

FIRST EDITION

Community Mobilisation and Sensitisation

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Supplementary Module 7c

PROGRAMME CO-ORDINATION UNIT



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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.

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The National WASHE (N-WASHE) Co-ordination and Training Team

The N-WASHE Team is a multi-disciplinary group, based in Lusaka to develop WASHE principles and assist its national implementation.

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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 7c in the Project Cycle for Community Management in Rural Water Supply, it is called Community Mobilisation and Sensitisation.

Community Mobilisation and Sensitisation is **Stage 2** 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 a woman's issue alone.**



See Supplementary Module 8
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.



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Section
1



UNICEF/GIACOMO PIROZZI

INTRODUCTION

SECTION ONE

ABOUT THIS MODULE

This module looks at the **second stage** of the project cycle for community management in rural water supply. It provides step by step guidelines to participatory community mobilisation and sensitisation. 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 Community Mobilisation and Sensitisation
- 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 following icons appear in the margin to alert you to specific information and tips :



Tells you that further information is available



Brings your attention to an important point



Describes a new technique or approach



Reminds you to evaluate progress



Time spent on an activity



Indicates when to use the participatory materials that are provided in your toolkit.

THE APPROACH

To equip you with the knowledge and information to :

- understand the basic philosophy of a participatory approach to community management
- understand the project cycle for community management of rural water supply
- facilitate community mobilisation and sensitisation using the participatory approaches
- prepare the community and yourself for the next stage in the project cycle

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 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.

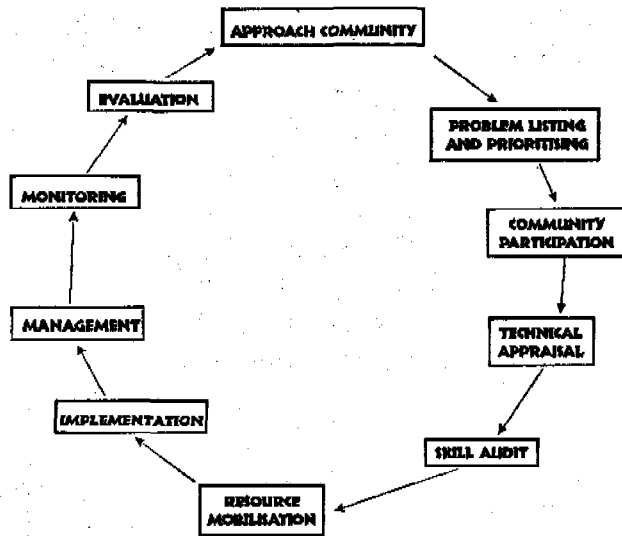
So the basic components of community management are :

- **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

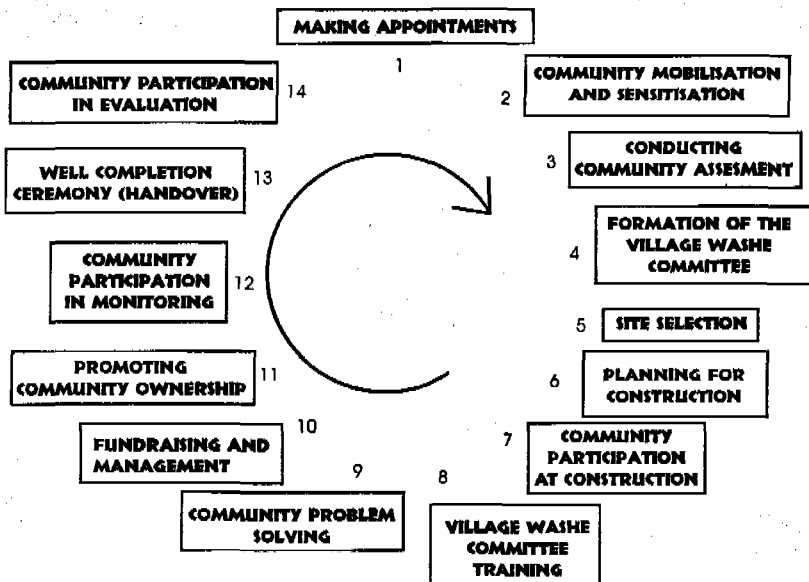
DEVELOPMENT OF THE METHOD

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 project.

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 interconnect 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 7c and looks at the facilitation of community mobilisation and sensitisation using participatory approaches which is stage 2 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 (7c), four tool kits are attached :

Tool Kit 7c : Unserialised posters

Tool Kit 7c : Story with a gap

Tool Kit 7c : Water ladder

Tool Kit 7c : Visualised presentations using posters

Tool Kit 7c : Unserialised Posters is used during Stage One, Awareness Raising; Suggested Activity One, see page 19

Tool Kit 7c : Story with a gap is used during Stage One, Awareness Raising; Suggested Activity Three, see page 27.

Tool Kit 7c : Water Ladder is used during Stage Two Identifying Current Practices and Linking them to Community Issues and Problems; Suggested Activity One, see page 29

Tool Kit 7c : Visualised presentations using posters is used during Stage Three, Understanding Roles and Responsibilities and Preparing for Community Assessment; Suggested Activity One, see page 34.

