

**Guidelines for community
participation and health and
hygiene education for rural water
supply and sanitation**

(draft)

**CMMU - Zambia
1995**

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GUIDELINES FOR COMMUNITY PARTICIPATION AND HEALTH AND HYGIENE EDUCATION FOR RURAL WATER SUPPLY AND SANITATION

INTRODUCTION AND BACKGROUND

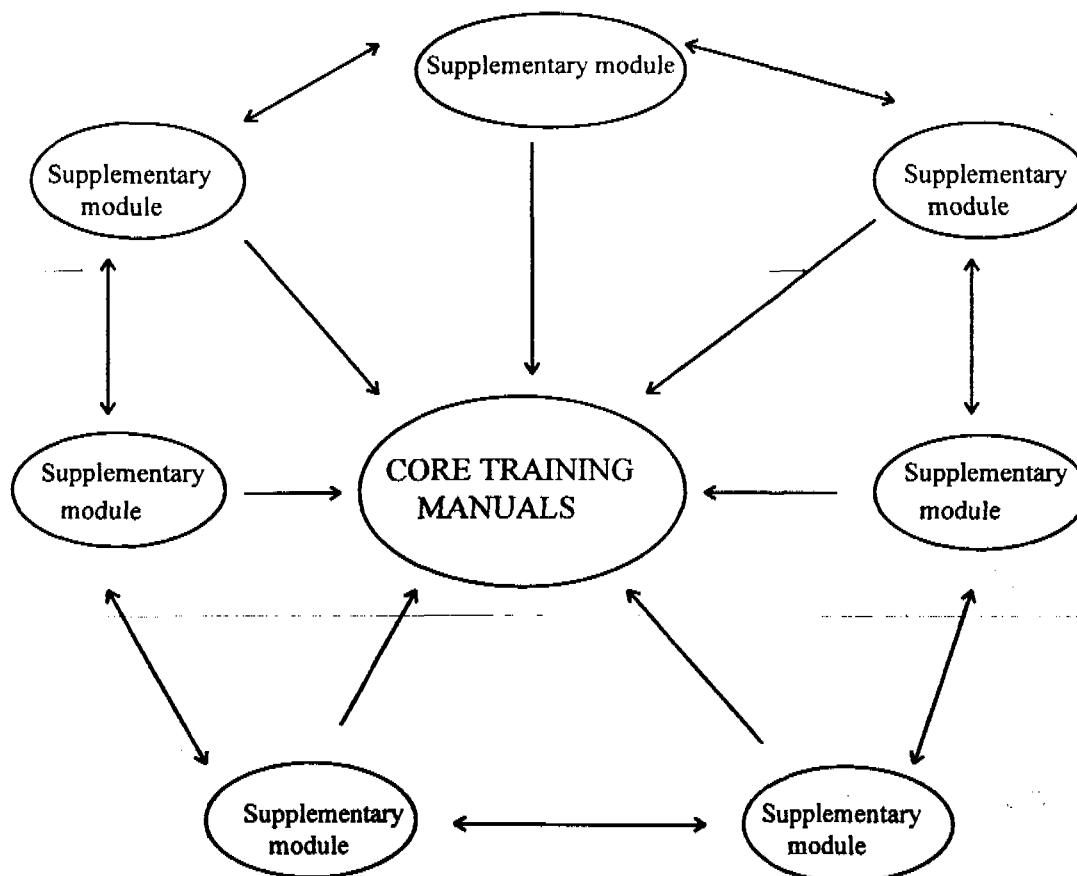
The production of these **draft** guidelines for Community Participation (CP) and Health / Hygiene Education Materials (HEM) is the result of two years of research by members of CMMU staff into the "whys and wherefores" of Rural Water Supply and Sanitation.

The overall management of these materials has been designed as follows:

(a) Five **Training manuals** are being prepared describing the WASHE concept, its introduction at district and provincial levels, the preparation for the development of a District WASHE plan, through to the actual development of the D-WASHE plan. These manuals are designed as Core WASHE Training Manuals and are supported and complimented by supplementary modules.

(b) **Supplementary modules** as outlined above, are designed to support specific issues in relation to WASHE and the Core WASHE Training Manuals. Issues being addressed in the supplementary modules are wide ranging and include for example, standardisation, technology options, community participation and health and hygiene education.

The overall management concept can be visualised as follows.



The materials presented in this document can be broken into two distinct areas: Guidelines for Community Participation in Rural Water Supply and Sanitation and Health and Hygiene Education Materials for Rural Water Supply and Sanitation. (As this document represents the first draft of these materials they have been presented as one for ease of reproduction and distribution. Once the final drafts have been agreed they shall be prepared as individual, but complimentary documents.)

The supplementary modules presented here, 8(a) through 8(l), (12 in all), deal with specific issues in relation to CP and 6(a) and 6(b) dealing with HEM. Examples of specific materials (ie story will gap, unserialized posters, water and sanitation ladders etc.) referred to in the main text of the supplementary modules are attached as annexes.

The Core WASHE Training Manuals are currently being produced for distribution and will be circulated in the near future. Many of the supplementary modules have been written and are being produced for circulation. As it was felt that the issues of CP and HEM should be given priority these are the first to be distributed.

The Manuals and the supplementary modules are designed to induce participation of communities in CP and HEM activities. Many of the materials presented here have been used, or are in use by Government, Donors and NGO funded projects and therefore considerable experience has already been gained regarding their use.

ACKNOWLEDGEMENTS

Many people were involved in the production of these draft guidelines. Government ministries including MOH, MOE, MLGH and District Councils were all involved at one stage or another. Many Donors and NGOs also contributed including UNICEF, NORAD, IRISH AID, GTZ, SNV, KFW, and LWF. Also, many of the materials and ideas presented here are the product of the hard work of members of staff from these organisations.—We acknowledge our appreciation and express our gratitude to them for allowing us to use some of their materials and texts.

Special mention should be made to the CEP / WASHE team in Western Province, Mrs Catherine Akekelwa, Mrs Precious Munka Inambao and Mr Maurice Samani, to Mr L. Mate of Northern Province Development Programme (Irish Aid), to Mr Alfred Chishota and Ms Dorothy Mwashingwele of JBG (KFW Central Province), to Rural Water for Health Project (SNV) and Village Water Supply (GTZ), (both of North-western Province) and to CMMU staff.

Community Management and Monitoring Unit, December 1995

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Participatory Hygiene Education

Supplementary Module 6a

CMMU 1995

INTRODUCTION

The Community Management and Monitoring Unit (CMMU) did a review of health and hygiene education materials in a bid to assess their appropriateness for behavioural change. The review consisted of visits to water and sanitation projects and Ministries dealing in water and sanitation. Education materials were collected and also discussions were held with various health educators. In addition two major workshops were held to discuss the participatory health education materials developed by the Unit.

All these efforts have been made in order to integrate hygiene education to the provision of safe, adequate water supply and sanitation facilities.

Some of the indications from the reviews are as follows :

The methodology for delivering hygiene education seems to be generally (didactic) where the health worker does all the talking. This method is unfavourable as it does not allow communities to fully participate and react to proposed solutions or air their own needs and expectations.

Some of the health and hygiene education materials have been developed without the involvement of communities and hence become inappropriate for use.

The level of health knowledge in the communities is high, however, due to the absence of hygiene enabling facilities, latrines, improved water supply, hand washing facilities, or failure to internalise this knowledge has affected behavioural change.

There seem to be an abundance of health education materials of which some carry a lot of messages which do not enhance behavioural change as they demand a lot of things to be done at the same time.

It is against this background that Community Management and Monitoring Unit (CMMU) has produced this module for extension workers. This module contains background information on hygiene education practices, while module 6b has guidelines on how to use participatory methods and materials during the educational sessions

FOR WHOM THIS MODULE IS WRITTEN.

This module has been written for Environmental Health Technicians (EHTs), Community Health Workers (CHWs) and other extension workers, who work with communities. It can also be used as an educational material for schools by the Teachers.

OBJECTIVES OF THIS MODULE.

This module present a basic understanding of :

- *Promotion of health in the community through participation.*
- Reduction of Water and Sanitation related diseases.
- Transmission routes of Water and Sanitation related diseases. And module 6b shows how to use Participatory Health & Hygiene materials and methodologies.

DEFINITIONS:

- Health and Hygiene Education
- **Health Education** is defined as "*any combination of learning experiences designed to facilitate voluntary adaptations of behaviour conducive to health*".
- **Hygiene Education** may be defined as "*all activities aimed to change attitudes and behaviour in order to break the chain of disease transmission associated with inadequate hygiene and sanitation*".

AREAS OF FOCUS.

The focus on hygiene education is establishing links between water and sanitation facilities, on the other hand and human practices on the other hand, especially with regard to use, care and maintenance of facilities, the preservation of water safety and its use in sufficient quantities and the safe disposal of waste water, human and other solid waste.

Hygiene education has been shown to be instrumental in getting facilities adapted to the needs and conditions of the users to ensuring their exclusive use and to providing for their up keep and maintenance. Hygiene education can also help to prevent recontamination of water between collection and use and to stimulate the use to sufficient quantities of water for personal and household hygiene. Safe waste disposal is another important aspect of health education,

also because improved water supplies often create additional waste water problems and thus new health risks. The fact that most water and sanitation related diseases is transmitted faecal-orally demonstrates the importance of safe disposal of human waste. The major concern in hygiene education is the integration of sanitation improvements in water supply and sanitation projects.

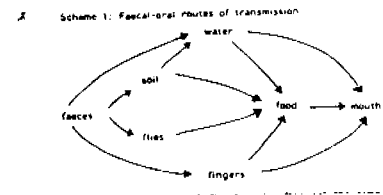
POTENTIAL ACTION POINTS FOR HYGIENE EDUCATION

To maximise the potential benefits of water supply and sanitation improvements, facilities have to be used and related behavioural risks reduced. This implies that for any hygiene education there may be a number of action points.

SAFE, ADEQUATE WATER SUPPLY.

Safe drinking water is important in the control of many diseases. This is particularly well established for diseases such as diarrhoea, cholera, typhoid, amoebic and bacillary dysentery. It has been estimated that as many as 80% of all diseases in the world are associated with unsafe water. This association can take a number of different forms and diseases may be grouped accordingly.

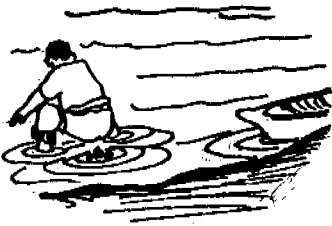
- *Water Borne Diseases:* e.g. Cholera, Typhoid, Dysentery.
- *Water Washed Diseases:* e.g. Scabies, Trachoma.
- *Water Based Diseases:* e.g. Schistosomiasis (urinal and rectal), Dracunculosis (Guinea Worm)
- *Water Related Diseases:* e.g. Malaria, Yellow Fever and Sleeping Sickness.
- Families without safe piped water supply can reduce diseases if they protect their water supply from germs by:-
- Keeping wells covered.
- Keeping faeces and waste water (especially from latrines) well away from any water used for cooking, drinking, bathing or washing.
- Keeping buckets, ropes and jars used to collect and store water as clean as possible (for example by hanging up buckets rather than putting them on the ground).
- Keeping animals away from drinking water sources.
- Water can be kept safe at home by :



- Storing drinking water in clean, covered container.
- Taking water out of the container with a clean cup.
- Not allowing anyone to put their hands into the container or drink directly.
- Keeping animals out of the house.

SAFE EXCRETA DISPOSAL PRACTICES.

People defecating in or near rivers, streams or ponds directly pollute the water which often is a source of drinking water, if not for themselves, then for people down stream. Where defecation is practised in or close to vegetable gardens or crop field, it is often argued that faeces will serve as manure. However, the food crops may get directly contaminated, resulting in a health risk when crops are consumed raw or slightly cooked.



In many communities where there are no latrines, special defecation areas may be found. Often some distance away from where people live, because faeces are spread throughout these areas, it is difficult to avoid stepping on it. If animals freely roam around, they can spread the human faeces and at the same time risk getting infected with the eggs of beef or pork tape worm. Flies and other insects also have their share transporting germs from these areas. Children are often allowed to defaecate whenever the need arises and when others do not immediately clean this up, infections can easily spread. There is a widespread belief that faeces of children are harmless, the contrary is true. Because children play on the ground, they are more often infected with excreta-related diseases. They are more-over usually more susceptible for these diseases. It is therefore, advisable that faeces (stools) for children buried or thrown into a pit-latrine. There are many kinds of traditional latrines. They are often made with locally available materials and built on self help basis. Depending on these materials, the structure may be more or less stable. The building technology depends on the experience within the community and local mason often have developed techniques which are very well suited to local conditions.



Traditional latrines may be as good as there are, but there are also areas where technical or hygienic problems are experienced. Pits may collapse after relatively short period of time due to instability of the ground. Floors may be made of wood, covered with mud to form a flat surface, but this

surface may be difficult to clean and become a breeding place for hookworms.

Such problems may result in total disregard for latrines and people may revert back to open defecation. This is understandable from the individual point of view, but for the community, it is bad as latrines even unsanitary ones - at least localise the risks.

- Latrines should be located away from water sources.
- Latrines should be cleaned regularly.
- The faeces of animals should be kept away from homes and water sources.
- Hands should always be washed after using a toilet and before touching any food.

Innovations are more likely to be accepted when they are simple to carry out, compatible with existing situation, can be tried out by the community, produced observable results in the short term and have perceived advantages over existing methods. In addition, the acceptance of new behaviour by an individual or a community may well depend on the availability of factors such as time, money, skills, equipment and appropriate services.

Some of the key factors and conditions that influence the adoption of new facilities and hygiene practices. Facilities and practices are more likely to be adopted when they :

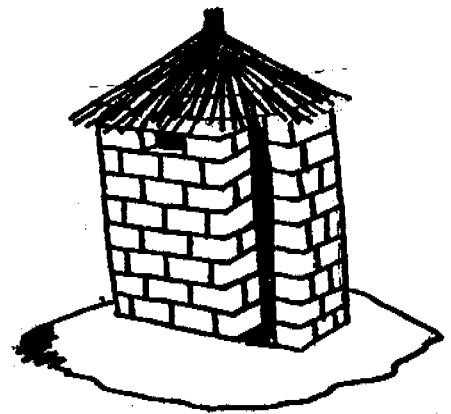
- make life easier and solve felt need.
- are functionally appropriate.
- are affordable and materials easily available.

are based on peoples practical understanding of how water and sanitation related diseases are transmitted in their own environment are in line with the cultural values and behaviour of the users.

Appeal to a sense of modernity and status are promoted through the example of key persons in the community e.g chief headman e.t.c.

REFUSE DISPOSAL.

Bacteria can be spread by flies which like to breed in refuse such as food scraps and peelings from fruit and vegetables. Domestic refuse should be properly disposed off. This can



See more information on Latrine Technology Options Module 7

be done by either putting it in covered bins (urban areas) or buried /burnt to prevent flies, rats and bad smells.

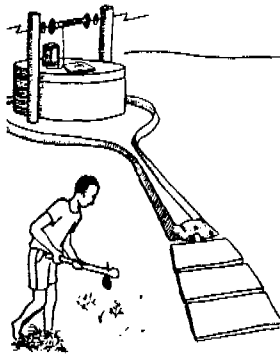
Always encourage families to dig a pit to put the waste in and cover it immediately with some earth. Burying or covering waste such as tins that may collect rain water will prevent mosquito breeding.



SAFE WASTE WATER DISPOSAL/ DRAINAGE.

Still water and muddy places around houses and water collection points will cause health risks (especially hook-worm infections) and attract mosquitoes. This is why safe waste-water disposal from water points and domestic uses is very important.

Waste water from water points should be properly disposed off. This can be done by draining such water to soakways. In order to facilitate that drains should be clear to allow water to freely flow without stagnating to avoid mosquito breeding. Waste water can also be allowed to drain towards the vegetable or fruit gardens. Communities should be stimulated to think of productive uses of waste water for income generating activities.



FOOD HANDLING.

Food hygiene has been defined as all the measures necessary for ensuring the safety, wholesomeness and soundness of food at all stages - from its growth, production or manufacture to its final consumption.

Food is responsible for the transmission of a large number of illnesses most of which can be grouped under the following:- bacteria, viral, protozoa and zoo parasitic diseases etc.

Safe handling of food can further help to reduce the risk of diseases.

Food is handled in a safe way when:

- Hands are properly washed with safe water before eating or preparing food and not allowed to get dirty during these activities. So hand washing is not only important after defecation, but also before handling food. Also food prepared or served by somebody with unclean hands may infect everyone who eats this food.
- Raw foods and fruits are washed with safe water before eating. This is important as raw food and fruits may have been in contact with soil contaminated with human waste



or manure or may have been handled with unclean hands or may have been sprinkled with unsafe water to keep them fresh before selling.

- Food is properly cooked before eating. Cooking will kill disease organisms and worm eggs. This is not only true for vegetables but also for pork, beef and fish. Left over food that cool down and are kept for the following meal should be thoroughly heated before eating to be sure that no new disease organisms are present in the food.
- Cooking and eating implements are washed carefully
All food stored in washed, covered containers to protect it from flies and dust.



OVERVIEW OF MAIN BEHAVIOURAL DOMAINS DISPOSAL OF HUMAN FAECES:

- Choice of place for defecation.
- Disposal of cleansing material.
- Disposal of faeces.
- Hand washing.
- Anal cleansing.
- Cleaning of the toilet/ latrine.
- *Other Activities Related to Faecal Matter:*
 - Animals eating faeces.

USES & PROTECTION OF WATER SOURCES:

- Choice of water sources.
- Water collection.
- Water transport.
- Water use at the source.
- Waste water disposal and drainage.
- Water treatment.
- Water source protection and maintenance.
- *Other Activities related to Water Source:*
 - Water conservation by prevention of Water Pollution.
 - Water conservation by prevention of Ecological degradation.

WATER & PERSONAL HYGIENE:

• **WATER HYGIENE AT HOME PERSONAL HYGIENE**

- Water handling
- Washing of hands/ cleaning nails.
- storage.
- Washing of face.
- treatment.
- Wash body/ bathing.
- re-use hygiene after defecation.
- Waste water disposal.
- Washing & use of clothes, towels & bedding.

FOOD HYGIENE:

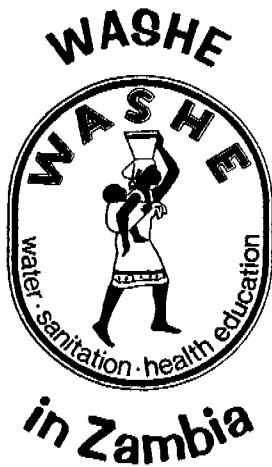
- *Handling practices.*
- Cleaning of kitchen/ food preparation area.
- Hand washing/ use of clean hands.
- Use of clean work-top and kitchen utensils.
- Use of clean dish cloths/ kitchen towels.
- Disposal of waste water and garbage.
- *Preparation practices*
- Washing raw food and fruits.
- Temperature/ length of cooking.
- Temperature/ length of re-heating.
- Speed of cooking.
- Time of preparation.
- Storage practices
- Temperature/ length of storage.

- Location and coverage of stored food.
- Storage of left-overs.
- Storage of eating/ kitchen utensils.
- *Eating and feeding practices*
- Hand washing/ use of clean hands.
- Use of clean eating utensils.
- Feeding of babies and small children.
- Times of eating and feeding.
- Washing of eating and cooking utensils.

DOMESTIC & ENVIRONMENTAL HYGIENE:

- *Household hygiene*
- Wiping of surfaces.
- Sweeping and cleaning of floors and compounds.
- Insect control.
- *Environmental hygiene*
- Street cleanliness.
- Waste water disposal and drainage.
- Solid waste disposal.
- Hygiene at public places.
- *Animal management*
- Control/ corralling of animals.
- safe disposal of animal faeces.

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Participatory Hygiene Education

Supplementary Module 6b

CMMU 1995

CONTENTS

NO	TOPIC	ACTIVITY
	INTRODUCTION TO PARTICIPATORY HEALTH AND HYGIENE EDUCATION	
1	The Pocket Chart	Voting
2	Hand washing methods	Voting
3	Hand washing times	Voting
4	Sanitation	Priority Ladder
5	Refuse Disposal	Story with a gap
6	Water resources	Priority Ladder
7	Water use practices	Voting
8	Water storage	3 Pile sorting
9	Water collection	3 Pile sorting

FOR WHOM THESE ACTIVITIES ARE DESIGNED?

The activities in this module are designed for:

- small groups of six to ten
- semi-literate (1-5 years schooling)
- men, women or school children
- communities

APPROACH TO PARTICIPATORY HEALTH & HYGIENE EDUCATION

The guidelines have been prepared for extension staff to enable them use participatory health and hygiene education materials and methodologies to communities.

The materials contained in this module cover water supply, sanitation (excreta disposal) practices and hand washing methods and times. The education materials consists of various pictures, depicting different situations and practices.

The materials are classified as a water ladder (addressing water supply) issues and a sanitation ladder (excreta disposal practices and behaviours and hygiene practices/behaviours)

PARTICIPATORY HEALTH AND HYGIENE EDUCATION

The main characteristic of this approach is joint problem analysis and problem solving. The role of the education is to create conditions to help people solve their own problems. This approach is used in various types of development programmes having special field workers who meet regularly with user groups for example Environmental Health Technicians, Community Health Workers and other extension workers.

The participatory approach is also known as the organisational approach in health education because mobilisation organisation and training are essential elements. Other characteristics are flexibility and negotiations.

The advantages of participatory hygiene education is not only that direct contact with the users make it possible to adapt the programme to local conditions, needs and means, but also that it develops local organisations and skills for on-going development action and problem solving. Exam-



Examples of community initiatives resulting from a participatory approach to hygiene education are construction or repair of improved water systems and the development of income-generating activities.

THE POCKET CHART

The pocket chart is an investigative tool which enables communities to carry out data collection, tabulation and analysis on their own. It can help them analyse their needs and priorities.

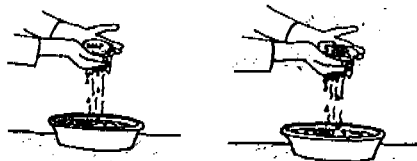
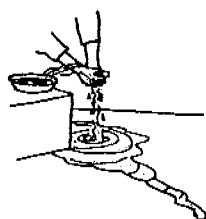
Using a pocket chart with communities in group meetings, six to ten participants may each be given a voting slip/disc to vote depending on the theme discussed. To observe confidentiality, the chart may be placed facing away from the audience, and participants go single file to deposit their votes.

HAND WASHING PRACTICES

Hand washing after defaecating or handling babies faeces and before preparing food or feeding children is crucial in the reduction on the transmission of diarrhoea germs. Washing with water alone is not enough. To remove faecal contamination, hands must be washed with an agent such as soap, ashes or sand which requires the hands to be rubbed together. We should remember that the more water there is available the more readily people will respond to the campaigns to promote hand washing. Three key hygiene behaviours could lead to the greatest reduction in the incidences of diarrhoea.

- **Safe disposal of faeces particularly faeces of young children and babies and of people with diarrhoea.**
- **Hand washing after defaecation, after handling babies faeces, before preparing food and before eating.**
- **Keeping drinking water free from faecal contamination, in the home and at the source Used for hand washing in the community and ascertain whether it is safe for disease prevention and to highlight possible changes.**





HAND WASHING METHODS

SESSION OBJECTIVES

The objective of this session is to establish the commonest hand washing method used in the community and to discuss the merits and demerits of this practice

SESSION GUIDELINES: ACTIVITIES

- Greet the audience and introduce yourself
- Facilitator explains purpose of the exercise (theme)
- Divide the participants into groups
- Give the pictures on hand washing to groups and ask them what they see.
- Ask the participants to discuss the pictures and ensure that there is an agreement on what pictures depict
- Give participants voting disc (s) pebbles, stones
- Place the pictures on the pocket chart or besides the pot
- Ask the participants to go and vote privately
- After everyone has voted, ask one or more participants to count the votes
- Explain to them about voting what they are voting for and how to "cast" a vote
- Record all votes on separate sheets of paper against the method practised
- Use the findings to stimulate a group discussion around the topic
- Discuss the vote results and reach a consensus
- Make sure that important points raised during discussion, are recorded by the facilitator



MATERIALS

- 5 Pictures showing hand washing methods
- Pocket chart, pot, or a box
- Voting discs (pebbles)
- Pegs
- Masking tape or cellotape
- Markers

- Plain papers
- Forms for recording the votes

METHOD:

- Voting
- Group discussion
- Plenary

DISCUSSION POINTS:

- What is the most common practice/behaviour ?
- Is this a good practice? Why?
- Why do you wash your hands?
- What are the alternatives to soap?
- Which is the least applied method of hand washing, and why?
- What can be done to improve the situation?

SESSION ACHIEVEMENT

- Current hand washing methods established
- Possible interventions established
- Difference between visible and invisible dirt and dangers discussed

TIME: This session/exercise takes about 45 minutes

CHECK LIST:

Remember to :

- Observe time
- Pocket chart pot or box is placed in a private place
- Participants work in groups. (6-10 people)
- Participants vote privately
- Participants count the votes themselves
- Voting discs/pebbles are available



- Facilitator checks on groups to ensure participation

HAND WASHING TIMES:

OBJECTIVE OF THIS SESSION:

The objective of this session is to establish why and when the community least wash their hands after various activities and to highlight possible needs for change

SESSION GUIDELINES (ACTIVITIES)

- Greet and introduce yourself
- Facilitator explains purpose of the exercise (theme)
- Divide the participants into groups
- Give the pictures on hand washing times to groups and ask them what they see
- Ask the participants to discuss the pictures and ensure that there is an agreement on what pictures depict
- Explain to them about voting, what they are voting for, and how to "cast" a vote
- Ask the participants to go and vote privately
- After everyone has voted, ask one or more participants to count the votes
- Record all votes on separate sheets of paper against the method practised
- Use the findings to stimulate a group discussion on the topic
- Discuss the vote results and reach a consensus
- Make sure that important points raised during discussions and recorded by the facilitator

MATERIALS:

- 6 Pictures of hand washing times
- Pocket chart, pot or box
- Voting discs (pebbles)
- Pegs
- Masking tape or cello-tape
- Markers

- Plain papers
- Forms for recording the votes

METHOD:

- Voting
- Group discussion
- Plenary

DISCUSSION POINTS:

- What is the most common practice/behaviour ?
- Is this good or bad practice? Why?
- When do you least forget washing your hands?
- When then should you wash your hands?
- What can be done to improve the situation ?

SESSION ACHIEVEMENTS:

- Least hand washing times and reasons established
- Possible intervention also established
- Faecal-oral-route of disease transmission discussed (Facilitators give input on gaps identified).

TIME : This session/exercise takes about 45 minutes

CHECK LIST :

- Remember that :
- Time is observed
- Pocket chart pot or box is placed in a private place
- Participants work in groups (6-10 people)
- Participants vote privately
- Participants count the votes themselves
- Voting disc/pebbles are available
- Facilitator checks on groups to ensure participation



SANITATION PRIORITIES

ACTIVITY : MAKING A SANITATION LADDER SESSION OBJECTIVES



The objectives of this session are to determine where the community is in terms of hygiene behaviour in general and sanitation (excreta) disposal practices in particular



To assist communities and health workers to reach a consensus on the direction and steps needed for making progress



SESSION GUIDELINES:



- Greet and introduce yourself to the audience
- Facilitator explains purpose of the exercise (theme)
- Divide participants into groups
- Give each group a set of pictures
- After discussion, ask the groups to arrange the sanitation ladder starting with the worst (dangerous) practice to best in terms of hygiene behaviour (Safest)
- Ask the groups to identify the local existing behaviour
- Ask the participants to vote for their present practice/behaviour
- Again ask the participants to vote for their desired practice/behaviour
- Ask each group to present their ladders to plenary, by explaining the sequence of the pictures
- After all groups have presented their ladders a consensus should be reached where the community is in general and where they would like to be realistically
- Record all group work on sanitation forms which are provided

MATERIALS:

- Sanitation ladders
- String
- Pegs
- Masking tape

- Plain papers
- Markers
- Forms for recording all the sanitation ladders

METHOD:

- Sanitation ladder
- Group discussions
- Plenary

DISCUSSION POINTS:

- In general, at which step is the community?
- Why have people not moved from one step to the other higher up the ladder?
- Are people constructing latrines? Why?
- Is it difficult to construct latrines?
- What barriers are encountered in constructing latrines
- Is it difficult to construct latrines?
- What barriers are encountered in constructing latrines?
- Is it necessary to move directly from bush defaecation to the construction of latrines, or are there any other steps we can take to improve sanitation practices

SESSION ACHIEVEMENTS

- Current sanitation practice/behaviour established
- Barrier to sanitation progression established
- Community exposed to various sanitation practices and dangers discussed

TIME : This session/exercise takes about 1 hour

CHECK LIST :

Remember that :

- Time is observed
- Participants work in groups
- Sanitation ladders are available

- Discussion points are discussed with the participants
- Reach a consensus on the desired sanitation practice
- Question posed by participants are thrown back to plenary before the facilitator answers them
- Try to facilitate the sessions

MATERIALS :

- Pictures depicting various methods of excreta disposal including the following:
 - Baby defecating
 - defaecation near the village with a pig nearby
 - defaecation near the village
 - River bank defaecation
 - Deep water defaecation
 - Grass roof-less latrine
 - Unslabbed log floor latrine
 - Grass latrine
 - Brick latrine
 - Brick with window latrine
 - Pole and dagga latrine
 - Bush defaecation
 - Cat method defaecation
 - Grass latrine with vent
 - VIP latrine

REFUSE DISPOSAL

ACTIVITY : STORY WITH A GAP

SESSION OBJECTIVE (PROBLEM SOLVING)

The objective of this session is to enable participants to analyse factors caused by dirty compounds and to facilitate them identify possible steps/options for solving that problem

SESSION GUIDELINES :

- Greet and introduce yourself to the audience

- Facilitator explains purpose of the exercise (theme)
- Present the "Before" picture to the participants and allow time for group discussions
- Invite their comments on what they see
- Introduce the "After" picture and allow time for the group to discuss it.
- Write down the steps and possible alternatives to solving the problem
- Prioritise them

MATERIALS :

- Two posters:
 - Before: *The problem* The picture used above illustrates a dirty compound
 - After: *The Solution*
- The second picture depicts a clean compound
- Newsprint and markers

DISCUSSION POINTS :

- The first picture "Before"
 - What are the problems shown here?
 - Why do these problems exist?
 - What options are available to overcome these problems?
- The second picture "After"
 - What did this mother do to overcome these problems
 - What steps were necessary to change from the situation before to the one after?

SESSION ACHIEVEMENT:

- Problems identified and discussed
- Possible solutions discussed
- Exchange of knowledge/experiences within the group

TIME : This session takes about 1 hour

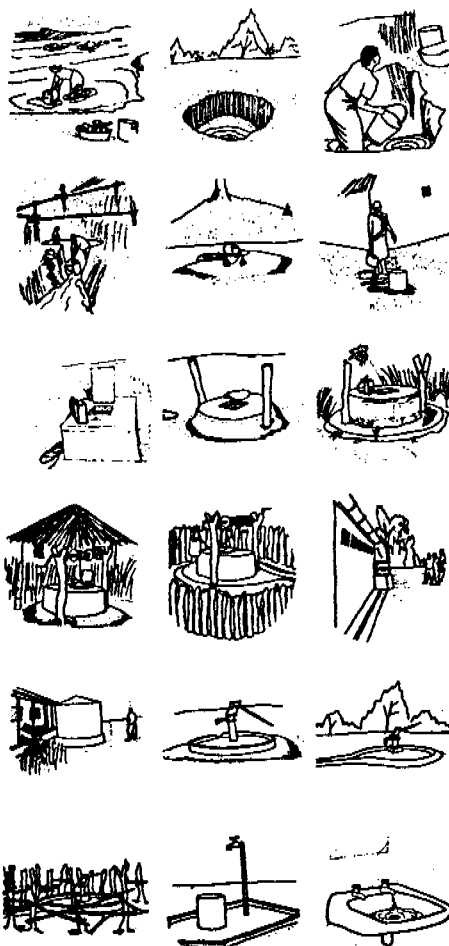
CHECK LIST

- Observe time
- Ensure groups are formed
- Ensure all pictures are available

WATER RESOURCES

ACTIVITY : MAKING A WATER LADDER

SESSION OBJECTIVE :



The objective of this session is to investigate in the communities the type of water source(s) practices commonly used in the area and establish whether there are safe and reliable.

SESSION GUIDELINES :

- Greet and introduce yourself to the audience
- Facilitator explains purpose of this exercise (theme)
- Divide the participants into groups
- Give a set of water ladders to each group
- Ask the groups to discuss the pictures
- After discussion ask the groups to arrange the ladders starting with worst (dangerous) water source or practice to the best (safe/hygienic) source or practice
- Ask the groups to vote for their current water source(s) using, pebbles or small stones etc.
- After groups have established their current practice.
- Ask them again to vote for their desired (hygienic) water source (s)
- Ask groups to present their ladder to plenary and explain the arrangement of their ladders
- After all groups have presented a consensus should be reached for both current and desired water sources (practices)

MATERIALS

- Water ladder
- Pegs

- Masking tape/cellotape
- Markers
- Plain papers
- Forms for recording the arranged ladders from each group

METHOD :

- Group discussion
- Voting
- Plenary
- Water Ladder

DISCUSSION POINTS :

- What are the dangers of drawing water from this source ?
- Is there any difference between the most used water source and are the most hygienic water sources used in the area
- Is there a reason for this?
- If there is any need to change the present situation?

SESSION ACHIEVEMENT :

- Current water source(s)/practice(s) established
- Barriers to getting a desired water source(s) established
- Community exposed to various water sources (technologies)
- Exchange of information, ideas within groups.

TIME : This session takes about 1 hour

CHECK LIST

Remember to :

- Observe time
- instructions are made clear to participants
- Try to use local language e.g. for ladders
- All materials are available
- Consensus is reached on current/desired practice(s)

- Record all group ladders on the forms provided
- Encourage rotating groups to avoid participants being bored.

MATERIALS :

- River source
- Unprotected Hole in the group
- Unprotected spring
- Protected spring
- Private well 1
- Private Well 2
- Private Well 3
- Good fenced handdug well
- Unprotected rain water harvesting
- Protected rain water harvesting
- borehole with hand pump
- Good unfenced borehole with hand pump
- Public piped water tap point
- Wash hand basin

WATER USE PRACTICES

ACTIVITY : VOTING (POCKET CHART)

SESSION OBJECTIVE

The objective of this session is to help people look at current water usage practices within their community, and also to highlight possible needs for change

SESSION GUIDELINES:

- Greet and introduce yourself to the audience
- Facilitator explains purpose of this exercise (theme)
- Divide the participants into groups
- Give the groups pictures depicting various water use/ practices
- Ask the groups to look at the pictures and describe what they see and an agreement should be reached

- Place the pictures on the pocket chart, or besides the pot/box. Give each participant a voting disc(s) or pebbles or pieces of paper
- Explain to them about voting, what they are voting for and how to "cast" a vote
- Invite one or more of the participants to come forward and count all the "votes" for each picture and present the results to the group
- Use the findings to stimulate group discussions around the topic

MATERIALS :

- Pictures on water use practices
- Pocket chart, box, or pot, disc(s) pebbles and pieces of paper

METHOD :

- Voting
- Group discussions

DISCUSSION POINTS :

NB: Voting is not the end of the exercise. As with all participatory tools, the discussion that takes place around the activity or after its completion is most important key issues to be raised by voting are as follows

- What is the most common practice/behaviour (in relation to the theme)
- Is this a good or bad practice? Why?

SESSION OBJECTIVES :

- Common water use practices established
- Community exposed to various water use practices

TIME : This session lasts 45 minutes

CHECK LIST :

Remember :

- Observe time
- Participants work in groups

- Pocket chart or pot or box are placed in a private place
- Participants vote privately
- Vote results are counted by one of the participants

DRINKING WATER

ACTIVITY : 3 PILE SORTING

SESSION OBJECTIVE

The objective of this session is to ascertain types of water storage containers used in the home, and to open up a discussion on the practice of covering drinking water containers

SESSION GUIDELINES :

- Greet and introduce yourself to the audience
- Facilitator explains purpose of this exercise (theme)
- Divide the participants into groups
- Give a set of cards to each group
- Ask the groups to sort out the cards into 3 piles, *good, bad and coverage* (for cards where no agreement can be reached)
- When this is completed ask each group to present to others their piles and to explain why each card has been put in the pile they have chosen
- Allow free discussions and disagreement to develop
- Give an in put where knowledge gaps have been identified

MATERIALS :

- Pictures on various water storage practices

METHOD :

- Group discussions
- Plenary

DISCUSSION POINTS :

- Which containers are used in this area?
- Are there any disadvantages between different containers in terms of hygiene? I.e. between for example a traditional clay pot or metal bucket?

- What is the main difference between the good and the harmful way drinking water is stored?
- Why should containers be covered?
- Are there any problems in covering containers?
- Are insecticide containers used to store water?
- Is this advisable
- Is rain water harvested? How can this be done safely
- Is it feasible to reserve cups for each member of the family
- Is it feasible to keep a water ladle near the containers?

SESSION ACHIEVEMENT :

- Common water storage containers established in the community
- Dangers of not covering drinking water discussed

TIME : 45 minutes

CHECK LIST :

- Observe time
- Ensure groups are formed
- Allow free discussions
- Give an input on knowledge gaps if discovered

DRINKING WATER

ACTIVITY : 3 PILE SORTING

SESSION OBJECTIVE

The objective of this session is to ascertain various ways that water is taken from different containers for drinking purposes, and to open up discussions on the practice of hygienic ways of taking drinking water.

SESSION GUIDELINES :

- Greet and introduce yourself to the audience
 - Facilitator explains purpose of this exercise (theme)
 - Divide the participants into groups
 - Give a set of cards into 3 piles *good, bad and average* (for cards where no agreement can be reached).
-

- When this is completed ask each group to present to other their piles and to explain why each card has been put in the pile they have chosen
- Allow free discussion and disagreement to develop in the groups

MATERIALS :

- Set of pictures showing various methods of taking drinking water
- Markers
- plain Papers

METHOD :

- Group discussions
- 3 Pile System

DISCUSSION POINTS

- Which practices are used in this area?
- Are there any advantages between different methods in terms of hygiene?
- What is the main difference between the good and harmful way drinking water is stored?
- Why should containers be covered?
- Are there any problems in covering the containers
- Are insecticide containers used to store drinking water
- Is this advisable?
- Can ladles or a jug be left near the container?
- What happens when someone accidentally puts their hands in the water?
- What is understood generally about transmission of germs?

SESSION ACHIEVEMENT :

- Different containers for drinking water established
- Dangers, merits or demerits of such containers discussed

TIME : 45 minutes

WATER POINT REHABILITATION

ACTIVITY :STORY WITH A GAP

SESSION OBJECTIVES

The objectives of this session is to enable participants analyse factors causing a particular problem and facilitate them identify possible steps/options for solving that problem

SESSION GUIDELINES :

- Greet and introduce yourself to the audience
- Facilitator explains the purpose of the exercise (theme)
- Divide the participants into groups
- Present the "Before" picture to the participants and allow time for group discussion
- Invite their comments on what they see.
- Introduce the "after" picture and allow time for the group to discuss it
- Write down the steps and possible alternatives to solving the problem
- Prioritise them
- Present findings to plenary session

MATERIALS :

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Making Appointments

Supplementary Module 8a

CMMU 1995

Making Initial Appointments

THE PURPOSE OF INITIAL COMMUNITY APPOINTMENTS

Before working in any community in any way that asks them to participate, it is important to set the right conditions. First contact with the community, usually with its leaders, is very important. Success at this stage will make working in the community easier in the long run.



Success at this early stage will make working in the community easier in the long run

If well organised, initial community appointments will help to:

- Introduce yourself, the " agency " (NGO, donor, GRZ line ministry)that you are representing.
- Set a clear definition of your intentions.
- Promote maximum attendance of both men and women at future community meetings.
- Arrange and agree on future action that suits the community.
- Outline what is expected of those involved.



The initial community appointment should be made and attended by someone who is :

- familiar with the agency which is being represented,
- knowledgeable about the appointment and the intended action



Always make an appointment with the chief , headman, councillor or traditional leader

It is advisable always to make an initial community appointment with the chief, headman, councillor or traditional leader. It is also a good idea to take along a known extension worker to make introductions and give you background information prior to the appointment.



Word of mouth is a good way to encourage people to attend. Use existing extension workers wisely

IMPORTANT THINGS TO REMEMBER DURING THE APPOINTMENT

An initial community meeting appointment should take about 20 - 30 minutes



- introduce yourself and the agency you are representing
- explain the purpose of the appointment
- briefly explain the intended project programme
- allow your hosts to make comments
- outline what you want to achieve and what you want to do next
- if you want to hold a further community meeting, (e.g to mobilise or sensitise the community), explain the purpose of that meeting
- set dates, times and venue that suit the community from their point of view
- discuss exactly who you want to see at the meeting and explain why
- sum up the main points that you have agreed upon at the end

These guidelines can be used as the basis for all community meetings



EXPECTED OUTCOME OF THE APPOINTMENT

Don't worry if a meeting doesn't go to plan. Reflect on what happened. Re plan and re try



- The community leader respects you and welcomes you to the community
- The community appreciates the purpose of the meeting
- There is agreement about what happens next (dates, times, venues e.t.c)

Tips for successful community appointments :

If possible always put the agreed purpose and outcomes in writing ; this helps if the appointment has been made with only a few people. It also avoids misinformation and total communication breakdown.

Try and leave messages, or better still, discuss the appointment details with a few community members available at the time.

Check that planned meetings allow for the attendance of men and women. This may mean thinking carefully about the location and time of day e.g avoid early mornings and meal preparation times.

Use existing channels of communication to get your message across e.g. women's groups.

Encourage existing extension workers ; community development officers, EHTs to be involved from the beginning.



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Community Mobilisation and Sensitisation

Supplementary Module 8b

CMMU 1995

Community Mobilisation & Sensitisation

(Working Towards Community Management)

INTRODUCTION

Part of the process of working with a community is getting to know them and assisting their identification of their needs and priorities. Working together with the agency and the community can identify reasons for the need to change. Often this is talked about as being the process of mobilisation and sensitisation. This process begins as soon as the agency meets the community and continues throughout the project and beyond.



Reading supplementary module 8a will help you get the most from this module



Mobilisation - motivating communities to change or adapt current practices and take action



Sensitisation - rising community awareness of the need to adapt or change practices

The success of rural water or sanitation projects depends on the development of community management, operation and maintenance of the facility. Development of this concept begins with creating awareness of the changes of current practices, identifying the reasons for change and organising people to take action

COMMUNITY PARTICIPATION : GETTING STARTED

Before an intervention can take place, the community should have :

- thought about the reasons for intervention
- identified it as a priority
- considered the work involved, the problems and the implications for the future



Mobilisation and sensitisation work hand in hand to achieve community action

Next, the community must organise themselves. Without community organisation, there will be no community participation or long term sustainability of the intervention. There will be no **ownership** of the project.



"Without community organisation, there will be no community participation or long term sustainability of the intervention" Mobilisation and sensitisation work hand in hand to achieve community action"

Community participation begins when the community takes an active part in the decision to be involved in the project and understand the reasons why.

*Community responsibility :
the community takes ownership of
the system*

*Community authority :
the community has the right to
make decisions about the
intervention*

*Community control:
the community has the power to
implement it's decision*

*Community accountability:
the community accepts consequences
of it's decisions. Accountability for
action rests with themselves*



If community mobilisation and sensitisation is handled carefully, the results should be community :

- responsibility
- authority
- control
- accountability

SETTING OUR OBJECTIVES AND PURPOSE

It is important that agencies know and are clear about the reasons why they want to work with the community. For example in rural water supply and sanitation, the objectives might be to :

- raise awareness of the disadvantages of unprotected water sources and poor or no sanitation
- explain implementation procedures and policies
- discuss the expected roles of the community and those of the implementing agency

The agency *with* the community must ask a number of questions, for example :

- what role will the community take in project planning?
- how will it be involved during implementation?
- what will be the community's responsibility after the completion of the project?

All these questions and decisions can be made during a series of community mobilisation and sensitisation meetings

RUNNING COMMUNITY MOBILISATION AND SENSITISATION MEETINGS

The implementing agency from this point on should see itself as "the facilitator." Remember, a facilitator can be a single person or a team of people.

The facilitator will need to cover the following issues :

- the advantages of a protected or improved water point/sanitation facility.
- the disadvantages of keeping everything the same
- roles and responsibilities
- community management, operation and maintenance i.e. community participation
- the role , expectations *and* limitations of a facilitator (implementing agency)
- the role , expectations *and* limitations of a community

The facilitator may think of additional issues relevant to the community that he/she is working with.

A number of activities can be undertaken to help the discussion process. The facilitator will need a "toolbox" of ideas, techniques and materials. The following are examples of activities that have proved successful in rural Zambia.

- unserialised posters
- stories with a gap
- open ended stories
- drama
- water and sanitation ladders
- songs
- lectures



A good Facilitator

- listens
- is not judgmental
- is flexible
- can adapt
- non dominant
- approachable
- has an open mind
- is prepared to learn from others
- is not always the expert
- assists the communities to learn, develop, grow
- uses a number of different ideas and materials from a "toolbox" of techniques

Remember always :
make sure the facilitator is familiar
with the material or technique
before he/she meets the
community



Use the materials and techniques in
this module but don't be frightened
to adapt or change them



Let CMMU know how you get on.
Your feed back assists us to help
others



TECHNIQUE ONE : UNSERIALIZED POSTERS

MATERIAL DESCRIPTION :

This is a set of posters representing 'common events in a community and are individually open-ended, i.e. carries no specific message. Therefore their interpretation is entirely up to the participants.

SUGGESTED REASONS FOR USE :

- To set the mood for participatory meeting; 'Break Ice so people can start talk to each and freely.
- To encourage creative thinking in the groups by making a story from the posters.
- To identify common problems in the community which are highlighted in the story.

THE OVERALL INTENTION :

For the community to create a story through pictures that help them to understand or solve a problem to do with rural water supply or sanitation through health education

USING THE MATERIAL STEP BY STEP :

Step 1 :

The facilitator introduces the exercise and divides the community into small groups of at least 10 people so that all can see and participate in the exercise.

Step 2 :

Give each group a set of posters and ensure that they are circulated for everyone to see

Step 3 :

Ask the groups to arrange the posters in a sequence of a story. **advise the community that there is no 'right or 'wrong story as long as the group makes up the story**

Step 4 :

In plenary each group tells its story to the rest of the community.

Things to remember.....tips for success :

- Walk around to ensure maximum participation in the groups i.e. emphasis on importance of everyone's opinion.



- Try to put the influential people in one group e.g. Extension workers with Chiefs/ Headmen and other government workers.
- Plenary presentation should be short to allow enough discussions.
- Probe more on the posters depicting sickness (what sickness and cause), co-operation (how to get people to co-operate), village meeting (who called it and addresses)
- Summarise the differences and common issues in the stories.
- Take notes for records i.e. future references.

By the end of this exercise, the people (both men & women) should be able to talk freely and openly react to comments made.

TECHNIQUE TWO : STORY WITH A GAP

MATERIAL DESCRIPTION :

The Story with a Gap presents two situations to the community the 'current situation and the 'after or 'would be ' situation. As the main objective of the Mobilisation/ Sensitisation meeting is to raise awareness on the disadvantages of the Unprotected water points as opposed to advantages of the Protected water points. The two posters used will depict how the traditional source can easily be polluted e.g. by surface run-offs, faecal matter from around. If the community draws water from a river the various human and animal activities relating to the river are depicted in the poster. The advantages of a protected source are also depicted in the other sources, especially the structure or components.

