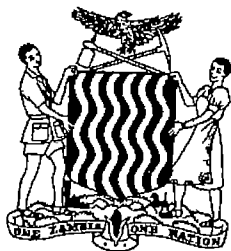


204.1 97CO



Library
IRC International Water
and Sanitation Centre
Tel. +31 70 30 899 80
Fax +31 70 35 899 84



PROGRAMME CO-ORDINATION UNIT

FIRST EDITION

Planning for Construction and Rehabilitation

Supplementary Module 7g

204.1-97CO-14396



CONTENTS

Preface	
Section 1	
Introduction	1
Section 2	
Preparation for Participatory Planning for Construction and Rehabilitation	7
Section 3	
Facilitating the Participatory Activities	13
Section 4	
Evaluation	47

LIBRARY IRC
PO Box 93190, 2509 AD THE HAGUE
Tel.: +31 70 30 689 80
Fax: +31 70 35 899 64

BARCODE: 14396
LO: 204.1 97CO

PREFACE

THE CORE TRAINING MANUALS AND SUPPLEMENTARY MODULES

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

WASHE

WATer, Sanitation, Health, Education



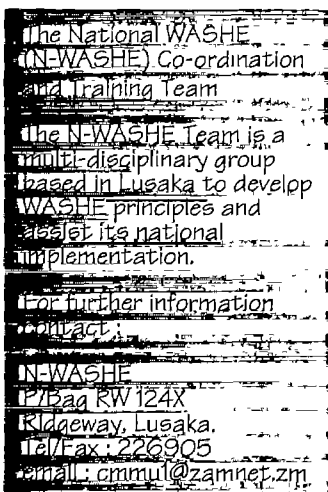
WASHE has been developed in Zambia over the last ten years. Learning mainly from the experiences of Western and Southern Provinces, it is now recognised to be a sustainable approach to rural water supply and sanitation.

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

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

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

For further information
 contact:
 CMMU
 P.O. Box RW 308X
 Ridgeway, Lusaka.
 Tel/Fax: 226905
 Email: cmmu1@zamnet.zm



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



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

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

This is Supplementary Module 7g in the Project Cycle for Community Management in Rural Water Supply, it is called Planning for Construction and Rehabilitation.

Planning for Construction and Rehabilitation is **Stage 6** in the Project Cycle for Community Management in Rural Water Supply.

WHO THE SUPPLEMENTARY MODULES ARE FOR

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

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

The individuals are likely to be :

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

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

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

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

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



See Supplementary Module Ba
WASHE and Gender

HOW THE SUPPLEMENTARY MODULES WERE DEVELOPED

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

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

ACKNOWLEDGEMENTS

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

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

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



THE PRODUCTION TEAM

Dermot Carty, Team Leader

Research, Development and Drafting :

Isaac Mbewe, Rural Water Supply Engineer

Musonda Kaluba, Sociologist

Sue Coates, Training Advisor

Paul Mboshya, Sociologist

Joseph Mathe, Health Educator

Emelia Mweemba, WASHE Facilitator

Editing Team : Dermot Carty and Sue Coates

Layout and Graphics : Davy Ng'oma Graphic Artist

Desk Top Publishing Technicians : Fostina Mwale and Mwazida Mbewe

Data Processing Technician : Jomo Nyirenda

Secretarial Support : Theresa Siwakwi and Felix Kajilo

**Section
1**



INTRODUCTION

SECTION ONE

ABOUT THIS MODULE

This module looks at the *sixth stage* of the project cycle for community management in rural water supply. It provides step by step guidelines to participatory planning for construction and rehabilitation. This module is designed to be used in conjunction with the other titles in Supplementary Modules 7a - 7p.

- Section 1 Introduction
- Section 2 Preparation for Participatory Planning for Construction and Rehabilitation
- Section 3 Facilitating the Participatory Activities
- Section 4 Evaluation and the Next Stage

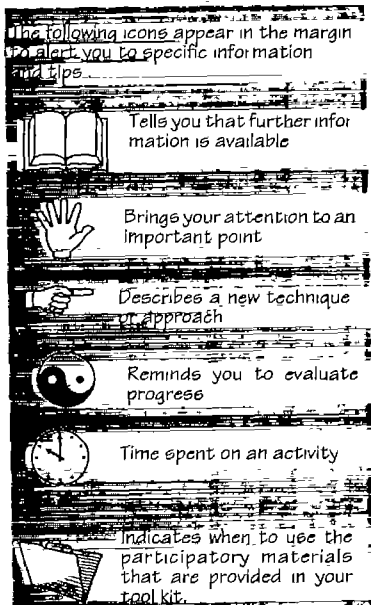
The format is designed to help you :

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

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

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

Space has also been left for your own notes.



THE APPROACH

To equip you with the knowledge and skills to :

- understand the basic philosophy of a participatory approach to community management
- understand the project cycle for community management in rural water supply
- facilitate participatory planning for construction or the rehabilitation of a communal water point
- facilitate the selection of an appropriate technology by the community

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

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

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

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

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



OVERALL OBJECTIVE OF THIS MODULE



THE COMMUNITY MANAGEMENT PROCESS



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



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

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

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

So the basic components of community management are :

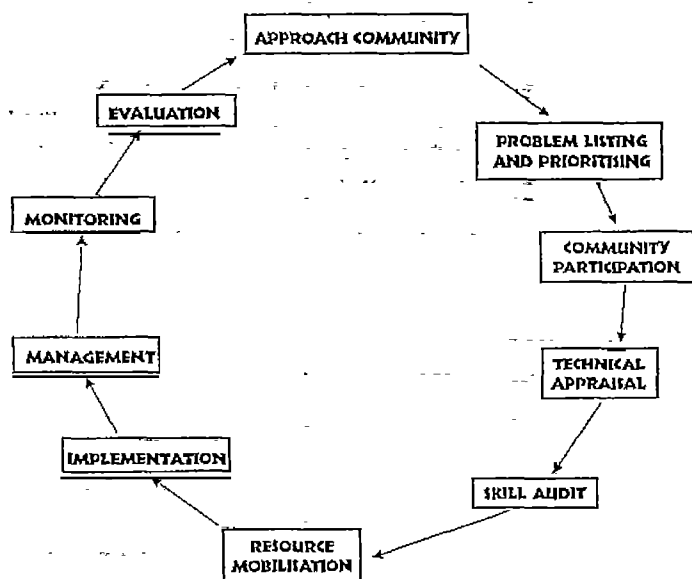
- **community responsibility** : the community assumes ownership of "the system" and "the process"
- **community authority** : the community has the right to make decisions about the action (or intervention) taken that changes their situation
- **community accountability** : the community accepts the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

DEVELOPMENT OF THE METHOD

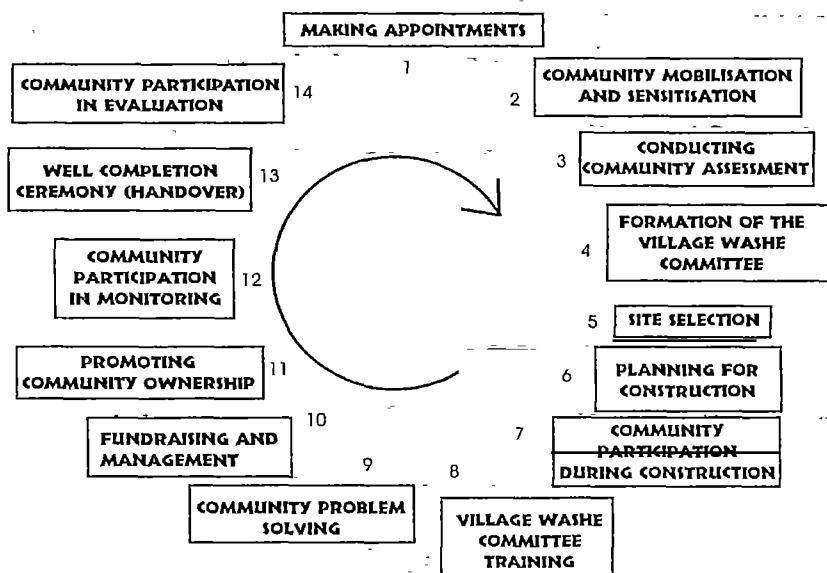


In November, 1995 the CMMU initiated the formation of the core group of actors that are involved in rural water supply projects in Zambia. The task before the group was to compile and further draft the supplementary modules that are now known as series 7a - 7p. The Supplementary Modules were to concentrate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

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



STANDARD PROJECT CYCLE



PROJECT CYCLE FOR COMMUNITY MANAGEMENT IN RURAL WATER SUPPLY



It is important that you fully understand the project cycle, how the stages are interconnected and are flexible. Read Supplementary Module 7a before you start work.

The stages in the project cycle for community management in rural water supply form the basis for the supplementary modules series 7a - 7p. So for example this supplementary module is 7g and looks at the facilitation of planning for construction and rehabilitation using participatory approaches which is stage 6 of the project cycle.

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

FACILITATION

ABOUT THE PARTICIPATORY TOOL KITS

The WASHE concept is very much dependent on the active participation of all the actors in rural water supply and sanitation. At community level every effort should be made to encourage their participation and to support this participatory "tools" have been developed to enhance active involvement. Participatory tools can take many forms, - songs, dances, drama, pictures and posters etc. In the Supplementary Modules participatory tools and their application have been described in detail to support the various activities in community management. In this Supplementary Module (7g), one tool kit is attached :

Tool Kit 7g : Technology Stand Alone Posters

Other tool kits and materials are used from previous stages of the project cycle for rural water supply from the following Supplementary Modules :

Supplementary Module 7a : The Project Cycle

Tool Kit 7a : Visualised Project Cycle

Supplementary Module 7c : Community Mobilisation and Sensitisation

Tool Kit 7c : Water Ladder

Supplementary Module 7d : Community Assessment

Materials generated 7d : Community Maps

Materials generated 7d : Transect Walk Diagrams

Materials generated 7d : Seasonality Analysis Chart Records

Tool Kit 7a : The Visualised Project Cycle is used during Stage One; Suggested Activity One, Review of the Project Cycle and Other Activities, see page 17

Tool Kit 7c : The Water Ladder is used during Stage One; Suggested Activity One, Review of the Project Cycle and Other Activities, see page 17

Materials generated 7d : Community Maps are used during Stage One; Suggested Activity One, Review of the Project Cycle and Other Activities, see page 17

Materials generated 7d : Transect Walk Diagrams are used during Stage One; Suggested Activity One, Review of the Project Cycle and Other Activities, see page 17

Materials generated 7d : Seasonality Chart Records are used during Stage One; Suggested Activity One, Review of the Project Cycle and Other Activities, see page 17

Tool Kit 7g : Technology Stand Alone Posters are used during Stage One Suggested Activity Three; Force Field Analysis, see page 24

Stage Two; Suggested Activity Two, Visualised Presentation Using Posters, see page 28

Section
2

**PREPARATION
FOR
PARTICIPATORY
PLANNING FOR
CONSTRUCTION
AND
REHABILITATION**



UNICEF/GIACOMO PIROZZI

SECTION TWO**PREPARATION FOR PARTICIPATORY PLANNING FOR CONSTRUCTION AND REHABILITATION**

By the end of this section you will :

- understand the importance of the process of participatory planning for construction and rehabilitation
- understand the importance of the community being involved and agreeing upon a technology that they perceive to be appropriate
- have thought about the preparation you need to do before discussing planning for construction and rehabilitation with the community

SUGGESTED APPROACH

A number of participatory activities, for use with the community, are suggested as a way of ensuring community participation during planning for construction and rehabilitation. These participatory activities are designed to be used as part of the overall project cycle approach, however it is important to first answer some questions, in order to prepare yourself adequately for the field.