The following is a list of picture references that make up the above Tool Kits :

7c : unserialised posters; preparation, 1

7c : unserialised posters; preparation, 2

7c : unserialised posters; preparation, 3

7c : unserialised posters; preparation, 4

7c : unserialised posters; preparation, 5

7c : unserialised posters; preparation, 6

7c : unserialised posters; preparation, 7

7c : unserialised posters; preparation, 8

7c : unserialised posters; preparation, 9

7c : unserialised posters; preparation, 10

- 7c : unserialised posters; preparation, 11
- 7c : unserialised posters; preparation, 12
- 7c : unserialised posters; preparation, 13

This edition of 7c : unserialised posters has 13 pictures

- 7c : Story with a gap; scene one, health 1
- 7c : Story with a gap; scene one, health 2
- 7c : Story with a gap; scene one, health 3
- 7c : Story with a gap; scene one, health 4
- 7c : Story with a gap; scene two, community cohesion 1
- 7c : Story with a gap; scene two, community cohesion 2
- 7c : Story with a gap; scene two, community cohesion 3
- 7c : Story with a gap; scene two, community cohesion 4
- 7c : Story with a gap; scene three, levels of CP
- 7c : Story with a gap; scene three, levels of CP
- 7c : Story with a gap; scene three, levels of CP
- 7c : Story with a gap; scene three, levels of CP
- 7c : Story with a gap; scene three, levels of CP
- 7c : Story with a gap; scene three, levels of CP

This edition of 7c : Story with a gap has 14 pictures

- 7c : Water ladder, picture A
- 7c : Water ladder, picture B
- 7c : Water ladder, picture C
- 7c : Water ladder, picture D
- 7c : Water ladder, picture E
- 7c : Water ladder, picture F
- 7c : Water ladder, picture G
- 7c : Water ladder, picture H
- 7c : Water ladder, picture I
- 7c : Water ladder, picture J
- 7c : Water ladder, picture K
- 7c : Water ladder, picture L
- 7c : Water ladder, picture M
- 7c : Water ladder, picture N
- 7c : Water ladder, picture O
- 7c : Water ladder, picture P
- 7c : Water ladder, picture Q
- 7c : Water ladder, picture R

This edition of 7c : water ladder has 18 pictures

- 7c : Visualised presentations using posters, poster A
- 7c : Visualised presentations using posters, poster B
- 7c : Visualised presentations using posters, poster C
- 7c : Visualised presentations using posters, poster D
- 7c : Visualised presentations using posters, poster E
- 7c : Visualised presentations using posters, poster F
- 7c : Visualised presentations using posters, poster G
- 7c : Visualised presentations using posters, poster H
- 7c : Visualised presentations using posters, poster I

This edition of 7c : visualised presentations using posters has 9 pictures

**Section
2**

**PREPARATION
FOR
PARTICIPATORY
COMMUNITY
MOBILISATION
AND
SENSITISATION**



UNICEF/GIACOMO PIROZZI

SECTION TWO

PREPARATION FOR PARTICIPATORY COMMUNITY MOBILISATION AND SENSITISATION

By the end of this section you will :

- understand the importance of the process of sensitisation during the early stages of the project cycle for rural water supply and the need for community mobilisation
- have thought about the preparation you need to do before embarking upon a community mobilisation and sensitisation exercise
- understand the importance of, and how to use the information that you have been gathering about the community since you first visited them

SUGGESTED APPROACH

A number of participatory activities, for use with the community, are suggested as a way of fostering community mobilisation and ensuring adequate sensitisation from the onset of a new rural water supply project. These 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 a participatory approach now?

The overall intention of all development in rural water supply is the sustainability of the resource or investment. A participatory approach is important at this stage of a new project because :

- it is important to ensure that the community identifies with the implementing agency's reasons for proposing an intervention and agrees with the need
- it should only be facilitated if the community has identified it as a priority in the overall development of their community
- dialogue and consultation with the community at this early stage will encourage the community to "open up" and begin to develop a partnership with the facilitation team
- community management is a developmental approach and does not happen over night, rather it has to be fostered throughout the project cycle

- initial exposure to the roles and responsibilities of the community and the implementing agency now will avoid confusion later

What else needs to be considered?

Prior to conducting community mobilisation and sensitisation activities there are some important factors to consider and be clear about, these include :

- a clear understanding of the facilitation team's role and responsibility as far as the proposed project is concerned
- a clear understanding of what you expect from the community - whilst this will largely develop over time there may be some requirements that a donor expects and so on
- the consequences or influences that the information you have gathered *prior* to this activity may have on your work and the project

The issues related to each of the factors are described as this module progresses.

What preparation needs to take place?

The CMMU strongly advises that considerable preparation in 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 ideally form a facilitation team. We suggest some guidelines be adopted when forming a facilitation team.

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



Read Supplementary Module 7b for tips about information gathering.



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 feed back 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



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 sequences
- sensitive to the dynamics in the group
- a clear writer

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 suggests that the following participatory activities are used to facilitate community mobilisation and sensitisation :

- unserialised posters
- story with a gap
- a community play
- the Water Ladder
- visualised presentations using posters

The activities are described in Section 3. The activities are designed to help the community understand your motives and why they may wish to be involved in a project.

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 introductory phase of a new 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 mobilisation and sensitisation 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!



WORKING IN GROUPS



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 stages and activities that are suggested for the facilitation of community mobilisation and sensitisation
- understand the issues related to this stage of the project cycle

SUGGESTED APPROACH

There are a number of activities that can be undertaken to meet the objectives of community mobilisation and sensitisation. There are two main objectives, a) to familiarise the community with the concept and need for safe, adequate rural water supply and equally important, b) to convey the community management message.

In some communities the idea of community management may not be new. The community you are working with may have participated in other projects that have led to the community management of a resource, or at least required that the community *participate*. However, there are many *less obvious* objectives that could be met through the process of sensitisation and facilitators should be aware of these. For this reason it is important to use activities that *will meet* the objectives that you aim to achieve. Therefore first consider what you want to achieve and then chose the most suitable activity from those outlined.

So, it is important that you are clear about the objectives of community mobilisation and sensitisation 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!

So, having made an appointment to meet the whole community for the first time it is important to approach the area of sensitisation and mobilisation in an appropriate manner to avoid confusion, misunderstood motives and to show respect for community norms and social practices.

