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20th WEDC Conference on Affordable Water Supply & Sanitation

*Discussion Papers on
Community Water Supply and Sanitation Project
to be considered at the session D3 Rural Water Supply
at 14.00 - 15.30 hours on
- 23rd August 1994 -*



Community Water Supply
& Sanitation Project

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Part I

Community Water Supply and Sanitation Project

· An Overview ·

COMMUNITY WATER SUPPLY & SANITATION PROJECT (CWSSP)

AN OVERVIEW

01. INTRODUCTION

A CWSPU is a joint initiative of the government of Sri Lanka and the World Bank aimed at providing community owned, community managed water supply and sanitation facilities to the rural people in Badulla, Matara and Ratnapura Districts.

02. OBJECTIVES

Overall Objectives

- ◆ Enhance the physical quality of the rural population in the selected Districts by :
 - Providing Water Supply, Sanitation Facilities, Hygiene Education Services, and,
 - Establishing and strengthening of the institutional framework to ensure the sustainability in operation and maintenance of service thus provided

Specific Objectives

- ◆ Develop systems and institutions for community based planning, implementation, operation and maintenance of cost effective and sustainable water supply and sanitation facilities and Hygiene Education services.
- ◆ Implement community based water supply and sanitation schemes in selected rural centers and small towns in Badulla, Matara and Ratnapura Districts.
- ◆ Prepare follow up Projects applying the community based approach developed and tested in this Project to extend the water and sanitation coverage to other districts.

03. PROJECT AREA

Ratnapura, Badulla and Matara Districts

04. BENEFICIARIES

- ◆ 650,000 rural people in 2700 villages and 17 small towns
- ◆ School children in 3,000 schools and pre-schools in Ratnapura, Mathara, and Badulla districts.

05. MAIN PHASES ON THE TIME FRAME

- ◆ Pre-project preparatory phase - February 1992 to January 1993
- ◆ Implementation Phase - February 1993 to December 1997

06. TOTAL INVESTMENT

US\$ 32.0 Mln.

07. MAJOR COMPONENTS OF THE PROJECT

- ◆ Water Supply
- ◆ Sanitation
- ◆ Hygiene Education
- ◆ Institutional Building
- ◆ Training
- ◆ Research
- ◆ Programme Development

08. IMPLEMENTATION PROGRAMME

	Sub programme	No of Community Projects	Targets
1.	Village Water Supply and Sanitation Sub Programme (VWSSP)	900-1000	2700 village
2.	Small town Water Supply and Sanitation Sub Programme (STWSS)	17	17 small towns
3.	School Water supply and Sanitation sub Programme (SWSS)	about 2000 special school projects	3000 schools

09. PHASES in COMMUNITY PROJECTS

Community Projects are implemented by Partner Organizations jointly with CBOs.

Phase I : Project Development Phase

Phase II : Construction Phase

Phase III : Consolidation Phase

10. INSTITUTIONAL FRAMEWORK

- ◆ Intermediary Agency - Community Water Supply and Sanitation Programme Unit. (CWSPU)
- ◆ Partner Organizations(POs) - Non Governmental Organizations (NGOs), Local Authorities(LA), National Water Supply & Drainage Board. (NWS&DB) etc.,
- ◆ Community Based Organizations - (CBOs).

11. Guiding principles of THE CWSSP

- ◆ Provision of affordable, Community owned and community managed water supply and sanitation facilities through the process of :
 - * Active community participation
 - * Community based participatory planning
 - * Community decision making
 - * Participatory Implementation, and
 - * Strengthening of Institutional capabilities.
- ◆ Ensure sustainability
- ◆ Adopt community based, bottom up, holistic, and programmatic approach.
- ◆ Protection of environment, preservation of natural resource base.
- ◆ Active participation of women
- ◆ Maximize community contribution in kind, labour or in cash
- ◆ Community - The decision maker and the doer
- ◆ The Government - Promoter and the facilitator

Part II

Discussion Papers

Part II
Discussion Papers

A.
Community Mobilization in the CWSSP
An Innovative approach

..... **Sisira Kumarasiri**
Deputy Director - Community Development

Community Mobilization In The CWSSP - An Innovative Approach

1. Introduction

The CWSSp is intended to provide water supply and sanitation facilities to about 650,000 people representing the neediest 30% of the population in Ratnapura, Badulla and Matara districts in Sri Lanka over a period of five years. In this experimental pioneering project, attempts are being made to develop a community based approach and establish systems to resolve problems relating to effective use, sustainable maintenance and replicability of improved community water and sanitation facilities in the three districts. The project has been in operation over a period of one year in the three districts covering more than 150 villages. The experimental approach of the project focusses on a continued process of community mobilization in order to stimulate a genuine community participation during planning, construction and management of improved facilities.

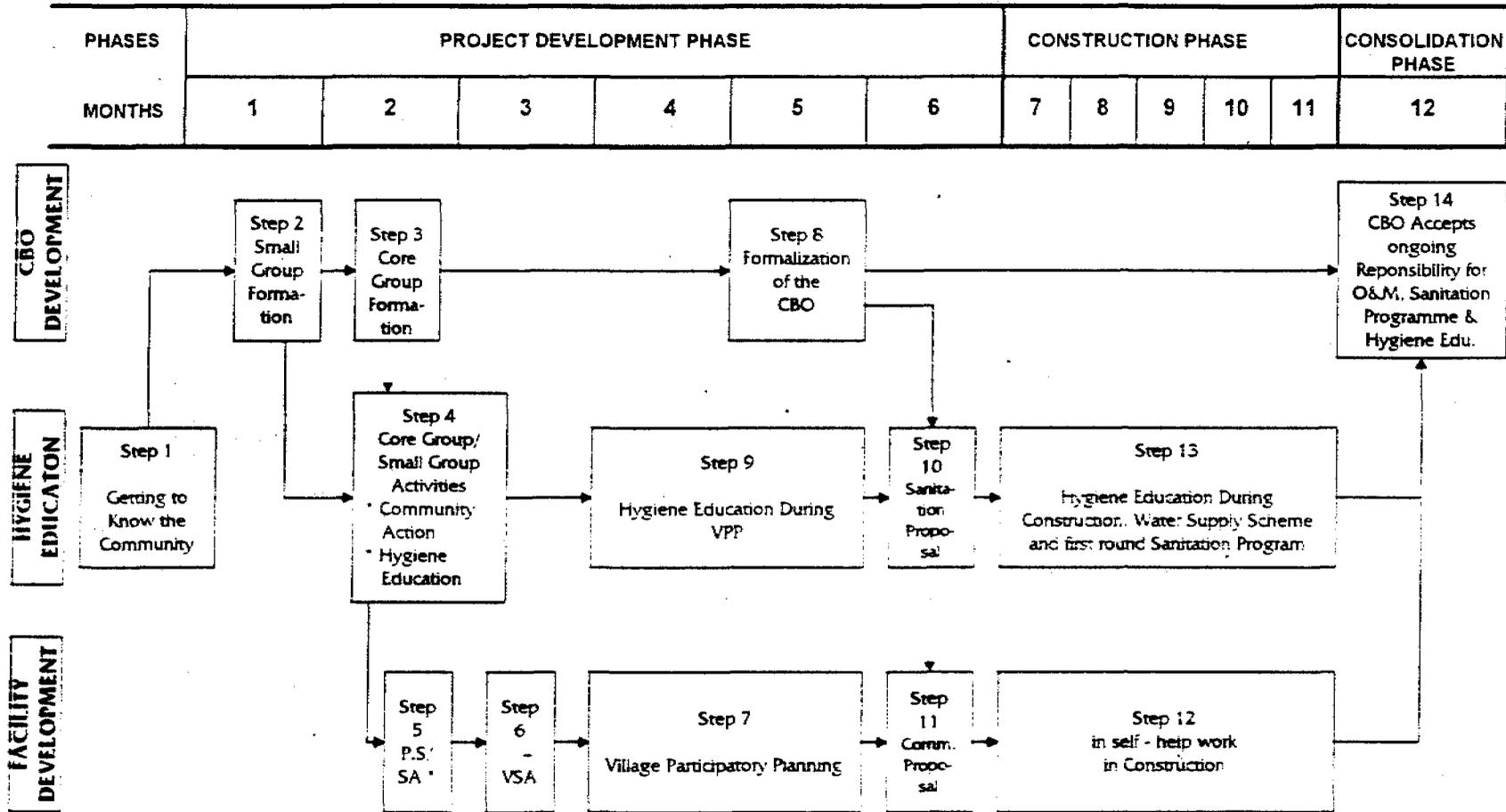
During the first phase partner organizations (NGOs and LGAs) of the project are expected to mobilize target communities and promote them to critical thinking before proceeding to participatory planning. This means target communities are first expected to be engaged in a process of self-analysis to realize the causes and effects of their water and sanitation problems so that they would be able to decide what they want to do collectively to bring about solutions. A serious self-assessment of community readiness to form themselves into a community based organization (CBO) and undertake full responsibility is the next part of this process. Once the members of a community are organized around their common interests on the basis of their past experience, they are expected to evaluate all possible solutions and undertake to resolve their water and sanitation problems with technical assistance of partner organizations. During the second and third phases target communities are expected respectively to plan self-help construction, organise shramadhana work, manage the process of construction and assume responsibility for collective ownership and maintenance of improved facilities.

