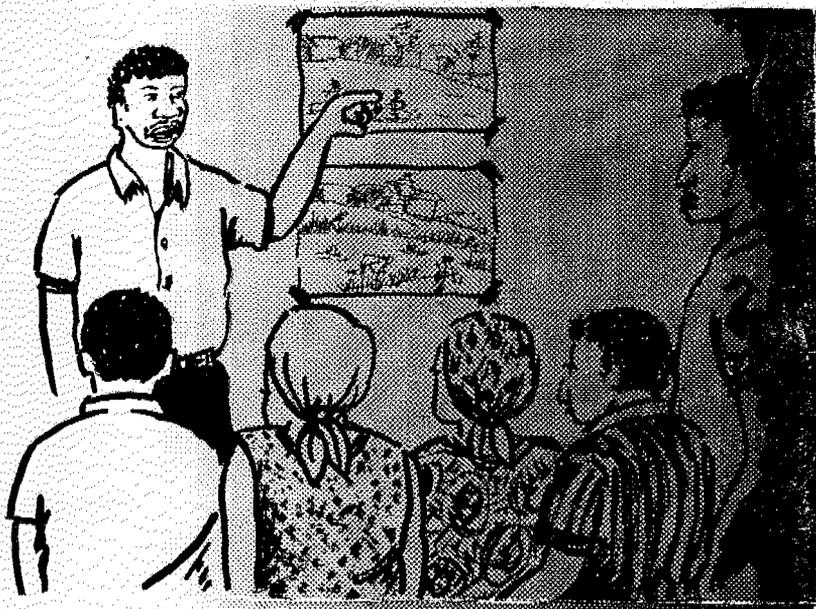


205.1 95PA

Library
IRC International Water
and Sanitation Centre
Tel.: +31 70 30 899 80
Fax: +31 70 35 899 64

PARTICIPATORY TOOLS KIT

user's guide



Developed by
TREND Group,
Kumasi

For
Volta Rural Water & Sanitation
Project, Ho

205.1-95PA-14640

Text developed by
OLIVER FRIMPONG

Graphics by
Materials Development Unit
TREND GROUP

1995

LIBRARY IRC
PO Box 93190, 2509 AD THE HAGUE
Tel.: +31 70 30 689 50
Fax: +31 70 35 899 61

BARCODE: 14 640

LO: 205.1 95 PA

INTRODUCTION

The following participatory exercises, namely the 3-Pile Sorting Cards and Story with-a-gap are all based on the SARAR participatory Techniques. These two coupled with the Discussion Posters and the 4 'F's' exercises have been chosen and adopted for use in the Volta Region to make health and hygiene education in the community more effective and interesting.

The facilitator who helps carry out these exercises should always remember that s(he) only provides a process which helps the group to discuss the issues in the most satisfactory and productive way.

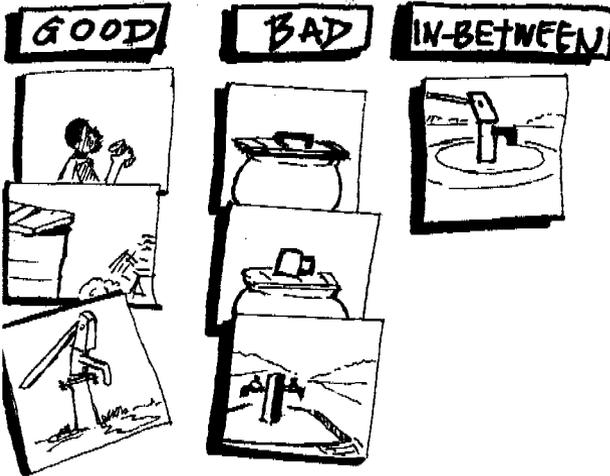
S(he) must therefore always resist the temptation to impose ideas or interfere with the community's task of making decisions. S(he) should also ensure that there is good communication and participation during group discussions.

3 = PILE SORTING CARDS

This methodology is very useful in analyzing health and hygiene behaviors prevailing in a community. It also helps to increase people's knowledge about specific hygiene subjects.

The Materials needed to use 3-Pile Sorting Cards are a set of about 15 picture cards each showing a health, sanitation or water supply scene and three small tags with 'good' written on one, 'bad' on the other and 'in-between' on the third.

