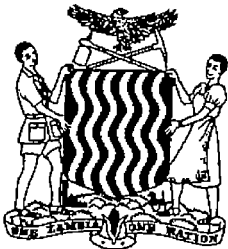


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PROGRAMME CO-ORDINATION UNIT

FIRST EDITION

# Conducting Community Assessment

Supplementary Module 7d

204.1-96CO-14393





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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



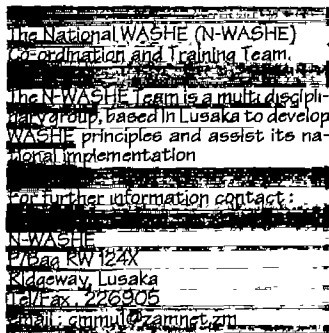
WASHE has been developed in Zambia over the last ten years. Learning mainly from the experiences of Western and Southern Provinces, it is now recognised to be a sustainable approach to rural water supply and sanitation.

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 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 7d in the Project Cycle for Community Management in Rural Water Supply it is called Conducting Community Assessment.

Conducting Community Assessment is **Stage Three** in the Project Cycle for Community Management of 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 women'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.

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





**Section  
1**

**INTRODUCTION**



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## SECTION ONE

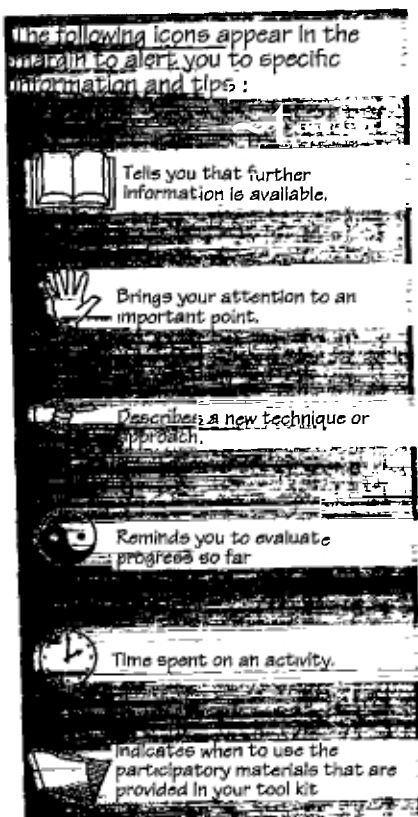
### ABOUT THIS MODULE

This module looks at the **third stage** of the project cycle for community management in rural water supply. It provides step by step guidelines to conducting participatory community assessment. 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 Conducting Participatory Community Assessment
- 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 the community management of rural water supply
- facilitate community assessment using 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 terms 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 OBJECTIVES 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 :

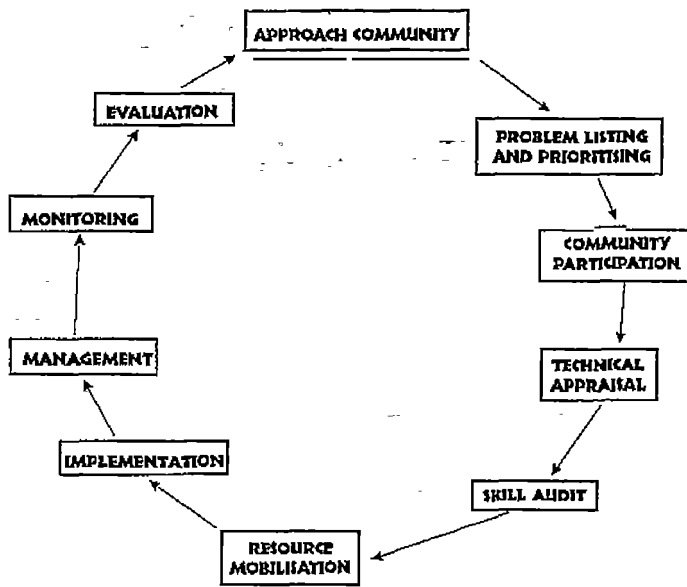
- **community responsibility** : the community assumes ownership of “the system” and “the process”
- **community authority** : the community has the right to make decisions about the action (or intervention) taken to change their situation
- **community accountability** : the community accepts the consequences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

In November 1995 the CMMU initiated the formation of a 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.

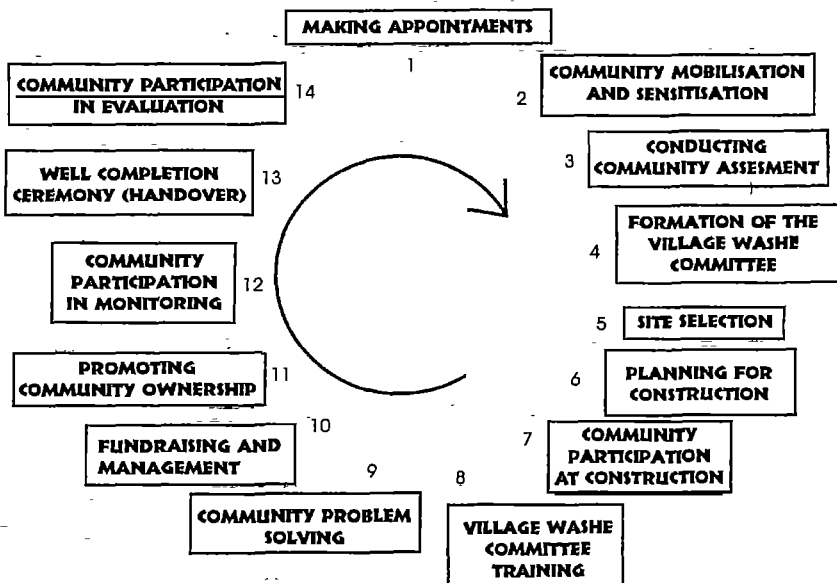
The core group agreed to focus on specific **participatory techniques** that related to the **project cycle for community management in rural water supply**. The project cycle, in 14 stages, has been adapted from the standard project cycle that is widely used in participatory community development projects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

## DEVELOPMENT OF THE METHOD





**STANDARD PROJECT CYCLE**



**PROJECT CYCLE FOR COMMUNITY MANAGEMENT IN RURAL WATER SUPPLY**

The stages in the project cycle for community management in rural water supply form the basis for the supplementary modules 7a -7p. So for example this supplementary module is 7d and looks at the facilitation of community assessment using participatory approaches which is stage 3 of the project cycle.



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.

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 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 (7d) no tool kits are attached **but** you will be required to use :

This Tool Kit is supplied with Supplementary Module 7c - Community Mobilisation and Sanitation



### Tool Kit 7c : Water ladder

This Tool kit is supplied with Supplementary Module 7a - The project cycle for Community Management in Rural Water Supply



### Tool Kit 7a : Visualised project cycle

**Tool Kit 7c : Water ladder** is used during Stage Three, Deciding Where We Want To Be; Suggested Activity One, see page 30

**Tool Kit 7a : Visualised project cycle** is used during Stage Four, Looking at What is Involved; Suggested Activity One, see page 34

Section  
**2**

**PREPARATION  
FOR  
CONDUCTING  
PARTICIPATORY  
COMMUNITY  
ASSESSMENT**



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## SECTION TWO

### PREPARATION FOR COMMUNITY ASSESSMENT

By the end of this section you will :

- understand the importance of community based assessment that uses participatory methods
- have thought about the preparation you need to do before facilitating community based assessment activities

#### SUGGESTED APPROACH

A number of participatory activities, for use with the community, are suggested as a way of ensuring that all assessment activity is community based. 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 ?*

Before answering this question it is necessary to be clear about what community assessment is. It may be easier to think about if community assessment is seen as the *community working out its own needs*. This means that the *people themselves identify their problems, prioritise their needs and plan their future activities*. The role of the facilitator in community needs assessment is to enable the participants to learn from each other and to design activities which emphasise community autonomy.

The overall intention of all development in rural water supply is sustainability of the resource or investment. Community participation at the time of initial needs assessment is very important because :

- the principle of community management advocates that the community take full *responsibility, authority, accountability* and *control* of the process of development and this includes making decisions about the need for, and the nature of the intervention
- experience has shown that when needs assessment is conducted by "the outsider" with little or no input by the community the sustainability of the resource is negligible
- community ownership will not become a reality if the views and opinions of the community are ignored at such a fundamental stage of the project

Communities that are involved in participatory development are more able and willing to .



