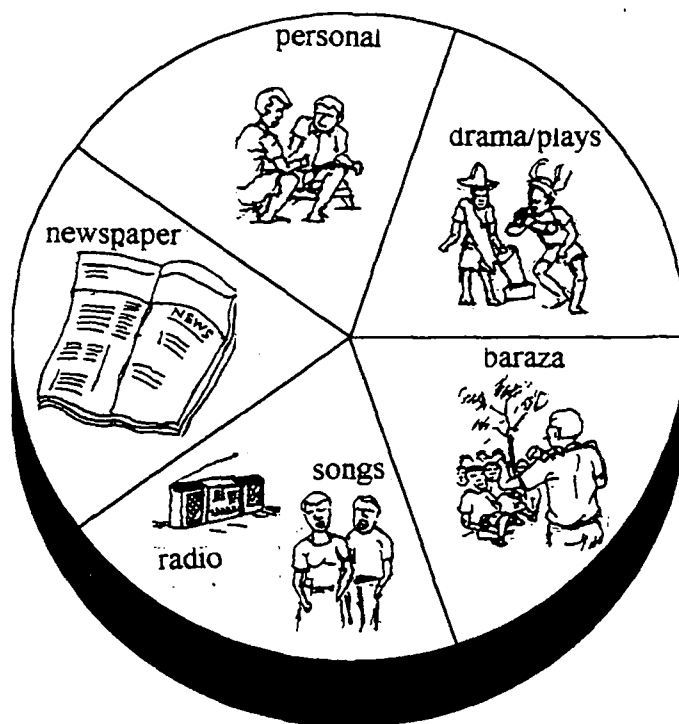


# DRAFT COMMUNICATION REPORT

## PART I

### COMMUNICATION STATUS REPORT OF RURAL DOMESTIC WATER

### SUPPLY AND SANITATION PROGRAMME II



March 1994

DRAFT  
INTERNATIONAL REFERENCE CENTRE  
FOR COMMUNITY WATER SUPPLY AND  
SANITATION (IRC)

R824-17401

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# 1. INTRODUCTION

In this Communication Report the focus is on communication within the Rural Domestic Water Supply and Sanitation Project II, receivers, sources, channels and methods used.

*Chapter 1* of this report - the one you are reading now- is an introduction and an outline of the report

*Chapter 2* deals with some basics of communication: models, theories and terminology.

In *Chapter 3* the "objectives" of communication are summarized and *Chapter 4* focuses on the "communication subjects" within the Rural Domestic Water Supply and Sanitation Project.

The receivers and senders: the communication target groups within the project, are the subjects highlighted in *Chapter 5*.

In *Chapter 6* channels and sources used by the RDWSSP II are described and *Chapter 7* is centred around methods and messages.

How in this communication process monitoring and evaluation is done are the subjects of *Chapter 8*.

The last chapters (*9 and 10*) explain the abbreviations used in the report and which literature is referred to.

*"Culture and communication", the forgotten dimension in development co-operation*

Source:  
Royal Tropical Institute  
1993



*"No, this latrine is for the chief only!  
He told us to build it, but he didn't tell us to use it!"*

## 2. COMMUNICATION BASICS

There are all sorts of definitions of communication but the ingredients of it are more or less the same: senders and receivers who exchange information (which can be verbal or nonverbal).

This exchange of information is dynamic; the roles of sending and receiving change hands depending on who is communicating (talking, or sending non verbal messages) and who is receiving (listening, watching).

There are two major theories in communication:

-the classical so called "**mechanic-vertical model**" where the focus is on persuasion and which is more of one-way communication

-the "**democratic-interactive model**" where feedback is imperative; its importance lies in the opportunity it creates for understanding the other person's point of view.

Based on the last model, is **participatory communication** where the main focus is on involving the **receivers** (also referred to as **target groups, target audience**) in developing the communication methodology.

Communication is closely connected to information and education. UNICEF -nowadays- uses the term "**Programme support**" (also known as **programme support communication** or **development communication**). It is understood as: "the planned communication component of a programme designed to change the attitude and behaviour of specific groups of people in specific ways through person-to-person communication, mass media, traditional media or community communication" It recognises that people need to be informed, educated, motivated and assisted-in-making changes.

"To the extent that people participate regularly in the same communication channel, they are likely to develop a common culture" is a hypothesis of Shibutani. And this explains why **communication and culture** are so closely related. More and more this link is recognized and incorporated in communication models.

*"Communication is an instrument of partnership and participation based on a two-way dialogue, where sender and receivers of information interact on equal footing, leading to interchange and mutual discovery."*

*Source: IRC 1993*

Passing information is one thing but whether this information will be conclusive to changes in behaviour is more complex. This depends on a diversity of factors. In sociology and psychology theories are developed which try to explain how change of attitude and change of behaviour could be achieved. Generally accepted is the teaching that it is better to influence people's behaviour in the desired direction by changing their attitudes and opinions through persuasion rather than through threats, rewards or bribes. Whether this should be achieved by various communication inputs or by self-persuasion are two different schools of thought.

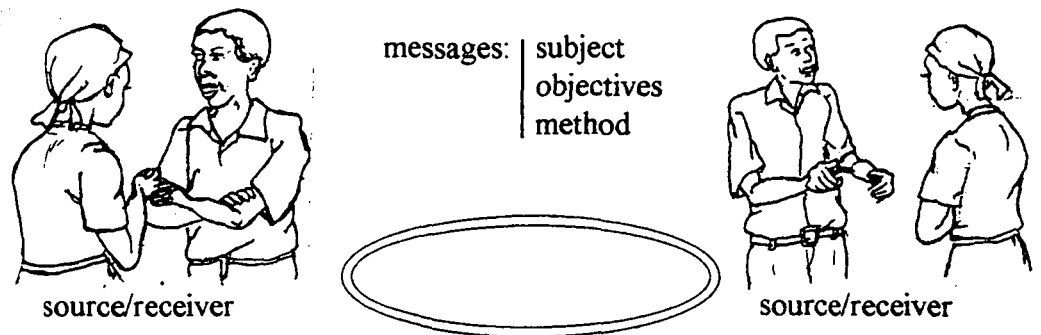
All sorts of components are involved in change in attitude and change in behaviour. All kinds of interventions within the control of the "communication actors" or from without, could jeopardize this. It is evident that the possibility of influencing these aspects, will increase if we know more about these aspects. Using participatory communication is a way to come a little closer to the answers.

*"Communication that supports the full development of people must be participatory communication. Thus anyone who comes to work with a community must first learn about the local culture and its ways of communicating. Non-disruptive, lasting change must come through a society's own communication system."*

Communication strategies are based on:

- communication subjects
- objectives of communication
- receivers/senders (target groups)
- information sources (within target groups/outside)
- messages (methods/media/channels)
- interventions (noise, distortion)

Source: Karl-Johan Lundstrom, 1990



### 3. COMMUNICATION OBJECTIVES

People communicate every day. It is part of daily life. Every time there is a reason and an objective for communication, whether it be socializing, informing, educating, persuasion or manipulation. So communication methods used in development projects have their objectives as well. In general in communication they can be divided as follows to:

- create awareness
- create knowledge
- develop skills
- motivate participation
- change attitude
- change behaviour

*Social change is not the result of people's wishes, but of the struggle between interests and visions*

source:

*Royal Tropical Institute 1993*

To create awareness is **informative communication**; the objective is to inform and to be informed about a subject.

To create knowledge and to develop skills is **educational communication**; the objective is to provide people with knowledge and skills to help them to tackle problems.

To motivate participation, change attitude and change behaviour is **persuasive communication**, the objective is to influence peoples' behaviour.

Change of behaviour is one of the most difficult challenges with communication. It is based on different steps Starting with interest in a certain subject, then understanding of the problems, attitude towards the subject, intention to change behaviour, behaviour change and, even more important, retaining this change of behaviour.

#### Steps in change of behaviour

awareness	➡	selection
understanding	➡	comprehensibility
attitude	➡	advantages/ disadvantages
intention	➡	social acceptability
behaviour	➡	possibilities
retain behaviour	➡	effect, feedback



## 4. COMMUNICATION SUBJECTS

The Rural Domestic Water Supply and Sanitation Programme II has two major objectives:

- To implement low cost sustainable sanitation and community-water facilities in about 1000 rural communities within Nyanza Province, Kenya.
- To decentralise and build capacity at district level through the District Focus for Rural Development under the local administration.

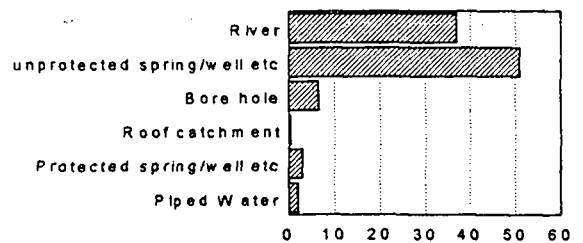
To illustrate the need for water and sanitation facilities some basic water and sanitation figures about the Nyanza Province are given below (see chart 1, 2 and 3)

### Access to safe Drinking Water Sources

Region	% of population slums	% of population rural
Nairobi	56	0
Nyanza	59	45
Rift Valley	56	30
N. Eastern	62	37
Eastern	55	30
Central	54	68
Coast	42	25
Western	60	55

chart 1

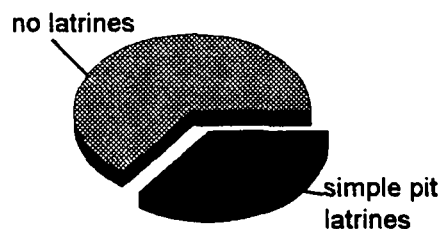
### Water sources during dry season Nyanza Province



source GOK/UNICEF, survey 1991-1992

chart 2

### Means of excreta disposal Nyanza Province



source: CBS 1990/ GOK UNICEF 1992

chart 3

To achieve these objectives the programme has to ensure users participation and responsibility for the facilities and full cooperation of all other "actors/parties" involved.

From the programmes' point of view, important categories of information which need to be communicated are:

- general information about objectives and approach of the programme
- selection, planning and training within the programme
- implementation process within the programme
- hygiene and water practice
- maintenance within the programme
- monitoring within the programme
- evaluation within the programme

*Problems in communication between development workers and local population focuses on differences in the value system of people- for example differences in perception of time, sense of hierarchy, and privacy.*

*Source: Royal Tropical Institute 1992*

General information about objectives and approach, towards the target group "other institutions" is only meant to create awareness: other institutions should be aware of the programme and in which respect it could cooperate with these institutions. But more crucial is that District Programme Staff should really "know" the programmes' objectives and approaches. They should be motivated to cooperate fully and sometimes they have to change their behaviour towards community members in order to be accepted by them. This is essential for the success of the programme.

For every receiver/target group, specific communication strategies are needed based on the communication subjects, the objectives of the communication and audience assessment.

At the start of Phase II of the Rural Domestic Water Supply and Sanitation Programme a participatory communication orientation was done based on experiences of Phase I. Based on this, a draft communication report was composed. Recommendations of this report were incooperated in the RDWSSP II Planning Report.

The next chapters describe which channels, sources, messages and methods are currently used in the Programme. They are described individually but they are more effective when they are used and percieved in addition to each other and that is what the RDWSSP II aims at.

## 5. RECEIVERS/SOURCES (TARGET GROUPS)

Within the Rural Domestic Water Supply and Sanitation Programme the following target groups for communication are identified:

- community members: young/old, female/male, (opinion) leaders/elders/local authorities
- programme staff: project teams  
district programme staff  
central programme staff
- other institutions/policy makers/donor agency

### COMMUNITY MEMBERS

Sustainability begins and ends with the interest and the full cooperation of the community. For low cost sustainable sanitation and community-water facilities, full participation and management at community level are the central point of focus. The community should be in charge of their own development so they should do the identification, planning, implementation, monitoring and evaluation of the programme.

The RDWSSP II will assist them in these steps.

Communication should focus on learning as much as possible about the community and offering "desired" information. All along, the community should realize that they are in control.

Within every community, after the identification/pre phase of the programme, a Water Supply and Sanitation Committee is elected and they are the communities link with district level for planning, implementation, monitoring and evaluation. For hygiene education, Village Resource Persons recruited from the community are the ones to communicate with both the community and the Programme. Care takers are the maintenance link.

