GENERAL INDEX

1. INITIAL ASSESSMENT

1.1. DEFINING THE AIM AND OBJECTIVES OF THE ASSESSMENT

The main objective of the assessment is to provide the understanding about the reality we want to interact with in order to define the actions better adapted to get a desired change of some of its present conditions (objectives of the project).

E.g. In a Wat-san project if we want that the people drink a safe water or improve some hygiene practices first we must understand why they have not adopted these practices before (obstacles) and what possibilities there are so that they can adopt these improved practices in the future (strategy to facilitate and to strengthen the adoption of the new practices).

1.1.1. Utility of the Assessment

The assessment should provide the means to:

1. Collect and to analyse information about:
causes that are producing a problem
people affected by this problem
coping strategies (how people face the problem)
decision making process (how are formed the decisions –based on values and attitudes- to face the problem)

2. Provide **baseline information** that allows to consider if the planned activities are relevant (addressing needs and people's demands) and feasible (according to constrains and possibilities present in any specific context), and considering which of them are the best according the philosophy and principles that move the project

3. **Help to set aims and objectives** for the project

4. Support the **design of action plans**:
actions to achieve the objectives
priorities according to objectives, resources and target population
target groups to work with and to focus our work on
resources in terms of people to involve, skills, time, budget, technical tools...
communication channels to use **and messages** to be sent
indicators that will be used to monitor the progress of the project and to evaluate its results and impact
means of verification to collect the information related the chosen indicators

1.1.2. Components of the Assessment

Identification of constraints and possibilities
The assessment should provide a clear idea about what are the constraints that the project will have to face and about the feasibility to carry out the actions more appropriated to obtain its objectives (for more information about see the list of possible indicators that appears in annexe I):

Causes that produce the problem: what are the relevancy of different causes that could be involved:

- **Physical environment**: water sources available, geophysical conditions, ground water availability and quality, rainfall, accessibility to water sources...
- **Socio-economic conditions**: poverty level and income structure

- **Cultural background**: believes and attitudes connected to subjects such as the health, the environment, the water and the food, community relationships and structures...
- **Political conditions**: power structure, formal and non-formal leaders, influential people/groups inside the community, oppressed groups...

People affected by the problem: people **could be affected in a positive or in a negative way** depending on their relative position in front of that situation. Also people could be affected at different levels (more or less affected).
Water availability is not neutral from a social and political context: it reflects the differences on wealth and power inside any social group and, as an essential element to assure the human life and well-being, it could be used as a mean of pressure (water can be as well a weapon) by some groups or individuals to strengthen their position or to obtain further benefits.

As a simple example we could think on a drinking water supply project to a village:

People affected by the problem:	-Negative affected (the community that has no access to drinking water) -Positive affected (the owners of private hand pumps in nearby villages -or inside the village- who sell their water to the families with no access to drinking water)
People affected by the project:	-Negative affected (the people that were positive affected by the situation problem) -Positive affected (the people that were negative affected by the problem)

Coping strategies and Decision making process: those relationships, mechanism and actions set by the people affected by a specific situation to adapt themselves to it or to try to change it. The different positions and interests of different groups inside a community, force to us to look very carefully how is the process in which the decisions are taken: is there any group that impose the decision? Have all the people living in the community (especially the less organised and the less powerful groups) any possibility to express openly their points of view?

On one hand the assessment identifies what are the coping strategies that people is already using (and have used in the past) to face the problem.
Very often we could find out that these are right strategies adapted to the local constrains and to the possibilities that are present**: remember that people living inside a specific context always will know much better than anyone coming from outside what are the conditions they have to face daily and what are the actions that best fit to their living conditions.**

Under this point of view the objective of the project should be to support to the community (focusing especially on the most vulnerable people inside a community) on the aim to reduce the constrains and to increase the possibilities to improve some main components of their life, but paying attention to **do not substitute to the community in the process of analysing their needs and taking the decisions they think are the most appropriated**.

For a Health Education programme the assessment should be a way to define what is the strategy (communication channels, target groups, messages, tools, training...) more effective to make that people improve some practices (practices of risk) and to maintain the new practices in the future. This definition is not neutral regarding the physical and social environment where people are living:

The definition of the strategy only can be reached if we can achieve a clear and depth understanding of all the different kind of conditions (social, environmental, economic, cultural...) that are influencing the people's habits regarding a problem that we have identified. **Attention to the fact that even if we have identified a problem (Need) that doesn't mean that people consider it as well as a problem (Demand)**
A clarification about what are the concepts that people use to define their wellbeing and the means to

achieve it appears as an essential first step.

Identification of resources
The assessment will help to identify what key resources (human, material, administrative and technical) could be put into action and how they could be integrated in order to reach the project objectives.
This identification will include as well to those institutions, agencies, groups or individuals that could be mobilised and integrated in the project.

1.1.3. Multidisciplinary Approach

The first matter to solve is to clarify which responsibilities and activities each part (when different groups or institutions are collaborating in this work) will take in charge and to elaborate an integrated working plan to carry out the assessment:

- Distribution of responsibilities: who will do what and when.
- If a technical feasibility assessment needs to be carried out (hydro-geological survey , water yield and water quality test, geophysical studies,...) how it will be co-ordinated with the social assessment regarding distribution of budget and logistic, time-scale of the activities, analysis and reporting procedures.
- Calculate the planned time to be spent carrying out every step of the assessment in order to do not hamper later the phase of project implementation.

Co-ordination between social and technical staff and other groups involved in the project
To integrate both components of the project (social and technical) since the beginning it's important to discuss the objectives of the assessment with the technical staff that we are going to collaborate with all along the project. By this way they will have a more clear idea about the objectives and contents that will form the social side of the project and they will have the opportunity to give their opinions and suggestions.
This is a form to increase the perception that both social (animators and educators) and technical staff (drilling team, well and latrine constructors, water quality technicians) they are forming part of the same project even if they will be working in different teams with different methods, planning and specific objectives of work at the moment to carry out the project.

The team who will carry out the assessment should be formed by people with different backgrounds: beside people with a social background (community animators and educators) can be very productive to include as well people with more technical oriented backgrounds (the people who will be working later to carry out technical achievements). What it's important is to provide appropriate training and support to the team(s) that will carry out this first and essential phase of the project, that could be lead by some more skilled and experienced members.

The same can be said regarding other groups that could be involved in the project (community groups, government or non-government counterparts): **it's essential to make them feel that they form part of the project since its very beginning,** that is**,** since the assessment plan starts to be elaborated and to include them as well in the teams that are going to carry it out.

The objective should be to give the idea that we are working in an **integrated project and to get as much as possible the consensus of every part involved** regarding: objectives to reach, the design of activities and the distribution of responsibilities, the working calendar..., setting since the beginning the structure for negotiation and co-ordination.

Once the assessment will be finished and it will start the elaboration of strategies for implementation, monitoring and evaluation, this collaboration and internal co-ordination needs to be even more stressed.

1.1.4. The need to combine qualitative and quantitative approaches

Regarding comprehension of a problem:
Only a qualitative approach will facilitate the understanding of psychological and cultural factors that have influence over the people's behaviour (believes, motivations, attitudes).
By the other hand **only a qualitative approach can discover those ideas and points of view that normally are not expressed** directly because social and political constraints (the expression of oppressed and least powerful members inside a community).

Regarding design of surveys:
Normally always it's necessary to carry out a qualitative study previously to identify the topics we want to get more precise information about if we plan to carry out a survey (what kind of quantitative data should we collect). Furthermore this qualitative assessment will facilitate the identification of the different variables implied and the way to design and to ask the questions that form the questionnaire.

Only qualitative findings can highlight the meaning of the data collected and to provide a deeper sense to the statistical results obtained at the moment to analyse any survey scores.

1.1.5. Strengthening the participation and the involvement of the community

It's essential to involve to the communities that will be affected by the project in the analysis of their own situation for several reasons:

1. It will **facilitate the understanding and awareness** raising about the situation they live (both for the own community members and for the external team carrying out the research), what will facilitate their involvement on the decision-making and implementation process as well as in the future maintenance of the benefits obtained through the project.

2. To present the findings of the assessment to key informants and other community members allows **to check what it's their perception** of the events and if they see themselves reflected on the picture that has been extracted from the assessment, allowing the expression of other points of view and the possibility to readapt the initial conclusions after this common analysis.

3. The above conditions allow to **start a community based decision-making process** empowering the community to manage and to control more effectively the project design and the objectives to be reached (participation in the design of the Action Plan). Once the information has been presented and analysed with the community several issues can be discussed with their members:

- What is the amount of benefit that the project will imply to the community
- Degree of community participation needed
- Sustainability of the project
- Equitableness of distribution of benefits among all the community members
- Technical feasibility

The above discussion will lead to the identification of what actions will benefit of a greater engagement of the community members.

1.2. PLANNING THE INITIAL ASSESSMENT

1.2.1. Previous Working Plan

In order to design and to organise the assessment it's important to elaborate a previous working plan before the assessment starts (later we should design as well this working plan to carry out the evaluation of the project). This plan should be done having in mind:

1. Geographical area and population that will be involved in the assessment. It's important to limit clearly since the beginning the area and population of reference in order to concentrate efforts and to obtain more effective results.

2. Objectives of the assessment and key questions we need information about:

A) <u>What do we want to know:</u>

a) What is the problem: the needs to solve and the demands from the people (that, as we saw before, could coincide or could be different depending on people's perceptions and priorities)
b) What are the local strategies that people use to solve the problem
c) What is the way that lead to the formation and adoption of people's strategies (communication channels, influential people, decision making process...)

B) <u>What is the use we want to give to the information collected</u>:

a) Awareness raising of the communities we are working with about their situation and the constrains and possibilities that configure it in order to empower their capacity to decide over their own development process
b) Or just to design a project that doesn't involve to the community on the discussion and decision taking procedure and it's only made by people coming from outside the community (being national or foreign agencies and institutions)?

3. Methods and Techniques that are we going to use to collect and to analyse the information: normally we'll use a combination of qualitative and quantitative methods to obtain a more reliable and deeper vision of the reality. These methods are based on :

- General information or background about the problem situation (reports, statistics, interviews with key informants...)
- Observation
- Semi-structured interviews (with individual and groups) and focus groups
- Surveys

4. People in charge to collect and to analyse the information: as we saw before, it's important to involve to:

A) **People with different backgrounds** in order to integrate different perspectives (multidisciplinary team) that will help to reach a deeper and more integrated vision of the problem.

B) **People coming from the communities** we will work with it's an essential point, and not only as the people who will provide the information, instead we should **involve the community since the beginning** of the assessment following several steps:

- ➢ **Explaining clearly the objectives and reasons** to carry out the study and asking for their collaboration
- ➢ **Involving some key members** of the community: pay attention if they represent to the different groups that could form the community, and if they are agreed by the people living in the community. They could collaborate on the different tasks related to the assessment, such as collection of information, meetings for presentation of results, process of analysis of the information gathered...
- ➢ **Involving all the community** (or at least to people coming from those groups –target groups- that

we think could mobilise to the rest of community members) **in the reflection and analysis of their own situation and further in the process for Action Plan design and decisions taking** regarding the priorities, activities and conditions to carry out the project

- **Allowing to the community** (through periodical meetings) **to control the progress and impact of the project** organising a process of common (by the community and the agency(ies) involved in the project) monitoring and evaluation of the actions the project undertakes and adopting the possible adjustments that could be necessary only if a common agreement with the community members has been reached.

5. Distribution of tasks and responsibilities among all the parts involved, defining clear terms of reference agreed by all the people taking part in the assessment process.

6. Time-schedule for the different phases of the assessment: according to the activities and number of villages where it will be carried out:

1. Preparation of the study
2. First contact with the communities that could be the target for the assessment: presentation of the reasons to carry it out, seeking for their support and collaboration
3. Training of the team that will carry out the assessment
4. Gathering information
5. Analysis, extracting conclusions: identification of problems (needs and demands), causes of these problems, people affected, coping strategies already in place and possible strategies to support to the community to improve the situation problem
6. Reporting conclusions and elaboration of project's guidelines (action plan, activities, responsibilities distribution, inputs/outputs, indicators to measure progress and objectives achievement)

A good reference to have in mind could be the rule of 50/50 that means:

- Half of the total time assigned for this phase to prepare the study, to provide training and to collect the information
- The other half for analysing, extracting conclusions and orientations and presenting the report (not forgetting to present and to discuss these results as much as possible to the communities we want to work with doing re-adaptations if necessary!)

7. All the previous criteria are limited to the **Budget and Logistic** available to do the assessment. It´s very important to know since the beginning what are the **resources** available to do this study in order to be able to complete it and to obtain the planned results.

1.2.2. Gathering Information

The first question that appears when we think to carry out the diagnosis of any given situation is:

WHAT DO WE NEED TO KNOW?

Question that only will be possible to answer if we have answered previously:

WHAT IS THE USE WE WANT TO GIVE TO THE INFORMATION COLLECTED?

Once we have answered these questions will be easier to organise the type of survey we need to carry out.

If the objective is to assess which are the PRACTICES OF THE PEOPLE REGARDING WATER AND HYGIENE a logical trend to follow is to try to know:

What do the people do: How, when and where do the people do these practices related water and hygiene?

What is what people don't do?

Since when do the people do these practices?

What effects do these practices have (Environment, Health, Use of time/territory, Use of resources, Incomes and Expenditures, Socio-economic status...?

Why do the people do these practices and not other?

What possibilities/constraints do exist to support to the people to adopt improved practices

PHASES TO ORGANISE A EDUCATIONAL INTERVENTION
(from L. Green, 1980)

Phase 1
To define the problem:
- Place
- Relevance
- Consequences on the quality of life
- Importance given to the problem and its consequences
- Possible solutions
- Objective of the intervention

Phase 2
To identify:
- The causes not related to the behaviours
- The behaviours causing the problem
- The priority behaviours target of the intervention

Phase 3
Educational diagnosis to determine:
- The factors that provoke the behaviour
- The factors that facilitate the adoption of the behaviour
- The factors that strengthen the adoption of the behaviour

Phase 4
To choose the education strategy:
- That could influence over the factors that provoke, facilitate and strengthen the adoption of the behaviour

Phase 5
To evaluate the organisational factors:
- The availability and skills of human resources
- The availability of financial and technical resources
- The collaboration of institutions

1.2.3. Analysis of a problem

Considering the above needs in order to plan a project strategy it appears clear that the assessment should be organised around 4 main axes of information. Each axe can imply different topics and different methods to obtain the relevant information. **The specific items we should look for and the different methods we could use to gather the information only will be defined by the local conditions we are involved in and by the purpose we want to give to the assessment**:

Axes of information

They are structured around a double vision: a external vision (elements that constitute the physical and social environment and what are the people's behaviours) and a internal vision (the values, thoughts, feelings of the people that are involved and that should be integrated to the environmental conditions to explain the behaviours we can observe)

1. **What are the practices of the population** regarding a defined problem we want to address (Question regarding the IDENTIFICATION OF A PROBLEM)

2. **What are the social, physical and cultural constrains that are causing the behaviours** observed and **what are the reasons that people express to adopt these behaviours** (Questions about the use of resources, the internal community relations and values that lead to the adoption and strengthening of their practices: ANALYSIS OF THE CAUSES OF THE BEHAVIOURS)

3. **What are the consequences** of those practices over the people **and what is the people's perceptions** about the consequences of their practices (EXTERNAL IMPACT OF THE BEHAVIOURS AND INTERNAL PERCEPTION BY THE COMMUNITY MEMBERS)

4. **What are the social, physical and cultural elements already present in the community that could be put into motion in order to facilitate the adoption of new practices** (Question about the information, values, communication channels, people and resources that should be necessary to integrate in the action plan in order to reach some objectives - STRATEGY OF ACTION AND PLANNING)

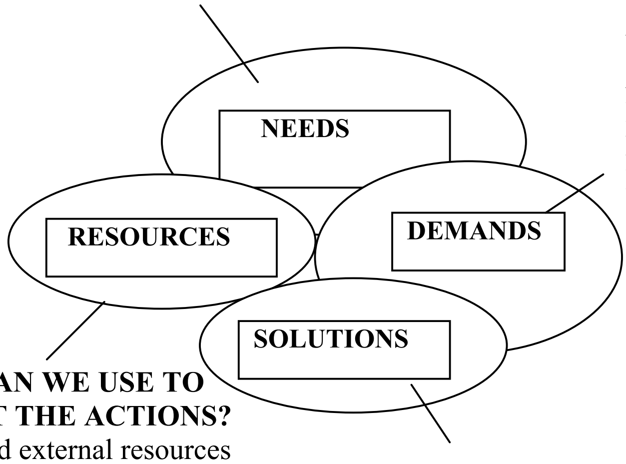
Only it's possible to get an appropriated vision of the reality if we understand its main characteristics and dynamics and the elements both external (physical and social environment) and internal (people's values and perceptions) that are causing it. This is the only way that can facilitate to have an effective incidence in order to get the transformations that the project is looking for.

Getting to know the problem and the context

The need to know the problem and the context where it's produced it's essential to define a coherent Action Plan

The information gathered should be useful to assess what is the problem, how do people perceive the problem and what are the possibilities to give any solution (if the people's perceptions of the problem are similar to ours and if the solutions proposed are able to engage the community)

PROBLEM WE CAN OBSERVE:
Lack of water / Unsafe water
Unsafe water and hygiene practices



WHAT DO PEOPLE WANT?
A water source closer home
Less effort to fetch water
More time available
Enough and good water
Privacy (Latrine)

WHAT CAN WE USE TO SUPPORT THE ACTIONS?
Internal and external resources that could be mobilised

WHAT ACTIONS CAN BE IMPLEMENTED (with the engagement of the community)

To get this clarification information is needed about:

- **The local context** (social, economic, political, cultural, physical**) and how it is affected by a more global context (**national, regional levels)
- **The problem the programme aims to address**: its relative importance, how different people perceive it, its causes and how it is being tackled already
- **The people who is more affected by the problem and the people who will be affected by the project**, according to the social and cultural differences that are present inside the community: economic activities and relationships; the roles of women, men, children; the roles of different social and ethnic groups; cultural attitudes; power structures and interests of different groups; level of education and training ...
- **The services that already exist and other agencies working in the area:** what are the strengths and weaknesses of current programmes and what have been tried previously? What are the reasons for the success or failure of previous initiatives? What are the institutional strengths and weaknesses of the organisations concerned?
- **Existing resources locally available and through other organisations and donors** (people, training, infrastructure, materials and money)

<u>DYNAMIC APPROACH</u> *(or the story of the photographer who wanted to become film director)*

The Film (Process) is a succession of Photographs (Moments) : ***we can look only to the photo* (a specific context in a static moment) *or we can try to look to the film* (a diffused context in a dynamic process)** even recognising that never will be possible to see the beginning or the end of the film because they do not exist.

Both steps are necessary, and even if we can never see the beginning and the end of the story, at least we could aim to see together the photograph that we have on the hands at this moment (it will be more or less clear depending how well focused it was the camera and the time we took to do the photo), beside the photos that were made before in the film (not too much time before). After that it will be easier to imagine how could the story continue... or what could be necessary to do to try to change its trend (even if finally never will be the same as we though previously)

This introduce a **dynamic perspective** : that is to identify a process or trend resulting from the combination of the elements and relationships present inside a specific context (structure) within a time dimension that focuses on the changes produced along a defined time period.

