COMMUNITY WATER MANUAL

COMMUNITY WATER SUPPLY PROGRAMME UNIT

Bataramulla
Sri Lanka

Community Water Supply & Sanitation Project
Ministry of Housing, Construction and Public Utilities
'Sethsiripaya', Sri Jayawardenepura Kotte
Baramulla, SRI LANKA

ACKNOWLEDGEMENTS

This manual was drafted by Kaye Bysouth, Ross Kidd, Sisira Kumarasiri, KDC Perera, and Colin Steley. The manual has also benefitted from the ideas generated by participants and resource persons at the Remedial Training Workshop on Community Mobilization (December 1993). Two people were particularly helpful - Sisira Navaratne (Artacharya Foundation) and Nanda _____ (Multi Purpose Cooperative Societies). The manual also drew on the experience of communities who have already gone through this process and were willing to share their experience.

Most of the graphics were done by Sudath Samasekara of the National Housing Authority. Some of the cartoons and other graphics were contributed by Petra Rohr-Rouendaal and Frances Combs. We also drew on graphics from other sources:

- **Just Stir Gently** (1991), International Water and Sanitation Centre, The Hague (frog illustrations)
- **Health Education Group Discussion Pictures**, Redd Barna, Sri Lanka.

This is the first attempt to explain the CWSSP to community groups and organisations in a written form. It is not the last word. CBOs and POs are INVITED TO CONTRIBUTE their ideas to improve the manual.

ACRONYMS

What is a "CBO" or "PO"? Are they animals or birds? No, these are not strange animals but a short way of saying a long title. Development workers love to use ACRONYMS to save time. Here are the acronyms used in the manual:

CBO	Community Based Organisation
CF	Community Facilitator
CWSPU	Community Water Supply Programme Unit (the **agency**)
CWSSP	Community Water Supply & Sanitation Programme (the **programme**)
PO	Partner Organisation
TO	Technical Officer

INTRODUCTION

Purpose

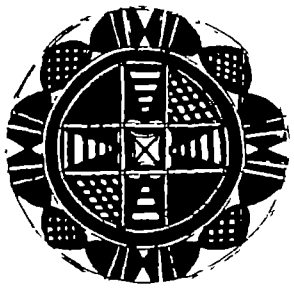
The purpose of the manual is to:

- ☐ explain the Community Water Supply and Sanitation Programme
- ☐ help build strong community groups and organisations
- ☐ show how communities can plan, build, and manage their own water supplies
- ☐ explain how comunities can use the new supplies of clean water to stay more healthy
- ☐ show how community members can build more latrines
- ☐ teach basic skills in group building, meetings, problem-solving and planning

Who Is This Manual For?

This manual is designed for small groups and community organisations who are actively involved in CWSSP. It will also be useful to the Partner Organisations who are assisting the community.

Extra copies are available from the CWSPU regional offices.

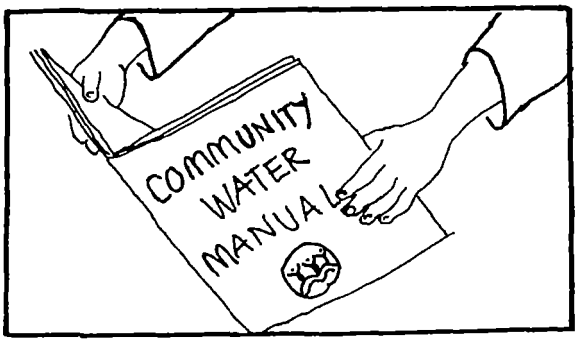


What Is This Manual About?

The manual tells you what you need to know to:

- ☐ participate in the Community Water and Sanitation Programme
- ☐ build strong community groups and organisations
- ☐ involve the community in learning about and taking action on water and sanitation
- ☐ plan and construct a water supply
- ☐ manage its operation and maintenance
- ☐ conduct hygiene education and a sanitation programme

How To Use The Manual?



Group members can take the manual home with them and read it on their own. Or groups can select certain sections to be read and discussed within the group. Another idea is to read it in pairs, helping each other understand what you have read.

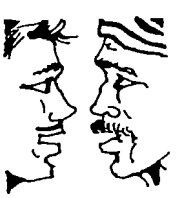
The manual provides GUIDELINES but it also includes QUESTIONS and PICTURES to be used for group discussion.

The QUESTIONS look like this:

What water problems do you have in your community?

When you read such questions, you should stop and discuss them (before looking at the answer provided).

The PICTURES will help to get people talking. Encourage everyone to give their ideas and ask questions. Keep asking: "*What do you see in the picture? What does this mean for our situation?*" You can get a large set of pictures from your Community Facilitator.