2. The Process

The steps of the community mobilization process are summarized below.

Activity	Purpose
1. Group formation and community awareness raising	To promote communities to critical thinking, gather round common interests, collect information, forming into coregroups.
2. Village Self-analysis/assessment community organization building	To increase the understanding about the present status, encourage villages to analyse and assess their situation.
3. Village participatory planning	Initial investigation of options, feasibility, final design and community proposal in water supply and sanitation
4. Construction management	To prepare construction plan by CBO organize self-help work manage construction activities.
5. Community management of facilities	To further strengthen community based organizations, ensure effective use of facilities, undertake repairs and look after facility as everyone's responsibility.

DETAIL STEPS OF COMMUNITY MOBILIZATION



* Participatory Survey/Situation Analysis

+ Village Self Assessment

3. The Strategy

The Community Water Supply and Sanitation Programme Unit (CWSPU) undertakes training of community facilitators of Partner Organizations. The trained community facilitators first enter selected villages, learn about the villages in which they will be working gain acceptance and trust of the communities and carefully explain the CWSSP goals and the process.

Formation of small groups begins thereafter as facilitated by the community facilitators. Thus geographically or sociologically scattered community groups are brought together into small learning and linkages groups depending on their specific interests. A small group would generally include 10-12 families. A special effort is made here to involve women and disadvantage groups. At least fifty percent of the members of a small group must be women.

Nomination of representatives from each group to form a core group would take place subsequently. At least fifty percent of the representatives of a core group must be women. This is an important step in building a community based organization to represent the whole village to plan, construct, operate and maintain water supply and sanitation schemes.

A Core Group will :

- represent small groups of people from all sections of the community ;
- mobilize and educate community members about the CWSSP ;
- stimulate the community to carry out hygiene education and group/community actions ;
- coordinate ideas coming from the small groups ;
- act on behalf of the community during the early stages of the water supply and sanitation planning process ;
- formalize and register a community based organization to take up responsibility for the construction, operation and maintenance of facilities.

4. Community Mobilization Tools

4.1 Participatory Survey

A participatory survey is conducted as a mobilization tool. It begins with collecting data by the member of community. A core group is expected to generate sufficient data, analyse and present at a participatory planning meeting in a manner which makes a lot of sense to them. The participatory survey result would show the community their strengths and weaknesses, and guide them when they have to look for external support in terms of technology and additional resources. The CWSPU has recommended use of simple questionnaires designed in collaboration with core groups to generate information within a community. This is supported by selected spacial and temporal Participatory Rural Appraisal tools (PRA) such as sketch mapping, time line, trend line and seasonal calendars. The CWSPU training programme for Community Facilitators cover effective use of these tools to facilitate core-group members to gather data having in mind a structured planning and design process with outside help at the participatory planning stage. The participatory survey tool is recommended on the belief that people have capacity and resourcefulness to bring their own experiences into Project Development Process. A participatory survey is therefore an effective mobilization tool in bringing people together and building partnership attitude

4.2 Village Self-analysis/Assessment (VSA)

Village Self-analysis gives an opportunity to the community to consider participatory survey results in order to determine how strong is their need for water and sanitation and to confirm the required level of improvement. The village self assessment gives the community an opportunity to decide what contribution they are willing to make in order to satisfy the need. Village communities will be expected to reach a consensus during the VSA and subsequently make a request for technical assistance. The VSA also give the village community the opportunity to formally organize a community based organisation to manage the planning and maintenance of the water supply and sanitation schemes. Although the village will not be expected to have registered the CBO at the end of the VSA, It is expected that some informal arrangements have been set up.

	PURPOSE	OUTPUT
Situation Analysis	To analyse the results of the Participatory Survey in order to understand the current water supply and sanitation situation in the village.	List of potential solutions.
	To discuss potential solutions and preferred options for improved water supply and sanitation.	Identification of preferred option.
Village Self Assessment	To give the community the opportunity to discuss and decide whether or not they are prepared and committed to take up the following responsibilities:	Written agreement to take up the responsibility.
	<ul style="list-style-type: none"> □ establishment of a CBO to plan and manage the construction of the water supply scheme; provision of unskilled labour and some local materials for construction; □ establishment of Sanitation Savings Fund and proper management of Revolving Loan Fund by CBO; □ continuing Hygiene Education Program; □ 100% responsibility for on-going operation and maintenance. <p>If the community is prepared to take up these responsibilities, to assist them to prepare a Request for Technical Assistance so that they can start Village Participatory Planning.</p>	Request for Technical Assistance.

4.3 Picture Based Small Groups Discussions

Community Facilitators use picture codes to promote small group discussions. These pictures depict real village problems. The pictures allow an opportunity to those whose voices are unheard to share their feeling and tell the group members what they want to do with a core group.

The picture based discussions in small groups break through the problem of elite domination. When seated on the floor in a round circle with their neighbors, it makes a lot of sense to women to talk about pictures which have direct relevance to their water and sanitation problems and their own sufferings. The picture codes also serve a great purpose to facilitate medium size core group meetings.

4.4 Drama/Role Play etc.

Drama/Role play in discussions and meetings is an interesting mobilization tool. Drama performance generally attracts a large audience and creates interest around village problems. The role plays in particular create an opportunity for changing roles of players to deepen their understanding of a given role around a problem. Drama could be an interesting way of bringing village realities to a group discussion or a village meeting. It allows demonstration of serious problems affecting the lives of people. Beginning with creation of simple awareness on the need to get together, drama could rouse emotional feelings of the audience to sympathize with a problematic situation with a heavy psychological involvement.

