



**CWSSP**

**IMPLEMENTATION  
of  
SUSTAINABLE WATER SUPPLY  
and SANITATION  
PROGRAMME**

**LIBRARY  
INTERNATIONAL REFERENCE CENTRE  
FOR COMMUNITY WATER SUPPLY AND  
SANITATION (IRC)**

---

**Training for  
Community Mobilization**

---

**Training Modules Series 1**

**Community Water Supply & Sanitation Project  
Ministry of Housing, Construction & Public Utilities**

# C W S S P

- The Community Water Supply and Sanitation Project is an initiative of the Government of Sri Lanka with the support of the World Bank.
- The CWSS Programme Unit located within the Ministry of Housing, Construction & Public Utilities coordinates the project. The Regional Directorates in Badulla, Matara and Ratnapura, support Partner Organizations and Community Based Organizations in implementing their projects.
- CWSSP supports improvements in water supply and sanitation for approximately 650,000 rural people in 2,500 villages and 17 small towns in Badulla, Matara, Ratnapura and Monaragala Districts.
- Some 1600 schools in these districts will be eligible for support to improve personal hygiene through school water supply and sanitation, and hygiene education.
- CWSSP works with over 80 partner organizations (NGOs, co-operatives, government and quasi-government bodies) to support, motivate, organize and train communities to implement and manage their own water supply and sanitation schemes.

## ADDRESS

**Director  
Community Water Supply & Sanitation Project  
Ministry of Housing, Construction & Public  
Utilities  
"Sethaipaya", Sri Jayawardanapura Kotta,  
Battaramulla**

**Tel: (01) 864 762/864 776**

**Fax: (01) 864 764/884 765**



CWSSP

**IMPLEMENTATION  
of  
SUSTAINABLE WATER SUPPLY  
and SANITATION  
PROGRAMME**

---

**Training for  
Community Mobilization**

---

LIBRARY, INTERNATIONAL REFERENCE  
CENTRE FOR COMMUNITY WATER SUPPLY  
AND SANITATION (IRC)  
P.O. Box 95190, 2509 AD The Hague  
Tel. (070) 814911 ext. 141/142

BAR-  
CODE 13385  
LO: 205.1 951M

Training Modules Series 1

Community Water Supply & Sanitation Project  
Ministry of Housing, Construction & Public Utilities



**IMPLEMENTATION of  
SUSTAINABLE WATER SUPPLY  
and  
SANITATION PROGRAMME**

**TRAINING  
for  
COMMUNITY MOBILIZATION**

*Co-ordinated by  
Ananda Dissanayake*

January 1, 1995



# Table of Contents

---

	PAGE
List of Abbreviation .....	IV
Preface .....	V
Sequence of Training in relation to Project Cycle .....	VI
For Whom is this Manual .....	VII

## **PART ONE**

Orientation to CWSPU .....	<i>Module 0/1 - 40</i>
----------------------------	------------------------

*Why Improve Water & Sanitation*  
*The Old Approach and the New Approach*  
*Introducing CWSSP*  
*Who is Who and Who does What*  
*Relationship of the PO & Community*

## **PART TWO**

Initial Mobilization .....	<i>Module M1/1 - 57</i>
----------------------------	-------------------------

*Expected output in Community Mobilization*  
*The First step - Why are they so important*  
*Preparation for work in the village*  
*Getting to know the community*  
*Forming Small Groups*  
*Involving Women and Poorer Households*





### **PART THREE**

*Interim Mobilization* . . . . . *Module M2/1 - 75*

*Preparation and conduct of Core Group Members*

*Initial Group Activities : Hygiene Education*

*Initial Group Activities : Community Action*

*What is Participatory Survey*

*Village Mapping*

*Household Survey*

*Survey of Water Source*

### **PART FOUR**

*Final Mobilization* . . . . . *Module M3/1 - 45*

*Define Indicators of Community Mobilization*

*Mean of Verifying Indicators*

*Aggressing Achievement in Community Mobilization.*

*Factor Analysis*

*Situation Analysis*

*Village Self Assessment*



## LIST OF ABBREVIATION

CWSSP	-	<i>Community Water Supply &amp; Sanitation Project</i>
PO	-	<i>Partner Organization</i>
CBO	-	<i>Community Based Organization</i>
CF	-	<i>Community Facilitator</i>
PM	-	<i>Project Manager</i>
POM	-	<i>Partner Organization Manager</i>
TO	-	<i>Technical Officer</i>
PS	-	<i>Participatory Survey</i>
VSA	-	<i>Village Self Assessment</i>
SA	-	<i>Situation Analysis</i>
GND	-	<i>Grama Niladhari Division</i>
GN	-	<i>Grama Niladhari</i>
VFP	-	<i>Village Final Plan</i>
CG	-	<i>Core Group</i>



## Preface

*The Rural Water Supply Policy of the Government of Sri Lanka formulated and approved in 1994 puts the initiative for water supply facility development squarely in the hands of the people. Governmental agencies and partner organizations active at various administrative levels in the sector will support community initiated projects with professional support in surveying, planning, execution and consolidation of the facilities constructed.*

*The philosophy underlying this policy - community initiated, planned, owned and managed facilities - has been an overriding feature of the Community Water Supply and Sanitation Project. Clearly, this new project development concept needs a different approach and attitude of all partners involved in this type of projects.*

*The training modules developed over the last two years by the Community Water Supply and Sanitation Project reflect this need for change and aim to help the three principal partners: the Community Based Organization, the Partner Organization and the Community Water Supply and Sanitation Project; to learn to understand their new roles and responsibilities and obtain the skills to effectively implement a community based project.*

*For the management of the water supply and sanitation system by the community to be successful, it is necessary to develop in the community a deep sense of ownership and an intimate knowledge of the system in addition to providing them with the necessary O&M management skills. The Community Water Supply Project Unit (CWSPU) intends to achieve this by assisting the community with all the necessary guidance, technical know-how and inspiration to enable it to stand up to this responsible task.*

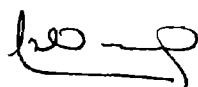
*The approach devised by CWSPU for realizing these aspirations requires the three principal participants the CBO, PO and CWSPU to play a dedicated role. The underlying philosophy guiding their association is the transfer of knowledge and experience to the CBO and training the CBO to prepare it to play the principal part in the project development throughout all the stages.*

*Transfer of this knowledge is gradual and is to be facilitated in a cascading fashion where the PO will be initially taught and trained by the CWSPU for subsequent transfer to the CBO. CWSPU has developed 13 Training Modules to effect this transfer. Of these the first phase deals entirely with mobilizing the community and is covered in the first 4 modules, contained in this volume.*

*The development of these 4 Training Modules has been a participatory process which involved the contributions of many CWSSP field staff and colleagues at the CWSPU. Their inspiration, dedication and hard work has contributed in no mean measure to the success of these modules. The following staff members in particular are thanked for their substantial contributions: Neil O'Sullivan, Sisira Kumarasiri, Ananda Dissanayake, Kaye Bysouth, Ross Kidd, Ananda Alahakoon, and K.D.C. Perera.*

*Special thanks to Samanthika de Silva for patiently revising adapted texts and for her excellent desk topping work and to Hingulwala Dissanayake for the entertaining illustrations.*

*We hope that these modules will be of benefit to those organizations & personnel engaged in similar activities and tasks dedicated to community based water supply and sanitation infrastructure development.*

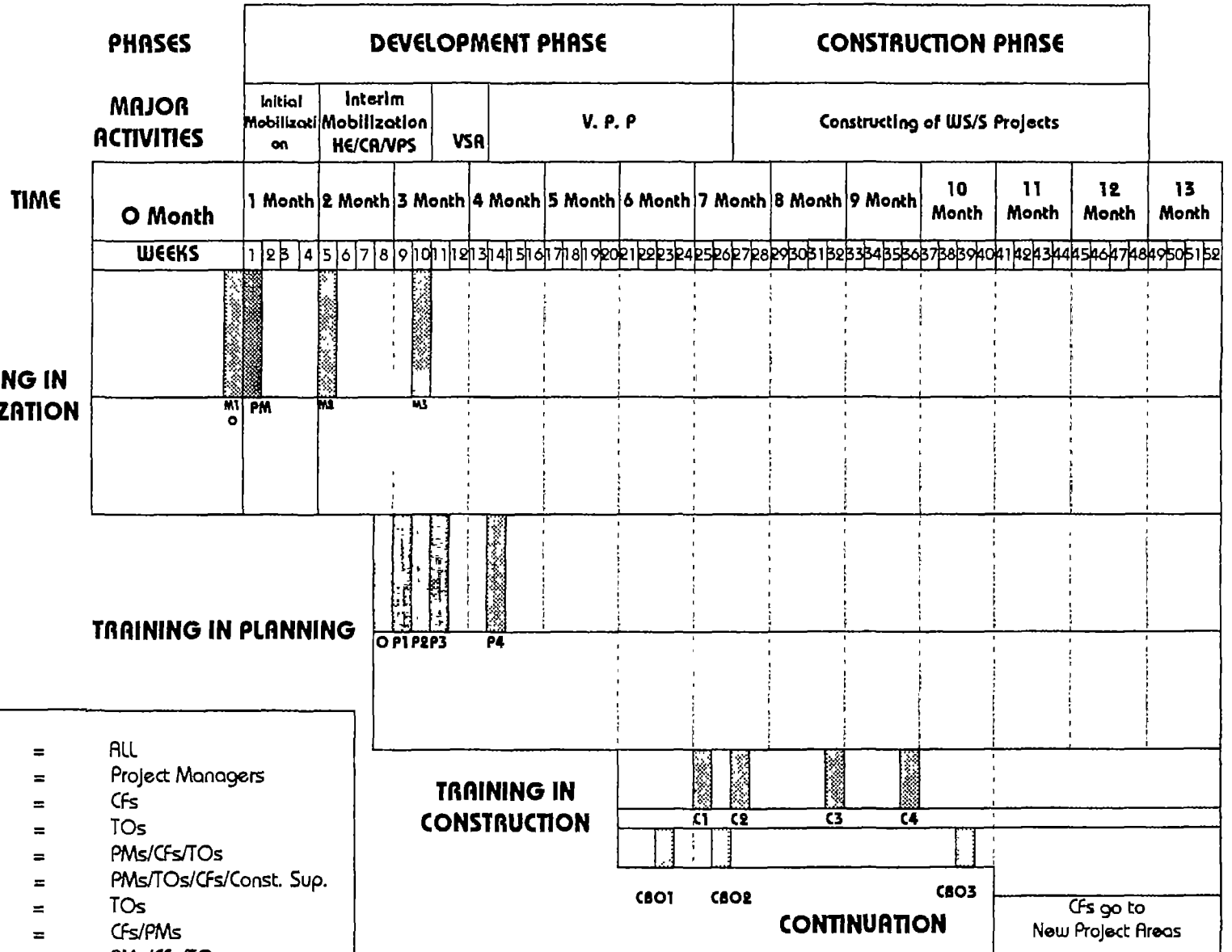


**Tilak Hewawasam**  
Director  
Community Water Supply & Sanitation Project

1st January 1995



# Sequence of Training in Relation to Project Cycle



(TA)

LEGEND				
O	-	Orientation	=	ALL
PM	-	Project Management	=	Project Managers
M1/M2/M3-	-	Mobilization 1, 2, 3	=	Cfs
P1/P2/P3/P5 -	-	VPP Tech. Training	=	TOs
P4	-	VPP Planning	=	PMs/Cfs/TOs
C1	-	Const. Management	=	PMs/TOs/Cfs/Const. Sup.
C2	-	Const. Technology	=	TOs
C3	-	Sanitation / HE	=	Cfs/PMs
C4	-	O & M	=	PMs/Cfs/TOs
CBO1	-	CBO Strengthening	=	CBO members
CBO2	-	Construction	=	CBO member + Ctkrs.
CBO3	-	O&M	=	CBO member + Ctkrs.





## INTRODUCTION

### FOR WHOM IS THIS TRAINING MANUAL

This Training Manual is prepared for the benefit of the Organizations/Persons who are implementing the Rural Water Supply & Sanitation Programme. They can use the Training Module in this Manual to develop the skills, knowledge, and attitudes of their grass root level Community Workers/Social Mobilizers/Community Relation Officers, in mobilizing the beneficiary target group. And also, any Organization will be able to use this Manual, by introducing the necessary modifications to suit their own text.

In this Manual, the details of Community Mobilization in Rural Water Supply & Sanitation are discussed at length, focussing the question and confuses among the community workers in during Mobilization Activities. This Manual tried to deal with some of the following question in Mobilization.

- What am I do at the beginning ?
- How do I approach the community ?
- What would be the final outcome of Mobilization ?
- What am I do to obtain the maximum community participatton specially women and vulnerable groups ?
- How do I ensure the outcome of Mobilization maintain high quality ?
- What would be the Mobilization Tools ?
- How people to be organized ?
- How do I get some of the work done through Community Leaders ?
- What are the organizational expectation from me ?

If you/Organization are being asked by the Community Workers of these questions or your/Organization have to deal with these type of questions and issue in Water Supply and Sanitation, this Manual will help for you.

These Modules could be used by yourself, when you train and orientate your colleagues. in Community Mobilization. In Training, the systematic approach and sequence to be used to receive maximum benefit. through the experience we would like to suggest that, you should follow the sequence of training programme in relation to Project Cycle indicate in (Page vi) enabling the community workers to grasp the content with the necessary field experiences. The modification could be done, depending on the situation and your/Organizational needs.



# **PART I**

---

## **ORIENTATION TO CWSSP**



**MODULE 0**

---

**ORIENTATION  
TO CWSSP**

---



# **MODULE 0 - ORIENTATION TO CWSSP**

## **AIM**

To orient all cadres to CWSSP and their own role in the programme.

## **TARGET GROUP**

All cadres - PO Managers, Project Managers, Community Facilitators, and Technical Officers

## **TIMING**

As soon as possible after cadre has been hired.

## **DURATION**

2 days

## **SPECIFIC OBJECTIVES**

At the end of the workshop, trainees will be able to :

- Explain WHY there is a need for improving water supply, sanitation facilities and hygiene
- Describe the main problems with the OLD APPROACH to rural water supply
- Explain the NEW APPROACH to rural water supply
- Explain the CWSSP PROJECT CYCLE - each phase, activities in each phase, and timing.
- Explain the HYGIENE EDUCATION and SANITATION PROGRAMME (in overview)
- Describe how the community will BENEFIT from CWSSP and what they are expected to CONTRIBUTE
- Explain the TYPES OF WATER SYSTEMS which can be supported by CWSSP
- Describe WHO IS WHO in CWSSP's organizational structure and WHO DOES WHAT
- Describe their OWN ROLE AND TASKS in the project
- Describe the LEADING ROLE to be played by the community and the FACILITATOR or SUPPORT ROLE to be played by the PO.

## SUMMARY OF TRAINING SESSIONS

This module is divided into ten training sessions. The purpose and duration of each is summarized below :-

**Welcome (10 minutes)** Welcome and brief introduction to workshop aims and methodology.

**Introductions and Climate Setting (35 minutes)** Activities to create a positive learning climate - warmup games, paired introductions, name game, expectations & objectives, norms, daily evaluation.

**Why Improve Water Supply/ Sanitation (1 1/4 hours)** Picture-discussion on the need to improve community water supply.

**The "Old" Approach and The "New" Approach (3 hours)** Role play and discussion to bring out typical problems with the "old" approach to rural water supply and introduce the CWSSP approach.

**Introducing CWSSP (1 1/2 hours)** Lecture-discussion on major components and phases. Paired discussion on "WHY" - the rationale for Hygiene Education, Sanitation, Community Mobilization, and Participatory Planning.

**Other Information on CWSSP (overnight reading + 1 1/2 hours)** Individual/paired reading, question-and-answer session, and a quiz to introduce: CWSSP and community contributions, types of water supply options, how hygiene education and sanitation programmes are organized

**Who Is Who and Who Does What? (1 1/4 hours)** Group discussion on the CWSSP structure and roles of each institution and cadre

**Role Relationship between PO and Community (1 hour)** Role play and discussion on the LEADING role to be played by the community and the FACILITATOR/SUPPORT role to be played by the PO

**Knowledge Test (45 minutes)** Written test on course content and then review of answers

**Evaluation (45 minutes)** Discussion on strengths, weaknesses, and areas for improvement.



## TIMETABLE

### DAY ONE

08.30 - 08.40	WELCOME
08.40 - 09.15	INTRODUCTIONS AND CLIMATE SETTING
09.15 - 10.30	WHY IMPROVE WATER SUPPLY/SANITATION ?
10.30 - 11.00	<i>Tea</i>
11.00 - 12.00	THE OLD APPROACH TO RURAL WATER SUPPLY
12.00 - 01.00	<i>Lunch</i>
01.00 - 02.00	THE OLD APPROACH TO RURAL WATER SUPPLY (PROBLEM TREE)
02.00 - 03.00	THE NEW APPROACH TO RURAL WATER SUPPLY
03.00 - 03.30	<i>Tea</i>
03.30 - 05.00	INTRODUCING CWSSP - MAJOR ACTIVITIES & TIMING
05.00 - 05.30	Evaluation

### DAY TWO

08.30 - 10.00	OTHER INFORMATION ON CWSSP
10.00 - 10.30	<i>Tea</i>
10.30 - 11.45	WHO IS WHO AND WHO DOES WHAT?
11.45 - 12.45	ROLE RELATIONSHIP BETWEEN PO AND COMMUNITY
12.45 - 02.00	<i>Lunch</i>
02.00 - 03.30	KNOWLEDGE TEST
03.30 - 03.45	<i>Tea</i>
03.45 - 04.30	EVALUATION AND CLOSING

## TRAINING MATERIALS

- Hand-outs**
- 1/0 Why Do We Need To Improve Water Supply, Sanitation, and Hygiene?
  - 2/0 The Old Approach to Rural Water Supply - What Goes Wrong and Why?
  - 3/0 The New (CWSSP) Approach to Rural Water Supply
  - 4/0 An Overview of the Project Process
  - 5/0 Why Hygiene Education in a Water Supply Project?  
Why Sanitation in a Water Supply Project?  
Why start with Community Mobilization?  
Why Ask Villagers to Plan Their Own Water Supply?
  - 6/0 A How Will the Community Benefit?  
B What Will They Be Expected to Contribute?
  - 7/0 Types of Water Systems which can be supported by CWSSP.
  - 8/0 Hygiene Education Programme - Overview
  - 9/0 Sanitation Programme - Overview
  - 10/0 Who Is Who and Who and Who Does What ?  
(Project Structure, Roles, & Responsibilities)
  - 11/0 The PO-Community Role Relationship

### Visuals

1. Prescription for Health (Video)
2. Pictures (Flipchart pictures)

## **SESSION I: WELCOME**

### **OBJECTIVE:**

To make participants feel welcome and give a sense of purpose to the workshop.

**TIME:** 10 minutes

### **METHOD:**

Give the following points in your own words:

1. **Welcome!** We are really happy to see you and to be able to work with you. You bring a wealth of ideas and experience to the workshop. It is also good to see so many different Partner Organisations. Each organisation works in different ways and we can learn a good deal from each other.
3. The Community Water Supply and Sanitation Programme is a new and challenging project. Its **AIM** is to help communities to plan, manage, and maintain their own water supplies. Your job will be to work with the communities to develop **STRONG ORGANIZATIONS** and help communities to **PLAN** and **MANAGE** their water supply.
4. This is the **FIRST** in a series of training courses to be given at different times over the duration of the project (about 12-15 months). Each course will prepare for a phase of the work, describing the **TASKS** that need to be done and giving you the **SKILLS** and **INFORMATION** needed to do the **TASKS**. After each course you will return to the field and carry out the required tasks. Then when a new phase starts, you will be given more training.
5. This training course is an **ORIENTATION** course, giving you all the information you need to know about CWSSP - **WHY, WHAT, WHO, WHEN** and **HOW** - and what **YOU** will be expected to do.
6. In our training programme we will be using **PARTICIPATORY METHODS** - games, role plays, small group discussion, practical exercises, etc. We believe in **LEARNING BY DOING**. This approach is very different from traditional classroom teaching, where the trainers do all the talking and participants just listen passively. In our workshops you will be very **ACTIVE**, contributing your ideas and experience and taking part in games, role plays, discussion, and practical activities.
7. The workshop will be **PARTICIPATORY** and **FUN** but it is also **SERIOUS**. You will be preparing yourself for important work in the field. You will be given a quiz at the end to see how much you have learned.

## SESSION II: INTRODUCTIONS AND CLIMATE SETTING

### OBJECTIVES:

- to create a learning climate in which everyone feels free to participate
- to build team spirit and a sense of community
- to learn each other's names and get acquainted
- to share expectations and fears and compare them with objectives and topics
- to get agreement on workshop norms

**TIME:** 2 hours

### MATERIALS:

- "Matching Words" on slips of paper (see Paired Introductions)
- list of interviewing topics for Paired Introductions (on newsprint)
- workshop objectives and topics (on newsprint)

### METHOD:

#### 1. Warm-up Games (15 minutes)

Explain the purpose of the games - ie to break the ice and overcome inhibitions, to get participants mixing up and meeting each other, to create a sense of community, and to show that learning can be fun. Emphasise the importance of participation.

Conduct one or two games - eg "FRONT-TO-FRONT/BACK-TO-BACK/CHANGE", or "THE WIND BLOWS FOR.....", or "LIFEBOATS". At the end of the games ask participants: "*How do you feel now?*"

#### 2. Paired Introductions (30 minutes)

Divide into pairs using matching words. Give each participant a slip of paper each containing one word which is paired with another - eg tea/coffee, up/down, hammer/nail, happy/sad, etc. Ask participants to find the "matching" word. Once pairs have formed, ask the partners to interview each other. Write the following list on newsprint to guide participants: the name they would like to be known by; their organisation; any interesting information they would like to share about themselves. Then get each person to introduce her partner going round the circle. (Use a time limit on each introduction).

#### 3. Name Game with Action (5 minutes)

The group stands in a circle. Each person in turn introduces his name and makes a gesture. Then the whole group repeats the name and gesture. Purpose: learning names, energizing, and team-building.

#### 4. Expectations, Fears, Objectives, and Topics (30 minutes)

Ask participants to discuss their EXPECTATIONS and FEARS in pairs:

- *What do you EXPECT to learn/do in the workshop?*
- *What FEARS do you have at the start of the workshop?*

Organise a report back and record EXPECTATIONS and FEARS on flipchart. Then introduce the WORKSHOP OBJECTIVES and TOPICS (written on newsprint). Show how each EXPECTATION is covered by one of the OBJECTIVES or TOPICS. Then review the list of FEARS, showing how each might be overcome.

#### 5. Workshop Norms (5 minutes)

Ask participants to brainstorm a list of WORKSHOP NORMS - for example:

- Start sessions and finish sessions on time
- Everyone should participate actively
- Everyone should be given a chance to express herself.
- People should listen to each other and encourage each other.
- Be considerate of each other's feelings
- Treat each other with respect
- Be open to criticism

#### 6. Arrangements for Daily Evaluation (5 minutes)

Get agreement to a daily evaluation. Explain that you will need one person from each PO to join the trainers for 30 minutes at the end of each day to review the day's activities. Participants will take turns attending the evaluation meetings. Ask for volunteers for the first day's meeting. Explain that daily evaluation is a good way of getting feedback on the workshop and solving any problems that might occur.

*Encourage participants  
to view the workshop  
as theirs.*



### SESSION III: WHY IMPROVE WATER SUPPLY/SANITATION ?

**OBJECTIVE:**

To make participants fully aware of the rationale for a water supply project

**TIME:** 1 hour

**MATERIALS:** The following pictures

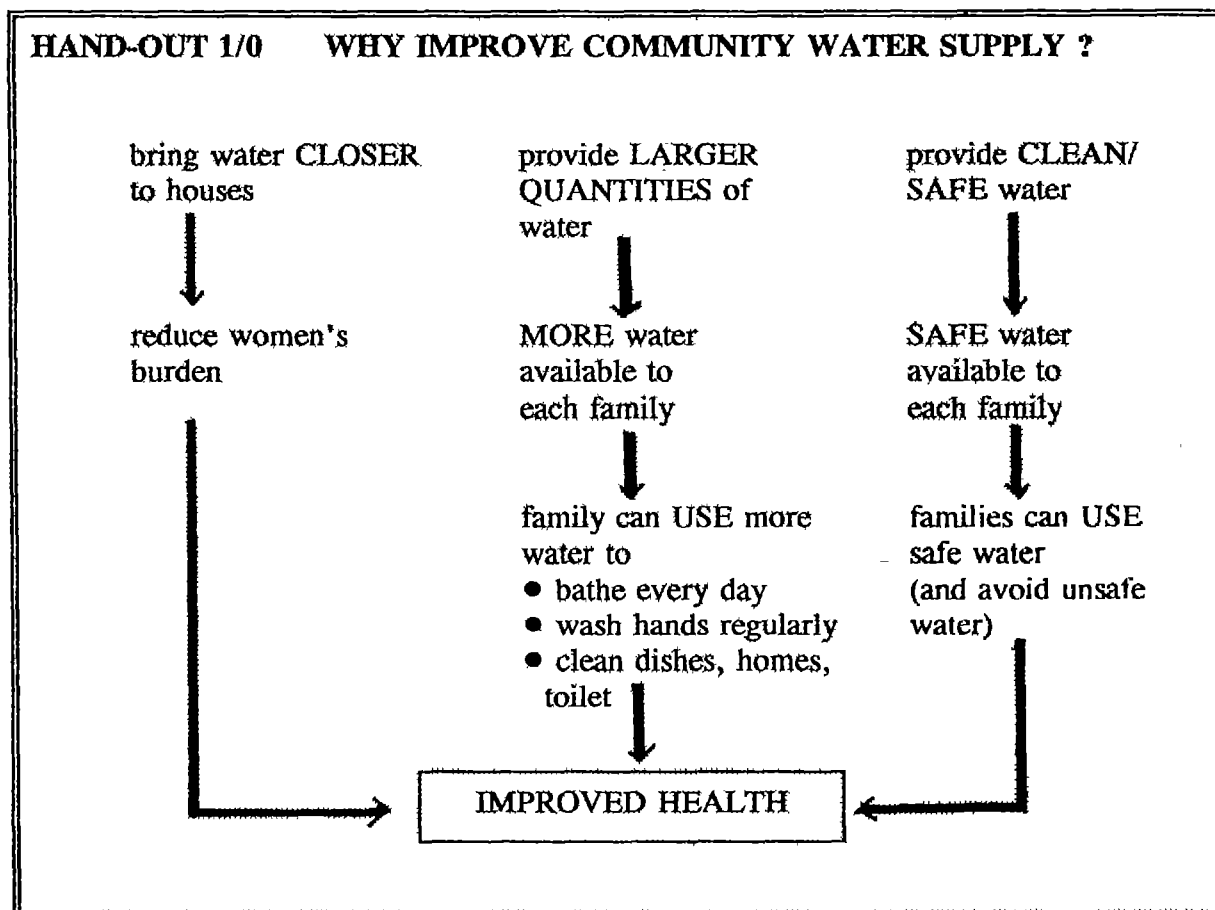
**METHOD:** Handout 1/0

#### 1. Picture-Discussion (60 Minutes)

Display the pictures on the following page and ask participants to discuss in pairs the following questions (written on the white board):

- What is happening in each picture? WHY?*
- Why is there a need for MORE WATER?*
- Why is there a need for SAFE WATER?*

Organise a report back and record points on newsprint. Then present the following as a summary :





## SESSION IV: THE OLD APPROACH AND THE NEW APPROACH TO RURAL WATER SUPPLY

### OBJECTIVE:

To identify common problems with traditional forms of water supply and look at how CWSSP's approach avoids or overcomes these problems

**TIME:** 2 1/2 hours

**MATERIALS:** Handouts 2/0 and 3/0

### METHOD:

#### 1. Role Play and Discussion - "The Old Approach" (45 minutes)

Organize a short role play showing:

Scene 1: 2 rich men discuss the siting of a tubewell with a government official. One says it should be drilled beside his house.

Scene 2: Pump breaks down. Women stand around with their arms crossed, saying: "*We were never consulted. They built it - so let them fix it. Let's return to using the river*"

Divide into groups of 4-6 people to discuss:

- a) *WHAT happened in the role play?*
- b) *WHY did it happen?*
- c) *How is it RELEVANT to your situation?*
- d) *What are some of the MAJOR PROBLEMS with traditional forms of water supply?*

Organise a report back. Ask groups to report on Question D only. Ensure that the following points are covered:

- no participation by water users in planning or constructing the WSS
- decisions are made by a few influential villagers to suit their own interests
- women and poor people are excluded from decision-making
- no consultation about the choice of technology (tubewell) or siting
- no community demand for a new water supply
- no sense of ownership or responsibility - outsiders do everything
- community members are not aware of their potential to manage their own water supply - they are passive and dependent on outside support
- no organized effort or CBO to operate and maintain the water supply
- no awareness of links between water and health
- inappropriate technology



2. Summarize (15 minutes)

Present the summary below on the white board:



3. Problem Tree (60 minutes)

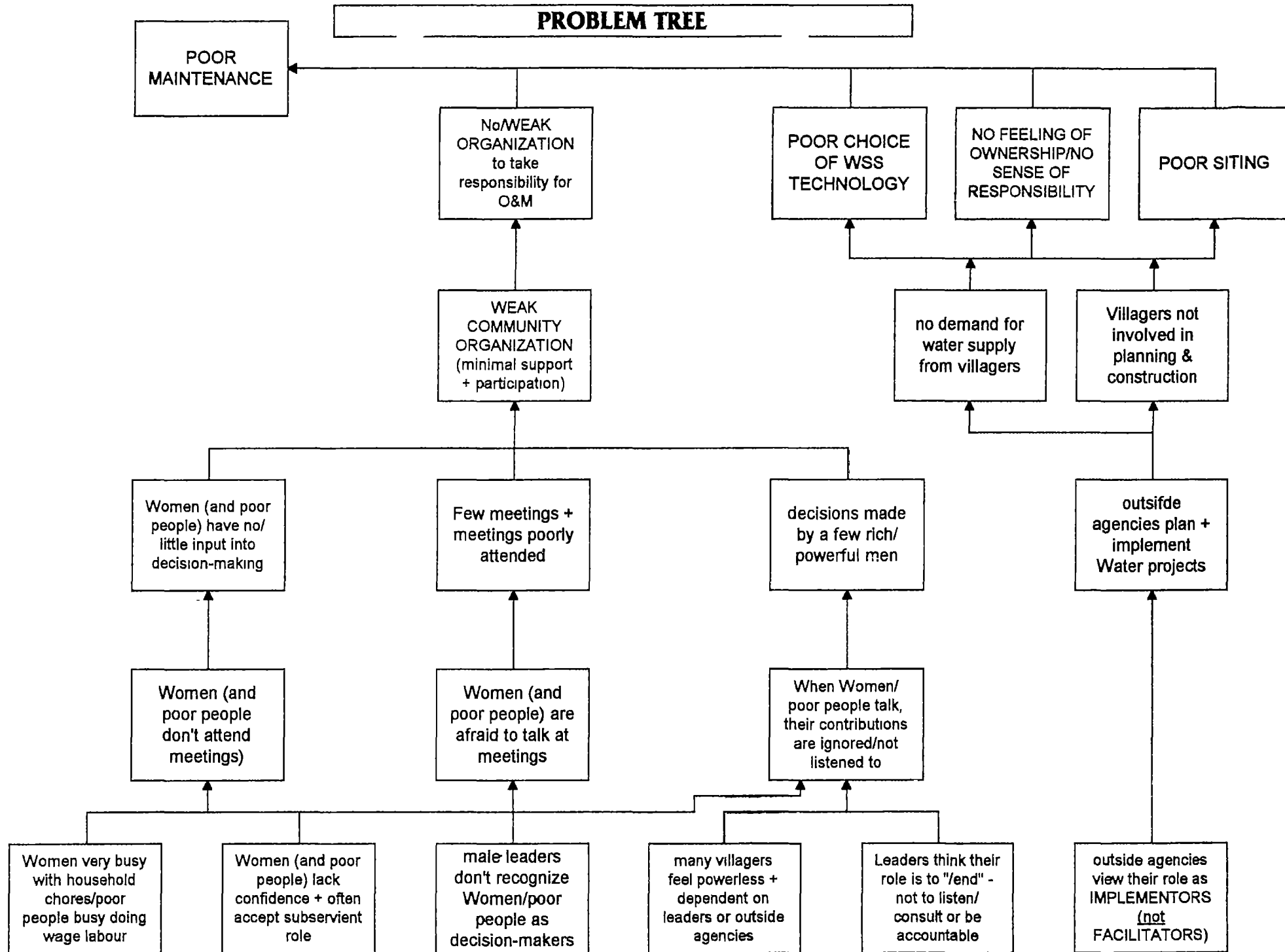
Divide participants into the same groups (used in step 1). Ask each group to construct a **PROBLEM TREE**, showing how the problems (discussed in steps 1 and 2) are linked as causes underlying **POOR MAINTENANCE**. Hand out cards to each group and explain how to make a problem tree :

**MAKING A PROBLEM TREE**

- Write down each of the problems identified in step 1 - one problem on each card
- For each problem ask "What are the major **CAUSES** of these problems?". Write any of these new problems down. For each problem ask "What are the most important **EFFECTS** ?" Write these down.
- Then place the cards in a **TREE** with **CAUSES** at the bottom and **EFFECTS** at the top. The top card should be "**POOR MAINTENANCE**".

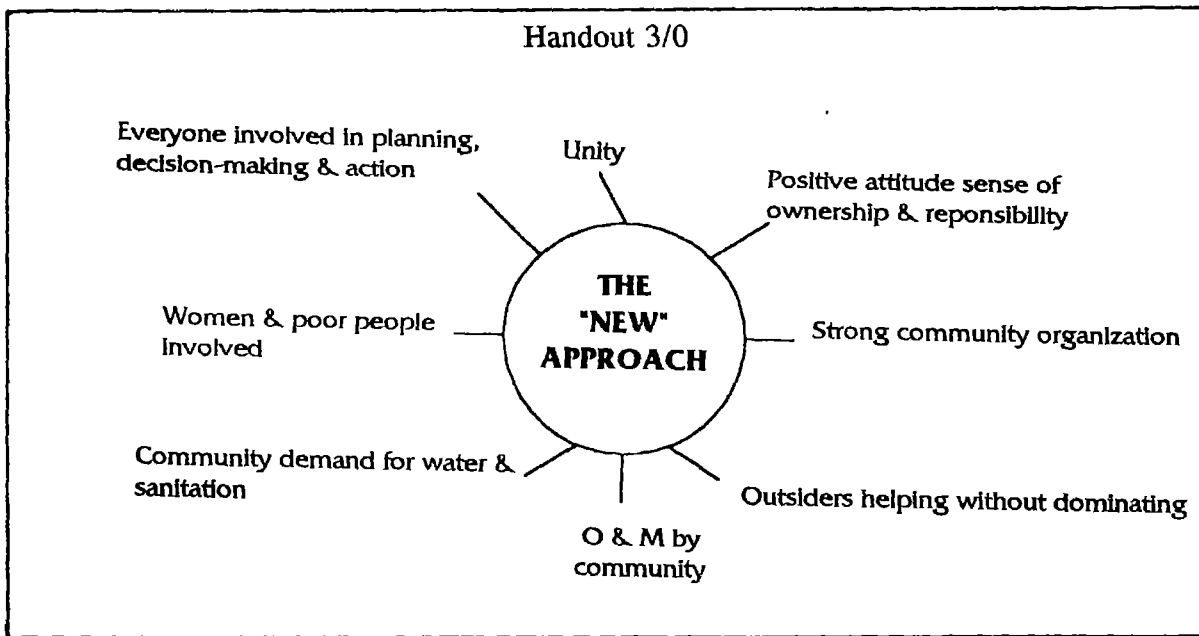
Ask groups to tape their problem tree on the wall. Then organise a Gallery Review.

# PROBLEM TREE



4. **Lecture-Discussion - "The New Approach" (30 minutes)**

Use a lecture-discussion to draw out points on the new approach. Make sure the following points are covered.