SUGGESTED REASONS FOR USE :

- to highlight the dangers of unprotected water sources
- to highlight the advantages or "safety" of the protected water sources.

THE OVERALL INTENTION :

The community will have the opportunity to critically analyse their present practice, decide where they would like to be and thereafter, their role in attaining this goal (would-be

The facilitator will need to adapt the "would be" posters to suit the intervention



situation) and division of labour and sharing of responsibilities

USING THE MATERIAL STEP BY STEP:

Step 1 :

The facilitator introduces the exercise which also requires group work. The use of posters and the need to discuss community roles and those of the agency in the improvement of their condition

Step 2:

The facilitator distributes posters depicting the 'current situation - unprotected water source being polluted. Also pin up one poster in a central position for all to see.

Step 3:

Ask if the depicted situation occurs in the community. Discuss behaviours shown, pollution, how/if this can be prevented or avoided. Also discuss diseases and their transmissions.

Step 4:

Distribute second poster of 'after or 'would be ' situation-poster of a protected source (option being offered by the agency) The groups discuss advantages of the protected source and how they can achieve this, what role they the community will play.

Step 5 :

Plenary presentation of the above discussion

Step 6 :

Facilitator summarises the discussion.

Things to remember.....tips for success !

Discuss

- advantages of the protected water point.
- differences in the water quality and reasons for this difference.
- how/ what the community is able to do to attain this and keep the facility operational.

IN CASE OF REHABILITATION

MATERIAL DESCRIPTION : STORY WITH A GAP

The posters used in this case are :- 'current, situation [showing an unkept and out of order water point] and a 'would be' situation [showing a well kept and working water point]. Other than discuss the dangers of an unkept water point, the reasons why the water point has fallen into disrepair are also discussed.

SUGGESTED REASONS FOR USE

- Highlight the dangers of pollution at an unkept water point
- Highlight ways of keeping water point clean and in operation e.g. form effective village water committees, community problem solving, clean rosters e.t.c.

THE OVERALL INTENTION

For the community to realise the mistakes they had made in the management of their water point and as a result it has fallen into disrepair. This is achieved through problem identification and solving which can be done at regular community meetings. This would enable the community to discuss problems and quickly find solutions within the community or seek assistance.

USING MATERIAL STEP BY STEP

STEP 1.

The facilitator introduces the exercise and the use of posters and group work for discussions of posters.

STEP 2.

Distribute posters depicting 'current, situation - the unkept and out of order water point. Ensure poster is seen by all.

STEP 3.

Ask why the water point is in such a condition. In groups the community will discuss all the issues that resulted in the water point being unkept/disused.

STEP 4.

Each group presents their list of issues in plenary and together the community will agree on these.

STEP 5.

Distribute poster of 'WOULD BE' SITUATION to the groups and ensure all see it



STEP 6.

Ask the community what role they would play in the establishing of this water point. What role the agency would play and how they will keep it clean and operational in terms of village water committees, operation and maintenance, fund raising, community meetings i.e. find solutions to issues raised above.

DISCUSS;

- Why water point fell into disrepair
- How tasks will be shared or roles and responsibilities during rehabilitation.
- How this disrepair will be avoided in terms of need for village water committees, share of responsibilities and tasks - rosters, fund raising and management, community problem solving e.t.c.
- Health education in terms of cleaning water point[rosters]
- hygienic handling of water point
- possible ways of pollution

Things to remember.....Tips for success;

- community management in terms of relationship between village water committee and committee in problem solving, fund raising, management, and general community meetings
- attitude to ownership of the water point.
- attitudes to operation and maintenance of the water point

TECHNIQUE THREE : OPEN ENDED STORY

MATERIAL DESCRIPTION;

An open ended story is short and stops at the point of decision. It concerns emotions and values and it is easy for people to identify with the characters, which depicts real life situations in a balanced way.

The facilitator will allow the community to share experiences and ideas by posing questions like; can this happen to you or your community? what is the problem and how it can be avoided?

Instead of a story, you can make an open ended drama.

An example of an open ended story is one of 'The Gift in which a shirt and trousers from a son in the city were sent to

the father in the village. When they become dirty and torn they are sent back to the son to take appropriate action.

SUGGESTED REASON FOR USE

- to highlight the roles of the agency as facilitator
- to bring out sense of community ownership of the water point
- to highlight roles of the community in the operation and maintenance and management of the water point - need for village water supply and its roles and responsibilities

THE OVERALL INTENTION

The community should see the need to be organised and form a management structure for the water point whose success is greatly dependent on the community's participation and co-operation. It is also important for the community to appreciate their ownership of the water point

USING THE MATERIAL STEP BY STEP

STEP 1

Facilitator introduces the exercise - tell the community a story to pay attention and then discuss it.

STEP 2

Facilitator narrates the story.

STEP 3

Discuss implications and problems in the story and what the role of the community should be over the water point. How the water point will be looked after?. Discuss the role of the agency as facilitator and the management of the water point

STEP 4

If people decide on a village water committee, then they elect the members using pocket chart.

Before elections, the community will have to discuss the composition and responsibilities of the committee and then nominate people to the posts, then elect using the pocket chart.

For use of the pocket chart refer to 'participatory hygiene education'- supplementary module 6b.



For use of the pocket chart refer to 'participatory hygiene education'- supplementary module 6b.

STEP 5.

Announce the results, who has been elected to which posts.

STEP 6.

Discuss women's representation if none have been elected. If the community feel the women should be included then they are nominated and then elected (as above) or they are appointed to a post.

STEP 7

Summarise VWC roles and purpose as discussed and mention members elected and their respective posts.

Things to Remember.....tips for success:

The gift in the story has to be :

- something that will be appreciated; [a felt need of the family or father or whoever will receive and use the gift]
- expensive on the part of the giver [agency facilitator]
- the receiver has to also feel privileged to get this gift as others do not have it.
- refer to the reasons why all requirements pertaining to the upkeep of the gift are again referred to the "giver" or provider.
- make story simple to understand and relate to real life situations and something that people feel is easy to maintain.

TECHNIQUE FOUR : DRAMA

DESCRIPTION

This can be done by a local drama group or one employed by the agency .

The message in the play should be directly related to the purpose of the mobilisation and sensitisation of the target community.

ASPECTS

The play scenes will depict the following:- as written.

SUGGESTED REASONS FOR USE

To highlight health issues related to unprotected water points.

- need for a protected source[as in other villages].
- need for co-ordination/organisation in the community to achieve above.

Keep the community attentive while educating and entertaining them



- need for community participation in planning, site selection, implementation, operation and maintenance and monitoring and management e.t.c.

OVERALL INTENTION

To highlight disadvantages of an unprotected source and advantages of a protected source and also the need for community organisation in planning, implementation, operation and maintenance, monitoring and management of the new water point.

USING MATERIAL STEP BY STEP: [facilitating session]

STEP 1

Facilitator introduces the session - drama with scenes depicting aspects to be discussed later.

STEP 2

Drama/ play

STEP 3

Facilitate, discussions in plenary of what the community have observed and learned from the play. Relate discussions to the aspects listed above.

STEP 4

Facilitator summarises discussions to remind all and get confirmation



See if the drama depicts issues the community have experienced

Things to Remember.....tips for success

- use local drama group or allow your drama club members to mingle for sometime or spend a night in the community so as to adopt appropriate issues to make the play more realistic
- use local language, dressing, examples of available extension staff.
- Discuss what and how problems arise and how they can be tackled.



Remember, the drama is not to be too prescriptive. Leave the lessons hanging

TECHNIQUE FIVE : LECTURE

MATERIAL DESCRIPTION:

This is an explanation of the agency's implementation procedures and policies. The facilitator may therefore carry hand-outs on the project procedures and policies and the application forms for assistance in the construction of a protected source. The facilitator may also carry posters depicting water point technologies that the agency is able to assist in constructing.

SUGGESTED REASONS FOR USE:

- To highlight the limited role of the agency as facilitator.
- To explain the need for and purpose of initial cash contribution.
- To explain agency's application, selection/ assessment procedures.
- To explain community's expected roles.

OVERALL INTENTION:

To educate the community on the agency's implementation procedures and policies.

Things to Remember.....tips for success

- Clear and simplified explanations should be given on procedures, policies and forms.
- Give community the chance to ask questions so that there is clarity in the discussion and an appropriate decision is made.
- Give underlying reasons for the limited role the facilitator (agency) is able to play.

TECHNIQUE SIX : SANITATION AND WATER LADDERS.

MATERIAL DESCRIPTION:

The Sanitation and Water ladders are sets of posters depicting available/ existing rural sanitary latrines and water sources respectively.

Read the Supplementary Module 6b Participatory Hygiene Education for details of posters and use



During facilitation the community is divided up into groups to ease discussions amongst the people and enrich the plenary presentations are done.

- This exercise helps to establish through discussions what the current practice is i.e. water sources and excreta disposal practices.
- The community also selects a poster depicting where they would like to be in a few years time; thus making a decision on what they want in their community.

Read Supplementary Module 8e Planning for Construction and Rehabilitation on force field analysis



- An exercise similar to the Force Field Analysis is done, i.e. to identify what are the factors in favour of and against the progress to their set goal.

Things to Remembertips to success

- This exercise needs more than one facilitator (i.e. one per group) and a reporter to record the comments of the people especially during plenary discussions.
- Group facilitators need to ensure all participate and record the comments of the groups and make clarifications.



Facilitators should listen carefully to comments so as to probe some more and also record more options

EXPECTED OUTCOME OF MEETING

The community understands the agency's policies.

- the community apply for a protected water point or rehabilitation of the old facility.
- the community is aware of the need for a VWC and its roles.
- the community may start raising money for the initial cash contribution.

DURATION:

About 3 hrs; as there are many exercises in this meeting the duration does not have to be strictly followed.

DO NOT KEEP THE PEOPLE FOR TOO LONG AS THIS MAY AFFECT ATTENDANCE OF FUTURE MEETINGS.

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Conducting Community Assessment

Supplementary Module 8c

CMMU 1995

Conducting Participatory Community Assessment Steps of the Project Cycle

INTRODUCTION

Following initial contact with the community and as part of community mobilisation and sensitisation, the implementing agency or the facilitator assists the community to assess its needs and set its priorities.



Reading Supplementary 8a and 8b will help you get the most from the module

Implementing agencies enter communities through a number of routes and for different reasons, which include :

- a community application for assistance
- on-going community development work
- a donor or NGO led initiative
- a planned intervention or strategy determined by a D - WASHE intersectoral committee

Regardless of the route or reason for working with a community, the implementing agency must facilitate a participatory process to allow the community to assess its motivation and needs. Whether using PRA (Participatory Rural Assessment) techniques or other appraisal methods, the desired outcome is the same -



Conducting participatory community assessment helps to avoid :

- *resource wastage*
- *inappropriate allocation of resources*
- *political interference*
- *inappropriate use of technological options*

--- "Community led intervention that is demand driven and not agency motivated" ---

WHY SOME PROJECTS FAIL :

There is nothing more disappointing , for a community or implementing agency, than the collapse of a project

Often the causes for collapse are avoidable. Careful planning, assessment and monitoring through use of the project cycle and full community participation are important.

The reasons for project collapse include :

- lack of knowledge
- misunderstanding between those involved

Finding answers to the following questions will help the facilitator to plan :



- what is the purpose of the assessment ?
- what skills, knowledge and attitudes are we trying to develop ?
- who are the participants ?
- when is the assessment to be held, how long for and where ?
- who will facilitate ?
- what will happen to the collected information

- failure to learn from and build on existing community knowledge, experience and skills
- a lack of information leading to false or misled assumptions
- inappropriate choice of intervention or technology

Facilitators that are equipped with a "tool box" of approaches and methods which enable people to present, share and analyse their knowledge of life conditions, to plan and act, are more likely to succeed

Expectations can be discussed and appropriate choices made.

Careful planning is essential.

THE FACILITATORS "TOOL BOX"

When deciding upon which tool to use, consider the following :



- the size of the facilitation team
- the amount of time allocated to the project
- resource availability
- existing intersectoral plans and priority systems

There are many participatory methods and approaches that can be used to assess the readiness for rural water and sanitation interventions.

The following have been used in Zambia by projects involved in rural water supply and sanitation.

- community mapping
- transect walks
- seasonality analysis
- the water ladder
- survey and assessment forms

TOOL ONE : COMMUNITY MAPPING

TOOL DESCRIPTION

Community mapping is a useful way to gather information about a community and plan activities at village level. Maps drawn and created by a community can be used throughout the project cycle, for example :

- during assessment of needs
- prioritising
- selection of appropriate technology options or interventions
- site selection
- impact monitoring and evaluation



A community map is a visual drawing or model made on the ground or on paper, that shows the community view of it's environment. It can include social conditions, e.g where the community lives and the resources available to them.

THE OVERALL INTENTION

Using maps will help the community and implementing agency to :

- gain knowledge of local conditions
- understand the need for intervention
- rationalise and prioritise need
- plan for the intervention
- realise its implications and impact



Social mapping involves enabling the community to show all the residential areas of the village, the different social economic groups, social amenities and infrastructure

In rural water and sanitation, it is useful to use two types of community mapping :

- social mapping
- resource mapping



Resource mapping involves enabling the community to show all the physical and natural resources and important landmarks

USING COMMUNITY MAPPING STEP BY STEP

Step 1 :

Explain the exercise to the community. If the group is large, split into smaller groups. Show the group the material available to them.



hints to remember when splitting into groups :

- how men and women are represented
- where influential people are placed

Step 2 :

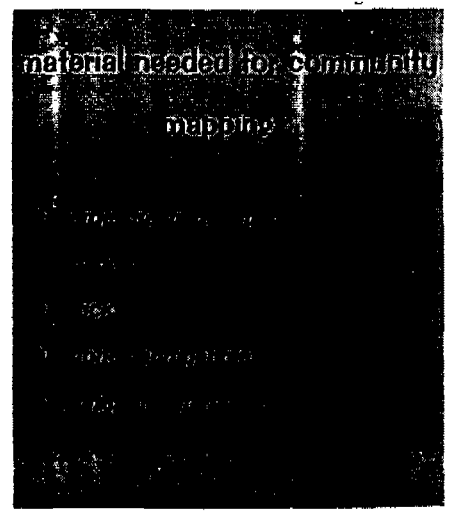
Ask the community to draw a-map showing either their social conditions or their resources or both.

Help groups to get started by using questions like

"I don't know this area very well. I can see the tree we are sitting under and the road through the village, but can you show me what the rest of the community looks like ?"

Step 3 :

Discuss and agree upon the symbols to be used on the maps



Remember, you don't need paper to make a map. It can be drawn on the ground and copied to a smaller sheet later



Step 4 :

Ask probing questions to explore details that may have been omitted. Use prompting questions if people appear to be at a loss at what to do next. Ask what is represented, why and how it has changed.

Encourage groups to include clinics, existing sanitation facilities, water points, rivers, schools e.t.c.



Step 5 :

Allow time for the communities/groups to present their maps, compare them and make any alterations or additions

If the map is not finished in the time allocated, encourage the community to complete it in their own time before you return.



Step 6 :

The map should remain the property of the community. Explain how it will be used in the future and that it should be stored safely. Make a copy of the map for your own reference.

DO'S AND DON'T'S

Do

- identify dominant participants and encourage others to contribute
- encourage corrections and additions
- ask about the past, present and the future
- be patient and emphasise the learning aspect of your part

Don't

- interfere or be directive
- interrupt
- panic or rush contributions

most importantly allow sufficient time - about 2 - 3 hours

Maps can be used to discuss types of land, soils and possible well sites



Step 7 :

Once the map is complete, the facilitator can begin to discuss possible interventions and reasons for their need. Discussion points might include :

- use of existing facilities
- how many people use what
- the location of existing resources and access to them
- existing hindrances

- the time it takes to complete daily tasks e.g collecting water
- previous community efforts
- community ambitions for change and improvement



Use maps during implementation to discuss logistical problems and so on



Up - date maps once interventions are completed and discuss their impact

Step 8 :

Summarise the main points, verbally or written and decide and agree what to do next.

TOOL TWO : TRANSECT WALKS

TOOL DESCRIPTION :

A transect walk is a systematic walk in the village or surrounding area involving "outsiders" being led by village members.

It involves :

- listening and learning
- observing
- discussion
- problem identification
- finding local solutions
- exposing indigenous practices

The route for the transect walk should be decided before hand. This can be done during the community mapping exercise.

For example : A walk including all the known water points or existing sanitation facilities

THE OVERALL INTENTION

A transect walk enables the outsider and the community members to gain a better understanding of how an intervention can be made.

It will initiate discussion on village planning and allow decision making to take place

It will help to decide where an intervention should take place and open discussion about who needs the intervention and why. It is a good complementary tool to help prioritisation.

TRANSECT WALK STEP BY STEP

Step 1 :

Explain the exercise to the community using the community map. Decide upon the route.

A good programme for an assessment exercise could look like this :

Day 1 : Community mapping
Transect walk

Day 2 : Water ladder
Seasonality analysis

Remember you may also need to complete an assessment or priority form for the donor, NGO or D-WASHE committee

Try to avoid people who only have self interest at heart



Step 2 :

Ask the community who should lead the walk. Ideally, look for people who are knowledgeable and willing. Try to avoid people who only have self interest at heart.

Step 3 :

Conduct the walk allowing the community members to lead. Agree before hand the main aspects to be noted e.g water sources, waste disposal sites, main pathways e.t.c.

Step 4 :

Continually observe, listen, ask questions and take note of important points. Discuss problems as you meet them, opportunities, attitudes and potential community participation.

Step 5 :

Return to the map. Draw the transect and summarise the main points.

Do^s and Don't^s

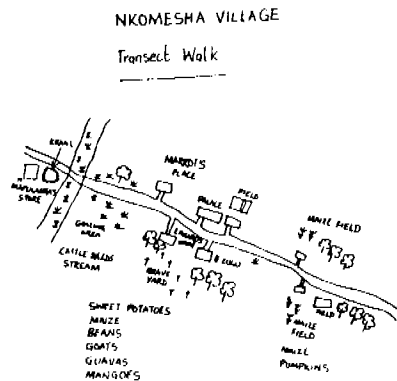
Do

- allow sufficient time usually 1 - 2 hours depending on the route
- ensure men and women take part
- stop en route and involve people you meet
- be inquisitive and interested
- look for and encourage local solutions to problems

Don't

- walk during the hottest part of the day
- lecture
- rush the walk
- lead the route or the discussion
- jump in and tell people what to do

A drawing of a transect walk may look something like this



Material needed :

- chalk or charcoal
- string
- beans, seeds
- pebbles, stones
- markers
- paper

Step 6 :

Once the exercise is complete, decide with the community how to use and act upon the information gained

TOOL THREE : SEASONALITY ANALYSIS

TOOL DESCRIPTION :

Seasonality analysis involves enabling the community to understand the impact of seasonal patterns on livelihood, resource management and community participation in projects.

Seasonality analysis is represented on a chart or grid, either on paper or on the ground. It involves identifying the most suitable time/s of the year for activities to take place.

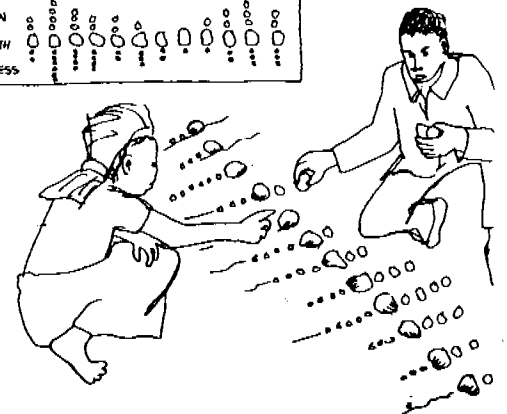
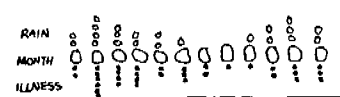
It considers :

- existing community responsibilities and tasks
- wealth and access to "spare" monies
- health patterns
- "strong" times of the year
- "weak" times of the year
- availability of labour
- prices and livelihood security

THE OVERALL INTENTION :

Facilitators should use seasonality charts when a community has decided or prioritised or not, a rural water or sanitation intervention is needed. It is a complementary tool to specifically decide :

- when the intervention will start



- when the intervention is planned to be finished
- How the community will participate
 - when money can be raised
 - when labour is available
 - when people are "fittest" for work
 - the best time of year in terms of climate and other activities e.g planting and harvesting

SEASONALITY ANALYSIS STEP BY STEP

Step 1 :

Explain the exercise to the community. Split into smaller groups if necessary. Decide where the chart is to be made e.g the ground or on paper. Gather the materials that are needed and involve the community in this

Step 2 :

Ask the group(s) to draw a calendar. It need not start in January but should reflect the indigenous seasonal categories. Next, ask them to indicate key livelihood elements, e.g money, food and so on.

It might look like this :

	Food availability	kwacha availability	High incidences of disease
Rains : November/December			
January			
February			

Note : Instead of using words to show availability and pattern, natural resources can be used for example :
grains, stones, bones, sticks e.t.c.

Step 3 :

Ask the community to indicate and quantify when resources are least and most readily available. e.g if food availability is low in December, a few counters or pebbles would be placed on the grid and so on, Sticks could also be used, broken into different lengths to show relative magnitude.

Step 4 :

Agree with the community on how to indicate ranges of planting and harvest times, the wettest or driest months, the healthiest time of year and so on.

DO^S AND DON'T^S

DO

- Obtain quantitative information qualitatively. For example, for labour availability determine :
 - the busiest month
 - what is happening then
 - the next busiest month
 - what is happening then
 - why it is busier than the first and so on
- combine all the information to one chart and identify "problem" and "opportunity" times in the year
- cross check information
- let the community lead and involve both men and women

DON'T

- impose your own calendars
- suggest your perception of disease occurrence e.t.c
- rush the exercise
- stifle discussion



Always link community decisions to outside influences e.g. the length of time a D-WASHE takes to process or transport availability if rings are not cast in situ e.t.c.

Step 5 :

Agree with the community the best time for their desired project or intervention to take place and why. Link these decisions to other known factors like District Water Affairs, transport availability and so on.

Step 6 :

Record the chart for future use. Agree on the action and think about the next step in the project cycle.

TOOL FOUR : SANITATION LADDER/WATER LADDER

TOOL DESCRIPTION :

The sanitation ladder is a series of pictures depicting various excreta disposal practices, while the water ladder shows a range of possible sources of drinkable water

THE OVERALL INTENTION

As the community arranges these pictures in a 'ladder', from perceived worst to best practice, they are able to understand, analyse a lot of issues pertaining to water and sanitation in the locality.

A full description of this participatory tool is found in Supplementary Module 6b



ators sh.
the Officer.
1983/84



Site Selection

Supplementary Module 8d

CMMU 1995

SITE SELECTION

INTRODUCTION

When it has been agreed with a community that a protected water source, most likely a well or borehole, is needed, consideration has to be given to the siting



Reading Supplementary Modules 8a, 8b, and 8c will help you get the most from this module

Three factors must be taken into account

- health
- social
- environmental

As far as possible, the community should participate in the choice and most importantly agree on the site.

It will also be necessary to involve a technical team to advise the community on indicators for better siting. For example, the community may choose a dry sites. Therefor the team will explain to them what features to look for to get a good site.



Points to remember when facilitating site selection :

- ensure there is full participation by women
- consider health aspects i.e risks of contamination
- encourage the community to think about the risk of vandalism and ease of maintenance
- the site should be accessible to all and safe

THE OVERALL INTENTION

In involving the community in site selection for a new water source, the facilitator's main objectives should be :

- the facilitation of a community selected site
- community consensus and agreement
- a technically suited site that takes the three siting factors into account



See Modules 8b and 8c

Successful site selection uses all the knowledge, experience and skills that the community and the facilitator have gained during project sensitisation and assessment for the planning stages

ACTIVITIES TO PROMOTE COMMUNITY PARTICIPATION IN SITE SELECTION

The following explanations are "guidelines" to the different activities a facilitator can involve a community in. They are all designed to put an emphasis on community participation.

Facilitators should feel free to adapt the activities to suit the community they are working with



ACTIVITY ONE : DRAMA

SUGGESTION ONE :

Devise a play or drama that depicts a situation where an influential person, e.g the Headman or councillor, selects a site *without* full community consultation

Learning points

- lack of full participation leads to apathy and lack of interest in the project
- poor co-operation results because the community doesn't feel "ownership" of the facility
- the project collapses due to anger and frustration in the community
- the community feels cheated after all the efforts to plan the project

SUGGESTION TWO :

Devise a play or drama that depicts a situation where a site is selected that is not accessible to the community.

Learning points :

- the role of women in water collection
- task allocation and time spent on water collection
- the site must be accessible all year round e.g. not flooded during the rains e.t.c. and visible to some to watch out for vandalism
- bad feelings may be generated over time
- those who can not easily get to the site will not participate in the project and may return to traditional sources.

SUGGESTION THREE :

Devise a play or drama that depicts a situation where a site is selected that may be prone to the risk of contamination, resulting in sickness (diarrhoea) amongst community members

Learning points

- health and well being is linked to safe water supply
- water sources must be sited away from obvious contamination routes e.g. animals, waste disposal areas, latrines or old animal kraals.

- careful site selection will help to improve community health
- aspects of sanitation can be introduced to the community

Do^s and Dont^s

DO^s

introduce the session and set the context - refer to pervious meeting e.t.c

encourage all community members to watch the drama including leaders, women and children

allow sufficient time for the play 15 - 20 minutes and enough extra time to discuss the learning points

encourage community members to participate and join in if appropriate

summarise the suggestions by the community

DON'T^s

interpret the drama for the community

exclude opinions and ideas

complete the discussion until consensus has been reached and the message understood

ACTIVITY TWO : COMMUNITY MAPPING AND TRANSECT SECT WALK

SUGGESTION ONE :

In the community, meeting refer the participants back to their map and the findings of their transect walk. Use the visual information and the knowledge gained about local conditions to discuss :



See Module 8c for guidelines on how to conduct community mapping and transect walks

- good and poor sites as perceived by the community
- accessibility for all
- advantages and disadvantages for different sites
- health, social and environmental influences
- technical options and suitability

Remember, Transect walks should have representation from women in the community



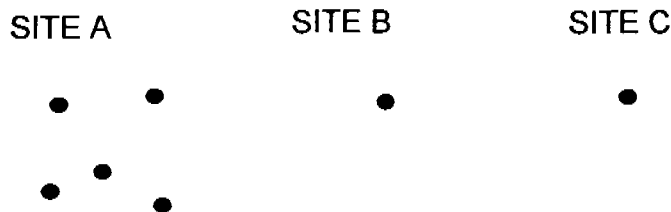
Once the discussion has taken place, using the map as the focus, the facilitator might decide again to do another transect walk to confirm the site and check it's suitability. This walk may include DWA or the technical officer from the implementing agency as well as members of the community. If reaching a consensus is difficult, dot voting can be introduced :

Dot voting :



This enables each community member to confidentially and freely make a choice about their preferred site for the well.

One vote for one person or family



Preparation of cards :



ACTIVITY THREE : VISUAL LECTURE

SUGGESTION ONE :

Sometimes it is necessary to advise the community on safe and technically suitable sites.

Prepare a visual lecture, using cards , to explain a particular aspect of good site selection :

For example :

health considerations

environmental constraints

social factors influencing choice

If you have not seen a visual lecture before, here is an example :

MATERIALS NEEDED

Large paper, map drawn at assessment, posters or cards to illustrate issues relating to siting

EXPECTED OUTCOME

The community will agree on an appropriate site for their water facility

DURATION

About 1 - 2 hours

ators sh
the Officer
in the field



Planning for Construction and Rehabilitation

Supplementary Module 8e

CMMU 1995

PLANNING FOR CONSTRUCTION OR REHABILITATION

INTRODUCTION

When a decision has been made to achieve a certain objective planning needs to be done. Locally available skills and resources have to be identified. The steps/ actions to be taken to attain this goal have to be identified and the necessary outside assistance. The time-frame for this also has to be set.



Planning is a formulated and especially detailed method by which something is to be done

At this stage the community has made a choice to improve their water source. Therefore it has to plan how to will attain their goal. The share of roles and responsibilities is done by the community (with the VWC taking the lead); the people will have to discuss and agree on how the work will be done from beggining until construction is completed.

OBJECTIVES/ PURPOSE:

- To agree and draw a plan of action for the community to carry out the agreed roles during construction.
- To help community identify resources and skills needed to complete the construction of the new water point or rehabilitation.
- To select a technology for the water point.

TARGET GROUP:

The general community and the VWC.

DISCUSSION POINTS:

- Share responsibilities between community and implementing agency.
- Share responsibilities between the VWC and the community i.e. draw plan of action and duty roster, men's and women's roles e.t.c.
- Ensure full participation of the community ; especially of women.
- Identify skills and resources which the community can provide.

A number of activities can be undertaken to help the discussion process. The following are some activities, techniques and materials ; Story with a Gap & Force Field Analysis, Drama and Lecture with posters.

Read Supplementary Module 8b



TECHNIQUE ONE : STORY WITH A GAP

MATERIAL DESCRIPTION

The two posters used at Mobilisation and Sensitisation are used at planning so as to enable the community recap on what they had discussed and furthermore, draw a plan of action on how they intend to complete their protected water point or rehabilitate it.

SUGGESTED REASONS FOR USE

- To recap on the disadvantages of the unprotected water point and advantages of the protected source
- to identify all the skills, resources and assistance needed to complete construction
- division of labour, sharing of tasks and responsibility
- set time frame
- analyse forces and factors in favour of and against progress to completion

OVERALL INTENTION

The community itself identifies the work to be done, the resources, skills and assistance needed to complete construction. The people hence collectively agree and draw a plan of action and set a time frame for it

USING THE MATERIAL STEP BY STEP

Step 1

The facilitator reminds the community of what has already been agreed from previous meetings and introduces this session.

Step 2

Divide the community into groups for the exercise then. Firstly, distribute the poster of the current situation in that community for all the participants to look at.



Then distribute the second poster, of an improved water point (the one used at mobilisation).

NOTE: In case of rehabilitation the current situation will be a water point that is out of order and the other a well kept

and operational water point.

Step 3

Let each group work out how it would like to move from the current situation to the improved water point. This discussion should include the roles the community (people) will play, assistance they will require, step by step activities they will undertake and an analysis of factors that will work in their favour and those that may hinder their progress.



For rehabilitation the first poster is a water point that is unkept and out of order and the other is well kept and operational

Step 4

In plenary, groups present and discuss their ideas and collectively agree on the steps/ activities and the time frame for completion.

Step 5

The facilitator, summarises the actions, roles and responsibilities discussed.

Step 6

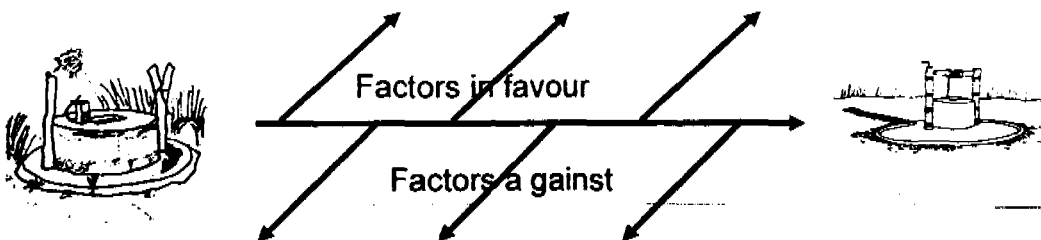
In plenary the community will then do a "Force Field Analysis".

FORCE FIELD ANALYSIS

Here the community identifies factors that will work in their favour with a view to maximise on the benefits to be derived from them and also identify which factors are likely to work against them with an aim to minimise their negative influence.

Step 7

Discuss in plenary how to overcome the negative factors and how to increase on the positive factors.



factors in favour help you move forward towards your goal and so have to be maximised

These activities, roles, tasks or responsibilities are shared and drawn for both the community and the agency (facilitators)



factors against hinder or withhold progress towards your goal so have to be minimised

Step 8

Summarise with the community the steps to be taken (activities) sharing of responsibilities or tasks, drawing of rosters, mobilising resources, time frames e.t.c.

Things to remember.....tips for success

- recap on the previous meetings to remind people of their suggestions
- poster of the cross section of the well especially the hand dug well to show how much work is to be done and they divide it up as much as possible to all groups in the community men, women and children
- all steps need to be identified to determine the time frame and hence draw a roster
- identify skills and resources locally available and assistance needed from the agency (facilitator) to successfully complete the facility

TECHNIQUE TWO : DRAMA

DESCRIPTION

The messages in the play depict the negative aspect of working together unplanned

ASPECTS THE PLAY DEPICTS

- lack of participation because there has been no sharing of tasks, responsibilities and a proper time table or roster has not been worked out
- too many people turn up on one day and too few or non on the next
- women's roles not identified
- resources not identified or brought to the site
- conflict in the timing i.e. people are too busy in their fields and have not divided time to work with the rest of the community

*Identify steps, skills, resources, helping forces e.t.c
Agree on sharing responsibility, duty roster e.t.c.*



SUGGESTIONS FOR USE

To highlight :

- need to collectively identify , agree and plan for construction or rehabilitation of the water point

- how negative factors (hindering) may be minimised or overcome and how positive factors may be maximised.



Collectively the community, VWC and the agency plan together and agree on their decisions

OVERALL INTENTION

For the community to see and appreciate the need and to collectively plan how construction works will be done and determine the time frame.

FACILITATING SESSION : STEP BY STEP

Step 1

The facilitator reviews some points discussed in previous meetings and introduces the session

Step 2

The play



Use aspects listed above to help guide discussions

Step 3

The facilitator enquires if such things may occur in the community and what has been learnt from the play



Help the community draw up the roster

DISCUSSION

share responsibilities and tasks

divide time between community work and personal activities

volunteer services (those that are skilled) and resources e.g. ox carts e.t.c.

Step 4

Summarise what has been discussed and decided to remind everyone and confirm it

Things to remember.....tips for success

- draw the list of activities or steps to be taken
- using the list of user or potential users (which would have been drawn by VWC) draw a roster

Example of a roster :

Week Number 1		
Week	Day	Name of Village
	Monday	VWC Members 1.....2..... 3.....4..... 5.....6..... 7.....8.....
	Tuesday	
	Wednesday	

SELECTING A TECHNOLOGY

This is in case the agency is offering more than one choice of technology



DESCRIPTION

This activity is done to give the community a chance to select the technology they want

SUGGESTED REASONS FOR USE

To give the community a chance to select a technology which :

- they perceive to be easier to operate
- they will be able to maintain
- whose running costs are seen to be affordable
- they perceive to be reliable

THE OVERALL INTENTION

For the community to express their choice of technology and be more committed to keeping it operational and enhance their sense of ownership

USING MATERIALS STEP BY STEP

Explain the function of the part before you give its price



Step 1

The facilitator introduces the session as part of the

planning ; what water pump (water lifting device) will be installed

Step 2

Distribute the posters of the pump and then the facilitator explains briefly how water is pumped out and any other queries from the community



Read Supplementary Module 6b Participatory Hygiene Education

Step 3

The facilitator reads out the price list of spares for the pump

This is repeated for each of the pumps being offered.

Lastly, people vote for the technology they prefer using the pocket chart

The results are discussed in plenary

Things to remember.....tips for success

- the posters being used and the explanation of how pumps work. have to be very clear. How pumps are operated has to be clear and simplified for all to understand especially women as they are the main users
- identify which are the fast wearing parts to give the community an idea of running costs



Encourage maximum participation of women. Keep referring to them for either suggestions or confirmation



Each work group may be of at least 8 people and supervised by a VWC member

MATERIALS NEEDED

posters, pocket chart and paper, especially big.

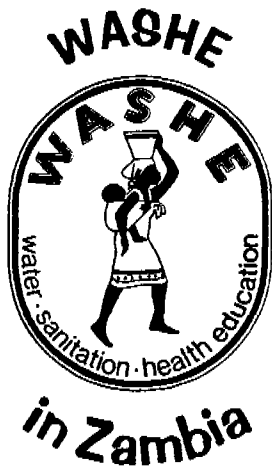
EXPECTED OUTCOME

- to draw a plan of action which includes a duty roster
- to select a suitable technology

DURATION

about 3 hours

ators sh.
the Officer
in 1984



Community Participation During Construction

Supplementary Module 8f

CONSTRUCTING WITH THE COMMUNITY

It has been argued that community involvement on the actual construction manifests and instils a sense of ownership of the facility on the part of the community. However, it is necessary that the community should demonstrate its commitment before construction starts. They should have been assisted to form a management (VWC) structure and have agreed on a system to make the system self supporting as regards operation and maintenance. The degree to which the local people participate in this process is a measure of success during this phase.



Community participation here instils ownership and is a measure of success during this phase

The ' planner ' from the implementing agency oversees project inputs to the community and supervises the technical aspects of construction. In collaboration with the water committee, this site supervisor should fulfil the following tasks :



Reading Supplementary Module 2 will help understand the technical aspects of construction

- organise inputs that were agreed upon as part of the plan (cash, manpower, local materials)
- recruit and select manpower to be trained for operation and maintenance of the facility.

PURPOSE /OBJECTIVE

This guide seeks to enhance community interest in and commitment to the construction programme, and ensure work continuity.

SUGGESTED TOOLS

- sketches / drama
- discussions
- open-ended story

MATERIALS

- Large wall/flip paper
- Markers, chalk-board, chalk

TARGET GROUP

- User community

DISCUSSION POINTS

Important things to remember during the construction phase,

Issues pertaining to motivation, commitment, work programming and gender complementarity should be discussed



- problem-solving
- community reactivation
- reminder on construction time-frame
- gender roles

EXPECTED OUTCOME

Renewed commitment towards the construction deadline on the part of both men and women. The identified constraints / anticipated hindrances to progress identified.

PROMOTING COMMUNITY PARTICIPATION AT CONSTRUCTION USING DRAMA

By dramatising a local situation, community workers and community groups can spark a debate on issues that are normally simply accepted as a fact of life



By dramatising a local situation, community workers and community groups can spark a debate on issues that are normally simply accepted as a fact of life. 'Drama here implies performances put up by organised groups, locally drilled groups (on the spot) or a combination. At its most imaginative, drama has been used not only to present an issue but, by encouraging the 'audience to join in to explore the likely effects of alternative courses of action.

Step 1

The facilitating team (preferably the extension worker) welcomes the people and introduces key people in attendance. People are then invited to stay quiet and carefully watch what would follow (sketch / drama).

Step 2

The drama group presents its play in the line of the one suggested below.

Suggested Characters :

caretaker, VWC chairman, 2 community members (i.e. 2 families)

The Play begins with a local family scene. A caretaker visits family A to invite the man for digging " as agreed ". He refuses, giving his own reasons. The wife too is instructed to stay because, " there is no woman's job there! " The man even decides to visit a friend (family B), and there they discuss various issues with a marked bias against the assignment at hand.

The caretaker may complain to the chairman,

Step 3

Split the community into smaller units (by age or by sex) and let them discuss among themselves the key lessons learnt.



It is helpful to ensure that each group receives equal guidance and facilitation

Step 4

Discussion questions

- what problems / issues were highlighted in the play
- what outcome would be expected from such a situation
- can / does this occur in our midst
- how can such behaviour be avoided



Tips for successful group discussions

- Facilitator is free to alter the sketch / drama arrangement or the question outline
- Ensure that each key idea in the play is mentioned and discussed
- Spend time on identification of problems, related problems, and solutions
- Help the community consider realities of any given suggestion /solution.

Step 5

Let groups present their findings to plenary. These can be written down on newsprint, flip chart or on chalk-board.

Step 6

Community reach consensus on how to deal with identified problems, agree on a work programme / roster, and reaffirm the role of their water committee.



A successful drama/sketch session will result in rich community sharing or in some agreement on action

Duration : 1-1 1/2 hrs.

PROMOTING COMMUNITY PARTICIPATION AT CONSTRUCTION USING OPEN-ENDED STORY

SUGGESTED STORY

Zambia village had met all requirements and had qualified for an improved / protected water source, after years of diseases and deaths due to proven cases of water-related causes. Memories of the departed friends and relatives were

still fresh and everybody was enthusiastic about the new well which "we, ourselves must construct with those people from the Boma".

The work programme agreed upon by the community to complete construction was going on well as planned -- until today; Mr. K and his neighbour who should be on (digging) duty are found at home entertaining themselves. They argue to the caretaker that in fact, they are not the only men in the village to continue digging. "Shan't people drink a little, or entertain their neighbours just because there is a well to be dug!" They further suggest that they should have released their wives to go and help out but "what can they do? And besides, were not there, so"

The caretaker walks away with his measuring stick and a duty-roster book. Another day wasted! Should this situation continue?

Step 1

Split the community into smaller discussion groups

Step 2

Help the quiet ones speak and let the groups explore all possible implications from the story



In smaller groups identify the characters in the story, and discuss the following questions:

- What is the main problem in the story?
- Can / does this situation happen in our community?
- What results would you expect from such a situation?
- Give suggestions to best help the caretaker (and the whole VWC) to solve this problem.

Step 3

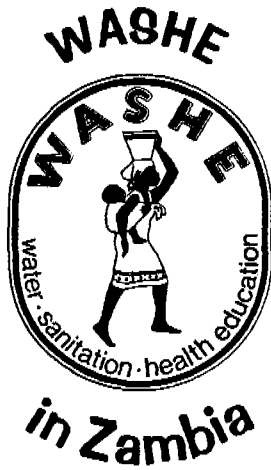
Group present their suggestions to the plenary.

Step 4

Facilitator makes summary from the discussions and re-emphasises the suggested solutions.

Duration : 1-1 1/2 hrs.

eters sh.
the Officer
1995/10



Village Water Committee (VWC) Training

Supplementary Module 8g

CMMU 1995

TRAINING OF THE VILLAGE WATER COMMITTEE (VWC)

INTRODUCTION

As the VWC has been selected and its roles and responsibilities prescribed by the community; what remains is to train the committee to enable it execute its duties most effectively. The training of the VWC is intensive and we can not therefore assume that the two or three days training is all that is required. The training of the VWC leads to community management which ensures sustainability of the facility.



Community management involves capacity building within communities to own, control and make informed decisions on issues relating to their own development

Community management of water facility would therefore mean that communities take full control of the development, management, operation and maintenance of the water point.



Training of the VWC can be done either before or after implementation.

OVERALL OBJECTIVE

To prepare the VWC members on their future roles and responsibilities.



Training of the committee continues even after construction and is done almost with every visit from the extension staff or field workers.

- The facilitator will need to cover the following issues:
- roles and responsibilities of the VWC and its members.
- roles and responsibilities of the community in this self help activity.
- the need to be well organised and have an active VWC both during implementation and especially in operation and maintenance.
- fund-raising methods.
- importance of co-operation amongst VWC members and the community.



It is preferable that VWC training is not done exclusively with the committee but involves the community at some point.

A number of activities can be undertaken to help the discussion process. The following are examples of activities that have been used in the training of the VWC:



The facilitator may think of additional issues relevant to the community he/ she is working in

- community meetings
- drama performance
- group discussions
- buzz groups

The training programme has been divided into two days.

DAY ONE - MORNING- COMMUNITY MEETING

The VWC Chairperson opens the meeting and introduces the other VWC members and the trainers.

TECHNIQUE ONE : DRAMA

DESCRIPTION

This play can be done by either a local theatre group or by an employed group in the agency.

This play depicts various aspects of general management of the water point.

This story can be adopted and turned into a play.

Read Supplementary Module 8c on community problem solving for the sample story.



SUGGESTED REASONS FOR USE

To highlight the problems that may arise in the community relating to management issues of the water point.

FACILITATING SESSION STEP BY STEP:

Step 1

Facilitator state the purpose of the meeting and introduces session.

Remember, the vwc is there for the people; so the community must participate in the training for the two to better understand each other & work together.



Step 2

The play.

Step 3

Plenary discussions which may include the following questions:

- what did you observe in the play?
- what did you like or not like about it?
- what problems were depicted?
- how can the problems be solved?
- could the same problems occur in your community?
- how could problems of this nature be avoided?

Step 4

The facilitator summarises the discussions.

TECHNIQUE TWO : GROUP DISCUSSIONS

The community splits into groups to discuss and prescribe the roles and responsibilities of the VWC as the community sees fit.

SUGGESTED REASONS FOR USE

To get community's participation in the training of the VWC by discussing and prescribing the roles and responsibilities of the committee.



This shows that the VWC is answerable to the community just as much as the community is to the VWC.

FACILITATING SESSION STEP BY STEP:

Step 1

Facilitator introduces the session and the need to work in groups.

Step 2

Split the community into groups of 10 - 15 people.



Women and men can be in different groups if it is considered more effective.

Step 3

The facilitator asks each group to discuss (and write -optional) what they consider the roles and responsibilities of the VWC.

Step 4

In plenary each group presents its ideas. The ideas of the groups are discussed and clarified and one final list is drawn.

Step 5

The facilitator or Secretary reads out the final list of roles and responsibilities of the VWC as a summary of this session.

DAY ONE - AFTERNOON - TRAINING OF THE VWC.

TECHNIQUE THREE : BUZZ GROUPS:

This can be described as a pair or group of 2 or more people who are given a specific topic to discuss.

SUGGESTED REASONS FOR USE

To draw lists of roles and responsibilities of individual members of the committee.

FACILITATING THE SESSION STEP BY STEP

Step 1

The facilitator introduces the session and review the list of roles and responsibilities compiled by the community.

Step 2

The VWC in plenary discusses:

- how they can accomplish these tasks and responsibilities?

- what task division they think is appropriate?
- what kind of people are needed to do the job?
- what tasks can be done by women and men?

These are tasks from planning through to operation & maintenance of the facility.



Step 3

Introduce the discussion on individual roles and responsibilities and the need to work in Buzz groups.

Step 4

Divide the group into pairs.

Step 5

The facilitator asks the pairs to discuss the roles and responsibilities of individual members of the VWC.

Step 6

The groups present their ideas in plenary and final lists are compiled.

Step 7

Discuss the following questions in plenary:

- what do the tasks involve?
- what needs to be done and when?
- do people have experience with it?
- can other people help them in carrying out the tasks?
- what do they feel they still need to learn in order to be able to do the jobs?

Step 8

The facilitator summarises the discussions.

TECHNIQUE FOUR : FUND RAISING & FUND MANAGEMENT

DESCRIPTION

This session discusses the experience of the VWC in fund raising and management. The discussions are held in plenary.

SUGGESTED REASONS FOR USE

To find out the experience of the VWC in fund raising and management and hence establish the most effective training programme.

• FACILITATING THE SESSION STEP BY STEP

Step 1

Facilitator introduces the subject.

Step 2

In plenary the group discusses:

How the community normally raises money needed for communal activities such as school, church or water point (initial contribution).

Who is responsible for collecting the money and how is it done?

- Is cash the only form of contribution accepted?
- What are the other forms of contributions and how are these collected and by whom?
- Who is responsible for converting this to cash?
- How is the money kept? Is banking a valuable option?
- What problems have been faced with fund raising and management?
- How could these be overcome or avoided?
- What alternative system can be adopted?

Step 3

The facilitator summarises the discussions and informs the committee that they have to discuss fund raising system with the community and therefore have to call a meeting the next day.

The VWC and community have to collectively discuss and agree on a fund raising systems to avoid any future problems.



The VWC and community have to collectively discuss and agree on a fund raising systems to avoid any future problems.