- analyse
- plan
- determine
- action

The use of participatory techniques avoids undue expectations and dependence



- the perceptions of the implementing agency and those of the community may be completely different. Community participation at this stage will *confirm* whether or not the community actually sees its water supply as a problem
- an enabling environment recognises the wealth of knowledge, ability and experience that the community has within it
- communities have many needs and water is just one of them. It is important to establish whether or not the community perceives improving its water supply as a priority, and where it is ranked in terms of issues to be addressed

### What else needs to be considered?

Prior to starting community assessment it is of fundamental importance that the facilitation team understands the nature and origin of the participatory techniques that will be used.

The techniques that are suggested in this module will be familiar to those facilitators who have been involved in Participatory Rural Appraisal (PRA) activities. We have selected basic PRA tools that can be used not only during community assessment but throughout the project cycle. These tools form the basis of participatory community development activity and the other methods suggested throughout the Supplementary Modules 7a-7p build upon the base line information that the application of them should supply. In addition the Water Ladder, a participatory tool that has been developed by the CMMU, is used once more and the visualised project cycle is introduced.

A brief description of each tool can be found under the heading *What activities will we facilitate?* Before considering these it is useful to look briefly at PRA and its main principles which extend to all the participatory methods that we advocate.

Participatory Rural Appraisal has developed from the misbelief that external agencies (often seeing themselves as "the professionals") can *impose* technologies and growth activities successfully upon village communities in developing countries. This way of working is sometimes called the "*blueprint*" approach where a formula for development exists that can be neatly applied to all community development activities. PRA starts from the



There are many manuals and books available that describe PRA experiences and techniques. Contact IED, London for information, networking opportunities, catalogues and practitioners notes.

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belief that *development can not be pre-packaged and brought in*, rather it emerges from local *internal* knowledge, expertise and understanding. So PRA facilitators use the lives of the community as the starting point for development and assist the community to build from there. This way of working is known as a "process" approach.

PRA is a combination of approaches which enable people to share information and knowledge and analyse their situation.



The key to PRA is the use of *visualisation*. This term is used throughout the Supplementary Modules and in this context means, *facilitation by seeing and doing*, it may involve reading and writing but usually not. The CMMU through extensive research agrees with PRA practitioners that visualisation increases participation and is a way of gathering information that is neither threatening nor intrusive. *PRA advocates that every idea and every opinion counts* and this can only be practically realised if *everyone participates*.

PRA assists the community to plan, act and manage their development activities.



It is important to remember that just as community management is a process, PRA and the use of participatory activities *is an approach and not merely a set of methods*. PRA and community ownership go hand in hand and the information, while being vital to the facilitator, *belongs to the community and stays with the community*.

PRA breaks the dependency cycle. A reversal of roles is facilitated - the community are the subject of development and the facilitators support the process.



The use of participatory activities helps to break the often seen situation when the community articulates one thing and the facilitator or implementing agency then goes on to provide something completely different. At this point it is important to warn against what many implementing agencies still do and that is "agency short cutting". This occurs when the external agency involves the community in some early participatory activity, satisfies itself that it has consulted the people and then proceeds to please itself. This will not achieve community management and is an unprofessional approach in light of experience. *Embarking upon community management through participation is a commitment by all to a process.*

**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 facilitator you will need to seek the assistance of others and ideally by now you will have formed a facilitation team. However if this has not been done we suggest the following guidelines be adopted when forming the 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 in to 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 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.



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
- each aspect of facilitation needs to be prepared in advance - share the responsibility
- 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



The D-WASHE Committee is 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 a D-WASHE plan.

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 to facilitate community assessment. The tools or techniques for each activity require some explanation and we advise that you refer back to this module during your work to remind yourself of the basic principles and methods that you will use throughout the project cycle. **Remember** that there is no formula for successful community assessment, the activities that have been suggested 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. The most important thing to remember is to work within the resources that are available to the community and more importantly use the natural resources and materials that are readily available in the village.

The activities outlined are :

- community mapping
- transect
- water ladder
- seasonality analysis

In addition to the above, the visualised project cycle is introduced during community assessment.

The tools are described here, along with the issues that they might raise, and the activities are described in Section 3.

**The tools**

• **Community Mapping**

Mapping enables community members to visualise all their resources by drawing them on the ground (or on paper) using local materials such as charcoal, stones, sticks, leaves and grasses, in the form of a two dimensional or three dimensional picture or "map". Community maps can take various themes which usually stem from resource and/or social themes, they can stand alone to investigate one community feature or be linked together to discuss a variety of community issues. The types of maps that can be drawn and the issues that can be analysed as a result, are as broad as the community's imagination and knowledge.

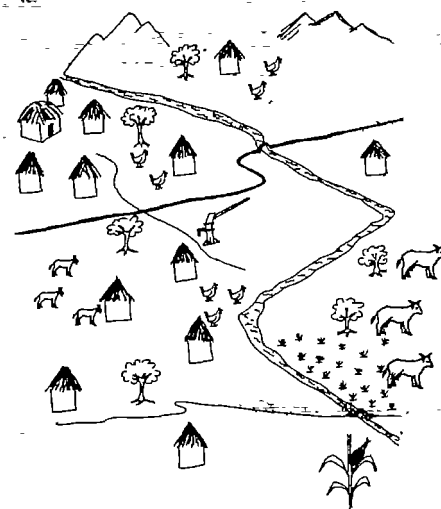
**Resource maps** - show the physical and natural features that the community relies on or lives amongst. These may be roads, tracks, rivers, traditional water sources, wells, trees, dambos etc.

**Issues** - land use: gardens, buildings, ownership, livestock, crops, water (sources, condition, relation to social needs, availability, irrigation, etc.)

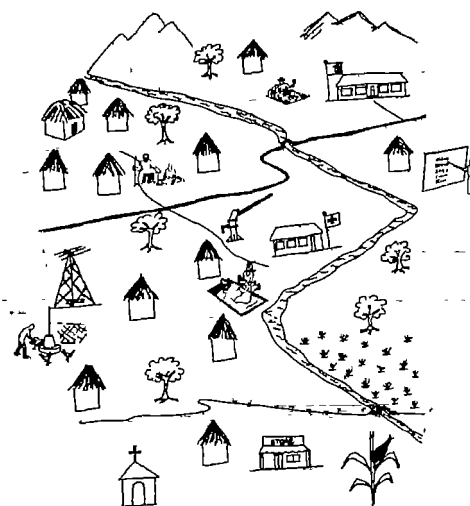
**Social maps** - show all the residential sites in the community and the different socio-economic groups, the major social amenities and infrastructure.

**Issues** - community services and their locations (clinics, schools, markets, tarmac roads, feeder roads, land tenure and security etc.), types of groups (chiefs, migrants, farmers, shop keepers, distribution of old and young, sick and well, single headed households, child headed households etc.)

Community maps are dynamic, they can be added to or deleted from as the situation within the community changes. Once drawn on the ground they are transcribed to a sheet of paper and referred to throughout the community management process. Mapping can involve modelling (making three dimensional representations of features, e.g. houses, wells etc.) and this is an effective way to involve the younger members of the community who may not readily fit in to the pattern of community decision making. Maps remain the property of the community and the facilitators should only be in possession of a duplicate.



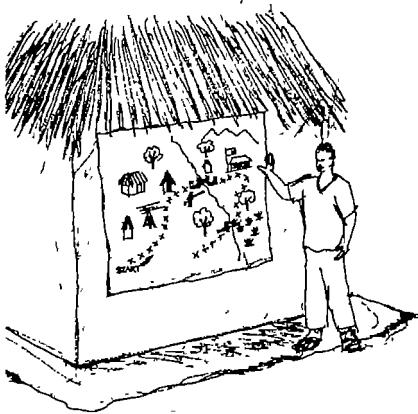
A community resource map



A community social map - In addition to the above resource map, this map shows a school, a rural health centre, a church, a traditional healer, a chief, a chicken rearer, a birth attendant, a teacher.



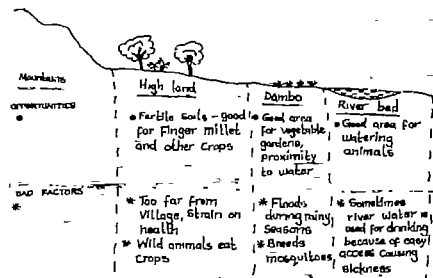
Modelling using local materials



Plotting a transect walk on a community map.