The CMMU believes that one of the reasons that many projects fail is because there is a lack of preparation and planning during the early stages of the project.

To try and avoid early disappointment and misinterpretation we suggest that community mobilisation and sensitisation is tackled in three stages.

The objectives are met through a series of connected stages. The choice of activities for each stage are listed below. It is advisable to read through the suggested activities carefully as within each stage the activities take a slightly different angle to achieve the objectives. This means that you should consider which topics you think are the most relevant. The stages are:

STAGE ONE : AWARENESS RAISING

This stage is very important and is your first opportunity to begin the process of mobilisation through the introduction of the concept and importance of safe, adequate water supply through identifying the existing problems that the community face in terms of its water supply.

The following activities are suggested for stage one :

- unserialised posters
- a community play
- story with a gap

STAGE TWO : IDENTIFYING CURRENT PRACTICES AND LINKING THEM TO COMMUNITY ISSUES AND PROBLEMS

During this stage the community is asked to identify its current practices in relation to its water supply and then encouraged to see the link between these and the problems and issues that were discussed in stage one.

The following activity is suggested for stage two :

- the water ladder

STAGE THREE : UNDERSTANDING ROLES AND RESPONSIBILITIES AND PREPARING FOR COMMUNITY NEEDS ASSESSMENT

This stage gives you the opportunity to outline the roles and responsibilities of the community and the facilitation team or the implementing agency. It also enables you to describe the next stage of the project cycle, so preparing the community for needs assessment.

The following activity is suggested for stage three :

- visualised presentations using posters



STAGE ONE : AWARENESS RAISING

By the end of this stage you will have :

- met the community for the first time and introduced the facilitation team
- a better understanding of the status of the community, its cohesion and how they perceive problems and issues related to water
- introduced the concept of safe and adequate water supply and the links this has to the health and well being of the community
- introduced participatory activities to the community and therefore the people will be in a "participatory mood"
- started the process of fostering the community management message and gained a feel for the community's attitude towards the concept

SUGGESTED ACTIVITY ONE : UNSERIALISED POSTERS**PREPARATION**

Before arriving for the community meeting (that has been arranged as described in Module 7b), make sure that the facilitation team is clear about the overall aim of the meeting, how long it is expected to take and who will do and say what. It is a good idea to view this meeting as an extension of the initial meeting that was held with the traditional leaders to access the community in the first place. By this we mean that the same principles of good practice should be applied when addressing the whole community as opposed to only their traditional leaders. The same respect for cultural and social norms and behaviour should be observed.

This activity is built around the use of **a set of posters** that represent commonly seen events or circumstances in the community. Each poster is "open ended" which means that they carry no pre-determined specific message, rather their interpretation is up to the community to collectively decide.

The posters that are suggested for the activity all depict possible situations that could have some relation to the lack of safe, adequate water supply.



2 - 3 hours depending on the level of participation



Materials that you will need for this activity :

- a note book and pen for the recorder



Use Tool Kit reference :
7c : Unserialised posters



For more details see
Supplementary Module 7b.



Unserialised posters are a valuable "ice breaking" tool. The posters encourage open dialogue and help people to share and value opinions.

As a team of facilitators make sure that you are familiar with the posters and that you have sufficient sets for groups of ten people.

It is important to explain to the community that this activity will help you "the outsider" to get to know the community from their viewpoint. It will also give the community an opportunity to look at their own circumstances and begin to analyse the situation.



Examples of unserialised posters. Developed by CEP, Western Province



7c: Unserialised posters; preparation, 1



7c: Unserialised posters; preparation, 2

See page 11 "Working in Groups" and Supplementary Module 7p Group Dynamics and Energiser Tool Kit.



Guidelines for facilitating the session :

- following the protocol in the community that you are working with, introduce the facilitation team and briefly explain why the meeting has been called and that it is to be participatory and share ideas
- at this stage do not specifically introduce the idea of a water project or intervention. Instead keep the area of discussion general looking at community well being which includes health, agriculture and daily livelihood issues. The main reason for this is that human nature is often predictable and if you announce resources for a water project nobody is likely to refuse your offer! While this is OK in some respects it does not start from the premise that the community needs the resource or sees it as something that they are jointly responsible for
- suggest to the community that in order to give the discussion some structure and focus, a participatory activity will be undertaken.

INSTRUCTIONS :

1. In groups (because the whole community is too large to work as one group), use the set of posters to create a story.
2. Remember there is **no right** or **wrong** answer or sequence that the posters fit into. How the posters will be presented will depend on your (the community's) creativity and imagination. Even though all the groups will be looking at the same set of posters the story that each group creates will be different.

Next split the community members into groups of no more than ten people, then give each group a set of unserialised posters. Make sure that the facilitators check that everyone in the groups can see the posters.

3. Spend a few minutes discussing the posters and what you see. Remember, you do not have to use all the posters in the set. Leave out the ones that are not relevant to your story.

4. Create a story out of the posters and sequence the posters in the order that the story evolves.

5. Decide who is going to be the story teller (s) and then present the story to the rest of the community.

- At the end of all the presentations draw some conclusions by asking the whole community for their overall opinions about what the posters have highlighted. This is the most important part of the activity and is your opportunity to get the community to talk openly about issues of cohesion, problems related to livelihood and their well being. Have the stories reflected what actually happens in the community? What are the messages in the stories and what does this mean for the well being of the community?
- as you bring the activity to a close use some of the suggestions on page 20 under "things to watch out for" to introduce the need for a future meeting that will look specifically at identifying current water use and practices, linking them to community issues and problems that can be solved or alleviated



Make notes of the issues of cohesion, problems, daily livelihood and any other issues common in all the stories. This will be the basis of discussion as they are obviously important to the community.

