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FIRST EDITION

Formation of the Village **WASHE** Committee

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Supplementary Module 7e

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CONTENTS

Preface	
Section 1	
Introduction	1
Section 2	
Preparation for formation of a V-WASHE Committees	7
Section 3	
Facilitating the participatory activities	15
Section 4	
Evaluation and next stage	35

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PREFACE

THE CORE TRAINING MANUALS AND SUPPLEMENTARY MODULES

The Core Training Manuals and Supplementary Modules have been produced to support the implementation of WASHE in Zambia.

WASHE

Water Sanitation Health Education

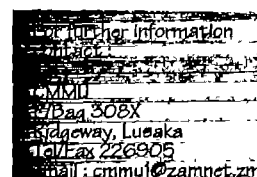


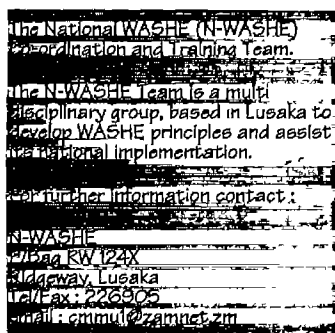
WASHE has been developed in Zambia over the last ten years. Learning mainly from the experiences of Western and Southern Provinces, it is now recognised to be a sustainable approach to rural water supply and sanitation.

The Core Training Manuals provide the background to this development and explain its context in view of decentralisation. The Manuals are intended to provide flexible guidelines to assist the growth of WASHE primarily at district level.

The Supplementary Modules provide community management guidelines for use at sub district and community level. The series includes technical, participatory health and hygiene education and community management titles. Each module has been written to 'stand alone' or be used as part of an overall community management approach where each title in the series complements the next. It is helpful to get to know the titles and become familiar with the contents to enable you to make informed decisions.

At the back of this module is a list of the titles that compile the Core Training Manuals and Supplementary Modules Series. Full details of the contents of each title can be found in *The Community Management and Monitoring Unit Publications List*. All titles are available from the CMMU.





The concept of the Project Cycle for Community Management in Rural Water Supply is elaborated in more detail in Section 1 of this module.

The guidelines and materials form the basis for the advocacy and training work of the National WASHE Co-ordination and Training Team (N-WASHE).

The Core Training Manuals and Supplementary Modules have been developed and written by the Community Management and Monitoring Unit (CMMU).

This is Supplementary Module 7e in the Project Cycle for Community Management in Rural Water Supply, it is called Formation of a V-WASHE Committee.

WHO THE SUPPLEMENTARY MODULES ARE FOR

The Supplementary Modules are written for people who are intending to develop community management as part of their overall objective for rural water supply and sanitation. These people are likely to represent:

- district councils and D-WASHE committees
- specific line ministries
- NGOs
- Donors
- volunteer agencies
- development organisations

The individuals are likely to be :

- rural and peri urban extension officers from WASHE line ministries
- environmental health technicians
- community development workers
- community health workers
- teachers
- project personnel

The guidelines have been developed within a Zambian context but can easily be adapted to meet the needs of other developing countries.

Throughout the Core Training Manuals and the Supplementary Modules, **the Community** refers to a group of people with a common present or potential interest in WASHE. A single family unit is referred to as a **household**.

By **Community Management** we mean : the ability of the community to have the **responsibility, authority, accountability** and **control** of the WASHE process that exists for their benefit.

The CMMU believes that community management will only become a reality if issues of gender are seen to be integral to the project cycle and participatory process. By **gender** in rural water supply we mean : **the context and reality of both women's and men's lives that can together affect self determined change. Gender is not women's issue alone.**



See Supplementary Module 8
WASHE and Gender

HOW THE SUPPLEMENTARY MODULES WERE DEVELOPED

CMMU was mandated in 1993 to address issues of long term sustainability in the rural water supply and sanitation sector. CMMU began a programme of participatory research throughout the country and it was during this time that it became evident that some regions had a greater chance of sustainability than others. The approaches being used by projects involved in the sector varied from one area to the next. Whilst projects agreed that a community management approach through participation was appropriate there was little or no standardisation. The absence of a standardised community management approach for Zambia meant that the quality of delivery and ultimate level of choice for the community was at best patchy.

In order to address this the CMMU set about collecting "best practice" ideas, knowledge and materials from around the country. It concentrated on participatory techniques, technology options and community management issues for rural water supply and sanitation. The result, through a series of consultative workshops, committees and core working groups, is the current series of supplementary modules.

ACKNOWLEDGEMENTS

Many people and organisations were involved in the development of the Core Training Manuals and Supplementary Modules. In particular the CMMU would like to thank the Community Education and Participation (CEP) - Mongu; Rural Water for Health Project (RWHP) - Solwezi; Irish Aid - Northern Province; Rural Water Supply (JBG) - Central Province and Village Water Supply (GTZ) - Kabompo for their inputs and constructive criticism during the elaboration of the methods. Additionally we would like to acknowledge our appreciation of all Government, donor and NGO field workers at community, extension, district, provincial and national level for their invaluable experience, ideas and opinions.

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

THE PRODUCTION TEAM

Dermot Carty, Team Leader

Research, Development And Drafting

Isaac Mbewe, Rural Water Supply Engineer

Sue Coates, Training Advisor

Musonda Kaluba, Sociologist

Paul Mboshya, Sociologist

Joseph Mathe, Health Educator

Emelia Mweemba, WASHE Facilitator

Editing Team : Dermot Carty and Sue Coates

Layout and Graphics : Davy Ng'oma Graphic Artist

Desk Top Publishing Technicians : Fostina Mwale and Mwazida Mbewe

Data Processing Technician : Jomo Nyirenda

Secretarial Support : Theresa Siwakwi and Felix Kajilo

The Core Training Manuals and Supplementary Modules have been produced entirely within the CMMU.



**Section
1**



ICF/CIACOMO PIROZZI

INTRODUCTION

V-WASHE
Village
Water
Sanitation and
Health
Education Committee



- the village based community institution for water and sanitation activity through ongoing health education.

SECTION ONE : ABOUT THIS MODULE

This module looks at the **fourth stage** of the project cycle for community management in rural water supply. It provides step by step guidelines to participatory formation of a V-WASHE Committee. This module is designed to be used in conjunction with the other titles in Supplementary Modules 7a - 7p.

- Section 1 Introduction
- Section 2 Preparation for Participatory Formation of a V-WASHE Committee
- Section 3 Facilitating the Participatory Activities
- Section 4 Evaluation and the Next Stage

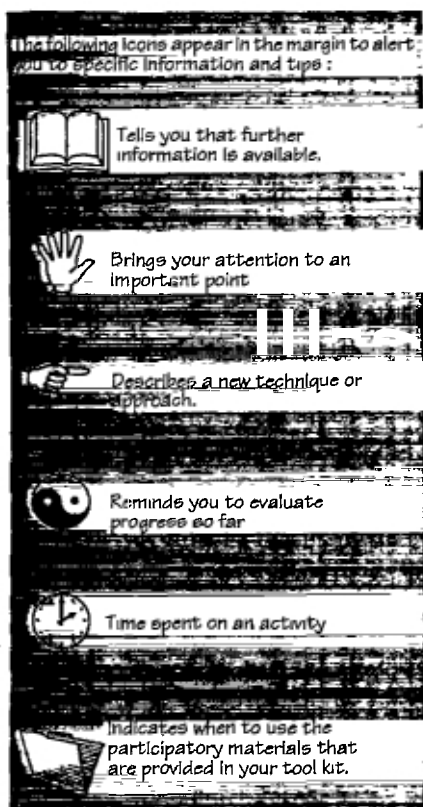
The format is designed to help you :

- find things quickly
- work systematically through the contents
- prepare yourself for participatory activities with the community

Remember the Supplementary Modules are intended as guidelines. Your final choice of action will be based on your dialogue with the community, their needs as they perceive them and local circumstances. Community management is a dynamic process - be creative and use local expertise and the advice of local institutions wherever possible.