For example, we can have all the elements that constitute the present situation problem regarding the water in any community (number and type of water sources, distribution of families around these sources –identifying if do they share similar social and cultural characteristics-, people that use these sources and type of use, water source protection and maintenance practices...) but that doesn't mean that we understand the reasons underlying this situation.
To get this understanding will be essential to get to know all the different values and attitudes that the members of the community have regarding the water, the way in which they have been formed and their possible variation along the time and what have been the different strategies that the community have been adopting along the time to find solutions to the problem of the lack of water.

The PERSPECTIVE OF PROCESS is the only way to understand what kind of relations (dynamic and adapted to the context) are set between the different actors that take part in the play.
The analysis of attitudes and behaviours always imply a static moment (analysis of a specific context at the moment we carry out the study) and a dynamic (time) perspective (what trend has been followed to reach to the present context). *We can look to the photo and to the film.*

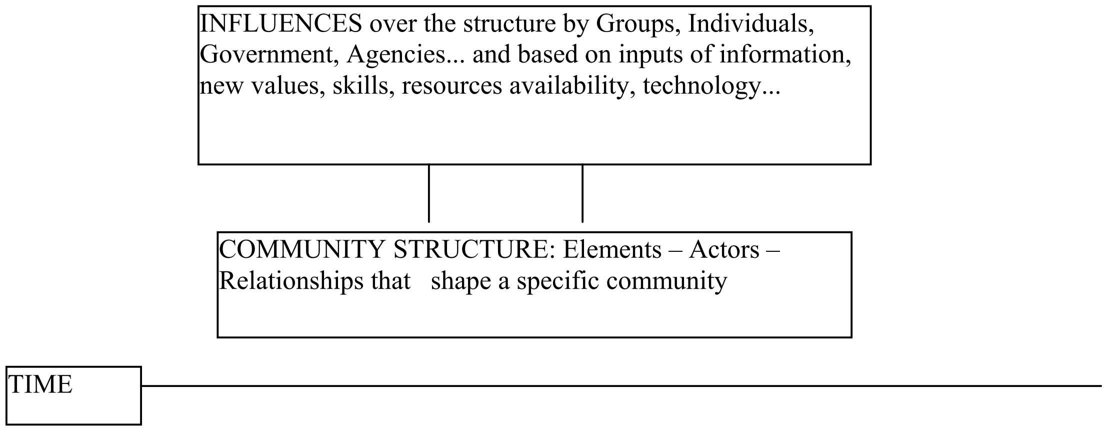
Clearly it's always more difficult to identify a PROCESS (*we need more time bounded pictures to interpret a trend: in some way we try to become a film director trying to understand the trends inside a story and its future derivations*) than a static CONTEXT (*a single photograph, even recognising that it's necessary to be a good photographer to obtain a well contrasted and clear photo where it could be possible to see in detail all its elements*).
If we keep our eyes only on one photo we will loose the modifications that are happening in the elements that constitute the photo along the time, and therefore we won't be able to understand why this photo has that configuration and not other.
If we look several photographs too fast without pay attention to the details that constitute each one we will loose understanding about the complexity derived from the different characteristics of each element, actors and relations that appear together at every moment.

Context and relations between the different elements that form a specific situation are in permanent adaptation in an open-ended relationship which main components are:

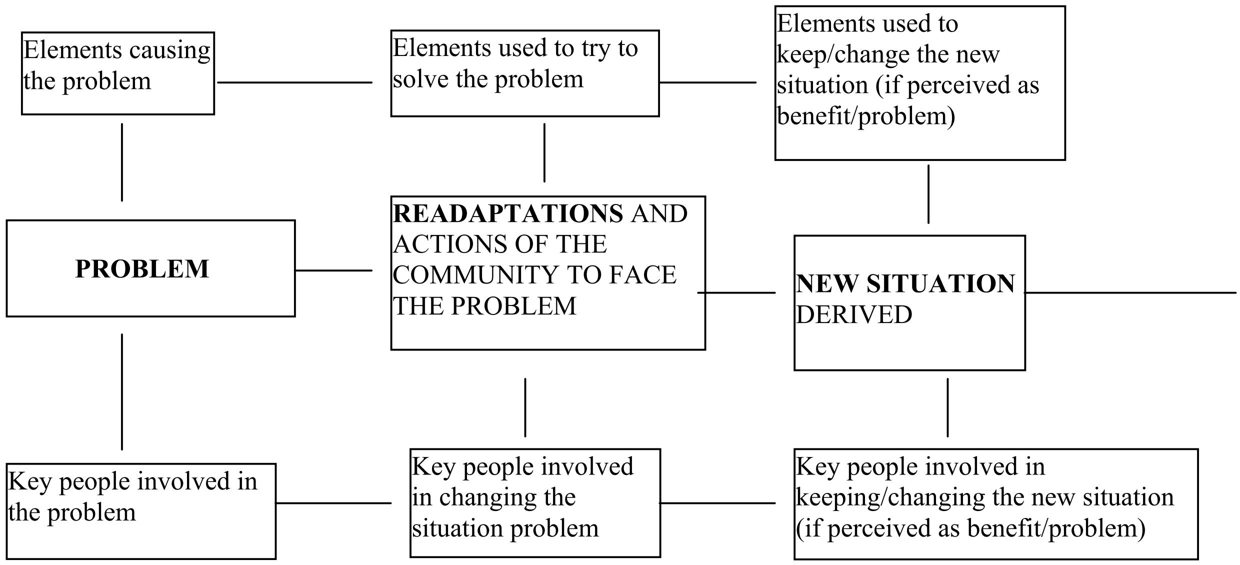
STRUCTURE (Physical/Social Environment + Actors + Internal Relationships) **+ EXTERNAL INFLUENCES** (Inputs: New Information and Values, Technology, Resources) + **TIME**

The structure it's formed by:
-the different people (individuals and groups) living in a community
-their way of living (production activities, use of the land, consumption patterns...)
-the physical and social environment that is determining their life (accessibility to water sources, to fertile lands, rainfall levels, communication infrastructure, accessibility to markets and other communities, to credits and services...)
-and the social, cultural and political relationships that are structuring to the community (relations of authority and control, classes and status, leaders, believes, values, way to take decisions, hierarchy and subordination patterns...)

This structure is something interactive and dynamic: the modifications on any of its elements have repercussions on the rest of elements.
External influences can accelerate this process of changing (new people –individuals and groups- that arrive to the community as consequence of migration patterns, government politics, humanitarian agencies' programmes), changes that only could be understood adopting a time perspective.



DYNAMIC CHANGING PROCESS OF A SITUATION PROBLEM:



<u>APPROACH BASED ON THE WORD</u>

There are 3 main elements that help to understand a specific social situation:

ENVIRONMENTAL CONDITIONS (Physical/Social Context) – PEOPLE'S PERCEPTIONS AND ATTITUDES – ACTIONS DERIVED

Meanwhile the physical and social environment and the people's actions and behaviours could be externally observed (someone external to the community could inform about them after observing, gathering data and analysing), the people's perceptions and attitudes cannot be externally observed and only can be approached analysing the words and expressions used by the own community members to speak about the subjects related to them and their life (focusing on those matters we are interested to get information about).

As the language is the way to express thoughts, values and feelings, only **a qualitative approach based on the word through the dialogue** with groups and individuals living in the community can provide this kind of information (informal conversations, group discussions and focus groups, semi-structured interviews). The obstacles to solve when we try to apply this kind of methodology are:

- the representation of the different values and points of view that could be present in the community through a correct selection of the informants
- to find the circumstances where people could express themselves free and openly, especially the people coming from oppressed and less powerful groups
- the correct understanding and translation of the interviewer questions and words and people's expressions and words (obstacle that even can be produced when interviewer and people speak the same language).

This kind of approach (based on the word as vehicle to express thoughts and feelings) complement the approach more centred on the analysis of facts and behaviours (externally observed) allowing to get a deep understanding of people's practices and relationships inside a community.

That perspective makes of the **communication** a key element in every project: as a social intervention it's essential to set clear and effective communication channels with the community in order to exchange the different ideas and perceptions that both the people living in the community and the external people involved in the project could have about the problem that is analysed, its causes and the expectations that the project could produce.
To get an effective communication, it should integrate the values system and communication codes of that community, beside the channels and patterns of communication normally used and the participation of key people inside the community that could act as communicators.

Especial consideration should be paid as well to the **attitudes and behaviours from the team** carrying out the study: they must be very careful to don't reproduce attitudes of discrimination to any member of the community and to be aware of the existing discrimination practices inside the community to try to avoid them. Their skills and experience on group dynamics and techniques of communication will be essential to succeed on the application of participatory assessment methods.

1.2.4. Classification of the information collected during the assessment (see Annexe I)

Following the structure of the project, the assessment should look for the information that will help to plan the different phases that constitute the project :

Identification of needs and demands

- What are the characteristics of the people and their social and physical environment?
- What are the structures and services locally available?
- What are the causes that produce the problem and what are its consequences over the people living in this territory (on health, incomes, poverty, relationships...)?
- What are the people more affected by the problem (inside any area / inside any specific community)?
- What are the demands and priorities of the people. How do they see the problem?
- What strategies and actions people have adopted to cope with the problem?

Information that will allow to set:

Objectives
What are the objectives (general, specific and operative) that the project should help to reach in order to improve that situation? Are they relevant and feasible? What is their priority order?

Indicators for Monitoring-Evaluation

What criteria will allow to assess the level of performance, achievement and impact of the project (efficiency, effectiveness and derived global impact -positive or negative-)?

Action Plan

- How the different actions will be deployed and integrated along the time fixed to complete the project?
- What resources (skills, staff, money, technical equipment, material) will be needed?
- What organisations, institutions, groups and individuals should be necessary to involve?
- What will be the responsibilities of every part involved?
- How will be the internal co-ordination of the different parts involved in terms of sharing information, decision-taking process, resources provision...
- What are the training needs required according with the skills and the people who will take part in the project (local staff, counterparts, community members)?
- What type of administrative and logistic structure will be necessary to set in order to carry out the project, to provide support and to assure the sustainability –and to promote further actions if possible- of the achievements provided by the project?

1.3. QUALITATIVE METHODS AND TECHNIQUES TO COLLECT AND TO ANALYSE INFORMATION

1.3.1. General information background

Projects reports, statistics, baseline data and any other documentation (press articles, books...) about the place, people or problems we want to address. This type of documents frequently are elaborated by universities, international agencies, NGOs and governmental departments, fact that will facilitate to make a first contact with them in order to present the project, to get more detailed information or to assess possibilities for a common collaboration.

During these visits could be possible to get a more specific and deeper knowledge if we can interview to key informants, that means, these people with relevant knowledge and information about the matters and/or the area we would like to get more information about. These key informants that we could interview previously to the field assessment could be:
-Specialists on social and health fields: sociologists, anthropologists, educators, community health workers...
-Representatives from local and international organisations
-Representatives from government departments that could have developed programmes related to the specific contents of our project: Rural Development, Health, Education...

This step will help to formulate questions and to identify subtopics and indicators to look for during the field research.

1.3.2. Direct observation

Observing objects, events, processes, relationships or people's behaviour systematically and recording our observations. We can design previously a check-list with those indicators we think can be assessed through direct observation (for example: what kind of utensils people use for fetching and storing water, which are the household members in charge to collect water, how women handle and prepare the food, what is the practice regarding boiling water to drink, etc.)

People normally will feel more confidence to speak and to show their real perceptions and interests when they are in their "natural environments" with other people that they consider as equals (women washing at the river side, men after work chatting in informal groups, elders sitting under a fresh shadow during the day...), but the presence of any stranger to the group it will cause a logical inhibition on the normal communication atmosphere of that group. This effect only can be reduced when the person who is present to observe what are the common discussion matters of the group and its points of view and attitudes is considered as "an equal" (another community member from the same group) or there's a solid relation of mutual respect and confidence between the observer and the group, fact that makes not possible for a foreigner to the community to try to carry out successfully this technique (at least one becomes an ethnologist who spent several years living in the same community).

If we decide finally to involve to some community members (instead to become ourselves ethnologists) on recording their own observations it's essential to pay attention which members are appointed to carry out this task because their position inside the community will determine their point of view. To avoid having only one point of view it's better to collaborate with members coming from different sex, age and social status.

1.3.3. Semi-structured interviewing

It's necessary to elaborate previously a check-list of topics and subtopics to ask about during the interview (but not a formal questionnaire) about the matters we want to get information about. Questions can be added or omitted along the interview as appropriate, depending how it is developed, but it's important to don't make it too long (no more than 2 hours for group interviews and between 1 and 2 hours for individual interviews).

Previous considerations to prepare the interviews:

- The subjects we want to get information about will determine the type of people we will have to interview, the type of interviewer and the style needed to carry out the interview, as well as the time and place that the interview demands.
- The number of subjects to speak about and the depth level we want to reach will determine if the interview needs one or more sessions to be held with a single person
- Test the previous script of the interview before to apply it to more people in order to make possible corrections
- Selection of people to interview: it's important to know the different groups and individuals inside the community that could have specific and relevant points of view regarding the topic to get information about, in order to select that people with the social profiles that have been identified (key informants and people coming from specific social groups)
- Selection of the interviewer(s): several aspects should be considered to facilitate an effective communication interviewer-interviewee:
- external characteristics: sex, age, physical and social aspect
- personality and attitudes
- knowledge about the topic and previous experience on qualitative interviewing
- social status (class, ethnic, religion...) and the condition of member/stranger to the group that it's necessary to get information about

  As the people to interview normally will have a wide range of social characteristics (sex, age, status,...) it's better to select a group of interviewers that represent as well these characteristics.
- Place and time to carry out the interview: both aspects should be previously agreed with the person to interview, but it's advisable to find a quite place where the individual interview could be held without people around, that always could mean a distraction, or that could inhibit or condition the expression of the interviewee.

  The person interviewed should have enough free time to answer to our questions (1-2 hours), this aspect make advisable to carry out the interview when people have finished their daily chores.
- Contact with the people to be interviewed: it could be facilitated if we use the link of community leaders, respected people in the community or social groups (women groups, youth groups, cooperatives...), taking care that this way of contact really represents a way to reduce the initial suspicious or rejection that the interviewer could represent and not an added inhibition or condition over the interviewee's expression.

  We should be aware about all the social and cultural rules in the community and group the interviewee belongs to, regarding interpersonal interaction and restrictions or subjects considered as "taboo", especially when the interviewer is someone foreigner to the community.
- The person to be interviewed shouldn't feel threaten by the interview. We should always assure the privacy and anonymity of their answers

Interviewing techniques:

- Prepare a previous plan to structure the interview (topic, subtopics, type of questions...). It's also important to prepare communication tactics to develop the interview, such as: open questions for the beginning and arguments or questions that could be used to change of topic or to motivate to the interviewee to speak.
- The different techniques that the interviewer uses to develop the interview are based on verbal and non verbal signs with the aim to encourage to the interviewee to give more information, to go deeper, to clarify or to speak about a different topic.
- It's important to show interest and that the interviewer follows the ideas expressed by the interviewee. Sometimes the interviewer can repeat some of the expressions that the interviewee has said in order to make him/her continue speaking about that subject and to show that the interviewer is following his/her words.
- Don't be afraid of silence moments, they can move to the interviewee to speak deeper or to provide further information and could be necessary for her/him to reflect, to remember and to elaborate her/his answers. What should be necessary to avoid are those silences that provoke anxiety on the interviewee and that are produced by a lack of support and orientations from the

part of the interviewer to the interviewee during the interview.

- Ask to the interviewed person to talk about aspects related to her/his life and about moments and circumstances that she/he remembers about her/his past, in order to get a historic perspective about the subjects considered relevant to the community and to the group she/he belongs.
- Use the ideas and arguments expressed by the interviewee to request for clarifications or more specific information, following the order they appear along the interview.
- The post-interview period (once we turn off the tape recorder), could be a moment when the interviewee feels more relaxed and could provide significant information that didn't express during the interview

Analysis of the interviews findings:

1- Read the transcriptions from every interview made, underlying and marking those fragments on the text that relate to each of the topics and subtopics that were spoken. Note down (codification) beside each fragment the topic or subtopic it corresponds to.
2- Once carried out the codification of all the transcriptions, join all the fragments extracted from the different interviews that are related to the same topic. At this point it's important to don't loose the identification of the interview that every fragment it's coming from.
3- The material gathered for each topic it's reclassified according with the main ideas provided and interpreted. This phase it is called "Local Integration" because the analysis and interpretation of the material is limited to a defined topic (according descriptive and conceptual categories)
4- Once carried out the local integration for the different topics that were spoken about during the interviews, we can pass to the inclusive integration: the organisation of all the topics (sections that will form the report) coherently, following a narrative and explicative trend.

Application of Qualitative Interviews (focused, semi-structured or depth interviews):

The objective of this qualitative technique is to reach to that place in the communication process where the word becomes vehicle of the personal experience, biographic and socially marked.
The application of this technique (supported with other qualitative techniques) provide a mean to:

A) The reconstruction of past actions: biographic approaches and personal life trends (life histories) and oral archives of the community.
B) The assessment of social representations perceived by different people: values and rules assumed, images and believes, prejudices, stereotypes...
C) The assessment of the interaction between psycho-social perceptions and specific behaviours
D) The analysis of semantic fields, vocabulary and group speeches in order to adapt a questionnaire that in a further moment could complement the findings provided by the qualitative approach

Types of interview:

1. Individual interviews

A cross-section of people can be interviewed on the same topic to reveal a range of attitudes, opinions and behaviours inside the community. Avoid the bias to interview only to the most educated and articulated segments.
The advantage of this kind of interview is that answers may be more personal than in groups interviews and more likely to reveal conflicts when different interviews are compared.

2. Key informant interviews

Key informant people should be able to answer questions about the knowledge and behaviour of others as well as about the main facts and elements that define the way of living in a community. Their view should be objective, realistic, and based on their experience.
Typically key informants are: elders, teachers, health workers and traditional healers, traditional midwives, monks and religious leaders, other community leaders or outside agents as development workers and sector specialists (health, education, watsan or agricultural staff).

3. Group interviews and Group discussions

The group should not be larger than 20 to 25 people. The group interview offers the advantage to cross-check different information from the group members, providing the knowledge of several people at once and going deeper in social perceptions through the process of group interaction.

The problem we will find is that normally it's very difficult to arrange a situation where all the group members have the possibility to express themselves freely (presence of political leaders, hierarchy relationships, domination structures inside a community, etc.).

To facilitate people's expressions in a more natural environment there's the possibility to held informal interviews in places where different groups of people use to meet as part of their daily routine. The conditions for this kind of activity have been already mentioned when we spoke about the participatory observation approach.

In order to reduce the obstacles to discuss openly about sensitive topics can be used as well the technique of focus group discussion.

4. Focus group discussion

The difference with the large group discussion is that focus group discussion it´s made with a small group of people (6-12) with a special knowledge or interest on a particular topic, or with people who share particular problems, who cannot speak up at large meetings (as women or minority groups) or those who are marginal or peripherally involved in a community (as nomadic herders).

- It's important to constitute a homogeneous group to avoid dominant relationships and to provide the conditions so that all its members can express themselves as much openly as possible. In order to constitute homogeneous groups think about all the social, economic and cultural differences that are present in the community in order to avoid them inside the group.