DAY TWO - MORNING

COMMUNITY MEETING

This community meeting is organised and facilitated by the VWC. This gives the facilitator the opportunity to observe how the committee is able to organise and facilitate meetings and hence identify the areas in which the VWC may need additional training.

FACILITATORS CHECKLIST MAY INCLUDE

- organisational aspect:

- attendance
- how the members share the role of facilitator (how often other member speak)?
- communication aspects:
 - can the people hear what is being said?
 - are the explanations clear?
- leadership style:
 - method of questioning by VWC to the people?
 - are people interrupted by the VWC when talking?
 - how often are males and females talking?
 - are there any issues imposed by the VWC?
 - any other issues

SUGGESTED REASON FOR USE

To establish a fund raising system with the community and not for the VWC to impose one.

FACILITATING SESSION STEP BY STEP

Step 1

The VWC Chairperson opens the meeting and introduces the subject.

Step 2

The community is divided into groups to discuss and propose fund raising systems that may be adopted.

Step 3

In plenary these are discussed and one system is collectively agreed on and adopted?

Step 4

Discuss the following issues:

- what is to be done to people who do not pay or can not pay?
- what do the people have to pay (cash or in kind)?

Step 5

A VWC member summarises the session by reviewing the adopted fund raising system thus the end of the community meeting.

VWC TRAINING : BOOK-KEEPING.

This session is carried out in plenary and is meant to find out the experience the committee has in terms of book-keeping.

OVERALL INTENTION

To establish the knowledge levels in terms of book-keeping so as to effectively target training needs.

FACILITATING THE SESSION STEP BY STEP



Read Supplementary Module 8i on Fund Raising & Management.

Step 1

Facilitator introduces the session to the community.

Step 2

In plenary the committee discusses:

- how book-keeping and registering of incomes and expenditure are done (e.g at school or church).
- what difficulties are encountered and how these can be overcome/ improved on?
- If there is no system then how will they record all incomes and expenditures.

DAY TWO - AFTERNOON : VWC TRAINING



Also discuss the need to keep other VWC members and the community informed on funds and when how this can be done.

CO-OPERATION & COMMUNICATION WITHIN THE VWC

This session highlights the problems that are created by lack of co-operation and communication in the committee. Drama is used to depict a situation that might arise due to lack of co-operation and communication within the committee.

The following aspects are shown in the drama :

- no co-operation and communication among the VWC members as
- only 3 members are present
- other have given no reasons why they could not attend.
- the 3 members present have different ideas and can not agree
- everyone wants to go his own way
- they do not listen to each other- misunderstanding etc.

FACILITATING THE SESSION STEP BY STEP

Step 1

Facilitator introduces the subject.

Step 2

Play.

Step 3

Discuss:

- what is observed in the play?
- what are the positive and negative aspects shown in the play?
- what are the implications on the functioning of the VWC?

Step 4

VWC members participate in role play showing a situation where members listen to each other, try to understand each others ideas, are willing to discuss and compromise.

Step 5

The above (Step 3) issues are used to guide discussions.

Step 6

Facilitator summarises the session.

TECHNIQUE FIVE : WORD GAME

DESCRIPTION

This is a list of words that relate to co-operation and communication within the VWC.

This list of words has to be read out and interpreted into the local language by the facilitator

WORD GAME

Enthusiasm, Confidence in each other, Sense of humour, Willingness to listen to each other, Humility, Initiative, Sense of responsibility for each other, Act in the absence of the other, Constructive VWC discussions, Make decisions together, Plan together, More words can be added to the list,

SUGGESTED REASONS FOR USE :

To get the VWC to explain how they would like to work in terms of co-operation and communication.

FACILITATING THE SESSION STEP BY STEP

Step 1

Facilitator introduces the session and the game

Step 2

The facilitator explains the words to the committee in the local language.

Step 3

The VWC has to co-operate and find 3 words in 10 minutes which they consider most important in relation to tasks as a VWC.

Step 4

The members then explain why they have chosen these specific words and what they mean in practice.

THIS EXERCISE IS RELATED TO THE DRAMA.

Step 5

The facilitator summarises the session.

TECHNIQUE SIX : COMMUNICATION GAME (Communication with the community)

DESCRIPTION

A poster is used to see what can go wrong in communication. The poster (depicting someone taking a bath) is shown to one person and then he/ she describe what the poster depicts. This message is relayed to a number of people and the last one is asked to pass on the message to the person who saw the poster.

SUGGESTED REASONS FOR USE

To highlight :

- the dangers of second hand information
- importance of attending meetings
- loss of important details in a message
- causes of distortion of information

FACILITATING THE SESSION STEP BY STEP

Step 1

The facilitator introduces the exercise.

Step 2

The game is played.

Step 3

Discussions guided by the following questions:

- Is the last description of the poster correct?
- What causes distortion of information between people?
- What would be the consequences of this situation in real life?
- How can we avoid distorted messages in our community?

For more details on training the vwc read Supplementary Modules on Fund Raising & Management (8i) and Community Problem Solving (8h).



Step 4

Facilitator summarises the exercise and the discussion.

EXPECTED OUTCOME

The VWC will be better able to prevent, overcome and solve problems relating to the water point and also manage their facility in a sustainable manner.

DURATION

2 - 3 days.

eters sh.
the Officer
- 10-3-10



Community Problem Solving

Supplementary Module 8h

CMMU 1995

COMMUNITY PROBLEM SOLVING

INTRODUCTION

Problems arise during and after implementation of community based projects. These vary from community's poor social relationships to other specific problems directly or indirectly linked to use and sustainability of the facility.

These may include :

- delays in self-help (e.g. pit-digging or erection of super-structure)
- construction mistakes
- abuse of facility
- poor hygiene practices
- poor maintenance
- inadequate revenue
- major breakdown

However, all these problems may be avoided if communication was enhanced and the spirit of openness created among all participants in the project.



"A problem shared is a problem solved"

THE OVERALL INTENTION

Sessions / exercises on community problem solving seek to identify problem solving techniques, foster community involvement in decision making and identify good leadership qualities.

SUGGESTED TOOLS

- open-ended story
- drama
- group discussions
- unserialised posters

MATERIALS

- open-ended story
- unserialised posters

- flip chart & pens / markers
- chalk-board, chalk

TARGET GROUP

- Village well committee
- Care takers
- user community

DISCUSSION POINTS

- the importance of co-operation
- the relationship between the VWC and the general community
- collective problem solving
- water-point cleaning roster
- strength/weakness of the VWC

EXPECTED OUTCOME

- community confidence and working relationship with the VWC improved
- community commitment and decision making enhanced
- problems identified and problem solving techniques learnt
- general community cohesiveness

A. COMMUNITY PROBLEM SOLVING USING UNSERIALISED POSTERS

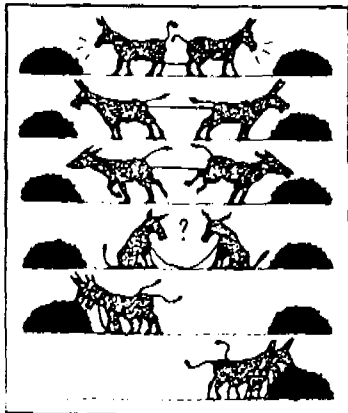
Purpose of the technique

- To encourage creative thinking
- To identify common problems in community
- To explore possible solutions

PRESENTATION :

The poster series is put on the floor / mat within reach of participants. Each group of up to 10 people should have a set.

The VWC needs the co-operation of the larger community in planning, decision making and implementation. Strained relations between the two is always detrimental to sustainability and usually result in total break down of the facility. The general user community suffers



Reading Supplementary Module 8b will help you understand the adaptability of unserialised posters.



GROUP TASK :

- To make a story representing a common problem in their village using a number of approximately 5 posters out of the set
- Each group tell their story to others using the posters to illustrate the sequence of events
- Groups agree on most common / urgent / serious problems from the presentations



DISCUSSION

QUESTIONS (back in groups)


- what do you think are some of the causes of these problems?
- what would result from these problems ?
- who should do (... what, when, how)

Note: the groups may be made according to the problems identified. These group discussions should lead into identifying actors, required resources and other aspects of planning

DURATION : 2hrs.

B. COMMUNITY PROBLEM SOLVING : USING DRAMA







In its most effective usage for this purpose, drama or other related tools like role plays , sketches , or problem posing 'codes' should have a specified focus or theme . The community worker in collaboration with the VWC may have undertaken a ' listening survey ' in order to establish ' burning issues ' in the community.

 Any form of drama meant for education or awareness should be brief and devoid of unnecessary entertainment

The following should be the characteristics of a good 'code or sketch put up for a purpose of problem-solving:

- short and brief without unnecessary details
- clearly showing the central theme
- showing / depicting a familiar scene
- depicting a problem - No answer shown
- evoke discussions

DISCUSSION QUESTIONS

- What did you see happening in the play / sketch?(let the people mention the problem)
- let the people mention the problem*  • Why is it happening OR why did it happen like that ? (the beginning of simple analysis by the community)
- the beginning of simple analysis by the community*  • Does it happen in real life ?(discussing real life examples)
- discussing real life examples*  • What problems does it lead to ? (when you relate problems, you show their gravity/seriousness)
- when you relate problems, you show their gravity/seriousness*  • But why does it happen ? (community analyses the root cause)
- community analyses the root cause*  • What can we do to solve the problem (based on the identified root cause)
- based on the identified root cause*  • When do we begin (who, when, what, how, where)

NOTE: Codes are easy to make; an organised drama group is not necessary. Because they are short, codes are not meant for entertainment but to arouse discussion and eventually, plans and strategies. A code can be in form of a play, story, picture, song, proverb, etc.

C.COMMUNITY PROBLEM SOLVING : USING OPEN - ENDED STORY

ACTIVITIES

- narrate the story
- discuss the questions on the story
- summarise discussion

STORY

An open-ended story can be developed according to prevailing situation or themes that the committee or extension/field worker may wish to address.



An open-ended story can be developed according to prevailing situation or themes that the committee or extension/field worker may wish to address. Due to the diversity of problems that obtain in the process of community management , operation and maintenance of RWSS facilities, the formulation or development of open-ended stories cannot be rigid. Whatever the story however, the following ought to be its attributes :

- short
- emotional
- familiar
- arousing discussion / debate (interesting)

- stops at the point of decision

SAMPLE STORY

It is now five months after the installation of the one and only water pump in the community. Everybody is pleased that the water committee is now in place because they will tell us what to do. There is maximum usage of the facility because all known traditional sources previously used have been buried and permanently discouraged. The community happily believes that the water problem has been sorted out once and for all.

This morning, a woman reports that she could not draw her water because the pump couldn't work! One young visitor from town hints that something should be wrong with the rod. It's a big problem. The woman then tries to inform others at a funeral of a senior community member. There, it is learnt that in fact the VWC chairman is away but might be back after a month.

Discussion Questions

- what is the problem in the story?
- can this happen in our community?
- who should solve the identified problem(s) in the story?
- how?

DURATION : 2 hrs.

D. PROBLEM IDENTIFICATION / PROBLEM SOLVING : USING JOHARIS WINDOW


MATERIAL DESCRIPTION :

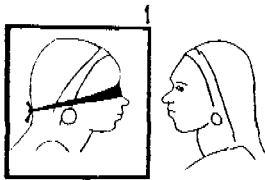
This technique facilitates communication between field workers and community members by creating greater awareness about degrees of interpersonal communication. The tool highlights the fact that a field / extension worker is as good as blind when working with villagers without first getting to know their true feelings, beliefs, and values, which are not often disclosed by people until genuine trust has been established.

This analytic model is devised with Four quadrants or windows labelled OPEN, BLIND, HIDDEN, and UNKNOWN. Adaptations of this model includes pictures of Two people facing each other at each window with eyes either open or

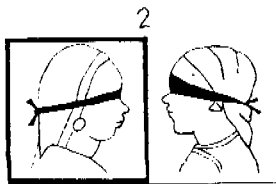
Checklist of issues

- does the community have caretakers ?
- does the VWC stock any essential spare parts of the pump
- can the committee meet without the chairperson ?
- can a discussion be made even when there is a funeral in the village ?

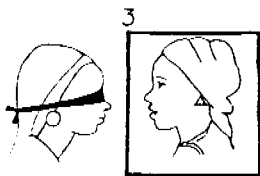
 The blind window is labeled 1, unknown window 2, hidden window 3, open window 4 and the discussion follows this sequence



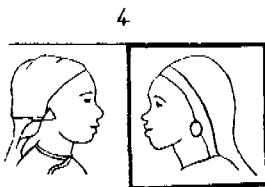
The "outsider" can see problems and their solutions clearly but the insider (villager) doesn't see them at all



Neither party knows the problem or solutions. Interaction over a period of time may "open" this window



The insider has certain information, feelings, fears, values e.t.c. which are "hidden" from the outsider's view



Both parties know each other atleast superficially and a working relationship of mutual sharing exists

blindfolded to represent the degree to which mutual understanding has been established.

DISCUSSION POINTS

- VWC / Community trust and co-operation
- VWC internal co-operation
- role complementality between men and women
- open communication between community and water & sanitation agency.

PROCEDURE

- Divide the community in attendance into Four groups (or more) depending on the sets of "windows" available
- Give each group a set / window and let groups study their windows carefully (*window comprises 2 faces of people*)
- Let each group explain to others what they see in their window before they show it to the plenary

The following questions may assist give direction to the discussions: [note: the question outline may change according to the issue(s) at hand. Also it is recommended that the OPEN window (i.e. without any blindfolds) be discussed last.]

- how many people are shown in your set / window ?
- what is the difference between them ?
- what problem do you notice / identify in your window ?
- who could each of those people represent ?
- What relationship is reflected in that picture between the Two people ?
- are there times when our eyes are blind to see certain things or ideas ? (give examples)
- What can we do to reach the "open" window ?

Also invited why questions can be asked by the facilitator. The session can also explore real life examples of blind people and non blind people in the community and outside.

DURATION : 1 - 1 1/2 Hrs.

ators sh.
the Officer
in the field



Fund-raising and Management

Supplementary Module 8i

CMMU 1995

COMMUNITY FUND RAISING AND FUND MANAGEMENT

INTRODUCTION

A commonly agreed financing system is a major contribution to sustainability of water supply and sanitation systems. Main questions for village decision making on maintenance financing may include :



To most communities, venturing into a new financial venture is considered a risk. Only elaborate and realistic, participatory exploration of options and potentials can alter this feeling.

- available income generation ventures
- payment rates, collection methodologies / times
- accountability
- other issues pertaining to administration and regeneration of funds.

PURPOSE OF GUIDELINES

- To discuss importance and ways of fund raising
- To discuss ways of keeping funds
- Develop community record keeping skills



It is at the planning stage that the user community agrees on how they shall sustain their facility. This avoids resistance and possible community apathy towards cash contributions

SUGGESTED TOOLS

- Open-ended drama
- Discussions in small groups
- Open-ended story

MATERIALS

- Story
- Flip-chart, markers, chalk-boards

TARGET GROUP

- The Village Water Committee (VWC)
- General user community.

DISCUSSION POINTS

- Consensus on amounts and modes of fund generation and management
- Record keeping, accountability and feedback to community
- Further income generation ventures / alternatives



Fund generation ranges from gardening, offering labour to individual household contributions in kind or cash

- Other uses of the funds.

A. PROMOTING COMMUNITY FUND RAISING USING DRAMA



Drama pertaining to the above theme can be devised according to the desired area of emphasis. Flexibility and innovativeness are vital for any drama performance.

SUGGESTED / ADAPTED PLAY (WASHE, W/Prov.)

Characters: Water drawer (woman), the chairman of VWC, VWC secretary and other members of the community.

Scene 1 A woman goes to the pump to draw some water. At the pump she notices that the pump has broken down. She goes back to report to her husband who also happens to be the chairman of the VWC.

The chairman accompanies the wife back to the pump to verify the report and make possible assessments.

Scene 2 The chairman informs the secretary to call a village meeting to discuss the problem.

Scene 3 At the meeting the chairman introduces the problem and asks for suggestions. The first suggestion is turned down as too high and the chairman is immediately accused of imposing figures on the community.

One member excuses herself from any form of financial contributions saying that the only money she has is for her school going child, but that she is willing to help in any other way.

Another member complains about their previous contributions and demands to know where the money has gone. None seems to know who keeps cash or records thereof.

The chairman stands to give his explanation but the meeting is adjourned and they disperse each going away with a complaint.

Discussion Questions

- what is the problem in the play ?
- what issues are identified from there ?
- list down issues for all to see

- does the situation in the drama represent real life ?
- what should we do to ensure co-operation in fund raising ?
- what other forms of contribution would you suggest?
- what should we do with the funds once collected ?
- how shall we keep ourselves informed about our financial status ?

EXPECTED OUTCOME

Community identification of possible difficulties in their financing system

- Agreement on fund raising alternatives
- Accountability issues discussed and agreed.

Note : Facilitator may assist people discuss many more issues arising from the drama; the skill of asking questions is vital.

DURATION : 2 Hrs.

B .PROMOTING COMMUNITY FUND RAISING

USING OPEN-ENDED STORY

ACTIVITIES

- Tell the story
- Discuss issues from the story
- Explore solutions / suggestions.

The Skill of Asking Questions

- 1. Simplify the question, without losing its meaning.
- 2. Give people time, and space, after the question to think and answer.
- 3. Give questions a lot of attention, and do not rush to give answers.
- 4. Give people a lot of encouragement and support.
- 5. Give people a lot of encouragement and support.
- 6. Give people a lot of encouragement and support.

Key community figures (Headmasters, Councillors, Residents) are instrumental when it comes to questions on implementation



The story may be narrated by the facilitator or read in groups, However, narration adds flavour and emotion..!

Step 1

Story - In a District, there is a village where the water is scarce and this is the story of the people there. The headmaster of the village has decided to call a meeting of the community members to contribute towards the new phase of the village development plan. The meeting is held in the school hall and the water supply is cut off. The meeting is held in the school hall and the water supply is cut off. The meeting is held in the school hall and the water supply is cut off.



A fine and precise story. Why not make up your own

Step 2

Discussions In Small Groups

- what was the problem in the story?
- do you think Old Ma 's water problem was solved? Why?

Facilitator takes note of all suggestions and assist the community to discuss their practicalities.



- what does the bucket represent in real life ?
- what can we do as community / committee to ensure that we do not completely run out of cash or spare parts for our well / pump ?

Facilitator takes note of all suggestions and assist the community to discuss their practicalities.

DURATION : 30 Min.

C. COMMUNITY RECORD KEEPING

USING OPEN-ENDED STORY AND SUGGESTED REASONS FOR USE :

- to enable community identify advantages and disadvantages of keeping records
- suggest ways of keeping records and find ways of using these records.

Story :

The co-operative in B's village had 5 members and these members got a loan of K200,000 from Lima Bank. It was agreed that members would repay equal number of bags of maize for sale to repay the loan. That year the harvest was good and each member brought the agreed No. of bags to the depot but after selling them the money did not amount to K200,000. So the chairman called a meeting and during that meeting one member complained that he had brought more bags than others.

In order to collect and take good care of public funds, you must :

- collect money from everybody according to the rules agreed upon by the village
- keep money safely, both cash in hand and that which is in the bank
- use it for village water supply purposes only, in ways known to everybody
- record income and expenses regularly and honestly
- report to the community from time to time on how much has been collected, how much used and how much is remaining

Discussion Questions

- what have you learnt from the story ?
- where does the problem lie ?
- is this a familiar situation ?
- who should keep the records ?
- concerning your water supply, what records should be kept ? How ?

DURATION : 1hr.

Note : In the process of discussing financial accountability and record keeping, facilitator should help community identify members who do / have done simple bookkeeping / accounts at church level or in their community based organizations / clubs. These can demonstrate to others how they do it so that people are exposed to simple accounting techniques.

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Promoting Community Ownership

Supplementary Module 8j

CMMU 1995

PROMOTING COMMUNITY OWNERSHIP

(Working Towards Community Management)

INTRODUCTION :

All community based programmes that advocate community participation do so with an aim of attaining community management of the installation. Full community management entails that the community takes on full responsibility, authority, control and be fully accountable for their facility.

Creating a sense of community ownership can not be done in one meeting or session. Using participatory techniques as demonstrated in the previous modules enable the community to participate in discussions leading to decision making, planning, implementation, monitoring e.t.c. As the community discusses and makes decisions, it is aware that all is being done according to it's (community) needs.

This module can be used at any meeting or session after the community has decided to apply for a protected water point. However, before the well completion ceremony or preparation for the ceremony, the community and the facilitator may recap on the various aspects of ownership.

The community ownership entails community authority, accountability and responsibility over the facility



AUTHORITY:
community has the right to make decisions about their system.

CONTROL:
Community has power to implement its decisions regarding the facility.

ACCOUNTABILITY:
Consequences of community decisions rests with the community.

RESPONSIBILITY:
Community looks after/ cares, ensures its fully operational.

OVERALL OBJECTIVES OF THE SESSION

To instil a sense of ownership and responsibility among the users. Some of the ways to enhance this is to discuss :

- roles of the agency (as the facilitators)
- roles of the community

Open ended story and drama are techniques that can be used to discuss aspects of ownership

TECHNIQUE ONE :OPEN ENDED STORY

DESCRIPTION :

This open ended story enables the facilitator emphasise the role of the agency and the community. Of the two, one is the facilitator (to construct the water point) the other is the owner to care for and look after the water point.



Read Supplementary Module 8b Mobilisation and Sensitisation for the story of the "gift"

Fund raising and management to be able to buy spares and pay for maintenance



Training in repairs or maintenance.

Management of funds and community problem solving and monitoring

SUGGESTED REASONS FOR USE :

To highlight,

- the limited role of the agency as initial facilitator to help construct the water point but the community has an everlasting role as "keeper" or "caretaker" of the facility to keep it operational
- the various activities the community has to embark on for operation and maintenance and sustainability of the water point

OVERALL INTENTION

For the community to appreciate that it is the peoples responsibility to keep the facility operational

USING THE MATERIALS STEP BY STEP

Step 1

The facilitator gives a brief summary of previous meetings and introduces this session.

Step 2

The facilitator narrates the story

Step 3

Discuss the story in plenary. The discussion points may include the following :

- the relationship between the story and the water point
- the role of the agency (as facilitator) to construct the water point
- the role of the receiver, in this case the community (VWC)
- activities to be undertaken in order to sustain the water point
- assistance required by the community to help sustain the facility

Step 4

Summarise the discussions

Things to remember.....tips for success

- emphasise on the cost of the facility installed
- emphasise the fact that other people also need the facility and envy the receiver.
- the receiver of the facility keeps referring every requirement to the "giver" e.g asks for soap to wash the clothes,

thread and needles to mend the clothes or spare parts and free maintenance

- assistance required by the community is important to discuss
- why do you feel the water facility is yours ?

who is to make the decision and why ?

TECHNIQUE TWO : DRAMA

DESCRIPTION :

Depicts a situation where someone has decided to acquire or buy something. He or she works very hard and finally acquires it. Who then looks into the future of the item or facility ?

An example of such drama is a new marriage. The man has paid the bride price, the ceremony has taken place and the new bride has moved to her husbands newly built house.

However, when she falls sick the husband takes her to her parents. When in need of "chitenge" material, clothes or shoes, soap e.t.c. she is referred to her parents.

SUGGESTED REASONS FOR USE :

To discuss how and reasons why people feel they are responsible for something or someone and hence develop a sense of ownership over something.

FACILITATING THE SESSION STEP BY STEP :

Step 1

The facilitator gives a brief summary of previous meetings and introduces the subject of this meeting

Step 2

The play

Step 3

In plenary discuss

Step 4

Summarise the discussion and identify roles and reason for the importance of having a sense of ownership over the facility as individuals and as a community

- if this occurs in the community and why or why not ?
- how does this relate to the water point

- how can this be resolved or avoided
- what are the roles of the various players

OTHER INDICATORS OF OWNERSHIP

- raising of local cash contributions
- labour contributions
- application for a protected water point delivered to the area
- selection of the VWC
- being users of the facility
- establishment of fund raising and management systems

Things to remember.....tips for success

- select a real life incidence where someone makes the decisions, plans and executes them.
- signify change from one situation to another, who takes responsibility of your house when you start living alone

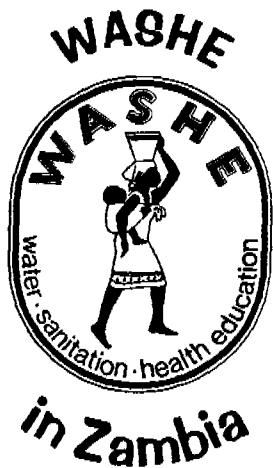
EXPECTED OUTCOME :

acceptance and appreciation of their ownership and responsibility of the water point

DURATION :

About 1 hour

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Community Participation in Monitoring

Supplementary Module 8k

MONITORING.

INTRODUCTION

Monitoring means keeping track of (day - to - day) programme activities. It is maintaining regular surveillance over a facility. Monitoring helps:

- see if all action is planned and directed to achieve programme objectives.
- assess progress made in a given time.
- see if manpower and material are used effectively.
- to identify problems and possible solutions.

Monitoring involves record-keeping and regular checking both written and verbal. In some cases meetings are a part of the monitoring system. Good monitoring should provide regular information of activities to the community or beneficiaries (users).

Monitoring in this context is done by the community and the VWCs. The community and the VWCs have certain obligations which have been collectively agreed upon.

Keeping track of all activities related to the water point (either positive or negative) is an important aspect of the sustainability of the water point and the evaluation leading to review of strategies and activities.

OBJECTIVES/ PURPOSE:

To assist VWC to identify problems and seek solutions.

To help the community understand and appreciate the concept of monitoring.

DISCUSSION POINTS:

- Operation and Maintenance of the water point.
- VWC operations in terms of meetings within VWC, with the community for the purpose of sharing ideas.
- Financial status of the treasury.

ACTIVITIES:

OPEN ENDED STORY

This story will relate to a real life situation where withdrawals are casually made and when there is a very important need - there is nothing left either in the treasury or grain storage (no food / maize), no relish, water or fire wood e.t.c.,

For instance, a mother who always sends her daughter to collect maize or mealie meal from the bin and no reporting is done on how much is left or taken out. Unfortunately, the father returns from town with their son- in- law and when the mother prepares to cook nshima the daughter returns from the bin empty handed, there is no maize or mealie meal.

SUGGESTED REASONS FOR USE

- To create awareness in the community that monitoring is not a new concept, it is done and used daily in the households
- To get people to focus on how concepts used individually can be used collectively at the water points

OVERALL INTENTION

To create awareness on the need for monitoring

FACILITATING THE SESSIONS STEP BY STEP

Step 1

The facilitator reviews previous and introduce this session.

Step 2:

Narrate story.

Step 3

Discuss in plenary on

- what the story implies
- can this occur in the community
- why and how can this be avoided
- what would be the reaction of the visitor
- what needs to be checked
- what is monitored at household level and by whom
- why are these people given the responsibility of monitoring

- how does this relate to the water point
- what aspects need to be monitored at the water point
- how often and by whom

Step 4

Summaries the discussions and highlight issues brought up

Things to remember.....tips for success

Discuss the need for reporting from :

- individuals e.g. a person reports faults or noise to the caretaker
- from one member of the VWC to another e.g. the treasurer tells everyone how much. is collected and spent
- from the VWC to the community ; at meetings, the VWC informs the community of its activities or plans for action due to certain eventualities
- from the community to the VWC ; to express complaints or offer advice on how best the water point could be managed or how to improve on fund raising ventures e.t.c.
- discuss how monitoring helps to focus on issues that are off-course or not as expected thus the community has to make alternative plans

MONITORING CHECK LIST

DESCRIPTION

This is a check list in the form of a table and is used for monitoring activities directly related to the water point

SUGGESTED REASONS FOR USE

- to ease monitoring and be able to quickly identify or search for a problem and find its solution to avoid more serious consequences

MONITORING CHECK LIST

WHAT TO BE CHECKED	HOW IT SHOULD BE	LIKELY PROBLEMS TO ARISE
1 2 3 4 strokes before water comes out 5 slab 6 fence 7 surroundings 8 9 contributions	3 to 5 strokes maximum clean	If more strokes then - Foot valve not closing properly - Riser pipe cracked - leather caps or seals worn out Present a health hazard if not clean and pollute the water source

Things to remember.....tips for success

The check list could be endless but the items should have easily identifiable indicators

the check list may also contain the list of users

DURATION
 about 1 hour 30 minutes

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Well Completion Ceremony (Handover)

Supplementary Module 81

CMMU 1995

Well Completion Ceremony & Preparations

INTRODUCTION

The preparation for the well completion ceremony or handover as it has previously been known is important because it gives an opportunity to the implementing agency to get the community to focus again on how they will manage their water point. That is, some hygienic practices to keep the water point safe and 'pollution free'; Operation and Maintenance; the role of the extension worker and introduce the agency's User Support Programme (USP) or User Support Services.

At this stage almost all the topics have been discussed so the session is mostly reviewing these through discussions. The USP is introduced at this time because it is easily appreciated after construction and installation, that is the services for re-deepening, VWC refresher courses etc. This prepares the community for phase where the agency will seem to be less involved or "act as adviser". The agency is there or available for sale of spare parts, training, repairs/maintenance at a fee - but the community has to make all the 'moves'.

OBJECTIVES/ PURPOSE:

- To review roles and responsibilities of the VWC and the community.
- To review and discuss proper handling of the water point in terms of hygienic practices and O & M of the facilities.
- Demonstrate how to clean the soak-away and drain.
- Recapitulation on fund raising and management methods adopted.
- Review the roles of the extension worker.
- To introduce the USP services available and how to gain access to it.

ACTIVITIES:

- Recap on roles and responsibilities of the VWC and community in terms of:
 - Operation and Maintenance.



Discussions are in plenary

Remember to take notes from previous meetings to remind each other of what has been agreed.



- Fund and Management and general management of the water point.
- Collective problem solving and decision making.

Secretary also brings minutes for the same purpose and acknowledging adjustments.



- Meetings to communicate with the community and within the VWC.

It is important to properly discuss the agreed roles so that everyone is clear of what is expected of the people and the community AND make adjustments where necessary (if the community so wishes).

Use posters and read Supplementary Module 8b on Community Mobilisation & Sensitisation.



- Recap on how and why a well may look unkept and fall into disrepair. This is a reminder of the activities that have to be undertaken to ensure the water point is kept clean and operational. The Story with a Gap can be used.

DEMONSTRATION OR ROLE PLAY:

DESCRIPTION FOR ROLE PLAY:

This will depict improper use of the well; including un hygienic use of the water point and water collection and transportation.

SUGGESTED REASONS FOR USE:

To allow people to demonstrate to each other the un hygienic and improper handling of the water point.

OVERALL INTENTION:

To get the people to focus on improper handling of the water point and the consequences.

FACILITATING SESSION STEP BY STEP:

Step 1:

Facilitator introduces the session and the need for community members to participate in the role play.

Step 2:

Initially ask about five people to demonstrate un hygienic and improper handling of the water point.

Step 3:

Select another group of volunteers to demonstrate the hygienic and proper handling of the water point or practices.

Step 4:

Select a few more volunteers to demonstrate additional inappropriate practices. Then repeat the above step.

This continues until community's ideas are exhausted.



People should be each others teacher, reminder or watchman.

THE USE OF POSTERS:

Step 1:

Facilitator introduces session and the use of posters.

Step 2:

Distribute a number of posters and ask the people to circulate them for all to have a look.



Discussions may be done in plenary.

Step 3:

The facilitator selects one poster from his/ her set and asks the community what it shows.

Step 4:

Discuss what inappropriate practice is being depicted and how it can be avoided or corrected (as a community or as a community)

Step 3 & 4 are repeated for the rest of the posters.

Step 5:

Summarise the discussions emphasising on the proper and hygienic use of the water point.

Things to remembertips for success:

- The facilitator would find it helpful to carry notes from previous meetings.
- Carry a checklist of improper use and handling of the water point e.g. letting the bucket free wheel into the well, hitting the upper and lower limits of the pump head, consequences of cleaning pots or washing clothes at the water point etc.
- Discuss behaviour in relation to drawing and transporting water e.g. drawing water in a dirty container, touching the drawn water with dirty hands or putting leaves in the water when transporting.
- Facilitator through these discussions may help the community (as a whole and individually to find ways of avoiding/ correcting inappropriate behaviour identified above.

4 DEMONSTRATIONS :

DESCRIPTION :

This is practically showing the community how to clean the drain and soak away.

Experience is said to be the best teacher



SUGGESTED REASONS FOR USE :

To enable some people experience/ participate in the cleaning of the drain and soak-away.

FACILITATING SESSION STEP BY STEP:

Step 1:

Facilitator introduces theme of the session and the field workers or construction foreman who are present at the meeting.

Step 2 :

The tools used are shown to the community and their purpose explained.

Community participates i.e care-taker and volunteers whilst the rest observe.



Step 3 :

Demonstration.

Step 4 :

This is done simultaneously with Step 3 . An explanation is given on how the soak-away works and how it may be blocked to as to enable the community prevent this from happening.

Things to remembertips for success

- Tools used may have locally available alternatives - so the community could be reminded to use what is available.
- Get the community to participate as much as possible in the exercise.

INTRODUCE THE USER SUPPORT PROGRAMME (USP) :

DESCRIPTION:

This session is meant to explain to the community what services are available to help them keep their water point operational.

SUGGESTED REASONS FOR USE:

- To inform the community of the support and services that are available to them.
- To help communities understand that they are not alone in the management of the water point.

USP is established to assist communities sustain their water facility



LECTURE STRUCTURE :

USP main objectives are to ensure :

- continued operation and maintenance and use of the facility by giving organisational and technical support to the VWC or Users.



WASHE stands for Water, Sanitation and Health Education.

- properly co-ordinated and effective back-up support from available government institutions (according to the WASHE concept)



WASHE concept - is interdisciplinary approach to Water, Sanitation and Health Education.

- The tasks of USP are as follows:
 - organise and conduct training courses at community level to strengthen VWCs and caretakers in operation and maintenance tasks.

- organise and facilitate training courses for extension staff to be better able to execute community based USP activities.



USP gives advice on O & M, sales of spare parts on cost recovery basis and carry out actual repairs.

- give technical support to communities to maintain their facilities.

Things to remember.....tips for success

- The community feels comfortable knowing there are able to get assistance whenever its required.
- Explain clearly how the communities can obtain assistance.



Explain how to obtain assistance from the USP.



Give price list of spares and any other fees charged to the communities.

EXPECTED OUTCOME :

People should be clear on the :

- roles and responsibilities of implementing agency, VWC & users.
- O & M and the overall (general) management of the water point.
- USP and how to get assistance.



Inform the community where they can obtain the assistance.

DURATION :

About 2 hrs.

LIST OF ANNEXES

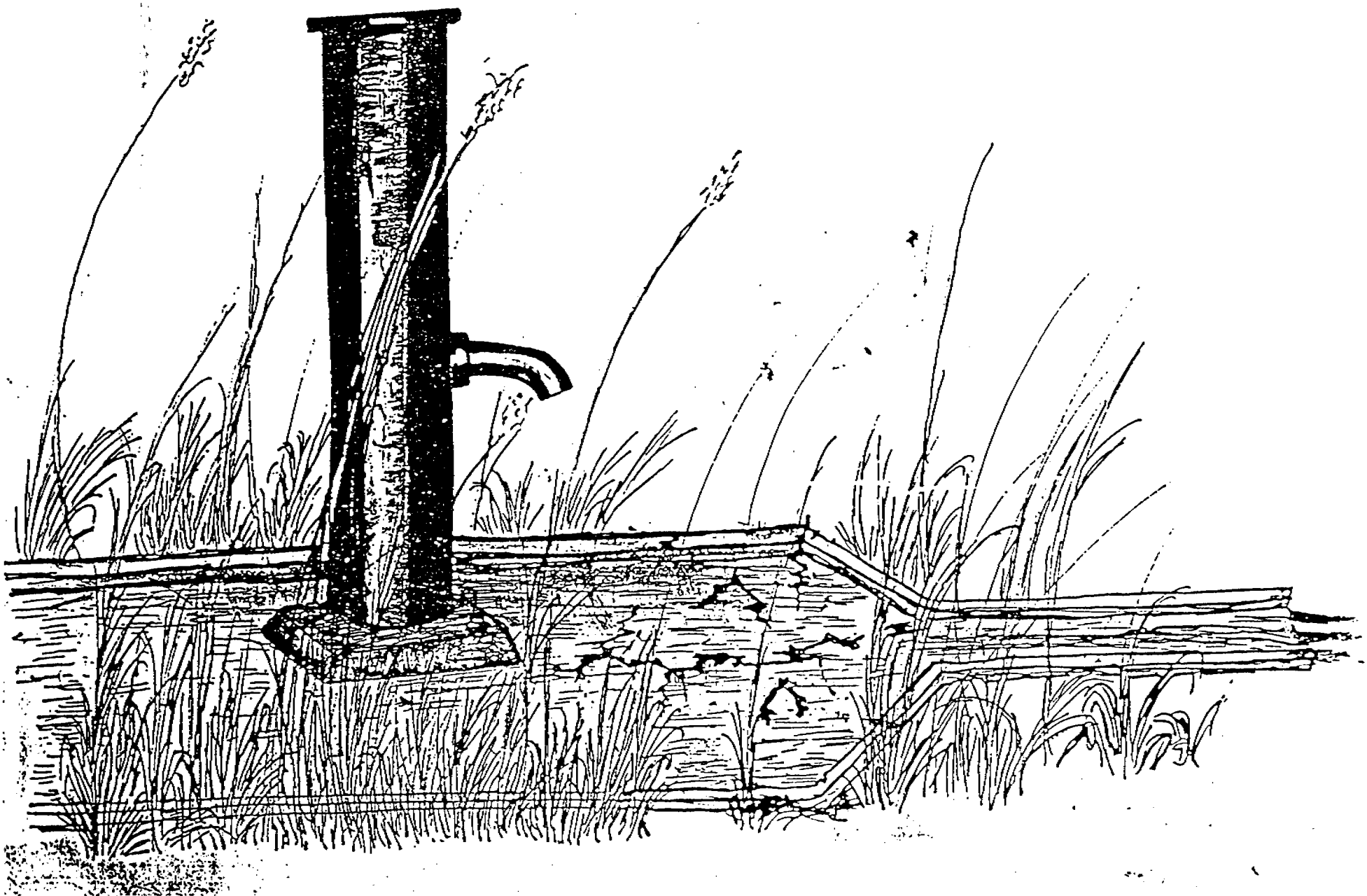
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| Annex 1 | Community Mobilisation |
| Annex 2 | Planning for rehabilitation |
| Annex 3 | Water Uses and Practices |
| Annex 4 | Site Selection |
| Annex 5 | Story with a Gap
(Water Point Rehabilitation and Refuse Disposal) |
| Annex 6 | Well Completion and Handover |
| Annex 7 | Sanitation Ladder |
| Annex 8 | Water Ladder |
| Annex 9 | Hand Washing Methods |
| Annex 10 | Hand Washing Times |
| Annex 11 | Johari's Window |
| Annex 12 | Water Collection and Practices |

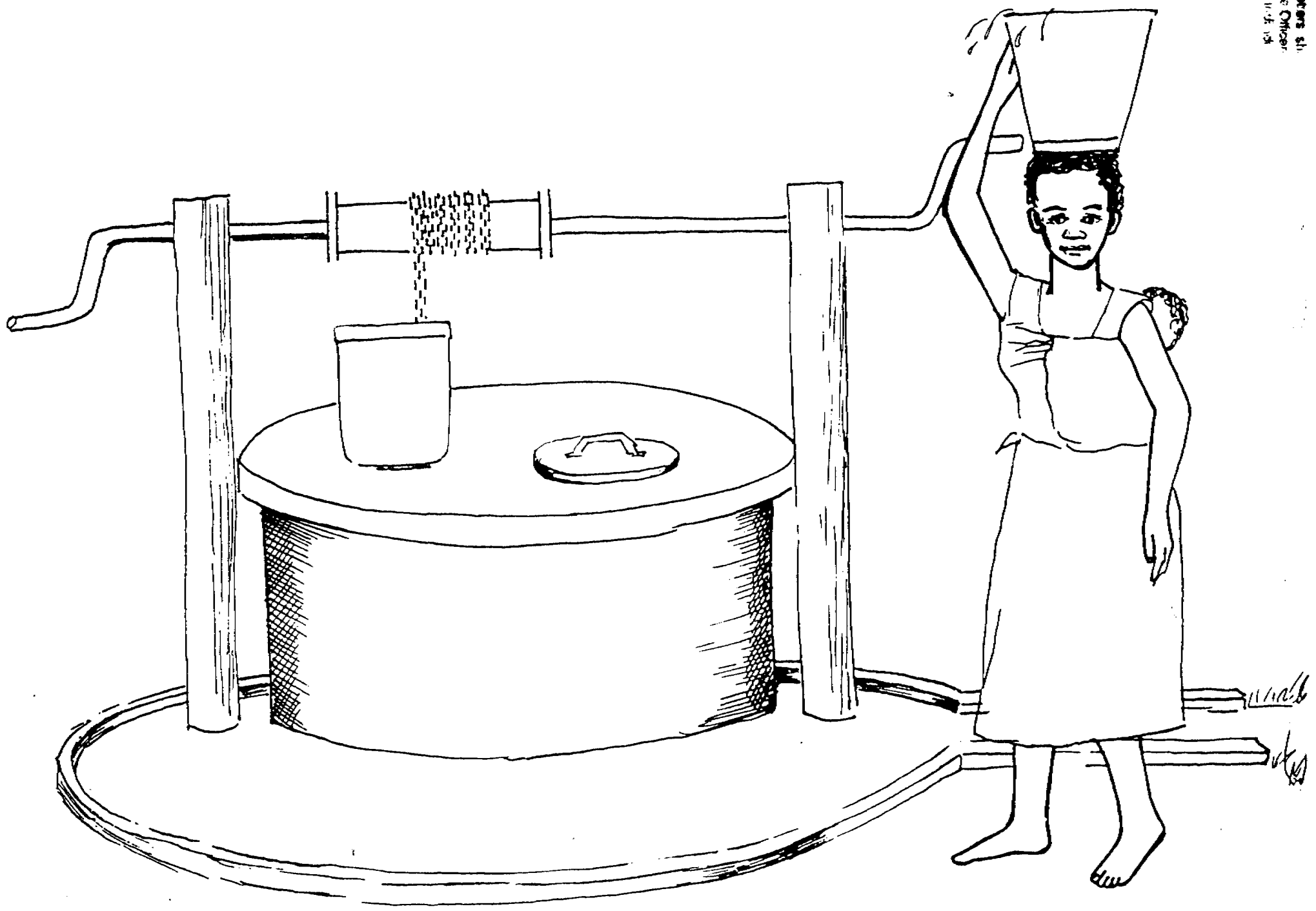
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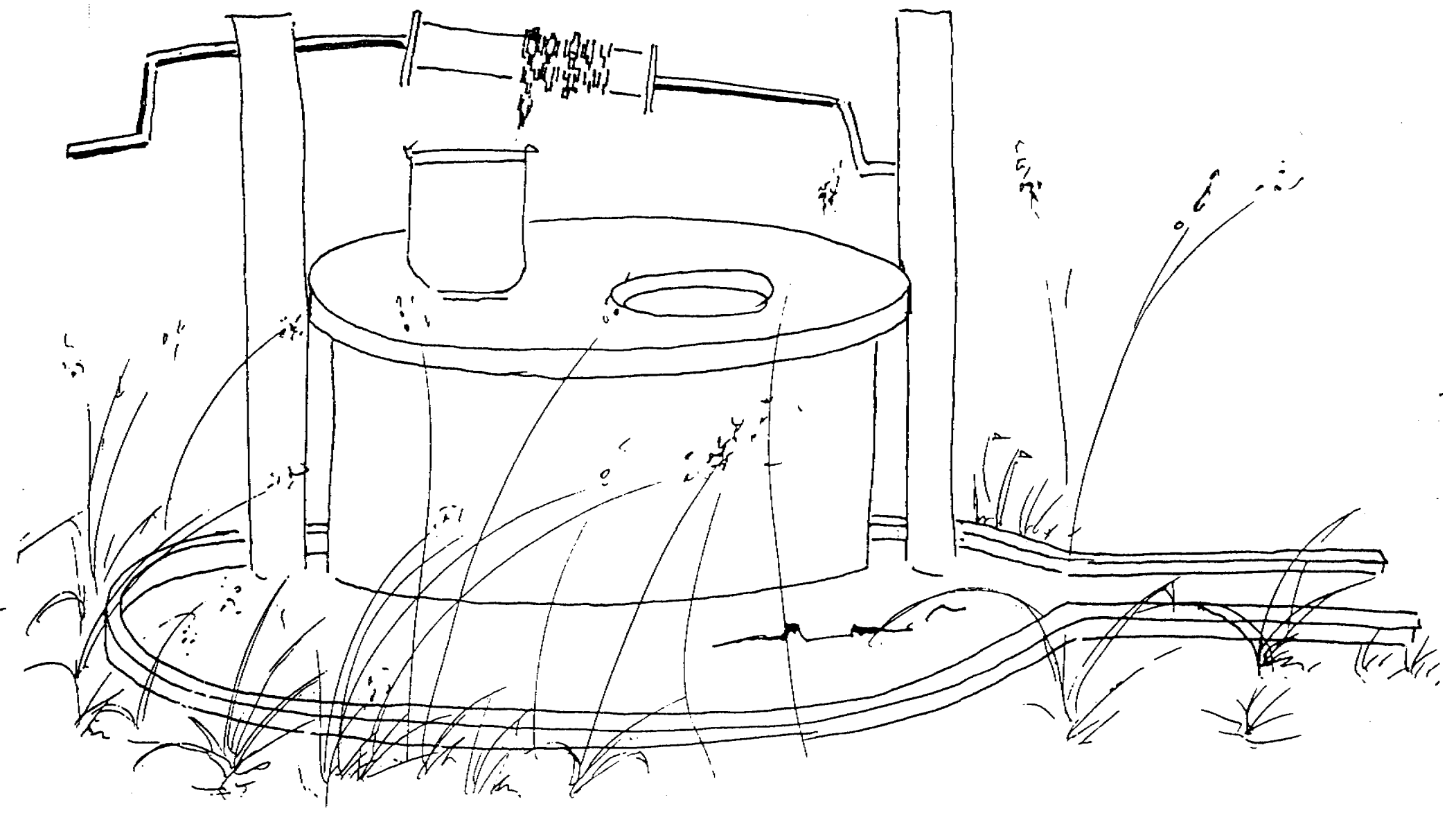