**INGREDIENTS FOR A SUCCESSFUL WATER PROJECT  
(CWSSP GUIDING PRINCIPLES)**

- Make sure that the community really **NEEDS** and **WANTS** a new water system and are willing to **CONTRIBUTE** to its development - before going ahead to plan it.
- INVOLVE** the community in identifying their own needs, and planning and building their own water system. That way they will feel it is theirs and will be more committed to looking after it.
- Develop a **STRONG COMMUNITY ORGANISATION** to lead the community in planning, building, and maintaining the water system.
- GET EVERYONE INVOLVED** - not just the men and more powerful people. Make sure that **WOMEN** and **POOR PEOPLE** in the village are actively involved in decision-making.
- CHANGE ATTITUDES** - help people learn how to work together and develop a sense that they can change things, a feeling that "*We can do it if we work together*".
- EDUCATE THE COMMUNITY** about the importance of **MORE SAFE WATER** to keep themselves healthy.

## SESSION V: INTRODUCING CWSSP

### OBJECTIVES:

To explain the steps and main activities in implementing CWSSP projects

**TIME:** 1 hour

**MATERIALS:** Handout 4/0

### METHOD:

1. Lecture-Discussion (15 minutes)

#### HAND-OUT 4/0 AN OVERVIEW OF THE PROJECT PROCESS

#### CWSSP IS A PARTNERSHIP

##### A. THE PARTNERS

##### THE COMMUNITY -

- Decides type of scheme, they can afford, service level & detailed design for Water Supply
- Establishes a Community Based Organization (CBO) to take permanent responsibility for Operation & Maintenance
- Undertakes hygiene education/sanitation programme
- Provides construction labour & maintenance
- Becomes the owner of the Water Supply Scheme

##### THE PARTNER ORGANIZATION -

- recruits and manages field staff (CFs, TOs)
- organizes community
- provides technical support during design & construction
- manages all inputs to community

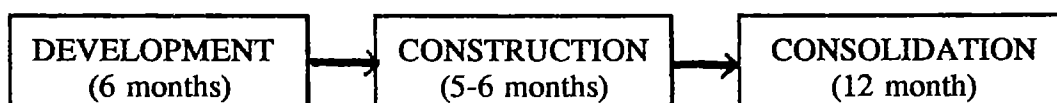
**CWSPU** - The Agency set up by the Government in the Ministry of Housing, Construction & Public Utilities. Based in Colombo with District Offices in Badulla, Matara and Ratnapura. CWSPU provides :

- finance for water/supply & latrine construction
- technical/organizational training for POs
- contracts for Partner Organizations
- co-ordination
- Policy and guidelines

## HANDOUT 4/0 Cont.,

### B. THE PROJECT PROCESS

- CWSSP is an INTEGRATED programme consisting of WATER SUPPLY, SANITATION, and HYGIENE EDUCATION. Each component is important but WATER SUPPLY is the central focus.
- The project has three major phases:



- The aim of the **DEVELOPMENT PHASE** is to generate **COMMUNITY PARTICIPATION AND MANAGEMENT** - the community developing strong groups and organisations and then planning their water supply

The **Development Phase** consists of the following steps:

#### **COMMUNITY MOBILIZATION (3 months)**

- Step 1 • Getting to know the Community
- Step 2 • Small Group Formation
- Step 3 • Core Group Formation
- Step 4 • Core Group/Small Group Activities
  - hygiene education
  - community action
- Step 5 : Participatory Survey/Situation Analysis
- Step 6 : Village Self Assessment

#### **PARTICIPATORY PLANNING (3 months)**

- Step 7 • Village planning of the water supply system
- Step 8 • Building a strong CBO and formally registering the CBO to manage the water project
- Step 9 • Hygiene Education During VPP

## HANDOUT 4/0 Cont.,

### PROPOSAL PREPARATION

The community needs **OUTSIDE HELP** to organise itself and plan its water supply and keep while proposal preparation. This is the role of the Partner Organisation.

- Step 10 : Preparation of a Sanitation Proposal  
Step 11 : At the end of the Development Phase a Community Proposal will be produced.

During the **CONSTRUCTION PHASE:**

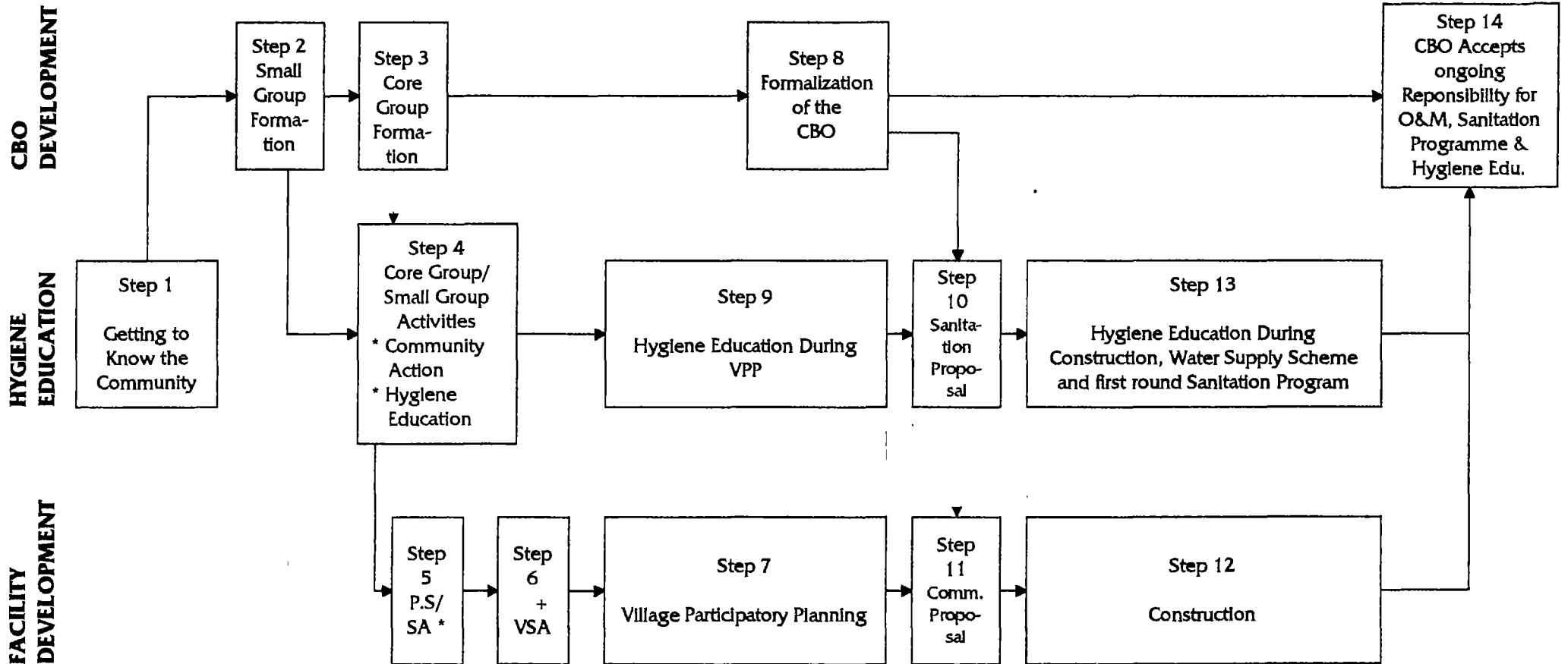
- Step 12 : The CBO will take responsibility for constructing the Water Supply System and managing the Revolving Loan Fund for sanitation improvements.  
Step 13 : The CBO will also continue Hygiene Education Activities during Construction.

During the **CONSOLIDATION PHASE :**

- Step 14 : The CBO + PO will take responsibility for ongoing activities :
- operation and maintenance;
  - hygiene education;
  - sanitation program;
  - other development activities to improve the community environment;

# THE CWSSP PROCESS TO SUSTAINABLE WATER SUPPLY & SANITATION

PHASES	PROJECT DEVELOPMENT PHASE						CONSTRUCTION PHASE					CONSOLIDATION PHASE
MONTHS	1	2	3	4	5	6	7	8	9	10	11	12



\* Participatory Survey/Situation Analysis

+ Village Self Assessment

## 2. Paired Discussion and Report Back (45 minutes)

Write the following questions on the flipchart and discuss in pairs:

- Why is **HYGIENE EDUCATION** part of a **WATER SUPPLY** project?
- Why is **SANITATION** part of a **WATER SUPPLY** project?
- Why does the process start with **COMMUNITY MOBILIZATION**?
- Why do we ask villagers to **PLAN** their own water supply?
- Why is a **STRONG AND FORMALLY REGISTERED CBO** necessary?

Organise a Report Back. Ensure that the following points are covered:

### **HAND-OUT 5/0 : WHY ?**

#### **Why is HYGIENE EDUCATION part of a WATER SUPPLY project?**

- Many villagers are not aware of the disadvantages of using **UNSAFE WATER** - without education some will fetch their water from unsafe sources (eg rainwater in potholes) during the wet season.
- Some villagers are not aware of the need to use **MORE WATER** to stay healthy - to bathe every day, wash hands after defecation and before eating, wash clothes and dishes, clean the toilet, etc.

#### **Why is SANITATION part of a WATER SUPPLY project?**

- Human excreta is a major source of contamination of water. Getting villagers to build toilets and use them will reduce the contamination.

#### **Why START with COMMUNITY MOBILIZATION?**

- Villagers are not aware of the need for more safe water and are not organized to plan and build a new water system.
- Women, poor people, and other water users are often excluded from community decision-making.
- Community mobilization is needed to solve the above problems.

#### **Why ask villagers to PLAN their own water supply?**

- Villagers will feel a greater sense of ownership.
- Villagers will be more motivated to build it.
- Villagers will take more responsibility for maintaining it.
- Villagers will get the WSS they want - ie suited to their needs.

#### **Why is a strong and formally registered CBO necessary?**

- So that the ownership of the Water Supply Scheme can be handed over to the community.
- So that there will be an organization responsible for on-going operation and maintenance of the scheme.
- So that the community can receive Revolving Loan Funds for building toilets.
- So that hygiene education activities can continue in the village.
- So that other development problems can be solved in the village.



## **SESSION VI: OTHER INFORMATION ON CWSSP**

### **OBJECTIVES:**

To help participants understand:

- Who CONTRIBUTES what - CWSSP and the community
- TYPES OF WATER SYSTEMS which can be supported by CWSSP
- how the HYGIENE EDUCATION programme operates
- how the SANITATION programme operates

**TIME:** overnight reading + 1 1/2 hours (the following morning)

**MATERIALS:** Handouts 6/0, 7/0, 8/0 & 9/0

### **METHOD:**

#### **1. Individual or Paired Reading (Overnight)**

At the end of the first day hand out copies of the Handouts. Encourage participants to work in pairs, reading and discussing together. Explain that you will be testing them on the factual content. Ask them to take notes on what is unclear to them or other questions they would like to ask. Assign them a set of questions (see next page) and ask them to look for the answers.

#### **2. Question-and-Answer Session (1 1/2 hours)**

The following morning review participants' answers to the questions assigned and answer any of their own questions.

## HOMEWORK QUESTIONS

### INSTRUCTIONS

Read the Handouts and look for answers to the following questions:

1. What support does CWSPU provide to the community?
2. What is the community expected to contribute to the development of its water supply?
3. What are the 3 ways in which CWSSP aims to improve Water Supplies ?
4. How many households must be served by a standpost or well ?
5. What steps are required to protect shallow wells from contamination ?
6. How much Water is required to provide house connections ?
7. What are the major messages to communities regarding sanitation and hygiene education ?
8. What support does CWSSP provide for the Sanitation Program ?

## HAND OUT 6/0A

### HOW WILL THE COMMUNITY BENEFIT? WHAT WILL THEY BE EXPECTED TO CONTRIBUTE?

HOW WILL THE COMMUNITY BENEFIT ?  
WHAT WILL THEY BE EXPECTED TO CONTRIBUTE ?

Communities must be prepared to :-

- contribute labour and local materials to the construction of their water supply system and;
- take total and permanent responsibility for its operation and maintenance.

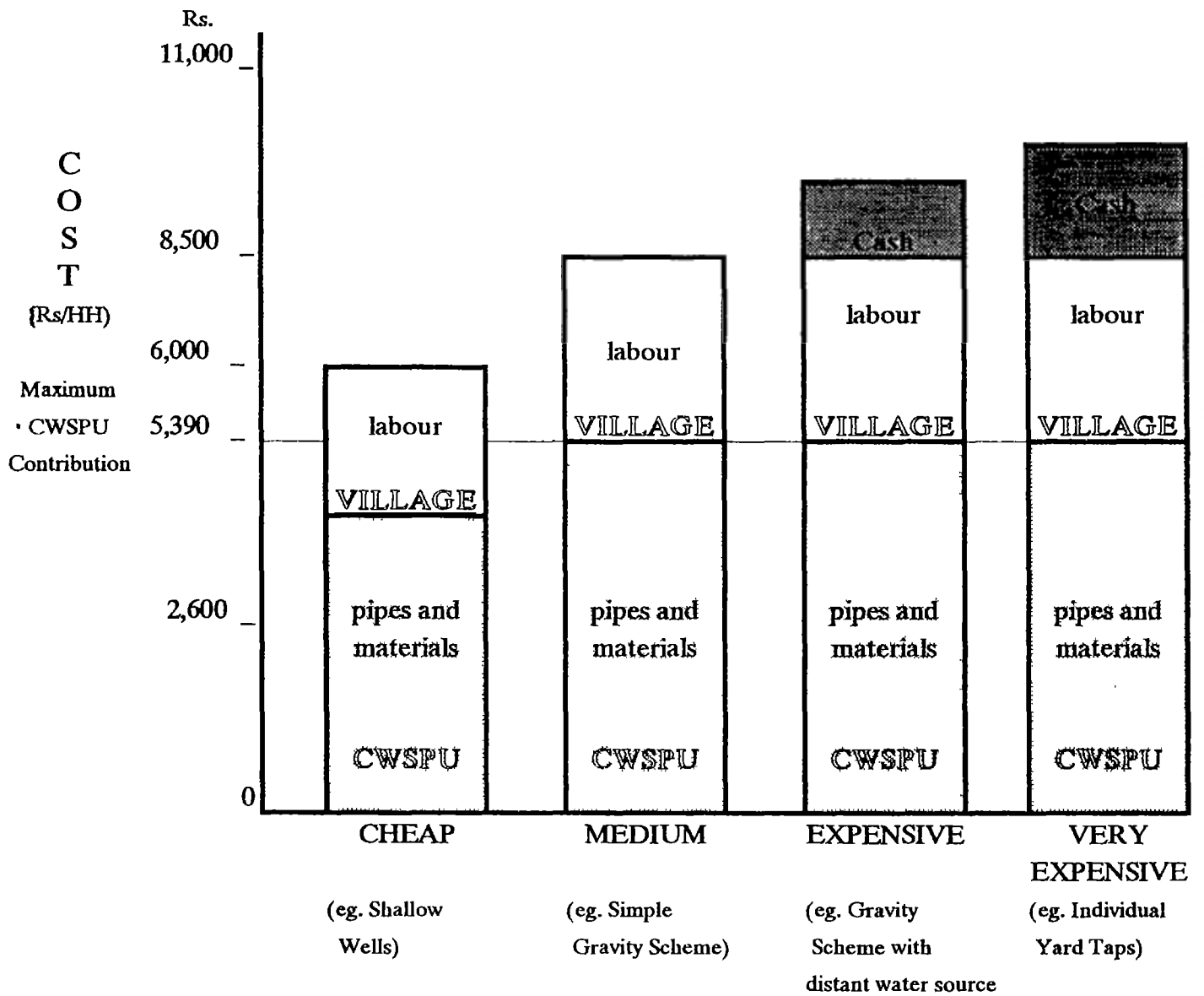
If communities are prepared to do this, the CWSPU will:-

- provide support to Partner Organizations to assist them to motivate, educate and organise target communities;
- contribute to the cost of construction of a community water supply system up to a maximum of Rs 5,390 per beneficiary household.

#### CONTRIBUTION TO THE CONSTRUCTION OF WATER SUPPLY SCHEMES

Party	Normal Schemes	Expensive Schemes
CWSPU	Construction Materials Tools and Equipments Skilled Labour Transport (of above) PO Support Services	Maximum Contribution of Rs. 5,390 per household.
Communities	Unskilled Labour Local Materials Organize & Manage Construction	Additional Cash i.e. in excess of Rs. 5,390/HH.

Community contributions will normally be in kind, that is, labour and local materials, but cash contributions may be required for expensive schemes as illustrated in the following Figure.



Note: Maximum Contribution from CWSPU may be subjected to change according to inflation.

### WHO PAYS WHAT

## HAND OUT 7/0

### TYPES OF WATER SUPPLY SYSTEMS WHICH CAN BE SUPPORTED BY CWSSP

The CWSSP is designed to provide improvements in water supply in terms of **ACCESS** to water, **QUALITY** of the water and **QUANTITY** of water supplies.

#### ACCESS

The following options are available to communities **subject to CWSPU cost contribution** as discussed in Handout 6.

- Standposts and protected wells to serve an average of four households each.
- Tube Wells, where no better option is available each Tube Well to serve an average of 10 households.
- Household (Yard Taps) connections where adequate piped supplies are available (see water requirements below).
- Any other affordable options, eg. rainwater collection, wells with handpumps.
- In special cases, where no other options are available CWSPU may support pumping/filtration schemes or extensions to existing NWSDB Schemes.

#### WATER QUALITY

All water sources should be protected against the risk of contamination from human waste. The following protective measures are required:

**Spring Intakes** must be provided with:

- surface drainage to take away waste water;
- a solid cover for the intake;
- fenced and grassed catchment area.

**Shallow Wells** should be provided with:

- a wall and apron around the well;
- lining of the upper part of the well shaft; and

Shallow wells must not be located more than 30m from the nearest latrine

## HANDOUT 7/0 Ctd.,

**Stream Intakes** should be located upstream of all farming and grazing activities.

Furthermore, the colour, taste and odour should be acceptable to the community. Water sources which do not have good colour, taste or odour should be tested.

### WATER QUANTITY

The CWSSP must make sure that there is enough water supplied to meet basic standards. These are as follows:

Facility or Institution	Minimum Litres per person per day	Recommended Normal Litres per person per day (Allowing for Population Growth, Leakage & Wastage)
Yard Taps	65	100
Standposts	45	67.5
Schools	6	9
Religious places	600	1000
Other Institutions	300	500

The water source must also be **RELIABLE** which means that it can meet the requirements, or demand, from the community during the dry season and at times of drought.

## HAND OUT 9/0

### HOW THE SANITATION PROGRAM OPERATES

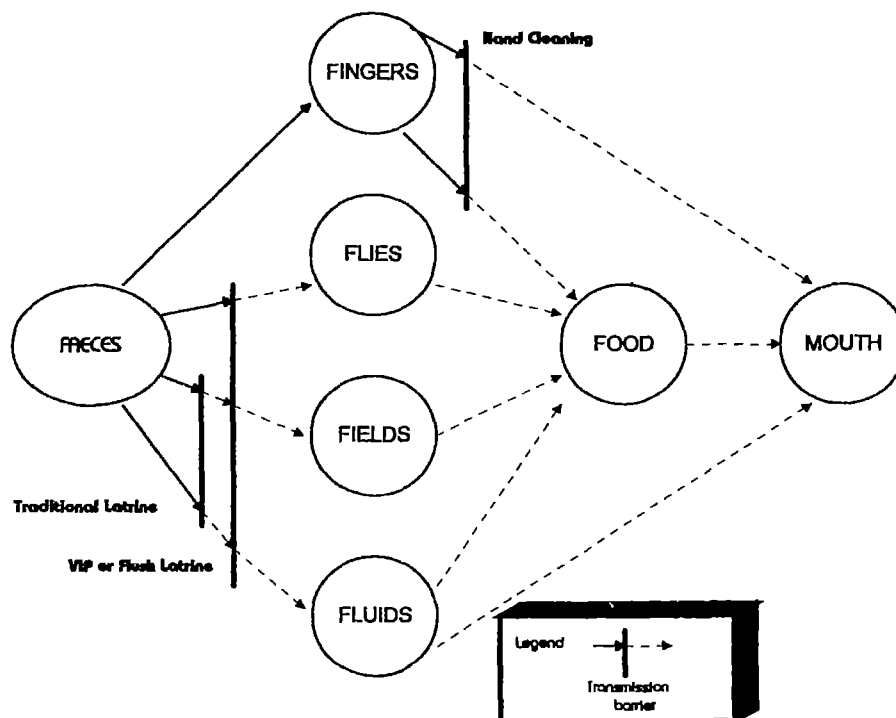
#### WHAT ARE THE GUIDING PRINCIPLES OF THE CWSSP SANITATION PROGRAM?

##### Principle 1: AWARENESS BUILDING:

Providing hygiene education to communities so that they develop a basic understanding of the way in which diseases are transmitted (see Picture below) and the way in which improving toilet facilities and practices can prevent the spread of disease. Encouraging communities to:

- o construct new toilets or upgrade existing toilets;
- o use the toilets rather than the fields;
- o wash hands after going to the toilet;
- o clean and maintain the toilet.
- o use much more water e.g.
  - wash hands after going to the toilet ;
  - clean and maintain the toilet.

#### How to Block Faecal oral Transmission Routes



### **Principle 2: PROMOTION OF SELF HELP**

Helping villagers to realize that they can construct their own toilets and that this construction is not necessarily expensive.

An acceptable toilet can be built in a number of ways. Villagers must be free to choose how they do it, according to their own particular requirements, what they can afford and the availability of water.

### **Principle 3: Community Based Support**

Principles 1 and 2 can only be achieved with ongoing support at the community level. This will be provided through the Core Group and, later, the Community Based Organization which will motivate, inform and advise individual households on ways of improving the sanitation in their households.

### **WHAT TYPE OF LATRINES DOES CWSSP PROMOTE?**

- Water seal latrines where water is plentiful.
- VIP latrines where water is not plentiful.
- Latrines not to be located less than 30 m from wells.

The essential features of an acceptable toilet are:

- a pit, protected against collapse if the soil is weak;
- a well fitting pit cover, which can often also be the floor of the toilet;
- a simple hole or water seal syphon through which human wastes enter the pit;
- a solid floor surface which is easy to keep clean;
- a toilet building which allows household members to use the toilet in privacy.



## WHAT SUPPORT DOES THE CWSSP PROVIDE?

The CWSSP provides support, via the Partner Organizations, to assist target communities to improve their awareness of the need for improved sanitation facilities and practices.

In addition, the CWSSP will provide funds to Community Based Organizations for **REVOLVING LOAN FUNDS** to assist households to improve their sanitary facilities. CWSSP can provide up to **three Fourth (3/4)** of the total investment required, (excluding community contribution) to provide satisfactory sanitation facilities for needy HHs in a village. The other one fourth (1/4) has to be generated within the community by recovery of loans.

### A eligibility criteria

- Community Based Organization should be registered with the CWSPU. This will normally be done at some stage during the Village Participatory Planning process;
- The CBO should establish a revolving fund consisting of a minimum of Rs. 250/- from each beneficiary H/H for new toilet construction.
- A minimum of Rs. 125 as initial deposit from each beneficiary HH for renovation of existing sanitation facilities.
- The Core Group/CBO should undertake a genuine hygiene education programme in the village to improve health practices;
- A sanitation plan has been prepared an account is opened, basic rules and regulations drawn up and an application sent to CWSPU.

An initial fund subject to maximum of Rs 25,000 or 25% of the total estimated cost will be made available for a village. If, during the next three months, the CBO can demonstrate that it can manage the Revolving Loan Funds effectively, requests can then be made for full scale funding given as follows.

- i. 25% of total estimated cost or subjected to maximum of Rs. 25000 after 3 months
- ii. Balance upto 80% of the total cost, after successful utilization of second installment.

### Note:

1. Maximum loan amount for new latrine construction is Rs. 3000/-.
2. Rs. 1500/- will be provided for renovation of an existing latrine.
3. Under the Revolving Fund, borrowers are expected to contribute all of the unskilled labour.
4. To ensure the participation of poorest households in the sanitation programme, they are expected to repay only 25% of the loan received.
5. Total latrine construction in the village would be expected to be completed within 3 years. All loan repayments would then belong to the CBO to be used for future sanitation & requirements and maintenance of CWSPU assisted water supply or further developing the village. (e.g by income generation projects).
6. CBO can decide whether they would issue interest free loan or loan with minimum interest.
7. CWSPU would evaluate CBO performances prior to releasing project funds in all stages.

## SESSIONS VII: WHO IS WHO AND WHO DOES WHAT IN DEVELOPING A COMMUNITY PROJECT

### OBJECTIVES:

- To help participants understand how the roles and responsibilities of each Partner and Team Member & CWSSP.

**TIME:** 1 hour

**MATERIALS:** Handout 10/0

### METHOD:

1. Explain what is basic responsibility of each team member in community implementation process. e.g.

**PM** responsible for: all management including finance and transport, supporting CFs & TOs, solving field problems, co-ordinating with CWSPU (*Involved throughout the project cycle*)

**CF** responsible for: mobilizing community, setting up small groups, core groups, CBO, introducing Hygiene Education, explaining sanitation scheme, motivating community to request technical assistance etc (*Involved from start of project till half way point of construction*)

**TO** responsible for: assisting community during Participatory Planning Phase i.e. investigating water sources and preferred options, then assisting preparation of detailed technical design with costings. Gives technical support during Construction and Caretaker Training. (*Commences when invited in by the community i.e. 3 months after commencement and remains till end of construction*)

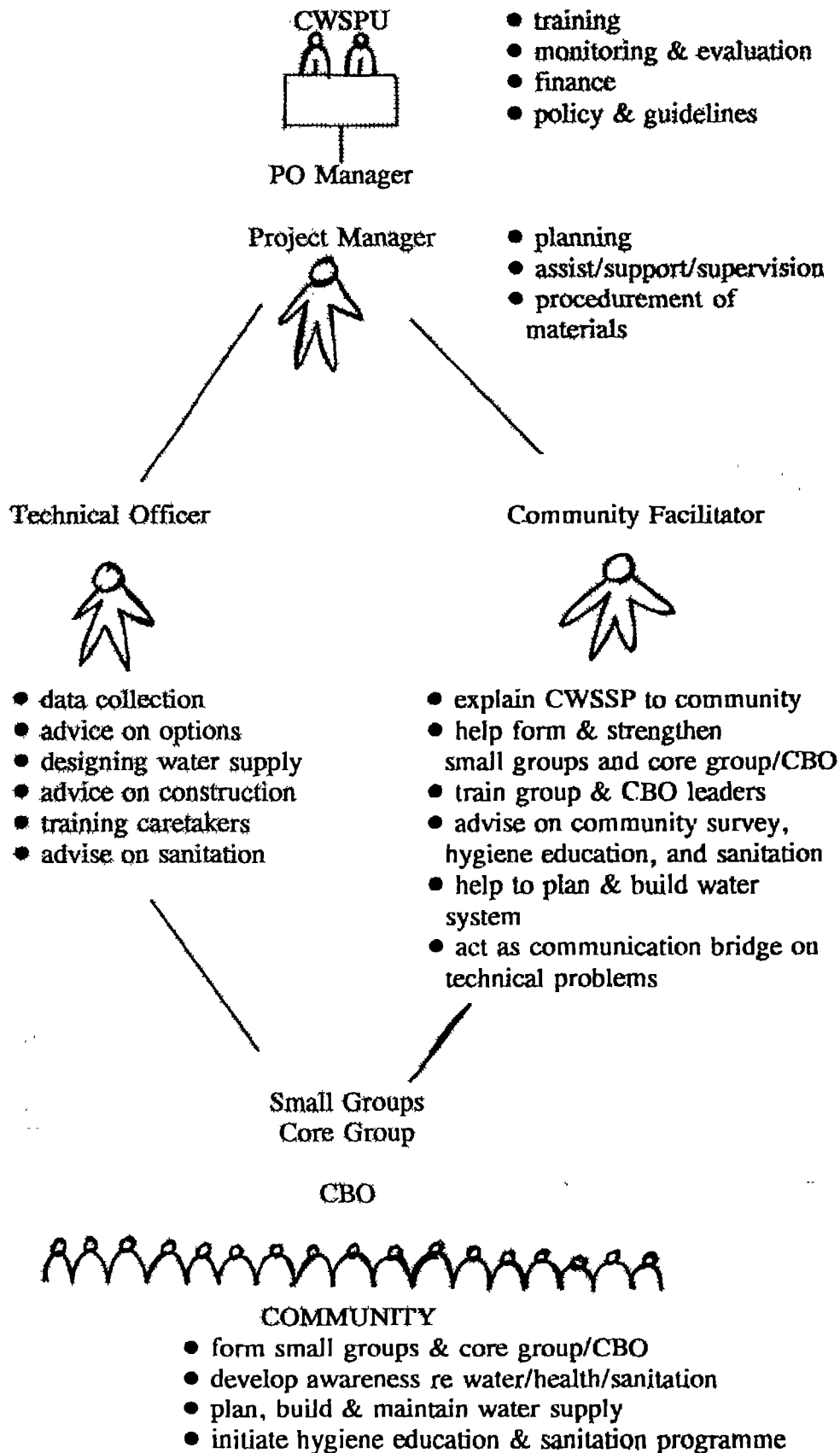
2. Group Discussion and Plenary (60 Minutes)

Divide into groups. Ask each group to take a role and discuss :  
[ eg. CWSPU, PO Manager, Technical Officer, Community Facilitator, Community]

- a) What do you expect to do in carrying out your role?
- b) What do you expect other people to do to accomplish the required tasks?
- c) What are the main problems you may expect ?

Report back. Record points on newsprint. Have a second trainer draw the diagram (on the next page) on the white board and write the roles (recorded) beside each player.

**HAND-OUT 10/0 : WHO IS WHO & WHO DOES WHAT ?**



## SESSION IX: ROLE RELATIONSHIP BETWEEN PO AND COMMUNITY

### OBJECTIVES:

To help PO staff assess their FACILITATOR/SUPPORT role in relation to the community and the implications for HOW they work with the community.

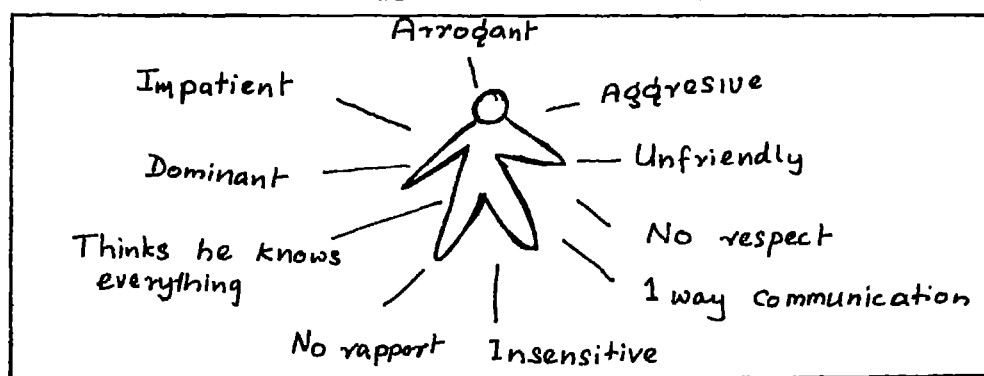
**TIME:** 1 hour

**MATERIALS ;** Handout 11/0

### METHOD:

#### 1. Role Play and Discussion - "Implementor or Facilitator ?" (1 hour)

Conduct a short role play showing a PO officer meeting with community leaders. Instead of drawing out their ideas and getting them to make decisions, he does all the talking, tells them what to do, orders them about, and treats them as if they know nothing and he has all the answers. The "villagers" try to make suggestions but the PO officer ignores and intimidates them and continues on with his own ideas. At the end of the role play ask participants to comment on the PO officer's approach. Record their points around a picture.



Then ask participants - "How should the PO officer have worked with the community ?" Draw out points from participants and then give the following summary :

#### HAND-OUT 11/0: THE PO/COMMUNITY RELATIONSHIP

- The COMMUNITY is at the centre of the project. They are the boss, they are the decision-makers. They will take the LEADING role. They will decide a) what type of water system b) where it will be located c) how to construct it, etc. They will be expected to TAKE THE INITIATIVE in planning, constructing and maintaining the scheme.
- The role of the PO is to FACILITATE or SUPPORT the community, not to IMPLEMENT the project themselves. Their job is to help the community develop the skills and self-confidence to implement the project themselves.

## **SESSION IX: KNOWLEDGE TEST**

### **OBJECTIVE:**

To test participant's understanding on the basic facts about CWSSP.

**TIME:** 1 1/2 hours

**MATERIALS:** Knowledge Test and Answer Sheet

### **METHOD:**

Administer the test. Afterwards mark the answer sheets with participant's help. (Participants to mark each other's pages.) Then go over each question with participants. At the end collect participant's answer sheets back so that you can record their marks and identify those questions which were poorly answered.

# ORIENTATION TO CWSSP

## KNOWLEDGE TEST

*Select the best answer to each question and circle.*

1. Who is mainly responsible for collecting Water at home.
  1. Male in the house.
  2. Children in the house.
  3. Female in the house
  4. All of the above.
  
2. What are the major water problems faced by people in rural area.
  1. Far Distance
  2. Scarcity of water
  3. Non available of drinking water
  4. Contamination
  5. All of the above.
  
3. What are the 3 stages (phases) of the Community Water Supply & Sanitation Programme.
  1. Project Development
  2. Social Mobilization
  3. Construction
  4. Community Development
  5. Consolidation
  
4. Who has usually designed the old style village level water & sanitation schemes.
  1. Village People
  2. Outsiders
  3. Outsiders with village elite
  4. Government officials
  
5. Which of the following is essential for a successful water project.
  1. All decisions are made by the community
  2. Leaders of the village take responsibility.
  3. Technical Officers take all the decisions on appropriate water supply scheme.
  4. All of the above.

6. Which of the following would NOT be the ingredients of successful community water project.

1. Needs to be identified by the community
2. Award construction to the specialized outside contractor.
3. Educate community to involve efficiently in every steps of the project.
4. Develop people's organization to facilitate community participation.

7. Who is the legal owner of the water facility when complete ?

1. Ministry of Housing, Construction & Public Utilities
2. CWSPU
3. PO
4. CBO

7A. How much time is normally required between entering the village and producing the final design for a water supply system ?

1. 3 months
2. 6 months
3. 9 months
4. 12 months

7B. How much time is normally required for construction of the W/S System

1. 3 months
2. 6 months
3. 9 months
4. 12 months

7C. During the Project Development Phase (i.e. up to the time the W/S Proposal is completed) which PO staff are involved and for approximately how many months ?

Project Manager ..... months  
TO .....months  
CF .....months

7D. During the Construction Phase, which PO staff are involved and for approximately how many months ?

Project Manager ..... months  
TO .....months  
CF .....months

8. How will sanitation facilities be provided to the community.
1. Through health dept.
  2. Through sanitation revolving fund.
  3. Directly from CWSPU.
  4. Through IRDP Funds.
9. When water supply design has been agreed by majority of village the PO discovers that a few households are excluded because they cannot afford to contribute. The project is already behind schedule and CWSPU is putting pressure to finalise proposal. What should the PO do ?
1. Finalise the proposal because the majority agree
  2. Finalise proposal but allow for later inclusion of the poor households
  3. Delay proposal until CWSPU/PO can solve the problem
  4. Advise CBO that they must solve problem otherwise proposal can not go ahead.

*Underline the correct answer.*

10. The CWSPU directly deal with the CBO

True of False

11. The PO is responsible for each and every activity in the Project area.

True of False.

12. The PO raises the funds for the Sanitation Revolving Fund.

True or False

13. The maximum CWSPU Contribution for the project per family is Rs. 6,000/-

True or false.

14. The CWSPU provide tube wells as and when necessary.

True or False



15. Beneficiary communities contribute free labour and money as requested by CWSPU.

True or False

16. Beneficiary communities actively participate in the decision making, construction and operation and maintenance of the project.

True or False

17. Hygiene Education is suspended when the construction is started.

True or False.

18. Give three reasons why Water Supply should be improved in rural areas.

- 1.
- 2.
- 3.

19. What is the main reason why hygiene education must be part of the water supply project

.....  
.....  
.....

20. What is the main reason why sanitation must be improved in the water supply project.

.....  
.....  
.....  
.....

