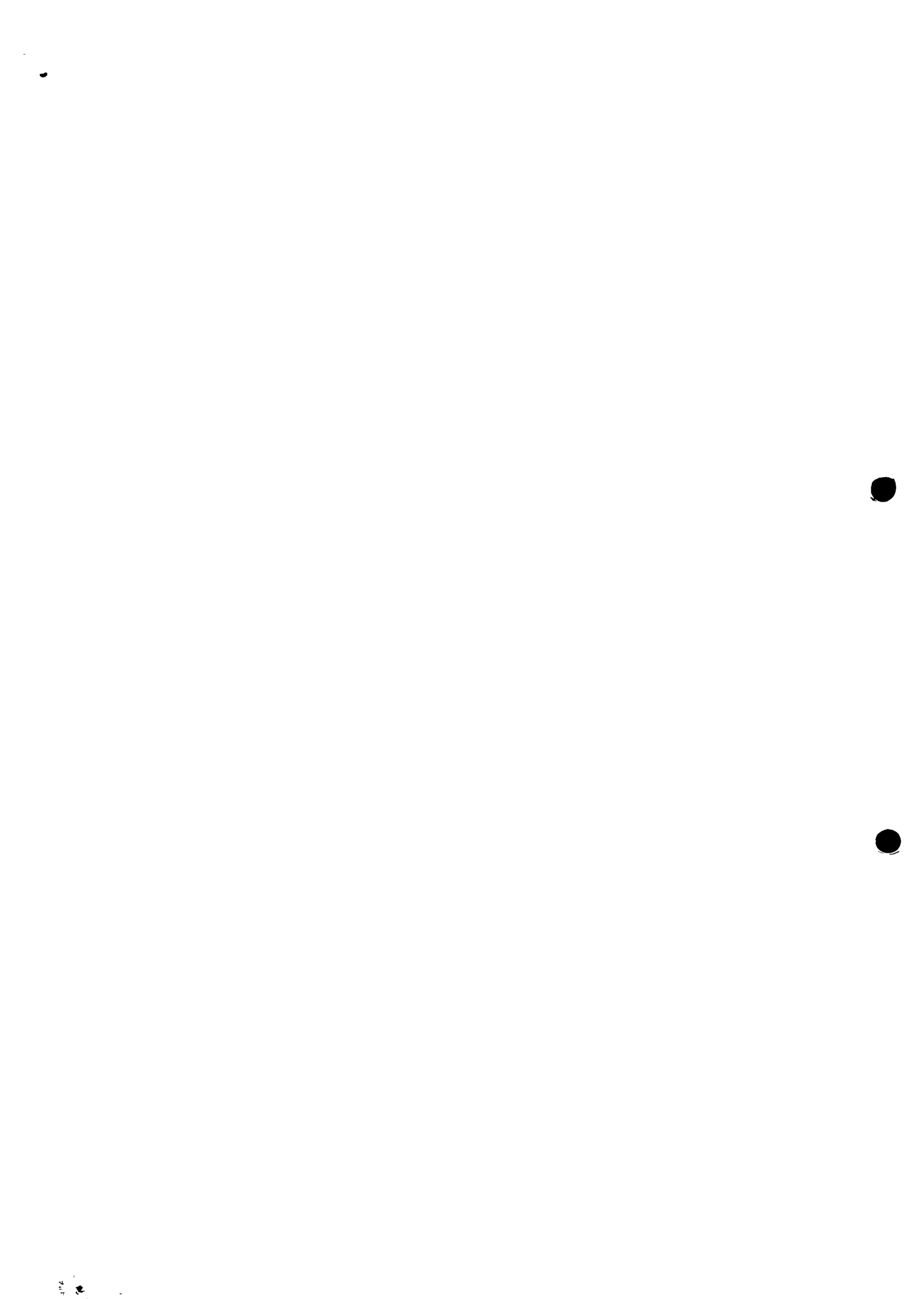




*Guidelines
to Introductory
Sub-County (LC III)
Council Seminar*



Introduction:

These Guidelines are aimed at enabling the District Management Team (DMT) conduct introductory seminars for the sub-county (LCIII) council members. The objectives of a seminar are to:

- Create awareness of the existence of RUWASA Phase II in the sub-county
- Enable participants to identify their roles and responsibilities in the water and sanitation sector in the sub-county.
- Review the experiences of the water and sanitation sector in the sub-county
- Discuss methods of implementation of RUWASA activities.

How to Use the Guidelines

The Guidelines should be followed step by step by the facilitator. This, though, should not bind the facilitator, the guidelines can also be adjusted to the prevailing circumstances

The seminar is carried out using participatory methodologies and is aimed at involving the sub-county leadership to develop their own solutions to the water and sanitation problems. By identifying the solutions and planning for implementation, the sub-county councillors will look at themselves as partners in the project rather than outsiders

Participants: All LCIII councillors, sub-county chiefs, chairmen Health Management Committees, Zonal Chairmen, Primary schools, Headmasters, and Social Mobilisers.

Time Table:

TOPIC	METHOD	TIME
Registration		10 mins
Opening remarks		30 mins
Seminar objectives	Plenary discussion	30 mins
Strengths and Weaknesses	Group discussion	30 mins
Project objectives, aims and principles	Plenary discussion	30 mins
Integration of activities	Group discussion	1hr
Parish selection criteria	Group discussion	30 mins
Community contribution	Group discussion	1hr
Construction activities	Group work	1hr
Occurance of water	Group work	30 mins
Allocating water resources	Plenary discussion	30 mins
Meeting for allocation of water sources	Discussion	30 mins
Action plan	Discussion	15 mins
Evaluation of workshop	Ranking	15 mins

Participants: LCIII Council members.

Topic: 1

Seminar Objectives

Method: Plenary discussion

Time: 15 minutes

Objective: By the end of the seminar, the participants will have information on the existence of RUWASA in their sub-county, be able to identify their roles and responsibilities, share experiences and develop a method of implementation of the water and sanitation sector

Procedure:

- 1 Put up the chart with seminar objectives
- 2 Read one objective at a time to the participants
3. Let the participants ask questions or clarification on what is not clear
4. Wrap up by informing the participants that at the end of the seminar an evaluation on the achievement of seminar objectives will be done

Topic: 2(a)

Strengths and Weaknesses in the Water and Sanitation Sector in the Sub-County

Method: Group discussions

Time: 30 minutes

Objective: This activity is meant to bring out the weaknesses and strengths in the water and sanitation sector in the sub-county. The participants will look at ways of building on the strengths and will also identify solutions to the weaknesses and decide on the way forward for implementation of activities. The strengths and weaknesses will be used as a link to the project aims, objectives and principles.

- Procedure:**
1. Participants are divided in groups of 10 to 15 people.
 2. The group chooses a chairperson and a secretary.
 3. Each group member is given 4 cards, 2 cards preferably of a different colour are for presentation of problems and weaknesses in the Water and Sanitation (WATSAN) Sector in the Sub-county. (1 problem on each card). 2 cards are for presentation of positive aspects/achievements in the WATSAN Sector in the sub-county (1 positive aspect/achievement each card).
 4. Each group member presents the negative and positive aspects in the group by pasting the cards on a big manila paper.
 5. After all group members have made their presentations the problems are grouped into clusters and given general headings e.g. lack of capacity. The same is done for the positive aspects. Each group chooses a presenter.
 6. Each group makes a presentation at plenary of the positive and negative aspects in Water and Sanitation Sector.
 7. Each member is given 4 voting stickers 2 of one colour and another 2 of a different colour. 4-6 people at a time place voting stickers on what they consider as the 2 main negative aspects and 2 main positive aspects.
 8. The votes are counted and based on votes the prioritisation of the main problems and achievements of the sector as perceived by participants is determined.

Topic: 2(b)

Project Aims, Objectives and Principles

Purpose: The participants will be able to view the project as a means to overcome their weaknesses and build on their strengths as perceived in the prior topic.

Time: 30 minutes

- Procedure:**
1. Put up the chart with the project objectives.
 2. Read them out one by one to the participants
 3. Put out the chart with the project aims
 4. Read them out one by one to the participants
 5. Let the participants ask questions/clarification on what is not clear
 6. Wrap up by linking the project objectives to the project principles and link these to the key strengths and weaknesses.
 7. Put up the chart with the project principles.
 8. Read them out one by one and give a brief explanation of each principle.
 9. Let the participants ask questions/clarification on what is not clear.
 10. Wrap up by guiding the participants to look at the principles as a means of achieving the project objectives.

Note to Facilitator:

Please refer to the Guidelines on Project Principles and Objectives

Guidelines on Project Principles and Objectives

The following guidelines are to assist the Social Mobilisers to introduce the topic of project objectives and principles in a reasonably short time but with as much participation as is possible.

The objectives should be translated into the vernacular and written on Manila. They should be read out, with the explanations given below, and then **participants requested to comment in relation to what were their own expectations from the Project.**

Overall Objectives:

Improved quality of life, including improved health and a reduction in the burden of work on women and children.

Immediate Objectives:

1. Construction of safe water facilities
2. Promotion of construction of domestic and school latrines
3. Promotion of improved personal and environmental hygiene in the community in general and among school children

Project Principles

- **Demand driven** - Districts and Communities will demonstrate their demand for water by contributing to construction costs.
- **Decentralised** - Districts take responsibility for implementing the Project
- **Privatised** - Private companies will be contracted to carry out all construction work and to provide other services such as provision of spares, manufacture of sanplats, training, surveys and studies.
- **Community based** - User communities take responsibility for operation and maintenance of installed facilities and for promoting good sanitation and hygiene
- **Gender sensitive** - Women are expected to play an important role in management and decision-making. Half of WUC members are one of the two Caretakers should be women. Women should also be trained as pump mechanics.

Topic: 3

Integration of Activities and Parish /Village Water Source Allocation Criteria

Purpose: By the end of the session, participants will come up with an integrated (software and hardware) implementation strategy for the RUWASA activities and a criteria for allocation of water sources.

Topic: 3(a)

Integration of activities

Method: Group discussions

Time: 1 hour

Materials: List of hardware and software activities

Procedure: Half the groups of 10-15 each, will do integration of activities and the others will identify a Parish selection criteria.

1. Divide the participants into groups of 10 -15 participants.
2. Distribute cards with activities to the groups and allow time for them to read the cards.
3. Ask them to arrange the activities in logical order, showing the sequence in which each step would be undertaken.
4. Ask the groups to paste the activities on larger newsprint on the floor in the same order in which they arranged them (let groups reconcile the steps)
5. Facilitate a plenary discussion in which all lists are compared and integrated as much as possible.
6. This step is carried out as a general plenary. The integrated activities are presented to all participants.

Topic: 3(b)

Parish Selection Criteria

Method: Group discussions

Time: 30 minutes

Materials: Water resources maps, Population district information

- Procedure:**
1. Introduce the topic by presenting the number of sources allocated to the sub-county
 2. Divide the participants in groups of 10-15 people to discuss the criteria
 3. Let each member write 2 criteria which he/she would consider to allocate the water sources to a Parish/ Village.
 4. Let each member present his/her criteria. The group will then agree on the criteria they think are the ones they would use.
 5. Let the groups make presentation at the plenary.
 6. Give 2 voting stickers to each participant for what they consider as the 2 most important criteria.
 7. The votes are tallied and based on the results the 3-5 main criteria are determined.
 8. These are then used to allocate water sources to parishes.

Note to Facilitator:

Please refer to Guidelines for Site Allocation Criteria at Sub-County Level

Guidelines for Site Allocation Criteria at Sub-County Level

Target Coverage

In Phase II targeted Project coverage is 29%. There is however some difference in the targeted coverage for individual Districts. This figure was used to calculate the numbers of water units (one borehole or two springs) which would be constructed. Necessarily the Project could not provide more detail in respect to allocation within Districts.

At District level a similar process was carried out. Although at the District Local Council seminars councillors in each District decided what criteria should be used for allocation, in practice the DMT has allocated largely according to the total population in a sub-county by the year 2000, without fully considering other issues such as population distribution and the existence of already protected water supplies.