Target groups within the community are:

- All community members; young, old, male, female, poor and rich
- Local leaders/elders
- Local Institutions
- Water Supply and Sanitation Committee
- Village Resource Persons
- Care Takers

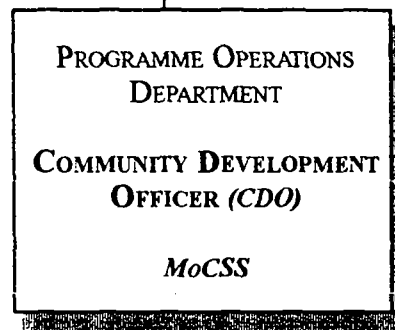
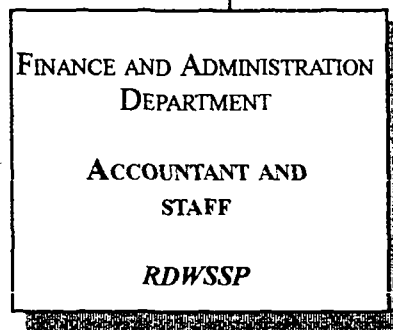
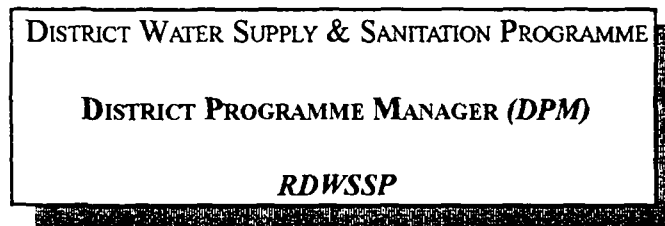
**PROGRAMME STAFF**

Although sustainability is concentrated on community sustainability, without motivated, skilled and dedicated project staff members, the programme is lost. So their participation is of the utmost importance.

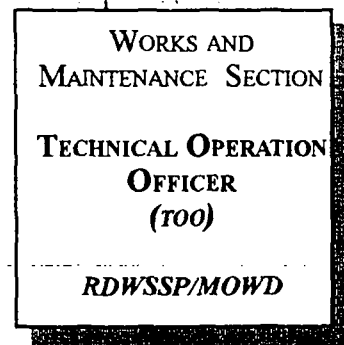
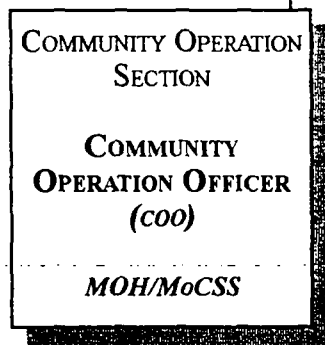
The organisation structure within the Rural Domestic Water and Sanitation Programme is shown in the flow chart below.

**DISTRICT WATER SUPPLY & SANITATION PROGRAMME SCHEDULE**

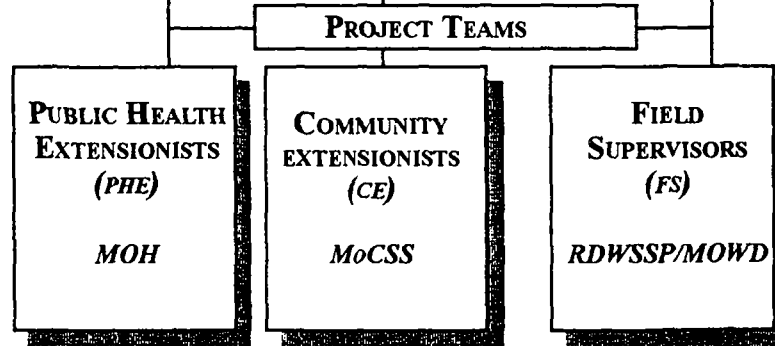
**MANAGEMENT LEVEL**



**SUPERVISORY LEVEL**



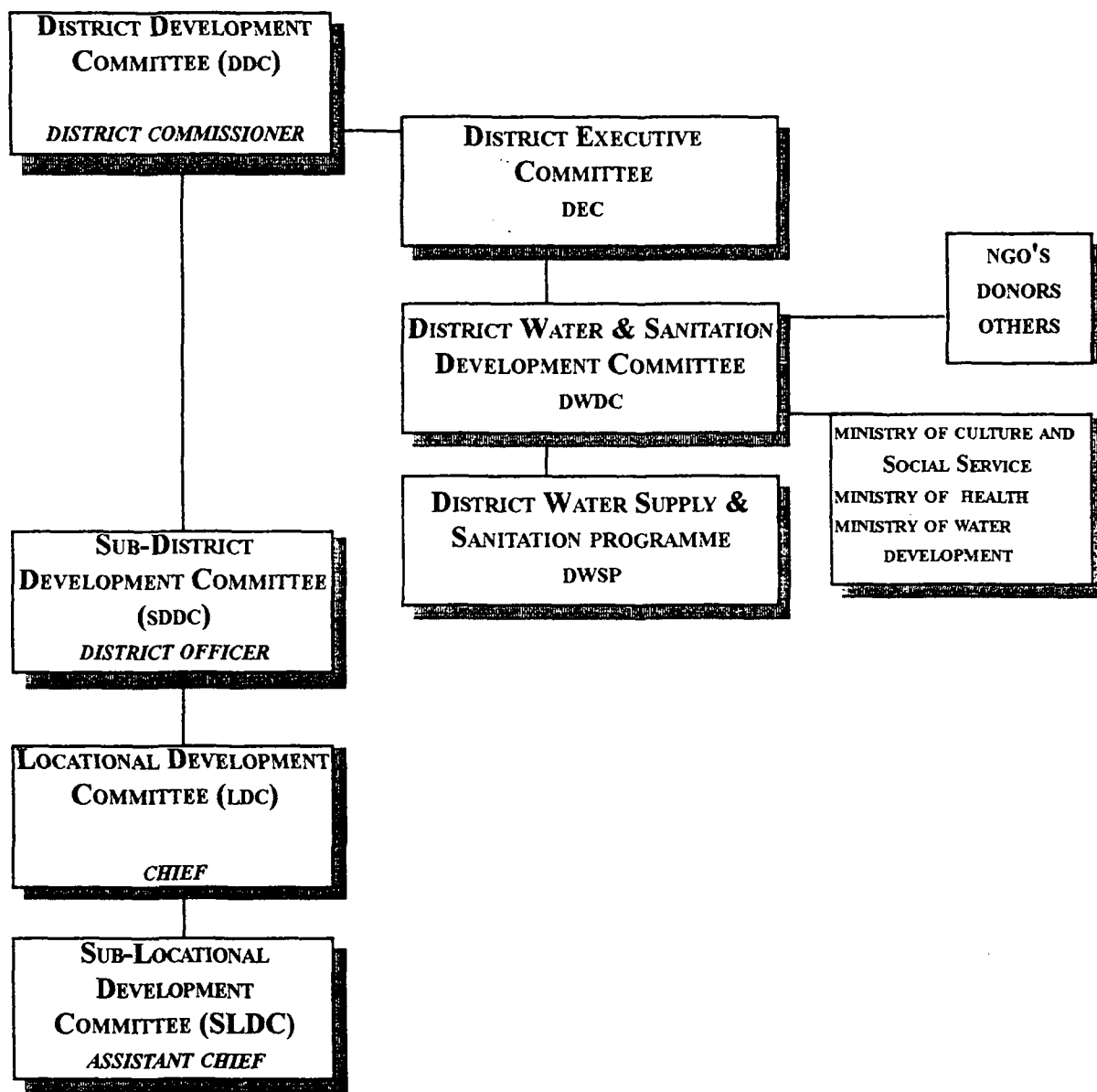
**FIELD LEVEL**



## OTHER INSTITUTIONS POLICY MAKERS AND DONOR AGENCY

As the organisation flow chart shows, the RDWSSP is embedded in the District Focus Approach as one of the objectives is:

*To decentralise and build capacity at district level through the District Focus for Rural Development under the local administration.* So the third very important target group for the project are other institutions within the district and their links to ministries, politician, other institutions and the donor agency .



An overview of the RDWSSP Communication target groups with the communication subjects and the objectives of the communication exchange, is given below

TARGET GROUP	COMMUNICATION SUBJECT	COMMUNICATION OBJECT
<b>COMMUNITY</b>	general programme information	create awareness
	selection/planning/training	motivate participation create knowledge develop skills
	implementation	create awareness motivate participation create knowledge develop skills
	hygiene and water practice	create awareness create knowledge change attitude permanent change of behaviour
	maintenance	create awareness motivate participation create knowledge develop skills change attitude/behaviour
	monitoring/evaluation	create awareness/create knowledge motivate participation develop skills
<b>PROGRAMME STAFF</b>	general programme information	create knowledge
	selection/planning/training	create awareness/ change attitude motivate participation create knowledge develop skills
	implementation	create awareness/change attitude motivate participation create knowledge develop skills
	hygiene practice	create awareness/change attitude create knowledge develop skills
	maintenance	create awareness/change attitude create knowledge develop skills
	monitoring/evaluation	create awareness/change attitude create knowledge develop skills
<b>OTHER INSTITUTIONS WITHIN THE DISTRICT</b>	General information about: selection/planning /training implementation hygiene practice maintenance monitoring/evaluation	create awareness motivate participation create knowledge develop skills
<b>POLICY MAKERS/ DONORS/ OTHER INSTITUTIONS</b>	General information about: selection/planning /training implementation hygiene practice maintenance monitoring/evaluation	create awareness motivate participation create knowledge

## 6. SOURCES / CHANNELS

Who passes the information to the target groups? As the receiver is quite often also the sender, it is difficult to answer this question. It is obvious that communication starts at a certain moment but who is the initiator of the communication? This depends on the target group and the objectives of the communication-exchange. Ideally it should be someone from inside the target groups or someone closely related. Therefore the programme focuses on a step by step approach where there is communication exchange through channels which are fairly close and accepted by the target groups.

Sources and channels used are:

- Community members (word of mouth)
- Water Supply and Sanitation Committee
- Village Resource Persons
- Care Takers
- Local Leaders
- Story tellers
- Music/drama groups within communities
- Institutions within the community (schools, churches, women groups, NGO's)
- RDWSSP Project Teams
- Folk media
- Mass media

*"Although the evidence suggests that rural population turn most often to face-to-face communication for health information, campaign after campaign continues to be based upon empirical assumptions regarding the mass media, for which there is little empirical evidence."*

*Source: Ruyter 1991*

### COMMUNITY MEMBERS

According to literature and surveys within RDWSSP II, information in Nyanza communities is mostly passed in an informal way within the community itself. The traditional system which slowly changes, is that an elder passes on news, information, and announcements, while he acts as a "filter" for requests, complaints, etc. from his householders. Villagers learn of community issues through village elders who attend the chief's and Assistant chief's barazas, mostly held once a week. These are predominantly attended by men; women, if they attend at all, sit separately and do not commonly contribute.

Groups or organisations already functioning at village community level (welfare groups, women's groups and church organisations) provide alternative communication channels amongst community members. Several factors reduce women's access to information, this include restricted mobility, lower education level and men's control over media technology.

Outside communication channels are mainly information from extensionists of other agencies, and the radio.

Channels the RDWSSP II uses in the community are:

**Water Supply and Sanitation Committee's (WSSC)**

These committee's are elected by the community. They comprise a chairman/lady, secretary, treasurer and members. It is a condition that two out of three office bearers will be women and recommended that there be a majority of women members representing all socio-economic backgrounds. They are responsible for planning, for the implementation of their community project and for its operational management. They liaise with the programme on behalf of the community.

**Village resource Persons (VRPs)**

Each community will have three community based resource persons accountable to the WSSC. Two of them are supposed to be women. Their contribution to the project is to mobilize the support of households in their sector of the community for both water supply and sanitation activities.

**Care takers (CT)**

The WSSC will be encouraged to set up a rotating system of water point caretakers to monitor use and to look after the water point.

**Local information channels**

From the first visit onwards community local leaders are contacted to gain their support. They are involved in passing programme information to the community; without their support the programme will be limited in their achievements.

Institutions within the community (schools, churches, women groups, NGO's) are identified in the programmes pre-phase. Water Supply and Sanitation Committees, Village Resource Persons and Care takers are encouraged to ask for their assistance.