## *Correct Answers to Knowledge Test*

Ques.1	Ans.	4
2		5
3		1,3 & 5
4		3
5		1
6		2
7		4
7A		2
7B		2
7C		6 months, 3 months, 6 months
7D		6 months, 6 months, 3 months
8		2
9		4
10		False
11		False
12		False
13		False
14		False
15		False
16		True

17 False

18 

1. To improve health
2. To save time
3. To reduce the burden on women

19 Health will not be improved unless villagers  
Use more water and develop good hygiene habits

19A. Health will not be improved unless safe disposal of faeces is possible.

## SESSION X: WORKSHOP EVALUATION

### OBJECTIVE:

To get participants' feedback on their feelings about the workshop and its usefulness

**TIME:** 30 minutes

**MATERIALS:** Evaluation Form

### METHOD:

#### 1. Individual Assessment (10 Minutes)

Hand out Evaluation Forms and ask participants to complete them. The Evaluation Form is given on the following page.

#### 2. Group Assessment (20 Minutes)

Divide into groups. Ask each group to discuss :

- *What did you like most about the workshop?*
- *What did you dislike most about the workshop?*
- *What worries or concerns do you still have about participating in the CWSSP?*

Organise a report back. Make sure you have addressed their worries or concerns about participating in the CWSSP.

### EVALUATION FORM

1. Indicate to what extent the workshop gave you a good understanding of:

	Good	Fair	Poor
● the need to improve community water supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● the old approach and the new approach to rural water supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● the project cycle - phases & activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● CWSSP organizational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Hygiene Education & Sanitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● your own role in the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● water systems which CWSSP supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● the role of the PO in relation to the Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What are the 3 things you liked most about the workshop ?

3. What are the 3 things you disliked most about the workshop ?

4. To what extent were you satisfied with

	Good	Fair	Poor
● Trainer No. 1 (name .....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Trainer No. 2 (name .....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Trainer No. 3 (name .....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# **PART II**

---

## **INITIAL MOBILIZATION**

**GETTING TO KNOW THE COMMUNITY  
FORMING SMALL GROUPS**





**MODULE M1**

---

**MOBILIZATION I**  
**INITIAL MOBILIZATION**

---

**GETTING TO KNOW THE COMMUNITY**

**FORMING SMALL GROUPS**



# **MODULE M1 -**

## **MOBILIZATION I**

### **AIM**

To prepare CFs to enter the community and to form small groups.  
(This module is offered to CFs in conjunction with Module O - Orientation Module).

### **TARGET GROUP**

CFs and Project Managers

### **TIMING**

Prior to CFs entering the community

### **DURATION**

2 days

### **SPECIFIC OBJECTIVES**

At the end of the workshop, trainees will be able to :

- o UNDERSTAND AND EXPLAIN the importance of the community mobilization process in CWSSP & the expected outputs.
- o DESCRIBE the initial activities to be carried out by the CF during their first 3 weeks in the villages.
- o ESTABLISH A RELATIONSHIP with the community and gain the ACCEPTANCE of the community.
- o LEARN about the community by looking and listening.
- o EXPLAIN the CWSSP to the community; use the PICTURE-SET effectively.
- o FORM SMALL GROUPS.
- o INVOLVE women and poorer households;
- o Explain to the community how to set up a CORE GROUP.
- o Prepare an Action Plan for the initial mobilization period.
- o UNDERSTAND the REPORTING requirements to their Project Manager.

## SUMMARY OF TRAINING SESSIONS

This module is divided into 9 training sessions. The purpose and duration of each is summarised below:

**Expected outputs of the Community Mobilization Process (1 Hour)** A brief recap (in pairs) on the steps in the Community Mobilization process and report back.

**The First Steps: Why are they so important ? ( 1 Hour)**

Task group discussions on "WHY" the first few steps in the Community Mobilization Process are so important.

**Preparation for Work in the Villages ( 45 minutes)** Brainstorming on necessary preparations before starting work in the villages.

**Getting to Know the Community ( 2 1/2 hours)** Paired brainstorming on first activities; how to gain villagers' acceptance and trust; how to learn about the community. Model presentation or demonstration on how to present the basic facts about the CWSSP using the picture-set as a visual aid.

**Explaining CWSSP / Forming Small Groups (2 hours)** Role play, analysis and confirmation of the tasks involved, and the skills required, in forming small groups.

**Involving Women and Poorer Households (2 hours)** Role play, analysis and clarification of the CWSSP expectations with respect to the involvement of women and poorer groups.

**Planning and Reporting** Practical session for CFs to plan their work for the next three weeks.

**Knowledge Test**

**Workshop Evaluation**

## TIMETABLE

### DAY ONE

09.00 - 10.00	REVIEW OF THE EXPECTED OUTPUTS OF THE MOBILISATION PROCESS
10.00 - 11.00	THE FIRST STEPS: WHY ARE THEY SO IMPORTANT?
11.00 - 11.15	<i>Tea</i>
11.15 - 12.00	PREPARATION FOR WORK IN THE VILLAGES?
12.00 - 01.00	<i>Lunch</i>
01.00 - 03.00	Step 1: GETTING TO KNOW THE COMMUNITY
03.00 - 03.30	<i>Tea</i>
03.30 - 05.30	Step 2: FORMING SMALL GROUPS

### DAY TWO

09.00 - 09.10	RECAP ON PREVIOUS DAY'S WORK
09.10 - 10.00	INVOLVING WOMEN AND POORER HOUSEHOLDS
10.00 - 10.15	<i>Tea</i>
10.15 - 11.30	INVOLVING WOMEN AND POORER HOUSEHOLDS - Continued..
11.30 - 01.00	PLANNING AND REPORTING
01.00 - 02.30	<i>Lunch</i>
02.30 - 03.00	KNOWLEDGE TEST
03.00 - 03.30	WORKSHOP EVALUATION

## TRAINING MATERIALS

- Hand-outs**
- 1/M1 Timetable & Expected Outputs of the Community Mobilization Process.
  - 2/M1 The First Steps - Why are They So Important?
  - 3/M1 Before Starting Work in the Village
  - 4/M1 Agenda for the Meeting with Village Leaders
  - 5/M1 Winning Villagers' Acceptance and Trust
  - 6/M1 Learning About the Community - the Look and Listen Walkabout.
  - 7/M1 Strategy for forming core groups
  - 8/M1 Agenda for the first small group meeting
  - 8A/M1 Using the picture set to discuss CWSSP
  - 9/M1 Involving Women and Poorer Households
  - 10/M1 Sample Planning Formats
- Knowledge Test
- Workshop Evaluation

# SESSION I: TIME TABLE AND EXPECTED OUTPUTS OF THE COMMUNITY MOBILIZATION PROCESS

## OBJECTIVE:

To remind participants of the steps in the community mobilisation process & to make them aware of the expected output of the process.

**TIME:** 1 Hour.

## METHOD:

- a) Ask participants to work in pairs and to make a list of each of the sub-activities in the Community Mobilization process. (3 minutes)

Then organize REPORT BACK and record points on newsprint. These steps should be left on the board so that the trainer can refer back to them throughout the conduct of this Module.

### COMMUNITY MOBILIZATION PROCESS

- |         |   |
|---------|---|
| STEP 1: | GETTING TO KNOW THE COMMUNITY   |
| STEP 2: | SMALL GROUP FORMATION   |
| STEP 3: | CORE GROUP FORMATION  |
| STEP 4: | CORE GROUP / SMALL GROUP ACTIVITIES: <ul style="list-style-type: none"><li>o Community Action</li><li>o Hygiene Education</li></ul> |
| STEP 5: | PARTICIPATORY SURVEY / SITUATION ANALYSIS   |
| STEP 6: | VILLAGE SELF ASSESSMENT   |

- (b) The Trainer should then DRAW THE TIMETABLE SHOWN IN HANDOUT 1/M1 on the Board and EXPLAIN the main points in Handout 1/M1. This is VERY IMPORTANT and should be done VERY CAREFULLY.

**HANDOUT 1/M1**  
**TIME TABLE AND EXPECTED OUTPUTS OF THE**  
**COMMUNITY MOBILIZATION PROCESS**

1.

Community Mobilization Process Time Table						Village Participatory Planning		
Weeks	1	2	3 4	5	6 7 8 9		10	11
Training Course Orientation & Initial Comm. Mob.  [ModO] & M1	<ul style="list-style-type: none"> <li>Getting to know the community</li> <li>Small Group Formation</li> <li>Core Group Formation</li> </ul>	Training Course Interim Mobilization Phase  [ M II ]	<ul style="list-style-type: none"> <li>Initial group Activities:               <ul style="list-style-type: none"> <li>- Hygiene Education Action</li> <li>- Community Action</li> </ul> </li> <li>Participatory Survey</li> </ul>	Training Course : Final Mobilization  [ M III ]	<ul style="list-style-type: none"> <li>Village Self Analysis</li> <li>First Joint Mobilization Assessment</li> <li>Situation Analysis</li> </ul>			

2. **Expected Outputs and Indicators**

OUTPUT 1 : STRONG CORE GROUP/CBO	
CHARACTERISTICS	INDICATORS
(a) <b>Democratic Process/ Representativeness</b>	<ul style="list-style-type: none"> <li>All HH in the GN area are represented in the Core Group through a Small Group Representatives</li> <li>Decision-making is by agreement of at least 75% of Small Group Representatives/Core Group Members;</li> </ul>
(b) <b>Involvement of Poorest &amp; Women</b>	<ul style="list-style-type: none"> <li>50% of the membership of the Core Group come from vulnerable groups ;</li> <li>50% of membership of Core Group women</li> </ul>
(c) <b>Free from Domination by Village Elite</b>	<ul style="list-style-type: none"> <li>All major decisions are made in open meetings of the whole village with the support of the Core Group.</li> </ul>



## Handout 1/M1 Cont.

<p><b>(d) Awareness</b></p>	<ul style="list-style-type: none"> <li>• At least 75% of small group representatives understand their role &amp; are performing effectively ;</li> <li>• The Core Group as a whole understands its function in trying to develop a strong CBO ;</li> <li>• The Core Group has a clear forward workplan ;</li> <li>• 75% of community members understand the benefits of more, safe water for health &amp; sanitation ;</li> <li>• 90% of community members understand their water supply and sanitation problems and have arrived at a consensus on potential solutions.</li> </ul>
-----------------------------	---

<b>OUTPUT 2 : VILLAGE COMMITMENT</b>	
<b>CHARACTERISTICS</b>	<b>INDICATORS</b>
<p><b>(a) Mobilization/Responsibilities Taken Up :</b></p>	<ul style="list-style-type: none"> <li>• 75% of core group members attend meetings ;</li> <li>• Core Group meetings are held at least once every 2 weeks ;</li> <li>• 75% of Core Group members actively participated in Hygiene Education, Community Action and Participatory Survey</li> </ul>
<p><b>(b) Contributions / Collective Work ;</b></p>	<ul style="list-style-type: none"> <li>• 90% of community members are willing to contribute in kind and cash to the construction of WSS.</li> <li>• A savings fund has been developed by the community for sanitation and/ or operation and maintenance fund.</li> </ul>

**Handout - 1/M1 Cont.**

**(c) Progress In Formation of CBO ;**

- Whole village has discussed and agreed to form CBO which will be responsible for:
  - conducting Village Participatory Planning ;
  - on-going Hygiene Education Program ;
  - managing sanitation Revolving Loan Fund ;
  - on-going O&M of water supply ;
  - addressing other development problems in village in the long run.
- written constitution has been agreed to ;
- office bearers have been elected ;
- bank account opened ;
- documents prepared for registration with CWSPU
- workplan of CBO developed ;
- good operating system for CBO set up.

**Handout 1/M1 Cont.**

<b>OUTPUT 3 DATA FOR PLANNING</b>	
<b>(a) Participatory Survey Results</b>	<ul style="list-style-type: none"><li>• A sketch map has been completed</li><li>• A list has been prepared on water sources available.</li><li>• Alternative water sources have been identified.</li></ul>

## SESSION II: WHY ARE THE FIRST STEPS SO IMPORTANT?

### OBJECTIVE:

To make participants fully aware of the importance of the first steps and activities involved in the community mobilisation process and to gain their commitment to implement these steps carefully and effectively.

**TIME:** 1 hour

**MATERIALS:** Handout 2/M1

### METHOD:

- a) EXPLAIN that during this Training Workshop the CFs will only be dealing with the first two steps in the process; however, these steps involve a number of important activities. Write the following up on the whiteboard or blackboard.

FIRST STEPS	
STEP 1:	GETTING TO KNOW THE COMMUNITY: <ul style="list-style-type: none"><li>◦ Introduce yourself and win villager's ACCEPTANCE AND TRUST;</li><li>◦ LEARN ABOUT the community;</li></ul>
STEP 2:	FORMING SMALL GROUPS <ul style="list-style-type: none"><li>◦ make sure that you involve WOMEN AND POORER groups;</li><li>◦ prepare to form a CORE GROUP.</li></ul>

- b) Divide into TASK GROUPS to discuss the reasons why each of these steps and activities are important:
- WHY is it important to gain community acceptance and trust?
  - WHY is it important to learn about your community well?
  - WHY is it important to explain CWSSP properly?
  - WHY is it important to form small groups?
  - WHY is it important to involve women and disadvantaged groups?
  - WHY is it important to form a Core Group?

- c) Ask each group to REPORT BACK. Write up the comments of each group on newsprint but DO NOT REPEAT THE SAME POINTS. Only write up new points. Arrive at agreement with the whole group as to the reasons why each of the activities are Important. Make sure that the following points are covered.

**HANDOUT 2/M1: The FIRST STEPS - Why are they so important?**

WHY Is it Important to gain community acceptance and trust?

- o Villagers will not be motivated to participate in the CWSSP if they do not trust and accept the CF and TO working with them.
- o Villagers will not accept new ideas - for example, regarding hygiene education and sanitation - from someone they do not trust.

WHY Is it Important to get to know your community well?

- o You cannot work properly as a CF unless you understand the level of development of your community, their needs, their potential and the problems they face in their daily life.
- o The villagers will not accept and trust you unless and until they think you really know, understand and care about their village, their lives and their problems.

WHY Is it Important to explain CWSSP properly?

- o If people are fully informed they can participate fully in the project.
- o If people are given wrong or misleading information this creates confusion, distrust and loss of motivation.

WHY Is it Important to form small groups?

- o small groups are a good way to involve everyone, including women and the poor;
- o by having one representative from each small group to form the core group we can make sure that everyone in the village is represented in decision - making ;
- o representative decision-making is a very important basis for building a strong CBO ;
- o as a result of which the water supply and sanitation scheme will respond to everyone's needs, not just the needs of a few people in the village;
- o therefore everyone will contribute to operation and maintenance;
- o It will also be easier for the CF to work with representatives of the small groups, rather than trying to work directly with all the villagers;
- o this will make it easier to provide support and training in, for example, hygiene education, how to run the sanitation program, etc.

## **HANDOUT 2/M1 Continued The FIRST STEPS - Why are they so important?**

WHY Is it important to make special efforts to involve women and poorer groups?

### **Women**

- Women are the most affected by water problems. They have the burden of collecting water every day.
- Women know the community water supply better than anyone else. They have good ideas on how it could be improved.
- Women can identify faults before they become a big problem. They can play an important role in maintaining the water supply.
- Women manage water in the household and take care of the family's health. If they learn more about hygiene and sanitation the health of the household will improve.

### **Poorer Households**

- The CWSSP is committed to helping those in greatest need. Very often it is the poorer households which have the most severe water problems.
- Poorer households are often not well represented in organisations and societies in their villages; special efforts have to be made to make sure that their needs are properly taken into account when planning water supply and sanitation.
- Poorer households often find it difficult to contribute to development efforts. The CWSSP is committed to finding ways to ensure that they can contribute and participate equally in the benefits.
- Poorer households are often the most vulnerable to ill health as a result of poor nutrition, poor sanitary conditions or limited understanding of the factors which spread disease.

### **WHY Is it important to form a Core Group?**

- The Core Group, which is made up of the representatives from all of the small groups, is a group which can represent the interests of the whole village during the process of planning the water supply and sanitation schemes.
- The Core Group is the starting point for forming a Community Based Organisation which can be registered with CWSPU and take on-going responsibility for construction, operation and maintenance of water schemes, sanitation, hygiene education and other development activities.

## **SESSION III: PREPARATION FOR WORK IN THE VILLAGES?**

### **OBJECTIVE:**

To make sure that CFs are properly prepared before they enter the village.

**TIME:** 45 minutes

**MATERIALS:** Handouts 3/M1 and 4/M1

### **METHOD:**

#### **3.1 BACKGROUND PREPARATION**

- a) Ask participants to **WORK IN PAIRS** and to make a list of the activities which should be carried out **BEFORE** starting work in the villages. (5 minutes). **ASK FOR QUICK VERBAL FEEDBACK** drawing out the following points. Give out Handout 3/M1, 4/M1 at the **END** of the session.

#### **Handout 3/M1 : BEFORE STARTING WORK IN THE VILLAGE REMEMBER TO:**

1. Get some Background Information on the Village.

Sometimes you can learn a lot about a village by talking to people in the surrounding areas. Try to find out as much as you can about the situation in your GN Division before you enter.

2. Check with your Project Manager to make sure that the Grama Nilidhari and Village Heads have been advised that you are coming.

Your Project Manager may also suggest to the GN that a meeting be held with Village Heads outside the villages - say in a nearby government office to discuss the project. This will give the Project Manager and yourself the opportunity to explain the project and to listen to various suggestions from the Village Heads. Once this is done it will be much easier for you to move freely through the villages having informal discussions with villagers.

### 3.2 MEETING WITH VILLAGE LEADERS

- a) Again ask participants IN PAIRS to think about meeting village leaders. Ask each pair to prepare an agenda for meeting with Village Leaders (10 minutes).
- b) REPORT BACK Based upon the reports of the pairs gradually write up a MODEL AGENDA for discussion with Village Leaders; this should represent a combination of all the agendas reported back by the pairs. Do not ask participants to practice conducting a meeting with Village Leaders at this stage; we will practice later.
- c) Ask a group of 4 -5 to conduct a ROLE PLAY of a meeting with village leaders.
- d) IN A CIRCLE ask the participants to comment on the Role Play, particularly the skills required and the preparation needed what problems they think they might have. Discuss how those problems might be solved. At the END of the session distribute Handout 3/M1,4/M1 to all participants.

#### **HANDOUT 4/M1: AGENDA FOR THE MEETING WITH VILLAGE LEADERS**

##### **1. Self Introduction**

This should include an explanation by yourself or the Project Manager about the PO from which you come, its goals and objectives and explanation that it has agreed to become a partner with the CWSPU to try to work with local communities to help them to improve their water supply and sanitation.

##### **2. An explanation of why this GN Division has been chosen for support.**

This GN Division was identified because it is considered to have less than suitable coverage of water supply and sanitation.

##### **3. Explanation of the purpose of your visit.**

You want to explain the CWSSP, to obtain permission to work in the village and advice on how to proceed..



**HANDOUT 4/M1 : Continued : AGENDA FOR THE MEETING WITH VILLAGE LEADERS**

**4. Explain the CWSSP:**

- the purpose of the CWSSP is to assist communities to identify, plan and construct their own water supply and sanitation schemes; after construction the communities will own the schemes and will be 100% responsible for operation and maintenance;
- your role as a CF will be to motivate, organise, train and support the community so that they can effectively participate in planning and construction; your role is also to teach people about hygiene education and an essential part of any attempt to improve water supply and sanitation;
- the process which will be followed by you will be to:
  - get to *know the community*;
  - form *small groups* of approx. 10 households;
  - form a *core group* made up of representatives of the small groups;
  - encourage *group activities* (community action /hygiene education);.
  - encourage a *participatory survey / situation analysis* to understand the current situation in relation to water supply and sanitation and to discuss future options;
  - encourage a *Village Self Assessment* so that the village can decide whether or not it is ready to proceed to planning, developing a sanitation and hygiene education program, forming a community based organisation and accepting total responsibility for maintenance.
  - *Village Participatory Planning*.
- Ask questions to get the Village Leaders' views.
- Request their support for your work.

## SESSION IV: STEP 1- GETTING TO KNOW THE COMMUNITY

### OBJECTIVE:

To give participants the tools and the skills required to gain acceptance and trust in the community, learn about the community and explain CWSSP effectively.

**TIME:** 2 hours

**MATERIALS:** Handouts 5/M1, 6/M1  
CWSSP Picture Set (Flip-chart pictures)

### METHOD:

- a) Ask the **WHOLE GROUP** to recall what they learned about the type of relationship which should exist between the Partner Organization and the Community. Draw out the points from the participants and remember the following key points:

- The Community is at the centre of the project.
- The role of the Partner Organisation is to facilitate and support the community.

Ask the participants to keep these points in their minds as they consider how to enter the community properly; a good entry to the community involves two things:

- **Gaining the acceptance and trust of the community.**
- **Learning about the community.**

**HANDOUT 4/M1 : Continued : AGENDA FOR THE MEETING WITH VILLAGE LEADERS**

**4. Explain the CWSSP:**

- the purpose of the CWSSP is to assist communities to identify, plan and construct their own water supply and sanitation schemes; after construction the communities will own the schemes and will be 100% responsible for operation and maintenance;
- your role as a CF will be to motivate, organise, train and support the community so that they can effectively participate in planning and construction; your role is also to teach people about hygiene education and an essential part of any attempt to improve water supply and sanitation;
- the process which will be followed by you will be to:
  - get to *know the community*;
  - form *small groups* of approx. 10 households;
  - form a *core group* made up of representatives of the small groups;
  - encourage *group activities* (community action /hygiene education);.
  - encourage a *participatory survey / situation analysis* to understand the current situation in relation to water supply and sanitation and to discuss future options;
  - encourage a *Village Self Assessment* so that the village can decide whether or not it is ready to proceed to planning, developing a sanitation and hygiene education program, forming a community based organisation and accepting total responsibility for maintenance.
  - *Village Participatory Planning*.
- Ask questions to get the Village Leaders' views.
- Request their support for your work.

## SESSION IV: STEP 1- GETTING TO KNOW THE COMMUNITY

### OBJECTIVE:

To give participants the tools and the skills required to gain acceptance and trust in the community, learn about the community and explain CWSSP effectively.

**TIME:** 2 hours

**MATERIALS:** Handouts 5/M1, 6/M1  
CWSSP Picture Set (Flip-chart pictures)

### METHOD:

- a) Ask the **WHOLE GROUP** to recall what they learned about the type of relationship which should exist between the Partner Organization and the Community. Draw out the points from the participants and remember the following key points:

- The Community is at the centre of the project.
- The role of the Partner Organisation is to facilitate and support the community.

Ask the participants to keep these points in their minds as they consider how to enter the community properly; a good entry to the community involves two things:

- **Gaining the acceptance and trust of the community.**
- **Learning about the community.**

#### 4.1 GAINING THE ACCEPTANCE AND TRUST OF THE COMMUNITY

a) Now ask the participants to WORK IN PAIRS and to BRAINSTORM on HOW the CF can win the acceptance and trust of the villagers.

b) REPORT BACK:

Ensure that the following points are covered:

##### **Handout 5/M1 : WINNING VILLAGERS' ACCEPTANCE AND TRUST**

- show courtesy and respect
- put yourself at the same level as villagers
- get to know villagers and put them at ease
- introduce yourself and the project clearly
- use simple language
- listen carefully to what people say
- avoid making promises
- be yourself - natural, friendly, helpful

#### 4.2 LEARNING ABOUT THE COMMUNITY

a) EXPLAIN that it is extremely important for any field worker **to get to know the community** in which he or she is working. This does NOT MEAN carrying out a survey; this means LEARNING about the community.

b) Ask participants to **BRAINSTORM in HALF CIRCLE GROUPS** of 4-5 people; write the following questions up on the white or black board:

- (i) *What TYPE OF INFORMATION is needed by a CF to work effectively in a community?*
- (ii) *The CF is NOT conducting a survey; so HOW can the CF learn about the community in an informal way while at the same time encouraging community members to think about their water supply and sanitation needs, problems and resources?*

c) **REPORT BACK** making sure that the points in Handout 16 are covered:

The trainer should then DEMONSTRATE IN A ROLE PLAY how a CF is expected to learn about the community by looking and listening. The role play should demonstrate:

- o What PLACES and PEOPLE the CF visit?
- o What QUESTIONS they will ask?
- o How they will RECORD the information?
- o What they will say about CWSSP and their role during the Look and Listen Walkabout.

Stop the role-play occasionally to comment upon what is happening and to invite comments from the participants in the audience.

At the end of the role play, ask the participants to summarise:

- o what places they should visit;
- o what question they will ask?
- o how they will record the information;
- o what they will say about the CWSSP and their role.

d) **AT THE END OF THE SESSION** distribute Handout 5/M1,6/M1.

## HANDOUT 6/M1: LEARNING ABOUT THE COMMUNITY

### THE LOOK AND LISTEN WALKABOUT

The CF should walk around the entire village, visiting every hamlet in order to observe the situation and chat with the people. She should look and listen in order to learn:

- How different households meet their basic needs for food, housing and clothing.
- Which groups / households within the village are poorer or better off.
- Whether different groups within the village have different needs.
- What roles, responsibilities and needs the women in the village have.
- Where people get water; what problems they have in getting water.
- Whether there are health facilities / health services in the village and whether or not everyone benefits equally
- How the community makes decision and whether or not every group in the village participates in decision making.
- How the water points are currently managed and maintained and who carries out maintenance.
- Whether or not there are latrines in the village, whether they are used and maintained properly.
- What are the existing organisations / societies in the village and whether or not there any groups of people within the village who do not belong to any societies?
- Who are the active people in the village, particularly among the women.
- What are the social values which influence the village and what things the villagers think are important?
- What are the social relations in the village and what natural groupings can form the basis for the small groups.

## HANDOUT 6/M1 Cont.:

### PLACES TO VISIT and PEOPLE TO TALK TO :

- Walk around the whole village to understand the lay-out
- Visit each and every hamlet and chat with small groups of people in their own compounds and at special places (e.g. at the well, in shops,)
- Especially go to places where women gather together and talk to the women.

### WHAT TO SAY ABOUT CWSSP AND YOUR ROLE:

- During your first days in the village and while you are informally getting to know the community, you should not bother to discuss CWSSP in very great details. Just explain like this:

*"My name is ..... I am working with (Sanasa, Artcharya, Water Decade Service, etc.) and I have been asked to come to learn about the situation in your village and, particularly, to try to understand more about the water supply and sanitation problems in the village.*

*Over the next few months I will need to have detailed discussion with all the households in your hamlet but right now I just want to visit with you and try to understand about the general situation."*

### THINGS YOU MIGHT DISCUSS WITH THE PEOPLE:

- Their feelings about the village generally; are things improving, the same as before or going backwards.
- The sort of problems people in the village have to face for their survival these days.
- Does anyone help them? Government, NGOs, self-help groups in the village? Are there any projects going on in the village at the present time?
- Whether water supply a high, medium or low priority.  
Whether sanitation is a high, medium or low priority.
- What sort of water supply problems do they have? Have they had any help in the past? Did it work? What went wrong? Why?

### HOW TO RECORD:

- In order to keep the discussions informal DO NOT WRITE DOWN what people say while you are with them. Keep it in your memory and write it down later so that you will not forget.



## SESSION V: STEP 2: FORMING SMALL GROUPS

### OBJECTIVE:

To help the participants to understand how to form small groups and how to use the picture-set to explain the CWSSP and to motivate people.

**TIME:** 3 hours

**MATERIALS:** Handout 7/M1 & 8/M1, 8A/M1

### METHOD:

- a) The trainer should start by **REMINDING** the participants **WHY** it is important to form small groups:
  - o because small groups are a good way to involve everyone, including women and the poor;
  - o therefore everyone can be involved in the decision-making ;
  - o as a result of which the water supply and sanitation scheme will respond to everyone's needs, not just the needs of a few people in the village;
  - o therefore everyone will contribute to operation and maintenance;
  - o It will also be easier for the CF to work with representatives of the small groups, rather than trying to work directly with all the villagers;
  - o this will make it easier to provide support and training in, for example, hygiene education, how to run the sanitation program, etc.
  
- b) **EXPLAIN** that a CF has two tasks and will need two sets of skills to form small groups:
  - o she will need to and be able to know the step-by-step process for forming small groups and encouraging them to start work;
  - o she will need to know how to explain and discuss the CWSSP with the small groups using the Picture Set.

## 5.1 FORMING SMALL GROUPS

- a) IN PAIRS ask the participants to think about how they would form small groups (5 minutes)
- b) Discuss with the WHOLE GROUP. Write up the results and make sure that the following points are covered. Distribute Handout 7/M1 AFTER the session.

### HANDOUT 7/M1 : STRATEGY FOR FORMING CORE GROUP

#### Process

- I. - Walk around and identify the villagers within the GN Division.
- II. Identify the hamlets within each village.
- III. Identify the social strata in the hamlet and form small groups.

#### Step 1: Informal Meeting with Selected Members of Hamlets

After your Look and Listen Walkabout, go back to the hamlets again. Talk to the community leaders and influential people and activists but beware elite domination and those who showed interest during your earlier visit. Make special efforts to talk to women. Spend some time with them and explain that you need to talk to all the households in the hamlet regarding the program. Ask them to arrange a hamlet level meeting. Fix a date with people on their convenience.

#### Step 2: Formal Small Group Meeting

(Refer Handout 8/M1 for suggested plan & agenda)

Go to the hamlet a little earlier on the meeting day. Walk around the hamlet and encourage people to come for the meeting. (No need to invite people. This should already have been arranged and when people see you in the hamlet they will attend the meeting.) Remember to prepare an agenda for this meeting beforehand. If you are well prepared the meeting will run smoothly.

#### Step 3: Do the Same in Every Hamlet

You will have about three weeks to form the small groups before you will be brought back in for further training. (see Handout 10/M1 Planning and Reporting)

#### Step 4: Prepare to Form a Core Group

When you have formed small groups covering the whole village, and when those small groups have elected their representatives, then you will be ready to call all the representatives together to form a Core Group and to start training them

- c) The trainer should then give a **MODEL PRESENTATION OR DEMONSTRATION** on how to present the basic facts about the CWSSP while forming small groups using the PICTURE SET as a visual aid.

The trainer's model presentation should basically follow the process outlined in Handout 8/M1 & 8A/M1. However, these handouts **SHOULD NOT** be given to participants at the beginning of the session but should be handed out at the end when they have had an opportunity to practice a presentation by themselves.

**STOP THE PRESENTATION** at certain points to explain the presentation techniques being used:

- o display the pictures clearly
- o explain things simply
- o ask questions to find out what villagers think and to encourage their participation
- o give thanks to participants for their contributions
- o at the end summarise what has been said.

- d) Divide the participants into small groups to **PRACTICE** a presentation - each participant must take a turn in giving a presentation. After each presentation the rest of the group must give helpful comments on the presentation and how to improve it.
- e) After the practice bring the large group back together. **ORGANISE A CIRCLE to REVIEW WHAT HAS BEEN LEARNED** Ask:
- o *What should be the **AGENDA** of a good presentation?*
  - o *What **PROBLEMS** or **DIFFICULT QUESTIONS** might occur?*

Ask the group to suggest solutions / answers to the problems / questions raised by each group.

Draw out the comments of the group and write these up on the whiteboard or blackboard. Gradually compile an agenda which should include the items listed in Handout 6/M1. At the END of the session distribute Handout 7/M1, 8/M1, 8A/M1.

## HANDOUT 8/M1 : AGENDA FOR THE FIRST SMALL GROUP MEETING

### **1 WELCOME AND INTRODUCTIONS**

Introduce yourself and the CWSPU Its goals and objectives. Explain that the PO/Community has agreed to become a partner with the CWSPU to try to (work with local communities to help them to) improve their water supply and sanitation. Invite all the participants to introduce themselves and make a note of the names so that you will remember.

### **2 DISCUSSION ON THE CWSSP USING THE PICTURE SET**

Using picture set explain and discuss the CWSSP concept, as explained in the second part of this Handout.

### **3 DISCUSSION ON SPECIFIC WATER SUPPLY AND SANITATION PROBLEMS IN THE HAMLET/SMALL GROUP.**

**4 DISCUSSION ON WHAT THE CF HAS OBSERVED DURING THE LOOK AND LISTEN WALKABOUT.** This will encourage people to start to think about the overall situation in the village. *Motivate the villagers* to know that the CWSSP offers the village an opportunity to solve one of their problems in their own way (because this is the philosophy of the CWSSP).

## HANDOUT 8/M1 CONT..

### 5. EXPLANATION ON THE CONDITIONS FOR INVOLVEMENT IN CWSSP

If the members of the hamlet and the village as a whole wish to proceed they will need to agree to certain basic conditions

### 6. CONDITIONS FOR COMMUNITY INVOLVEMENT

- o the village will need to develop a strong community based organisation to manage the planning, construction, operation and maintenance;
- o the community members will have to be prepared to contribute labour and local materials to the construction of the water supply scheme;
- o the community must be prepared to take total responsibility for operation and maintenance.

If community members are prepared to meet these obligations, in return the CWSSP will provide a maximum contribution of Rs. 5390 (This amount will be revised from time to time according to inflation). per household and will provide technical assistance and training to design and construct the scheme.

The CWSSP can also provide revolving loan funds for a Sanitation Program and will help with hygiene education in the village.

### 7. SELECTION OF A SMALL GROUP REPRESENTATIVE

As a first step, each small group will need to select their own representative. The representative from each small group will be trained and supported by the CF to help the small group to carry out activities to work towards the development of a good water supply and sanitation scheme.

Also, the small group representatives will come together to form a Core Group which will represent the interests of the whole village and manage the planning, construction and operation and maintenance.

The CF should help the group to discuss what sort of qualities they want in a group representative. Remember, **at least half of the Small Group representatives should be women.**

### 8 DATE AND TIME FOR A MEETING OF SMALL GROUP REPRESENTATIVES

When fixing a date remember that you need to visit every hamlet and form small groups in every hamlet so allow enough time to do that before calling the small group representatives together for their first Core Group meeting.

**HANDOUT 8A/M1  
USING THE PICTURE SET TO DISCUSS CWSSP**

● **PICTURES 1 AND 2: WHY IMPROVE COMMUNITY WATER SUPPLY?**

Show Pictures 1 and 2 in the picture set and ask the villagers:

*" What is happening in each picture? WHY?  
Why is there a need for MORE WATER?  
Why is there a need for SAFE WATER?"*

Encourage the villagers to discuss among themselves and help them to consider the following:

- we need to bring water **CLOSER** to the houses for convenience;
- we need to **REDUCE WOMEN'S BURDEN**;
- we need to have **MORE WATER** available to each family;
- the family can use more water to **BATHE EVERYDAY, WASH HANDS, CLEAN DISHES, HOMES, TOILET.**;
- If we can provide more water this will lead to better health;
- families need **SAFE WATER** that does not spread disease.

● **PICTURE 3: WHAT IS WRONG WITH THE OLD APPROACHES TO WATER SUPPLY?**

Show Picture 3 in the picture set and ask the villagers:

*What is happening in the picture? WHY?*

Encourage the villagers to discuss among themselves and help them to consider the following points:

- when the pump breaks down **THE VILLAGERS ARE UNABLE TO FIX IT**;
- **WHY?** Because the community were **NOT INVOLVED** in the planning and construction of the water supply;
- the villagers have no sense of **OWNERSHIP OR RESPONSIBILITY**;
- the villagers are **NOT AWARE** of their capacity to manage their own water supply - they are passive and dependent on outside help;
- there is **NO ORGANISED EFFORT** in the village to operate and maintain the water supply properly.

**HANDOUT 8A/M1 CONT.**

● **PICTURE 4,5, 6 THE CWSSP OFFERS A BETTER WAY TO DEVELOP WATER SUPPLY AND SANITATION.**

Show Pictures 4, 5 and 6 and ask the villagers:

*What is happening in the pictures? HOW HAS THIS COME ABOUT?*

Encourage the villagers to discuss among themselves and help them to consider the following:

- with guidance and technical assistance to design the scheme **THE VILLAGERS CAN CONSTRUCT THEIR OWN WATER SUPPLY AND SANITATION FACILITIES;**
- if the villagers are properly organised they can make sure that these facilities **MEET EVERYONE'S NEEDS;**
- if the villagers develop an organisation to manage the water supply scheme they can also be responsible for **OPERATION AND MAINTENANCE** of their own scheme.

