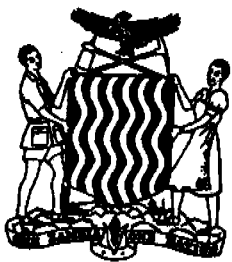




SECOND EDITION

Promoting Community Ownership



Supplementary Module 71

RSU/N-WASHE Jun 2000

205-0-00PR-19247



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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 as a sustainable approach to rural water supply and sanitation. The government has adopted this as a strategy towards Rural Water Supply Programmes.

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 include 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 comprise the Core Training Manuals and Supplementary Modules Series. Full details of the contents of each title can be found in *The Water Sector Reform Support Unit Publications List*. All titles are available from the RSU.

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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, its principles and
assist 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) which is the implementing unit of the RSU.

The Core Training Manuals and Supplementary Modules were developed and drafted by the Community Management and Monitoring Unit (CMMU). This first edition is produced by the RSU.

This is Supplementary Module 71 in the Project Cycle for Community Management in Rural Water Supply, and is called Promoting Community Ownership.

Promoting Community Ownership is **Stage 11** 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 intend to develop community management as part of their overall objective for rural water supply. 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.



See Supplementary Module 8 - WASHE and Gender

The RSU 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.**

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.

The RSU, which has taken over the activities of the CMMU, further recognises the need to continue with the promotion of the WASHE concept. The district level training of the WASHE concept is undertaken by the N-WASHE Co-ordination and Training Team.

ACKNOWLEDGEMENTS

Many people and organisations were involved in the development of the Core Training Manuals and Supplementary Modules. The RSU 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 input 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. Special thanks to the members of staff of the former CMMU for the research and development done to produce these modules.

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

THE PRODUCTION TEAM FOR THE SECOND EDITION

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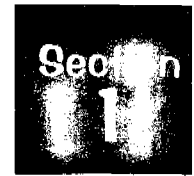
The Core Training Manuals and Supplementary Modules have been produced entirely within the RSU/N-WASHE

Notes :

*This page is for you to make your own notes



Notes :



INTRODUCTION

SECTION ONE

ABOUT THIS MODULE

This Module looks at the *eleventh stage* of the project cycle for community management in rural water supply. It provides step by step guidelines for the promotion of community ownership. 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 the Participatory Promotion of Community Ownership
- 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

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 tool kit

Remember the Supplementary Modules are intended as guidelines. The 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 information 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 activities to enhance community ownership of the facility
- prepare the community and yourself for the next stage in the project cycle

The CMMU was 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 RSU/N-WASHE believe 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 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

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 consequences of those decisions.



OVERALL OBJECTIVE OF THIS MODULE



THE COMMUNITY MANAGEMENT PROCESS



The RSU/N-WASHE believe 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 RSU/N-WASHE agree 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 :

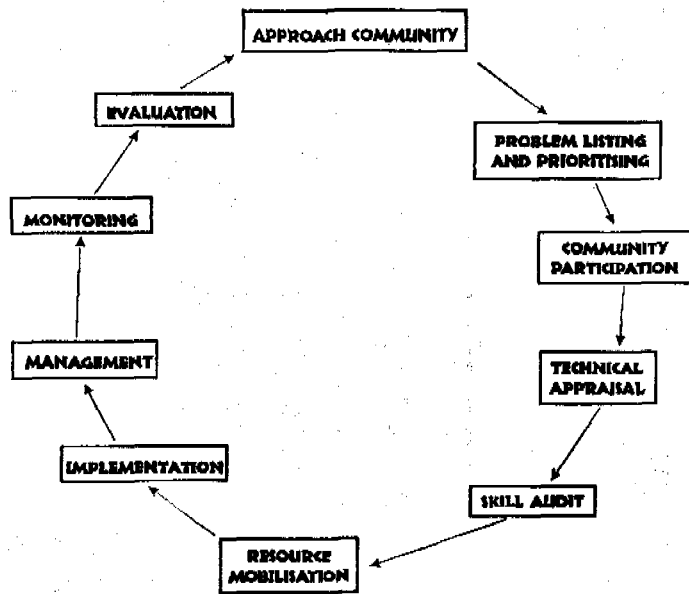
- **community responsibility** : the community assumes ownership of "the system" and "the process"
- **community authority** : the community has the right to make decisions about the action (or intervention) taken that changes their situation
- **community accountability** : the community accepts the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

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.