Why community participation now?

The overall intention of all development in rural water supply is sustainability of the resource or investment. Community participation at the time of planning for construction and rehabilitation is very important because :

- there is need to secure a commitment to participate from community members
- the community and the facilitation team can agree upon a technology that the community perceives to be appropriate
- the community can collectively identify the tasks, skills and resources that are required for construction and rehabilitation
- the community and implementing agency can share the roles and responsibilities that are related to construction and rehabilitation

- the community can draw up an appropriate plan of action and set a time frame

What else needs to be considered?

There are some important factors to consider when planning for construction and rehabilitation, these include :

- other activities that the community participates in either as a whole group (e.g. traditional ceremonies) or individually (e.g. agricultural activities) which may affect the community's ability to participate at particular times of the year, month, week or day
- the identification of locally available skills and resources to maximise internal contributions rather than bringing external expertise in
- community specific factors that may *promote* the construction and rehabilitation and factors that may *hinder* progress
- gender issues; the roles of men and women during construction, expectations of these and balanced participation



See Supplementary Module 8a
WASHE and Gender

The issues related to each of these factors are described in Section 3 with the relevant activity. These factors need to be borne in mind when :

- facilitating participatory planning for construction and rehabilitation
- working towards reaching a community consensus and agreement about an appropriate technology
- working towards community consensus about the roles and responsibilities of the community and those of the implementing agency

Facilitation - a team effort



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

What preparation needs to take place?

The CMMU strongly advises that considerable preparation is undertaken before work with the community begins. Careful planning will benefit everyone and will minimise the confusion that can arise when nobody is sure who is doing what, when and why. It is never a good idea to work in isolation and good community development relies on people as the main resource. As the facilitator you will need to seek the assistance of others and by now you will have formed a facilitation team. If for some reason this has not happened, we suggest the following guidelines be adopted when forming a facilitation team.

A good facilitator is



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

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

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

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

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



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

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

What activities will we facilitate?

This module outlines a number of participatory activities that may be used during planning for construction or rehabilitation. Rather than prescribing that the activities provide a formula or blue print for participatory planning for construction or rehabilitation, they are included as options which are known to be appropriate.

Facilitators are encouraged to get to know the activities and apply the ones that they feel will work best. Some activities follow on from others, some demand more resources and so on. The most important thing to remember is to work within the resources that are available to the facilitation team.

The activities outlined are :

- review of the project cycle and previous activities
- performing a community role play
- conducting a force field analysis
- visualised presentation using stand alone posters
- seasonality analysis review and development
- activity profiles and daily schedules
- task allocation and visualising action
- performing a community role play

The activities are described in Section 3. The activities are designed to help the community discuss the issues related to planning for construction or rehabilitation of a water point. They also act to strengthen a "two way" communication process between the community Village **Water Sanitation and Health Education** Committee (V-WASHE), the community as a whole and the facilitator or agency.

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



It is important that the facilitation team feels comfortable with the activities and is aware of the desired outcomes. At the end of the Module, in Section 4, there is an evaluation exercise to help the facilitation team assess their impact.

The materials that you will need to facilitate community planning for construction and rehabilitation are listed in Section 3 alongside each activity.

Guidelines for working in groups :

You will often ask the community to work in small groups and we suggest that you bear in mind the following :

- be sensitive to community culture and norms
- decide with the community if women and men should work separately (remember that depending on the gender balance you will get different feedback)
- traditional leaders and councillors can dominate groups and this can have a negative effect upon participation
- groups bigger than 10 are counter productive - not everyone will be heard
- always attach a facilitator to a group, not necessarily to take a lead but to OBSERVE and ensure participation of all!

See Supplementary Module 8a
WASH&E and Gender



See Supplementary Module 7p
Group Dynamics and Energiser Tool
Kit.



Section
3

**FACILITATING THE
PARTICIPATORY
ACTIVITIES**



SECTION THREE

FACILITATING THE PARTICIPATORY ACTIVITIES

By the end of this section you will :

- be familiar with the activities and tools that are suggested for facilitating participatory planning for construction and rehabilitation
- understand the issues that are related to planning for construction and rehabilitation and be able to facilitate the process

SUGGESTED APPROACH

There are a number of activities that can be undertaken to facilitate a participatory planning process with the community prior to construction and rehabilitation. Some of the activities will by now be familiar to the facilitation team and the community, others are introduced for the first time. All the activities build on the previous stages of the project cycle. Whether you are using a new participatory tool or a familiar one you should always be mindful that a) the context is different and this needs to be made clear to all the participants and b) you do not over use a particular tool as this may lead to boredom and a lack of interest.

It is important that you are clear about the objectives of planning for construction and rehabilitation and feel confident about what you want to get out of each activity.

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

We suggest that the objectives are met through a series of connected stages. The activities for each stage are listed below.

STAGE ONE : WHAT ARE WE PLANNING FOR AND WHY?

This stage confirms the type of intervention, either construction or rehabilitation, that will take place and reaffirms the reasons why planning is necessary at this stage of the project cycle.

The following activities are suggested for stage one :

- reviewing the project cycle and previous activities
- performing a community role play
- conducting a force field analysis

STAGE TWO : AGREEING UPON THE CHOICE OF TECHNOLOGY

This stage determines which technology is to be used for construction or rehabilitation, what the opportunities and constraints are and ensures that everyone agrees with the decision and understands the implications.

The following activity is suggested for stage two :

- visualised presentation using stand alone posters

STAGE THREE : AGREEING UPON ACTIONS AND RESPONSIBILITY

This stage looks specifically at action planning in terms of the tasks that need to be undertaken, the division of labour and scheduling for the work which is to be undertaken during the next stage of the project cycle. It explores the roles and responsibilities of men and women in relation to their involvement in the construction phase and challenges inequalities. This stage also identifies existing expertise and resources from within the community. Finally it highlights what happens when actions are not taken or responsibilities are ignored.

The following tasks are suggested for stage three :

- seasonality analysis review and development
- activity profiles and daily schedules
- task allocation and visualising action
- performing a community role play



STAGE ONE

WHAT ARE WE PLANNING FOR AND WHY?

By the end of this stage you will have :

- assisted the community to make a final decision regarding the type of project they are going to manage; either the construction of a new water point or the rehabilitation of an existing one
- reaffirmed the need for planning and the consequences of poor planning
- discussed with the community the reasons why previous interventions have failed (if they have existed) and what lessons can be learned from the experience

SUGGESTED ACTIVITY ONE . REVIEW OF THE PROJECT CYCLE AND PREVIOUS ACTIVITIES

PREPARATION

During community assessment, which is stage three of the project cycle for rural water supply, the community used the water ladder to assist them to make decisions about the type of project that they were to become involved in. They then went on to form a V-WASHE committee and to select a site, if indeed a new water point was to be constructed. Whether the community are intending to construct a new water point or rehabilitate an existing one the need for careful planning is crucial to avoid project failure.

Before setting timetables, schedules of work and distributing tasks it is important to make sure that the whole community is united in their choice of project and that they are working together to achieve the desired result.

Working together with the V-WASHE committee, look back at the decisions that have been taken and prepare for a **community meeting** to seek confirmation of the decisions before moving on to the planning stage.



2 hours



Use Tool Kits/materials referenced :

- 7a visualised project cycle
- 7d : community maps
- 7d : transect walk diagram(s)
- 7c : water ladder(s)
- 7d : seasonality analysis chart records

All of the materials were used or generated during the community assessment stage of the project cycle, Supplementary Module 7d Community Assessment



See Supplementary Module 7p Group Dynamics and Energiser Tool Kit for guidelines on how to help people to work together effectively

Consider the following points when preparing for the community meeting :

- at all times the V-WASHE committee must represent the interests of the whole community and not just a few
- there will have been a number of factors that led to the final choice of project and the community should be reminded of these
- at this point you are seeking community agreement and recommendation to proceed - this is likely to be forthcoming if the process so far has been democratic
- ensure that you have all the materials from the activities that led to a decision being made, for example the community map, the cross section diagram from the transect walk and the water ladder results
- make sure that everyone in the committee and facilitation team understands the decisions that were taken and where they fit into the project cycle
- ask a committee member(s) to facilitate the meeting, so giving leadership responsibilities to the community and not the implementing agency or facilitation team
- before the meeting begins make sure that the visualised project cycle and the community map are displayed together with the transect walk diagram and the water ladder as it was constructed during the community assessment stage. It will also be useful to have the seasonality analysis chart at hand

Supplementary Modules 7a - 7p outline this process



See page 10 for notes about good facilitators and foster these qualities in V-WASHE committee members



Guidelines for facilitating the community meeting :

- open the meeting by reminding the community which stage of the project they are at by highlighting this on the visualised project cycle
- explain that before moving on it is important to ensure that everyone knows what is being proposed, either construction or rehabilitation and that they agree with the decision
- ask one of the V-WASHE members to review the displayed materials, explaining what the material relates to and how it led to a particular decision. Be participatory by allowing other community members to contribute

for example; the community map may have shown an abandoned handdug well with a windlass, during the transect walk it may have been suggested that the well could be rehabilitated as it is not beyond fixing,

the rings are intact and the water level good. The *water ladder* may have shown that the community is in favour of a water point with a handpump. All of these factors may lead to the decision to seal the original handdug well, remove the windlass and install a hand pump.