The targeted coverage while allowing all sub-counties to be allocated a certain number of water points according to total population, does not provide for all villages to be allocated even one. Thus it is very important that at the sub-county councillors consider very carefully how they will allocate to the parishes and for the parish councils to do likewise.

The Social Mobiliser has a very important role in guiding the Councillors to consider carefully what criteria they should use.

Topic: 4

Community Contribution

Purpose: To enable the participants understand the system for collecting community contribution funds.

Method: Group discussions

Time: 1 hour

- Procedure:**
1. Introduce the topic of community contribution.
 2. Divide the participants into 2 groups.
 3. Give a copy of the community contribution flow chart and guidelines to each group.
 4. Let each group discuss the different steps for community contribution.
 5. Let both groups make presentations of their discussions at plenary and ask for clarification on what is not clear.
 6. Let the facilitator inform the participants of the possible systems to be used for the collection of community contribution funds.
 7. Let the participants choose which system they prefer to use.

Topic: 5

Construction Activities

Purpose: To discuss the construction activities in the sub-county the water technology options available in the sub-county and guide the LCII council, in allocating water sources.

Topic: 5(a)

Occurrence of Water

Method: Group work

Time: 30 minutes

Procedure:

- 1 Divide participants in groups
- 2 Let the groups discuss the siting tool
- 3 Let the groups present their findings

Topic: 5(b)

Allocating Water Sources

Method: Plenary discussion

Time: 30 minutes

Procedure:

1. Put up on manila the activities to carry out using the results from the integration exercise
2. Read out each activity to the participants and explain the steps, let the participants ask questions/clarification on what they do not understand
3. Show the participants a copy of their sub-county map and explain the link between the map and the type/s of sources allocated to their sub-county linking this to the group work on the siting tool.
4. Wrap up by guiding the participants to particular technologies that are suitable for their area.
5. If the participants agree, they can allocate the water sources to parishes or plan for another meeting for allocation.

Topic: 5(c)

Meeting for Allocation of Sources

Purpose: Inform/explain the basis for the number of water sources allocated to each parish, the technologies and the role of the community.

Time: 30 minutes

Method: Discussion

Materials: List of water sources established at the district

- Procedure:**
1. Explain the basis for the number of water sources allocated. Refer to the agreed on criteria in the previous meeting.
 2. Review the technologies available.
 3. Review the community contribution process.
 4. Review the siting procedures and reasons why siting must be based primarily on prevailing hydrogeological conditions. Encourage women and youth to take part in the siting activity.
 5. Allocate water sources to the sub-counties and refer to the list of water sources established at district level.
 6. Set meeting for the parish level.

●

Topic: 6

Action Plan

Purpose: To agree on date for allocation of water sources and follow up meetings with parishes.

Time: 15 minutes

Method: Discussion

●

Set date of meeting

Set dates for parish council meetings

Topic: 7

Evaluation of Workshop

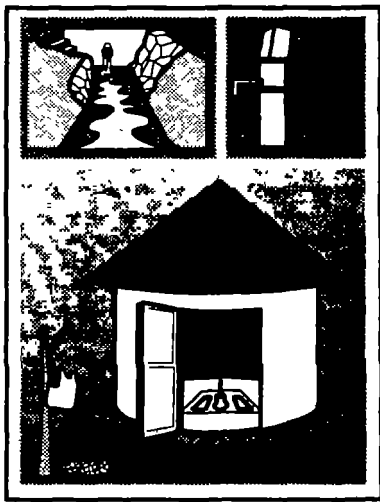
Purpose: To find out if the objectives of the seminar have been achieved

Method: Ranking

Time: 15 minutes

Procedure:

1. Put up the chart with seminar objectives.
2. Give each participant a piece of paper
3. Ask the participants to give marks out of five where five is the best mark to be attained for each the seminar objectives
4. Collect the papers and make an evaluation
5. Inform the participants of the outcome



*First Council
Seminar for LCII*



Introduction

These guidelines are aimed at enabling the social mobilisers with the support of the district management team (DMT) conduct introductory seminars for the parish (LCII) council members. The objectives of a seminar are to;

- Create awareness of the existence of RUWASA Phase II in the parish
- Enable participants to identify their roles and responsibilities in the water and sanitation sector in the parish.
- Review the experiences of the water and sanitation sector in the parish
- Discuss methods of implementation of RUWASA activities.
- Allocate sources to the LCIs.

How to Use the Guidelines

The guidelines should be followed step by step by the facilitator (social mobiliser) This though, should not bind the facilitator, the guidelines can also be adjusted to the prevailing circumstances.

The seminar is carried out using participatory methodologies and is aimed at involving the parish leadership to develop their own solutions to the water and sanitation problems. By identifying the solutions and planning for implementation, the parish councillors will look at themselves as partners in the project and the district rather than outsiders.

Participants: All LCII councillors, parish chief

Time table:

TOPIC	METHOD	TIME
Registration		10 mins
Opening remarks		30 mins
Community diagnosis	Mapping tool	2 hrs
Sanitation	Sanitation ladder	30 mins
Hygiene education	Disease transmission	1 hr
Site allocation	Group discussion	30 mins
Community contribution	Group discussion/community contribution flow chart	30 mins
Set date for LCI seminar of selected LC's	Discussion	15 mins

Topic 1:

Community Diagnosis

Objective: The purpose of this activity is for the community to appreciate the resources they have in their parish and to identify the missing resources in relation to the water and sanitation sector in their parish e.g., latrines, handwashing facilities, protected water sources. Identifying the missing resources in the water and sanitation sector prepares the community to plan on how to introduce them in the parish.

Materials: This activity can be done on the ground using ash for the boundaries, stones, leaves, sticks e.t.c., to identify various resources. After drawing on the ground the map can be transferred to paper, the materials required are; Newsprint, Markers, Masking Tape.

Method: Mapping

Time: 2 hours

- Procedures:**
1. Divide the community into groups of 8-10 taking into account gender balance.
 2. Ask each group to select a secretary who will do the drawing.
 3. Give instructions to the community to draw a map of their parish indicating the various resources they have. e.g.
 - Physical features
 - Plantations and trees
 - Roads and paths
 - Homesteads and sanitary facilities
 - Social services i.e., schools and churches/mosques, health centres e.t.c.
 - Water sources.
 - Users of the different water sources including those beyond their LC1.
 - And any other resource they deem useful to them.
 4. On completing the task, let both groups come together and make a presentation of their maps.
 5. Let them discuss the similarities and differences.
 6. Agree on common content.
 7. Let the communities discuss on how they can acquire the missing resources and prioritise them. (The trainer should try to link this to water and sanitation resources.)
 8. The trainers should let the participants draw their own conclusions from the activity.

Note to facilitator:

Allow the community to come up with their own understanding of the parish map i.e., let them explain their own parish as it looks. The mobiliser should know his/her community well enough to be able to help the communities in setting their own priorities and look for possible solutions. Priorities can be made based on what the community is able to solve within themselves with little assistance e.g latrine construction, maintenance of water sources, having granaries.

Guidelines on Participatory Social and Resource Mapping

These Guidelines are designed to assist Social Mobilisers to introduce the process/tool of mapping to LCI communities. Mapping is a tool communities can use to identify potential users of water sources, and to illustrate the existence of sanitation facilities. Community maps can also be used as a focus for more in-depth discussion on any of the features which they have drawn, including issues concerning water, sanitation and hygiene.

Mapping and PRA

Mapping is a tool commonly used in Participatory Rural Appraisal (or Participatory Rapid Appraisal, as it is sometimes referred to).

PRA is one of a number of methods used for working with communities in order to involve them in assessing their situation, in reviewing their problems and needs, and identifying their development priorities. It can be used in the process of planning and implementing development activities.

Mapping is a useful tool to gather and display information on a variety of subjects, such as:

- Physical features of a place - mountains, forests, rivers
- Natural resources - water, soils, minerals, timber (I.e. valuable trees)
- Land utilisation - farming, crops, livestock, industry, power
- Human settlement - houses (latrines), location of important local persons such as Chiefs and TBAs, trading centres, markets, roads, schools, health units, and protected water supplies
- Communications - roads, railways, footpaths, transportation networks

In PRA mapping is done by community members themselves, usually first on the ground and later, with the assistance of the Social Mobiliser if necessary, transferred to butcher paper for future reference. PRA mapping is not drawn to scale, but it should include boundaries of the village and give a compass bearing. In communities where many members are literate they may choose to draw direct on Butcher paper - in pencil at first and then when everyone has agreed with markers on manilla later.

- It is very **IMPORTANT** that the community selects its representative to draw the map.
- It is also useful if they discuss a bit about what they are going to indicate on the map before they begin to draw, and to gather in advance materials - stones, sticks, seeds and so on - to represent these things.
- In introducing the subject of drawing a map to the community the Social Mobiliser should not be too specific about what should be in it, but can ask probing questions as the activity is carried out. The community should be encouraged to put in what they consider is of importance to them.

It is also advisable before drawing it to list the households and give them numbers so they can be easily identified on the map. However some communities prefer to plot households one by one on the map as they remember them.

ALWAYS BE GUIDED BY WHAT THE COMMUNITY WANTS RATHER THAN FORCING THEM TO STICK TO RULES.

For the purposes of **RUWASA** the Social Mobiliser should guide the community through probing questions to include two types of information in their maps:

- Houses/latrines, schools, health units and the homes of important persons and
- Water resources, both protected and unprotected with an indication of the most reliable springs

It is helpful to indicate roads or other facilities, such as trading centres or market places, forests and swamps. These can be used as markers to which other features can be related.

- **The community** can also be probed to give distances - e.g how far is it from the furthest member of the community to this borehole?
- **Or** - how long does it take household X to move to the borehole and back on foot?
- **They** may be probed about whether there are differences in the sources used in rainy and dry seasons.
- **Or** which sources are considered the most reliable and clean.
- **Or** even - what do they think of the latrine coverage?

Using Community Maps

There are a number of basic uses of Community Maps of which the most important for **RUWASA** are:

- They can be used as the focus for discussion about both water and sanitation problems and practices in the community, and to the implications of these for health.
- They provide baseline information on the water and sanitation of the community before Project interventions.
- They can be used to trace peoples' movements (a mobility map), such as who uses which water point, health unit or school.

Topic 2:

Sanitation

Objective: This tool is to assist the committee identify the level at which their community is, with regard to safe disposal of faeces. It will also provoke the committee to assist in moving their parish from the least desired method of faecal disposal to the most desired.

Method: Sanitation ladder

Materials: Pictures: The activity consists of the following pictures;-

- Defecating in the bush (man/woman)
- Dog eating the faeces
- Covering faeces using a hoe
- Dropping/throwing faeces in the latrine using a hoe
- A pit without a superstructure
- Pit and superstructure but without a roof
- A latrine with a sanplat but without a door
- A latrine with a good door but without a sanplat.
- A latrine with a sanplat, good door, roof but without a handwashing facility.
- Pit latrine with a door , sanplat, and handwashing facility outside.

Time: 30 minutes

- Procedure:**
1. Divide the committee into groups of 8-10.
 2. Give the pictures to both groups, give instructions and introduce the task.
 3. Let the committee arrange the pictures from the least desired to the most desired method of faecal disposal.
 4. The trainers should not interfere with the discussion but rather let the committee take over the process.
 5. Each group presents it's ladder.
 6. Discuss the similarities and differences/advantages and disadvantages of each stage.
 7. Ask the committee at what stage they think most people in their parish are.
 8. Ask members to identify reasons why it is difficult to climb the ladder (note the reasons down) OR
In groups let each group suggest possible solutions to improve sanitation coverage within their area.
 9. Explain the guidelines to be followed during implementation of sanitation activities.