In the margin of each page you will find useful information and tips.

Space has also been left for your own notes.



THE APPROACH

To equip you with the knowledge and skills to :

- understand the basic philosophy of a participatory approach to community management
- understand the project cycle for community management in rural water supply
- facilitate the objective formation of a V-WASHE Committee using participatory approaches
- prepare the community and yourself for the next stage in the project cycle

The CMMU is mandated to look at issues of long term sustainability in the rural water supply and sanitation sector. The provision of information on and guidance about community management strategies using participatory methods and techniques is part of the process.

The CMMU believes that **a participatory approach** to community education and sensitisation is an effective way of ensuring **community participation** which leads to **community management**, that ultimately ensures **sustainable development**. In rural water supply the long term aim of government is to see that programmes are “community based” and it is in this context that the CMMU has developed the “project cycle for community management in rural water supply”.

The terms community participation and community management are often used interchangeably and this is misleading. Community participation is an activity, or series of activities, that through the community’s involvement leads to community management. So for example community participation might be :

- the contribution of labour
- collecting river sand and breaking stones
- collecting money as a contribution towards the water point
- attending a meeting that you have asked them to attend

All these examples ask that the community be involved but this is very different to taking a lead and being responsible for the decisions and the consequences of those decisions.



OVERALL OBJECTIVE OF THIS MODULE



THE COMMUNITY MANAGEMENT PROCESS



The CMMU believes that a participatory approach to community education and sensitisation is an effective way of ensuring community management that ultimately ensures sustainable development



Community participation is a stage of community involvement that leads to community management.

Community management is **a process** and if facilitated effectively will develop a true sense of ownership and continued development for community gain and benefit. Community management and acceptance of ownership is the ultimate goal in such a participatory process.

The CMMU agrees with current thinking that **community management** means **the community** has the **responsibility, authority, accountability** and **control** over their development. Community management works throughout the life cycle of a project or facility and beyond and so leads to sustainable development.

So, the basic components of community management are :

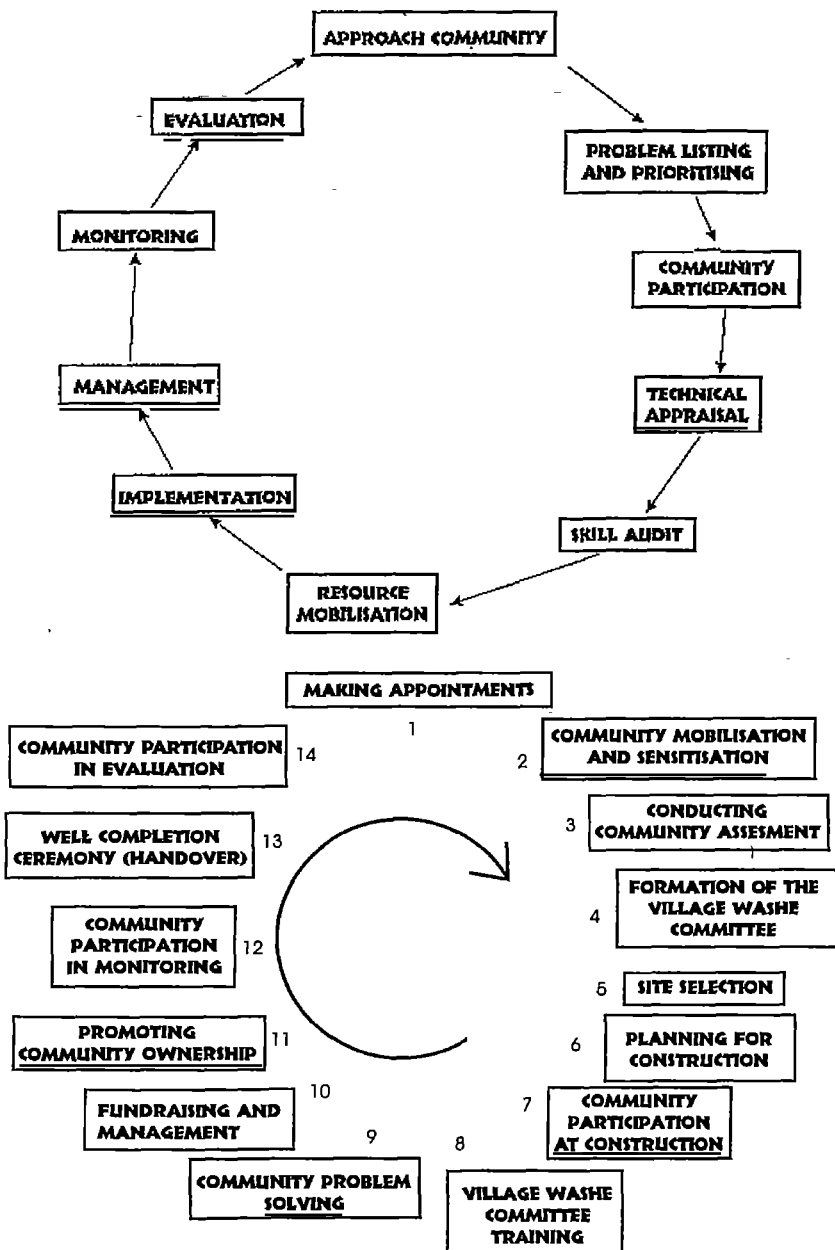
- **community responsibility** : the community assumes ownership of “the system” and “the process”
- **community authority** : the community has the right to make decisions about the action (or intervention) taken to change their situation
- **community accountability** : the community accepts the consequences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

DEVELOPMENT OF THE METHOD



In November 1995 the CMMU initiated the formation of a **core group of actors** that are involved in rural water supply projects in Zambia. The task before the group was to compile and further draft the supplementary modules that are now known as series 7a - 7p. The supplementary modules were to concentrate on community participation for community management in rural water supply projects.

The core group agreed to focus on specific **participatory techniques** that related to the **project cycle for community management in rural water supply**. The project cycle, in 14 stages, has been adapted from the standard project cycle that is widely used in participatory community development projects throughout Zambia.



STANDARD PROJECT CYCLE

PROJECT CYCLE FOR COMMUNITY MANAGEMENT IN RURAL WATER SUPPLY



It is important that you fully understand the Project Cycle, how the stages interconnect and are flexible. Read Supplementary Module 7a before you start work.

The stages in the project cycle for community management in rural water supply form the basis for the supplementary modules 7a -7p. So for example this supplementary module is 7e and looks at the facilitation of the formation of a V-WASHE committee using participatory approaches which is stage 4 of the project cycle.