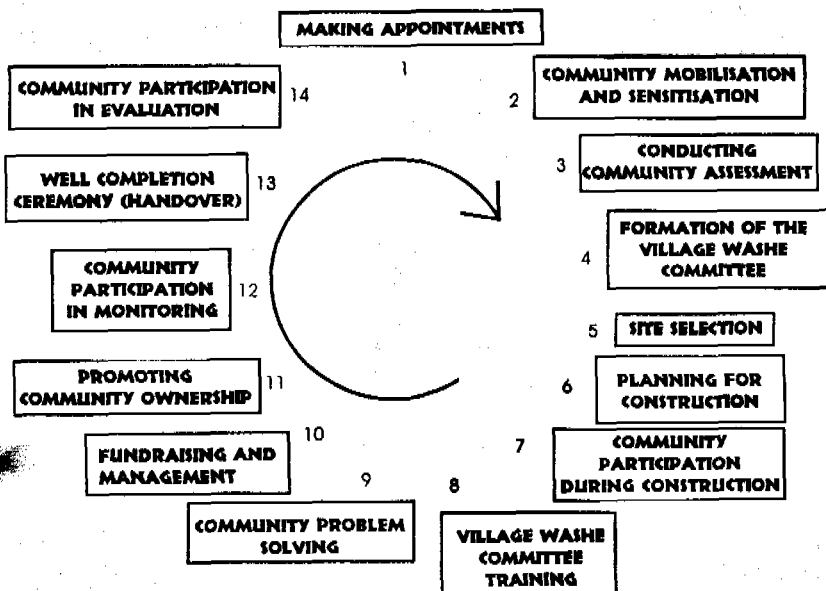
DEVELOPMENT OF THE METHOD



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

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 71 and looks at the facilitation of participatory techniques that will enhance community ownership of the facility. Promoting community ownership is stage 11 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

Use this page to make your own notes.



Notes :

PREPARATION FOR THE PARTICIPATORY PROMOTION OF COMMUNITY OWNERSHIP

Section
2



SECTION TWO

PREPARATION FOR THE PARTICIPATORY PLANNING AND REHABILITATION

By the end of this section you will :

- understand the importance of explicitly discussing the roles and responsibilities of the implementing agency as the facilitators, the community as a whole and the V-WASHE committee
- reaffirm that the community as the users of the resource are the owners and managers of the facility
- have thought about the preparation you need to do before promoting community ownership of the facility
- appreciate the importance of the information that you have acquired about the community relating to ownership

SUGGESTED APPROACH

A number of participatory activities, for use with the community, are suggested as a way of fostering a sense of ownership of the facility by the community. 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 use a participatory approach now?

The sustainability of the resource or investment is the overall intention of all development programmes. A participatory approach is important when promoting a sense of ownership over the facility because :

- it enables both parties (Community and Facilitators) to explicitly discuss the roles and responsibilities of the community as users, managers and owners of the facility
- it avails an opportunity to raise awareness of the need for the community as a whole to "personalise" the operations and management of the facility
- both parties (Community and Facilitators) freely discuss what ownership means and how to draw comparisons between the management of personal items (e.g. bicycle) and the management of the water point

- it is important to raise awareness of the need for everyone to educate and watch over each other to ensure the proper operation and use of the facility

What else needs to be considered?

Before embarking on these exercises to promote ownership it is important to be clear about and understand certain factors. These include :

- the roles and responsibilities of the implementing agency as facilitator
- the roles and responsibilities of the community as the users or beneficiaries and, therefore, owners
- helping the community to appreciate the fact that they have the **authority, responsibility** and **control** over the facility and are, therefore, **accountable** to each other for decisions they make

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

- facilitating participatory activities to enhance a sense of community ownership of a facility
- working towards community consensus and agreement on the appropriate technology
- working towards community management through its ownership of the facility

What preparation needs to take place?

