

# MOBILISATION GUIDELINES



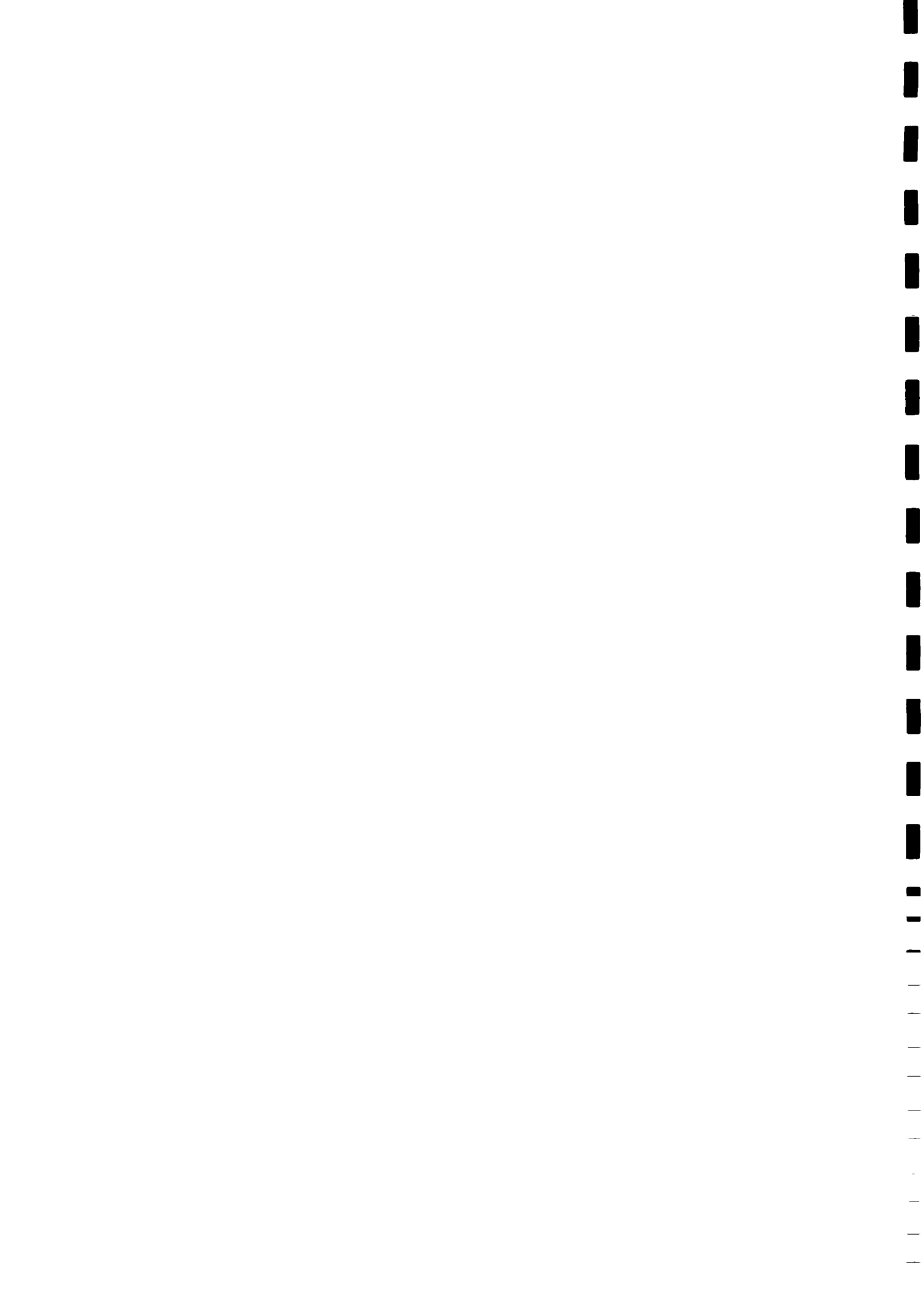
**FOR FIELD STAFF AT DISTRICT, COUNTY AND  
SUBCOUNTY LEVELS**

October, 1997



MGM / 10 / 97 / 001

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# Introduction

*These Guidelines replace the Community Participation Guidelines of July 1996. They cover many of the activities of field staff at District, County and Sub-County levels. Their purpose is to assist field personnel in planning, implementing, monitoring and following up hygiene, sanitation and water activities involving the communities and schools. They should not be followed rigidly. Field staff should adapt them where necessary to deal with particular situations.*

*The activities carried out at community level are the most important ones upon which the success of the whole project is based. All community members and school communities are expected to participate actively **Special action should be taken to ensure a high level of involvement of women and marginalized groups.** Activities such as Drama and campaigns, are used to support mobilization activities especially in respect to sanitation and hygiene; and operation and maintenance of water sources.*

*Community participation allows/ensures that users have a meaningful say in what activities should be carried out in their area and how they should be implemented. This in turn promotes a sense of ownership by the community of their improved water and sanitation facilities, change in attitude, behaviour and development of capacity at all levels.*

*The field staff are the facilitators of this participation and it is up to them to assist the communities in making well informed choices. Often new activities require information and knowledge that is not readily available at community level. Field staff, having been trained, possess this knowledge and a most important task is also to pass it on to the communities.*



## HOW TO USE THE GUIDELINES

The Guidelines describe a series of steps, each step to be carried out in succession of the previous one. The Guidelines are to be used with other training guides, manuals and materials, and adjusted to meet prevailing circumstances by individual field staff members.

Some of the follow-up activities described are further detailed in other more specific guidelines. Follow-up is one of the back-bones in an efficient organisation and cannot be overstressed. It is important that all staff take part in this task.

The District Management Team (DMT) is responsible for implementing, supervising and monitoring of all the activities. Support from the project office is provided on request.

**Mobilisers will be expected to prepare work-plans, and to write and submit monthly reports on the activities carried out to the district, with copy to the LC III Council and Sub-County Chief, and/or to the ACAO i/c County.**

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# District Level



# **Guideline 1.1**

## **District Inception Workshop.**

**Purpose:**

To Introduce the Project to the District.

**Activities:**

To involve the District Management Team, and selected political leaders in redefining project objectives and principles from the District standpoint.



To carry out a Strength, Weaknesses, Opportunity and Threat (SWOT) analysis of the water and sanitation situation in the District.

To review the number and order of activities. To review and revise the District plan and budget, and the Letter of Understanding.

To decide which committee will coordinate the water and sanitation activities in the District.



**Responsible:**

Project Office

**Participants:**

DMT Members, LC V Chairman, LC V Women's Representative, Chairpersons of Committees of the District Council responsible for water, education and health.

**Project Representation:**

Project Coordinator, Heads of All Sections, Mobilisation Officers.

**Materials:**

Butcher Paper, Manila, Notepads and pens, Marker pens, Masking tape.

**General information materials:**

Maps, Project Document, Mobilisers Guidelines, Draft District Plan and Budget, Draft Letter of Understanding, List of Activities to be carried out under the Project.

**Documentation:**

Integrated Implementation Strategy, Levelling of Aims and Objectives, Revised Plan and Budget, Final version LOU, List of participants by gender.



## **Guideline 1.2**

### **District Local Council Seminar:**

#### **Purpose:**

To involve the District Local Council in planning and implementing the Project.

#### **Activities:**

To carry out a SWOT analysis of the status of water and sanitation in the District.

To review Project objectives and principles and relate to District objectives.

To list and integrate Project activities

To establish criteria for allocation of water units to sub-counties.

#### **Responsible:**

DMT supported.

#### **Participants:**

DLC Councillors, Members of Parliament, District Heads of Departments.

#### **Materials:**

Butcher Paper, Manila, Notepads and pens, Marker pens, Masking tape.

#### **General information materials:**

Maps, RUWASA Brochure, List of Project Activities

#### **Documentation:**

Criteria for Water Units (WU) allocation to Sub-Counties, List of those present by Gender.

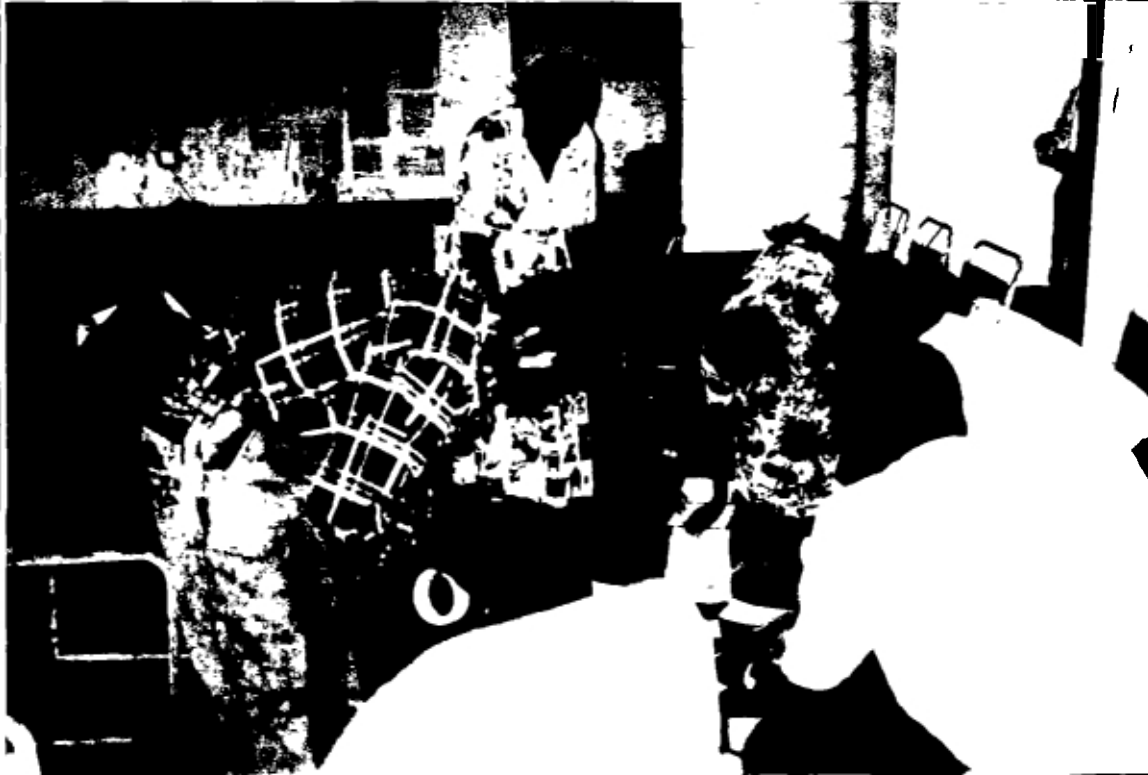


## **Guideline 1.3**

### **Orientation Seminar for the District Management Team**

#### **Purpose:**

To equip participants with knowledge and skills of mobilisation based on participatory approaches (PRA/SARAR).



To enable participants see the need for and appreciate the importance of information management for water and sanitation in the district.

To define clear roles and responsibilities of the different actors.

#### **Activities:**

Community mobilisation and participation, Hygiene and Sanitation, Communication Techniques, Construction activities, Monitoring and evaluation, Roles and responsibilities.





**Responsible:**

Project Office/Training Specialist.

**Participants:**

District Management Team Members.

**Project Representation:**

Heads of Sections/Mobilisation Officers.

**Materials:**

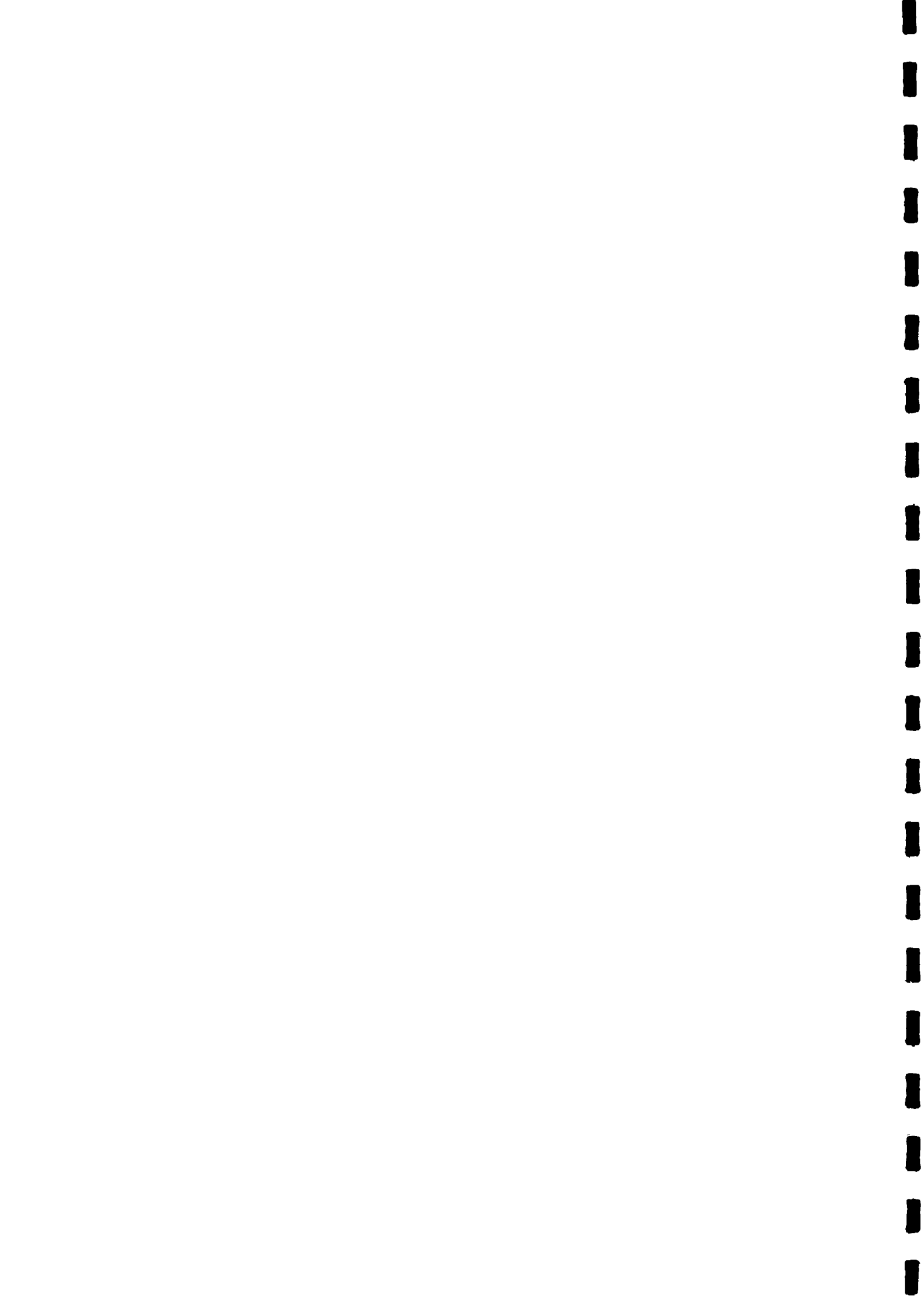
Butcher Paper, Manila, Notepads and pens, Marker pens, Masking tape.

**General information materials.**

Relevant information booklets and current status findings , Training guides for manual and guide.

**Documentation:**

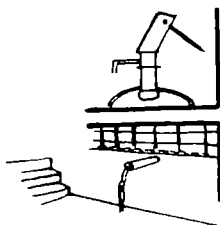
A joint action plan for programme activities. This will include dates for follow up meetings. **Follow up meetings will be held regularly for planning and programme evaluation.** List of participants by gender.



THE OBJECTIVE OF THE PROJECT IS TO ACHIEVE THE PROPER MIX OF HARDWARE AND SOFTWARE TO MEET THE IDENTIFIED COMMUNITY / BENEFICIARY NEEDS

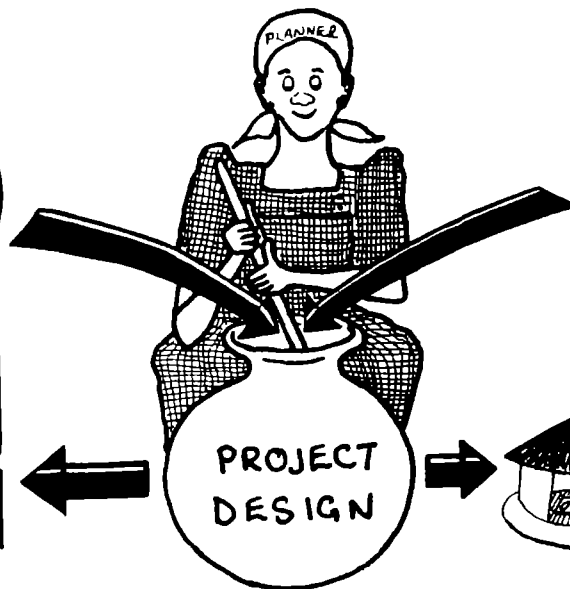
### HARDWARE

- PUMPS
- PIPES
- CEMENT ETC



### SOFTWARE

- TRAINING PROGRAMMES
- HYGIENE EDUCATION & PARTICIPATION
- LOCAL INSTITUTION



### BEHAVIOR CHANGE

IT IS VERY IMPORTANT FOR THE PLANNERS AND FACILITATORS TO MAINTAIN A RESPECTFUL ATTITUDE DURING VISITS TO THE COMMUNITY



# Sub-county Level

## **Guideline 2.1**

### **Introductory Seminar for LC III Council**

#### **Purpose:**

Create awareness of the existence of RUWASA Phase II in the sub-county.

Enable participants to identify their roles and responsibilities in the water and sanitation sector in the sub-county.

Review the experiences of the water and sanitation sector in the sub-county.

Agree Title and Membership of Coordinating Committee

#### **Activities:**

Discuss methods of implementation of RUWASA activities. Carry out SWOT analysis on water and sanitation. Review Project Aims, Objectives and Principles. Carry out Integration of Project Activities. Determine Parish WU Allocation Criteria. Discuss Community Contribution Guidelines.

#### **Responsible:**

DMT Members

#### **Participants:**

LC III Council members, Sub-county Chief, Headmasters, Social Mobilisers.

#### **Materials:**

Butcher Paper, Manila, Paper and pens, Marker pens, Masking tape.