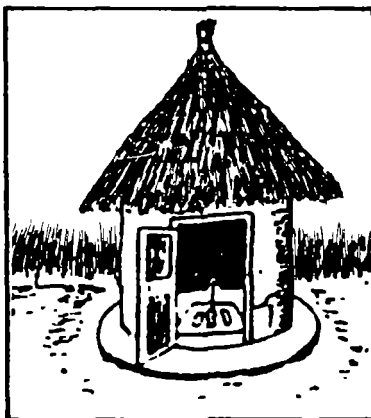
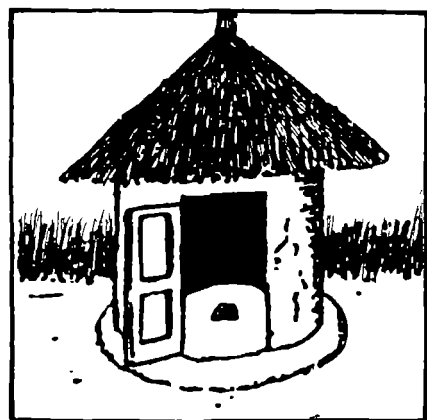
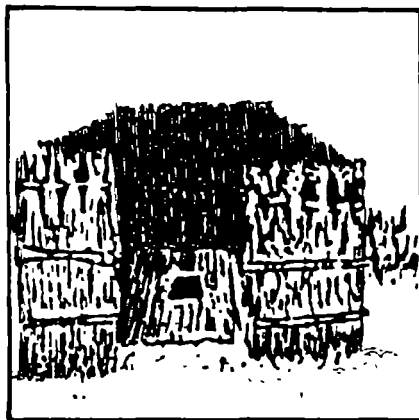
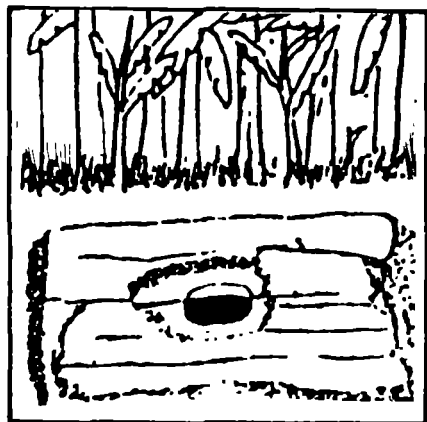
Note to facilitator:

Note the cultural beliefs, taboos, customs and norms

Discuss with the members how one can move from top to bottom. e.g., when pit gets full, and encourage them to maintain high standards

Emphasise the need for handwashing at all stages i.e., handwashing after defecation and after removal of children's faeces

SANITATION LADDER



Topic 3:

Hygiene Education

Objective: To help participants analyse how disease can be spread through common personal practices involving water, sanitation and other aspects of the environment, and what preventive actions can be done.

Materials: Pictures of; a hand, uncovered food, unprotected water source, a fly, a human faeces, animals and birds feeding in utensils, mouth, children playing in a river, latrine, protected water source (Handpump/spring), covered food article, cooking food, boiling, water, sandals, washing hands (tippy tap/leaky tin), refuse disposal, mother putting kid on latrine, taking baby's faeces to the latrine.

Method: Disease transmission (Faecal routes and barriers)

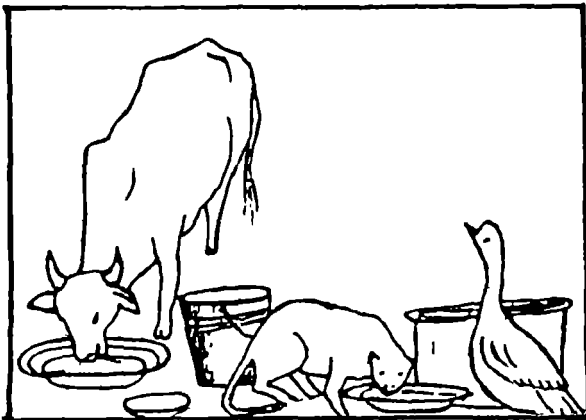
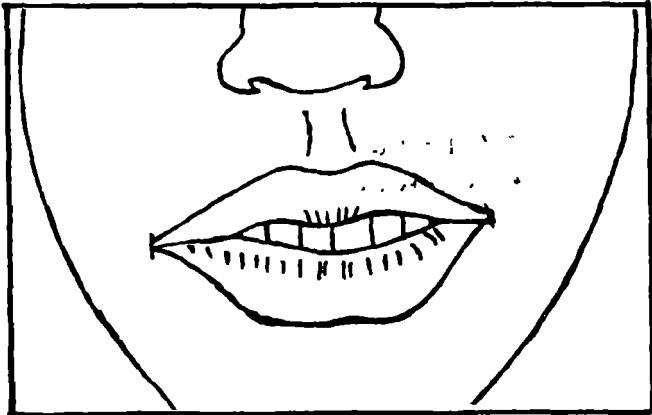
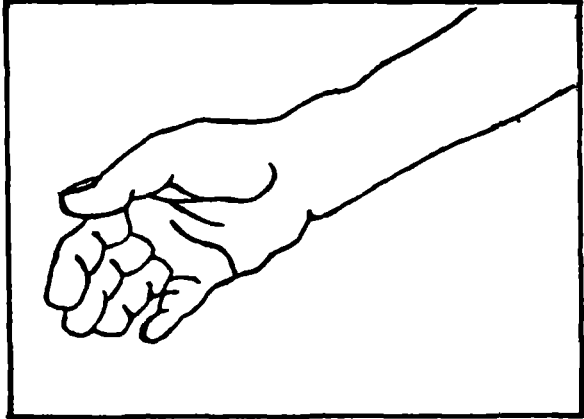
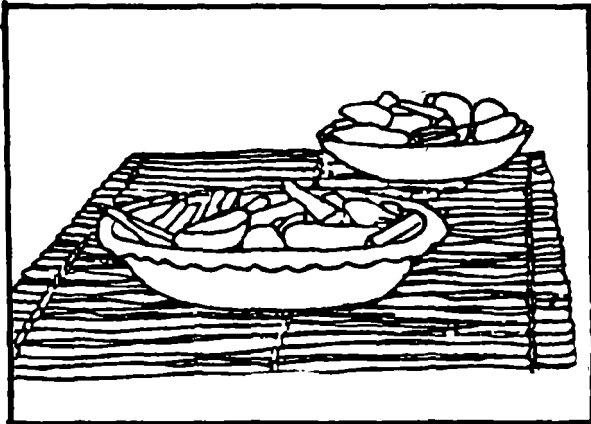
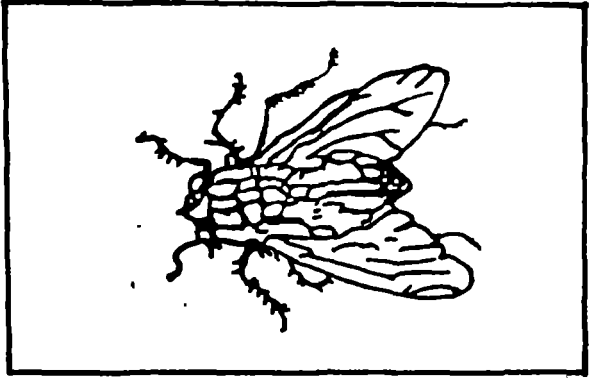
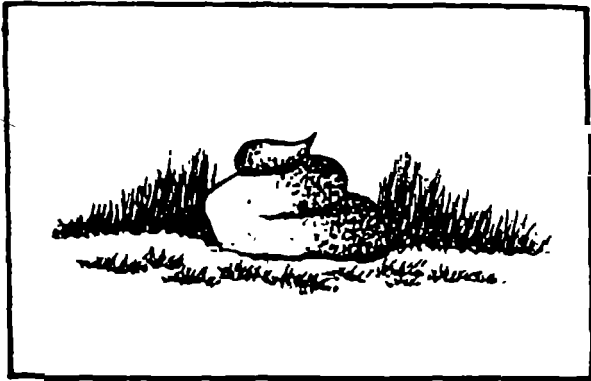
Time: 1 hour

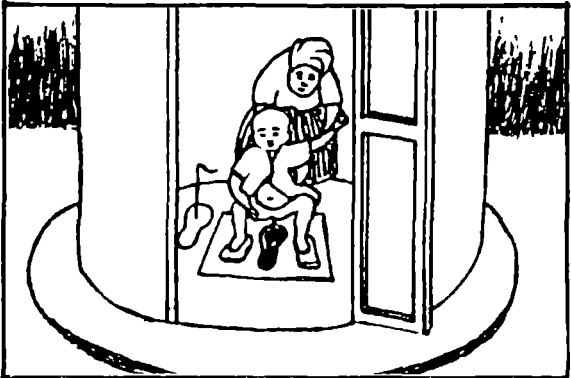
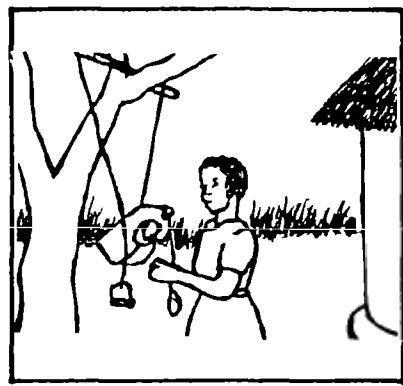
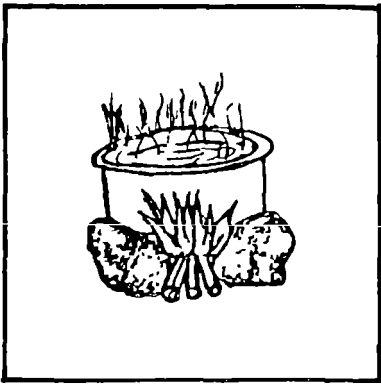
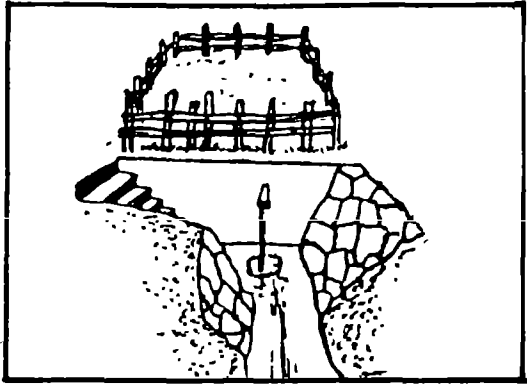
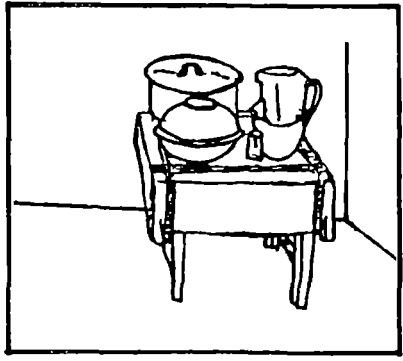
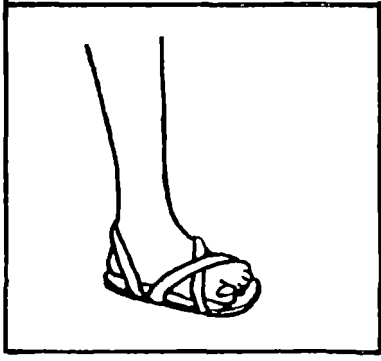
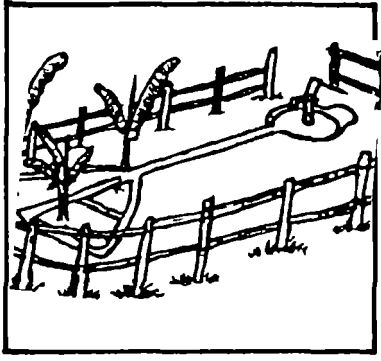
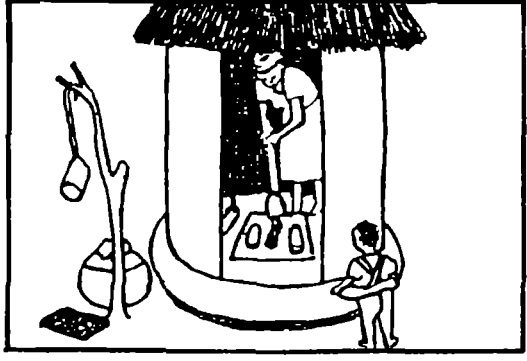
- Procedure:**
1. Divide members into groups of 8-10.
 2. Provide each group with a set of cards randomly ordered. Ask the participants to choose cards that suggest routes that commonly transmit diseases in their community.
 3. Have each group discuss the causes of each route, and which cards illustrate preventive measures (for example, a covered pot to prevent flies from contaminating food). Have the participants identify and draw other preventive measures for which cards may not already exist.
 4. Have participants select one or more route(s) and identify who should be responsible for taking action: the project, district, community, or all the three.
 5. Ask the participants to discuss why they made the connections they did between the routes that cause diseases and possible solutions. Avoid criticising that the matter be discussed further.
 6. Explain the importance of hygiene and the guidelines to be followed during implementation

Note to facilitator:

Discuss how they can promote hygiene practices in their homes, e.g. provision of handwashing facilities.

