory techniques and materials based on the SARAR methodology. The purpose was to gather first hand impressions of village needs, which would help to plan and design the materials. After each sub-group had selected a village site, they made their plan for the first village contact. Groups A and C visited different areas of Changarawe village, whereas Group B visited Sangasanga.

Upon completing their field encounters, the rapporteurs of each sub-group presented their findings at a plenary session where questions on procedures and observations were raised and issues clarified through discussion. The main points of the findings are reproduced on the two following pages.

Changarawe Village - Group A

The discussion with the villagers indicated that although the village was provided with several water points, water supply was intermittent, because of poor maintenance and a lack of funds to buy parts. Consequently, women often had to walk 10-15 minutes to fetch water. Two factors in the intermittent supply of water were inadequate pressure from the initiate and the small diameter of the supplying pipe. Lack of spare parts also led to wastage of water and possible contamination due to the use of cob stoppers.

As workshop participants were taken for a walk around the village they were able to observe the sanitary facilities. As pointed out by the villagers, each household owned a double unit latrine. The group observed lack of cleanliness, and lack of privacy for women, resulting in infrequent use of facilities. No refuse pits were observed.

Men were seen to dominate the discussion, yet women had an equal share as members of the village committee. Besides typical domestic chores, women's activities included beer brewing to raise funds and the care of their small maize lots.

The following priority needs were expressed:

- larger intake pipes for the water supply
- chemicals for water treatment
- bicycle for the water technician to reach mountain areas
- corrugated iron to change thatch roof
- grinding mill to save time

Changarawe Village - Group C

In this part of the village a piped water supply had been constructed through Dutch bilateral assistance to the Government of Tanzania. The water supply was reliable, easy accessible, the water of good quality and supply unlimited during daytime. Each family owned a traditional latrine, surrounded by a shelter. There was a water committee which assured cleanliness, maintenance and repair of the facilities. The committee collected the water fees from each family as well as a levy from beer brewers. The villagers were debating whether they should get individual water connections, so that each household would pay for its own consumption.

Sangasanga Village - Group B

The community hand pumps were found to be in perfect working order and said to provide water all-year-round. However, villagers found the water from the pump hard and blamed it for causing diarrhoea.

Stream water was carried by pipes to the three domestic water points, two in the village and one in the school. This source was unreliable, since water was not available all year round and not protected from pollution.

The sanitary behaviour could only be judged from the double unit pit latrines near the clubhouse. The women's unit was kept clean in contrast to the men's unit.

The villages expressed their needs as follows:

- chlorine for water treatment
- washing slabs
- more water and tanks
- technical advice for latrine construction
- large intake pipes
- bicycle for water technician
- corrugated iron roofs for day care centre
- a health facility in the village
- a grinding mill

Women played an active role in the water committee which was composed of three women and two men. One woman was to be trained to assist the water technician.

PREPARATION FOR SECOND VILLAGE ENCOUNTER

Women in the Decade

On the fourth day, the field trip to Changarawe and Sangasanga had focussed on the general situation of the communities, their water and sanitation needs and the roles of the women. To build on this, an activity called WOMEN IN THE DECADE (referring to the International Drinking Water Supply and Sanitation Decade) was introduced. It is focussed on the role of women in community water and sanitation, showing how water-related problems not only directly affect women, but through them influence the welfare of the entire community.

Part One: Balloon Activity (see illustration facing page)

Starting from a picture of a rural woman, one by one draw a chain of balloons. In the first balloon, note down a water related problem directly affecting women. In each of the following, describe its consequences and the consequences of those consequences.

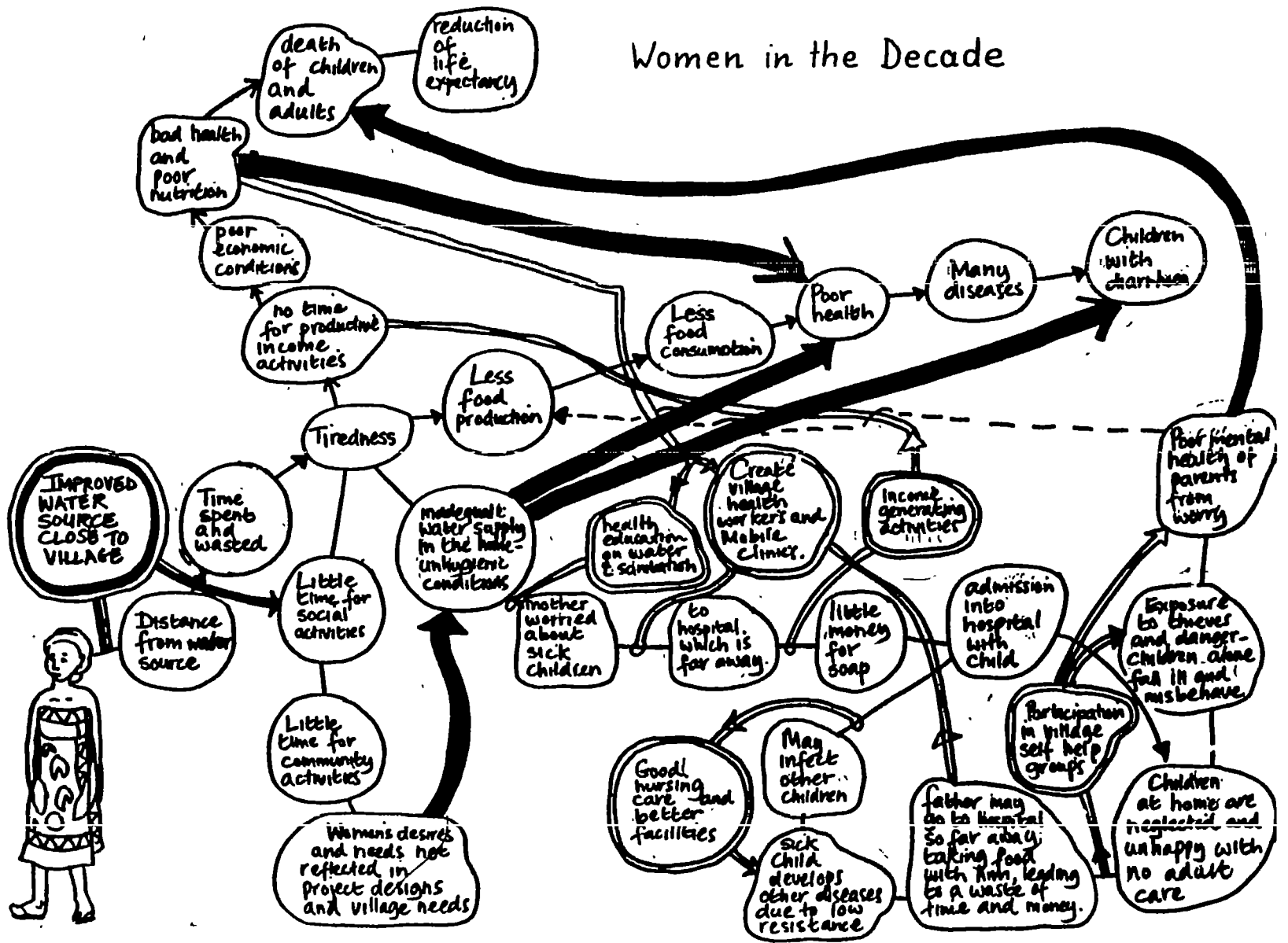
Interconnect the balloons where appropriate.

Circle the points at which the chain can be broken with the intervention of health personnel and other extension agents.

The exercise was first done individually. After each participant had designed his/her own view of the interconnections, these personal viewpoints were put together into a group collage.