Summarise the discussion by linking the problems and issues that have been identified to :

- existing community health problems, particularly if water borne diseases are mentioned
- community attitudes to co-operation and community participation - this information will obviously help you to estimate the type of response you may get to a community managed project
- existing water sources - the links with social and health issues
- existing gender roles and responsibilities in terms of household and community activities



It is important at this stage to work with the information that the community has given you. If the community clearly does not see a problem around their water supply, and does not claim to have water related sickness or problems, then you would be well advised to reconsider your motives for working with them on a water project.

This does not mean that the status of water is not a problem but it may be that health and hygiene education is required instead of hardware interventions and so on.

The facilitation team must at all times balance the knowledge they have about the community with the community's own perceptions. Try not to expect too much too soon - as we have said development is a process and



See Supplementary Module 8 WASHE and Gender.



See Supplementary Module 6a - 6b for information about participatory health and hygiene education.

additional sensitisation sessions may be required over a longer period of time.

Things to watch out for :

the posters are likely to evoke many responses and the facilitation team should expand the discussion to introduce the concept of safe, adequate water supply in terms of the problems related to the lack of a safe protected source. Some possible responses include :

- the reasons why people shift from one community to another
- attitudes to co-operating and working together
- existing water sources
- agricultural activities - crop failure and food security
- existing health problems and the facilities available
- the significance of traditional healers and ceremonies
- village meetings, who calls them and why

Remember to also :

- observe the community throughout the exercise; the behaviour of participants, how they react to the presentations of the stories, their levels of active interest or passive withdrawal
- watch out for communication patterns; who relates to who, who takes the lead, how women mix with the men and generally what the cliques are
- finally the facilitation team should reflect upon the information that they have gained from the community. Have some basic questions been answered and how can the information be used to assist facilitation of the project?

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



Evaluate whether or not the posters have been a useful tool. Were the community's problems identified through the stories and have the causes of poor health been exposed? Do you now know who the main influential people are in the community, who calls community meetings and addresses them and so on? How does the community perceive you from your point of view? Did you witness or sense dependency or initiative within the community? This and similar information will help you to work with the community in the future.

SUGGESTED ACTIVITY TWO : PERFORMING A COMMUNITY PLAY



2 hours approximately

PREPARATION

Drama is an excellent tool for making people think about issues while they are being entertained. The use of drama means that people learn through what they see and hear and they can relate the situations that are portrayed to everyday life.



Materials you will need for this activity :

- village props for use in the play
- a note book and pen for the recorder

There are many local drama groups in Zambia that are willing and interested in animating rural water supply issues. Obviously working with a drama group infers some cost for allowances and transport and this needs to be taken into account. Depending on the size of your facilitation team and the skills within it, you may be able to perform the drama yourselves.

The suggested drama takes the form of a short play which is broken into scenes. It is wise to perform short scenes with a specific message so that it is not too complicated and people are able to concentrate.



Community plays are most effective when they :

- are short
- have one theme
- are educative
- are entertaining
- are understood clearly by all

Before performing the play, discuss the content of the drama with the local drama group and or the facilitation team. Make sure that they understand what it is that you are trying to portray and why the message is an important one to demonstrate through drama.

How the play is actually performed is up to the actors. We have suggested a framework for a three scene play, but this is flexible and will be dependent on the existing knowledge of the community. After each theme we have outlined the key issues and messages that the drama should be putting across. These will form the basis for discussion after the performance.

The themes (one for each scene) are health, community cohesion and levels of community participation.

See Supplementary Modules 6a and 6b for health and hygiene education information and advice.



SCENE ONE : HEALTH

The communal source is a shallow well which is situated at the edge of a dambo. The source goes dry for a period and river water is used during this time although this is some distance further. During the rains the area is very difficult to access and the walls of the well are prone to collapse due to the soft soils and erosion caused by the water collectors. Cattle are known to pass the well site daily and there are often one or two beasts which have to be driven away before water can be collected. Depending on the time of day, women may have to climb into the well to collect a full container of water. Bilharzia, diarrhoea and strain injuries are common amongst the women and girl children in particular.

Key issues and messages :

- the link between unprotected sources and poor health
- the unreliable nature of the current water sources
- the burden on individuals and the community in terms of poor health, particularly amongst females
- the benefits of a protected source

By community cohesion we mean :



- how the community "holds together" as a group
- whether or not there are evident splits in the community
- the general atmosphere amongst the community
- whether or not the community think collectively or are poles apart

SCENE TWO : COMMUNITY COHESION

The protected well that is being used by the majority of the community as its only source of water is facing problems. The well is located not far away from the local kantemba. People returning from beer drinking use the well as a convenient place to urinate whilst also relieving their thirst. Often rubbish is left around the well and this attracts goats and dogs. There is tension amongst the water collectors who think that the Chief should intervene, others believe that the wives should stop their offending husbands. Nobody will take responsibility and the problem escalates causing friction as specific households are blamed for the situation. The efforts of a few women to build a fence have failed with the collected wood being stolen.

Key issues and messages :

- there is no collective management of the resource which means that there is no system for dealing with its misuse
- there is no route of complaint to get something done, for example a village WASHE committee does not exist
- improving the resource is not seen to be a community activity and so the efforts of a few are abused
- there is little community cohesion - people are not thinking and working together for the common good
- although the resource is for everyone - men and women - there is a split between how men and women's respect of the supply

SCENE THREE : LEVELS OF COMMUNITY PARTICIPATION

The communal handpump is constantly breaking down, leaks are causing the soak away to become flooded and animals are drinking the water which is collecting. A community meeting, called by the Environmental Health Technician (EHT), to discuss the rehabilitation of the water point was well attended. Decisions were reached at the meeting to mobilise the community and conduct the rehabilitation work. Funds have been obtained through the District WASHE committee and everyone is looking forward to a functioning water point again. A month passes and the work is due to begin.