It is intended that the reader becomes **the facilitator** of the process of community management. That means that the information acquired from this module becomes **shared knowledge** between the reader and the community so that community based decision making becomes a reality.

FACILITATION

Section
2

**PREPARATION
FOR THE
FORMATION OF
A V-WASHE
COMMITTEE**



SECTION TWO :**PREPARATION FOR THE FORMATION OF A V-WASHE COMMITTEE**

By the end of this section you will :

- understand the importance of a village WASHE committee (V-WASHE), and why it should be formed now
- understand the focus of the V-WASHE committee in the context of a rural water supply project
- have the knowledge and information that will be useful when you negotiate with the community the roles and responsibilities of the V-WASHE committee
- have thought about the preparation you need to do before inviting the community to establish a V-WASHE committee

SUGGESTED APPROACH

The establishment of a V-WASHE committee is one of the most important activities in a rural water supply project. The setting up of a successful committee that can be sustained is difficult for a number of reasons. Before inviting the community to form a V-WASHE committee it is important that you understand the issues involved and why the facilitation team must be fully prepared. To assist your preparation it is important to answer some questions first.

Why a participatory approach now?

The overall intention of all development in rural water supply is the sustainability of the resource or investment. A participatory approach is important at this stage of a project because:

- community management means that the community takes *responsibility, authority, accountability* and *control* of the resource and this is best facilitated through a village or community based institution - the *V-WASHE committee*
- the community has agreed to go ahead with the project and by forming a V-WASHE committee it is making a visible commitment and taking steps towards ownership

Village based institutions always exist either formally or informally. It is important to ask questions about the nature of the institutions that operate in the community. Extension staff are a good source of information.



- by electing the V-WASHE now the facilitation team can work alongside the members and support and train them adequately
- early formation will mean that the V-WASHE can assist the community to collect contributions, particularly financial ones if these are required
- committee building takes time and the V-WASHE will need constant encouragement which ideally should be fostered throughout the project cycle

What else needs to be considered?

Prior to inviting the community to form a V-WASHE committee there are some important factors to consider and be clear about, these include:

- that one of the strengths of a V-WASHE committee is that it can be used as a way of enhancing the communication between the community and the facilitation team- the aim being to create a *two way dialogue*
- the presence of a V-WASHE now will help to ensure that there is **constant communication** with the community **through community members** and not only via the facilitation team
- decision making, planning and task allocation becomes the role and responsibility of the community through the V-WASHE and *not* the facilitation team
- from this point on the facilitation team will act as a guide and offer technical assistance and advice, so leaving project management responsibilities to the community
- it will be easier to encourage sustainable operation and maintenance systems if the community has identified responsible and accountable people early on
- the facilitation role will begin to *shift* away from the "agency" facilitation team to the community as they begin to mobilise themselves and undertake organisational tasks
- the role of men and women must be carefully considered



Two way dialogue : means that "the outsiders" (the facilitation team or implementing agency) and "the insiders" (the community) are communicating in an open, non threatening way that respects and hears both views.

Remember that while the V-WASHE is the focus for developing community management principles it should not *exclude* the rest of the community. V-WASHE committee members are representatives of the community and need the support of the whole community to fulfil their role. V-WASHE members should not be made to feel that they alone are responsible for the success or failure of



See Supplementary Module 8 WASHE and Gender.

Facilitation - a team effort



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

A good facilitator is



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

activities. It is important that the facilitation team does not neglect the community in favour of dealing solely with the V-WASHE committee as this will be counter productive.

The issues related to each of the factors are described as this module progresses.

What preparation needs to take place?

The CMMU strongly advises that considerable preparation is undertaken before work with the community on the issue of committee formation begins. Careful planning will benefit everyone and will minimise the confusion that can arise when nobody is sure who is doing what, when and why. It is never a good idea to work in isolation and good community development relies on people as the main resource. As the facilitator you will need to seek the assistance of others, and if you have not already done so, ideally form a facilitation team.

We suggest the following guidelines be adopted when forming a facilitation team.

In Zambia it is likely that an external agency (NGO or Donor) is involved in projects for rural water supply. By their nature these agencies come into the area from the *outside*. Whilst they are often very experienced they probably do not have the wealth of local knowledge that is at the finger tips of those who work and live close to the community on a permanent basis.

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

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

The facilitation team should work in liaison with the D-WASHE committee, where they exist, to ensure that the relevant line ministries and other actors in the project area are aware of their work. This avoids duplication and allows the team to benefit from the lessons of previous projects. It is very important that all projects are part of a strategic plan for development in the district.



The D-WASHE Committee is a sub-committee to the District Development Co-ordinating Committee (DDCC) and is responsible for the development of all district rural water supply and sanitation activities. This takes the form of the D-WASHE Plan.

What is the function and focus of the V-WASHE committee?

As we have explained the WASHE concept can be operational at all levels of rural water supply and sanitation development. This module deals with issues of rural water supply but as we know WASHE is not just about water. WASHE takes an integrated approach to improving the health and well being of the community by linking health and hygiene education to water and sanitation. This implies that the role of a V-WASHE committee goes beyond the traditional one of a village well or water committee. At this stage it is important to understand what this expanded role is and how it can be fostered.



See section one - Introduction

Obviously a new way of thinking and working takes time; the community may be familiar with the idea of a water committee but the concept of linking the WASHE components together may be totally alien. It is not the intention at this stage to create a committee that overnight can assume full WASHE responsibilities, rather the concept of WASHE should be introduced so that the community can start to appreciate the links between the components. You have already made some of these links clear during community mobilisation and sensitisation and you should build on this to "sell" the idea of WASHE.



See Supplementary Module 7c
Community Mobilisation and
Sensitisation

In the broadest sense a V-WASHE committee should be :

- the community focus point for all activities to do with water, sanitation and health education
- the community elected body that assumes overall responsibility for liaison with the extension services and outside agencies that may wish to work with the community on WASHE projects
- the community focus for the promotion of health and hygiene activity and advocacy for behaviour change

As you are aware the D-WASHE committee is responsible for the development of rural water supply and sanitation activities in the district. The community you are working with is just one of many but no less important than the next. It is up to the facilitation team to assist the community to have its voice heard by the district and put its case for development activities forward in an effective way.



The D-WASHE committee will probably have set procedures for project proposal submission - become familiar with these!

- the community institution that will mobilise the community to undertake community management functions in terms of hardware resources and software activities - this would include operation and maintenance tasks and supporting the promotion of health and hygiene messages as part of daily village life and so on
- the focus point for skill training in all aspects of WASHE, e.g. caretaker training, pit latrine construction, problem solving, fund raising and management, project proposal and submission procedures and so on
- the communication point with the D-WASHE committee - although in reality this will probably be through the extension services who may act on behalf of the community

In the context of a rural water supply project the V-WASHE functions will include all the traditional ones that would have been undertaken by the village well/water committee. However, these should always be negotiated with the community and never assumed to be understood *without* sensitisation.

Having understood and thought about the implications of these issues the facilitation team should plan the activities that they are going to do with the community *before* arriving in the village.

What activities will we facilitate?