- discuss the proposal with the community, checking that their perception is the same as that of the V-WASHE committee and the facilitation team
- agree that the proposal is the one to be followed and ensure that the V-WASHE committee records the decision
- the community is now ready to move on to the next activity

SUGGESTED ACTIVITY TWO : COMMUNITY ROLE PLAY

This activity is primarily suggested for use with communities that have had a water point that is now either abandoned, vandalised or out of use due to poor or inadequate community management and who are planning for rehabilitation. However the issues raised in the activity are equally useful for communities that have not had a water point before as it may help to sustain the facility in the long run. **To help facilitate the activity we have suggested *two role plays* that should be used depending on the community that you are working with.**

Community role play was last used during stage four of the project cycle, formation of the V-WASHE committee. Performing a community role play is a useful way of visualising ideas or concepts. Here in role play one, we have suggested that the tool is used to highlight the problems that were experienced by the community when they last had a water point. Alternatively in role play two, we demonstrate the problems of managing a resource in the community, for example a disused cattle trough or a collapsed communal insaka, with a community that has not previously been involved in water point management but needs assistance with the development of its community management skills.



1-1 1/2 hours



Role play was last used in Supplementary Module 7e Forming a V-WASHE Committee.

Role play uses the real life experiences of the participants. Situations, problems and experiences are acted out in a form of a short play.



Use local materials and props to make the community play as realistic and appropriate as possible

SUGGESTED ROLE PLAY ONE : WHAT WENT WRONG LAST TIME?

PREPARATION

This role play is aimed at communities who are to be involved in rehabilitation.

Before conducting the activity with the whole community discuss with the V-WASHE committee why the existing water point is not used. Be careful to obtain a true picture and use your acquired knowledge of what has happened from your experience and work with the community so far.

Ask the V-WASHE committee to prepare a **role play** that shows what went wrong.

We are unable to predict all the circumstances that lead to a water point being abandoned as the specific reasons are likely to be different from community to community. For this reason we suggest that you work with the V-WASHE committee to develop a role play that depicts their community's specific circumstances. The following examples will help your preparation :

- the water point was vandalised, the bucket stolen and the windlass damaged so the women went back to their original source
- the well committee lasted only a few months after the well was completed due to a lack of commitment, the surrounding wasn't cleaned, no money was collected to maintain the water point which fell into disrepair
- collecting money for the upkeep of the water point proved difficult, fines were imposed on those households that did not pay, arguments broke out and the well was vandalised
- the implementing agency pulled out of the area before the well caretaker was trained, the water point needed maintenance and nobody knew how to solve the problem
- the spare parts proved too expensive and they could only be obtained from the provincial capital, it became easier to revert to the traditional source as transport was so expensive and hard to find

- the rings in the well slipped due to poor installation, the water became discoloured and too dirty to drink, a crack developed in the structure and the women complained that the well committee should organise repairs, nothing was done

Remember that role plays work best when :

- the messages in the role play are specific and to the point
- the role play does not go on for too long - keep them short
- complicated problems are split into separate scenes
- the ideas are worked out as a group first and then practised before performing in front of the community

Guidelines for facilitating the session :

- ask a V-WASHE committee member to introduce the activity by explaining that in order to ensure that the rehabilitated water point will last longer than before, it is necessary to reflect upon what went wrong the last time and why
- ask the V-WASHE committee to perform a role play that depicts what went wrong amongst the committee members in front of the whole community
- ask the community members to perform a role play that depicts what went wrong in relation to (for example) attitudes and practices of the users, relationship and communication with the committee, co-operation, lack of commitment etc.
- between the scenes, or at the end of the performance, facilitate a discussion that asks what the role play was about and why the events have happened
- encourage discussion about the *causes of the problem(s)* and begin to explore the reasons behind them, for example was poor community involvement to blame, who 'owned' the water point and so on
- as the ideas and opinions are voiced ask two of the facilitators to record the main points; one record should be for the community to see and the other for cross referencing and evaluation - this record can perhaps be kept in a note book
- find out if the community agrees that the situations were portrayed as they actually happened, if not, why not?

- what other problems were there that contributed to the situation?
- ask the community to suggest ways in which the problems can be avoided in the future, for example :

-better planning

-training for the V-WASHE committee

-a commitment to pay contributions on time and carrying out allocated tasks

-co-ordinated income generating activities to raise more funds

-information meetings on a regular basis to inform the community of the V-WASHE committee's activities



- summarise the activity by emphasising the need to avoid such problems occurring again, the responsibility of the community to manage the water point as they have agreed with the implementing agency and for a committed effort to avoid wasted investment
- finally stress the importance of planning, co-ordination and co-operation beyond organising the community to construct the water point, contribute labour and collect initial contributions - planning is not only needed now but also in the future

SUGGESTED ROLE PLAY TWO : REFLECTING ON THE POOR MANAGEMENT OF A COMMUNITY RESOURCE

1 - 1 1/2 hours



PREPARATION

This approach is suggested for communities who have not previously managed a water point.

Not all communities have experienced the task of managing a community water point, indeed some communities may only be considering a communal water point for the first time. Such communities will probably face problems like any other, particularly in sustaining their supply through a community managed process. In order to let the community think about the importance of planning for the future it is helpful to reflect on previous situations that have led to the problems.

Instead of focusing attention on a water point we suggest that another communal resource is used to achieve the same objectives as those that were described in *role play one*. We can not prescribe what this resource will be but it could be something like:

- a communal insaka that was used for meetings until the thatched roof fell into disrepair and became dangerous
- a communal dip tank that can no longer be used to dip cattle because the sides of the pit are collapsing
- a dirt track that is used to the village during the rainy season which becomes impassable due to the deep mud that has formed by the dambo, there were some small wooden planks to walk on but these have been stolen

There are many more examples and we suggest that you use one that *is real and that is recognised by the community* that you are working with. Discuss the possible scenario with the V-WASHE and then **follow the guidelines that are suggested for role play one**, substituting references to the water point with the resource that the V-WASHE has chosen.



See page 21

Guidelines for facilitating the session



During the summary for this activity link the lessons that have been learned to the community management of the forthcoming water point before moving on.

Things to watch out for :

- remember that your main objective in conducting a role play is to allow the community to :
 - reflect
 - think about how important planning and organisation is
 - realise that there are solutions to problems and that things do not have to collapse or go wrong
- do not let the community become despondent
 - encourage them and build upon their positive suggestions



Always evaluate the activity with the V-WASHE committee. What have they learned from it? What training do they think that they will need to help avoid future

collapse or misuse of the water point. What are they concerned about most? Discuss ways of assisting the V-WASHE committee to maintain its confidence and commitment.

1 1/2 - 2 hours



This activity can be done on the ground and then recorded in a notebook



Use Tool Kits referenced

7c : water ladder, pictures as appropriate
7g : technology stand alone posters, as appropriate

SUGGESTED ACTIVITY THREE : FORCE FIELD ANALYSIS

This activity can be used as an alternative to activity two but it is equally useful as a way to expand the issues that have been raised through the role play.

Very often implementing agencies put a lot of emphasis on what has gone wrong in the past without finding solutions for the future. There is also a tendency to leave the community continually feeling that everything is the agency's responsibility without demonstrating to them that they have the capacity to solve problems. Many solutions exist already within a community so it is not always the case that external input is the only answer.

- helping forces pull towards a goal assist progression and so promote sustainability
- hindering forces pull back from the goal, slowing the process down and threatening sustainability

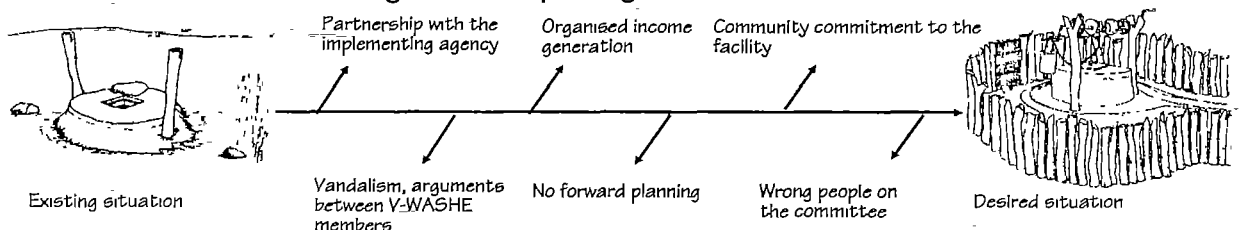


Force field analysis looks at the forces and factors (problems) involved in either reaching a goal or sustaining a resource. It identifies the *helping forces* that will assist progress or promote sustainability and the *hindering forces* that stop progress or threaten sustainability. The analysis is visualised by looking at *where we are now* (the problem) and *where we want to be* (the problem solved or eradicated) and gives the community the opportunity to think about solutions and to identify community strengths and weaknesses.

- hindering forces are often around the community not knowing who is responsible for what, poor communication, poor planning and poor co-ordination

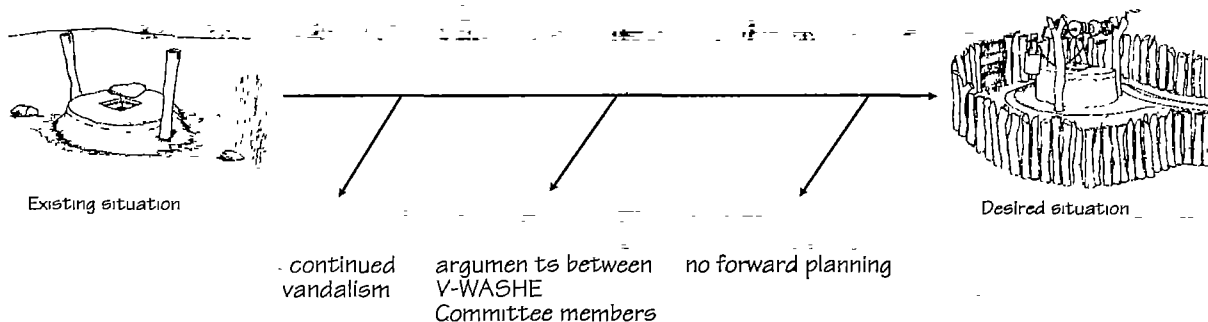


Below is an example of a force field analysis that was constructed to see how a community could avoid letting their rehabilitated water point fall into a state of disrepair again. Above the line, pulling towards the rehabilitated water point are the things that will contribute to progress in rehabilitation/construction and the upkeep of the water point. Below the line, pulling back to the abandoned water point are the things that should be avoided because they will lead to slowing down of progress and the water point falling into disrepair again.