Community Mobilisation

Annex 1

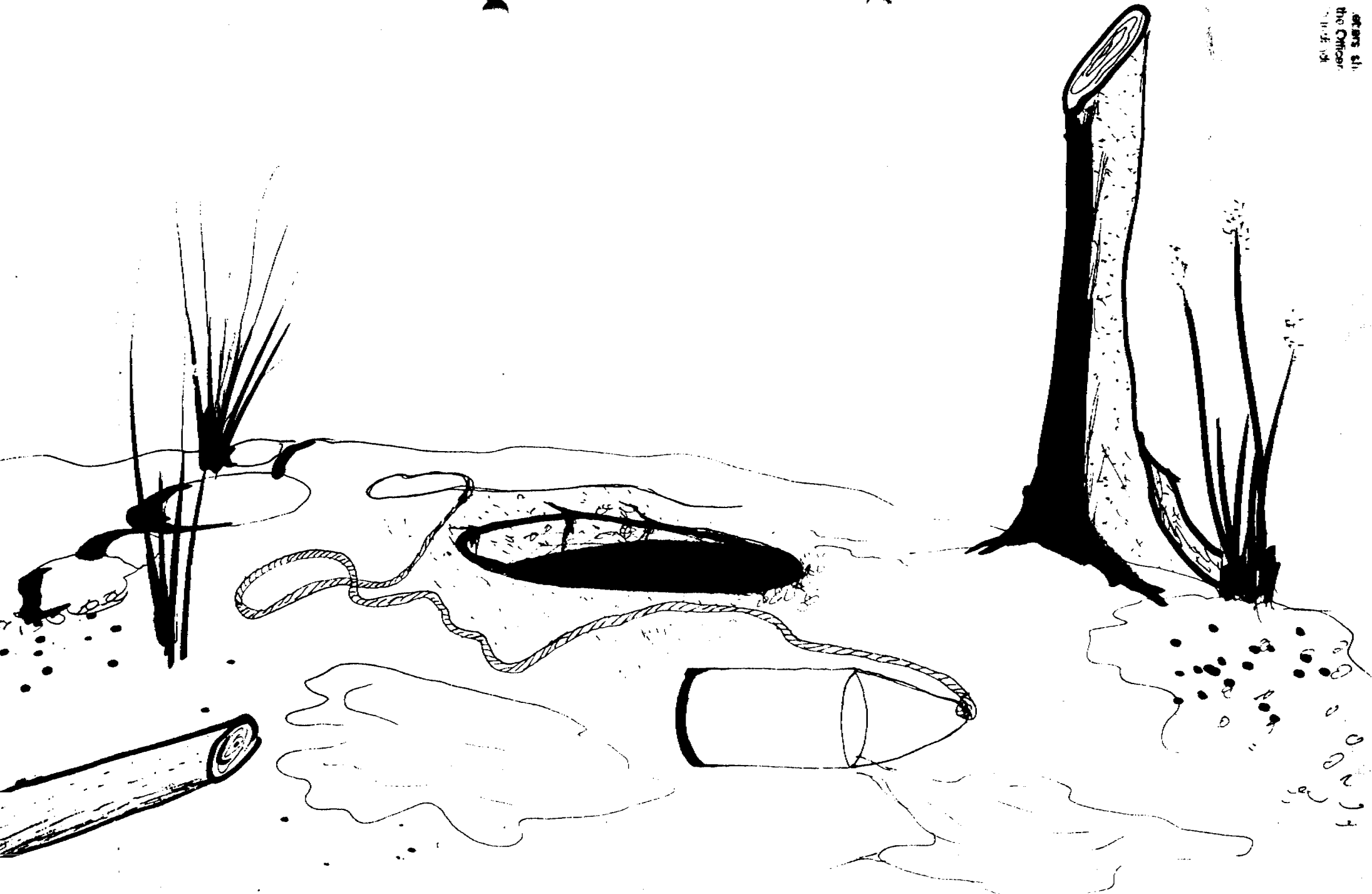




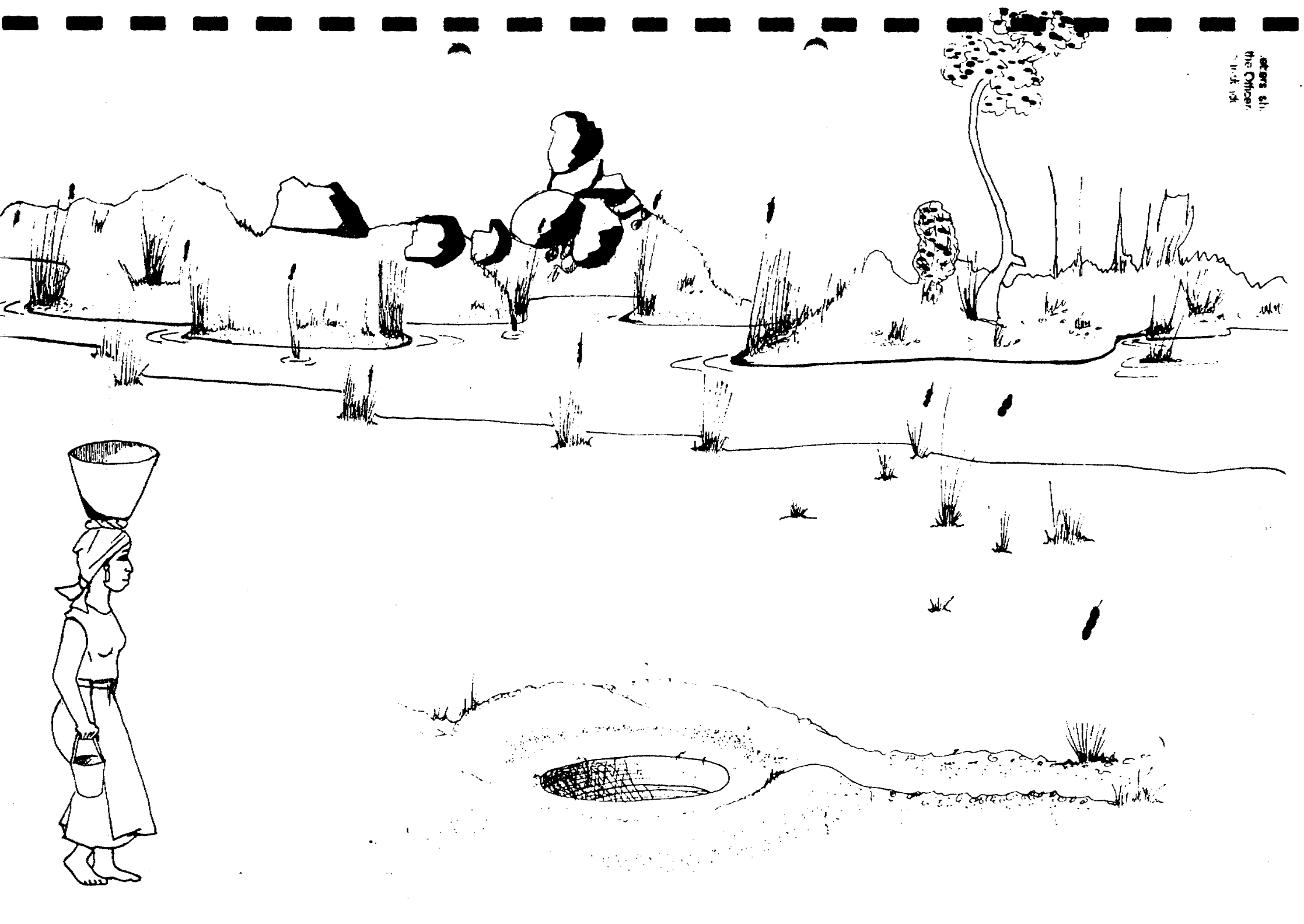


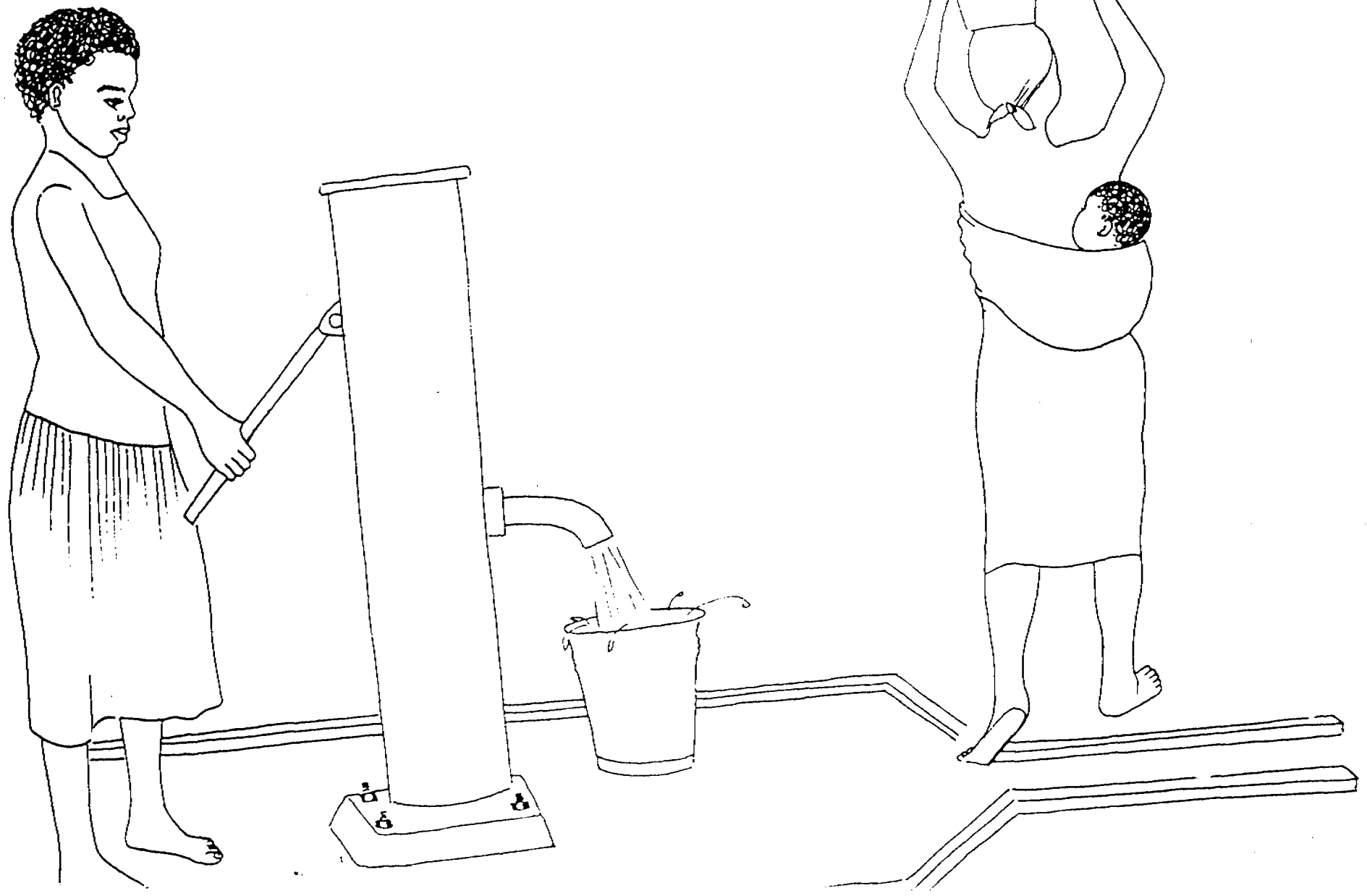


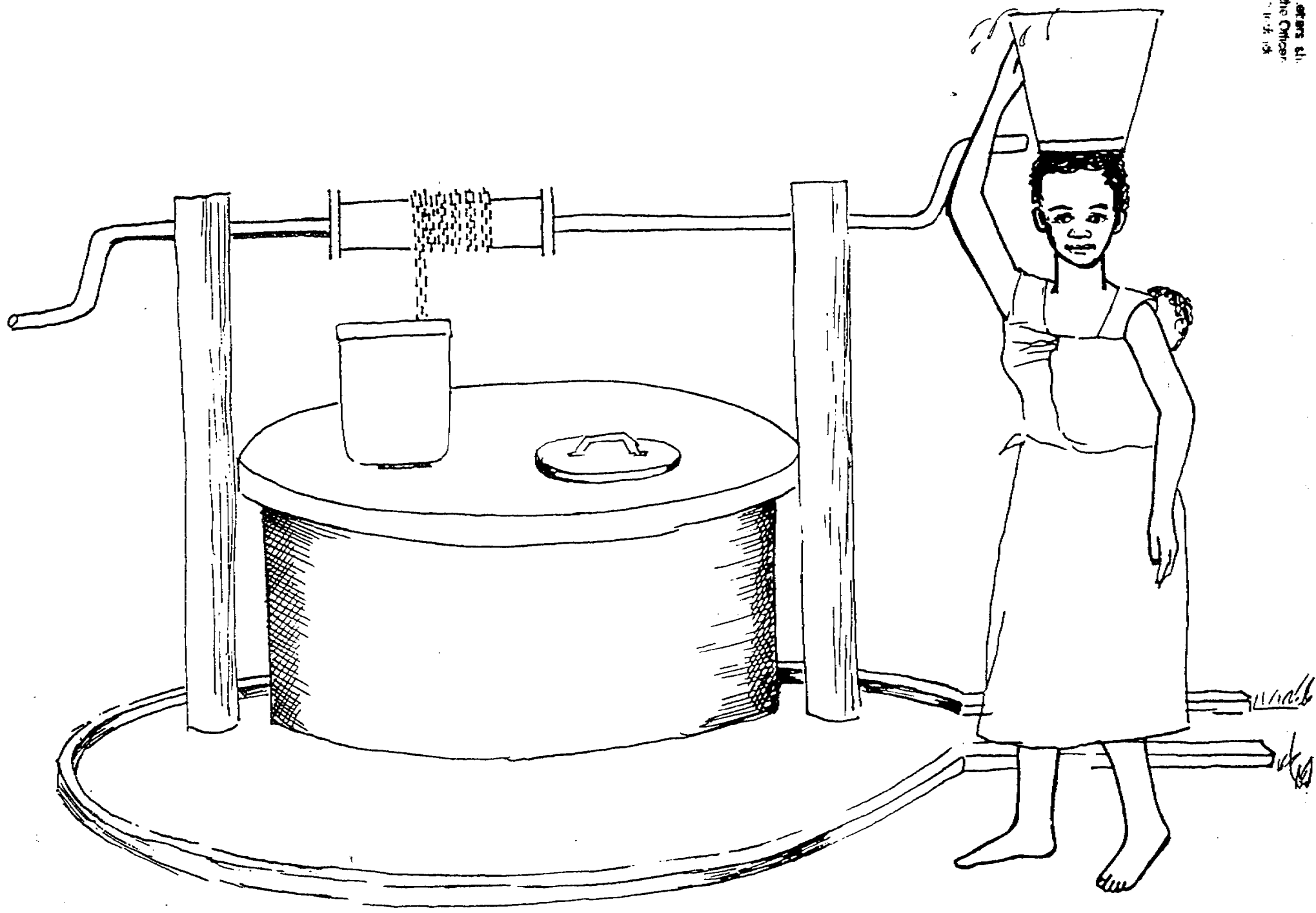
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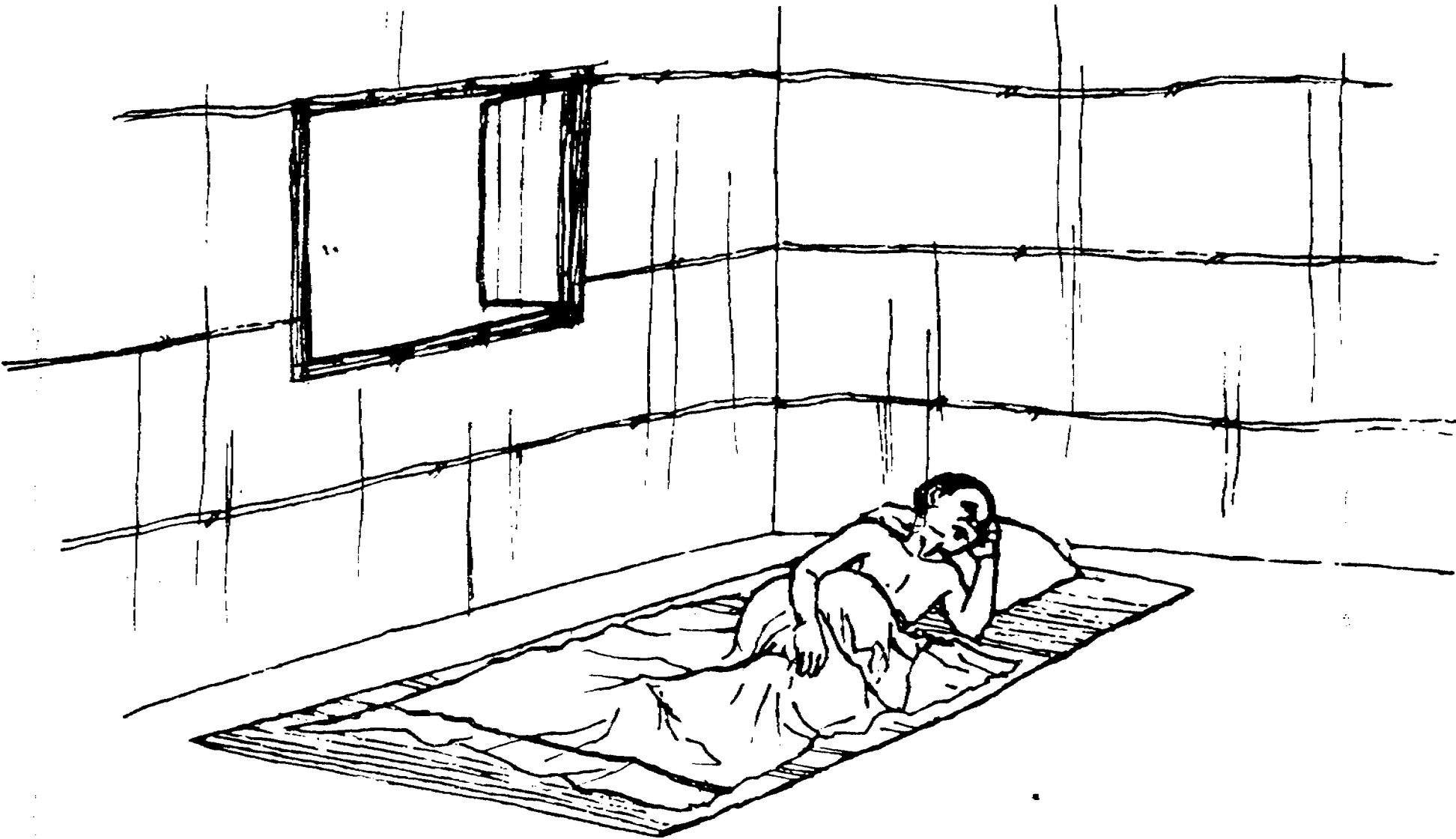
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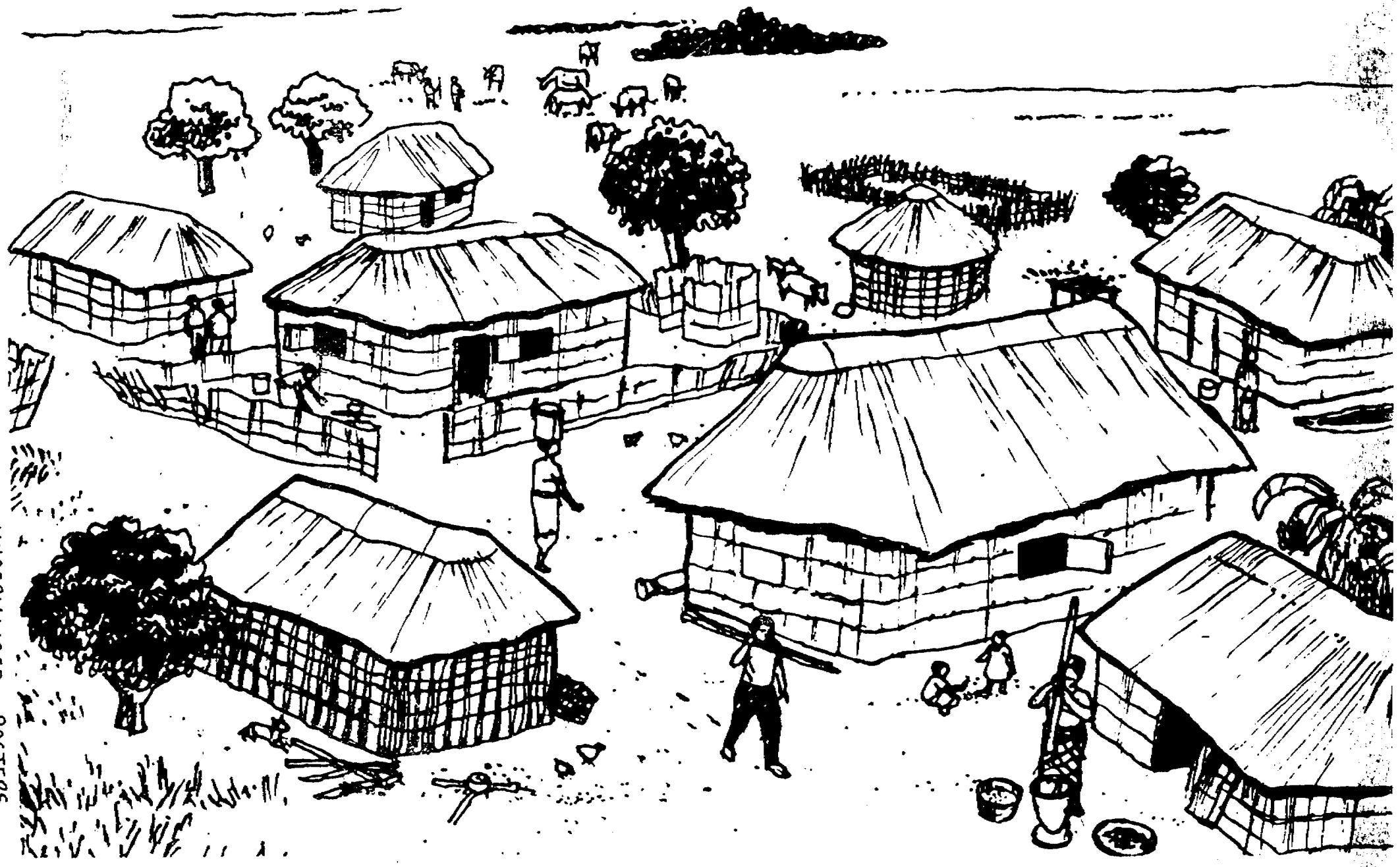




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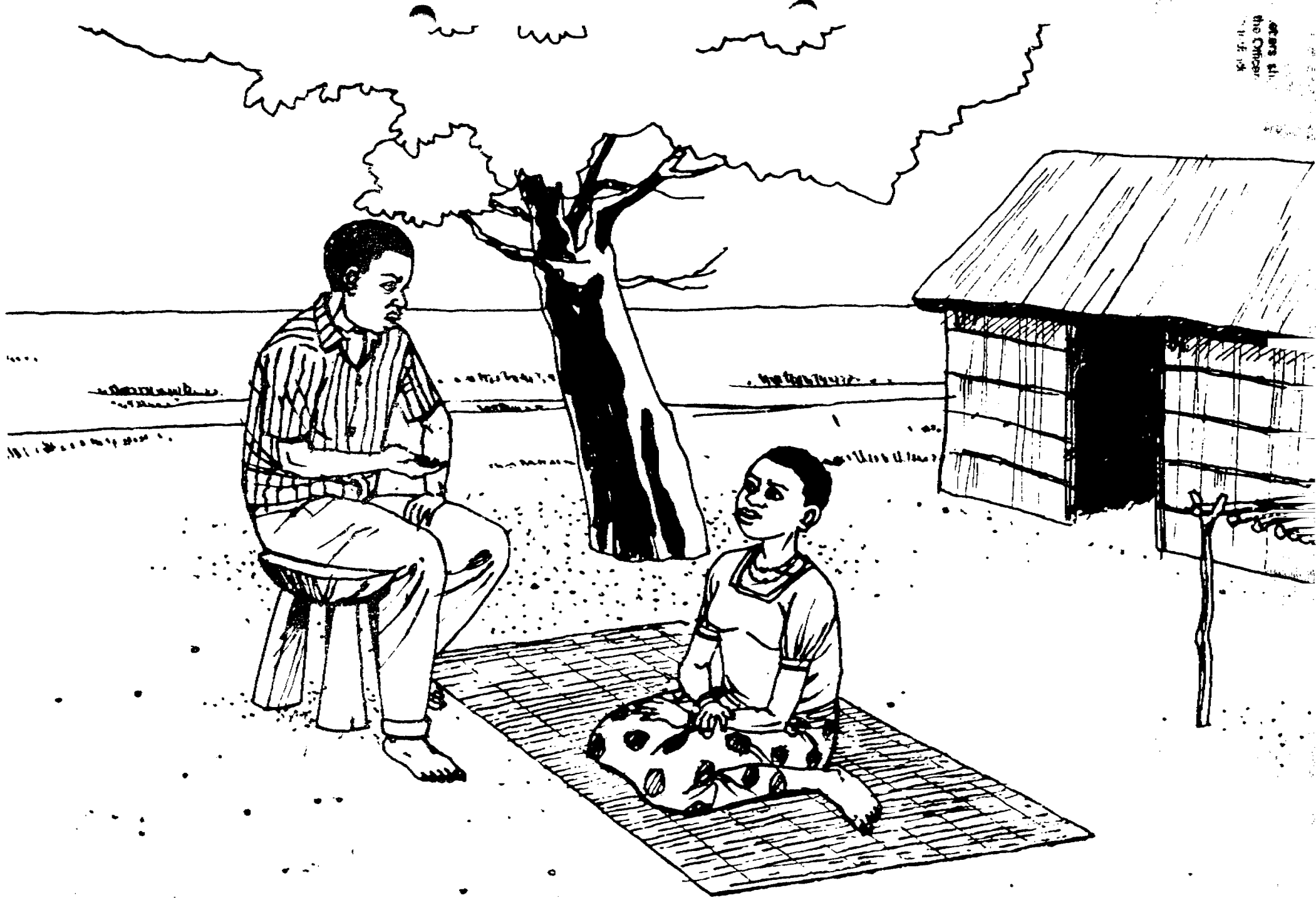


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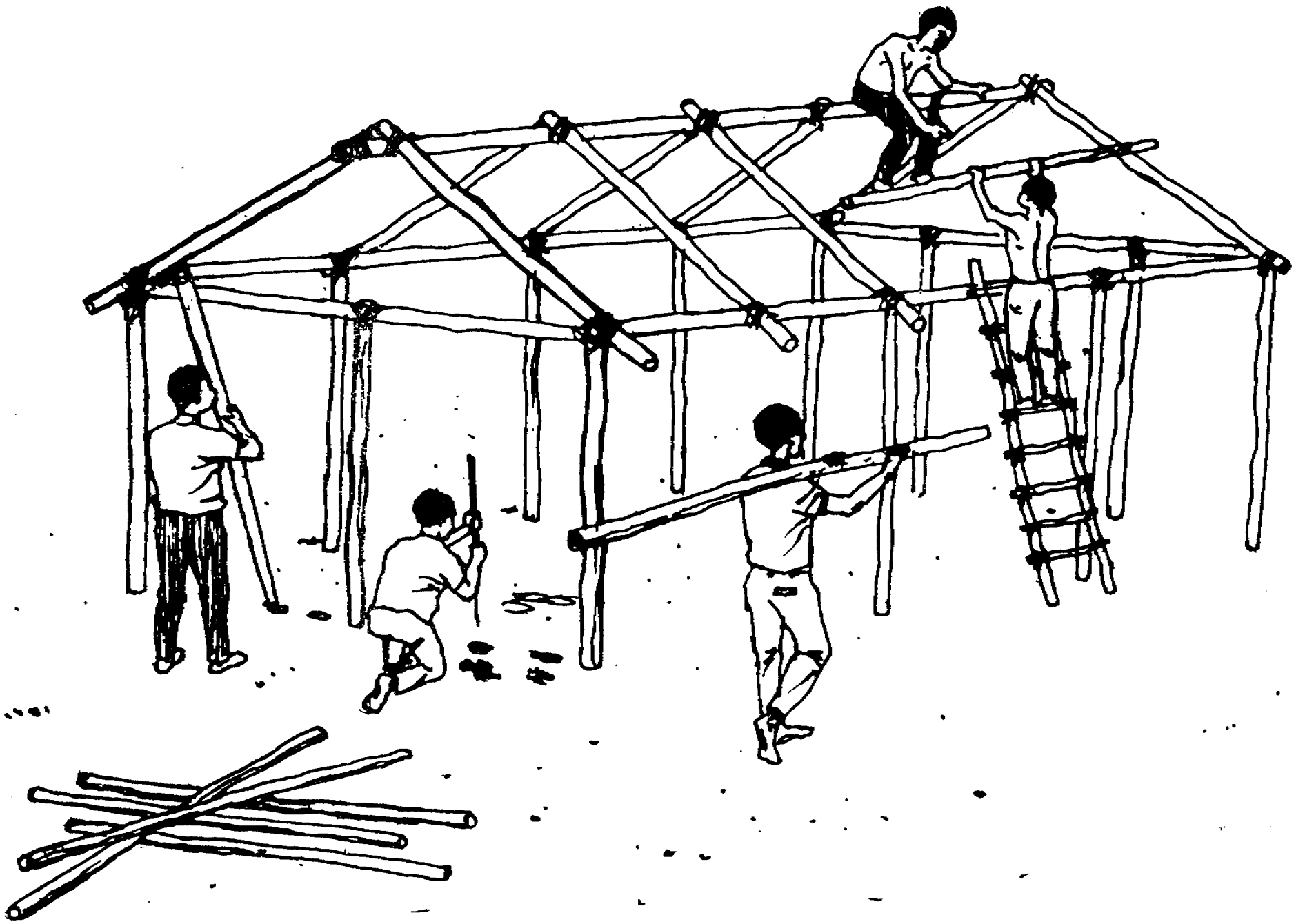
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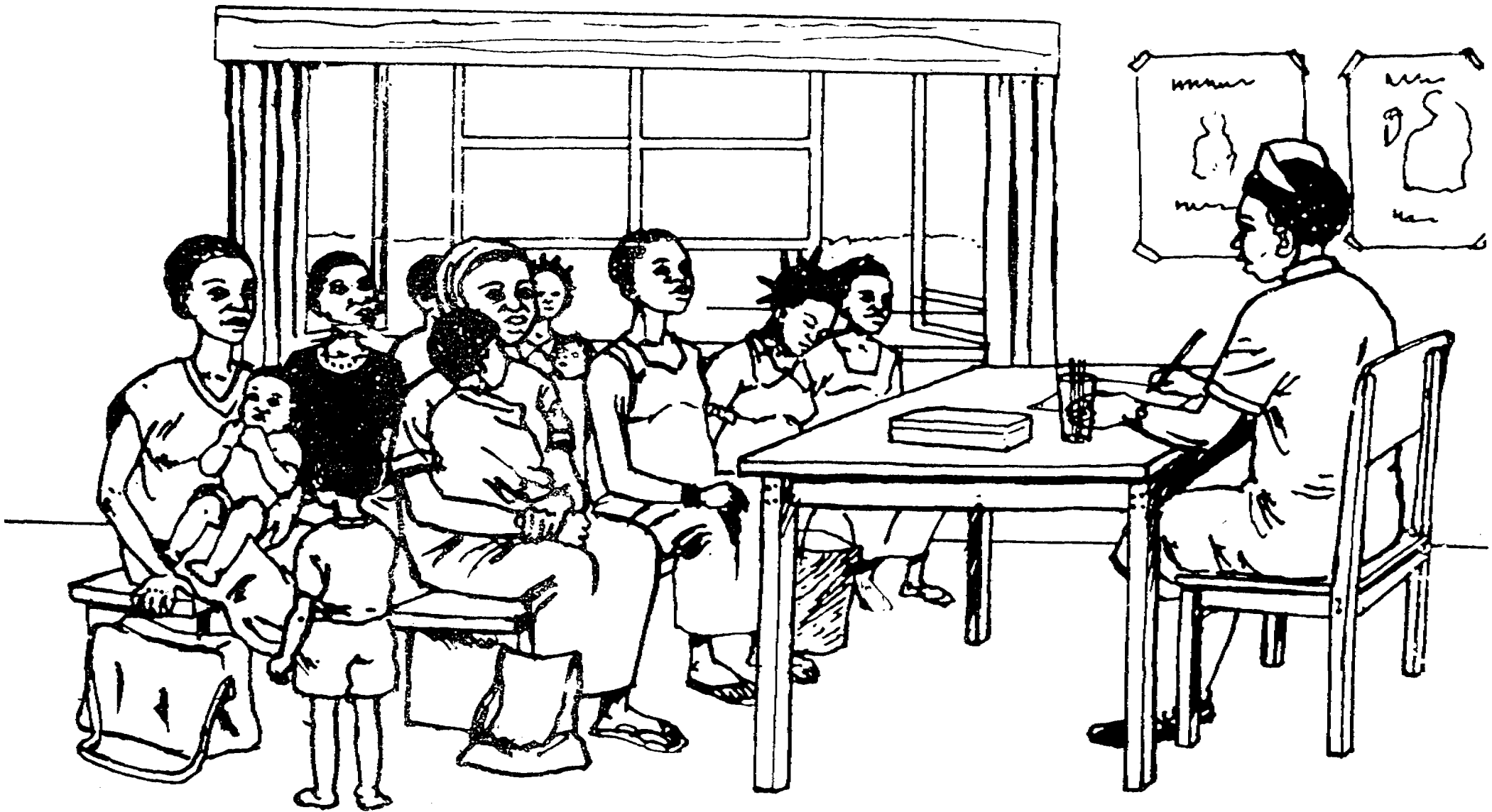


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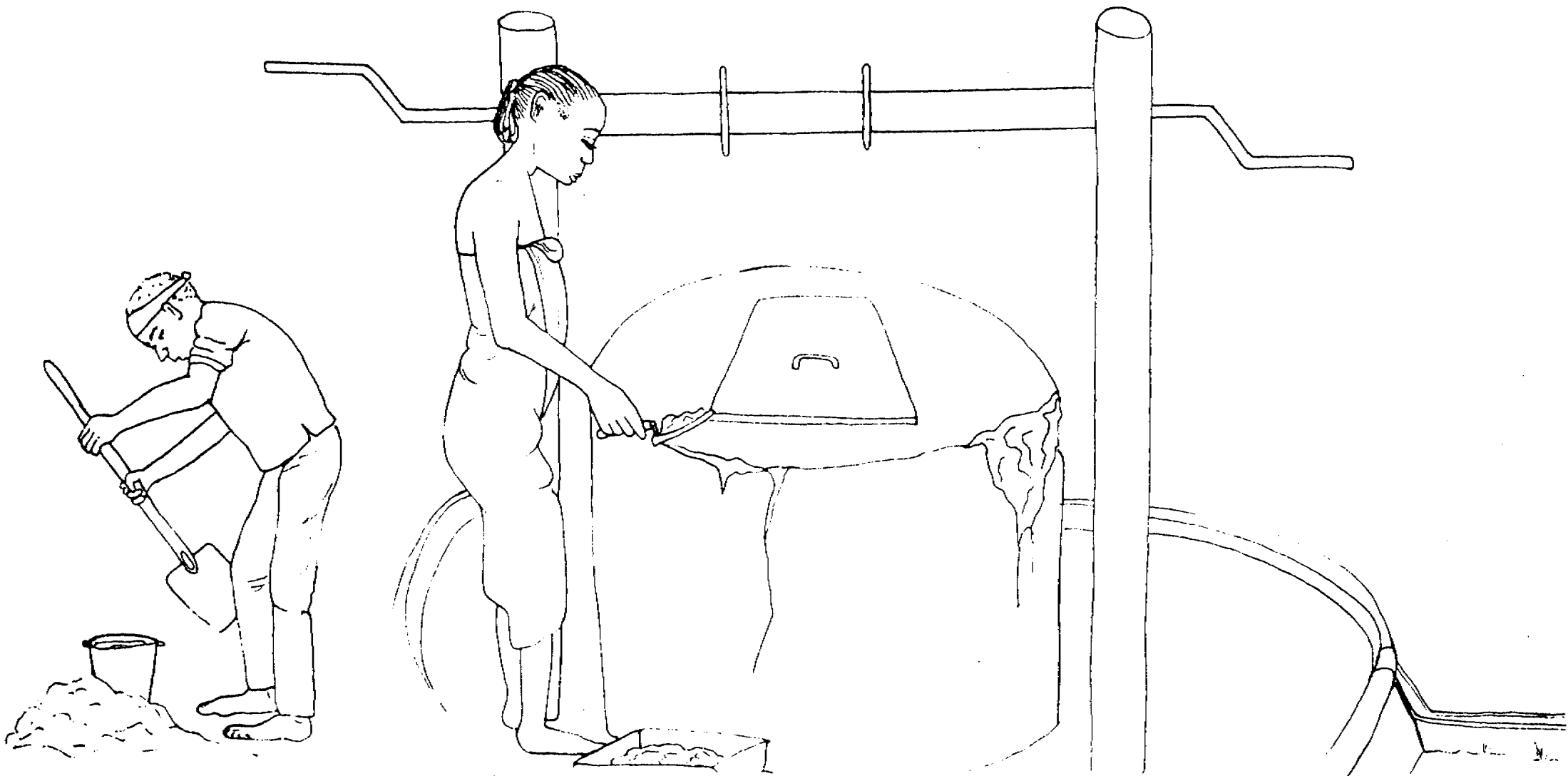
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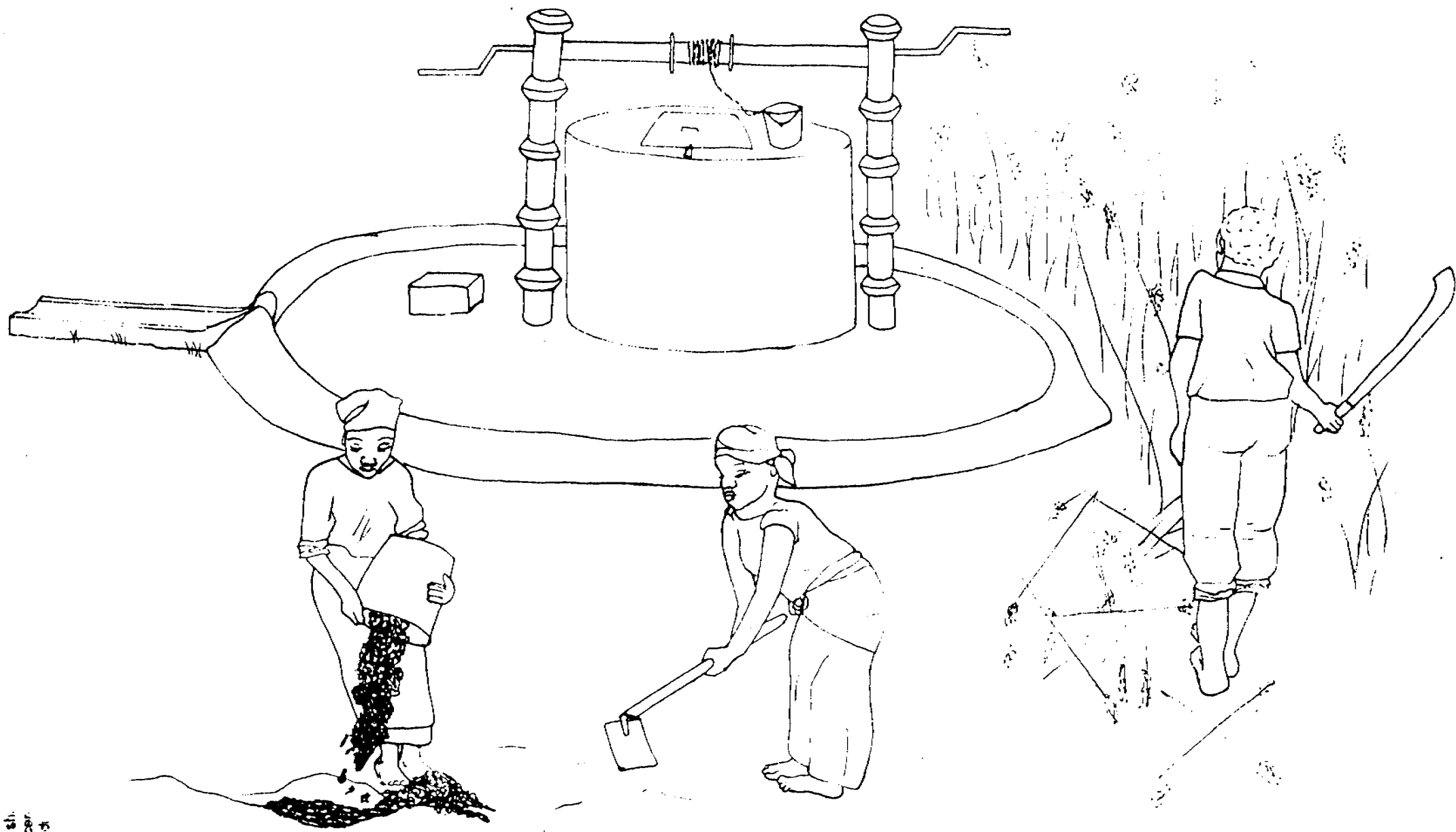


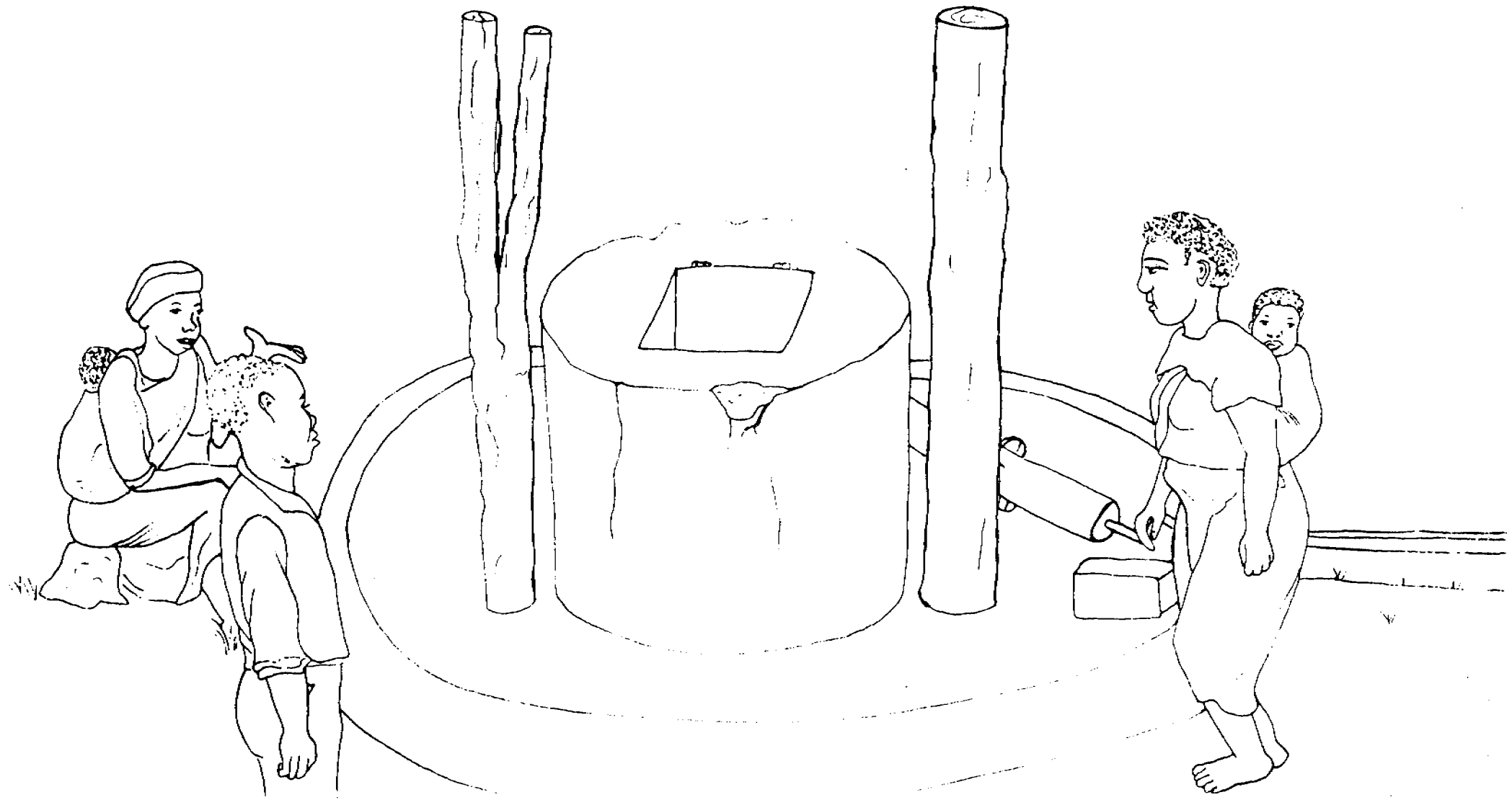
Planning for Rehabilitation

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Water Uses and Practices

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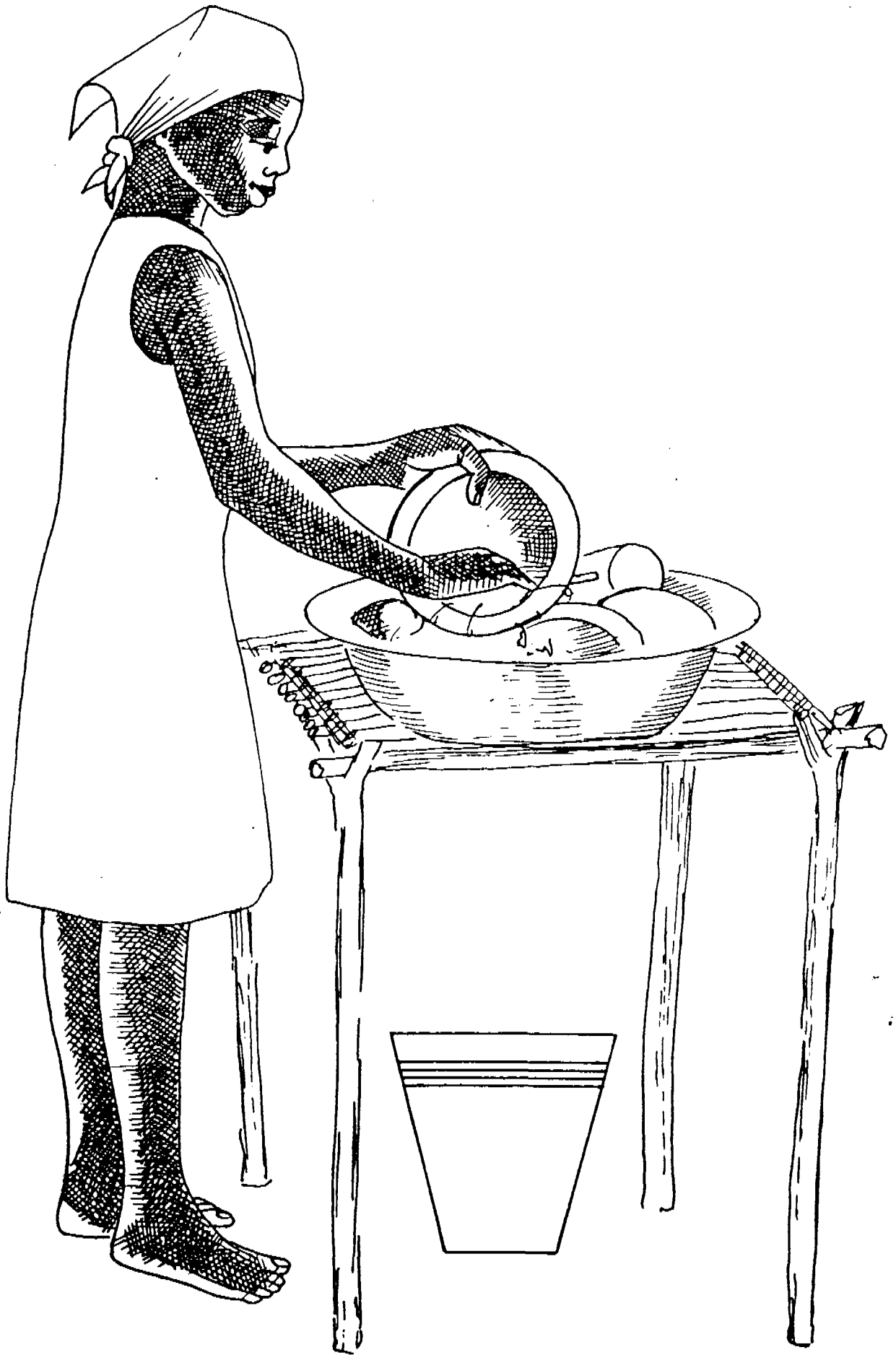