A number of people have been asked to participate in the collecting and preparing of wood for a fence. Nobody organises the activity and it does not happen. Only two community members have turned up to assist with the handpump overhaul and upon completion they insist that they have access rights to the water point over and above the others who did not participate in the rehabilitation.



By community participation we mean :

- the physical contribution the community has made
- its willingness to contribute and/or take an active part
- its level of interest

Key issues and messages :

- the implications of making a public commitment to participate and then failing to do so
- the role of the extension staff and the community and implications for partnership
- participation and rights of access
- collective responsibility and accountability for actions and non-participation
- ongoing operation and maintenance issues - community management of the resource
- future funding and costs coupled with accountability to donors (failure to fulfil the community side of the "contract")
- community attitudes to participation and collective responsibilities

Remember that this activity is designed to facilitate dialogue, the sharing of ideas and opinions. The role of the facilitator is very important - ask open questions that encourage the community to be forthcoming with information.

**Guidelines for the session :**

- introduce the activity and emphasise the need for participants to be attentive as the issues in the play will form the basis for a community discussion later
- invite the drama group to perform the play
- at the end of each scene facilitate a community discussion based on what the community think that the drama was about and the key issues and messages
- go on to discuss how these could have been avoided and what action the community should take
- ask one of the participants to summarise the discussion and ask the reporter to capture the main outcomes
- decide with the community what the next step is

Things to watch out for :

- do not let community leaders dominate the discussion
- ensure that the women who watch the play are able to voice their opinions in a valued way
- do not let the discussion lose its focus
- always summarise the main points and make a note of any decisions that may have been made
- emphasise the positive aspects that the community have identified and warn against the dangers of the negative factors
- look out for personalities that are respected by the community, perhaps animated, or able to motivate others - these people may become key people to work through as the project progresses

Always evaluate the activity in terms of how it went, the value of the tool and the messages that you were able to successfully put across. How do the community perceive the issues that have been raised and which areas need reinforcement during future sessions? Did the activity meet its objectives? Were there any additional areas of interest or concern that you may not have originally considered during your planning?

**SUGGESTED ACTIVITY THREE : STORY WITH A GAP****PREPARATION**

This activity uses the themes that were outlined in suggested activity two and is an **alternative** to drama.

Based on your knowledge of the community, decide if you are going to use all the themes or just a selection. The themes are described in activity two, so select them carefully. The themes you have chosen will be used to facilitate group work with the community.

Make sure you have the correct sets of pictures for the themes you have chosen.

A **story with a gap** is a tool which looks at cause and effect and is ideal when discussing why something has happened.



1-2 hours depending on number of themes used



See the relevant themes as described in the previous suggested activity two pages 24 - 25



Materials you will need for this activity :

- a note book and pen for the recorder

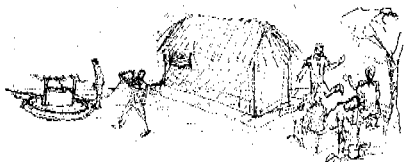


Use Tool Kit reference :
7c : Story with a gap; scene one, Health
7c : Story with a gap; scene two, community cohesion,
7c : Story with a gap; scene three, levels of community participation

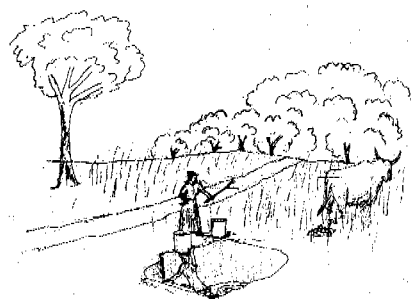
See page 11 "Working in Groups" and Supplementary Module 7p Group Dynamics and Energiser Tool Kit.



Do not forget to refer to the key issues and messages that are outlined for each theme in the drama exercise - Activity Two.



7c : Story with a gap; scene two, Community Cohesion 1



7c : Story with a gap; scene one, Health 1



Guidelines for the session :

- introduce the activity and divide the community into as many groups as you have themes
- explain that each group is going to look at a different issue (or theme) and that afterwards all the ideas will be shared as a community
- give each group one of the three themes so that one group will look at health, one at community cohesion and one at community participation. (If you think that dealing with more than one theme at once is too much, then give all the groups the same theme)
- with the help of the other facilitators, make sure that each participant sees the pictures in their group. Explain that what they see in picture A *causes* the situation in picture B
- give the groups enough time to look carefully at the pictures and decide, collectively within their group, the situation that is shown
- the groups should then have time to reach some conclusions as to why the particular situation that the pictures depict has happened
- each group should decide how they will present this information back to the rest of the community
- ask each group to present their work, describing the pictures, the situation as they perceive it and the reasons why the situation has happened
- after each presentation facilitate a discussion to capture the main issues and messages if they have not been adequately covered
- at the end of the session summarise the issues that have been raised and decide with the community what this means to them and their situation
- finally, briefly outline the next stage, inviting the community to think further about their water supply situation and how they might together improve it

STAGE TWO : IDENTIFYING CURRENT PRACTICES AND LINKING THEM TO COMMUNITY ISSUES AND PROBLEMS

By the end of this stage you will have :

- assisted the community to critically analyse the current practices that exist
- highlighted the links between poor community health and unprotected water sources
- highlighted the advantages of protected water sources
- assisted the community to begin to think about its goal in terms of water supply and how this may be achieved

SUGGESTED ACTIVITY ONE: THE WATER LADDER

PREPARATION

The Water Ladder is an excellent participatory tool that has more than one use. For the purposes of sensitisation and mobilisation we suggest that it is used to gain an idea of

- a) what the community perceives to be "a poor" water situation
- b) what it perceives as "a good" situation and
- c) where it considers its existing source and practice to be in terms of a "poor" to "good" continuum.