FAECAL ROUTES





FAECAL BARRIERS

Topic 4:

Site Allocation

Objective: To assist in allocating sites through a transparent criteria.

Materials: Butcher Paper, Markers, Parish level Population statistics from the District Population Officer, Water Resource maps from the Technical Services Section at the Project Office (if these are unavailable the councillors should be facilitated to draw their own)

Method: Group discussion

Time: 30 minutes

- Procedure:**
1. Explain the need for having criteria to decide site allocation. Divide the participants into groups of not more than 15 and ask them to suggest criteria.
 2. Review the criteria suggested. Use probing questions to ensure they have adequately appreciated the implications of each criteria. Those most often suggested include:
 - Population
 - Size of Parish/Village
 - Existence of protected water supplies
 - Location of school or other population centre
 - Availability of water as shown on sub-county maps
 - Accessibility for drilling rigs
 4. Provide the participants with the population information on each Parish, so that they have an objective comparison with their own subjective impressions of population distribution in the Sub-County. At Parish level councillors will be able to state how many taxpayers/ householders they have in their respective villages/LCIs.

When considering the factor of population the total number has to be considered in relation to the other criteria, not used alone.

As an example the population of a Parish may be high/many but there may already be several protected water points. On the other hand a Parish may have several villages not all having the advantage of any water source. Thus to omit such a Parish would be unfair. On the other hand a Parish could be large with several villages but population sparse/scattered, whereas in another smaller Parish there may be villages which have trading centres with much more dense population. Councillors are usually very knowledgeable about all these issues, the role of the Social Mobiliser is to ensure that they actually take them into account.

5. Introduce the water resource maps to provide objective information on existing protected sources and surface and groundwater availability, which can assist councillors to allocate springs and boreholes accordingly.

It is important to bear in mind that the order in which water units should be allocated is firstly the springs and secondly the boreholes to be rehabilitated (where these exist), and lastly the new boreholes. Where viable springs exist a borehole is not an option for that village. However if there are several springs which can be protected but all are located near to each other - say in one parish or even in one village - all, or most of the possible water units should not be allocated to that one village or parish. Only a few of the springs should be allocated for protection.

It should also be noted that where most of the allocated water units will be used for rehabilitating boreholes there is provision for review at a later stage of the total number of water units which have been allocated to ensure that the targetted coverage is achieved.

Once they have reviewed their criteria and agreed on the most important, the Council should agree when to meet in order to do the actual allocation. If possible allocation should be done during the seminar, however most often time does not allow this.

Note to Facilitator:

The importance of being transparent and fair in making their allocation should be restressed. Local leaders should ensure that they cannot be accused of favouritism in making their allocations. One water unit is either two springs or one borehole, either new or for rehabilitation.

Guidelines for Site Allocation Criteria at Sub-County Level

Target Coverage

In Phase II targeted Project coverage is 29%. There is however some difference in the targeted coverage for individual Districts. This figure was used to calculate the numbers of water units (one borehole or two springs) which would be constructed. Necessarily the Project could not provide more detail in respect to allocation within Districts

At District level a similar process was carried out. Although at the District Local Council seminars councillors in each District decided what criteria should be used for allocation in practice the DMT has allocated largely according to the total population in a sub-county by the year 2000, without fully considering other issues such as population distribution and the existence of already protected water supplies

The targeted coverage while allowing all sub-counties to be allocated a certain number of water points according to total population, does not provide for all villages to be allocated even one. Thus it is very important that at the sub-county councillors consider very carefully how they will allocate to the parishes and for the parish councils to do likewise

The Social Mobiliser has a very important role in guiding the Councillors to consider carefully what criteria they should use.

Topic 5:

Community Contribution and Water User Committees

Objectives: The participants will be able to develop an effective system for collecting community contribution funds. The participants will know the roles and responsibilities for the water user committees and devise means of working together to promote the water and sanitation activities.

Method: Group discussion

Time: 30 minutes

Procedures:

1. Introduce the community contribution flow chart and let the participants make comments and suggestions. Inform the participants of the different systems for collection of funds. Let the participants choose the system they will use.
2. Introduce the topic of the water user committees, explain their roles and responsibilities in the water and sanitation activities in their parish and encourage them to work together as a team.

Topic 6:

Set Date for LCI Seminars of Selected LCs

Objective: To agree on a date, time and venue for the LCI seminars.

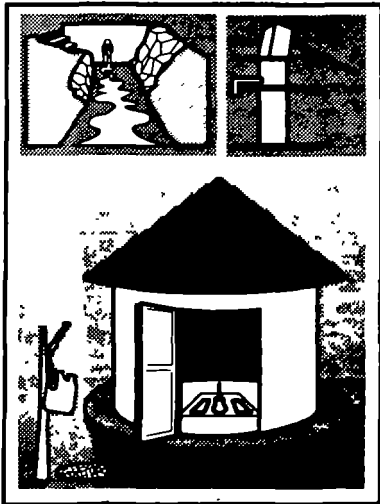
Method: Discussion

Time: 15 minutes

Procedure:

1. Set date for training
2. Set venue for the training
3. Urge the participants to pass on the information and emphasis the importance of attending.





*First Seminar
for LCI Council*



Introduction:

This guide is to enable the Social Mobilisers with the support of the District Management Team (DMT) conduct effective seminars for the LCI council. The LC council is a “key holder” at the sub-county level, meaning they have the capacity to “open” or “close” doors in their community. This is why it is very important for the project to have them as partners in implementation.

The seminar will therefore, mainly concentrate on letting the council identify the problems and solutions to the water and sanitation sector in their local council and this will be achieved through the use of participatory methodologies.

How to Use the Guide

The topics in this guide are logically set and can be followed step by step. The facilitator should avoid influencing the discussion of the participants instead he/she should guide the discussion.

Timetable:

Topic	Method	Time
Community Diagnosis	Mapping	2 hrs
Criteria for site selection	Preference ranking	30 mins
Gender task analysis	Gender task tool	30 mins
Selection of WUC members	Voting	15 mins
Community contribution	Discussion	15 mins
Set date for training of WUC	Discussion	5 mins

Participants: LC1 council members

Topic 1:

Community Diagnosis

Objective: The purpose of this activity is for the community to appreciate the resources they have in their village and to identify the missing resources in relation to the water and sanitation areas in their village.
e.g., latrines, hand-washing facilities, protected water sources.
Identifying the missing resource in the water and sanitation area prepares the community to plan on how to introduce them in the village.

Materials: This activity can be done on the ground using ash for the boundaries, stones, leaves, sticks etc., to identify various resources. After drawing on the ground, the map can be transferred to paper, the materials required are; Newsprint, Markers, Masking tape.

Method: Mapping

Time: 2 hours

Procedures:

1. Divide the community into groups of 8-10 taking into account gender balance.
2. Ask each group to select a secretary who will do the drawing
3. Give instructions to the community to draw a map of their village indicating the various resources they have. e.g.
 - Physical features
 - Plantations and trees
 - Roads and paths
 - Homesteads and sanitary facilities
 - Social services i.e. schools and churches/mosques, health centres etc.
 - Water sources.
 - Users of the different water sources including those beyond their LC1.
 - And any other resource they deem useful to them.
4. On completing the task, let both groups come together and make a presentation of their maps.
5. Let them discuss the similarities and differences.
6. Agree on common content.
7. Let the communities discuss on how they can acquire the missing resources and prioritise them.
(The trainer should try to link this to water and sanitation resources.)
8. The trainers should let the community draw their own conclusions from the activity.

Note to facilitator:

Allow the community to come up with their own understanding of the village map i.e., let them explain their own village as it looks. The mobiliser should know his/her community well enough to be able to help the communities in setting their own priorities and look for possible solutions. Priorities can be made based on what the community is able to solve within themselves with little assistance e.g. latrine construction, maintenance of water sources, having granaries.

Guidelines on Participatory Social and Resource Mapping

These Guidelines are designed to assist Social Mobilisers to introduce the process/tool of mapping to LCI communities. Mapping is a tool communities can use to identify potential users of water sources, and to illustrate the existence of sanitation facilities. Community maps can also be used as a focus for more in-depth discussion on any of the features which they have drawn, including issues concerning water, sanitation and hygiene.

Mapping and PRA

Mapping is a tool commonly used in Participatory Rural Appraisal (or Participatory Rapid Appraisal, as it is sometimes referred to).

PRA is one of a number of methods used for working with communities in order to involve them in assessing their situation, in reviewing their problems and needs, and identifying their development priorities. It can be used in the process of planning and implementing development activities.

Mapping is a useful tool to gather and display information on a variety of subjects, such as:

- Physical features of a place - mountains, forests, rivers
- Natural resources - water, soils, minerals, timber (i.e. valuable trees)
- Land utilisation - farming, crops, livestock, industry, power
- Human settlement - houses (latrines), location of important local persons such as Chiefs and TBAs, trading centres, markets, roads, schools, health units, and protected water supplies
- Communications - roads, railways, footpaths, transportation networks

In PRA mapping is done by community members themselves, usually first on the ground and later, with the assistance of the Social Mobiliser if necessary, transferred to butcher paper for future reference. PRA mapping is not drawn to scale, but it should include boundaries of the village and give a compass bearing. In communities where many members are literate they may choose to draw direct on Butcher paper - in pencil at first and then when everyone has agreed with markers on manilla later.

- It is very **IMPORTANT** that the community selects its representative to draw the map.
- It is also useful if they discuss a bit about what they are going to indicate on the map before they begin to draw, and to gather in advance materials - stones, sticks, seeds and so on - to represent these things.
- In introducing the subject of drawing a map to the community the Social Mobiliser should not be too specific about what should be in it, but can ask probing questions as the activity is carried out. The community should be encouraged to put in what they consider is of importance to them.

It is also advisable before drawing it to list the households and give them numbers so they can be easily identified on the map. However some communities prefer to plot households one by one on the map as they remember them.

ALWAYS BE GUIDED BY WHAT THE COMMUNITY WANTS RATHER THAN FORCING THEM TO STICK TO RULES.

For the purposes of **RUWASA** the Social Mobiliser should guide the community through probing questions to include two types of information in their maps:

- Houses/latrines, schools, health units and the homes of important persons and
- Water resources, both protected and unprotected with an indication of the most reliable springs

It is helpful to indicate roads or other facilities, such as trading centres or market places, forests and swamps. These can be used as markers to which other features can be related.

- **The community** can also be probed to give distances - e.g how far is it from the furthest member of the community to this borehole?
- **Or** - how long does it take household X to move to the borehole and back on foot?
- **They** may be probed about whether there are differences in the sources used in rainy and dry seasons.
- **Or** which sources are considered the most reliable and clean.
- **Or even** - what do they think of the latrine coverage?

Using Community Maps

There are a number of basic uses of Community Maps of which the most important for **RUWASA** are:

- They can be used as the focus for discussion about both water and sanitation problems and practices in the community, and to the implications of these for health.
- They provide baseline information on the water and sanitation of the community before Project interventions.
- They can be used to trace peoples' movements (a mobility map), such as who uses which water point, health unit or school.

Topic 2:

Criteria for Site Selection

Objective: To facilitate the community in selecting an appropriate site for the water source pending detailed Hydrogeological investigation.