• **Transects**

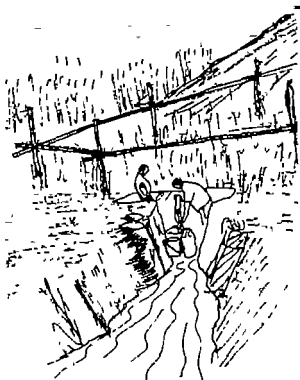
Involve plotting on a community map a route or path through a part of or all of the community. The path chosen depends on what the community wishes to analyse beyond the discussion around the map. For example the map may depict the route women walk to collect water and the transect would include the actual physical walk, the features that are found on the way ( the gradient or slope, human settlements, traditional crops etc.) that might not be shown on the map. So a transect walk is a practical, real investigation of what exists and involves an on the spot or in-situ analysis of what the opportunities and constraints are.



A transect walk cross section drawn after the walk has taken place

The walk involves community members who are knowledgeable and familiar with the environment or area. The "outsiders" walk with them and through the use of open questions learn about the reasons why features exist and what their value or use is to the community. Together the community and the implementing agency can then think of local solutions to the problems. Once the walk has been conducted the findings are presented on a visualised cross section (or diagram) which can then be used by the whole community.

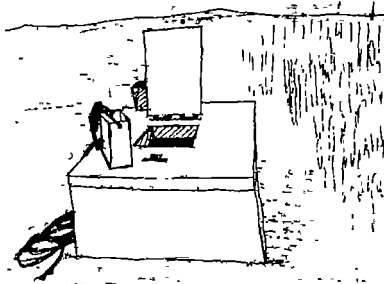
The strength of this tool is the fact that the "outsiders" get to see beyond the communal meeting place in the village and learn from the community who are in control of the activity. This type of insight in to rural community life can not be gained from dialogue alone.



7c : Water ladder, Picture D

• **The Water Ladder**

Assists the community to critically analyse their current water supply situation and its relation to their health and well being. It also introduces the concept of "poor and good" water supply, promoting discussion about technology types, safe practices and community norms. Additionally it allows the community to identify where they are now and where they would like to be in terms of their water supply.



7c : Water ladder, Picture G

This is achieved by presenting the community with a set of up to 18 pictures each one showing a particular water source. The pictures include traditional sources, for example shallow wells and rivers and common hardware

technology types. The pictures have been developed to cover the range of water collecting practices in Zambia but it should be remembered that these practices differ slightly from province to province. 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 is up to the community and their perceptions of "not ideal and ideal".

• **Seasonality Analysis**

Enables the community to understand the impact that seasonal variations have upon their livelihoods and resource management. In the context of rural water supply projects, the tool serves to highlight the optimum time for community activity relating to the project cycle and the best time of year to implement a community managed project.

This is done by asking the community to show the months or seasons as they are locally recognised, and then to indicate the relative availability or scarcity of livelihood and resource aspects. This would include; food security, income and expenditure, sickness and good health, work loads, migration, drought etc. The information is visualised on a grid, usually drawn of charcoal on the ground. Seeds, beans and small sticks are used as counters or symbols for activities. The community can then reach conclusions about its readiness to undertake a project and the best time of the year to implement the various stages. Seasonality analysis is a very effective planning tool and can help to avoid misunderstanding about what will happen during a project and when it will happen.

ACTIVITY	MONTH											
	J	F	M	A	M	J	J	A	S	O	N	D
Farming	•	•		•	•	•	•	•				
Ceremonies				•				•				•
Income				•	•						•	•
Expenditure	•	•	•									•
Migrations											•	•
Fishing				•	•							
Diarrhoea	•	•							•	•	•	•

An example of a Seasonality Analysis Grid

Because the tools that have been suggested are dynamic, guidelines for their use are presented with each activity in section 3.

**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. Learn from mistakes, do not make assumptions and most of all listen! The activities are described to allow for optimum participation by all "the users" and these will include; women and men in the community. The aim is to involve as many people as possible in community

assessment prior to a project being designed and implemented.



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 participatory community assessment are listed in Section 3 alongside each activity.

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



**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 men and women 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 or participate effectively
- always attach a facilitator to a group, not necessarily to take a lead but to OBSERVE !



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 that are suggested for community participation during needs assessment
- understand the issues related to community assessment in rural water supply and be able to facilitate a participatory process to achieve it

#### SUGGESTED APPROACH

We have already looked at the tools that are used to achieve the objectives of needs assessment. Next we will describe how the tools can be used with the community through a series of connected stages that involve various activities.

It is important that you understand the objectives of community assessment 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!

The stages should be tackled over a period of time and broken down into parts, by activity, at the discretion of the facilitator. This stage of the project cycle should not be rushed and it will probably involve a number of visits to the community. Make sure that you discuss with the community the time that is to be spent on any one activity and over what time period you intend to work. The stages are :

#### STAGE ONE : ESTABLISHING A COMMUNITY PERCEIVED PROFILE

This stage enables the community to map out their village and environment so that a visual analysis of their development needs can be facilitated.

The following activities are suggested for stage one :

- community resource and social mapping

## **STAGE TWO : LOOKING AT THE SITUATION**

This stage builds upon the mapping activity in stage one and looks specifically at the potential that exists in the community and begins to expose the constraints and problems in more detail. It asks questions about opportunities and values local knowledge and solutions.

The following activity is suggested for stage two :

- conducting a transect

## **STAGE THREE : DECIDING WHERE WE WANT TO BE**

This stage looks at where the community wants to be in terms of its water supply. It begins to discuss realistic options. It also clarifies whether or not the community wants to work to improve its water source and what its expectations are with regard to improvement.

The following activity is suggested for stage three :

- the water ladder

## **STAGE FOUR : LOOKING AT WHAT IS INVOLVED**

This stage introduces the project cycle to the community and puts the current community assessment activities in to context. It also reinforces the need for commitment and demonstrates to the community what exactly is going to be involved.

The following activity is suggested for stage four:

- introduction to the project cycle

**STAGE FIVE: STARTING TO PLAN**

This stage helps the community to assess their availability to participate in a community managed project and serves as an introduction to planning.

The following activity is suggested for stage five:

- seasonality analysis



## STAGE ONE : ESTABLISHING A COMMUNITY PERCEIVED PROFILE

By the end of this stage you will have :

- enabled the community to map out their village and environment and facilitated a visual analysis of their development needs
- assisted the community to build a visual profile of themselves and their environment, that can be used as a record of their current and future development activities
- learned more about the community and their environment

### SUGGESTED ACTIVITY ONE : COMMUNITY MAPPING



3 - 4 hours

#### PREPARATION

As we have said **community mapping** is a useful way to gather information about a village environment so that the community can assess their development needs. The maps generated through this activity will form much of the base line data from which the community will develop its project. For the facilitator, particularly any "outsiders", the maps provide them with their first detailed visualisation of the community from *the community's perspective*. The maps once transcribed will be used throughout the project cycle and hopefully beyond.



Materials that you need for this activity:

- local materials, charcoal sticks/leaves stones pebbles maize cobs seeds ...
- paper/markers to transcribe the map (s)

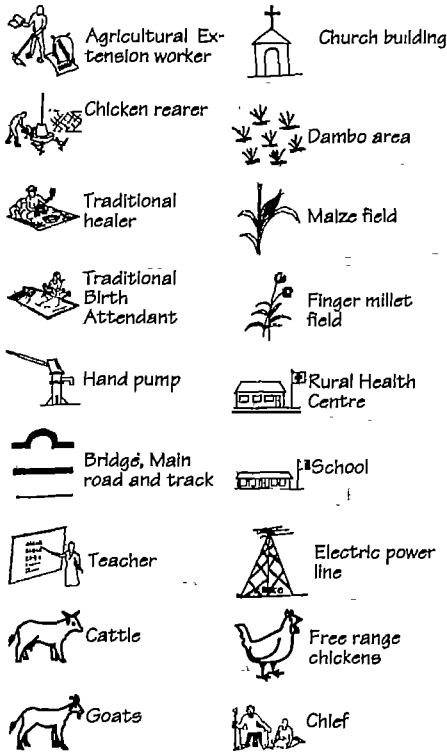
Before conducting a mapping exercise it is important to consider the make up of the community and the effect it may have upon the finished maps. The facilitation team should think carefully about the number of maps they would like to generate, who will draw or construct them and what the theme is for each one. There are a number of reasons for this preparation:

- maps which are generated by women often reflect different perceptions to those done by only men
- maps which are generated by mixed groups again produce different information to those done by either men or only women
- social and resource maps produce different information and both are useful in the context of rural water supply needs assessment, so it may be necessary to produce a series of maps



See Supplementary Module 8 WASHE and Gender.