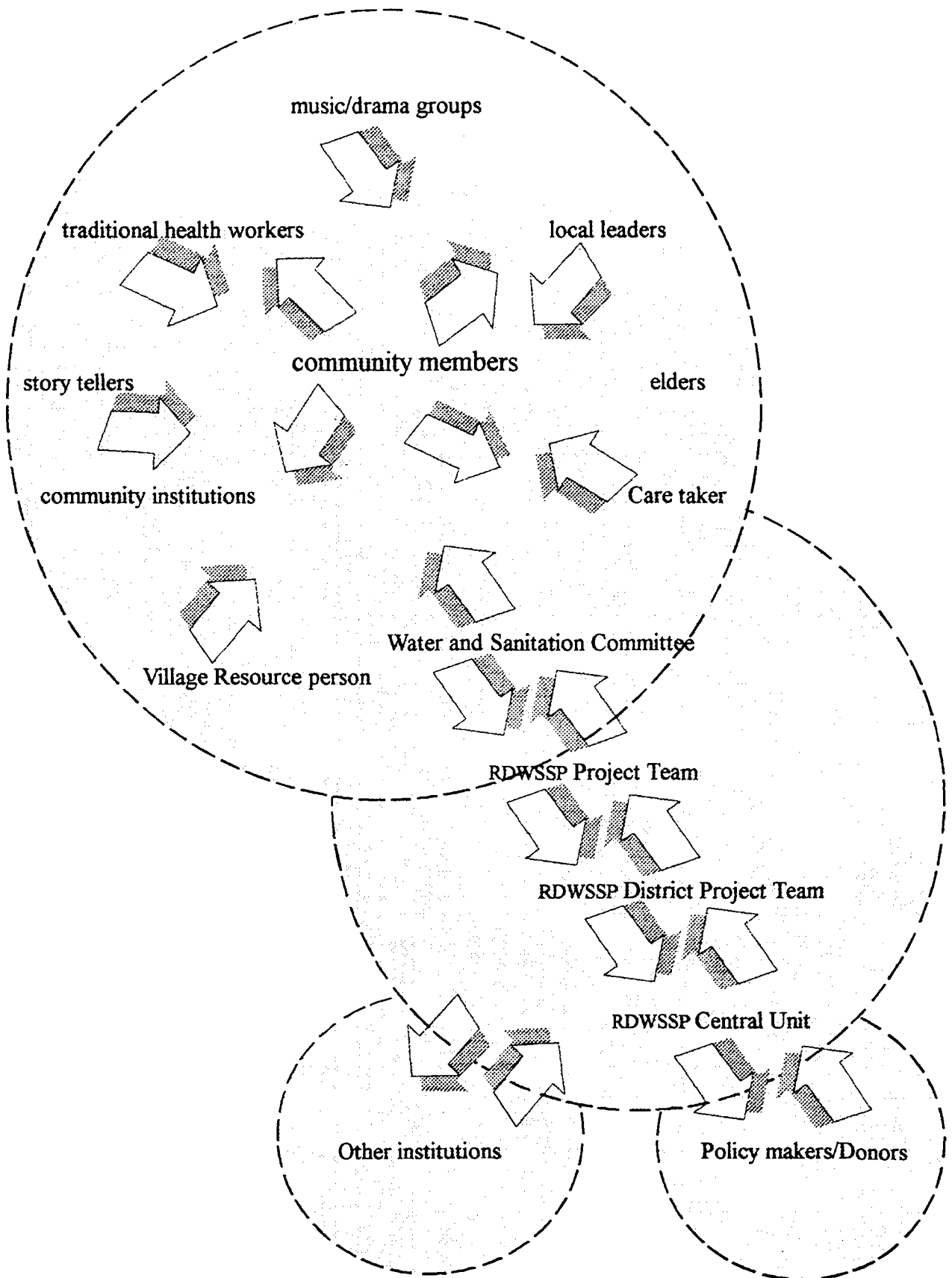
Other traditional communication channels (traditional healers, traditional birth attendance, teachers and elders) are involved where possible. Quite often they are the key resource persons in the orientation phase. In several communities story tellers, music and drama groups, and women groups are actively participating in hygiene education. A schedule of communication channels is given on the next page.

*"In two villages it was learnt that the chief had issued express orders of threats against the use of nearby pond water. Without the obvious education to go with such a threat, the community continues to use it, when the chief is not around.*

*In a few places latrines were found which the chief had ordered to be installed. None of them were in use because the community was afraid that they would fill up and then they would need to build another one for the chief."*

*source: unpublished fieldnotes RDWSSP, 1991*





**PROGRAMME STAFF MEMBERS****Field level: Project Teams**

From the moment they enter the community for the first time, Project Team members represent the direct link with the programme. They are the in-between-channels. First of all they have to listen to and learn from the community. Then they have to share their experience and facilitate community planning, implementation, monitoring and evaluation. They assist and train the WSSC, the VRPs and the CTs.

They are, as well, the channel from the community to district level.

**Supervisory level: COO and TOO**

To supervise from the programmes point of view all the activities in the communities, the Community Operation Officers and the Technical Operation Officers are good sources. They support and train Project Team members and in turn they are the link between the Project Team and the management.

**Management Level: DPM, CDO , Administration**

The main source and channel to the other district committees and institutions is the District Programme Manager, with his/her deputy the Community Development Officer. They manage the District Water Supply and Sanitation Programme. Financial affairs are handled by the Finance and Administration Department.

**Central Level**

Central level is the coordinating channel between the districts and is the link with other institutions, ministries, politicians and the donor.

*"Folk media are very well developed in districts such as South Nyanza, Kakamega, Kisumu, Nairobi and Mombasa where youth groups and local community groups have related child survival protection and development messages through dance, song, drama and poem recitals"*

source :  
UNICEF/GOK 1992

**OTHER CHANNELS****Folk media**

Nyanza Province has a history of folk media and folk media are a strong channel to reach rural women and communities as a whole.

**Mass media**

Radio could be an effective information channel in this area and it will be considered at a later stage to avoid possible excessive interest in the programme before it is properly established with the required resources to meet generated demand. Newspapers are scarcely used to inform policy makers and the general public about the programme on the same grounds as mentioned above.

## 7. METHODS AND MESSAGES

The general message in the programme is: *a community is responsible for and capable of its own development and the RDWSSP could facilitate with their water supply and sanitation development, if needed.*

The other programme messages depend on the communication subjects. They focus on involving all "actors" in the programme and on change of behaviour in relation to the hygienic use of water and sanitation facilities.

There are a whole range of methods and media which can be used to communicate the Programme's messages with the target group. Together and quite often in combination with each other, they could be useful tools in communication. To sketch an outline:

### methods to exchange information:

- workshops
- meetings/group discussions
- person-to-person discussions

### methods to present information

(also meant to serve as tools to start an exchange of information, but more structured in advance by the senders)

- reports (planning, progress, studies)
- training (manuals, field evaluation)
- leaflets (brochures, newsletters, press releases)
- audio/visuals (charts, drawings, posters, bulletin boards, flannelboards, slides, photographs, film, video etc.)
- folk media (stories, songs, games, drama, puppets)
- radio-programmes, newspaper articles

*"In the non-Europeanized/Americanized semi-urban or rural parts of Africa, the group norms of behaviour still operate.... this means that the formation of focus groups for the expression of views is better for the African context than isolating an individual from the group for questioning."*

source:

*Obeng-Quaidoo, 1987*

### DISCUSSIONS

Workshops, meetings, groups discussions and person to person discussions have something in common. The aim is to exchange information, to learn from one other and learn to be open to each others point of view.

In the RDWSSP II discussions are mainly used to find out if there is a possibility to come to a working agreement where all the actors involved are convinced that their points of views are sufficiently taken into account.

### Type of discussions:

#### *group discussions*

With interpersonal communication through participatory group discussions there is the possibility for questions, clarification, feedback, exchange of feelings and ideas.

In the RDWSSP group discussions (mainly Focus Group Discussions) are used within the community at all stages of the project. See the schedule at the next page about participatory techniques. Participation in discussions/meetings at community level is done with: Participatory Rural Appraisal, Participatory Rural Planning, Participatory Rural Implementation, Participatory Rural Monitoring and Participatory Rural Evaluation.

#### **PARTICIPATORY RURAL APPRAISAL (PRA)**

The objectives are:

- To establish the community needs and to ensure these needs are supported by the majority of the community
- To collect baseline information for planning, monitoring and evaluation
- To make the community aware of their capacity to analyse their opportunities and strengths and to develop their possibilities in solving their needs
- To build a solid relationship between the community and the programme which contributes to a good working partnership

#### **PARTICIPATORY RURAL PLANNING (PRP)**

The objectives are:

- To make the community, the Water and Sanitation Committee, The Caretaker and The Village Resource Persons aware of their capacity to plan the implementation of a project
- To plan using the experience and expertise of the Project Team as guidance, the water and sanitation activities for the water and sanitation programme
- To plan in detail operation, maintenance and hygiene education

#### **PARTICIPATORY RURAL IMPLEMENTATION (PRI)**

The objectives are:

- To make the community, the Water and Sanitation Committee, The Caretaker and The Village Resource Persons aware of their capacity to implement a project
- To implement using the experience and expertise of the Project Team as guidance for the water and sanitation activities of the water and sanitation programme

#### **PARTICIPATORY RURAL MONITORING (PRM)**

The objectives are:

- To make the community, the Water and Sanitation Committee, The Caretaker and The Village Resource Persons aware of their capacity to monitor a project
- To monitor the progress in the water and sanitation programme

#### **PARTICIPATORY RURAL EVALUATION (PRE)**

The objectives are:

- To make the community, the Water and Sanitation Committee, The Caretaker and The Village Resource Persons aware of their capacity to evaluate a project.
- To evaluate the water and sanitation programme according to the communities indicators

***person to person discussions***

In communities during home stead visits and discussions with key resource person, person to person discussions are used.

***staff meetings, training, workshops***

At all the programme level regular **staff meetings** and **workshops** are held to coordinate and to inform each other about progress.

Internal **training** is given on the topics mentioned below

<i>Topic</i>	<i>trainee</i>	<i>objective</i>
PRA (PRA refresher)	DPM Project Teams	Understanding PRA and participatory techniques
Orientation on implementation	DPM/CDO/ COO/TOO	Orientation on implementation
Financial Management	DPM/DPA	Standardize accounting
Hygiene training	Project Teams	Orientation and training of trainers
Technical Operations	TOO/FS	Training of trainers (Afridef- Care takers)
Sanitation	PHE/TOO	Training of trainers (VRP)
Water and Sanitation Committee	Project Teams	Training of trainers (WSSC)
District programme Management	District Staff	Training for project planning
Geophysical survey	Attached Geologists of MoWD	Geological survey Methodology
Computer	Geologist/TOO	Basic computer skills for water base
Gender	Project teams	Gender sensitising
PRP/PRM/PRE	Project teams	Community Participation

For capacity building in the district Objective Oriented Project Planning (**OOPP**) **workshops** are held with members of the District Water and Sanitation Development Committees.

**OOPP**

**Objective Oriented Project Planning (OOPP) was developed by the German Organisation for Development Cooperation GTZ. It combines logical framework with new communication techniques.**

**The goal of OOPP is to integrate planning and implementation in a way in which communication improves. Planning can only be successful if it is a process of a team.**

## PRESENTATION OF INFORMATION

### Reports (planning, progress, studies)

Reports and documents are mostly used for formal exchange of information. In the programme they are meant to communicate with Government officials, donor agency other institutions and for internal communication of plans and progress.

Mostly for internal use are study/mission reports which focus on a certain aspect of the programme.

A list of RDWSSP II reports is compiled in Annex 3

### Training manuals

To use as training aids the RDWSSP developed training manuals for training in programme orientation, PRA, Hygiene, sanitation, care takers and Water and Sanitation Committees. These manuals are listed in Annex 3

### Leaflets, technical notes and newsletters

#### Leaflets

For use by Water Supply and Sanitation Committee members the RDWSSP II produced a **booklet** with guidelines (see annex 4).

#### Technical Notes

For the Project Teams **technical notes** are sent to clarify certain subjects which appeared to need more explanation.

#### Pictorial Guidelines

To explain the planning for community organisation, and the steps for water and sanitation development a **pictorial guide lines** was developed for Project Team members.

#### Newsletter

To provide a forum for expressing the experiences of officers and extensionists in the field the **SAGA newsletter** is issued every three months (see annex 5)

*"In one of the articles in the RDWSSP Newsletter for project teams, it was advised not to worry too much about the term "Female Headed Households". This term caused a lot of confusion. In Nyanza province there are communities which never consider women as "heading the household" But community members were aware of the difficulties women had to face when their partners left them for a longer or shorter period. In the donor country - where Female Headed Households are considered to be one of the major target groups- this article caused some unrest. It was feared that Female Headed Households would completely be forgotten*

*Source: unpublished notes RDWSSP, 1994*

**Audio/visuals** (charts, drawings, posters, bulletin boards, flannel boards, slides, photographs, film, video etc.)

*photographs*

Quite often it is hard to imagine what a water supply and sanitation project means in reality. What is to be expected, how will it look like? To help visualize this in the communities, photographs are used. Community members can see how other communities carried out their water and sanitation project. Lively discussions often result from showing the photographs.

*drawings*

For planning purposes and to visualize the stages of the project, drawings were prepared by artists. They used drawings of community members and school children as well as photographs as examples. During the planning phase the drawings are used to plan the different stages and these planning schedules serve as a monitoring and evaluation tool during and after implementation.

*flip charts*

A Village Resource Person visits about 10 homesteads in his community several times during the project. According to implementation progress 10 hygiene messages are discussed and demonstrated. For this the VRP uses flip charts with the hygiene messages in drawings. These drawings, based on photographs, were sketched by a group of artists working with street children. They were pretested in the field by the group of artists. The final drawings were made according to the results of these pretests.