● **PICTURE 7,8, & 9                    HOWEVER, IT IS VERY IMPORTANT THAT EVERYONE IS INVOLVED IN THE DECISION-MAKING, INCLUDING WOMEN AND THE POORER HOUSEHOLDS.**

Show pictures 7, 8 and 9 ask the villagers:

*What is happening in pictures 7 and 8?*

*What is happening in picture 9? WHY?*

Encourage the villagers to discuss among themselves and help them to consider the following

Pictures 7 and 8:

- women use the water facilities more than men; If they are not involved in the decision-making the **WATER FACILITIES MAY NOT BE SUITABLE;**
- if the women are involved in planning and construction they can also give **GOOD IDEAS** about how to improve the facilities;
- women also have an important role to play in **MAINTENANCE** and **FAMILY HEALTH.**
  
- The CWSSP is committed to helping those in greatest need. Very often it is the poorer households which have the most severe water problems.

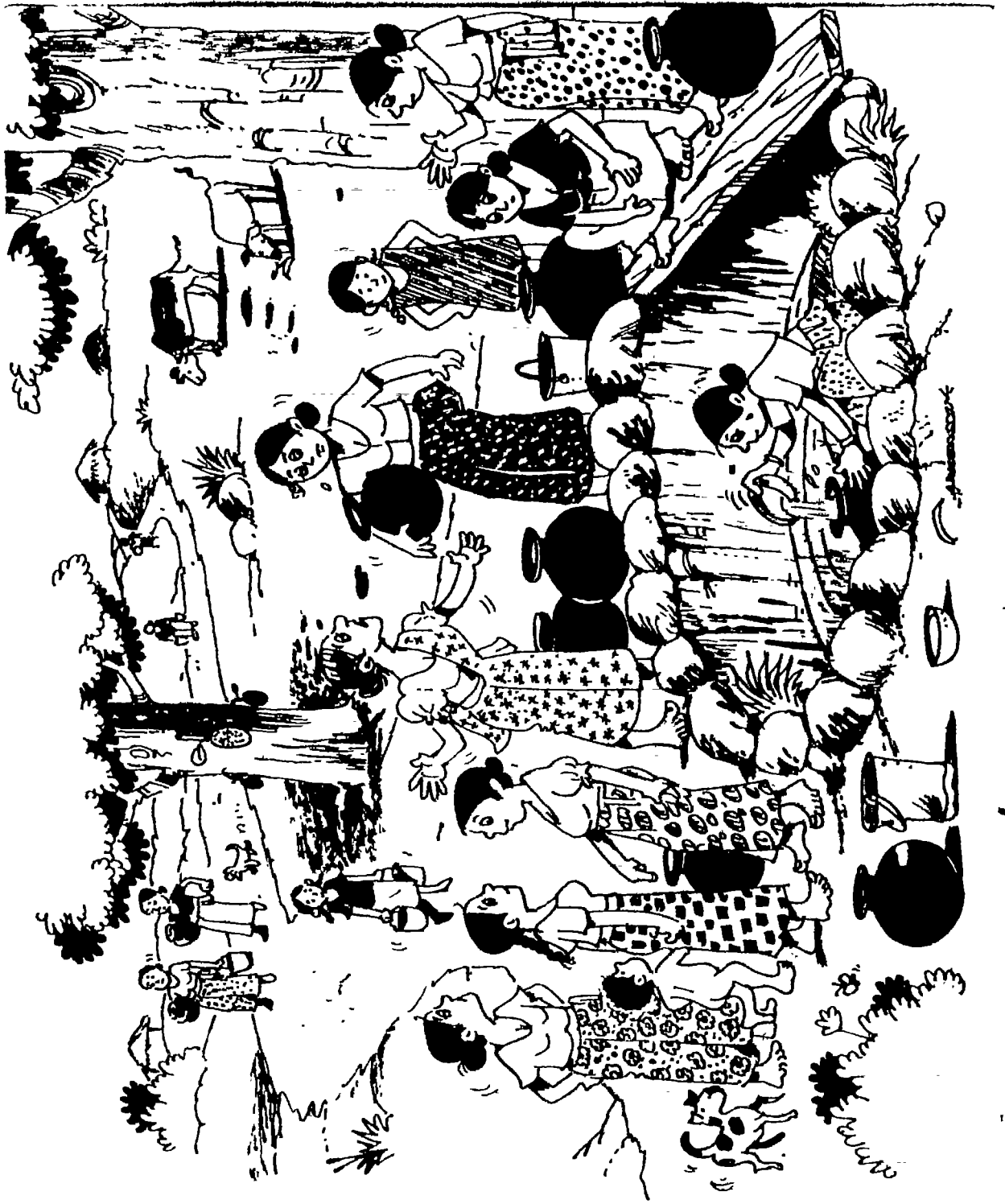
## HANDOUT 8A/M1 CONT.

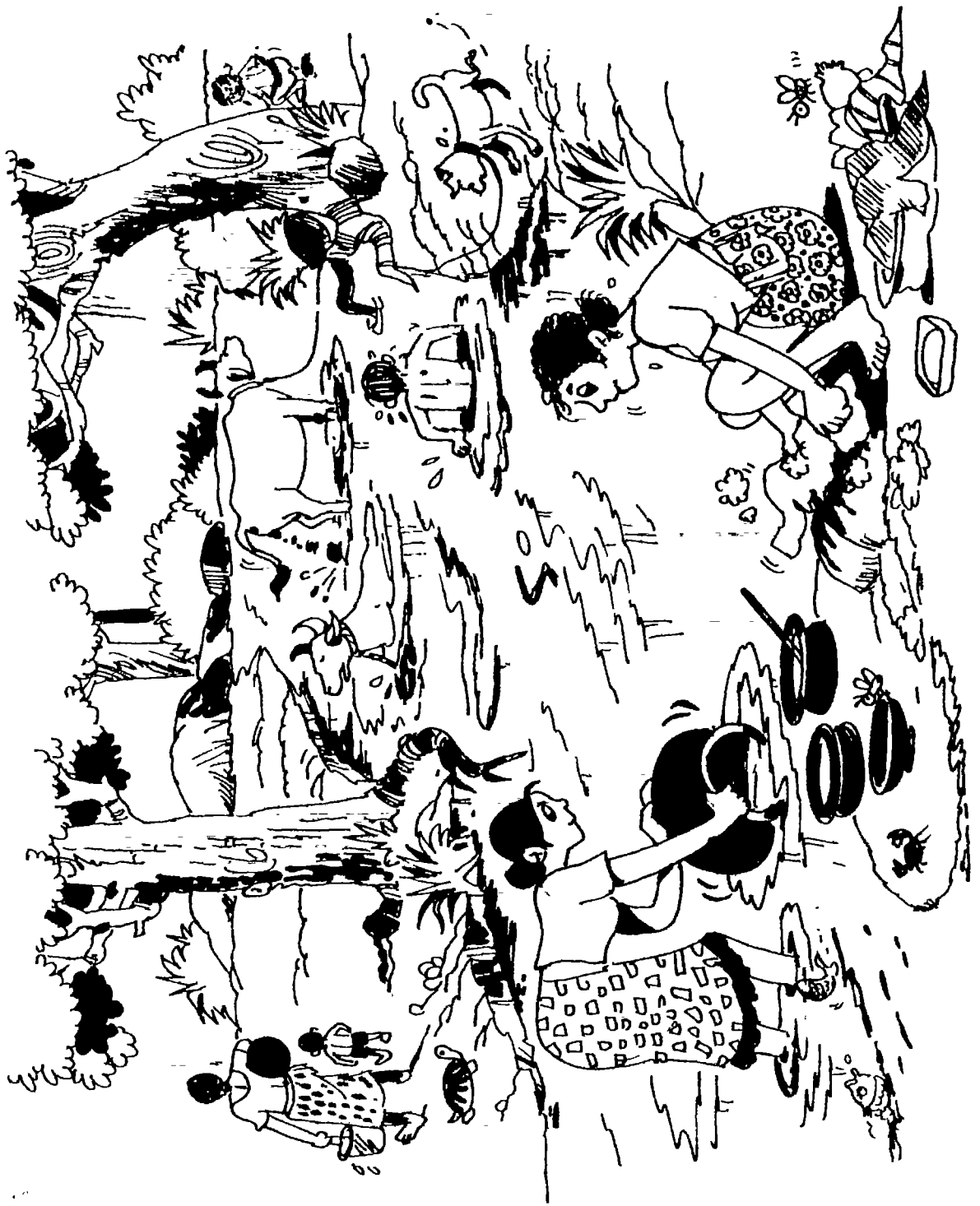
### Picture 9:

- Poorer households are often **not well represented** in organisations and societies in their villages; special efforts have to be made to make sure that their needs are properly taken into account when planning water supply and sanitation.
- Poorer households often find it difficult to **contribute** to development efforts. The CWSSP is committed to finding ways to ensure that they can contribute and participate equally in the benefits.
- Poorer households are often **the most vulnerable to ill health** as a result of poor nutrition, poor sanitary conditions or limited understanding of the factors which spread disease.

- **PICTURES 10, 11, 12** We do this by forming Small Group [pictures 10&11] all over the GN area. We then ask each small group to elect a small group representative will form a Core Group [ picture 12]. The Small Group Reps/Core Group will be trained and supported to help the whole community to solve their WSS problems.

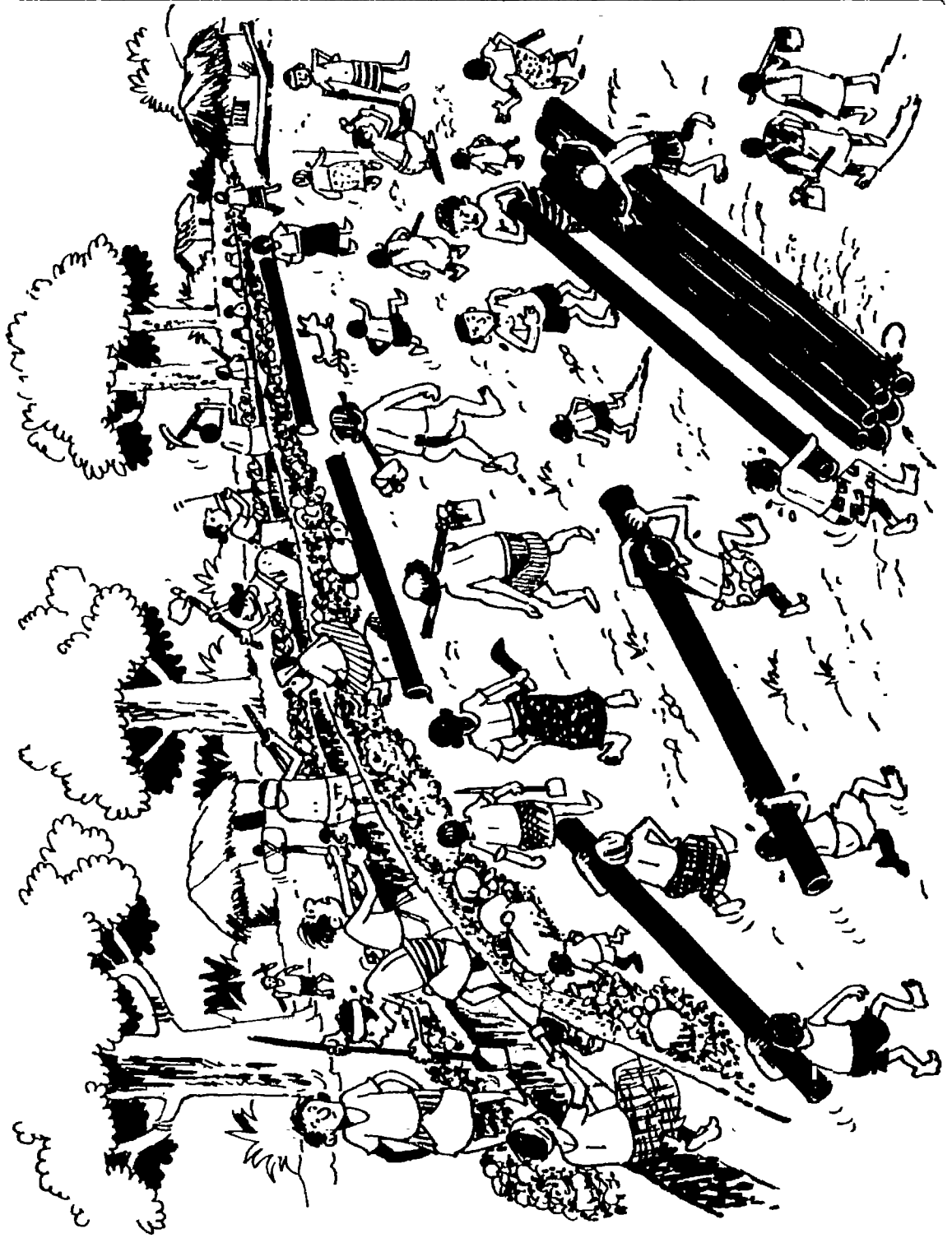


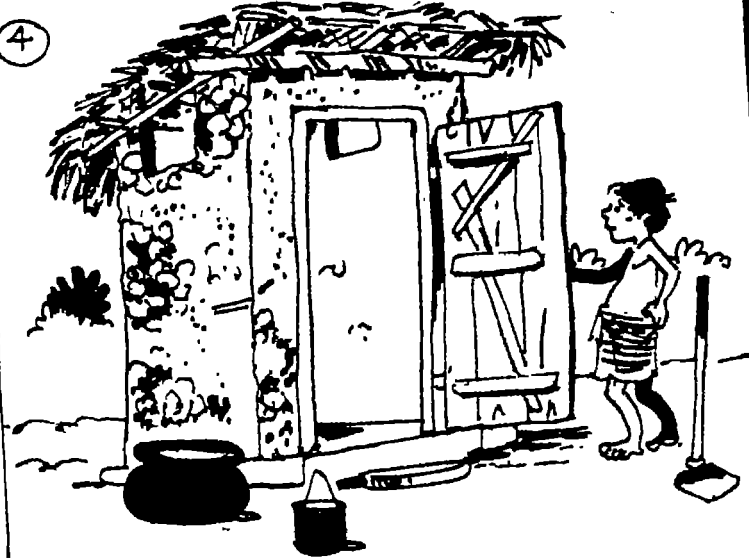
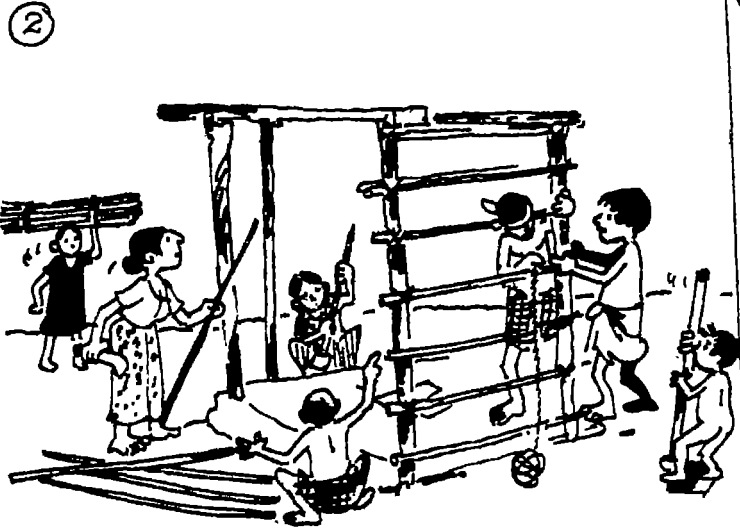






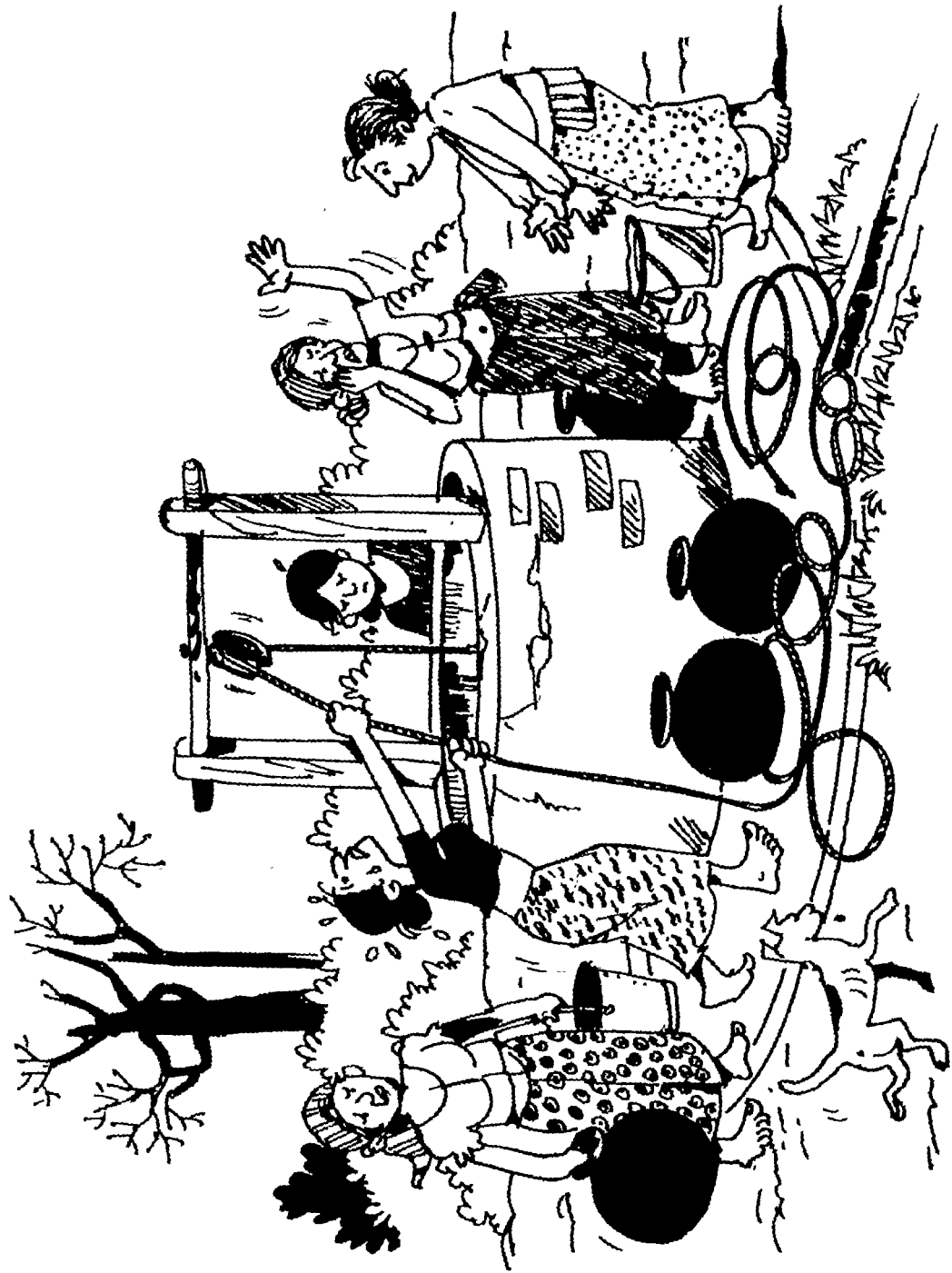






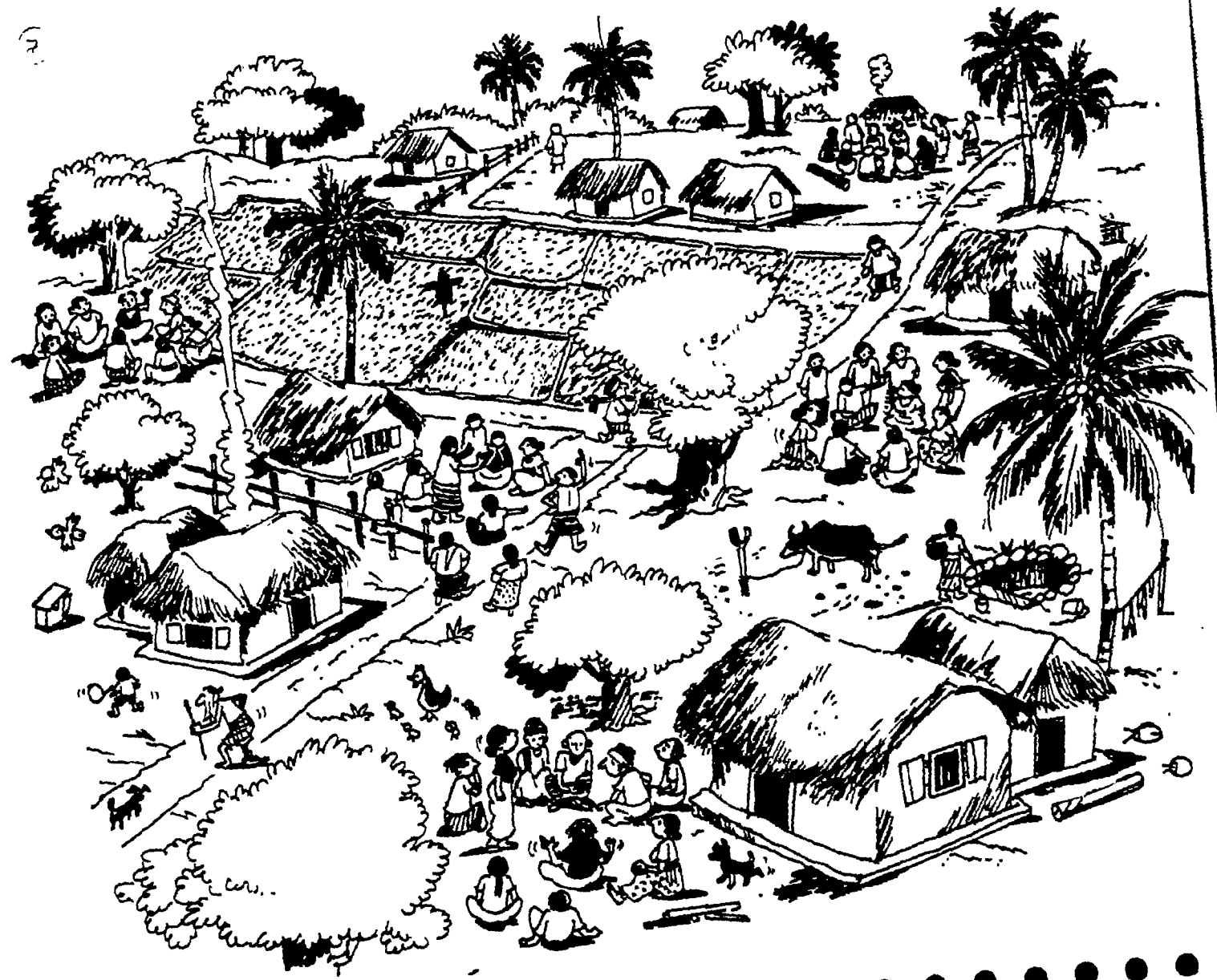


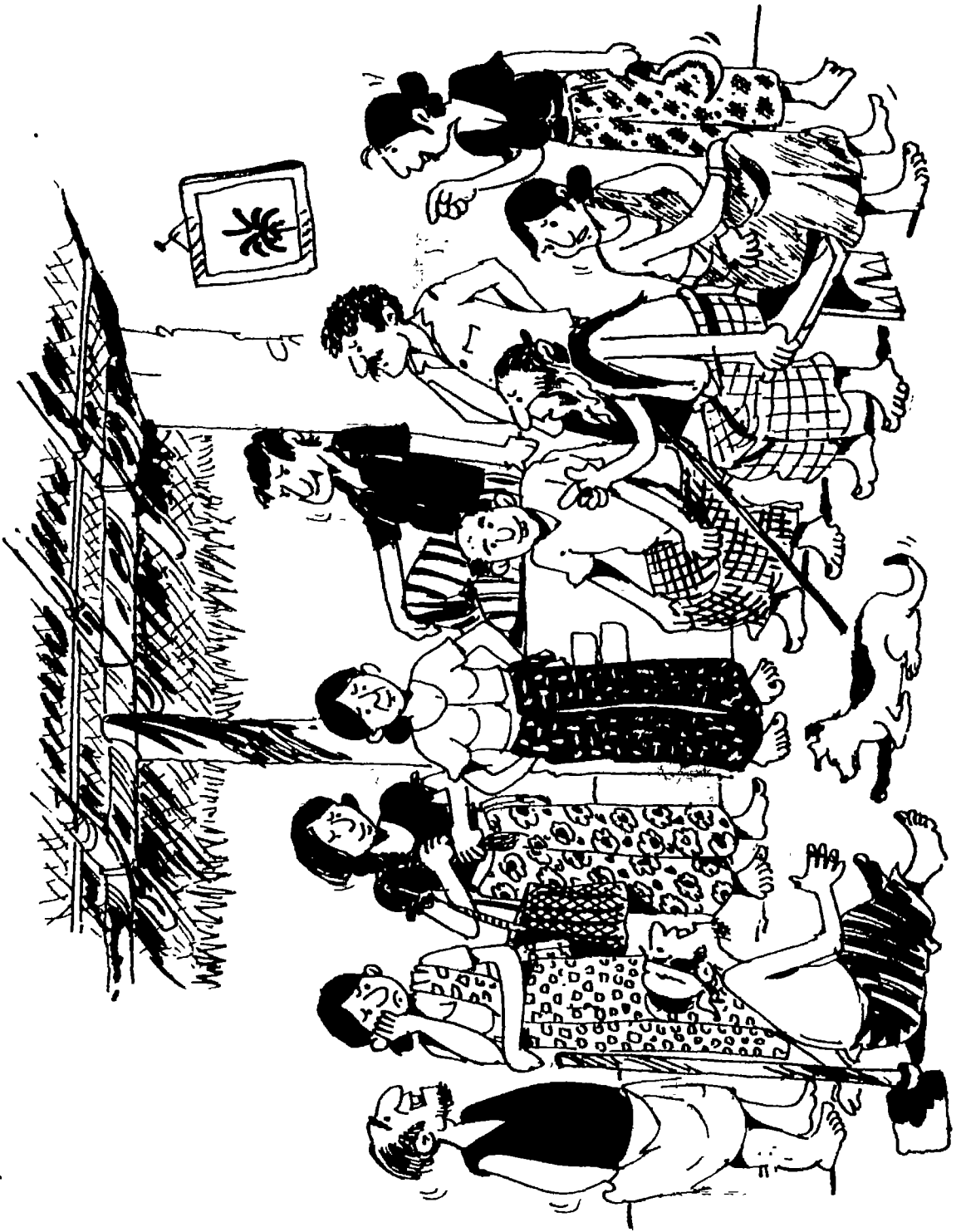
(5)













## SESSION VI: INVOLVING WOMEN AND POORER HOUSEHOLDS

### OBJECTIVE:

To help the participants to understand WHY it is important to involve women and poorer households and learn HOW to mobilise women and the poor.

**TIME:** 2 hours

**MATERIALS:** Handout 9/M1

### METHOD:

#### 6.1 ROLE PLAY/ INCLUDING WOMEN

- (a) Organise a short role play to create interest in the issues of INVOLVING WOMEN:
- o Organise a few men to form a circle seated at the back of the room.
  - o Ask other participants to mime the activity of women collecting and storing water.

#### NARRATION BY TRAINER

- Few men sit together and discussed about the village water problem, they are in the Village Meeting Hall which is situated in the high elevation.
- They could not continue the discussion due to the confusion of quantity of water use by one family. Everybody say different answer as 5 pots, 3 pots, 10 pots, etc.
- One learned man criticize their own effort and say "how can we solve the village water problem without knowing the water need of the family.
- While they argue a group of women is arriving with their pot of water from the well in the steep.
- The men call them and ask water need of their families.
- They explain the difficulties they are undergoing for collection of water and manage the water at home. And also blame men about the water waste. They complains about availability, quality, quantity of water. Further more, the time they spend at the water points. They show their satisfaction of the way the previous water schemes were implemented.
- Men decide to organise meeting with women to understand the actual need of water in the village and get their ideas in planning of water schemes.

(b) **QUICK REACTION GROUPS AND REPORT BACKS**

Form groups of 5 - 6 people.

**QUESTION A:**

- (i) *What happened in the drama? What other things prevent women from participating in development activities?*

Allow 5 - 10 minutes.

**REPORT BACK (i):**

- o Meetings are often held **at the wrong time and in the wrong place** so women cannot attend;
- o Both men and women have a **bad attitude** that says only men should be involved in development;
- o Women have a **deferential attitude** to men and feel that they are inferior; 'modesty' and 'shame' are important values;
- o women feel that **men should make the decision**; 'let father decide'.
- o If a women in a mixed group comes up with an idea, it is pushed aside. **Women have 'no voice' and they are not listened to** - little support / encouragement for their ideas.

- (ii) *Why should special attention be given to mobilising women?*

**REPORT BACK (ii):**

- o Women are the **household water managers** (older women collect water, younger women bathe children and wash clothes).
- o Women's **attitudes to health and sanitation affect the whole households**; if women have good hygienic practices, the health of the whole household improves;
- o Women have an excellent reputation in **handling money**; women should take the lead in managing the revolving fund for village sanitation.

- (iii) *Turn the items you have listed above into their opposites; these will become your goals for mobilisation. For example:*

- Meetings **are held at the right time** when women can attend.
- Women (and men) **believe that women should be involved** in decision-making and development activities.
- **Women feel confident** and able to participate in development activities.
- Women learn how to and **are willing to make decisions.**
- Men are more open to and **respectful of women's ideas.**

## 6.2 ROLE PLAY / INVOLVING POORER HOUSEHOLDS:

(a) The trainer should :

- Organise some of the participants to form a half circle at the back of the room to be the audience.
- Organise 2/3rd of the remaining group to be the main village; 1/3 should be a Janapada colony who are far off in a corner in the room.

*The trainer should then enter as a politician offering a water supply scheme, talk with the people from the main village.*

*Turn your back on the people in the Janapada Colony. You do not see them.*

*Even if they try to talk to you do not talk to them.*

*You complete your discussion with the main village, you show what a beautiful water scheme will be built and you show where it will go . It will not go anywhere near the Janapada Colony.*

*You shake hands with the villagers and congratulate yourself and everyone else on your good capability.*

### (b) **QUICK REACTION GROUPS AND REPORT BACKS**

Form groups of 5 - 6 people.

QUESTION (I):

What happened in the drama? What prevents the poor from being involved in development activities in the village?

Allow 5 - 10 minutes.

REPORT BACK (I):

- Often **outsiders ignore the poorer groups** and make no special efforts to talk to them.
- The poorer groups **lack confidence** to participate and stay behind.
- Both the poorer and the better off groups have a **bad attitude**; they think that the poor cannot participate and therefore do not even try.
- The poorer groups often have a **fatalistic attitude**; they have not received much benefit in the past and they do not expect to receive much benefit in the future.
- The poorer groups, even when they get an opportunity to participate, often **lack the skills** to know how to express themselves properly and contribute in a good way.

(ii) *Why should special attention be given to mobilising poorer households?*

REPORT BACK (ii):

- The CWSSP is committed to helping **those in greatest need**. Very often it is the poorer households which have the most severe water problems.
- Poorer households are often **not well represented** in organisations and societies in their villages; special efforts have to be made to make sure that their needs are properly taken into account when planning water supply and sanitation.
- Poorer households often find it difficult to **contribute** to development efforts. The CWSSP is committed to finding ways to ensure that they can contribute and participate equally in the benefits.
- Poorer households are often the **most vulnerable to ill health** as a result of poor nutrition, poor sanitary conditions or limited understanding of the factors which **spread disease**.

(iii) *Turn the items you have listed above into their opposites; these will become your goals for mobilisation of poorer households. For example:*



- Make **special efforts to talk to people in the poorer households.**
- Try to **build the confidence** of the people in the poorer households via their small group activities; particularly improve their **planning and management capacity;**
- Help the poorer households and the better off households to realise that **the poorer households have a major contribution to make** to planning of the water supply and sanitation schemes.

- (c) At the END of Session VI distribute Handout 9/M1 for the benefit of the participants.

**HANDOUT 9/M1 : INVOLVING WOMEN AND POORER HOUSEHOLDS**

Review the following points on newsprint / white board.

On involving women it is expected by the CWSSP that CFs will:

- encourage existing women's organisations to be involved;
- educate male leaders on the importance of women's active participation;
- ensure that at least half of the Small Group Representatives are women;
- focus a lot of their effort on training and encouraging the Small Group Representatives to mobilise women;
- work to remove barriers to women's involvement (e.g. holding meetings at times convenient to women, etc.);
- encourage women to be actively involved in the Participatory Survey so that they are well informed about community needs as a basis for participating in decision-making;
- promote the election of women to key positions in the Community Based Organisation which is formed to implement the water supply and sanitation schemes;
- specifically encourage women to come forward for training in operations and maintenance.

On involving poorer households it is expected by the CWSSP that the CFs will:

- find out which are the poorest households in the village and make special efforts to ensure that they form a small group or groups; it is sometimes better for the poorer households to form a group together because they have similar problems and similar needs;
- make special efforts to understand their needs and to understand what contribution they can make to the project and what difficulties they might have in making a contribution;

### HANDOUT 9/M1 : CONTINUED

- o provide additional support to the small group representative from poorer households; it is quite likely that she will lack the confidence and skills of other representatives and will need more of your attention;
- o give special attention to the development of community action and hygiene education activities in the poorer household groups as this will develop their confidence and skills to participate in the planning for the village water supply scheme;
- o make sure that whenever the small group representatives come together that the representative/s from the poorer households are not left out and that they have the opportunity to express their views equally and to participate equally in the decision-making.

## SESSION VII: ACTION PLANNING

### OBJECTIVE:

To help the participants to understand the importance of planning and reporting and to give them the skills to do this.

**TIME:** 1 1/2 Hours

### METHOD:

- (a) Form small groups of 5 - 6 people. Ask them to consider the following questions. Write them up on the board. Ask participants to write their answers up on newsprint to present back to the whole group.

*What is planning?*

*Why do we plan?*

*What is reporting?*

*Why do we make reports?*

*Who do you report to?*

*How often do you report?*

(b) **REPORT BACK**

The trainers should encourage the large group to discuss the presentations from each small group and reach a common agreement.

Draw out the following points:

- o Planning means **organising our time and our resources properly** to make sure that we reach our target on time.
- o We plan so that we **do not waste our time and resources** and we reach our target.
- o Reporting is making a **check to make sure we are keeping to our plan.**
- o The CF reports to the **Project Manager.**
- o We make reports so that we know, and the PM knows that **we are carrying out our plan properly.**
- o The **Project Manager must decide how often you should report.**

Now the trainer should **EXPLAIN** to the CFs that they will be going back into the villages and they will have **THREE WEEKS** before they come back for the next training Workshop, (Mobilisation II).

During that time they must organise small groups in all the villages.

Form the participants **INTO PAIRS** and ask them to **PRACTICE** developing an action plan for the next three weeks. Ask the pairs to also develop a format as to how they will report to the Project Manager.

Allow 20 minutes.

In a **LARGE GROUP** ask the participants:

*Did you have any difficulties?*

Discuss amongst the participants how to resolve the difficulties. Then at the **END** give them Handout 10/M1: Sample Action Plan and Report Achievement & Issues (feed back)

**HANDOUT 10/M1**

**ACTION PLAN AND SELF ASSESSMENT OF ACHIEVEMENTS IN  
INITIAL MOBILIZATION**

G.N. Division : .....

Time Period : 4 Weeks (from ..... to.....)

Name of the Village	No. of HH	Date First Visited	No. of Hamlets Identified In the village	No. of small groups In the Hamlets	Date of first Hamlet meetings	Date small group(s) formed
Date core group meeting held .....						

Date: .....

.....  
Name/Signature of Community Facilltator

## SESSION VIII: KNOWLEDGE TEST

### **OBJECTIVE:**

To test participants understanding of the basic facts about in relation to the formation of small group/core groups.

**TIME:** 1 hour and 30 minutes.

**MATERIALS:** Knowledge Test and Answer Sheet

### **METHOD:**

Administer the test. Afterwards mark the answe sheets with participant's help. (Participants to mark each other's pages) Then go over each queston with participants. At the end collect participants' answer sheets back so that you can record their marks and identify those questions which were poorly answered. These records should be forwarded to the DD/CD of CWSPU.

## KNOWLEDGE TEST

Select the best answer to each question and circle.