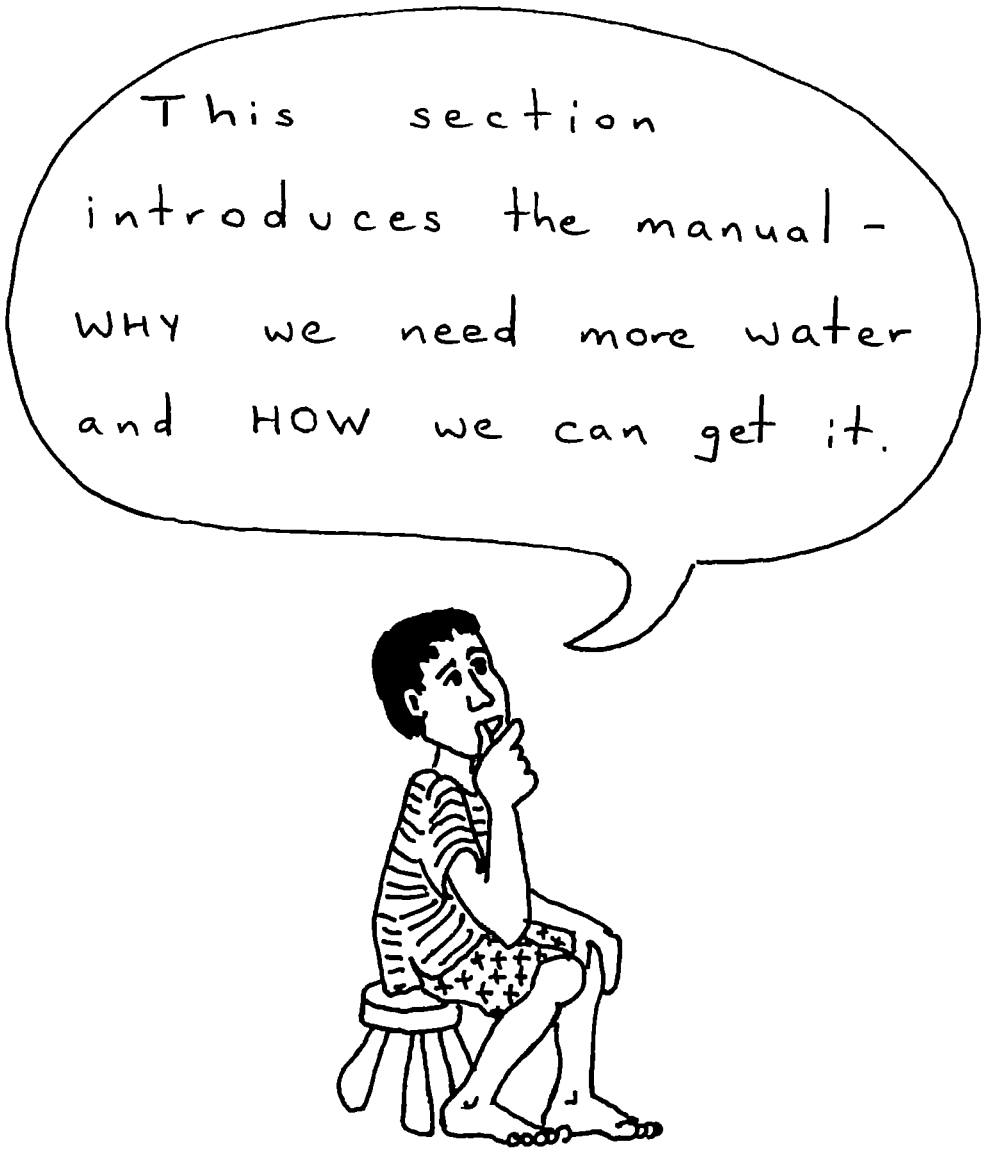


Remember - the aim of the manual is to give you ideas and skills to improve your work as a small group or core group. So don't just talk about these ideas - TRY THEM OUT and adapt them to your own situation.

What The Manual Contains

The manual is divided into 3 main parts:


WATER
FOR
ALL!



PART A

General Introduction

INTRODUCING COMMUNITY WATER MANAGEMENT

Look at the picture below. What is happening? What water problems do you have in your community?

Water is very scarce. Often the well runs dry.

We never get enough water for bathing regularly, washing our clothes, and cooking.

We have to walk so far to get water. And our husbands complain when we take so long.

Our water is very dirty. We know it's making us sick, but we don't know what to do.

The water tastes and smells bad!

There is a long queue at the well. Sometimes we end up fighting each other because of the long wait.

We do all the work. But when the men plan a new well they never consult us. We're always left out.

The pump is always breaking down - and no one comes to fix it.

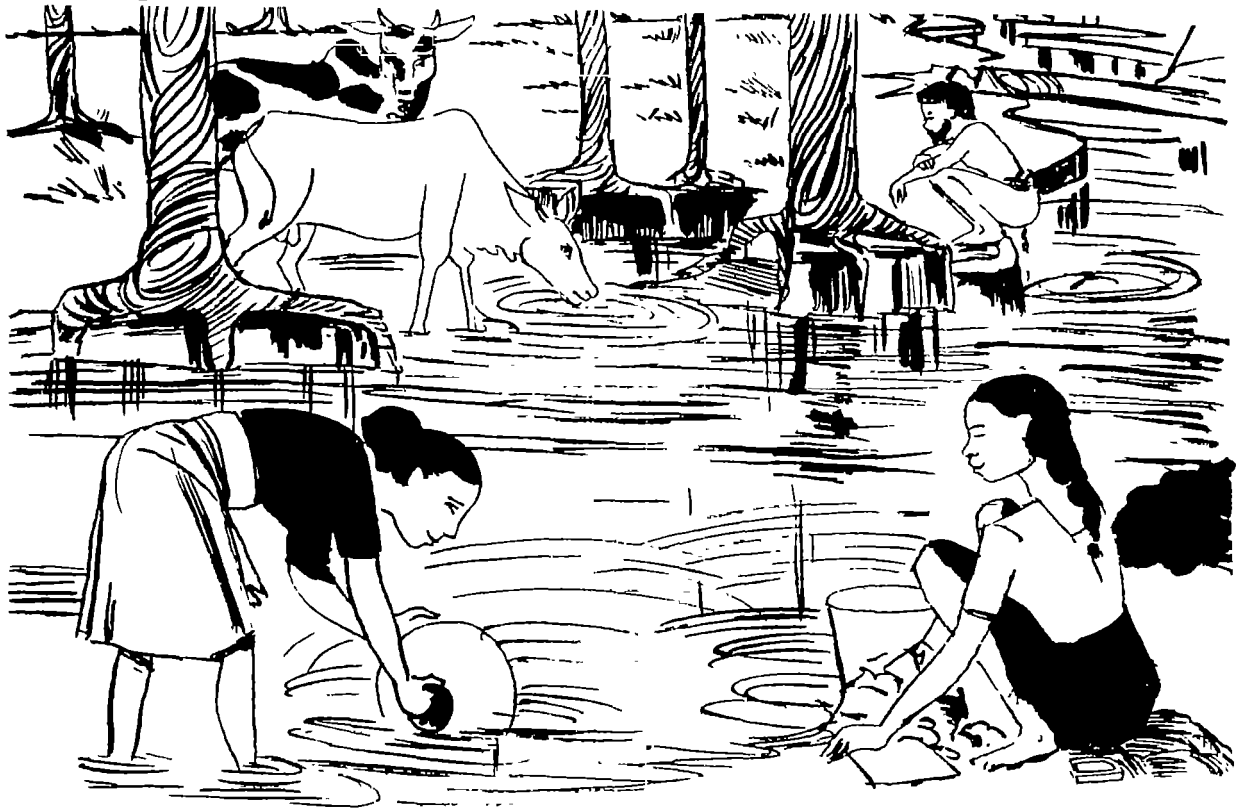
People from one section of the village refuse to share the water with people from another section.