Finding out what the community perceives to be "a poor or good" situation with regard to its water sources will help you to understand where they are in terms of their knowledge of health and hygiene practices and also their exposure to forms of hardware technologies. Identifying the community's current situation forms the basis for deciding where they want to be in the future and this is the next stage of the process and will be looked at in Supplementary Module 7d, conducting Community Assessment.

Before using the **Water Ladder** it is important to think about the information that you will gain from its use and the best way to solicit it.

The Water Ladder is a set of 18 pictures that each depict a particular water source. The pictures include traditional sources, for example shallow wells and rivers and common hardware technology types.



2 hours approximately

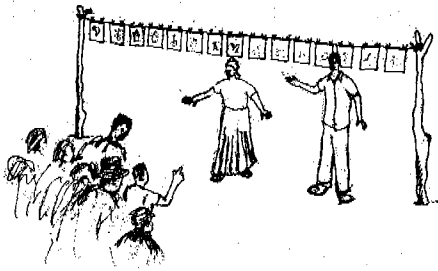


Materials you will need for this activity :

- enough sets of water ladder pictures
- recording sheets and pens
- pebbles or stones for voting
- string and pegs if you wish to display a ladder using the washing line technique (see the picture on the next page).



Use Tool Kit reference :
7c : Water ladder



Using the washing line technique to display the water ladder

The pictures have been developed to cover the range of water collecting practices found in Zambia but it should be remembered that these practices *differ slightly* from province to province. When using the Water Ladder always check that the community understands and can interpret each picture in their own context. If a particular picture is confusing or simply not recognised, take time to explain it or if the community still does not accept it, **remove** it from the exercise.

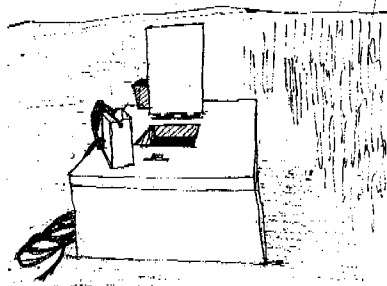
The basic principle of the Water Ladder is that water sources can be ranked, through a sequence, as being "poor to good", or "not ideal to ideal". How this sequence or continuum is decided upon is up to the community and their perceptions of "not ideal" and "ideal". These decisions will be based on a combination of many factors which may include :

- the community's traditional beliefs and the practices of past generations
- the community's perception of what is, and is not, clean water
- the amount of external influence and previous donor or agency involvement
- the work of existing community animators and the messages of extension staff
- local constraints and reliable access to water at different times of the day or year
- the stability of the community and whether or not they shift throughout the year, for example the movements of fishing communities
- the local environment and soil conditions that the community may understand better than the implementing agency
- what the community *thinks* you want to see and hear
- the over promotion of a particular technology type by one donor or agency

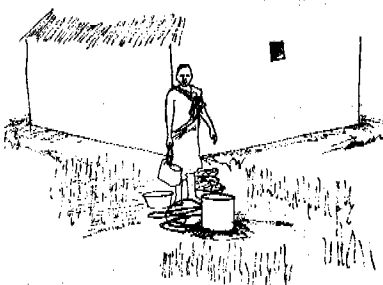
The definition of "clean water" is obviously open to debate. Here we are not suggesting that the source should be scientifically analysed as "clean", rather it is how the community perceives its condition and either accepts or rejects it.



Examples of drawings from the water ladder



Picture G



Picture F

It is important that you are aware of these influences and that you understand which can be worked upon and which are fixed attitudes that you may not be able to change or indeed wish to.

Guidelines for facilitating the session :

- divide the community into groups. Ideally no more than ten people per group to make sure that everyone can see the pictures, can contribute and that the ladder does not become overcrowded
- give each group a set of pictures, making sure that they are shuffled and do not already pre-determine a particular order that may suggest a 'right' or 'wrong' sequence
- try and allocate one facilitator to each group. The task of the facilitator is to ask open questions and probe the community to think about the decisions that they are making. Most importantly the facilitator is there to listen and observe, learning and absorbing as much as possible about the community
- make sure that each group has enough space to work in and that the groups are not too close to each other. Spacing the groups will allow for active discussion that will not disturb others. Also spacing will stop one group from influencing the next. The groups will need to be able to place the pictures in a single line, probably on the ground and have sufficient room to move them around
- before making the ladder make sure that the participants see and discuss each picture, discarding any that they perceive to be irrelevant to their situation
- next, ask them to begin to sequence the pictures starting with the worst scenario to the best, so making a ladder. It is important during this part of the activity to encourage dialogue and questioning to ensure that influential members do not over dominate the rest and that a consensus is reached about why one picture is "better" or "worse" than another
- ask the participants to vote (one vote per person) as to where they consider their community to be now. If the ladder has been constructed on the ground pebbles or beans could be used as voting counters. After each person has placed their counter try and **reach a consensus on the most common current practice** and conclude the vote
- when the ladder is completed to the agreement of everyone, record the sequence and the name of the group for future reference (the pictures are coded to allow you to do this) - always make 2 copies, one for the facilitation team and one for the community

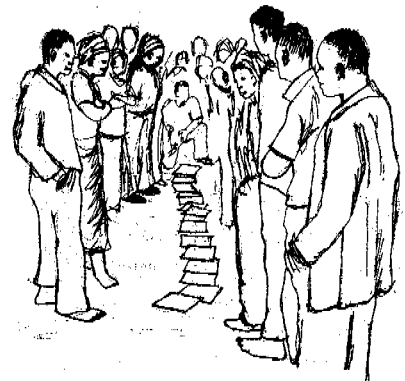


See page 11 "Working in Groups" and Supplementary Module 7p Group Dynamics and Energiser Tool Kit.