*posters*

Also for use of the Village Resource Persons are the water and sanitation posters. Two posters are being produced: one with all the water messages and the other with the hygiene messages. The Village Resource Person can use this poster to plan and record the homestead visits.

*pictorial questionnaire*

Although most of the exchange of information with community members is based on discussions, some information is gathered by semi-structured interviews. However, in a large scale project as the RD-WSSP some quantitative facts are needed. It was observed that project team members were using a type of self made questionnaire for this type of information. Community members are quite often reluctant to answer structured questions forms, especially if they do not know what kind of answers are written down. For these reasons PAT designed a pictorial questionnaire which community members, with the assistance of Project Team members, could fill in themselves. (see Annex 4)

*".. it is recorded that Eskimos see more colours in white than do people who do not live in the snow. Some cultures do not differentiate between blue and green. The Bantus of Africa have only three adjectives for All colours." " People learn to read pictures just as they learn to read the pages in a book . This is not recognized because education in reading pictures is an informal process. "*

*source:*

*A guide for Communicators, Danida 1990*

*A modelling theory (derived from Social learning theory) suggests that new, prosocial behaviour patterns portrayed frequently on the screen or by folk media may have a cumulative effect of considerable importance*

source:  
A. Bandura 1977

#### *video productions*

As a discussion starter, and to visualize approaches, video productions are found to be very useful. The programme started with a visual annex "Who holds the stick" to the planning report, to introduce the community based approach.

The programme produced videos mainly for training purposes but also to introduce the programme's approach to "outsiders". As a visual annex for PRA Refresher courses " Saga, participation in Practice" was Produced.

Complementary to the Hygiene Education Manual "Choo, sanitation in Practice" is used and as an annex to the WSSC-training "Community in Action" shows how a WSSC could be elected and function.

To learn lessons from the past the Case study "Kanyadgiro" serves as a discussion starter for internal Programme Staff meetings.

In production are videos about two other case villages, a caretaker training visual annex and examples of community planning, monitoring and evaluation.

#### **Folk media**

Folk media are -during the first two years of the RDWSSP II- mainly used as support for hygiene education. VRPs involve community story tellers, local music and drama groups for this.

#### *Theatre for Development*

To booster the hygiene messages in the villages, pilot projects will be done with two professional Theatre groups.

Both use *Theatre For Development*. This claims to be a very effective instrument for community communication. It uses Folk media, the peoples language, idioms and dealing with problems of direct relevance to their socioeconomic realities. It is theatre with and by the people which uses : drama, poetry, story telling, folk songs and Music, Community Theatre Workshops and Folk Media Festivals.

#### **Radio-programmes /Newspaper articles**

In the near future the RDWSSP will look into radio and newspaper possibilities. Especially for hygiene education support and district capacity building these methods could be useful. At the moment they are not used as the programme does not find it appropriate to raise expectations through mass media, which they are not sure they could fulfill. The main RDWSSP communication points of focus have been on the use of internal programme communication.



**INTERVENTIONS**

Communication is a process where all kinds of interventions could hamper the information exchange. Messages can be perceived differently by different persons. All kinds of variables play a role:

- the image the sender has of the receiver, and vice versa
- the personal experiences, values and expectation of both the source and the receiver
- the subtle variations of meaning that symbols and situations can have
- the many and varying aspects of the cultural context

Therefore more information is needed of the "target groups". Information about their own communication system, social structure, information needs, traditional information methods, cultural believes, decision making patrons and perception of information sources.

Communication Report II will try to account for possible disturbances. For each target group communication profiles will be drawn on the basis of available project findings and pilots will be done to see whether during the orientation phase (PRA) more information about communication needs/channels and methods can be gathered.

*Media messages that respond to needs felt and observed only by outsiders, first have to create an awareness of these needs in the audience.*

*The (negative) proof of this are the successful advertising campaigns of infant formula for lactating mothers.*

*source: Bella Mody  
1991*

**Illness and their "causes"**

in Nyanza Province

<b>Illness</b>	<b>Perceived Cause</b>
Infertility	Witch craft
Cancer	The evil eye
Malnutrition, Diarrhoea	A breach of taboo
Malaria, Tuberculosis	Rain storm
Acute Respiratory Infection	Wind
Frequent child deaths	A curse
Dysentery	The new harvest
Polio	Fate

source Unicef/GOK 1992

Below methods for the different target groups in RDWSSP II are listed. They are often used in combination with each other.

### **COMMUNITY**

Groups Discussions  
Participatory Techniques  
(PRA, PRP, PRI, PRM, PRE)  
Leaflet WSSC  
Training WSSC, VRP's, CT's  
Drawings, photographs for  
WSSC, planning  
Hygiene Messages (drawings)  
Homestead Visits  
Folk media

### **PROGRAMME STAFF**

Participatory Planning (OOPP/DPM)  
Participatory Trainings (PRA/PRP/  
PRI/PRM/PRE  
Adongo/DWSP)  
Newsletter (Project Teams)  
Training Manuals, Audio-visuals  
Technical Notes (DWSDP)  
Field Training/Evaluation  
Forum Meetings (DPM)  
Workshops (DWSP)  
Progress Reports/ Assessments

### **DONOR**

Planning report,  
Progress Reports  
Studies  
Documents  
Audio-visuals  
Meetings

### **INSTITUTIONS/POLICY MAKERS**

Workshops : lessons learned  
Consultative meetings  
District meetings (DDC)  
Planning workshops (OOPP)  
Leadership training  
Audio-visuals

## 8. MONITORING AND EVALUATION

### EXCHANGE OF INFORMATION THROUGH DISCUSSION AND TRAINING

Most participatory discussion and training techniques have inbuilt monitoring and evaluation tools. It starts with expectation discussions and it ends with reviewing and evaluating the activities and how expectations are met.

PRA training performance was monitored and assessed by National Environmental Secretariat (NES). At the moment monitoring is done through field visits and assessment by PAT-team members and through a PRA data base.

During Participative Rural Appraisal all community findings are cross checked and verified by the community members themselves and during planning, implementation and monitoring the Water and Sanitation Committee is responsible for internal evaluation.

During programme monitoring through the Management Information System, three monthly contract assessment, field assessments, baseline surveys, staff meetings and staff assessment, a lot of information is gathered which gives insight into how communication is perceived and which communication needs are not answered. Communication report II deals with this type of information compiled into communication profiles for each target group.

### Presentation of information

#### *Progress, planning and mission reports.*

Progress, planning and mission reports are sent to a number of people of which only a limited number actually read the entire report. Mostly the real readers will give feedback on the report if only to let it be known that they have read it. (This remark is for those who have reached this sentence, to let them know that feedback is appreciated). Evaluation of communication effectiveness of this type of reports is seldom done.

#### *Training manuals*

Training manuals are mostly used during training sessions and refresher course, feedback is given at the time or during staff meetings and assessments,

#### *drawings hygiene education for flipcharts and poster*

These drawings were pretested in the field. The impact of the hygiene education approach is assessed on a regular basis by AMREF

*WSC booklet, technical notes, newsletters, planning photographs and drawings, audio/visuals*

Pilots are done to monitor and evaluate these audio-visuals. The objective of this is to see how they are perceived in the community and by Project team members. To evaluate whether the programme is on the right track with these visuals, a combination of focus group discussions, individual semi structured interviews, observation and ranking is used.

*Folk media*

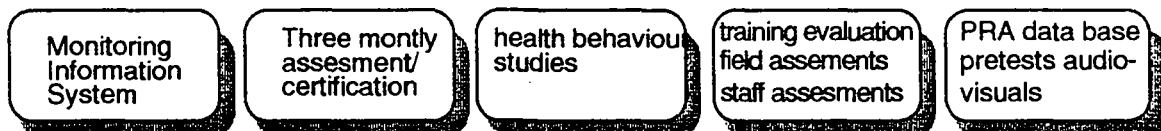
Part of the folk media pilot is to pretest whether there is a realistic and cost effective possibility to use folk media to booster hygiene messages and community responsibility for their own development. Pretesting based on fixed criteria, is done by the folk media group, the community and an outside researcher.

*Radio-messages and Newspaper articles/ press releases*

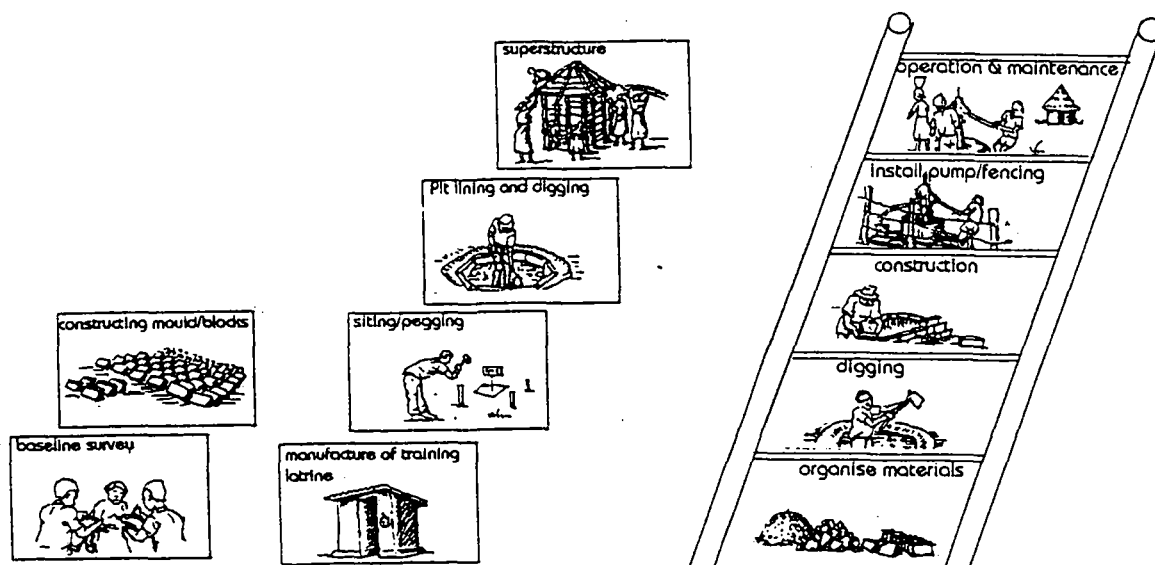
As this is still not yet a developed area in RDWSSP-II communication, monitoring and evaluation is not yet discussed .

During the month of May a pilot will start to include an activity in the PRA which aims to identify communication channels used by different groups in the community and to identify communication needs. Based on the result of the findings of this pilot new/ other communication channels and methods could be explored in the near future.

**PROGRAMME MONITORING AND EVALUATION TOOLS**



**COMMUNITY MONITORING AND EVALUTION TOOLS**



## 9. ABBREVIATIONS

<b>CDO</b>	- <b>Community Development Officer</b>
<b>CE</b>	- <b>Community Extensionist</b>
<b>COO</b>	- <b>Community Operations Officer</b>
<b>CT</b>	- <b>Care Taker</b>
<b>DCO</b>	- <b>District Community Officer</b>
<b>DDC</b>	- <b>District Development Committee</b>
<b>DPM</b>	- <b>District Programme Manager</b>
<b>DWE</b>	- <b>District Water Engineer</b>
<b>DWSDC</b>	- <b>District Water and Sanitation Development Committee</b>
<b>DWSP</b>	- <b>District Water Supply and Sanitation Programme</b>
<b>FS</b>	- <b>Field Supervisor</b>
<b>LBDA</b>	- <b>Lake Basin Development Authority</b>
<b>MOH</b>	- <b>Ministry of Health</b>
<b>MoCSS</b>	- <b>Ministry of Culture and Social Services</b>
<b>MOWD</b>	- <b>Ministry of Water Development</b>
<b>PAT</b>	- <b>Programme Advisory Team</b>
<b>PHE</b>	- <b>Public Health Extensionist</b>
<b>PRA</b>	- <b>Participatory Rural Appraisal</b>
<b>PTM</b>	- <b>Project Team Member</b>
<b>RDWSSP-II</b>	- <b>Rural Domestic Water Supply and Sanitation Programme phase II</b>
<b>TOO</b>	- <b>Technical Operations Officer</b>
<b>VRP</b>	- <b>Village Resource Person</b>
<b>WSSC</b>	- <b>Water Supply and Sanitation Committee</b>

## 10. LITERATURE

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Indi Rama, *Developing a pictorial Language: an experience of field testing in rural Orissa*, Daninda, New Dehli 1990

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**ANNEX 1 ORGANISATION SCHEDULES**