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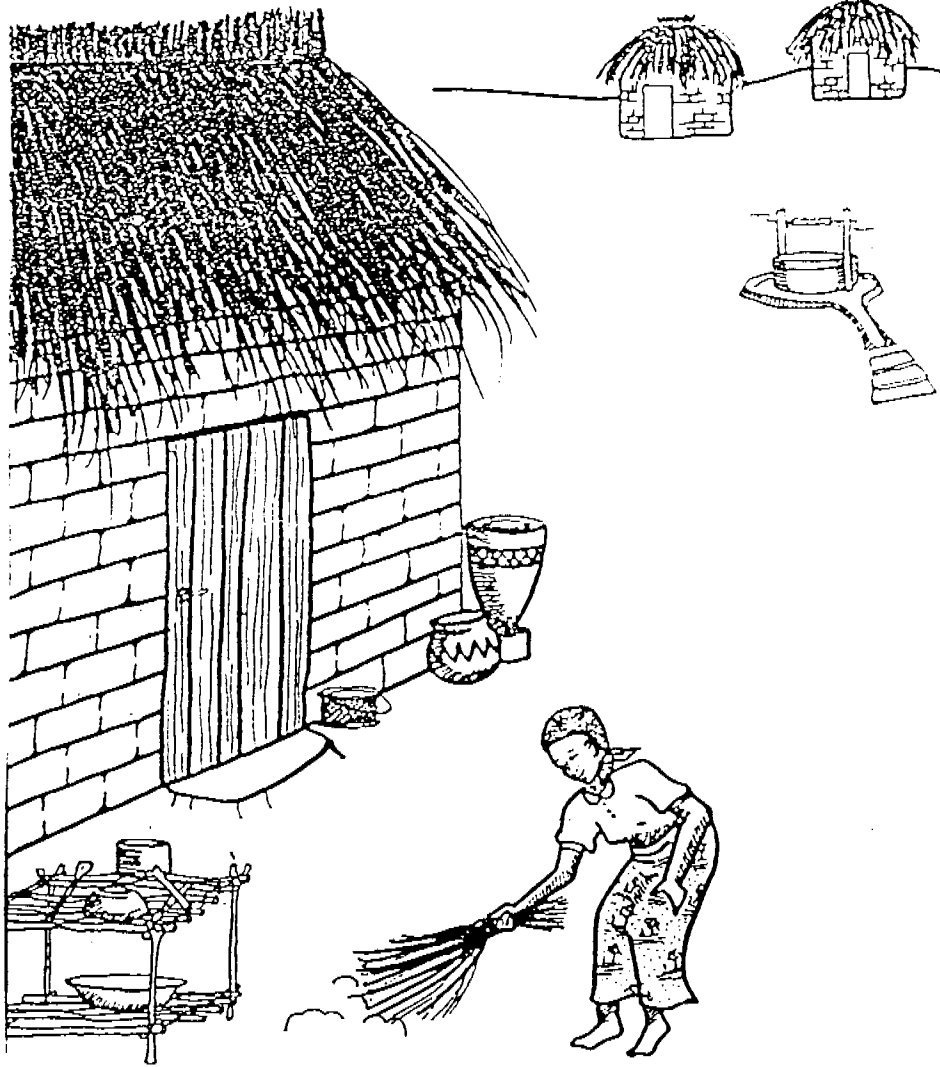


Site Selection

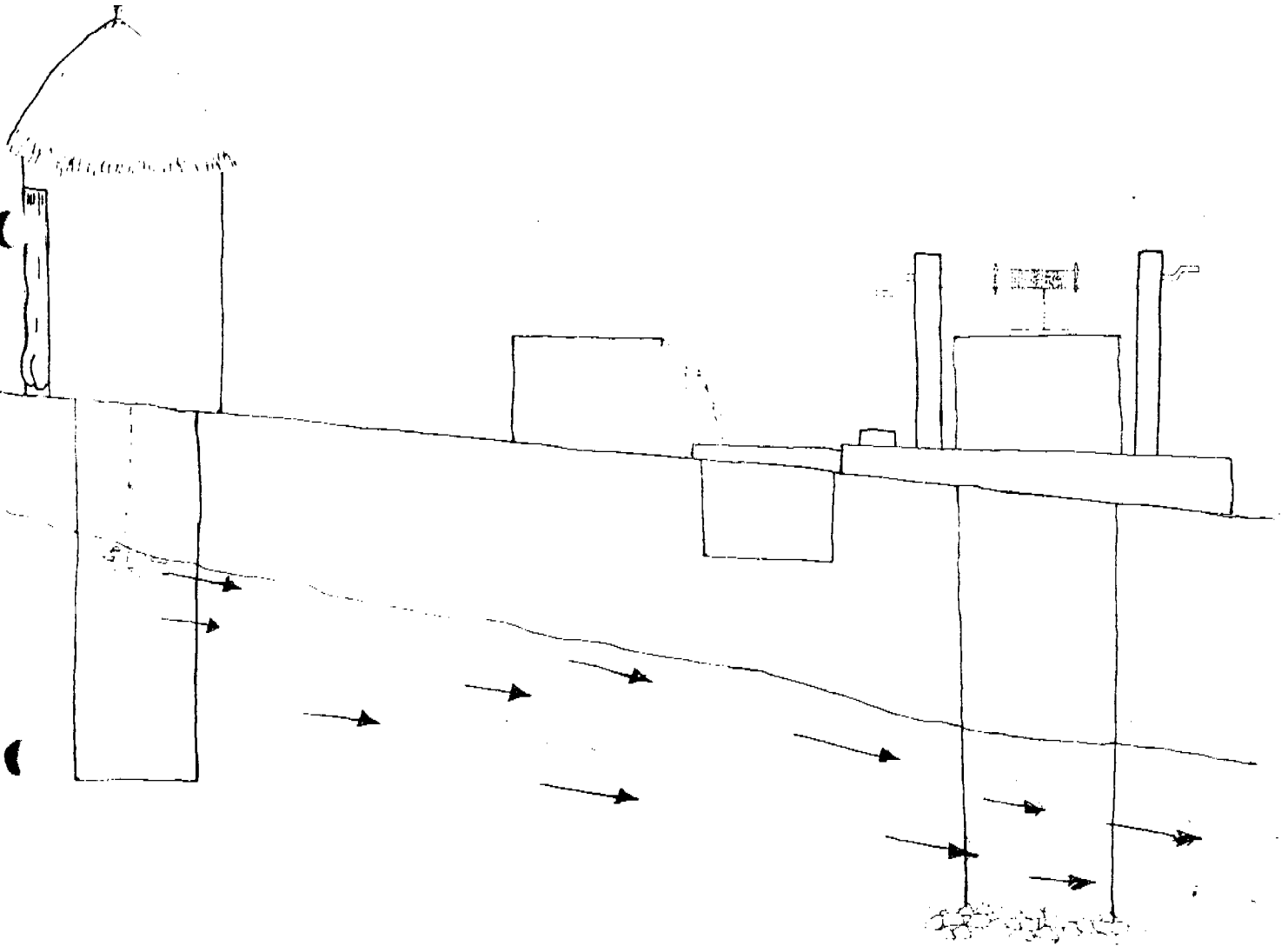
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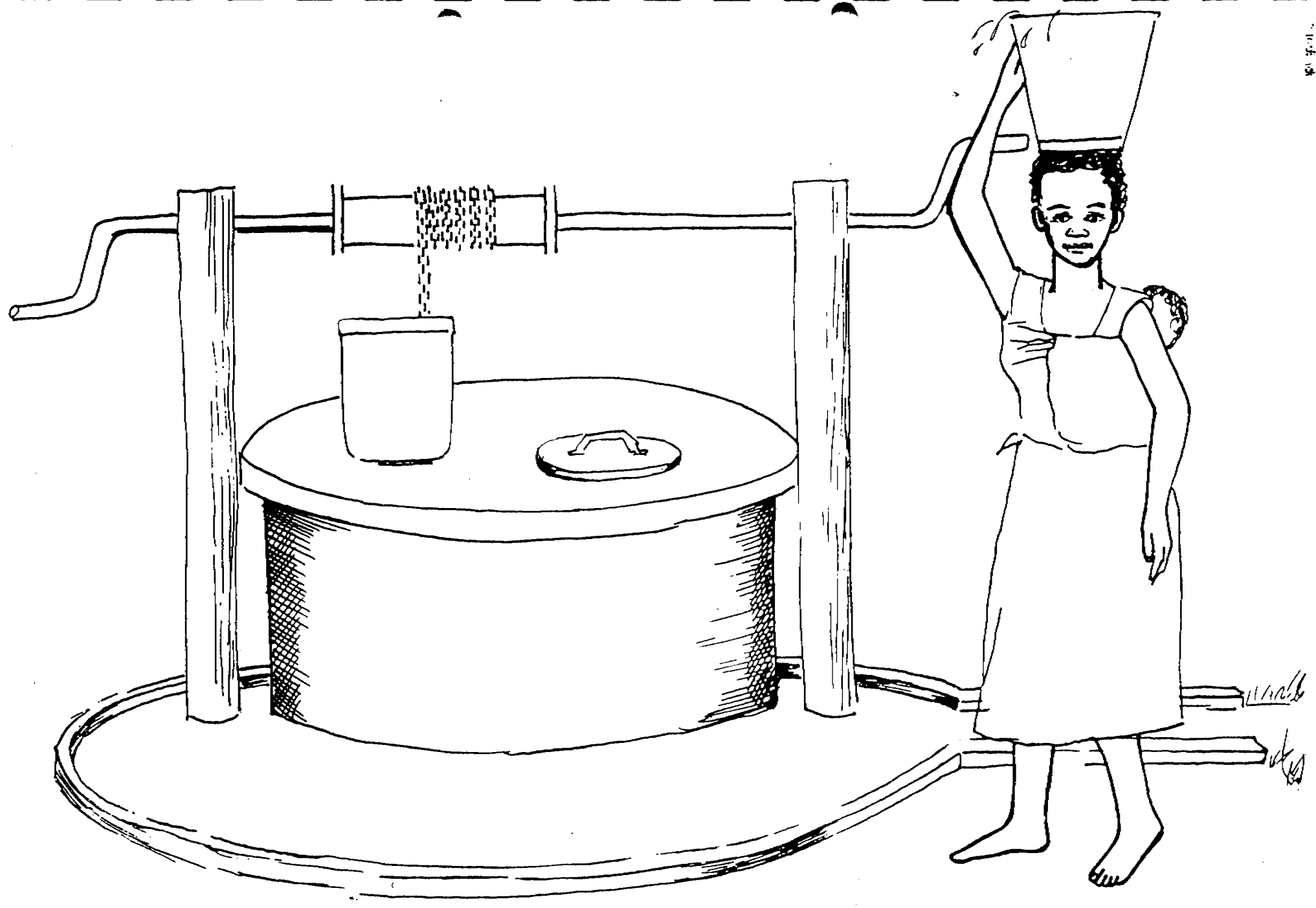


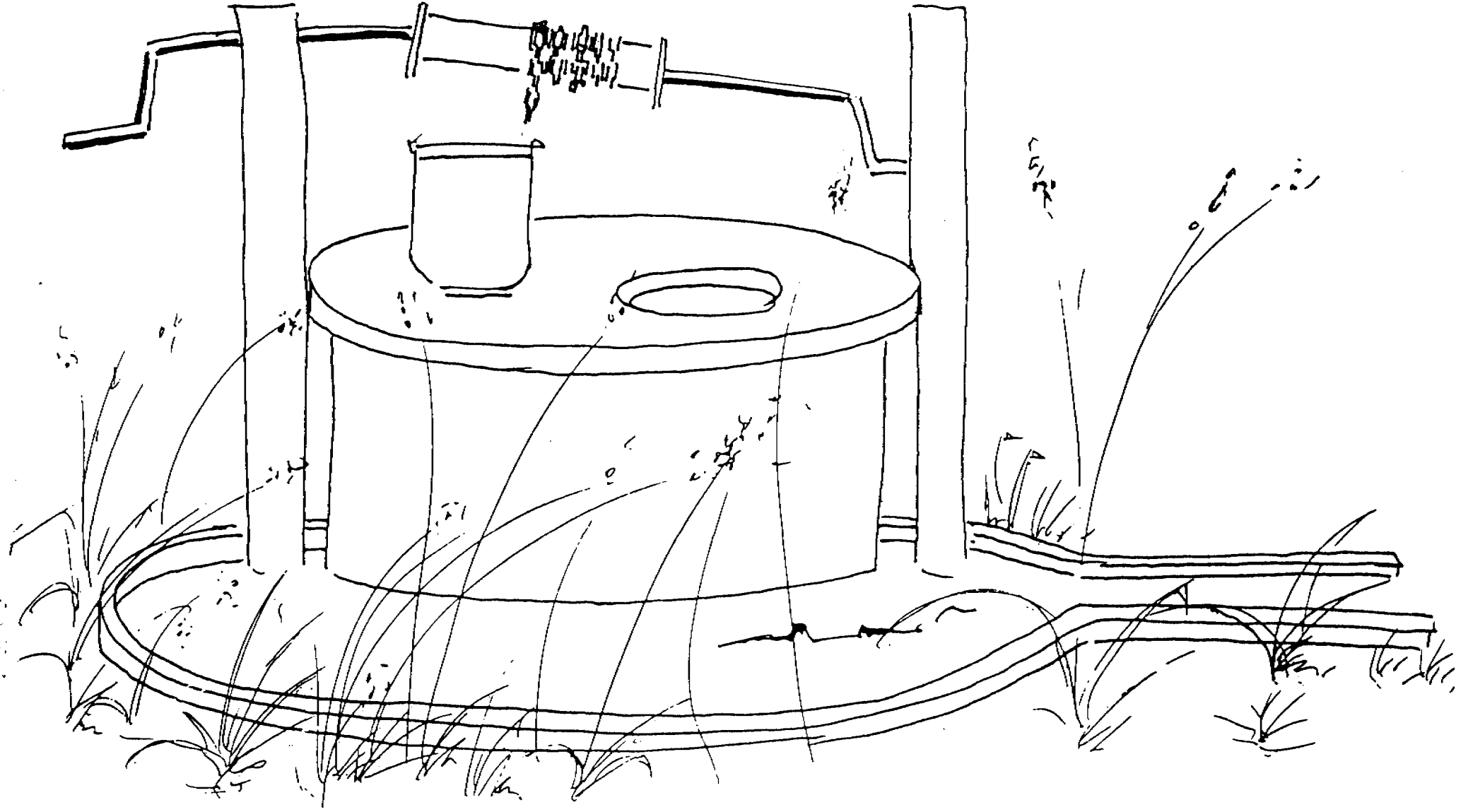
Story With a Gap

(Water Point Rehabilitation and Refuse Disposal)

Annex 5

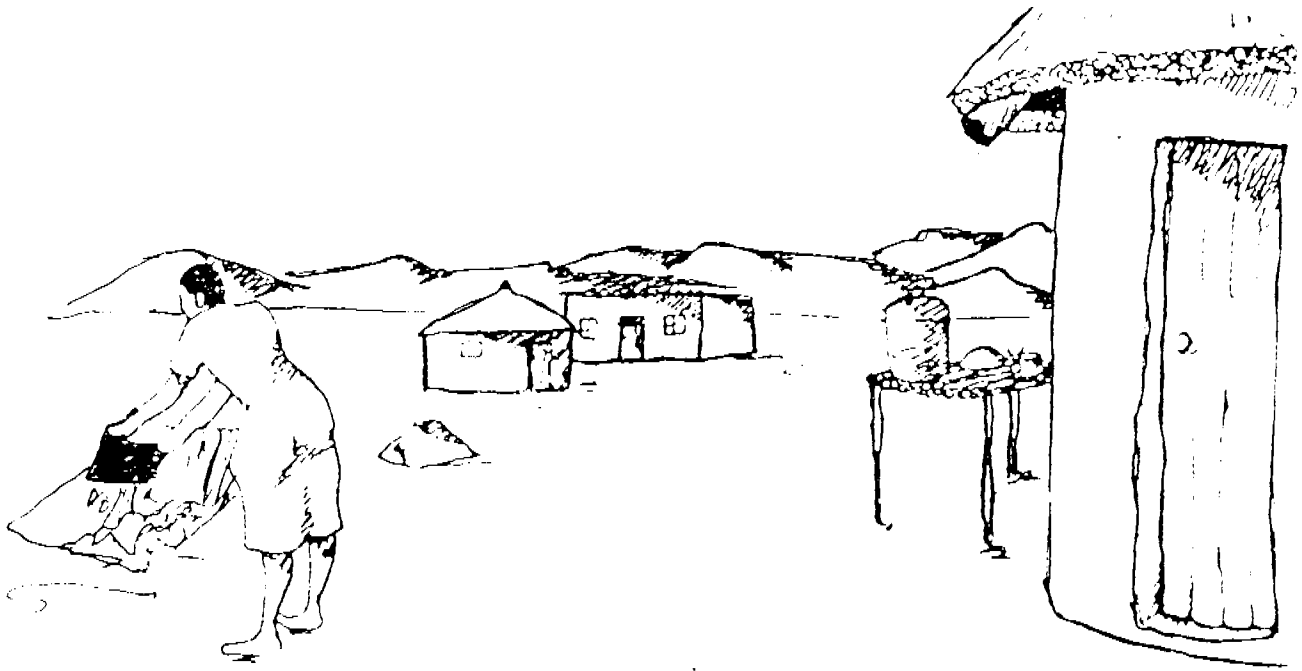
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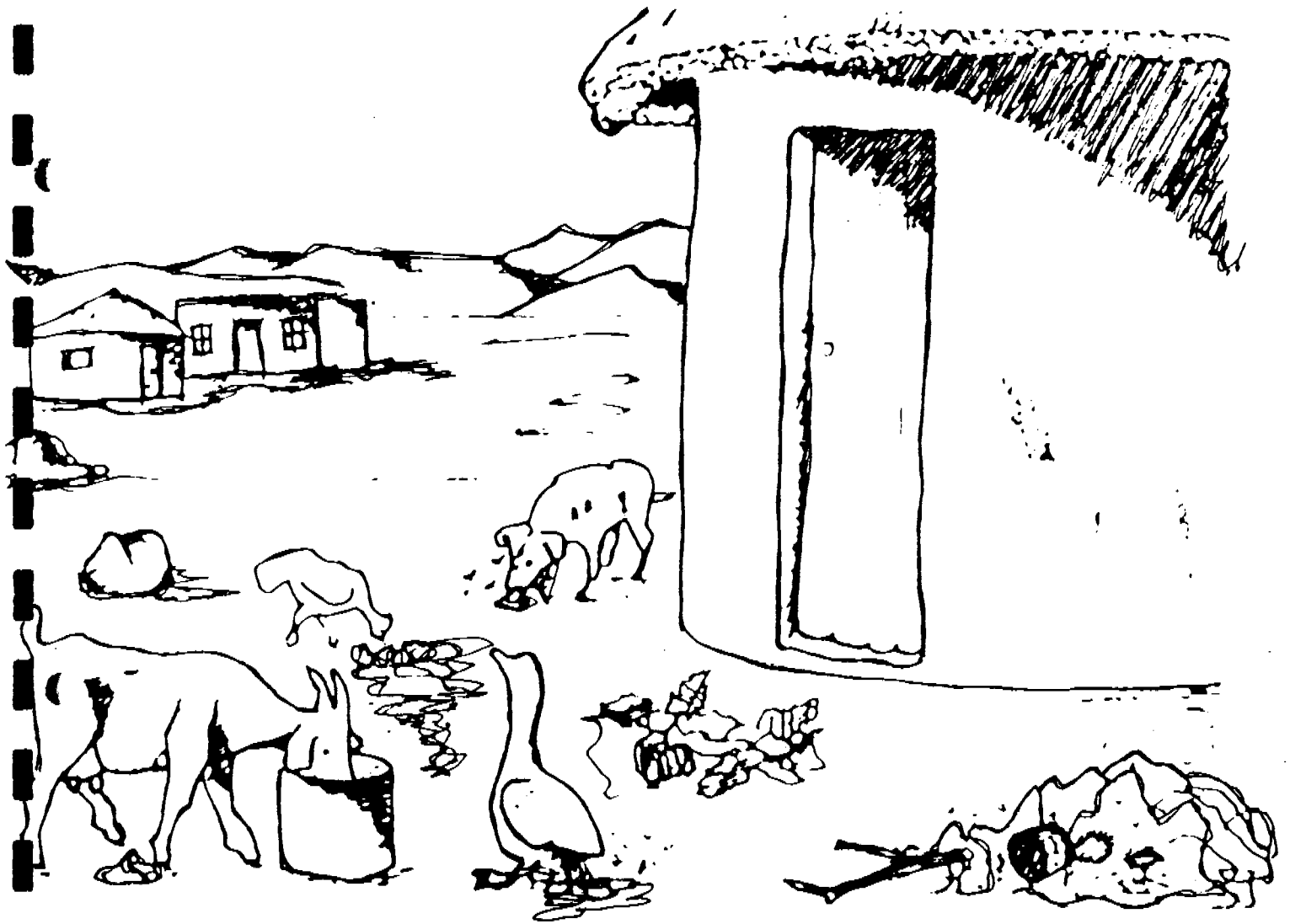


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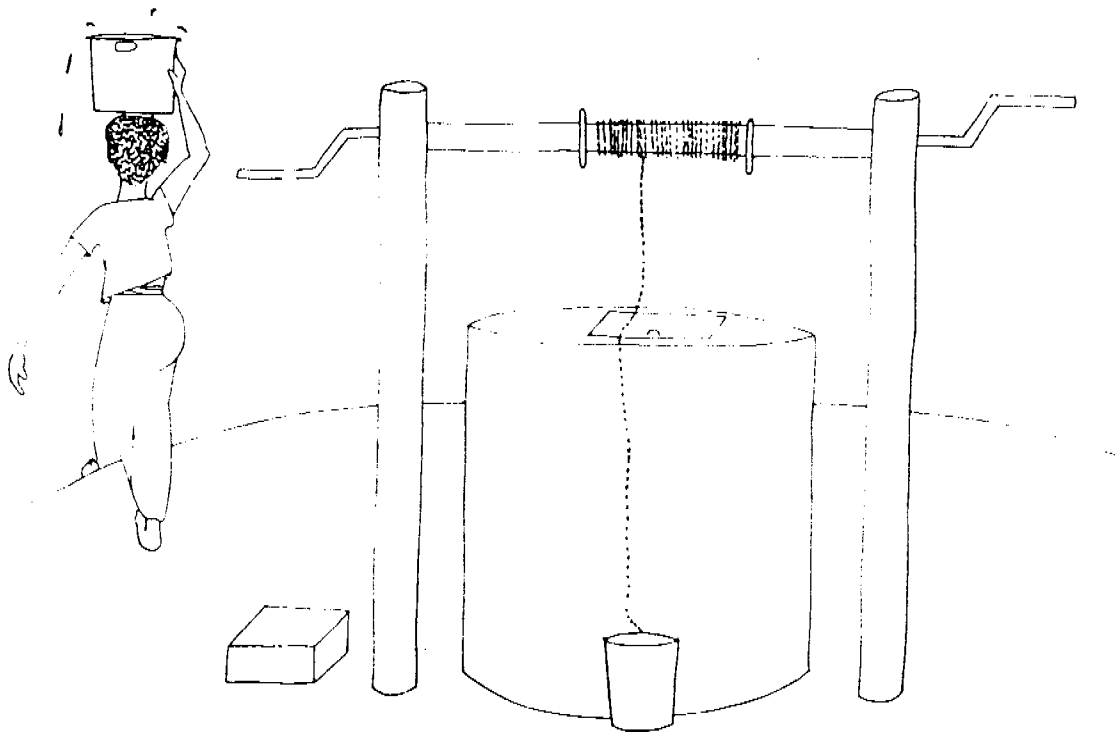


Well Completion and Handover

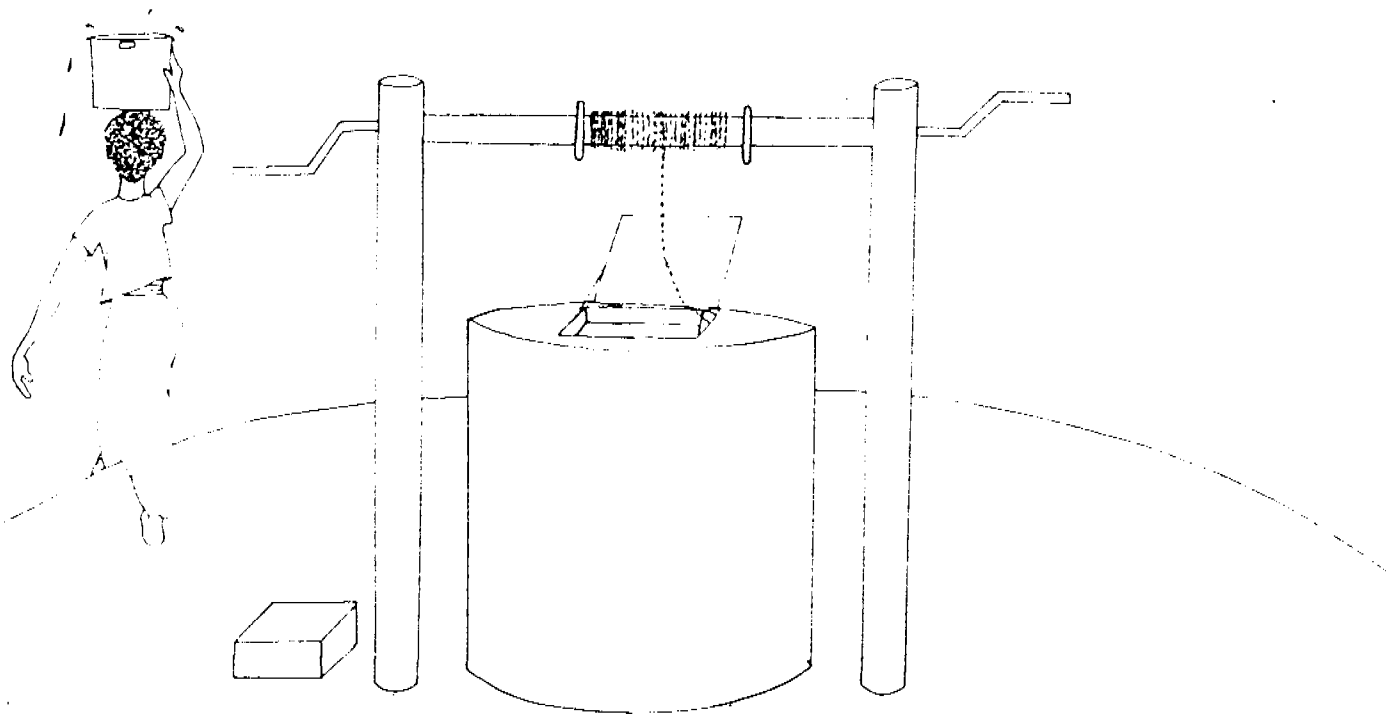
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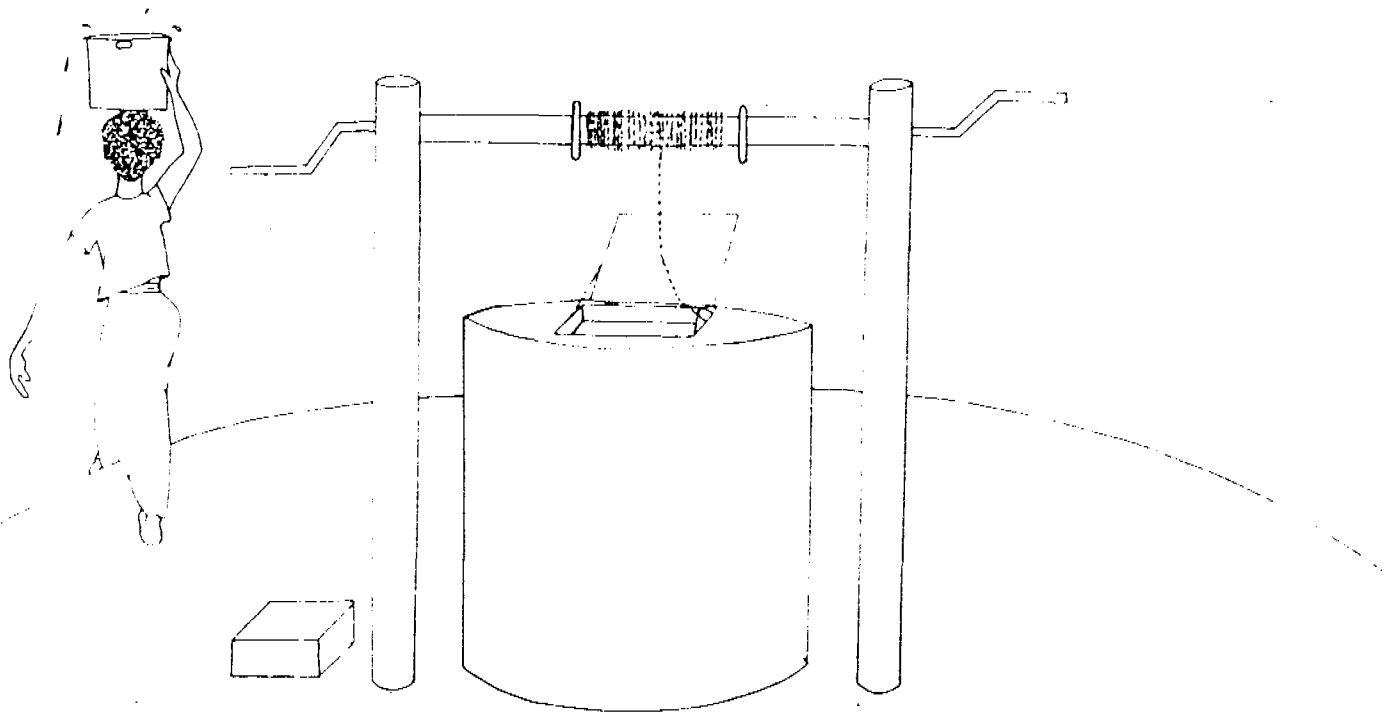
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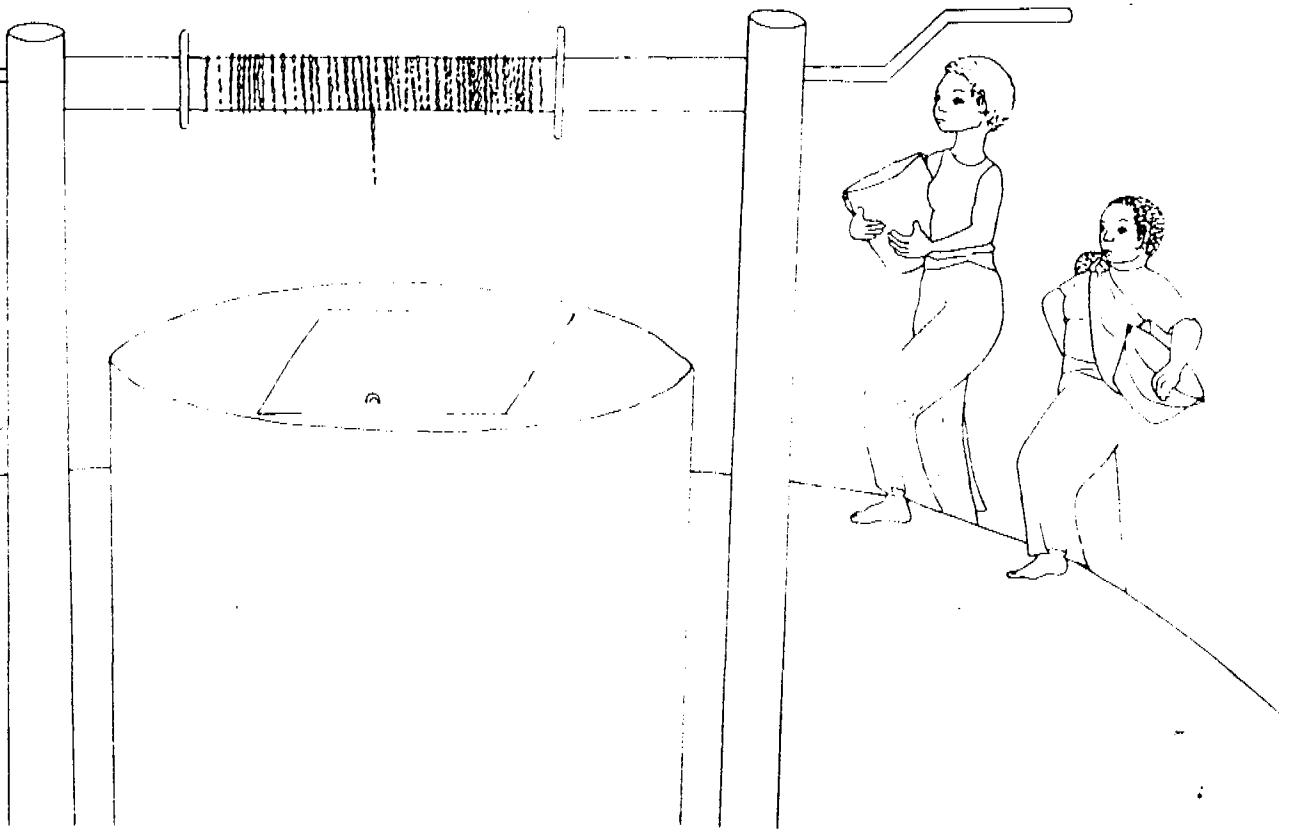
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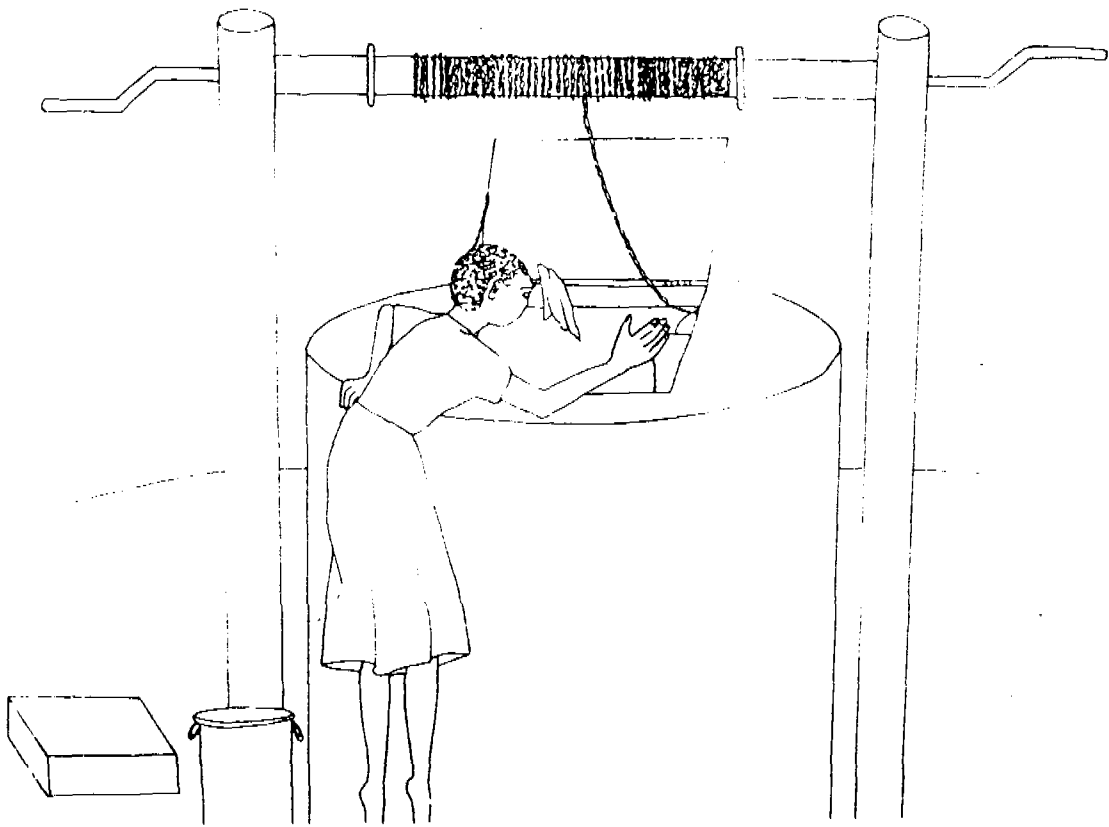
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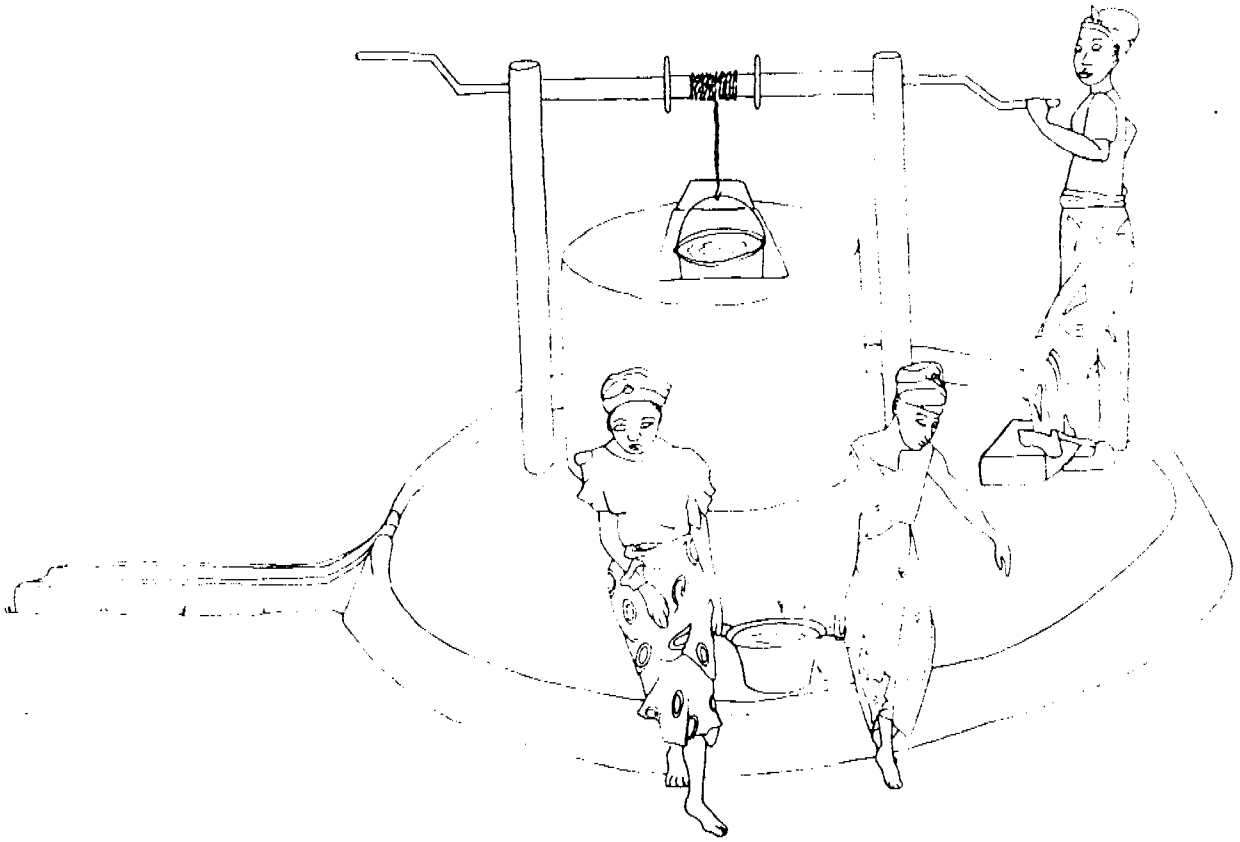
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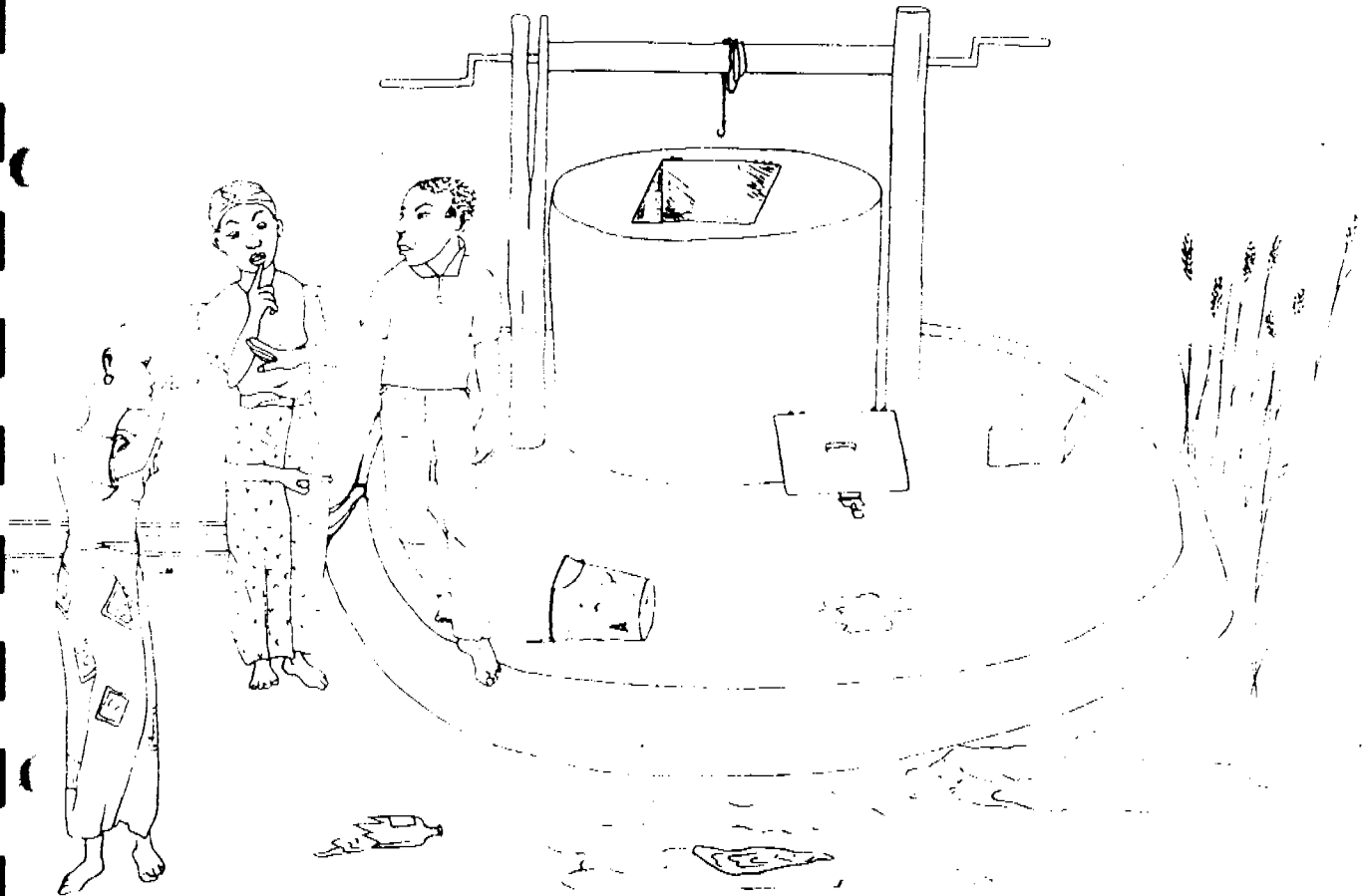
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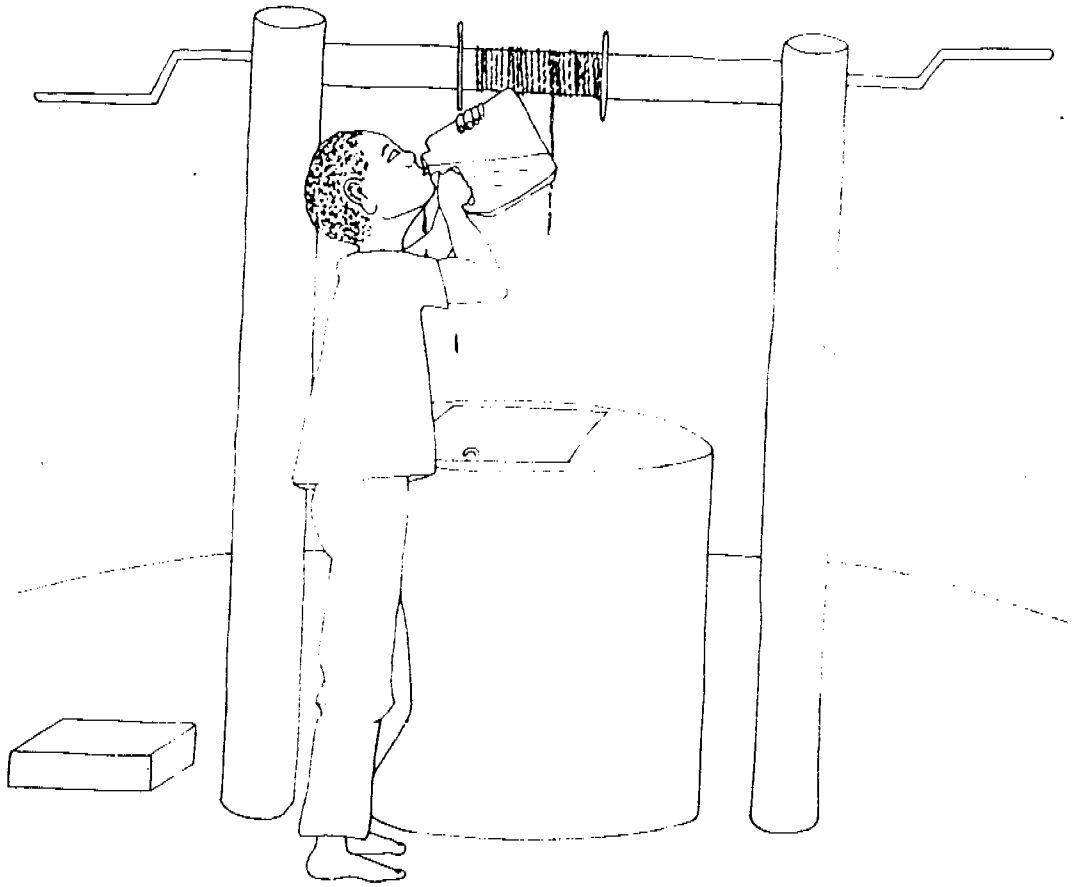
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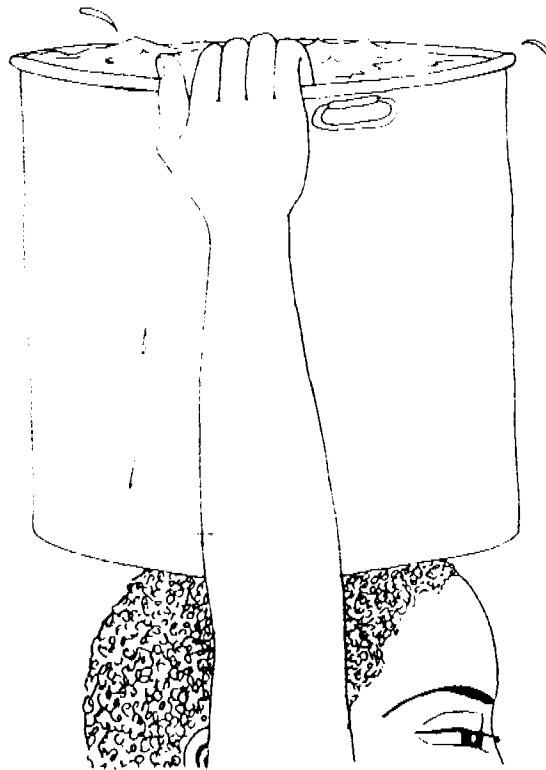
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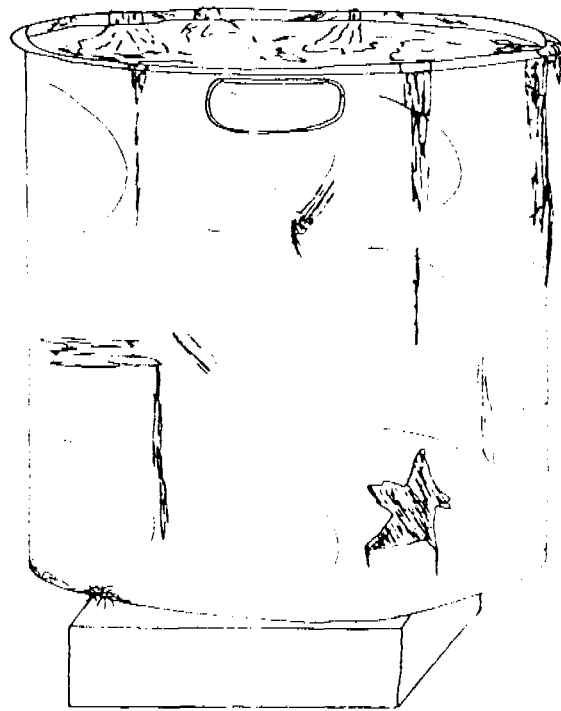
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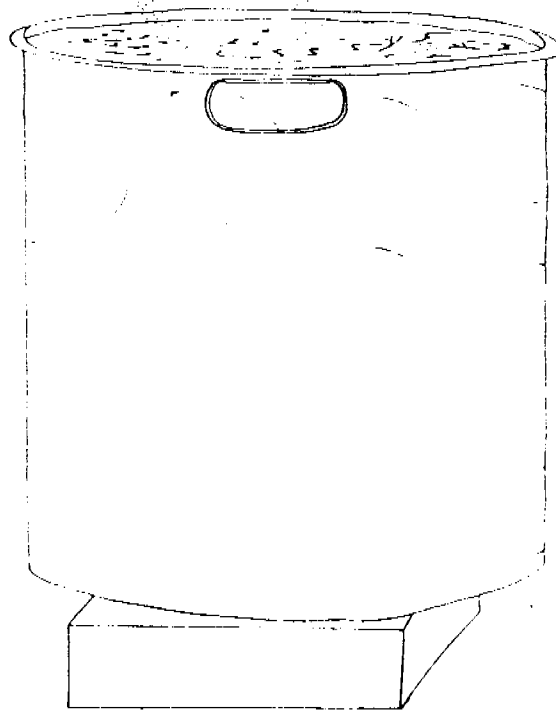
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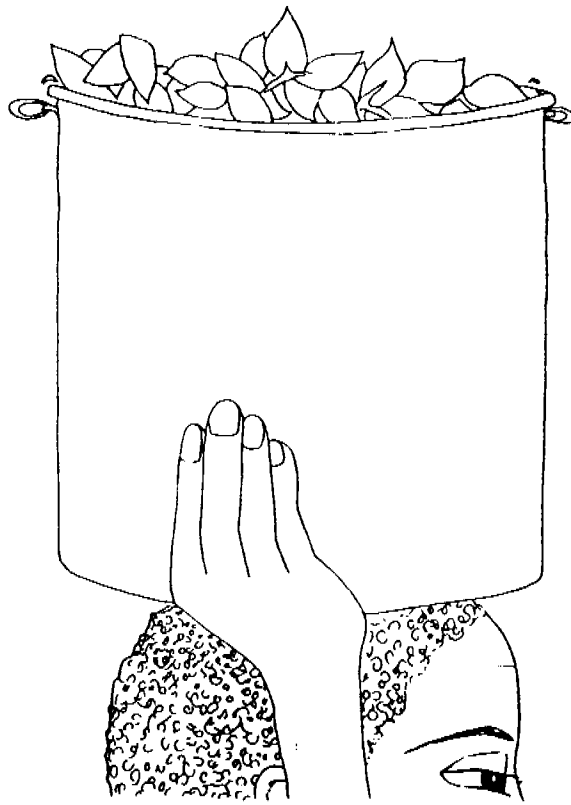
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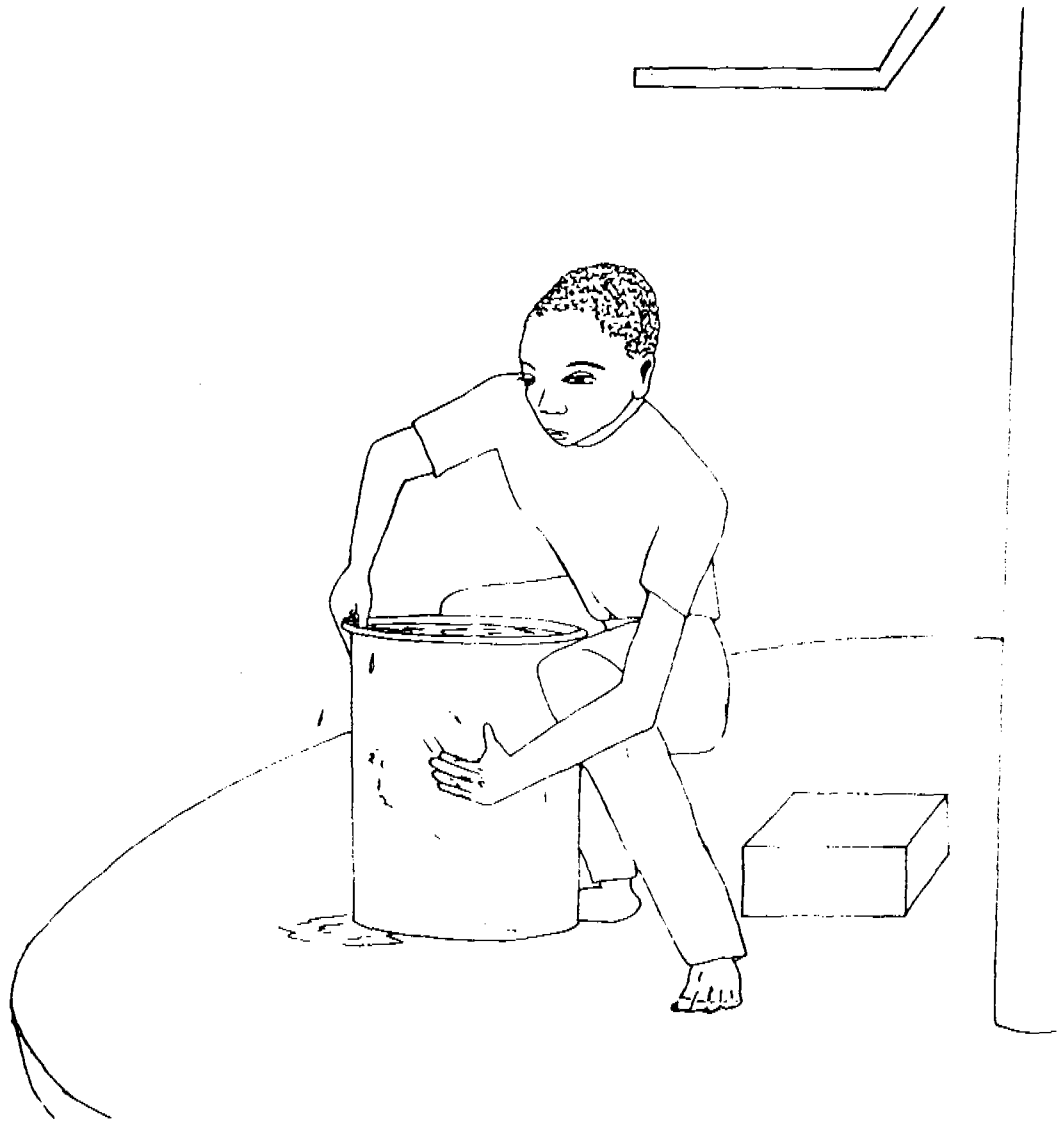
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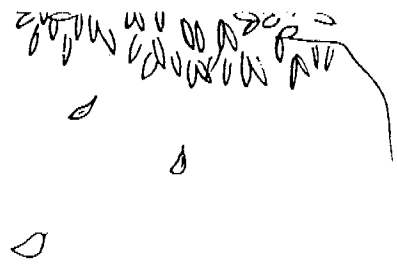
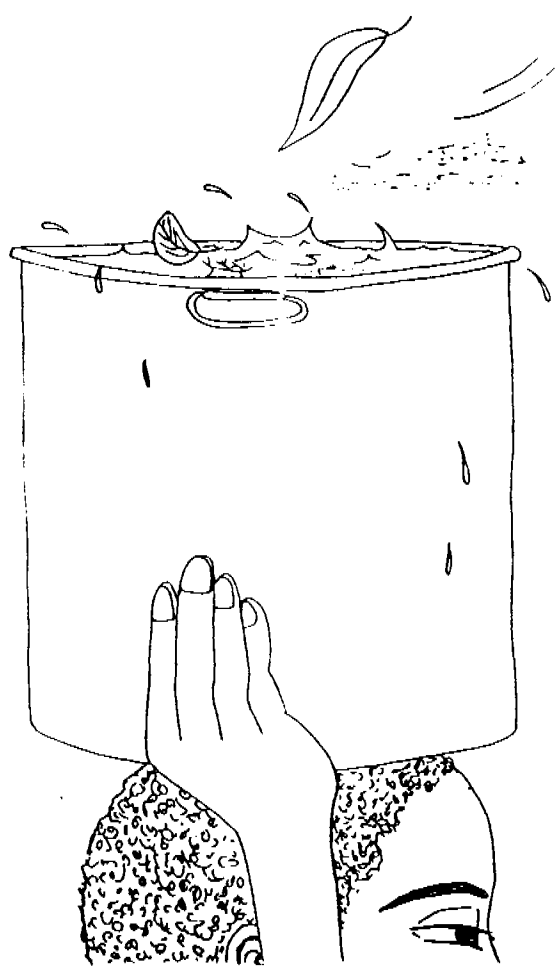
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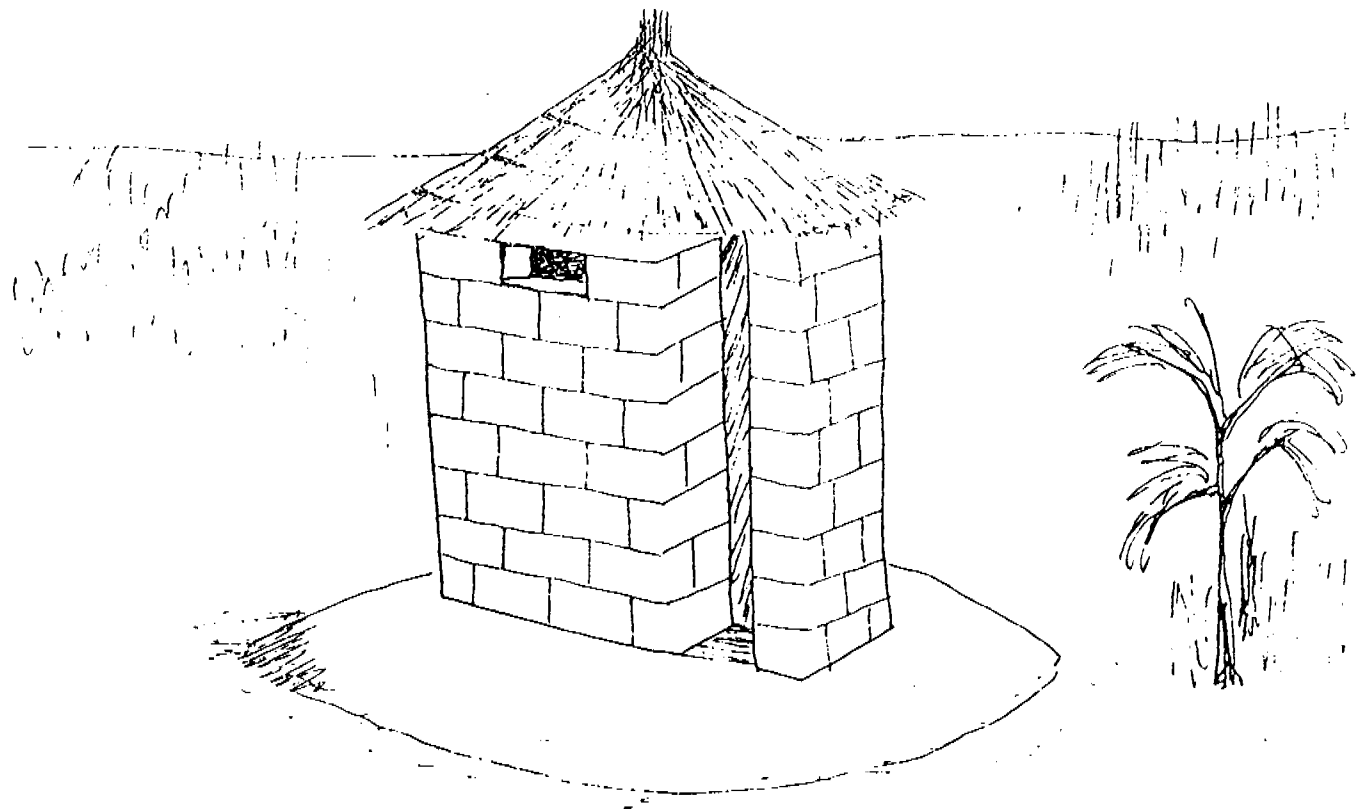