The group chose "the distance water is carried" as its focal problem. From this point they traced a seemingly endless chain of consequences each hinging on this initial factor. (see illustration on facing page)

Women in the Decade



In order to break this chain the following interventions from health personnel and extension agents were suggested:

- provision of nearby water supply to reduce time spent on fetching water
- Health education to improve hygiene conditions and health levels
- Provision of Village Health Workers and mobile clinics to reduce travelling to distant health centres
- Income generating activities to provide for people's basic needs
- Nursing care and facilities to reduce child morbidity and mortality
- Cooperative village help groups to ensure the mental health and well-being of parent and child.

Part Two: Two Circles Exercise - Water/Sanitation/Health Problems

Take a large sheet of newsprint and draw on it a large circle enclosing a smaller circle.

In the large circle, write all the water, sanitation, and health problems which affect a rural community.

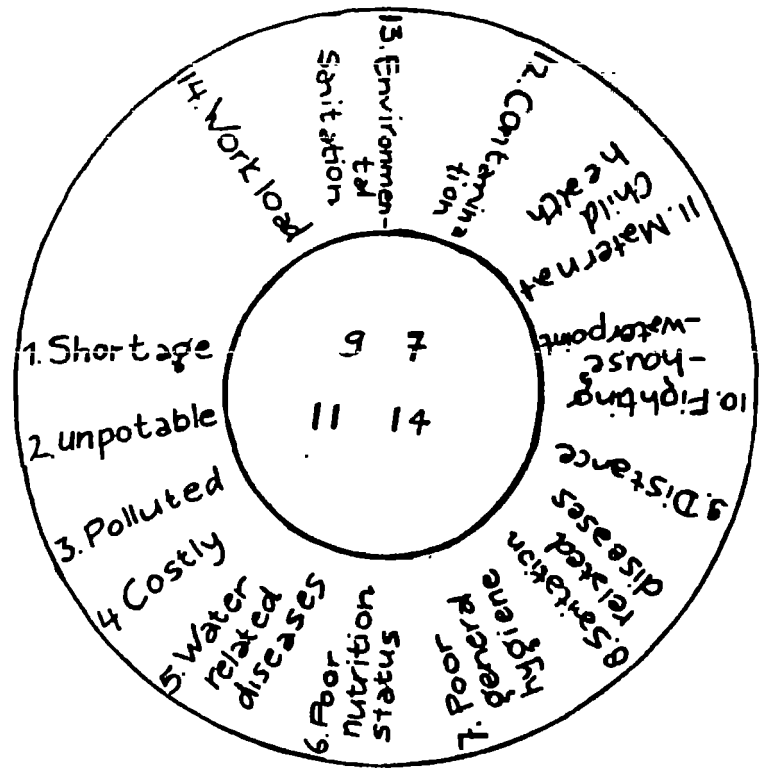
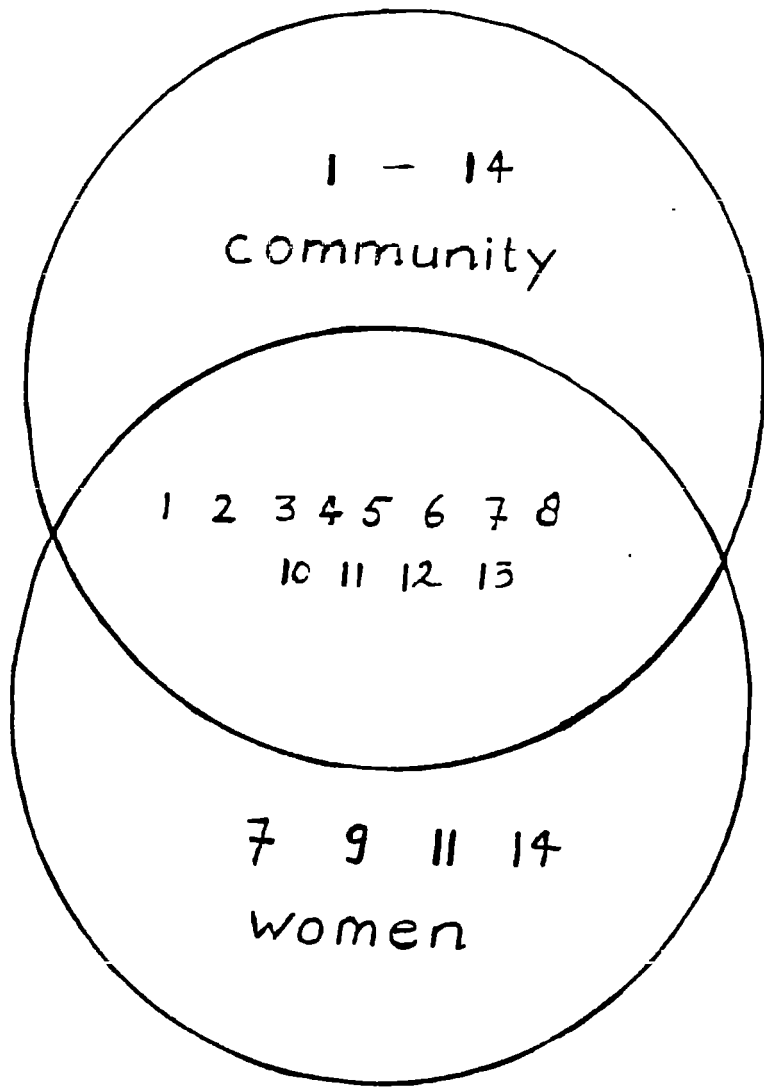
In the inner circle write those water, sanitation, and health problems which particularly affect women.

Consider ways in which the content of the two circles is interrelated.

Suggest specific ways in which women's problems (inner circle) can be resolved.

The group came up with two designs, the first one showing an inner and an outer circle, separating those water supply, sanitation, and health problems affecting women from those affecting the community as a whole.

However, the group felt that most community's problems are also shared by women. Therefore, an alternative approach to the above design was devised using overlapping circles. (see illustration)



The group listed fourteen water problems that face the community:

1. water shortage
2. unpotable water
3. pollution
4. high costs
5. water-related diseases
6. poor nutrition
7. poor general hygiene
8. sanitation related diseases
9. distance
10. fighting
11. child health
12. contamination
13. environmental sanitation
14. work load

Except for the distance to the water point and the work load, all above-mentioned problems are shared to some extent by both community and women; however, the problems affecting women in particular are poor environmental hygiene, distance to water source, child health and work load.

The following suggestions were made to resolve women's problems:

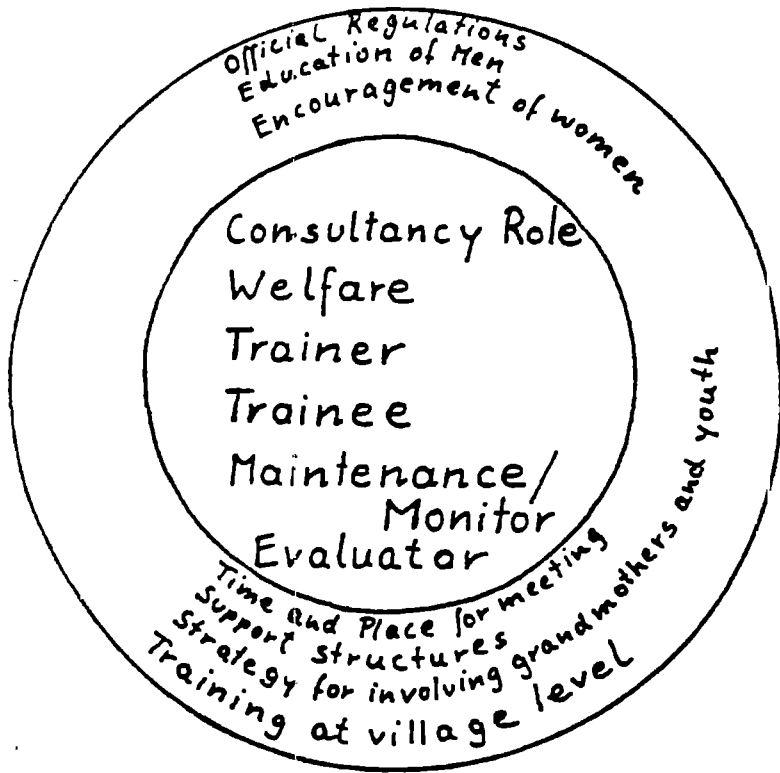
- reduce distance
- improve water quantity and quality
- provide formal/informal health education
- improve sanitary behaviour
- improve awareness
- increase responsibility for sharing in solutions