4.5 Participatory Drama (Popular theater)

The participatory drama starts with a community facilitator asking simple questions from people in a group meeting: how do they feel about their lives, what are their major concerns, fears and interests in relation to their practical community living. The participating facilitator could make the first attempt to dramatize some of these aspects and then ask members of the community to act the ideal scene more realistically. This process generates an opportunity for more talented and enterprising men & women to act their real problems and expect the other members of the community to join them in acting. What is interesting is that some of the scenes played by the members of the community could be frozen from time to time into problem - posing stop start drama and provoke discussion by asking simple questions - What do you see? How does it happen? How does it affect your life in the community? etc.

This kind of drama and acting challenges the minds of members of the community by a group of fellow community members to think about their lives critically and above all demand their psychological and physical involvement to accept the challenge and to respond with their own solutions.

5. Challenges to Overcome

The ultimate objective of this whole effort is to bring about strong community based organizations and commitment of people demonstrated by their confidence and responsibility to work together to improve water and sanitation facilities and sustain them for a better living. CWSPU has implemented community mobilization field programs over the last one year both in small and large scale. Major problematic areas are summarized below to promote a further discussion.

- Sustaining the interests of small groups around the theme of water sanitation and hygiene in the long run.
- Skills and the commitment of community facilitators belonging to Partner Organizations.
- Focus and the content of the mobilization training and quality of trainers.
- Definition of women's involvement in the mobilization process.
- Indicators for mobilization assessment and participatory evaluation techniques.
- Strengthening and sustaining community based organizations to sustain improved water & sanitation facilities.

6. Remarks

The community based approach in the CWSSP is an evolving one so that the mobilization process in the present form has not yet been refined and finalized. It is liable to undergo many changes depending on the field experiences during next few years.

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Part II
Discussion Papers

B.
Training for sustainable water supply - CWSSP

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Ananda Alahakoon
Senior Training Officer

Training for Sustainable Water Supply - CWSSP

1. Introduction

The Community Water Supply & Sanitation Project (CWSSP) has adopted an innovative community based approach in order to overcome factors responsible for lack of sustainable operation and maintenance of improved Water and Sanitation Facilities. Promotion of community ownership and building the capacity of Community Based Organizations to operate, manage and sustain improved facilities is really a challenging partnership process which cannot be nurtured and flourished by conventional didactic teaching. The Community Water Supply & Sanitation Project has, therefore adopted a participatory interactive training method where the trainers/facilitators are expected to have an amazing openness to people centered bottom-up development.

2. Objectives of Training

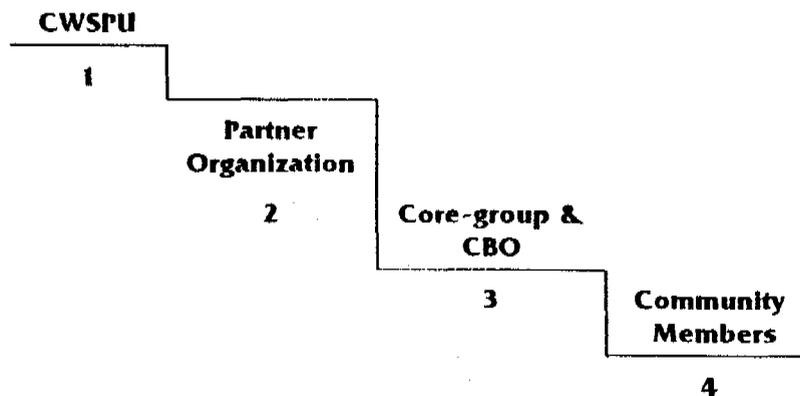
The overriding goal of the participatory training in the water and sanitation sector is not simply to ensure sustainability of a system by teaching a community how to function in a committee or how to fix a water pump. Rather, it is to help people develop the outlook, the competence, the self-confidence and the commitment which will ensure a sustained and collective community effort in the sector and beyond. Therefore, the training offered in CWSSP has the following broader objectives.

- To strengthen institutional culture capacity and values of Partner Organizations, (POs) at all levels to initiate a partnership process for development.
- To encourage building of strong community based organizations (CBOs) in every respect.
- To promote transfer of responsibility for project planning and implementation to CBOs and develop their capacity to operate the system on their own.
- To communicate the basic guidelines and methodology developed by CWSPU to POs and CBOs.
- To promote the CWSSP and its approach among, potential partners and encourage their participation in CWSSP.
- To draw out participants own ideas, methods, skills, and experiences as an input to programme design and implementation.
- To get feed-back on and make improvements to programme, methods and guidelines and thereby refine the design and management of CWSSP.
- To develop skills, awareness and confidence needed by POs and CBOs at various levels to manage various tasks in the project cycle.
- To respond to and help to resolve operational problems identified by POs & CBOs at field level.

3. Cascading Pattern of Training

The delivery of training in CWSSP takes the CASCADING PATTERN in which trainees at one level become trainers at the next level.

Cascading Pattern of Training



- | | | | |
|----------|---|---|---|
| 1 | CWSPU | : | In house training for its own staff. TOT for National Level and District Level Staff. |
| 2 | Partner Organization: | | Training for PO Staff
- Partner Organizations Managers
- Project Managers
- Community Facilitators
- Technical Officers on their respective tasks |
| 3 | Core Group of-
Community Members | | Training for Core group/CBO Members on Executive their tasks to be carried out at the village level.
Executive Members of the
Community Organizations : |
| 4 | Community -
Members : | | Educational sessions for Small Groups of Community members. |

Each task to be carried out by each person at each level has been well defined and also the training required for each such task has been well identified and planned. After each training event those who are trained are expected to pass on what they have learnt to those who are at next level.

Even at the community level Core-group of community members are expected to share their learning with the other small group members of the community.

This dual role of trainers training will ensure that skills required are disseminated down through the CWSSP system to all parties concerned.

In this way

- a. Skills, knowledge, and attitudes
- b. Tasks to be performed by people
- c. Support materials to carry out the tasks

are passed down through a communication chain to the grass root level.

4. Salient Features of Training

(a) An Evolving Problem-Based Approach

The CWSSP training strategy will start with a set of assumptions and principles to guide the initial training, but a more comprehensive strategy will evolve out of practical experience and in response to the problems identified and insights learned by POs and CBOs as they struggle to make community management of water a reality.

(b) Ongoing Rather Than One-Off

The skills, concepts, and attitudes needed for this work are too many to be taught at one training event. It is not a sound strategy. Trying to introduce all of the concepts and techniques in a single training event will only confuse and overwhelm the trainee; and it will neglect the most important elements in the training - the practical experience gained from doing the job in the field. Therefore, training will be introduced on a continuing basis, rather than as a one-off activity.

(c) Manageable Bites on a Phased Basis

Trainees will learn the various skills and concepts over a period of time on a phased basis. At each phase of the project cycle trainees will be introduced to the techniques and skills they need for that phase of the cycle. Limiting each course to a few topics will ensure that participants have sufficient time to learn and absorb each new concept or skill and leave with a sense of achievement. In this way trainees will build up their skills and confidence in a gradual, incremental way, one step at a time, with each succeeding course reviewing the previous ones and then introducing the new content.

(d) Field Practice

Field Practice taking place between the training courses is as important as the training courses themselves. During this period trainees have an opportunity to put their new skills into practice in a real situation and through this consolidate their learning. Their own understanding will be deepened by trying to transfer the same set of skills to other (eg. facilitators to CBO leaders). Visits by community relation officers (CROs) and subsequent training will be used to review and reinforce skills and analyze problems encountered in the field. The support and encouragement given to facilitators and CBO leaders as they begin to practice the new skills and put their plans into action is as important as the formal training course.