#### **General information materials:**

Maps, Community Contribution Guidelines, RUWASA Training manual, List of Sub-County Level Project Activities.

#### **Documentation:**

Date for training the approved coordination committee. Date for deciding Parish WU Allocations. List of participants by gender.

**N.B. The activities that follow can run concurrently that is; community hygiene, sanitation and water, school hygiene and sanitation and health unit sanitation and water.**



## **Guideline 2.2**

### **Seminar for LCIII Coordinating Committee.**

#### **Purpose:**

To sensitize participants about project aims, objectives and principles.

To train participants in their roles and responsibilities as members of the Sub-County Coordinating Committee.

To discuss and plan for the implementation of water, sanitation and hygiene activities in the Sub-county.

#### **Activities:**

- (a) Review the current status of water and sanitation related diseases, institutional and household sanitation and hygiene behaviour and water sources in the Sub-county (including rain water harvesting).







- (b) Discuss the role of the Project in improving the present situation.
- (c) Discuss the selection of Community Health Workers.
- (d) Review operation and maintenance of water sources.
- (e) Discuss guidelines for the choice of suitable candidates for the post of pump mechanic, sanplat dealer and spare parts dealers. where applicable), and decide on date for their selection.
- (f) Discuss the duties and responsibilities of the coordinating committee and how to involve the community.

**Responsible:**

DMT

**Participants:**

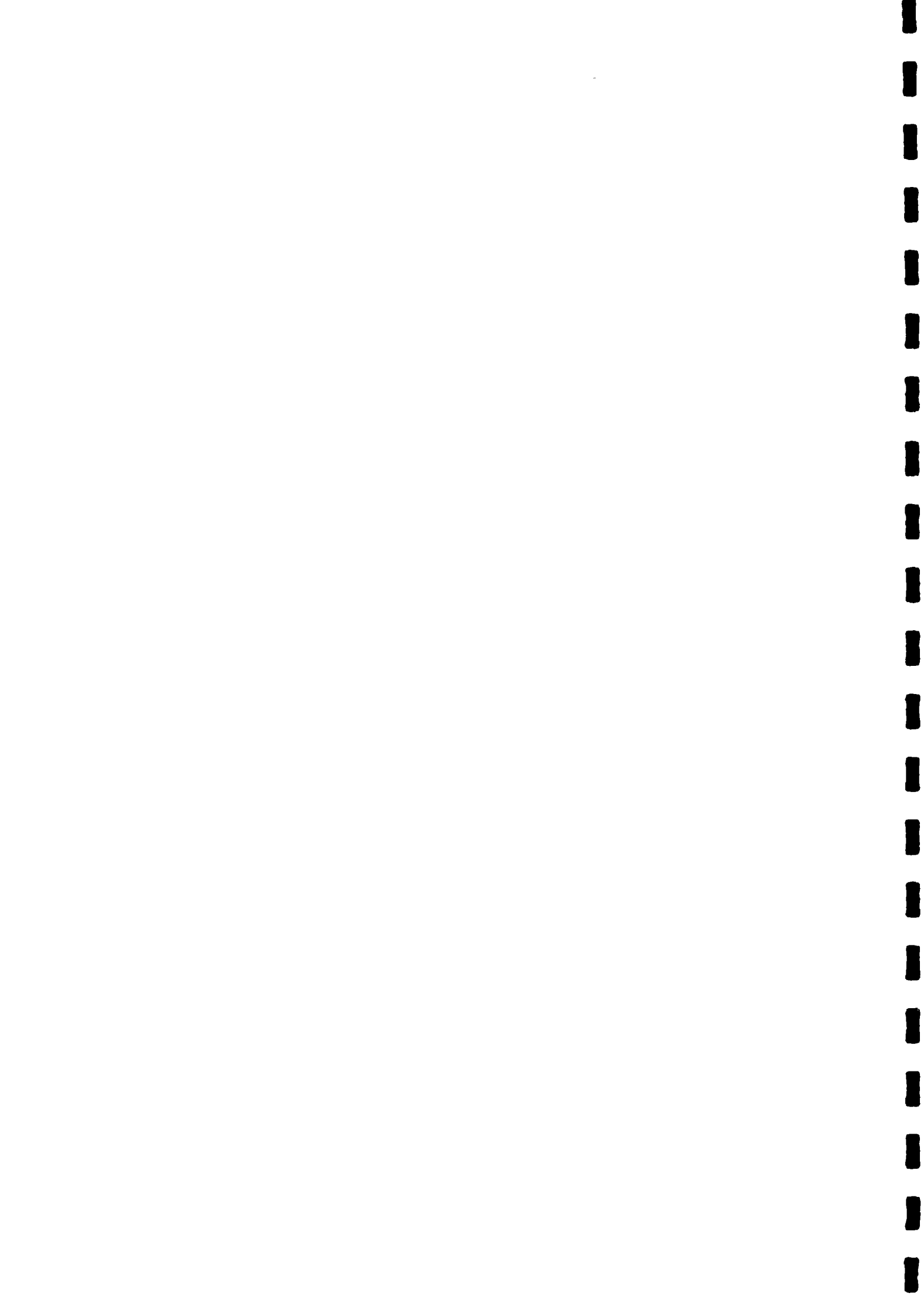
Members of the Coordinating Committee, Sub-county Chief, LCIII Secretary for Women and 2 other members of LC3 Executive.

**Materials:**

Butcher paper, Market pens, Paper and pens, Manila card, RUWASA training manual.

**Documentation:**

A joint Action plan for the implementation of water and sanitation activities. Date for selection HPM and spare parts dealer (if necessary). Suggested dates for LC2 meetings. List of participants by gender.



## **Guideline 2.3**

### **Meeting of LC III Council to Agree Allocation of Water Units to Parishes.**

#### **Purpose:**

To agree WU allocations to Parishes ( LC II )

#### **Activities:**

Review Sub-County Allocation Criteria.

Review technical options.

Review existing water supply situation,

#### **Responsible:**

DMT.

#### **Present:**

Sub-County Executive Committee.

Sub-County Coordinating Committee.

Representatives of all Parishes.

#### **Materials:**

Butcher paper, Marker pens, Manila card, RUWASA Training manual, Paper and pens, Maps, Population information, Technical reports.

#### **Documentation:**

Provisional allocation to Parishes.

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# Community Hygiene Sanitation and Water

## Guideline: 2.4

### Training for sub-county coordinating committee (SCC)

#### Purpose:

Enable the SCC to provide support to the user communities in Operation and Maintenance of water sources.

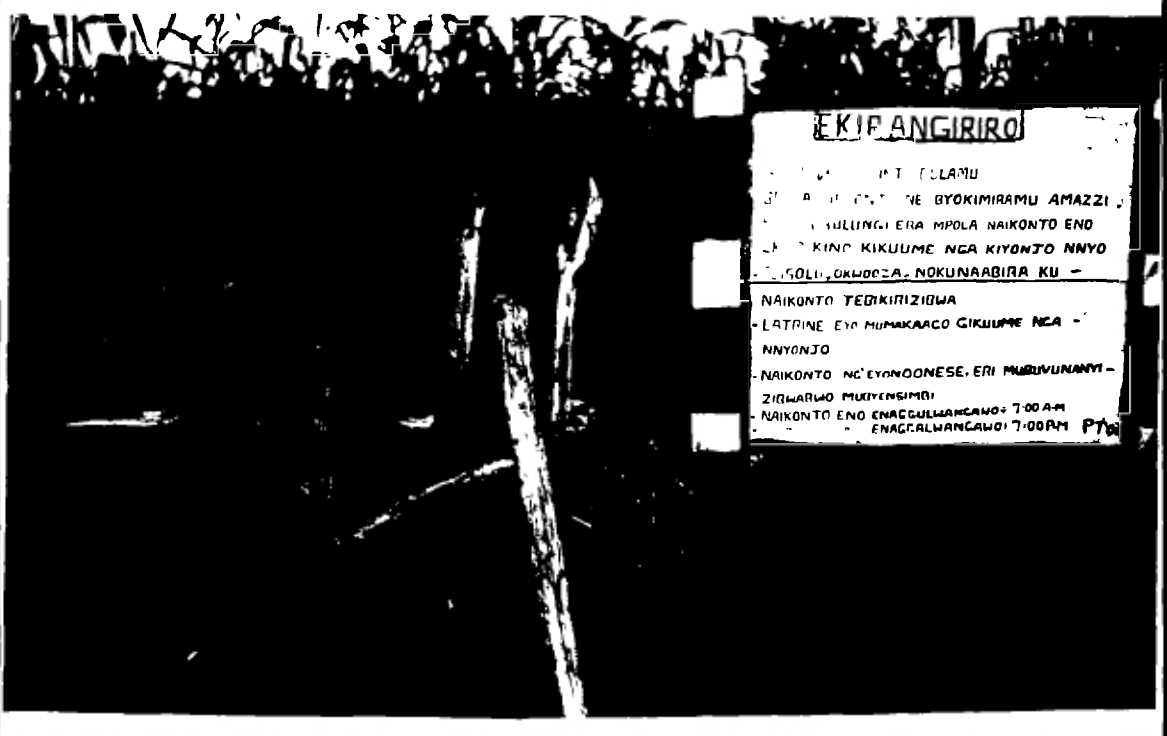
Review the responsibilities of the sub-county in training, equipping and monitoring the activities of the HPM and the spare part dealer.

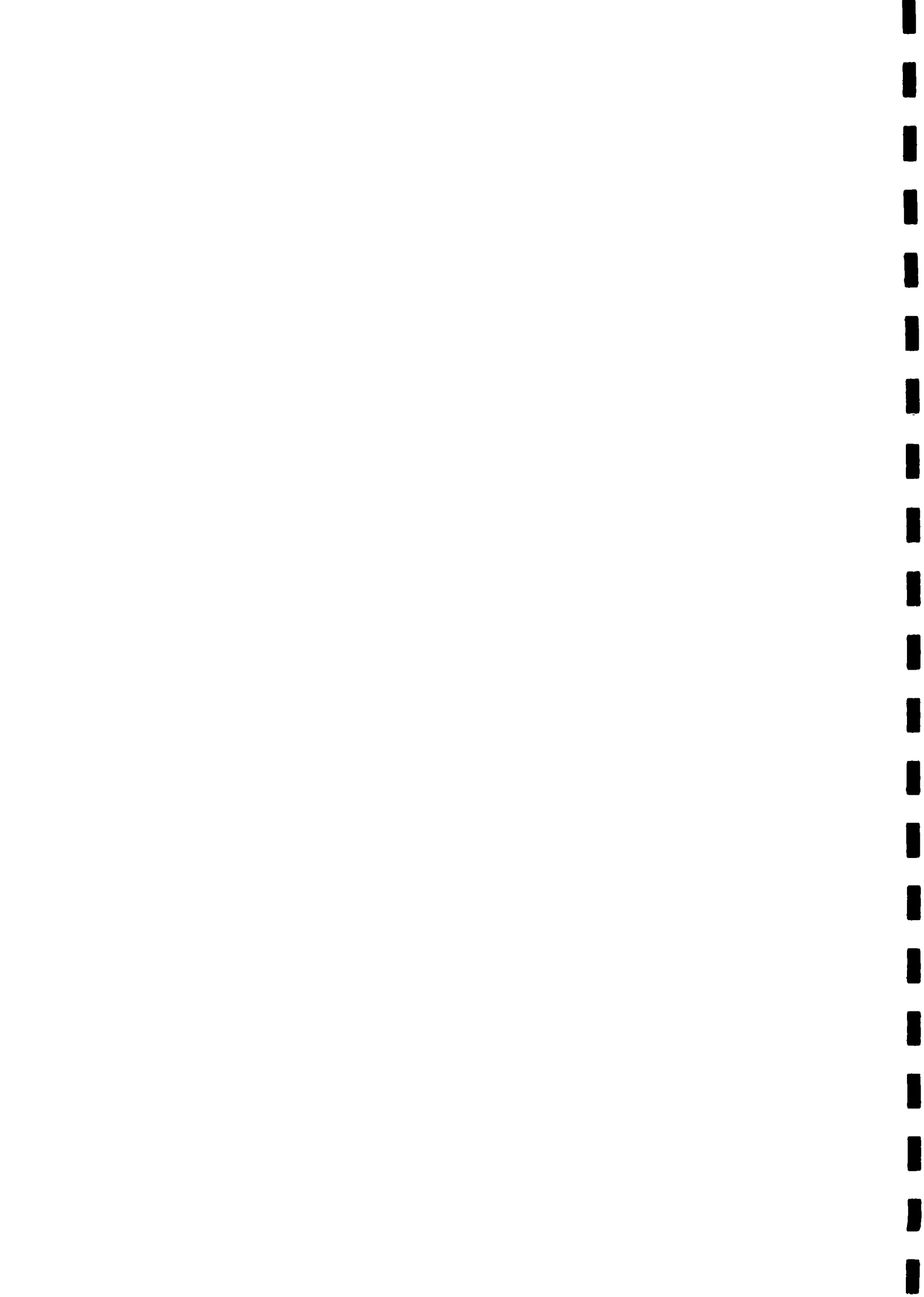
Enable participants understand the documents that can be used by the WUCs to record money received and money paid out.

Discuss the importance of banking WUC funds and other methods of keeping money without using the bank.

Enable participants discuss the importance of checking on the money records and to identify which documents are to be checked and by who.

Enable participants suggest and identify bye-laws that may facilitate the proper use, operation and maintenance of water sources at the sub-counties.





**Activities:**

Participants will review the roles and responsibilities of the HPM and spare part dealer, raise issue related to the HPM training, training costs, equipping the HPMs.

Discuss the different forms of documentation for the money collected for O&M.

Simple exercise on book keeping.

Discuss how to adopt safe banking methods for money raised for O&M of the water sources in the sub-county.

Discuss the importance of checking on money records to prevent the occurrence of mistakes.

Discuss the advantages and disadvantages of bye-laws and make recommendations.

**Person responsible:**

DMT (DCDO, DWO)

**Participants**

Members of the Coordinating Committee, Sub-county Chief, LC II Chairman, LC III Secretary for Women, LC II Chairman Education Committee, LC II Chairman Health Committee.

**Materials:**

Newsprint, markers, HPM diary, hand-pump caretaker diary, spare parts records, receipt, voucher, cash book.





# Schools

## **Guideline 2.5**

### **Zonal Seminar for Headmasters, PTA and Management Committees of Schools**

#### **Purpose:**

To obtain the commitment of participants to improve sanitation and hygiene practices in primary schools.

#### **Activities:**

- (1) Review experiences of Sanitation and Hygiene Activities in Institutions.
- (2) Review Project Objectives Strategies and Principles.
- (3) Carry out a Situational Analysis of Institutional Sanitation.
- (4) Explore links between , water, sanitation and hygiene and disease.
- (5) Review Options for Institutional Latrine Design.
- (6) Identify Roles and Responsibilities of Key Players.
- (7) Draw up an Action Plan.

#### **Responsible:**

District Inspector of Schools/DMT.

#### **Present:**

Headmasters of Primary Schools in the Zone, Chairpersons PTAs, Chairpersons Management Committees, I/C Health Units, LC III Coordinating Committee Chairperson, LC III Education Committee Chairperson, Sub County Chief, Senior Women Teachers.

#### **Materials:**

Butcher paper, Marker pens, Manila card, Paper, pens, RUWASA Training manual / guide for Schools, Institutional Latrine Designs and Costs Manual and supporting forms and booklets.

#### **Documentation:**

List of Institutions Represented.  
List of Participants by Gender.  
Action Plan.

## **Guideline 2.6**

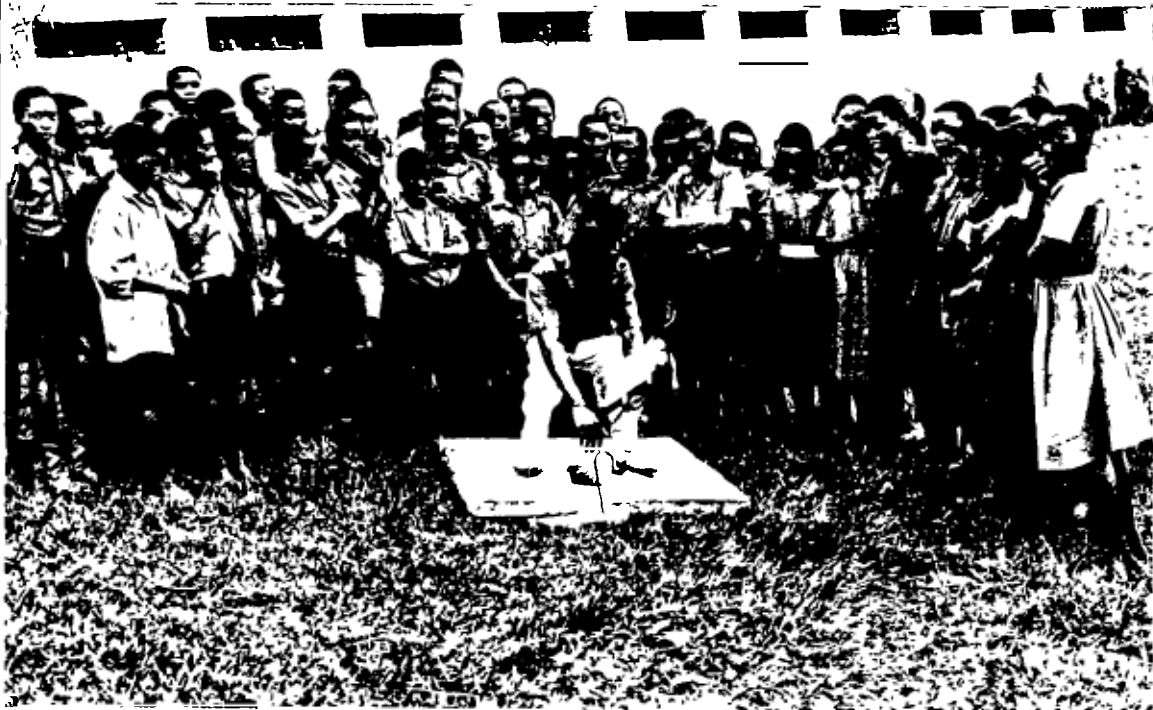
### **Training of Science Teachers Hygiene and Sanitation for Primary Schools (Science Seminars )**

#### **Purpose:**

Acquire basic knowledge about the operations of the school health package.