Are these problems familiar? How many of these problems describe **your** situation? Are you interested in doing something about them?

The first 5 problems are about THE NEED FOR MORE WATER and SAFE WATER.

The last 4 problems try to explain WHY PEOPLE ARE NOT GETTING ENOUGH WATER - for example the pump breaking down and conflicts between people.

Let's look at each of these sets of problems.



More Water and Safe Water

How Do You Know That The Water You Drink is Safe?

Some possible answers:

- ☐ water is very clear
- ☐ no taste or smell
- ☐ no mud or dirt in it
- ☐ the source is reliable
- ☐ there is no pollution
- ☐ there are no chemicals
- ☐ there is sunlight
- ☐ no one has fallen sick

Which of the above answers do you think are correct?

How does water become unsafe for drinking? What do you see in the picture above?

A woman is collecting water from a stream in which someone is defecating and another person washing clothes.

How does water get polluted in your village?

- ☐ faeces are washed into water
- ☐ chemicals get into water (eg. a farmer washes insecticide sprayer in stream)
- ☐ people dump garbage into water

What do we mean when we say "MORE WATER" and "SAFE WATER"?

- ☐ available in greater volume
  - ▶ people can bathe and wash their hands more often. This will improve health.
- ☐ without mud or dirt in it
  - ▶ clothes are cleaner
  - ▶ water tastes better
  - ▶ water smells better
- ☐ without disease
  - ▶ this will help stop people getting sick
- ☐ closer to people's houses
  - ▶ women won't have to walk so far to get water
- ☐ available all year

Why do people need MORE WATER and SAFE WATER?

People need to drink and use more water and safe water in order to STAY HEALTHY. People need **large quantities of clean water** in order to:

- ☐ bathe every day
- ☐ wash their hands after defecation
- ☐ wash their hands before preparing food
- ☐ wash their hands before eating
- ☐ wash clothes and dishes
- ☐ keep houses and toilets clean.

Using MORE SAFE WATER will keep them HEALTHY!

But why do we need to TELL people to use more safe water? Consider the following situation:

A piped water system is constructed in one village. Villagers have to walk about 200 metres to the standpost. In the rainy season rainwater fills potholes close to people's homes.

Where would people collect their water - from the standpost or from the potholes?

That's right. Many people would stop collecting water from the standpost and get their water from the potholes.

But why is this a problem? What will happen if people drink this water?

The water is dirty. It may be contaminated with faeces. Many people will get diarrhoea. Some children may die.

So what is the use of a new water system that provides safe water if people don't use it? Many people still don't understand the LINK BETWEEN WATER AND HEALTH.

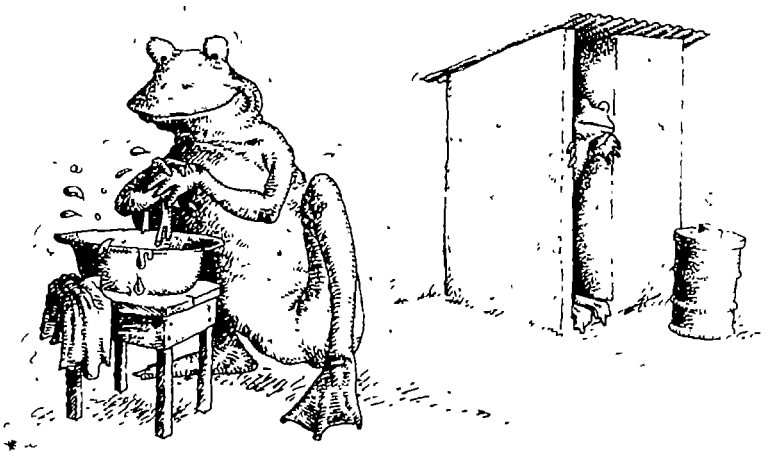
They don't realise that dirty water will make them sick - or they don't understand that the water from potholes or streams or other surface water is unsafe to drink. Some people don't understand that to stay healthy they need to USE MORE WATER - to wash their hands regularly (especially before eating and after defecating), to bathe daily, to wash their clothes, to clean their homes, etc.