The RSU/N-WASHE strongly advises that considerable preparation is undertaken before work with the community begins. Careful planning will benefit everyone and will minimise the confusion that can arise when nobody is sure who is doing what, when and why. It is never a good idea to work in isolation and good community development relies on people as the main resource. As the facilitator, you will need to seek the assistance of others and, ideally, form a facilitation team. We suggest the guidelines in the margin 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 "outside". Whilst they are often very experienced they



Facilitation - a team effort

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



A good facilitator is :

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

probably do not have the wealth of local knowledge that is at the fingertips of those who work and live close to the community on a permanent basis.

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

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

The D-WASHE Committee is 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



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 prevents 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 the promotion of community ownership of a communal facility. These are :

- group discussions
- open ended story
- performing a community play

The activities are described in Section 3. The activities are designed to help the community discuss the issues related to ownership.

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 people as possible.

It is important that the facilitation team feels comfortable with the activities and is aware of the desired outcome. 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 the promotion of community ownership are listed in Section 3 alongside each activity.



Guidelines for working in groups :

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

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



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

Use this page to make your own
notes



Notes :

FACILITATING THE PARTICIPATORY ACTIVITIES

Section
3



SECTION THREE

FACILITATING THE PARTICIPATORY ACTIVITIES

By the end of this section you will :

- be familiar with the activities that are suggested for the enhancement of ownership of the facility by the community
- understand the issues related to this stage of the project cycle

SUGGESTED APPROACH

There are a number of activities that can be undertaken to promote the sense of ownership of the facility by the community. These activities assist the community to :

a) define what community ownership means or what ownership entails

b) appreciate their role as owners of the facility as they use it, requested for it, planned, implemented, constructed it and thereafter manage it

c) see that the ownership of the water facility can be equated to individual ownership of property (e.g. bicycle)

When facilitating promotion of community ownership it is very important to discuss the "limited" role the implementing agency plays in the programme. The agency's role is mainly to facilitate construction and build capacity in the community to manage the facility. The community, on the other hand, has to use and manage the facility long after the agency has withdrawn or reduced activities in the area.

The discussions will also highlight the various activities the community has to embark on for operation and maintenance and overall sustainability of the facility.

It is important to be clear or explicitly discuss the fact that ownership of the communal facility is the same as the individual ownership of household goods. The same principles applied to individual property can be collectively applied to communal property to ensure sustainability and keep the facility functional so as to draw maximum health benefits.

Community ownership can be discussed at any meeting/session after the community has decided to apply for a protected water point. However, before the Well Completion Ceremony or its preparation the community will definitely need to recap on various aspects of ownership; bearing in mind that *community ownership ensures community management which includes community authority, control, responsibility and accountability of the facility and its management*

1 - 1 1/2 hours

**ACTIVITY ONE : OPEN-ENDED STORY**

By the end of this activity you will have :

- assisted the community to appreciate the "limited" role of the implementing agency in relation to sustainability of the facility
- highlighted and discussed the "everlasting" roles/responsibilities of the community as the "keeper", "user" and "caretaker" and "manager" of the facility

PREPARATION

We advise that before you formulate a story it is a good idea to look around the community for a communal property (e.g. insaka church, dip-tank, etc.) to see how this has been maintained and managed. In addition, assess how people look after their houses, animal kraal, bicycle, chigayo (grinding mill) - their individual property. This will help in formulating the story, highlighting the acquisition of property and the value of this property in terms of time, labour, materials and actual monetary value.

Remember that the overall aim of this activity is to help enhance a sense of ownership of the facility by the community. In so doing the limited role of the implementing agency as both "supporter" and "facilitator" and also the true value of its efforts must be discussed. The story will help the community appreciate the facility as they will discuss the fact that they registered the need for the water point and together with the implementing agency have constructed it to provide a service to the community.

An **open-ended story** offers a basic outline that introduces a number of concepts, topics and issues to the community that they will easily recognise. It explores values and emotions and depicts local characters that the community is familiar with.