  Differences that could be present and that can make difficult an open discussion are based on criteria such as gender, age, ethnic group, religion, educational level, occupation (herders/peasants/craftsmen), economic status (rich/medium/poor), political influence groups and individuals... (*e.g. If we form a group of women but they are from different ages, probably the younger will be afraid to express themselves openly in front of the elders and they will let that the elder ones lead the discussion, the same could happen regarding any other factor of hierarchy present in the group*)
- The groups should represent all the range of points of view and interests present inside a community regarding the subject we want to get information about, that is, the groups should be heterogeneous between them, in this way the different "social speeches" that are formed inside the community can be heard.
- The facilitator invite to the group to discuss specific topics in detail, keeping the discussion around the original topic proposed and avoiding that any member dominates the discussion. He/She must be careful to do not influence the answer of the group members, just gives the voice to the people and stimulates the discussion, avoiding the formal position interviewer/interviewee (question-answer) and trying to reach the interaction of the group members (to liberate the word of the group).
- Group discussions need a well-trained facilitator who can encourage each person to speak, keep the discussion to the point, bring out important issues and summarise the information gathered.
- The place where is carried out the meeting should be neutral to all the people who will participate in the group and should be neutral as well regarding the subject of discussion. It's better to avoid homes of any of the group members or homes of influential people (chiefs, religious leader...) because that normally will limit the confidence and freedom of the people to speak. Be sure about all the social and cultural connotations of the place where to carry out the meeting to avoid this kind of inhibitions.

  The distribution of people should be in circle to facilitate the communication between all the group members.
- The analysis of the different group speeches needs as well people trained on this kind of

technique:

- first could be made a preliminary analysis just after the group discussion has ended. It's advisable that at least 2 people from the assessment team were present during the group meeting in order to exchange their observations and notes, summarise the findings and to discuss if any modification regarding questions, facilitator role or place to carry out the meeting should be introduce for the next focus group to be held.
- a deeper analysis should be done between all the team members that participated on the groups as facilitators and observers once all the different focus groups planned have been held. This analysis takes as reference the preliminary analysis and summarises that were done at the end of each focus group and it should have present as well the complete transcriptions of the groups speeches.
- During the analysis phase the information should be classified on different subjects and to provide a sense through its interpretation based on theoretic schemas, connecting a level "micro" (the expressions coming from the people present in the groups) with a level "macro" (the social and historic context where these expressions are produced)

The finding outs of a focus group discussion can be very useful to clarify specific topics to discuss later by larger groups or to help to define the questions and the way we are going to carry out a survey. As well the focus groups can be held to evaluate the impact of the project and how do the people receive the actions undertaken.

1.3.4. Some guidelines to carry out and to analyse information from interviews and focus groups

<u>Collecting information from individuals and groups:</u>

- The interviewing team should consist of people coming from different disciplines and with different backgrounds (multidisciplinary). In this way it will be possible to get a deeper and complementary vision of the reality.
- The interviewing team should introduce the interview explaining its purpose and stressing the idea that they arrive there to learn from the people
- Start the questioning referring to something visible or well known. Particularly in groups can be useful to stimulate the discussion showing a picture or photograph related the subject we want to discuss about
- Conduct the interview informally and mix the questions with the open discussion
- Be open-minded and objective, avoid to judge answers or to ignore anything that does not fit our ideas and preconceptions
- Do not rely too much on the information from the well-off people (the powerful, the educated and the men)
- Listen closely but avoid helping the interviewee to give an answer
- Avoid questions that can be answered with "yes" or "no" but as well to ask vague or non-relevant questions
- Carefully lead up to sensitive questions according how the interview is being carried out, the situation and the atmosphere in which the meeting it´s developed
- Be aware of non-verbal signals, take record of them as well
- Do not stop the interview or the discussion of the group to take notes, if possible it´s better to record the interview on a tape (particularly during group discussions) and later to transcript it on paper. This will allow as well to don't forget any important answer and to report any important point of view word by word, but if the tape recorder means a strange element that disrupt the normal expression of the people better don't use it.
- Cross-check a topic with different opinions

<u>Analysing the information:</u>

- The same group that collected the information should carry out as well the analysis
- Summarise each interview into the main points that were raised. By this doing it´s possible to

create a limited number of categories of response which will help to see how many people agree or disagree with different views

- Do not give too much weight to answers that contain quantitative data and balance them with the qualitative information collected

1.4. PARTICIPATORY ASSESSMENT

1.4.1. The Aim:

The aim is to empower the people to analyse their own situation, rather than to have it analysed by outsiders. The information, analysis and conclusions should be owned by the community members, that means COMMUNITIES ANALYSE THEIR OWN SITUATION AND MAKE DECISIONS THEMSELVES about the best options to manage their problems. The objective is that ANY DEVELOPMENT PROGRAMME SHOULD BE DESIGNED AND CONTROLLED BY THE COMMUNITIES THAT WILL BE AFFECTED BY THE WORK.

1.4.2. Characteristics:

- Multi-disciplinary team made up with people with different skills to allow the finding out and expression of different points of view and aspects, should be included women and community members.
  The team members should be actively implied in all the phases of the assessment:
  1. Research design
  2. Data collection
  3. Analysis

- Mixing techniques to obtain a more clear and deeper impression of the reality, mainly by:

1. Direct observation
2. Interviews and focus groups
3. Drawing maps and diagrams (See Techniques in annexe II)

- Flexibility and informality of the research methods to be adapted as the field work proceeds

- Community involvement and participation, trying to seek out the expression of the more vulnerable people in the community: the poorest, people with disabilities, women, children, ethnic minorities, illiterate people and those living in the most remote areas.
  Don't rely entirely on information from the most educated and influential members of the community (usually male and with economic and political power).

1.5. ANALYSIS OF THE FINDINGS OF THE QUALITATIVE APPROACH

A basic framework to analyse how different aspects of a problem can influence each other could be based on the following points:

1. **Setting** or context where we carried out the assessment
2. **Events**: practices of the people and repercussions on the environment, their health and their life
3. **Processes**: relationships, decision taking procedures, cause-effect analysis, factors that influence changes...
4. **Actors**: groups, institutions, individuals involved. How and why are they involved

The analysis should be a common work to be made by the same team that collected the information. To facilitate the analysis and presentation of the findings some elements can help:

- Prepare a list of key issues and arrange the findings according to this list
- Look for patterns, differences, variations and contradictions

- Try to answer the questions based on the assessment topics with the help of the information collected
- Discuss each subtopic in turn, summarise the results and draw conclusions based on the information gathered
- Use diagrams, matrices, ranking methods and other analytical tools to synthesise the information (as Problems and Objectives Trees, Social Maps, Time trends to show historic variations...)
- Compare differences between individual interviews, group interviews and observations
- If the findings contradict any source of information try to find the reason why

1.5.1. Returning the information to the community

After a preliminary analysis has been carried out by the team who do the assessment, a common presentation and discussion of the findings with the community should be held.
This common analysis could be carried out following the method of group discussion and can be facilitated if we have in mind some points:

- To find out some **key members in the community that will act as link** between the team and the community itself
- These members should be **trusted and considered as representative** by the community (we will be able to check this point only after a first assessment of the community has been carried out)
- They will **help to facilitate the constitution of groups and the presentation of information** to the groups
- This first involvement will facilitate a more **active and motivated participation** of these key people later during the discussion of the action plan and its implementation in the community
- The presentation of findings and its analysis must be clear and understandable even for illiterate people, so that the use of **visual aids** (maps, diagrams, drawings, photographs...) **and the dialogue** should be emphasised.

1.5.2. Strengths and weaknesses of Participatory Approach methods

STRENGTHS	WEAKNESSES AND DIFFICULTIES
It gives a good understanding of the community and its capacities and problems to all the people involved in the assessment	The results only apply to the communities visited and do not allow to make generalisations about a whole population in the same way that a large survey may do
It provides the opportunity to find out what local people think. It ensures local priorities and perceptions are taken into account	If not appropriated applied it could produce bias in the results and so give a false picture of the situation. There's the risk that the results obtained will be too impressionistic, specially when it's made too quickly
It gives community members more influence over development work that affect them, participating on the definition of objectives and activities that the project needs to carry out	It's difficult to find a team with enough skills and to provide training in a short time to make the team able to avoid the above problem. It takes time to learn how to look, listen and encourage others to speak
People's participation since the beginning lead to an increased feeling of community ownership over the project and therefore to an increased involvement and responsibility	Can be difficult and a long time cost to involve community members properly and fully, specially when there are structural obstacles and political constraints for the participation of the least powerful groups
PRA methods often produce unexpected results	Unconsciously imposing ideas, categories and

that can strengthen the design of a programme, contributing to avoid pre-conceived visions	values from the research team to the people in the communities where it's carried out, specially when research team fail to listen or apply pre-conceived categories when collecting and analysing information
It facilitate an inter-active process where communities and agencies can learn mutually from a situation that it's analysed commonly	Problems of language and sense: what people say and the way they say it can be lost in translating from one language to another
PRA methods are less intrusive than formal interviews using questionnaires and lead to a more openly exposure of different points of view	
It is useful for identifying indicators for qualitative change which are locally relevant	

1.6. QUANTITATIVE TECHNIQUES

1.6.1. Surveys

Can be used to have a more precise information from a wider population but to get this objective it's necessary that the sample selected be representative of the whole population object of the survey. That could arise some problems regarding the sample size and the way chosen to select its units to assure the accuracy of the results (see steps to design a questionnaire on annexe III).

Can exist so many types of survey as topics they are about, but normally if we want that they help to assess the feasibility of any project always should be structured around 3 main elements:

1. **Social survey**: distribution of the population according biological (sex and age) and social criteria (ethnic, religious, cultural or economic groups), incomes structure, consumption and expenses patterns, literate/illiterate rates...
2. **Physical environmental conditions**: infrastructures, water sources, public and private services, disease prevalence...
3. **Knowledge, Attitude and Practices** of the people regarding any topic (KAP survey). For a Wat-san project, they are those related to water use and hygiene practices of the population.

1.6.2. KAP Survey (Knowledge, Attitudes and Practices)

It's one type of survey that allows to measure the knowledge, attitudes and practices of any population regarding a defined topic. In a Wat-san project it will allow to confirm or reject some of the findings that were discovered during the qualitative study and to measure what are their level of presence inside the population.

The KAP survey can be used as well as tool to measure the impact of the actions undertaken regarding use of new water sources built or the practices regarding water use and hygiene. This objective can be reached only if:

- The indicators have been previously well identified
- These indicators are well defined in the questions that form the survey
- It's possible an objective measurement of the indicators
- The results obtained can be representative for the whole population
- It will be necessary to pass the survey at least 2 times (before the implementation of the project and after it has finished) using the same statistical criteria regarding sample size and type of units in both cases to make possible their contrast
- The period of time passed after the project has been implemented (technical achievements already

in place and education-training carried out) to start the second survey has to be well defined previously. A third survey could be necessary to assess how the improvements are kept along the time (for example a second survey just after project implementation and a third survey one or two years after)

An example of KAP survey can be found in the annexe IV (Ivory Coast, 1997)

1.6.3. Strengths and weaknesses of Survey methods

STRENGTHS	WEAKNESSES
They can provide precise, statistical answers to carefully defined questions	Surveys are often planned and analysed far from the survey sites and with little or non involvement of people from the community
A sample usually includes people from several different locations, facilitating to generalise the findings	Working with an inflexible questionnaire hinders a relaxed discussion with the person being interviewed
The findings can give support to an argument by demonstrating the size and severity of a problem	Surveys only look a certain pre-defined variables and the possible answer to questions on a questionnaire are very limited. Important details or variations may be missed
Surveys allow comparisons between different groups in the survey or with other surveys which used similar methods	When data collection and analysis methods are used incorrectly the results may be invalid
They can produce clear baseline information that can be used for evaluating impact later on	

2. ACTION PLAN

2.1. THE PREVIOUS NEED TO CLARIFY SOME KEY TERMS

When we are speaking about the importance to get objectives such as the *Community Participation*, the *Integration* of the project in a *local structure*, the *People Awareness*, the *Sustainability...*it becomes imperative first to clarify what each one of these terms means for every actor that it's involved in the project and what everyone is expecting to reach as results under each of these labels.

All of them are concepts that involve many different meanings, most of them determined by the specific position and interests that each actor has inside the structure of the projects, or more broadly inside a specific social and political context.

E.g: "Participation" for some people could mean just the involvement of the community as provider of information and resources to carry out actions planned for people external to the community and for other people could mean that the community members decide by themselves (with the assistance of external people) what actions do they want to carry out and how.

We realise the essential point that this previous clarification has in order to facilitate and effective integration for all the people (communities, government departments, donors, local institutions, local or international aid agencies…) that could take part in the project and the possibility to work together sharing some key references to lead the work.

The feasibility to carry out the project and what institutions or groups to involve finally will come defined by the policy and standards of work that we try to follow as humanitarian aid agency.

2.2. PLANNING

Planning should follow an internal logic trend which key components are:

1. **Identification of needs** and demands that a specific problem is generating.
2. Definition of realistic and feasible **aims and objectives.**
3. Identification of measurable and objective **indicators** that will allow to assess what is the level of progress of the project and the achievement of the **objectives.**
4. **Priority** order to undertake the **actions** that will allow to achieve the objectives and planned **time schedule.**
5. What are the necessary **resources** (and the needs regarding co-ordination with other agencies and community groups) to carry out the actions.
6. **Skills and Training needs.**
7. Set out the **administrative/logistic structure** to support the actions

2.2.1. Approach to the Planning

Some objectives and questions related that should be answered to organise the Action Plan:

PARTICIPATORY ASSESSMENT THAT INCREASES THE PEOPLE'S CONSCIOUSNESS ABOUT THEIR PROBLEMS **Objective: To facilitate people get a clear consciousness about the situation where they are living and what are the causes that produce it.**

- **Why we cannot drink water in quantity and quality according our needs?**

Type and yield of water sources, seasonal availability, quality according people's criteria, maintenance of water sources existing...

- **Why we, as people that are suffering this problem, were not able to find appropriate solutions before?**

Organisational level and decision taking process, groups of interest, socio-economic factors, cultural values...

- **Is it really a problem for us? What is its relative priority regarding other problems we face?**

Are well understood the effects of the lack of water (in quantity/quality) over the well-being of the people? Are all its dimensions (health-incomes-relationships) clear to the people?

- **Who are the people more affected by the problem of lack of (quantity/quality) water? Why?**

Does it affect to all/part of the people living in the community? What are the causes that are producing this problem: social, economic, cultural, physical environment...?

PARTICIPATORY PLANNING THAT INCREASES THE OWNERSHIP AND ENGAGEMENT OF THE PEOPLE IN THE PROJECT.
Objective: Once returned and jointly analysed the information gathered during the assessment with the community, people should be able to analyse and to decide over which are the actions and resources needed to change their situation. To do that it's necessary that they define previously what objectives do they want to reach.

- **What actions could we take to try to solve our problem?**

At the different levels involved: communication, community mobilisation and self-organisation, links with external agencies, training and support, provision of human, financial, material, technical resources...

- **How many new or rehabilitated water points should be necessary to install in the village?**

Do really people want a pump? Or do they prefer more traditional water sources? What are their priorities regarding use of water and water quality criteria?

- **Where? How many families will benefit?**

What is it the distance accepted as "reasonable" from the water point to the house? Who are the people whose houses are closer to the water point? Why?

- **What type of families will benefit? Will the water point benefit the most vulnerable and least powerful members of the community?**

Does the distribution of the water points strengthen social differences or does it reflect internal conflicts inside the community? How can we manage this conflict?

INVOLVING ALL THE COMMUNITY IN THEIR OWN DEVELOPMENT PROCESS. WE, AS AN EXTERNAL GROUP, NEVER CAN REPLACE TO THE COMMUNITY in defining and implementing actions for their development
Objective: To give specific answers to the demands and objectives defined by the people (especially to the demands and objectives defined by the most vulnerable and least powerful).

- **What are the community members that we contact to get information and to discuss the objectives of the project?**

We just follow the formal authority structure or we try to involve as well to groups and people that are marginal regarding that formal structure?

- **Are they representative of the whole community? Do they represent the most vulnerable and least powerful members as well?**

Do they come from every group that could have a particular point of view and specific interests? Are they coming/representing to the groups that are least powerful and that use to be discriminated in the decision taking structure: regarding gender (women), age (children/young people), socio-economic status (poorest families, landless), believes and culture (religious and ethnic minorities) and other vulnerabilities (refugees/displaced people, handicapped, nomads...)

- **If yes, how can we check that? If not, why do they not represent the interest of some groups/members inside the community?**

Have we cross-checked different points of view inside the community before to implement the project? Did they feel free to speak openly when they expressed their opinions? What powers and threats are used to let that people outside? By whom?

- **How can we strengthen the participation of the different groups that could be present in any community?**

In which way can we facilitate that all the points of view and interests (especially from the least powerful) will be represented avoiding a direct arguing or open conflict with the powerful people, that could produce the project failure and even worse, to worsen the living conditions of the least powerful?

- **How could we avoid that the interests of the most powerful will be imposed to the least powerful?**

What is our position in case that a balanced representation of opinions and interests can not be achieved? What is our answer in case that were not possible to address the problems of the least powerful?

ACTION PLAN AGREED BY ALL THE PEOPLE WHO ARE GOING TO TAKE PART IN THE PROJECT.
Objective: Once we are sure about the equal representation/participation of the different people present in the community, should be necessary to analyse jointly what are the possibilities and constraints that we must take into consideration to plan objectives, what kind of resources are available (human, material, financial and technical). How could them be combined to reach the objectives. What will be the participation of the different people concerned by the project.

- **What people are going to be involved?**

Inside/outside the communities: local partners, community groups/members, government departments...

- **What actions/activities are necessary to carry out?**

To mobilise the community; to increase their awareness and consciousness; to facilitate the technical achievements...

- **How these activities will be done? What resources will be needed?**

Adapted communication tools, education material for training and support, construction material, technical tools, labour, logistic...

- **What will be the responsibilities of each part involved?**

Clear identification of whom will be responsible to carry out each action, when and how.

- **What level of contributions (materials, skills, money, labour, food, lodging...) it will be provided by each part that could be involved?**

What are the resources that will be provided by the beneficiaries and by the external agencies implementing the project (ACF, government agencies, local NGOs, international agencies...)? Having in mind that always we will try to mobilise the possibilities and internal resources already existing in every community to strengthen their ownership over the project and their self-reliance.

DEFINE AN ACCURATE MONITORING AND EVALUATION SYSTEM.
Objective: To define in which way it will be controlled the level that objectives are reached; what are their impact on the causes that were identified as generating the problem; to check if new needs and objectives that were not previously assessed appear according it's carried out the implementation of the actions and if the objectives initially identified were relevant; what is the distribution of benefits among the different groups/members that form the community?

- **What indicators will let us know if the objectives and the aims of the project are reached as they were planned?**

They should be selected according with the objectives that we suppose to reach previously to start to implement the actions

- **How they will be measured/analysed?**

Selection of methods and tools according with the skills of the team and groups that will participate in this work and the time/resources available to this aim

- **Who and when will collect/analyse the information to measure the progress and the impact of the work?**

Are we going to involve to community members and/or local counterparts in this work? At what moment and in which way?

CONDITIONS AND ACTIONS NECESSARY TO ASSURE THE SUSTAINABILITY OF THE BENEFITS.
Objective: To be possible to assure the continuity of the benefits reached by the project encouraging and supporting to the community to take in charge the maintenance of the results and the promotion of further actions that could consolidate/spread its benefits.