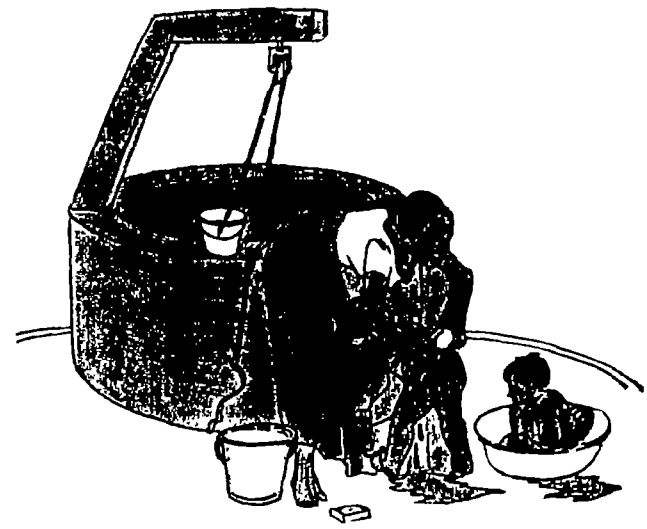
So if you are to develop a new water system providing safe water, people need to be educated on:

- ☐ the disadvantages of using unsafe water
- ☐ the benefits of using safe water
- ☐ the advantages of using more water.

People need to change their habits -

- ☐ to stop using dirty water, and
- ☐ to use more water to stay healthy.





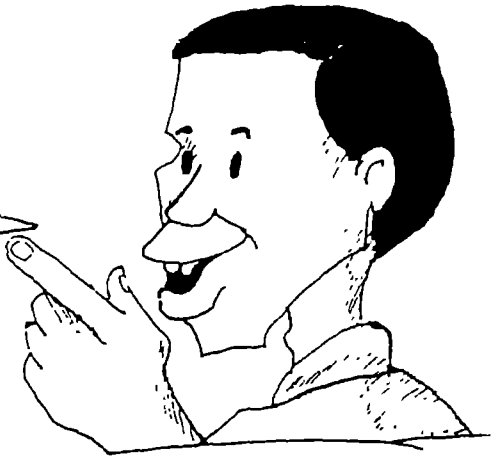
More Water More Health More Life!

Why Do Water Projects Often Fail?

We will now look at the other four problems on page 4.

Why do you think

- ☐ **the pump keeps breaking down?**
- ☐ **women fight at the well?**
- ☐ **people in different sections fight over water?**
- ☐ **women are not involved in decision-making?**



You might come up with some of the following answers:

"There is no unity in the village. Everyone fights for himself. People are not working together".

"The rich and more powerful men in the village make all the decisions. The women and poor people are left out".

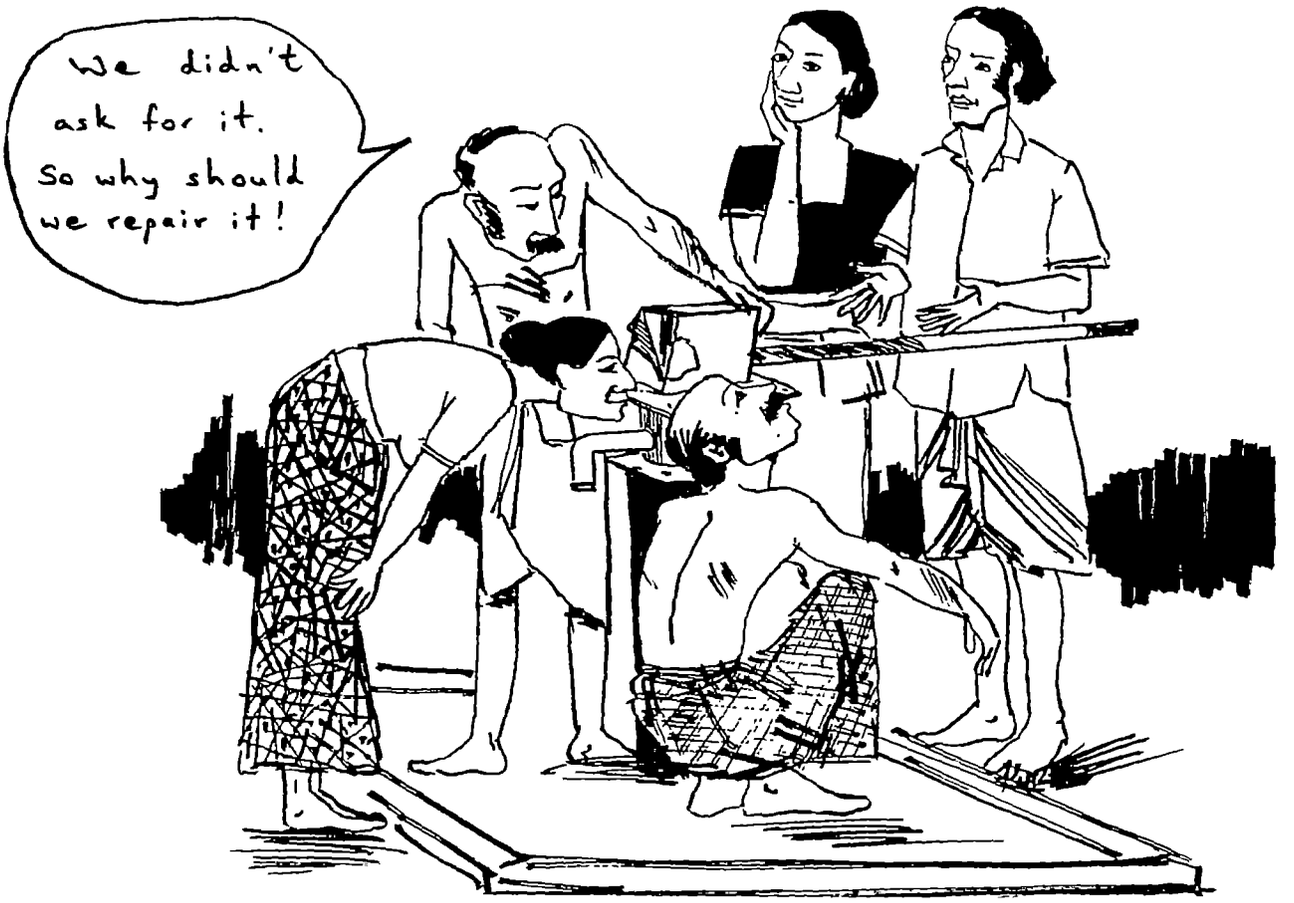
"There is no community organisation to solve the problem".