Method: Priority Ranking

Time: 30 minutes

Materials: Newsprint, Markers, Voting Stickers

- Procedure:**
1. From the problems identified during the mapping exercise a ranking exercise is carried out.
 2. List on a newsprint, all the problems of water and sanitation existing within the village as identified during the mapping exercise.
 3. Ask the community members come forward and vote against what they take to be the most pressing problem on an individual basis.
 4. Count the votes scored against each problem.
 5. The problem with the highest number of votes is ranked highest i.e. the most pressing problem.
 6. The total results are then used in identifying a suitable site for the source allocation.
 7. Ask the community members to identify the potential or would be users.

Topic 3:

Gender Task Analysis

Objective: This activity is aimed at showing how society and culture assign men and women different tasks with no flexibility. It will also clearly point out to the participants that the women tend to carry out all the tasks and own none of the resources in the family, while the man has control over all the resources and the least tasks. At the end of the activity, the participants should be able to find ways of balancing the tasks between the man and woman.

Method: Gender Task Tool

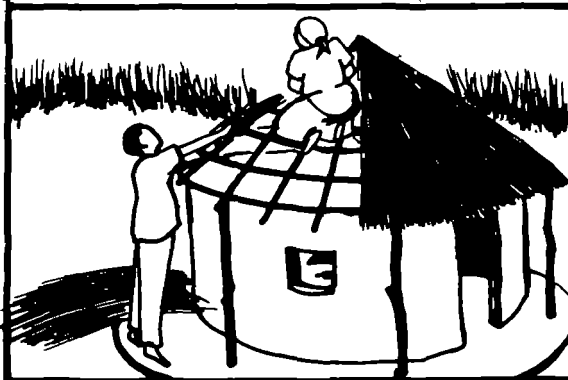
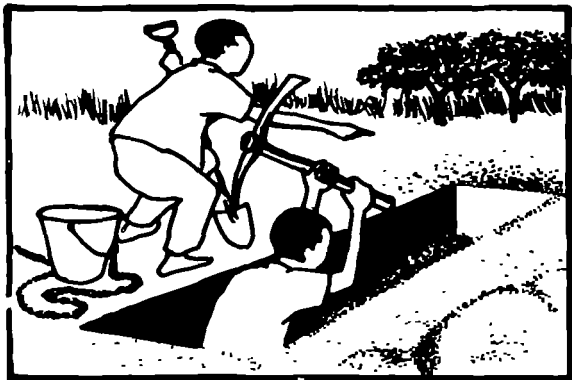
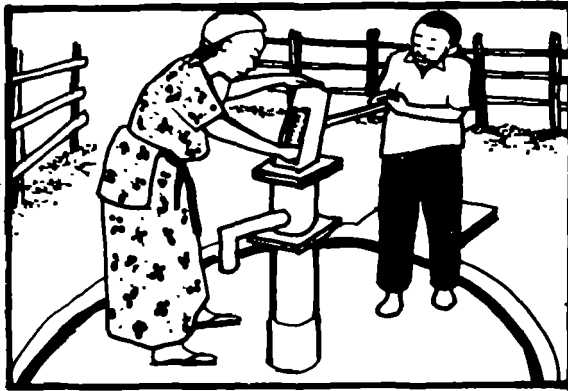
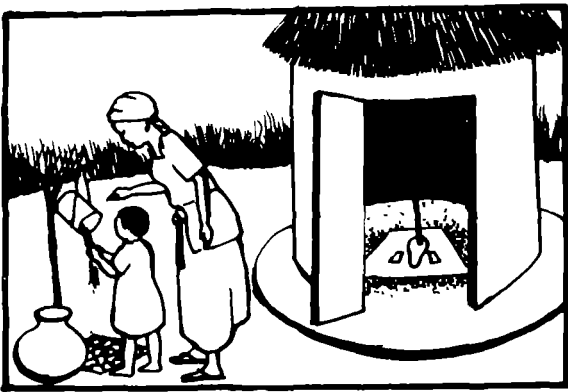
Time: 30 minutes

Materials: Pictures

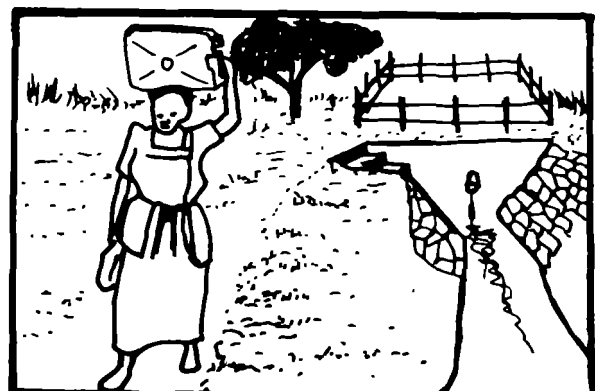
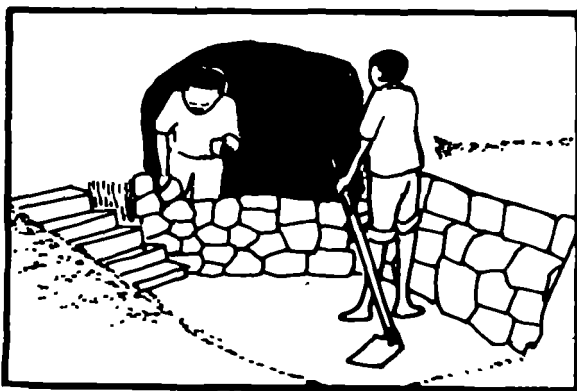
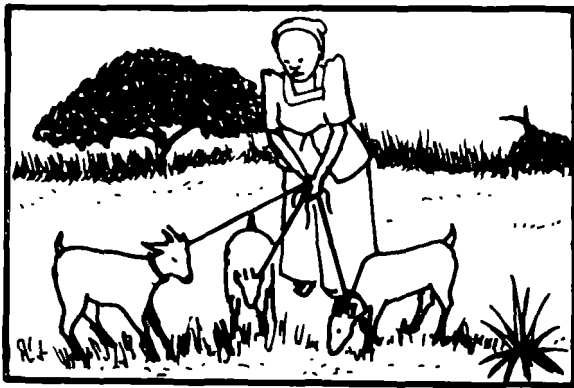
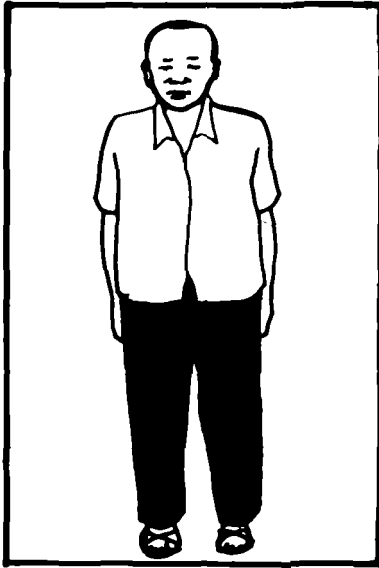
1. Large pictures of a woman, a man, and both a woman and a man.
2. Small pictures showing the following activities being carried out by either; a woman **OR** a man
 - a) Washing of clothes
 - b) Cooking
 - c) Fetching water
 - d) Washing utensils
 - e) Assisting children to wash their hands
 - f) Removing baby's faeces
 - g) Digging a pit latrine
 - h) Spring construction
 - i) A meeting
 - j) Thatching a house
 - k) Spare parts shop
 - l) Handpump mechanic

- Procedure:**
1. Divide the members into groups.
 2. Give out the large pictures of the man, woman, and one with both let the participants identify them.
 3. Give out the small pictures; let the participants identify them
 4. Ask members to arrange the pictures according to what activities are done by women and those done by men and both in their communities
 5. Let each group present it's arrangements.
 6. Discuss the similarities and differences.
 7. Ask members to count the number of activities under each heading.
 8. Discuss how more activities can be shared.

GENDER TASK ANALYSIS



GENDER TASK ANALYSIS



Topic 4:

Selection of Water User Committee

Purpose: To select the water user committee comprising of six people three of whom should be women. The committee will be responsible for collection of community contribution funds, operation and maintenance of facilities and sanitation and hygiene education.

Method: Voting

Time: 15 minutes

Procedure:

1. Ask the community to suggest the people they want to serve as the committee members.
2. For each name suggested there should be two people to second them.
3. Vote and count the votes.
4. Announce the winners and introduce them as the water user committee.

Topic 5:

Community Contribution

Purpose: The participants will be able to develop an effective system for collecting community contribution funds.

Method: Group discussions

Time: 15 minutes

Procedure:

1. Introduce the topic of community contribution.
2. Explain the community contribution flow chart to the committee
3. Let the participants make comments and ask questions on what is not clear.
4. Let the facilitator inform the participants of the system for collection of community contribution funds.

Topic 6:

Setting Date and Venue for Training the Water User Committee

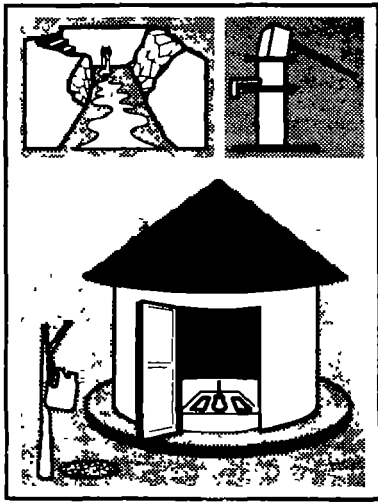
Objective: To enable the water user committee come up with a realistic date, time and venue for training.

Method: Group discussion

Time: 5 minutes

Procedure:

1. Ask the committee to come up with a realistic date for training.
2. Ask the committee to come up with a realistic time for training.
3. Ask the committee to come up with a convenient venue for training.
4. Wrap up emphasising the importance of time keeping and attendance.



*First Training
for Water User
Committee (WUC)*



● Introduction:

This guide has been prepared to help social mobilisers train the water user committees through the use of participatory tools. The participatory tools are only a starter to an on-going process, they only provoke the community to enter into discussions. Therefore, facilitators should use the tools to achieve the objectives of the learning sessions/training course.

It is important for the trainer to keep a low profile after introducing the activity/tool to the community. The trainer must ensure that the activity is simple and the instructions clear and minimal. The discussions of the activity should be controlled by the community. The aim is to allow the community identify and solve their own problems; learning by doing through self discovery.

● Finally, the trainer should always spend time preparing the materials and think through the activity.

Timetable:

Topic	Method	Time
Review previous community map	Group discussion	15 mins
Gender resource analysis	Gender resource tool	30 mins
Women's time management	Time trend	30 mins
Sanitation	Sanitation ladder	30 mins
Hygiene Education	Disease transmission	1 hr
Roles and responsibilities	Tool on roles & responsibilities	30 mins
Action plans for community on community contribution hygiene and sanitation	Group discussion	15 mins

Participants: Water User Committee (WUC) members.

Topic 1:

Review of the Village Map made at the First LC1 Council Seminar

Objective: The purpose of this activity is assist the community recollect the resources and the missing resources in relation to the water and sanitation in their village. e.g., latrines, handwashing facilities, protected water sources. This will assist in planning for the implementation of the water and sanitation activities.

Method: Mapping

Materials: The community map drawn during the LC1 training.

Time: 15 minutes

Procedures: 1. Ask the committee members to review the map and give comment, i.e. do they agree on the resources indicated on the map?

2. Ask the community to identify possible activities within their means that can improve the water and sanitation conditions in their village.

Note to facilitator:

Allow community to come up with their own comment after the review of their village map e.g. let them add what they think was omitted. The mobiliser should know his/her community well enough to be able to help the communities in setting their own priorities and look for possible solutions. Priorities can be made based on what the community is able to solve within themselves with little assistance e.g. latrine construction, maintenance of water sources e.t.c

Topic 2:

Gender Resource Analysis

Objective: The activity is aimed at reviewing the family resources and ownership as directed by society. It is meant to be compared with the task analysis activity. At the end the participants must be able to acknowledge that the women are discriminated against in society and yet they carry out most of the tasks in a society or home. The participants should therefore be able to, suggest ways of narrowing down the gap between the men and women.