This module suggests that the following participatory activities are used to facilitate the formation of a V-WASHE committee :

Water/Well Committee traditional roles include :



- community mobilisation
- fund raising and management
- some operation and maintenance
- policing the use of the water point
- problem solving

- an open ended story
- performing a community play
- analysis of the project cycle
- performing a community role play

The activities are described in Section 3. The activities are designed to help the community understand your motives and why it is so important to form a V-WASHE committee.

Remember the activities and guidelines for facilitation are flexible and should be adapted to suit the particular community you are working with. Therefore be creative, and use the ideas and expertise of others and your own valuable experience and knowledge of what works best.

The activities are described to allow for optimum participation by all *the users* and these will include; traditional leaders, local councillors, women and men in the community. The aim is to involve as many as possible so that those who are elected to the V-WASHE do so with the consensus of the whole community and not just a few.

It is important that the facilitation team feels comfortable with the activities and is aware of the desired outcomes. At the end of this Module, in Section 4, there is an evaluation exercise to help the facilitation team assess their impact.



Section
3

**FACILITATING THE
PARTICIPATORY
ACTIVITIES**



SECTION THREE

USING THE PARTICIPATORY ACTIVITIES

By the end of this section you will :

- be familiar with the stages and activities that are suggested for the facilitation of the formation of a V-WASHE committee
- understand the issues related to this stage of the project cycle

SUGGESTED APPROACH

There are a number of activities that can be undertaken to achieve the objectives involved in forming a V-WASHE committee. These are to assist the community to a) see the need for a V-WASHE committee, b) determine what the roles and responsibilities of the committee will be and c) decide who should be on the committee.

In some communities the idea of community management may not be new. The community you are working with may have participated in other projects that have led to the community management of a resource, or at least required that the community *participate*. If this situation is the case, introducing the need to form a V-WASHE committee may be relatively straight forward based on the prior experience of the community.

It is important to consider the "hidden agendas" of individuals who may have a personal interest. Ideally committee members should have the interests of the whole community at heart.



However, it is important to assess whether or not the community has an understanding of a committee that has a *community management* function. Also be careful not to make assumptions - just because committees exist in name does not necessarily mean that they are pro-active or fulfilling their original aims. There are many hidden issues that make committee building difficult and these also have an impact on the life and effectiveness of the institution.

For this reason it is important to use activities that will meet the objectives that you aim to achieve. Therefore first consider what you want to achieve and then chose the most suitable activity from those outlined.

So, it is important that you are clear about the objectives of forming a V-WASHE committee and feel confident about what you want to get out of each activity.

Remember that the objectives are not only for you as the facilitators but they are for the community too!

The CMMU believes that one of the reasons that many projects fail is because there is a lack of local capacity building that seeks to harness local expertise and willingness. The establishment of a V-WASHE, strengthened through training and support will help to avoid disappointment or false expectations.

The formation of a V-WASHE committee is facilitated through a series of connected stages. The choice of activities for each stage are listed below. It is advisable to read through the suggested activities carefully as within each stage the activities sometimes take a slightly different angle to achieve the objectives. This means that you should consider those which you think are the most relevant. The stages are:

STAGE ONE : AWARENESS RAISING

This stage helps the community to understand the need for a V-WASHE committee by analysing the effects of poor resource management.

The following activities are suggested for stage one:

- an open ended story
- performing a community play

STAGE TWO : IDENTIFYING THE ROLE OF A V-WASHE COMMITTEE IN RELATION TO THE PROJECT AND THE PROJECT CYCLE APPROACH

During this stage the community is asked to identify what it considers to be the roles and responsibilities of a V-WASHE committee prior to them electing one.

The following activity is suggested for stage two:

- analysis of the project cycle

STAGE THREE : ELECTING THE RIGHT PEOPLE

This stage asks the community to think critically about the type of people that should be members of the V-WASHE committee. The community can then *objectively* decide who should be elected.

The following activity is suggested for stage three:

- performing a community role play



STAGE ONE : AWARENESS RAISING

By the end of this stage you will have :

- assisted the community to think about the reasons why it is necessary to manage the water resource throughout its life, including its operation and maintenance
- reinforced the idea of community management

SUGGESTED ACTIVITY ONE : AN OPEN ENDED STORY



1 - 2 hours depending on the level of enthusiasm and participation

PREPARATION

We advise that you take some time to find out if the community has other committees in existence, what their function is, who is on them and for how long they have been formed. Additionally ask what the achievements of the existing committees are, and likewise the difficulties that they have faced. If possible try and see if any of the information about existing committees is quantifiable, i.e. does anything tangible, how ever small, exist as a result of the committee? The extension staff and the community will be able to assist with this information.

Depending on the experiences of the community you will probably be able to judge how they will receive the idea of a V-WASHE committee. Where strong community institutions exist, for example a village management or development committee, try and see how the V-WASHE can be integrated. Very often it is the case that only a few people in a community are "committee people", this can be positive and negative, for example these key people might genuinely be community mobilisers with good organisational skills, while conversely they may "railroad" the community into undemocratic decision making.

Remember that your overall aim is to strengthen community based institutions so look for the most appropriate way to achieve this - be community focused and community specific!

Discuss the situation with the facilitation team and decide how much awareness raising you will need to do.

An **open ended story** offers a basic story outline that introduces a number of concepts, topics and issues to the community that they will recognise. It explores emotions and values and depicts characters that the community are familiar with. Although the theme chosen in this module is



Materials you will need for this activity :

- paper and pens to note down the contributions

not about water the community should be able to draw comparisons and relate the message to the management of their water point. As the story is *open ended* the community is asked to decide what the outcome of the story will be. The consequences of the outcome can also be explored and the facilitator will be able to introduce the V-WASHE concept as a result.

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

Always use the local community language to tell the story - the extension workers will be able to facilitate this and add local cultural aspects to make the story come alive!



As a team of facilitators make sure that you are familiar with the concept of the story, its messages and likely outcomes before you start the activity. The story below is only an example, adapt to suit the local situation.

The story :
 There was once an elderly man in a remote village in "x" province. This man usually wore torn old clothes. God had blessed him with only one child, a daughter who had benefited from a good education and had a job in the provincial centre. The daughter sent the old man "a gift" of new clothes - shirts and trousers. The old man was very happy and proud, and continuously blessed his child for the "gift". In a short time he became the envy of his community neighbours. However, when the clothes became dirty and part of the material got ripped and fell away, he packed them in a bag and sent them back to his daughter demanding that she take appropriate action!