Sanitation Ladder

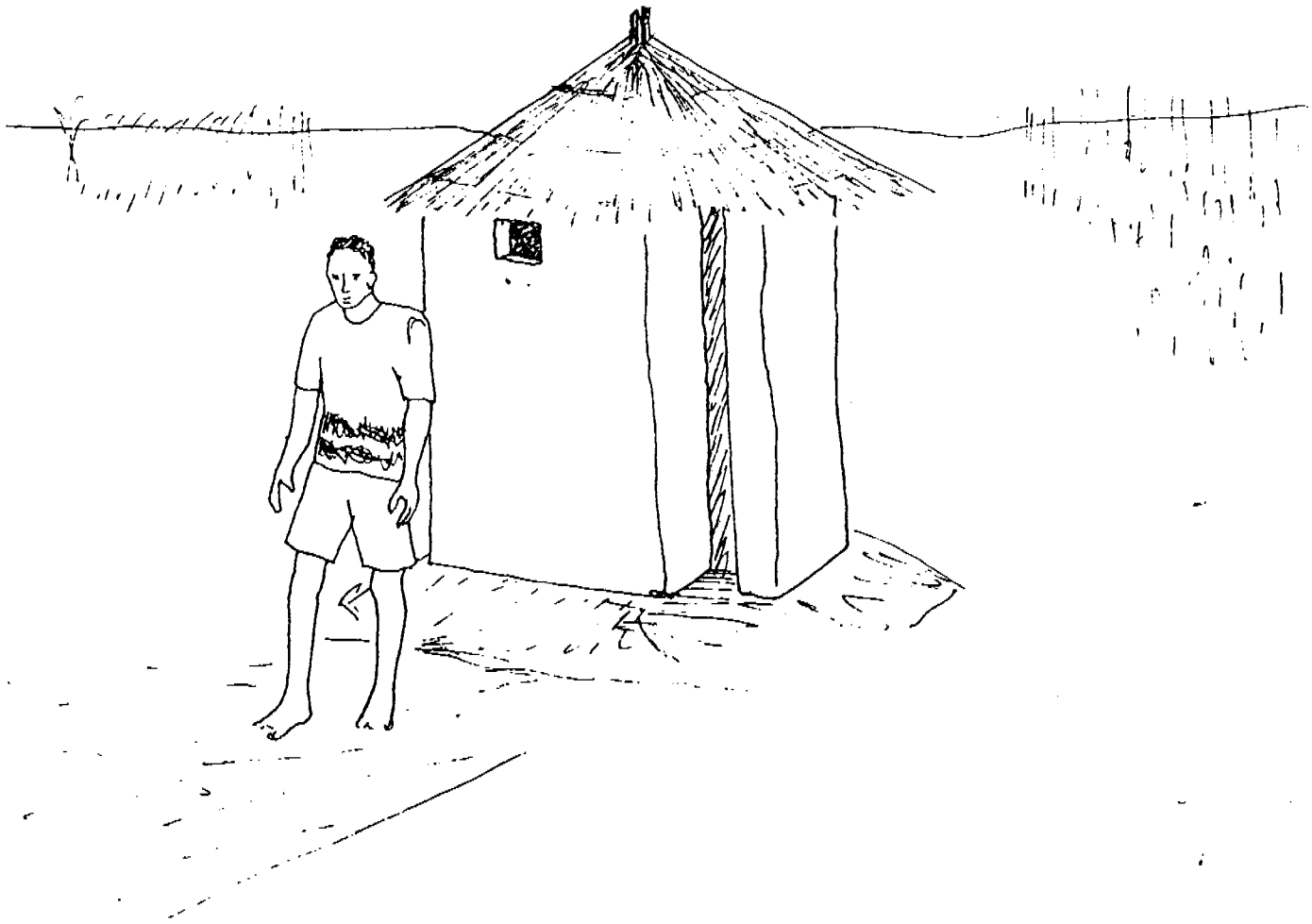
Annex 7

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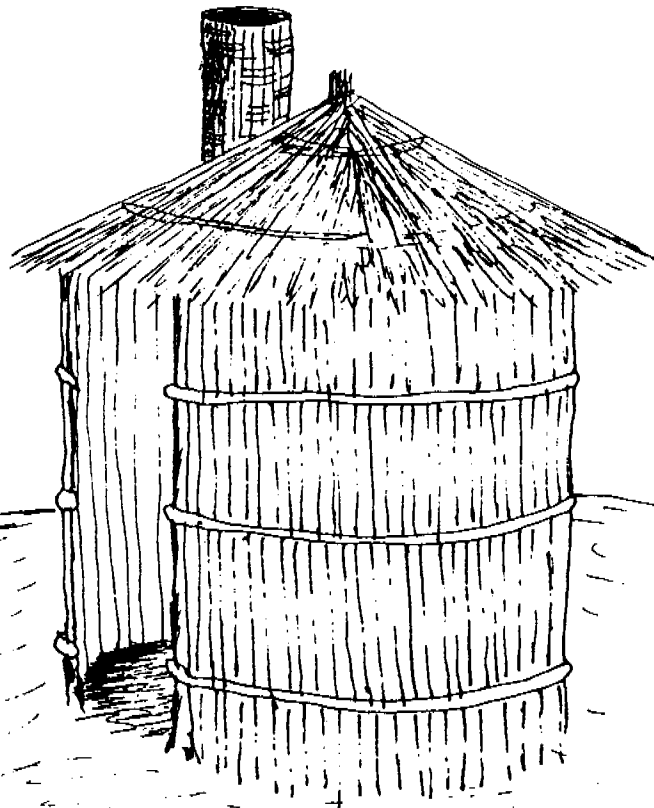
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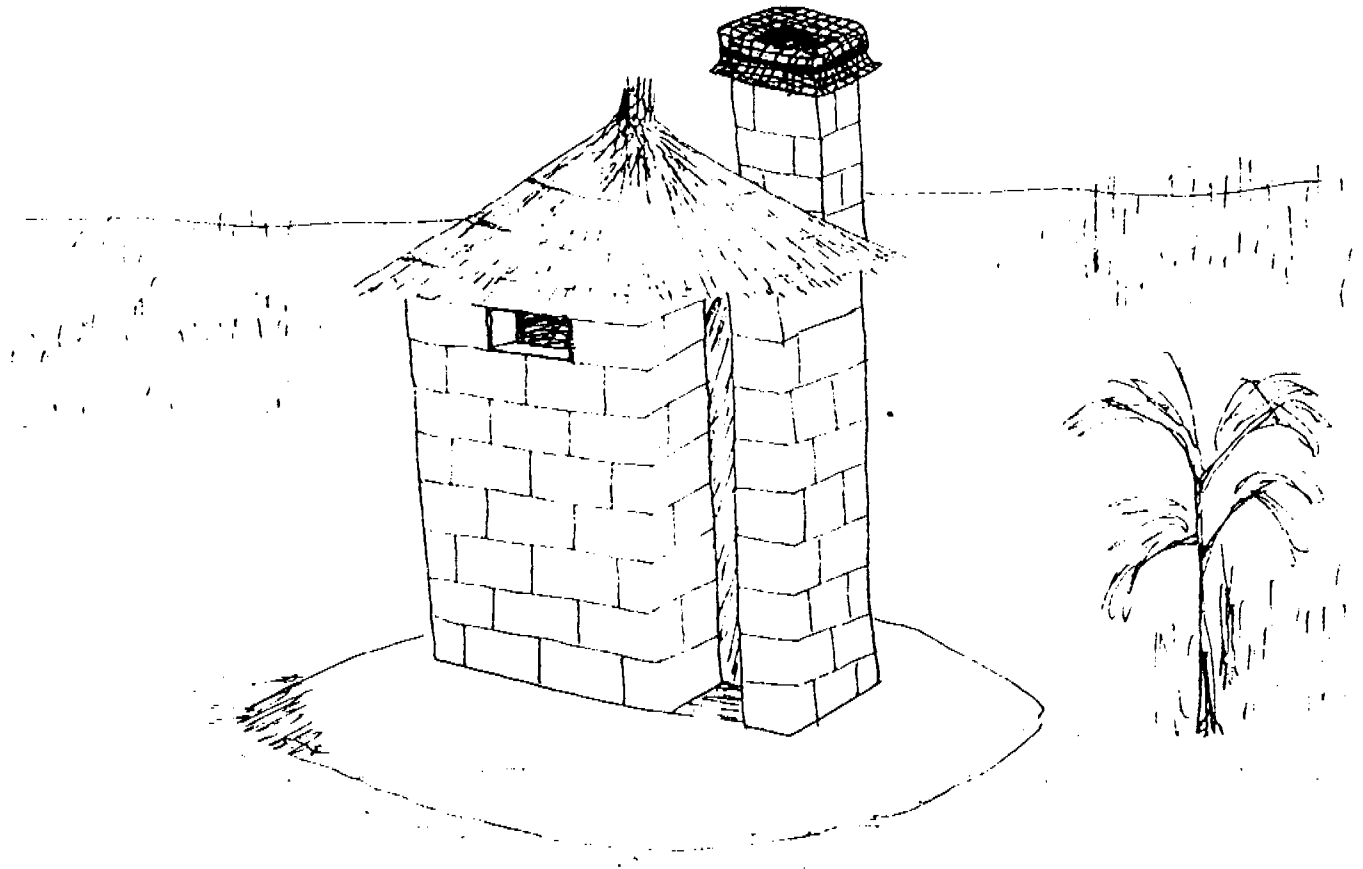
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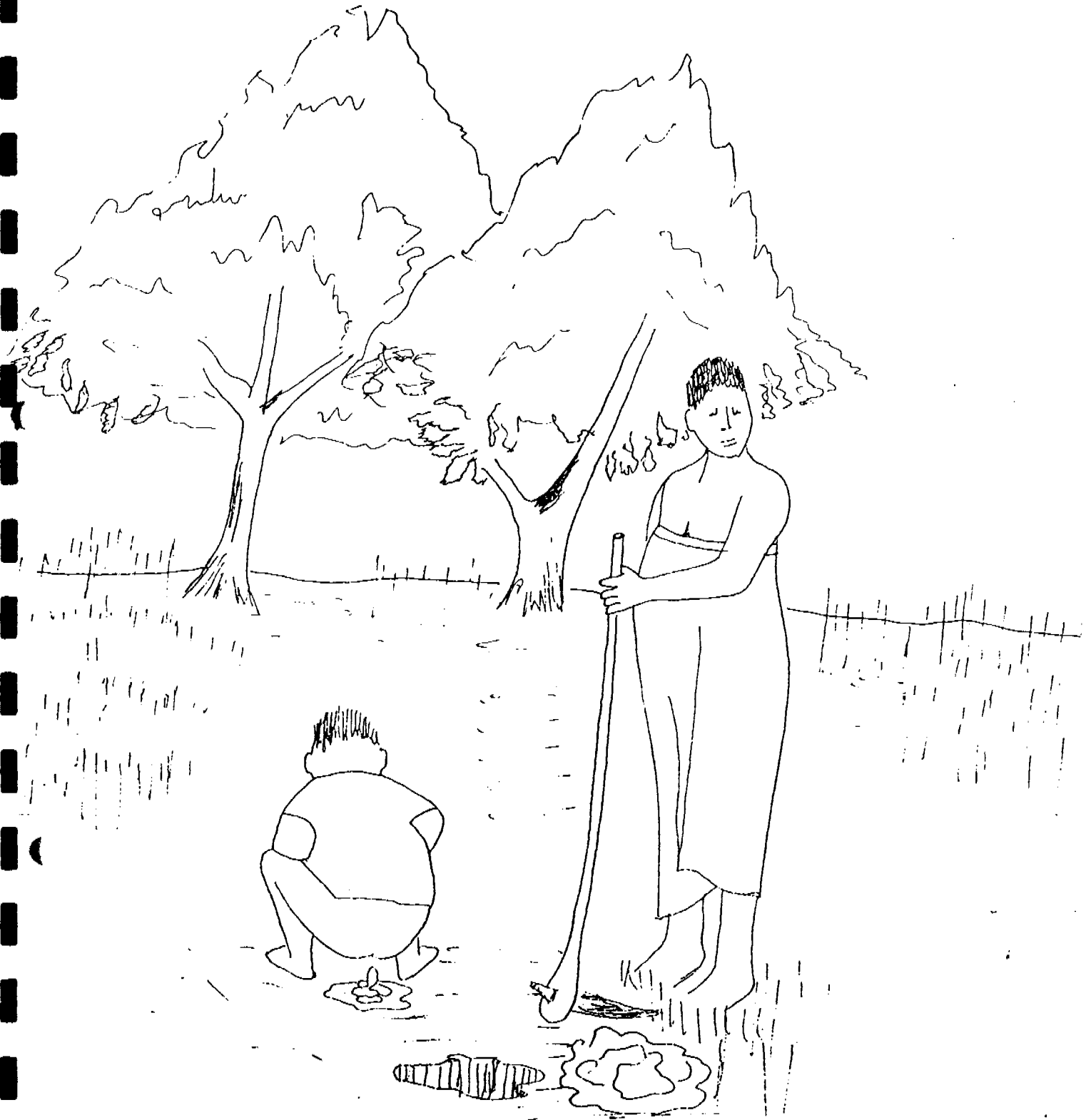


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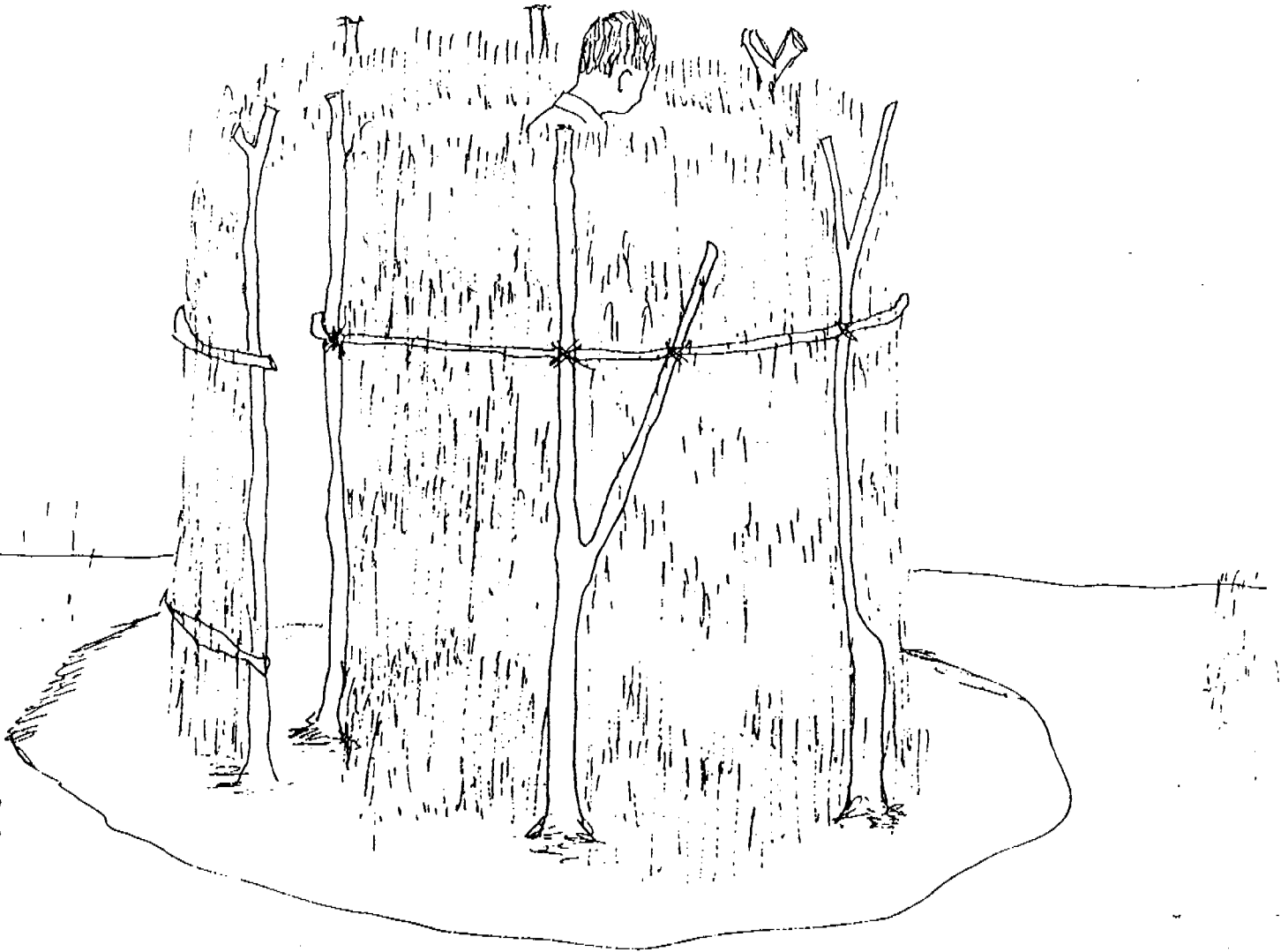


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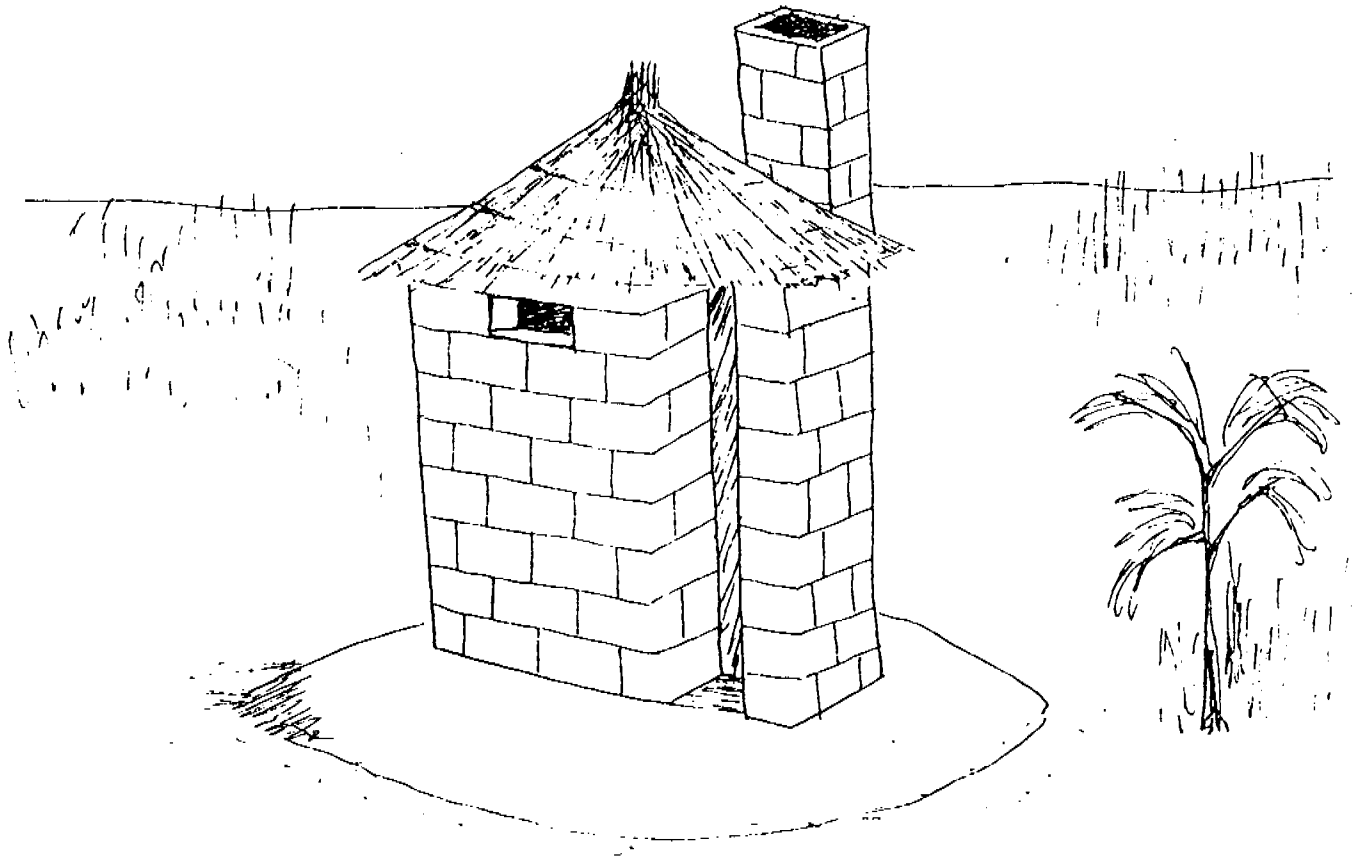




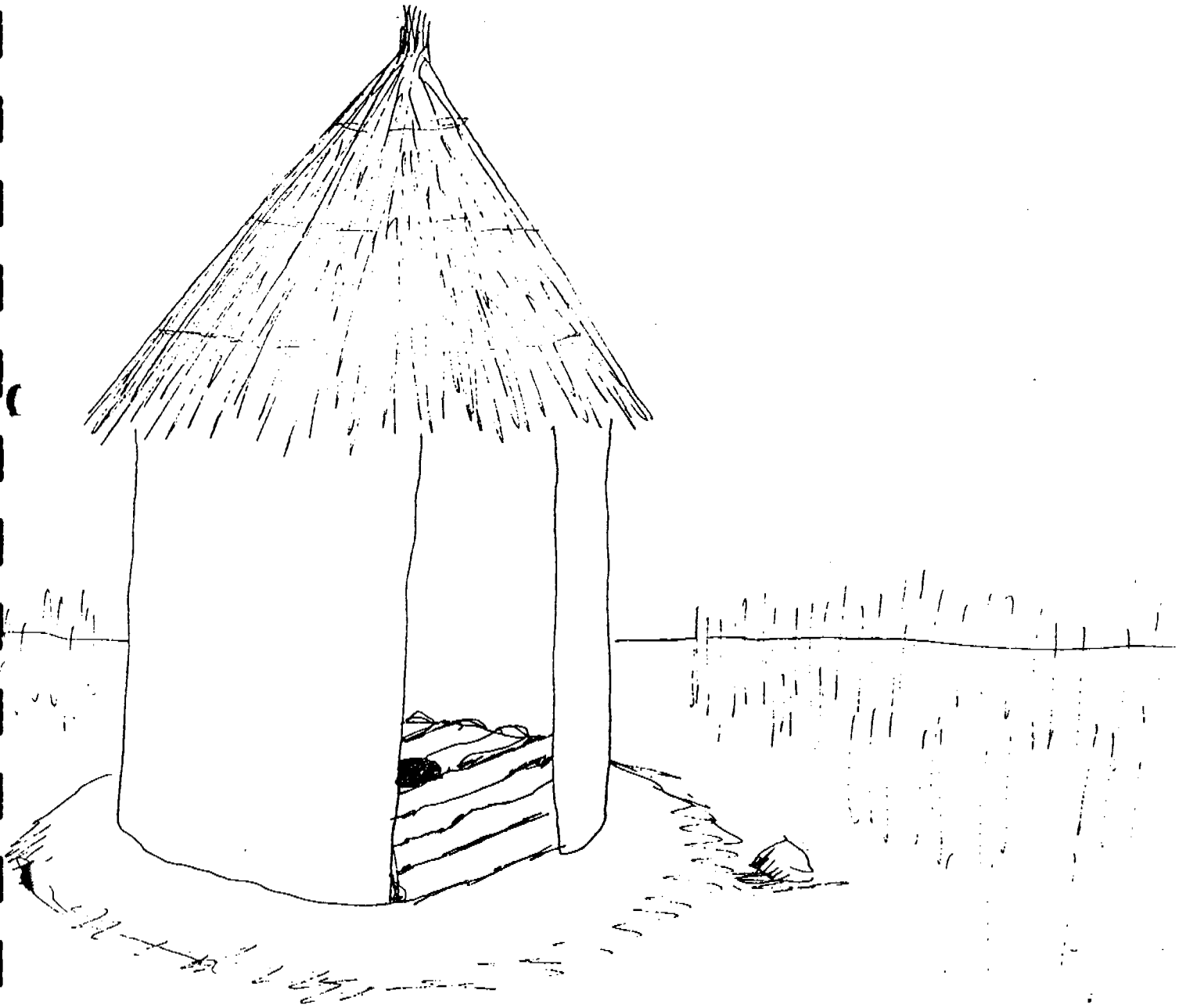
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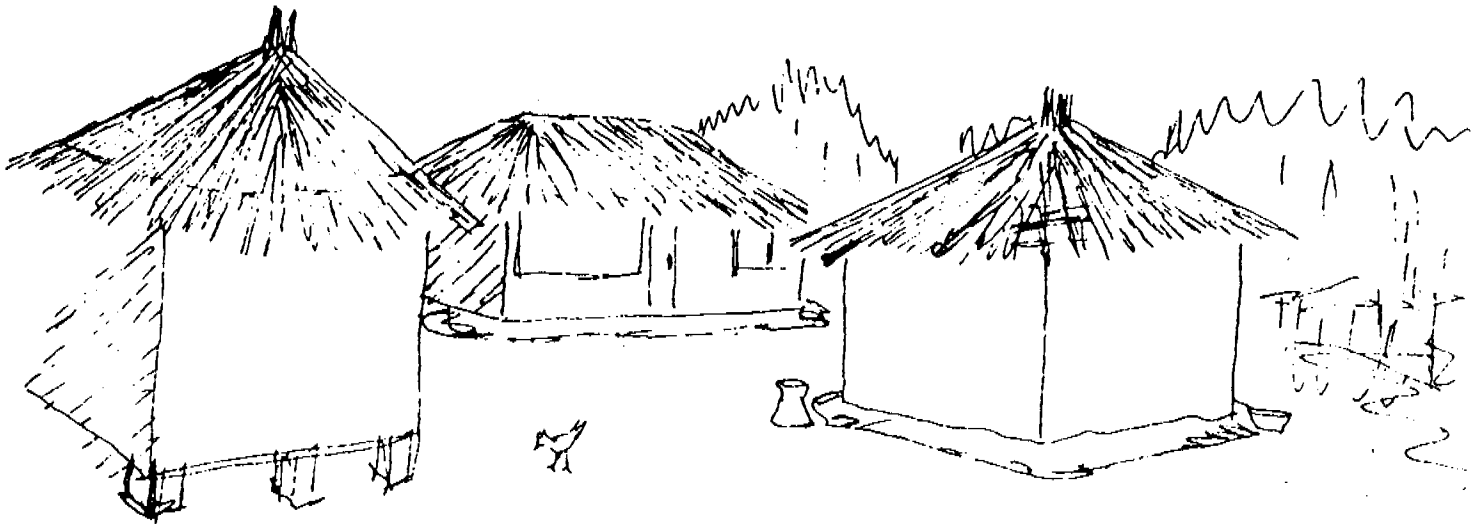
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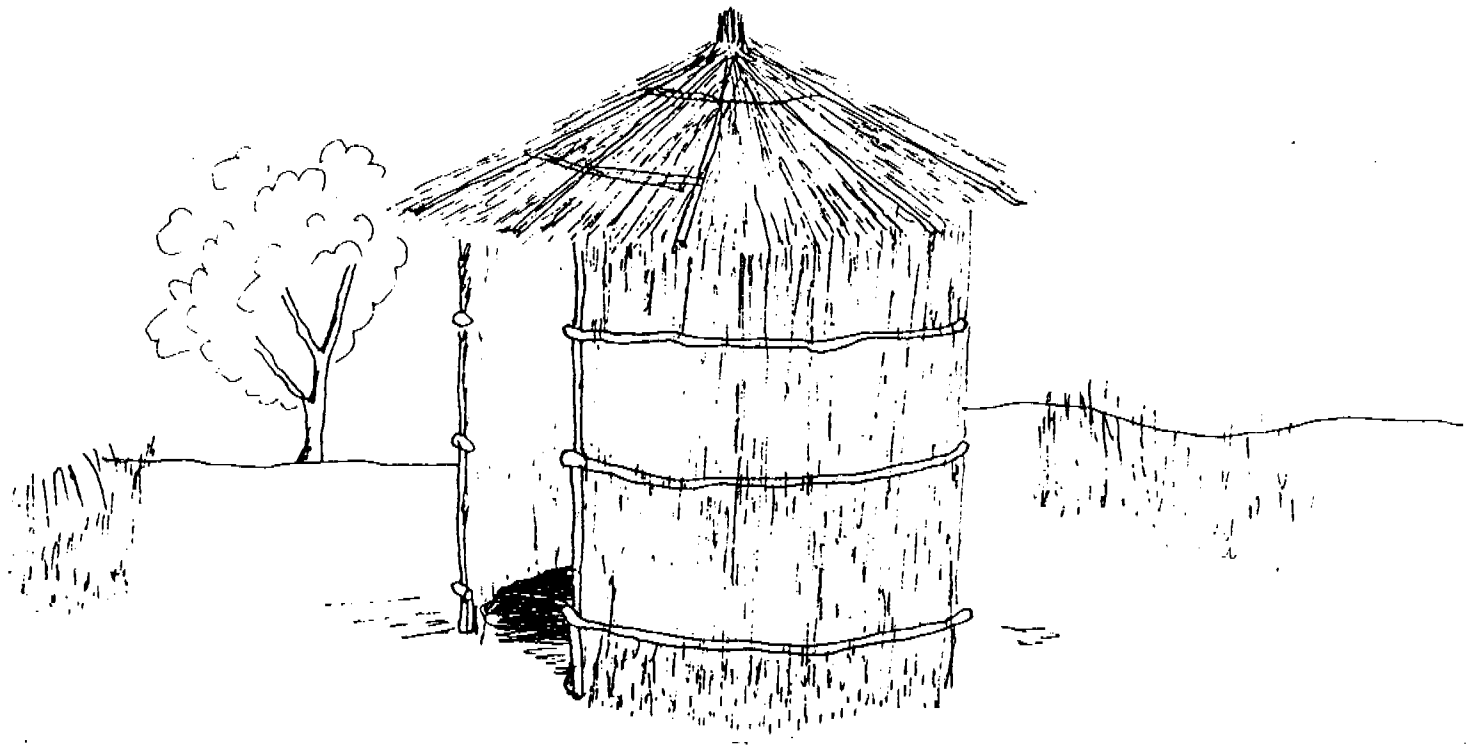
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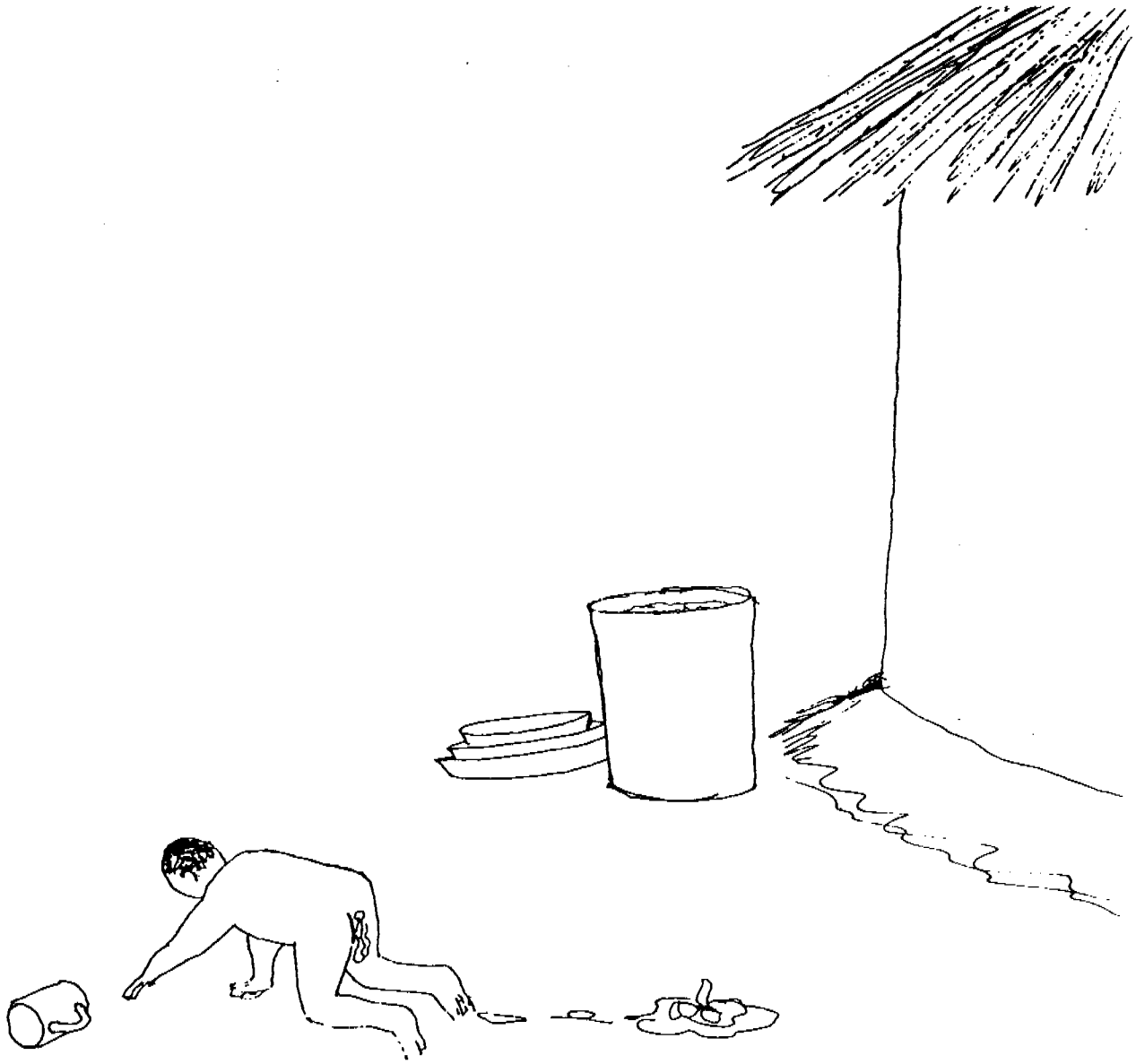
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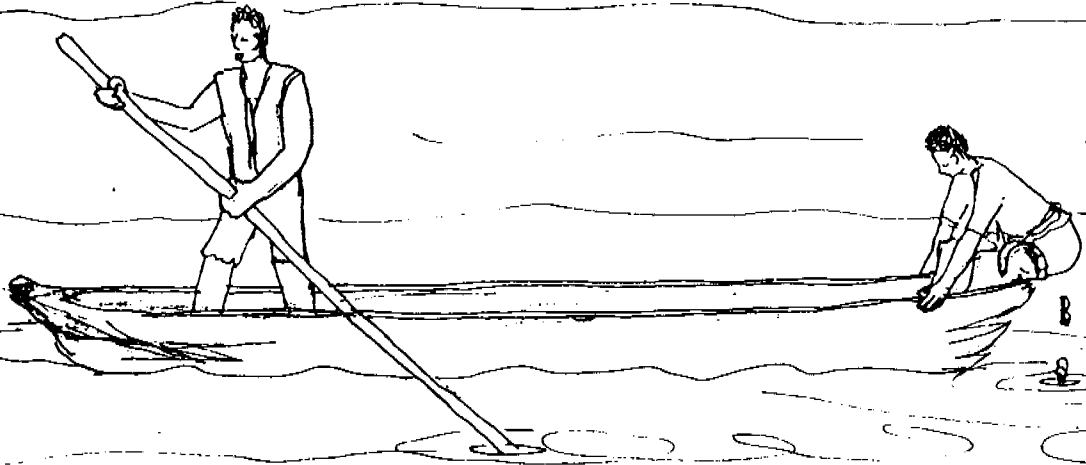
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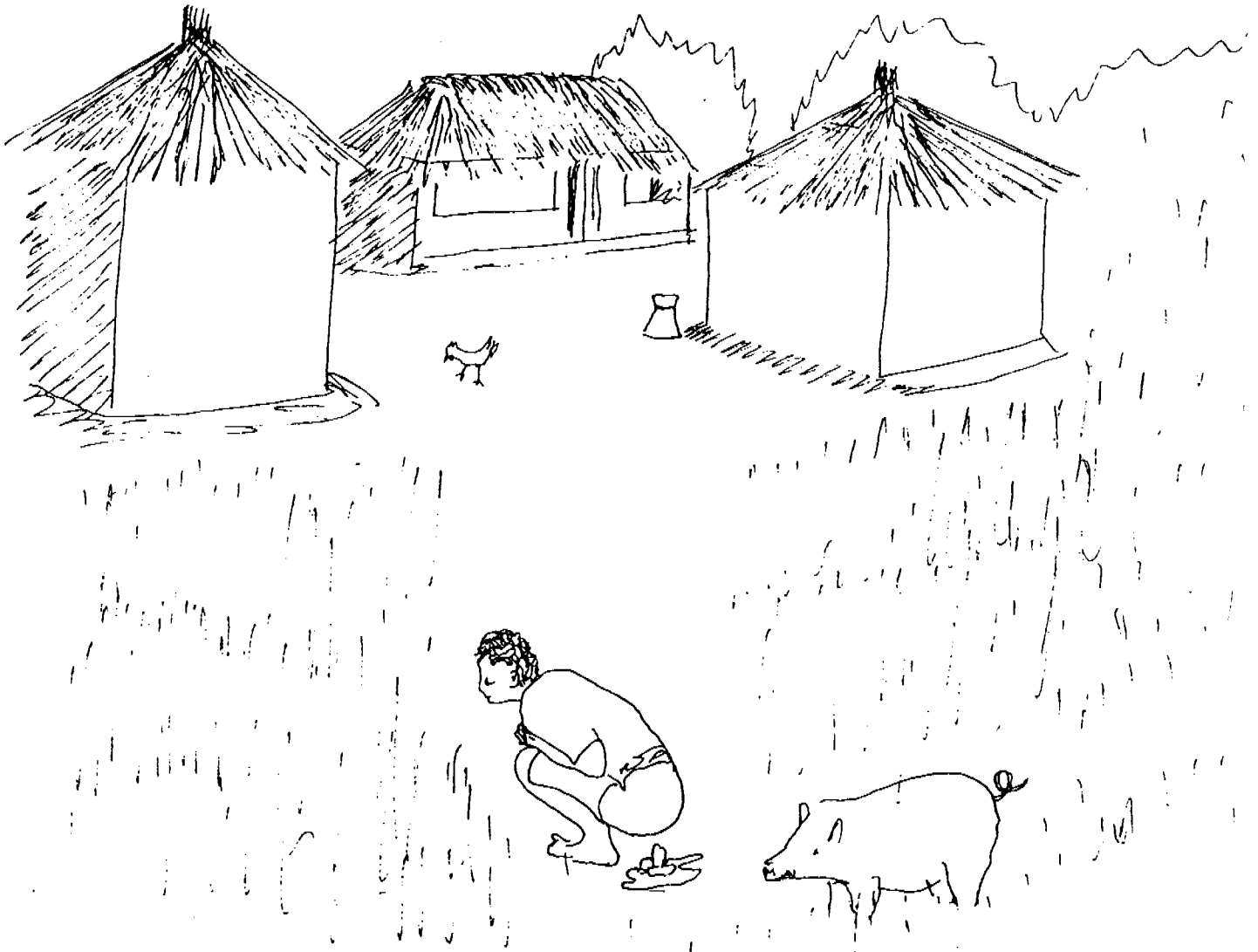