Open questions :

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



The community looking at a water ladder

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

- ask the participants to nominate one person to describe the ladder to the rest of the community. For ease of presenting we suggest that a rotating plenary is used. Make sure that each group has the opportunity to present
- you may find that the ladders from each group are very similar, however if there are striking differences ask the community to reach an agreement on a common ladder. This may take some time and should be facilitated carefully to minimise conflict
- when a final ladder has been agreed record it so that the ladder can be rebuilt in future sessions and so that the facilitators can discuss them during their evaluation session
- finally and most importantly, facilitate a discussion about the messages and issues that have been raised through the activity. Link these to the previous stage and in particular to health and hygiene practices. Decide with the community if they want to change the current situation and plan when you will next help them to realise this goal



Things to watch out for :

- the success of this tool rests in the discussion that is generated as a result of sequencing the pictures. We can not over emphasise the importance of observation and listening on the part of the facilitators
- as with all group activities consider the group dynamics: how individuals relate to others, who dominates the activity, who mediates and so on



Always hold an evaluation session after the activity and share the information that has been generated in the different groups. Decide how the information can be used to promote your overall aim of establishing an adequate safe water supply.

TIPS FOR RECORDING THE LADDERS :

- do not mark the pictures that you are using with the community with codes that may suggest an order that is "correct"
- make copies of the record sheet that follows and always remember to fill in the date, community, group name, facilitators name and purpose of the session. One ladder record sheet can look very like another and they are easily confused! **As you move through the project cycle you will be required to call upon this information - look after it carefully!** Always make a double record of the information - one for the facilitation team and one for the community.

 **RECORDING WORK**

WATER LADDER ORDER RECORDS									
VILLAGE :					DATE :				
PURPOSE OF ACTIVITY :					Facilitator :				
PICTURES	GROUP ONE		GROUP TWO		GROUP THREE		GROUP FOUR		TOTALS
	ORDER	VOTES	ORDER	VOTES	ORDER	VOTES	ORDER	VOTES	
A									
B									
C									
D									
E									
F									
G									
H									
I									
J									
K									
L									
M									
N									
O									
P									
Q									
R									

STAGE THREE : UNDERSTANDING ROLES AND RESPONSIBILITIES AND PREPARING FOR COMMUNITY ASSESSMENT

By the end of this stage you will have :

- begun the process of outlining the roles and responsibilities of the community and the facilitation team or the implementing agency
- introduced the idea of working in a partnership that has certain expectations on both sides
- paved the way for negotiating the community management process as the project continues
- described the next stage of the project cycle, so preparing the community for needs assessment.

This will depend entirely on the information that you have to present.



Materials you will need for this activity :



- posters - either the ones we have suggested or your own

Use Tool Kit reference :
7c : visualised presentations using posters



SUGGESTED ACTIVITY ONE : VISUALISED PRESENTATIONS USING POSTERS

PREPARATION

It is very important before moving on to be clear about what is expected of each of the participants. As we have said the role of the community will be determined as the project cycle progresses and will probably be negotiated a number of times as the community adapts to taking responsibility. Most implementing agencies have clear guidelines for the role and responsibilities of themselves and the community that they are working with. These should be made clear to the community before more work is conducted.

The next stage of the process will involve community assessment and this will be a fruitless exercise if the community is under a false impression about what the implementing agency will and will not provide.

We suggest that the information is described through the use of **stand alone posters**. Obviously we can not prescribe the content of this activity as it will depend entirely on the requirements of the implementing agency. What is important is that the community has been exposed to and understands the issues which will affect their involvement and the long term sustainability of the water point.

To assist you we have included a **range of posters** that show aspects of roles and responsibilities that are likely to exist. You may wish to create your own posters using local images that will be more easily understood. The reason for using posters is to create a visual image of the message that you are trying to put across. The posters give the community something to focus on and are more stimulating than a long lecture about what is and is not expected of them.

The included posters depict :

- **A** community participation - labour and collection of local materials
- **B** fund raising
- **C** the need for men and women to be equally involved in all aspects of community management
- **D** the estimated time frame for the project
- **E** the amount of community contribution - financial and/or participation
- **F** who is expected to call meetings
- **G** who is expected to keep the materials that have been generated through the activities, for example community maps
- **H** the amount of contribution from the implementing agency and what form this takes
- **I** the long term involvement of the community - community management

As a team of facilitators, based on your knowledge of the community and the constraints of the implementing agency's guidelines, decide upon the issues that you need to raise.

Make sure that you are familiar with the information and that you have considered the ways in which the information relates to the local context. So for example, if you are discussing financial community contributions how might this be raised? Perhaps through beer making etc. Being able to talk about real life examples will help the community to see that these issues are not just theory but are real.



7c : visualised presentations using posters, poster A



7c : visualised presentations using posters, poster B



7c : visualised presentations using posters, poster E

Guidelines for facilitating the session :

- introduce the activity and explain that the aim of the presentation is to provide the community with information about the implementing agency and how they, (the community) might be involved. It is not the intention to make the final decision for the community but to ensure that they are aware of the expectations
- present your prepared information as creatively as possible
- pause every so often during your presentation for questions or clarification and then continue
- when you have finished, summarise and again ask for questions
- ask one of the participants to do a final summary
- decide with the community what action they are going to take as a result of the new knowledge that they have and whether or not they wish to be involved
- at this stage, if necessary, leave any application forms that the agency requires. It is very important to leave these with;
 - an extension worker
 - a community nominated person



Also ensure that time is taken after the session to **fully explain** the application procedure to the "holder" of the form e.g. what is expected and by when. You may need to help the person to understand and complete these forms