"No one cares. No one takes responsibility for the tubewell".

"Outsiders did everything. They planned it, they sited it, they built it. We were not involved. We just watched!".

"No one asked us if we need a new water supply or the type of system we wanted or where it should be sited".

"No one in the community was trained in how to repair it".



Have you seen communities (like the one in the picture above) in which tubewells were installed without villagers being consulted or involved? What happens? How do people feel?

That's right. People have NO SENSE OF OWNERSHIP. They don't feel the new water system is theirs. They think:

"*We didn't ask for it. We didn't plan it. We didn't build it. So why should we take responsibility for it?*"

Many water projects have collapsed after they were built because of:

☹ lack of COMMITMENT

☹ lack of COMMUNITY DEMAND

☹ lack of PARTICIPATION

☹ lack of ORGANISATION

People will only feel the new water system is theirs and be willing to keep it running if:

☺ they DECIDE they want to build a new water system

☺ they DECIDE what type of system

☺ they DECIDE where taps or wells are to be located

☺ they DECIDE how much water is needed

☺ they help to PLAN it

☺ they help to BUILD it

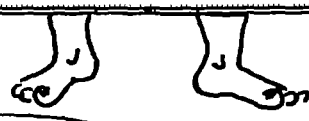
☺ they help to MAINTAIN it

☺ they OWN it!

COMMUNITY MANAGEMENT

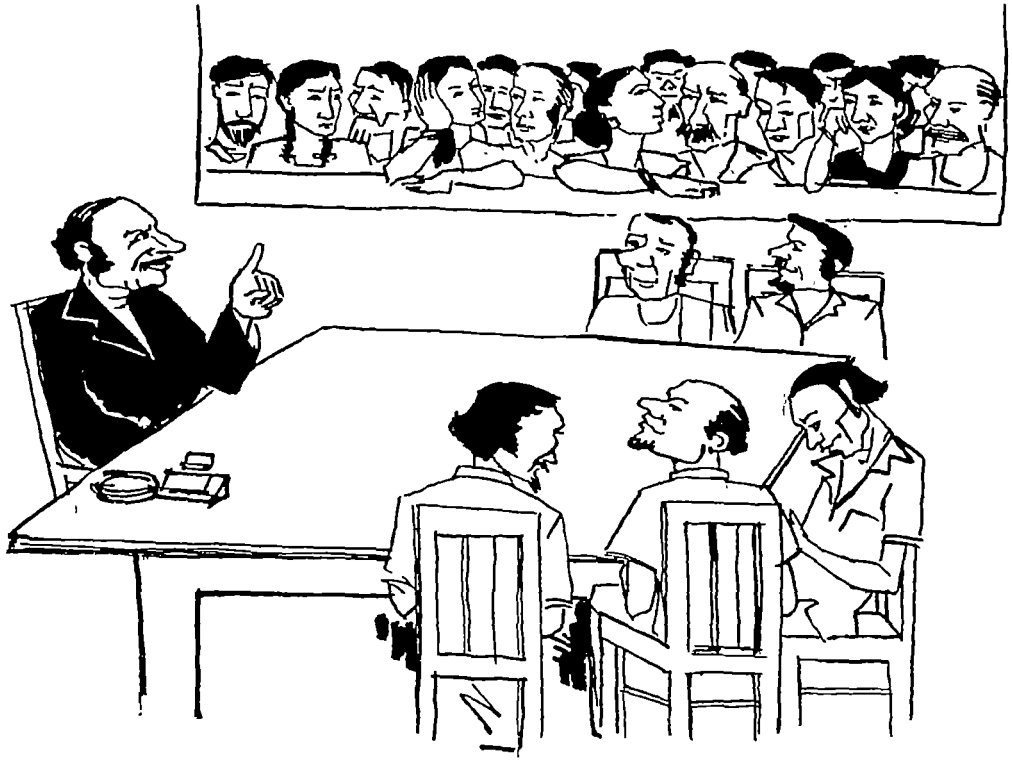
People in the community:

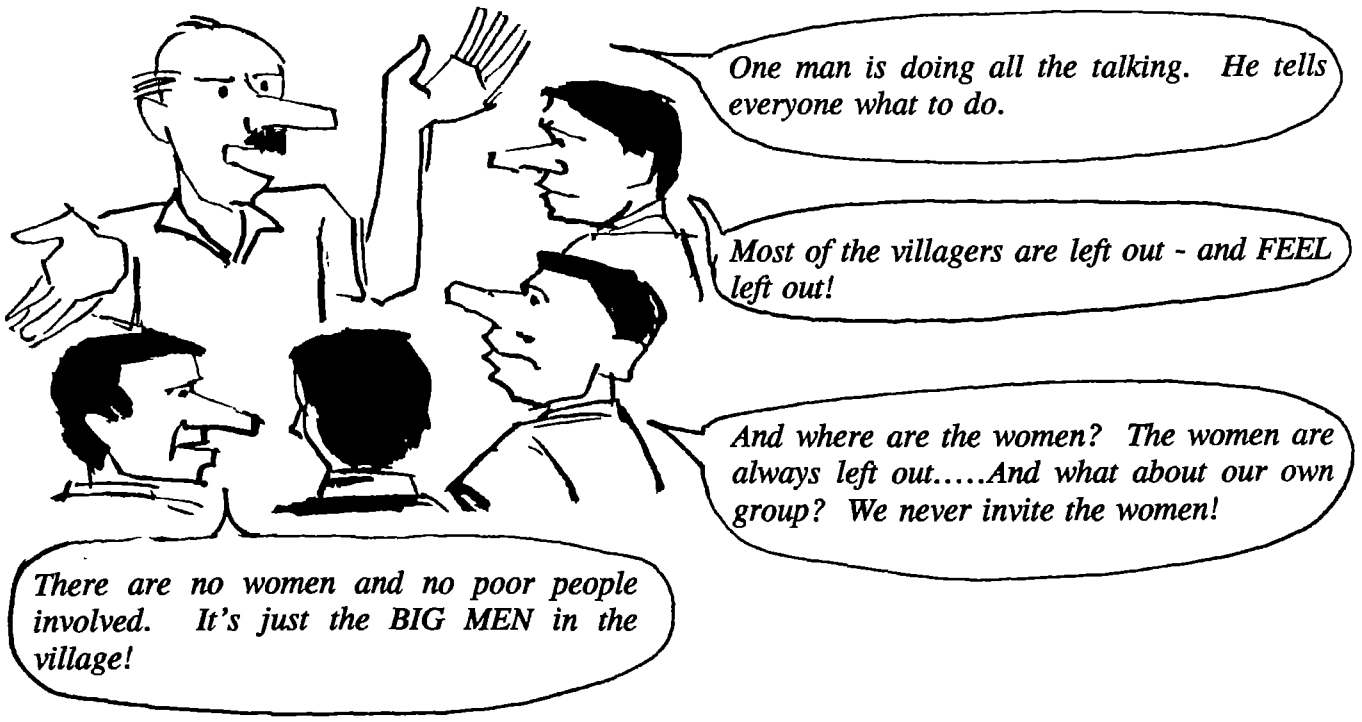
- ☺ work and decide together
- ☺ in small groups and community organisations
- ☺ with women and other disadvantaged people actively involved
- ☺ to plan, build, and maintain their own water supply.



If people feel it is THEIR IDEA from the start and actually PLAN AND BUILD IT THEMSELVES, they will develop the skills and confidence to manage the new water system and the commitment to keep it going.

Look at the picture below. What is happening? What does this mean about COMMUNITY ORGANISATION?





That's right. You can't run a COMMUNITY ORGANISATION like this. You need to get everyone involved - not just the big men.

What should you do then to have a successful water project?

- ☐ Make sure that the community really NEEDS and WANTS a new water system and are willing to CONTRIBUTE to its development - before going ahead to plan it.
- ☐ INVOLVE the community in identifying their own needs, and planning and building their own water system. That way they will feel it is theirs and will be more committed to looking after it.
- ☐ Develop a STRONG COMMUNITY ORGANISATION to lead the community in planning, building, and maintaining the water system.
- ☐ GET EVERYONE INVOLVED - not just the men and more powerful people. Make sure that WOMEN and POOR PEOPLE in the village are actively involved in decision-making.
- ☐ CHANGE ATTITUDES - help people learn how to work together and develop a sense that they can change things, a feeling that "*We can do it if we work together*".

And - don't forget

- ☐ EDUCATE THE COMMUNITY about the importance of MORE SAFE WATER to keep themselves healthy.

What Kind of Water System Should We Build?

There are many kinds of water systems.

In PIPED WATER SYSTEMS water comes from a stream or spring above the community. First, the water is put into a tank to remove the sand. Then it flows in pipes to taps in the community.

In WELLS the water comes from underground and is lifted by a pump or by a rope with a bucket.

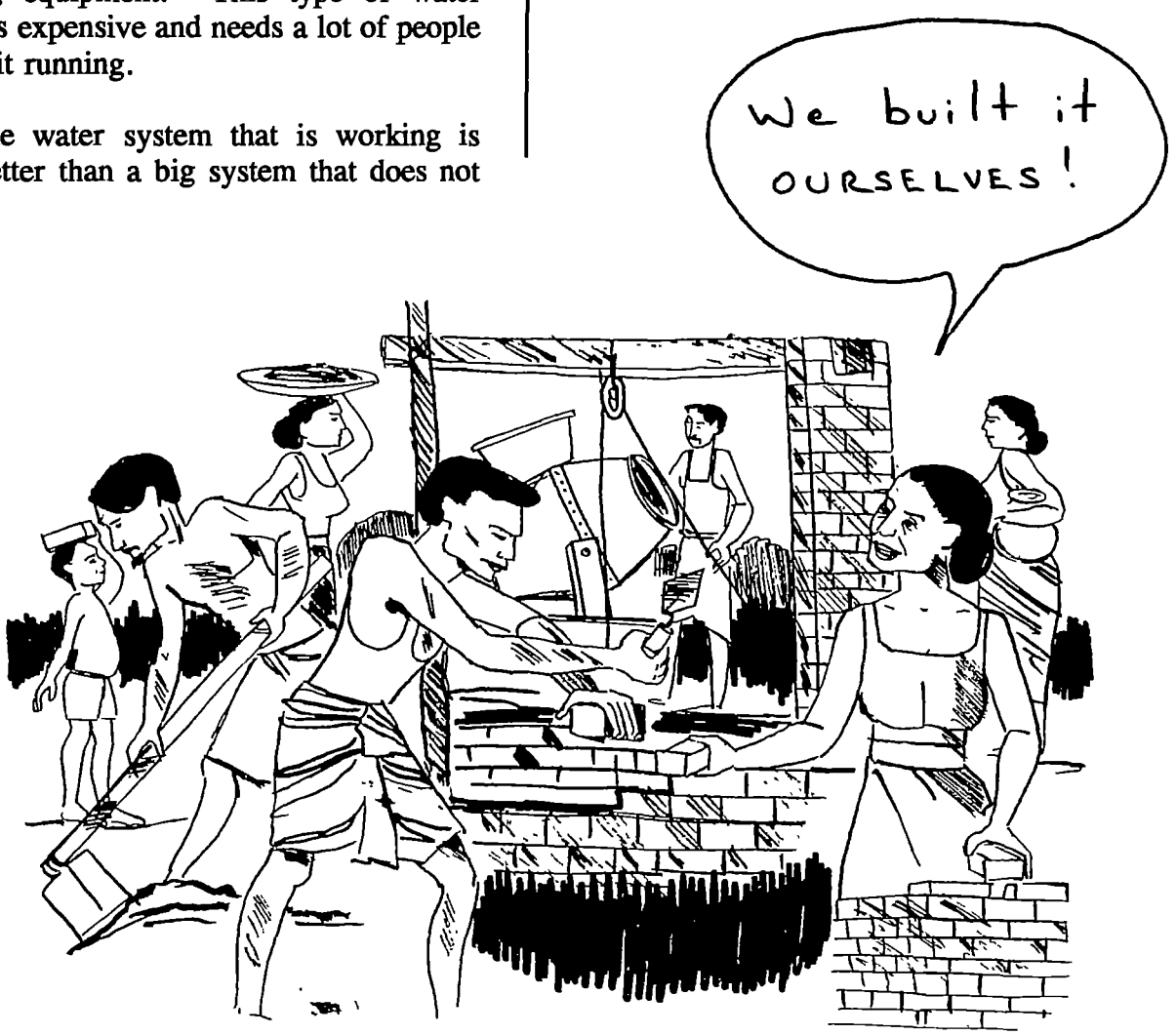
These are **simple** water systems. Some people might tell you that the only type of water system you should have is one that has a big building and lots of complicated pumping equipment. This type of water system is expensive and needs a lot of people to keep it running.