To use 3-Pile Sorting Cards first show the picture cards to everybody in the group. You can pass it round.



When everybody has seen the cards, break the large group in smaller groups and give each a complete set of picture cards. Now ask them to arrange the picture cards into 3 piles; One which has the picture cards that depict good behavior, the other with the picture cards which depict bad behavior. In the third pile (In-between) they should put the picture cards which they think are neither good or bad.

After sometime when they have finished arranging the picture cards, ask all the groups to come together again. Now ask one person from each group to explain why their group arranged the pictures the way they did.

Notes to the Facilitator

- * During the group discussions please make sure that one or two people in the group do not dominate the discussion. As much as possible everybody in the group should participate.
- * All group members should know that they all have to agree on which pile a card should go to before it is placed there. They should also have a good reason for placing it there.
- * Do not let the exercise go on for more than 2 hours.

After this exercise the participants should have increased their knowledge about the topic discussed. They should then be in a position to plan better health for themselves.

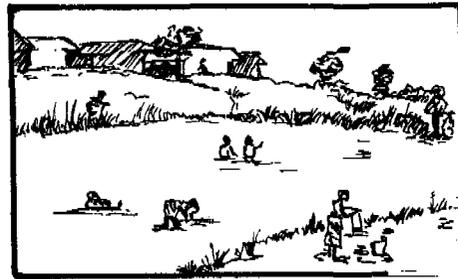
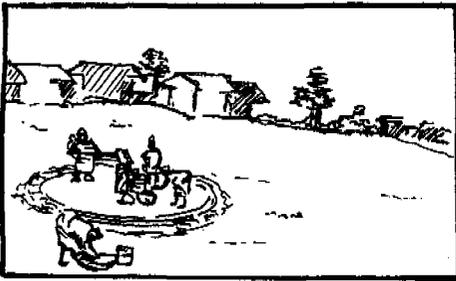
For you the facilitator, this exercise will help you determine the peoples' knowledge level about the topic. From this you can increase their knowledge and also correct misconceptions.

STORY WITH=A=GAP

This exercise is to encourage participants to discuss the causes of water and sanitation problems and how to plan actions to plan solve them.

The materials needed for this exercise are two large pictures. One showing a bad health and hygiene situation, the other showing the opposite of the first, a good situation. The picture showing the bad situation is called the 'before' situation and the picture with the good situation is called the 'after' situation.

To do this exercise, show the 'before' situation to the participants and let them look at it and identify the bad things in the picture. After this show them the 'after' situation. Now let them tell a story about what happened to change the bad situation into a good one.



After the story has been told, discuss it with them noting especially the steps the community in the story took to solve their hygiene problems. Relate this to the participants present condition and guide them to agree to take immediate steps to solve their own hygiene problems.

Notes to the Facilitator

- * If the participants are a lot it is a good idea to break them into two or more groups so that you can have different stories.
- * Ask the group to make the story as realistic as possible. That is, they should give names to the people in the pictures and also give a name to the community in the story.
- * Do not let the exercise go on for more than 2 hours.

F = DIAGRAM

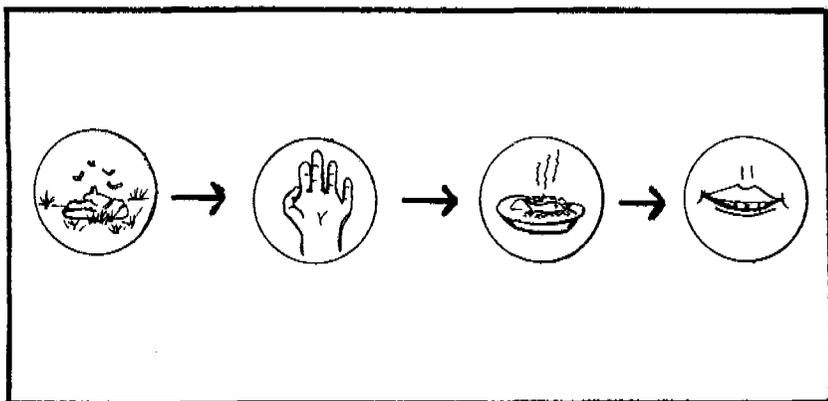
This exercise helps to explain the connection between sanitation, good water and disease. It also helps to show the ways in which the transmission of disease through water and poor sanitation can be broken.