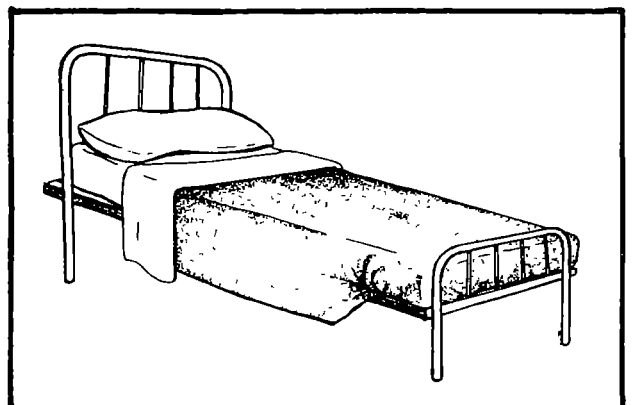
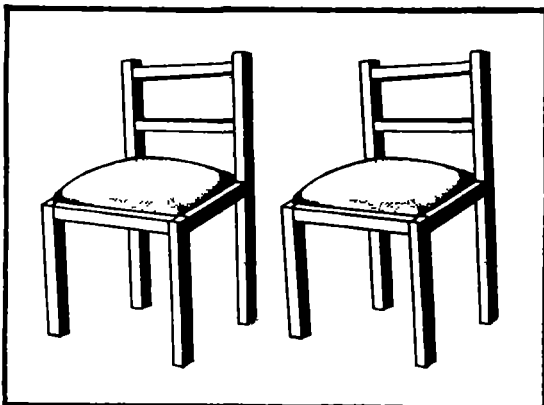
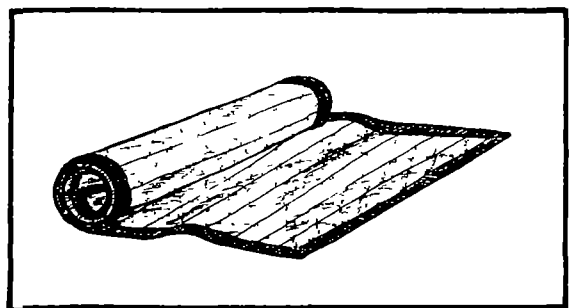
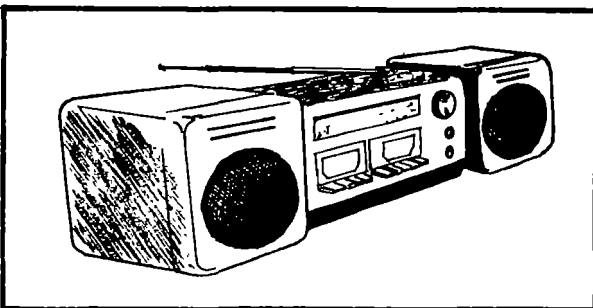
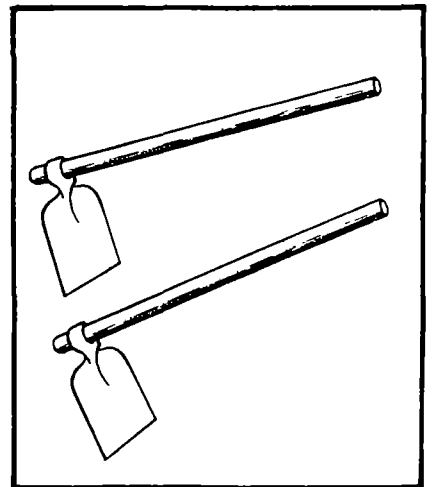
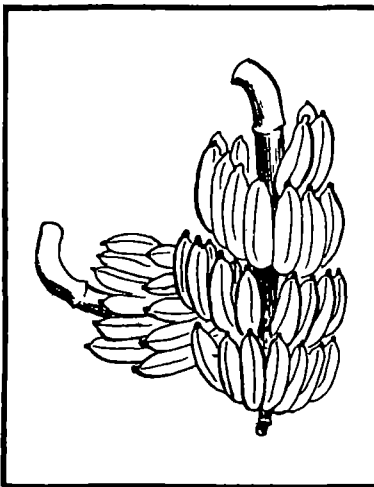
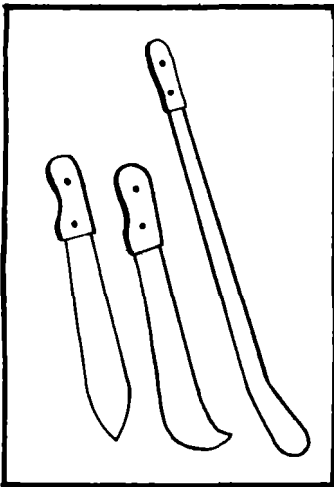
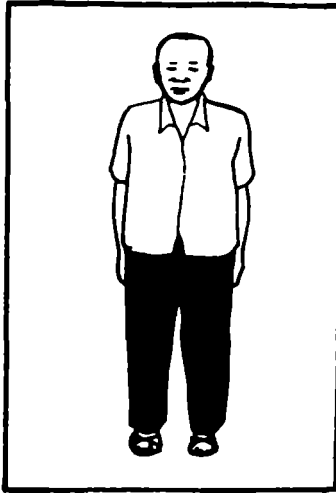
Method: Gender Resource Tool

Materials: Pictures of man, woman and one with both man and woman
Small pictures of family resources e.g. radio, cows, mat, bed, bicycle, children, money, goats, house, baskets, saucepans e.t.c

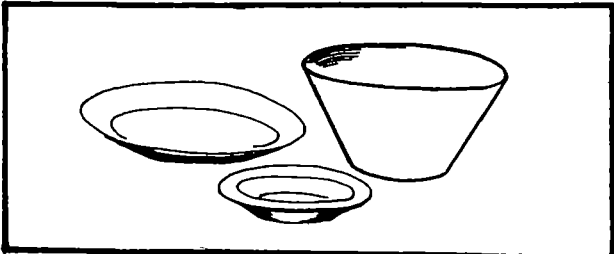
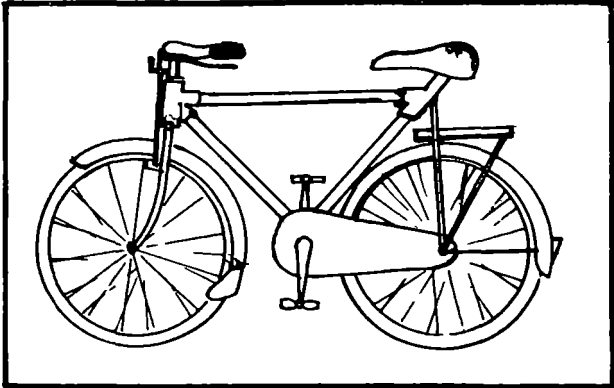
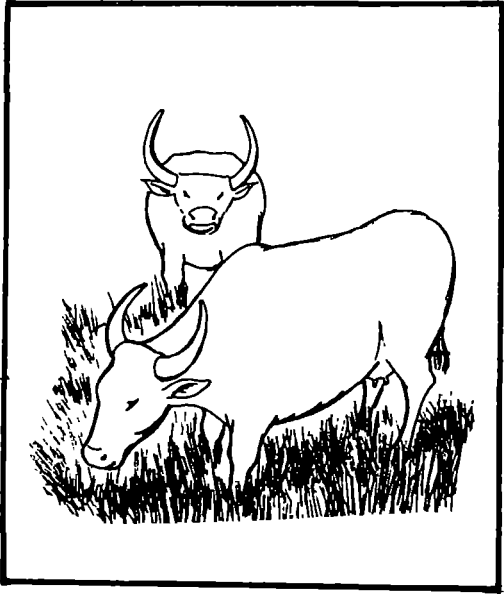
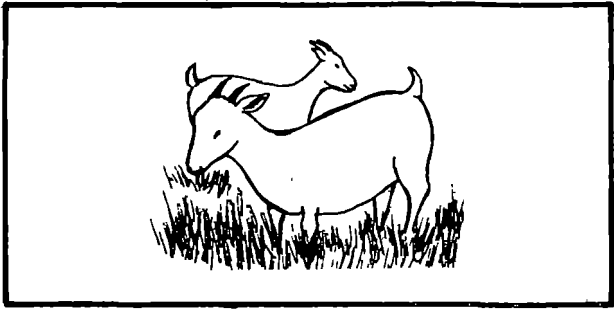
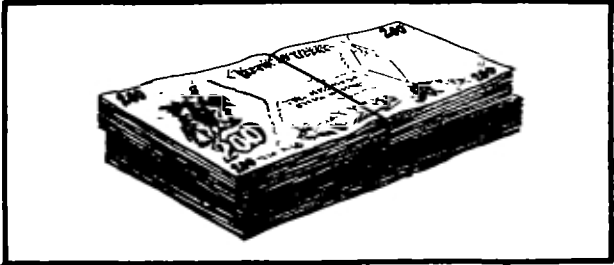
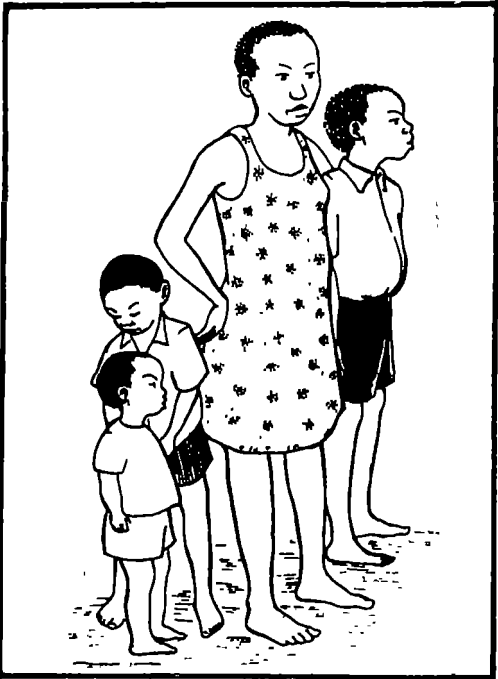
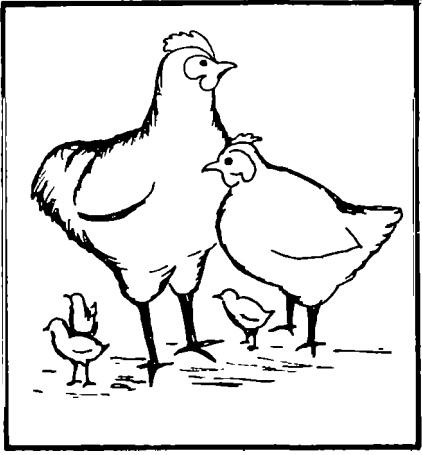
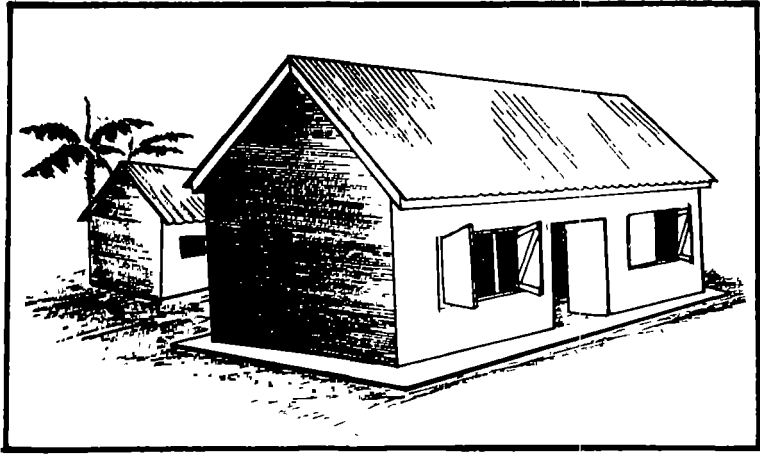
Time: 30 minutes

- Procedure:**
1. Divide the members into groups of 8-10.
 2. Give out the large pictures and let the participants identify them. These are to serve as the headings under which the small ones will be arranged.
 3. Give out the small pictures and let the participants identify them.
 4. Ask members to arrange the pictures according to what resources are owned by the woman, man and to both in the communities.
 5. Let each group present it's arrangements.
 6. Discuss the similarities and differences.
 7. Ask members to compare the task analysis tool that was carried out during the LC1 council seminar to the resource analysis tool.
 8. Discuss how the gap between these two can be narrowed down.