Develop skills for involving primary school pupils in improvement of hygiene and sanitation behaviour.

Develop a workplan for implementing the school health package in schools.

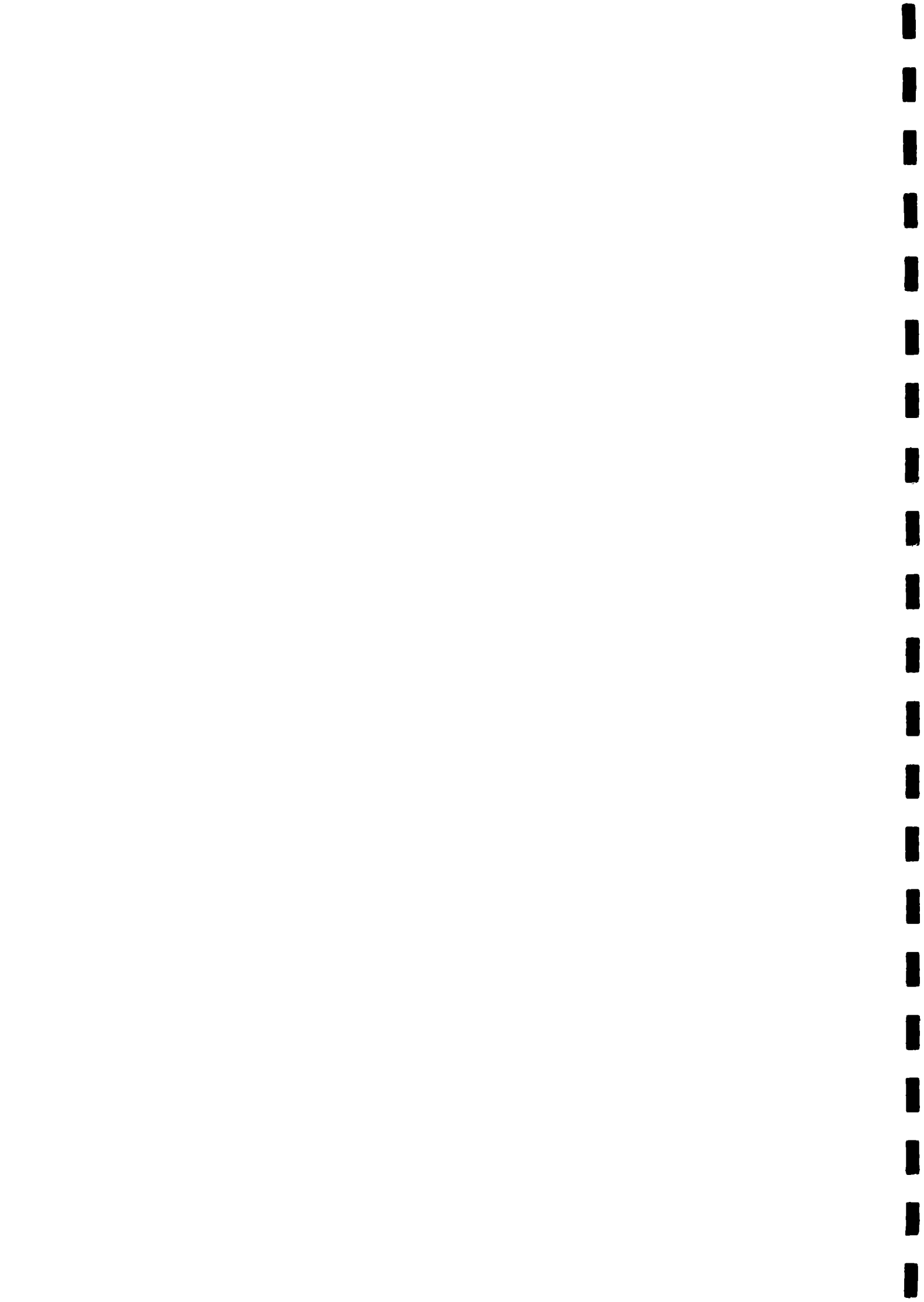


#### **Activities:**

Identify a range of sanitation options and hygiene behaviours.

Assess and identify sanitation level for each school.

Discuss the diseases associated with poor water, hygiene and sanitation and their prevention and demonstrate the skills can be passed on to pupils.



Demonstrate the ability to use different media and the development of promotional materials and messages necessary for the promotion of hygiene and sanitation in schools.

Gender (girl/boy child) task and time management analysis.

Identify the different roles of the different actors (school health communities/clubs, teachers, pupils and parents) in the implementation of the school health package.

Develop action plans.

**Present:**

Headteachers, Science teachers and senior women teachers.

**Responsible:**

DIS, DHI and County Staff.

**Materials:**

Training guide for hygiene education and sanitation in primary schools  
Communication materials e.g. games, snakes and ladders,  
Information for primary teachers, Life skill for young Ugandans, primary teachers training manual, Manila, Pens, Masking tape

**Documentation:**

List of schools represented.  
List of participants by gender.  
Action plans.  
Communication materials developed.



## **Guideline: 2.7**

### **School latrine construction follow up**

#### **Purpose:**

To assess the progress of latrine construction and provision of handwashing facilities.

#### **Activities:**

Carry out school inspections to establish the levels of construction of latrines and provision of handwashing facilities.

Offer technical advise and guidance during construction.

#### **Responsible:**

DIS, DHI and County Staff

#### **Present:**

Headteachers.  
Chairman PTAs.  
Chaimen School Management Committees Masons.

#### **Documentation:**

List of schools which received materials.  
List of schools with latrines under construction and level of construction.  
List of schools with handwashing facilities.





# Health Units



## **Guideline 2.8**

### **Health Unit Management Committee Training.**

#### **Purpose:**

To obtain the commitment of Health Unit Management.

Committees to operate and manage water and sanitation facilities to be provided under RUWASA Phase II.

#### **Activities:**

- (1) Introduction to Project objectives, principles and strategies.
- (2) Review and Discuss proposed provision of water and sanitation facilities.
- (3) Review situation in respect to water and sanitation related diseases in the area.
- (4) Identification of Roles and Responsibilities of Key Players.
- (5) Review and discussion on accountability.

#### **Responsible:**

District Health Inspector, District Health Educator, DMT

#### **Participants:**

Health Unit Management Committee Members, LC III Health Committee Members, LC III Executive, Sub-county Chief, Health Unit Staff, LC I Chairperson, LC I Secretary for Women, County Staff.

#### **Materials:**

Butcher Paper, Marker Pens, Manila Card, Paper, pens, Health Unit Records Statutory Committee Regulations.

# Parish LC II

## **Guideline 3.1**

### **Parish / (LC II) Seminar**

#### **Purpose:**

To create awareness about RUWASA Phase II in the Parish.

To Enable participants to identify their roles and responsibilities in the water and sanitation sector in the parish.

To review the experiences of the water and sanitation sector in the Parish.

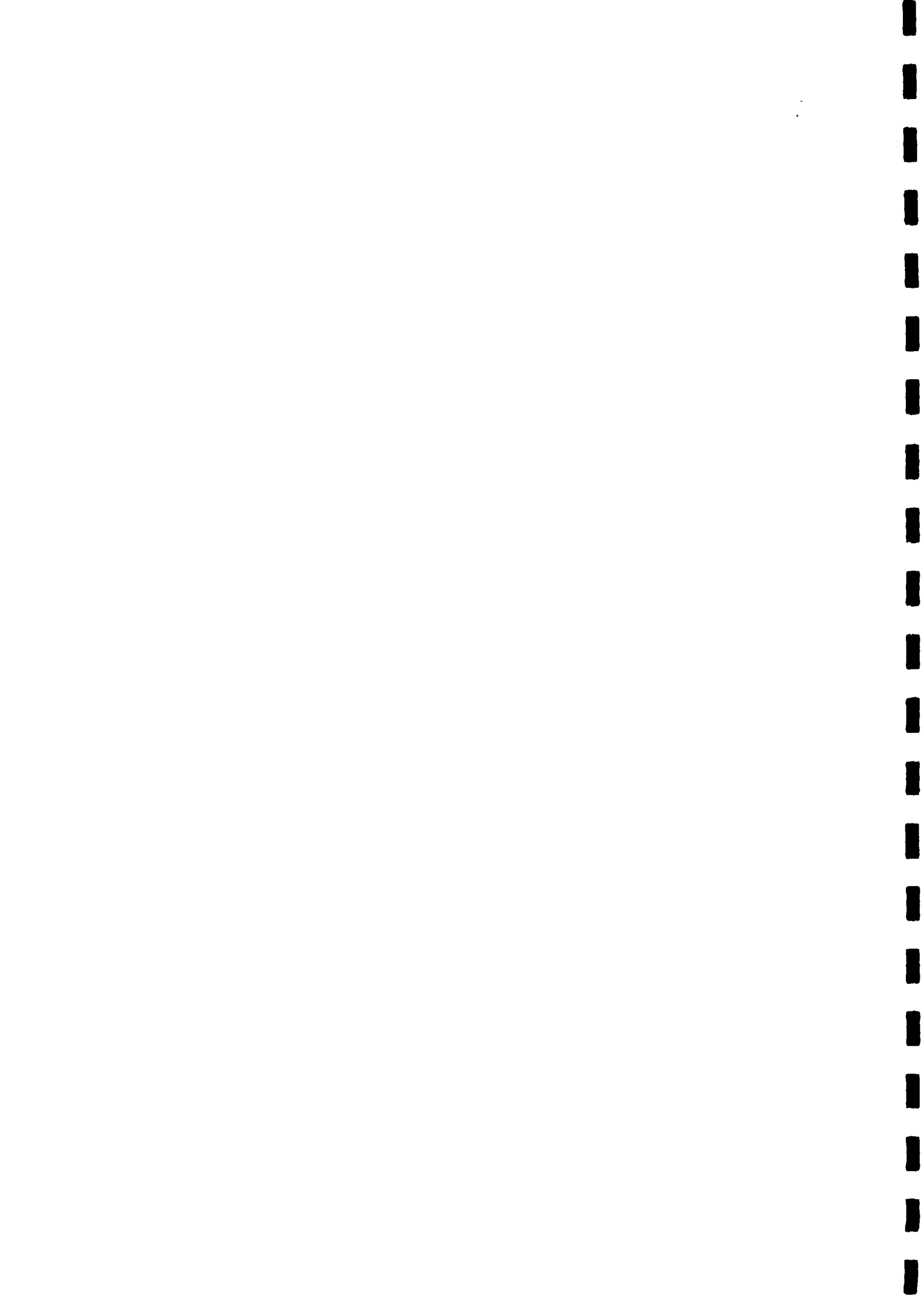
To discuss methods of implementation of RUWASA activities.

To allocate Water Units to the LCIs.

#### **Activities:**

Community diagnosis (Resource Mapping). Hygiene and Sanitation education. Water Unit allocation. Community contribution guide.





**Responsible:**

Social Mobilisers.

**Participants:**

Parish Council members, Parish Chief, Sub-Parish Chiefs and other influential leaders.

**Materials:**

Butcher paper, Marker pens, RUWASA training manual.

**General information/population figures**

Siting tools.

**Documentation:**

Village Provisional Allocation list.

Minutes of proceedings.

Suggested dates for the different village council meetings for the whole parish.





## **Guideline 3.2**

### **Follow up on Water Sources Distribution and community response at the Parishes**

**Purpose:**

To ensure that the parish distribution of water sources to villages has been done accordingly.

**Activities:**

Review the allocation of sources per village.

**Person Responsible:**

SMs in collaboration with the coordination committee.

**Participants:**

LC3 Councillors, Parish and Sub-parish Chief.

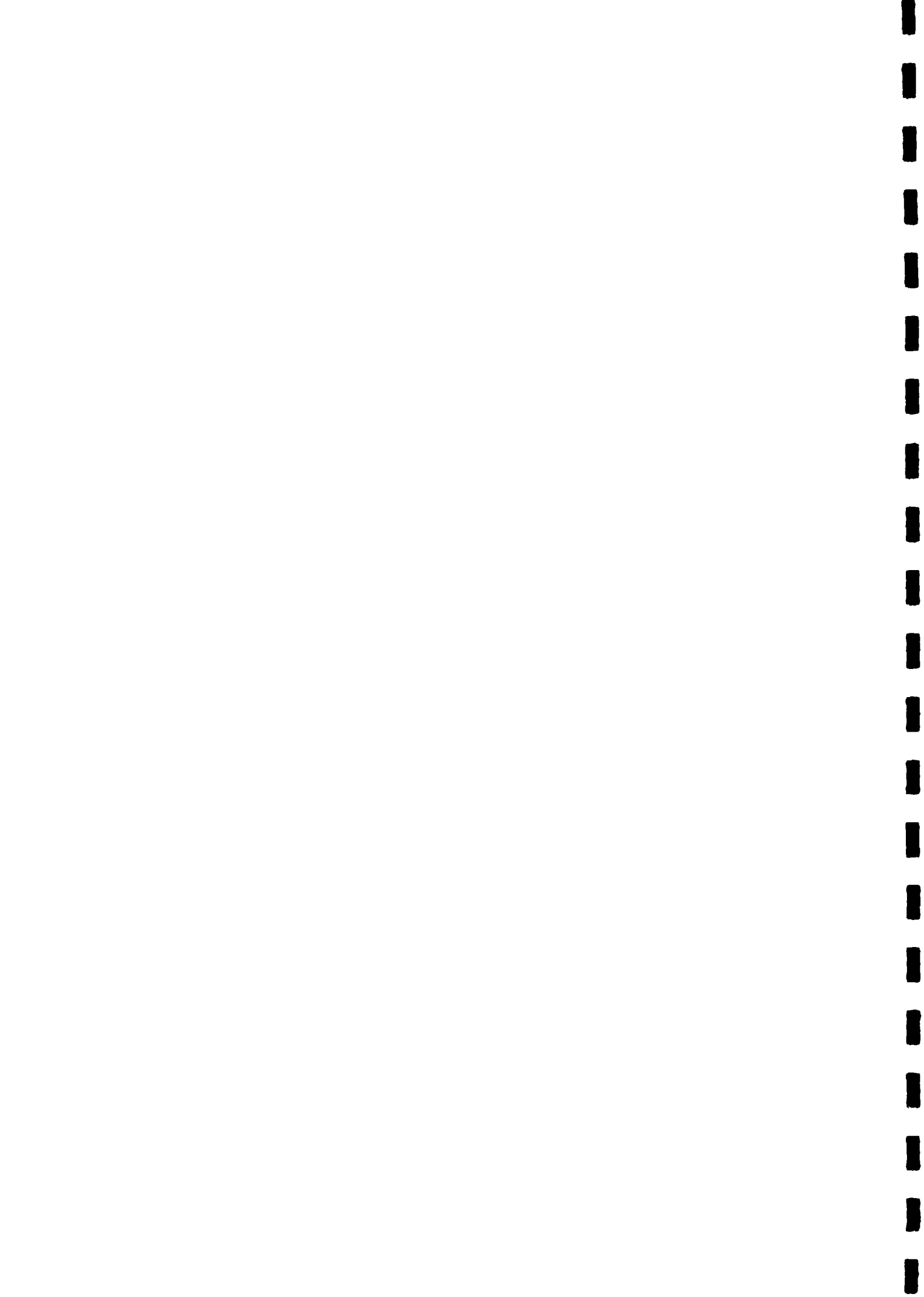
**Documentation:**

Number of water sources allocated per village and this information passed on to District Officer and to Hydrogeologists.