A simple water system that is working is much better than a big system that does not work!

How Long Will It Take?

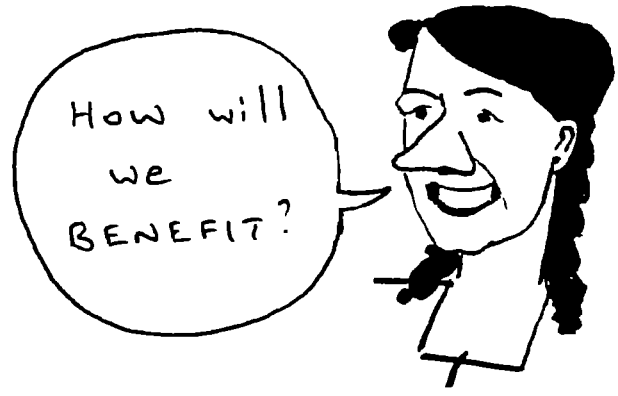
Once you decide you want more water and safe water, it will take time to develop a new system. Don't be in a rush to get things done. It can't be done overnight. Good work **takes time**!

It will take **about 12 to 15 months** to do everything - involve everyone, set up small groups, build a strong community organisation, educate people about water and health, do the planning, build the water system, and set up maintenance.



The community will be expected to contribute:

- ☐ **time** to discuss, meet, plan, and build the water system and maintain it once it is built
- ☐ **unskilled labour for the construction** - digging trenches, carrying pipes, making cement, collecting sand and stones, digging wells, etc.
- ☐ **materials** - some of the materials to be used for construction (eg. sand and stone) can be found in the community.



- ☐ **more safe water** - a key factor in improving health
- ☐ **more accessible water** - less time and energy spent by women collecting water
- ☐ **new toilets** to improve health
- ☐ **new habits** on using more safe water to keep healthy
- ☐ **new attitudes and confidence** - the feeling that the community can change things and improve people's lives through working together
- ☐ a **strong community organisation** and strong leadership - the experience and skills needed to work on other projects
- ☐ **women and poor people actively involved** in making decisions on community issues.

Who Will Help?

Planning a water system is a big job. The community will take the main role. If they plan and build the water system themselves, they won't let it collapse once it is completed.

But you are not on your own. CWSPU, the Partner Organisation, Ministry of Health, and other communities (who have already built their water supplies) will help if you ask for assistance.

What Help Can They Provide?

PARTNER ORGANISATION

The Partner Organisation is an organisation that works directly with villagers. It can help you:

- ☐ set up a community organisation and train leaders
- ☐ plan your water system
- ☐ build your water system
- ☐ get materials and skilled labour for construction
- ☐ train a water supply caretaker.

The Partner Organisation has two types of staff who will assist you on request:

☞ **Community Facilitators**

- ☐ provide basic information on CWSSP
- ☐ help to form and strengthen groups and CBOs
- ☐ train group and CBO leaders
- ☐ advise on community survey, hygiene education, sanitation, and community action
- ☐ help with planning and building the water system

☞ **Technical Officers**

to advise and help the community to:

- ☐ collect and analyse technical information
- ☐ assess different water supply options
- ☐ produce a design and proposal for a community water supply
- ☐ build the water supply
- ☐ train the caretakers.

COMMUNITY WATER SUPPLY PROGRAMME UNIT

CWSPU is a government department which supports the development of community-managed water supply.

CWSPU will provide a GRANT (money that does not need to be paid back) to pay for the construction of the water supply and the assistance of the Partner Organisation.

To receive this grant you will need to produce a PROPOSAL which describes in detail how you are to build your water system and maintain it once it is built. This proposal will have to be approved before any money is given. This will take time.

The CWSPU will require that:

- ☐ the community is organised and the project is planned in a certain way
- ☐ that certain standards of work and materials are met and the new system is inspected.