GENDER RESOURCE TOOL



GENDER RESOURCE TOOL



Topic 3:

Women's Time Management

Objective: This tool is to encourage women analyse their own situation in terms of time management. At the end of the task, the participant should be able to see how many of their tasks are involved in water and sanitation activities, which will encourage them to take part in the water and sanitation activities to improve the condition. By seeing how much time is spent on tasks involved on water and sanitation activities, the participants will gain interest in the reduction of time.

Method: Women's Time Management Tool

Materials: Pictures include the woman's daily activities and sticks as time counters(one stick represents one hour) to show the estimated time on each activity e.g. digging, collecting water, cooking, looking after children, looking after goats, sweeping, washing dishes, washing clothes, cleaning the compound, bathing children.

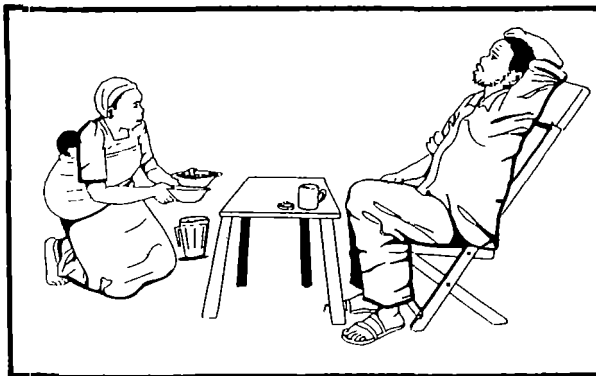
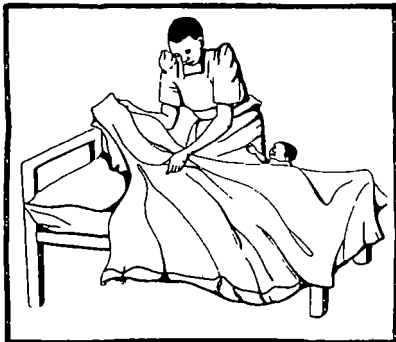
Time: 30 minutes

- Procedure:**
1. Divide members into two groups of six.
 2. Give out the set of pictures.
 3. Let the members identify the pictures.
 4. Ask the members to arrange the pictures starting with the first activity in the morning to the last activity in the evening.
 5. Give them the sticks which will assist them in deciding on how much time is spent on an activity. One stick will represent one hour.
 6. Let them place the sticks against each activity e.g., If collecting water takes 4 hours, they should put 4 sticks against that activity.
 7. Let each group present it's arrangement.
 8. Discuss the similarities and differences.
 9. Discuss how much time is spent on the activities, why and how can the time be reduced.

Note to facilitators

It is important for men to also be involved in this activity so they can contribute on how to reduce time spent on some activities and it will also encourage them to get involved in the project area in order to reduce on the time spent on water and sanitation activities. The facilitator wrap up and show the linkage between the three tools on gender task, resource and time management analysis. Ask the committee to identify solutions to the problems brought out by the three tools.

TIME MANAGEMENT TOOL



Topic 4:

Sanitation

Objective: This tool is to assist the committee identify the level at which their community is in with regard to safe disposal of faeces. It will also provoke the committee to assist in moving their village from the least desired method of faecal disposal to the most desired.

Method: Sanitation ladder

Materials: Pictures: The activity consists of the following pictures;-

- Defecating in the bush (man/woman)
- Dog eating the faeces
- Covering faeces using a hoe
- Dropping/throwing faeces in the latrine using a hoe
- A pit without a superstructure
- Pit and superstructure but without a roof
- A latrine with a sanplat but without a door
- A latrine with a good door but without a sanplat
- A latrine with a sanplat, good door, roof but without a handwashing facility.
- Pit latrine with a door , sanplat, and handwashing facility outside.

Time: 30 minutes

- Procedure:**
1. Divide the committee into groups of 8-10.
 2. Give the pictures to both groups and give instructions and introduce the task.
 3. Let the committee arrange the pictures from the least desired to the most desired method of faecal disposal.
 4. The trainers should not interfere with the discussion but rather let the committee take over the process.
 5. Each group presents it's ladder.
 6. Discuss the similarities and differences/advantages and disadvantages of each stage.
 7. Ask the committee at what stage they think most people in their village are.
 8. Ask members to identify reasons why it is difficult to climb the ladder (note the reasons down) OR
In groups let each group suggest possible solutions to improve sanitation coverage within their area.

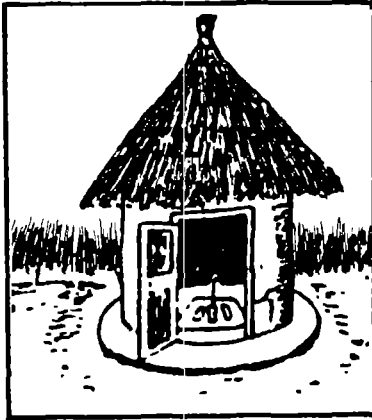
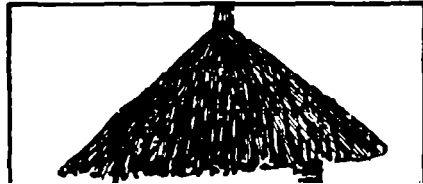
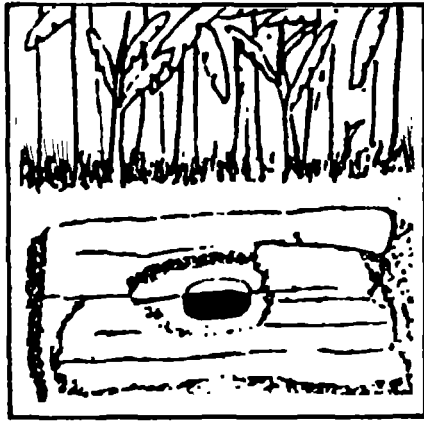
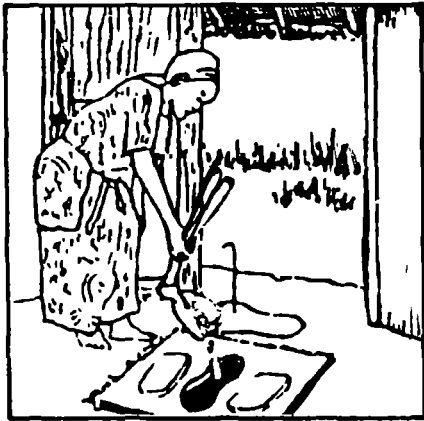
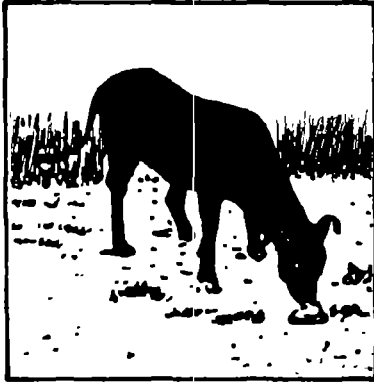
Note to facilitator:

Note the cultural beliefs, taboos, customs and norms.

Discuss with the members how one can move from top to bottom e.g , when pit gets full, and encourage them to maintain high standards

Emphasise the need for handwashing at all stages i.e., handwashing after defecation and after removal of children's faeces

SANITATION LADDER



Topic 5:

Hygiene Education

Objective: To help participants analyse how disease can be spread through common personal practices involving water, sanitation and other aspects of the environment, and what preventive actions can be done.

Materials: Disease transmission tool; pictures of; a hand, uncovered food, unprotected water source, a fly, a human faeces, animals and birds feeding in utensils, mouth, children playing in a river, latrine, protected water source (Handpump/spring), covered food article, cooking food, boiling, water, sandals, washing hands (tippy tap/leaky tin), refuse disposal, mother putting kid on latrine, taking baby's faeces to the latrine.

Method: Disease transmission tool (Faecal routes and barriers)

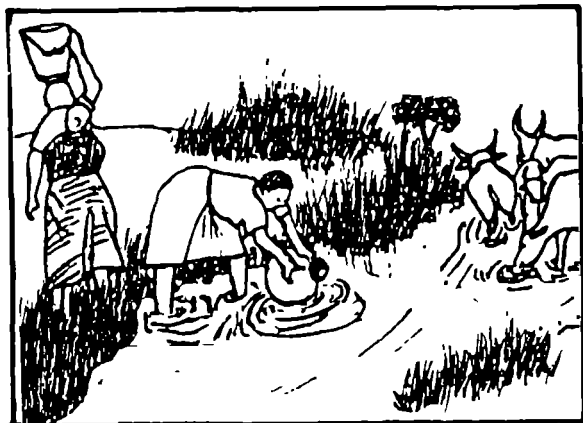
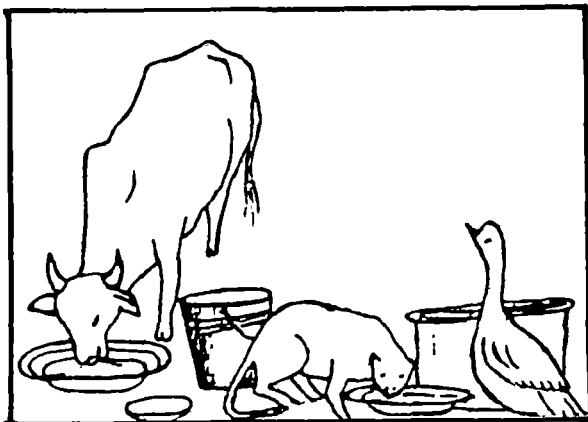
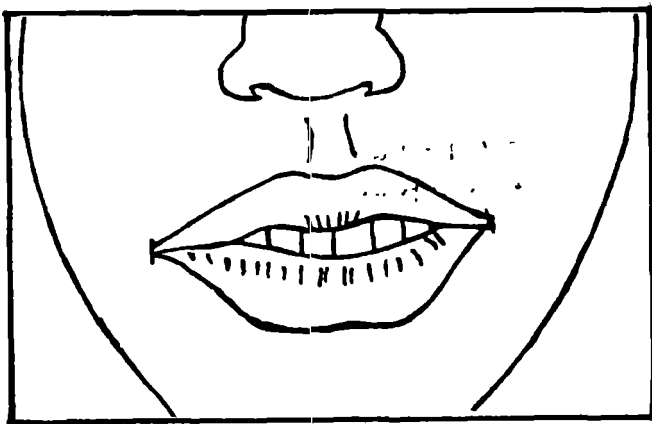
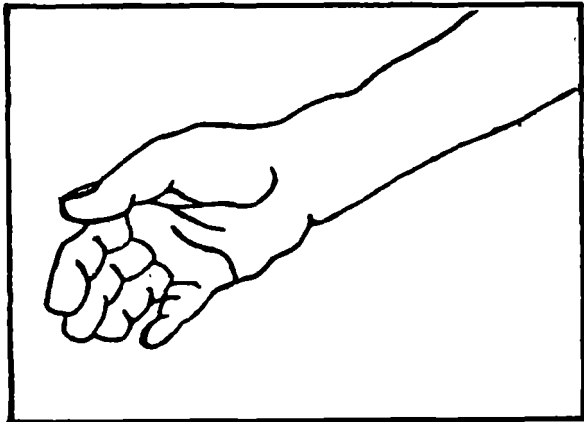
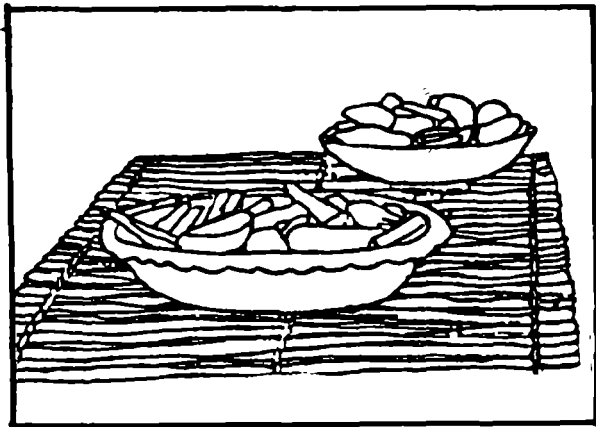
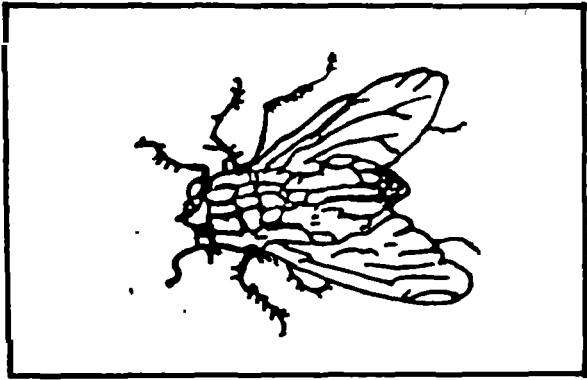
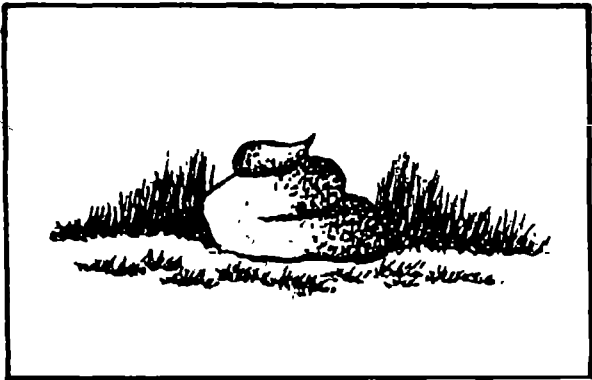
Time: 1 hour