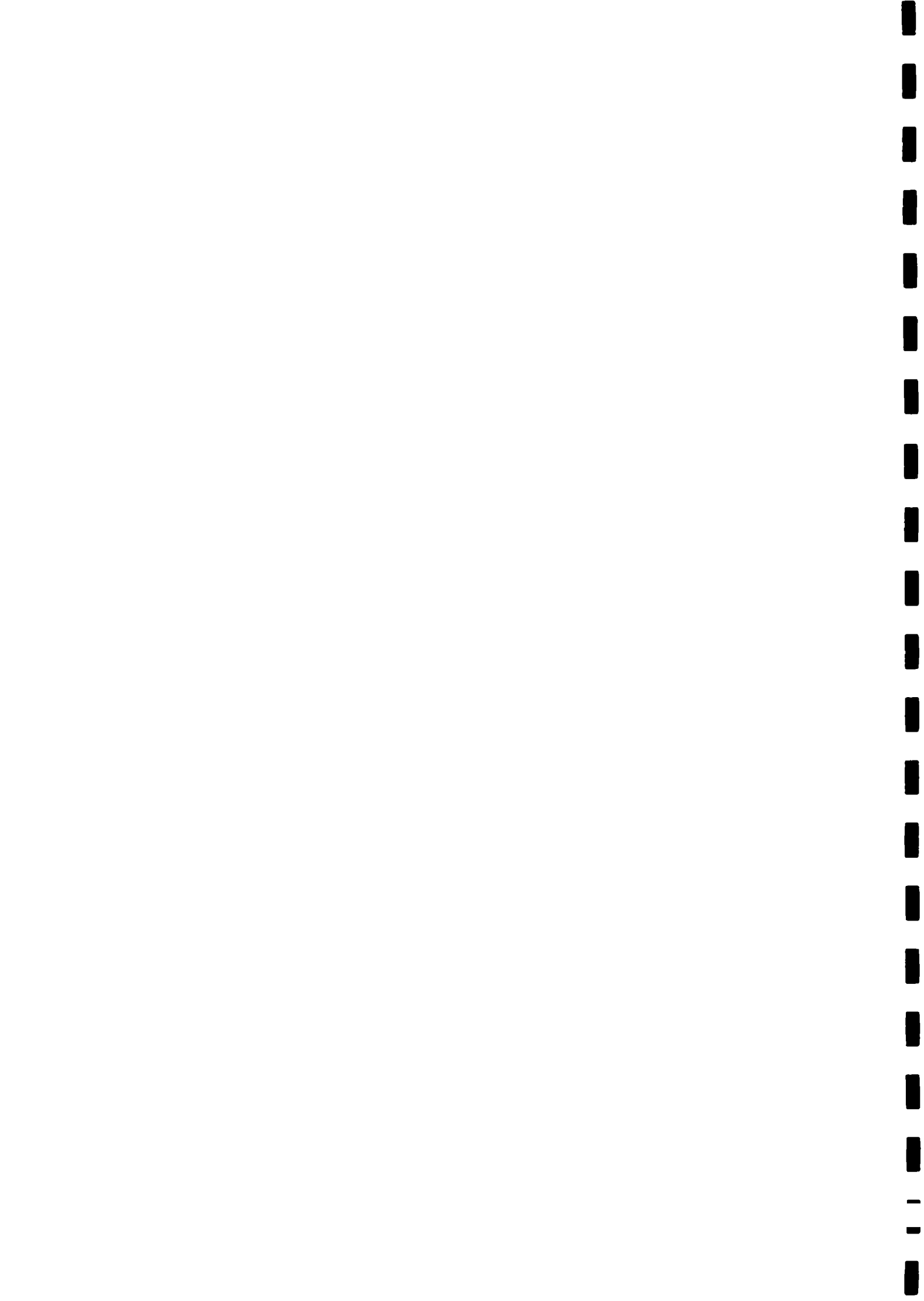
Attendance list

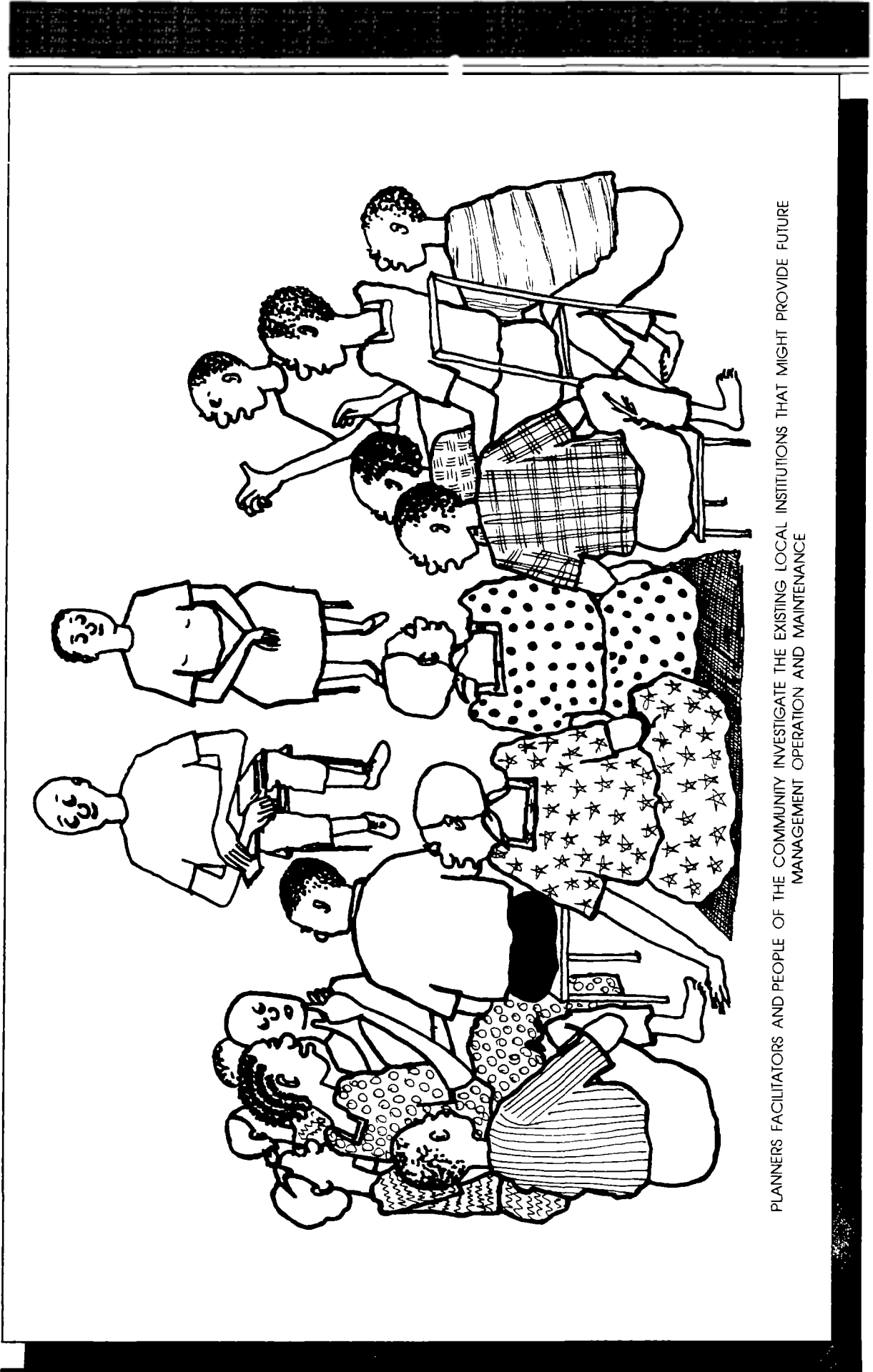
Programme for village selection of priority areas





# Village / LCI Level





PLANNERS FACILITATORS AND PEOPLE OF THE COMMUNITY INVESTIGATE THE EXISTING LOCAL INSTITUTIONS THAT MIGHT PROVIDE FUTURE MANAGEMENT OPERATION AND MAINTENANCE

## **Guideline 4.1**

### **LC I Council Meeting**

#### **Purpose:**

To introduce the Project to the LC I Council and to carry out preliminary site selection.

#### **Activities:**

Community Diagnosis /mapping, Developing criteria for site selection  
Agree 3 alternative sites, Gender Task analysis, Selection of WUC members, Community contributions.

#### **Person Responsible:**

Social Mobiliser.

#### **Participants:**

Community members (LC I Council) and the Executives.

#### **Materials:**

Butcher paper, Marker pens, Paper and pens, RUWASA training manual.

#### **Documentation:**

Provisional site identification, List of WUC Members by gender, List of participants by gender, Date for meeting to Select CHW.

## **Guideline 4.2**

### **Introductory Seminar for Water User Committees**

#### **Purpose:**

To assist the members of the Water User Committee to gain the skills needed to collect and manage community contributions and to operate and manage their water sources and to plan and implement a sanitation and hygiene program for the User community.

#### **Activities:**

Review village map, and add details previously omitted (e.g. houses with latrines), Gender resource analysis, Women's time management, Sanitation and Hygiene education, Roles and responsibilities, Community Contributions collection and accounting, Community action plan.

#### **Responsible:**

Social Mobiliser

#### **Participants:**

Members of WUC and Community groups

#### **Materials:**

Butcher paper, Marker pens, Paper and pens, Masking tape, RUWASA training manual, Community Map, Community contribution guide, Book-keeping training guide.

#### **Documentation:**

List of participants by gender, PRA reports, Community contribution plan.

## **Guideline 4.3**

### **Village Site Verification**

**Purpose:**

Hydrogeologists to verify with potential users the technical suitability of the proposed sites for the water facility, after the community contribution has been banked.

**Activities:**

Visit and test proposed sites - ensure adequate representation of women community members

**Activities to carry out and record**

- 1 Verify village name
- 2 Village position The "population density centre" grids are to be determined using Global position system (GPS)
- 3 Record for each existing source the water quality (salty taste etc) reliability, acceptability, accessibility, and present condition
- 4 Obtain information about things which may obstruct the acceptability and/or accessibility of certain areas
- 5 Location and depth of pit latrines In particular if the groundwater table was struck during construction and if the construction took place during the dry or wet season
- 6 Location of other potential sources of pollution such as septic tanks, cemeteries, etc.
- 7 Evaluate the drainage pattern and potential source types

**Reminder**

Guide people to a particular technology that is suitable in the area (allocated to serve as many people as possible within the given budget and easy to operate and maintain).

**N.B. The hydrogeologist should also use the village map developed during guideline 4.2 (Participatory Rural Appraisal) This map will then be used during village selection of priority areas for siting (guideline 4.4)**



**Responsible:**

Social Mobiliser, DWO, Hydrogeologist.

**Participants:**

LC I Committee Members, Water User Committee Members, Community Members.

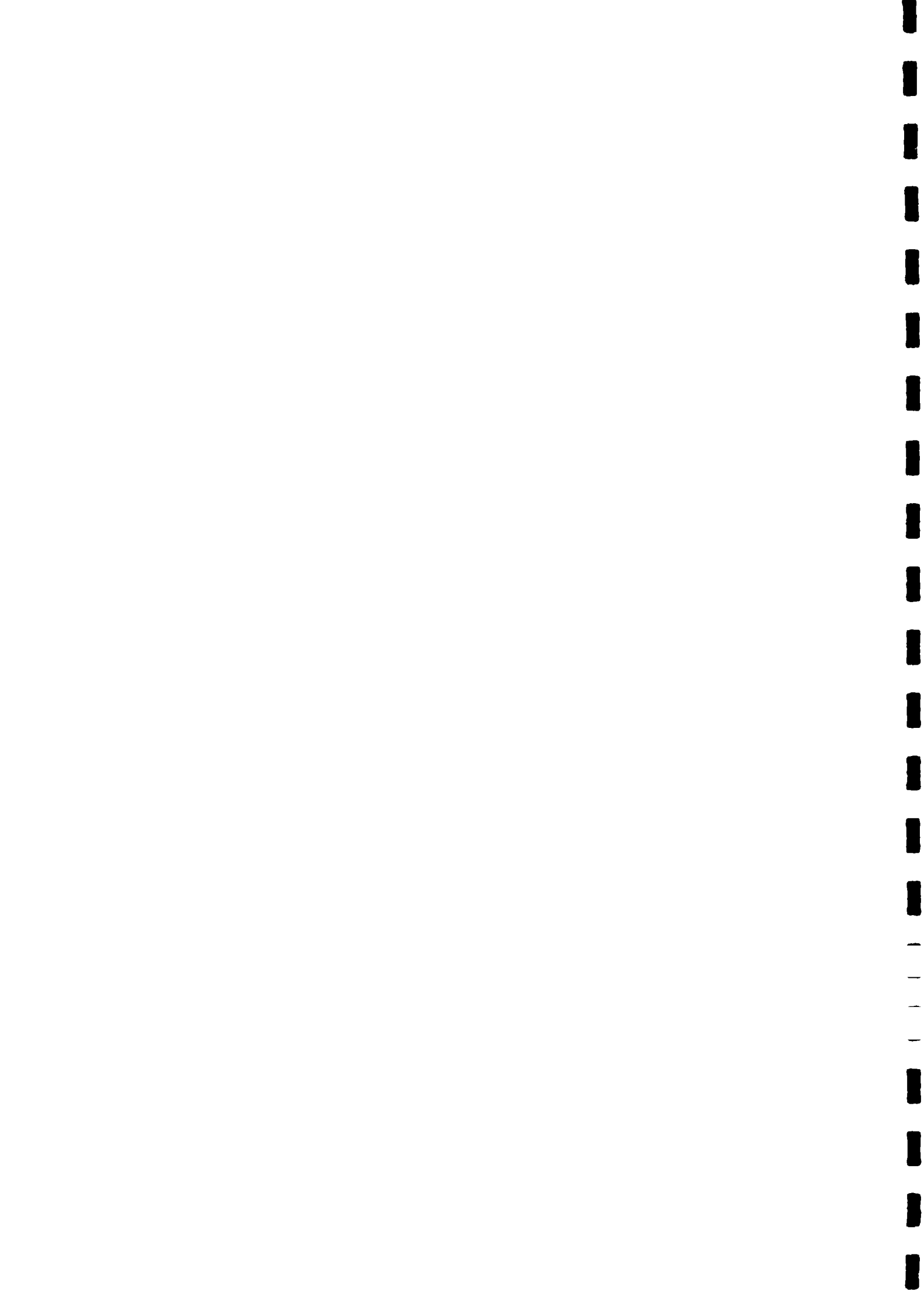
**Materials:**

Maps, Terrameters

**Documentation:**

Site pegged and recorded, List of those present by gender.





## **Guideline 4.4**

### **First Household Visit**

#### **Purpose:**

Establish the existing hygiene and sanitation status of the area.

#### **Activities:**

Use village map to identify households, Agree which leaders should visit each household, Visit all the Households in the area and fill in the Household, Sanitation Forms, Social Mobiliser verifies information on forms, Compile and analyse collected data, Review results with Community members.

#### **Responsible:**

Social Mobilisers.

#### **Participants:**

WUC Members, Members of Community Groups, Community Members.

#### **Materials:**

Butcher paper, Marker pens, Pencils/pens, Community map, Forms for Household Sanitation.

#### **Documentation:**

Report of results of survey copied to Sub-County, Coordinating Committee and District Project, List of participants by gender.



## **Guideline 4.5**

### **Second Seminar for Village Councils (LC I)**

**Purpose:**

To follow up on community diagnosis with special emphasis on sanitation and hygiene and to select CHWs and Caretakers.



**Activities:**

Review of sanitation and hygiene in the village, Preparing a plan of action, Review guidelines for selecting CHW.

**Responsible:**

Social Mobiliser, LC III Coordinating Committee Members.

**Participants:**

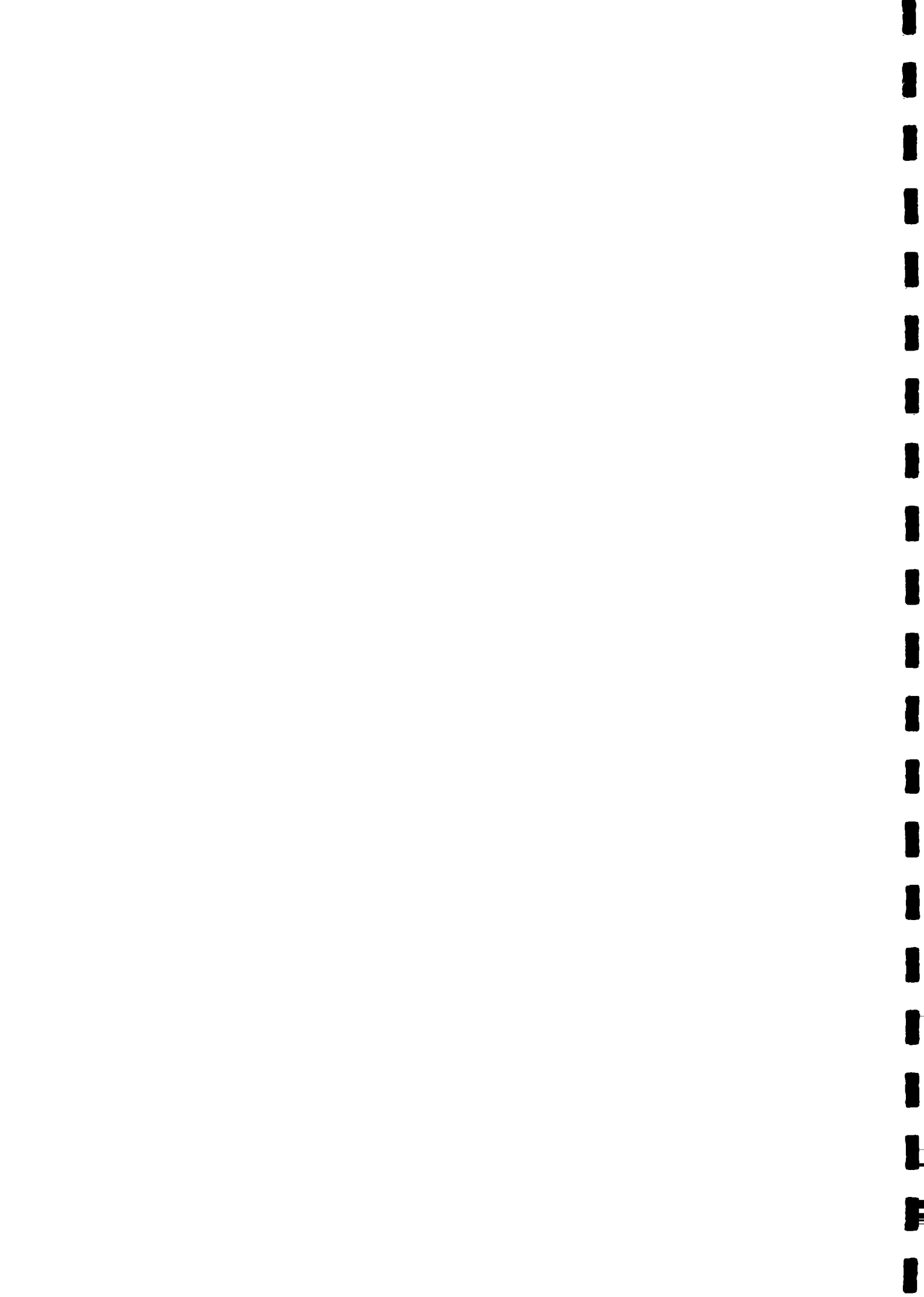
LC I Executive, members of community groups (especially women's groups).

**Materials:**

Butcher paper, Marker pens, Paper and pens, Masking tape, RUWASA training manual, Previously drawn village map, Guidelines for CHW selection.

**Documentation:**

Sanitation and Hygiene action plan, List of names of CHWs by gender if available and/or, proposed name of CHW (preferably a woman), Names and gender of Caretakers.



## **Guideline 4.6**

### **Second Meeting of Water User Committee**

**Purpose:**

To formulate a construction plan.

**Activities:**

Discuss construction plan.

**Responsible:**

Social Mobiliser, WUC.

**Participants:**

WUC members and members of User Community.

**Materials:**

Exercise Books, paper, pens, Butcher paper, Market pens, RUWASA training manual.

**Documentation:**

Work plan form filled in with a copy to DWO, List of those present by gender.







## **Guidelines 4.7**

### **Community Participation During Construction**

**Purpose:**

Implement Community Workplan for Construction Activities.

**Activities:**

Organise village labour contribution, Clear access roads, Clear site.



**Responsible:**

WUC.