Encourage the participants to develop "keys" for the map, for example:



While facilitating this activity



DO:

- choose a place that people feel comfortable to work in
- use materials that are locally available
- encourage corrections and additions
- encourage participation
- have fun!

DON'T:

- interfere
- interrupt
- direct correct
- panic or rush contributions

- mapping is an activity that usually begins with a small group of "volunteer" community members who are particularly keen and then attracts more participants as they become inquisitive and interested - while a high number of participants is to be encouraged this will affect the number of facilitators that the activity requires
- mapping involves *intensive facilitation* that is *observation* based and which demands the use of open questions to encourage the community to add more information to the map - facilitators need to have thought about the type of questions that they might ask and be prepared to listen and watch!
- a mapping activity tends to become very involved and time consuming - some thought needs to be put into when the activity will take place, whether or not it will be held over a number of days and at which time of day it will happen
- mapping should be carefully introduced so that it does not appear to be a complicated task that only artists or knowledgeable people can be involved with - it is important to plan the introduction and stress that no special skills are needed, only local knowledge that *everyone* has

**Guidelines for facilitating the activity**

Before conducting this activity check with the community and/or extension worker, if a mapping activity has been carried out previously in the village. If it has, find out when the activity took place and why. Ask to see the map and seek permission to use it for this activity.

Introduce the activity by reminding the community of the last time you worked together, highlighting the actions you agreed upon and why the meeting is taking place. Then :

- depending on the type(s) of map that you have decided to concentrate on, invite the community to draw or construct a picture on the ground that shows the chosen features
- ask the community to find a site(s), within the village to draw the map(s) - look for an area of ground that is flat and in the shade
- organise the community into groups according to the number of maps you wish them to work on, taking into account the make up of each group
- make sure that a facilitator is initially attached to each group and that they explain the task once more

- the facilitator's should help the community to get started by *letting the community determine* the first marks on the ground
- from this point on the facilitator should sit back and watch and listen - if facilitator's start to interfere or direct the process it is better that they walk away!
- make sure that the community is given enough time to draw the map and that people on the edge of the activity are invited to take part
- encourage the use of three dimensional representation using pebbles, maize cobs, torn banana plant leaves, sticks and stones etc.
- when the participants have exhausted the activity ask the groups to decide who is going to explain the map to the rest of the community
- view the map(s) and if necessary conduct a rotating plenary, always compare and contrast if there is more than one map
- as each presentation is taking place ask the community to make any necessary alterations, additions or deletions, making sure that consensus is reached at all times
- facilitate a discussion about the features that have been marked and invite the community to comment on the situation regarding their water supply
- ask the community to show where water is collected, which water sources are in use, which are considered to be good or bad, who uses the supply, how far the carriers have to walk and so on
- find out what the community uses water for - gardens, irrigation, animals etc.
- ask the community to determine if the supply is adequate - if so why? If not why not?
- at this stage are you beginning to see potential opportunities, for example possible rehabilitation work, better water resource management through organised irrigation etc.? - keep these in mind for future discussion
- turn the attention *away from* water and find out what else is of concern - examples might include; the need for a feeder road, the lack of a shop, the need for a teacher's house at the school, latrines at the market and so on
- ask the community to rank, by voting in order of priority, the things that need attention or improvement



It is often very difficult for facilitators to remain quiet - knowing when to keep quite is one of the most important skills a facilitator can develop!



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



Reaching a consensus can be difficult in a large group of people. Often an individual with a strong point of view, or someone that is influential in the community will persuade others to follow blindly. Those people in the community that do not normally have a voice are once again not heard. Arguments can break out and this is can undo very quickly the hard work that already has been done.

There are lots of participatory voting techniques that can be used with the community to make ranking easier. See Supplementary Module 7f Site Selection for Ideas.

If it does not seem appropriate to continue make sure that the facilitation team contacts the D-WASHE to discuss how (and who) will help the community to reach its goals - never simply walk away from the community



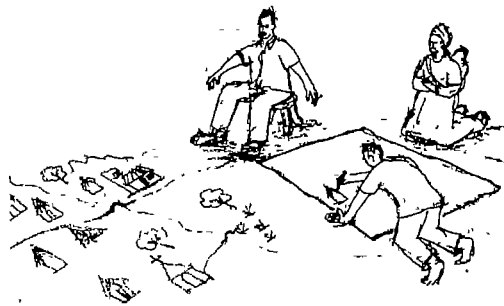
If their water supply *is not* listed in the top three priorities then try and determine whether or not it is realistic to introduce a water related project. This does not mean that the community assessment activities should stop, rather that the facilitation team is advised to judge each step and outcome carefully before deciding to continue.

*The importance of this stage of the process can not be over stated,* for example; if the community is preoccupied with the urgent need for a teacher's house it may be the wrong time to persue a well building activity, participation and interest might be low, motivation poor and the overriding priority in the community ignored.

See Supplementary Module 1d Partners In WASHE for details of all the players involved in WASHE activities in Zambia.



If this is the situation it is important to assist the community to achieve its goals, this may not require you to become directly involved but rather that you *access* the community to those who can help them - *never walk away* and ignore the community's needs just because they have different priorities to you.



Transferring a community map to paper

**Remember** that your overall aim is create a situation that will ensure sustainability of the resource or investment, the present may simply not be the right time to work with the community so make a decision based on the facts, your "gut feelings" (based on your experience) and the opinions of the community and the facilitation team.

- when the community is satisfied that everything they consider to be important is marked on the map(s) and has been discussed, transfer the map to paper so that a permanent record can be kept for future use
- decide with the community what will happen next - if there is a decision at this point to persue a water related activity then the community is ready to move to the next stage of community assessment
- always summarise the activity and *never walk away* with the only copy of the map - one copy should always stay with the community

Always label the completed map(s) with the date, community/village and the stage of the project cycle





**Things to watch out for :**

- do not let community leaders dominate the construction of the map
- ensure that women are able to participate, it is advisable to let them make their own maps and then compare and contrast these with those drawn by the men
- do not let the discussion become dominated by the men at the expense of the women.
- always summarise the main points and make a note of any decisions that may have been made.



See Supplementary Module 8  
WASHE and Gender.



Always evaluate the session as a facilitation team. Discuss the activity in detail, noting what worked well and what didn't. Reflect on how much you have learned about the community; have things surprised you ? What questions do you need to ask community members as a result and so on ?

## STAGE TWO : LOOKING AT THE SITUATION

By the end of this stage you will have:

- accompanied the community in a physical look at the issues that they are concerned about and the situations that they wish to improve
- began to expose the community potential that exists to find local solutions to problems
- analysed the problems and constraints in more detail
- valued local knowledge and expertise
- walked through the community to get a better understanding of the population and wealth distribution, the economic activities and the resource features
- a better understanding of the inter relationships between the elements and factors that make up the community

1 1/2 - 2 1/2 hours but please note this may be considerably longer!



### SUGGESTED ACTIVITY ONE: CONDUCTING A TRANSECT WALK

#### PREPARATION

Materials you will need for this activity.



- the community map from the previous activity
- paper/markers to draw the transect diagram
- note books and pens

As we have said a **transect walk** is a systematic walk through a selected part of the community. The route is decided **by the community** from the concerns that were generated during the construction of the community map in stage one, activity one. Conducting a transect walk has proved to be an effective way of seeing the diverse conditions that affect the community's livelihood and well being.