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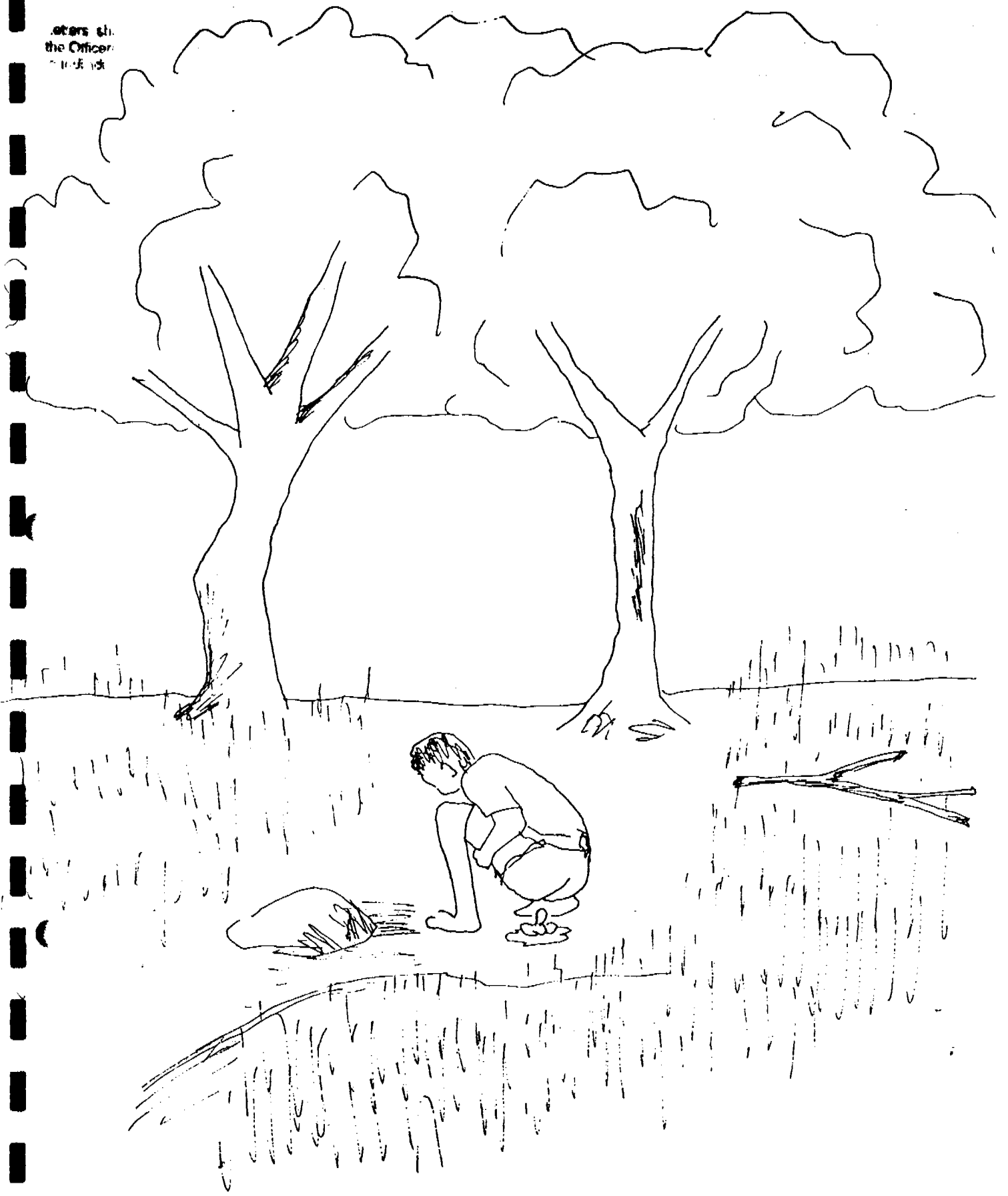




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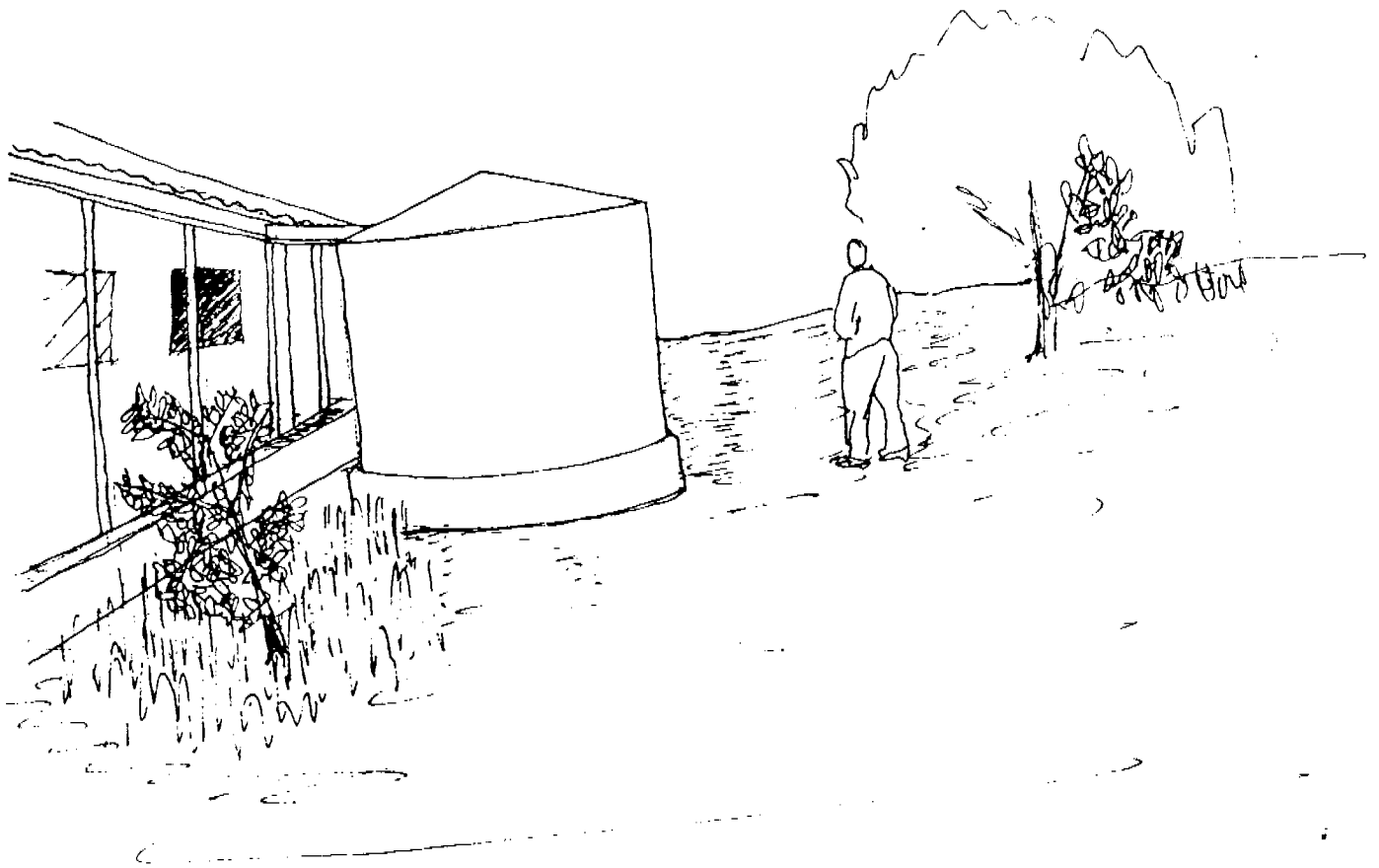
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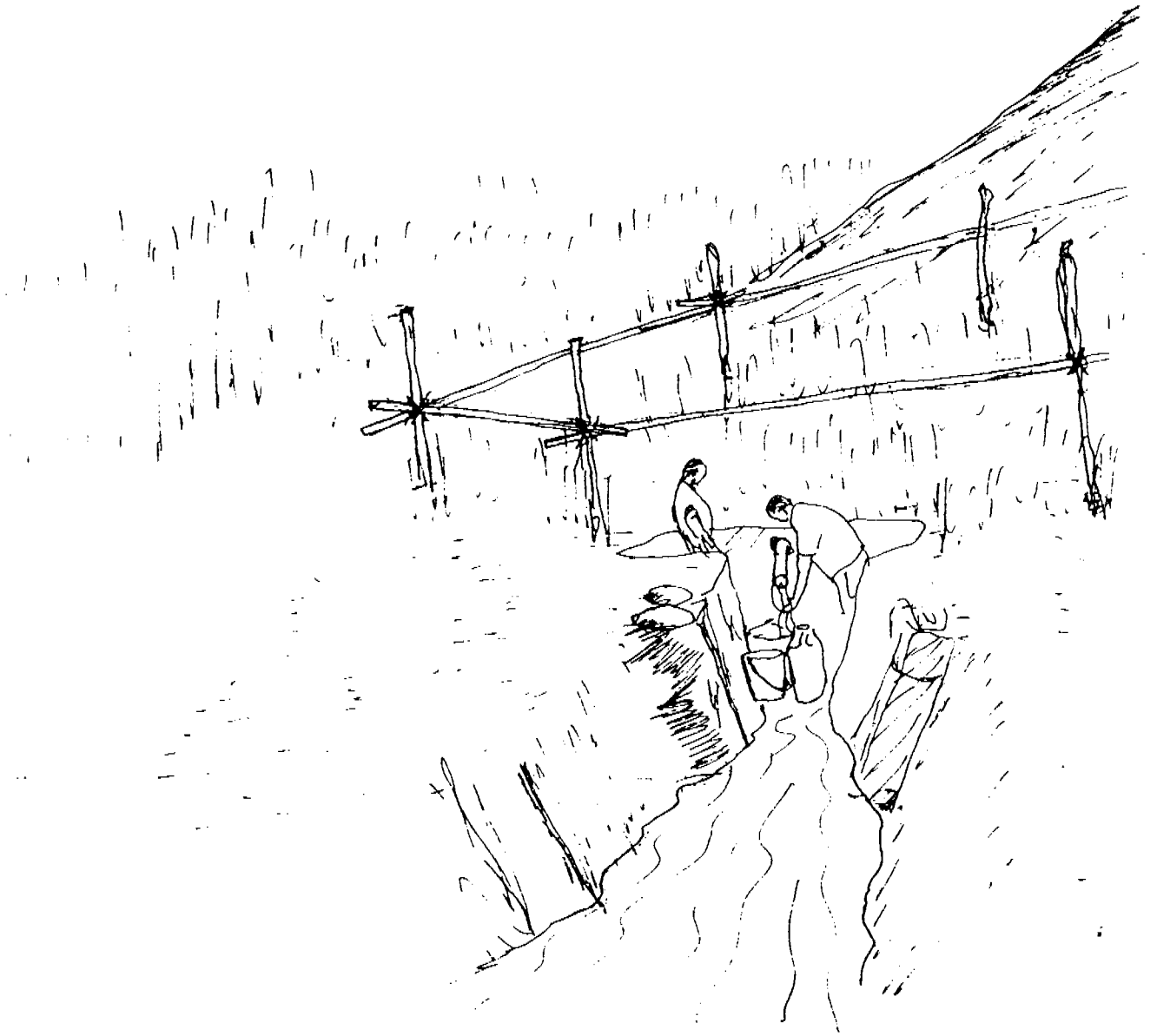
Water Ladder

Annex 8

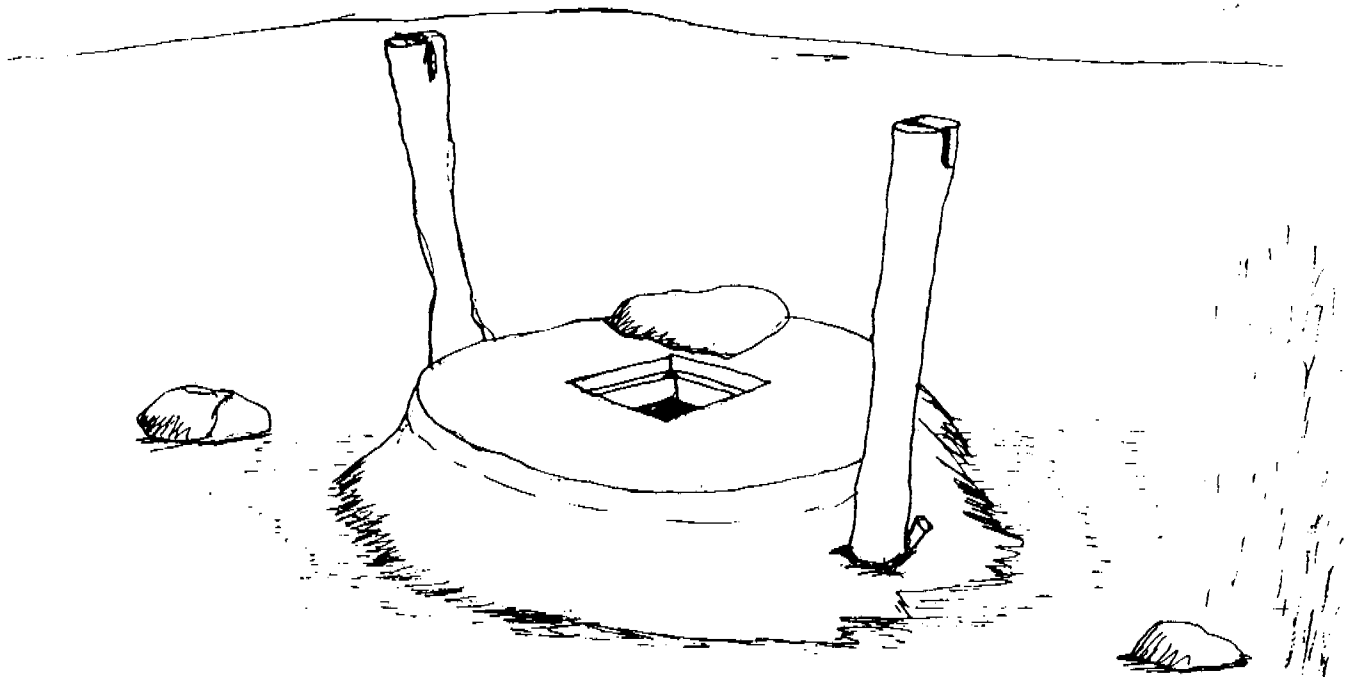
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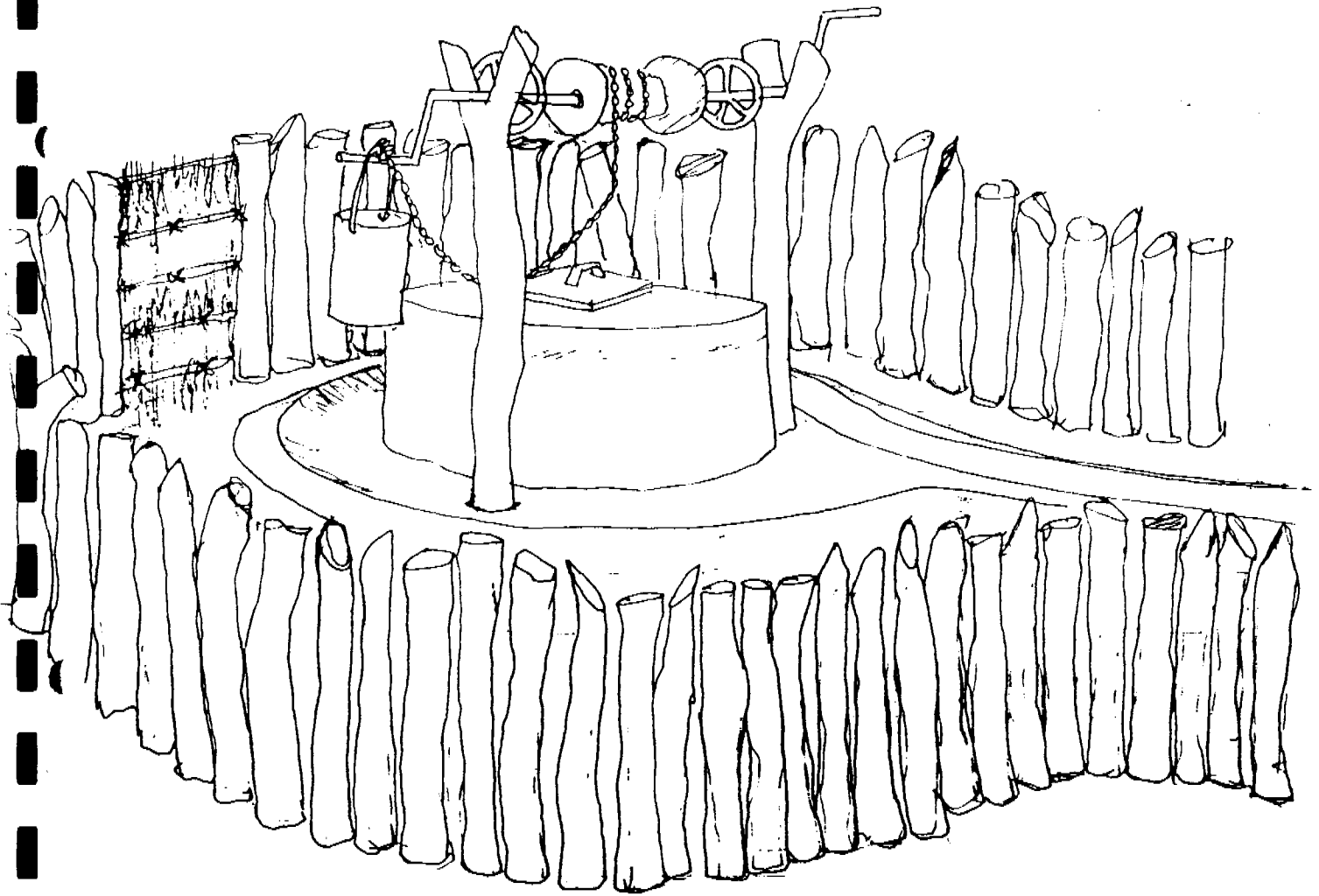
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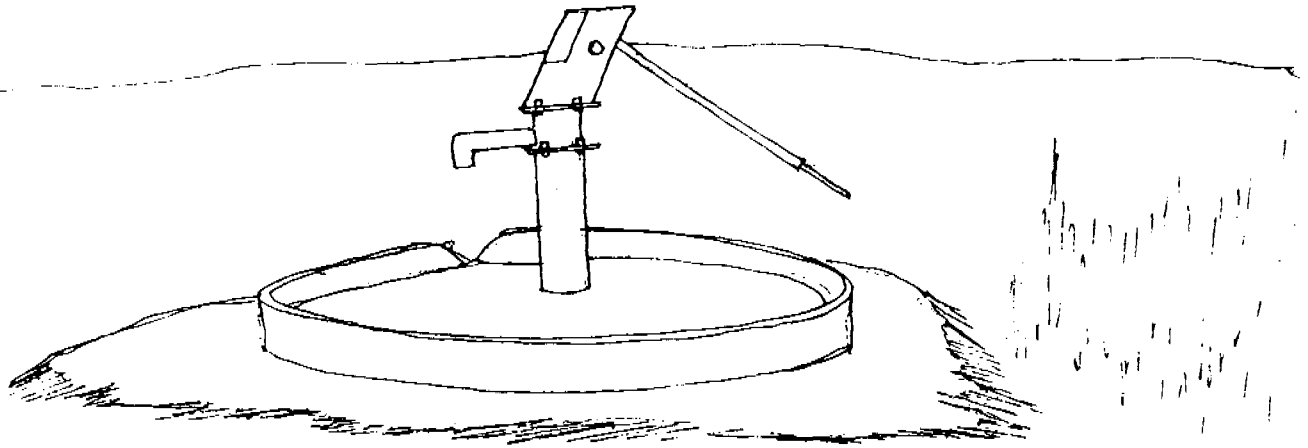
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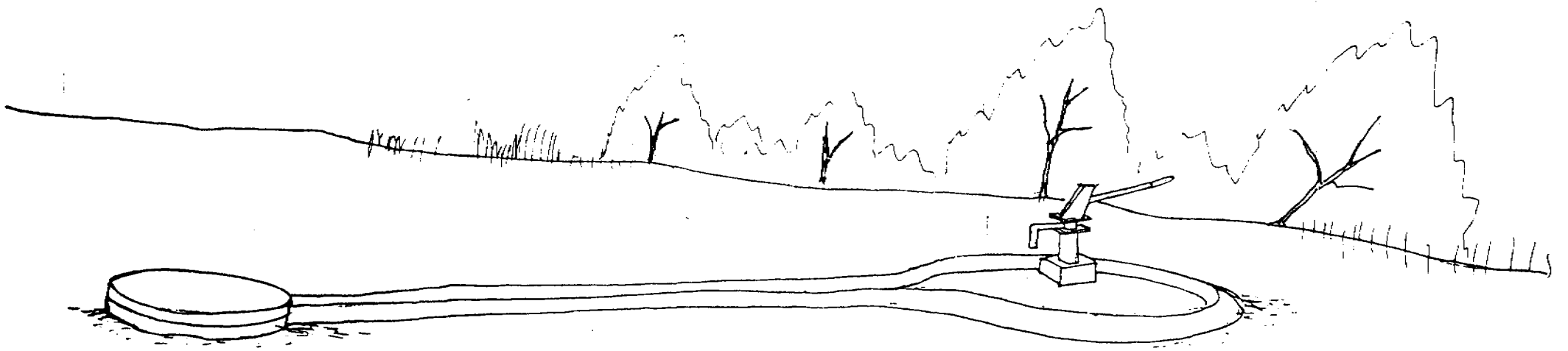


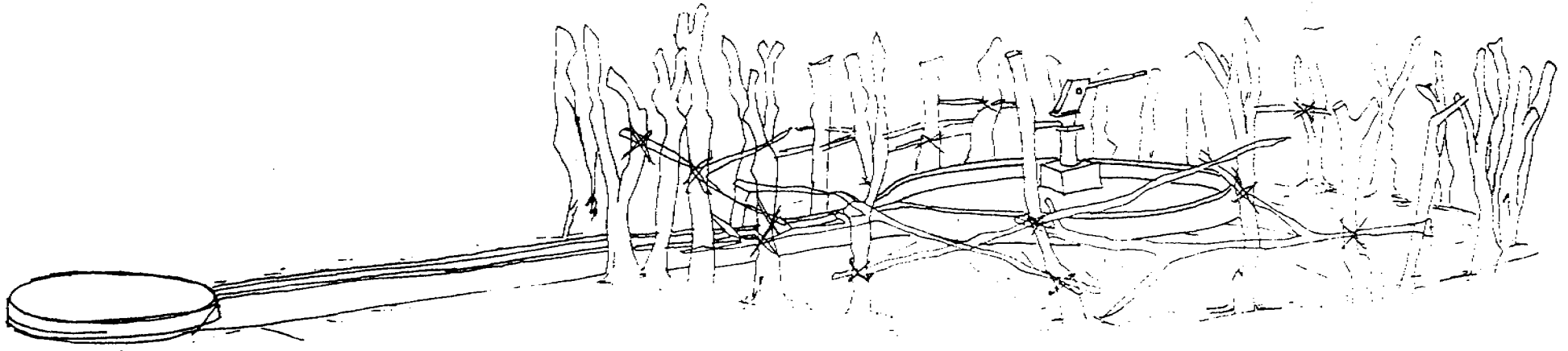
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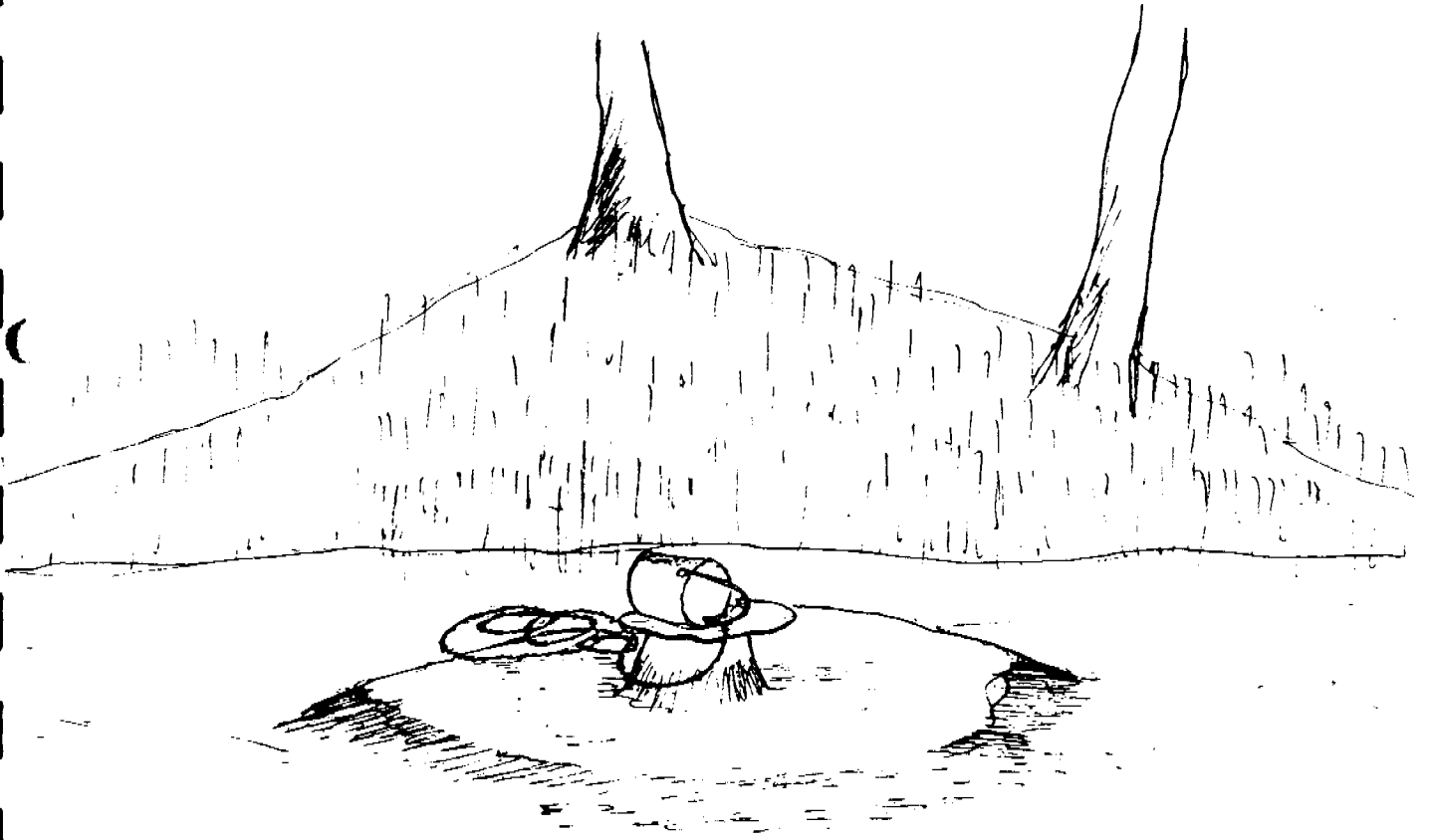
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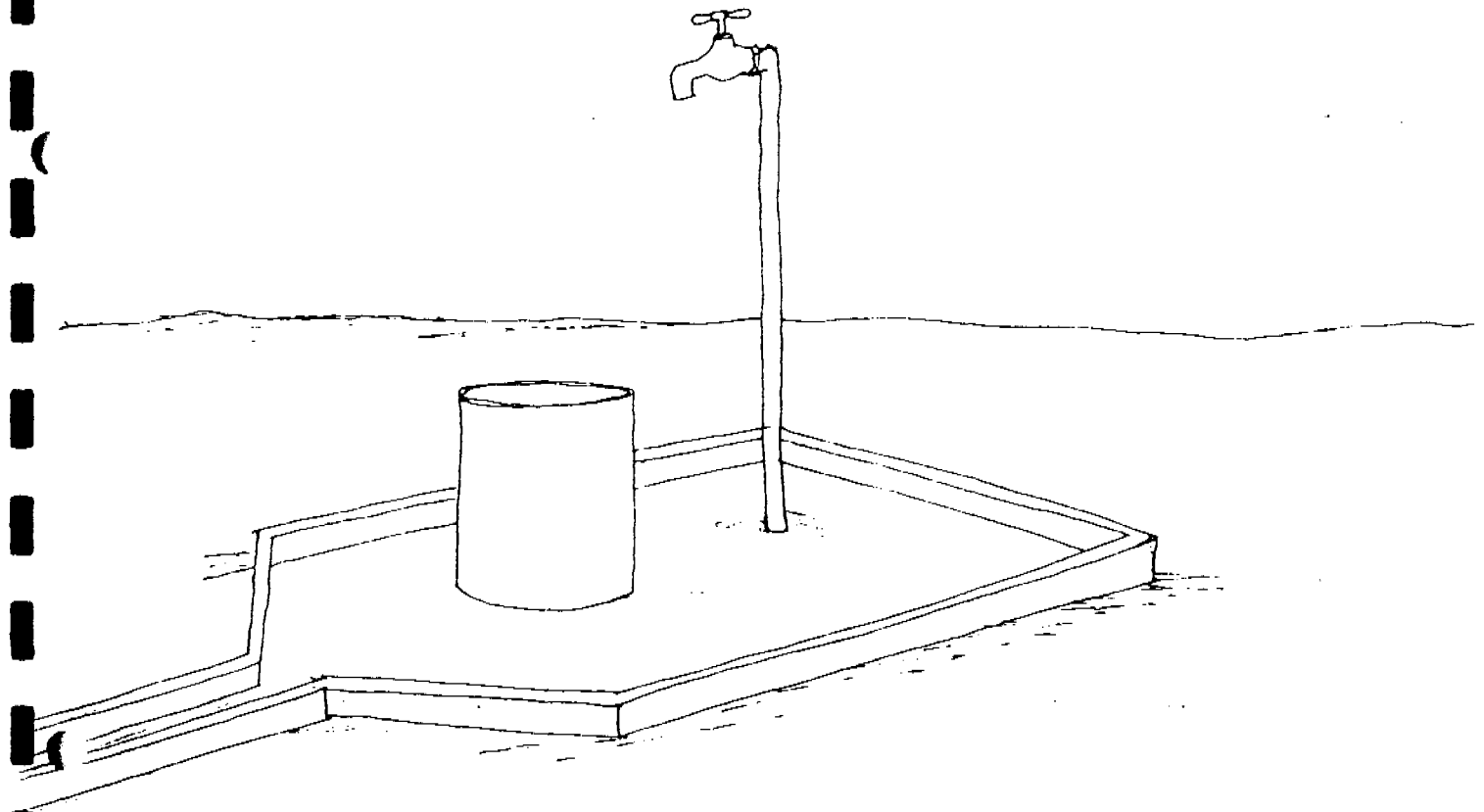




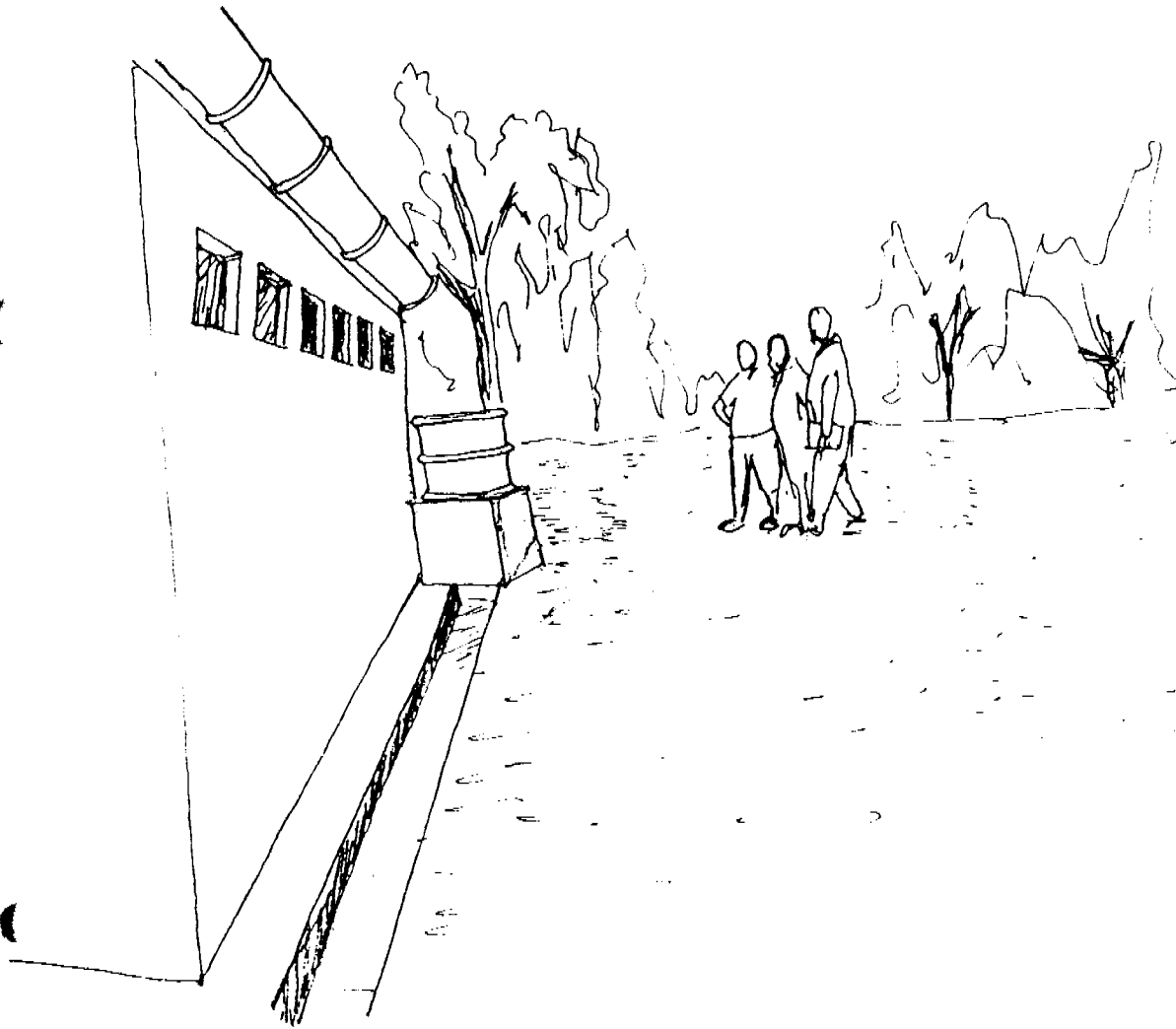
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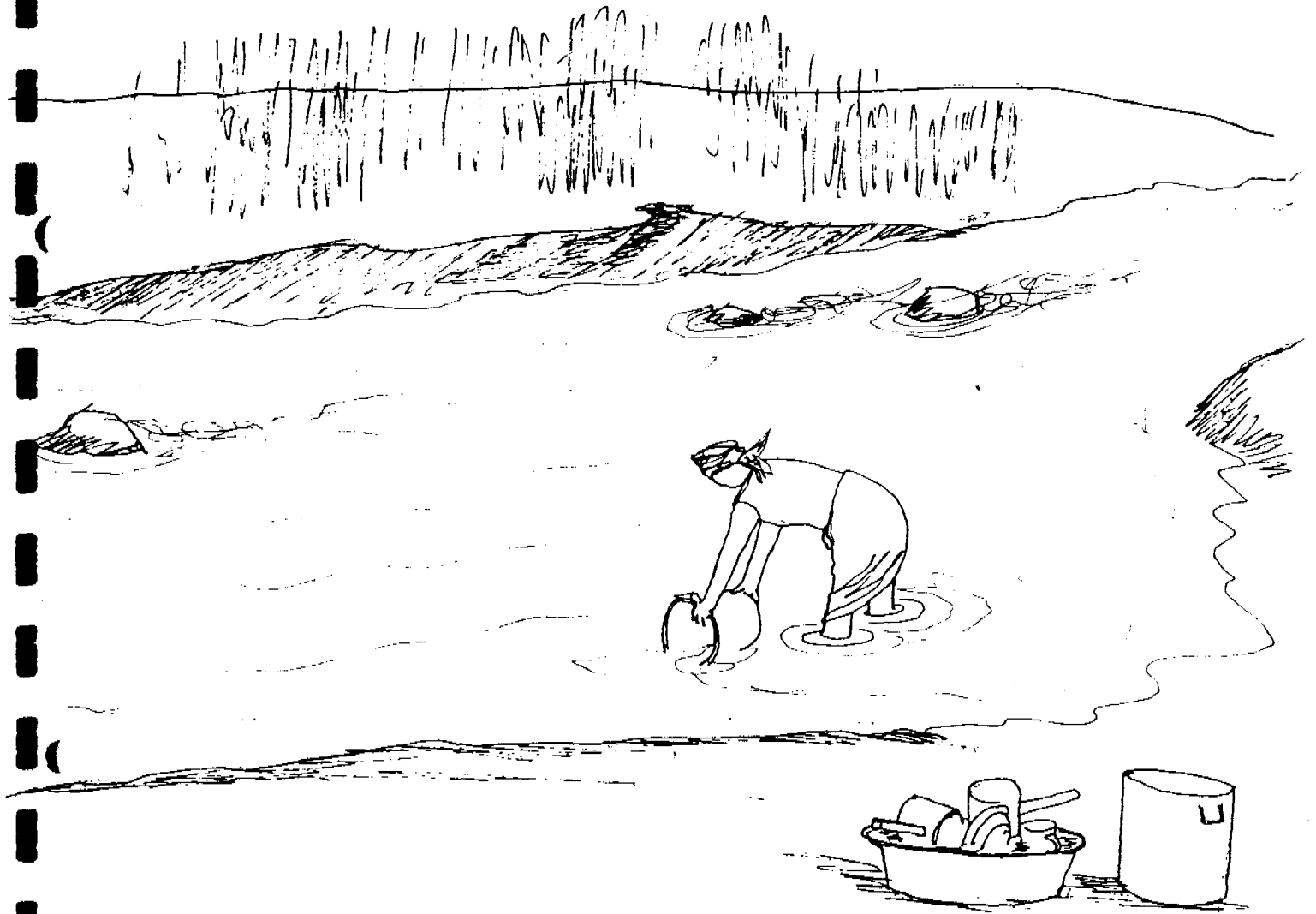


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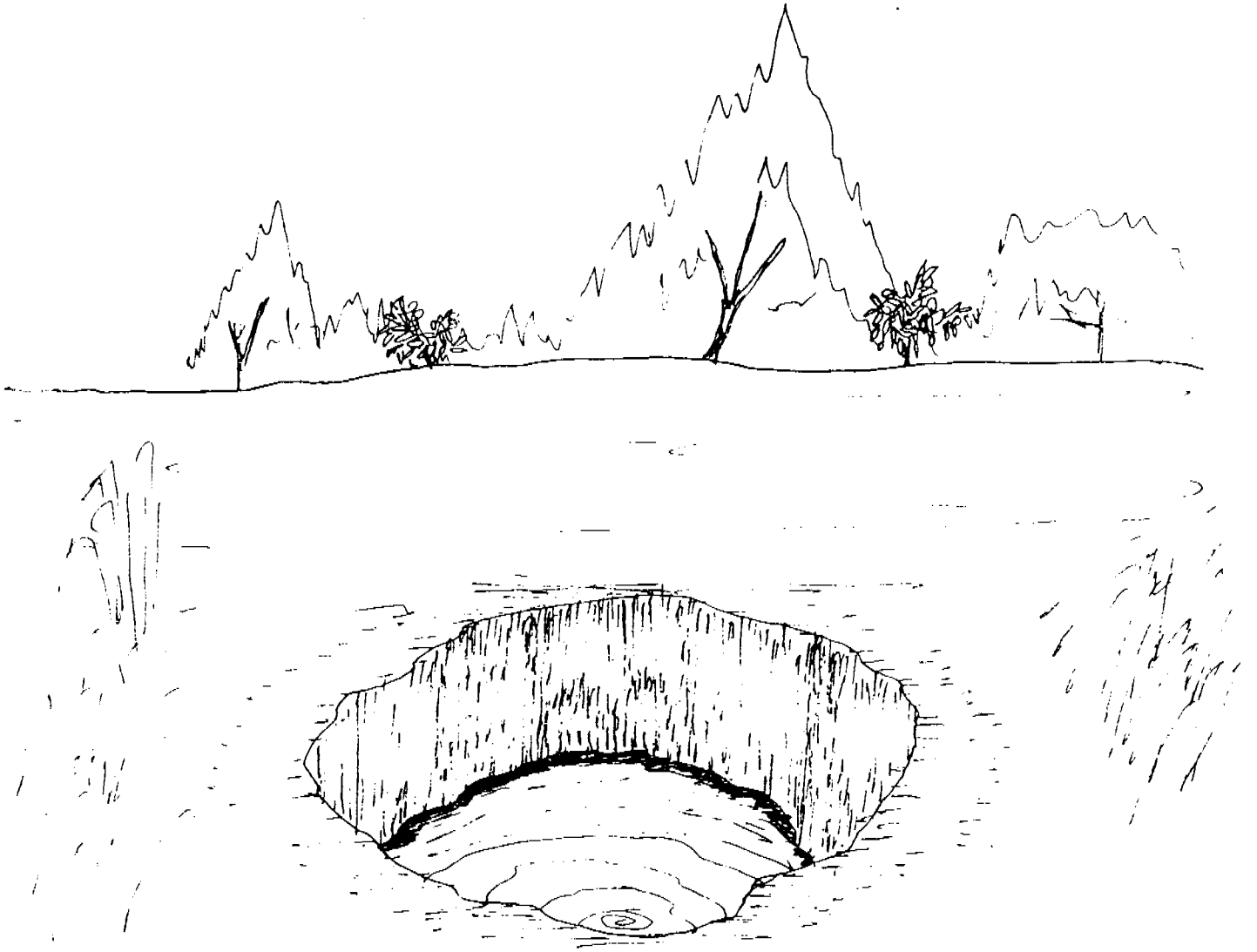