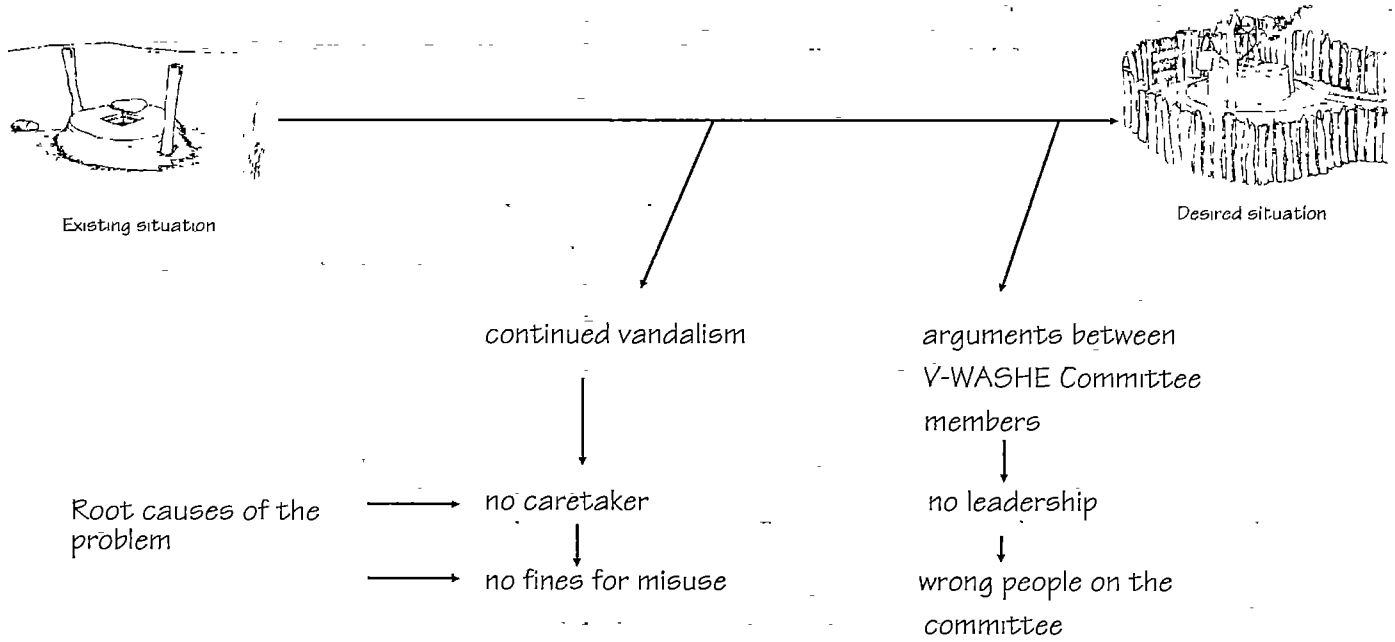


Guidelines for facilitating the activity :

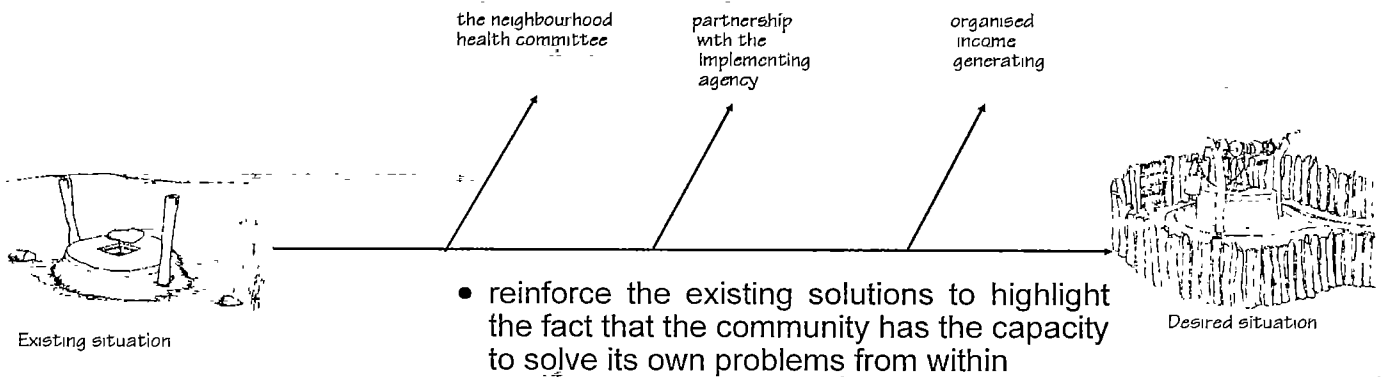
- introduce the activity by saying that in order to ensure that the new or rehabilitated water point has a long life span it is important to look for ways to operate and maintain it effectively
- as part of the planning process there is a need to look beyond construction or rehabilitation so that the efforts made during this time are not wasted
- next split the community into groups of 10 -12 and allocate a facilitator to each asking them to :
- draw a line on a large sheet of paper, a wall or the ground and explain to participants that the line represents the process of moving from where they are now (the collapsed water point/no water point) to where they want to be (the rehabilitated or new water point)
- at the left end of the line draw/write or symbolise the existing situation (you could use the picture from the water ladder, for example the hand dug well without a windlass)
- at the right end of the line draw/write or symbolise the desired situation - you could use the relevant technology poster from your tool kit or the relevant water ladder pictures
- next explain that below the line represents the hindering forces or factors that pull away from the desired situation and towards the existing one - these forces will lead to the desired situation being reversed and a return to the existing one, i.e. the new water point falling into disrepair just as the old one did
- ask for suggestions of problems, factors or hindering forces that should go below the line, for example :



- when all the suggestions and contributions have been made, review them explaining the ideas, to identify the root causes of the problems, for example :



- next turn your attention to above the line and ask for existing or potential helping forces that will pull the community towards the desired situation and keep them there, for example :



- reinforce the existing solutions to highlight the fact that the community has the capacity to solve its own problems from within
- compare the hindering and helping forces and discuss the issues that arise
- summarise by stressing to the community that the number of helping forces that exist is very positive and how with better planning and co-ordination the problems that have been experienced in the past can be avoided



Things to watch out for :

- at first the community may only recognise external helping forces, e.g. yourselves and your resources as being valuable - counter claim this by constantly looking for things that exist within the community, individuals with expertise and skills, existing committees to work with, local resources etc.
- always be realistic, particularly if the community has proved to be poor managers with little or no co-ordination in the past
- always probe beneath the surface of the causes that are being suggested so that the root cause is exposed and dealt with

Evaluate the activity with the V-WASHE Committee.
Discuss how the helping forces can be developed so that they really do assist the process of community management.



STAGE TWO

AGREEING UPON THE CHOICE OF TECHNOLOGY

By the end of this stage you will have :

- assisted the community to determine which technology is to be used for construction or rehabilitation
- explored with them the opportunities and constraints attached to the technology
- ensured that everyone agrees with the decision and understands the implications

SUGGESTED ACTIVITY ONE : VISUALISED PRESENTATION USING STAND ALONE POSTERS

1 - 2 hours depending on the choices of technology available.



Use Tool Kit referenced :



7g technology stand alone posters

PREPARATION

This activity will probably form part of, or be an extension of the community meeting that was suggested in stage one.

By technology we mean :



- the type of construction in its completed form, for example a tube well, a borehole, a hand dug well with bucket and windlass

However the spare parts that are required for rehabilitation are also referred to as a technology unless otherwise indicated

Whether the community is involved in the construction of a new water point or a rehabilitation project there will be a need for some form of technology. While we would advocate that the community should have the right to chose the technology that suits their needs, **in reality the choice may have already been determined for technical or other reasons.** With this in mind it is important that the community is as involved as much as possible and that the technology is not simply imposed upon the community.

In Zambia an attempt is being made to standardise the technology types that are being used to assist effective operation and maintenance and improve access to spare parts. Many donors and NGO's are involved in this process and are advocating the use of particular technology types. In a particular area this may limit the choice that the community has but nevertheless the technology must be accepted as the most suitable. It is up to the facilitation team to explain the situation to the community and ensure that they understand why the technology is being suggested and that they agree with the choice.

See Supplementary Modules 2a - 2g and 3a - 3b for technology standardisation information



To facilitate this we suggest the use of ***stand alone posters***.



Stand alone posters were last used in Supplementary Module 7f Site Selection

Here the posters are different but the method is the same

Each poster shows a different technology type and can be used to explain to the community what the technology is and what it looks like in-situ. The posters can be used to clarify the differences between technology types and stimulate discussion.

Before facilitating the activity discuss with the implementing agency the technology options that are available, why they are favoured and what flexibility in terms of choice can be offered to the community. The implementing agency may have a demonstration model that can be taken to the community to allow for a "hands on" look at what is being suggested. There may also be manufacturer's pictures and information that would help your own understanding and familiarisation of the technology type. *The most important thing for the facilitation team is to make sure that they are fully familiarised with the technology, how it operates, its advantages and disadvantages and its cost and maintenance implications.* The community will expect answers to these and more questions so be prepared!



In Northern Province Irish Aid have made models of the common technology types that are in use. These are easy to carry and ideal demonstration tools for use in the community

Guidelines for facilitating the session :

- using the appropriate poster(s) from your tool kit, or material from the implementing agency explain to the whole community which technology is being suggested
- make sure that the poster(s) is displayed for everyone to see before you move on
- make sure in your presentation that the following factors are included for each technology, if there is a choice, or for the recommended option :
 - the technology name
 - the capital cost
 - the maintenance and operation costs and tasks
 - the expected life span of the technology if it is looked after properly



See Supplementary Module 2a - 2g for construction details and information about technology types

-how reliable the technology has proved to be in situations similar to the one the community would be using it in

-the basic working/moving parts

-what this technology infers

- describe the known advantages and disadvantages of the technology and ask if the community can see any other problems related to the use of the technology
- if a choice of technology is being suggested compare the advantages and disadvantages of each and assist the community to decide which is the most suitable
- ask if there are any questions and answer using the experiences of the community as far as possible, e.g. how problematic has operation and maintenance proved to be in the past, what capacity does the community think it has in terms of funds and ability to meet a continued contribution and so on
- before reaching a consensus about the suitability of the technology summarise the presentation, allow for additional questions and clarify any outstanding issues
- if more than one technology is suggested it will be necessary to facilitate a vote. We suggest that the pocket chart technique or an other voting technique be used

Fund raising management is often a problem. See Supplementary Module 7k Fund Raising and Management for ideas on income generating activities.