**District Representation:**

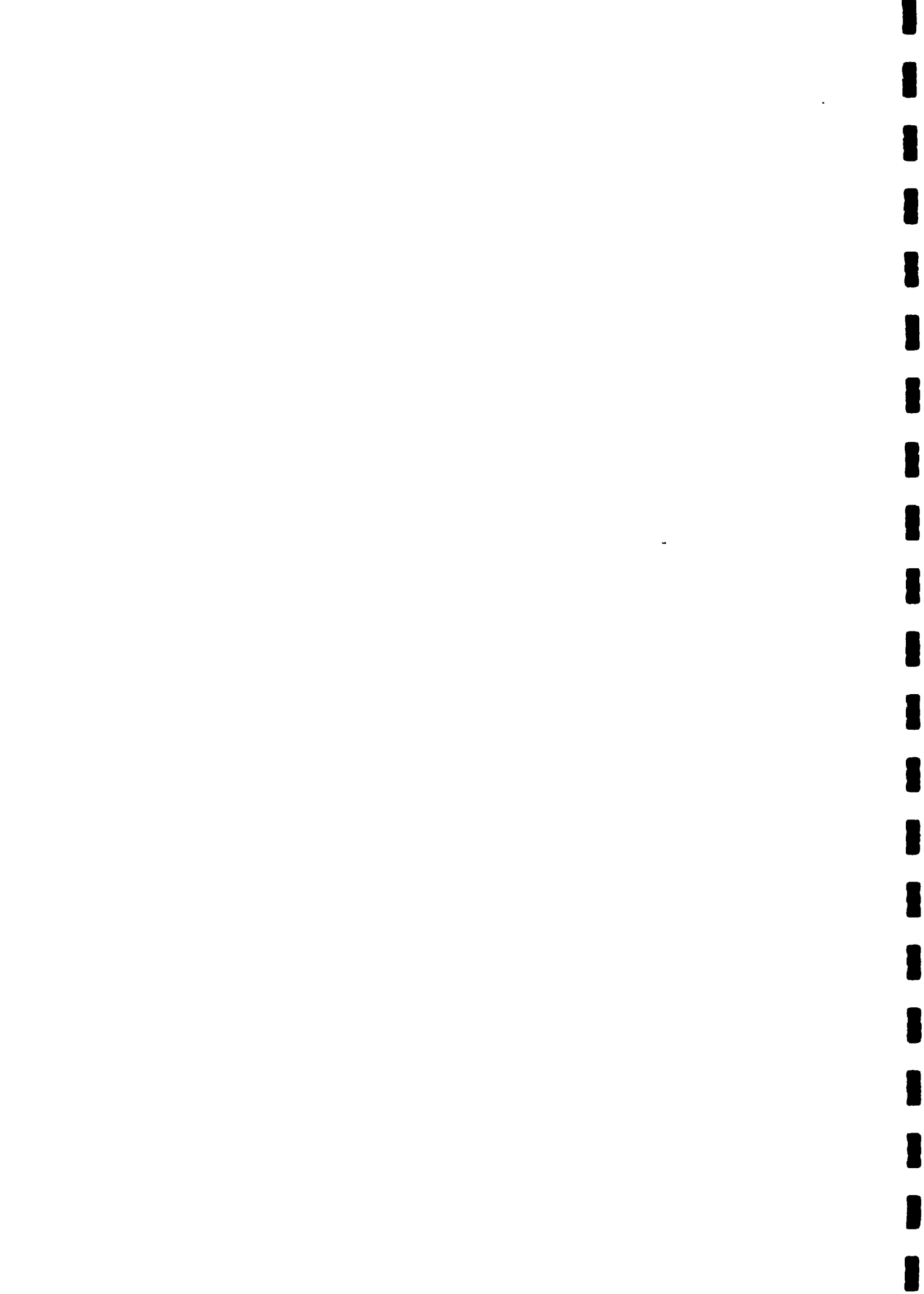
Social Mobiliser.

**Materials:**

Community Construction Plan, Exercise books, pens, Hoes, pangas, slashers, axes.

**Documentation:**

Record of activities, List of participants by gender, Progress report.



## **Guideline 4.8**

### **Water User Committee and Other Community Groups, Training in O&M and Sanitation and Hygiene.**

#### **Purpose:**

To enable the Committee Members to carry out their responsibilities in relation to O& M, and to perform their roles in relation to the promotion of sanitation and good hygiene practices.

#### **Activities:**

Discuss practical requirements for regular maintenance, Discuss raising, handling and managing funds for preventive maintenance and minor and major repairs, Review hygiene and sanitation situation and develop action plan.

#### **Responsible:**

Social Mobilisers

#### **Participants:**

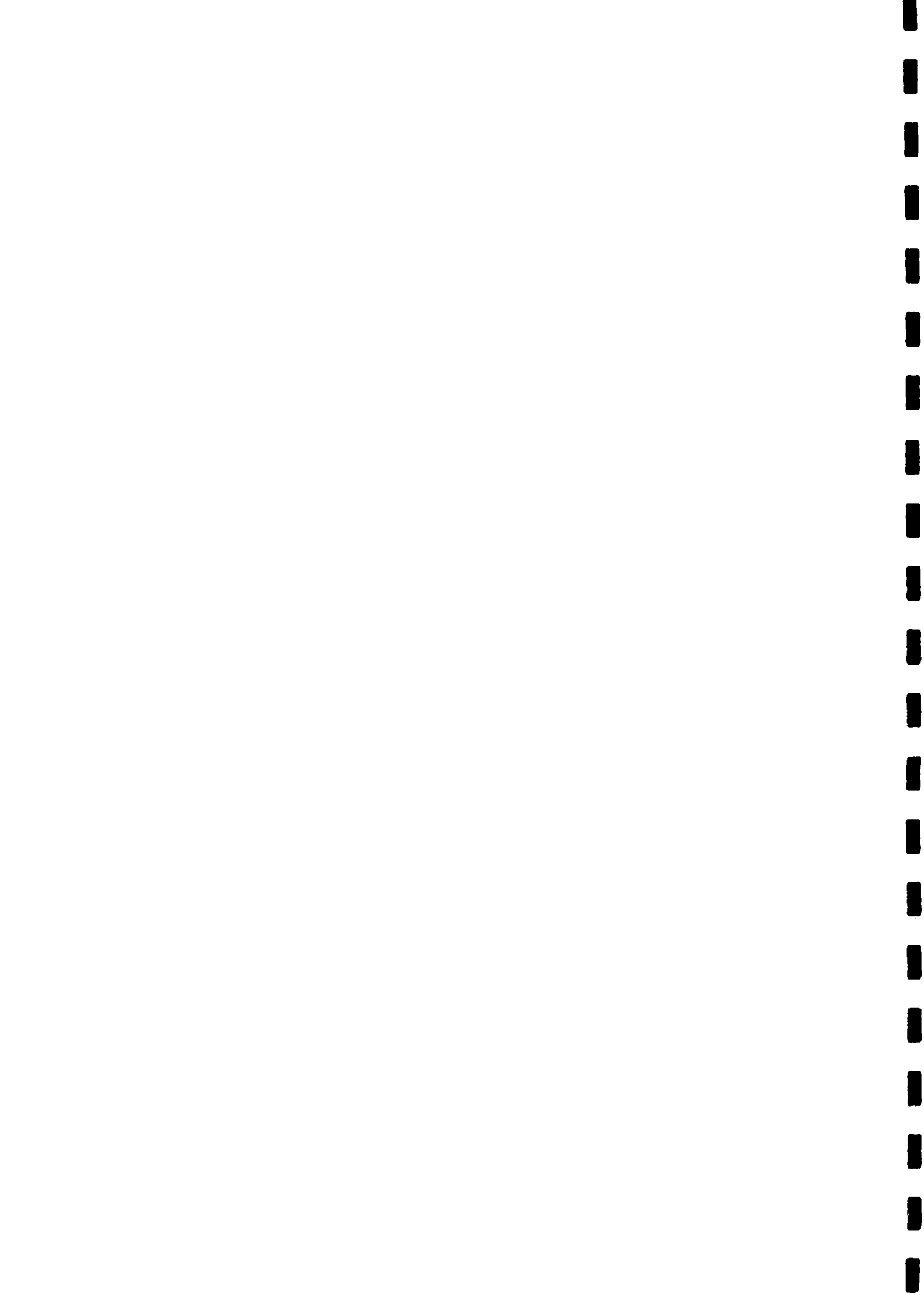
Water User Committee Members and Members of existing Community Groups

#### **Materials:**

Butcher paper, Marker pens, Paper and pens, Guidelines for Training WUCs, RUWASA training manual, Community map Sample Books of Accounts, Sample Record Books.

#### **Documentation:**

Action plan, O&M plan, List of participants by gender.



## **Guideline 4.9**

### **Official Opening of the Water Sources (Commissioning)**

#### **What is commissioning?**

This is the formal ceremony when the community is finally given full responsibilities for their water sources. They will then receive all relevant information about their water sources and reminded of their role in keeping them functional for a long time.

#### **When may a water source be commissioned?**

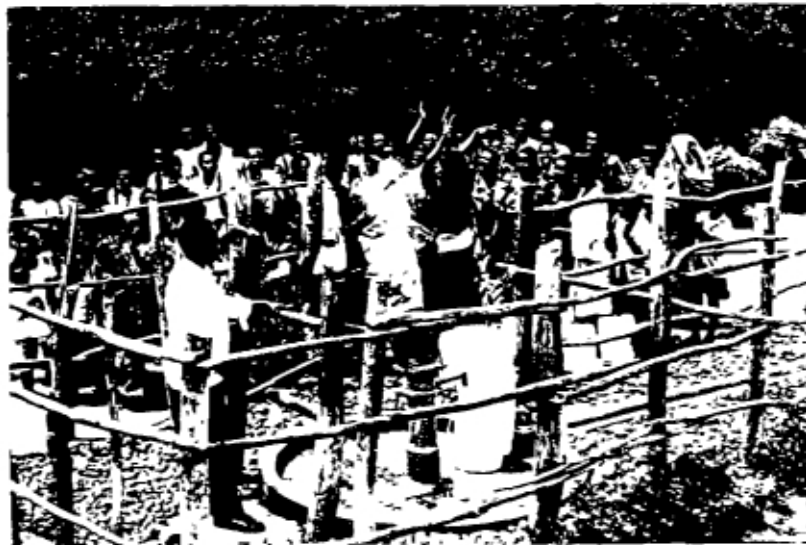
When construction has been fully completed and the community made aware that the source is theirs not RUWASA's.

When a Water User Committee has made plans for managing their water source.

When funds have been collected and initial operation and maintenance requirements obtained. ( This is especially important for a hand-pump equipped source or gravity scheme).

#### **Who should commission a water source?**

Social Mobilisers should arrange with District staff to commission completed sources. They should identify any respectable person to officiate during the function. Planting of appropriate types of trees to mark the occasion should be considered in collaboration with the district water and forest officer.





**Participants:**

User Committee members,  
LC I Executive Committee Representative,  
Community members.

**Materials:**

Completion certificates and forms, Tree seedlings.

**Documentation:**

Signed Inspection Form and Handing over certificate.





## **Guideline 4.10**

### **Training of Community Health Workers**

**Purpose:**

To enable the CHWs to carry out their roles in relation to hygiene education, sanitation and O&M.

**Activities:**

Refer to the CHWs training using participatory methodologies manual.

**Person Responsible:**

Social Mobilisers

**Participants:**

CHWs, WUC ,LC I

**Materials:**

Guidelines for training of CHWs using participatory methodologies (latest version) O&M guidelines, hygiene education materials, posters and booklets participatory map.

**Documentation:**

List of participants by gender.  
Brief on training.  
Action plan.





## **Guideline 4.11**

### **Training Communication Campaign Teams (CCTs)**

**Purpose:**

To enable the teams carry out campaign activities in their areas. The messages to be carried out in the campaign can vary according to need i.e., handwashing after latrine use, safe water chain.



**Activities:**

Refer to Communication Campaign Teams training manual

**Person Responsible:**

Social Mobiliser, DHI, DCDO, RUWASA staff (Community Services Section)

**Participants:**

Communication Campaign Teams (CCTs)

**Materials:**

CCT guide, tools, CCT kit



**Documentation:**

List of participants by gender  
Brief on training  
Workplans

**NB: The use of communication campaigns which involves the selection of CCTs should be used only to address persistent problems e.g. poor maintenance, of water facilities, lack of latrines etc.**

# Follow-up Activities

# *Community*

## **Guideline 5.1**

### **Household Latrine Construction and Hygiene Behaviour Follow-up**

#### **Purpose:**

Encourage every household in the Community to construct and use a hygienic latrine.

#### **Activities:**

Make a follow up of meetings and discussions made during Surveys on household sanitation and hygiene status. Visit homes to guide community members on how to construct latrines, how to install sanplats and handwashing facilities, and on hygienic practices. Record and update the data collected during previous visits. This is a continuous activity.

#### **Responsible:**

CHW, WUC Members, Social Mobilisers.

#### **Participants:**

Members of Community Groups, Household Members.

#### **Materials:**

List of all households. Report of initial household survey. Forms for household sanitation and hygiene follow up. Notebooks and pens

#### **Documentation:**

A list of homes visited (indicating latrines installed with sanplats and handwashing facilities). A list of participants by gender.

**Note:** The information collected in a particular community is more important to that community as a basis for improvement. Community based monitoring is therefore very important and the Users should have information at the User level i.e number of water sources and their state, latrine and sanplat coverage, handwashing facilities coverage and use, hygiene behavior etc.



## **Guideline 5.2**

### **Follow-up on Water Source Operation and Maintenance**

**Purpose:**

To monitor maintenance of completed water and sanitation facilities and provide follow up support.

**Activities:**

Inspect Water Source, Review the Caretakers Diary, Review WUC / HUMC Account books, Discuss problems and advise as necessary.

**Responsible:**

Social Mobiliser.

**Participants:**

WUC Members.

**Materials:**

Monitoring Report Form.

**Documentation:**

Completed monitoring Report.





## **Guideline 5.3**

### **Household Sanitation Inspection**

**Purpose:**

To ensure that the sanitation status has improved.

**Activities:**

Through the established guidelines, select which homes to inspect together with LC I Executive and WUC, and members of the LC III CC. Visit the selected Households and fill in the HH Sanitation Report Form. Discuss the results with the LC III CC and Community leaders who will decide what action to take.

**Responsible:**

DHI/DCDO/DHE and Social Mobilisers.

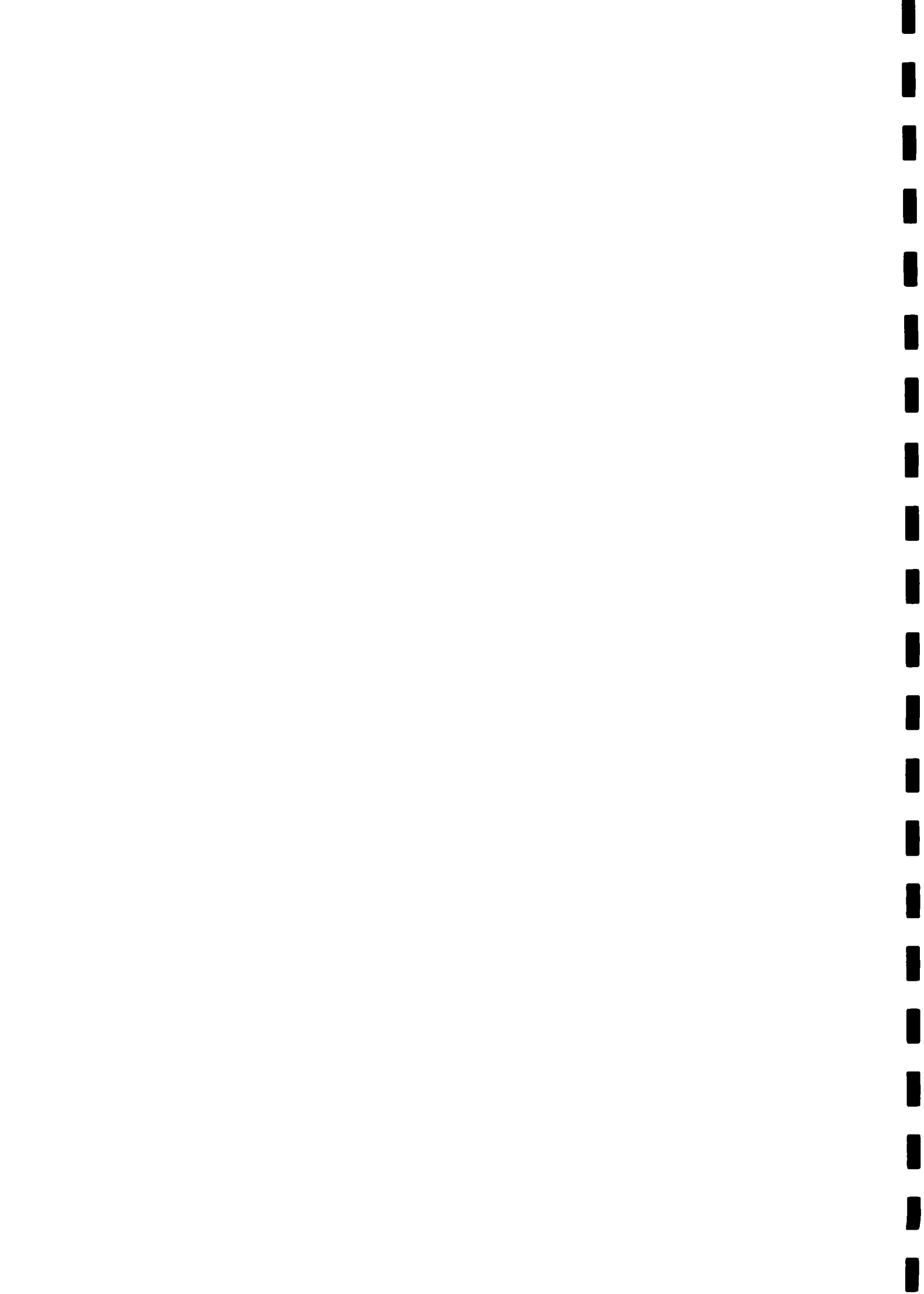
**Materials:**

List of Households. Procedure guidelines. Table of Random Numbers Report Forms for Household Sanitation.

**Documentation:**

Completed Report Forms. Follow up Community Action Plan.