- **What kind of local network should be necessary set to succeed on these objectives?**

How to integrate in a global structure to different components as: suppliers of construction material and pump spare-parts; local pump mechanics and water technicians; systems to keep and to control the appropriate use of the amounts of money provided by the beneficiaries (banks or local saving systems); water-hygiene promoters; committees at village level; political and administrative structures...?

- **What are the conditions that are needed (assumptions)?**

In terms of self-organisation, co-ordination and management capacity of the different entities involved: Pump User Groups and Water Committees at village level; Government Departments involved –Rural Development, Health...- and administrative structures at local-regional-national levels; Private initiative (producers and suppliers of pumps and spares, local mechanics for maintenance...).
In terms of infrastructures and communication channels, political stability, socio-economic conditions...

- **What are the inputs that every part could provide to get these objectives?**

Training and technical advising; provision of administrative structures for an integrated planning and co-ordination; human resources; funding; logistic (transport, education material, technical tools, spare-parts...)

2.2.2. Tools for Planning

Participatory Planning: Using ZOPP as a method

The method ZOPP, also called OOIP (Objective Oriented Intervention Planning) is a participatory planning tool designed by the German Co-operation. It can be combined with LFA (Logic Framework Analysis), increasing the emphasis on a participatory and team approach (PRA).
It completes LFA recognising the need of a pre-planning assessment and analysis work to identify properly the main problems related to a specific situation and which are its consequences and causes. Involving people from the community in this analysis it will allow to see **how do people perceive their own problems and what are their real needs and priorities (their demands),** that later will be translated into the objectives of the project.

The method to facilitate the villagers' participation has the following essential components:

- Simple and direct questions to facilitate an open discussion
- Make homogeneous sub-groups (no bigger than 15 members each) to facilitate the expression from different people
- Every sub-group has a speaker that will inform to the rest of the assembly about the ideas coming from the group
- The external facilitator will act just as moderator, allowing the expression of every sub-group and later a common discussion about the main ideas reached
- Visual aids are used to facilitate the understanding and the discussions (especially during general group discussion to reach to common points and decisions)

It's based on 2 main steps:
1. Analysis of problems: Problems tree
2. Analysis of solutions: Objectives tree

Analysis of problems: designing a Problem Tree

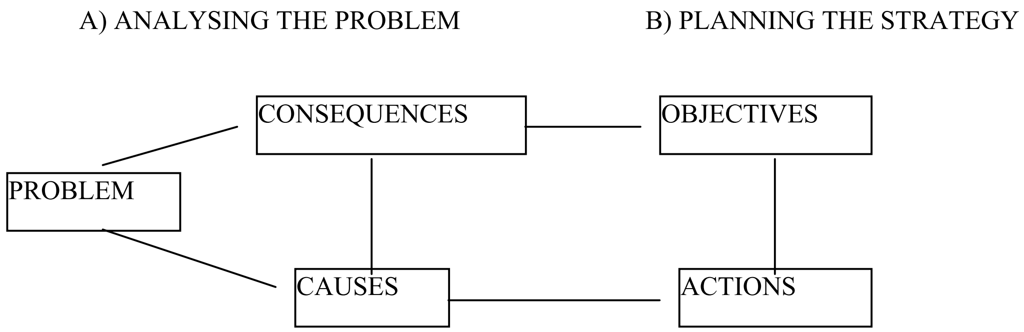
Once identified a central or core problem (e.g. lack of enough quantity and quality of water in the village) are discussed what are the consequences that is producing this problem (what will motivate to the people to look for solutions) and what are the causes that make the problem appear (what will allow to identify actions to change their situation). Every cause could have sub-causes and every effect more derived effects (see figure).

It's important to discuss first what are the consequences (more easy to identify by the people) that will form the branches of the tree and later to discuss what are the causes (roots of the tree)
Only allowing an open discussion we will be able to know how do they see the problems and

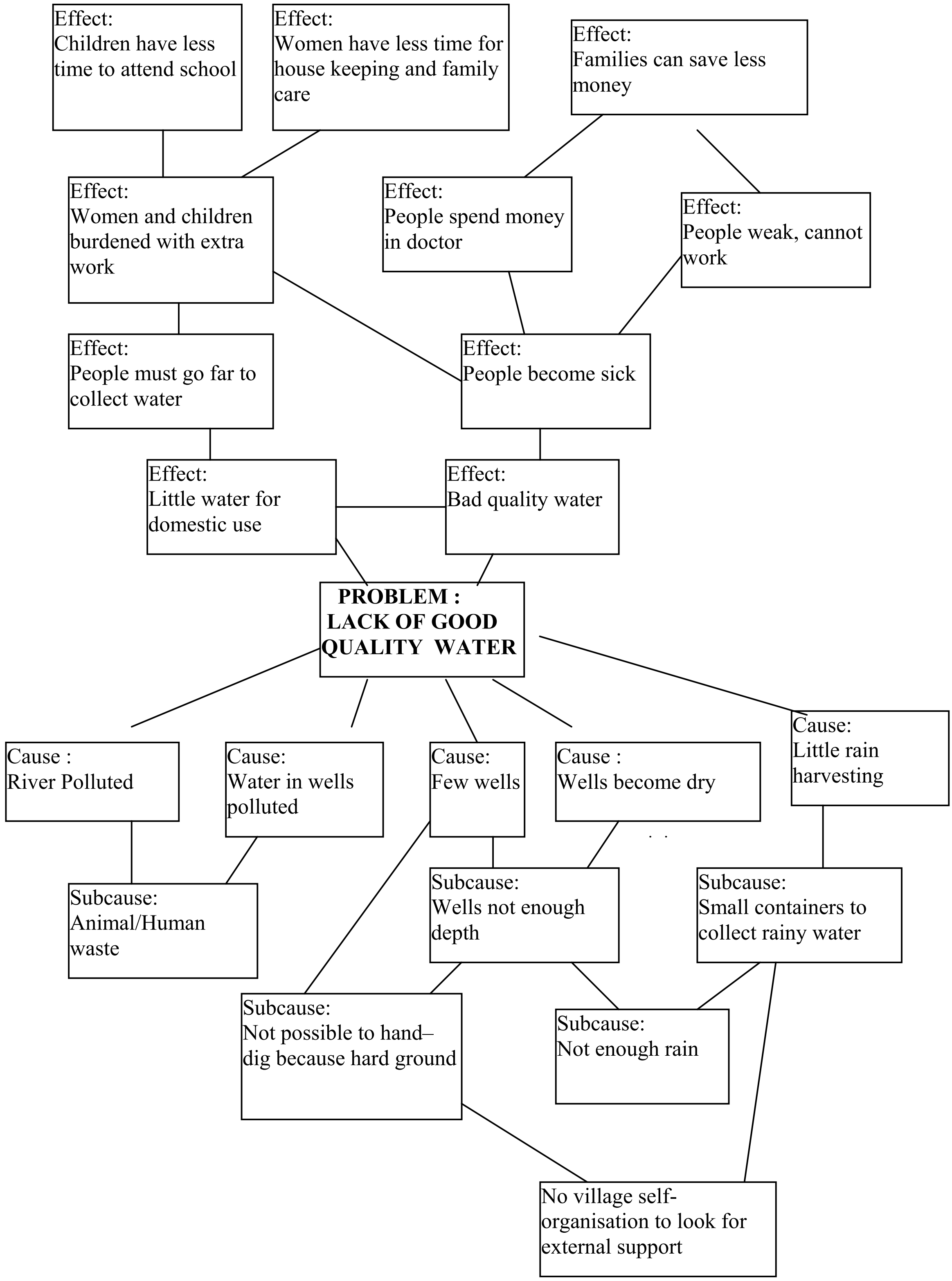
what is their relative importance in the community.

Looking for solutions: Objectives Tree

The second step try to identify the objectives (the transformation of the negative consequences of the problem into positive impacts) and the actions (the transformation of the causes of the problem into actions that can prevent these causes and to facilitate the consecution of the objectives).

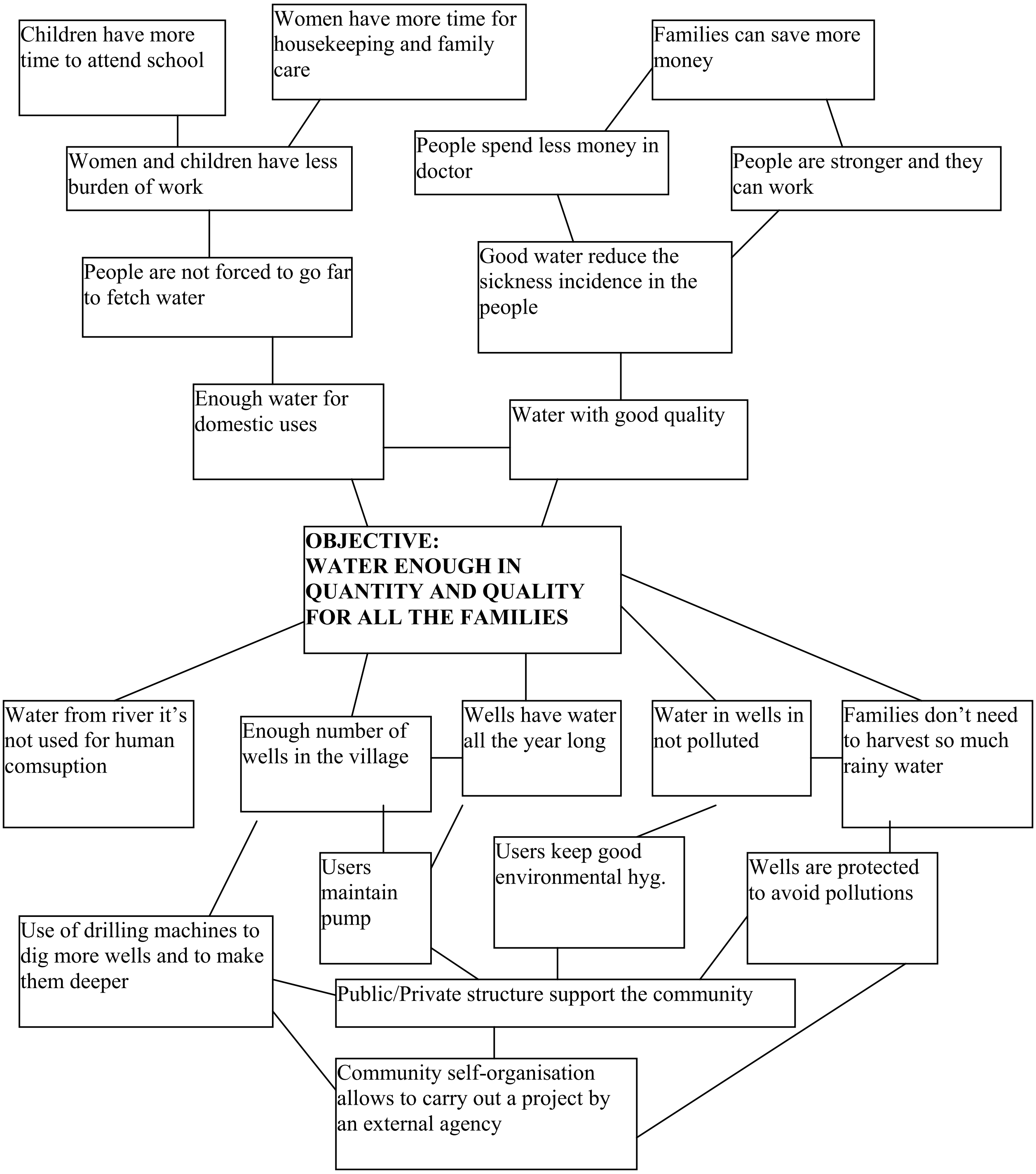


EXAMPLE PROBLEM TREE RELATED WATER



EXAMPLE OBJECTIVES TREE

We transform the causes of the problem into actions that should be promoted to achieve the objectives of the project and the negative effects of the problem into positive objectives and impacts in the community:



Logical Framework Analysis (LFA)

It provides an integrated and systematic vision of the elements that form any project and their internal linkage:

- Connection between Resources (Inputs), Strategy (Actions) and Project Objectives (Results)
- Indicators and sources of verification that will let to assess the progress of the work and its impact at every stage,
- External factors not directly controlled by the project (assumptions) and the previous conditions that should be present to carry out the actions and to reach the objectives.

These elements and their internal cohesion are presented in the form of a framework:

	DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS/ CRITICAL FACTORS
WIDER OBJECTIVE/AIM				
SPECIFIC OBJECTIVES				
OUTPUTS				
INPUTS (ACTIVITIES AND RESOURCES)				

Elements:

- **Wider Objective(s) or Aim(s) of the Project:** the purpose that the project wants to contribute to reach. E.g.:
  - Increased and sustainable availability of safe water and use of this water among the target population
  - Local management and maintenance by the own beneficiary communities of the improved water sources that were built / rehabilitated by the project.
  - The achievement of these objectives is hoped to have the impact to contribute to the reduction of diseases caused by bad water quality and therefore to support the livelihood strategies of the target population avoiding the negative effects that this kind of diseases means in the life of the community.

- **Specific Objective(s):** the results that the project is thinking to achieve and that will contribute to get the general objective or aim. E.g.:
  - Target population awareness about the connection bad water quality-disease and the ways to prevent water contamination
  - Self-organisation of the beneficiaries to participate in all the phases of the project and to assure the management and maintenance of the water points once they have been built
  - Involvement of local partners in the construction and maintenance system of the water points
  - Local Capacity Building on management, water-hygiene education and technical skills related water point construction and maintenance in order to keep the benefits reached and to promote further improvements on this field

- **Outputs:** results from the activities that the project will carry out and that will facilitate the achievement of the specific objective(s). E.g.:
  - A Water Point Committee elected by the beneficiary families manages every water point
  - Construction and rehabilitation of a total of 50 drilled wells equipped with hand-pump

- **Inputs:** the planned activities and the resources (human, material, financial, training...) needed in order to produce the expected results (outputs)

- Training seminars and workshops provided to local staff and local partners (private enterprises, government departments and local organisations) in order to constitute a local structure able to carry out the project and that could continue developing this kind of project autonomously in the future (on water-hygiene education methods and techniques, communication and group dynamics, water point construction and maintenance, geophysics, project management...)
- Water-hygiene awareness meetings held with target groups
- Meetings held with key people and villagers in order to involve to the communities in the project
- Training seminars and workshops on water point management and safe water-hygiene promotion practices provided to WPC members
- Resources (people-skills needed, budget, technical tools, materials, logistic equipment...) to carry out the activities planned

- **Indicators:** way to measure the achievement of the planned aims, objectives, activities and resources. They must be objective and verifiable.
  ACF has set a list of key indicators **(**GRIETTE, Gaël: Mémo sur les indicateurs et liste des indicateurs repris par départements techniques: Water and Sanitation. Document interne ACF, 1999) to be followed in all the Water Supply and Sanitation projects to be carried out by ACF teams, these indicators are:

Impact Indicators:	Contribution to crude mortality reduction Contribution to morbidity reduction Contribution to basic water and sanitation situation Contribution to livelihood strategies improvement
Process Indicators:	Respect of ACF charter, standards and protocols Respect of organisational best practices Level of strategy and co-ordination with national/local authorities and international and national agencies Level of delegation of responsibility and authority from head office to field level Level of information sharing with the various technical departments at various levels Level of delegation of responsibility and authority to national staff Level of information sharing between national and international staff

Specific Objectives and Outputs Indicators:

Objective 1: Understanding of the basic water and sanitation situation
Information on basic reasons, underlying causes and outcomes of lack of water for human and non human consumption
Recommendations
Activities re-orientation

Objective 2: Monitor evolution of water and sanitation situation among vulnerable population
Information on the evolution of water and sanitation situation
Recommendations
Activities re-orientation

Objective 3: Improve access to water for human and non human consumption among target population
Number and type of beneficiaries
Number of tanks/wells/boreholes/ponds/dams dug/built/rehabilitated/disinfected
Km irrigation channels dug/rehabilitated
Capital equipment used/delivered
Area of land provided water
Increase in irrigated land
Capital structures (dykes, bunds, dams,etc) built/rehabilitated (number, km, height)
Total number of water and sanitation tools distributed

Objective 4: Keep a healthy environment for target population
Number and type of beneficiaries
Number of tanks/wells/boreholes/ponds/dams dug/built/rehabilitated/disinfected
Number of latrines/showers/cleaning areas/drainage/garbage pits/incinerators dug/built/rehabilitated/disinfected
Total number of hygiene products distributed
Total number of water and sanitation tools distributed
Number of shelters/dwellings equipped with insect control

Objective 5: Improve water and sanitation practices among target population
Number of people reached by the hygiene promotion programme
Number of people trained in water/sanitation management

Objective 6: Capacity Building
Number of people trained in water/sanitation management
Number of local structures staff training
Number of water committees created/revived
Degree of local structures capacity development

Activities and Process (time, cost and quality) indicators

Activity 1: Assessment

Time Indicators:	Activity/Programme duration Quick response (time elapsed between decision and implementation) Time taken for programme to be fully operational
Quality Indicators:	Timeliness and quality of reporting Total and sample population Job descriptions follow-up and national staff evaluation Water Committee management skills Criteria for programme closure Multisectoral approach (co-ordination / integration with nutrition, food security and health)

Activity 2: Water and sanitation surveillance programme

Time Indicators	(same as before)
Cost Indicators:	Number of beneficiaries per international water/sanitation staff (qt) Number of beneficiaries per direct water/sanitation programme national staff (qt) Total programme cost per beneficiary/target population (qt)
Quality Indicators:	Timeliness and quality of reporting Total and sample population Programme integration Job descriptions follow-up and national staff evaluation Water Committee management skills Criteria for programme closure Multi-sectoral approach (co-ordination / integration with nutrition, food security and health)

Activity 3: Human and Non Human consumption water supply programmes (wells, boreholes, tanks, water disinfecting, etc)

Time Indicators:	same as before
Cost Indicators:	same as before
Quality Indicators:	Timeliness and quality of reporting Programme integration Context: urban, rural, displacement camp... Coverage in % Number of litres per person per day produced for human consumption Number of litres per person per day produced for non human consumption Flow at water collection point Number of persons/households per water point

Distance/time walk from shelter/dwellings to water points
Water source
Water quality
Water cost
Works lifespan
Number of local staff training sessions
Local staff involvement both at basic and supervision level
Job descriptions follow-up and national staff evaluation
Experienced/trained personnel
Materials available on time
Degree of beneficiaries satisfaction
Local bodies involvement in water and materials supplying system
% of water points handled by local structures
Water committees management skills
Local community involvement
Criteria for programme closure
Multisectoral approach (co-ordination / integration with nutrition, food security and health)
Respect of ACF water and sanitation standards

- **Means of verification:** sources that we are going to use to collect information regarding the indicators selected to assess the level of progress of the work and the achievement of the objectives (qualitative and quantitative assessment techniques already seen).