The pocket chart voting technique was last used in Supplementary Module 7e Formation of a V-WASHE Committee.



Conducting a pocket chart vote :

- choose a place where people can vote privately
- pin the picture of each choice of technology on to a pocket
- ask participants to place their vote in the pocket of their choice - use beans, pebbles, stones

Things to watch out for :

- try and make sure that the community is constantly aware of the problems that happened previously in relation to the advantages and disadvantages of the technology choices
- stress factors which relate to ease of operation and maintenance, recurrent cost and ease of replacement of minor parts
- give local examples of where the technology has been a success particularly in terms of community management
- always explain the support that th community recieve once the technology is in place

Always evaluate the activity and think of ways in which you can make the use of the chosen technology more effective.



STAGE THREE : AGREEING UPON ACTIONS AND RESPONSIBILITY

By the end of this stage you will have :

- assisted the community to look specifically at action planning in terms of the tasks that need to be undertaken in preparation for construction/rehabilitation
- discussed the division of labour, responsibility and scheduling for the work which is to be undertaken during the next stage of the project cycle in gender specific terms
- identified existing expertise and resources
- looked at what happens if the decisions made during planning are ignored

SUGGESTED ACTIVITY ONE : REVIEW OF THE PROJECT CYCLE AND TASK IDENTIFICATION

PREPARATION

It is useful to plan this activity with the V-WASHE committee and then let them lead the facilitation of a meeting with the whole community to discuss the issues in full and democratically organise themselves.

Meet with the V-WASHE committee and help them to make sure that they are fully familiar and comfortable with the project cycle. Discuss with them the tasks that have to be undertaken to plan for either construction or rehabilitation and make a list of these for the committee to refer back to. Assist the committee to prepare for a community meeting that will :

- review the project cycle in terms of where the community has reached *and* the construction/rehabilitation stage that they are planning for
- identify the tasks that have to be undertaken in order to be ready for construction/rehabilitation, these tasks are likely to fall into the following areas :
 - fund raising activities and management
 - community labour
 - transport
 - collecting local materials



2 hours depending on level of intervention e.g construction or rehabilitation and type of technology



Use Tool Kit referenced :
7a the visualised project cycle



If you are not confident about your knowledge of the tasks involved ask the implementing agency for technical assistance.

- preparing the site
- organising hospitality and subsistence
- procuring materials and delivery
- tools and equipment management
- management and co-ordination
- organising rotas and work schedules

While some of these areas and the tasks within them are the responsibility of the V-WASHE committee it is very important that the *whole community is involved* throughout the process. At no time should the V-WASHE act without the agreement of the community and for this reason it is important to talk things through together.

Guidelines for facilitating the meeting :

- as far as possible let the V-WASHE committee run the meeting
- it is important to *support* the committee during their presentations and advise them of any omissions, help with clarification and assist them to solve problems
- try and make sure that the following happens :
 - the community understands where they are in the project cycle and where they are moving towards
 - the community understands why the tasks have to be identified and why it is important to plan
 - the tasks are identified
- list the tasks on a large sheet of paper and split them into clusters of associated tasks by asking the community to identify which tasks are related to each other - this exercise should be held in the community's own language and all written information should be clearly read out
- reach a consensus that all the tasks are included, deleting or adding as necessary
- summarise by repeating the list and make sure it is displayed for everyone to see

Remember a cluster is a group of associated ideas, tasks, etc s



This activity can be recorded on the ground and the information then transferred to a note book



The next activity looks at when the tasks should be undertaken and begins to make decisions about who will do them.

Things to watch out for :

- always be mindful of the specific tasks that the implementing agency is expecting the community to do - try and get the community to identify these themselves before advising them of any obligations
- make sure that the community members are fully aware of what the implementing agency is going to do too!
- keep a check list as the activity is underway so that nothing is missed out

Evaluate the activity with the V-WASHE committee; were there tasks that the community had identified that the V-WASHE had not thought about; how did the presentation and facilitation go; did the community accept a V- WASHE member as the facilitator; does the community understand why planning is so important and so on?



SUGGESTED ACTIVITY TWO : SEASONALITY ANALYSIS REVIEW AND DEVELOPMENT

PREPARATION

As part of the community assessment activities that were carried out during stage three of the project cycle, the community conducted a **seasonality analysis** exercise. This activity reviews that exercise and builds on it to decide when the optimum time is to carry out preparation and construction activities and to begin to consider who will be doing what.

We cannot stress enough the need for clear guidelines about who is responsible for what and when. A common early problem occurs when the implementing agency thinks or assumes that the community fully understands what they are supposed to do, then leaves and returns some weeks later to find that no work has been done.

Again it is important to work with the V-WASHE committee to plan this activity *before* conducting it with the whole community.



2 - 3 hours



Use generated materials referenced .

7d . seasonality analysis chart records

large sheets of paper for recording or note books

See Supplementary Module 7d
Conducting Community
Assessment



Before holding a planning meeting with the V-WASHE it is important that you understand the activity and what it is hoped to achieve.

As we have said the activity will review the seasonality analysis exercise that was facilitated during community assessment. This time however it is intended that the chart is developed to look at the specific participation of women and men during the preparation and construction stage of the project. It will also determine when is the best time to carry out preparation and construction or rehabilitation. The reasons for this are :

- it is important to challenge existing participation patterns, particularly if they put women in a subordinate role, unreasonably increase their workloads and marginalise them when it comes to decision making
- the most productive time to be involved in participation during construction is *not necessarily now* but is dependent on the season and the other activities that are demanding time, e.g. festivals, agricultural activities etc.
- it will be necessary to meet with the Well Capitao, to discuss participation during construction and this will need to be organised in advance by the facilitation team

The Well Capitao is responsible for all technical supervision during construction or rehabilitation. He/she is likely to work for the implementing agency.



Hold a planning meeting with the V-WASHE committee that includes :

- a review of the recorded seasonality analysis chart that asks why the chart was made and what information it provided. The following list is to remind you of what information the seasonality analysis exercise sought to provide :
 - to highlight opportunities and possible constraints
 - to reassure the community and help them to gain confidence in their abilities to communally manage the process
 - to identify peak capacity times
- a discussion about what the session with the community will involve and why it is important
- preparation for the meeting and decisions taken about who will present and/or facilitate what
- finally make sure that each facilitator has a check list of the tasks that were identified in activity one and that you

have sufficient large copies of the seasonality analysis chart for group work

Guidelines for facilitating the activity :

- make sure that the seasonality analysis chart is in a place, possibly on the ground, where everyone can see and discuss it
- ask the previously elected person to present and review the seasonality analysis chart to the community
- explain that the information will now be used to plan when to undertake the tasks that were identified in activity one and begin to decide who is responsible for what
- depending on the size of the group either work as one whole group or split the community into smaller groups of 10 - 12 people



See Supplementary Module 7p Group Dynamics and Energiser Tool Kit for advice about working in small groups.

- make sure each group has a copy of the seasonality analysis chart that is big enough for everyone to see, these could be prepared before the meeting by the V-WASHE committee
- attach a facilitator to each group and ask them to :
make sure that every participant understands the task and can see the chart

ask the participants to work through the chart using different markers to indicate which activities are conducted by men and which are conducted by women or both



The best markers are local materials - be creative ! You do not need pens.

Note that the chart is likely to show information that is not an activity, for example the occurrence of disease, but it is still possible to identify who is affected and when.



Women are often the members of the community who suffer from disease. They are particularly susceptible during pregnancy and breast feeding if their diets are limited and their water supply inadequate

- facilitate a discussion about the reasons why men do particular activities and women do others, why some are shared and others are not, do any of the tasks demand a change in who does them and so on, why does one sex suffer more disease or type of illness than the other? - make a record of the main points of the discussion
- ask the participants to think about the forthcoming construction or rehabilitation activity and the preparation for this, (use the chart and refer to the task check list) when do they think will be the best month to do each of the listed tasks - remember some tasks were grouped together and it may be possible to do these at, or near, the same time
- mark the suggested time(s) of the year on the chart and then discuss who of the men and women will be available

to do the work, so for example if it has been identified that there is a lot of sickness amongst the women during a time when it has been marked for collecting stones, will the men do the work instead of the women?

- work through the chart until all the tasks have been looked at, decide which tasks are specifically the responsibility of the V-WASHE committee and mark these
- record each decision with new markers (pebbles, beans etc.) so that the chart can be presented and explained to the rest of the community
- using a rotating plenary ask the groups to present all the charts
- when all the charts have been presented, facilitate a discussion to reach a consensus about which month certain tasks should be done and broadly who will be involved
- record the decisions, leaving one copy with the V-WASHE committee and an extension worker and taking one for the facilitation team
- summarise the activity and explain that the next task is to work out a detailed schedule

Rotating plenary



- instead of returning to the main plenary area, participants gather around the working area of each group
- the host group shows and explains their work in-situ
- the participants move together to the next group area and so on



Things to watch out for :

- during the course of the year the daily or seasonal work that women and men do is different, the aim of community management is to *maximise the full participation of both men and women* and so it is important to understand the following :
 - men are usually more involved in decision making than women
 - women usually have longer working hours
 - work for the family is seen to be the job of women
 - community work is often seen to be the job of women
 - women often do more than one task at once - for example it is seen to be normal that a woman will carry and feed a small child on her back while tending to the garden, carrying water or breaking stones
 - men have more leisure time than women
- these facts will have an effect on who can realistically do what - there may be a tendency to give women additional tasks during the project and this should be challenged if it is possible that the men could find time to be more involved
- encourage the community to share responsibilities between men and women
- rather than just getting women involved in labour oriented tasks promote shared decision making
- aim to reach a balanced situation where the tasks are fairly distributed between men and women - negotiate
- be aware that you are probably only just starting the process of challenging the gender roles and responsibilities within the community, so don't expect too much too soon
- remember it is difficult to change the given roles and responsibilities that men and women have but it is *not impossible*
- challenge attitudes - why is well digging seen as a man's job - this is not necessarily wrong but it is important to open the debate about the tasks of men and women if community management is to work
- challenging gender roles and responsibilities is far from easy and is a long process that is about changing attitudes



See Supplementary Module 8a WASHE and Gender



A working definition of gender .