## **Guideline 5.4**

### **Follow-up on hygiene and sanitation behaviour and school latrine construction**

#### **Purpose:**

To monitor, access and encourage the adoption of improved hygiene practices and activities among the pupils and teachers that is:

- Proper use of latrines
- Handwashing after latrine use
- Personal and environmental hygiene
- Completed sanitation facilities
- Maintenance of existing water sources
- Activities of health clubs
- Health committee existence
- Pupil to pupil activities

#### **Activities:**

- Inspect completed latrines.
- Study minutes and records of health clubs and health committee.
- Carry out focus group and other PRA exercise discussions with pupils especially on hygiene behaviour.
- Discuss the status/problems of latrine maintenance and give advice.
- Discuss problems of water source maintenance (for schools that have water sources) and advice.
- Identify problems of promotion of hygiene and sanitation (school health package) and advice.





# Schools





**Person Responsible:**

District Inspector of Schools, County Inspector of Schools.

**Participants:**

Teachers, pupils, parents and LC I.

**Materials:**

Institutional hygiene and sanitation progress report, Note books, pens, Hygiene and sanitation training manual for primary schools, monitoring forms, school sanitation follow-up forms.

**Documentation:**

Monitoring reports, reports on action taken.

# Health Centres

## **Guideline 5.5**

### **Health Centres Latrine Construction and Source Maintenance Follow-up.**

#### **Purpose:**

To monitor the maintenance of completed sanitation and water facilities and give follow up support.

#### **Activities**

Inspect completed facilities (latrine with handwashing facilities and water sources).

Check maintenance of latrines, cleanliness and existence of maintenance of water source, cleanliness around source, caretaker dairy, repair records.

Fill in relevant monitoring forms and give necessary advice.

#### **Person responsible:**

DMT especially DHI, DHE, County HI & AHE.

#### **Participants:**

Health Unit Management Committee.

#### **Materials:**

Monitoring forms, Health Unit Monitoring forms.

#### **Documentation:**

Monitoring reports, reports on action taken.

**Note:** These are continuous activities. The information collected is very essential for the Health Centre/ Unit Authorities to have and keep for them to take corrective measures.

# APPENDICES

## Appendix 1.

### List of Abbreviations and Acronyms

AC	-	Accounts
ACDO	-	Assistant Community Development Officer
ACMO	-	Assistant Community Mobilization Officer
ADF	-	African Development Fund
ADHE	-	Assistant District Health Educator
ALT	-	Adult Literacy Teacher
AMREF	-	African Medical Research Foundation
A-V	-	Audio Visual
BHs	-	Boreholes
CAO	-	Chief Administrative Officer
CBHC	-	Community Based Health Care
CCT	-	Communication Campaign Teams
CDA	-	Community Development Assistant
CHI	-	Chief Health Inspector
CHW	-	Community Health Worker
DAC	-	District Action Committee
DANIDA	-	Danish International Development Agency
DDC	-	District Development Committees
DCDO	-	District Community Development Officer
DHI	-	District Health Inspector
DHE	-	District Health Educator
DIS	-	District Inspector of Schools
DKK	-	Danish Kroner
DMO	-	District Medical Officer
DOs	-	District Officers
DWD	-	Directorate of Water Development
DWO	-	District Water Officer
DPC	-	Deputy Project Coordinator
DPO	-	District Planning Officer
HA	-	Health Assistant
HI	-	Health Inspector
i/c	-	Incharge
IMSC	-	Inter Ministerial Steering Committee
LC	-	Local Council
O&M	-	Operation and maintenance
PMA	-	Project Management Adviser
PRA	-	Participatory Rural Appraisal
PTA	-	Parents/Teachers Association
RDC	-	Resident District Commissioner
RUWASA	-	Rural Water and Sanitation - East Uganda Project DWD/DANIDA
SHI	-	Senior Health Inspector
SO	-	Sanitation Officer
SMs	-	Social Mobilisers.
UNICEF	-	United Nations' Children's Fund
WID	-	Woman in Development Officer
WUC	-	Water Users Committee

## Appendix 2

### Trouble-Shooting Guide

#### 1. Meetings / Training

Problem	Cause	Solution
a. Poor Attendance		
<p>Poor turn-up</p> <p>Unsuitable time/ day</p>	<p>Other priority activities</p> <p>Agree day/time with community</p> <p>Lack of interest</p> <p>Insufficient notice</p> <p>Lack of trust</p>	<p>Make sure the time is convenient to the community.</p> <p>Make sure the timetable has been discussed / agreed with the community.</p> <p>Ensure it is clear how / by whom participants are to be informed.</p> <p>Make sure you keep promises and appointments ON TIME. If delayed send information in time that you will be late / not come.</p>
b. Erratic Participation		
<p>Late Arrival</p>	<p>Lack of interest</p> <p>Lack of awareness of time</p> <p>Other activities</p>	<p>(See above)</p> <p>Suggest beating drum to call participants. Make sure that timeliness is adequately stressed during planning.</p> <p>(See above)</p>

Time-keeping poor	Time planning poor	Make sure enough time is allowed for each activity. Keep a clock in view so participants are aware of time passing. Appoint a time-keeper who has a watch.
Dwindling attendance	Time awareness poor Lack of interest	(See above) Facilitate community to review what they expected to gain against what they are actually gaining in order to revise content of activity.

## 2. Implementation Activities

### (a) Water

Community contribution not being paid	Demand not there	Facilitate community to review reasons and consider reallocating. Facilitate Parish to review and reallocate.
	Money scarce	Facilitate WUC to review alternative ways of raising money.
	Other immediate demands for money	Facilitate WUC to review timing and ways of making contributions.
	Lack of Trust of Leaders	Facilitate LCI to hold new elections WUC.
Users slow to pay community contribution	Demand low	Facilitate LCI Council to reconsider needs/priorities. Facilitate LCI to review and reallocate.



WUC have not banked money	Money scarce	As above facilitate WUC to consider/introduce other methods raising their contribution.
	Amount not yet enough	Facilitate WUC to review how to speed up process (See also above)
	Do not know where / how to bank	Advise WUC on procedures.
	Slack / lazy	Facilitate WUC to review and identify problems/ solutions.
	Embezzled	Facilitate WUC/LCI to identify / agree and take action in respect to guilty parties. Inform LCIII council.
Sub-County have not banked money	Amount not yet enough	(See above)
	Do not know banking procedure	(See above)
	Dilatory/ lazy	(See above)
	Used for other purposes	Advise on proper procedures and to replace immediately. Inform District Coordinator, then monitor follow up action.
	Embezzled	Inform District Coordinator and LCIII council.
Feedback to Users not made	WUC do not understand role/ responsibilities	Organise WUC training.



<p>Feedback to Users slow</p>	<p>WUC slow/ uncommitted</p>	<p>Facilitate WUC to review their track record and consider how to improve or to resign and make way for others.</p>
	<p>WUC busy with other work</p>	<p>Facilitate WUC to consider how to reschedule their time.</p>
<p>WUC not keeping records</p>	<p>WUC uncommitted</p>	<p>Facilitate LCI to consider fresh election.</p>
	<p>WUC do not understand their responsibilities</p>	<p>Organise WUC training.</p>
	<p>WUC do not have skills</p>	<p>Identify with WUC their training needs and organise training.</p>
<p>Users not participating in Community Work</p>	<p>WUC uncommitted</p>	<p>(As above)</p>
	<p>Users ignorant of their role</p>	<p>Assist WUC to organise community meeting to sensitize users to role / responsibilities and draw up bye-laws.</p>
	<p>Users do not respect WUC</p>	<p>Facilitate LCI to hold community meeting to discuss/deal.</p>
	<p>Users uncommitted</p>	<p>Facilitate WUC to hold meeting to review reasons and find ways to deal.</p>

(b) Sanitation & Hygiene

<p>Dealers not stocking sanplats</p>	<p>Demand not there</p>	<p>Facilitate LCI/WUC to hold community meeting to discuss issue. Facilitate LCI/WUC to plan a campaign. Encourage CHW/LCI/WUC to make follow up visits.</p>
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Sanplats not being bought	Demand weak / low	(As above)
	Dealer has no money to buy	Report to DMT Facilitate meeting with Sub-County Coordinating to discuss how to deal with the problem.
	Producers do not have	Report to DMT. Facilitate SCCC to raise issue with DMT.
	District not transporting	Facilitate SCCC to raise issue with DMT.
	Dealers appear uninterested	Facilitate SCCC to meet with dealers to discuss problems.
	Community not sensitized	Facilitate LCI/WUC to hold a community meeting to discuss and inform. Facilitate LCI to organise a campaign. Encourage WUC/CHW to make house-to-house visits. Request a Drama performance on sanitation.
	Community uncommitted	(See above)
	Community members have no money	Facilitate WUC/LCI to hold community meetings to discuss and find ways of helping poorer community members / ways of paying in instalments etc.
	Dealers not stocking	Facilitate LCIII to investigate reasons and suggest solutions.

Latrines not being constructed	Community not sensitized	(See above)
	Community uncommitted	See above)
	Community members have no money	(See above)
	Other priorities for money	Facilitate WUC/LCI to hold community meeting to discuss how to deal.
	Technical constraints	Seek advice from DMT / and Project Office to investigate alternative technologies.
Hand-washing facilities not constructed	Domestic constraints	Organise a community seminar on gender issues.
	Community members not sensitized	Facilitate LCI/WUC to hold community meeting to discuss and inform. Facilitate LCI to organise a campaign or request a drama performance on hygiene. Encourage WUC/CHW to make house to house visits
	Others as above for latrines	

### 3. Post Construction Activities

#### (a) Water

##### Water source not well-maintained

(I) Pump broken

Community not paying dues

Facilitate WUC to hold meeting of Users to discuss how to deal.

(ii) Fence broken	HPM absent/ unavailable	Encourage WUC to make house-to-house visits to collect. Encourage WUC to collect regularly and bank it.  Report to SCCC for action Facilitate SCCC to meet / discuss decide and take action.
	Spares unavailable	Report to SCCC and DMT. Facilitate SCCC to investigate the problem and devise strategy to deal.
	Repair too expensive/ difficult	Report to SCCC and facilitate them to investigate and decide how to deal or to request help from DMT.
	Animals broke) Children/water) carriers broke )	Facilitate WUC to invoke bye- laws and impose penalties. Facilitate WUC to organise community to repair.
	Caretaker/WUC careless	Facilitate WUC to meet and discuss their management problems and the role of the caretakers. Facilitate WUC to consider paying some stipend to theCaretakers if the level of use is very high. Facilitate WUC to consider appointing new caretakers.
	Community not sensitized	Facilitate LCI to organise a community meeting to discuss water

Request drama performances on O&M	Community unsupportive	management issues. Facilitate sensitization of community groups / women's and youth clubs. Facilitate WUC to plan / organise a campaign.
(iii) Soak-away choked up	Termites destroyed	Suggest to WUC to seek technical advice from DMT.
	Caretaker / WUC careless	(See above) Encourage the WUC to grow water-sucking plants such as bananas/ sugarcane.
	Design poor	Suggest to WUC to seek technical advice from DMT.
	Community not sensitized	(See above)
	Community unsupportive	(See above)
(iv) Whole area dirty	Community careless	(See above)
	Caretaker/WUC careles	(See above)
	Community not well sensitized	(See above)
WUC not meeting	Nothing to discuss	Facilitate WUC to meet, review their management and meeting schedule in relation to actual requirements for effective operating / monitoring / decision-making.
	Do not understand responsibilities	Organise a follow-on training.



WUC not keeping records	Uncommitted	(See above)
	Do not understand responsibilities	(See above)
	Uncommitted	(See above)

(b) Sanitation and Hygiene

Latrines not being used	Lack of sensitization	(See above)
	Cultural Taboos	Facilitate WUC / LCI to organise a meeting. Use PRA tools to explore community ideas and attitudes. Introduce new ideas information. Organise seminars for women clubs and other community groups. Facilitate and assist LCIII to organise educational activities in schools.
	Bad habits	(As above)
	Practical constraints	Facilitate WUC/LCI to organise meetings to discuss and deal.
	In bad repair	Facilitate WUC/CHW to advise on repairing and keeping clean.
Hands not being washed	Shortage of water	Organise meetings / discussions Women groups to explore the problem and ways of dealing.
	Shortage of money or soap	ditto above
	Community not well sensitized	Request drama performance on hygiene.

<p>Rubbish not hygienically disposed of</p>	<p>Facilities inconvenient</p> <p>Uncommitted</p> <p>Lack of sensitization</p> <p>Laziness</p>	<p>Organise discussions with women groups on how to improve</p> <p>Organise discussions with WUC and community groups to explore reasons why.</p> <p>Organise discussions/ request Drama performances.</p> <p>Organise discussions with Community leaders and women's groups to find ways to deal.</p>
<p>Water containers/ carriers dirty</p>	<p>Lack of commitment</p> <p>Ditto of handwashing</p> <p>Technically difficult</p>	<p>ditto above</p> <p>as above</p> <p>Promote the purchase of new containers.</p>
<p>WUC / CBHW not promoting hygiene</p>	<p>Do not know responsibilities</p> <p>Lack of commitment</p> <p>Lack of time</p> <p>Community resistance</p>	<p>Organise refresher training.</p> <p>Encourage fresh election or selection</p> <p>Ditto above</p> <p>Request drama performances.</p> <p>Organise campaigns and competitions.</p>





## Appendix 3

### Hygiene and Sanitation guidelines for the mobiliser

#### Purpose:

Hygiene education is key to bringing behavioral change which in turn leads to system sustainability and achieving health benefits.

Generally, the knowledge of the community on hygiene and sanitation is good. The role of the mobiliser is to guide the community in transforming this knowledge to practicing good hygienic behaviour.

If people know how to use a facility and do use it, they are likely to maintain it and to be healthier. The Mobiliser should involve the beneficiaries in achieving improvements on their own health. The participation of the local people is important for sustainability. This can be achieved through using local community groups (religions, voluntary organisation) formal structures (LCs, chiefs), community health workers, school teachers, pupils, communication campaign teams, Water User committees, etc..

The mobiliser should use participatory methodologies and build on knowledge and practices of the communities to promote behavior change. i.e., have good personal hygiene, have a latrine with a handwashing facility at home, practice handwashing after latrine use, and have a clean home environment. The environment around his office too should be exemplary.



#### Objectives:

Key hygiene and sanitation objectives aimed at by the project are:

- 1) 70% of the users of water facilities provided by the project have hygienic latrines and 80% of those regularly use hygienic latrines and have improved their personal hygienic practices.



- 2) In approximately 50% of the Primary schools in the project area, children's awareness of hygienic practices has been raised through the provision of hygiene education and adequate sanitary facilities.

The mobiliser emphasizing interpersonal communication to communities through participatory mobilisation and training of various groups and committees. These will be supported by visual materials like posters and booklets and also through mass media, such as music dance and drama performances, campaigns and radio programmes.

### **Key Hygienic Messages:**

The key hygienic messages to be promoted by the Mobiliser are;

- a) Safe Water Chain ( Drinking safe water)

The community should always drink uncontaminated water by collecting water from a safe water source, using clean collection containers, storing it in clean covered containers on raised platforms in their homes, using clean scoops hanging above the floor and using separate drinking mugs.

- b) Increased handwashing and bathing

Men, Women and children should be encouraged to wash their hands before meals, after visiting latrines, before preparing food, and before feeding children. Washing faces and bathing should be done daily.

- c) Every household and institution ( schools, health centres, Sub-county headquarters) should have latrines with handwashing facilities (preferably installed with sanplats for households and concrete slabs for institutions).

Faeces of children below 3 years old should be disposed of in latrines. Men, women and children above 3 years old should always use latrines.

- d) Improved domestic and solid waste disposal

the environment around households and institutions should be clean and fly free.

### **Materials Available include:**

Posters, Flyers, Training guides using participatory tools for community health workers, communication campaign teams, zonal seminars, Water User Committees and existing groups, T shirts, calendars etc..

## **Appendix 4.**

### **Guidelines for Selection of CHWs**

#### **Introduction:**

County staff who will train Community Health Workers. RUWASA I with the Ministry of Health and UCBHCA have contributed inputs based on their experience, relevant training literature and numerous consultations outside the county. Much of the material has been adopted from the **Resource Manual for Training of Health Committees and Community Health Workers**, UCBHCA, Entebbe, 1991.

#### **Purpose:**

The aim of this guide is to equip the trainers of the Community Health Workers with adequate knowledge and reference materials to competently train and guide Community Health Workers in Water, Sanitation and Hygiene education matters of the RUWASA Project.

#### **Qualities/Description of Community Health Workers**

1. Willing to work as a volunteer.
2. One of the 2 appointed in each village must be a female.
3. Must be a resident of the village.
4. Must be exemplary.
5. Acceptable to the community.
6. Trained.
7. Not a member of the VHC.

#### **Duties of a Community Health Worker**

##### **A. Carry out HOME visits and advise on:**

Provision of latrines with handwashing facilities.

Hygienic use of latrines.

Hygiene-safe water chain (Drinking uncontaminated water).

Hand washing before food handling and after visiting the latrine.

Collecting and use of water from protected water sources.

Environmental protection, refuse collection, housing and other health facilities in a home.

Personal Hygiene bathing, washing, etc.