- **Assumptions/Critical factors:** those factors that are essential for the success of the project and that need to be taken into account, normally they are out of the control of the project. Should be identified for each of the levels that appear in the diagram (inputs, outputs, specific and general objectives) in order to evaluate how they could affect to the evolution of the project. E.g.:
- Project it's perceived as relevant by the people and can be connected to people's demands
- Willingness of the people to participate in the project
- Social and Political stability in the area where is carried out the project
- Agreement and collaboration of local authorities and community leaders
- Existence of a Public Administration structure and private services that could be integrated in the project

The logic trend that follows the planning is:

INCOMES (Resources) — ACTIONS — RESULTS (Outputs) — OBJECTIVES — IMPACT

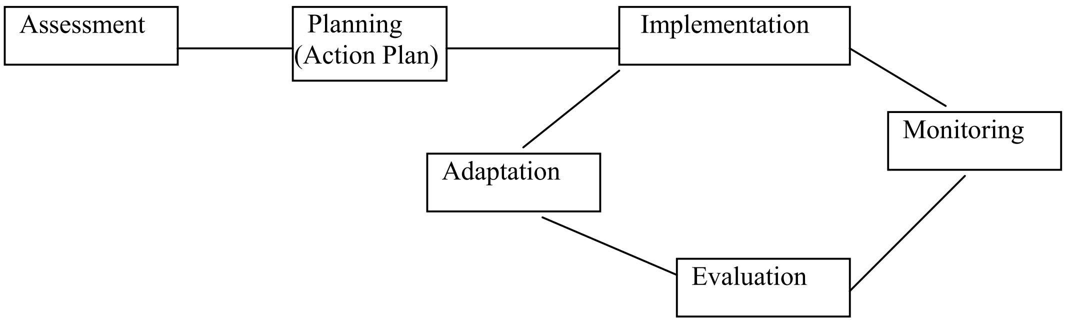
The frame provided by the LFA could be made more operative if we include the different elements that are necessary to take into account to carry out every action planned:

Type of Action	People that could be affected (benefited or damaged) by the action	Activities	Institution or Group involved to carry out the activities	Time schedule	Resources (Human, financial and material)

2.3. PROJECT CYCLE

Every project has a circle structure:

- It starts with the Assessment to identify a problem: the causes that produce it and its consequences, providing base information to define the best strategy to try to solve it
- to the assessment follows the designing of an Action Plan that set the objectives to achieve in order to solve the problem and the best adapted actions to the local context and the resources available
- the Monitoring and Evaluation measure the level of objectives achievement and the process how are combined resources and activities to reach to these objectives. At 2 moments: during the phase of Project Implementation and at the end of the project period
- from the evaluation we can extract the conclusions that will allow to start a new cycle, adapting the previous action plan or defining a new one that could address more effectively the situation-problem.



3. COMMUNICATION AND LOCAL CAPACITY BUILDING

3.1. SOME CONSIDERATIONS ABOUT EDUCATION AND COMMUNITY DEVELOPMENT

Before start designing any strategy of education it's necessary to reflect about some important previous points to have into account. Every education method aimed to support to the people in transforming their living conditions should look for:

- **COMPLEMENTARY methods**: each method can be best adapted to some specific learning objectives, therefore a combination of them allows to reach a wider range of objectives (according to type of people, situation of communication and contents).

- To facilitate the adoption of specific behaviours by **EXPERIMENTING LEARNING SITUATIONS** that should integrate
  - **cognitive aspects** (knowledge)
  - **affective aspects** (values and attitudes)
  - **know-how and psycho-motor aspects** (capabilities)

- Education should be understood more like a **DYNAMIC PROCESS where people learn when interact with their environment and with other people** (horizontal, multidirectional and two-ways communication): people are sending and receiving information, experiences, ideas, feelings... continously and they select those messages that are relevant to them according with their experiences and interests;

and not like a static moment where some messages are transmitted by some " experts " coming from outside (vertical -from top to the bottom- and in only one direction and one-way communication): educators send the message and the people passively receive it).

- **The function of the educator is to facilitate the VOLUNTARY ADOPTION of a specific behaviour**, that it comes determined by the local culture, the physical and social environment and the personal development. For this reason it's necessary to understand the **health education as a process** that approaches a situation following some main principles:

* **assessing the feasibility and the convenience of changing any specific behaviour**: to be sure that the new behaviour that it's aimed to be installed will contribute to get a positive impact, or at least, that it will have less negative effects than the previous one.

* **not placing the responsibility on the individuals about their health condition**, instead it's stressed the influence of the social and physical environment

* **not providing so much value to the symptoms (pathologies) as to the causes** that produce them

* **not trying to impose new ideas and values by threatening or manipulating** to the people, instead deriving the constitution of new ideas and practices from the common reflection of the people about their own experiences and respecting their own knowledge and values.

- Do not forget that the change of any behaviour only could be facilitated if the environmental factors (physical and social structure) that are determining some unhealthy practices can be modified in order they can provide opportunities to carry out healthier practices. This consideration discovers a **SOCIAL AND POLITICAL PERSPECTIVE that cannot be hidden in any community development project.**

- Following the **CONSCIOUSNESS RAISING pedagogy of Paulo Freire** only could be possible a education process that lead to the improvement of the living conditions of a specific community if:

1. **People can REFLECT about their living conditions** to realise what are the objective problems they are facing

2. This process allows them **to DISCOVER what are the CAUSES** that produce these problems
3. After understanding the causes of the problems the people are more able **to IDENTIFY what SOLUTIONS** should be necessary to implement **to TRANSFORM that CAUSES** and they feel more engaged to carry out actions with this aim.

" Education is a practice, a reflection and an action of the person over the world with the aim to transform it "
(Paulo Freire)

3.2. COMMUNICATION TOOLS AND CHANNELS

Only will be effective if they are adapted to:
* the objectives that the message aims to reach
* the contents of the message
* the characteristics of the people who are going to receive them
* the resources available
* the communication channels that are used inside the community. They could be:
    Radio and Tv.
    Village meetings
    Relations inside the family and inside the community (mothers-children / husbands-wives / elders-younger / women-women / men-men / men-women / children-children)

We could assess the effectiveness of different channels of communication if we try to identify what is their structure according some main axes:

IN/OUT:
The communication could be set from outside to inside the community (both by large scale use of media such as radio and tv. campaigns, and by smaller scope campaigns, as health workers providing information to beneficiaries in a health centre). But it could be set as well between different members (individual or groups) inside the community (conversations between women, men, children...) and even from inside the community to outside (songs, dances, rituals belonging to the community).

The messages coming from outside (government policies, humanitarian aid programmes) could be seen from our point of view as INPUTS that aim to model to the community; meanwhile the messages that the community send to outside could be understood as OUTPUTS that provide information regarding the specific shaping of the community itself and what adaptations does it develop according the inputs it receives.
The messages IN-IN inside the community are both inputs (power relations between different groups or individuals that are modelling the structure of the community) and outputs.

VERTICAL/HORIZONTAL and ONE/TWO WAYS COMMUNICATION
Vertical: From positions of power and authority outside/inside the community (Top) to subordinated positions inside the community (Bottom). Normally they are as well one way communication:

The emitter sends but doesn't receives feed back (or receives it deformed) and the receptor receives (the information that has been selected and manipulated according with the interests of the emitter) but cannot send (or it sends only what the emitter would like to receive). COMMUNICATION IS A STRATEGY THAT CANNOT BE SEEN INDEPENDENTLY FROM THE POWER STRUCTURES PRESENT IN THE COMMUNITY. When this structure it's marked by antagonist interests the contents and the way of the communication always will come marked by the specific position that the emitter is filling.

Horizontal: from positions at the same level of power/authority (men-men / women-women / elder-elder / children-children. When no other factors of domination -economic, political, cultural- are involved). Normally they are 2 ways communication:

Emitter is at the same time receptor and it's possible to set a fluid communication between 2 or more elements inside a process that it's moved by the PERCEPTION OF A SPECIFIC INTEREST THAT IT'S SEEN AS COMMON TO EVERY PART INVOLVED IN THE COMMUNICATION PROCESS

OUTSIDE ELEMENTS TO THE COMMUNITY
(Local or National Governments, Aid Agencies, Tourism, Enterprises...)

CHANNELS: Radio and Tv. Campaigns, Informative boards

RELATIONS AND COMMUNICATION STRUCTURE INSIDE THE COMMUNITY
(Relationship structure between groups/individuals)

Positions of Authority: chiefs, religious leaders, men, elders...

TOP Horizontal TOP

Vertical

BOTTOM BOTTOM

CHANNELS
Family relations
Informal groups (women washing at the river, men chatting at the evening...)
Formal meetings (village meeting)
Ceremonies and Festivities
Functions of key people (traditional healers, TBA, school teachers...)

Least powerful people: minorities, poor families, women, children...

3.3. DESIGN OF MESSAGES AND WAYS OF COMMUNICATION

The analysis of the findings coming from the initial assessment allows identifying which factors are causing a specific behaviour (facilitating and strengthening it) and therefore should facilitate:
1. The definition of objectives to be reached by the activities
2. The type of messages to be sent
3. The most appropriated ways of communication
4. The design of adapted tools to transmit the messages.

Both, the content (message) and the form (tool of communication) should be:
a) **understandable:** adapted to the local culture and to the specific references of the receptors according their sex, age, social position and educational level
b) **attractive:** based on preciated values and attitudes (always they could contribute to improve practices), local aesthetic considerations...
c) **trusted**: showing clearly the relation cause-effect and possible solutions
d) **relevant and pertinent**: connected to something considered by the community as important and priority according their needs.

The above considerations make us understand the importance to take elements from the daily life of the people living in the community so that could be facilitated their identification with the situation-problem that it's showed and therefore their reflection about the causes of the problem and what are the solutions to apply.

3.3.1. Possible tools for communication:

Oral: radio, tales, songs, theatre...
Demonstration: how to make ORS, domestic water chloration...
Audio-visual supports: boards, posters, flannel-board, video, photographs...
Role-playing and games for participatory education: drama, puzzles, lotto game...
Printed material: leaflets, booklets and manuals.

3.3.2 Messages adapted to different levels of prevention:

The objective of health education is to **prevent illnesses connected with unhealthy practices** (as are unsafe practices regarding water use and hygiene). The messages should **provide advise at the 3 levels of prevention**. Taking as example the diarrhoea:

1. Primary Prevention: to avoid the causes that produce the illness

Safe water sources combined with hygiene water use practices regarding water point environment, transport and water storage it's expected to contribute to reduce diarrhoea and other water borne diseases.

2. Secondary Prevention: when the causes of the illness are present, to try to prevent the apparition of the illness.

Even if water sources and water use practices are not safe we can prevent diarrhoea and other water borne diseases boiling the drinking water.

3. Third Prevention: when the illness it's present, to try to limit its consequences.

When a child has diarrhoea mothers can avoid dehydration preparing ORS and giving it to drink to her child and/or continuing breast-feeding her baby. If a mother is able to identify if her child has a severe dehydration it will be more possible that she will look for immediate medical treatment for her child .

KEY MESSAGES
(Possible messages that could structure a strategy for health education inside a watsan project). See Annexe to see a practical example about how some of these messages were transmitted during a watsan project in Cambodia.

<u>Water</u>
Relation water-health
Use of improved water resources
How to avoid water contamination: water point, transport and storage

<u>Hygiene</u>
Personal hygiene: washing hands (after latrine / before touch-eat food)

Food hygiene: cover food to protect from flies and cockroaches	
Domestic hygiene: wash dishes with soap/wood ashes	
Environmental hygiene:	avoid stagnant water
	burn rubbish
	use latrines and keep them clean
	if no latrines, dig stools

3.3.3. Messages adapted to different types of public:

As we did regarding the prevention, we can difference as well 3 types of target public our message could be send to:

First level: the people which practices we are aiming to change.

Second level: key community people that could act as communicators in order to spread those messages inside any community (as could be traditional healers, TBA, school teachers, women...)

Third level: local authorities and government departments responsible or other agencies staff that could be integrated in the project to strengthen its implementation.

3.3.4. Steps to design the messages and the ways of communication:

They should integrate the following conditions:

1. The objectives that they should contribute to reach have been previously defined and clarified

2. Have been identified the target population(s) that the message will be addressed to

3. Have been identified what will be the situation(s) of communication (meeting in a village with a group of women, education of children in a school, advise provided to the mothers that go to a health centre, education session for the people who go to a religious centre...)

4. It's already known what should be said (contents of the message)

5. Messages should include answers to a specific problem

6. An inventory of resources available has been made: what are the most effective channels of communication, key people to transmit the messages, skills and materials locally available to design communication tools...

7. Assess what will be the impact of the communication tool used: piloting how people understand it and how the message is received. A pre-test should be done before any communication aid starts to be used.

3.4. TECHNIQUES OF COMMUNICATION

- Try always to understand the points of view and attitudes of the people to whom we are going to send the messages: take into account that they have been following some kind of habits about water and hygiene for generations and it is difficult to encourage a behaviour change.

- Generate trust and value in the messages we send: it's very important to **connect with the people's point of view and how do they feel the problems that we are addressing.**

- It is very important that the messages are articulated around a central point that we want to transmit and always in a way adapted to the receivers: use of **words and concepts** easy to understand by the community.

- For the **pictures** and materials that we use, we also have to be sure that they understand them. For this reason it is important to make a previous test to see how do the people react to these materials (sometimes a picture that for us is very clear is not so clear or is understood completely different for people with different cultural references).

- Give strength to the messages with **examples, facts, stories, ... and a bit dose of humour**. We must try to get the attention of the people and to connect with their emotions and values. All the communities have **tales, proverbs, legends, ... that should be known because they could be a very useful tool to give support to** the messages that we send and to make them more easy to understand. The presentation of these stories (**theatre, role playing**) and **situations (related to the common life** of the people) helps to connect with the people coming to our meetings and facilitates their identification with the situation.

- Have an affirmative attitude with people: the way we must talk is not " do not do this and that... " or to scold them for their actions; instead, we must encourage them to understand the negative effects of their behaviour through an **affirmative tone. Provide emotional support** to the people and try **to improve their self confidence**.

- Do not send a lot of messages at the same time, reduce them to the **main ideas** (2 or 3 at maximum). Remember that the more messages we transmit the more difficult it will be for people to keep them in their mind. The messages should make reference to the following basic ideas (see education contents in annexe): **importance of good water, ways to get good water, ways to avoid water becoming bad (contamination)**
  For hygiene and sanitation: **basic measures of hygiene (mainly washing hands with soap after toilet and before cooking/eating), keeping good village sanitation (mainly protecting water points -well, hand pump- from rubbish and stools and avoid stagnant water).**
  Finally how to prevent and to treat diarrhoea: Oral Re-hydration Solution (ORS).

- When we send a message we need to put it in relation to the specific problems of the people and with reference to their own situation: problems related to a lack of water during part of the year or related to bad water quality for most of the times. **How do they feel about this problem? Can do they see the effect of poor quality water on health? What solutions people can see?**

- Repeat the messages in different ways: help of stories, posters, songs, role playing, demonstrations, video. If we combine different methods we'll have more possibilities to make understand the messages.

- Try to get a participatory communication: **group dialogue and discussion**, exchange of experiences between people, get them to give ideas and proposals,... Avoid the hierarchic position of the " formal educator ". In this way, we must **send questions to the people to let them to participate in the meeting, encouraging them to express their opinions and experiences** and introducing our messages during our discussion. **The best education is achieved by allowing the people to discover themselves** the content that we want to teach.

- Combine the group discussions with individual meetings (influential people in the village) and small group meetings (e.g. a group of young mothers), to strengthen the communication and to get better results. Also this is a way to encourage people to express themselves.

A good method is to divide a large group into **small groups to discuss** one or more questions and then, through a spokesperson selected by each group, to put together the ideas and points of view of the different groups.

Group Meetings

- Begin the meeting with a small introduction in which we **introduce ourselves**, the reason why the meeting is held, its **objectives** and **contents** and its organisation: time distribution and group discussion procedure (if are to be held in the meeting).

- Make a summary from time to time during the meeting about what has already been discussed and conclusions reached. **Have always in mind the objectives of the meeting and the messages to be sent** in order to channel the discussion in a productive direction.

- Evaluate the meeting once it has finished in order to **find how the villagers received** the messages that we transmit, the education tools used and how to strengthen the ways of communication.

3.5. SOME PREVIOUS REFERENCES TO ORGANISE TRAINING AND LCB ACTIVITIES

Training should be based on the project action plan and the skills needed to carry out its different activities. During the assessment have to be well identified what human resources the project could mobilise and to organise a training plan to adapt the different actions to undertake to the people that will have to develop them.

It's essential to identify:
WHY is the training necessary: its aims and objectives must be clear (and these should be relevant, feasible and measurable to be possible to evaluate its degree of achievements)

WHO is going to receive the training and who is going to provide it: a previous identification of the participants it's necessary in order to match their skills, knowledge and experiences to the contents and objectives of the training and the project, and to define the methodology that the training will follow. In the other hand it's very important also to identify which person(s) will be more capable to organise and to develop the training according to the objectives and contents that have been set.

A good **assessment of the needs, expectations and interests of the different people** that will be involved it's capital to avoid frustrations or lack of engagement during the training and later all along the implementation of the project. In this way, a clear identification of needs and perspectives always should have into account:

- the **institution, organisation or group** that the different participants are coming from
- a **gender perspective**: needs and interests of women and men
- a perspective that take into account how the points of view and needs of the different participants may be affected by **age, class, race or cultural identity**
- the **skills, experience, knowledge and capabilities** of the different participants in order to build on them: people have already skills and knowledge that we must integrate to provide a solid base to built on or to strengthen old and new capabilities. That will facilitate as well the disposition of the participants to integrate new ideas: PEOPLE ALWAYS LEARN MORE EFFECTIVELY IF THEIR EXISTING KNOWLEDGE AND EXPERIENCE IS RECOGNISED AND VALUED.

Regarding the selection of the people to be trained, it's important to **remember that usually when the selection is let on the hands of chiefs (communities) and government officials (institutions) often they discriminate against the less powerful, the illiterate and women**. For this reason it's always

advisable to AGREE PREVIOUSLY ON EXPLICIT CRITERIA for selection that avoid this kind of discrimination (as the presence of a determined number of women and people coming from oppressed groups).
When large gender, social and political, or cultural differences are present it's often better to organise the training in separate groups to avoid that those people that could find themselves in condition of inferiority (because lower literacy levels, because gender or cultural prejudices, because social inequity or political oppression) could have EQUAL OPPORTUNITIES TO EXPRESS THEIR POINTS OF VIEW AND TO PARTICIPATE in the project.

The Trainer(s): There are always 3 conditions that the trainer or facilitator should fill:
1. She/he needs the appropriate knowledge regarding the subject(s) the training aims to cover
2. She/he needs the relevant facilitation skills to perform the training effectively
3. She/he needs a congruent attitude and behaviour with the aims and principles of participatory education

That means that beside water, sanitation, hygiene and health related knowledge, it's capital the ability to communicate well and to establish a good learning environment. Therefore knowledge and skills connected to group dynamics, as well as sensitivity to gender and other forms of discrimination in order to encourage mutual respect and understanding, are essential criteria to take into consideration when we proceed to trainer(s) selection and supporting.
If it is not possible to find experienced or skilled trainers on these fields, enough time and resources should be planned to include a previous Training of Trainers as part of the project. At this time all the necessary abilities regarding design and use of adapted communication aids must be included.

WHEN AND WHERE will take place the training(s): when we are speaking of training to provide to people living in their own communities and that will collaborate in the project as volunteers (as could be Water Committee Members or Health Volunteers) the dates and time schedules always should **take into account their seasonal and daily routines** in order to be adapted to these time constraints.
Once more, gender perspective will be essential to do not hamper to women to attend the training. Specially the assigned role for women of family care providers will have the effect to allow them less time available than the time men could have. As well cultural constraints against women (as to have less freedom than men to go out of their homes, or to go out at evening/night) will contribute to make more difficult for women to participate.