(e) Practical Tasks Assignment, Re-entry Planning and Indicator-led Training

At the end of each training course participants are expected to undertake tasks assignment (eg. conducting a Village Participatory Survey) and plan how they are to implement this activity once they turn to the field. Each course will also have a set of indicators, reflecting the type of concrete action to be carried out at the village level. Trainees will be expected to put into practice what they have learned and will be monitored on their success in doing this. The monitoring indicators will be shared at the training so that trainees have clear expectations about what is expected of them. The indicators will provide a standard and a point of reference for the whole training activity.

(f) Practical Problem Solving Orientation

The communication of CWSPU's guidelines, concepts and skills will only be part of each course. Each course will also include "problem based learning" trainers and trainees analyzing problems raised by the trainees out of their field experience and searching for appropriate solutions. Many of these problems will be situational specific, related to the difficulties of implementing this process in a specific context. In these sessions there won't be any prescribed or pre-arranged answers; the answers will emerge out of the process of collective analysis.

(g) Simple Methods - Simple Content

There is often a temptation to look for the most sophisticated, creative or complex teaching methods. This tendency will be resisted and instead the training programme will be looking for simple "teacher-proof" methods - methods that are straightforward to use and suited to the levels of understanding and skills of trainees. The same training methods will be used at each level in the hierarchical training system. Trainers need to experience these methods and see their validity first, if they are to begin to use these methods effectively.

(h) Learner Centered output Oriented Approach

It has following salient features.

- Starts with the learner - respecting and building on his/her needs, concerns, problems, knowledge and experience as a focus, resource and motivational factor for learning;
- Promotes active participation in the learning process, rather than passive listening ;
- Is focused around the analysis and solving of the learners' problems

- Encourages interaction between the trainers and the trainees - the key vehicle for discussion.
- Facilitates the sharing of ideas/experience among the learners (peer group learning) and the development of teamwork and mutual support.
- Provides an opportunity for learners to practice what they have learned
- Uses a variety of learning activities - eg. discussion, demonstration and practice, role-playing, etc.
- Provides a relaxed atmosphere in which the learners feel a sense of belonging, acceptance and encouragement
- Provides an opportunity to visualize their performance by themselves and encourages to find/search/take remedial action/steps.
- Provides the learner with a sense of final outcome and ownership of achievement.

(i) Learning in Small Groups

Most of the training will take place in small groups, the most conducive environment for the use of learner-centered, participatory methods. Working in small groups creates a relaxed, informal atmosphere in which members feel free to contribute and participants can learn from each other. The techniques which are expected to operate in CBO meetings should have informality, clear-purpose, maximum participation, appropriate breaks and team-building.

(j) Team Building and Network Building

CWSSP's implementation process requires a lot of team work at various levels; technical and community facilitators are expected to work closely together and the same is true of CBO leaders. Teamwork will be consciously developed through the training : those who are expected to work together will be trained together, learn how to work as a team, practice their skills together and plan post-course follow-up action together. The training will also attempt to build up collaboration on a lateral basis among all of those potentially involved in community-based water supply. This is particularly needed at the village level where there is a large number of different people and institutions involved - CBO leaders and members, community facilitators water system caretakers, GN and other local officials.

(k) Training Materials

Information communicated at the different levels and to the different players in the CWSSP system need to be common and consistent : everyone needs to be "singing the same song". At the same time there is a standardized training package designed for each level of training to serve as a guide for the trainers and to ensure consistency in content and teaching methods. The training manuals and field manual - which will be updated on a regular basis - will help to ensure that everyone is working from the same set of ideas, concepts and operational guidelines.

5. Training Management

The management of CWSSP training component is a collaborative decentralized effort. The National CWSPU alone has no capacity in the long run to handle need/resource assessment, training planning, implementation of training programmes and impact evaluation etc. Therefore, the management of training is expected to take place in coordination with District CWSPU Offices and other collaborative agencies of the sector.

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Part II
Discussion Papers

C.
Core group members as Hygiene Educators

..... K.D.C. Perera
Hygiene Education Officer

CORE GROUP MEMBERS AS HYGIENE EDUCATORS

**An experiment in Community Water Supply & Sanitation Project,
Sri Lanka.**

**K.D.C. Perera
Hygiene Education Officer
CWSSP.**

1. INTRODUCTION

Another example in the empowerment of people towards the management of project activities is the engagement of core group members to educate the community on Hygiene Education.

Core group members in the Community Water Supply & Sanitation Project, play a role between the Community Facilitators and the small groups of 10 to 15 H/H at Community Level. Although they are themselves members of small groups, they are given the necessary training to educate those same people.

Hygiene Education is one such education programme.

2. HYGIENE EDUCATION IN CWSSP

In a general sense, Hygiene Education may be considered as a smaller component of a broader subject of Health Education. but nevertheless it embraces a wider horizon in the CWSSP.

It is integrated with provision of water supply, Sanitation, Community Mobilization, environment protection and women's involvement.

3. KEY FEATURES OF THE HYGIENE EDUCATION STRATEGY.

Some of the key features of the Hygiene Education Strategy are

- A
 - 1. Simplicity of messages.
 - 2. Emphasis laid on the participatory approach in all Hygiene Education Modules.
 - 3. Specific Hygiene messages in relation to different project phases.

4. The use of identical visual aids at all levels of training viz -
 - a. Community Facilitators.
 - b. Core Group members.
 - c. Small Groups.
5. Provision for core Group members to evaluate their own performance.

B. The purpose of Hygiene Education in respect of the four main project phases, could be summarised as follows.

1. Mobilization phase - To create an awareness of both the benefits of and stimulate demand for Water Supply and Sanitation improvements.
2. Participatory planning phase - Assist Communities in the selection and location of appropriate water supply and sanitation facilities.
3. Construction phase - To promote appropriate Hygiene practices and reduce Diarrhoea morbidity amongst children.
4. Consolidation phase - To re-enforce Hygiene practices.

This has been formulated basing on the following -:

- i. Household Survey findings of Hygiene Related Issues in the three districts
- ii. Hygiene Education Policy - CWSSP
- iii. Conceptual Framework on Hygiene Education