Discussion points and tips:



Below are some possible issues that could be explored with the community, the text in brackets indicates a comparable situation if talking about the water point,

- the "gift" in the story must satisfy a felt need in order to be appreciated by the receiver
- the situation prior to the gift being given - dirty torn clothes (nobody taking responsibility for the resource, therefore it is in disrepair, point too far away etc.)
- the cost value of the gift to the giver and the receiver (the relationship and values of donors versus the community - perceptions of cost and value)
- the roles and responsibility of the giver and receiver (same of donor and community - concept of community management, who looks after the water point)
- how can the life of the clothes be extended (the operation and maintenance implications)

Guidelines for facilitating the session :

- introduce the activity explaining that you wish to start looking at how the water point or resource will be managed. To do this a story is going to be used to help everyone to focus upon the issues
- narrate the story, adding local flavour if you think this is appropriate! For example local proverbs that are used to give praise or blessings, a local name for the old man.....
- invite the community to discuss the story - has a similar situation happened in the community, if so why, if not why not?
- go on to talk about what the outcome of the story might be and what the implications are
- while the discussion is in progress it is a good idea to make a note of the main points, if it is appropriate these can be written for the community to read, if not they can be referred to verbally during the summary
- when you think that the discussion has been exhausted summarise by highlighting the message of the story - if possible ask a community member to do this
- next, turn the attention to the planned water point - the current project that the community is involved with - draw comparisons to the story, asking open questions about what will happen if the resource is not managed

you may find that the community suggests that a committee is formed, or you may have to introduce the idea, whichever try and reach a consensus that there should be :

- some formal type of management of the water point
- collective responsibility - i.e. community management

If the community concludes that a committee is a good idea then they are ready to move on to the next stage. If not then further sensitisation work needs to be done before moving on.



Things to look out for :

- do not let community leaders dominate the discussion
- ensure that the women who participate are able to voice their opinions in a valued way
- do not let the discussion lose its focus
- always summarise the main points and make a note of any decisions that may have been made
- emphasise the positive aspects that the community have identified and warn against the dangers of the negative factors
- look out for personalities that are respected by the community, animated or able to motivate others - these people may become key people when it comes to electing the committee
- conversely watch for people who may have a negative influence on the community and may be detrimental to a committee's effectiveness
- always evaluate the activity in terms of how it went, the value of the tool and the messages that you were able to successfully put across. How do the community perceive the issues that have been raised and which areas need reinforcement during future sessions? Did the activity meet its objectives? Were there any additional areas of interest or concern that you may not have originally considered during your planning?

See Supplementary Module 7p Group Dynamics and Energiser Tool kit



2 - 3 hours depending on participation and the number of scenes



Materials you will need for this activity :



- local village props
- note book and pen

SUGGESTED ACTIVITY TWO : PERFORMING A COMMUNITY PLAY

PREPARATION

This activity is an **alternative** to the open ended story that was explained in activity one. We suggest that the story outline from activity one is used as the framework for a short play. However, this is flexible and will be dependent on the existing experience of the community. So, as a facilitation team decide if the story about the old man and the gift is appropriate or alternatively create your own script.

We have included this activity as an alternative because drama is an excellent tool for making people think about issues while they are being entertained.

The use of drama means that people learn through what they see and hear and they can relate the situations that are portrayed to everyday life.

There are many local drama groups in Zambia that are willing and interested in animating rural water supply issues. Obviously working with a drama group incurs some cost for allowances and transport and this needs to be taken into account. Depending on the size of your facilitation team and the skills within it, you may be able to perform the drama yourselves.

Before performing the play discuss the content of the drama with the local drama group and/or the facilitation team. Make sure that they understand what it is that you are trying to portray and why the message is an important one to demonstrate through drama.

Guidelines for facilitating the session :

- introduce the activity and emphasise the need for participants to be attentive as the issues in the play will form the basis for a community discussion later
- invite the drama group to perform the play
- at the end of the play, as with the open ended story, facilitate a community discussion based on what the community think that the drama was about and the key issues and messages. We suggest that you use the same discussion points from activity one.
- while the discussion is in progress it is a good idea to make a note of the main points, if it is appropriate these can be written for the community to read, if not they can be referred to verbally during the summary
- when you think that the discussion has been exhausted summarise by highlighting the message of the story - if possible ask a community member to do this
- next, turn the attention to the planned water point - the current project that the community is involved with - draw comparisons to the story, asking open questions about what will happen if the resource is not managed



Things to look out for and discussion points:

- these will be the same as the points that were listed for activity one and so we suggest that you follow them. See page 20 and page 22.

you may find that the community suggests that a committee is formed, or you may have to introduce the idea, whichever try and reach a consensus that there should be :

- some formal type of management of the water point
- collective responsibility - i.e. community management

If the community concludes that a committee is a good idea then they are ready to move on to the next stage. If not then further sensitisation work needs to be done before moving on.

STAGE TWO : IDENTIFYING THE ROLES AND RESPONSIBILITIES OF A V-WASHE COMMITTEE AND THE COMMUNITY IN RELATION TO THE PROJECT AND PROJECT CYCLE

By the end of this stage you will have :

- assisted the community to think and draw conclusions about the roles and responsibilities of the V-WASHE committee
- made sure that the community can go on to elect committee members more objectively and that the nominated people will have an idea of what is expected of them

SUGGESTED ACTIVITY ONE : ANALYSIS OF THE PROJECT CYCLE



2-3 hours
approximately

PREPARATION

As part of the community assessment activities (stage three of the project cycle) you introduced the community to the concept of the project cycle. You will recall using the visualised project cycle to outline how the life of a project can be thought of as an ongoing cycle, each stage linking to the next and having a positive or negative effect on the overall progress or success of the project. Also the community was introduced, during that time, to the idea of referring to the project cycle to evaluate progress and to literally see how far they have got.

An **analysis of the project cycle** can also expose to the community what the roles and responsibilities of the V-WASHE committee and the community might be. By examining the pictures and sharing the knowledge of the facilitators, the community can decide what tasks are involved at each stage of the project and who should be responsible. Building on the seasonality analysis activities that were used during community assessment, they can also plan what will be needed for each stage and so begin to determine:

- a more accurate time frame for the project
- who might be available *and* when, for how long etc.

These two pieces of information will be very useful in deciding who should be on the V-WASHE committee and



See Supplementary Module 7d for details about Community Assessment



Materials you will need for this activity :

- the visualised project cycle (from your 7a tool kit)
- scrap paper/cards/markers
- masking tape



See Supplementary Module 7d for seasonality analysis activities

Obviously the whole community has some responsibility and role to play throughout the project life cycle - however there will be specific duties that the V-WASHE members will be expected to assume.



whether or not they will have the time to be committed to the job.

Deciding now what the roles and responsibilities of the committee are, means that the whole community, and not just the V-WASHE members, are fully aware of what is expected. For example, having some idea of the expected time frame will mean that the community can plan ahead and think about the activities that they will need to participate in. This will make the task of mobilisation easier because the whole community has been aware of the forthcoming activities all along. So, a number of objectives can be met through this activity.

Guidelines for facilitating the session :

- introduce the session explaining that the objective of the activity is to decide what a V-WASHE committee will do and be responsible for
- ask the community to display the visualised project cycle - remember that this should be in the possession of the community and not hidden in the "safety" of the agency's office!
- make sure that the project cycle can be seen by everyone and that people are reminded of its purpose - perhaps a community member could do this
- the next part of the activity can be done either in one community group or smaller groups. This will depend on the time you have, the attention span of the community and the number of participants
- either way, allocate one facilitator per group and if possible make sure that each group has a member who is able to write in the local community language
- concentrating on one picture at a time (i.e. one stage), ask the community to a) identify the stage, b) suggest the activities that make up the stage
- as the community makes suggestions write them down on a large piece of paper. Make sure the writing is big enough for everyone to see. Display the sheet on the wall or on the ground. Write in the local community language if this is thought appropriate - this can be checked by asking the extension worker
- next, ask the community to think about who is responsible for each activity - some activities clearly will be the responsibility of the whole community while

See Supplementary Module 7p Group Dynamics and Energiser Tool kit.