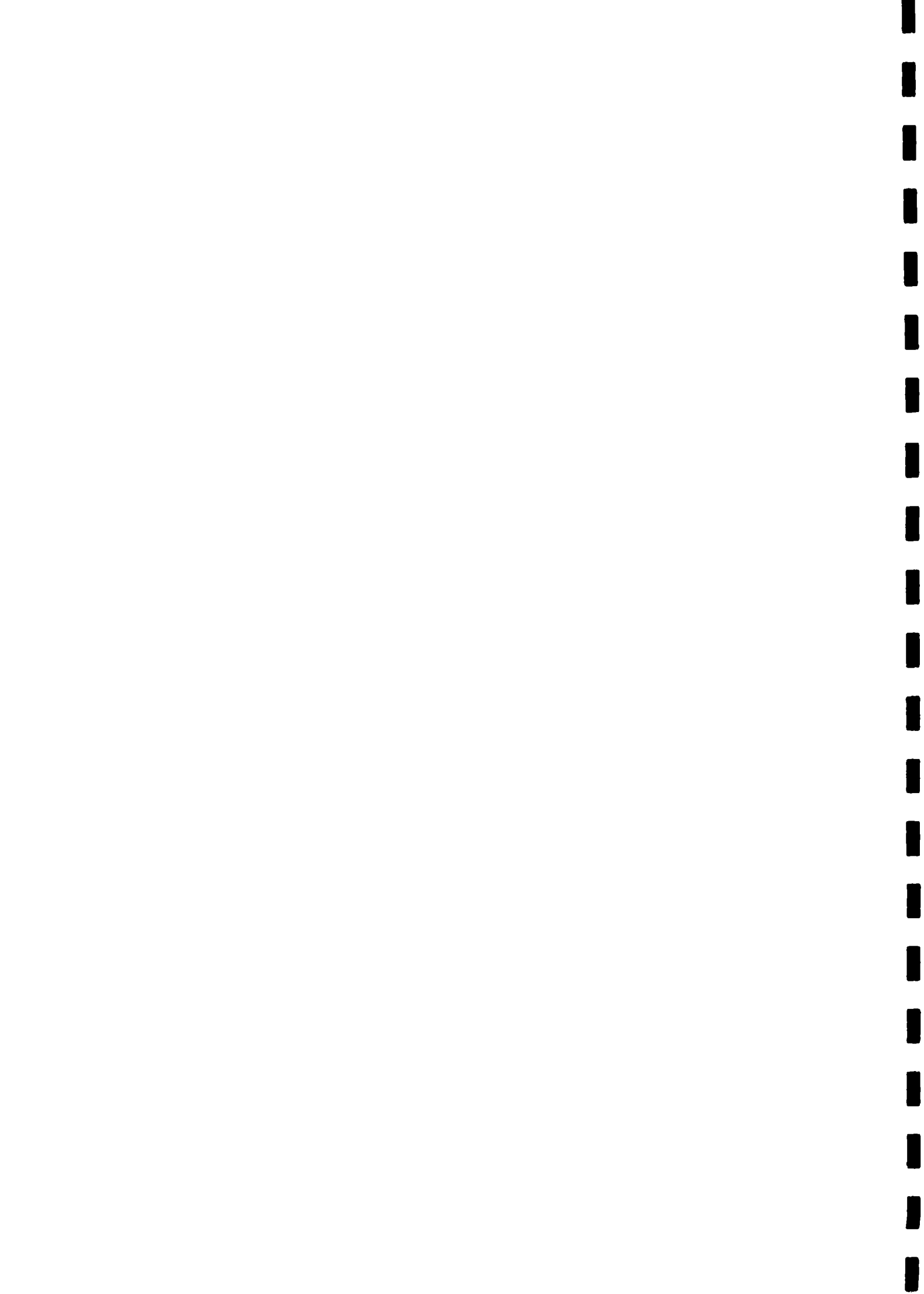
**Note:** The points outlined above form the key hygiene and sanitation objectives of RUWASA.

**B. Work Procedures**

1. Make simple workplans.
2. Collect and keep simple records/information on progress within the community.
3. Make regular reports.

**C. Procedure for selection of CHWs**

1. Sub-county staff brief the LC III Executive on the guidelines for the selection of CHWs.
2. Information is passed to LC1 Executive.
3. LC1 meeting is called and guidelines discussed, 2 people are selected and their names are sent to the LC III Executive Committee and to sub-county staff.
4. The sub-county staff send the names to AHEs for compilation to start the training.



## Appendix 5

### Guidelines for final Household Sanitation Inspection

- A. All parishes within the sub-county will be used in the selection of villages.
- B. The number of villages to be picked from each parish, must be proportional to the number of villages (LCIs) in the sub county and 10% will be used.

The 10% will be selected by doing the following:

List down all the villages in the parish, calculate how many make up 10%.

Write the name of each village on a separate piece of paper.

Fold all the papers and mix them.

Pick at random the number of villages which correspond to the number of villages which make up 10%.

These will be the villages to be inspected.

- C. At village level:

- (i) A separate list of community leaders will be prepared. 50% of community leaders will be selected by doing the following:

List down all the leaders' names in the village.

Write their names on separate papers,

Fold all the papers Calculate how many make 50%, and just pick at random the required number.

These will be the community leader's homes to be inspected.

- (ii) Prepare a list of the names of all household heads and number them.





Calculate how many households make up 5% of the total number. This is the number of households you are going to select. Proceed as follows:

Place the attached table of random numbers in front of you.

Close your eyes and point with a pencil anywhere in the list.

The number you point at will be your starting point.

Then just follow the list and select each number which correspond to a number of one of your households until you have the required number which makes up 5%.

## RANDOM SAMPLING NUMBERS

201	422	231	596	386	021	861	515	925	442
744	044	030	103	537	115	486	946	944	373
947	493	386	236	299	408	787	371	486	065
221	781	698	325	325	151	540	013	383	129
932	121	273	305	418	505	585	493	125	964
450	770	361	994	529	698	038	518	855	223
449	994	893	946	484	067	647	592	083	255
162	910	199	475	896	278	309	633	262	236
045	650	656	824	705	550	614	888	993	823
327	177	036	662	247	227	883	177	089	734
036	590	420	813	064	208	923	519	390	214
624	009	678	934	318	190	670	490	274	520
610	958	983	140	488	510	334	068	337	685
890	904	287	210	099	604	220	526	017	338
017	338	524	600	076	892	142	552	857	319
275	497	343	322	605	911	332	447	931	997
490	744	105	352	242	202	356	663	263	912
497	372	972	339	422	012	595	926	036	738
202	224	880	198	081	476	656	560	978	567
488	779	433	769	087	221	345	937	972	907
067	874	757	001	270	270	308	222	046	191
959	986	172	384	647	647	327	193	209	948
379	573	704	465	461	461	367	692	721	959
059	583	853	751	887	887	542	004	962	664
556	634	007	912	290	290	514	366	261	783
672	962	683	247	038	492	056	648	082	912
858	947	325	318	864	738	456	895	068	081
401	600	056	784	631	582	371	184	756	522
945	894	908	778	268	874	237	662	201	265
116	777	232	336	621	290	941	563	140	471
640	260	345	385	946	684	260	242	036	012
309	132	784	605	106	884	302	450	700	368
669	370	441	450	345	758	489	271	178	485
669	428	607	900	609	796	576	722	087	960
335	121	020	194	212	394	904	588	854	956
324	401	724	730	309	020	982	053	272	208
749	939	783	794	969	455	403	897	844	746
502	543	018	695	544	698	232	056	934	053
494	618	337	968	283	193	287	395	563	970
196	134	783	738	620	360	259	867	679	216
641	476	875	814	726	140	282	558	233	161
184	973	689	565	379	018	118	480	426	119
655	608	510	966	155	668	668	447	370	288
799	310	911	856	317	431	459	647	345	880
072	001	590	160	944	204	637	656	341	941
900	142	015	954	303	331	001	192	405	926
538	620	218	341	410	128	653	009	563	154
981	261	045	762	223	548	393	233	596	962
089	124	824	306	455	645	651	892	594	999
372	467	848	673	855	973	334	117	905	296

## **Appendix 6.**

### **Siting Procedures**

#### **Introduction:**

*The guidelines are to be used by field staff. They have been written to introduce a main change in the process of siting, that is the use of a village map made by the community. The intention is also to remind the SMs of what they are expected to explain to the community regarding the following issues:*

- 1. Criteria for distribution of water sources.*
- 2. The various technologies available, their costs and O&M implications.*
- 3. The importance of hydrogeological investigations and siting tool.*
- 4. The use of a village map drawn by the community.*

*The field staff should ensure that the above are explained to the community concerned at all the important meetings and at all levels from the district to the village.*

#### **1. Criteria for distribution of sources**

*Inform the community that the aim is to increase coverage by 29% of the population in a district with water within a walking distance 1.5 kms. The water must be clean and safe. The number of people to be served by a particular source depends on the type. Protected springs are to serve a maximum of 150 people each, while sources equipped with handpumps (hand auger wells and boreholes) are to serve a maximum of 300 people each and taps on gravity scheme 150 people per tap stand.*

#### **2. The various technologies available and their O&M implications**

*Discuss the various technologies in their order of priority: Protected springs, hand auger wells and boreholes. The technical staff will, based on hydrogeological investigations recommend and justify the choice of a water source technology, it is then up to the users to decide whether or not to accept this, or if they can be able to invest in another technology through other organizations.*

*Different technologies imply different maintenance procedures, different costs, and different features. Springs are relatively cheaper to construct (about 1 million) and has relatively small maintenance costs. On the other hand there is a possibility of the springs drying up in the dry seasons and bacteriological contamination. Hand auger wells cost about 3.5 millions to construct, require trained handpump mechanics, spare part dealers and continuous servicing. They may be quite reliable and be possible where there are no springs. Boreholes cost about 7 to 10 million shillings to construct and require much the same maintenance as hand auger wells. The main advantage of the borehole is the reliability and the water quality.*

**3. The importance of hydrogeological investigations and siting.**

- (a) *The community must be told that a borehole is very costly and that every failure means that some people somewhere else will have to go without a water source. It could be their village.*
- (b) *Explain that it is important that a borehole has as much water as possible at a shallow depth as this will reduce the cost of maintenance and serve more people.*
- (c) *Explain that not all places are suitable for drilling either because there is no water or there is pollution from pit latrines, cattle ponds etc., or the borehole is too close to another existing borehole. This is an important point which has to be very carefully explained. Drawings should help the Mobiliser explain this point.*

## **Appendix 7.**

### **Guidelines for Water User Committee Formation**

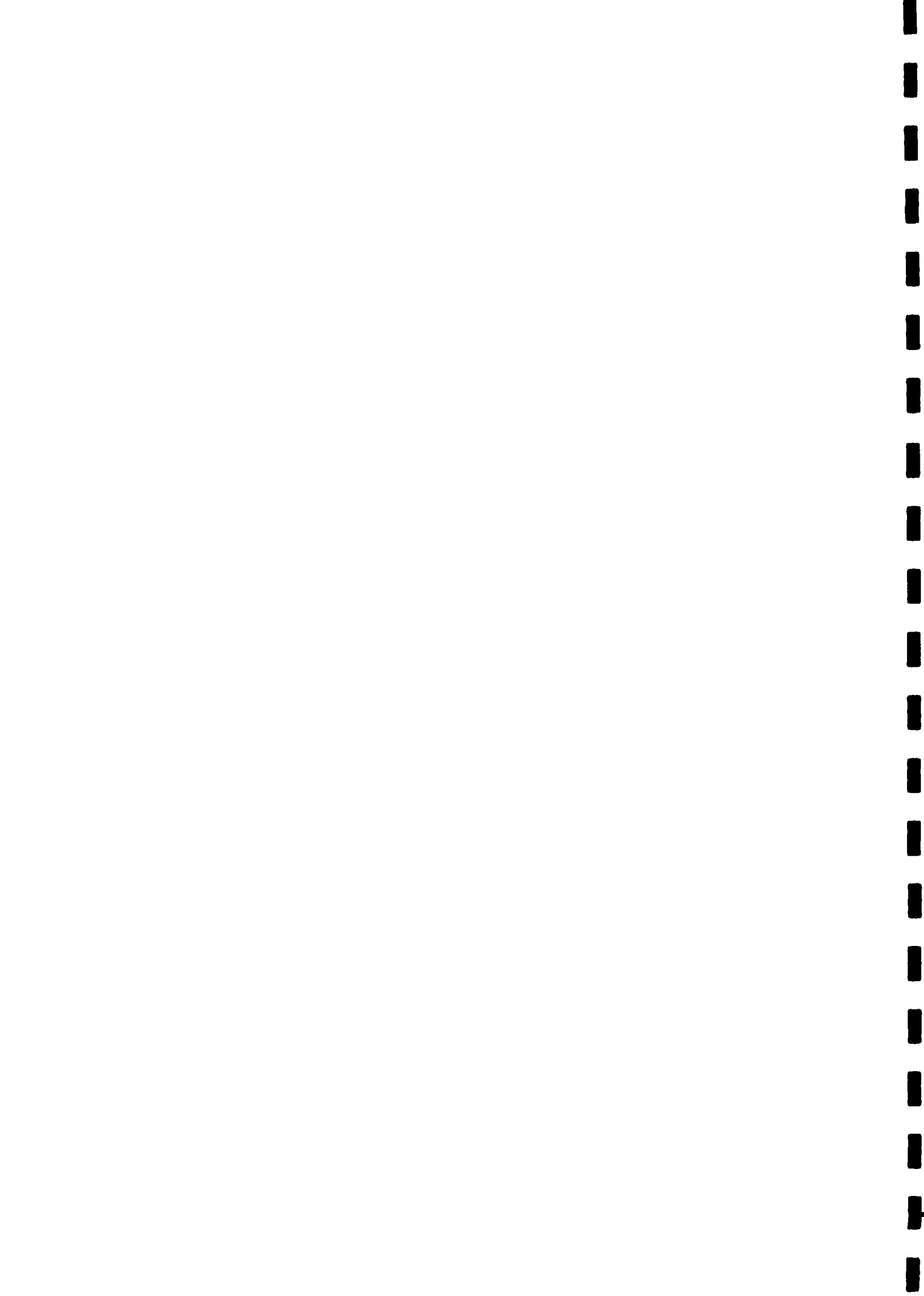
#### **1. Definition of Water User-Committee (WUC)**

This is the committee selected by the community that is to draw water from that particular source, regardless of political or administrative boundaries.

#### **2. Why the Need for Water User Committees?**

Experience has shown that those who directly benefit from a water source really care about it. Therefore the actual users are best at managing and maintaining their own source. It is for this reason that the project is encouraging the formation of Water User Committees. Since this committee already has a common interest ( water source) it can be used to promote hygiene and sanitation.





### **3. Membership**

Chairman	1	
Treasurer	1	
Caretakers	2	one of whom must be a woman
Committee Member	1	
Secretary	1	
Total	6	

**(At least 3 of whom must be women at least one holding an executive post e.g. Chairperson, treasurer or Secretary).**

### **4. ROLES OF THE COMMITTEE**

- i. Identify and maintain a list of water source users.**
- ii. Collect enough money from future users initially community contributions towards construction of the water source and later from users for buying spanners, grease, and handpump spare parts for the mechanic and also enough to pay the hand pump mechanic for the work done. Continuous on-going fund raising is necessary.**
- iii. Discuss and agree with the water Users on O&M.**
- iv. Promote improved hygienic practices and sanitation among water source users.**
- v. Set up and enforce by-laws to govern the water source in liaison with LC I Council authorities.**
- vi. Make sure the caretakers do their job properly.**
- vii. Sign all relevant agreements, certificates and contracts.**
- viii. Keep proper written records of all the money collected and spent. Refer to appendix 4. Records must be availed when required.**
- ix. Hold regular meetings with the Users.**





## Appendix 8.

### **O&M Guidelines for the Mobiliser**

The Mobiliser should facilitate proper operation and maintenance of the sources. That does not imply, that the social mobiliser should be doing the actual maintenance, but rather see to it that all actors involved are active and performing. The actors are:

The community

The water User committee

The caretakers

The sub-county handpump Mechanic

The spare parts shop

Social Mobilisers

The booklets mentioned below are all published to assist the different actors in identifying their duties.

#### **The Social Mobiliser should ensure:**

That the community understands and has a feeling of ownership and responsibility for the source.

That the community knows how to look after their water sources (handling, cleanliness, etc.) The Water User Committee is responsible for organizing the water users to look after their water source i.e. cleaning it, collection of money for purchase of spares and payment of the HPM/Mason.

***For details refer to appendix 7. Guidelines on WUC formation and Appendix 10. Guidelines for simple bookkeeping.***

That the community, the WUC and the Caretakers know what to do when their water source breaks down. For handpump equipped sources, the Caretaker/WUC should call in the Handpump mechanic to find out what is wrong and carry out repairs at an agreed cost. If the repairs necessitate replacement of certain parts, the water source users should buy them from the nearest spare parts shop.





The Sub-county Handpump mechanic is selected and trained according to the drawn guidelines.

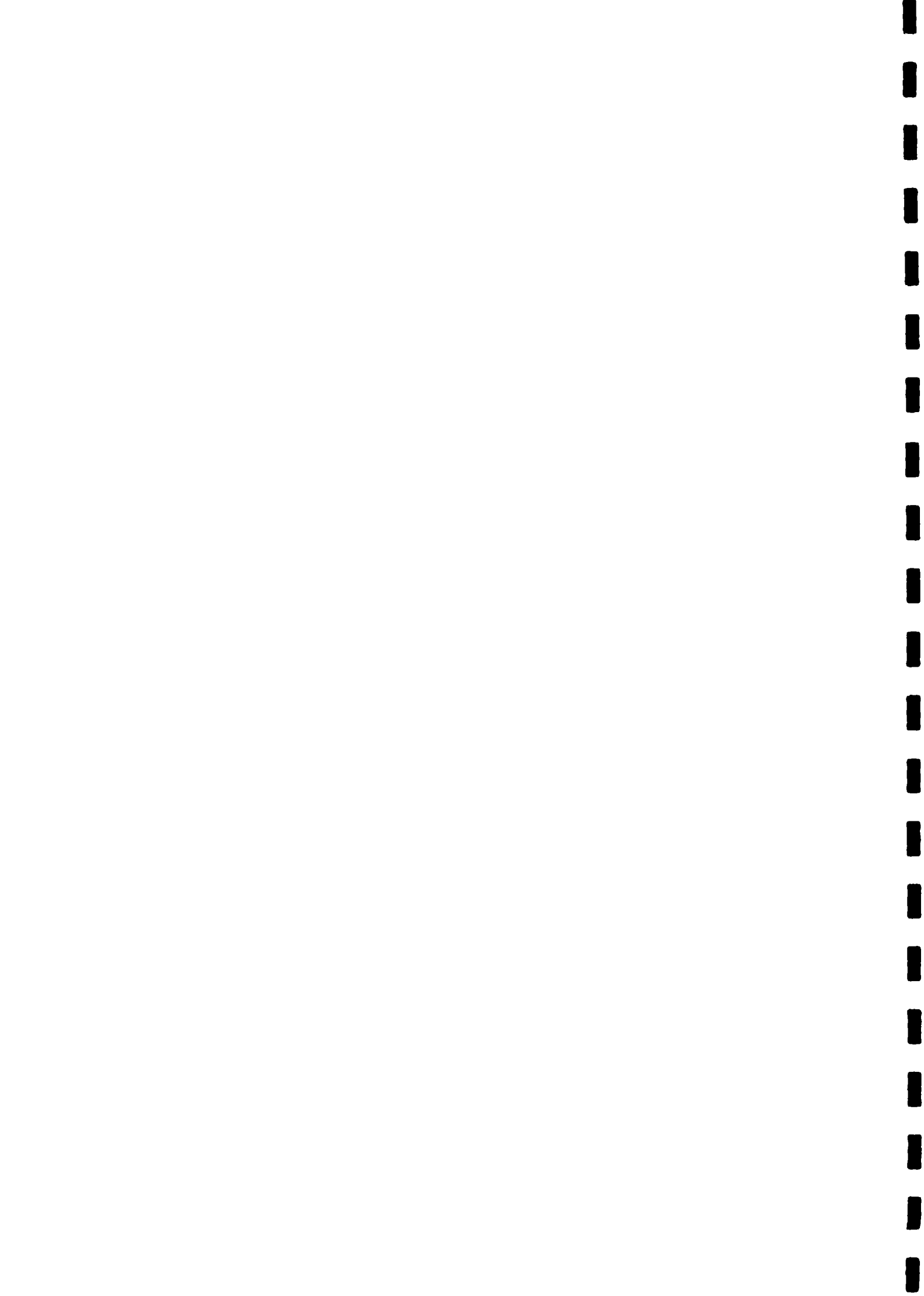
The committees are aware of where they can obtain spareparts required.