To reduce all these kind of constraints that could reduce participants' engagement, it's recommended that as much as possible training be **connected to the places where people are carrying out their normal activities**. Therefore, several short sessions spaced along several weeks in the place where people are living and/or working could be better than intensive sessions in a distant place.

WHAT are the contents of the training: they should be designed according to the objectives of the training and to the interests and expectations of the people that are taking part in it.
The contents may be structured in order to facilitate:
Awareness of the participants regarding specific topics: such as health condition connected to practices on water and sanitation or possible social and physical constraints that should be faced to improve the water and sanitation situation of a specific community.
Knowledge regarding those topics: how to avoid water contamination during collection, transport and home storage; how to prevent diarrhoea and dehydration; how to prepare home made ORS...
Skills that allow the participants to carry out their responsibilities and functions to reach the project objectives: use and maintenance of a hand pump; public awareness about water and hygiene related diseases; water point management...
Attitudes and Behaviour that facilitate and strengthen the assimilation of the contents and the effectiveness of the acquired skills and knowledge : ability to listen, no discrimination, respect to people's ideas and practices, sensitivity to less powerful groups, self-criticism, self-valorisation and

self-confidence.
It's very advisable always that the aim of the training is to help to build up and to strengthen different type of groups (as in the case of Village Health Promoters, Water Committees, Interdepartmental staff...) time and activities be included for introductions and group-building.

The planning should be flexible enough to **allow to the participants to take part in the design** of the contents:
-what points they could be more interested to go trough
-to express their interest for connected subjects that were not included previously in the planning
-the level of detail and depth of the discussions
-the practical issues related to the knowledge and skills that the training provides

And in the evaluation of the training:
-its level of objectives achievement
-its length and procedure
-the methodology employed
-the effectiveness of the communication aids
-the behaviour and attitudes of trainers and trainees
-the self-confidence and self-reliance of the people that took part in the training to act as agents of a community development process

HOW the training should be carried out: what methodology to use and the communication aids that could be more appropriated according with this methodology.
Methods and tools for training should meet the needs and characteristics of the learner group:
-literacy and numeracy level
-cultural considerations (but paying attention to do not contribute to strengthen negative stereotypes, as those based on the discrimination of women and the prejudices against other social and cultural groups!!)
-educational background

If the aim is to empower to community or institutional groups to take increased levels on responsibility and decision making it's clear that the methodology that best fits with this objective is a **participatory methodology grounded on the culture, skills and knowledge of the people who attend the training session**.

3.5.1. Training of staff

Staff is the people that whether directly recruited by our organisation or coming from governmental departments and other possible counterparts (International agencies or Local organisations) are going to take an active part in the project (normally as an exclusive activity as they can receive a salary from their work in the project).

We'll find two possible ways to adapt skills and actions demanded by the project to the people we are going to work with:
1. recruitment of new staff and/or participation of staff coming from institutions and organisations that have the needed skills to carry out the project
2. if not enough skilled or experienced staff, way to up-grade their competencies.

Always should be planned 2 different steps to organise the training:
a) Initial training: provides basic skills in terms of methodology and use of tools to people who are going to carry out different activities
b) On going training: once the activities have started, it has the objective to strengthen the

performance of the people working in the project providing additional knowledge and capabilities if it's necessary. It could be only possible when a proper supervision and support system has been organised.

Possible contents to organise the training

1. CONTEXT OF INTERVENTION

- ACF policy of intervention. Standards and criteria to follow
- National, Regional and Local contest. Main factors to take into account to develop the project (Deeper briefing after the initial assessment has been carried out)

2. SPECIFIC SKILLS AND KNOWLEDGE RELATED TO THE TYPE OF PROJECT. For a water and sanitation project:

To develop Health Education activities:

- Illnesses related water, hygiene and sanitation

-Water borne diseases
-Diseases connected with poor environmental hygiene and sanitation
-Diseases connected with poor personal and domestic hygiene
-Conditions and practices that facilitate their transmission. Vectors of transmission

- Basic measures to prevent those illnesses
- Diarrhoea and Dehydration (what is, causes, prevention and treatment). ORS
- Communication techniques

-Use of communication aids: oral and audio-visual supports, demonstrations, theatre and role-playing

To develop Community Participation and Involvement in the project:

- How to carry out a social assessment:

-Objectives and Planning
-PRA techniques: observation, mapping, diagramming, semi-structured interviews and focus groups
-Use of PRA techniques for diagnosis and evaluation
-Design of questionnaires: selection of indicators, sample size and selection of units from the sample (randomly), way to carry out the questionnaire... KAP survey.
-Qualitative and quantitative analysis. Use of the information.
-Reporting

- Communication techniques:

-Individual interviews, meetings with small and big groups
-Adapted communication for specific publics (women, children, ethnic groups...)
-Attitudes and Behaviours of the animator in front of the people: respect, self-criticism, empathy, receptivity...

- Gender approach:

-The need to get to know women's opinion and attitudes (participation of women during assessment and evaluation)
-How to involve women in local decision making and project management structures (water committees)
-Women as main vehicle for behaviour change

- Local Capacity Building

-User's Groups and Group Management: Ownership and responsibility sharing
-Selection of Water Committees: members profile, representatively, gender balance...
-Water committees' management skills: Basic Book-keeping, Water Point Maintenance (technical and environmental hygiene), Family Advising, Water point rules of use...
-Support to local structures: organisational skills, conflict resolution, communication, records keeping,

accountability, networks at local and regional level, negotiation with official bodies and with aid agencies...
-Strengthening local institutions (whenever they represent the interest of most of the people -especially the poorest and least powerful groups- and are committed to take part in social progress)

To develop Technical Work: drilling, superstructure, water quality...
(see ACF Handbook related to Watsan technical work)

3. PROJECT MANAGEMENT

- Planning

-Setting objectives: Short, Medium and Long Term objectives
-How to elaborate an Action Plan: steps, use of indicators...
-Resources available and integration of the different resources

- Follow up and Supervision

-Checklist and Forms to facilitate monitoring: Progress and Objectives achievement
-Main indicators to follow
-Distribution of responsibilities and co-ordination between all the parts involved
-Supervision and support to people carrying out the activities

- Evaluation

-Progress (quantity and quality of the activities undertaken)
-Outputs (results of the activities)
-Level of achievement: comparison between objectives set in the Action Plan and objectives reached
-Assessment about the overall impact of the project: impact on health, incomes generation, strengthening of local structures, empowering of most marginalised groups, gender balance...

3.5.2. Methods to carry out Training and Local Capacity Building Activities

The following methods and aids could be apply both for Local Capacity Building at community level (Water Committees, Volunteer Health Promoters) and for LCB at institutional or local agencies level. If there are local staff directly recruited by our organisation, they should be included as well in the training.

1. Workshops and participation in seminars (organised by ACF or by other Agencies and Government Departments):
Have to be well defined previously the time schedule, contents and procedure that the workshop is going to follow. In the case that the workshop is to be held far from the place where people is living, the necessary arrangements in terms of transport, lodging and per diem must be provided.
It's a very effective way to facilitate a common exchange of information and experiences among the people that take part in the workshop, although always should be necessary to organise a defined structure to discuss the different topics with the aim to promote as much as possible equal possibilities for the expression of every participant.
In case that any kind of decision-making procedure is going to be set, have to be clearly identified the level of representatively and legitimisation of the people that is taking part in the workshop and the possibility to carry out the decisions that will be taken.

2. Contact with other agencies or groups working on watsan activities
That provides a wider vision of the watsan activities that are carried out at local or national level and

how they are adapted to the local constraints that the project will have to face as well. The previous experience on this field is a very good opportunity to understand related issues (as what could be the geo-physical and social conditions that the project will have to address, the effectiveness of previous solutions adopted, or the different strategies from the various actors involved in the country water and sanitation policy).
On the other hand this kind of contacts could establish the first steps for a future co-ordination with the agencies already working on this field.

3. Field visits

The visits to the field to see how other people is implementing watsan projects provides a practical complement to the workshops and meetings with other agencies. Can be very useful to understand the different components that form any project and how they are integrated and adapted to the conditions that the project has to address when it's implemented on the field.

4. Practices

They are an essential part of the learning process: always that it is possible, practices should be included to facilitate the consolidation and strengthening of new knowledge and abilities (usually staff start to put into practice their new acquired knowledge and abilities only when the work starts to be implemented on the field, what could lead to mistakes and weak work procedures unless a effective system of supervision and support can be implemented).
To get an effective "Learning by Doing" process will be very important that people could learn from their experience integrating it inside a continuos process of REFLECTION-ACTION-REFLECTION, allowing participants to exchange their experiences periodically and providing the necessary time and procedures that lead to a common analysis and reflection involving all the people that take part in the project. The best way to integrate this process inside the project is to fix periodical meetings to analyse the information coming from the monitoring forms and allowing to the staff members to express openly their concerns and problems in carrying out the project.

5. Elaboration and distribution of documents: Guidelines and Manuals, Extracts form books

Hand outs in the form of booklets, leaflets or copies can be a good way to support the training contents, providing more detailed or complementary information regarding those matters that were not possible to go through deeper or more extensively or subjects that participants were more interested about.
They will be as well an useful reminder of some main contents that participants will be able to consult once the training will have finished.
To be really something useful should be paid special attention to the language (translating the contents to the local language(s) of the participants if necessary and checking if the translation was rigth done), to the expressions and concepts (adapted to the cultural and educational background of the participants) and to the presentation (use of diagrams and illustrations that can facilitate the understanding of the text; clear lay out; summaries; different sizes of letter...)

4. MONITORING AND EVALUATION

4.1. DEFINING THE AIM AND OBJECTIVES OF THE MONITORING AND EVALUATION

4.1.1. Monitoring and evaluation as a way to improve the effectiveness of the project

As happened with the initial diagnosis of any problem, to measure the progress and the results of the work it's essential to define a limited number of key indicators that will facilitate the collection and analysis of information.
The selection of the most appropriated methods and techniques to gather and to analyse the information will correspond to those chosen for the initial assessment in order to make possible to compare the findings of both phases. Another important consideration to have into account are the skills of the people who will gather and analyse the information, the resources and time available for monitoring/evaluation activities.
Once more it's important to have very present the objectives we want to give to the monitoring and to the evaluation before to define what kind of indicators we need to select.

There are 5 main criteria that we could evaluate in every project:
Relevance: significance of the project respecting specific needs and demands
Effectiveness: performance in relation to targets set in the original plan
Efficiency: rate and cost at which inputs result in outputs
Impact: broader economic, social, political and ecological consequences
Sustainability: potential continuation of project activities and local structures following the withdrawal of external support.

To facilitate the election of key indicators there are 2 questions that we should answer first:

1. What things would make us feel we were making progress?
2. How could we find out if these things are happening?

The information provided by the indicators should be useful for:
- assessing whether activities are carried out as planned
- identifying and dealing with problems as they come
- building on strengths and taking advantage of opportunities as they arise
- assessing whether the style of work and management is the best way to achieve the objectives
- monitoring changes in a target population and in the external environment that are relevant to the project

With the aim to:
- relate the work to its overall purpose in a continuous basis
- modify the work in response to changing circumstances without losing its overall direction
- identify the need to change objectives
- identify what matters we need further information or research
- verified that the actions planned will help achieve the stated objectives

All these points make the evaluation a mean for:
Improving the performance: in terms of quantity/quality, effectiveness, use of resources and involvement of different actors in the project.

Communication and capacity building: through a shared exchange of information and a common follow-up of the activities between all the parts involved (paying special attention on the involvement of the beneficiaries). It will assure increased levels of ownership and responsibility among local counterparts and communities.

Accountability of the project: what is the use of the resources and the results obtained and what are its overall impacts (positive or negative)

4.2. HOW TO ORGANISE THE MONITORING AND EVALUATION

4.2.1. Selection of indicators

The selection of which indicators will be employed to carry out monitoring and evaluation should be decided during the initial phase of assessment, specially if we want to use them to measure the results of the activities we are thinking to carry out. To get this evaluation it's necessary a previous measurement of key aspects related to the problem that the project wants to address in order to assess what effect have the actions undertaken over those aspects.

Type of indicators

According their objective, it's possible to difference 2 kind of indicators (see list of reference in annexe):
Process indicators: to monitor the progress in carrying out the activities (volume, efficiency and quality of work). Normally they are continuously measured along all the implementation of the project and they allow to:

- Control if the development of the activities are according the projected plan
- If has been set an effective communication/co-ordination between all the groups involved
- Level of competence and performance in the implementation of the different actions
- How do the people perceive the project and the way the information is being spread
- The cost-effectiveness of the resources employed

Impact indicators: to assess the result of the activities in terms of achieving the aims and objectives of the project. Normally measured at one stage (the end of the project), although could be measured as well at one point along the project implementation (review or middle-term evaluation).

TYPE	PERIODICITY	OBJECTIVE	UTILITY
Process Indicators	Continuously	Activities progress	Management
Impact Indicators	At specific moment	Activities impact	Revision and Planning

Both types of indicators should be defined following some main conditions (the same conditions that should have as well the objectives that they try to assess):
1. They should be objectively verifiable
2. The information they provide should be qualitative and quantitative
3. They should be relevant to the different people involved in the work
4. They should be practical and reliable, that is, easy to comprehend, measure, interpret and communicate
5. They should be cost-effective: collection and analysis of data can be done at reasonable cost regarding resources and time

A word that could be useful to help to remember the characteristics that objectives and indicators should have is: SMART, that is,

? Specific

?   Measurable
?   Achievable
?   Relevant
?   Time-bound

4.2.2. Monitoring and Evaluation as a participatory process

Only if we are able to involve to the different groups that are taking part in the project we will be able to:

- Have a more objective and complete view about progress and impact of the activities
- Increase the feeling of ownership among the different people involved in the project and to strengthen their motivation to carry it out and to maintain its benefits later
- Identify the different interests and objectives from the groups and individuals involved and the way to address them avoiding conflict
- Understand what impact the project has for different community groups, paying special consideration to those least powerful (remember that to get to know this point should have been necessary to involve these people since the beginning in the identification of objectives and priorities and to have selected those indicators that could be relevant for them and that could reflect their specific situation)

> Even the most institutional donor agencies recognise the need for a Participatory Evaluation: *"It is based on the philosophical belief that reality is not a "given" to be discovered by a detached scientist; rather reality is "constructed" by actors and inquirers who are actively involved in the object of the inquiry. These actors and inquirers each have a unique perspective, and their various perspectives must be taken together in order to obtain a full and unbiased understanding of the situation at hand"(...) An important goal of this type of evaluation is to work toward resolution of the issue. This involves getting people to share their points of view about the issue and try to reach consensus on what to do about".* (Randal Thompson, USAID)

The involvement of people from the community could be organised at different stages during planning, collecting and analysing of information. If the project is short or was not able to involve people during the steps of planning and collection of information, **it's essential at least to involve the community in analysing the findings.**
That can be facilitated reporting the findings from the review or evaluation to the community affected by the work through meetings specifically organised with this aim and discussing what is their perception about the activities carried out and the achievements that were reached. In this way we will be able to check how each group involved values the results of the activities and what criteria are taken at the moment to evaluate the concept of well-being and success in achieving the objectives.

Remember that the perceptions of people who are affected by the work are often more useful than a large amount of quantitative data.

If we are evaluating the project strategy and how are we carrying out its management it's **very important to involve the local staff** and to allow them to express which are their points of view and feelings, specially on those matters that could arise any problem or difficulty to achieve the objectives of their work (organisation and supervision, load of work and task to carry out, staff management procedures and salaries...)
As well local staff should be involved in analysing and reporting conclusions from the evaluation of the impact of the activities that they were implementing.

4.3. TOOLS FOR MONITORING AND EVALUATION

4.3.1. Participatory Appraisal (PRA) techniques for Participatory Evaluation

Participatory techniques can be very useful to involve community members and key groups at the time to evaluate the progress and achievements of any project, what will facilitate a further comprehension of its possibilities and constraints and the feeling of ownership of the community over the project.

Some of the techniques and tools that could be useful (based on semi-structured group interviews and focus groups) as **Diagrams, Social Maps and Resource Maps**, were already explained when we spoke about the initial assessment (see Annexe 2)

Beside them other tools can be very useful to analyse the process and results of any project jointly with groups and communities, such as:

- **Time lines**

They are flow charts showing the sequence of different events. Can be useful to understand the different steps of a project for example and how they have been integrated. They can be combined as well with:

- **Flow diagrams and Casualty diagrams**

They show the causes, effects and relationships between key variables. For a water and hygiene education programme they can be very useful to help to understand the link between unsafe water or unsafe hygiene practices, different kind of diseases affecting the community and the effects on the well-being of the people (poverty, expenses on medicines,) and what kind of consequences the activities undertaken by the project could have over this situation.

All these tools can be employed during presentation of the findings of any evaluation to the community as a way to involve them in analysing and giving their points of view. The main resources for the presentation should be visual, avoiding as much as possible written texts or too abstract diagrams.
Pictures, diagrams and maps to be effective should:

- Simplify complex information
- Condense large amount of information into a small space
- Facilitate the process of analysing information by the people
- Facilitate to people not used to public speaking to present their views more easily, especially if they can use diagrams made by themselves.

4.3.2. Questionnaires

Other tools that can be used are those based on more formal questionnaires designed for monitoring and evaluation. Normally they are:

- **Standardised Monitoring and Evaluation Forms:**

Based on the selection of some key indicators regarding process and impact of the project and presenting them as a standard form that will be used to collect the information needed. They can record quantitative and qualitative data but are necessary clear instructions about how to use the forms to avoid mistakes.

- **Surveys (especially KAP survey to evaluate the impact on knowledge and practices of the people)**

This survey (see annexe IV) can be carried out at the time that has been planned to make the review (in the middle of the project) or the evaluation (at the end of the project) and completes the initial survey made before the project starts. Comparing both we can obtain a measurement about the impact that the project produced on the people affected by the work.

- **Supervision Checklist**

Principally used to carry out visits to the field and to monitor different aspects of the project process. Less formal than a questionnaire and based mainly on observations taken from different spots and activities, its results are less feasible to be generalised, providing just a vision at a determined point of time of the way that activities are being carried out and the impact they are generating.

ANNEXES

ANNEX I - INDICATORS FOR INITIAL ASSESSMENT

List of possible indicators to structure the collection of information for the assessment

Just as an example here you can find a list of items that could be necessary to get information about, BUT REMEMBER THAT IS JUST AN ORIENTATION, FROM THIS LIST PROBABLY YOU WILL HAVE TO SELECT SOME ITEMS THAT ARE ESSENTIAL TO KNOW THE LOCAL CONDITIONS WHERE YOU ARE ACTING OR EVEN TO ADD OTHER ITEMS THAT HAVE NOT BEEN INCLUDED.

Nevertheless only there is an essential rule to follow**: It's better to have a short list which information we can collect and to analyse properly in order to extract some essential conclusions than a list too long which information won't be possible to be collected and analysed properly**.