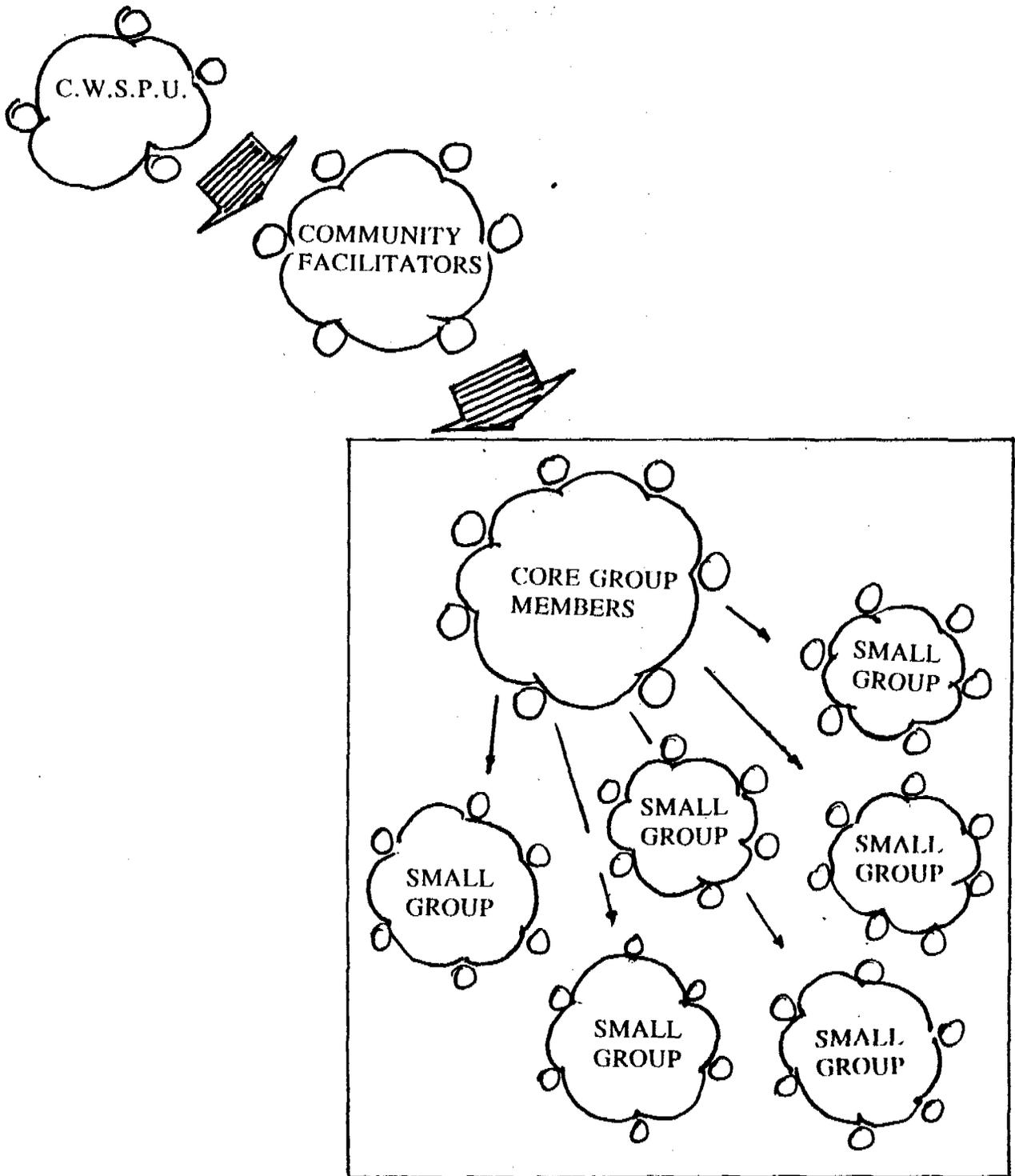
4. HYGIENE EDUCATION TRAINING - A CASCADING SYSTEM.

Hygiene Education Training programmes cascade from Headquarters to Community Facilitators as step one, then to Core Group members as step two and finally to small group members.

Realizing some of the weaknesses inherent in cascading systems, especially at step three, care is taken to ensure a smooth and effective flow in the communication of messages.

Most of the participatory methods and teaching/learning materials are brought to the fore front in order to ensure the success of this system.

CASCADING SYSTEM OF TRAINING



5. PROFILE OF THE COREGROUP MEMBER

A non paid worker, chosen by the small group of which he is a member. Leadership qualities and education level would be the chief criteria in their selection, but not age, gender, or marital status. Average age is around 20 to 35 years and education is around grade eight.

A good lot have had some exposure to community work in their own village and this is invariably considered a distinct qualification.

6. SOME ROLES AND RESPONSIBILITIES OF CORE GROUP MEMBERS

It would be rather difficult to list out the specific roles and responsibilities of core group members in this context. The fact is that they form a very part of the community which they want to uplift. It is very much a linking role played between this community and many other individuals and organisations, chiefly being the Community Facilitator and the Community Based Organisation. This pivotal position demands that they function as mediators, mobilisers, informants and educators.

7. HYGIENE EDUCATION BY CORE GROUP MEMBERS

When core group members are exposed to a series of village development issues including Hygiene Education, they become a part of the Community Based Organisation of the Village. This gives them the confidence and credibility to call community meetings, conduct household visits and implement community wide Hygiene Education activities.

They will help to develop.

- ☛ an understanding of the link between water, sanitation and health.
- ☛ a recognition of the importance of Hygiene Education in helping to maximise the benefit of water supply and sanitation.
- ☛ a clear idea of how the Hygiene Education programme will operate.
- ☛ a commitment to the implementation of a village Hygiene Education programme as part of a total project.
- ☛ a change in behaviour relating to the newly installed water supply and sanitation facilities.

In order to bring home these concepts, a good lot is drawn from their own experience. Risky behaviour in the home environment forms the base for brainstorming sessions, group discussions, and even for role play. Illustrated storey books, picture sets and posters, are some materials used in message transmission.

These techniques empower core group members in taking the message to small groups.

8. THE EFFECTS OF HYGIENE EDUCATION

With the adoption of these innovative approaches Hygiene Education programmes seems to have shown results already. A village in the south have developed a fear as well as a dislike to use their traditional water source, since their exposure to Hygiene Education. They have distinctly seen how their water source, a stream, is getting polluted.

Another instance has been reported from a house that did not have a latrine. The two school going children there have been intensely motivated since reading our illustrated story book. They have commenced digging the pit.

Many more similar instance are taking place in many CWSSP villages. They will be further investigated for record purposes.

9. MONITORING HYGIENE EDUCATION

A simple monitoring system have been evolved to assess the effects of Hygiene Education in the respective villages.

Core group members themselves have been responsible in preparing the initial framework of this proforma. Only three specific behaviours have been identified for assessment.

1. Is water and soap exclusively kept for cleaning hands after using latrine.
2. Are children's faeces disposed in the latrine.
3. Do children use the latrine.

On a monthly basis they themselves make this assessment and report to their respective CBOs. This system not only provides for an assessment of project progress, but also the level of performance of each and every core group member.

10. CONCLUSION

Utilising core group members as Hygiene Educators has almost passed the experimental stage. It has in many respects proved that it is a sound solution to a multifaceted problem.

1. Considering the vast number of small groups per district, it would not be possible to replace this with any other educational approach. Problems of supervision and money would arise.
2. It is possible to replicate the system as the potential emerges from within each small group.
3. There is a high level of acceptance as the core group member is one of their own.
4. The language, terminology, idioms, and examples used, is likely to be well understood and appreciated.
5. As the educator lives with them, there is no problem with transport or any other issue which an outsider would face.
6. Programmes could be adjusted to suit everyone's convenience as it is a small number living in one cluster.

All this go to establish the advantage of using the core group member in the task of educating their own people. Empowering this segment of the population in development tasks can be considered an investment- an investment for the future.

- Reference :**
1. Household Survey of Hygiene Related Issues Affecting Communities in CWSSP Villages - Perera K.D.C. - CWSSP.
 2. Hygiene Education Policy - CWSSP.
 3. Conceptual Framework for Hygiene Education - CWSSP.

Part II
Discussion Papers

D.
Village participatory Planning

.....
Thamara Lamabadusooriya
Deputy Director - Technical

VILLAGE PARTICIPATORY PLANNING

The CWSSP has introduced a Project Development Phase as the first step of the Community Project Cycle in order to maximize the community participation in planning and designing of Water Supply Schemes and Sanitation Programme. The project development phase starts with the community mobilization sub phases and, then, is followed by the Village Participatory Planning Process (VPP). The VPP a tool to formulate demand responsive community proposal for water supply schemes and sanitation programmes by incorporating community dimension into planning and technical design through active community participation.