Part Three: Two Circles Exercise - Women's Roles

The group drew two circles on a large sheet of newsprint, a large one and a smaller one within. (see illustration on facing page)

The small circle listed the role of women in a WSSH project as follows:

1. as consultants at the planning stage in problem identification, identification of possible solutions, selection of project sites.



2. as trainer/trainees at the implementation stage.
3. as managers of monitoring, operation and maintenance.
4. as evaluators.

The large circle listed action by the community to ensure women's participation.

- Attention to policies affecting women's active participation e.g. inheritance laws, landownership laws, compulsory education for girls, prohibition of child marriages.
- Education of men to include women in decision-making.
- Emancipation of women by informing them of their rights. Lifting social restrictions on their movements.
- Sensitivity to women's time constraints and attention to the choice of the meeting place.
- Support of structures/services which already reach women. Provision of creches freeing women to attend meetings.
- Involvement of grandmothers, thereby promoting safe water and sanitation behaviour for the children in their care.
- Training at the village level, to avoid long absences from home.

After a review of the role of women in the WOMEN IN THE DECADE activity, the workshop sessions were oriented towards activities which could be used to plan and carry out the second field trip. The participants were familiarized now with a number of training activities which could serve as reference points to them in developing their own materials suited to their specific training objectives.

Three Pile Sorting Cards

In this exercise a group of about 10 participants sorted a pile of picture cards each illustrating a community's WSSH behaviour into three categories:

GOOD NEUTRAL BAD

The cards illustrated common behaviours such as drinking from a water tap, sweeping trash into a pit or leaving food uncovered.

The classification was first done individually. Later the three groups were invited to share their conclusions. As they discussed and challenged each other, it became clear how differently people perceive everyday behaviour in terms of its health impact. The discussion sharpened the group's understanding of villagers WSSH behaviour and environmental issues.

Story with a Gap

The participants was shown two contrasting pictures, one representing conditions existing before change has taken place - "an unsanitary village", the other "a clean village." Participants first discussed the "unsanitary village", to speculate on why the village situation had deteriorated. The facilitator then introduced the "after" picture of the village looking clean and prosperous. The group was challenged to fill the "gap".

At this point the "gap-filling" was done in two different activities. One group used a set of visuals aids illustrating the actions that the community may have taken, such as having a water pump installed, fencing in the village cattle, or holding a village meeting. The second group used a set of flexi-flans to illustrate their own ideas of the action steps taken for filling the gap.

The participants found both visual aids - posters and flexi-flans - an effective tool in participatory intervention. The activity challenges the audience to develop a strategy for overcoming the "gap". However, flexi-flans proved to be more creative than pictures with a set content.

Cup Exercise (see illustration on next page)

In this exercise, participants were asked to put a set of cards, each with an identical picture of a cup yet carrying different instructions, in logical sequence (from most directive to the most open).

Cup Exercise



Put something in the cup



?



Fill the cup to the brim
with hot coffee



Put some liquid
in the cup



Do what you like
with the cup



Fill the cup with
hot coffee



Fill the cup with some
liquid

All three groups came up with the same sequence.

This exercise helped the group to understand the gradations among the various techniques of conducting training, from the non-directive, open-ended, learner-centred approach to the more directive, message focussed, didactic style.

Johari's Window (see illustration on next page)

A large sheet of newsprint representing Johari's Window was shown to the participants. One of the participants then explained the titles "open-blind-hidden-unknown" to the group, but did so without indicating to which picture each referred.

In the situation described as "unknown," neither party knows the other well, although they may get to know each other in the course of working together over a period of time. In a "blind" situation, the extension agent can see problems and their solutions clearly, but the villager cannot and does not see them. An "open" interaction is one in which the villager and the extension worker know each other at least superficially and the relationship seems friendly. A "hidden" situation is one in which the villager keeps certain feelings, beliefs, fears, and values hidden from the extension agent.

While each title was being clarified, the participants studied the interaction in each of the four windows so as to decide which title best matched which window. Then a volunteer was asked to place the titles on the "right" window.

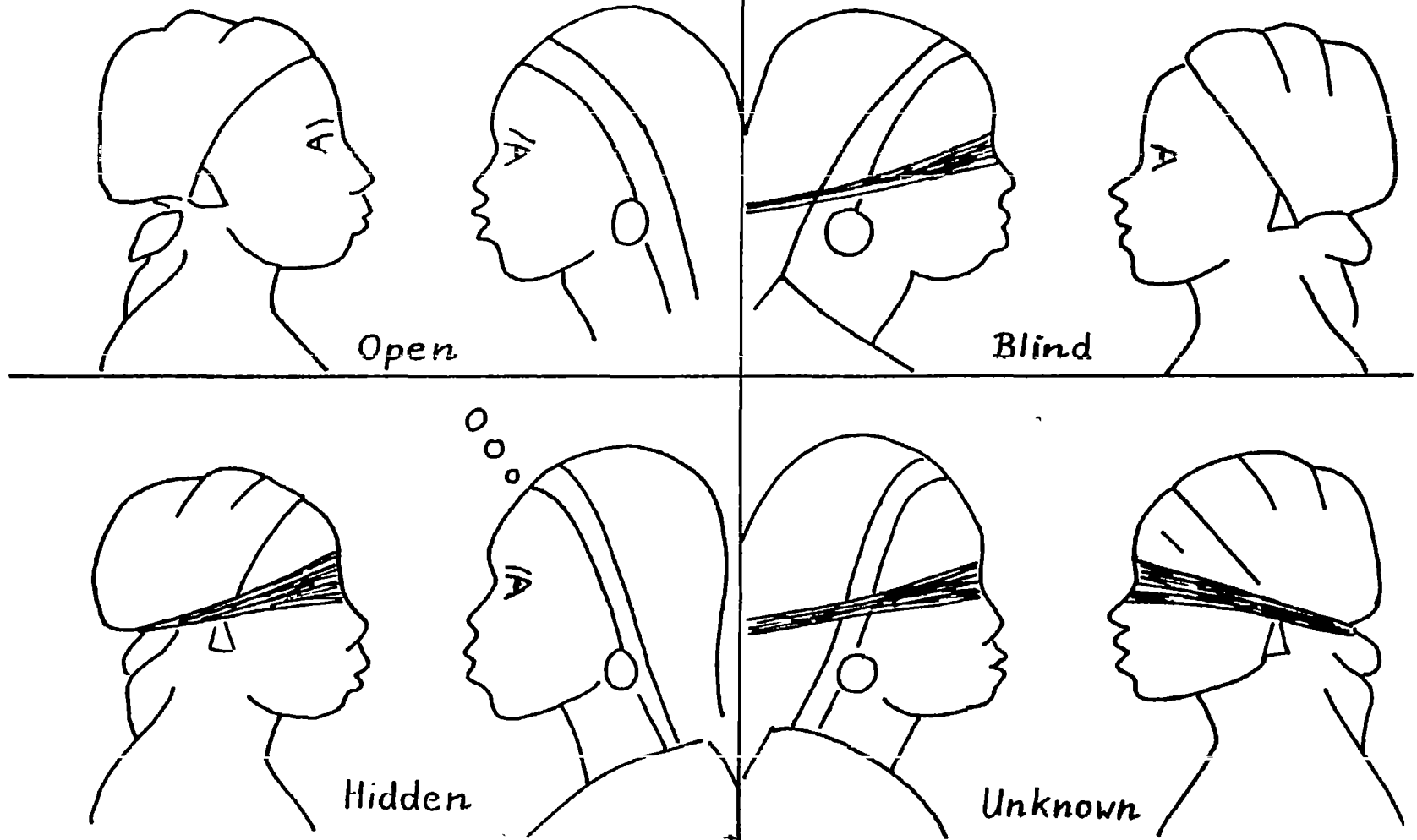
This exercise provided some insight into different styles and processes of interpersonal communication between extension staff and villagers. It reminded the participants that often extension workers start from the "blind" situation and that only by listening to the villagers can the extension worker come to understand their "hidden" feelings and thoughts.