All the preparation for this activity involves the community and the facilitation team. However before planning the transect with the community it is worth considering the following points:

- the transect should involve more community members than outsiders - ideally 5 - 10 people including the facilitators. The community members should be very familiar with the area and local conditions - do not make the group too big as it will lose its focus
- think about the length of time that the transect will take and plan for this - often the walk will take longer than anticipated because there is so much to discuss and see

- try to conduct the transect at the coolest time of the day as you are likely to see more community activity and also the participants will not return too exhausted!
- always ensure that the community participants represent the *whole* community - women should always be involved
- think about the type of questions that you might ask to extract as much information as possible about what you see along the way
- each facilitator should carry a note book and pen to write down *all the main discussion points and the findings of the transect*

**Guidelines for facilitating the activity:**

- using the community map(s) ask the community to highlight the existing water sources and the places, apart from their individual homes, where they use water
- explain the value of walking to see the features and determine how far away they are
- mark the route on the map so that a record is kept of it and label it with the date and time of day that the transect will be conducted - this is because if you conduct the same transect walk again at a different time of the year or day, what you will see will be different
- determine who will take part in the activity, making sure that there is someone who is very familiar with the route
- check whether or not you will be passing through any important places, for example the Chief's Palace and be prepared for any protocol that may be required
- be clear that the walk *is not a sitting activity* but is an investigative one to enable everyone to see the problems and opportunities beyond the confines of the map
- decide when the walk will take place and agree the time and a meeting place
- at the start of the walk remind the participants of the route and agree on the features that are to be included along the way, for example the dambo, an abandoned well, a garden and so on
- begin the walk by letting a community member take the lead and make sure that they continue to lead throughout
- always make sure that the facilitators are walking alongside the community members so that a dialogue is established early on and is maintained throughout the transect



While facilitating the activity

DO:

- show interest
- make notes
- ask questions
- clarify unclear aspects
- participate
- watch, listen, learn

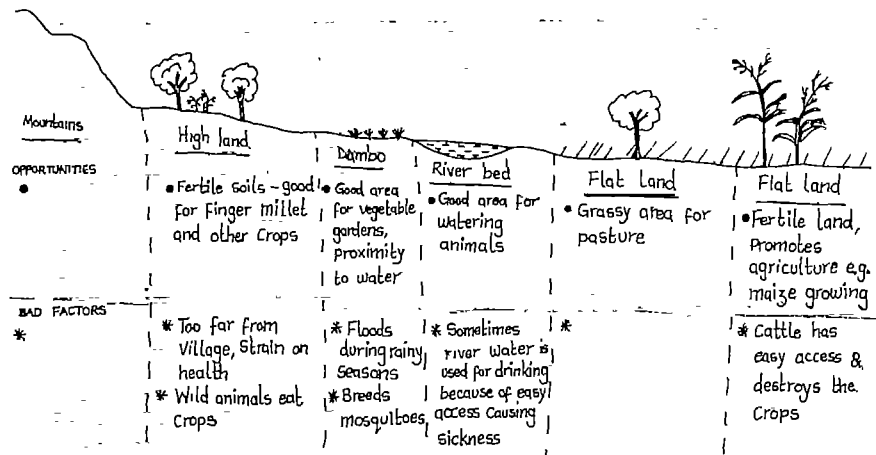
DONT:

- lead the walk
- lecture
- assume knowledge
- rush

Take note of existing construction trends; poles and dagga, brick, grass. Ask why these practices have developed.




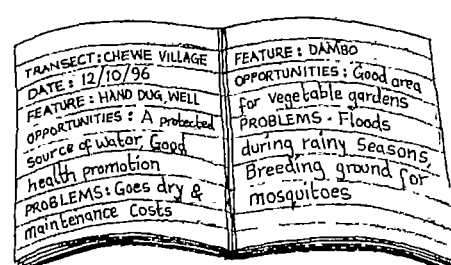
- constantly look at the surroundings and stop the group at points of interest, discuss what you see, inspect physical features and participate in activities, for example drawing water
- always be on the look out for opportunities and problems, for example potential rehabilitation sites or difficulties of access for trucks bringing in equipment etc..
- ask questions that encourage the participants to think of local solutions, for example how can an unprotected well be protected using community resources, could a dambo be used for gardening purposes instead of carrying water a long distance to irrigate vegetables and so on
- upon the group's return to the village involve all the participants in making a visual representation of the transect - below is an example to help you
- explain how the identified problems and opportunities can be used to find a solution to the existing water supply problems and outline the next stage
- the transect diagram will be presented to the whole community during the next activity



**Things to watch out for :**

- the most important advice is to look, listen and ask as many questions as possible!
- try to make comprehensive notes so that you will remember the details of the transect upon your return
- it is a good idea to lay your note book out using the format that is suggested in the margin - this will help you to focus your questioning and also you'll be able to make sense of the notes later
- try to absorb as much information as possible so that your partnership with the community will be strengthened as a result of your improved awareness of local conditions
- keep an eye open for features that do not appear on the community map(s), ask why they may have been missed and seek agreement for these to be included if it is appropriate
- look out for opportunities that will improve the water supply situation, for example irrigation possibilities, the use of dambo land, springs that could be capped and so on
- ask questions about climatic conditions and weather patterns that effect the food security if you pass fields - check crop rotation practices and ask why certain crops are grown etc..
- ask about income generating activities and the roles that men and women play in the village - as you see people working on every day activities find out what they are doing and why. This will help you to get a picture of the daily work patterns of the community that may affect participation later on in the project
- above all show interest and let the community teach you more than you can ever teach them!

 Note book layout - An example of how to make notes while you are out on a transect walk



Always evaluate the activity, questioning the success of the method and your own facilitation against the objectives.



**STAGE THREE : DECIDING WHERE WE WANT TO BE**

By the end of this stage you will have:

- assisted the community to look at where it wants to be in terms of its water supply
- started to discuss realistic options that might improve the situation
- clarified what the community's expectations are with regard to the improvement of its water source
- built upon previous activities and reinforced the links between work that has been done earlier and now

1/2 - 2 1/2 hours

**SUGGESTED ACTIVITY ONE : THE WATER LADDER****PREPARATION**

The community first looked at the **Water Ladder** during stage two of the project cycle which was "community mobilisation and sensitisation". This activity uses the **Water Ladder** again but this time there is a different focus.

Materials that you will need for this activity



- the community map
- the transect walk diagram

Use Tool Kit Reference 7c, Water Ladder



Please note that this tool kit is found in Supplementary Module 7c

As we discovered during stage two of the project cycle, the Water Ladder is an excellent tool that has more than one use. For the purposes of community needs assessment we suggest that it is used to find out what the community perceives to be its goal in terms of its water supply. We stress at this point that there is often a *difference between what the community ideally would like and what is realistic*. Community expectations can often be linked to what they think they can obtain from the implementing agency, or what they perceive to be "the best" and this may not be appropriate in sustainability terms or possible from a technology viewpoint. While we all want to achieve the best for our community it is equally important to *be realistic*. The Water Ladder helps to expose some of the attitudes that the community has about "interventions" and also assists the process of deciding what can reasonably be aimed for.

The last time the community saw the Water Ladder they thought about poor and good situations with regard to its water sources and also they indicated where they are now in terms of supply. This information, together with the community mapping exercise and the transect walk findings, forms the basis for the activity which follows.

**Guidelines for facilitating the session :**

- before starting to work on the ladder it is important to **present the findings of the transect walk** to the community as only a small number of them were involved
- ask a community member to remind the community why the transect walk took place and then to show the transect diagram to them
- highlight the main opportunities and problems that were found and discuss what the community generally feels about the suggestions, reach a consensus if this is necessary before moving on - this is a good time to get a sense of how the community view possibilities such as rehabilitation etc..
- link the discussion to the next activity stressing that all the time the community is gathering information and making decisions that will ensure the success of their attempts to improve their water supply
- relate the context of this meeting to the last time they worked on the ladder and the findings of the community mapping exercise
- ask the community to rebuild their water ladder using the record sheet that was left with them during stage two of the project cycle
- review the water ladder briefly to make sure that everyone recalls, or sees for the first time, what was involved
- explain that this time the ladder is going to be used to move from *where the community is now*, to look at **where it wants to be in the future**
- 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 water ladder pictures and ask them to rebuild the ladder so that it is the same as the one they have all just been reviewing
- try and allocate one facilitator to each group so that they can observe the activity
- 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



While facilitating

DO :

- check that everyone sees the ladder
- make sure that everyone is happy with the order of the ladder
- link this activity to the previous time you used the ladder

DON'T.