1. The Community Mobilization period is

1. 6 Weeks
2. 5 Months
3. 13 Weeks
4. 6 Months

2. The CF's main task during 1st 3 weeks is

1. Getting to know the Community & forming Small Groups
2. Data gathering survey
3. Discuss with Village Leaders and GN Level officials.
4. Meeting with people.

3. Before entering the villages the CF should verify

1. Whether CF can find the place to stay.
2. Whether villagers are organize welcome ceremony.
3. Collect background information about the village.
4. Check whether community and village heads have been informed about CWSSP and the CFs Role.

4. During the familiarization visit (Look and Listen) CF should

1. Fill the questionnaire
2. Develop an informal understanding on water, sanitation and other social needs of the people.
3. Organize interviews with the influential people.
4. Organize mass participation meetings.

5. During the Look and Listen visit, CF should

1. Walk along the main road.
2. Visit each and every corner of the GN area and speak to the villagers.
3. Talk only the poor people and women.
4. GN and FHW to accompany with CF.

6. During the Informal small group meetings CF should,

1. Deliver 1 hour lecture on CWSSP.
2. Explain to Small Group which organization CF came from, indicate the purpose of CF's visit and background on CWSSP.
3. Explain to individual households about your work.
4. Should not visit the people.

7. Small Groups are

1. group of 10 households.
2. Manageable number of households who live in one neighbourhood.
3. Hand picked people with similar interest.
4. Group of 9 Households.
5. Amalgamate of 3-4 Small Groups together.

8. Core Groups are

1. Groups which discuss the most important issues in water supply.
2. Body made up of Small Group Representatives
3. Other name of CBO.
4. Small Group of Households.

9. A Strong CBO is one which is

1. Represents all villagers including poor & women ;
2. Represents the influential people in the village ;
3. Represents only women and poor
4. Represents Small Groups.

10 To get women and the poor into the programme.

1. Organize separate groups to women and poor
2. Set climate which encourages women & poor and encourage Small Groups to elect representatives from that category.
3. Distribute thripasha packets among the women as incentive.



11. Which of the following is not the expected output of social mobilization process.

1. Strong CBO/Core Group
2. Registration of existing CBO at CWSPU.
3. Commitment of the people.
4. Data for planning in water supply/sanitation
5. Request for technical assistance.

12. Small Groups should be encouraged to discuss what qualities are needed by Small Group Representatives before selection.

True or False.

13. Once the Small Group Representative are elected, the CF should organize village meeting and get people's approval for process.

True or False.

14. Any person outside the Small Group can represent the Small Group.

True or False.

15. CF should not study on GN and Village boundaries, roads and paths, water sources, while doing initial mobilization.

True or False.

16. Write the agenda for Small Group Meeting.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....

*Correct Answers to Knowledge Test*

Q	A
1	3
2	1
3	4
4	2
5	2
6	2
7	2
8	2
9	1
10	2
11	2
12	True
13	False
14	False
15	False
16	<ol style="list-style-type: none"><li>i. Welcome/Introduction</li><li>ii. Discussion on CWSSP</li><li>iii. Discussion on WS &amp; S problems in hamlet.</li><li>iv. Discussion on CFs observations</li><li>v. Explanation of condition for involvement in CWSSP</li><li>vi. Election Small Group Rep.</li><li>vii. Date &amp; Time for Core Group Meeting</li><li>viii. Thanks &amp; Goodbye.</li></ol>

## SESSION IX: WORKSHOP EVALUATION

### OBJECTIVE:

To get participants' feedback on the usefulness of the workshop for their work.

**TIME:** 30 minutes.

**MATERIALS:** Evaluation Form

### METHOD:

#### 1. Individual Assessment (10 minutes)

Hand out Evaluation Forms and ask participants to complete them. The Evaluation Form is given on the following page.

#### 2. Group Assessment (20 minutes)

Divide into groups. Ask each group to discuss:

- *What did you like most about the workshop?*
- *What did you dislike most about the workshop?*
- *What worries or concerns do you still have about the work ahead?*

Organise a report back. Make sure you have addressed the worries and concerns of participants before they leave.

## EVALUATION FORM

1. Indicate to what extend the workshop gave you a good understanding of

	Good	Fair	Poor
<input type="radio"/> Expected output during final mobilization period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> characteristics of mobilization outputs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Steps to be taken during first 4 weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Getting to know the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Strategy in formation of small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> To ensure poor households and women involvement in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Planing of you first 4 weeks activities and self assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What are the 3 things you liked most about the workshop ?

3. What are the 3 things you disliked most about the workshop ?

4. To what extent were you satisfied with

	Good	Fair	Poor
<input type="radio"/> Trainer No. 1 (Name .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Trainer No. 2 (Name .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Trainer No. 3 (Name .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Accomodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# **PART III**

---

**INTERIM MOBILIZATION**

**INITIAL GROUP ACTIVITIES**

- ◆ **HYGIENE EDUCATION**
- ◆ **COMMUNITY ACTION**

**PARTICIPATORY SURVEY**



## **MODULE M2**

---

# **INTERIM MOBILIZATION MODULE**

---

### **INITIAL GROUP ACTIVITIES:**

- **Hygiene Education**
- **Community Action**

### **PARTICIPATORY SURVEY**





## **MODULE M2**

### **INTERIM MOBILISATION MODULE**

---

#### **AIM**

To prepare CFs to motivate and train Small Groups and the Core Group to carry out Hygiene Education Activities and Community Action. To prepare CFs to train the Core Group to carry out the Participatory Survey.

#### **TARGET GROUP**

CFs and Project Managers

#### **TIMING**

After CFs have formed Small Groups and prior to the first Core Group Meeting.

#### **DURATION**

Three and a half days.

**SPECIFIC OBJECTIVES:** At the end of the M2 Training Course, trainees will be able to:

- **DESCRIBE** the tasks to be carried out during the next four weeks in the villages.
- **PREPARE AND CONDUCT** Core Group Meetings effectively.
- **EXPLAIN** the specific Hygiene Education messages to be disseminated through the Small Group Representatives / Core Group and **TRAIN THE SMALL GROUP REPRESENTATIVES** to deliver those messages.
- **DESCRIBE** the role and purpose of the Community Action Fund and **MOTIVATE** the Core Group to carry out community actions.
- **EXPLAIN** what is a Participatory Survey and why it is used as a mobilisation tool.
- **TRAIN** the Small Group Representatives / Core Group in each step of the Participatory Survey.
- Work with the Core Group to **PREPARE AN ACTION PLAN** for the Interim Mobilisation period.

## SUMMARY OF TRAINING SESSIONS

This module is divided into 12 training sessions. The purpose and duration of each is summarised below.

***Debriefing*** (One hour and 30 mins) A Plenary discussion on CF experiences and achievements in Getting to Know the Community and Forming Small Groups.

***Review of Steps and Timetable for Interim Mobilisation Phase*** (15 minutes) A brief recap on the steps to be carried out during the Interim Mobilisation Phase and the timetable for these events.

***Preparation and Conduct of Core Group Meetings*** (45 minutes) A Role Play and practise session to demonstrate the preparation required to ensure that a Core Group Meeting is successful.

***Initial Group Activities: Hygiene Education*** (One day and a half)

***Initial Group Activities: Community Action*** (One hour and 30 mins.)

***What is the Participatory Survey? Why Carry it Out?*** (30 minutes) A brief presentation / explanation of the Participatory Survey, followed by brainstorming and discussion of the reasons why it is carried out.

***Village Mapping*** (One hour and 30 minutes) Participants practise preparation of a village map and the technique for training the Core Group / Small Group Representatives.

***Household Survey*** (Two hours and 30 minutes) Participants practise conduct of the Household Survey and preparation of the Summary of the Results of the HH Survey, as well as the technique for training the Core Group / Small Group Representatives.

***Survey of Water Sources*** (Three hours and 30 minutes) Participants practise conduct of the Survey of Water Sources and preparation of the Summary of Survey of Water Sources, as well as the technique for training the Core Group / Small Group Representatives.

***Action Planning*** (One hour and 45 minutes) Participants prepare their Action Plan for supporting the Core Group to carry out the Initial Group Activities and Participatory Survey over the next four weeks.

***Knowledge test*** (One hour and 30 minutes)

***Evaluation*** (30 minutes)

## TIMETABLE

### DAY ONE

- 08.30 - 11.00 DEBRIEFING ON EXPERIENCES IN SMALL GROUP FORMATION  
11.00 - 11.15 *Tea*  
11.15 - 11.30 REVIEW OF STEPS IN INTERIM MOBILISATION PHASE  
11.30 - 12.15 PREPARATION AND CONDUCTING OF CORE GROUP MEETINGS  
12.15 - 01.30 *Lunch*  
01.30 - 05.30 INITIAL GROUP ACTIVITIES - HYGIENE EDUCATION

### DAY TWO                   HYGIENE EDUCATION cont.

### DAY THREE

- 08.30 - 10.30 INITIAL GROUP ACTIVITIES COMMUNITY ACTION  
10.30 - 10.45 *Tea*  
10.45 - 12.00 WHAT IS PARTICIPATORY SURVEY / SITUATION ANALYSIS  
                  WHY CARRY THIS OUT?  
  
12.00 - 01.30 *Lunch*  
01.30 - 03.00 VILLAGE MAPPING  
03.00 - 05.30 HOUSEHOLD SURVEY

### DAY FOUR

- 08.30 - 11.30 SURVEY OF WATER SOURCES  
11.30 - 12.30 ACTION PLANNING  
12.30 - 01.30 *Lunch*  
01.30 - 03.00 KNOWLEDGE TEST  
03.00 - 03.30 EVALUATION

## TRAINING MATERIALS

Handouts:	1/M2:	Checklist for Conduct of First Core Group Meeting
	2/M2:	What are the Behaviours which are a Risk to Health in the Villages?
	3/M2:	Actions Which Prevent or Avoid the Spread of Disease.
	4/M2:	Agenda for Discussion on Hygiene Education Issues at the First Core Group Meeting.
	5/M2:	Community Action is important because...
	6/M2:	Checklist for Encouraging Community Action
	7/M2:	What is the Participatory Survey?
	8/M2:	Why Carry out a Participatory Survey?
	9/M2:	Checklist for Preparation of a Village Map
	10/M2:	Checklist for Conduct of the Household Survey
	11/M2:	Checklist for Water Source Survey
	12/M2:	Instruction for taking Flow Measurement
	13/M2:	Action Plan and Progress Assessment-Interim Mobilization
	14/M2:	Sample Monitoring Form

Form 1	-	Household Survey
Form 2	-	Water Source Survey - Shallow Wells
Form 3	-	Water Source Survey - Tube Wells
Form 4	-	Water Source Survey - Springs
Form 5	-	Water Source Survey - Pipe Borne Water Scheme
Form 6	-	Water Source Survey - Rivers & Streams
Form 7	-	Summary of Water Source Survey

## Knowledge Test Evaluation Form

## SESSION I: DEBRIEFING ON EXPERIENCES IN SMALL GROUP FORMATION

### OBJECTIVES:

- To assess the progress of formation of small groups and preparation for Core Group formation.
- To identify remedial actions which may need to be taken to overcome problems in Small Group formation.

**TIME:** Two hours

### METHOD:

1. Ask participants to work in groups on a Partner Organisation basis to discuss field experiences and report back. Suggest that they consider the questions outlined below. Ask each Project Manager to produce a summary of the experience and write it up on newsprint for the Report Back session.

- What was your experience in the meeting with Village Leaders? Any problems? How did you overcome?
- What were the main things you learned about the community during your Look and Listen Walkabout?
- What do you think is the attitude of the villagers to you? Did you have any problems in gaining their trust and acceptance?
- How many Small Groups have you formed? Does that cover the whole GN Division or are there some areas not yet covered?
- How did you form the Small Groups? What were the strategies you used?
- What were the constraints and problems you faced?
- How did you inform villagers about CWSSP? Were there any problems? How did you overcome these problems.
- How did the Small Groups select their representatives?
- Do the Small Group Representatives understand that they need to form a Core Group? Has the date for the first Core Group Meeting been set?

## 2. **REPORT BACK**

Ask each Project Manager to present a summary of the experiences of the CFs working each Partner Organisation.

After report back divide the whiteboard into two sections and invite the participants to help draw up a list of **KEY LESSONS LEARNED** and **KEY PROBLEMS UNRESOLVED**.

**NOTE**, it is **very important** that the trainer should make a record of the **KEY PROBLEMS UNRESOLVED** in order to pass this onto the DD / CD of CWSPU for attention.

## SESSION II: REVIEW OF STEPS IN INTERIM MOBILISATION PHASE AND TIMETABLE

**OBJECTIVE:**

To make the CFs aware of the key steps in the Interim Mobilisation Phase and the target dates for completion of those steps.

**TIME:** 15 minutes

**METHOD:**

1. **WRITE UP ON WHITEBOARD** the key steps in the Mobilisation Process, highlighting for the participants the steps we will be dealing with in this training program, namely Steps 3, 4 and 5.

STEP 1: GETTING TO KNOW THE COMMUNITY	
STEP 2: SMALL GROUP FORMATION	M3
STEP 3: CORE GROUP FORMATION	
STEP 4: CORE GROUP / SMALL GROUP ACTIVITIES <ul style="list-style-type: none"> <li>• Community Action</li> <li>• Hygiene Education</li> </ul>	M3
STEP 5: PARTICIPATORY SURVEY	
STEP 6: SITUATION ANALYSIS / VILLAGE SELF ASSESSMENT	M3

2. **THEN DRAW A TIMETABLE ON THE WHITEBOARD** showing the allocation of time for conduct of these activities, as follows:

# PROJECT DEVELOPMENT PHASE - MOBILIZATION PROCESS

WKS WHO	1	2	3	4	5	6	7	8	9	10	11	12	13
CF	Training course for CFs Orientation and Mobilization	Community Entry and Small Group Formation <ul style="list-style-type: none"> <li>• Get know the community</li> <li>• Establish small groups in all areas</li> <li>• Make sure women (and vulnerable groups) are involved</li> </ul>			Training Course for CFs Mobilization U	Training and support for  INITIAL GROUP ACTIVITIES		Training and support for  PARTICIPATORY SURVEY  (Conducted by small groups and core group)		Training Course for CFs  Mobilization III (Review / Remedial course)	Training and support for SITUATION ANALYSIS VILLAGE SELF ANALYSIS		1. Advice on VSA completion  2. FIRST JOINT MOBILIZATION ASSESSMENT
CORE GROUP SMALL GROUP (REPS)		May need more time for small group formation				1st CG. MEETING  Training on: <ul style="list-style-type: none"> <li>• CWSSP Orientation</li> <li>• Hygiene Education</li> <li>• CP/Community Action</li> </ul>		2nd CG meeting <ul style="list-style-type: none"> <li>• Debriefing of 1st CG activities</li> <li>• Training on participatory survey</li> </ul>			3rd CG meeting <ul style="list-style-type: none"> <li>• Compile P.S data from groups</li> <li>• Training of VSA</li> </ul>		4th CG MEETING <ul style="list-style-type: none"> <li>• Compile VSA data from GPS</li> <li>• Make request for T.A</li> </ul>
SMALL GROUPS		GROUP FORMATION MEETING <ul style="list-style-type: none"> <li>• Discuss Purpose, Benefits, Activities, Members Roles.</li> </ul>				INITIAL GROUP ACTIVITIES <ul style="list-style-type: none"> <li>• CWSSP orientation</li> <li>• Hygiene Education</li> <li>• Group/Community action</li> </ul>		PARTICIPATORY SURVEY  (Conducted by small groups)		VILLAGE SELF - ANALYSIS  (SMALL GROUP DISCUSSIONS)			
COMMUNITY		Community meeting to introduce CWSSP and get approval for mobilization											



EMPHASIZE that:

- A. The CFs will be responsible for calling the **FIRST CORE GROUP MEETING** in the 6th week after their entry into the village, that is, in the week immediately following this training program. At this **Core Group Meeting** they will be required to train **Small Group Representatives / Core Group Members** in:
- **Hygiene Education messages to be passed on to the Small Group members; and**
  - **Community Action planning.**
- B. The CFs will be responsible for calling a **SECOND CORE GROUP MEETING** in the 8th week after their entry into the village, that is, in the third week following this training program. At this **Core Group Meeting** they will be required to train the **Small Group representatives / Core Group Members** in the **conduct of the Participatory Survey**.

Note that the Participatory Survey should be completed during the 8th, 9th and 10th weeks of the Mobilization Phase.

## SESSION III: PREPARATION FOR CORE GROUP MEETINGS

### OBJECTIVE:

To ensure that CFs know how to prepare for and conduct Core Group Meetings effectively.

**TIME:** 45 minutes

**MATERIALS:** Handout 1/M2 Checklist for conduct of First Core Group Meeting

### METHOD:

- (a) Ask participants to work **IN PAIRS** and to make a list of all the things which need to be done to prepare for a Core Group Meeting.
- (b) Then organise a **REPORT BACK** and record points on newsprint. The trainer should then **SUMMARISE** the findings of the paired groups making sure that the final checklist includes the following:

## HANDOUT 1/M2: CHECKLIST FOR CONDUCT OF FIRST CORE GROUP MEETING

- The Core Group must be made up of representatives of Small Groups covering the whole GN division.  
  
Has each and every hamlet been contacted and formed a Small Group?  
Has each Small Group elected a representative?
- Make a list of all Small Group representatives and make sure that they have all been contacted and advised of the **TIME AND PLACE** for the meeting.
- Make sure that the time and place for the Core Group Meeting is suitable so that women representatives can attend without any problem.
- Contact the Small Group representatives (either personally or through word of mouth) a few days before the meeting to remind them that the meeting is on.
- Prepare an agenda, the materials and your own thoughts before the meeting. The agenda should include:
  1. *Welcome and Introductions*
  2. *Recap on CWSSP Approach*
  3. *Discussion on Steps in CWSSP Process*
  4. *Discussion on Hygiene Education and providing Picture Sets to Small Group representatives*
  5. *Discussion on Community Action*
  6. *Preparation of Action Plan for Community Action and Hygiene Education*
  7. *Discussion on arrangements for CFs to meet informally with Small Group representatives to provide support over next few weeks.*
  8. *Thanks and goodbye.*
- Arrive at the meeting place at least half an hour before the meeting to make sure that there are no unanticipated problems.
- Be welcoming; conduct the meeting in a friendly and helpful way.

- (c) Now the participants should be divided into **FOUR GROUPS**. Each small group should have an experienced trainer or CWSPU staff member in the group. Each group should act as a Core Group and each participant should **PRACTISE** running part of the Core Group Meeting. So, for example, if there are eight items on the agenda, each participant in a group of 4 would be responsible for presenting two items to the rest of the group. At the end of each participant's contribution, the others should give positive feedback and suggestions.

## SESSION IV: HYGIENE EDUCATION

### OBJECTIVE

To assist CFs to:

- develop a basic understanding of hygiene issues related to water supply and sanitation;
- develop the skills to be able to train the Core Group to carry out hygiene education activities in the Small Groups.

### TIME:

One day and a half.

Day 1 (full day): Understanding hygiene issues (Lessons 1,2,3)

Day 2 (half day): Training the Core Group  
(Lessons 4 and 5)

### SPECIAL EXPERTISE REQUIRED:

For this Session the trainer will need the assistance of either the CWSPU Health Specialist or local staff from the Health Department.

### MATERIALS:

**Hand-outs** 2/M2 What are the Behaviours which are a Risk to Health in the Villages?  
3/M2 Actions Which Prevent or Avoid the Spread of Disease.  
4/M2 Agenda for Discussion on Hygiene Education Issues at the First Core Group Meeting in the Village.

### VISUALS:

Form: Hygiene Education Action Plan

1. Picture-Set (1 for each CF; one for each Core Group member)
2. "Prescription for Health" (Video)

**METHOD:**

**INTRODUCTION:**

**WRITE UP ON THE BOARD** and **EXPLAIN** to participants that the Hygiene Education component of the CWSSP is trying to do three things:

<b>DURING MOBILISATION</b>	We are trying to create awareness in the villages of the benefits of improved water supply and sanitation and to increase demand for improved WSS.
<b>DURING VILLAGE PARTICIPATORY PLANNING</b>	We are trying to inform people about how much water they need and the best type of toilets to choose for good hygiene. With this information people can make better choices about the WSS they want.
<b>DURING CONSTRUCTION</b>	While people are constructing improved water supply and sanitation facilities we help them to consider ways in which they might change their behaviour in order to improve health and hygiene in the village

**LESSON 1: WHAT ARE THE BEHAVIOURS WHICH ARE A RISK TO HEALTH IN THE VILLAGES IN WHICH WE WORK?**

- (a) **QUICK REACTION GROUPS (30 minutes)**
- (i) **FORM THE PARTICIPANTS INTO QUICK REACTION GROUPS.** Ask them to consider again what they observed during their Look and Listen Walkabout in the villages. Ask the participants to briefly consider the following question (allow 15 minutes)
- Did you observe any behaviour in the villages which you think is a danger to the health of the villagers?*  
*Why do you think that this behaviour is a danger to the villagers?*
- (ii) **DEBRIEF THE GROUPS.** Ask each person around the room to quickly and briefly explain what behaviour they have seen which they think is dangerous and why. (15 minutes)

**THE TRAINER SHOULD DIVIDE THE WHITE/BLACK BOARD INTO TWO PARTS (as shown below) AND SUMMARISE THE RESULTS ON THE BOARD. DO NOT REPEAT POINTS IF CFs MAKE THE SAME OBSERVATION.**

Behaviour Which is a Health Risk	Why Is This Behaviour a Risk?

**SPECIAL NOTE TO THE TRAINER:** This exercise is designed to help you the trainer - and the health specialist - to learn what level of understanding the CFs have about behaviour which is a danger to health and why. It is important that all the points should be summarised carefully so that they can be discussed in the next part of this Lesson.]

(b) **DISCUSSION (30 minutes)**

**DISCUSS THE POINTS ON THE BOARD ONE BY ONE** in the following way:

- is the point really a health risk?; sometimes there are some misunderstandings about health risks;
- is the point important or not; is it a significant risk to health?;
- if the point is important, why is it important; why is this particular health risk a problem?;
- is the health risk related to water supply and sanitation?;

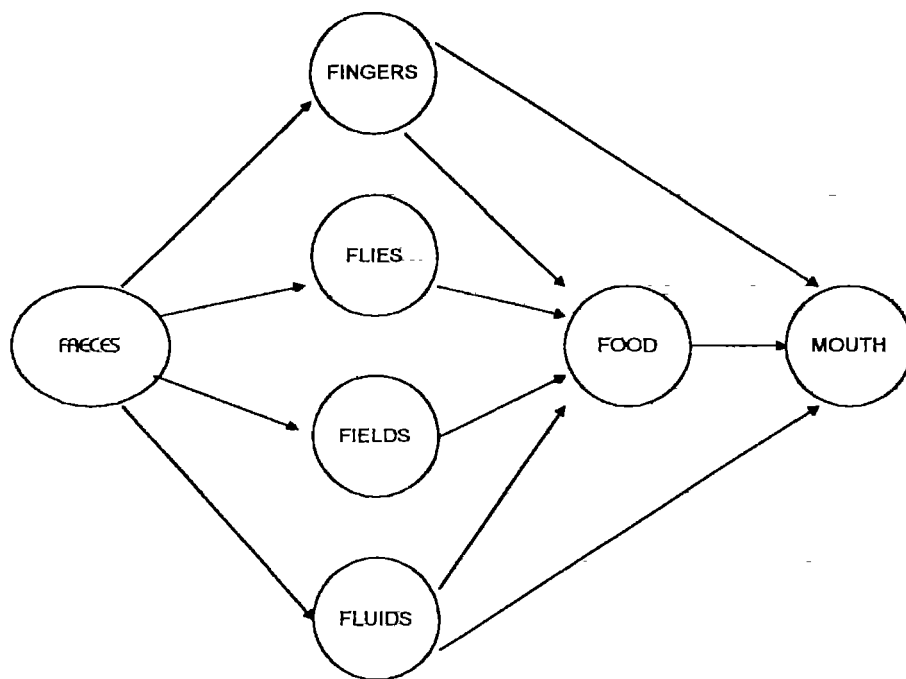
While the participants must be treated with respect, it is also important to correct any misunderstandings which they might have about health risks and their causes and to focus their attention on the key concerns of this program, namely health risks associated with Water Supply and Sanitation.

(d) **DISTRIBUTE HANDOUT 2/M2** and summarise the major health risks, reasons why they are a risk and common misunderstandings about health risks in the villages.

**HANDOUT 2/M2 : WHAT ARE THE BEHAVIOURS WHICH ARE A RISK TO HEALTH IN THE VILLAGES?**

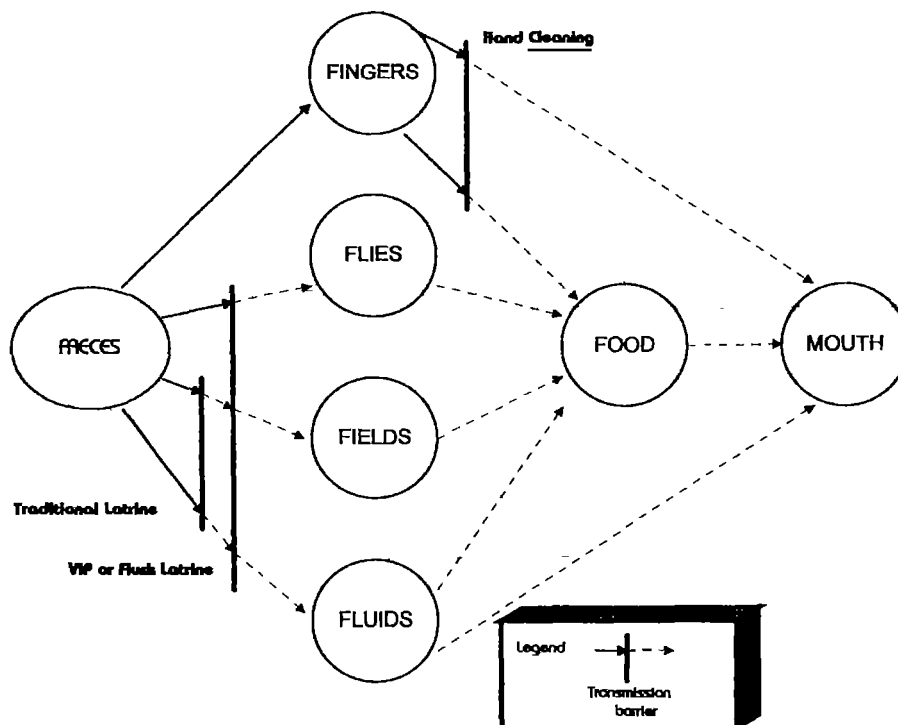
Most stomach diseases are caused because germs contained in human wastes (faeces) are transferred to humans. The following diagram shows how the germs get transferred in various ways from human wastes to food and then the mouth.

**Figure 1 : Faecal oral Transmission Routes**



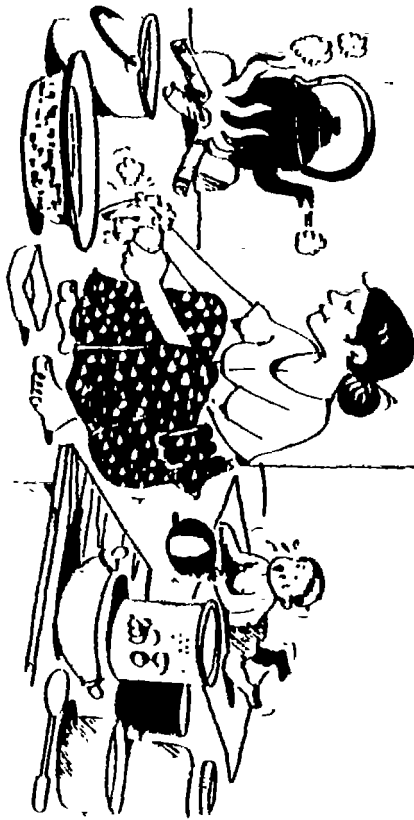
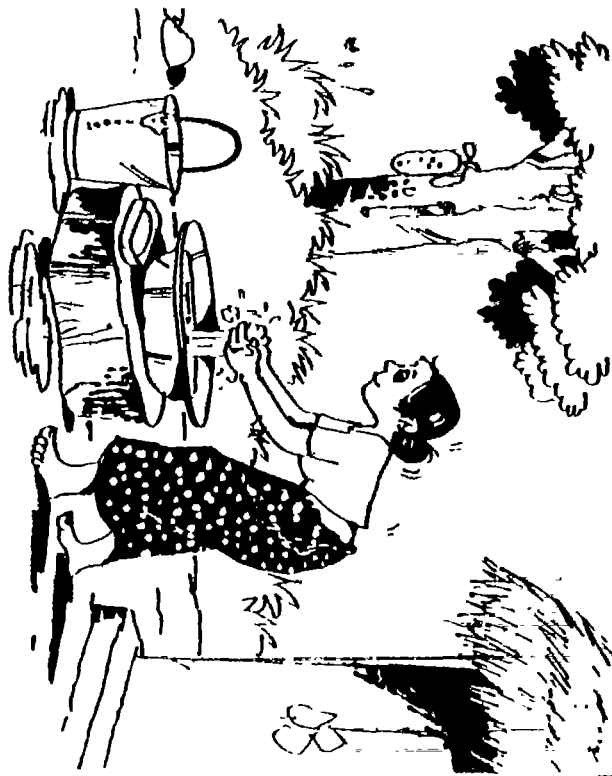
## HANDOUT 2/M2 - Continues..

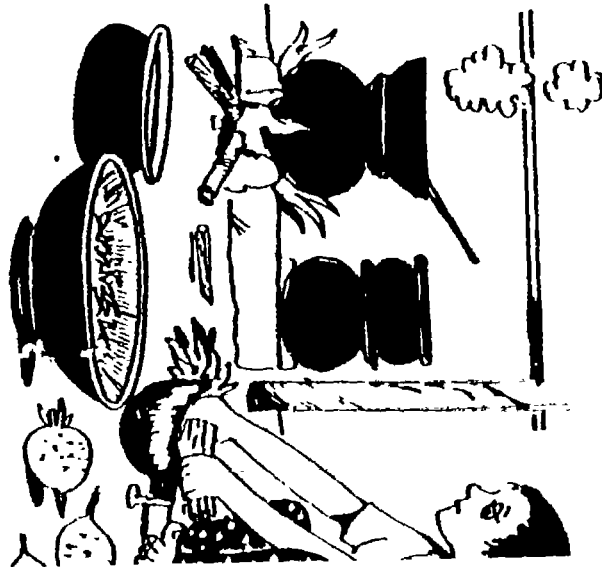
**Figure 2 : How to Block Faecal oral Transmission Routes**







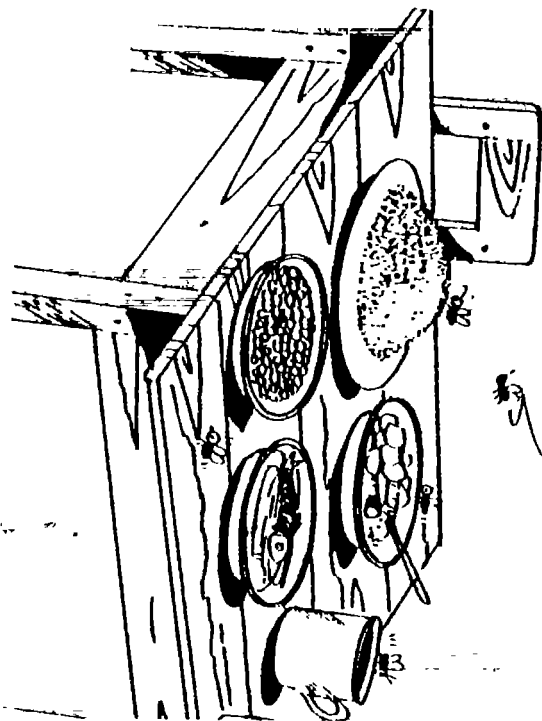
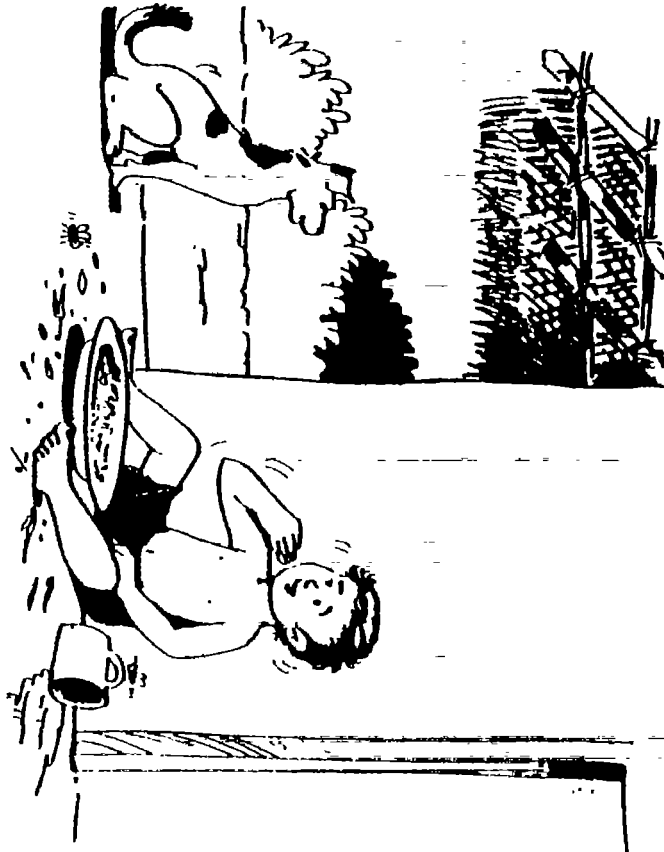