Remember that the project cycle is flexible - if the community feels that the stages are not represented in the way they believe they are able to apply community management, it may have to be adjusted.



Adjusting the project cycle should not cause you alarm - it will mean that you will need to re-think the order in which you approach things.

See Supplementary Module 7a for more information.

others will be that of the facilitators, the V-WASHE and so on

For example;

one activity may be to do with financial contributions. The whole of the community is responsible for their individual contributions but it is the V-WASHE committee that will be responsible for setting collection deadlines, keeping a basic account and records, generating revenue from any surplus, keeping the money safe, liaising with the facilitation team and so on.

- when all the ideas generated have been dealt with make a list of the V-WASHE responsibilities. Stress that these are in the context of **this project** and that as the community becomes more involved in the WASHE process the responsibilities will change and grow
- the community can now make a decision about the roles within the V-WASHE, deciding that they need a chairperson, treasurer, deputy and so on
- always summarise the activity and most importantly ensure that you have reached a consensus before moving on to decide who the members will be
- finally ask the community to think about the roles and responsibilities that they each personally have so that households can begin to think ahead and anticipate activities.



When using pen and paper always remember that many people can not read or write themselves. Be sensitive to this - always read what is written back to the community. Do not be afraid to use the written word, careful use can generate an interest in literacy. Use key words, symbols and phrases rather than sentences.



See page 22 - things to look out for.



See Supplementary Module 8
WASHE and Gender.



Things to look out for :

- follow the previous guidelines on page 22 for general tips
- ***always record the information twice - one copy for the community and one for the facilitation team - this can not be over stated - as the project develops you will constantly be referring back to information that was generated throughout the project cycle***
- defining roles and responsibilities can be time consuming and will only be meaningful if analysed properly - do not skip over issues, leave them vague or undetermined
- always review the activity as a team before moving on, was it successful, were there any weak aspects of facilitation etc.
- you may find that the traditional roles of men and women emerge, for example, pit digging may be seen to be a man's job as might operation and maintenance. Some traditional roles are very hard to change but others can be challenged to make decision making and ownership more equitable. Discuss these aspects with the facilitation team and think about how and when you can advocate a gender balance.

STAGE THREE : ELECTING THE RIGHT PEOPLE

By the end of this stage you will have :

- prepared the community for the V-WASHE election
- assisted the community to think critically about the type of people that will make "good" members of a V-WASHE committee; their qualities and attributes



1-2 hours

SUGGESTED ACTIVITY ONE: PERFORMING A COMMUNITY ROLE PLAY

PREPARATION

All committees rely on their members for their success - without dynamic, reliable and motivated personalities the committee will struggle, the community will become frustrated and the committee members ultimately blamed for project inertia or failure. A V-WASHE committee is no different so care must be taken that the right people are elected to the right posts.

We have already discussed some of the issues concerning the V-WASHE committee and by now the community should be aware of the current and potential reasons for having one and the task ahead. The next stage is to actually decide who should be nominated and then to elect the members.



See page 22 - 23 for information about the use of drama

Performing a community role play is a useful way of visualising two contrasting ideas or concepts. Here we have suggested that the tool is used to make decisions about the types of personality; qualities, traits and attributes, as seen in the context of a "good" committee member.



A community role play asks that the community members act out situations using their own experiences and creativity. Role plays are usually short and highlight specific messages. They are always great fun!

We have suggested three scenes for a community role play. The scenes all describe people with characteristics that are *unfavourable* in terms of the people being committee members. In this activity the community is asked to conduct the role play, as suggested, and then to create their own scenes that portray *favourable* characteristics. By doing this exercise the community will be encouraged to think actively about the kind of people that they want on their committee.

Subjective and objective decisions :



- a subjective decision is based on personal feelings about what is known about a topic
- an objective decision considers the whole topic and looks at it from a de-personalised point of view

The CMMU stresses that the final choice of committee member obviously will rest *with the community*. It is not, nor should it be, the facilitators intention to prescribe, manipulate or dictate who is on the V-WASHE. However, we consider that the need for a strong community institution can not be over stated and so it seems appropriate to ensure that the selection of the committee is done as objectively possible.

The suggested scenes are as follows. Remember that you can change them to suit the local situation.

SCENE ONE : ISSUES OF POOR LEADERSHIP

Prior to the construction of the water point the implementing agency appointed members of the V-WASHE committee. Very few meetings are held to discuss water issues because the water pump has never broken down. However, the pump has had a problem for some time but the women who wanted to report this were rudely rebuffed. Now the pump has broken down during the hottest and driest part of the year. All traditional sources are dry.

The Chairman and his executive call a meeting. He addresses the people telling them to pay a fee (which seems too high for everyone). He gives a dead line and states that those who do not pay, will have their property confiscated (chickens, utensils etc.) by the Treasurer and the Secretary. After his speech the people attempt to raise points for discussion but he rudely refuses saying he is in charge and he and his executive members walk off.

Key issues and messages :

The leadership qualities of a V-WASHE committee chairperson and members, include being :

- approachable
- tolerant
- listening to others
- objective and analytical
- gender sensitive - involving and valuing women and men
- respect for others

These are only examples, of leadership qualities. The list is endless and may vary from one community to another.



SCENE TWO : ISSUES OF POOR ACCOUNTABILITY

The Treasurer and Secretary of the committee have not been keeping any records. The pump has broken down. The community has been making regular contributions but at the meeting they are informed that there is very little money left for the repair of the pump. The Secretary and the Treasurer complain of being called liars and thieves just because they have bought new bicycles. Neither can estimate how many users have paid up. When asked by one of the women if any records had been kept they react rudely and complain that since they can't read or write the community is making fun of them. Also, and even worse, women should have no right to question committee members behaviour.

Key issues and messages :

The importance of record keeping for the number of users, financial contributions, spares bought etc. This would therefore demand the following attributes and qualities:

- being literate (able to read and write the local language)
- honesty
- an ability to keep records (incomes and expenditures)
- attentive to people's needs and concerns
- gender sensitive - respecting and valuing the contribution of men and women



These are only examples, of organisational qualities. The list is endless and may vary from one community to another.

SCENE THREE : ISSUES OF POOR MAINTENANCE

The Caretaker in the committee is a sickly old man. He is very reserved and hostile. The pump has been making unusual noises for a long time. All the women refuse to go and inform him because he responds rudely and says he knows his job. The pump has now stopped working and the super structure (surrounding) is badly cracked. The water point needs a lot of attention.

Key issues and messages:

The water point needs routine maintenance and there is a need to ensure good communication between users and the Caretaker.

See Supplementary Module
7i Village WASHE Committee
Training



The Caretaker must ensure that :

- routine maintenance is done on both the pump and the surrounding. Also he/she should:
- involve as many community members as possible in maintenance activities
- educate and train the community to use and operate the point properly
- be able - bodied and capable of doing the physical work
- be gender sensitive and appreciate the need for men and women to work together in the O& M of the facility.