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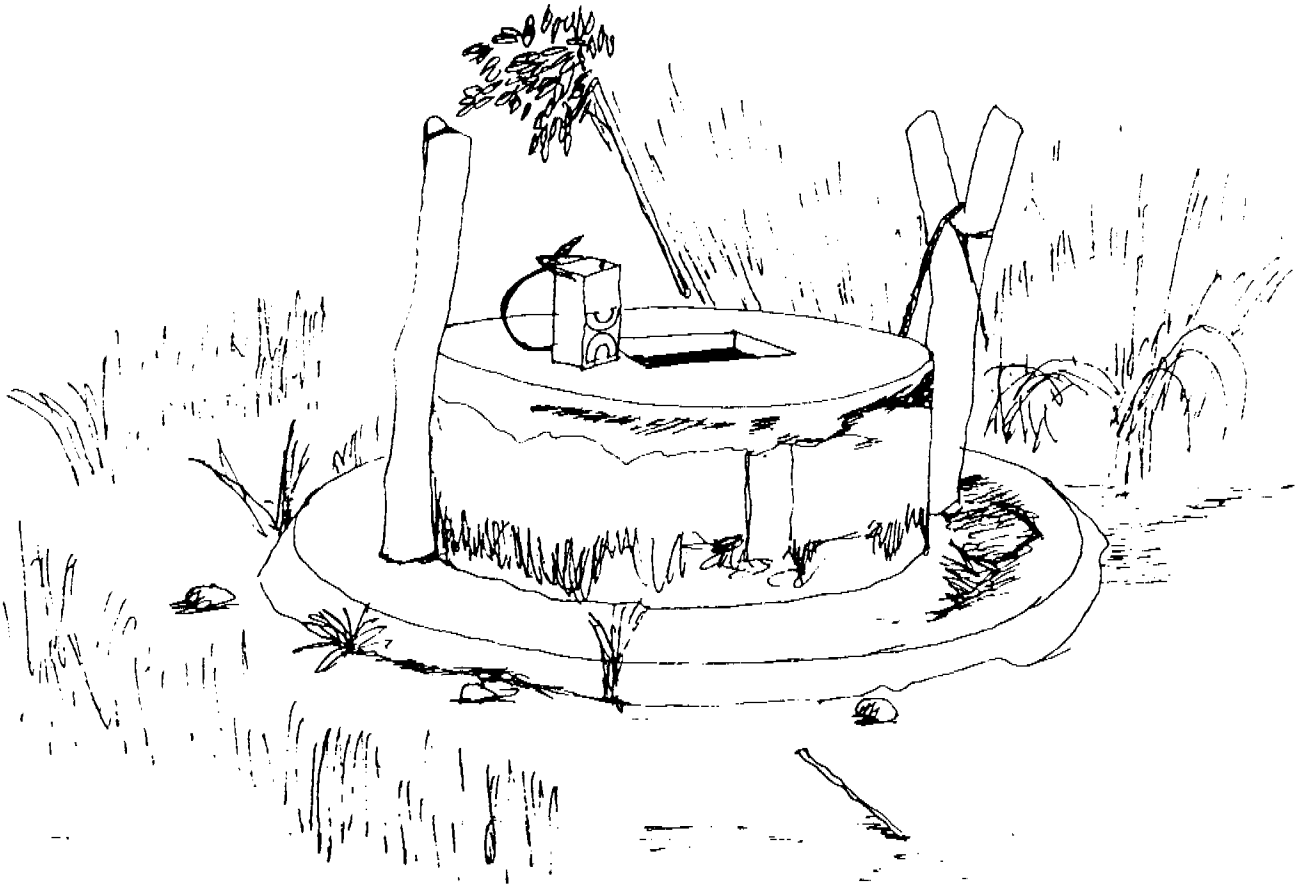




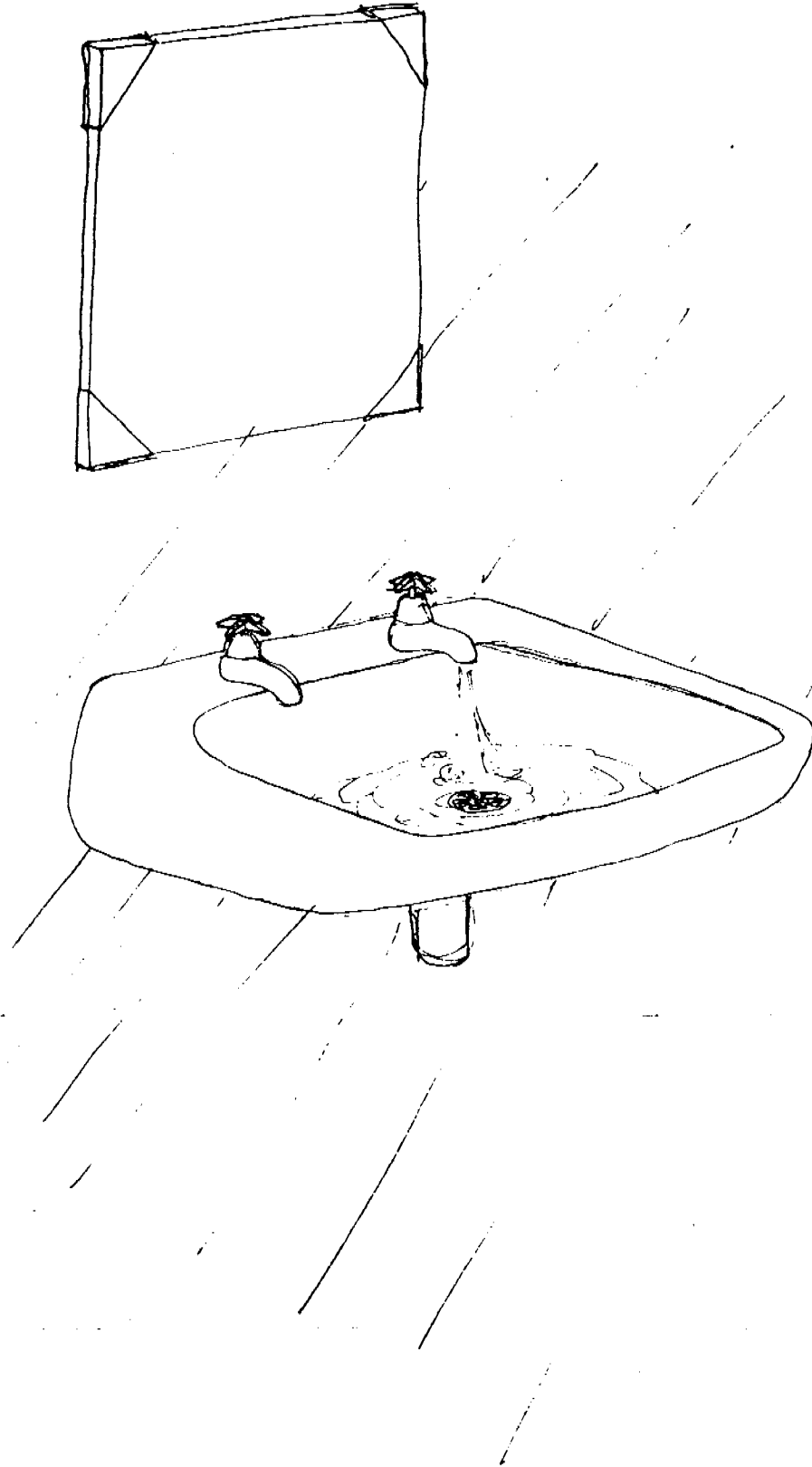
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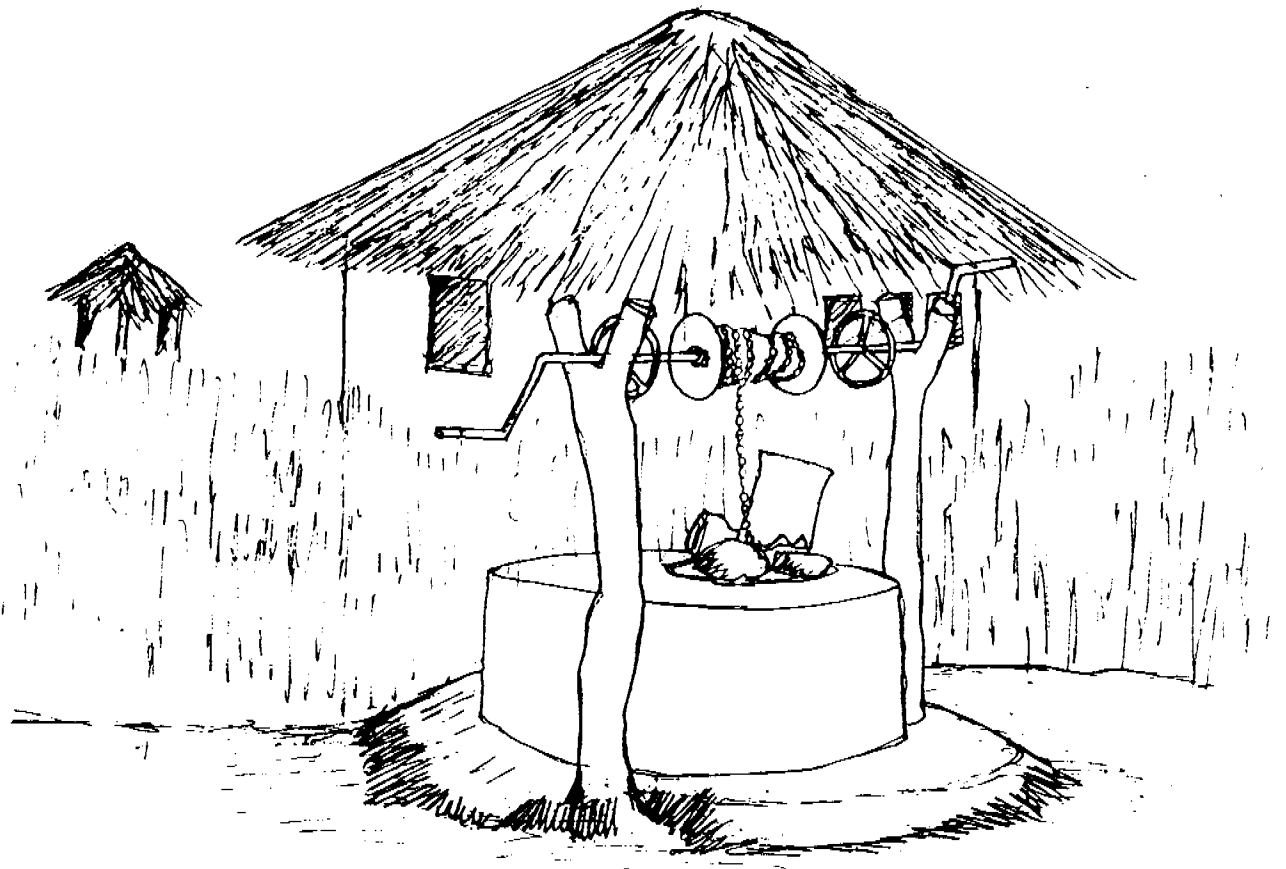


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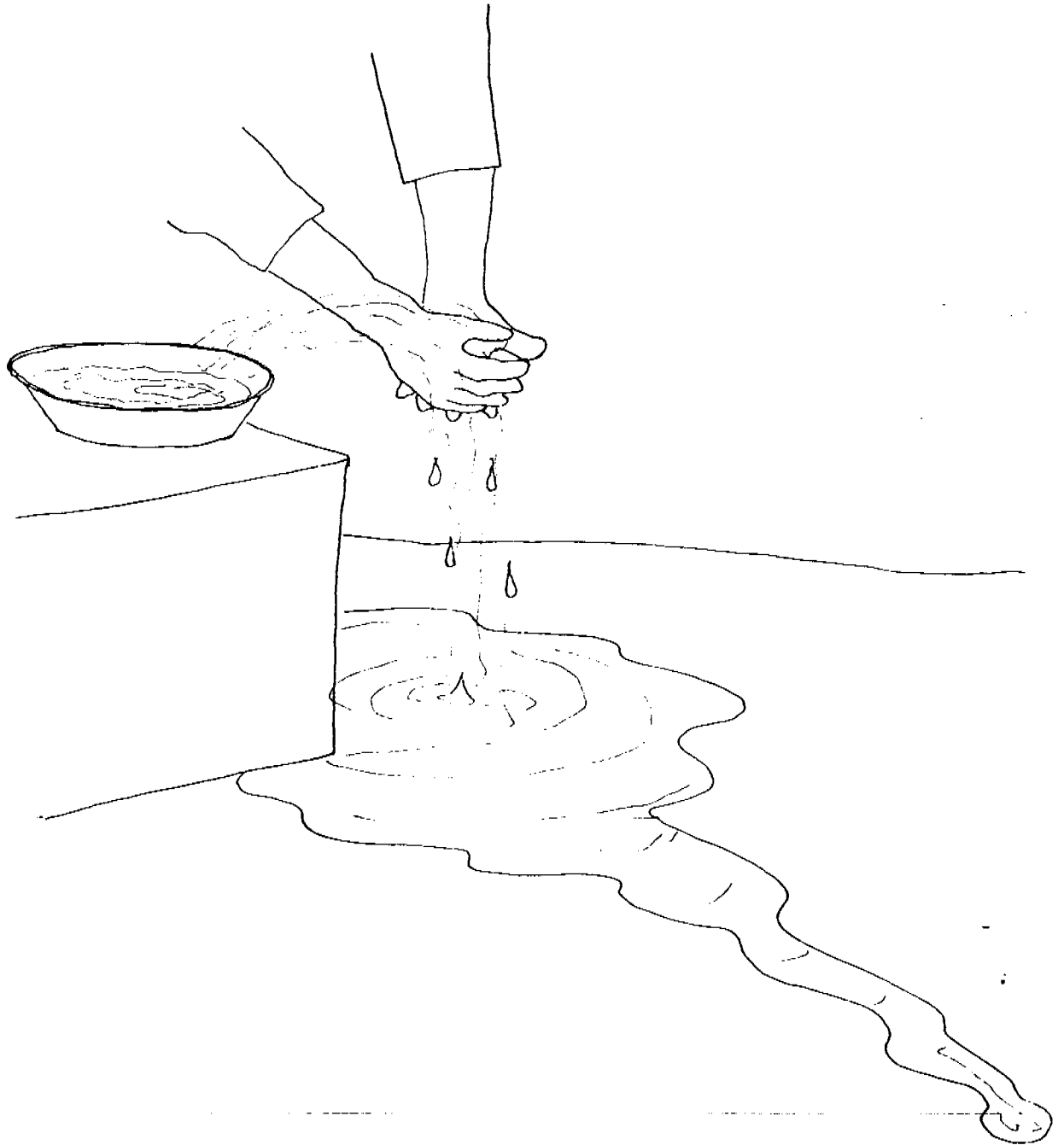


Hand Washing Methods

Annex 9

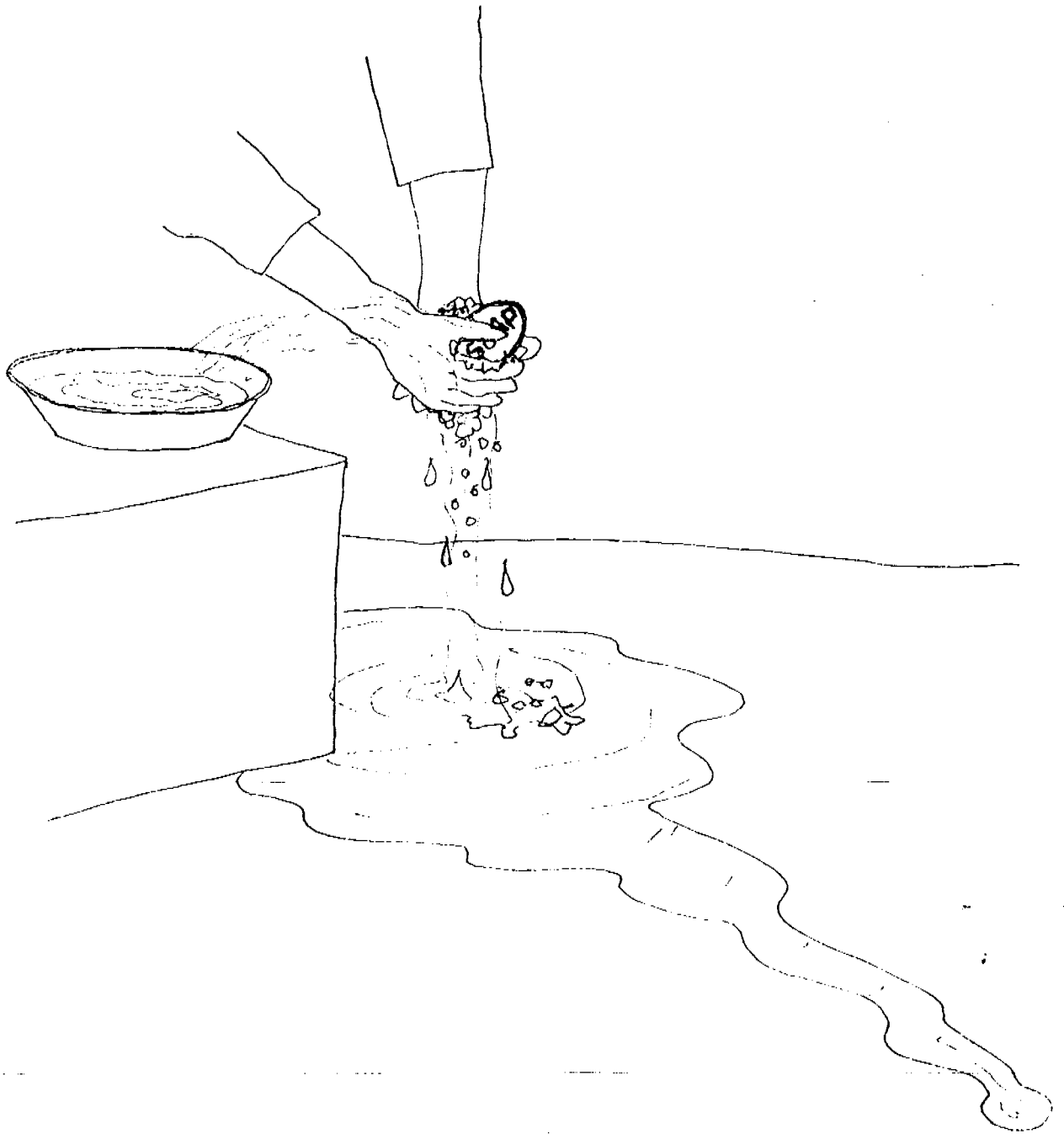
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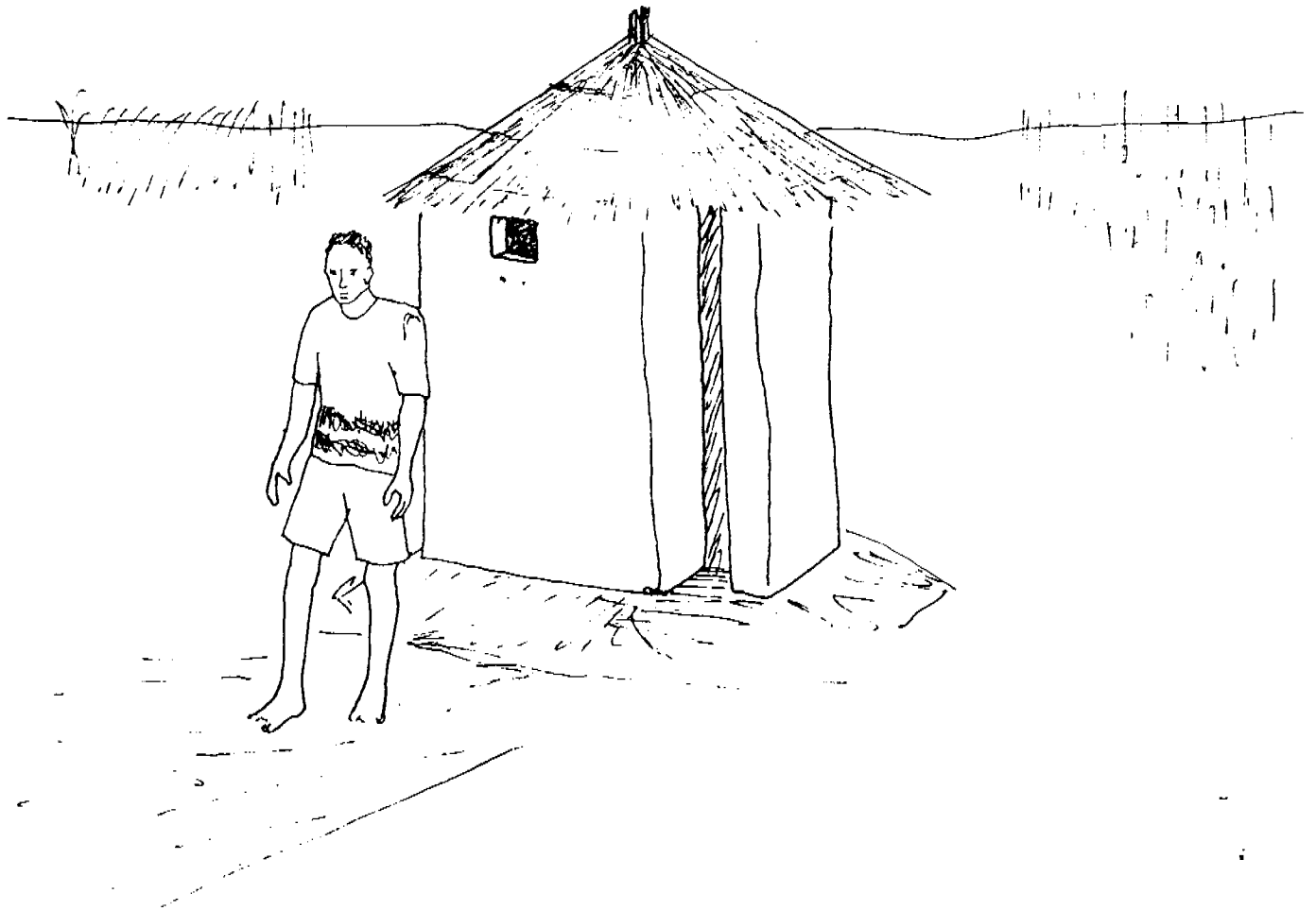
Hand Washing Times

Annex 10

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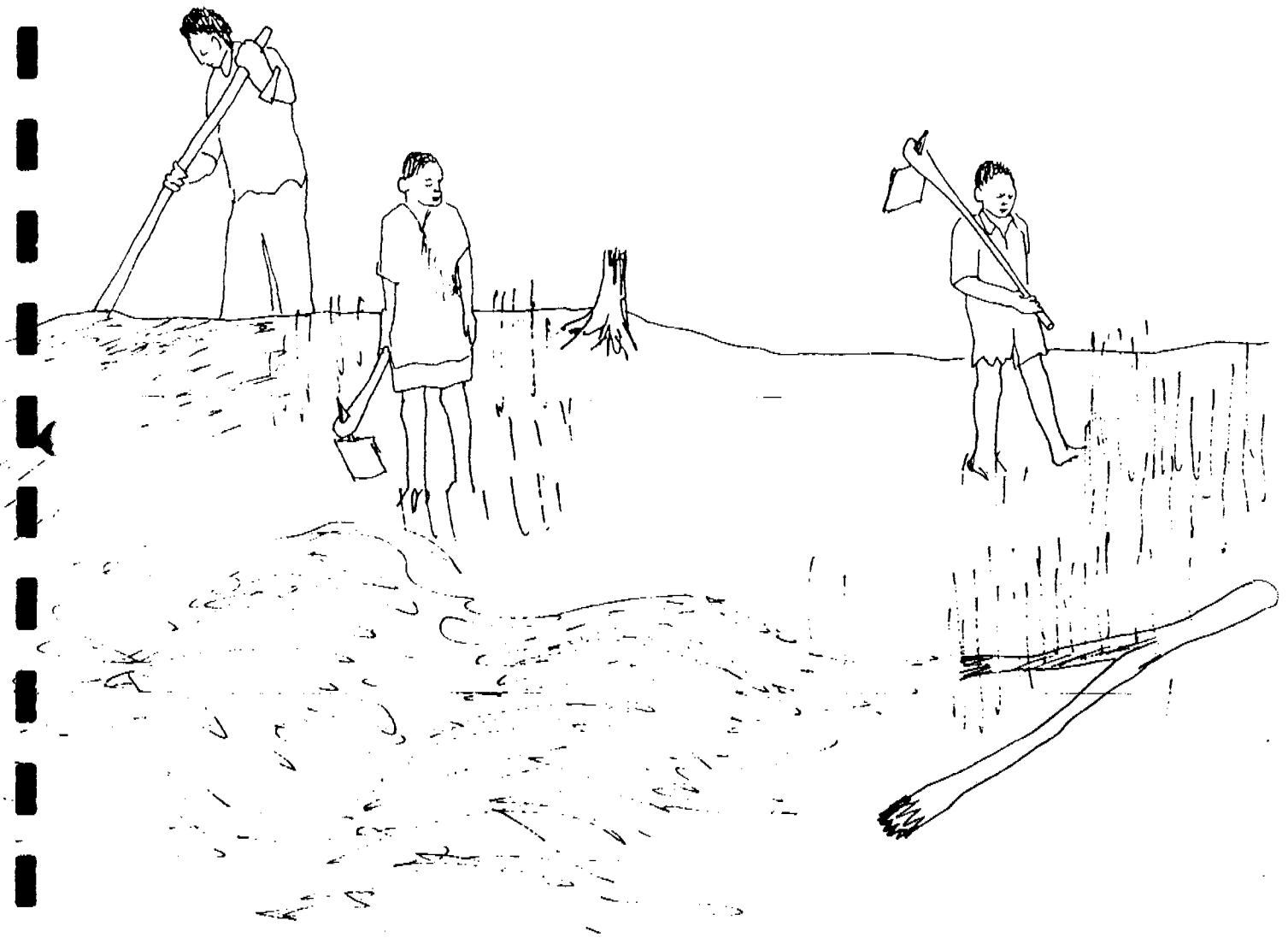


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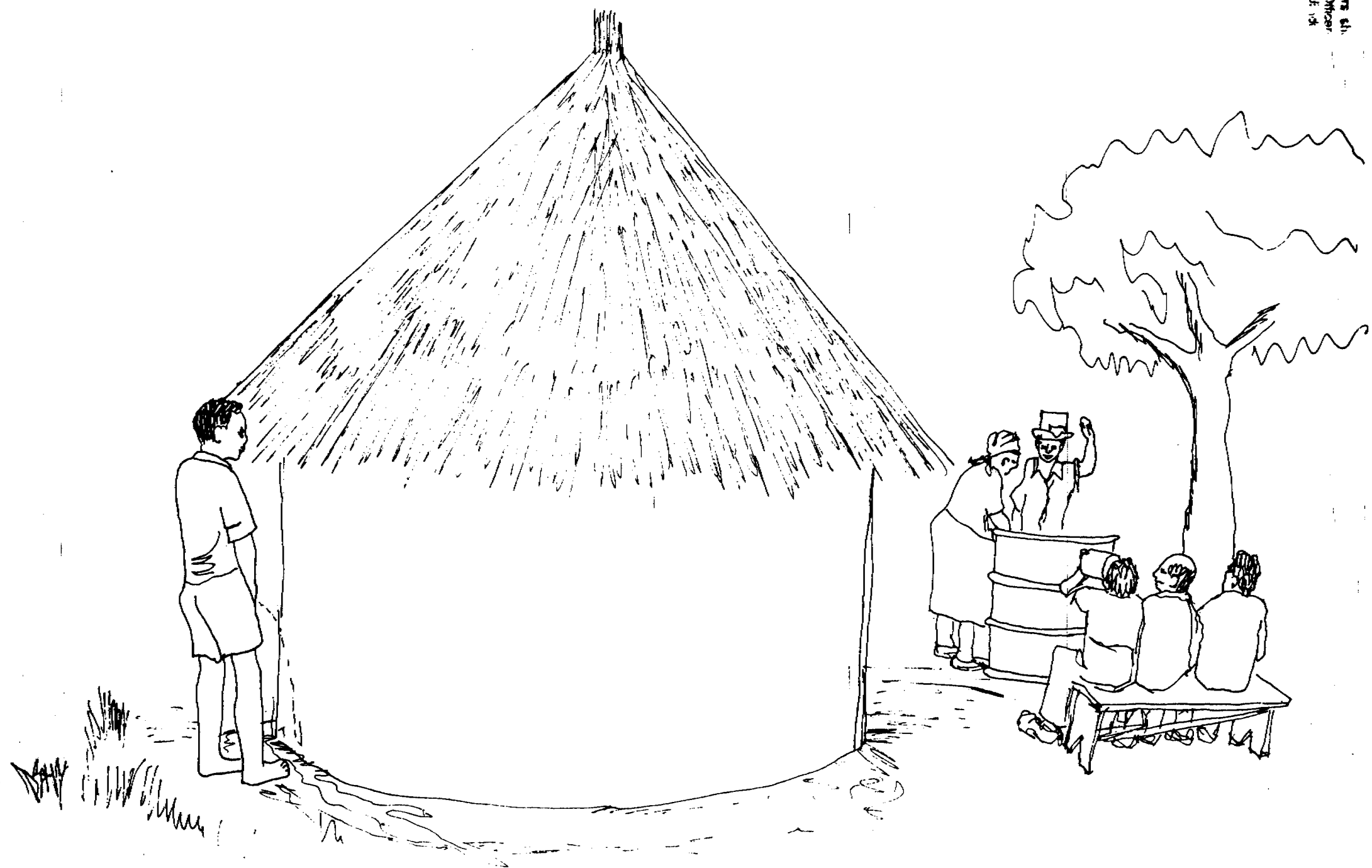


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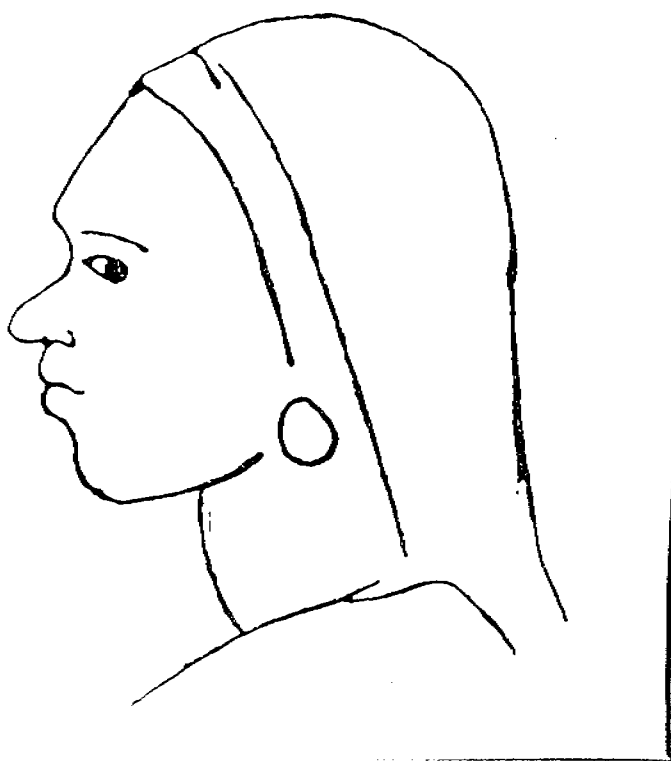
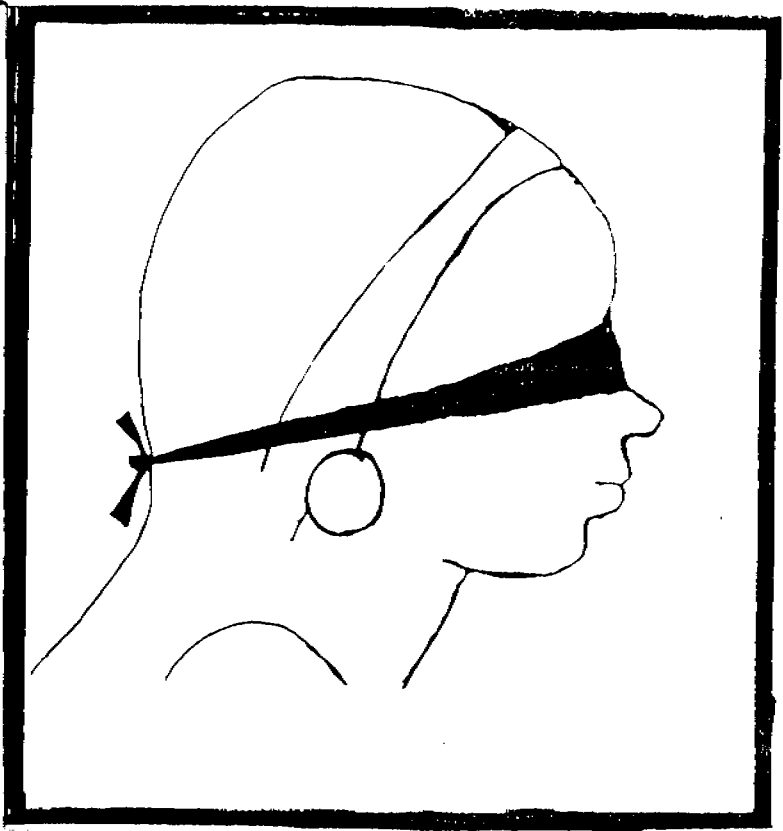
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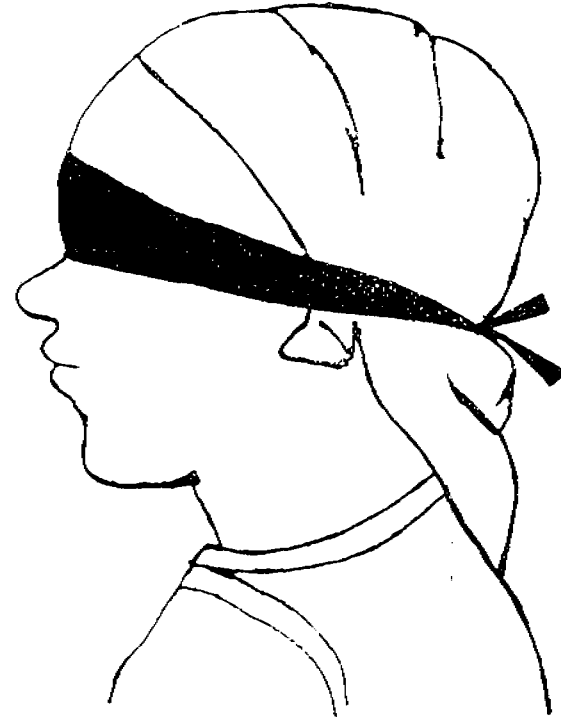
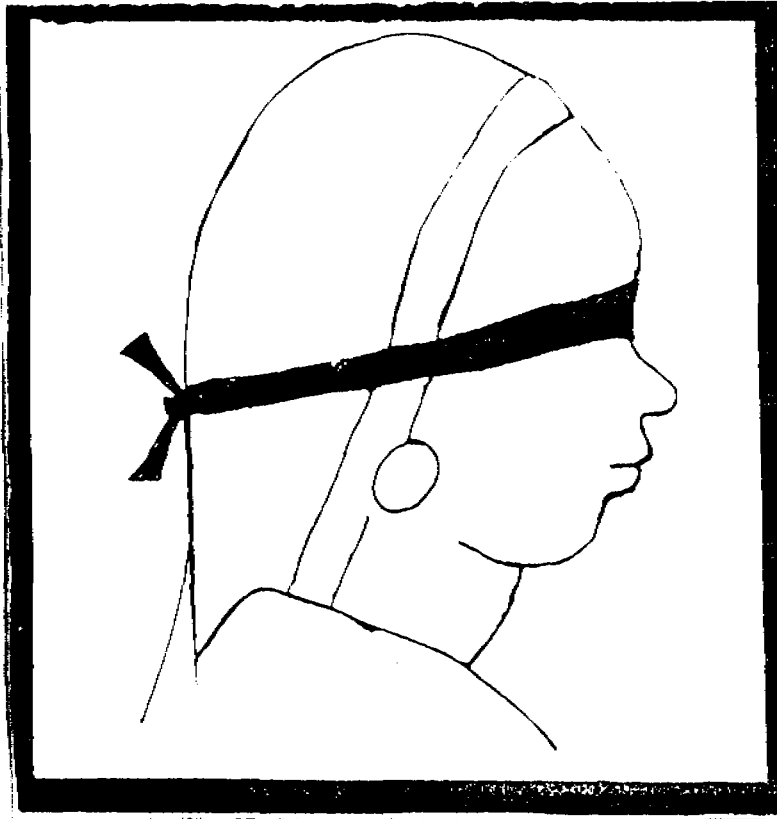
Johari's Window

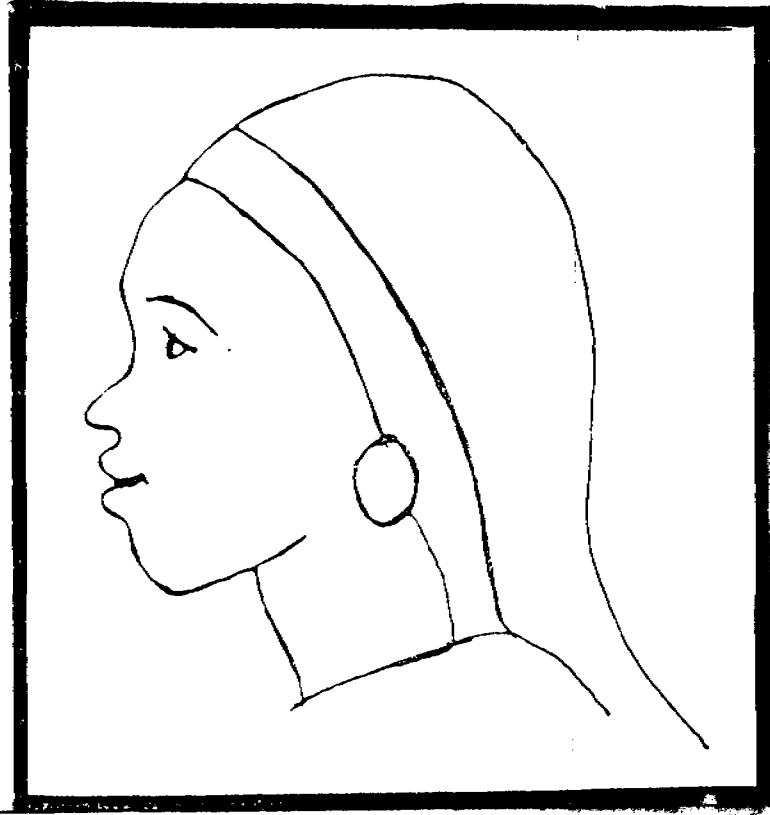
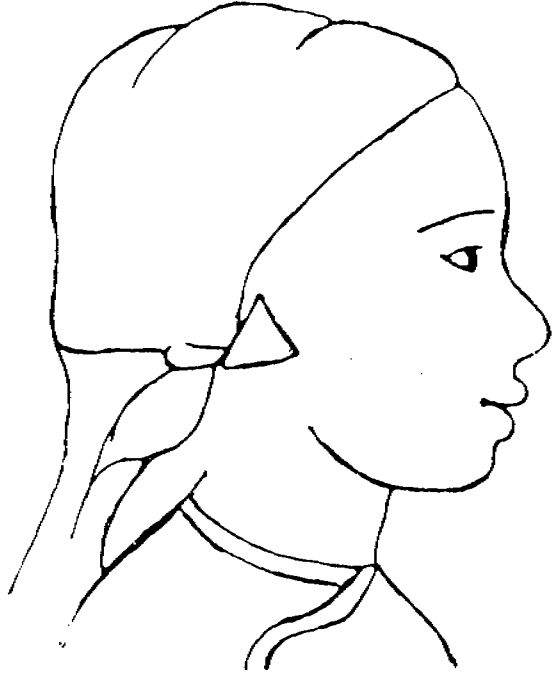
Annex II

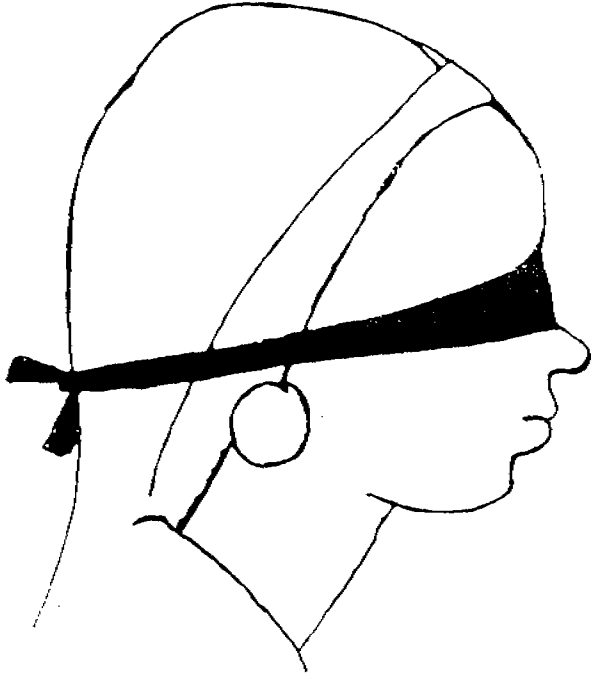
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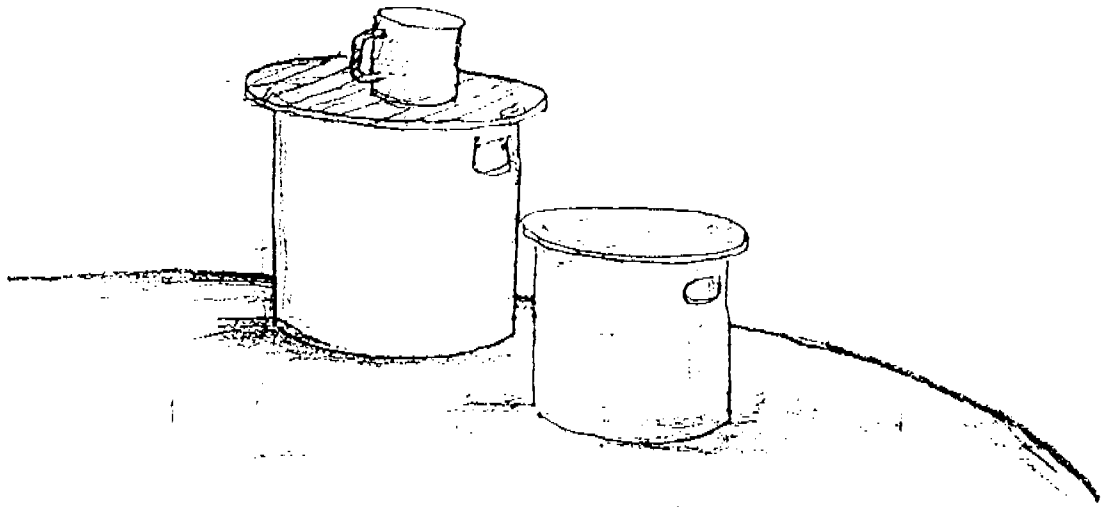
Water Collection and Storage Practices

Annex 12

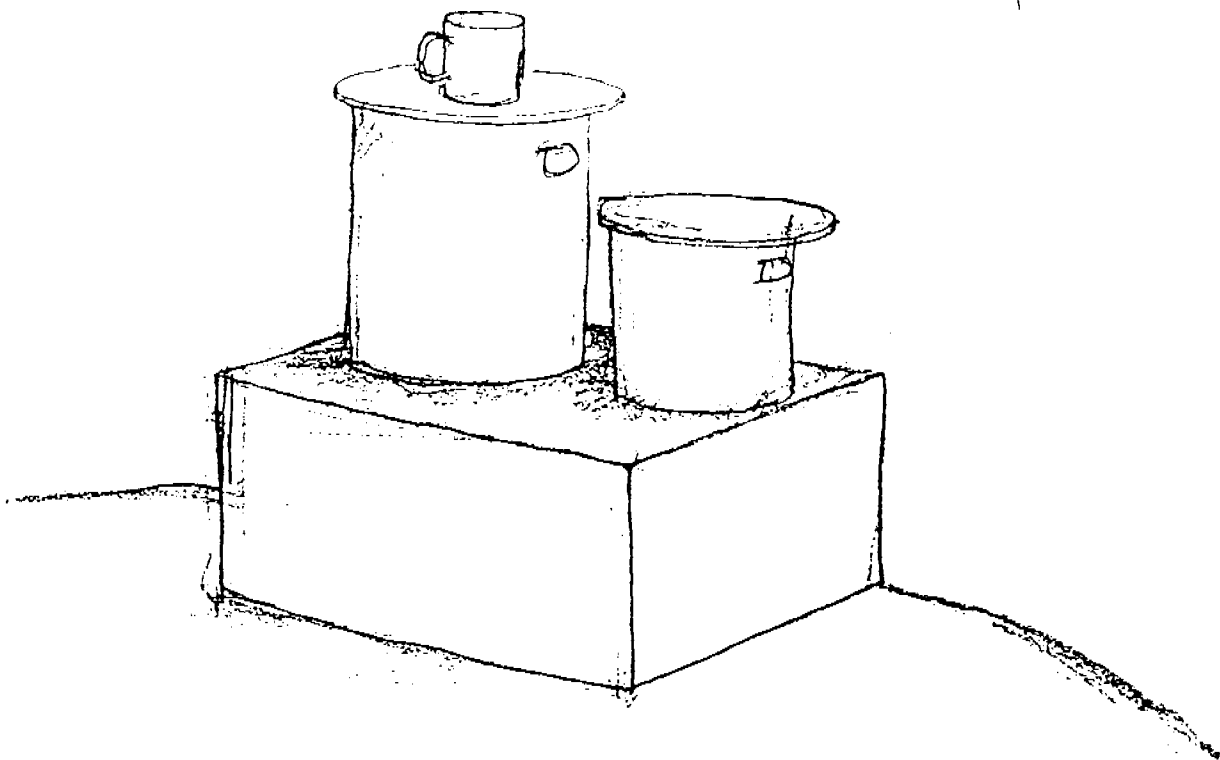
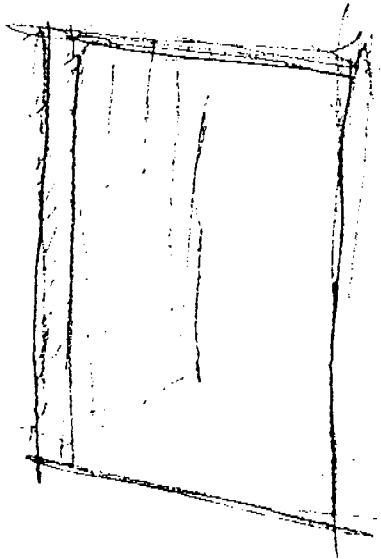
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