- lead the discussion
- indicate a right or wrong approach
- prejudge the decision



See Supplementary Module 7c Community Mobilisation and Sensitisation for information about how the water ladder was used and recorded

- place the pictures in a single line, probably on the ground and have sufficient room to move them around
- before moving on check that all the ladders are the same and that everyone has seen them
- next, ask the participants to think about where they would like to be in terms of an adequate water supply, taking in to account the findings of the transect walk and the mapping activity
- encourage the participants to discuss the reasons for their opinions and choice of water supply, and challenge the practicalities of the decisions
- ask the participants to vote (one vote per person) so that a consensus can be reached in the group. If the ladder has been constructed on the ground pebbles or beans could be used as voting counters.
- when the voting has been completed to the agreement of everyone record the new information on the existing record sheets, making sure, as always that this is done for the community and the facilitating team
- 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
- as the presentations take place discuss the choices that have been made, particularly in terms of how realistic the goals are, whether or not they can be achieved and how appropriate the technology choice is perceived to be
- it is likely that the ladders will be different from one group to the next so it is important to reach a consensus so that a decision can be recorded on the main community ladder
- *stress* to the community that this is the starting point and it may not be the final choice of water source; there is still along way to go and other factors will need to be taken in to account, for example the technical feasibility of the suggestion, before the final choice of intervention is concluded upon
- when the ladder has been agreed record the new details on the existing sheet so that the information is kept up to date for future use
- finally summarise by letting the community know that the choice made during this activity will be used as the starting point for planning for construction, however first there are two more assessment activities to look at

See Supplementary Module 7f for ideas about conducting community voting.



See Supplementary Module 7c for information about recording the ladder.





Things to watch out for :

- be careful during this activity to not give the impression that the implementing agency will provide whatever the community opts for - that is not the purpose of the activity
- the outcome of the activity should give you more information about the level of local skills and knowledge of technologies, health and hygiene practices and the environment
- possible materials and resources that have been identified
- always encourage discussion about good hygiene practices and link these to the types of water sources available, reminding the community of the discussions that took place when they first used the Water Ladder
- now that you have an idea of what the community is working towards the facilitation team can plan ahead with a view to thinking about materials, work programmes and finance etc..

Always evaluate the activity. Think about the decisions that were taken and how the facilitation team can assist. Do you need to start involving more people ? Think about the technical assistance you may need - who can help ? At this stage do you think that the community will be able to reach its goal ? What training may be required ? What local expertise exists etc.?



**STAGE FOUR : LOOKING AT WHAT IS INVOLVED**

By the end of this stage you will have:

- introduced the project cycle approach to community management in rural water supply to the community
- related this to the normal everyday community management of activities
- put the current community assessment activities into context by highlighting the current stage
- reinforced the need for commitment and demonstrated to the community what exactly is going to be involved

2 - 3 hours

**SUGGESTED ACTIVITY : INTRODUCTION TO THE PROJECT CYCLE****PREPARATION**

You will need the visualised project cycle that is in your Tool Kit for Supplementary Module 7a : The Project Cycle



As we have said throughout the Supplementary Modules 7a - 7p, the **project cycle** is central to the community management approach that we are advocating. The project cycle is important as a management tool for facilitators and *equally* so for the community. It is very important at this stage to explain the idea of the project cycle to the community so that a) they understand what being committed to a project means, b) they can begin to visualise the various stages and the links between them, c) they begin to get an appreciation of the time frame that is involved, d) they can collectively decide if they are committed to the process and e) most importantly they can see that ***a community managed approach is no different to the control they already take of their daily activities.***

It is often the case that when an implementing agency is asked to, or decides to work with a community, that there is a lot of activity during the early stages of the intervention. Enthusiasm and motivation levels are high and everyone is eager to see success. As the project time frame moves from weeks to months and expected deadlines are not met, it becomes harder to remain as committed. The CMMU hopes that if more attention is given to the project cycle, systematic planning and a shared vision of the whole undertaking, the chances of sustainability of the initiative will be greater.

**We strongly advise that you read Supplementary Module 7a before you facilitate this activity.**



See Supplementary Module 7a for information about the project cycle for the community management of rural water supply.

As with all your work it is important to plan this activity in advance.

Make sure that the facilitation team go through the project cycle stage by stage checking that:

- a) everyone understands the sequence as it appears
- b) everyone is familiar with the purpose of the stages and how they interconnect and are flexible

Next, decide who is going to present this activity - look for someone who can:

- speak the local community language
- speak clearly
- present ideas in a simple but adequately detailed way
- understand and relate to the livelihood activities of the community

**Guidelines for facilitating the activity:**

**Remember** that by introducing the project cycle to the community you will be demonstrating what community management is really about. By explaining the stages you will highlight the main components of community management - *responsibility, authority, accountability* and *control*. These aspects of community management sound daunting and may leave the community a little overwhelmed and of the opinion that too much is being expected of them. To make the concept easier to understand we suggest that a similarity is drawn between the project cycle approach and an everyday activity that the community *already* manages. This is to show that the *approach is not new* and also to reassure them that any new skills will be supported through training.

So, introduce the activity by explaining to the community that before moving on to the formation of the V-WASHE committee and general planning it is important to have an overview of what will be involved in the project.



The V-WASHE is the village institution that will take overall responsibility, through the community for the implementation of the project and its management. It is introduced in the next stage of the project cycle: Formation of a V-WASHE Committee

Go on to say that you are first going to look at the way the community manages its existing activities so that they can

build on their existing organisational skills to make the water initiative a success.

Then:

- split the community into groups of no more than ten people and attach a facilitator to each one
- ask the participants to describe in detail to the facilitator, what is involved in keeping chickens. Request that they start their explanation from the point when they identify the need to be involved with the activity. So for example, there is a need to earn extra income and the idea of chicken rearing is decided upon....what happens next?

Remember that the purpose of the activity is to show to the community that:

- they already plan, act, monitor and evaluate projects and activities successfully throughout their daily lives
- the water project should be no different - they can plan, act, monitor and evaluate it with the *support* of the implementing agency or facilitation team - *the initiative belongs to them*

So, in asking for the details about rearing chickens you are looking to expose the step by step process that the community goes through in order to achieve the result they want, in this case to generate income. Try and think in a logical step by step way and help the community to do the same. On the next page we have suggested a project cycle for chicken rearing which highlights *the process* that is involved in the project or activity. You will notice that reasons for the stages are no different to those in the project cycle for the community management of rural water supply, it is just the context that is not the same.

See page 16 for information about working in groups and Supplementary Module 7p Group Dynamics and Energiser Tool Kit.



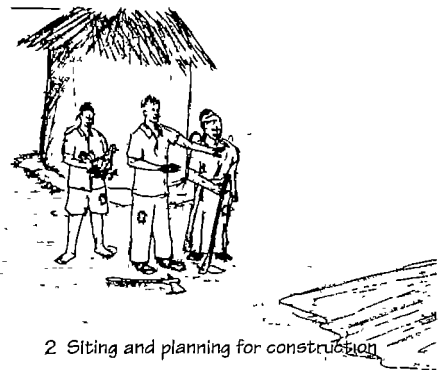
Communities plan, act and manage all the time but usually it is considered to be nothing out of the ordinary - just part of everyday life. It is the facilitator's task to develop these existing skills to enable the community to manage in a different context.



CHICKEN REARING



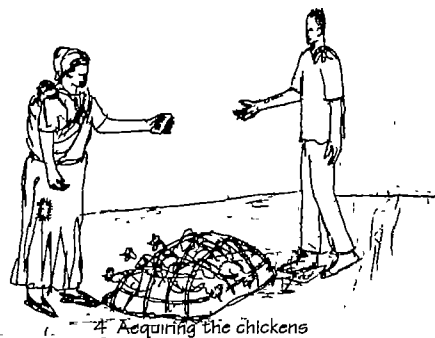
1 Decision making



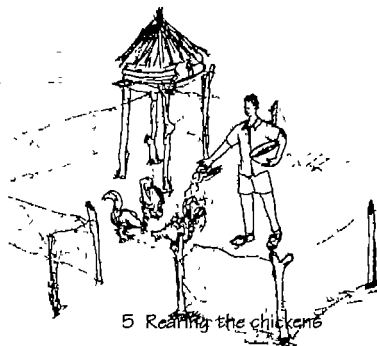
2 Siting and planning for construction



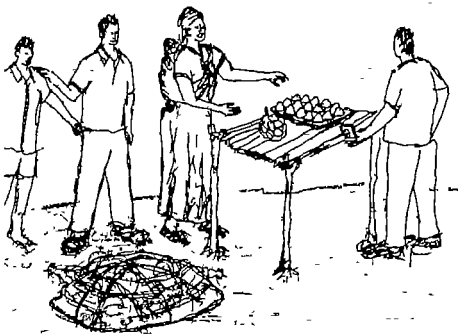
3 Constructing



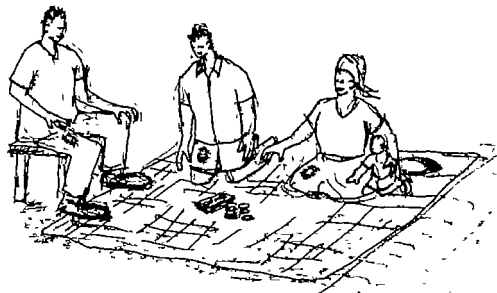
4 Acquiring the chickens



5 Rearing the chickens



6 Selling the chickens and eggs



7 Evaluating how well it went

If the example of chicken rearing is not appropriate, substitute another activity, for example:



- beer making
- house building
- maize growing

As the community suggests ideas encourage them to think in sequence. So for example if the first suggestion is to buy the chickens, *but* they have not constructed the chicken pen what will happen? The missing stage is to do with planning and getting ready and this stage cannot be missed out if the chickens are to be kept from running all over the village!