The materials needed for this exercise are; a poster or chart showing exposed faeces on one end, the mouth on the other end and the possible agents that can transmit the faeces to the mouth via Food (i.e. the 4 'F's), Fluids, Finger, Flies and Fields. A number of cut out arrows to show which direction the disease is spread through.

There are two ways of doing this exercise. The first and more simple way is to use only one agent at a time. Taking Fingers for example, you can have;

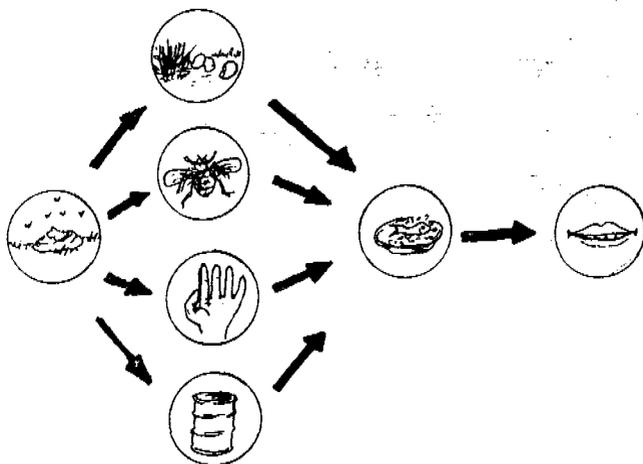
Faeces → **Fingers** → **Food** → **Mouth**

Ask the participants to show how **faeces** can contaminate our **fingers** which in turn goes into the **food** that goes into our body through the **mouth**.



Through discussion help the participants to identify at which points the transmission can be broken and what actions need to be taken for this to happen.

The second way is to have all the pictures on the chart at the same time. Once again, through discussions, help participants to show how diseases are spread through each agent and identify the points where the transmission can be broken.



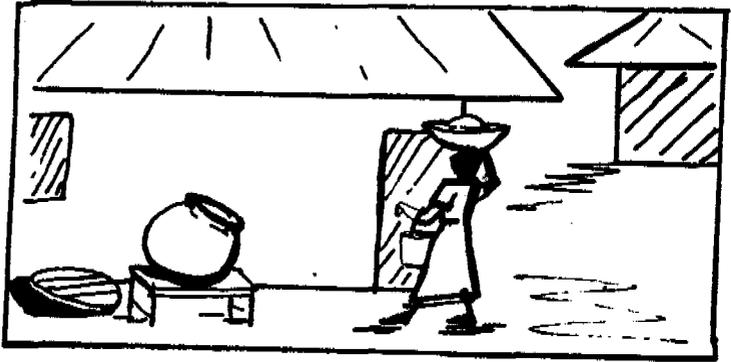
Notes to the Facilitator

- * If you have more than one group, let each group discuss one of the transmission routes (Finger, Flies, Fields, Fluids) after which they will do a presentation of the transmission route they have and what actions they plan to take to break the transmission route.
- * Do not let the exercise go on for more than 2 hours.

DISCUSSION POSTERS

Discussion Posters are used to increase knowledge on a subject through open discussion.

The materials needed are one or more large posters each showing a picture related to the topic being discussed. The picture should have no wording.



To use the Discussion Posters Methodology, you need to display the poster where everybody in the group can see it. Ask the group to discuss what they see in the picture. You can ask questions to help lead the group in the discussion so that they do not wander away from the topic. The Posters in this set cover Water Transportation. The key points to be raised are;

- How water is collected
what containers are used and how they are kept clean
- How water is transported to the home
how is it protected from the source to the home
- How water is kept in the home
what containers are used and how the water is protected

Notes to the Facilitator

- * Since the posters are meant for discussion, let participants talk as much as possible. Encourage them to bring out all the knowledge they have on the subject especially things like taboos etc. related to the subject.
- * Remember, no answers are right or wrong. Through discussing the issues raised, the participants learn from each other and you the facilitator as well. You in turn will also learn a lot from them.
- * Do not let the discussions go on for more than 2 hours.