"people are born female or male, but learn to be girls and boys who grow in to women and men

They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles."

OXFAM. IRELAND AND UK.



Gender is :

- cultural
 - learned through socialisation
- IT CAN BE CHANGED

Sex is

- biological
 - given by birth
- IT CANNOT BE CHANGED



Women can be involved in organising rotas, monitoring task progress and completion just as well as men.

Continued :

of old - do not try and change the face of the community overnight, this could alienate community members and make work more difficult

- if you are an outsider you should be particularly careful about how you approach gender sensitive work - always work with the facilitation team and remember your work is as much with them and their attitudes, as it is with the community
- always ask for and listen to the advice of those who live within the community and be respectful even though you are challenging tradition

Evaluate the activity before moving on, discussing with the facilitation team and the V-WASHE committee how the division of tasks can be balanced throughout the project.



SUGGESTED ACTIVITY THREE : ACTIVITY PROFILES AND DAILY SCHEDULES

2 hours

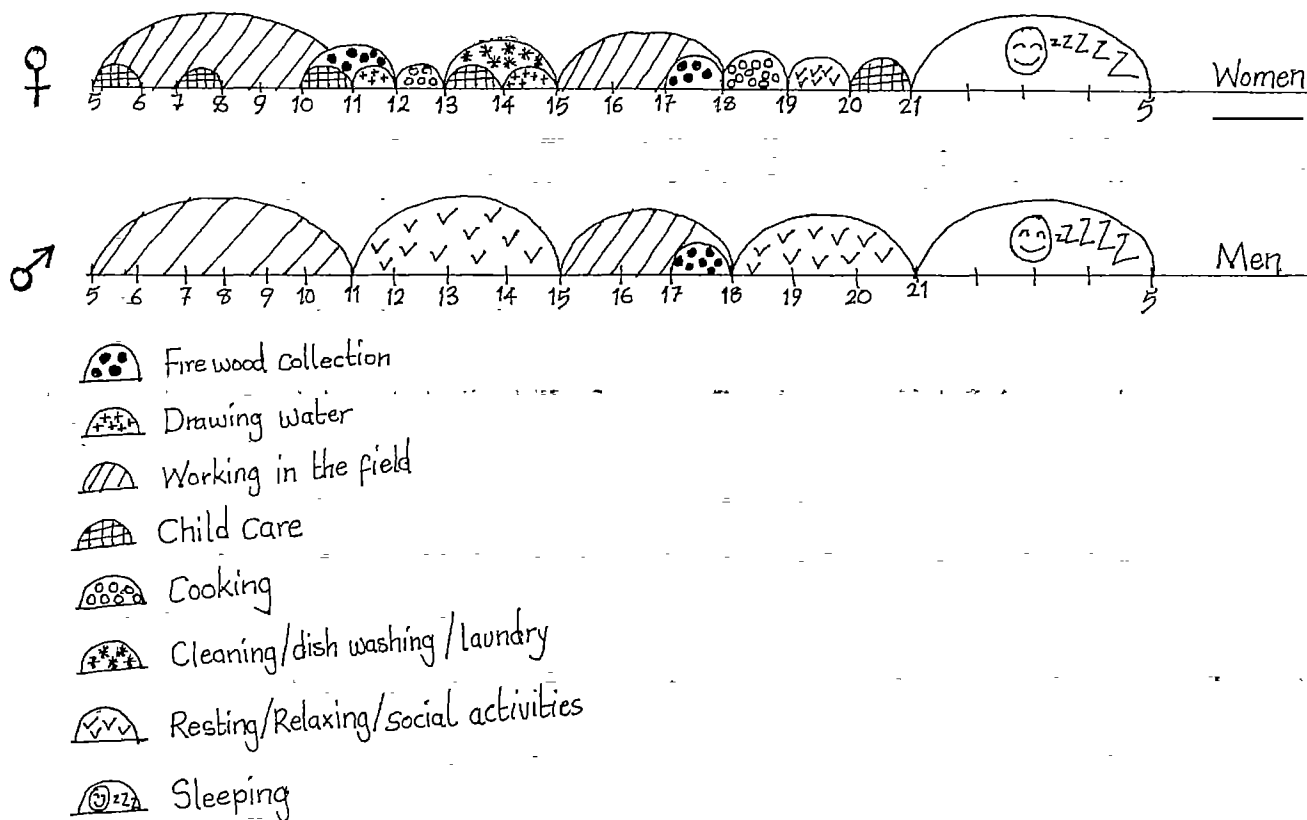


As we have discovered there are a number of tasks which have to be carried out prior to construction or rehabilitation. Some are the responsibility of the community or the V-WASHE committee and some the responsibility of their partners, the implementing agency. Before any of these can be done it is necessary to make a detailed work schedule so that everyone knows what is expected of them and the monitoring of the work can be made easier.

Before deciding on the specific daily or weekly timetable it is useful to look more closely at the work of men and women in the community. Although we have looked broadly at the activities that they undertake throughout the year, we do not know what happens on a day to day basis. This is often guessed at by those who implement projects and so the activity is not only valuable as a gender awareness tool for the community but also as a learning exercise for the facilitators.

The activity involves the community in visualising the daily activities of men and women through the construction of **activity profiles**. These can then be used to work out **daily schedules**. Below is an example of two activity profiles, one for women, one for men.

EXAMPLES OF ACTIVITY PROFILES FOR RURAL WOMEN AND MEN IN ZAMBIA



This activity should be planned in advance with the involvement of the V-WASHE committee. Discuss with them how the last two activities relate to this one. Basically the *task identification* exercise led to the *seasonality review* which looked at time scales over a year and now this activity focuses on *daily activities*, once again to work out participation details.

Make sure that the committee and the facilitators understand the activity, its purpose and content.

Guidelines for facilitating the activity :

- introduce the activity to the community by reviewing the previous activities that have been undertaken during the planning stage
- explain that you are now going to look specifically at what the work schedule will be and exactly who will do what and who will take responsibility for making sure that it happens as planned
- go on to say that before the weekly and daily work schedule can be drawn up it is valuable to look at what the community is already committed to during the day so that their new tasks can be fitted in at the best time
- split the community by sex in to small groups of men and women
- attach a facilitator to each group and ask them to:
- ask the community to draw a line on the ground that will represent the length of the day
- next using charcoal indicate the times of day on the line, starting with when the participants wake up
- next ask the participants to mark on the line the different activities that they are involved in throughout the day including rest and sleep, indicating the approximate length of time spent on each and if some activities overlap
- in groups discuss how and if, new tasks can be added in to the day in order to undertake the construction or rehabilitation work

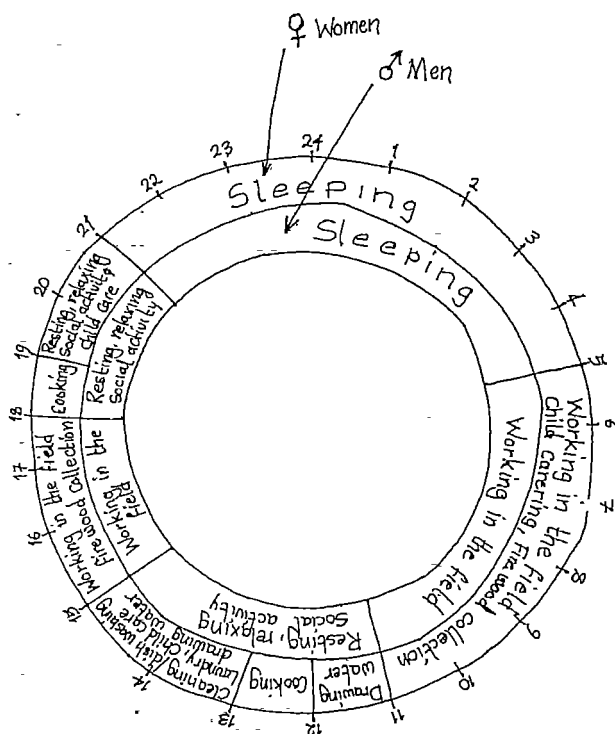
The different activities can be represented through patterns drawn on the ground, symbols or words.



- encourage the participants to decide if any of the existing tasks can be postponed, moved around or shared more evenly to lessen the workload over the time of construction or rehabilitation
- using rotating plenary, ask the women to present their activity profile(s) to the men and vice versa
- compare the profiles of the men and women and discuss how they are different - we have suggested a way of doing this below



See page 35 for details of how to facilitate a rotating plenary.



- realistically work out with the whole community how more work can be undertaken and by who
- also at this stage identify who in the community has specific skills; well diggers, fence builders etc. make a note of these
- record and summarise the activity, clearly indicating who is responsible and list the decisions being careful to not move on without the consensus of all the community and then explain the second part of the activity
- as the main facilitator conducts the next part of the activity ask the other facilitators to record the activity profiles, as always making more than one copy
- as a whole community use the *task check list*, the *seasonality analysis chart* and the *activity profiles* to determine a work schedule, responsibilities and who will do what



This information is important if local expertise exists use it Also if people have some skills provide the extra training that they need Finally train people from scratch - there is no reason not to!



The work schedule can be prepared on the ground using local materials and then transferred to a note book or a large sheet of paper, depending on your resources

Activity	Who's responsible
1. Siting	- V-WASHE Committee, Women & Men
2. Planning the Construction rota	- V-WASHE Committee
3. Supply of Local materials	- Men aided by the V-WASHE and women
4. Construction	- The men and V-WASHE with women to a lesser extent
5. Commissioning	- The whole Village Community

- agree that this is to be followed and ask the community to identify individuals who will be responsible for mobilising the nominated participants and monitoring the progress and completion of the work
- summarise the activity by making sure that everyone understands what they are personally involved in, who they are working with, and what they are doing when
- before moving on to begin these tasks it is useful to facilitate an activity that looks at what happens when commitments are not followed through



Things to watch out for :

- always check that the community understands who is responsible for what and when
- be very clear about what monitoring will be carried out, the time frame for completion of work and the relationship between the community, the implementing agency, the facilitation team and the well capita

It is very important that everyone understands when the implementing agency will intervene and when it will not. For example the agency will intervene to dewater a part dug well but not to fetch sand or clear pathways



Evaluate the session with the V-WASHE committee.