Next:

- after the initial discussion has been held and some ideas suggested ask the participants to visualise, by drawing pictures, the process of rearing chickens so that all the stages are shown. At this point introduce the idea of *the cycle*; that one stage leads to the next and that the last stage leads to the first as new activities or projects are suggested as a result of the income that can be reinvested and so on

Stress that each stage involves different activities, use the chicken project to explain this, so for example, the stage of the chicken project where the fowl are bought also includes activities to decide how many hens and cocks will be bought, what the chickens will eat and so on.

- when each group has finished its visualisation ask them to present their cycle to the rest of the community
- after the presentations compare the cycles - have some stages been missed out by some groups, do different people (e.g. women and men) view the organisation of the chicken project the same or differently and so on
- facilitate a discussion about the process of managing projects and explain that the management of the proposed water project will be handled the same way
- using the visualised project cycle for the community management of rural water supply go through the stages step by step, highlighting some of the activities within a particular stage and drawing similarities to the cycle for chicken rearing
- ask for questions and give clarification of uncertain points, explaining that the project cycle can be used by the community to manage the new intervention
  - point out to the community which stage they are currently at and how many stages have already been achieved
  - reach a consensus that decides whether or not:

- the community is willing to go ahead with the responsibilities that the project cycle implies
- the community agrees with the approach of managing the proposed project through the stages that the project cycle represents
- highlight which stage the community will move on to next (the formation of a V-WASHE committee - stage four ) and leave a copy of the visualised project cycle with the community

It is a good idea to encourage the community to draw their own version of the project cycle for rural water supply -perhaps a local artist is willing to do the work - suggest this to the community

- finally before moving on to stage four there is another activity to do which will look at preparation for planning and implementation and this is called *seasonality analysis*.



Local artists are often willing to portray ideas that show everyday situations. It is always important to feel confident about the materials and pictures that you are using. Make sure that the community recognises the pictures and can describe their content. Local pictures will always be more relevant

**Things to watch out for :**

- individuals who are keen and interested and that seem to grasp the ideas quickly - these people may make good committee members or facilitators in the future
- if the chicken rearing example is unfamiliar to the community use another - perhaps maize growing, beer making etc..
- if the community are unable to identify with the visualised project cycle it may be necessary to draw a local version or substitute some of the pictures - ask the opinion of the extension workers before working with the tool
- always evaluate the success of the activity and the tool - is there anything that needs to be modified or changed?



### STAGE FIVE : STARTING TO PLAN

By the end of this stage you will have:

- gained an overview of the activities and factors that contribute to a year in the life of the community
- assisted the community to think about its capacity and ability to take on increased workloads and activities
- decided when the best time to start construction or rehabilitation will be
- identified the "well being factors" that potentially may hinder or assist progress

1 - 2 hours



### SUGGESTED ACTIVITY : SEASONALITY ANALYSIS

#### PREPARATION

Materials you will need for this activity:



- the community map(s) - displayed
- the transect diagram - displayed
- local materials; seeds, stones, charcoal etc..
- paper/markers to transcribe the grids
- the visualised project cycle - displayed

As we have said **seasonality analysis** enables people to understand the impact of seasonal patterns on their livelihoods and it is an excellent planning tool.

This activity does not require preparation before you arrive in the community, however as with all participatory activities the facilitation team should be aware of their role during the activity.

A facilitator's task is to:

- watch and observe
- assist the analysis by asking probing questions
- learn from the community
- highlight opportunities and potential constraints
- reassure the community and help them to gain confidence in their abilities to community manage the process
- identify peak capacity times

Always display the work that the community has done previously. This will help them to be progress and remain motivated



While facilitating this activity



DO :

- ask probing questions
- watch, listen, observe, learn and challenge
- encourage analysis

DONT .

- interfere
- prescribe
- lead or initiate
- impose your own calendar
- use the calendar in isolation - relate it to the activities.

#### Guidelines for facilitating the activity:

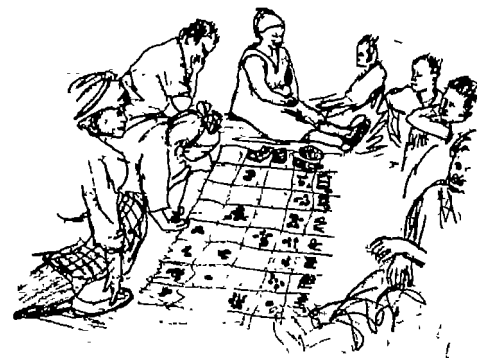
- explain to the community that in order to move on it is a good idea to look at when the community will be able to participate most efficiently and effectively
- before splitting the community into groups, repeat the goal that the community has decided to work towards, relating this activity to the previous ones




- make sure that the groups are not more than ten and consider the gender make up of each - women often perceive their yearly activities very differently to men and so let at least one group of women work alone
- 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 - allocate a facilitator to each group
- ask each group to collect local materials that can be used as counters; stones, pebbles, maize cobs, beans, seeds, grains etc.. Also ask them to collect some charcoal so that they have something to mark the ground with
- before any work on the ground begins facilitate a group discussion to gain the following information:
  - when the year starts - does the community work by calendar month or season, do they begin in January or May etc.?
  - the main activities and factors that happen throughout a year which affect community well being - these might include; rains, drought, sickness, planting, harvesting, hunger, school costs (uniforms etc..), food security, expenditure, debt, migration, celebrations and festivals
- as the discussion develops ask a couple of participants to draw a grid (or something similar) on the ground that indicates the calendar units
- next add the activities and factors marking spaces under the calendar units throughout the year for each - see the example in the margin
- use local objects to symbolise each activity or factor (for example a maize cob might represent food security, grain seeds harvesting and so on), so making a grid or matrix
- ask the participants to use counters (seeds, beans etc..) to indicate the relative weighting that an activity or factor has throughout the year, for example if sickness (malaria, stomach aches) is worse during the rainy months the number of counters under those months will be higher than during the healthy periods of the year. Additionally, strain injuries might be witnessed during and after planting but these may not effect well being as much as the malaria months and so the number of counters will be slightly less, but still higher than during the healthy months



See Supplementary Module 8  
WASHE and Gender




A seasonality grid being made by participants

Probing questions are inquisitive, demanding of an answer and develop the analytical capacity of the community 

- continue the exercise for each of the activities or factors - the participants may wish to add new categories or sub divide others
- make sure that the participants share knowledge and work independently of the facilitator
- as the grid is completed start to ask probing questions about the relationships between activities and factors, for example is it only the rains that affect poor health, does hunger and poor food security contribute? How is this represented on the grid?

You will probably begin to see patterns and areas of the grid that are heavily laden with counters - ask probing questions about the problems or opportunities that these represent. Relate what is shown to the community's ability to participate in activities, for example when is it the best time to contribute labour, who is free and which times would be better suited to training activities or fund raising.

See page 23 for information about conducting a rotating plenary 

- when the group work is completed conduct a rotating plenary and allow all the groups to present their work to the rest of the community
- compare the grids and develop the analysis to reach some conclusions about optimum times for the various activities that are related to the project cycle - it is helpful to have the visualised project cycle displayed throughout the activity
- record the grids and make sure that the community has a copy, also list the decisions that have been taken, against a calendar, so that some form of timetable is established - always summarise the activity
- reach a consensus about which activities, in relation to the project cycle can be started quickly and which ones will be left - usually the most obvious conclusion is that construction cannot start during the rains!