Photoparade

The participants were given a set of photographs each showing a learning situation with interaction between learners and a facilitator or instructor e.g. a lecturer in a formal classroom, an outpatient clinic where the nurse is instructing mothers, a demonstration where learners are active, a small group discussion, a hands-on activity etc.

Working in sub-groups the participants were asked to choose the two pictures they liked best and the two they liked least of these photographs.

Johari's Window



The criteria for selection of the photos was based on the level of participation illustrated in the photograph. Each group was required to justify its choices and explain what criteria they had used in making their selection.

Hardware - Software Exercise

The participants were divided into three groups, one made up of hardware people, the other two of software people.

The groups received different lists of activities: the hardware people received a list with hardware activities, the software people one with software activities. Each group was asked to order the activities in the sequence in which they would implement them in a community development task.

The hardware people established the following sequence of activities:

- Hold planning meeting
- Map the selected village
- Select village
- Compile village file
- Do serial photo study of the area
- Brief the field hydrologist
- Conduct geological survey
- Plan drilling campaigns
- Purchase drills, vehicles etc.
- Arrange for supply of spare parts
- Establish drilling
- Conduct pump trials
- Ensure delivery of pumps
- Arrange for supply of pump spare parts
- Plan use of area around pump.

The first software group had the following sequence:

- Meet with local leader
- Hold community meeting to inform villagers about the project and discuss agency/roles
- Establish informal contacts between project staff and community members
- Promote women's participation
- Form representative water committee
- Select site for the pump
- Sign land agreements for siting the pump
- Collect money within the community
- Create a village fund
- Help community open bank account
- Plan training activities
- Train trainers
- Train village committee members
- Conduct learner-centred educational activities

The list of the second software group was as follows:

- Meet with local leaders
- Make informal contacts between project staff and community members
- Conduct participatory needs assessment
- Promote women's participation
- Hold community meetings to inform villagers about the project and discuss agency/roles
- Form representative water committees
- Register site for the pump
- Sign land agreement for siting the pump
- Create a village fund
- Collect money within the community
- Help community open a bank account
- Plan training activities
- Train trainers
- Conduct learner-centred educational activities
- Select and train new water source caretakers
- Train village committee members
- Conduct hygiene education
- Evaluate use of water source
- Evaluate project impact

When the group presented their lists of activities, each group was challenged to defend its decisions. In this process, software and hardware people exchanged viewpoints. The hardware people were asked to provide technical information and terminologies to the software participants. The software people impressed on the engineers the importance of the socio-cultural aspects of community water and sanitation projects. This debate increased the understanding of both aspects of a water supply and sanitation project and made both parties aware of the need for an integrated approach.

Participants then regrouped themselves in their original groups (A, B, C) each of which already had a good mix of participants from the hardware and software sector. After a lively debate each group drew up an integrated list of activities in the order in which they would implement them in a water supply, sanitation, and health project.

Flexi-flans and Role-playing in the Integration of Software and Hardware

Each sub-group demonstrated a situation in which there was either integration of software and hardware, or no integration. The choice for either situation was to be made by the group. Group A decided to use flexi-flans to illustrate a situation in which there was no integration between hardware and software. Group B wanted to show integration through role-playing. Group C also opted for role-playing, in order to dramatize a situation lacking integration.

Group A : Use of Flexi-flans to Show Lack of Integration

The village scene built with flexi-flans showed a hand pump and two VIP latrines. However, the village women could be seen fetching water from the river, a child was defecating in the background, and a dog and chicken were hustling about in faeces. Villagers were shown falling ill and some elders were seen heading for the herbalist.

The village community did not use the new water and sanitation facilities for the following reasons:

- The villagers had not been consulted in the siting of the latrines.
- The latrines were installed in front of their houses which did not conform with their customs.
- The villagers had not been trained in operation, maintenance and repair of the pump. As a result the handpumps were no longer in working order and the villagers had returned to the polluted river for their domestic water needs.

Group B: Role Playing to Show Integration

The district water engineer has been informed by the Central Government of a nationwide water programme to be implemented in his district. He invites the district health officer and district community development officer to cooperate in the selection of a pilot village. They agree to select the most needy village in the district. They therefore set out to make a needs assessment of the various villages. They also talk to local leaders and hold meetings with all members of the community. Having done a careful needs assessment of the villages, the team selects the pilot village for the programme.

These investigative missions not only help to identify the pilot village, but also sensitize the village community to the planned project. As the project starts, the villagers work together with the engineers in planning and designing their village project.

Group C : Role Playing Showing lack of Integration

There is an outbreak of cholera in a fishing village. The victims are brought to the nearest health centre. After notification of the District Health Officer, the health staff immediately visits the village. Without taking the time to meet with the community leaders, the officers go straight to the villagers questioning them whether they use VIP latrines. Not knowing what VIP means, the villagers deny this. Outraged, the health workers leave the village. The next day, the slabs for the VIP's arrive in the village. Not knowing what to do with them, these ingenious villagers put them to use as grinding stones.

A discussion on the above activities concluded that flexi-flans and role-playing are powerful tools to release creativity, allowing for a high degree of self-expression. They open up the mind to new ways of doing things. As a training tool they are enjoyable. By dramatizing an event, role-playing presents a powerful message reinforcer.

Story telling with maxi-flans

The facilitator demonstrated how maxi-flans can be effectively used to tell an open-ended story, which was narrated to the participants as follows:

Hosha, a woman has a son, Ali, ill with diarrhoea. She decides to see the village health worker, yet her husband Kofi is opposed to it. He does not trust modern medicine. Clearly, this woman is faced with a problem; should she follow the advice of the village health worker? If so, would she risk offending her husband? What alternatives can she explore?

The participants deliberated on the different solutions to the problem. Should Hosha:

- Consult the herbalist first for a remedy against diarrhoea.
- See the village health worker later if the herbalist's remedy is ineffective.
- Get the health worker involved to talk to the husband and explain to him her work in the village.

During the discussion, the participants aired their private beliefs and values as they took sides with one or another of the characters. The group also discussed the basic guidelines for putting an open-ended drama with maxi-flans together:

A problem drama is read out or recited. The main character is introduced first. Then, as the story unfolds, each of the remaining characters are introduced one by one as they approach the main character with their advice.

SECOND FIELD TRIP

Following the second round of field trips, carried out on one of the last days of the workshop, the rapporteurs again gave a presentation on the experience of each sub-group.