SUGGESTED ACTIVITY FOUR : PERFORMING A COMMUNITY ROLE PLAY



1 1/2 hours

PREPARATION

During stage one of planning for construction or rehabilitation the V-WASHE committee performed a role play to introduce the need for better planning and effective community management. This activity uses **community role play** once more but this time the focus is on what happens if planning is done and then ignored.

This activity is important because people have a tendency to always assume that someone else will sort out a problem, tell them when to do something or will simply do the job for them. Often the community, unless very well organised, will wait around for something to happen before they as individuals, make a move. If the project is to be successful then this needs to be avoided.

It is very important to work with the V-WASHE committee at this stage as they are the responsible group that the community will demand answers from if things start to go wrong. In turn the V-WASHE committee is likely to blame you and this will lead to poor working relations and a loss of partnership.

Before working through the activity with the community hold a meeting with the V-WASHE committee to fully brief them of :

- their responsibilities - including the hosting of the well captao and others if appropriate
- the responsibilities of the implementing agency, the facilitation team and the well captao
- who is paying for what and when contributions are expected and in what form
- the work schedule that they and the community have devised and the expected action dates and deadlines
- procedures for delivering equipment and tools; shovels, buckets, picks and so on
- how to get hold of technical advice through the facilitation team and the well captao

Discuss with the V-WASHE what they think might happen if all or any of the partners fail to meet their obligations.

Work together to create a community role play that will demonstrate the dangers and consequences of ignoring the responsibilities that have been given. Below are some examples of possible scenarios *but* let the V-WASHE as far as possible think of their own.

Examples :

- the drilling team arrive with their rig to find that the way to the site is blocked by a fallen tree. The community had promised to move the tree, the extension worker assumed it had been done and the V-WASHE committee didn't inform the facilitation team in time to stop the drillers
- the community is working with a volunteer to make the rings for the well. The volunteer is new and enthusiastic but doesn't know that she/he should be working in liaison with District Water Affairs and she/he has no fuel for her/his motorbike, so can't get to town. The rings are not of a high enough quality as some of the stones have been taken for other jobs. DWA arrive to help to lower the rings but the work cannot go ahead
- the community has hired a local person to dig the well but he is refusing to work, complaining bitterly that he has not got enough food. The V-WASHE committee blame the facilitation team for not providing the funds for extra mealie meal and relish. The rains start three weeks early and work stops

Practice the role play and prepare for facilitating the activity with the community. Remember :

- keep the messages in the role play specific and to the point
- don't let the role play go on for too long - keep them short
- split complicated problems into separate scenes

Guidelines for facilitating the activity :

- ask a V-WASHE committee member to introduce the activity by explaining that in order to ensure that the planning for construction or rehabilitation actually happens, it is necessary to think about what will happen if people do not take their responsibilities seriously
- ask the V-WASHE committee to perform the role play in front of the whole community
- between the scenes, or at the end of the performance, facilitate a discussion that asks what the role play was about and why the events have happened

- encourage discussion about the causes of the problem and begin to explore the reasons behind them
- as the ideas and opinions are voiced get two of the facilitators to record the main points, one record should be for the community to see and the other for cross referencing and evaluation - this record can perhaps be kept in a note book
- what other factors might contribute to the plans going wrong?
- summarise the activity by stressing the importance of taking responsibilities seriously



Things to watch out for :

- try and establish early on that the V-WASHE is clear about the tasks that have to be undertaken and that they have an overview of the whole process

Evaluate the activity and if everyone is happy move on to the next stage of the project cycle which is community participation during construction, stage 7.



Use this page to make your own notes



Notes :

Section
4



**EVALUATION
AND THE
NEXT STAGE**

SECTION FOUR

EVALUATION AND THE NEXT STAGE

By the end of this section you will have :

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

1 - 2 hours



Materials you will need for this activity :

- all the work that has been generated as a result of the activities
- your own notes and session objectives



SUGGESTED ACTIVITY ONE : REVIEW

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

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

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

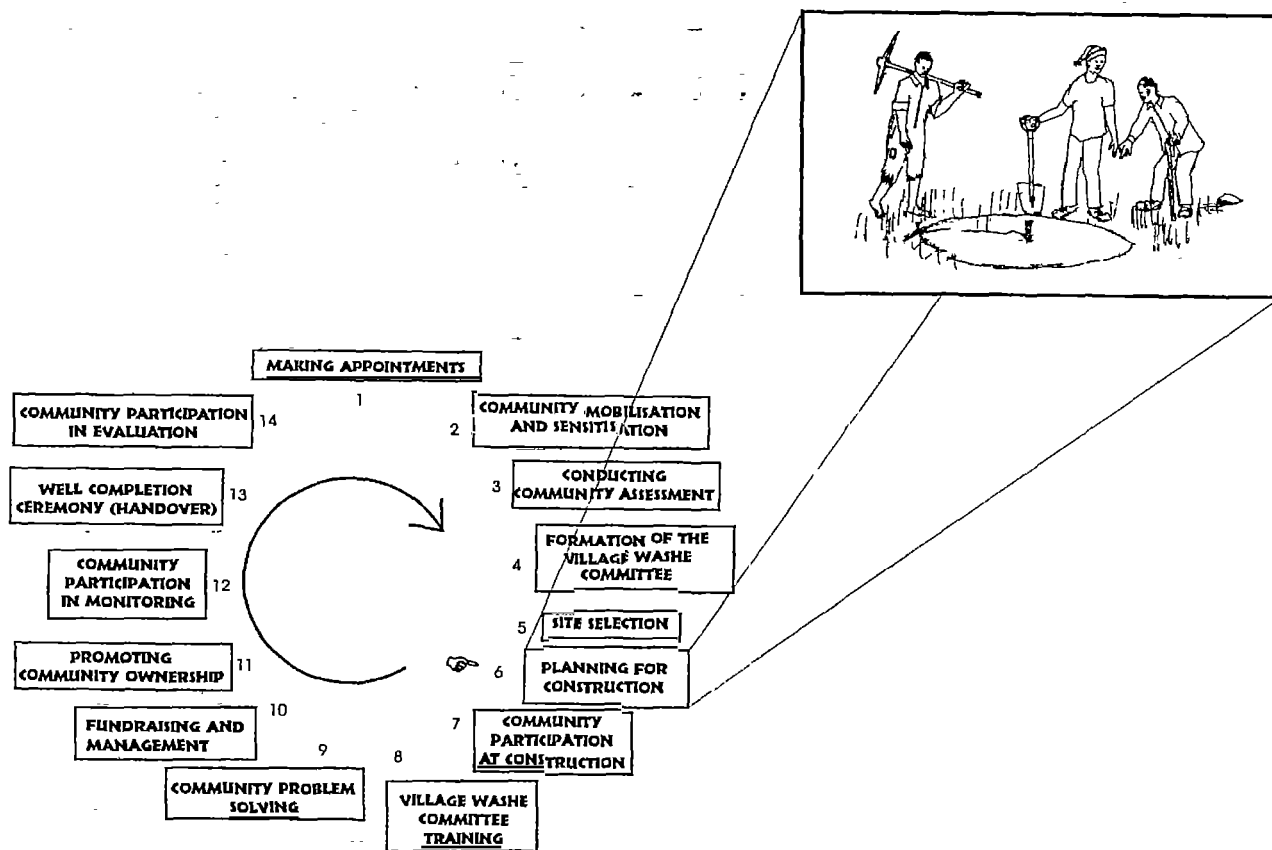
Remember that you are working within the context of the **PROJECT CYCLE** and by now you should have achieved stage six. Your objectives were to :

- understand the basic philosophy of a participatory approach to community management
- understand the project cycle for the community management of rural water supply
- facilitate participatory planning for construction or rehabilitation of a communal water point
- facilitate selection on an appropriate technology by the community

ORIGINAL OBJECTIVES



So the current stage of the Project Cycle is :



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

- poor facilitation - be self critical!
- misunderstanding on the part of the community - how can this be rectified?
- poor co-ordination - how can this be improved?
- inadequate participation of all or some groups, e.g. women - is there anyone who you can work with in the community to change this?

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

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

3/4 - 1 hour depending on progress and the amount of problem solving that needs to take place



SUGGESTED ACTIVITY TWO : COMMUNITY REVIEW

Although the facilitation team may be satisfied that it has achieved its objectives for this stage it is important to make sure that the community agrees!

Before moving on conduct a review session with the community using the visualised project cycle to establish :

- the progress so far
- if anything went wrong and why
- the time frame of the project against your agreed aims
- if the community feels ready to go to the next stage of the project cycle



Guidelines for the session :

- always visualise where the community has got to be by showing the visualised project cycle
- ask open questions and encourage the community to solve the problems which arise
- do not be tempted or persuaded to move on if problems have not been sorted out - unsolved issues now will lead to failure in the future
- be aware that often the stages of the project cycle overlap or run alongside each other - sometimes it is impossible for one stage to simply stop and the next start, this is OK as long as the stages and activities are running smoothly
- if the community wishes to change the project cycle order, add stages or rethink its strategies, be prepared for this and use your knowledge and experience to guide the decisions.