Empowered communities show their willingness to participate in the planning process of their Water & Sanitation Project. In fact, they identify their requirement and request for outside technical assistance to improve their water and sanitation facilities.

Village Participatory Planning Process (VPP process) adopted here is carried out in three stages. viz.

- 1. Initial investigation and selection of options*
- 2. Feasibility studies of few selected options*
- 3. Final design for the preferred option*

At the onset of the village participatory planning process, community identifies several options for improving water supply facilities in the village. The technical officer nominated for assisting the villagers will carefully examine these options with the participation of the villagers. Out of several options two or three feasible options preferred by the villagers will be then selected for feasibility studies.

Investigation works for them are carried out mainly by the villagers with the assistance of the TO. TO prepares charts, maps pictures etc. to present data to villagers. Preferred options for feasibility studies will be selected at a meeting participated by the whole village.

Detail surveys and more investigations will be carried out by villagers with the assistance of the TO to carryout feasibility studies for preferred options. Preference is given to gravity water supply schemes with spring sources. Dug wells are popular in areas where springs are not available. A feasibility study report will be prepared according to the formats given by the project. Drawings and Bills of Quantities too are prepared by the project which will be used wherever applicable. Any additional drawings or alterations will be prepared by the TO with the assistance of the District Engineer.

Feasibility designs will be forwarded to the community by the TO with the aid of charts, drawings and discussions. Any suggestions by villagers will be accommodated at this stage. Location of water points land issues, water right issues too will be discussed at this meeting. Finally the villagers will select the most preferred option for final design.

Final design will be completed by the TO. District Engineer in the project office will assist the TO in preparing detail designs whenever he needs assistance. Design report will be discussed at a whole community meeting and will be forwarded to the district office with the endorsement of the Community Based Organisation.

Part II
Discussion Papers

E.
Monitoring and Evaluation
A tool for Community Management and Empowerment

..... U.K. Sumanadasa
Deputy Director - Monitoring and Evaluation

Monitoring and Evaluation System

A tool for Community Management and Empowerment.

Objectives and Concepts

- * Monitoring and Evaluation System, an integral component of the Community Water Supply and Sanitation Project, is aimed at ensuring the efficient project implementation for achieving its major objectives i.e. provision of sustainable and affordable water supply and sanitation facilities in selected operational districts and preparation of a basis for replicating project experiences more extensively in subsequent operations.
- * The ultimate primary goal of the M&E system, however, is to ensure that the project implementation process establishes an effective and viable community management framework, under which the community,
 - a) Involves in the decision making process,
 - b) takes responsibility for its own affairs, especially in the sustainable and affordable WSS systems,
 - c) Mobilizes the community resources and adopts sound community financing.
 - d) Enhances its capacity by establishing links with private/public sector institutions, and
 - e) receives assistance and support from POs and CWSSP (as facilitators) on time and in an adequate quantity.

Strategy

The M&E systems has been designed to achieve the community management goal by adopting undermentioned procedures.

- a) to monitor project and programme implementation with a view to identifying bottlenecks and recommending changes to overcome them. (Please see Figure 1).
- b) review of sustainability of projects in order to recommend desired changes,
- c) focus on the rate of implementation by which,
 - * the extent to which the community needs are being achieved (the relevance of policy, procedure etc.)

- * the assessment of cost effectiveness or whether resources are being used efficiently
- * whether benefits are being realized (effectiveness), and
- * the extent to which the project activities brought desired changes for the betterment of the community (Impact)

Basic Elements

The system thus provides a continuous, regular and systematic information on activities in progress. Data and information collected and processed are communicated to the information users for decision making. Therefore, the monitoring and evaluation system works as the basis for an Management Information System (MIS).

The CWSSP M&E System accordingly shares four basic elements;

- a) Provides relevant information
- b) Continuous review
- c) Systematic documentation, and
- d) Analysis and decision making.

CWSSP Information Users and Types of Monitoring

The CWSSP M&E system provides information to direct and indirect users as follows; (Please see Figure II)

Direct	<ul style="list-style-type: none"> * Beneficiary Communities * Partner Organizations * CWSSP
Indirect	<ul style="list-style-type: none"> * Other government Institutions and NGOs * Funding agency * The Government of Sri Lanka.

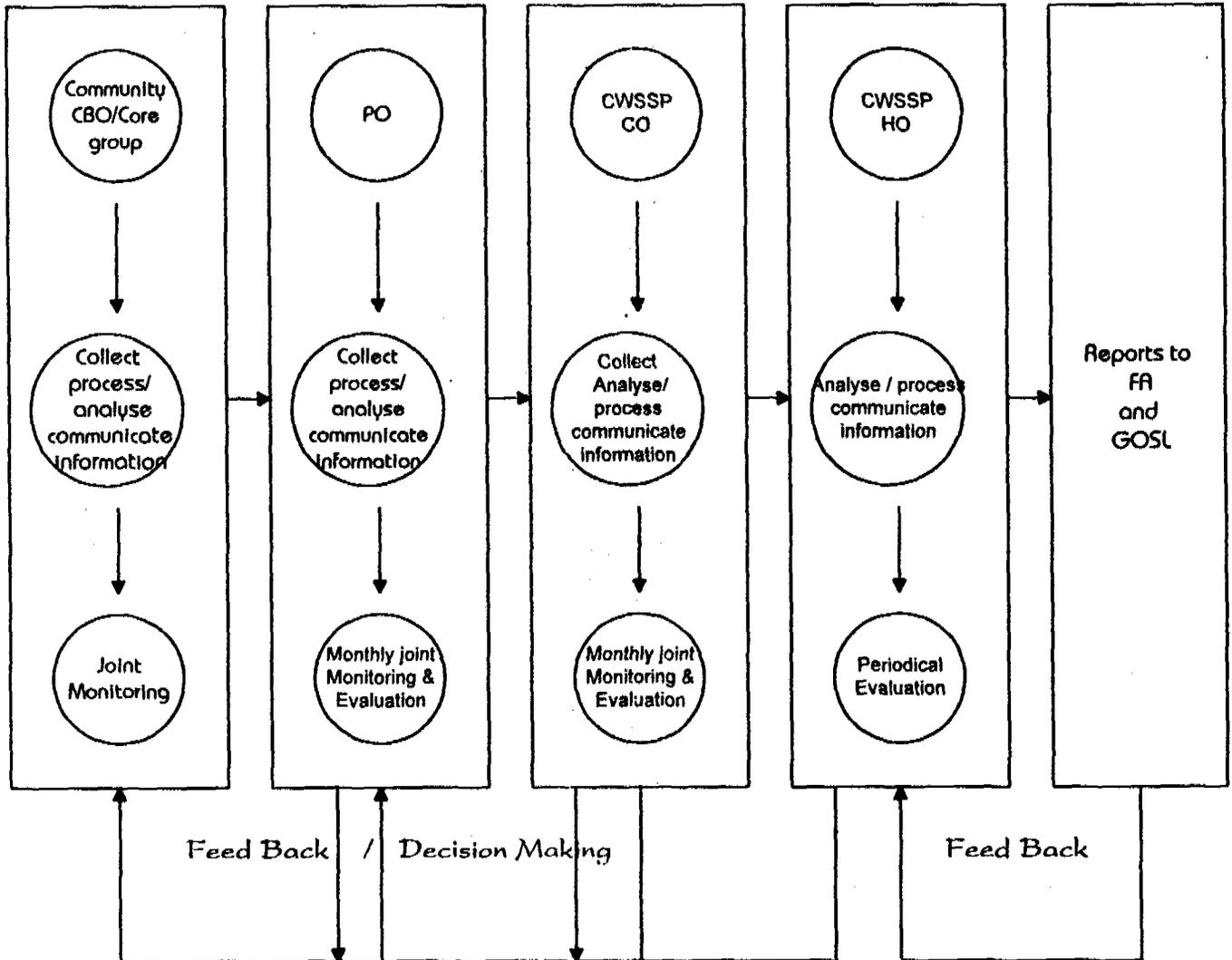
In community owned and community managed WSS Projects, the owners of resources and users of facilities are the local beneficiary communities. Therefore, the empowerment of local communities for decision making to manage their own local affairs is essential.