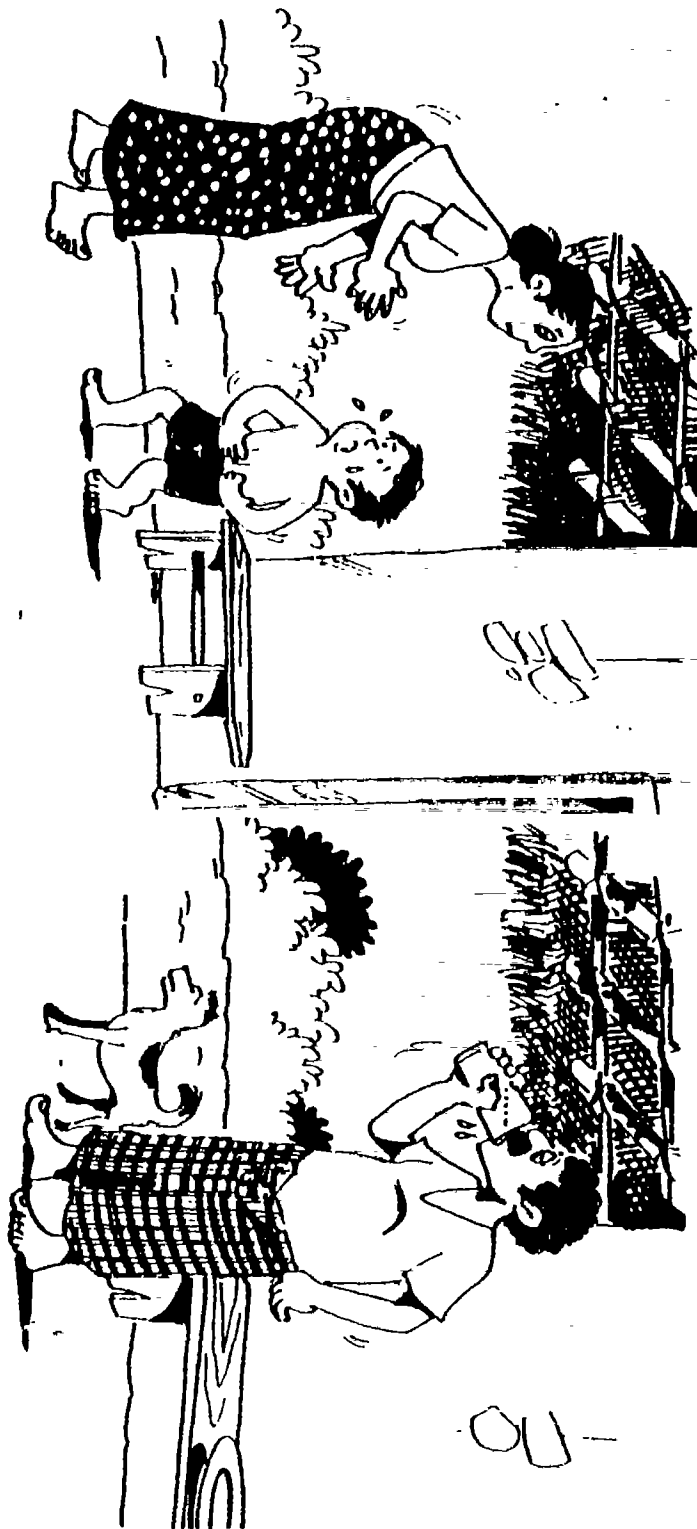


21



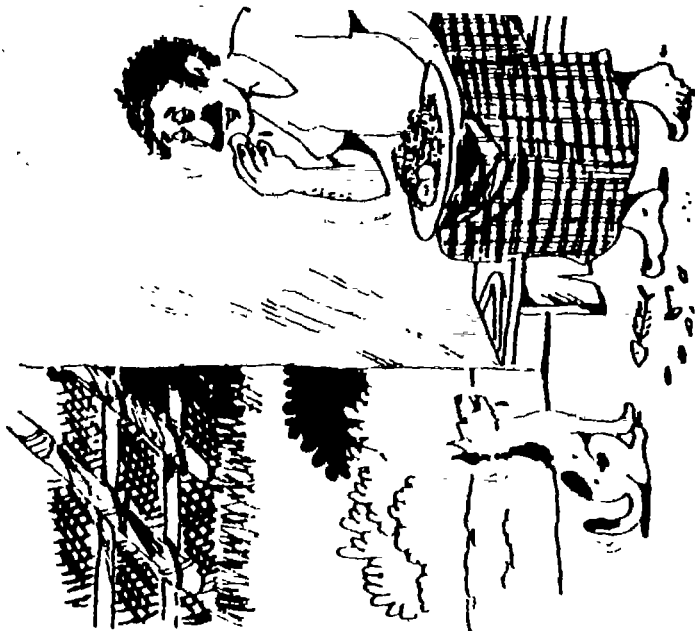


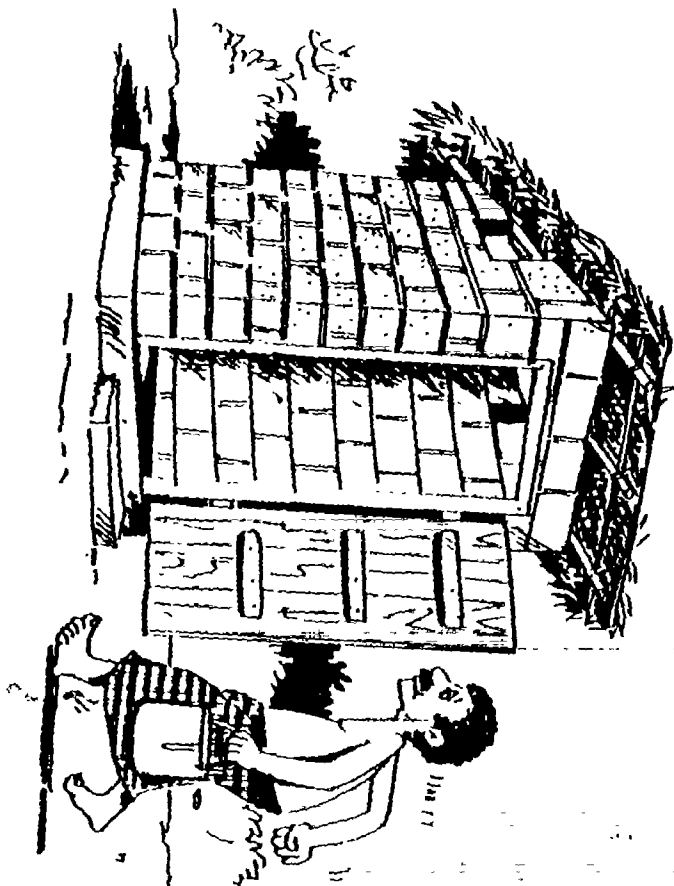




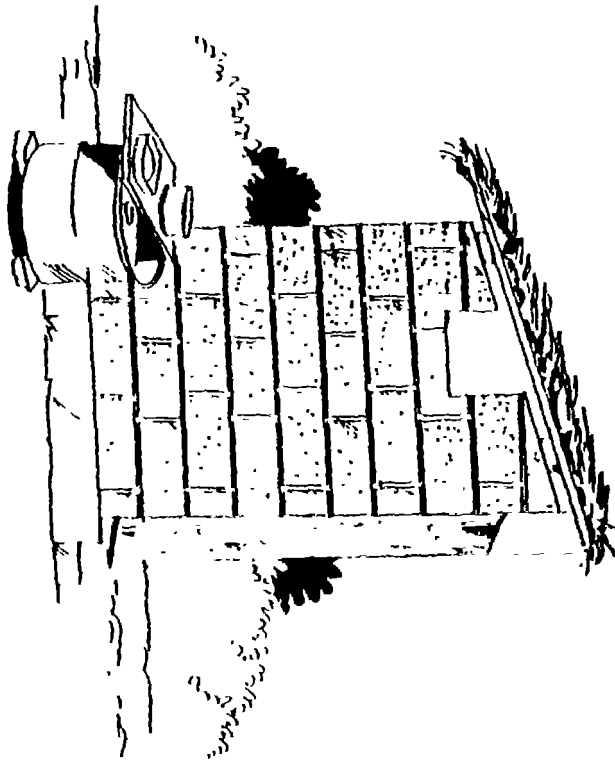
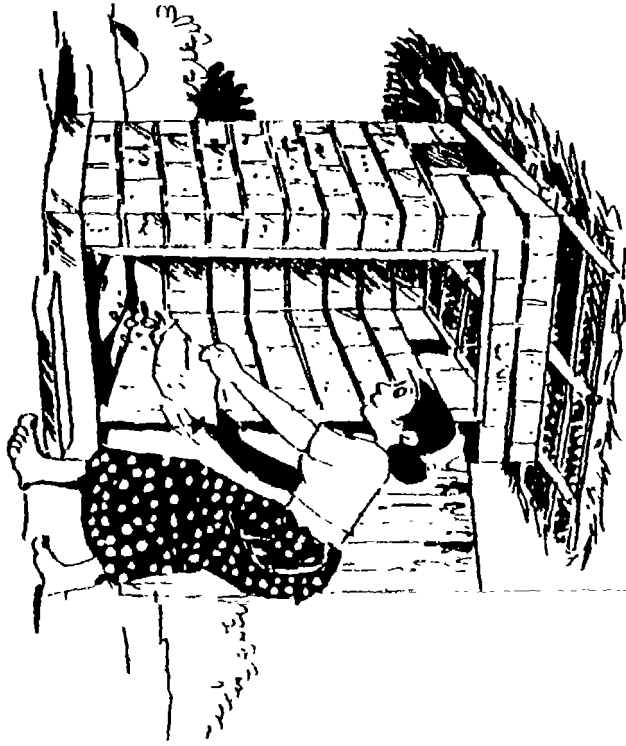












**HANDOUT 2/M2 cont.  
HEALTH RISK BEHAVIOUR**

**FLUIDS**

1. Collecting water from polluted sources:
  - taking water from rivers/streams where people are defecating or animals are bathing, etc.
  - taking water from wells which are close to toilets or streams which are polluted by human or animal waste

**FIELDS**

2. Defecation in the fields (particularly leaving children's faeces out in the open).

**FLIES**

3. Allowing unhygienic conditions to develop around the house, for example, dirty toilets, pit toilets which are not covered, childrens faeces not cleaned up properly, animal faeces near the house, etc.

**FINGERS**

4. Not washing hands with soap and water after toilet or before preparing food

**FOOD**

5. Food not covered.

**WHY IS THIS A PROBLEM?**

When human or animal waste gets into the water, the water becomes infected with germs. When people drink the water they drink the germs and can become sick.

Wells are filled by water which is flowing underground. If a pit toilet is near to a well, the human waste in the pit can seep into the underground water polluting the water with germs. This water then gets into the well; if people drink the water with germs in it they can get sick.

Human faeces contain germs in large quantities. When flies land on the human wastes small quantities stick to their legs. When the flies then land on food, cups, plates and eyes they transfer germs. These germs then get into people's mouths and cause disease (for example, diarrhoea).

If the area around the house is unhygienic the following problems occur

- (i) flies are attracted;
- (ii) the flies pick up germs from the unhygienic conditions;
- (iii) the flies transfer the germs to food, cooking utensils, etc.,
- (iv) the germs are then transferred to people's mouths and they can become sick.

When people go to the toilet (or when mother washes baby after going to the toilet) germs can get transferred to the hands. If hands are not washed with soap and water after going to the toilet the germs can be transferred to cooking pots, plates, cups, etc. and the food being prepared. So, if mother cleans up baby after going to the toilet and does not wash her hands afterwards she can transfer germs to the food she prepares. This can cause illness for those who eat the food.

If food is not covered, flies can sit on the food. If they have human waste on their legs, they transfer germs to the food and people then eat the food - and the germs - and can become sick.

**HANDOUT 2/M2 cont.**

**COMMON MISUNDERSTANDINGS ABOUT THE CAUSES OF  
ILL-HEALTH IN THE VILLAGE**

**ABOUT WATER:**

- SUNLIGHT CAN PURIFY WATER
- IF WATER HAS NO COLOUR, OR ODOUR OF TASTE, THEN IT IS PURE/CLEAN AND CANNOT HARM YOU.
- FAST FLOWING WATER IS SAFE TO DRINK.

**ABOUT ILLNESS:**

- 'EVIL EYE' IS THE CAUSE OF MOST ILLNESSES.
- ILLNESS OCCURS BECAUSE I CANNOT FULFIL A VOW.
- DIARRHOEA IS A NATURAL PHENOMENA WHICH OCCURS WHEN THE CHILD STARTS TO CRAWL.
- PERSONAL HYGIENE, CLEAN WATER AND SANITATION ARE NOT THE ONLY FACTORS PROMOTING DISEASE; DISEASE CAN ALSO BE CAUSED BY THE IMBALANCE OF THE 3 CHIEF ELEMENTS IN THE BODY, NAMELY WIND, PHLEGM AND BILE.
- DIARRHOEA IS A COMMON OCCURANCE IN THE VILLAGE AND EVERY CHILD SHOULD GET ONE OR TWO ATTACKS DURING CHILDHOOL.
- DIARRHOEA HAS TO OCCUR WHEN WEANING STARTS.
- THE CAUSE OF DIARRHOEA IS INDIGESTION.
- TEETHING TIME IS THE TIME FOR DIARRHOEA.

**LESSON 2: HOW CAN HEALTH RISKS BE PREVENTED OR AVOIDED?**

**(a) VIDEO PRESENTATION (1 hour)**

Give a **BRIEF DESCRIPTION OF THE VIDEO FILM "Prescription for Health"**. This film relates to the difficulties people face due to problems with water and sanitation which result in diarrhoeal diseases. It highlights the importance of improvements in water supply and sanitation, and recommends preventive measures to prevent stomach sickness.

Run the video film (25 minutes)

**IN A LARGE GROUP (PLENARY SESSION) (30 minutes)** ask the participants to comment on what they saw. Divide the white / black board into two sections with two headings as below and write up summaries of the participants comments as they make them. Do not repeat the same point if more than one participant makes that point.

<b>HEALTH RISK BEHAVIOURS</b>	<b>SOLUTIONS / PREVENTIVE ACTIONS</b>

**(b) GROUP EXERCISE (2 hours)**

**NEXT, DIVIDE THE PARTICIPANTS INTO THREE GROUPS.** Each group will be assigned an exercise, however, the exercise will be performed in the presence of the other 2 groups.

- (i) GIVE THE FIRST GROUP THE ATTACHED PICTURE SET** of 25 pictures. Some of these pictures depict the spread of diarrhoea while others depict measures that prevent promote the spread of diarrhoea. There can also be some pictures which may not fall into either category.

**ASK THE GROUP TO LAY OUT THE PICTURES ACCORDING TO WHAT THEY TELL US. DO THEY TELL US ABOUT:**

- what things promote the spread of diarrhoea?
- preventive measures against diarrhoea?
- neither?

**ASK THE OTHER GROUPS** to comment on the grouping of the pictures and to discuss the factors preventing and the factors promoting diarrhoea. Give local names to persons seen in pictures.

- (ii) ASK THE SECOND GROUP** to develop a story, using the same set of pictures, to show how diarrhoea could spread.  
**ASK ONE GROUP MEMBER TO RELATE THE STORY AND INVITE COMMENTS FROM THE OTHER GROUPS.**



- (iii) **ASK THE THIRD GROUP** to prepare a presentation, using the same set of pictures, to show how to prevent diarrhoea. Ask one group member to explain the different steps shown in the pictures used. **INVITE COMMENTS FROM THE OTHER GROUPS.**
- (iv) **DISTRIBUTE HANDOUT 3/M2 - ACTIONS WHICH PREVENT OR AVOID THE SPREAD OF DISEASE.** The trainer should **READ THROUGH THE HANDOUT** and clarify whether the disease spreading actions and the disease preventing actions are clear in the minds of the participants.

**HANDOUT 3/M2 : ACTIONS WHICH PREVENT OR AVOID THE SPREAD OF DISEASE**

**ACTIONS WHICH PREVENT / AVOID THE DANGER FROM FLUIDS:**

- Keeping water sources clean and unpolluted; particularly making sure that people do not defecate near or in water sources (e.g. rivers and streams).
- Moving toilets away from streams or wells so that they do not pollute the ground water.

**ACTIONS WHICH PREVENT / AVOID THE DANGER IN THE FIELDS:**

- Using toilets rather than the fields for disposal of faeces, including children's faeces.
- Keeping toilets clean and pits covered when not in use.

**ACTIONS WHICH PREVENT / AVOID THE DANGER FROM FLIES:**

- Clean up children's faeces around the house; do not allow animal manure to lay around the house compound or other rubbish which attracts flies.
- **Building better toilets and upgrading existing toilets - that is, toilets which keep flies out (e.g. Water Seal Toilet) or prevent flies from escaping to spread disease (e.g. Ventilated Improved Pit Latrine).**
- Covering food to prevent flies from landing on it.

**ACTIONS WHICH PREVENT / AVOID THE DANGER FROM FINGERS:**

- Washing hands with soap and water after going to the toilet and before preparing food.
- Washing utensils, plates, before serving/eating food.

**LESSON 3: HOW CAN MORE IMPROVED WATER SUPPLY AND SANITATION ASSIST IN REDUCING HEALTH RISKS IN THE VILLAGE?**

**(a) QUICK REACTION GROUPS (15 minutes)**

Using Handouts 2/M2 and 3/M2 ask the participants to consider the following questions:

- What are the advantages of building and using latrines which are properly located?
- Why are water seal and VIP latrines better than traditional pit latrines?
- What are the advantages of constructing better water supply facilities and using more water?

Make sure that the following points are drawn out:

- **PROPERLY BUILT AND LOCATED LATRINES HAVE MANY ADVANTAGES:**
  - they prevent flies coming into contact with human wastes and spreading disease;
  - they prevent human wastes from contaminating streams and wells;
- **POUR-FLUSH AND VIP LATRINES ARE BETTER THAN TRADITIONAL PIT LATRINES BECAUSE THEY PREVENT FLIES FROM COMING INTO CONTACT WITH HUMAN WASTE.**
- **BY CONSTRUCTING BETTER WATER SUPPLY FACILITIES AND USING MORE WATER PEOPLE CAN INSTALL POUR-FLUSH LATRINES AND IMPROVE DOMESTIC HYGIENE (WASHING HANDS AFTER TOILET, CLEANING TOILET, WASHING UTENSILS, PLATES, ETC.)**

**(b) LARGE GROUP EXERCISE (15 minutes)**

Finally, draw the following chart on the Board and ask participants to indicate whether improved water supply, or latrine construction, or both, will help to solve the problem. At the end of your discussion the chart should look like this:

Health Risks	More Water	Building Better Latrines
<b>FLUIDS</b>		
<ul style="list-style-type: none"> <li>• Stop defecation in streams</li> </ul>		*
<ul style="list-style-type: none"> <li>• Move toilets away from wells and streams</li> </ul>		*
<b>FIELDS</b>		
<ul style="list-style-type: none"> <li>• Use toilets rather than fields for defecation.</li> </ul>	*	*
<ul style="list-style-type: none"> <li>• Keep toilets clean and pits covered.</li> </ul>		
<b>FLIES</b>		
<ul style="list-style-type: none"> <li>• Clean up children's and other faeces and rubbish around house and fields.</li> </ul>	*	*
<ul style="list-style-type: none"> <li>• Build toilets which prevent flies from spreading disease (e.g. pour-flush toilet)</li> </ul>	*	*
<ul style="list-style-type: none"> <li>• Cover food to prevent flies sitting on it.</li> </ul>	*	*
<b>FINGERS</b>		
<ul style="list-style-type: none"> <li>• Wash hands with soap and water after going to toilet and before food.</li> </ul>	*	
<ul style="list-style-type: none"> <li>• Wash utensils, plates, before serving / eating food.</li> </ul>	*	

**LESSON 4: TRAINING THE CORE GROUP IN HYGIENE EDUCATION AND THE VALUE OF MORE WATER.**

- (a) **EXPLAIN** that in the first Core Group Meeting - next week - the CF will be expected to train the Core Group members in the Hygiene Education messages to be passed on to the small group representatives.

**EXPLAIN** that this will involve passing on to the Core Group the things which the CFs have themselves been studying over the past day. **WRITE UP ON THE BOARD AND EMPHASISE THAT THE CFs MUST HELP THE CORE GROUP TO UNDERSTAND THE FOLLOWING:**

- **What are the current behaviours in the village which are dangerous to health?**
- **How can these behaviours be prevented or avoided?**
- **How can improved water supply and sanitation help to prevent or avoid dangers to health?**

- (b) **IN A LARGE GROUP** ask the participants what should be the agenda for a good presentation / discussion with the Core Group on Hygiene Education issues. **EXPLAIN** that each CF will be given a picture set for their own use and picture sets to pass on to each member of the Core Group.

**ON THE WHITE / BLACK BOARD** gradually develop an "Agenda for Discussion of Hygiene Education Issues at the First Core Group Meeting" based upon the comments of the participants.

**USE HANDOUT 4/M2 "AGENDA FOR DISCUSSION ON HYGIENE EDUCATION ISSUES AT FIRST CORE GROUP MEETING"** as a reference; distribute this Handout at the **END** of the session.

**HANDOUT 4/M2: "AGENDA FOR DISCUSSION ON HYGIENE EDUCATION ISSUES AT FIRST CORE GROUP MEETING"**

1. WELCOME AND INTRODUCTIONS
2. DISCUSSION/ STORY TELLING ABOUT BEHAVIOUR WHICH IS DANGEROUS TO HEALTH  
(using picture set - Note: pictures will have to be numbered, with notes to CFs on the back indicating why this activity is dangerous)
3. DISCUSSION / STORY TELLING ABOUT WAYS TO PREVENT OR AVOID DANGERS TO HEALTH (using picture set)
4. DISCUSSION ABOUT HOW IMPROVED WATER SUPPLY AND SANITATION CAN IMPROVE THE SITUATION.
5. DISCUSSION ABOUT HEALTH RISK BEHAVIOURS IN THE GN DIVISION; POTENTIAL SOLUTIONS / PREVENTIVE ACTIONS AND DEVELOPMENT OF A HYGIENE EDUCATION ACTION PLAN. (Use Hygiene Education Action Plan Form, attached)
6. DISCUSSION ABOUT ACTIVITIES WHICH CAN BE CARRIED OUT IN THE SMALL GROUPS TO RAISE AWARENESS:
  - importance of strong focus on women in the small groups;
  - preparation by small groups of posters / songs / poems on hygiene education issues:
    - importance of using toilets rather than field, including for children;
    - keeping toilets clean and pits covered;
    - building better toilets;
    - keeping water sources clean;
    - cleaning up faeces and rubbish around house;
    - washing hands with soap and water after toilet and before cooking/eating;
    - covering food.
  - community Shramadana to clean up the environment (e.g. around water sources);
  - women's program to make food covers;
  - women to develop and conduct awareness raising program in schools;
  - development of savings program to build better toilets;

- (c) **DIVIDE THE PARTICIPANTS INTO SMALL GROUPS.** In the small groups, one participant should **PRACTISE** giving a presentation to the other members. All members should then comment on the presentation and suggest improvements. Where improvements are suggested, others participants should **PRACTISE** giving the improved presentation to the rest of the group.

- (d) After the practice session, bring the **LARGE GROUP** back together. **ORGANISE A CIRCLE** to **REVIEW WHAT HAS BEEN LEARNED**.

Ask the following questions one by one and ask for reactions from the group:

*In your practice sessions, was the presentation / discussion interesting? How could it be improved?*

*Did everyone participate; for example, did the women get actively encouraged and involved? How could participation be improved?*

*Was the picture set presented and discussed in a useful way? How could this be improved?*

*Was it easy to understand? Will the Core Group understand? What needs to be done to make it easier to understand?*

*What skills / qualities should the CF demonstrate to make a success of this discussion?*

*What follow-up is required after the Core Group Meeting?*

*What problems might occur? How to solve?*

## **LESSON 5: ACTION PLANNING FOR HYGIENE EDUCATION**

- (a) **NOW HAND OUT HYGIENE EDUCATION ACTION PLAN FORM** which is to be used by the CFs to help them work with the Core Group to develop a Hygiene Education Program for the GN Division.

**EXPLAIN** that each CF should work with the Core Group to fill out the left hand column "Health Risk Behaviours in the GN Division" based on their observations so far.

**THEN** they should work with the Core Group to fill out the second column "Potential Solutions".

**FINALLY**, the CF should help the Core Group to fill out the right hand column "Proposed Actions".

This form should then be kept and form the basis for the Hygiene Education activities throughout the Mobilisation Phase.

**HYGIENE EDUCATION ACTION PLAN IN ... GN DIVISION ... VILLAGE**

<b>CURRENT BEHAVIOURS WHICH ARE DANGEROUS TO HEALTH</b>	<b>POTENTIAL SOLUTIONS PROPOSED</b>	<b>ACTIONS</b>

## SESSION V: COMMUNITY ACTION

### OBJECTIVES:

To assist the CFs to understand how:

- to stimulate community action as an effective tool for community mobilisation;
- to use the CWSSP Community Action Fund to support small community initiatives.

**TIME:** 1 1/2 Hours

**MATERIALS:** Handouts 5/M2 and 6/M2

### METHOD:

(a) Prior to this Session the Trainer should have prepared some tasks for the participants to do which will be helpful to the trainer but will also be useful to demonstrate a point about Community Action. Then:

- Divide the participants into **THREE OR FOUR GROUPS**;
- Without any explanation ask each group if they would not mind providing some assistance to you, the trainer, to get the Session started; for example;
  - ask one group to organise the chairs and flipcharts in the room;
  - ask another group to distribute handouts;
  - ask a third group to pin up some newsprint or posters.

(b) When they have completed their tasks, thank the participants very much and then ask each group to give a **QUICK REACTION** (5 minutes) to the following question:

*"You have just given us a good example of community action by helping with the chairs and flipcharts, distributing handouts, etc. Now we want you to think, quickly, why is Community Action an important activity in CWSSP?"*

### REPORT BACK:

In the discussion the following points should be highlighted:



## HANDOUT 5/M2

### COMMUNITY ACTION IS IMPORTANT BECAUSE:

- It helps to activate the village by getting people to take some positive action together;
- It gives encouragement and hope to the villagers that CWSSP is genuinely interested in the development of the village;
- Community action builds cooperation, confidence and develops the capacity of the village to identify, plan and manage their own activities;
- Community action provides a good opportunity for the Core Group to practise their mobilising and organising skills and for the CF to monitor their performance.
- Community action is a good way to encourage the active involvement of women and the poorest groups right from the start;
- It also gives the CF the opportunity to observe how the Core Group and the community work together; who leads, who is a good manager; who is a good worker, etc.;
- It helps villages to realize their own capacity to achieve common goals by building on the seed monies provided by CWSSP.

### GOOD COMMUNITY ACTION - SOME EXAMPLES

The best Community Activities are those undertaken by the community without any outside assistance.

Good Community Activities are those where the community itself contribute much more (time, labour & cash) than is received from outside.

Examples of possible activities

- repair of drinking water/bathing well
- upgrading of footpaths
- minor roads and repairs
- repair of common building such as community hall, Ambalama etc.

### UNACCEPTABLE COMMUNITY ACTION

Community activities that depend almost entirely on outside help.

- eg. • Giving 100 tiles to village temple.  
• Donation of trophies for village festivals.

Activities that cannot be maintained.

- eg. • Nutritional supplementary programme.

### RULES, PROCEDURE

1. Funds will only be available for activities commenced before the start of VPP.
2. An amount up to Rs.5,000 is available for a Community Action Fund on the basis of a village of 100 households. If there are more households, more funds are available up to a maximum of Rs. 10,000 per village.
3. Funds can be given in advance after a proposal(s) is submitted & approved. Proposals will not be approved unless there is evidence of significant community contribution. The expected contribution is at least 25% of the total cost of the Community Activity.
4. Receipts for all CWSPU expenditure must be obtained and submitted.

## HANDOUT 6/M2

### STRATEGY FOR ENCOURAGING COMMUNITY ACTION

- Ask Core Group to list out the major development problems and needs in the village.
- Now ask the Core Group to look at the list and think about which of these activities can be done by the villagers themselves either in Small Group (preferable) or as a whole village group. These activities should be small, manageable and achievable.
- From amongst the list of things which villagers can do themselves, list out the activities which are most important and therefore have the highest priority of the small groups. If The Core Group should be encouraged to consult with their small groups before arriving at a decision.
- Ask the Core Group to look at the list again. Are these things important to women; are they important to the poorest groups in the village. Can women and the poorest groups participate in these activities?
- Once a list of important things are finalised, help the Core Group to make an ACTION PLAN to carry out these activities:
  - what will be done?
  - when will it be done?
  - who will organise?
  - where will it be done?
  - how community (small group members) contribute to implement the activity.
  - what resources are needed?
- When the Core Group has made an Action Plan and decided what resources they need, advise them that the CWSPU can provide some small amount of support for their activities.
- Prepare a simple proposal answering the above question and submit the proposal to PO for funding. It is necessary to submit separate proposals for each and every activity.

## **SESSION VI: THE WHAT AND WHY OF PARTICIPATORY SURVEY**

**OBJECTIVES:**

- To understand **WHAT** is the Participatory Survey and **WHY** we use it as a mobilising tool.
- To learn how to **TRAIN** the Small Group Representatives / Core Group Members to carry out each of the steps of the Participatory Survey.

**TIME:** 30 minutes

**MATERIALS:** Handouts 7/M2 and 8/M2

**METHOD:**

- (a) **PRESENTATION - EXPLANATION** of the Participatory Survey. Distribute Handout 7/M2, 8/M2 using flip charts explain that:

**HANDOUT 7/M2 :  
WHAT IS THE PARTICIPATORY SURVEY?**

The Participatory Survey consists of **THREE TASKS** as follows:

- TASK 1: Village Mapping** - This is a simple map to be drawn by the villagers. It does **NOT** require detailed measurements. The detailed mapping for planning purposes will be done by the TO at the start of Village Participatory Planning.
- TASK 2: Household Survey** - This involves surveying each household to find out:
- which source of water each household is using;
  - whether or not they have a latrine and of what type.
- TASK 3: Survey of the Water Source** - This involves surveying each water source used by the villagers to find out whether the Quality, Quantity and Accessibility (near or far) of the water source is satisfactory according to CWSPU standards.

**(b) BRAINSTORMING - WHY CARRY OUT A PARTICIPATORY SURVEY?**

Ask this question **IN PAIRS** in a large group and then write the answers up on newsprint. In summarising, attempt to draw out the following key points.

**HANDOUT 8/M2:  
WHY CARRY OUT A PARTICIPATORY SURVEY?**

When the Small Group Representatives carry out the Participatory Survey:

- the Participatory Survey provides the community with information about their current situation which they need before they can discuss ways of improving that situation;
- the whole community becomes involved in thinking about the issues, not just a few people;
- the survey brings neighbours together to talk about water supply and sanitation in a systematic way;
- the Small Group Representatives develop valuable skills while conducting the survey;
- the villagers in each small group begin to understand the role which the Small Group representatives can play in representing their interests in the Core Group;
- by carrying out the survey in an organised way the Small Group Representatives / Core Group Members take the first step towards the development of an effective Community Based Organisation.

## SESSION VII: VILLAGE MAPPING

### OBJECTIVE:

To give participants the opportunity to practise village mapping and how to train the Core Group in mapping.

**TIME:** 1 hour and 30 minutes

**MATERIALS:** Handout 9/M2

### METHOD:

- (i) Form the participants into **SMALL GROUPS**. Distribute Handout 9/M2 " Checklist for Preparation of the Village Map". Ask the CFs in each group to use their existing knowledge to draw up rough sketch map of their GN area showing:
  - the boundaries of the GN area;
  - the main roads, access roads and footpaths;
  - the rivers, streams, irrigation canals;
  - boundaries of villages situated within the GN area;
  - location of the Small Groups;
  - locations of the houses;
  - locations of important places such as schools, village temple, etc.
- (ii) Ask each group to present their maps and review.
- (iii) Select a suitable and appropriate map and then **DEMONSTRATE** that **EACH VILLAGE AREA WITHIN THE GN AREA MUST BE GIVEN A NUMBER**. This will be helpful later when we come to identification of the water sources in different parts of the village.
- (iv) When this exercise is complete **EXPLAIN TO THE CFs THAT THIS IS THE BEST WAY TO TEACH THE SMALL GROUP REPRESENTATIVES TO CARRY OUT THE VILLAGE MAPPING WITH THEIR SMALL GROUP MEMBERS.**

**HANDOUT 9/M2 :  
CHECKLIST FOR PREPARATION OF A VILLAGE MAP**

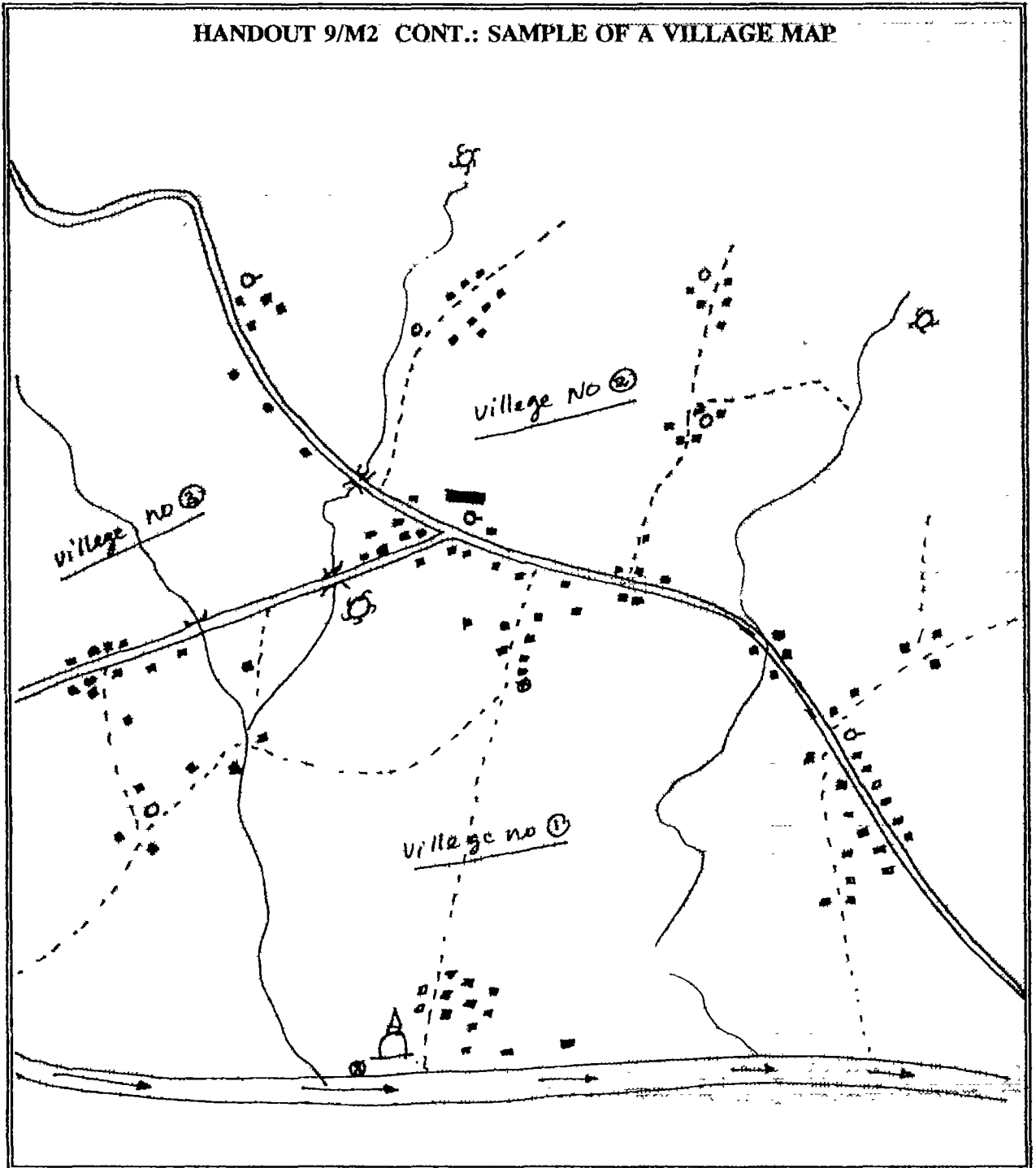
- Find out whether there is a map of the Grama Niladari Division indicating the main roads, sub-roads, rivers etc. In most cases, a map of the village can be obtained from the Grama Niladari or the Divisional Secretariat. This is known as the Final Village Plan. Sometimes the FVP Maps may not include some of the roads. In that case these roads should also be drawn on this map.
  - If such a map is available, obtain a copy and check whether all the roads in the village are indicated there. Then use this map as the basis for training the CFs in Village Mapping.
  - Organise a Core Group Meeting with in order to teach the Small Group Representatives how to draw a rough sketch map showing:
    - the boundaries of the GN area;
    - the main roads, access roads and footpaths;
    - the rivers, streams, irrigation canals;
    - boundaries of villages situated within the GN area;
    - location of the Small Groups;
    - locations of the houses;
    - locations of important places such as schools, village temple, etc.
- Note: During the same meeting you will also be teaching the Small Group representatives how to do the Household Survey and the Water Resource Survey.*
- Identify the villages in the GN area and the Small Group representatives responsible in those villages.
  - Provide support to the Small Group Representatives to prepare the map.
  - When the map is complete give each of the Villages within the GN area a number on the map.
  - Since a copy of this map will be needed by each Small Group Representative, enough copies should be made for use by everyone.

## HANDOUT 9/M2 CONT.: HOW TO DRAW A VILLAGE MAP

FEATURE	SYMBOLS FOR EXISTING	SYMBOLS FOR PROPOSED
Main Road		
Minor Road		
Footpath		
Railway Line		
House		
School		
Temple		
Church		
Kovil		
River		
Stream		
Spring		
Protected Well		
Unprotected Well		
Protected Well with Handpump		
Pipeline		
Storage Tank (ground)		
Storage Tank (Elevated)		
Standpost		



HANDOUT 9/M2 CONT.: SAMPLE OF A VILLAGE MAP



## SESSION VIII: HOUSEHOLD SURVEY

### OBJECTIVE:

To give participants the opportunity to practise conduct of the Household Survey and how to train the Core Group in conduct of the survey.