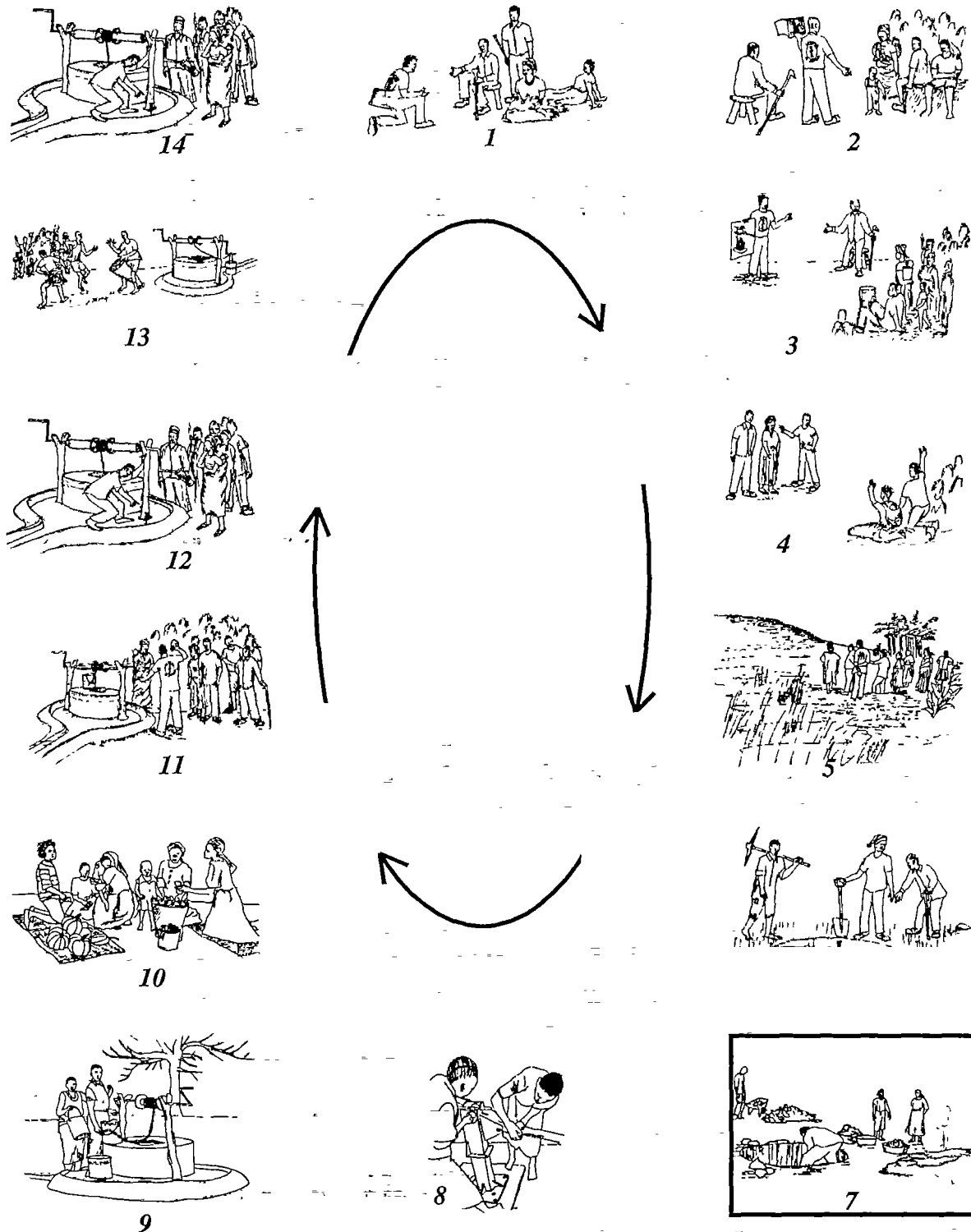
Open questions .

- induce curiosity
- touch matters of common interest
- bring out good qualities in people
- have a purpose i.e. to move group forward
- are not leading



The next page shows the visualised project highlighting the stage the community is about to move on to.

VISUALISED PROJECT CYCLE



You are now ready to go on to **STAGE SEVEN**
COMMUNITY PARTICIPATION DURING
CONSTRUCTION which is Supplementary Module 7h.

THE CORE TRAINING MANUALS AND SUPPLEMENTARY MODULES

No TITLE/DESCRIPTION

MANUALS

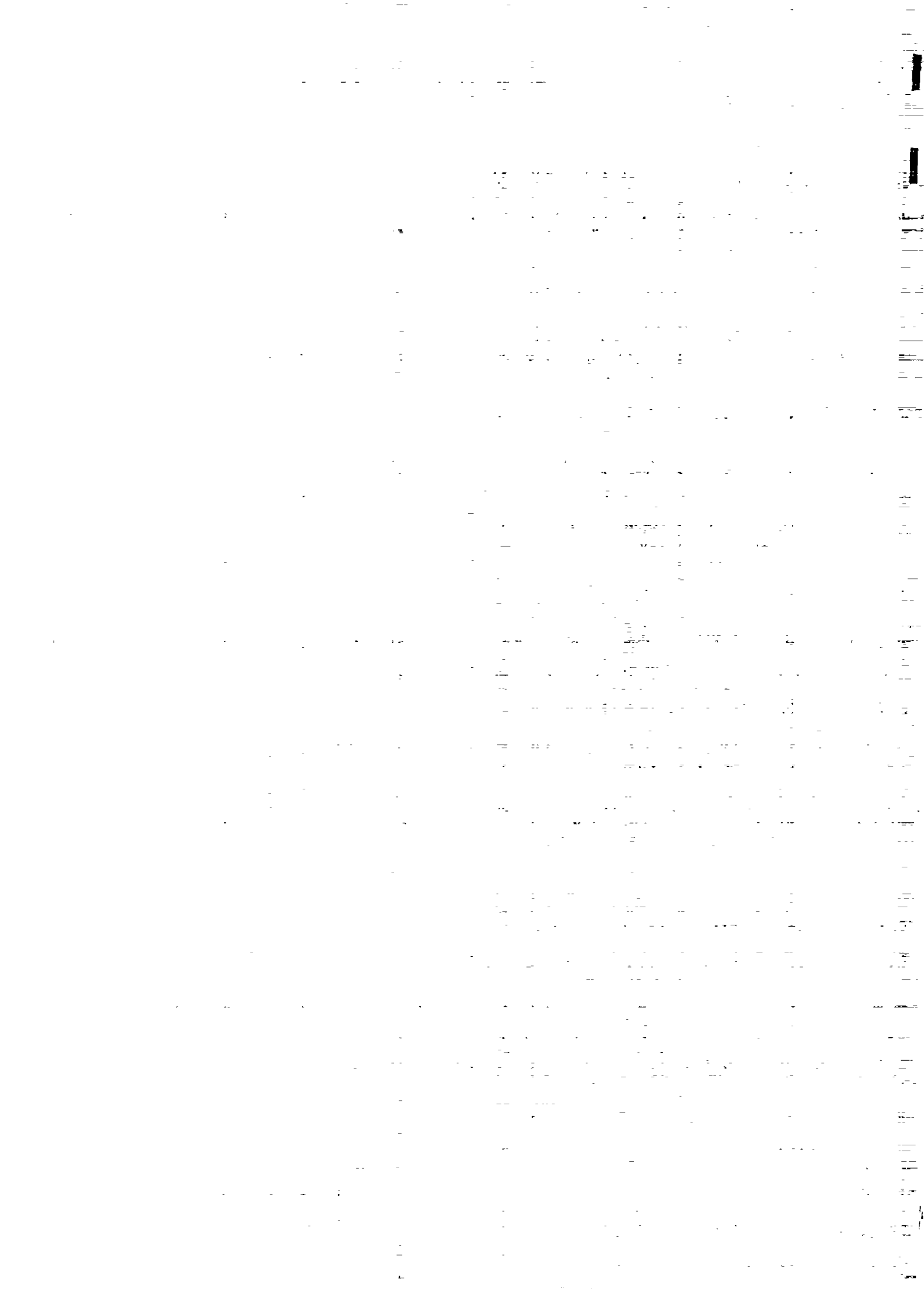
- Manual 1 Understanding the WASHE Concept
- Manual 2 Water Sector Reforms and Implications for WASHE
- Manual 3 Introducing WASHE at District Level
- Manual 4 Establishing WASHE at District Level
- Manual 5 Planning for WASHE at District Level

SUPPLEMENTARY MODULES

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

MAP CATALOGUES

No	TITLE/DESCRIPTION
CL/CHB	Map Catalogue : Chibombo District
CL/KAP	Map Catalogue : Kapiri Mposhi District
CL/MKS	Map Catalogue : Mkushi District
CL/MUM	Map Catalogue : Mumbwa District
CL/SER	Map Catalogue : Serenje District
CB/MAS	Map catalogue : Masaiti District
EN/CHD	Map Catalogue : Chadiza District
EN/CHM	Map Catalogue : Chama District
EN/CHP	Map Catalogue : Chipata District
EN/KAT	Map Catalogue : Katete District
EN/LUN	Map Catalogue : Lundazi District
EN/MAM	Map Catalogue : Mambwe District
EN/NYI	Map Catalogue : Nyimba District
EN/PET	Map Catalogue : Petauke District
LK/CHG	Map catalogue : Chongwe District
LK/KFU	Map catalogue : Kafue District
LK/LUA	Map Catalogue : Luangwa District
LP/KAW	Map Catalogue : Kawambwa District
LP/MAN	Map Catalogue : Mansa District
LP/MWE	Map Catalogue : Mwense District
LP/NCH	Map Catalogue : Nchelenge District
LP/SAM	Map Catalogue : Samfya District
NT/CHL	Map Catalogue : Chilubi District
NT/CHS	Map Catalogue : Chinsali District
NT/ISK	Map Catalogue : Isoka District
NT/KPT	Map Catalogue : Kaputa District
NT/KAS	Map Catalogue : Kasama District
NT/LGW	Map Catalogue : Luwingu District
NT/MBA	Map Catalogue : Mbala District
NT/MPI	Map Catalogue : Mpika District
NT/MPR	Map Catalogue : Mporokoso District
NT/NAK	Map Catalogue : Nakonde District
NW/KBP	Map catalogue : Kabompo District
NW/KSP	Map catalogue : Kasempa District
NW/MFB	Map catalogue : Mufumbwe District
NW/MWI	Map catalogue : Mwinilunga District
NW/SOL	Map Catalogue : Solwezi District
NW/ZAM	Map Catalogue : Zambezi District
WN/KLB	Map Catalogue : Kalabo District
WN/KAO	Map Catalogue : Kaoma District
WN/LUK	Map Catalogue : Lukulu District
WN/MGU	Map Catalogue : Mongu District
WN/SEN	Map Catalogue : Senanga District
WN/SHK	Map Catalogue : Sesheki District
SN/CHO	Map Catalogue : Choma District
SN/GWE	Map Catalogue : Gwembe District
SN/KAL	Map Catalogue : Kalomo District
SN/NAM	Map Catalogue : Namwala District
SN/MAZ	Map Catalogue : Mazabuka District
SN/MON	Map Catalogue : Monze District
SN/SIA	Map Catalogue : Siavonga District
SN/SIN	Map Catalogue : Sinazongwe District





2

2

1

2

3