Guidelines for facilitating the session:

- introduce the activity by explaining the importance of electing a strong, committed and reliable V-WASHE
- split the community in to three groups, one group per scene. Allocate one facilitator to each group making sure that they are familiar with *one* of the three scenes.
- in each group the facilitator should explain the content of the role play using the scene description. The group is then split in to two. One half is invited to create a short role play to depict the *unfavourable* characteristics as they have been described. The other half are asked to create a scene that shows *favourable* characteristics in the same situation
- when the role plays are ready they are performed in front of the whole community
- at the end of each role play facilitate a discussion about the characteristics that have been portrayed and whether or not such people will make good V-WASHE committee members
- next facilitate a discussion highlighting any conflicting differences of opinion and then reach a consensus on the value of having such personalities in the committee
- expand the discussion to include the particular qualities that specific committee posts might require, for example the Chairperson may be perceived as someone who should be respected, a good leader and motivator etc.
- summarise the issues that have been raised and explain that these should be borne in mind when nominating and electing the V-WASHE committee members

See Supplementary Module 7p
Group Dynamics and Energiser
Tool Kit



- before asking the community to organise an election, the facilitator should summarise the roles and responsibilities of the V-WASHE committee and the type of people that the the community has decided it is looking for

Things to look out for:

- this activity demands particular skills and attention on the part of the facilitator - be tactful, non judgmental of community members and avoid confrontation, particularly with those people who may have their own personal interest at heart
- if a consensus can not be reached at any point it may be necessary to vote to reach a collective decision
- deal sensitively with any clash of personalities and minimise conflict

GUIDELINES FOR THE ELECTION OF THE V-WASHE COMMITTEE

We have not specified a format for the nomination and election procedure, communities are likely to have their own systems, but we would advise that a democratic voting procedure be adopted. One example of a voting system is the pocket chart which is facilitated as follows :

- ask the community to decide which posts should be nominated and voted for, e.g. Chairperson, vice-chair, treasurer etc.
- agree on the mix of membership - we advocate that there should always at least 50% women members but more importantly that *at least* one or two women are elected to a decision making roles
- choose a place where people can vote privately
- pin the name of each candidate to the front of a pocket
- ask participants to place their vote (s) in the pocket of their choice
- empty the pockets in front of the whole community and count the votes publicly

 Pocket chart voting



When the V-WASHE has been elected make the results known to the whole community and record the decision.

Things to look out for :

- achieving the *right balance of female and male members* can be very difficult and the outcome will be different from community to community, however it is extremely important to remember that:
- **women are the main users** of water resources but are **rarely the decision makers** - this fact has implications for the sustainability of the resource
- some donors/NGOs *insist* on 50% female 50% male membership - always check this and use such indicators to the advantage of women if the criteria has to be followed
- it is dangerous to think that by merely electing women to the committee it will actually mean that they **have a voice** on that committee - if all the key positions are held by men the women may be present but could be silent
- by the time you reach this stage of the project cycle you will already have an insight in to how women are perceived, their roles in the community and the levels of their decision making powers - use this information to discuss the roles of women and men and the importance of encouraging women to take decision making responsibilities, and for men to let them; therefore carefully draw up an effective education programme to this effect
- we cannot over state the importance of addressing gender imbalances in rural water supply projects and in community management, and for this reason we have a written Supplementary Module 8 which deals specifically with issues of gender. The module includes activities which can be used to encourage the election of women to decision making roles.
- always review the session and decide if your objectives have been met before moving on

See Supplementary
Module 8 WASHE and
Gender.



Section
4

EVALUATION
AND THE
NEXT STAGE



SECTION FOUR EVALUATION

By the end of this section you will have:

- assessed whether or not you have met your objectives
- taken action if the objectives have only been partly met
- thought about the next stage in the project cycle

SUGGESTED ACTIVITY ONE : REVIEW

1 - 2 hours



As a facilitation team it is very important to assess how your work is going. Community development is a dynamic process and constantly demands an adjustment of approach and flexibility on your part.



After each visit to the field assess how well it went taking in to account:

Materials you will need for this activity :



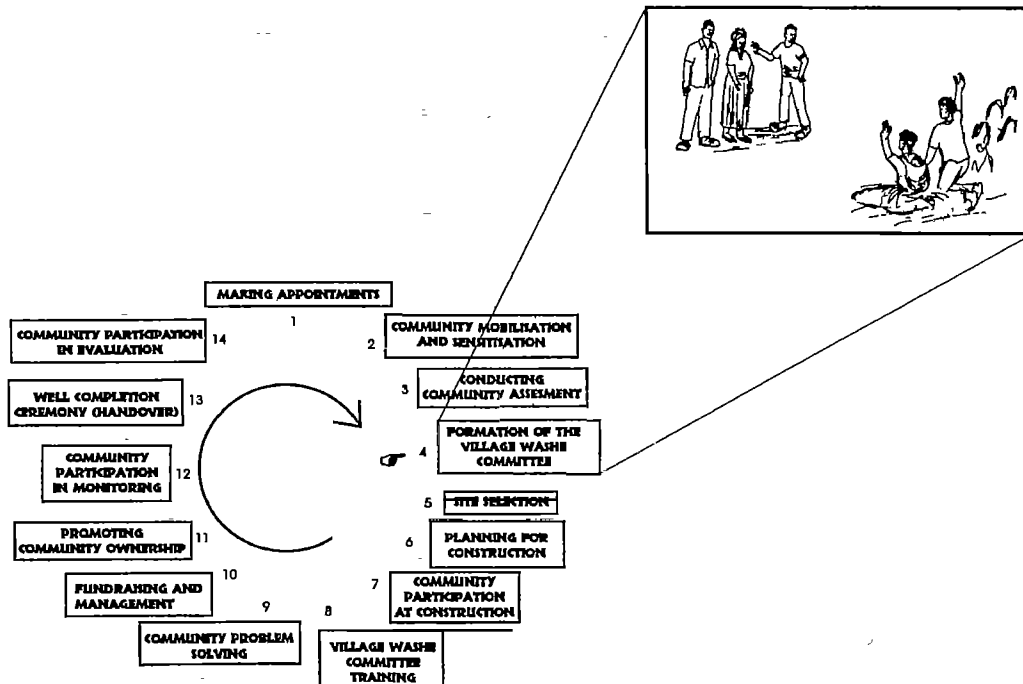
- all the work that has been generated as a result of the activities
- your own notes and session objectives

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

Remember that you are working within the context of the **PROJECT CYCLE** and by now you should have achieved stage four. Your objectives were to:

- understand the basic philosophy of a participatory approach to community management
- understand the project cycle for the community management of rural water supply
- facilitate the objective formation of a V-WASHE committee using participatory approaches
- prepare the community and yourself for the next stage in the project cycle

So the current stage in the project cycle is :



If you feel that *only* some of the objectives have been achieved then it is advisable to rethink your strategy before moving on. Review each activity that has been undertaken and decide whether or not it was due to :

- poor facilitation - be self critical
- misunderstanding on the part of the community - how can this be rectified?
- poor co-ordination - how can this be improved?
- inadequate participation of all or some groups, e.g. women - is there anyone who you can work with in the community to change this?

There may be other reasons to those listed above and you should take these in to account.

If you need to do further work with the community to achieve the objectives in stage four, avoid simply repeating the activities as this will achieve very little. Be creative!