**TIME:** 2 hours and 30 minutes

**MATERIALS:** Handout 10/M2

### METHOD:

- (i) **DISTRIBUTE** Handout 10/M2 "Checklist for Preparation of the Household Survey". Divide the participants into **SMALL GROUPS**. In each small group, one CF as the Small Group Representative, while the other members play the role of householders. Ask the Small Group Representatives to mark the houses in the village map (e.g. Village 1, HH 1) and fill the household survey forms by interviewing the households. **EXPLAIN TO THE CFs THAT THIS IS THE BEST WAY TO TEACH THE SMALL GROUP REPRESENTATIVES IN THE VILLAGE.**
- (ii) In a **LARGE CIRCLE** ask the participants to **REPORT BACK** on their practise session. Any problems? Any questions?
- (iii) **EMPHASIZE** that the Small Group Representatives must be taught to carry out this Household Survey in teams **IN THEIR OWN VILLAGES WITHIN THE GN AREA.**
- (iv) **EXPLAIN** that the Core Group should be encouraged to **INCLUDE ANY OTHER QUESTIONS OF INTEREST TO THEM IN THE QUESTIONNAIRE.** For example, the Core Group may wish to include questions about health or about priority development needs in the village. They should be encouraged to do so if that is their wish but it should be made clear that the CWSSP cannot respond to all the issues identified.
- (v) **EXPLAIN** that when the Household Survey has been completed in each Small Group the Small Group Representatives, with the assistance of the CF, will put the results together into a Summary of Results of the Household Survey. This will be used later for checking whether or not households are adequately served by a water source.
- (vi) **IN PAIRS** conduct a brief **BRAINSTORMING** to remind participants what CWSSP considers to be an adequate level of service for water supply.

**REPORT BACK** making sure the following points are highlighted:

**HOUSEHOLD ARE CONSIDERED BY CWSSP TO BE ADEQUATELY SERVED IF:**

- a single standpost or well serves only 4 households;
- these standposts or wells are within 250m from each dwelling.

**IF MORE THAN FOUR HOUSEHOLDS ARE USING A SINGLE STANDPOST OR WELL, AND/OR THOSE HOUSEHOLDS ARE MORE THAN 250M AWAY FROM A WATER SOURCE, THEY ARE NOT ADEQUATELY SERVED.**

- (vii) In **SMALL GROUPS** ask the participants to **PRACTISE** producing a Summary of the Results of the Household Survey.

**HANDOUT 10/M2 : CHECKLIST FOR CONDUCT OF THE HOUSEHOLD SURVEY**

1. In the Second Core Group Meeting train the Small Group Representatives to conduct the Household Survey by getting them to **PRACTISE** among themselves first before trying out the survey in their Small Groups.
2. **INVITE THE CORE GROUP TO INCLUDE OTHER QUESTIONS IN THE SURVEY FORM IF THEY WISH TO DO SO FOR THEIR OWN PURPOSES.** However, make it clear that the CWSSP cannot respond to development needs other than water supply and sanitation.
3. Ask the Core Group / Small Group Representatives to work as **TEAMS** on a village basis. Taking the Village Map with them, each team should visit each and every household in the village. Ask them to give each house in the village a number (e.g. Village 1, HH 1) and this number should be marked on the map.
4. Also, ask the teams of Small Group Representatives start to identify the sources of water for each household, they should **MARK THE SOURCE ON THE MAP AND GIVE IT A NUMBER.**  
The number should indicate the type of source (e.g. wells are W1, W2; Springs are S1, S2; Surface Water SW1, SW2; Tube Wells TW1, TW2; Piped System P1, P2)

It is **VERY** important that sources should not be double counted, for example, if the same source is used by two Small Groups. In order to avoid this happening the Small Group Representatives for a whole village should work together as a team to carry out the household survey and to mark the water sources on the map.

5. In each house, the Small Group Representatives should fill out the Household Survey Form. Remind the Small Group Representatives that **WHEN RECORDING THE DISTANCE FROM THE HOUSEHOLD TO THE WATER SOURCE, THERE IS NO NEED TO MEASURE. JUST INDICATE ROUGHLY WHETHER IT IS MORE THAN 250 M OR LESS THAN 250 M.**

# FORM NO. 1

## HOUSEHOLD SURVEY FORM NO.

GN Division:

Total No. of Households :

Name of Small Group :

House No.  (1)	Chief House holder's Name  (2)	No. of Occupants  (3)	Water Source					Reference No.  (5)	Distance (6)		Sanitation					Other			
			Type (4)						More than 250m	Less than 250m	Toilets			Condition (8)		Food Stamps	Janasaviya	Samurdi	
			PW	UW	TW	SP	SW				Type (7)			G	NI				
										WS	VIP	PT NO							

NOTES

Column 1 - House No: No allocated by the GN  
Column 4 - WS Type: Protected Well (PW), Unprotected Well (UW), Tube Well (TW), Spring (SP) Surface Water Source (SW)  
Column 5 - Ref. No.: Source Number, as given in the Map  
Column 6 - Distance: Need not be measured accurately. Roughly indicate whether less than or greater than 250m.  
Column 7 - Toilet Types: Water Seal (WS), ventilated Improved Pit (VIP), No Latrine (NO), Pit Latrine or no latrine (PT/NO)  
Column 8 - Condition: Good (G), Need Improvement (NI) Definition of Good Condition of Latrines.  
Structure: is secure and private  
Pit: can be used further  
Function: WS (Pan should be sealed with water)  
VIP (Air ventilation/No Flies)  
Hygiene: Clean/Water Available/No Flies

**FORM NO. 1 CONT.....  
PARTICIPATORY SURVEY  
INSTITUTION SURVEY FORM**

GN. Division:

1. Schools:

Name (1)	(2)	Population (3)	Sanitation			Water Supply	
			Type (4)	Units (5)	Condition (6)	Source (7)	Satisfactory Y/N (8)
	Pupils						
	Teachers						
	Pupils						
	Teachers						
	Pupils						
	Teachers						

Note: Description for Columns 4,6,7 & 8 are as in Household Survey Form.

2. Religion Institutions

Name	Resident Population	Sanitation			Water Supply	
		Type	Units	Condition	Source	Satisfactory Y/N

3. Medical Institutions

Name	Category	Population		Sanitation			Water Supply	
		Resident	Non Resident	Type	Units	Condition	Source	Satisfactory Y/N

## SESSION IX: WATER SOURCE SURVEY

### OBJECTIVE:

To give participants the opportunity to practise conduct of the Water Source Survey and how to train the Core Group in conduct of the Survey..

**TIME:** 3 hours and 30 minutes

**MATERIALS:** Handout 11/M2

### METHOD:

- (i) Form the participants into **SMALL GROUPS**. Distribute Handout 11/M2: "Checklist for Preparation of Water Source Survey". If possible, arrange for the participants to visit a water source near the training centre in order to **PRACTISE** filling out a Survey of a Water Source. **EXPLAIN THAT THIS IS ALSO THE BEST WAY TO TRAIN THE SMALL GROUP REPRESENTATIVES.**
- (ii) In a **LARGE CIRCLE** ask the participants to **REPORT BACK** on their practise session. Any problems? Any questions?
- (iii) **Emphasize that each Small Group Representative must be taught to carry out this Survey of the Water Sources for THE WATER SOURCES SERVING THEIR SMALL GROUP. Where a single water source provides water to households from more than one group, the Small Group Representatives should assess that source together.**
- (iv) Form the participants into **SMALL GROUPS** again, ask the CFs to **PRACTISE** preparing a Summary Survey of Water Sources. This will be an important basis for the Situation Analysis. The Trainers may need to provide direct assistance to CFs having difficulty.

### HANDOUT 11/M2 : Checklist for Water Source Survey

- During the Second Core Group Meeting train the Small Group Representatives in conduct of the Water Source Survey **BY TAKING THEM TO A WATER SOURCE AND HELPING THEM TO FILL OUT THE FORM.**
- Ask the Core Group / Small Group Representatives to form into teams on a village basis and, as a team to visit **EACH AND EVERY WATER SOURCE/WELLS** in the village to fill out the form. Separate forms should be filled out for each and every water source. Even where more than one Small Group uses a water source only **ONE** form should be filled out for that water source.
- When all the Water Source Surveys have been completed, bring the Small Group Representatives together to prepare the Summary of Survey of Water Sources.

(v) **Taking Flow Measurements**

Many of the previous gravity water supply schemes are unsuccessful due to over estimating of water availability. The reason being that the flow measurement information has not been collected over a long enough period to calculate the minimum (dry season) flow.

If the task of measurement is left until the arrival of the Technical Officer insufficient time will be available for collection of reliable results.

A second important reason for asking the CF to organise villagers to take flow measurements is that this will help the community to understand the major variations that take place in the quantity of water available at different times of the year. In many earlier projects serious conflicts arose in villages because no advance arrangement had been made for managing this problem.

In order to prevent these problems the community should begin taking water flow measurement of all potential water sources as early as possible. This should be done regularly at least for the period of 5 months by the Small Group Representatives.

The CF must understand how to take reliable measurements and how to train villagers in taking and recording reliable data. Handout 12/M2 instruction for taking flow measurement to be distributed and discussed.

## HANDOUT 12/M2

### INSTRUCTION FOR TAKING FLOW MEASUREMENT

The flow measurement of the Water Source are to be taken by the small group representatives.

- Tools needed - wrist watch, Bucket
- Measurement to be taken for water flow per minute
- Total volume of water of the spring to be gathered and diverted through one point(see diagram)



- Place the bucket under the flow and measure the time needed to exactly fill the bucket.
- Note the time taken in the table provided.
- Take the water flow measurements once a week without fail. (every seven days)
- Continue collecting the information until arrival of TO.
- Repeat the task for each potential water source record results on table.

Water Source		Time (sec) to fill Bucket	Date flow measurement taken	Days since last Rain
No.	Type			

- Notes:
1. Any bucket may be used but the same bucket must be used for each water source.
  2. Divert the water flow so that the bucket can be placed vertically under the flow (see diagram) avoid spillage.



**Form No. - 2 : Water Source Survey Forms - Shallow Wells**

**Form No. - 3 : Water Source Survey Form - Tube Wells**

**Form No. - 4 : Water Source Survey Form - Springs**

**Form No. 5 : Water Source Survey Form - Pipeborne Water Scheme**

**Form No. 6 : Water Source Survey Form - Rivers & Streams**

**Form No. 7 : Summary - Survey of Water Sources**

**FORM 2**  
**Water Source Survey – Shallow Wells**

Village: .....

G.S. Division .....

Well No. (1)	Ownership		Quality				Quantity	Accessibility		Output		
	Public/Private (2)	Is it possible to make public? (Yes/No.) (3)	Is well protected? (Yes/No.) (4)	Are the surroundings Clean? (Yes/No.) (5)	Is water pollution free? (Yes/No.) (6)	Is the Water taste/colour/odour? Good (Yes/No.) (7)	Is water available in dry season? (Yes/No.) (8)	No. of H.H. using well in dry season (9)	No. of H.H. within 250m (10)	Is the well satisfactory? (Yes/No.) (11)	No. of H.H. adequately served (If well is satisfactory) (12)	Can the Source be improved? (Yes/No.) (13)

- Notes:
- Column 1 Write down the well number as W1, W2 etc.
  - Column 11 The well is 'satisfactory', if all the columns 4,5,6,7,8 are 'yes'.
  - Column 12 Is only for satisfactory wells. HH are adequately served if four HH are using a well and they live within 250m. If more than 4 HH are using the well or they are living further away than 250m the extra HH (above 4) or those living further away are not adequately served.

**FORM NO. 3**  
**Survey – Tube Wells**

Village: .....

G.S. Division .....

Well No.	Ownership		Quality		Quantity	Accessibility		Output		
	Public/ Private	Is it possible to make public ? (Yes/No.)	Is the quality of the water acceptable (Yes/No.)	Is the surroundings clean (Yes/No.)	Is water available in dry season ? (Yes/No.)	No. of H.H. using well in dry season	No. of H.H. within 250m	Is the well satisfactory ?  (Yes/No.)	No. of H.H. adequately served (If well is satisfactorily)	Can the Source be improved ?  (Yes/No.)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)

Notes: Column 01 Write down the well number from village map TW1 TW1

Column 06 The well is 'satisfactory', if columns 4,5,6 are 'yes'

Column 09 Is, only for 'satisfactory wells'. Households are adequately served if only 4 households are using the TW and they all live within 250m.

If more than 4 households are using the well or they are living further away than 250m, the extra HH (above 4) or futher more than 250m are not adequately served



## FORM NO. 4

### Water Source Survey – Springs

Village: .....

G.S. Division .....

Source No. (1)	Location		Quality	Quantity	Accessibility		Source		
	Public/ Private Land (Yes/No.) (2)	Is the spring located above the village ? (Yes/No.) (3)	Is the water good for drinking purposes ? (Yes/No.) (4)	Is water pollution free ? (Yes/No.) (5)	Is water available in dry season ? (Yes/No.) (6)	No. of H.H. using spring in dry season (7)	No. of H.H. using source who live within 250m (8)	Is the source suitable as a water supply ? (Yes/No.) (9)	How many HH could be supplied from the source ?  10

- Notes:
- Column 1 Write down the spring number as from the Village Map S1, S2
  - Column 9 The source is 'suitable' if all the columns 3,4,5,6 are 'yes'
  - Column 10 Only for 'satisfactory sources'.

**FORM NO. 5**  
**Survey – Pipe Borne Water Scheme**

Village: .....

G.S. Division .....

Piped Scheme No.	Ownership	Quality		Quantity	Accessibility			Source		Can the Source be improved ? (Yes/No)
	Name of the Water Scheme (Yes/No.)	Is there a Water purification system ? (Yes/No.)	Is the water quality good ? (Yes/No.)	Is sufficient water available in the system throughout the year (Yes/No.) (5)	No. of H.H. supplied by house connet (6)	No of HH supplied by standposts (7)	No. of H.H. supplied within 250m of standpost (8)	Is the piped scheme satisfactory ? (Yes/No.) (9)	No. of HH. adequately served (If scheme is satisfactory) (10)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)

- Notes:
- \* Write down the scheme as from the Village Map
  - \* The scheme is 'satisfactory' (col-11), if answers to 3,4, & 5 are 'yes'
  - \* Column (10) is, only for 'satisfactory scheme'. A satisfactory level of service is 4 HH living within 250m of standpost.
  - \* If these are more HH or HH which are further away the area HH or the HH further away are not adequately served.

**FORM NO. 6**  
**Water Source Survey – Rivers & Streams**

Village: .....

G.S. Division .....

General				Quality		Quantity	Accessibility		Source	
Source No.	Type of Source River/ Stream	Distance of source to Village (Yes/No.) (3)	Is source Above or the village (Yes/No.) (4)	Is the source free from households or agriculture cultivation above the source? (Yes/No.) (5)	Is water Pollution free? (Yes/No.) (6)	Is water available in dry season? (Yes/No.) (7)	No. of H.H. using source in dry season (8)	No. of H.H. using source who live within 250m (9)	Is the source suitable as a Water Supply? (Yes/No) (10)	If so, approximately how many houses could be supplied from this source? (11)

Notes:            Column 1    \* Write down the source number from the village map SW1, SW2  
                       Column 10    \* The source is 'suitable' (col 10), if all the columns 4,5,6,7 are 'yes'



## SESSION X: ACTION PLANNING

### OBJECTIVE:

To help the participants to understand the importance of planning and reporting and to give them the skills to do this.

**TIME:** 1 hour 45 minutes

### METHOD:

- (i) Form the participants **INTO PAIRS** and encourage them to **PRACTISE** developing an Action Plan for the next four weeks. Draw the following timetable up on the Whiteboard again.
- (ii) **REMIND THE PARTICIPANTS** that in the first week back in the village (week 6 since the first entry into the village) they should conduct their first Core Group Meeting to train the Small Group Representatives in Hygiene Education and Community Action. In the third week back (week 8 since entry into the village) they should run the second Core Group Meeting to train the Small Group Representatives in conduct of the Participatory Survey.
- (iii) **REPORT BACK** and check to see how many participants have planned to **PROVIDE SUPPORT TO SMALL GROUPS BETWEEN CORE GROUP MEETINGS**. Emphasize the importance of this support in helping Small Groups to carry out their activities effectively.
- (iv) Finally, **ADVISE THE PARTICIPANTS** that when they come back for Mobilisation III Training in four weeks time they will be learning how to prepare and facilitate a Whole Village Meeting to carry out a Situation Analysis based upon the results of the Participatory Survey and the Village Self Assessment.

HANDOUT 13/M2

**ACTION PLAN AND PROGRESS ASSESSMENT IN INTERIM MOBILIZATION**

G.N. Area :

Time Period : 4 Weeks (From..... to .....)

Small Groups	Date of Core Group training in HE/CF	Dates of Training Delivery in small groups on HE	Date of core groups training in participatory training	Dates core group completed PS	Dates Training delivery in small groups on community action	Dates Community Action Proposals Submitted	Dates Training Delivery in small groups on Sanitation Programme

## SESSION XI

### MONITORING OF FIELD ACTIVITIES CONDUCTED BY THE SMALL GROUP REPRESENTATIVES

#### OBJECTIVES

To make participants aware that the measures to be taken to ensure the activities taken place in the field.

**TIME:** 2 Hours

#### METHOD:

1. Group work/Report back session.  
Ask participants to work in groups on following questions.
  - Q1. Who is responsible of carrying out activities during interim Social Mobilization Process ?
  - Q2. How do you check the activities are being carried out by the SG Representatives during said time ?
  - Q3. How do you check the quality of the work done by the core groups/small group representatives ?
  - Q4. What would be the supportive role you should play to assure the activities are carried out and also at high quality ?
2. In report back, trainer should summarise the answers.
3. Prepare the appropriate monitoring format - on assessment with the participants. Hand out 14/M2 to be distribute at the end of the session.

**HANDOUT 14/M2**

**SAMPLE MONITORING FORM**

GN Area  
Village  
No. of Small Groups

**1. Hygiene Education Programme**

- A. No. of Hygiene Education Programme conducted at small group level.
- B. No. of small groups have not covered in Hygiene Education.
- C. No. of people participated in the HE Programme in small group wise.

Small Group	No of Participants
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**2. Community Action**

- A. No. of community actions started in each small group.
- B. % of community contribution in each activities.
- C. Activities and financial distribution

Action	CWSPU Contribution	Community Contribution
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....



**HANDOUT 14/M2 Cont.**

**3. Participatory Survey**

- A. No. of small group representatives trained to do the Participatory Survey
- B. No. of small group representatives completed Participatory Survey
- C. Preparation of Village Map
- D. Completion of Household Survey
- E. Completion of Water Source Survey
- F. Obtaining letter of consent from the owner of water source.

**4. Tools to monitor the core group activities:**

- A. Weekly meetings of core groups
- B. Field visits of CF
- C. Field observation on Participatory Survey and community action.
- D. Informal random interviews with villages.
- E. Reports submitted to CF by small group representatives.

## SESSION XII: KNOWLEDGE TEST

### OBJECTIVE:

To test participants understanding of the basic facts about Hygiene Education, Community Action and Participatory Survey.

**TIME:** 1 hour and 30 minutes.

**MATERIALS:** Knowledge Test and Answer Sheet

### METHOD:

Administer the test. Afterwards mark the answer sheets with participant's help. (Participants to mark each other's pages) Then go over each question with participants. At the end collect participants' answer sheets back so that you can record their marks and identify those questions which were poorly answered. These records should be forwarded to the DD/CD of CWSPU.

## KNOWLEDGE TEST

*Please cadre the number of best answer*

1. Once the Small Groups Representatives are elected, the mobilization activities are carried out by
  1. Partner Organization
  2. CBO
  3. Core group members/small group representatives
  5. CWSPU
  
2. The main task during the weeks between 5-8 are
  1. CBO formation a registration
  2. Conduct participatory survey only.
  3. Conduct Hygiene Education and implement community action.
  4. Conduct Village Self Assessment.
  
3. The main Hygiene messages during the interim mobilization period area.
  1. Benefit of having more water; closer water and better quality water.
  2. Hand washing.
  3. Disadvantage of availability of less water.
  4. Using soap for hand washing.
  5. Relationship between water of hygiene.
  
4. Who is responsible for dissemination for Hygiene messages to the villages ?
  1. CF
  2. Core group members/small group representative
  3. Training of officer of CWSPU.
  4. Health co-ordinator assigned to the districts,
  
5. The funds allocated for community action are:
  1. Rs. 15000/=
  2. Rs. 5000/=
  3. Rs. 5000/= on the basis of 100 households.
  4. Any amount less than 15000/=

6. Activities for community action are finalised by the
  1. CF
  2. Partner Organization
  3. Core group/small groups
  4. CWSPU
  5. Grama Niladhari
  
7. Community action fund is utilized to
  1. Encourage poor, vulnerable, women to participate.
  2. Win the people toward CWSPU activities.
  3. Develop the capacity of poor and women groups in decision making, planning and action on this problem.
  4. Upgrade the infrastructure
  5. To encourage cooperation and self reliance and action in the whole community.
  
8. The Participatory Survey is conducted by the :
  1. CF
  2. Core group members
  3. Core group members with CF assistance.
  4. Volunteers.
  5. Technical Officer
  
9. The Participatory Survey means.
  1. Preparation of village map.
  2. Village sketch map, Households survey and water source survey.
  3. Survey on sanitation facilities
  4. Data Collection to areas the water of sanitation need of the GN division population.
  
10. What is the appropriate methodology for conducting the participatory survey ?
  1. GN area to be divided into village and survey carried out by teams of small group representatives in each village.
  2. Invite educated youth to conduct participatory survey
  3. Consider whole G.N. area as one unit and core group conduct participatory survey in whole area.
  4. Individual small group representative carries out participatory survey in small group.
  
11. The village level participatory survey is monitored and facilitated by
  1. CWSPU
  2. P.O. Manager
  3. C.F.
  4. CRO of CWSPU District Office
  5. Technical Officer

12. A strong Community Based Organisation is
1. Democratic representative, involves women and the poorest and has taken up responsibilities for WSS.
  2. Based on an existing organisation of the community (eg. Death Donation Society)
  3. Formed & registered by CWSPU
  4. Formed by the CF

*Underline the correct answer*

13. Hygiene Education during this community mobilization period should focus on changing the behavior of community members

True or False

14. There is only one community activity to be implemented under community action fund

True or false

15. The participatory survey is for the primary benefit of CWSPU

True or false

16. The summaries of participatory survey result will be used for village self assessment

True or false

17. Indicate the output of the whole social mobilization process.

.....  
.....  
.....  
.....  
.....  
.....

## Correct Answers to Knowledge Test

Q	A
1	3
2	3
3	1
4	2
5	3
6	3
7	5
8	3
9	2
10	1
11	3
12	1
13	False
14	False
15	False
16	False
17	a) Strong Core Group/CBO b) Village Commitment c) Data for Planning d) Request for Technical Assistance

## SESSION XII

### WORKSHOP EVALUATION

**OBJECTIVE:**

To get participants' feedback on the usefulness of the workshop for their work.

**TIME:** 30 minutes.

**MATERIALS:** Evaluation Form

**METHOD:**

**1. Individual Assessment (10 minutes)**

Hand out Evaluation Forms and ask participants to complete them. The Evaluation Form is given on the following page.

**2. Group Assessment (20 minutes)**

Divide into groups. Ask each group to discuss:

- *What did you like most about the workshop?*
- *What did you dislike most about the workshop?*
- *What worries or concerns do you still have about the work ahead?*

Organise a report back. Make sure you have addressed the worries and concerns of participants before they leave.

## EVALUATION FORM

1. Indicate to what extent the workshop gave you a good understanding of

	Good	Fair	Poor
<input type="radio"/> Expected output during interim mobilization period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Preparation for core group meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Hygiene Education through core group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Community action, selection and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Organizing the Participatory Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Village Mapping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Household/Institutional Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What are the 3 things you liked most about the workshop ?

3. What are the 3 things you disliked most about the workshop ?

4. To what extent were you satisfied with

	Good	Fair	Poor
<input type="radio"/> Trainer No. 1 (Name .....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Trainer No. 2 (Name .....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Trainer No. 3 (Name .....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Accomodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# **PART IV**

---

**FINAL MOBILIZATION**

**SITUATION ANALYSIS**

**VILLAGE SELF ASSESSMENT**



**MODULE M3**

---

**FINAL  
MOBILIZATION MODULE**

---

**SITUATION ANALYSIS**

**VILLAGE SELF ASSESSMENT**



## MODULE M3

# FINAL MOBILISATION MODULE

### AIM:

To provide CFs and Project Managers with the skills to evaluate the outcomes of the community mobilisation activities up to date and to assist CWSPU to produce a Joint Mobilisation Assessment Report.

To provide CFs with the skills to train and assist the Core Group to conduct the Situation Analysis and Village Self Assessment.

**TARGET GROUP:** CFs and Project Managers

**TIMING:** At the completion of the Participatory Survey (in week ten following CF entry into the villages)

**DURATION:** Three and a half days

### SPECIFIC OBJECTIVES:

At the end of the workshop, trainees will be able to:

- explain the **IMPORTANCE OF EFFECTIVE MOBILISATION WORK** as a foundation for a successful Village Participatory Planning Phase;
- state at least four major **OUTPUTS OF EFFECTIVE COMMUNITY MOBILISATION**;
- describe the **CHARACTERISTICS** of each output.
- describe the **KEY INDICATORS** of each outcome;
- **EVALUATE** their own performance and field activities citing the reasons for the achievement levels;
- **DEVELOP STRATEGIES** to address areas of key concern, where performance has been deficient;
- prepare for and facilitate a Whole Village Meeting to conduct a **SITUATION ANALYSIS AND VILLAGE SELF ASSESSMENT**;
- enumerate the **NEXT STEPS** in the Project Development Phase.

## SUMMARY OF TRAINING SESSIONS

This Module is divided into 11 training sessions. The purpose and duration of each is summarised below:

**Debriefing** (2 hour) - Initial Group Activities and Participatory Survey.

**Recap: The Steps and Outcome of in Community Mobilisation** (30 minutes) A brief overview of the steps and outputs of the community mobilisation process.

**Define Indicators for Community Mobilisation Outputs**  
(45 minutes) Small Group practise session to identify indicators of achievement in relation to Community Mobilisation outputs.

**Means of Verifying Indicators** (45 minutes) Small Group practise session to identify ways of verifying indicators.

**Assessing achievement in Community Mobilization Self Evaluation/ Analysis of Reasons for Achievement Levels?**

(6 hours) Individual CFs assess achievement with respect to community mobilisation in their GN area, using the outputs and indicators previously developed by them. Project Managers provide summary Report Back. Small Groups and Large Group discuss key factors affecting achievement levels and potential solutions.

**Situation Analysis / Village Self Assessment** (1 day and a half) Small Groups practise preparation of Participatory Survey Report and Situation Analysis / VSA. Role Play of Whole Village Meeting and discussion on knowledge and skills required by CFs to facilitate Situation Analysis / VSA.

**Action Planning** (One hour) Participants prepare their own action plans for facilitating Situation Analysis and VSA over the next 3 weeks.

**Next Steps in Project Development Phase** (15 minutes) A brief explanation of the Village Participatory Planning process which follows the end of the Community Mobilisation process.

**Knowledge Test**

**Workshop Evaluation**

## TIMETABLE

### DAY ONE

08.00 - 08.30	Welcome and Introductions
08.30 - 10.30	Debriefing on Experiences in Initial Group Activities and Participatory Survey
10.30 - 10.45	<i>Tea</i>
10.45 - 11.15	Steps and Outcomes of Community Mobilisation
11.45 - 12.30	Defining Indicators of Community Mobilisation
12.30 - 01.30	<i>LUNCH</i>
01.30 - 02.15	Means of Verifying Indicators
02.15 - 04.00	Assessing Achievement in Community Mobilisation
04.15 - 04.30	<i>Tea</i>
04.30 - 05.30	Cont. Assessing Achievement in Community Mobilisation

### DAY TWO

08.30 - 08.45	Recap on Previous Day's Work
08.45 - 09.15	Project Manager's Report Back on Assessment of Progress in Community Mobilisation
09.15 - 10.00	Small Group Discussion on Key Factors Affecting Community Mobilisation
10.00 - 10.30	<i>Tea</i>
10.30 - 12.30	Plenary Report Back and Discussion on Key Factors Affecting Community Mobilisation
12.30 - 02.00	<i>LUNCH</i>
02.00 - 02.30	Explanation on Situation Analysis / VSA
02.30 - 05.30	Practise for Preparation of Participatory Survey Report

### DAY THREE

08.30 - 09.00	Recap on Previous Day's Work
09.00 - 12.30	Small Group Practise on Situation Analysis / VSA
12.30 - 02.00	<i>LUNCH</i>
02.00 - 05.30	Role Play of Whole Village Meeting and Discussion

### DAY FOUR

09.00 - 09.30	Recap on Previous Day's Work
09.30 - 10.30	Action Planning
10.30 - 10.45	<i>Tea</i>
10.45 - 11.45	Knowledge Test
11.45 - 12.15	Workshop Evaluation

**TRAINING MATERIALS**

**Handouts:** Refer back to Handout 1/M1 - Time Table and Expected Outputs of the Community  
Mobilization Process  
1/M3 Checklist for Conducting Situation Analysis / VSA.  
2/M3 An Overview of the Village Participatory Planning Process.

Form ... Request for Technical Assistance



## **SESSION I: DEBRIEFING ON EXPERIENCES IN GROUP ACTIVITIES & PARTICIPATORY SURVEY**

### **OBJECTIVES:**

- to assess the progress of Initial Group Activities and Participatory Survey;
- to identify remedial actions which may need to be taken to overcome problems.

**TIME:** Two hours

### **METHOD:**

- (i) Ask participants to work in groups on a Partner Organisation basis to discuss field experiences and report back. Ask the Project Manager to produce a summary of experience and write it up on newsprint for the Report Back Session. Suggest that the groups consider the following questions:

- What was the response of the Small Group representatives to the Hygiene Education messages?
- Have the Small Group representatives been able to successfully pass on Hygiene Education messages to their Small Groups?
- What Hygiene Education activities are taking place in the villages? How many of the Small Groups are involved in these activities?
- What Community Actions are taking place in the village? How many Small Groups / villagers are involved? What contribution has been made by the villagers? What contribution has been made from the Community Action Fund?
- How did you train the Small Group Representatives / Core Group in each of the steps of the Participatory Survey? Did you experience any difficulties?
- How many Core Group Meetings have been conducted?  
How many of Small Group Representatives are attending Core Group Meetings?
- What stage has been reached in the Participatory Survey:
  - is village mapping complete; how much more work is required?
  - is the household survey complete; how much more work is required?
  - is the survey of water sources complete; how much more work is required?
- If there have been delays, what have been the reasons for the delays?
- When will the Core Group be ready for Situation Analysis and Village Self Assessment?

(ii) **REPORT BACK** Ask the Project Managers to present a summary of the experiences of the CFs. After the Report Back divide the whiteboard into two sections and invite the participants to draw up a list of **KEY LESSONS LEARNED** and **KEY PROBLEMS UNRESOLVED**.

**NOTED**, it is very important that the trainer should make a record of the Key Problems Unresolved to pass onto the DD/CD of CWSPU.

## SESSION II: RECAP: WHAT IS EFFECTIVE COMMUNITY MOBILISATION?

### OBJECTIVES:

To encourage participants to recall:

- the steps in the Community Mobilisation Process;
- the expected outputs of an effective Community Mobilisation Process.

**TIME:** 30 minutes

### METHOD:

- (i) **QUICK BRAINSTORMING** in a **LARGE CIRCLE** (5 mins) to remind participants of the steps in the Community Mobilisation Process; our focus in this workshop is on STEP 6.

STEP 1:	Getting to Know the Community
STEP 2:	Small Group Formation
STEP 3:	Core Group Formation
STEP 4:	Core Group / Small Group Activities:
STEP 5:	Participatory Survey
STEP 6:	Situation Analysis / Village Self Assessment

- (ii) **IN SMALL GROUPS** identify the expected **OUTPUTS** of the Community Mobilisation process.
- (iii) **VERBAL REPORT BACK** from each group. Make sure that the following points are covered:

#### MAJOR OUTPUTS: COMMUNITY MOBILISATION PROCESS

- a strong Core Group/Community Based Organisation (CBO)
- commitment of the people;
- data for planning;
- Request for Technical Assistance.

## SESSION III: CHARACTERISTICS OF MOBILIZATION OUPUTS

### OBJECTIVES:

- To get participants to define the essential characteristics of each output.

**TIME:** 30 minutes

### METHOD:

- i) Take one OUTPUT as an example and explain how to define its essential CHARACTERISTICS. (mini-lecture)

EXAMPLE	
<b>OUTPUT:</b>	Strong Core Group/ CBO
<b>CHARACTERISTICS :</b>	Representative

- ii) Form Small Groups. Ask each group to list the CHARACTEARISTICS for each output and present them on newsprint.
- iii) Organise a report back. Then revise each of the characteristics identified.

Refer the participants back to Handout 1/M1. Make sure that the points on the handout are covered :

## **SESSION IV: INDICATORS FOR ACHIEVEMENT OF COMMUNITY MOBILISATION OUTPUTS**

### **OBJECTIVE:**

To encourage participants to define the indicators for achievement of Community Mobilisation Outputs.

**TIME:** 1 hour 45 minutes

### **METHOD:**

- (i) **EXPLAIN** to the participants how to develop an **INDICATOR**. An indicator is a measurable item which will demonstrate in a practical way that you have achieved your purpose. For example, one of the expected outputs of a CF was the formation of small groups. An indicator for this output, therefore, is the "number of small groups formed" or "100% of village population formed into small groups".
- (ii) Divide into groups of 5-6 participants and ask each group to develop at least two indicators for each of the outputs mentioned in the last session.
- (iii) **REPORT BACK** reviewing each indicator to be sure that it is practical and measurable. Refer to Handout 1/M1 and make sure that all of the indicators have been covered.

## SESSION V: MEANS OF VERIFYING INDICATORS

**OBJECTIVE:**

To assist participants to identify the means for verifying each of the indicators of Mobilisation outputs.

**TIME:**

**METHOD:**

- (i) Give an **EXAMPLE** on how to develop the **MEANS OF VERIFICATION** for two of the above indicators:

INDICATOR	MEANS OF VERIFICATION
90% of community members are willing to contribute in kind and cash to the construction of the WSS	<ul style="list-style-type: none"> <li>● list of contributors</li> <li>● list of materials</li> <li>● Core Group/CBO cash book</li> <li>● bank statement</li> </ul>
50% of the members in each layer of the CBO are women.	<ul style="list-style-type: none"> <li>● list of Core Group/CBO office bearers</li> <li>● records/minutes of meetings</li> <li>● list of women involved in community action</li> </ul>

- (ii) **FORM SMALL GROUPS.** Assign each group 4-5 indicators from the last session and ask them to develop **MEANS OF VERIFICATION** for each indicators.

- (iii) **REPORT BACK**

## SESSION VI: ASSESSING ACHIEVEMENT IN COMMUNITY MOBILISATION

### OBJECTIVE:

To assist participants to assess their own performance in community mobilisation and to identify the factors which have contributed, either positively or negatively to that level of achievement.

**TIME:** 6 hours and 30 minutes

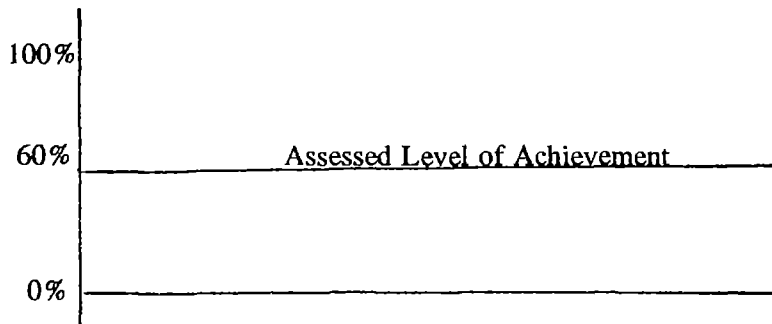
### METHOD:

**Session 6.1 Assessment of Achievement in Community Mobilisation (3 hours)**

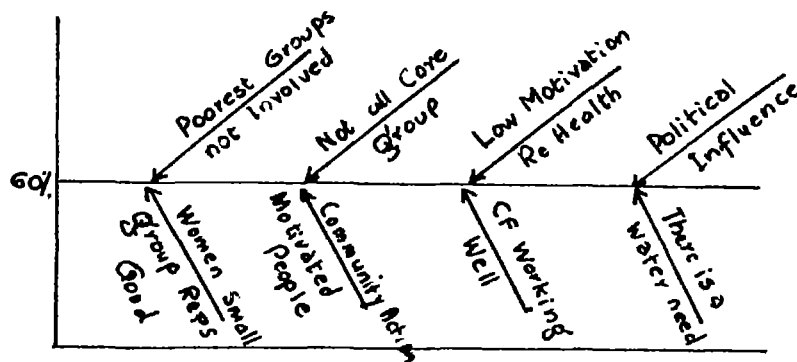
- (i) **BRIEFLY EXPLAIN** to the participants how to do a Factor Analysis of their performance, as outlined below.
- (ii) Ask CFs, **ON AN INDIVIDUAL BASIS** to carry out a Factor Analysis of their work.