However, a rural community faced with wide variety of managerial, financial, technical and other related problems is unable to stand up alone without considerable outside support and assistance. Therefore, "community management involves a long term and changing partnership between communities and supporting agencies" with a view to developing and strengthening the capacity of beneficiary communities.

The CWSSP Monitoring and Evaluation system, therefore, would become a management tool ensuring the participation of all the partners of community development in implementing and management WSS Projects. (Please see Table I)

Monitoring and Evaluation

Monitoring levels and Strategy



LEGENDS

- CBO - Community Based Organization
- PO - Partner Organization
- CWSSP DO - Community Water Supply and Sanitation Project, District Office
- CWSSP HO - Community Water Supply and Sanitation Project, Head Office
- FA - Funding Agency
- GOSL - Government of Sri Lanka

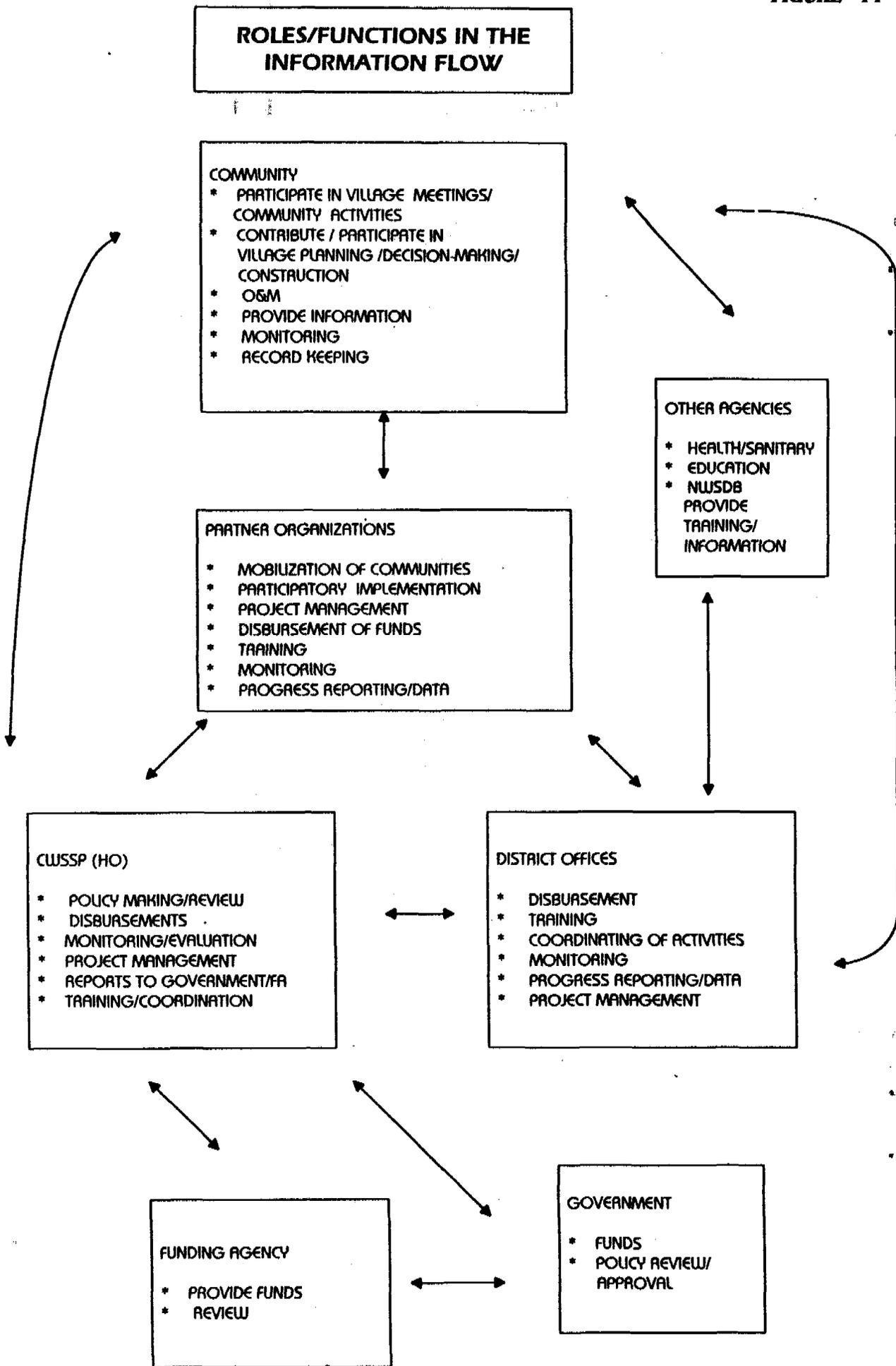


TABLE I

TYPES OF MONITORING IN THE CWSSP

Type	Who does it	When	Why
Overall/Progress monitoring (Relevance)	Community/PO/CWSSP	Monthly/Continuous	Reviewing of progress to ensure the relevance, whether the programme is satisfying community needs while achieving project objectives, Sustainability/Replicability.
Performance Monitoring (efficiency)	Community/PO/CWSSP /Funding Agency/Govt. of Sri Lanka.	Monthly/Periodical	Ensure whether the resources are being used wisely.
Programme Monitoring (Effectiveness)	PO/CWSSP/FA	Monthly/Periodical	To know whether the programme is achieving desired results/whether the programme adopts the agreed process ensuring sustainability.
Impact Monitoring	CWSSP/FA/GOSL	Periodical/Annual	To ascertain the extent to which the project activities brought about changes for raising socio-economic standards of the community.

Part II
Discussion Papers

F.
**An Attempt to Establish a Systematic Learning Process
within the CWSSP**

..... **Thilak Hewawasam**
Director

AN ATTEMPT TO ESTABLISH A SYSTEMATIC LEARNING PROCESS WITHIN THE CWSSP

01. Introduction

The Community Water Supply and Sanitation Project (CWSSP) has been described as the first truly community based management project supported by the World Bank in the rural water supply and sanitation sector in Asia. As this project itself has to pave the way by adopting a 'trial and error' methodology in-order to braking into a new ground, the establishment of a Systematic Learning Process through which lessons learned can be documented and disseminated in a structured manner would be of vital importance to provide a basis for;

- *CWSSP Programme Development i.e. support service agreements, training material, review and consolidation of processes and procedures etc.*
- *Preparation of a Follow-up Project for Expansion of the CWSS Programme*
- *Sharing of the experience among similar projects in the region*
- *Improve designs of World Bank Projects in the region*

Innitial steps have been taken to establish a systematic learning process within CWSPU through two complimentary activities :-

- *Consolidation of the Management Information System (MIS) and development of a computerized data base (to be undertaken using existing resources); and*
- *Review and document of program development and implementation experience in respect of original and modified assumption of the overall Project, and specific programme.*

02. The Salient features of the CWSSP.

The innovative nature of the project is reflected in the following main features on which the whole project concept is based,

- a. *Well defined policy framework for rural water supply and sanitation.*
- b. *Novel Institutional Model.*
- c. *Innovative and transparent community project implementation process.*

d. *Participatory Monitoring and Evaluation procedures.*

The cascading flow of implementation of community projects is given in Figure I

03. Variables for sustainability.

Ensuring sustainability is the prime task of the community project implementation and, hence, the conceptual framework of the project (CWSSP) is based on several key variables involved in maximizing the sustainability of the whole programme.