- Procedure:**
1. Divide members in two groups of 6.
 2. Provide each group with a set of cards randomly ordered. Ask the participants to choose cards that suggest routes that commonly transmit diseases in their community.
 3. Have each group discuss the causes of each route, and which cards illustrate preventive measures (for example, a covered pot to prevent flies from contaminating food). Have the participants identify and draw other preventive measures for which cards may not already exist.
 4. Have participants select one or more route(s) and identify who should be responsible for taking action: the project, district, community, or all the three.
 5. Ask the participants to discuss why they made the connections they did between the routes that cause diseases and possible solutions. Avoid criticising that the matter be discussed further.

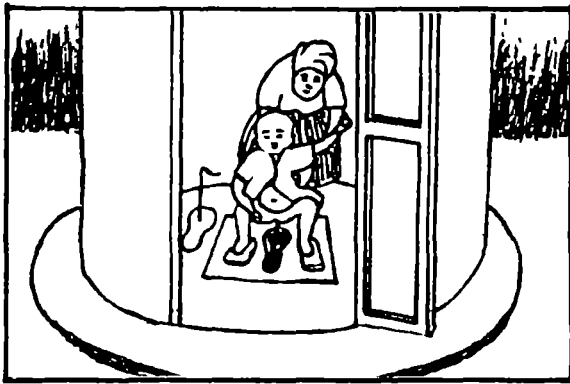
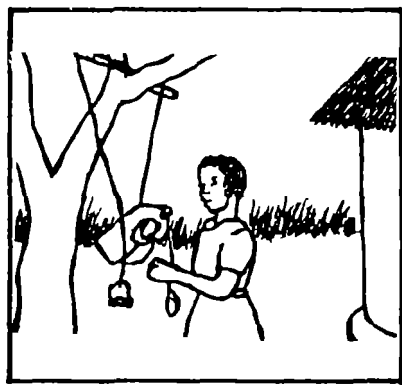
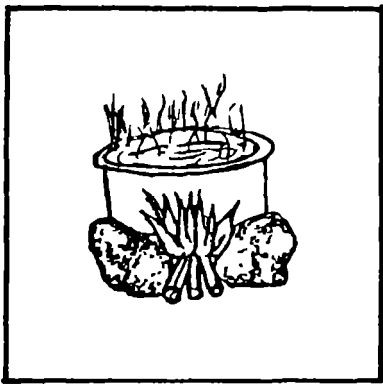
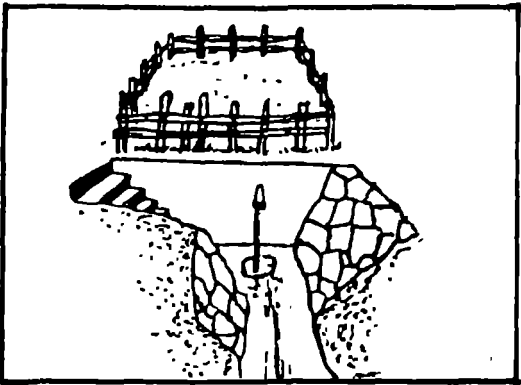
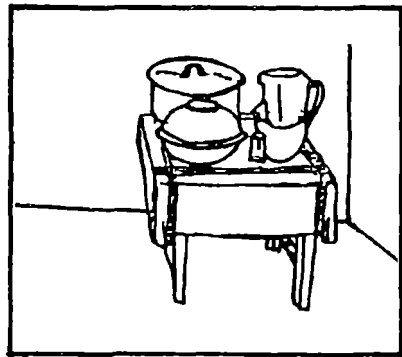
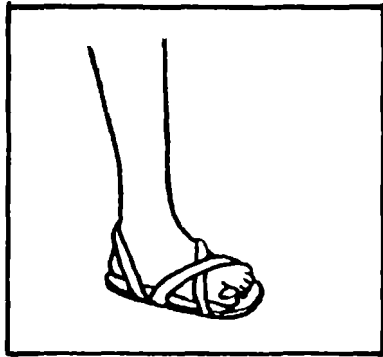
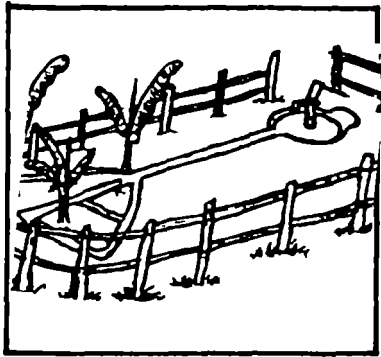
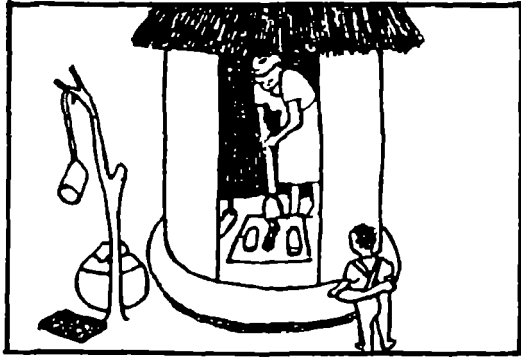
Note to facilitator:

Discuss how they can promote hygiene practices in their homes, e.g. provision of handwashing facilities

FAECAL ROUTES



FAECAL BARRIERS



Topic 6:

Water User Committee Roles and Responsibilities

Objective: The WUC and the community are responsible for the maintenance of their water facilities. This activity is geared to enabling the WUC to know the different yet complementing roles. By the end of the activity, the WUC will know their roles and responsibilities as well as those for the community.

Method: Roles and responsibility tool

Materials: Pictures of the WUC and community to be used as headings and smaller pictures showing different activities;

- cleaning the water source
- holding committee meetings
- holding village/user committee meetings
- raising funds
- buying spare parts
- home visiting
- fencing
- chasing animals away from water source

Time: 30 minutes

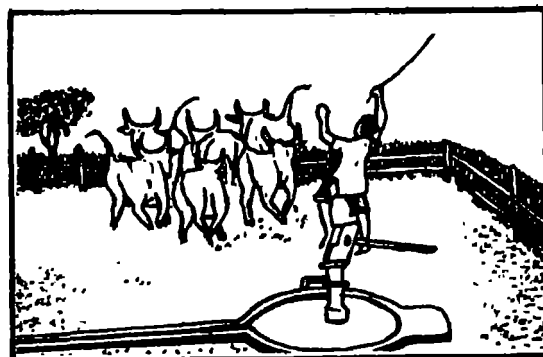
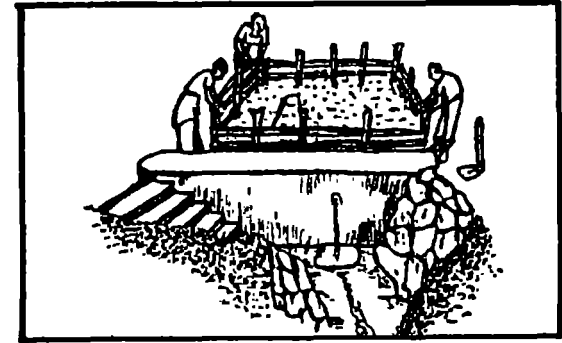
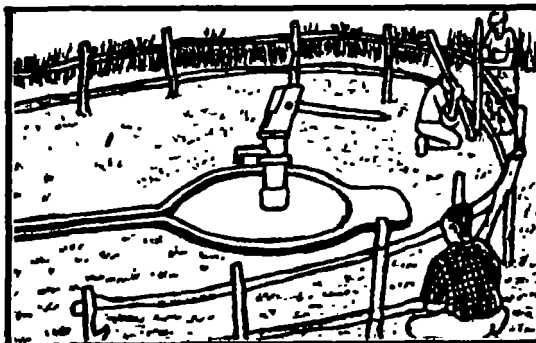
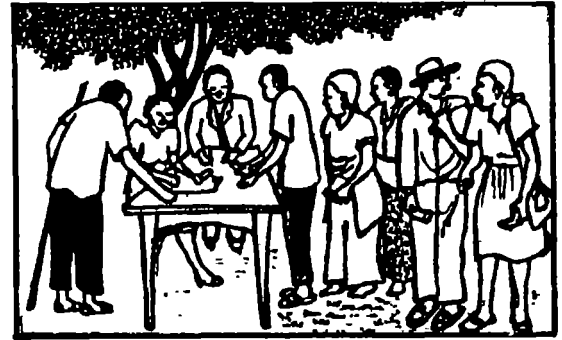
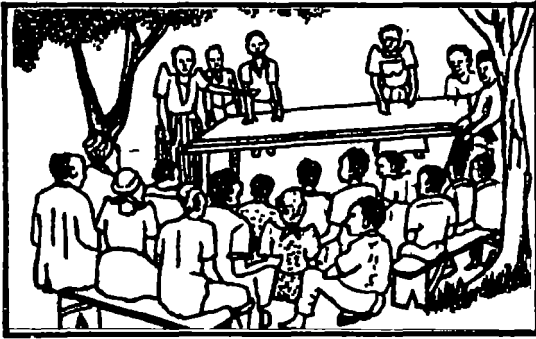
Procedure:

1. Divide the participants into two groups.
2. Distribute the set of pictures.
3. Let the participants identify the pictures.
4. Ask the participants to arrange the pictures depicting activities carried out by either the community or the WUC under the 2 big pictures of the community and WUC.
5. Let each group present it's activities.
6. Discuss the presentations from each group.
7. Come up with an agreed set up of activities and roles for the community and the committee.

Note to Trainer:

Any roles/responsibilities not raised by the members should be mentioned by the facilitator.

USER COMMITTEE ROLE AND RESPONSIBILITIES



Topic 6:

Action Plans for Community Meeting to Discuss Community Contributions and Hygiene and Sanitation Promotion

Objective: The committee will identify ways through which sanitation and hygiene will be promoted and how community contributions will be collected in their village.

Time: 15 minutes

Method: Plenary discussions

Procedure:

1. Introduce the topic of hygiene and sanitation stressing its importance and relation to water and health.
2. Give each participant a piece of paper
3. Ask each participant to write one activity through which sanitation and hygiene can be promoted.
4. Collect the papers and read out to the participants the activities identified and write them down on a large manila paper.
5. From the activities identified, guide the committee to come up with a plan indicating;
 - Activity
 - When it will be done
 - How it will be done
 - Who is responsible
 - Follow up