## HOW TO DO A FACTOR ANALYSIS

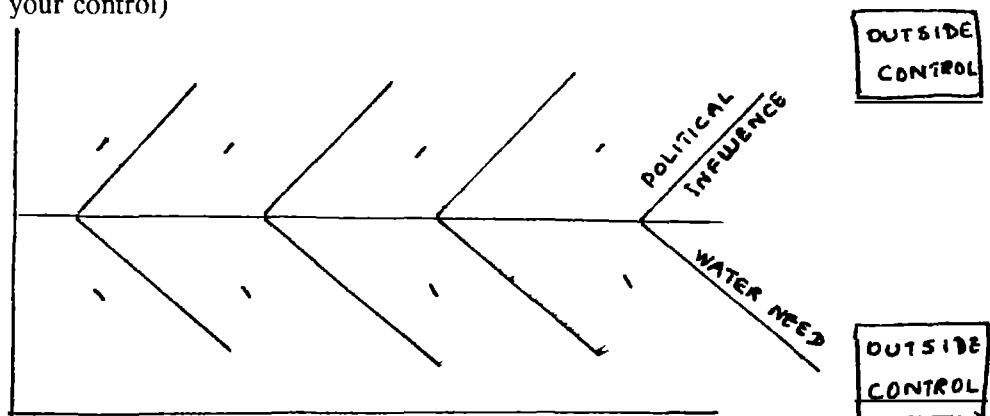
**STEP 1:** Remembering both the expected outputs and the indicators for community mobilisation please make a percentage assessment (out of 100%) of the level of achievement in community mobilisation in your GN area.



**STEP 2:** Now, kindly consider the factors which have influenced the level of achievement in community mobilisation. What are the positive factors - those that have helped achieve that level of community mobilisation? What are the negative factors - those that have prevented achievement of a higher level of community mobilisation?

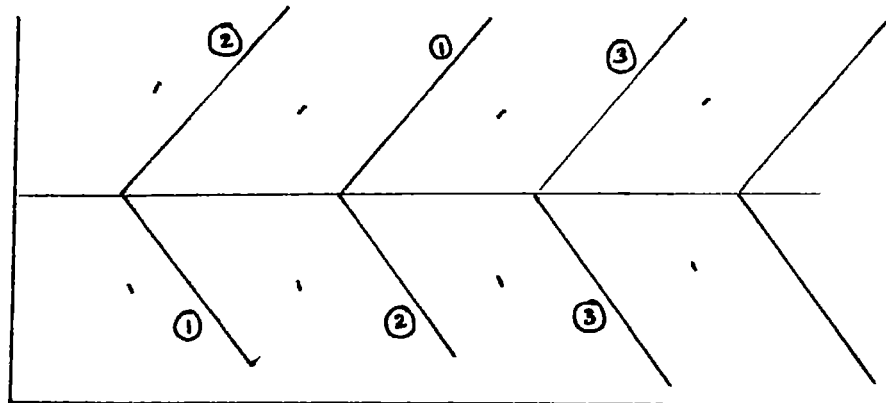


**STEP 3:** Mark the factors which are **INSIDE** your control, that is, things which you have some capacity to influence. ("Political interference", for example, is **OUTSIDE** your control, but "Inadequate knowledge about Hygiene Education" is **INSIDE** your control)





**STEP 4:** Now attach priorities to the factors which are inside your control. Which are the ones which you think are having the biggest influence on the level of achievement in community mobilisation? These factors should be a major focus for your attention over the next few weeks.



**Session 6.2: Project Manager's Report Back (30 minutes)**

- (i) When the CFs have completed this task, ask the Project Managers to sit with the CFs working with their PO in order to **SUMMARISE THE FINDINGS** of their individual performance assessments. The Project Managers should write the summary up on newsprint and report back to the whole group.
- (ii) Specific attention should be given to the **MAJOR FACTORS WHICH ARE NEGATIVELY AFFECTING PROGRESS** in the case of each group of CFs. These should be highlighted by the Trainer.

**Session 6.3 Small / Large Group Discussion of Key Issues (2 hours 45 minutes)**

- (i) The Participants should then be divided into **SMALL GROUPS** to discuss solutions to major negative influences on community mobilisation. Each small group should discuss only **ONE** of these negative factors. Each small group should, ideally, discuss a factor identified by a different group of CFs.
- (ii) **REPORT BACK**
- (iii) Finally, **ADVISE** the participants that at the end of the Situation Analysis / VSA, the CWSPU will be joining with the PO to carry out a Joint Mobilisation Assessment covering the same issues which have been discussed in this Session. The Participants analysis of their own situation will be very helpful in conduct of this Assessment.

## SESSION VII: SITUATION ANALYSIS /VILLAGE SELF ASSESSMENT

**OBJECTIVE:**

To prepare participants to facilitate the conduct of the Situation Analysis and Village Self Assessment and to train the Small Group Representatives / Core Group.

**TIME:** 3 hours and 30 minutes

**MATERIALS:** Handout 1/M3

**METHOD:**

**Session 7.1: Explanation (30 minutes)**

(i) **DRAW the following chart on the board and explain the PURPOSE OF SITUATION ANALYSIS AND VILLAGE SELF ASSESSMENT:**

SITUATION ANALYSIS	PURPOSE	OUTPUT
	1. To analyse the results of the Participatory Survey in order to understand the current water supply and sanitation situation in the village.  2. To discuss potential solutions and preferred options for improved water supply and sanitation.	1. List of potential solutions.  2. Identification of preferred option.

<p><b>VILLAGE SELF ASSESSMENT</b></p>	<p>1. To give the community the opportunity to discuss and decide whether or not they are prepared and committed to take up the following responsibilities:</p> <ul style="list-style-type: none"> <li>• establishment of a CBO to plan and manage the construction of the water supply scheme;</li> <li>• provision of unskilled labour and some local materials for construction;</li> <li>• establishment of Sanitation Savings Fund and proper management of Revolving Loan Fund by CBO;</li> <li>• continuing Hygiene Education Program;</li> <li>• 100% responsibility for on-going operation and maintenance.</li> </ul> <p>2. If the community is prepared to take up these responsibilities, to assist them to prepare a Request for Technical Assistance so that they can start Village Participatory Planning.</p>	<p>1. Written agreement to take up the responsibility.</p> <p>2. Request for Technical Assistance.</p>
---------------------------------------	---	--

(ii) **DISTRIBUTE** Handout 1/M3 and **EXPLAIN** that the Situation Analysis / Village Self Assessment involves **THREE STEPS**:

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Training the Core Group to finalise the Village Map, Household Survey and Water Source Survey and to prepare a Participatory Survey Report for use by the community in the Situation Analysis.</li> <li>2. Conduct of Situation Analysis / VSA by teams of Small Group Representatives on a Village Basis.</li> <li>3. Facilitation of a GN Area Meeting to conduct Situation Analysis / VSA.</li> </ol> |
|--|

## Session 7.2 Small Group Practise Session - Preparation Participatory Survey Report

- (i) In **SMALL GROUPS** organise a **PRACTISE** session for the participants to prepare a Participatory Survey Report. As a basis for the Practise Session use the Village Map, Summary of Household Survey and Summary of Water Resource Survey attached to this Module (Attachment A).

The suggested format for the Participatory Survey Report is contained in this Module (Page 18) however, as this is a report by the Core Group to their own community, they should feel free to prepare the report in whatever form they think suitable.

The CFs should be reminded, however, that the **most important information** for the community and the CWSPU to know is:

- **HOW MANY HOUSEHOLDS HAVE SATISFACTORY WATER SUPPLY AND HOW MANY HOUSEHOLDS DO NOT HAVE SATISFACTORY WATER SUPPLY.**
- **HOW MANY HOUSEHOLDS HAVE LATRINES IN GOOD CONDITION.**
- **HOW MANY HOUSEHOLDS HAVE LATRINES WHICH ARE NOT IN GOOD CONDITION OR IN NEED OF REPAIR.**
- **HOW MANY HOUSEHOLDS DO NOT HAVE LATRINES.**

## PARTICIPATORY SURVEY REPORT FORMAT

1. NAME OF GN DIVISION:
2. GN DIVISION MAP: - Attached -
3. GENERAL INFORMATION:

### 3.1 Household Data:

Village	No. of Households	Population
1.		
2.		
3.		
4.		
5.		

### 3.2 No. of Small Groups:

### 3.3 Institutions:

#### Present Condition of Water Supply & Sanitation in the Institutions:

Institution	Population		Sanitation		Water Supply		
	Resident	Non resident	Toilets	Urinals	Shallow wells	Taps	Tube wells
Educational							
Medical							
Religious							

Source of Data: Participatory Survey - Institution Survey Form

## 4. WATER SUPPLY

### 4.1 Present Condition of Water Supply:

Village	No. of Protected Wells	No. of Unprotected Wells	No. of Pipe Water Schemes	No. of Springs	No. of other Surface Water Sources
1.					
2.					
3.					
4.					
5.					
<b>Total</b>					

4.2 No. of Satisfactory Water Sources:  
(Source of Data: Column 11 of Survey of Water Sources)

4.3 Water Demand:

Village	No. of Houses	No. of houses with satisfactory water supply	No. of houses where water supply needs improvement
1.			
2.			
3.			
4.			
5.			
Total			

Note: Satisfactory Water Source means a water source which is reliable, accessible within 250 meters and used by not more than 4 households (10 in the case of tube wells).  
(Source of Data: Columns 11,12 & 13 of Table, Summary of Survey of Water Sources.)

## 5. SANITATION FACILITIES

Village	No. of houses	No. of houses with good water seal latrines	No. of houses with temporary latrines or with those need major repair	No. of houses without latrines or with pit latrines	No. of houses where latrines need to be constructed	Percentage of H/H requiring construction of Latrines  Col6/Col2 x 100
(1)	(2)	(3)	(4)	(5)	(6) = (4) + (5)	(7)
1.						
2.						
3.						
4.						
5.						
Total						

Note: The Column (6) above should not include the houses planning to build latrines or those building latrines.  
(Source of Data: Column 8 of Household Survey Form.)

### Session 7.3 Situation Analysis / VSA in Small Groups

- (i) Carefully **EXPLAIN** to the participants the questions which should be discussed in Situation Analysis / VSA. These are contained in Handout 1/M3. Write out the questions on the Whiteboard.
- (ii) **IN SMALL GROUPS** ask 2 of the participants from each small group to **PRACTISE** carrying out a **SITUATION ANALYSIS AND VSA** discussion with their small group. Refer the Participants to Handout 1/M3 and to the questions written up on the whiteboard.
- (iii) After the practise session have a **REPORT BACK IN A LARGE GROUP**. Ask the following questions:

"What difficulties did you have in conducting Situation Analysis / VSA in your Small Groups?"

"What knowledge and skills are required by the Small Group Representatives to conduct Situation Analysis / VSA properly?"

"How will you train the Small Group Representatives to carry out this task in the Village?"

Summarise the results to these questions on the whiteboard and make sure that the following points are covered.

- The Participatory Survey Report must be clear, accurate and well presented so that the villagers can understand it easily.
- The Small Group Representatives must be assisted to **PREPARE** the Participatory Survey Report and also to **UNDERSTAND** the Report so that they can discuss it easily with the Small Groups.
- The Small Group Representatives must be trained **IN THE SAME WAY THAT THE PARTICIPANTS THEMSELVES HAVE BEEN TRAINED** by preparing the report together and then practising presentation of the report to the small groups in their village and discussing.

#### 7.3 Role Play of GN Area Meeting (3 hours 30 minutes)

- (i) Then organise a **ROLE PLAY** of a GN Area Meeting, with one participant acting as the CF, 4-5 participants acting as the Core Group and the rest of the participants acting as villagers.

Suggest to the Core Group that they use the Meeting Agenda for Situation Analysis/VSA contained in Handout 1/M3.

Before the Role Play starts, write the following questions on pieces of paper; one question on each piece of paper. Give **ONE** of the questions to each of the participants who are taking the role of villagers and encourage them to ask these questions during the 'Village Meeting'.

## QUESTIONS FOR VILLAGERS

- **ON SITUATION ANALYSIS:**

1. Some of the sources which are proposed to be used for water supply are used by village farmers? If this happens, farmers will face a shortage of water. What do you propose for that?
2. [ To be completed based on Case Study Attachment A ]

- **ON VILLAGE SELF ASSESSMENT:**

1. Why should we establish a CBO? What is the purpose?
2. Why establish a new society? Why not use the existing Death Donation Society?
3. We are really fed up with forming organisations in the village? Is this organisation any different?
4. If we form a CBO what will happen to the Core Group and the CF; will they stop work?
5. Why should we pay anything for the water supply scheme? Why shouldn't we just get the money from the government to construct the scheme?
6. If this CBO is formed only to solve the water and sanitation problem are there any ways to get other problems in the village solved?
7. Some people in the village are very poor. How can we collect money from these people?
8. People don't like to take loans to construct their latrines? Don't you have any type of grant system?
9. Who will control the Sanitation Fund?



- (iii) **STOP THE ROLE PLAY** at various points to discuss how the CF and Core Group is handling the meeting. At the end,

**DEBRIEF** the participants at the completion of the meeting asking:

*"What role did the CF play in the meeting; what tasks did she have to perform?"*

*"What knowledge and skills did she need to be able to perform effectively?"*

*"What role did the Core Group play? What support did they need?"*

*"What were the major lessons learned?"*

- (iv) **FINALLY, EMPHASIZE** that the CF must carefully document the discussion taking place during the Village Meeting in order to assist the Core Group to brief the TO at the beginning of VPP. The CF must also send the signed Request for Technical Assistance to her Project Manager **IMMEDIATELY AFTER THE WHOLE VILLAGE MEETING.**

## HANDOUT 1/M3 : SITUATION ANALYSIS / VSA

### A. CHECKLIST FOR CONDUCTING SITUATION ANALYSIS / VILLAGE SELF ASSESSMENT

- Train the Core Group to finalize the results of the Village Mapping exercise, the Household Survey & the Water Resource Survey and to prepare a report which can be discussed in Village Meetings and a GN Area Meeting.
- Carefully explain to the Small Group Representatives/ Core Group the questions which should be discussed in Situation Analysis / VSA.
- **SUPPORT** the Small Group Representatives / Core Group Members carry out the Situation Analysis / VSA as teams in their villages.
- Make sure that all of the Core Group Members are aware of the date and time set for the GN Area meeting and that they have encouraged all households to attend.
- Prepare an agenda for the GN Area Meeting:
  1. WELCOME AND INTRODUCTIONS
  2. SITUATION ANALYSIS (see page 2 of this Handout)
  3. SUMMARY OF SITUATION ANALYSIS
  4. VILLAGE SELF ASSESSMENT (see page 3 of this Handout)
  5. SUMMARY OF VSA
  6. FORMAL REQUEST FOR TECHNICAL ASSISTANCE
  7. THANKYOU AND GOODBYE
- Meet with the Core Group at least half an hour before the start time for the meeting to make sure that everything is prepared and there are no problems.
- Write a detailed report on the outcome of the GN Area Meeting for use by the Core Group & TO at the start of Village Participatory Planning.

## HANDOUT 1/M3 CONTINUED:

### B. HOW TO CONDUCT SITUATION ANALYSIS:

2.1 Presentation of Village Map

2.2 Presentation of Results - Household Survey

2.3 Presentation of Results - Water Resource Survey

2.4 Discussion on results of Participatory Survey.

- What do the results tell us? How many households do not have access to adequate water supply? What is our specific water problem? Is the water quality bad? Not enough water? Water too far away?
- What is the situation with regard to sanitation? How many households do not have latrines or have latrines which need repair and upgrading?

2.5 Discussion on Potential Water Supply Solutions:

- What is the best way to solve our water problem?
- What is the solution which will best meet the needs of all people who share a water problem in the village?
- What kind of technical assistance does the community need to solve this problem?

2.6 Discussion on Environmental Problems:

- Is the water source polluted? What can be done?

2.7 Discussion on Sanitation Solutions:

- If sanitation is a problem, what is the specific problem? What is the best way to solve this problem?

**HANDOUT 1/M3 CONTINUED:**

**C. HOW TO CONDUCT VILLAGE SELF ASSESSMENT:**

- 3.1 Previous Experience in Water Supply & Sanitation Development Schemes:
- Has the village tried to develop WSS schemes before? What were the problems? What is the best way to overcome past problems in planning and constructing your own water supply scheme?
- 3.2 Willingness to Establish a Community Based Organisation to Manage WSS:
- What is the best way for the community to manage planning and arrangements for the development of water supply and sanitation and to take ownership of the water supply scheme when it is completed?
    - through an existing CBO? which one?
    - through formation of a new CBO?
- 3.3 Willingness to Contribute for Construction:
- Is the community willing to contribute unskilled labour and some local materials to the cost of construction of your water supply scheme? How do you think community contributions should be organised? Should all pay the same for basic service? What if some want a higher level of service?
- 3.4 Willingness to Take Total Responsibility for Operation & Maintenance:
- Are you willing to take 100% responsibility for operation and maintenance of the water supply scheme once it is constructed? How would you organise that?

## HANDOUT 1/M3 CONTINUED:

### C. HOW TO CONDUCT VILLAGE SELF ASSESSMENT continued:

#### 3.5 Community Interest in Sanitation Revolving Loan Scheme:

- The CWSSP can provide up to Three Forth of the total estimated cost of a Village Sanitation Plan. These funds can then be loaned out to villagers who wish to build toilets. Maximum loan amount is Rs. 3000/-. When the funds are repaid they can belong to the CBO and can be used for other purposes such as O&M, income generating activities etc. Very poor repay only 25% of their loan amount
  - inorder to receive funds.
  - the CBO must be registered;
  - the CBO must have commenced a hygiene education program; and
  - a Sanitation Savings Fund/Account must be established in the name of the CBO.
  - Individual households must pay Rs. 250/- towards the Sanitation Fund to be eligible to receive the loans.
  
- Is the community interested in taking advantage of this Revolving Loan Fund?  
Who should benefit first from the Revolving Loan Fund?

#### 3.6 Willingness to Take Responsibility for Hygiene Education Program:

- The Core Group has been promoting a number of hygiene education messages in the community and small groups have been carrying out hygiene education activities.
  
- Is the community willing for the Core Group / CBO to take responsibility for continuing these activities throughout VPP, construction and thereafter?

#### 3.7 Request for Technical Assistance:

- Is the community ready to make a Formal Request for Technical Assistance so that Village Participatory Planning can start?

**HANDOUT 1/M3 CONTINUED:**

**D. HOW TO PREPARE REPORT ON SITUATION ANALYSIS / VSA:**

- The Situation Analysis / VSA Report is very important. It is used by the Core Group to instruct the Technical Officer at the beginning of VPP.
- The CF must help the Core Group to prepare the Situation Analysis / VSA Report properly.
- The Situation Analysis / VSA Report contains the following:
  - (i) Participatory Survey Report
  - (ii) Record of discussions held during Situation Analysis, particularly noting:
    - discussion on Participatory Survey results;
    - discussion on potential water supply solutions **and preferred option**;
    - discussion on environmental problems;
    - discussion on sanitation solutions.
  - (iii) Record of discussions held during VSA indicating:
    - community willingness to establish a community based organization to take up responsibility;
    - willingness to contribute for construction;
    - willingness to take responsibility for O. & M.;
    - interest in developing a Sanitation Program;
    - interest in developing a Hygiene Education Program and written Request for Technical Assistance so that Village Participatory Planning can start.

written Request for Technical Assistance.

## SITUATION ANALYSIS/VSA REPORT

This Report should be prepared by the CF with participation of the Core Group. It should represent a fair summary of the Results of the Participatory Survey and the discussions held during the Situation Analysis and the Village Self Assessment.

### 1. GENERAL INFORMATION

1.1 District:

1.2 Divisional Secretary's Division:

1.3 GN Division:

1.4 Name of Villages: 1.  
2.  
3.  
4.  
5.

1.5 Closest Town:

1.6 Distance from GN Division to closest town:

1.7 Partner Organization :

1.8 GN Area Map attached :

## 2. RESULTS OF THE PARTICIPATORY SURVEY

### 2.1 Household Data

Village	No. of Households	Population
1.		
2.		
3.		
4.		
5.		

### 2.2 No. of small groups

### 2.3 Institutions: Data

Present Condition of Water Supply & Sanitation in the Institutions:

Institution	Population		Sanitation		Water Supply		
	Resident	Non resident	Toilets	Urinals	Shallo w wells	Taps	Tube wells
Educational							
Medical							
Religious							

Source of Data: Participatory Survey - Institution Survey Form

### 2.4 Water Supply

Present Condition of Water Supply :

Village	No. of Protected Wells	No. of Unprotected Wells	No. of Pipe Water Schemes	No. of Springs	No. of Surface Water Source
1.					
2.					
3.					
4.					
5.					
Total					

No. of Satisfactory Water Sources:

(Source of Data: Column 10 of Survey of Water Sources)



## 2.5 Water Demand:

Village	No. of Houses	No. of houses with satisfactory water supply	No. of houses where water supply needs improvement
1.			
2.			
3.			
4.			
5.			
Total			

Note: Satisfactory Water Source means a water source which is reliable, accessible within 250 meters and used by not more than 4 households (10 in the case of tube wells).

(Source of Data: Columns 11, 12 & 13 of Table, Summary of Survey of Water Sources.)

## 2.6 Sanitation Facilities

Village	No. of houses	No. of houses with good water seal latrines	No. of houses with temporary latrines or with those need major repair	No. of houses without latrines or with pit latrines	No. of houses where latrines need to be constructed	Percentage of H/H requiring construction of Latrines $\text{Col6/Col2} \times 100$
(1)	(2)	(3)	(4)	(5)	(6) = (4) + (5)	(7)
1.						
2.						
3.						
4.						
5.						
Total						

Note: The Column (6) above should not include the houses planning to build latrines or those building latrines.

(Source of Data: Column 8 of Household Survey Form.)

**3. RESULTS OF THE SITUATION ANALYSIS :**

**3.1 Discussion on Results of the Participatory Survey:**

What do the results tell us ? What is our specific water problem ? Is the water quality bad? Not enough water ? Water too far away ?

What is the situation with regard to sanitation ?

**3.2 Discussion on Potential Water Supply Solutions:**

What is the best way to solve our water problem ? What is the solution which will best meet the needs of all people who share a water problem in the village ? What kind of technical assistance does the community need to solve this problem ?

**3.3 Discussion on Environmental Problems:**

Is the water source polluted ? What can be done ?

**3.4 Discussion on Sanitation Solutions ?**

If sanitation is a problem, what is the specific problem ? What is the best way to solve this problem ?

#### **4. RESULTS OF THE VILLAGE SELF ASSESSMENT**

##### **4.1 Willingness to Establish a Community Based Organization to Manage WSS:**

What is the best way for the community to manage planning and arrangements for the development of water supply and sanitation and to take ownership of the water supply scheme when it is completed ?

##### **4.2 Willingness to Contribute for Construction :**

Is the community willing to contribute unskilled and some local materials to the cost of construction of your water supply scheme ? How do you think community contributions should be organized ? Should all pay the same for basic service ? What if some want a higher level of service ?

##### **4.3 Willingness to take Total Responsibility for Operation and Maintenance ?**

Are you willing to take 100% responsibility for operation and maintenance of the water supply scheme once it is constructed ? How would you organise that ?

4.4 Community Interest in Sanitation Revolving Loan Scheme :

Is the community interested in taking advantage of the Revolving Loan Fund ? Who should benefit first from the Revolving Loan Fund ?

4.5 Willingness to take Responsibility for Hygiene Education Program :

Is the community willing for the Core Group/CBO to take responsibility for continuing these activities throughout VPP, construction and thereafter ?

4.6 Request for Technical Assistance:

Is the community ready to make a Formal Request for Technical Assistance so that Village Participatory Planning can start ?

**SAMPLE FORM**

**REQEUST FOR TECHNICAL SUPPORT**

PO Manager

.....  
.....

We the members of ..... ,  
Community Based Organization have decided to proceed ahead with the  
Community Water Supply & Sanitation Project in our village. We submit  
herewith the village self assessment/analysis report containing the finding and  
reset of the participatory survey carried out by us.

Please provide us with technical support to prepare a Project Proposal for  
implementation of Water Supply & Sanitation Facilities in our GN Area.

Yours faithfully,

.....

Chairman

.....

Secretary

.....

(CBO)

Date : .....

**Annexures**

1. Participatory Syrvey Report/Village Self Assessment Report
2. Name list of CBO members participated the Village Self Assessment/Situation Analysis.

## SESSION VIII: NEXT STEPS IN THE PROJECT DEVELOPMENT PHASE

### OBJECTIVE:

To make the CFs familiar with the basic steps in the VPP.

**TIME:** 15 Minutes

**MATERIALS:** Handout 2/M3

### METHOD:

- (i) **EXPLAIN** to the participants that as soon as the Situation Analysis / VSA has been completed and the Request for Technical Assistance has been prepared, then the community will be ready to proceed to Village Participatory Planning. **BEFORE THAT HAPPENS** the CFs will be brought back for further training. However, at this stage it is valuable for the CFs to understand the basic steps in the VPP. Write the following up on the Board.

## **HANDOUT 2/M3 : AN OVERVIEW OF VILLAGE PARTICIPATORY PLANNING**

### **STAGE ONE: INITIAL INVESTIGATION OF OPTIONS**

**STEP 1** The process **STARTS** with a Core Group Meeting to explain to the Technical Officer about the results of the Situation Analysis / VSA.

The CF facilitates the meeting and helps the community to develop a workplan as to how they will conduct the VPP. Most importantly, the CF will help the villagers to work out how they will keep informed during the VPP and who will attend meetings to make decisions.

During this meeting, the CF will also discuss Hygiene Education during VPP and explain how the community can get funds from CWSPU for sanitation improvements.

**STEP 2** The TO investigates the potential water sources which the community wants.

The TO Reports to the community on the results of the investigation in terms of quality, quantity, nearness and estimated cost.

**STEP 3** A Whole GN Area Meeting is conducted where the whole community discusses the TO report and **THE COMMUNITY DECIDES** which options they would like studied in greater detail.

### **STAGE TWO: FEASIBILITY STUDIES ON OPTIONS**

**STEP 4** The Core Group instructs the TO on the selected options. The TO carries out a more detailed study of the options which the community is really interested in and provides a detailed report to the community.

**STEP 5** A Whole GN Area Meeting is conducted where the whole community discuss the TO report and decide which water supply scheme they want.

**STEP 6** During the same GN Area Meeting, the CF assists the community to discuss why a CBO is needed, to develop a constitution, to elect office bearers and to prepare an Action Plan to set up an effective operating system and to seek registration with the CWSPU.

## HANDOUT 2/M3 : CONT.

### STAGE THREE: FINAL DESIGN OF WATER SUPPLY SCHEME

- STEP 7** The CBO Committee instructs the TO on the final option selected by the community. The TO carries out work on the Final Design of the Water Supply Scheme.
- STEP 8** WHOLE GN AREA MEETING to endorse the Final Design and to request the PO to produce a proposal for funding by the CWSPU.
- STEP 9** PO produces Community Proposal
- STEP 10** CBO endorses Community Proposal.

### WHAT FINANCIAL CONTRIBUTION DOES CWSPU MAKE TO WATER SUPPLY?

Communities must be prepared to contribute all of the unskilled labour and some local materials required for construction and take total and permanent responsibility for operation and maintenance. For expensive schemes the community may need to make some cash contribution if they want to go ahead with the scheme.

Under the CWSSP the government will contribute to the cost of construction of a water supply scheme up to an amount of Rs. 5,390 per household. (This amount may be subjected to change according to inflation).

### IS THERE ANYTHING THAT THE CWSPU WILL NOT FUND?

The CWSPU will not normally approve schemes involving :

- **PUMPING EQUIPMENT AND WATER TREATMENT** as these schemes are very difficult for communities to operate and maintain by themselves;
- **UNSAFE WATER SOURCES** where villagers, animals or farming activities are polluting the river upstream of the area proposed for a water supply scheme.



## SESSION IX: ACTION PLANNING

**OBJECTIVE:**

To help the participants plan their activities during Situation Analysis / VSA.  
 To help the participants to monitor the progress of their activities in the village.

**TIME:** 1 hour

**METHOD:**

- (i) Form the participants **INTO PAIRS** and encourage them to **PRACTISE** developing an Action Plan for the next three weeks. Draw the following timetable up on the Whiteboard. Then, introduce the action plan and progress assessment form in Final Mobilization. Ask them to use the form to plan their activities according to the performance expected during the 11,12, 13 weeks.

Community Mobilization Process Time Table													Village Participatory Planning
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	
Training Course Orientation & Initial Comm. Mob.		<ul style="list-style-type: none"> <li>• Getting to know the community</li> <li>• Small Group Formation</li> </ul>			Training Course Interim Mobilization Phase		<ul style="list-style-type: none"> <li>• Initial group Activities:                             <ul style="list-style-type: none"> <li>- Hygiene Education Action</li> <li>-Community Action</li> </ul> </li> <li>• Participatory Survey</li> </ul>			Training Course : Final Mobilization		<ul style="list-style-type: none"> <li>• Village Self Analysis</li> <li>• First Joint Mobilization Assessment</li> </ul>	

- (ii) **REMIND THE PARTICIPANTS** that in the first week back in the village (week 11 since the first entry into the village) they should conduct their third Core Group Meeting to train the Small Group Representatives in preparation of the Participatory Survey Report and conduct of the Situation Analysis / VSA.
- (iii) **REPORT BACK** and check to see how many participants have planned to **PROVIDE SUPPORT TO SMALL GROUPS** after the Core Group Meeting in conduct of the Situation Analysis / VSA. Emphasize the importance of this support in helping Small Groups to carry out their activities effectively.
- (iv) Finally, **ADVISE THE PARTICIPANTS** that when they come back for training in three weeks time they will be learning how to facilitate the conduct of the Village Participatory Planning process.

## Action Plan and Progress Assessment in Final Mobilization

GN Area : .....

Time Period : 3 Weeks from ..... to .....

Small Groups	Date Core Group Trained in VSA	Dates of VSA conducted in Small Groups Level	Date of VSA conducted in Village Level	Dates of VSA conducted in GN Area	Date RTS submitted to Project Manager

Name/Signature of the CF .....

Date : .....

## **SESSION X: KNOWLEDGE TEST**

### **OBJECTIVE:**

To test participants understanding of the basic Situation Analysis/VSA.

**TIME:** 1 hour and 30 minutes.

**MATERIALS:** Knowledge test and answer sheet

### **METHOD:**

Administer the test. Afterwards mark the answer sheets with participant's help. (Participants to mark each other's pages) Then go over each question with participants. At the end collect participants' answer sheets back so that you can record their marks and identify those questions which were poorly answered. These records should be forwarded to the DD/CD of CWSPU.

## KNOWLEDGE TEST

*Circle the best answer out of following*

- 1) Village level Situation Analysis/VSA is conducted by the
  1. Core group members
  2. CF
  3. Projects Manager
  4. Technical Officer
  5. Villagers of whole GN Area
  
- 2) Situation Analysis / VSA is done at
  1. Small Group
  2. Village Level
  3. Projects Manager
  4. Two or three small groups together
  
- 3) The CFs main role during Situation Analysis / VSA is:
  1. Training and facilitation of core group members to conduct Situation Analysis/VSA
  2. Conduct of Situation Analysis/VSA with the help of core group, members
  3. Training Core group members to conduct SA/VSA
  4. Observe how SA/VSA is being conducted
  
- 4) The main objectives of situation analysis is
  1. Assess the existing water & sanitation availability in the village, discuss potential solutions
  2. Assess whether the villagers are ready to proceed to village participatory planning
  3. Answer 1 and 2
  4. Assess whether the villagers can contribute cash for construction
  
- 5) What would be the indication of people's readiness to proceed to VPP :
  1. Commitment to form CBO, contribute to construction & O & M and take responsibility for hygiene education and sanitation programme
  2. Systematic gathering of Data in Water & Sanitation
  3. Request for technical assistance
  4. Preparation of good village map

- 6) Which of the following is NOT included in Situation Analysis
1. Finalization of village map, household and water source surveys and preparation of the participatory survey report
  2. Organization of GN Area meeting to discuss about the potential water schemes
  3. Discussion on Sanitation Coverage at village level
  4. Discussion on community contribution to construction
- 7) In Formation of CBO
1. All core group members are automatically elected to the CBO Committee.
  2. Core group members stated by the CF are CBO Committee members
  3. Villagers have the right to decide on election of the CBO committee
  4. Traditional leaders automatically become CBO committee
- 8) Number of subjects to be covered in village. Self assessment prior to request for technical assistance is
1. 6 Subjects
  2. 5 Subjects
  3. 3 Subjects
  4. 10 Subjects
- 9) The participatory planning is completed in
1. 4 Steps
  2. 10 Steps
  3. 5 Steps
  4. 2 Village Meetings

**Underline the correct answers**

- 10) Community mobilization is carried out in the villages even though the strong CBOs are existing already.
- True or false
- 11) It is compulsory to contribute to sanitation revolving fund in order to receive loan
- True or false

12) VPP process will start after 13 weeks as indicated in the project time table, if mobilization is assessed as effective.

True or false

13) There is no other way of assessing outputs without setting up indicators

True or false

14) Write the 3 characteristics of strong CBO

1. ....
2. ....
3. ....

15) How can you prove that the commitment level of villagers is satisfactory. Give 2 reasons

1. ....
2. ....

16) List out the 6 questions covered in village self assessment

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

## Correct Answers to Knowledge Test

Q	A
1	5
2	3
3	1
4	1
5	1
6	4
7	3
8	1
9	2
10	True
11	False [The CBO decides]
12	True
13	True
14	<ul style="list-style-type: none"><li>• Democratic/Representative</li><li>• Involves women/poor</li><li>• Free from domination of village elite</li></ul>
15	<ul style="list-style-type: none"><li>• Community contribution</li><li>• Involvement in whole GN area meetings</li></ul>
16	<ul style="list-style-type: none"><li>• Previous experience in WSS</li><li>• Willingness to establish CBO</li><li>• " " contribute for construction</li><li>• Willingness to take responsibility for O&amp;M</li><li>• Interest in Sanitation Revolving Fund.</li><li>• Willingness to take responsibility for Hygiene Education</li></ul>

## SESSION XI: WORKSHOP EVALUATION

### OBJECTIVE:

To get participants' feedback on the usefulness of the workshop for their work.

**TIME:** 30 minutes.

**MATERIALS:** Evaluation Form

### METHOD:

#### 1. Individual Assessment (10 minutes)

Hand over Evaluation Forms and ask participants to complete them. The Evaluation Form is given on the following page.

#### 2. Group Assessment (20 minutes)

Divide into groups. Ask each group to discuss:

- *What did you like most about the workshop?*
- *What did you dislike most about the workshop?*
- *What worries or concerns do you still have about the work ahead?*

Organise a report back. Make sure you have addressed the worries and concerns of participants before they leave.



### Evaluation Form

1. Indicate to what extent the workshop gave you a good understanding of

- |   |  | <b>Good</b>              | <b>Fair</b>              | <b>Poor</b>              |
|---|--|--------------------------|--------------------------|--------------------------|
| ○ | Expected output during final mobilization period                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ | characteristics and indicators of outputs expected during Mobilization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ | Means of verifying indicators  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ | Assessment of achievement  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ | Situation analysis   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ | Village self assessment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. What are the 3 things you liked most about the workshop ?

3. What are the 3 things you disliked most about the workshop ?

4. To what extent were you satisfied with

- |                              | <b>Good</b>              | <b>Fair</b>              | <b>Poor</b>              |
|------------------------------|--------------------------|--------------------------|--------------------------|
| ○ Trainer No. 1 (Name .....) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Trainer No. 2 (Name .....) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Trainer No. 3 (Name .....) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Accomodation               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Food                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1