Institutional Framework assessment:

1.Government agencies and persons in charge Rural Development, Water and Sanitation and Health Programmes (national, regional and local levels). Sector plans, activities and competencies.
2. International agencies and NGOs working in the country on watsan programmes and health education, training and capacity building: Programmes, areas of work, persons of reference,...
3. Health Education programmes at school level: contents, manuals, education tools,...
4. Political and administrative structure (national-regional-local). Structure for decision making
5. Administrative procedure to constitute associations and rules of action. Conditions for the constitution of village committees and village participation structures.
6. Availability to constitute bank accounts for village committees. Procedures
7. Hand pump and spareparts suppliers (national, regional and local levels). Distribution network, availability of material and prices.

Field assessment (Area where it's carried out the assessment):

1. Demographic information:
- Population number and density. Distribution on the territory.
- Composition: ethnic groups, migrant groups, distribution of the population according sex, age, ethnicity, cultural and religious groups,...
- Literacy rate: distribution among the different population groups.
- Level of children attending school
- Mobility: population growth index, migrant groups (migration areas and calendar)

2. Environmental conditions and Community Health:
- Type of habitat (housing, organisation and use of the space –domestic and public-)
- Seasonal conditions (rain and temperature variations)
- Environmental dangers for the health: chemical-bacteriological pollution of water sources, use of pesticides, mined areas,...
- Water sources (during dry-rainy season): number of sources, type, accessibility, water yield, water quality,...
- Sanitation: excreta and waste disposal system
- Prevalence of sickness (specially those related to water, hygiene and sanitation): type of illnesses, seasonal fluctuations, more affected groups (sex, age, socio-economic distribution)

3. Infrastructure and Services at local level:
- Accessibility along the year: roads condition, bridges, accessibility by water, public transports system,...

- Primary and secondary schools, Adult literacy service, Non-formal education activities
- Health centres, health workers available at village level, health services locally available (formal-non formal), activities of information and awareness related health problems,...
- Religious centres and activities they carry out
- Other community centres: local co-operatives, village video, buildings for public use,...
- Other Public and Private services locally available: agriculture advisers, skilled mechanics, skilled house constructors,...
- Type of services provided by International Agencies and NGOs: sector of activity, areas of work, programmes duration, target groups, people reached,...
- Markets and access to networks of distribution. Type of products locally available, suppliers, prices,...
- Water services: public and private drinking water sources, price of the water, maintenance network (spareparts distribution, skilled technicians,...). Construction materials locally available.

4. Socio-economic information:
- Economic sources (crops, livestock, fishing, handicraft, trade, labour force). Seasonal fluctuation.
- Migrations and seasonal calendar of activities.
- Incomes structure.
- Wealth ranking: economic groups, poor/medium and rich families
- Average cost of living: level of prices of main items and seasonal fluctuations. Cost of Health and Education for the families.
- Production and consumption patters inside the families: distribution of task according sex and age, use of family incomes, priorities and distribution of expenditures.
- Credit structure inside the community: number of families that are indebted, level of interest for the loans,...

5. Social Relations and Community organisation:
- Leadership (formal-non formal community leaders)
- Attitudes and relations between different social and ethnic groups (subordination, hierarchy, dependency,...)
- Responsibilities and functions distribution between sex groups (men/women), age groups (children/younger/adults/elders) and social groups (Muslim/Buddhist/Christian or between different ethnic groups) inside the community
- Decision making structure: hierarchy and respected people, formal political structure, pression groups, village committees,...
- Decision making process: channels of communication and interaction, conflict resolution, participation of the different social groups in the village,...
- Motivation and participation of the community regarding other development experiences carried out in the village before (analysis of the paper of the different groups in the community). Experiences of self-organisation or dependency toward external agents.

6. Culture and Believes:
- Festivities and celebrations
- Paper of elders inside the community, specially regarding identity and traditions transmission
- Traditional healing methods
- Believes regarding sickness and its connection with spiritual or religious believes and cultural traditions
- Influence of external agents in the changing of cultural patterns: radio, television, development agencies, tourism,...
- Ways of inculturation: channels of transmission of believes, values, attitudes,...
- Perception and attitude toward foreign influences

7. Knowledge, Attitudes and Practices regarding Water Use

- Use of the different water sources (seasonal variation). Number of families using each source and quantity of water collected per family.
- Water sources used according type of use:

for drinking water
for domestic use (washing dishes, clothes, hands...)
for personal hygiene (taking a bath)
for productive use (family gardens and livestock)

- Practices regarding collection, transport and storage of water
- Practice regarding boiling drinking water: how many families, when do they boil the water, time used to boil the water,...
- Use of waste water (what kind of use)
- Level of knowledge of the population regarding illnesses connected to water and ways to prevent them
- Attitudes regarding water quality: taste, colour,... Preferences and perception of Good/Bad water
- Environmental, social and cultural conditions that have influence on water use practices: elements that facilitate and strengthen the adoption of habits or that contribute to change them.

8. Knowledge, Attitudes and Practices regarding Hygiene and Sanitation:

- Practices regarding personal hygiene: washing hands (when and how), taking a bath,...
- Practices regarding domestic hygiene: washing dishes, clothes, cleanness of the house and surroundings,...
- Use of soap or ashes for personal or domestic hygiene practices
- Drainage of waste water
- Rubbish disposal
- Practices regarding preparation, handling and storage of food.
- Practices regarding defecation: households with latrine, areas used for defecation when the family has not latrine, digging stools or not,...
- Cultural practices and restrictions regarding defecation and use of latrines
- Practices regarding latrine cleanness and maintenance
- Use of animal or human excreta for manure
- Knowledge regarding sickness transmission due lack of hygiene habits and ways to prevent them
- Environmental, social and cultural conditions that have influence on hygiene practices: elements that facilitate and strengthen the adoption of habits or that contribute to change them.

ANNEX II - TECHNIQUES PRA

Tools that we can apply during group meetings or individual interviews to facilitate participation, communication and reflection

1. Oral history
People can be asked to talk about the history of a place or a particular situation and about their own lives to gain an overview about what has happened over the time.

2. Ranking and scoring
It helps to identify and to understand the main problems and preferences of the people and the criteria they use to decide priorities. There are several ways to organise rankings according with the use or more or less elaborated techniques:

- People vote between different options to select priorities
- <u>Direct matrix ranking or scoring</u>: people give a score according with their preferences between different options. E.g. for a project of water supply can be very useful to identify the preferences in use and the perceptions of different water sources within the community.
- <u>Wealth (or well-being) ranking:</u> it allows to discover local criteria of wealth and well-being and the perceptions of the people regarding wealth differences and the inequalities inside the community. It can be very useful to identify poor/medium/rich families (if we want to target on poor families or to assess different capabilities for the families' contributions to the implementation and the maintenance of a project).

3. Design of maps and diagrams
Diagrams and maps are models that can synthesise information in an easy and understandable form constructing a simplified model of reality. Their utilities are:

- To simplify complex information
- its elaboration encourages people to analyse the data they are using
- to facilitate communication
- to stimulate discussion and expression of different points of view
- to facilitate consensus as they represent a global and schematic vision of the reality
- to find out the relationship structure inside a community (influential people, type of relations between the different groups) and how people use a common space (distribution of the families, infrastructures, production and resting areas, seasonal movements of population, symbolic places,...)
- combining the map with well-being ranking information it´s possible to locate the poorest families, land-less people, ethnic groups,...realising clearly their position inside the community

Social Map
It represents the distribution of people (houses and number of people that live inside) and resources (water sources, community and private lands) in the community. To represent wealth status the houses can be marked with different signs that indicate the materials that are predominant in their structure (bricks, stones, wood, palm leaves...) and the family resources (cattle and other farming animals, crops, carts...)

Seasonal calendars
They represent seasonal or periodical variations in different matters affecting the community (income-generating activities, diseases prevalence, water available,...) what allows to understand how different environmental, social and economic factors are affecting the life of the community. Also they can be an indicator that helps to assess the impact of any kind of project and to identify the best moment to carry it out (visits to the village, meetings, training courses...)

Time trends

Similar to the seasonal calendar, it takes a longer time period to show how things have changed over time and to help to identify which are the causes of this variation.

Venn diagrams
They show the key institutions and individuals in a community and their relationships and importance in the decision-making structure. These elements are represented by circles, each circle represents one institution, group or individual. The circle size represents their level of influence inside the community and the distribution of the circles their respective position inside the decision-making structure:

- when the circles are separate means that there's not relation between them
- if circles touch information passes between them
- if they overlap a little there is some co-operation in decision-making
- If they overlap a lot there is a close co-operation between them

They can be used as well to show the relations between the different partners involved in a programme in order to improve their relationship and the working structure.

ANNEX III - STEPS TO DESIGN A QUESTIONNAIRE

1. **Formulate the questions** we need to ask, their order in the questionnaire and the way to be asked (the question should not determine the answer). Try to avoid long questionnaires (it's recommended no longer than 15-20 minutes for each unit interviewed)

2. Select some **codes** according to the different possibilities of answer for each question

3. Design which **methods** should be followed to collect the information (physical measurement, oral interview, direct observation)

4. Select the **sample** of the population to which the survey will be addressed. Several questions should be answer to organise the sample selection:

- Which is the **population of study** (women carrying out household chores, male heads of family, health workers of a district, community leaders...)?
- What **kind of unit** is going to form the sample (person, household, village)?
- Make a list of all available sampling units from which the sample is to be drawn (sampling frame)
- If we want that the results be representative of the whole population it's important to calculate the **size** of the sample (number of units) and to estimate the standard error that the results will represent regarding the whole population.
- If different categories of population will be included how will be its **stratification** and the size of each sub-sample in the survey (it should reflect the proportion of the different groups in the whole population that it's the object of the research)
- Which statistical method are we going to use to **select the sample**. Normally selected randomly, that means, a method ensuring that all units have an equal chance of being picked to avoid bias. The most common is using a table of random numbers.
- A systematic sample is made when the first unit is chosen randomly and after the next units are chosen systematically (e.g. every fifth household on a list)
- To organise a survey in a wide area where there are numerous villages could be easier to apply the **"30 clusters of 7" technique**: we make a cluster sample choosing randomly 30 villages from a list and later we choose as well randomly 7 households in every village. When a relatively common condition is being investigated can be enough a sample between 100-200 units to have a sufficiently accurate estimation.

5. Elaborate a **protocol (guidelines)** to do the survey giving indications about the main procedures to systematically carry out all the survey forms and to avoid bias by any particular performance of the surveyor team (people that need to be addressed to do the survey, what way to choose the units, how to introduce the survey to the population, how to ask the questions, how to proceed for the observations and measurements...). This protocol will constitute the base for the **training** to the team in charge to carry out the survey.

6. Translation of the questions and guidelines into the local language (s) checking that the way the questions are translated doesn't change their sense (direct-reverse translation)

7. Plan the data collection according to the population sample selected having in mind their use of the time during the day and seasonal calendars of activities in order to find the best moment to carry out the survey.

8. It's important to carry out a **pilot survey** with a reduce number of people from the population that the survey will be addressed to test how do the people understand the questions and the data collection method employed to do any amendment if necessary before starting to collect data from the whole sample.

9. Repeated surveys along a defined time period could be set in order to measure changes in the population over the time and to try to evaluate the impact of any action. It's important to fix previously at what moments it will be carried out in order to allocate the necessary resources and to plan this activity inside the global project time-schedule.

ANNEX IV - MODEL KAP SURVEY. ACF IVORY COAST 1997 (Translation from French.)

KAP Survey : Water and Sanitation - Danane

Date	
Name of surveyor :	N. of cluster :
Name of the woman surveyed :	N. of the house :

Have you gone to school ? Yes No

If yes, at what level did you stop ? Primary Secondary

Where do you take your drinking water from ?

During Dry Season : Traditional Well Well rehabilitated by ACF Pump ACF Pump HV Spring Improved ACF Spring Pond Stored Rain Water River	During Rainy Season : Traditional Well Well rehabilitated by ACF Pump ACF Pump HV Spring Improved ACF Spring Pond Stored Rain Water River

If you don't use a water point built or rehabilitated by ACF :
Why do you prefer to take your water from this source instead from a ACF water point ?
There's not any ACF water point
The improved source is very far
The water from the pump it has a bad taste
It's necessary to wait a long time at the improved water point
The pump doesn't work
Another (specify) :

Do you clean the water point you take your drinking water from ? Yes No

If yes, Can you describe how do you clean it ?

Do you keep your drinking water separately from the water that you use for other purposes ?
Yes No

What utensil do you use to store your drinking water ?

During Dry Season : Jug Jar Bucket Big Bowl UNHCR jar Another (specify)	During Rainy Season : Jug Jar Bucket Big Bowl UNHCR jar Another (specify)

Ask if can you see the utensil used to store the drinking water. It's possible : Yes No

It has a cover (that doesn't allow to pass the ligth) ?   Yes   No

How often the recipient becomes empty ?
More than 1 time per day
One time per day
One time every 2 days
One time every 3 days
One time more than every 3 days (specify) :

Could you show to us how do you clean the recipient where do you store your drinking water (using the same one or a different one) ?
Yes   No
If yes, observe and record how does she clean the recipient :
With the hands and water
With brush and water
With soap and water
With sand or wood ashes and water

How do you think should be the water to be drunk ?

Good taste	Transparent
Not smell	Water that doesn't produce sickness
Fresh	Another (specify) :

Where do you take the water that you use for personal hygiene ?

During Dry Season :	During Rainy Season :
Traditional Well	Traditional Well
Improved ACF well	Improved ACF well
Pump ACF	Pump ACF
Pump HV	Pump HV
Spring	Spring
Improved ACF Spring	Improved ACF Spring
Pond	Pond
Stored Rainy Water	Stored Rainy Water
River	River

Do you use a traditional shower ?   Yes   No

Where do you take the water to wash your dishes ?

During Dry Season :	During Rainy Season :
Traditional Well	Traditional well
Improved ACF well	Improved ACF well
Pump ACF	Pump ACF
Pump HV	Pump HV
Spring	Spring
Improved ACF Spring	Improved ACF Spring
Pond	Pond
Stored Rainy Water	Stored Rainy Water
River	River

Where do you let to dry your dishes ?
On the ground
On a table/seat
In a big bowl
Another (specify)

Which are the most common illnesses among the children in your village ?
1.
2.
3.

What do you think are the causes of these illnesses ?
I don't know

1.
2.
3.

Do you think water can transmit sickness ?
Yes No I don't know

If you say yes, which sickness ?
Diarrhoea
Worms
Another (specify) :

How do you think we it's possible to prevent these illnesses ?
I don't know

1.
2.
3.

Where do you go to defecate ?
Bush
Traditional latrine
Concrete latrine (V.I.P ; H.C.R.)

If you don't use latrine, what is the reason ?
No latrine Far away
The door it's broken It's dirty
It's private Bad smell
It's locked

If you can use a latrine, do you help/encourage to your children to use it ?
No children Yes No

Do you wash your hands after to defecate ? Yes No

If yes, Why do you wash your hands ?
To prevent illness To avoid contamination
Cleanness Another (specify) :

What do you do when your children have diarrhoea ?
To go to the health centre To give traditional medicine
To give ORS made by myself To medicines in the market
Another one (specify) :

How many of your children under 5 had diarrhoea in the last 15 days ?
No one One

Two	Three
Four	Another (specify) :

ANNEX V - MONITORING AND EVALUATION INDICATORS

List of possible indicators to measure the progress and results of the activities undertaken

As we did with the indicators provided to carry out the initial assessment, the indicators provided below to measure progress and results of the programme are not given as an exhaustive list that imperatively must be followed, instead should be regarded as examples that could highlight the type of information that the monitoring and evaluation can look for.

Example of indicators to measure the progress of the activities
Related to criteria such as efficiency, effectiveness, relevancy and quality of the activities undertaken

- **Education Programme**

Type and periodicity of education activities undertaken
Type of messages spread and type of communication channels and tools selected
Number of people from the target groups who participated in education activities
Opinion of the people about these activities (duration, understanding of messages and visual aids, if the information transmitted is relevant for them...)
Number of meetings held and average participation
Number of committees trained in water/sanitation management
Number of training sessions and key people/groups reached
Number and type of education material provided (boards, posters, video-cassettes...) to committees and other community agents in order to support their work

- **Participation and community involvement**

Number of meetings with community members to implement the project
Number of committees created
Number of user groups
Number of people involved in the structures organised for the implementation and the maintenance of the project
Average contribution from the families in the implementation of the project (money, materials, labour, food...)

- **Planning and Management of the activities**

Co-ordination and involvement with local counterparts and community groups
Delegation of responsibility from head office to field level and to local staff
Integrated management of the different phases of the project
Time taken for programme to be fully operational
Integration of the social approach needs with the technical constraints present
Internal co-ordination between the social and the technical components of the project
Skills and performance level of local staff: use of participatory techniques, use of audio-visual tools and other communication resources, monitoring and reporting of activities...
Training needs coverage (to local staff and community groups involved)
Supervision and support to local staff and community groups
Cost-effectiveness of the resources employed regarding number of beneficiaries and objectives obtained
Follow-up of the planned time-schedule
Multi-sectoral approach: level of integration and co-ordination with nutrition, food security and health programmes (inside/outside ACF)
Criteria for programme closure achieved
ACF watsan standards achieved

Example of indicators to measure the level of achievement of the objectives and aims of the project (impact indicators):

1. Participation of groups and families in the implementation and maintenance of the project
Involvement of community groups in the project: community leaders, women, school teachers, health workers...
Participation of the least powerful groups in the decision taking and implementation process
Integration of watsan matters inside already in place community structures for decision taking
Accessibility of the least powerful groups inside the community to the benefits reported
Constitution of a local network able to keep the benefits of the project and to promote further local initiatives (involvement of government or private technicians, pump and spareparts suppliers, administrative supporting structure...)
% of water points totally handled by local structures
Contributions to the Water Point Fund: number of families, periodicity, amount per family.
Contributions in labour, food and materials for the construction of the water point
Number of families that participated in the election of the water committee members
Number of members in the committees and social background of its members
Number of meetings held by the water committees with the family users to discuss matters related water point management or village sanitation
Suggestions provided by the people regarding the project

- **Management of the water point by the committee**

Maintenance of the water point: technical maintenance, cleanness and environmental sanitation, fence and drainage...
Water Point Fund book-keeping: figures updated, coincidence amount of money in the cash box with the figures written on the book.
Boards or posters used by the committee to spread information to the families
Existence of Water Point Rules of Use discussed and agreed by the committee with the rest of the families
Type and number of spare-parts for pump maintenance that the committee has in stock

2. Awareness, Knowledge and Attitudes of the people regarding water and hygiene after project implementation (Focus Group and KAP survey)
Coincidence between the priorities and preferences of the community and the actions provided by the project

3. Practices of the people regarding water and hygiene:

- **Use of the water from the pump or another improved water source that was built or rehabilitated (important to assess both in dry and rainy season)**

Families that use exclusively the water from the pump as drinking water regarding the total families in the village
Families that combine the use of water from the pump with other traditional sources
Families that boil drinking water
Average number of people/households per water point. % coverage of the target area population
% coverage of different groups inside the community (distribution of benefits)
Increased quantity of water used per family (for drinking and hygiene use)
Non-existence of negative by side effects: e.g. the effect over the health, livestock or crops of water with a high concentration of any chemical/mineral component. (Remember the dramatic consequences of the water supply programme of Unicef in Bangladesh!!)
Degree of beneficiaries satisfaction with the water supplied

- **Storage of drinking water**

Families that have a jar exclusively for drinking water
Families that cover the jar

Families that keep the jar inside their homes

- **Handling of the water**

Families that use a bowl with handle to take water from the jar
Families that clean the bucket(s) used for transport before fetching water

- **Water Point Maintenance**

Presence of rubbish, animal stools, mud, stagnant water inside/around the water point
Maintenance of the fence
Maintenance of the drainage
Presence of flowers or other elements that make more pleasant the water point
Technical maintenance of the pump
Works lifespan

- **Village sanitation**

Presence of rubbish / animal stools spread through the village. Tidiness of public areas
Cleanness around the houses
Distance of latrines and garbage pits from any source of water

- **Use and maintenance of latrines**

% sanitation facilities coverage of population in target area
Average number of families per latrine or another sanitation/hygiene facility provided
Families that exclusively use the latrine when they go to defecate
Cleanness of public and family latrines
Presence of flies
Presence of bad smell

- **Personal hygiene**

Presence of water and soap or ashes in/near the latrine
Presence of soap/ashes inside the house
Children that wash their hands after using latrine and before eating (more easy to measure in schools by observation)

ANNEX VI - PARTICIPATORY EVALUATION FOR GROUP PROCESS

Example of Participatory Evaluation of the involvement of different institutions or groups in the project

The People's Participation Programme (PPP) of the FAO designed a method to allow a self-evaluation by the own groups involved in the project about their level of participation along all the process and their level of self-reliance and co-ordination with other groups at the end of the project.
The method is based in the selection of indicators by the own groups with the assistance of a Group Promoter who facilitates the evaluation of the group performance, giving scoring between 0 and 3 (indicating 0 non or very small level of objectives reached and 3 a high level)

Matters that can be analysed jointly with the group are such as:

- Meetings and Participation
- Management responsibilities (technical and financial management)
- Group institutionalisation and self-reliance

As example: to evaluate members' participation in a group 4 statements can be set and the group should discuss which one of them reflects better the experience of the group:

3 = All members participate actively in meetings and group activities. Everyone feels free to speak up and play an active role.