- finally, decide what the next step is going to be and plan to meet to action this. If the community is willing to go ahead, the next stage of the project cycle is **community assessment**

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

SUGGESTED ACTIVITY ONE : REVIEW

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

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

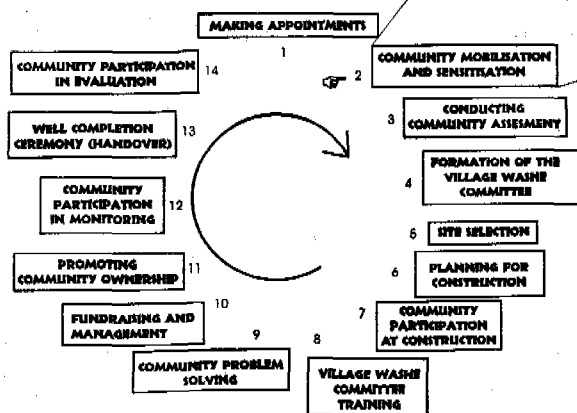
Remember that you are working within the context of the **PROJECT CYCLE** and by now you should have achieved stage two. Your objectives were to :

- understand the basic philosophy of a participatory approach to community management
- understand the project cycle for the community management of rural water supply
- facilitate community mobilisation and sensitisation using participatory approaches
- prepare the community and yourself for the next stage in the project cycle

ORIGINAL OBJECTIVES



So the current stage in 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 two, 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.



Materials you will need for this activity:



- the visualised project cycle

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

Open questions :



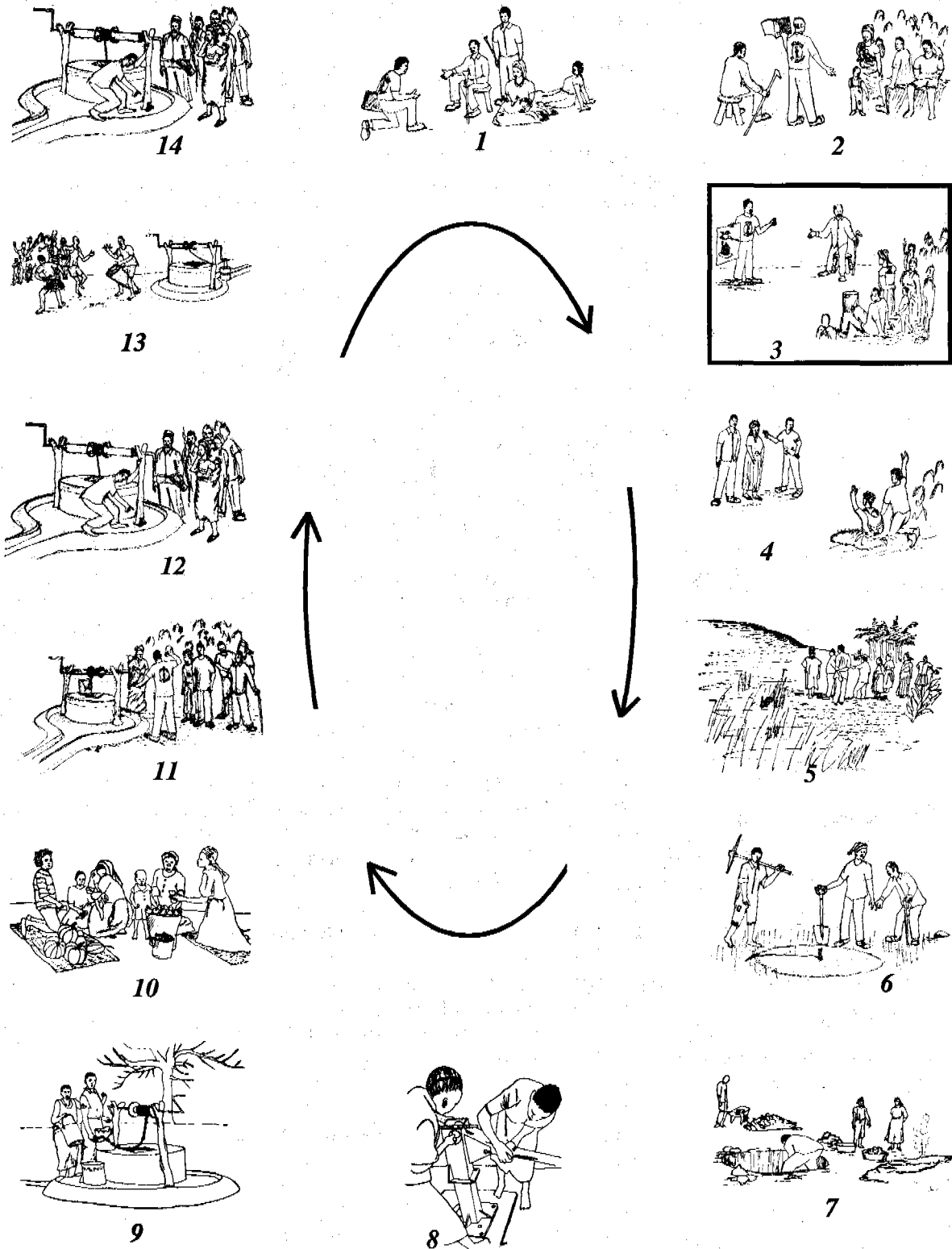
- induce curiosity
- touch matters of common interest
- bring out good qualities in people
- have a purpose i.e. to move a group forward
- are not leading

Guidelines for the session :

- always visualise where the community has got to 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.

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

VISUALISED PROJECT CYCLE



You are now ready to go on to **STAGE THREE - CONDUCTING COMMUNITY ASSESSMENT** which is Supplementary Module 7d.

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
- 8 WASHE and Gender