**ANNEX 2 COMMUNICATION SCHEDULES**

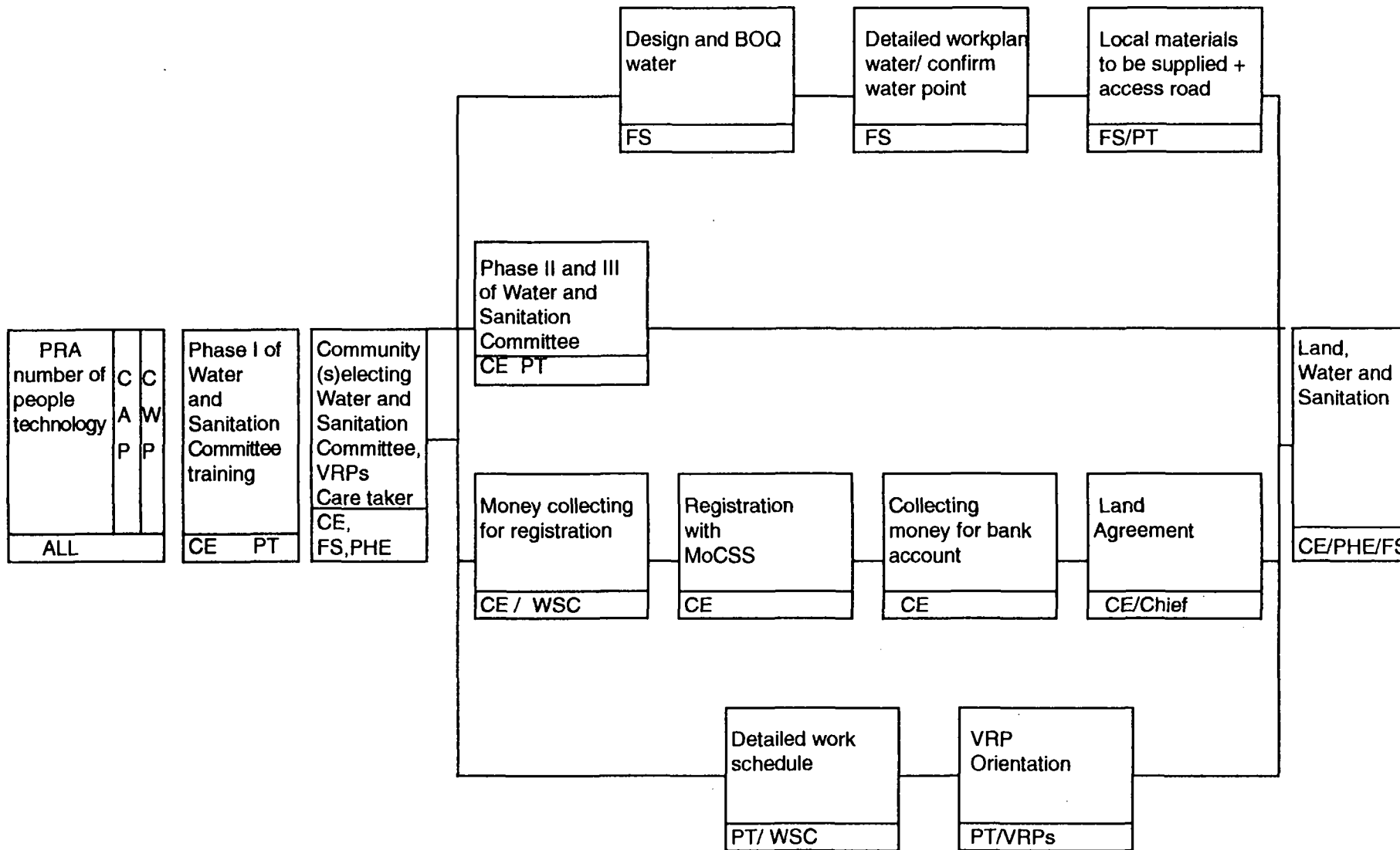
**ANNEX 3 LIST TECHNICAL NOTES AND TRAINING MANUALS**

**ANNEX 4 PICTORIAL QUESTIONNAIRE**

**ANNEX 5 WSSC GUIDE LINES**

**ANNEX 6 SAGA NEWSLETTER**

# PRE-PHASE (COMMUNITY) SCHEDULE RDWSSP II

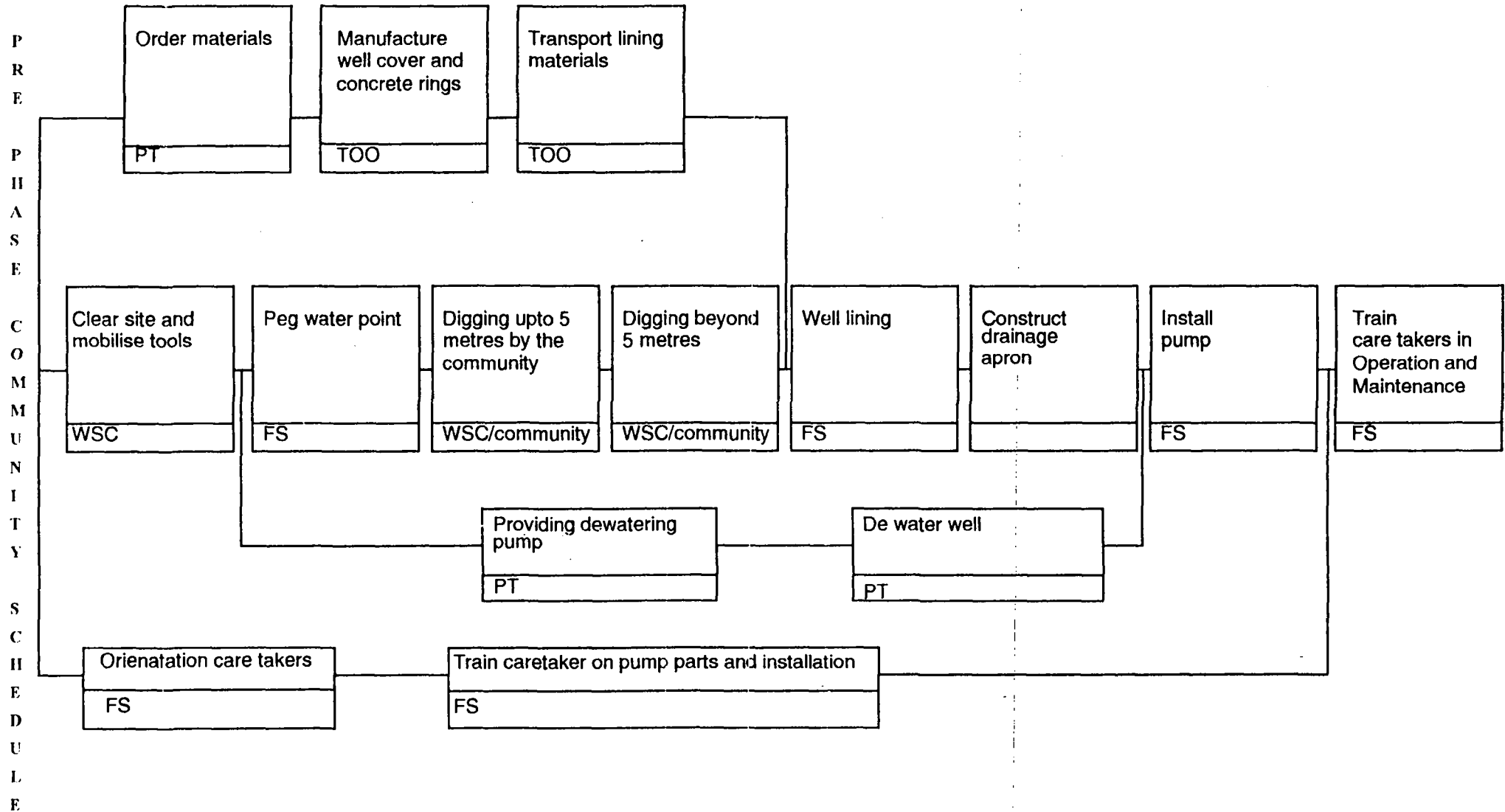


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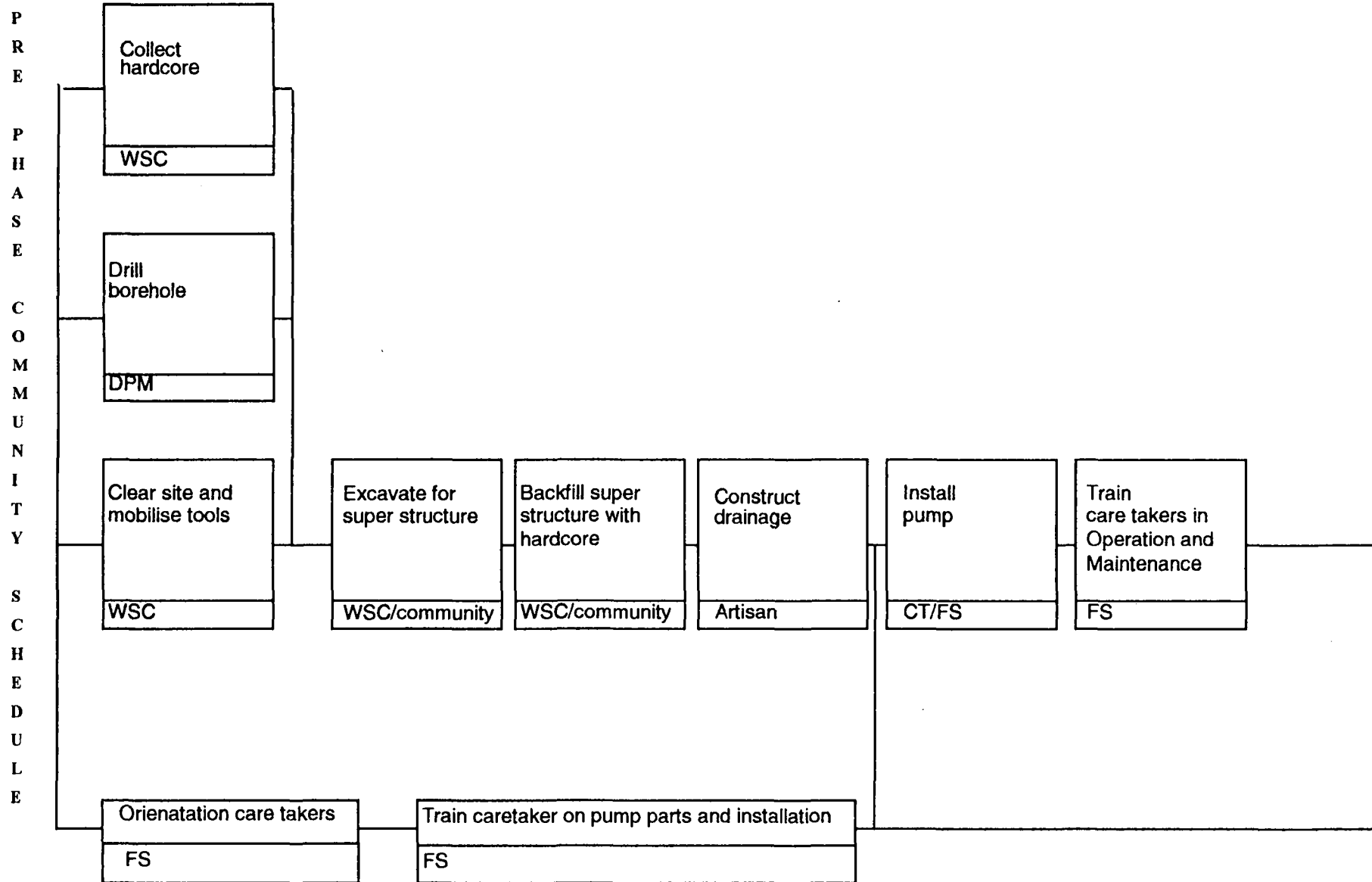
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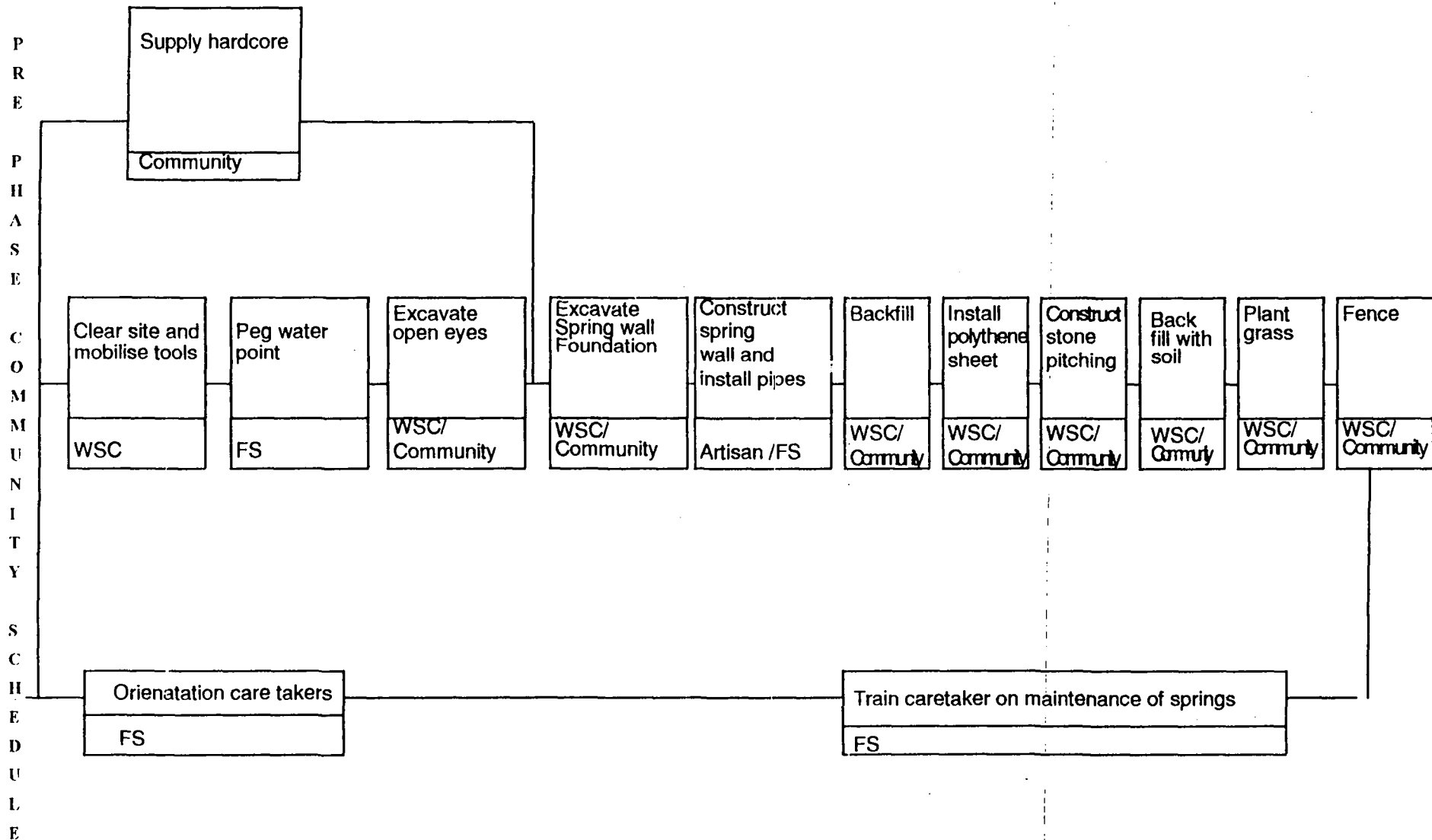
# SCHEDULE WATER (HAND DUG WELL) RDWSSP II