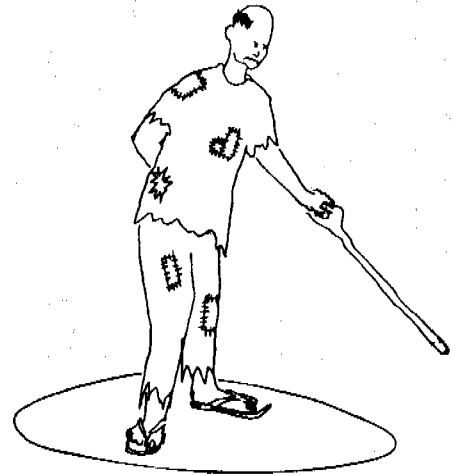
The suggested story line will be familiar to rural communities, but if you feel it is inappropriate, it should be easy to create your own story line to suit the local situation.

The story - The gift

There was once an elderly man in a remote village in "X" province. This man usually wore old clothes and was also considered poor. God had blessed him with only one child, a daughter, who had benefited from a good education at the mission school and had a job in the provincial centre. The young lady sent her father a "gift" of new clothes - shirts and trousers.

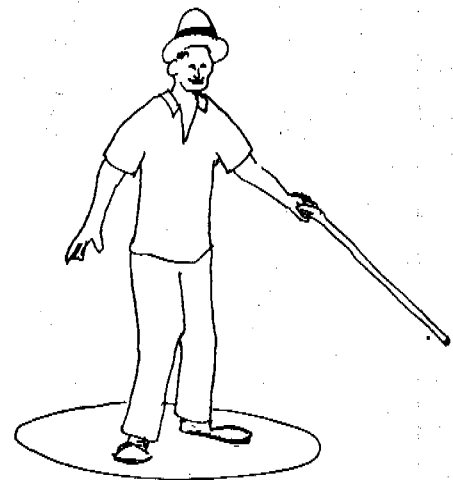
"Bashikulu" was very happy and proud and continuously blessed his child for the "gift". Bashikulu became the envy of his community/neighbours.

However, when the clothes became dirty and some parts got ripped, Bashikulu packed them in a bag and sent them back to his daughter demanding that she takes appropriate action!



Guidelines for facilitating the session :

- introduce the activity explaining that you wish to discuss the ownership of the facility and the related roles and responsibilities of the community (as owners) and the agency (as facilitator)
- narrate the story, adding local flavour where appropriate. For example, local proverbs that are used to give praise or blessings, a local name for the old man ...
- discuss the story with the community and find out if a similar situation has happened in the community, and if so what the implications were
- turn your attention to the water point and draw comparisons to the story in relation to costs of investment, roles and responsibilities of the agency and the community, the usage and the satisfaction of a felt need realised
- while discussing it is important to take note of the main points, e.g. points related to ownership, usage, care/maintenance. These may be written where the whole community can read. If not, they can be referred to verbally during the summary
- ask one of the community members to summarise by highlighting the message in the story



Discussion Points

- Below are issues that could be explored with the community. In brackets are comparable situations when discussing the water point;
- the situation prior to being given the gift (no safe water supply source, source very far, a lot of diarrhoeal diseases, water point in disrepair or non functional)
- the actual cost of the gift to the 'giver' and the 'receiver'; (true value of the water facility both hardware and software of the agency and the community selecting one community over various others)
- roles and responsibilities of the 'giver' and roles and responsibilities included to provide financial material and technical support and build community capacity to operation and maintenance and manage the facility. The 'receiver' decides to improve water situation, plans, constructs, uses and manages the facility to keep it functional
- how can the life of the clothes be extended (the

Things to look out for :

- do not let community leaders dominate the discussion
- ensure that the women participate and are able to voice their opinion
- don't let the discussion lose its focus
- emphasise on the positive aspects that the community have identified and warn against the dangers of the negative factors
- always summarise the main points and take notes of any decisions that may have been made



ACTIVITY TWO : PERFORMING A COMMUNITY PLAY

By the end of this activity you will have :



1 1/2 hours

- assisted the community to relate the process of managing a water point to the traditional marriage process
- related the expected roles and responsibilities of the community over the water point to those of marriage facilitators and of a husband and wife to each other

PREPARATION

This activity helps to further discuss community ownership of the water facility by relating the process of decision making, implementation, construction and management of the facility to an everyday or personal affair like marriage.

Drama has been suggested for promoting ownership because it is an excellent tool for making people think about issues while they are being entertained. It helps people relate what is portrayed in the play to the subject matter of discussion, in this case - ownership. This play can either be acted by the facilitation team, a local drama club or community members themselves.