The community is now ready to move on to the next stage of the project cycle - formation of the V-WASHE committee

**Things to watch out for :**

- while it may appear from the seasonality analysis that there is little time for water related activities always maximise any opportunities and avoid getting into a situation where the community looks too busy to be involved. If the community is affording the necessary priority to water, opportunities can be identified
- if there are existing community development projects being undertaken make sure that these are indicated and the commitment levels marked with counters
- be sensitive to gender issues during this activity - women will often have heavy workloads compared to men at certain times of the year, their health patterns may be different and this will have an affect on participation and management activities
- always evaluate the activity and the use of the tool



See Supplementary Module 8  
WASHE and Gender





Section  
4

EVALUATION AND  
THE NEXT STAGE



UNICEF/GIACOMO PIROZZI

**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

**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.

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

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

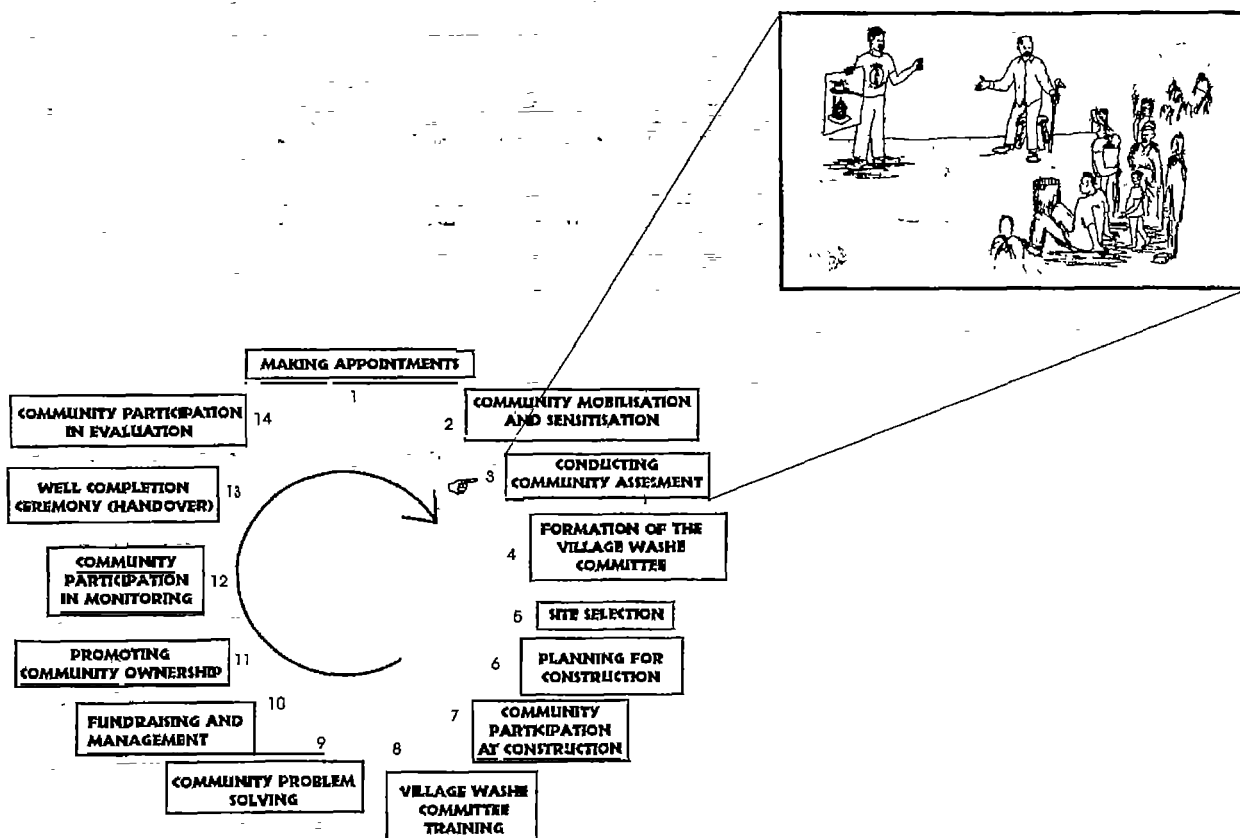
- the overall response of the community
- the success of the activities vis a vis the objectives
- community and facilitation team cohesion

**Remember** that you are working within the context of the **PROJECT CYCLE** and by now you should have achieved stage three. 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



The Visualised Project Cycle from Tool Kit; 7c



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

## 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

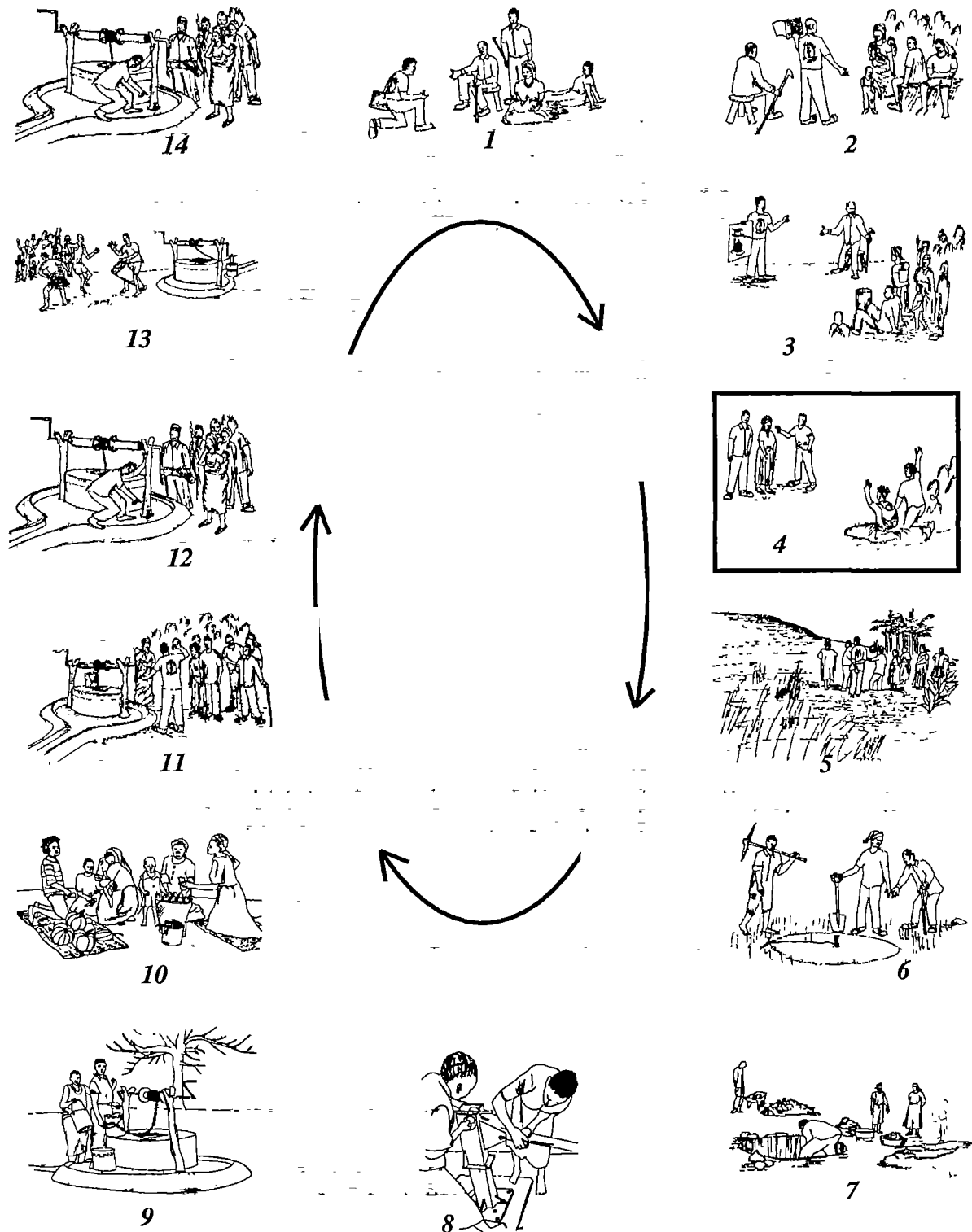
### Guidelines for the session :

- always visualise where the community has got to 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 FOUR - FORMATION OF A V-WASHE COMMITTEE** which is Supplementary Module 7e

All titles are available from the  
CMMU. Ask for the CMMU  
Publication list



## 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