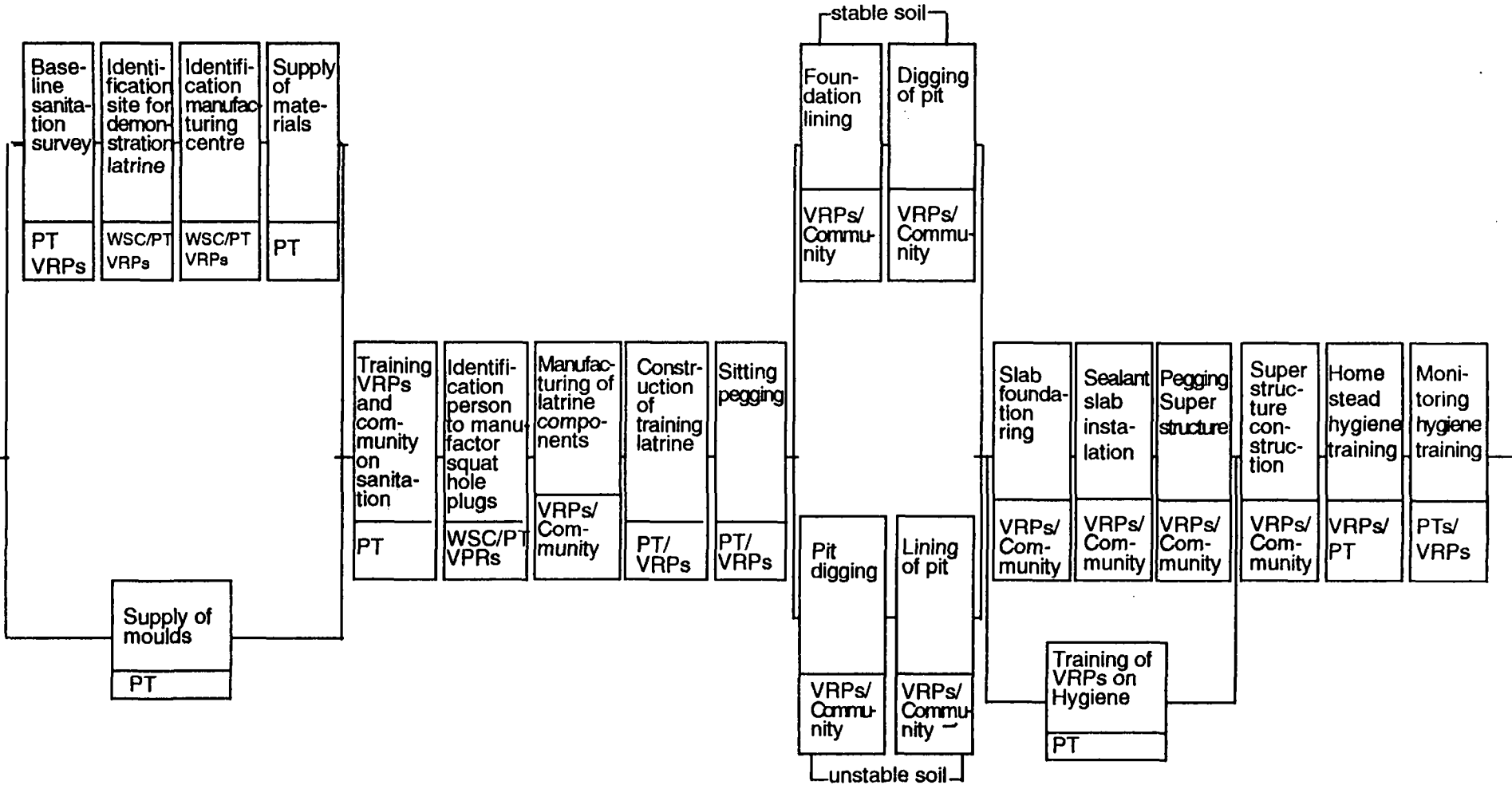
# SCHEDULE WATER (BOREHOLE) RDWSSP II



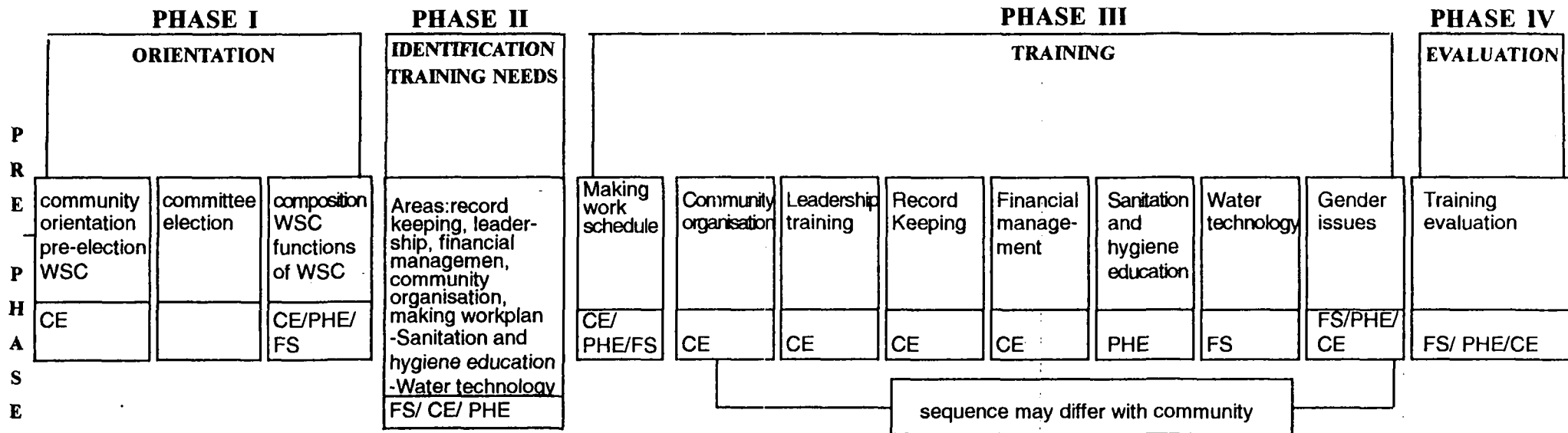
# SCHEDULE WATER (PROTECTED SPRING) RDWSSP II



### SANITATION SCHEDULE RDWSSP II



# TRAINING WATER AND SANITATION COMMITTEE IN RDWSSP II







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## ANNEX 3: LIST OF TECHNICAL NOTES AND TRAINING MANUALS

### TECHNICAL NOTES

- Technical note 1- Sanitation
  - Pit digging and slab foundation installation in stable soil
- Technical note 2 - Sanitation
  - Comparison of SANDPLAT and VIP latrine systems
- Technical note 3 - Sanitation
  - Digging and lining of double pits in unstable soil conditions
- Technical note 4 - Sanitation
  - Location of double pits in unstable soil conditions
- Technical note 5- Sanitation
  - Smoke test for VIP latrines
- Technical note 6- Sanitation
  - Manufacture of sandplat squat hole plugs
- Technical note 7- Sanitation
  - Provision of sandplat plugs
- Technical note 8 - Community Development
  - Needy homesteads/ households
- Technical note 9 - Community Development
  - Bank account for maintenance of community water point
- Technical note 10 - Hygiene Training
  - monitoring latrine construction and hygiene training
- Technical note 11 - Sanitation
  - monitoring hygiene training
- Technical note 12 - Sanitation
  - Information at the manufacturing centre

### LIST OF TRAINING MANUALS IN RDWSSP II

- AFRIDEF handpump installation O & M
- Caretakers manual
- Gender training manual
- Hygiene training for project teams
- Orientation training manual
- PRA Reference guide
- Resist Manual
- Sanitation Training Manual
- Water base manual
- Water Supply and Sanitation Committee training manual

### REPORTS, DOCUMENTS

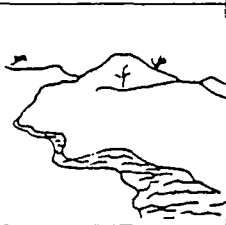
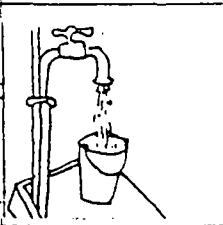
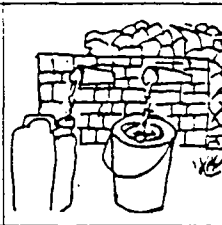
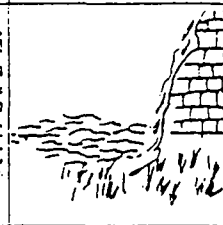
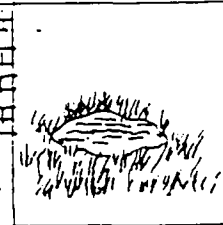
- Orientation report
- Planning report
- Progress Reports I, II, III, IV, V, VI, VII
- OOPP reports
- Progress Report WSSC training
- Hygiene Training assessment by AMREF, February 1993
- Hygiene Training assessment by AMREF, September 1993



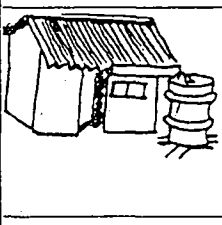
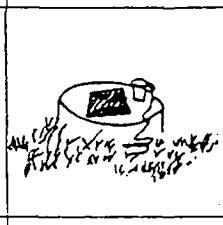
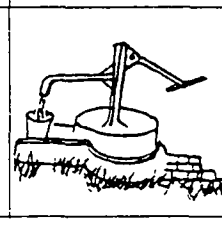
Name of Head of homestead	Age of Homestead members	0-2	2-5	5-15	15-30	30-50	> 50
	Number of females						
NAME OF VILLAGE	Number of males						