They can have three scenes that depict a very typical traditional marriage process and some of the responsibilities that are associated with getting married. The play can then be used to draw parallels to the management and ownership of the water point.

This play does NOT aim to portray women/wives as "possessions", but emphasises the fact that the process of preparation and actually staying married entails; - registering the need, the commitment to satisfy this need, commitment to hard work to implement the decisions and managing or maintaining the marriage by both partners. The values and principles attached to marriage can be compared to those of owning and managing a communal resource.

This scene uses the process of deciding to get married to draw parallels with wanting to own a water point. The scene is all about identifying needs. Identifying a need was looked at during the assessment stage of the project cycle for community management



SCENE ONE : IDENTIFY NEED AND SEEK ASSISTANCE

Theme A : Identifying and Registering a felt need.

A young man living in "X" village registers his desire to marry by telling his grandfather - Ambuya. He also informs Ambuya of a suitable wife he has identified in the next village. Ambuya is very happy with the young man's intentions but is interested to know what has driven him (the young man Lumbwe) to make this decision. Ambuya would also like to discuss the advantages and disadvantages of his decision and the roles and responsibilities associated with getting and staying married.

Key issues in community management :



- the need to have clean, accessible water
- the community approaches the implementing agency
- community assessment
- understanding the project cycle and the roles and responsibilities implied in community management

Key issues :

- the felt need of the young man
- approaching his grandfather to help satisfy the felt need
- assessing the young man's (Lumbwe's) reasons and ability to appreciate marriage
- highlighting the roles, responsibilities and the perceived advantages/disadvantages of being married - to let him know the implication of his decision and what will be expected of him

Theme B : Identification of a facilitator and consensus building and planning

This scene looks at issues related to working with others, taking joint decisions and planning. These issues were looked at during the planning for construction and rehabilitation stage of the project cycle



Ambuya looks for Bashibukombe (the middle-man) who will initiate negotiations with the young lady's family in the next village. However, before Bashibukombe approaches the girl's family, a family meeting is called. All of Lumbwe's older brothers, sisters, cousins, uncles and aunties are called to inform them of his intentions to marry and of his suitable wife. The family is very happy with Lumbwe's intentions and choice of a wife and they help set a date for the ceremony. Everyone agrees that it should be held after harvest.

Key Issues :

- identification of someone to help satisfy the need outside the family (seek outside assistance)
- meeting held to inform the family so that there is consensus i.e. all are informed and supportive
- help set a date for the marriage ceremony and, therefore, time frame for events/beginning of planning

SCENE TWO : PREPARATION AND ACTUAL CEREMONY**Theme A : Identify work load and help needed**

Lumbwe (the young man) has to construct his new matrimonial home. That is, mobilise the materials : collect poles, grass, mould bricks for the house, toilet and his new wife's kitchen and also seek assistance from community members and relatives in order to complete the work in time.

Key Issues :

- determining the amount of work that needs to be done
- identifying materials that have to be mobilised
- the need to seek assistance from others

Theme B : Share tasks to ensure success

Bashibukombe is well received and the negotiations go smoothly. The bride-price is paid and the wedding date set. The ceremony takes place and everyone is very happy with the success of the event. The couple is very happy in it's new home.

Key Issues :

- by working together a felt need has been satisfied
- highlight the roles of various people involved in the process of meeting a "felt need"



Key issues in community management :

- the community builds a working relationship with the facilitation team
- the community explores the options before reaching an agreement
- the community plans ahead and thinks about the best time to be involved in a project



This scene looks specifically at planning issues. It introduces the need for community participation, which is part of the community management process and deadlines. Commitment and accountability is explored



Key issues in community management :

- the community works out what needs to be done
- the community mobilises its human and physical resources
- the tasks are allocated and the community works together with the implementing agency



This scene looks at the issues around construction and partnership between the implementing agency and the community. Fund-raising and project completion leads to everyone being happy with the new water point



Key issues in community management :

- the community has worked in partnership with the implementing agency and the project is complete
- the project cycle highlights how all the roles and responsibilities of everyone fit together to make the project work