Changarawe Village - Group A

The group's objectives were as follows:

- have the community identify how to deal with the broken pump
- develop strategies for fund raising
- make them aware of the garbage problem.

In order to address these objectives the facilitators had prepared several cards which they presented to the community one by one. One card illustrated water wastage due to a missing part, another showed a water drain, yet another card depicted people cultivating the field. Each card engaged the villagers in a discussion. As a result of these discussions, several community members proposed raising funds through various activities, such as beer brewing and trade and cultivation, which would allow the village to purchase a new plug for the hand pump.

UNSERIALIZED POSTERS was another activity which was used to focus attention on priority needs. Several pictures were shown to the community members and they were invited to select the best-liked and the least-liked picture and give the reason for the choice made. Pictures included an illustration of a woman drinking from a water tap, food left uncovered, and refuse pits. The picture of the woman drinking water from a tap was judged particularly unhygienic. Following up on the health issue raised, questions about water quality, water-related diseases and sanitary habits were discussed.

The field visit achieved its goal in making the villagers aware that they are capable of solving their water problem through their own efforts. They decided to raise funds for spare parts and to pay the wage of a water technician.

Changarawe Village - Group C

Group C had the following objectives for the second visit to the village:

- meet with the village water committee
- assist with the issue of the broken pump
- field-test some of the SARAR methodology.

During the first field trip insufficient water and inadequate funds for maintenance had been identified as pressing village problems. For the second field trip, pictures for STORY WITH A GAP had been prepared. As the facilitator placed pictures illustrating a water problem one by one on the wall, each community member was invited to comment on the picture. One person noted the broken tap, another one the run-off water suggesting that it might be used for gardening.

Having identified the problem in each picture, the facilitator now placed another picture on the wall which illustrated a solution to the first picture. The villagers were asked to "fill the gap" between the two pictures by proposing specific strategies for action.

The following actions were proposed:

- participation through labour
- contribution of money for new water taps
- economic activities for income generation e.g. making bricks, fish farming, vegetable gardening

In conclusion to this second visit to the Changarawe community, the facilitator noted that the pictures had been helpful in getting the discussion going. Once the discussion had started, the villagers came up with solutions which the pictures had not even addressed.

Sangasanga Village - Group B

Group B gave the following objectives for the second visit to the village:

- develop a priority ranking of village needs
- identify possible solutions to the needs expressed.

For this purpose the facilitators had developed two activities: the POCKET CHART and UNSERIALIZED POSTERS.

The pocket Chart was pasted on a wall. The nine vertical rows of pockets showed pictures of different needs: such as day care, washing slabs, a water tank, chlorine, grinding machines, bicycles, a dispensary, VIP latrines, and many water points. The four horizontal rows of pockets had pictures representing women, men, school boys, and school girls.

First of all, the women were asked to come forward and identify the pictures on the Pocket Chart which represented their greatest needs. Following this, men, then school boys and school girls proceeded to vote.

The village population expressed its most pressing needs as follows:

- a grinding mill (ranked first by both women and men)
- a dispensary (ranked first by school girls and school boys).

The voting had expressed a long list of needs/wants including a grinding machine, a dispensary, a water tank and water points. In the face of this long list of expressed needs/wants, the facilitator guided the discussion to a more realistic objective. He placed a series of unserialized posters on the wall in an attempt to suggest some alternative solutions to the list of needs. The first picture of a first aid box immediately engaged the villagers in a discussion which concluded that the purchase of a first aid box would be a more realistic goal than the provision of an expensive dispensary.

The facilitator concluded that their objective had been reached. The community was able to settle on a priority need. They all agreed to contact the health office to help them set up a first aid box and to train a few villagers in how to use it. The purchase of the grinding machine was planned with a bank loan.

FOLLOW-UP AND EVALUATION

Having practised and experienced the SARAR methodology during the workshop, a rapporteur for each country was asked to present to the group at large an outline of the follow-up plans the participants had prepared for implementation in their respective countries.

Some points from these reports are summarized as follows:

- Review materials and mass produce them for distribution.
 - Establish learning groups for women's participation.
- Hold meetings with the the Ministry of Health, village health workers and traditional birth attendants to see where participatory training may fit into their training programme.
- Meet other trained extension workers in the area and follow-up to establish learning groups at village level.
 - Hold assessment workshop with trained field staff to find out about their experience.
 - Adapt the SARAR methodology to our country's environment and needs.
 - Influence Government planning and budgeting for participatory methods at the national, regional and district level.
 - Hold a follow-up national workshop
 - Replicate and implement SARAR participatory methodology in selected project areas.
 - Organize a mini-workshop to discuss principal strategies, share experience from different countries and introduce new techniques.

In order to assess the impact of the workshop, evaluation accompanied the entire training process using the following self-assessment and evaluations exercises:

The BASELINE ASSESSMENT was held on the first day of the workshop and repeated later on to demonstrate progress made by individual participants.

The REVIEW GRID was frequently used to evaluate individual activities. This helped participants see that all activities fit into an overall design in which each individual activity played an integral role. As the programme developed, each new activity was added to the activities column. The review grid is shown overleaf.

The POCKET CHART evaluation was used for needs assessments and as a voting and evaluation tool. It was used for comparative evaluation of a number of training activities conducted at the workshop. After voting had been done confidentially by placing the votes into the pockets, tabulation of the data was done openly and comments as well as reflections on the data were noted.

An overall workshop evaluation conducted on the last workshop day provided the PROWWESS Training Director and Regional Team with valuable feedback on workshop results. The WORKSHOP EVALUATION SHEET is shown on the next page.

Lastly, participants summed up their own views on the value of the workshop in the form of a Communique which was read out by them at the closing ceremony. The text of this communique appears in Annex Four.

WORKSHOP EVALUATION

1. Use of Review Grid

- (a) Choose any two activities in which you participated at this workshop and place an asterisk (*) in the column which in your opinion most corresponds to the objective served by the activity.
- (b) Place check marks (v) in any other columns you think appropriate for that activity.

2. Rating by degree of usefulness

On a scale of 0 to 5, use color coded voting slips to evaluate the activities listed below, indicating the extent to which you found them useful.

	0	1	2	3	4	5
Resistant to change						
Pocket chart						
Johari's Window						
Story with a gap						
Three File of sorting card						
Photo Parade						
Cup Exercise						

3. Attainment of Objectives

In your opinion (individually and as a group) which of the workshop objectives have or have not been fulfilled? Check off under the appropriate column for each objective. (See list of objectives)

	<u>Fulfilled</u>	
Objective	<u>Yes</u>	<u>No</u>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

4. Overall Assessment

Express the feelings of your group (A, B or C) about the workshop as a whole using drawings, ~~role~~ play or any other media. Be creative!

R E V I E W G R I D

	N°	TITLES	ACTIVITIES	
			Quality of	COMMUNITY PARTICIPATION
			Benefit of	
			Constraints to	
			Strategies for	
			Roles in	
			Personal Identify	HUMAN DEVELOPMENT
			Human Relations	
			Group Strength	
			Team Work	
			Creative	METHOD
			Investigative	
			Analytic	
			Planning	
			Evaluative	
			Unified Vision	PRACTICAL APPLIC.
			Follow-up Planning	
			Intersectoral Coordination	
			Experience Sharing	



LIST OF PARTICIPANTS AND FACILITATOES
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Cameroon

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- Mr. Laurence M. Musyoka, Ministry of Water
- Mr. Kefa Afwata Ajobe, Senior Public Health Officer, Ministry of Health

Lesotho

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- Mr. Jake Pfohl
- Artist

SUPPORT STAFF

- Mr. Daniel Mbunda, Workshop Coordinator
- Secretary
- Video Technician
- Drivers

NATIONAL EXPERIENCE

Lesotho

The Rural Sanitation Pilot Project (RSP) funded by UNDP/UNICEF and USAID began in October 1983. It was implemented by the Technology Advisory Group (TAG) of the World Bank. The technology to be promoted was the Ventilated Improved Pit (VIP) latrines. Health education activities emphasized the maintenance and proper use of these latrines. Materials used in training were developed with PROWESS assistance and training was based on the participatory approach. The project organized workshops for health assistants, nutritionists, youth officers, and agricultural extension officers.