2 = Most members participate actively in meetings and group activities. Most feel free to speak up and play an active role.

1 = Some members participate actively in meetings and group activities. Some feel free to speak up and play an active role.

0 = Few members participate actively in meetings and group activities. Few feel free to speak up and play an active role.

Other indicators should be identified and discussed with the group following the same process regarding the other main matters that could concern the group performance.

This methodology is based over a scale of value that provides a qualitative evaluation made by the own group. For this is important that criteria for a "successful group" can be developed by the group itself, analysing which key factors have contributed to the success or failure of the group. To be effective as a tool to consolidate a group helping them to analyse problems and possibilities and to avoid that the group feels threaten by the evaluation carried out by a person that is external to the group it's essential the existence of a previous relation of co-operation and confidence between the group and the facilitator.

ANNEX VII - WATER USE EDUCATION: CONTENTS AND COMMUNICATION TOOLS, ACF CAMBODIA

EXAMPLE OF WATER USE EDUCATION MEETING IN A VILLAGE : CONTENTS AND COMMUNICATION TOOLS

(Extracted from the Manual about Community Animation and Education related Water Use and Hygiene. ACF Siem Reap Programme. September 1998)

Objectives
The main objective of the meeting is to raise the awareness of the villagers about :

- the need of safe drinking water
- safe and unsafe water sources
- the hand pump provides a safe water, but it's necessary to prevent that this water becomes unsafe:
  a) in origin (water source)
  b) in transportation
  c) in storage

Methodology
As much as possible we try to involve the villagers using a participatory methodology based on :

i group discussion : questions regarding water sources use in the village and water practices of the families
ii visual tools : posters, pump model, video,…
iii role-playing and demonstrations: use of the pump, safe collection and storage of water

CONTENTS AND DEVELOPMENT OF A WUE SESSION

MEETING CONTENTS:

Introduction: Presentation of ACF and the objectives of the program of drinking water supply in the village
Presentation of the education session: contents, duration, materials,...

1.- Importance of clean water for the health: water is life, but can means as well death when is contaminated.

2.- Difference between safe and unsafe water: sources of safe and unsafe water.

Activity: Demonstration: show two glasses with water: one with water from a pump (transparent) and the other with water from a pond, lake, river or shallow well (cloudy)
Material: Posters: safe (hand pump) and unsafe (unprotected pond, traditional well) water sources

3.- Diseases caused by bad water condition and bad sanitation and hygiene practices connected with the water
Brief explanation about:

- diarrhoea
- worms
- skin/eyes infections
- fever

- cholera / typhoid

Material: Poster representing germs

4.- Explanation about water-related disease transmission

Material: Poster: cycle of water contamination and disease transmission

5.- Measures to prevent these illnesses:

a) Drink clean and safe water from the hand pump
b) Prevent water becoming contaminated
c) Measures to avoid water born diseases

A) DRINK WATER FROM THE HAND PUMP: make understand the benefit of drinking water from the pump.

1. Differences between dig well and drilled well. Elements that make the water from the pump a safe water (nothing falls inside, water coming from depth,…)

Activity: Explain the drilling process, where the water from the pump comes from and how does it arrive to the pump using small models of a hand pump (VN6 model) and a PVC pipe.

Other reasons:

- Availability of water all the year.
- Easy to use for elders and children. No risk for children to fall inside. Less effort to collect water.

2. Benefits to drink safe water (water from the pump):

- Family health
- Saving of money: not necessary to buy medicines or to go to the doctor
- Family wealth: adults can continue working and children going to school. Not necessary to stop due illness
- Less worries and work for the mothers in taking care of ill family members

B) MEASURES TO PREVENT WATER CONTAMINATION:

1) In origin (water source):

- keep good cleanliness of the water point: clean concrete platform and environmental sanitation
- avoid rubbish and human / animal stools near the water point
- keep animals away from the water point
- if you use a ring well cover it and use only one bucket for everybody. The bucket must be clean and should never be put on the ground. The rope also should never touch the ground (use poster about good well conditions)
- avoid breaks of the platform and repair them when that happens

Material: Posters: good and bad water point hygiene
Poster: awareness raising board about water point maintenance to be installed at water point site

2) Transportation of water:

- collect water using a clean bucket (always clean the bucket before pouring water inside)
- do not put hands or any object in the water
- avoid any thing falling into the water (e.g. leaves, insects,...)

Activity: Role-play: 2 villagers go to collect water from the hand pump (simulated by 2 pieces of wood)

3) Water storage:

- store drinking water separately from washing water
- use a clean jar or bucket to store drinking water. Clean it frequently (not less than 2 times/week and with brush or coconut shell)
- always cover the jar or bucket
- do not put hands into the drinking water. Take it with a clean bowl with handle. Ensure the bowl never touches the ground and keep this bowl clean so it doesn't contaminate the water. Frequently clean the water in the jar of leaves, insects or any other object that has fallen into the jar
- keep animals and young children away from the jar

Material: Game: elements that constitute a good and a bad storage
Stickers advising to cover the jar: to distribute to every family attending the meeting

C) MEASURES TO PREVENT WATER BORN DISEASES:

1) Never drink unboiled water from rivers, lakes, ponds, streams and shallow wells. It's recommended to boil the water even when you take it from ring wells and hand pumps
2) Boil the water for at least 10-15 minutes
3) Do not pass stools near any water source such as pond, river, lake, stream, well and pump
4) Do not throw waste water into any water source

Material: Poster: measures to have safe water (pump, covered jar and boil water)
Poster: good water practices lead to a healthy family

6- Summary

The summary try to put in relation the different contents that appeared during the meeting to improve the practices of the families regarding water.

Material: Video: water and sanitation (Unicef)
Leaflet to distribute to people attending the meeting showing drawings of good and bad water practices (people fetching water from unprotected traditional well versus people collecting water from hand pump. Uncovered jar with cow drinking from it versus cover jar and women cleaning it).

Questions for group discussion: - What water do people prefer and why?
- List of 4 kinds of good water
- List of 4 kinds of bad water

Participatory activities during a Water Use Education meeting

ROLE-PLAY SAFE COLLECTION OF WATER (CLEANING OF THE BUCKET)

Contents

2 villagers in the meeting go to collect water from the water point (simulation of a hand pump made with wood sticks).
One of the persons pumps the water from the pump meanwhile the other person shows how to collect the water in a safe way: cleaning the bucket with water from the pump and a brush (or coconut shell). After this operation she/he collects the water.

GAME GOOD WATER STORAGE

Contents

The people in the meeting have to represent with painted canvas representing different elements of domestic water storage (jar, cover, bowl, jar support,…) what is good and bad storage.

Canvas elements good storage	Canvas elements bad storage
a) clean jar	a) broken and dirty jar
b) wood cover	b) jar not covered, dog (element of contamination) and mosquito (it grows up in the water of not covered jar)
c) bowl with handle to collect water	c) bowl with no handle and dirty hand
d) brush to clean the jar (or coconut shell)	d) no brush (coconut shell) to clean the jar
e) wood base to put the jar	e) jar touching directly the ground
	f) picture of germs

The painted jar elements are distributed among the people attending the meeting: those people who received elements of a bad water storage have to form one group and to organise the scene of bad storage in front of the rest of the people. The same for the people who received good storage elements. Both scenes are completed in front of the rest of the people attending the meeting, what allows them to:

1. compare what elements form a good domestic water storage and a bad domestic water storage
2. understand the ways of contamination (dirty hand touching the water, dog drinking the water from the jar not covered, bowl laying on the ground,…)
3. understand the problems that a bad domestic water storage produce: germs (diarrhoea, sickness) and mosquitoes (dengue, malaria)

ANNEX VIII - HYGIENE EDUCATION: CONTENTS AND COMMUNICATION TOOLS, ACF CAMBODIA

EXAMPLE OF HYGIENE EDUCATION MEETING IN A VILLAGE : CONTENTS AND COMMUNICATION TOOLS

(Extracted from the Manual about Community Animation and Education related Water Use and Hygiene. ACF Siem Reap Programme. September 1998)

Objectives

- To ensure villagers understand (especially women) the relation between some sicknesses and bad hygiene practices or lack of village sanitation
- To make the villagers know basic measures aimed to improve hygiene and sanitation conditions
- To understand the causes of diarrhoea, how to prevent it and how to avoid dehydration

Activities

a) Organisation of the meeting with the families of the PUG
b) Meeting with the families of the PUGs in the village

Timing

- After construction of the water point
- 1 meeting with the families of each PUG (2 user groups could be join if high density of families in the same area)
- Approximated duration of the meeting: 2 hours

Materials

i. Leaflets to advise to the families about the meeting
ii.Education materials set in the guidelines

Methodology

- The educator follows the guideline for the activity to develop its contents
- Use of visual education tools to support the messages (posters, leaflets, video,...)
- Involvement of the villagers (specially family advisers in the WPC) assisting to the educator from the agency to prepare and to carry out the activity
- As much as possible we try to involve the people in the meeting using a participatory methodology based on :

i questions regarding hygiene practices and village sanitation
ii visual tools : posters, video, leaflet…
iii role-playing
iv games
v demonstration and practice: how to make ORS, washing children hands (mother wash the hands of her child)

A) ORGANISATION OF THE MEETING

The Family Advisers from the Water Point Committees are asked to collaborate advising to the families that constitute the Pump User Groups about the date, time and contents of the meeting.
To facilitate this activity leaflets with this information are provided to every family.

B) CONTENTS OF A EDUCATION SESSION RELATED HYGIENE AND PREVENTION OF DIARRHOEA

Objectives: at the end of this session participants should know:
1) what good sanitation and hygiene means
2) why it's important good village sanitation and hygiene practices (prevention of illness)
3) basic measures they can do to improve sanitation and hygiene

Contents:
1.- Summary of the contents of the last session
2.- What is sanitation/what is hygiene
3.- Why poor hygiene and poor sanitation lead to disease
  3.1 what are germs
  3.2 how germs are transmitted

Material: Poster of germs
Poster dirty hands transmit sickness
Poster flies transmit sickness

4.- Some main diseases produced by poor hygiene and sanitation (brief explanation about)

- Diarrhoea
- Cholera
- Typhoid
- Skin diseases / Eyes infections
- Parasites
- Malaria / Dengue

5.- Measures for a good village sanitation:

- Clean the rubbish in your house and near your house: bury it or burn it every day to avoid flies and germs spreading
- Bury your stool when you pass stools. Select and fix a place where to go for this purpose. By this way we avoid flies and germs spreading through the village
- Do not pass stools inside or near water sources like river, pond, lake, stream, wells...
- Avoid animal's stools inside or near water sources as above mentioned
- Avoid stagnant water: keep the drainage of the water points in good condition and avoid stagnant water around your home digging a small drain connected with the main drain to prevent flooding. In this way we prevent mosquitoes breeding that lead to malaria and dengue fever

Material: Poster good and bad village sanitation condition
Poster collect and burn rubbish

Participatory Activities:
Role-play: A father go with his son to the field and teach him to dig a hole and to cover stools after defecation
Game: Distribution of pictures representing a good water point (hand pump in good condition, brush to clean platform, hoe to dig canal, tools for pump maintenance, strong fence) and a bad water point (cow, pig, mud and worms, flies, mosquitoes, germs, hand pump in poor condition). These pictures are painted on different pieces of cloth and we ask to the people to form what is a good and a bad water point.

Questions for group discussion:
Before our explanation, we can ask the people to see what they think about:
- why hygiene and sanitation can prevent many illnesses?

- what basic measures do they know for a better sanitation in the village?
- what hygiene practices do they follow usually in the village?

A) HYGIENE

Contents:

1.- Measures for good domestic and personal hygiene:

Personal hygiene

- Wash your hands:
  - after passing stools
  - before preparing food and eating
  - after cleaning babies' stools
- Use soap to wash your hands. Teach to your children to wash their hands in the above mentioned cases
- Mothers should wash their breast before breast feeding
- Have a bath every day with clean water and soap to avoid skin and eyes infections
- Brush your teeth at least twice a day and keep your nails short
- Use shoes to avoid parasites

Materials: Poster child washing hands after use latrine and before eating
Poster mother breast feeding baby

Domestic hygiene

- Cover food to avoid contamination by germs transmitted by flies, cockroaches and rats
- Wash vegetables and fruit with clean water and peel off the skin before eating
- Wash your dishes after using them with clean water and soap (or wood ashes)
- Keep your house clean
- Use a mosquito net when you sleep during the night to prevent malaria

Material: Poster cover food to prevent disease
Poster women washing vegetables and cleaning inside house

B) PREVENTION OF DIARRHOEA AND DEHYDRATION

Relation between good sanitation and hygiene and family health
Material: Poster good hygiene practices lead to a healthy family
Video practices on hygiene, sanitation and diarrhoea and dehydration prevention (AICF/USA)

Example of adapted way to aware about diarrhoea and dehydration

PREVENTION OF DIARRHOEA AND DEHYDRATION

Objectives: at the end of the session people should understand:

1) what is diarrhoea
2) how to prevent diarrhoea
3) how to prevent dehydration, mainly for small children (home made ORS)

Contents:

1) What is diarrhoea?

Diarrhoea is one of the most common and dangerous illnesses for children. It is easy to get, for this reason is important to know how to prevent it and to treat it. Especially for small children, who can die if they have diarrhoea for a long time.

A person has diarrhoea when he/she passes 3 or more loose watery stools per day. Normally is accompanied by fever.

2) What causes diarrhoea?

- It's caused by germs and worms that get into our body. These germs and parasites are often in the water and food people drink and eat.
- Stools contain many germs. Use latrines or bury your stools
- When we don't wash our hands after using the latrine or before handling food, the diarrhoea germs get into our bodies from our hands to our mouth.
- Water usually has diarrhoea germs in it even when it looks clean. Stools and rubbish on the ground can flow into water wells and streams during rainfall, contaminating the water.
- Food may have diarrhoea germs because people who handle it have dirty hands, or flies walked on it. If we eat this food we can get diarrhoea too.
- Flies, cockroaches and rats spread diarrhoea by carrying germs from one thing to another. These pests walk on stool, rubbish, or anywhere there are germs. They pass them to the food we eat.
- Bottled milk feeding is dangerous because bottles are difficult to clean and can have many germs in them. The water used to mix milk is often dirty. Bottle feeding can make the baby to have serious diarrhoea and to die.
- Eating from dirty dishes or drinking from dirty glasses can cause diarrhoea, as well as eating with a dirty spoon.

3) How to prevent diarrhoea:

The most important thing to remember is that anything that comes into contact with stool or rubbish must never touch your mouth.

- Always wash your hands and your children's hands with clean water and soap before handling or eating food.
- If you don't have latrine, bury or cover your stools with earth.
- Wash your hands and your children's hands after passing stools.
- Wash your hands after cleaning babies. Their stools can carry germs to you and your family.

Water, food and hands may have germs on them even if they look clean. Some ways to prevent them:

- Boil drinking water for 15 minutes.
- Wash well or peel vegetables and fruits.
- Cook well all the food you eat
- Food must be covered to protect it from flies, insects and dirt.
- Breast feed your baby from birth, until he/she is 2 years old. Introduce other foods at 4 months, but must be soft food and very well washed and cooked.
- Breast feeding protects the baby against diarrhoea. Breast milk has protective substances that help to fight against germs and keep your baby healthy. It's very important that mother wash their breast before feed the baby.

4) How to prevent dehydration:

1) People, especially children, lose a lot of water and minerals when they have diarrhoea. If someone loses too much water then could die. It is very necessary to replace all the water that the person has lost.

2) Water is the most important thing for the child with diarrhoea. We need to add some things to water to make it better for the body with diarrhoea. We can make a special drink by (see leaflet given):

a) pounding rice into a fine powder

b) taking a small fistful of rice powder and adding it to 6 fish cans (a little over 1 litre) of water in a large pot

c) adding two 3 finger pinches of salt

d) boiling the mixture of rice powder, water and salt for 10 minutes. Before drinking it wait until it become cooler

The taste of this fluid shouldn't be too salty. It should be the same taste as tears.

Other ways:

- adding 2 spoons of sugar and 3 finger pinches of salt to 1 litre of boiled water
- drinking coconut juice

3) Give this liquid to the person with diarrhoea many times. The more they drink the better. The rice powder water will replace the child's water, but will not stop diarrhoea. You have to continue giving rice powder water to drink.
4) Continue to breast feed when the baby has diarrhoea. He/she needs the breast milk to help him/her to get well.
5) Children need to continue eating when they are sick with diarrhoea. After they get better they need to eat more food than they did before getting sick.

5) How do we know when a child has lost too much water:
It's very important to know when a child has lost a lot of water because this is a very dangerous state and the child could die:
- when there are no tears when she/he tries to cry
- no urine for half a day
- has a dry tongue and mouth
- the breathing is not normal and it's very rapid
- dry skin (when we pinch it the fold continues for a long time)
- has diarrhoea and vomits at the same time

In all these cases it is necessary to take the child to the hospital as soon as possible

Also it's necessary to go to the hospital when:
- they have blood or mucus in their stools
- they have a high fever
- they have passed stools more than 5 times a day
- they have diarrhoea during more than 1 day
- the child looks very thin or his/her eyes look very depth inside his/her face

Taking into account all these measures you can save your child's life.

Material:
Poster child with diarrhoea
Poster child with dehydration symptoms
Leaflets to distribute among the people about causes of diarrhoea and how to prevent diarrhoea and dehydration
Material for demonstration and practice: how to do home made ORS (sugar, salt, bowl, stove to boil water,…)

Questions for group discussion:
- What do you use to do when your children have diarrhoea? (before explanation)
- List out at least 4 ways to prevent diarrhoea (after explanation)

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