This scene relates to what often happens when the project is complete and the implementing agency has left. The scene talks about the real issues of community management; authority, controls, responsibility and accountability, comparisons can be drawn to the V-WASHE committee and what happens if every time the water point breaks down nobody takes action, instead expecting that somebody else will sort it out



SCENE THREE - HONOURING EXPECTED ROLES/RESPONSIBILITIES

After a few months, the couple encountered their first problem, they run out of food. Malita had earlier discussed this issue with her husband Lumbwe when the reserves were low, but nothing was forthcoming. After going for a few days without eating anything, Lumbwe asks his wife to go and collect some food from her parents :- which she does. This referral to her parents becomes a habit for the months that follow. For example Malita becomes sick and after a few days of trying out home remedies her condition does not improve; what does the husband do?sends her to her parents! When she is well, he goes to pick her up. When her shoes and chitenge become completely worn out and have been mended too many times she asks him for replacementshe sends her to her parents again! Whatever she needs, her husband refers her to her parents

Key issues in community management :



- the V-WASHE and the community do not take their responsibilities beyond the completion of the water point
- issues of operation and maintenance
- the fact that community management is a *continual* process to ensure sustainability

Key Issues :

- failure to honour responsibilities that had been discussed and agreed upon earlier
- relating this play with maintenance of a home/relationship/marriage/facility
- failure to keep something operational, e.g. supplying food, lubrication and routine maintenance (in relation to the pump)

Guidelines for facilitating the session :

1. Introduce the activity and emphasise the need for participants to be attentive as the issues in the play will form the basis for community discussion later.
2. Invite the drama group to perform the play.
3. At the end of the play facilitate a community discussion based on what the community think that the drama was about and the key issues and messages.
4. Relate the stages in the marriage process to the establishment of the protected water point referring all the time to the project cycle stages.
5. Make notes of important issues/points as the discussion is in progress.
6. When you think the discussion has been exhausted ask one of the community members to summarise by highlighting the message of the story.



It will be useful to have the visualised project cycle displayed so that parallels can be drawn throughout the activity

**Things to look out for :**

- the play should not rather emphasise that the man "owns" his wife but on the obligations the two have towards each other as *partners*
- highlight the roles and responsibilities of the various actors (Ambuya, Bashibukombe, man, wife, relatives, etc.) and relate these to actors involved in establishment of the water facility - community management process; community, and implementing agency, extension staff, V-WASHE, etc.

1 - 2 hours



ACTIVITY THREE : GROUP DISCUSSIONS

By the end of this activity you will have :

- discussed the community's perception of 'ownership'
- discussed how individual ownership can be related to communal ownership

PREPARATION

This activity helps the community to collectively discuss the relationship between individual ownership and communal ownership. It is very important to establish this relationship and in so doing a common understanding of 'ownership' will be created.

The group discussions will enhance the sharing of ideas and understanding of each others attitudes to something 'owned' either individually or communally.

Guidelines for facilitating the session :

1. Introduce the activity and emphasise the need for participants to freely and openly discuss and share ideas.
2. Split the community into smaller groups
3. Present the discussion questions;
 - what do you own?
 - why do you consider this to be yours?
 - what is ownership?
 - how do you keep this item(s) operational or in good condition?
4. Each group facilitator should take notes to present to the rest of the community at the end of the discussion.
5. Discuss the issues that have been raised.
6. After all the groups have presented and as a wrap-up to this session ask the participants to relate ownership of individual property to community ownership of the water point.

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



Things to look out for :

- relating how a person or family decides, plans, implements, (acquires), manages, maintains and operates an individual/family item to the process the community undertook to establish the water point
- highlight the fact that people living in one community are related somehow, i.e. not necessarily blood links but culturally, socially - are guided by the same norms. These are, therefore, considered as 'a people' owning a facility/water point

IMPORTANT FACTORS :

Other indicators of ownership that can be used to facilitate discussions are :

- raising of initial cash contributions
- labour contributions
- application for protected water point
- selection of a V-WASHE committee
- being users/beneficiaries
- establishment of fund-raising and management systems

Use this page to make your own notes



Notes :

A series of 20 horizontal lines provided for writing notes, starting below the 'Notes :' label and extending down the page.