WATER  
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**WATER SOURCE**

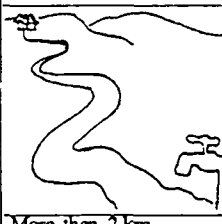
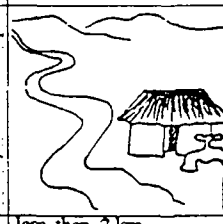
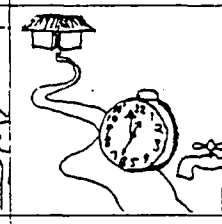
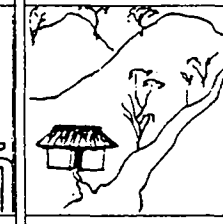
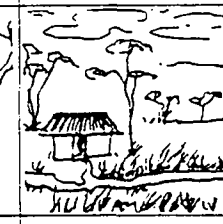
RIVER	TAP	SPRING	DAM	POND
				

**WATER SOURCE (CONT.)**

ROOF CATCH	WELL	HAND PUMP	OTHERS	QUESTION
				Is there an other private well nearby which can't be used by the homestead?
				yes      no


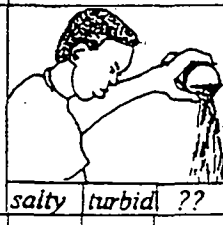
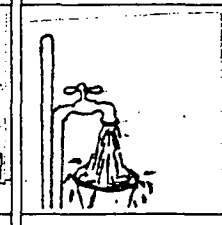
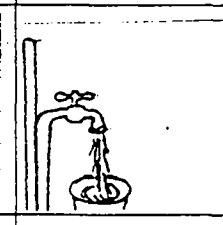
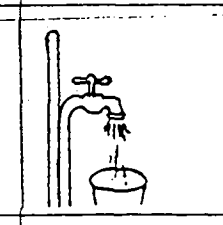
**DISTANCE TO SOURCE**

**ACCESSIBILITY**


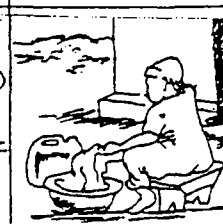

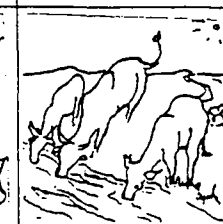

FAR AWAY	NEAR BY	TIME PER TRIP	STEEP SLOPE	GENTLE PLAIN
 More than 2 km	 less than 2 km			

**QUALITY OF SOURCE**

**QUANTITY OF SOURCE**

GOOD	NOT GOOD	PLENTY	AVERAGE	LITTLE
				

**WATER USED FOR/ AMOUNT A DAY**





DRINKING	WASHING	CLEANING	LIVESTOCK	IRRIGATION
				
.....BUCKETS	..... BUCKETS	.....BUCKETS	.....BUCKETS	.....BUCKETS

# HOUSEHOLD INTERVIEW


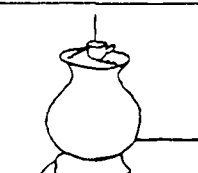

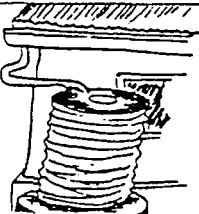
WATER  
(CONT.)

## HOW MUCH WATER COLLECTED

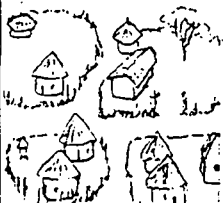



## MODE OF TRANSPORT

no of buckets a day				no of trips a day				HEAD		WHEEL BARROW		OTHERS	
3 				3 									
women	men	girl	boy	women	men	girl	boy	women	men	women	men	women	men

## STORAGE OF WATER





POT	POT (W ITH COVER)	JERRYCAN	TANK	OTHER
				

## MAINTENANCE OF SOURCE





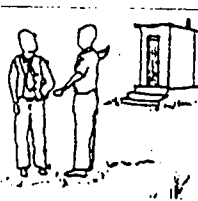
COMMUNITY	HOMESTEAD	CARETAKER	OUTSIDE AGENCY	OTHER
				

## SANITATION FACILITIES

SANI-  
TATION

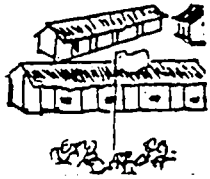
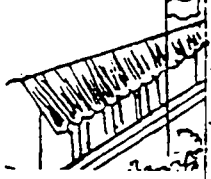

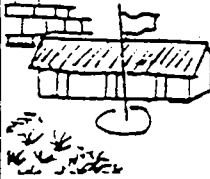
PIT LATRINE	VENT. IMPR. LATRINE	BUSHES	JEMBE/SHAMBA	OTHER
				

## USED BY


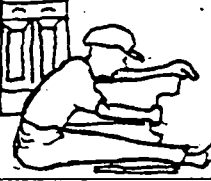

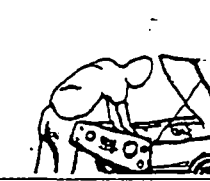
TODDLERS <5	CHILDREN >5	PARENTS	GRAND PARENTS	VISITORS
				
often	often	often	often	often
sometimes	sometimes	sometimes	sometimes	sometimes
never	never	never	never	never

unbes  
**NO OF HOMESTEAD MEMBERS WHO WENT TO SCHOOL**

**EDU-  
 CATION**





PRIMARY	SECONDARY	COLLEGE	VILLAGE POLYT	OTHERS
				

**NUMBER OF HOMESTEAD MEMBERS WHO WERE TRAINED IN**

MASONRY	CARPETING	TEACHING	MECHANICS	OTHERS
				




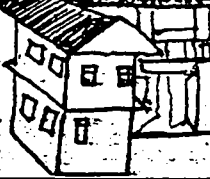
**COMMON DISEASES WITHIN HOMESTEADS**

**HEALTH**

DIARRHOEA	MALARIA	BACKACHE	BILHARZIA	OTHERS
				

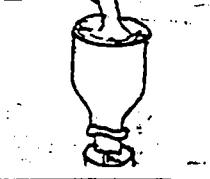



**MODE OF TREATMENT**

**HEALTH**

HOME TREATMENT	TRADIT. HEALER	DISPENCERY	HOSPITAL	OTHER
				

**PRIVATE FACILITIES SHARED AND MAINTAINED WITH OTHER HOMESTEADS**

**SHARED  
 FACILI-  
 TIES/  
 PROPER-  
 TIES**

POSHOMILL	DISPENCERY	WELL	COWS	OTHER
				

**DAILY ACTIVITIES OF MAN/WOMAN/BOY AND GIRL (RANK WITH 24 STONES AND WRITE NUMBER OF EACH ACTIVITY DOWN)**

**DAILY  
ACTIVITIES**

SHAMBA				CATTLE				MILKING				MARKETING			
man	woman	boy	girl	man	woman	boy	girl	man	woman	boy	girl	man	woman	boy	girl
FETCHING WATER				FETCHING FIREWOOD				FISHING				INCOME GENERATING			
man	woman	boy	girl	man	woman	boy	girl	man	woman	boy	girl	man	woman	boy	girl
CLEANING/COOKING				SCHOOL				SOCIAL				RESTING/SLEEPING			
man	woman	boy	girl	man	woman	boy	girl	man	woman	boy	girl	man	woman	boy	girl

**MEANS OF PASSING INFORMATION**

**COMMUNICATION**

RADIO		NEWSPAPER		BARAZA		PERSONAL		OUTSIDE AGENCY	
men	women	men	women	men	women	men	women	men	women

**water and sanitation  
committee  
guidelines  
of  
.....**

# contents

1. What should you do?

2. How to elect?

3. What to know ?

How to plan

How to organize the community

How to act as a leader

How to keep the records

How to organize financial management

Facts about sanitation and hygiene education

Facts about Water technology

Different roles, responsibilities and obligations

Everything clear?

4. Before the real work starts

5. At work for water

6. At work for sanitation

7. Are you on the right track?

8. Did you succeed?

# 1. What should you do?

What are the overall tasks of a Water Supply and Sanitation Committee?

A Water Supply and Sanitation Committee should make sure that all community members are involved in the programme, from the beginning to the end! The whole community should feel responsible for their own water point(s) and they should realize that their health is in their own hands by hygienic use of water and hygienic sanitary practice.

The Water Supply and Sanitation Committee has the responsibility to ensure that every community member has full access to the water point and that the water point is well maintained.

The Water Supply and Sanitation Committee is the link between the community and the Project Team of The Rural Domestic Water Supply and Sanitation Programme of Lake Basin Development Authority. It should make firm agreements with the Project Team about responsibilities, rights and duties of the community and of the Project Team.

The Water Supply and Sanitation Committee is responsible for further operation and maintenance of the water facilities.

They could be, at the request of the community, made responsible for other development priorities and so become a Community Development Committee.

## 2 .How to elect ?

Community orientation on elections  
How to elect?







*with the whole community involved !*

Who to elect?



*women, men, leaders, listeners, organisers*

Which functions to elect?

chairlady/ chairman	secretary	treasurer	comm. organiser
			



### 3. What to know?

How to plan

How to organize the Community

How to act as a leader

How to keep the records

How to organize financial Management

Facts about sanitation and hygiene education

Facts about Water technology

How to be aware of the different roles, responsibilities and obligations

This is a lot to know and not all committee members need know everything about all of these subjects. Collectively however, they should have all the information

The ADWSSP II Project Teams can offer training in all these subjects. Let them know what kind of training is required in your committee.

Everything clear?

Don't release the Project Team of their training tasks until everything and every task is clear to you all!

## 4. Before the real work starts

collect money for registration



Register with Ministry of MoCSS



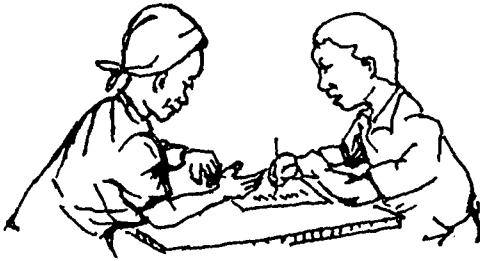
Collect money for bank account



Prepare Land Agreement



Design and make Bills of Quantity



Design workplan for water/sanitation

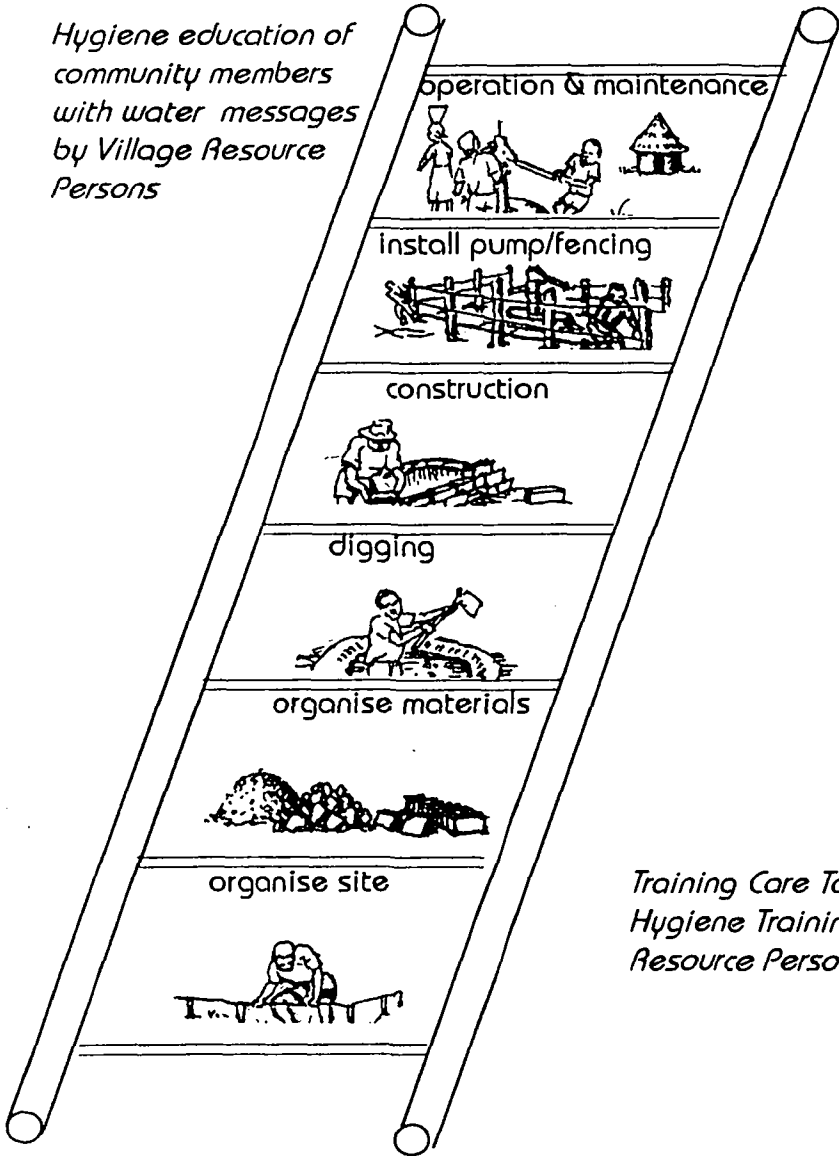


Organize local materials and access road



# 5. At Work for water

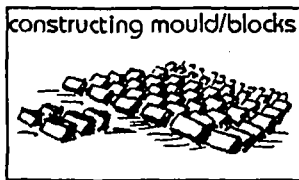
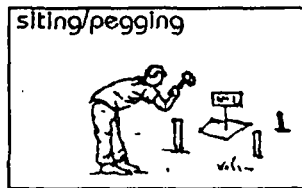
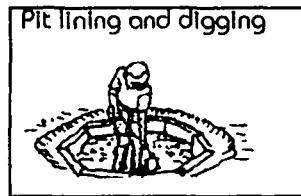
*Hygiene education of community members with water messages by Village Resource Persons*



*Training Care Takers,  
Hygiene Training Village  
Resource Persons*

## 6. At work for Sanitation






*Hygiene education of community members by Village Resource Persons*



*Hygiene Training of Village Resource Persons*

## 7. Are you on the right track?

The water ladder and sanitation blocks can be used to measure your progress and make sure you are on the right track. Every new step or block reached means a step closer to the communities final goals. But there are more ways to keep track. Below is an example of sanitation progress, but every community however could find there own way of doing this.













activity	scheduled date	actuale date	remarks
preparations ready 			
materials/ tools at side 			
blocks/slabs manufactured 			
digging/lining started/finished 			
super structure finished 			
number of latrines finished number of latrines in use number of home stead members trained number of "happy" latrine owners			

## 8. Did you succeed ?

During planning you, together with the community, listed expectations about what should be the advantages of the new water point and sanitation facilities. Were these expectation realised?