That WUCs are formed, trained and are fulfilling their duties, hence follow up is of great importance.

**Materials available include:**

O&M booklets, posters and flyers.

Handbooks for springs and handpump Caretakers.



## **Appendix 9 A.**

### **Roles of the Handpump Caretakers**

Show people how to use the handpump properly.

Grease the handpump chain, tighten loose bolts regularly and carry out minor maintenance.

Report any problem or break down to the WUC.

Work with the handpump mechanic during periodical servicing of the handpump.

#### **Organize the community to:**

Build and maintain a fence around the handpump.

Clean the area around the handpump.

Take special care not to pollute the area uphill the handpump.

Plant banana plants for the drainage.

Stop children from playing with the pump.

Keep animals away from the area around and uphill the hand-pump.

Use clean containers to collect water and promote safe water storage at home.

Arrange containers in lines while waiting to collect water.





## **Appendix 9 B.**

### **Roles of the Spring Caretakers**

Check for cracks on the retention wall, basement and steps and report any problem or break down to the WUC.

#### **Organize the community to:**

Build and maintain a fence around the spring catchment area.

Clean the area around the spring and cut the grass.

Take special care not to pollute the area uphill the spring.

Clear the drain to avoid stagnant water.

Clear the cut off drain to prevent storm water from contaminating the reservoir.

Stop children from playing around the spring.

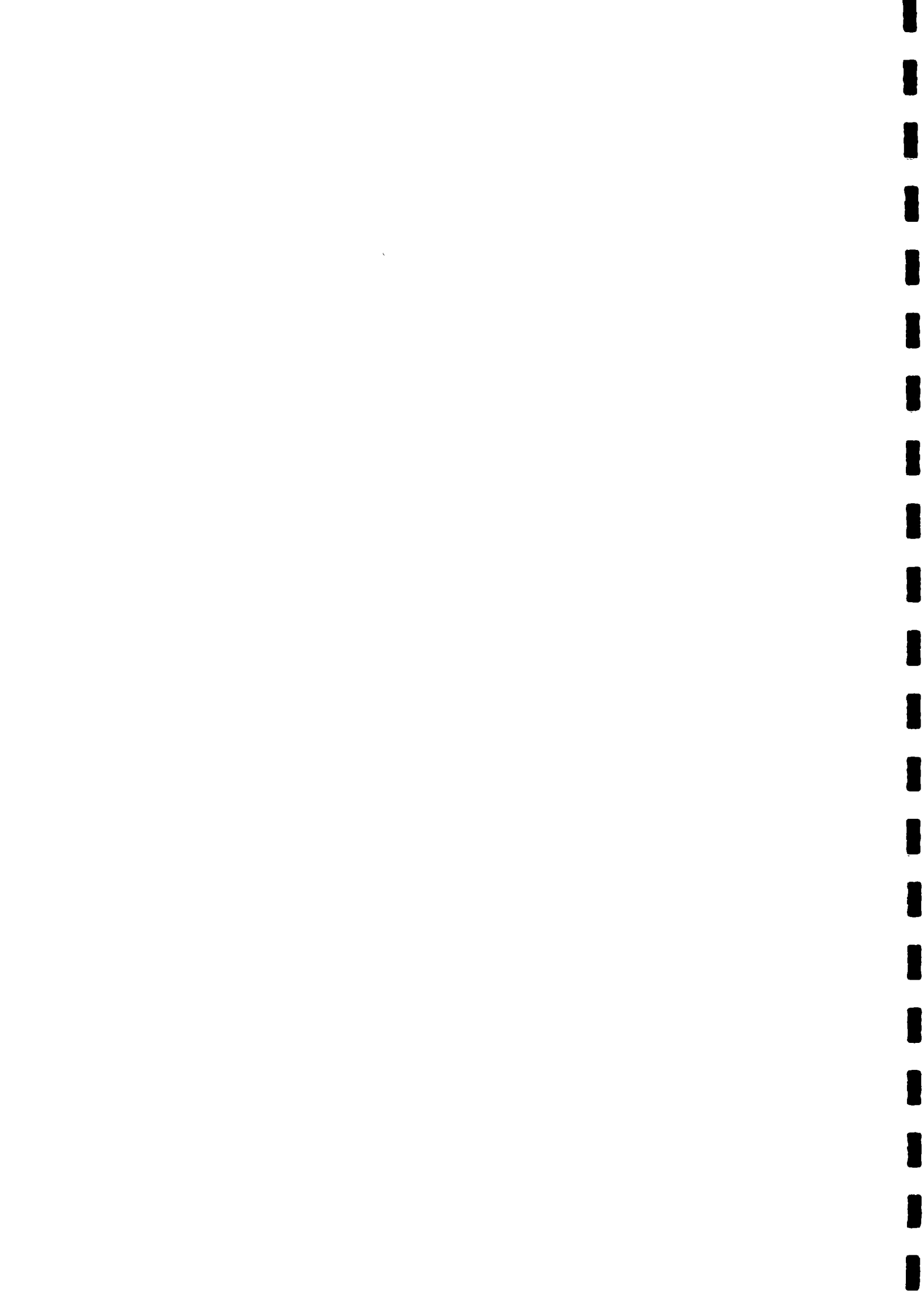
Keep animals away from the spring.

Never block the spout

Use clean containers to collect water and promote safe water storage at home,

Arrange containers in lines while waiting to collect water.







## **Appendix 9 C.**

### **Roles of the Tapstand Caretakers on Gravity Schemes**

Show people how to use the tapstands properly.

Report any problem i.e. (leakages, spoilt taps) cracks on the concrete works to the tapstand committee.

Work with the handpump mechanic during periodical servicing of the handpump plumbers/repairmen contracted to carry out repairs on the tapstand.

#### **Organize the community to:**

Build and maintain a fence around the tapstand.

Clean the area around the tapstand.

Plant banana plants for the drainage.

Stop children from playing with the tapstand.

Keep animals away from the area around the tapstand.

Use clean containers to collect water and promote safe water storage at home, and arrange containers in lines while waiting to collect water.

## **Appendix 10.**

### **Guidelines for Simple Book keeping**

This will help Water User Committees (WUC) and tap stand committees in keeping proper records of funds collected and used for the management of their water sources.

#### **1. As a WUC how can you make good money plan ?**

A money plan identifies the amount of money needed and how the money will be obtained.

You need to know:-

- (i) How many people use the water source;
- (ii) Prices of what you need to buy, like spanners, grease and spare parts;
- (iii) What other things need money, like paying the handpump mechanic; and
- (iv) How much money you should collect to meet all expenses well.

#### **2. How can you raise money for maintaining the water source ?**

People in different areas have different ways of getting money. Collect money using the best method for your area. Some possible ways are:-

- (i) Voluntary fund-raising during meetings or other activities, or appeals;
- (ii) Contribution using fixed rate per person or household;
- (iii) Donations from well wishers;

Some people may work more than others instead of paying money. Others may prefer to pay more and not participate directly in maintaining the water source.



**What can affect your plans for collecting and using money ?**

- (i) The number of people using the water source;
- (ii) The number of people who contribute;
- (iii) How well you mobilize the people, and how efficiently you use money collected;
- (iv) Changes in prices of things needed;
- (v) Bad records about money collected and used;
- (vi) The people's willingness to contribute money;
- (vii) How efficiently you use the money collected.
- (viii) The season when money is collected; or
- (ix) Natural problems like famine.

**3. How can you best record money received and paid out ?**

**A Receipt Book** will help you keep records of money received.



**MAKUUTU WATER USER COMMITTEE**

**RECEIPT**

Date . . . . . 19

Received from M/S

the sum of shillings

Being payment of

Cash/Shs



Name

With Thanks

Signature

**A Voucher will help you make records of money paid out.**



**MAKUUTU WATER USER COMMITTEE**

**PAYMENT VOUCHER**

Date . . . . . 19

PAID M/S

PARTICULARS	SHS	CTS

Received by \_\_\_\_\_

Paid by \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Authorized by \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

*The Treasurer should keep one copy of all receipts and vouchers given out. A cash book can then be used to record all the money received and paid out.*

<b>MAKUUTU WATER USER COMMITTEE CASH BOOK</b>				
<b>Date</b>	<b>Description</b>	<b>Money In</b>	<b>Money Out</b>	<b>Balance</b>
1 8 94	User Fees	20,000		20,000
6 8 94	Donation by Hon Basoga	8,000		28,000
10 8 94	Bought spanners		14,000	4,000
12 8 94	Bought 1 tin of grease		3,500	10,500
15 8 94	Collected during a meeting	2,500		13,000
20 8 94	Paid Mr Kisubo (Handpump Mechanic)		2,000	11,000

This method of recording helps you show money coming in and going out and money left. You can explain to the users how their money is being used.

You can keep records simply and cheaply using counter books. Besides, identify the best way of keeping money. You should buy the most necessary things (spanners, grease and rubber spare parts) as soon as you collect some money. You can then collect more money for paying the handpump mechanic.

It is important to keep proper money records because they assist you when accounting for money received and used.



# Appendix 11.

## Guidelines for Community Contribution

### Purpose:

To help SMs in training of WUCs in the collection of the community contribution.

A water contribution towards the capital cost of a water supply is in line with Government of Uganda policy. Such contribution indicates need for the service, enhances the feeling of ownership, and therefore, has a positive effect on the sustained functioning of installations.

### Community contribution per source:

**SPRING:** .....45,000/=

**HANDPUMP:** .....180,000/=

**GRAVITY SCHEME:** .....5000/= per household

**HAND DUG WELL:** .....45,000/=

**REHABILITATION OF BOREHOLE:** .....45,000/=

### Step 1

Future beneficiaries select a WUC with a responsible treasurer (preferably a woman) to be in charge of the collection of the community contribution. The committee of 6 people should consist of at least 3 women.

### Step 2- Type of payment

The WUC in consultation (i.e., through a meeting) with the beneficiaries, agree on the **amount** to be paid and **when** it should be paid in relation to the water source technology. The money may be got through several channels i.e., **cash by individuals, donations, in kind, through fund-raising, etc..**

Only cash contributions should be deposited on the project account.

### **Step 3- Mode of collection**

The money can be collected in the following ways;

- House to house.
- At community meetings.
- Through individual payments to the treasurer.

### **Step 4- Accountability**

- To ensure accountability, the WUC should do the
- WUC should register all users and indicate all those who have paid.
- WUC should hold accountability meetings with the community.
- WUC should give receipts to the people who have paid.
- A billboard showing names of villages which have paid for a water source, should be displayed at the Sub-county headquarters.

### **Step 5- Banking**

- In order to ensure safe custody and to avoid misappropriation of the funds collected from the community, the money should be taken to the Sub-county and paid to the Sub-county cashier or directly to the District Community Contribution account.
- Receipts must be issued to the WUC treasurers who take the money to the Sub-county cashier indicating the amount paid and date.
- In cases where the money is taken in installments, receipts should be issued for each installment given to the Sub-county cashier.
- Payment to the bank by the WUC will be made with bank slips provided by the Districts.
- When the Community Contribution is paid through the Sub-county, the Sub-county cashier should take all the money collected from all the WUCs, to the District and BANK it on the Community Contribution funds account.

- Payment to the bank by the WUC will be made with bank slips provided by the Districts.
- When the Community Contribution is paid through the Sub-county, the Sub-county cashier should take all the money collected from all the WUCs, to the District and BANK it on the Community Contribution funds account.
- The District will make bank slips in quadruplicate and will supply them to the WUCs or the Sub - counties. The slips (similar to those used for school fees) will then be filled in by the WUC treasurer or the Sub - county cashier presented to the Bank amount of money being deposited.

<b>Bank Slip</b>	
District Copy	
District:	
A / C No.	Date
Village Name (s )	
NOTES:	
10,000 /=	
5,000 /=	
1,000 /=	
500 /=	
200 /=	
100 /=	
50 /=	
TOTAL CASH	
Total amount in words	
Paid in by	Cashier

- At the bank, money will be received and the slip copies distributed as below:
  - One copy - Bank
  - One copy - District
  - One copy - Sub-county
  - Original copy - WUC Treasurer
- The district copy will have to be taken to the district water development department and a receipt will have to be issued.
- Both the receipt from the District and /or Sub-county and the bank slip (treasurer's original) will be used for accountability purposes to the community.

## **Step 6- Planning Construction**

- When all the money from the WUCs, has been collected and taken to the District and banked on the District Community Contribution funds account, planning with the communities for siting and construction will commence.
- The money from the account for a particular community is only withdrawn and banked on the district project account after the successful completion of the source. This money is part of the construction costs of the water source.
- The money collected will be used to construct more water sources as per the current need.
- If the source is not successful, the money will be returned to the community.
- The District RUWASA Coordinator, Chief Administration Officer and the Chief Finance Officer are the only signatories to the District RUWASA account.

## **Appendix 12.**

### **Guidelines for the Mobilisation of Community for Drama**

1. Collect monthly drama programmes and advertising posters at DHE's office and make sure you have them a week before the drama specifying the time and place where the drama will be staged.
2. Place them in public places where every one will be able to read them.
3. Involve local leaders in the mobilization system i.e., LCs, Chiefs, and religious leaders.
4. Follow up with home visits to make sure that everybody gets to know the right time, day and venue.
5. Make sure you have prepared a venue where the drama will take place.
6. Facilitate the drama group to get to know the area before performing the play.

### **During the performance**

Introduce the group and play to the community before the performance.

### **After the performance**

Probe the community ( audience), after the drama for questions.

N.B Let the community participate in giving relevant answers.





## **Appendix 13.**

### **Monitoring & Follow-up Guidelines**

#### **Purpose:**

1. To guide SMs in monitoring and evaluation of various field activities to help in the provision of information necessary for making important decisions during the implementation process. E.g.
  - a) Information pertaining to the physical delivery of facilities provided by the project.
  - b) Information pertaining to the use of the facilities and services by the targeted population.
  - c) Information on the impact of intervention.
  - d) Information on the regular maintenance of the facilities.

#### **Activities:**

Monitoring of existing water sources, household and institutional sanitation facilities, and of hygiene practices.

#### **Note: See monitoring forms that follow**

Any defects /faults found should be discussed with the Community. Community monitoring is very essential therefore, the community should participate in the actual monitoring and have all information related to them and be able to analyse it for improvement. i.e., cleanliness of sources, taste of water, latrine coverage, handwashing practices etc..





Follow up activities are intended to provide back-up support, monitor progress and to assess status of the activities started, ongoing and complete. The overall purpose is therefore to ensure the successful implementation of the planned activities on schedule and their sustainability.

### **Follow-up Guidelines:**

The following guidelines are general principles which both the district and project staff can utilize to make follow up on activities, staff and communities.

#### **Checking on the workplans and implementation activities**

This guideline assumes that workplans for implementation activities have been prepared by the people concerned. A workplan is a prerequisite to successful implementation of activities. The checking on these workplans to see if they have been carried out will indicate what progress is being made and the people's commitment/ determination and willingness to have their situation changed.

The question to answer here is whether the activities in the plans are being implemented as scheduled. A number of plans have been drawn as in the case of User Committees after their training. Check on the progress of the activities that are being implemented, or had been planned for implementation, by asking yourself the following questions:

Are the activities carried out as required/planned for?

Are they implemented correctly (quality wise)?

Are they within the time schedule?

#### **If not, then Why?**

You are required to identify by probing whether the activities are progressing or not started at all. Identify who is responsible, why the activities are not being carried out, what can be done, what is needed to facilitate progress. You do this through consultations with the people concerned, community leaders and the community themselves.

Discuss with the people concerned how to solve the problem. The community knows what they need. The field staff's responsibility here, is to guide and assist them, provide knowledge and facilitate to solve the problem.

After discussion, it will be assumed that people concerned are ready to solve the problem/constraints. The guidance here will be to assist in drawing up a workplan to solve the problem (which can be solved at their level) hindering the implementation of planned activities.

**Remember follow-up is a continuous process. The activity already followed up on may need another follow up.**



**WATER USER REGISTER**  
**TO BE COMPLETED BY MEMBERS OF WUC & CIWs**

No	Name	Sex of HH head		No. of person in HH		CC payment		Cleanliness of Jerry cans for collectin water	separate drinking water container present	drinking water cover present	separate scooping container present	average no. of Jerry cans collected per day	latrine present	type of latrine		hand washing facility present	barth shelter present	kitchen present	compound ever clean	bush around home present
		M	F	M	F	capital	O&M							traditional	sanplat					

Note only tick where the facility is available. Keep up datdag as the household improve.  
 The formats will be filled by members of the WUCs who will zone the users and each member will be uncharge of a zone.



October, 1997