EVALUATION AND THE NEXT STAGE

Section 4



SECTION 4**EVALUATION AND THE NEXT STAGE**

By the end of this section you 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 :

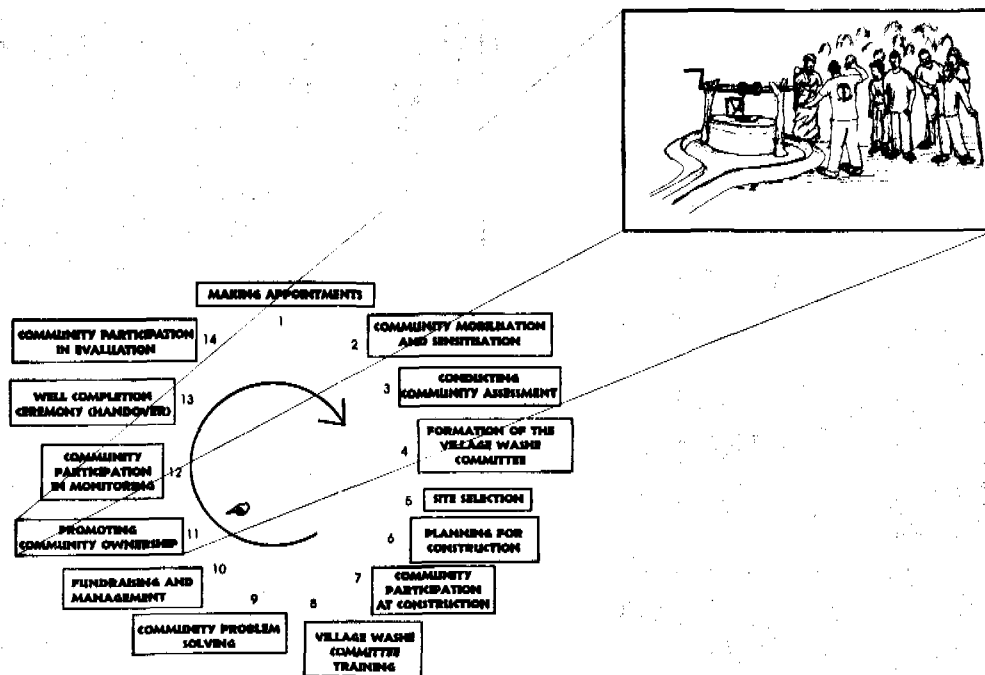
- the overall response of the community
- the success of the activities, vis-a-vis the objectives
- community and facilitation team cohesion

Remember that you are working within the context of the **PROJECT CYCLE** and by now you should have achieved Stage (11) Eleven. 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 the session to enhance community ownership of the facility
- 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, 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!

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

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



SUGGESTED ACTIVITY TWO : COMMUNITY REVIEW

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

The visualised Project Cycle from Tool Kit 7c



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 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 to start. This is OK as long as the stages and activities are running smoothly
- if the community wishes to change the project cycle order, add stages or rethink its strategies. Be prepared for this and use your knowledge and experience to guide the decisions