SUGGESTED ACTIVITY TWO : COMMUNITY REVIEW

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

Before moving on conduct a review session with the community using the **visualised project cycle** to establish :

- the progress so far
- if anything went wrong and why
- the time frame of the project against your agreed aims
- if the community feels ready to go on to the next stage of the project cycle

Guidelines for the session :

- always visualise where the community has got to by showing the pictorial representation of the project cycle
- ask open questions and encourage the community to solve the problems which arise
- do not be tempted or persuaded to move on if problems have not been sorted out - unsolved issues now will lead to failure in the future
- be aware that often the stages of the project cycle overlap or run alongside each other - sometimes it is impossible for one stage to simply stop and the next to start, this is OK as long as the stages and activities are running smoothly
- if the community wishes to change the project cycle order, add stages or rethink its strategy, be prepared for this and use your knowledge and experience to guide the decisions

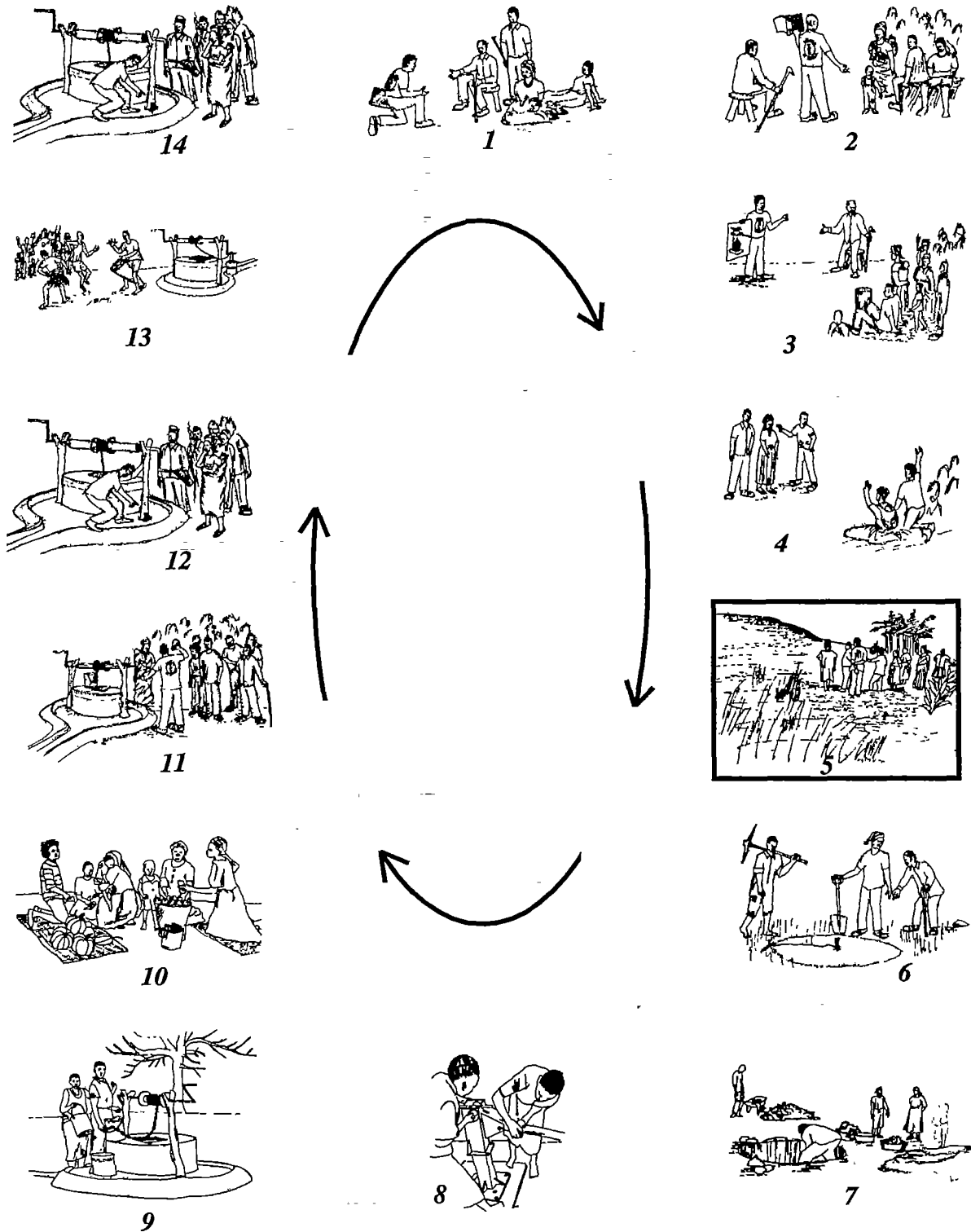
Open questions .

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



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

THE VISUALISED PROJECT CYCLE



You are now ready to go on to **STAGE FIVE - SITE SELECTION** which is Supplementary Module 7f.

All titles are available from the
CMMU. Ask for the CMMU Publication
list



THE CORE TRAINING MANUALS AND SUPPLEMENTARY MODULES

No **TITLE/DESCRIPTION**

MANUALS

- Manual 1 Understanding the WASHE Concept
- Manual 2 Water Sector Reforms and Implications for WASHE
- Manual 3 Introducing WASHE at District Level
- Manual 4 Establishing WASHE at District Level
- Manual 5 Planning for WASHE at District Level

SUPPLEMENTARY MODULES

- 1a Coverage Parameters for Rural Water Supply in Zambia
- 1b The Status of Rural Water Supply in Zambia
- 1c Glossary of Terms for Rural Water Supply
- 1d Partners in WASHE
- 2a Technology for Rural Water Supply : Making the Right Choice
- 2b Technology for Rural Water Supply : Technology Costs
- 2c Technology for Rural Water Supply : Standard Construction Details (Hand Dug Well)
- 2d Technology for Rural Water Supply : Standard Construction Details (Tube Well)
- 2e Technology for Rural Water Supply : Standard Construction Details (Jetted Well)
- 2f Technology for Rural Water Supply : Standard Construction Details (Bore Hole)
- 2g Technology for Rural Water Supply : Family Well Upgrading
- 3a Hand Pump Standardisation
- 3b Guidelines for Meeting the Hand Pump Standards
- 4a Rural Water Supply Maintenance Options
- 4b Rural Water Supply Maintenance Guidelines
- 5a Options for Excreta Disposal Facilities
- 5b Latrine Construction Techniques
- 6a Participatory Health and Hygiene Education (Theory)
- 6b Participatory Health and Hygiene Education (Practical)
- 7a The Project Cycle for Rural Water Supply
- 7b Making Appointments
- 7c Community Mobilisation and Sensitisation
- 7d Conducting Community Assessment
- 7e Formation of a Village WASHE Committee
- 7f Site Selection
- 7g Planning for Construction and Rehabilitation
- 7h Community Participation During Construction
- 7i Village WASHE Committee Training
- 7j Community Problem Solving
- 7k Fund Raising and Management
- 7l Promoting Community Ownership
- 7m Community Participation in Monitoring
- 7n Well Completion Ceremony (Handover)
- 7o Community Management in Evaluation
- 7p Group Dynamics and Energiser Tool Kit
- 8 WASHE and Gender