Below are some examples of possible advantages, they or others could be used to evaluate whether your community succeeded in achieving their expectations.

If everything went according to plan, maybe you could try to take up another community problem, which you could tackle together with the community in a similar way

<p>less time needed to collect water</p> 	<p>more time for Income gener.</p> 	<p>more time for family</p> 	<p>more time for.....</p> 
<p>better quality of water</p> 	<p>larger quantity of water</p> 	<p>more water in dry season</p> 	<p>more status with friends</p> 
<p>less waterborn illnesses</p> 	<p>better living conditions</p> 	<p>cleaner compound</p> 	<p>better community organisation</p> 

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# NEWSLETTER

SAGA, Volume 1, January 1994

RDWSSP II



## SAGA

One of the older forms of labour exchange among the Luo were the SAGA, a single occasion work group of festive character. Sometimes a group as large as thirty or more convened for a major task faced by an individual or family. Hence Saga, the Luo word for a bunch of bananas, has been used to mean community participation for a long time.

\*Source: South Nyanza District Socio-cultural Profile

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## PRA, time consuming but.....

Participatory Rural Appraisal (PRA) is a tool used to incorporate community members in their own development. It aims to increase the awareness, confidence and environmental competence of both men and women. Not only to solve one specific problem, but even more the ones which will face them after the development extensionists have left.

Through the careful guidance of the extensionists, the community documents the history of their village, their topography, a community map, social institutions, a seasonal calendar and a daily work profile, the access and control of resources based on gender differences, as well as the Community Action Plan. This takes about one full week. After this the project team will embark on implementing the water and sanitation programme.

Charles Onyango, leader of team 2 in Migori shakes his head concerned. "This PRA is involving, very involving!" Combined with the workload of actual monitoring and implementation, he said that they could use more people in order to manage effectively.

Project teams in Migori said that the documentation of the PRA report alone was a demanding exercise. On average it requires full time in the office to present all the data in an organised manner, as well as transferring all the tables and charts.

Despite this, according to a survey during the PRA refresher course, nobody failed to see the benefits of the participatory techniques which PRA advocates.

Solomon Oginga in Kisii said that PRA was useful in getting the 'full picture' of the community as well as the potential for their enthusiasm over the project. One Community Extensionist in Nyamira reinforced this. "Through PRA you can know the community, and gauge their interest."

It appears that although PRA is designed to benefit community members and build their own capacity for rural development, extensionists benefit by an unexpected bonus through this hard work; a full week of orientation on the community they will work with for the project cycle.

To top this off, development through PRA is not a process which deals with the local community as passive beneficiaries, but as co-workers learning to be guardians of their own destiny.



## COST SHARING: VIRTUE OR VICE?

In cost sharing, a community is required to share installation costs in kind, with LBDA. This contribution includes available local materials, unskilled labour and time.

Costs of operation and replacement are to be met by each community in full however, and it is left to the discretion of local water committees how to collect the required funds.

Why was cost sharing introduced into Rural Domestic Water Supply and Sanitation Programme? Why did the programme not, as in the past, pay in full for the installation?

The main objective was the establishment of a sense of owner responsibility and to ensure the best use of finite programme financial resources. Furthermore, the purpose of community participation was to stimulate local pride, 'this is a project we did ourselves', thus encouraging commitment for maintaining the facility.

The Community Extensionists in Nyamira said that in their practical experience, effecting cost sharing was not always easy. Isaac Muchama felt that the more needy the community, the more they expected done for them. He stressed though that if it was left to him to decide, he would leave cost sharing the way it is.

'It [cost sharing,] is very important, to make them take care' he mused.

The biggest difficulty, according to Project Team Members, has been in establishing running charges for maintenance. Very often the community don't feel the urgency until a

breakdown occurs, to pay regular amounts. The initial sum required to open a maintenance account is for them usually seen to be sufficient until a need arises requiring more funds.

Beyond the money raised for the Bank Account, few project sites have enforced a system of running charges. Among those which have, there were always a few for whom the amount required was beyond their means.

Solomon Oginga says that in Nyakirato, Kisii, the costs expected were 'too expensive', making it very difficult for them. He added that a community member giving his services as



**In the community: working together to construct a new waterpoint**

a caretaker for a water facility on a volunteer basis, was not well received. It appeared that it would be asking too much from one or two people to do this job without payment.

In the past, water was not paid for, and the water source did not require a

full time attendant. Because of this all members of a community enjoyed unrestricted access to water.

It was expressed by a chief that a spring, unlike a water pump, never breaks down, therefore there is no need for the community to pay anything. Some may have difficulty adapting to charges because despite the intervention still, "rural folk expect water, like air to be free."

Experience has shown that improved springs actually do break down. At one time or another leakages need to be blocked, and labour will be required for clearing and cleaning. Pumps too, will have to be maintained and parts replaced. Because the facility belongs to the community, the cost will be borne by them.

Luke Ochieng, a Field Supervisor in Kisii, is optimistic. He sees a 'growing understanding and acceptance amongst the people'. In one of the projects he is working in, Getonto, not only have they raised money for the water account, but they are in the process of establishing a scheme for all the beneficiaries to pay regularly, thus ensuring a longer, uninterrupted source of protected water.

Whether communities pay per bucket or per month or through harambee when the breakdown occurs, is less important than ensuring sustenance of the water supply. This sustenance too, should not be beyond the means of the needy member otherwise cost sharing rears its ugly head. Hopefully it can serve rather than a vice, as a virtue to the blessing of all.

## VISIT BY NETHERLANDS M.P.s

In August, 1993, RDWSSP II received a visit from some members of the Netherlands parliament. For a true feel of the project, they opted to go to the field themselves and gather first hand impressions.

The field trip began on 10 September when the MPs left Kisumu's Sunset Hotel and headed for Atella in Homa-Bay.

In Atella the MPs were shown the implementation process. Here digging was ongoing for a hand dug well, and the visitors were moved by the motivation of the diggers who had reached a depth of 20 metres.

The next stop was scheduled to be Kagolla, to see the implementation of hygiene training but due to time constraints, this had to be cancelled.

Third stop was at Ramba village. Here RDWSSP-II has taken up for the first time, a dam technology in order to supply the community with safe and accessible water.

In line with the principle of cost sharing, village members have themselves cleared the site and begun digging a trench for back filling the supporting dam wall. The community organised themselves around clan groups for this digging and for all unskilled labour requirements. The project team responsible had gone in for mobilising the community through PRA, and the village is enthusiastic with the implementation of latrines. The MP's were impressed with the community work which had been done up to that point and the effort which was evidently put in by the people of Ramba.

## TEAM SPIRIT

Christopher Onguso, a Public Health Extensionist in Kisii has one project he can be proud of: Omare. The AMREF assessment done last year had this to say. "Rating: very good"

In Omare an outstanding 86 out of 115 latrines targeted have been completed, and the Village Resource Persons are not only confident of the hygiene and sanitation messages (the messages deal with hygienic collection, storage and transport of safe water as well as hygienic use and maintenance of the latrine), but are doing their work within the community. How was this feat achieved?

Mr. Onguso responded by attributing the success not to himself, but his team.

"It is very important to work as a team and be committed to keeping appointments. It is not always easy and it takes a lot of work. For this job one has to be dedicated, very dedicated".

Luke Ochieng in Project Team 2 says that the spirit within his team makes work enjoyable. He feels that the success evident in a community like Getonto was encouraged by team work.

Low absenteeism and willingness to go beyond the mark were qualities which we felt made his team effective.

He said that it is important to make extra visits in monitoring progress from home to home. The importance of this is that visits are motivational. "When they see you in their home, they are happy!".

Their overall response and impression was positive and although no official statement was given, all in they were pleased. On our side we were honoured by visit and what we say is: "Karibuni Tena, Waheshimiwa!!"

### colofon

The Saga Newsletter is issued every three months by the Programme Advisory Team of the Rural Domestic Water Supply and Sanitation Programme phase II (RDWSSP-II/PAT).

The aim of the newsletter is to provide a forum for expressing the experiences of officers and extensionists in the field, and to identify problems and successes they have encountered in water and sanitation extension. All participants involved in the RDWSSP II are therefore invited to send in articles or ask PAT-members to document Project Team Members experiences for subsequent editions.

\* This newsletter does not necessarily express or advocate formal policy of LBDA, PAT or DWSDC within Nyanza province.

Programme Advisory Team, P.O. Box 1137, Kisumu, Kenya, phone 035-43744

## WHAT'S THE SECRET?

The one thing all project team members crave for most - besides a public holiday is a community which participates.

Asked their opinion of when a community was good to work with, the three Community Extensionists' in Nyamira, Isaac, Francis and Fred exclaimed that in unison, "if they cooperate!" They explained that they like villagers who willingly work with the team and amongst themselves.

Charles Onyango leader of team 2 in Migori as well as Nicholas Ojoo spoke with emphasis the very same point. "A community which is good", says Charles "is one which participates".

This seemingly straight forward response needed further clarification. Which are the communities which participate and which are the ones which do not? Were there apparent determining factors influencing this?

Ironically, income generating activities were, to the teams in Migori a threat to project targets.

Near Rong'o has sprung a flourishing gold mining business and market place, and in Awengo labour is drawn away for sugar cane farming. There is also male out migration for the fish farms which have been introduced.

Teams in Migori said that due to this, sanitation and implementation which required male labour was drastically sloped down, negatively affecting targets within the programme.

In contrast to this, the soap stone industry in Kisii seems to have enhanced project implementation rather than slowed it down. Solomon Oginga

in team 2 of Kisii said that when he worked in Suguta where this industry thrives, meeting targets was facilitated by their busy schedule. He described the community as dedicated, prompt and time conscious.

"These people make money per hour" he stated, "they value their time. If they say 6 am, they mean 6 am, and we will find them there".

What then is the secret to participation? An idle community or a busy one with a lot of things to do?



**Project Team Members during the PRA Refresher Course**

In response to this question Luke Ochieng said that in his team effectiveness has been in using the time most available and suitable to the community members themselves. This information comes out clearly through the daily profile exercises where men and women outline their activities from when they rise to when they rest.

He points out that after making an appointment which is based on their daily activity profile, you must make an effort to keep it. "One should use this so as not to inconvenience them" he asserts, "and then you will have good co-operation".

## Female Headed Households; forget about the technical term !

The original objective in identifying female headed households was that of coaxing the communities to recognise their most needy members, and realise their responsibility in helping them.

In the July Participatory Rural Appraisal Refresher course many of the Project Teams noted that female headed households are not always the neediest.

Furthermore traditionally any household with the man working elsewhere was hardly ever considered female headed. In most communities widows are normally looked after by the clan, if not as is often seen among the Luo, re-married by an in-law.

The term, besides causing suspicion and irritation, was interpreted differently by different groups of extensionists and communities. The number of FHH in one community was recorded to be very high because wives with absentee husbands were included. In contrast, in other communities wives with absent husbands were still considered to be members of male headed households because the man still made major decisions from a distance.

In conclusion it was decided that the term Female Headed Household was of no use and only caused confusion. So let's forget about the term and concentrate on identifying the most needy households