Tanzania

Community development workers in Tanzania act as change agents, making self awareness a priority for problem-solving in rural water, sanitation and health training for village leaders and other members of the community.

After problem identification and assessment of the community's resources, community development workers and community leaders develop a strategy for problem solving, monitoring and evaluation of the programme.

Community development workers also play a role in coordination, both horizontally and vertically, to assure that the programmes get appropriate technical, financial and political support.

Village health workers provide health education on prevailing health problems. They work for the promotion of adequate and safe water, a balanced diet and child health services; deal with minor ailments; and help in the prevention of endemic diseases. The goal is to have 2 VHW's per village.

The existing infrastructure assures that 72% of the population lives within 5 km and 93% within 10 km of a health facility.

Sanitation activities are coordinated by the Ministry of Health, Environmental Sanitation Unit. In December 1987, coverage of ordinary pit latrines reached about 69%. It is planned that by the year 2000 every household will be provided with a VIP latrine. To this end the following strategies have been set :

- Increase community involvement and participation in VIP latrine construction
- Use locally available materials for latrine construction
- Provide technical support.

The Ministry has started pilot projects in four villages to promote VIP latrines. In order to create revolving funds, squatting slab are molded and sold to villagers. The technologies promoted are single VIP latrines, double vault and communal VIP latrines, for schools and other institutions.

In those areas where water is either unavailable or insufficient because of a high demand, women may walk an average of 20 km per day fetching water. In order to meet the water needs, the Ministry of Water is planning to use simple technologies such as shallow wells, gravity water schemes and carco dams which are easy to construct and maintain. In areas where simple methods are not applicable, boreholes are drilled.

Nigeria

A health profile for Nigeria put life expectancy at 53 years, and the infant mortality rate at 120. The country has attained the doctor - patients ratio recommended by the World Health Organization. Despite this, there are health and sanitation problems. Rural problems centre largely on excreta disposal, water-related diseases, personal hygiene, food and market hygiene. Measures to address these problems include VIP latrine provisions, training, establishment of schools, health technology, and health education.

The participation of women is limited, since they tend to be confined by institutional constraints, marriage norms, illiteracy, ignorance and lack of basic rural infrastructure.

Although a large number of Nigerians depend on boreholes, wells, ponds, springs and stream water in the country, the supply of water remains inadequate. About two years ago, the government initiated a national water scheme under the Directorate of Food, Road and Rural Infrastructure. The project has two phases. In the first phase, each of the 21 states in the country and the Federal Capital Territory received funds to provide water for 250 communities. So far about 4000 communities have officially been provided with water. The second phase will come after completion and evaluation of the first phase.

In the water supply sector, decisions (such as the choice of beneficiary communities, siting of the water point, design, planning etc.) are made by Directorate of Food, Road and Rural Infrastructure officials and engineers at the State and Local Government levels. Recipient village heads are simply informed and urged to cooperate. Problems include exploitation of unpaid communal labour by ambitious contractors, commissioning of projects before they have been tested to ensure that water is potable, and abandoning of some started projects due to lack of appropriate geophysical equipment.

Some parts of Nigeria have a tradition of women's and communal voluntary participation in community development projects, such as building schools, post offices, town halls, etc. However, official development schemes often fail to involve community women. In many areas women's involvement is restricted because their husbands do not want them to participate. Therefore, it is important to educate the men in the community. There is also the need to design participatory methods which are sensitive to the social psychology of the area and which take into account the rural cultural diversity of Nigeria.

Kenya

In 1982 the Government started the Kwale South Coast Handpumps project funded by the UNDP/World Bank. In 1985 funding of the project was taken over by SIDA, which pursued the same objectives while expanding the scope of activities to include other types of water supply.

Women play an active role in the organization and management of the project as well as in the operation and maintenance of the facilities. They are elected to officially registered self-help committees which have their own bank accounts. Three quarters of the pump caretakers are trained women, who so far have taken care of the 83 pump points very effectively.

The provision of sanitation in rural communities remains the responsibility of the individual family. The Ministry assists in promoting rural sanitation by encouraging communities to build, use and maintain the facilities. The Ministry also promotes upgrading of existing Pit latrines into VIP's and has developed a manual to guide those responsible for the promotion of rural sanitation.

All projects are initiated at the grassroots community level. Location priorities are forwarded to the divisional level, and the proposals then move to the District Development Committees. If a project is listed as a priority, funding sources are identified. Women's organizations are represented at all levels, local and divisional.

Sudan

The participants described programmes implemented by US Save the Children (SCF/US) in Eastern and Western Sudan. In the Eastern Sudan the programme (assisted by PROWESS) serves Sudanese villages in the Showak area and refugee settlements alike. In the Western Sudan, the programme covers Ruwaba District, in the Korfodan Region. The programmes are diverse and constitute many projects covering different sectors.

Save the Children has adapted a Community-based Integrated Rural Development (C-BIRD) approach, which consists of a network of projects in agriculture, health, water, women in development, and food for work.

As part of Water Supply and Sanitation programme in the Showak area, hand pumps have been installed in seven villages. First a water committee was formed in each village. The committee selected hand pump wells as an appropriate technology, which is easy to operate and maintain. Each village community contributed money, in some case 15-20% of the total cost for construction and material. Each hand pump has a platform and a run-off pit, draining the run-off water away from the platform into a vegetable garden which, during the rainy season, serves as a training project for village women in home gardening. The refugee settlements have a latrine project; each family in the community digs a five-meter deep pit, and the agency assists with cement rings and covering slabs, plus a ventilation pipe. Garbage collection and spraying activities are also done.

In the West, Save the Children implements a water yard rehabilitation project. Each rehabilitated water yard has an area for animal drinking separated by a fence from the area used by people. From a platform run-off water flows through a run-off canal to a nursery where Acacio Senegal seedlings and other fruit trees and vegetables grow. The community is in charge of the nursery and is marketing its products within the village and in neighbouring villages.

The hand-dug well project also makes use of the run-off water for vegetable gardens and nurseries and the Women in Development project works with both water projects and the health project to develop a sanitary curriculum for the community.

GROUP HOPES AND FEARS

HOPES - GROUP A

1. To share experience with other colleagues
2. To learn more about the participatory approach
3. To integrate SARAR methods into old methods already in use
4. To make new friends
5. To become a better trainer
6. To learn more ways of mobilising women at village level
7. To learn how to mobilize women in sanitation and water programmes
8. To learn how PROWESS can improve on existing projects at the village level.
9. To know more about development activities in other countries
10. To appreciate the difficulties and successes of my colleagues
11. To learn how to truly reach grassroots people
12. To learn about PROWESS and its objectives
13. To help realize the provision of water and sanitation in my country

FEARS - GROUP A

1. That this workshop does not degenerate into just another workshop
2. That the emphasis on women's participation will not exclude other members of the community
3. That some of the participatory methods may not be applicable to some communities
4. That the actual establishment of other PROWESS projects after the pilot ones may be too slow
5. That the reactions of the village community to these new approaches will not be positive
6. That the UNDP may have to expedite the setting up of PROWESS projects in some countries
7. That there may not be a follow-up evaluation of this workshop
8. That the inclusion of all members of the community in water and sanitation projects may marginalize women
9. That the methods may be childish and time-wasting.
10. That the Third World is being turned into a kindergarten for development methods.
11. That we do not seem to know what is next.