Achievement of the ultimate goal and the longterm sustainability of facilities provided by the project are dependent on individual and collective functions of variables as shown in the Figure II.

04. Monitoring and Evaluation procedure.

The CWSSP Monitoring and Evaluation procedure is carried out at two different levels.

- a. *Overall Programme Monitoring and Evaluation Procedure - to review the overall progress of the project as well as different programmes and subject areas. Overall programme monitoring and evaluation will be done at national level (My. and CWSPU head office as well as CWSPU District offices level).*
- b. *Participatory Community Projects Monitoring Evaluating Procedure: participatory monitoring and Evaluation procedure has been established at the community project level to suit the partnership development model in the Project Organization structure. This monitoring procedure ensures that the each partner undertakes self monitoring of activities come under their preview, and also joint monitoring is carried out on periodic basis, to review the impact of the programme and to take joint decisions to address deviations and constraints if their is any.*

05. Establishment of Systematic Learning Process.

The learning agenda of the CWSSP, therefore, focused on reviewing the validity of assumptions of the project at different levels given below.

- a). *Overall Project Implementation Level.*
- b). *Programme Implementation Level. eg. Pilot, Small Scale Implementation Programme (SSIP), Large Scale Implementation Programme (LSIP).*
- c). *Selected individual Community Project Level (as Case Study)*

06. Methodology

It has been decided that the systematic learning process should be developed and established within the CWSSP in stages in view of the innovative nature of the project and the need for a flexible approach to assess implementation experience in order to ensure that the key lessons are properly documented. This allows the opportunity for regular review and reorientation could be done by periodical IDA Mission.

Stage 01. Preparatory stage - Consolidation of existing M&E systems of the project.

Stage 02. Establishment and Consolidation of MIS system.

Stage 03. Setting up of Qualitative Monitoring and Evaluation system.

07. Establishment of Qualitative Monitoring Framework.

The establishment of Qualitative Monitoring Framework would be based on following activities.

- Preparation of a checklist of hypotheses with Qualitative indicators, key questions, data needed and sources.*
- Preliminary analysis of the procedures and practices used to address each key question at each stage of programme development.*
- Overview of the main features, implementation problems and issues associated with each implementation programme, i.e. Pilots, Group I and LSIP, using the project design as a benchmark.*
- Document current procedures and practices used to address each key question and identify any outstanding issues or deficiencies.*
- Review and refine the conceptual framework in the light of the above analysis.*
- Identify outstanding information requirements and interview key CWSPU, PO and CBO informants to supplement the qualitative data base as demand necessary.*
- Identify need for further studies and applied research and prepare terms of references.*

CASCADING FLOW OF PROJECT IMPLEMENTATION

Phases in the CUSSP Project cycle

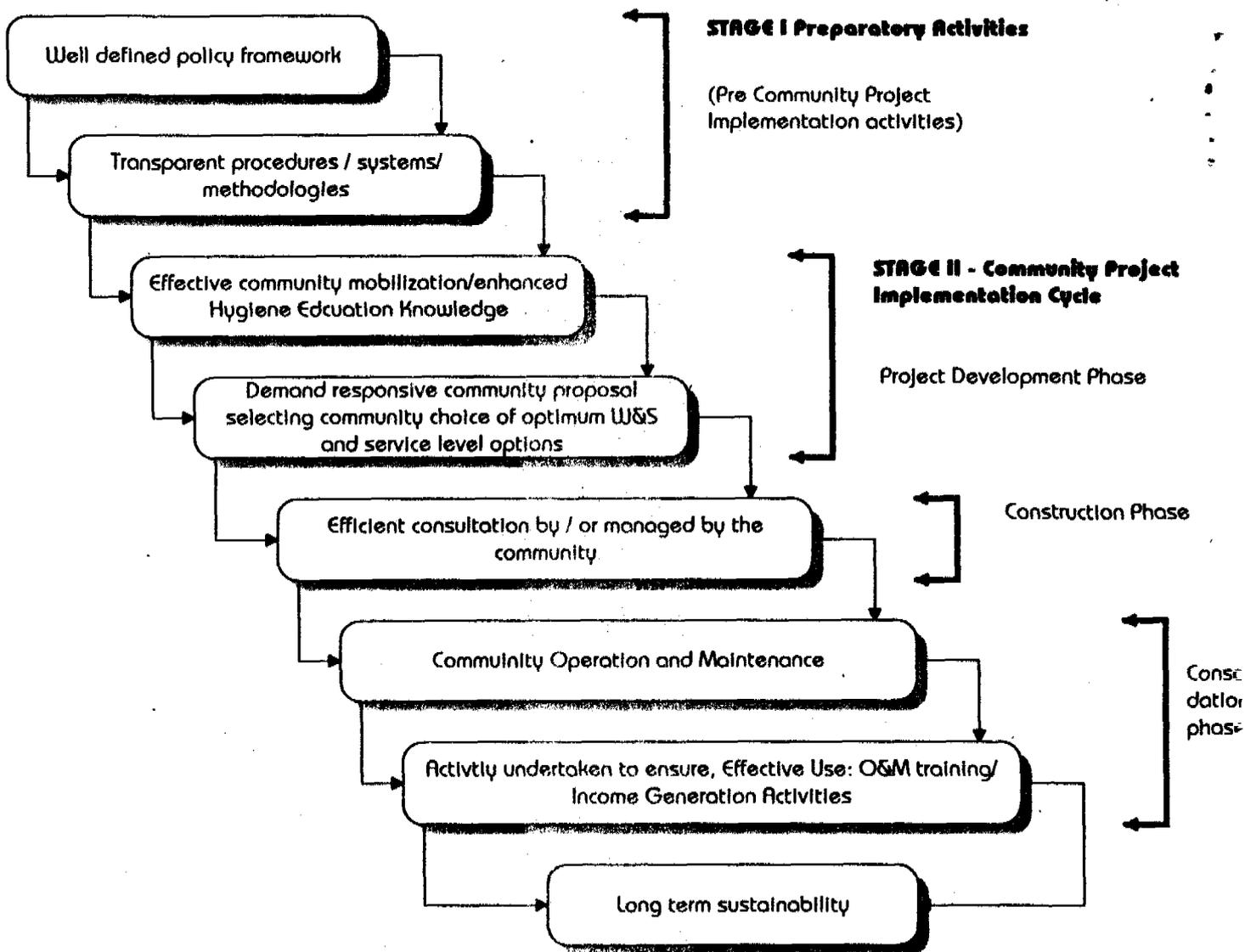


Figure II

CONCEPTUAL FRAMEWORK OF THE CWSSP