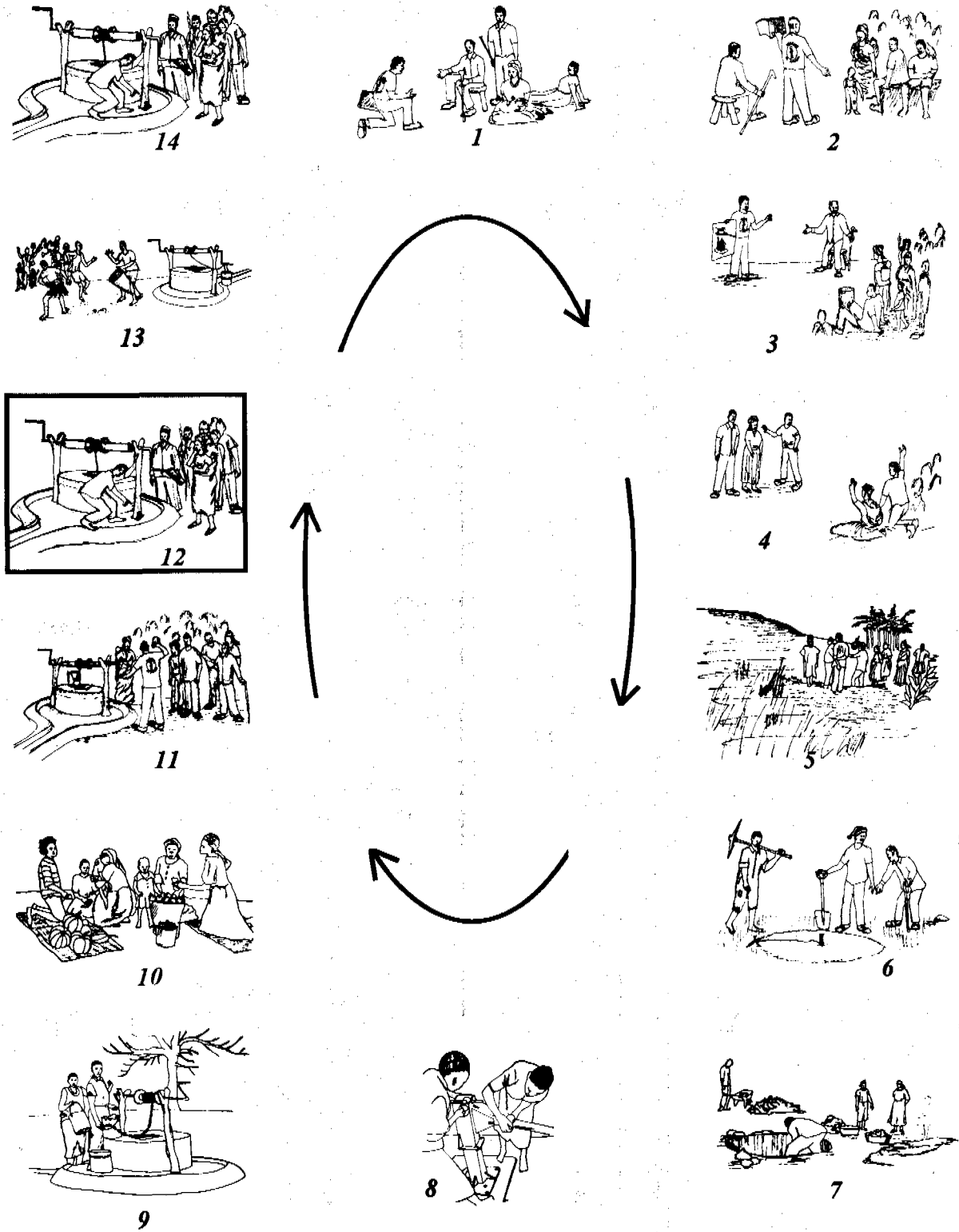
Open questions :

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



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

VISUALISED PROJECT CYCLE



You are now ready to go on to **STAGE TWELVE - COMMUNITY MONITORING** which is Supplementary Module 7m.

THE CORE TRAINING MANUALS AND SUPPLEMENTARY MODULES

No	TITLE/DESCRIPTION
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MANUALS AVAILABLE

Manual 1	Understanding the WASHE Concept
Manual 2	WASHE in the Water Sector Reforms
Manual 3	Introducing WASHE at District Level
Manual 4	Establishing WASHE at District Level

SUPPLEMENTARY MODULES AVAILABLE

1a	Coverage Parameters for Rural Water Supply in Zambia
1b	The Status of Rural Water Supply in Zambia
1d	Partners in WASHE
5a	Options for Excreta Disposal Facilities
6a	Participatory Health and Hygiene Education (Theory)
6b	Participatory Health and Hygiene Education (Practical)
7b	Making Appointments
7c	Community Mobilisation and Sensitisation
7d	Conducting Community Assessment
7e	Formation of a Village WASHE Committee
7f	Site Selection
7g	Planning for Construction and Rehabilitation
7h	Community Participation During Construction
7i	Village WASHE Committee Training
7j	Community Problem Solving
7k	Fund Raising and Management
7l	Promoting Community Ownership
7m	Community Participation in Monitoring
7n	Well Completion Ceremony (Handover)
7o	Community Management in Evaluation
7p	Group Dynamics and Energiser Tool Kit
8a	WASHE and Gender