HOPES - GROUP B

1. To learn participatory skills/methods from other participants
2. To learn how to start projects which will involve women
3. To go on field-trips
4. To prepare, pre-test and evaluate materials developed in the workshop
5. To make friends
6. To assess methods already applied in projects assisted by PROWESS
7. To determine suitability of participatory techniques for the different countries
8. To enjoy the workshop sessions
9. To be able to go on a study tour to countries where they have started PROWESS-assisted projects
10. To attend a follow-up workshop

FEARS - GROUP B

1. That the workshop won't be very useful due to little experience in participatory methods and other engagements
2. That we might fail to achieve the objectives of workshop
3. That we may have too much work
4. That the workshop theme may not be well understood
5. That we may not be well equipped with statistics on our country's experience
6. That we may be unable to communicate in Swahili with communities during field trips
7. That the workshop may not run smoothly because participants are from different backgrounds

HOPES - GROUP C

1. To share, discuss, inform, be informed
2. To gain individual experience and knowledge about SARAR/women's involvement
3. To learn about achievements/failures of different communities in different/same countries
3. To test the relevance and acceptability of this methodology to African culture
4. To apply methods learnt for improvement

FEARS - GROUP C

1. That we may be faced with too much in too short a time to address the water/health issue
2. That the workshop is not sufficiently organised
3. That we rely on PROWESS and other external donors for financial support
4. That there will be a language barrier in the field
5. That there will be no follow-up of workshop results

COMMUNIQUE
PROMOTION OF THE ROLE OF WOMEN IN WATER AND ENVIRONMENTAL
SANITATION SERVICES (PROWESS)/UNDP WORKSHOP.

Communique of the PROWESS/UNDP Regional Training Workshop, which was held in Morogoro, Tanzania, from September 5 through 16, 1988.

The workshop participants were drawn from Kenya, Lesotho, Nigeria, Sudan, Tanzania and Zimbabwe.

The workshop was designed to examine ways in which various communities in Africa, and in particular women, could be helped to actively participate in social development projects, specifically in the Water Supply, Sanitation, and Health (WSSH) sector.

The objectives of the workshop included:

- Reaching a fuller common understanding of the kind of community participation needed for successful water supply, sanitation and health projects in the continent.
- Reviewing major impediments to the full involvement of communities, in particular women, in the planning, implementation and management of water supply, sanitation and health facilities.

At the end of the workshop all the participants agreed as follows:

After two weeks of intensive practical activities, deliberations and two field visits to villages in the Morogoro District, the workshop noted the effectiveness of and the need to adopt the participatory approach to social and community development, especially in rural communities.

The workshop also noted that many communities in Africa, and women in particular are often not involved in the planning, execution, and maintenance of WSSH projects and facilities, whereas women are largely responsible for the water and sanitary needs of their households. Their lack of involvement contributes, in no small measure, to the poor use and bad management of WSSH facilities in our villages.

The initiative taken by PROWESS/UNDP in organizing this workshop and in promoting the role which women can, and ought to play in the water, environmental sanitation and health sector, is timely, relevant, and deeply appreciated.

The workshop observed that in order to be more effective, any participatory methods adopted by our countries should, as much as possible, take cognisance of the socio-cultural, political and economic realities of various communities.

We also appreciate the foresight demonstrated by the organisers of the workshop in bringing hardware and software personnel (water engineers, geologists, health and community development officers, NGOs etc.) together; this further enriched the deliberations and our understanding of water and health related problems.

RESOLUTIONS

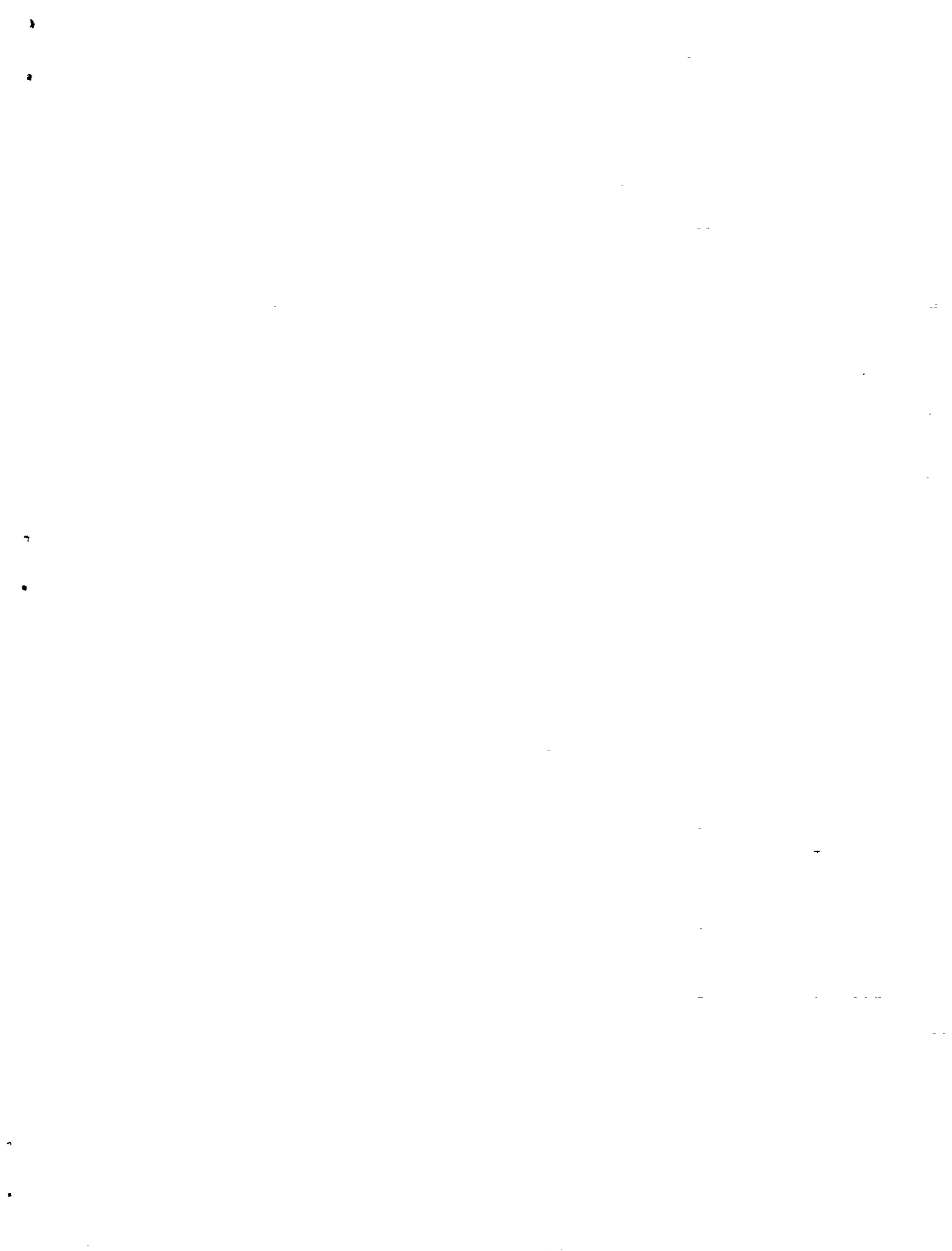
In view of the above, the workshop resolved:

1. to endorse the PROWESS/UNDP proposal to organise follow-up workshops in individual countries.
2. that inter-country follow-ups should be made to further contribute to the evolution, development and use of participatory approaches specifically applicable within African.
3. to endorse efforts being made by PROWESS to interest other international donor agencies in the participatory approach.
4. that water supply and sanitation services and health education should be integrated and coordinated at the national level in each participating country.
5. that African governments need to officially and actively increase efforts to support and promote women's participation in all development projects, especially in decision-making.
6. that during the execution of community development projects, care should be taken to avoid the negative consequences of increasing the burdens on women through strenuous manual labour, under the pretext of involving them in community participation.

Finally, we thank the PROWESS Training Director, Dr. Lyra Srinivasan, the Regional Coordinator, UNDP/PROWESS Africa programme, Dr. Aminata Traore and the government of the people of Tanzania for having made this invaluable regional interaction possible.

Signed : Communique Committee

Molara Ogundipe-Leslie	(Chairperson/Nigeria)
Munguti Katui-Katua	Kenya
Keiso Malashane	Lesotho
Ngozi Ojidoh	Nigeria
Ahmed Mustapha Dali	Sudan
Lucie Luguga	Tanzania
Dorothy Dhliwayo	Zimbabwe



LESSONS, STRATEGIES, TOOLS
PROWESS/UNDP Publication Series

General ,

1. International Reference Centre in collaboration with PROWESS/UNDP: Participation in Water Supply and Sanitation - Roles and Realities - by Christine van Wijk-Sijbesma, 1985, (English/French) pp.191. A literature review and annotated bibliography.
2. PROWESS/UNDP: Women, Water and Sanitation - or Counting Tomatoes Instead of Pumps, by Siri Melchior, May 1989, (English/French). Update on overall issues and lessons learned to date. (Also available in a reference collection on compact disk, Library-To-Go, by Decade Media with support from INSTRAW).

Case Studies, Country Reports, Field Research

3. PROWESS/UNDP: Report of the Process Evaluation Mission of a CARE-assisted project of water systems in Rwanda, by Jean Beaudoin of Coopérative d'Animation et de Collaboration, et.al., 1987, (English/French) pp.27. An example of techniques to evaluate the process of participation.
4. PROWESS/UNDP. India - Twenty Lessons Learned from Social Feasibility Studies, by Lucy Goodhart, 1988, (English) pp.20. Based on four social feasibility studies of rural sanitation in India.
5. PROWESS/UNDP and the World Bank: Kenya - People, Pumps and Agencies, by Deepa Narayan-Parker and Mary McNeill, 1989, (English) pp.36. A case study of the South Coast Hand-Pump project with particular emphasis on Kenya Water for Health Organization (KWAHO), describing partnership between a Government, an NGO and donors.
6. PROWESS/UNDP: Dhaka - Volunteers Against Diarrhoea, by Elsie Shallon, 1988, (English) pp.25. A description of a programme working with women volunteers in an urban slum area to improve health education and action.
7. PROWESS/UNDP: Indonesia - Managers of Change, by Deepa Narayan-Parker, planned for mid 1989, (English/French). A case study of PKK/Ministry of Health Activities in West Timor. Particularly rich in data on such aspects as change in women's lives, water use, economic effects, etc. Slide show on Indonesia experience will be available at cost.
8. World Bank and PROWESS/UNDP: From Pilot to National Programme - Rural Sanitation in Lesotho, by P. Evans, D. Narayan-Parker, R. Follard, M. McNeill, and R. Boydell, planned for mid 1989.

Field tools, Training Aids

9. PROWESS/UNDP: Field Training Manual, Lesotho, by Willie Sampson, 1987, (English) pp.70. An example of field training manual for a sanitation project in Lesotho using participatory techniques.
10. PROWESS/UNDP: Video on Regional Training Workshop in Tanzania, 1988, (English); March 1989 (French). Describes the process of a workshop for personnel from national institutions in anglophone African countries, methods used, results.
11. PROWESS/UNDP: Goals and Indicators for Integrated Water Supply and Sanitation Projects, by Deepa Narayan-Parker, 1989, (English/French) pp.16. Emphasis on design of indicators for planning and evaluation.
12. PROWESS/UNDP: Knowledge Generation and Use in Partnership with People, by Deepa Narayan-Parker, planned for Fall, 1989. A tool for planners in field projects. Emphasis on use of participatory data collection techniques for planning and evaluation of community managed projects.
13. PROWESS/UNDP: Community Participation - A Challenge for Trainers - by Lyra Srinivasan, planned for Fall 1989, (English/French). A tool for trainers in field projects. Particular emphasis on SARAR methodologies, experiences in application in PROWESS/UNDP activities.
14. PROWESS/Africa: Report of a Regional Participatory Training-of-Trainers Workshop held in Tanzania, September 1988, published Spring 1989 (English). Description of training workshop, methodologies and analysis of results.

Guides, Strategies

15. World Bank and PROWESS/UNDP: Involving Women in Sanitation Projects, by Heli Perrett, 1985 (English). A guide for project planning and design.
16. PROWESS/UNDP and WASH: Design and Management of Sustainable Water Supply and Sanitation Projects, by Paula Donnelly-Roark, 1987, (English/French/Spanish/Arabic). A guide for project workshops for project design, assessment and review.
17. PROWESS/UNDP: PEGESUS, by Deepa Narayan-Parker, 1989, (English). Analytical framework for designing and assessing projects and programmes, concentrating on goals and management tasks.
18. PROWESS/UNDP and INSTRAW: Interagency Task Force on Women - Proposals for 1989-90, 1988, (English). Reviews progress with respect to women's participation aspects in UN organizations active in the water/sanitation decade, assesses major challenges for the future, proposes a work plan for agencies concerned
19. UNDP Technical Advisory Division in collaboration with PROWESS/UNDP: Programme Advisory Note, planned for 1989, (English).

Select reports on country-specific activities are also available for limited distribution. Extra charges are made for these reports to cover the costs of copying.

PROWESS/UNDP

PROWESS stands for "Promotion of the Role of Women in Water and Environmental Sanitation Services". It focuses on women, in the context of their communities, because they are the main collectors/users of water and guardians of household hygiene and family health. In the past, even field projects with community participation focus have often neglected to involve women in decision-making, for lack of knowledge about their role or difficulties in reaching them.

The PROWESS programme is demonstrating ways of involving women in wider community planning, operation, maintenance and evaluation of drinking water and waste disposal schemes. Its experience so far in about 700 communities in Africa, the Arab States, Asia and Latin America shows that:

early and wide participation by women and their communities pays off in better maintenance, higher cost recoveries, improved hygienic practices and other socio-economic gains for the community.

Based in the United Nations Development Programme (UNDP), Division for Global and Interregional Projects (DGIP), PROWESS works interregionally in support of the International Drinking Water Supply and Sanitation Decade (1981-1990). Starting with funding by Norway in 1983, it has since received financing from Canada, Finland and the U.S., as well as from UNDP. It collaborates with many national and international organizations, both governmental and non-governmental.

PROWESS/UNDP Technical Series

PROWESS/UNDP is developing, documenting and disseminating information on the participatory methods it promotes and on the outcome of their use. This can help to enrich policies and programmes, both nationally and internationally.

Part of this effort is the PROWESS/UNDP technical series called "Involving Women in Water and Sanitation: LESSONS - STRATEGIES - TOOLS". It includes:

- case studies, project reports and country profiles giving lessons from specific experience;
- guidelines, for project analysis, development and evaluation, and other strategies of action; and
- data collection and research instruments, training methodologies, materials production and other tools for field work.

(see overleaf for listing)