CWSPU will also provide funds for:

- ☐ building toilets - see page 89
- ☐ community action - see page 49

MINISTRY OF HEALTH

The Ministry of Health has field staff who can help the community with hygiene education. Invite them to help you and your community learn more about water and health.

EXPERIENCED COMMUNITIES

You could learn a lot from communities who have already gone through this process. They know how to plan and build a water supply and could show you how to do it.

Ask your Partner Organisation to help identify such communities - and then arrange a visit to one of these communities to find out how they did it.

Developing community water supply is a PARTNERSHIP!

12 STEPS TO BETTER WATER

What has to be done to get a better water system? In the following pages the most important steps in developing a community water supply will be shown in words and pictures. Each step will be discussed in another Chapter.

1. **Form SMALL GROUPS in all areas of the community.** Small groups get people talking and doing things together. This builds participation, awareness, skills and confidence.

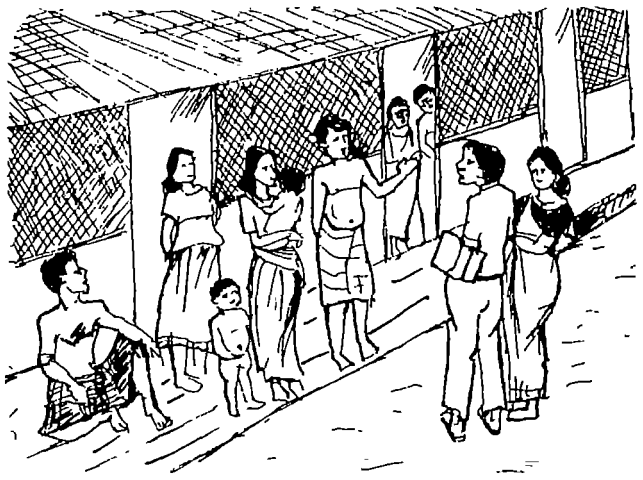
2. **Involve WOMEN and other vulnerable groups.** Make sure that women are members of every small group.

3. **Discuss the PROBLEMS with water and the NEED for better water.** Find out if members would support a new water system.

4. **Discuss how MORE WATER and CLEAN WATER would improve health.** Share ideas on how water can help to reduce illness.

5. **Form a CORE GROUP made up of small group representatives.** The core group would spearhead the development of the new water supply.

6. **Decide on a COMMUNITY ORGANISATION** to plan and manage the water project. This could be the Core Group or an existing CBO. Make sure everyone is represented - women, the poor, and all areas of the community.



7. **Collect INFORMATION on your water situation.** Conduct a survey on the wells, springs, and other water sources already being used and other possible water sources.

8. **ARE YOU READY?** Assess whether the community is ready to work on a water project. Do villagers see a need for better water? Are they willing to contribute labour? Do they support the new community organisation?

9. **PLAN your water system** with the help of the Partner Organisation:
   - identify alternative systems
   - select the best system
   - design the system
   - write a proposal

10. **BUILD your water system.** This is a big task and the Partner Organisation will help you. It involves:
    - planning and scheduling
    - organising self-help labour
    - storing materials and tools
    - checking on quality.

11. **MAINTAIN your water system.** Keep your system going by doing regular maintenance:
    - appoint caretakers to do day-to-day checking
    - involve the community in looking after the water point
    - establish a fund to pay for repairs.

12. **CELEBRATE! Your community can be proud of its own water system!**

PART B

Building Community Organisation

BUILDING SMALL GROUPS

INTRODUCTION

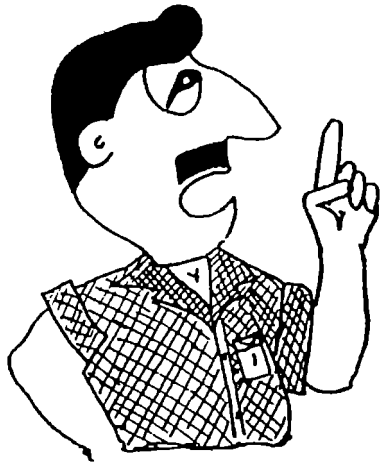
What Is A Small Group?

A small group is a group of 10 - 20 people who agree to work together. Members are "neighbours" - people drawn from the same area of the village. They include both men and women - **at least half should be women.**

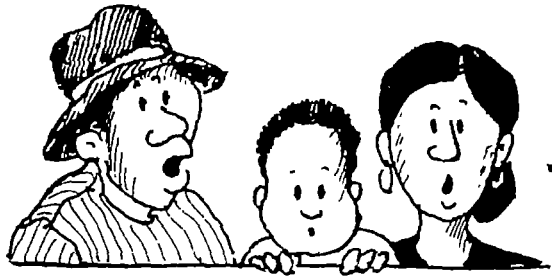
Members meet regularly, help each other solve problems, learn together, and carry out joint activities. They work on their own projects but they also combine with other groups on a community basis to plan a new water supply.

Because of the small size members are able to discuss and solve problems in depth, much easier than in a large community organisation. Meetings are less formal and group members find it easier to talk. They develop confidence to speak out and learn planning and organising skills. Most important they learn to work as a group.

Small groups are a way of getting everyone in the community involved in thinking about and making decisions about water.



Make the small groups strong before forming a community organisation. The small groups are your **roots**. If they are strong, the tree **(COMMUNITY ORGANISATION)** will be strong.



Why Should We Form Small Groups?

We often feel powerless working on our own. Our problems seem big and impossible to solve. Joining together with others makes things easier. We feel more capable of taking action.

We often find we have the same problem and can help each other. Working together and supporting each other gives us the courage to tackle these problems.

We had no idea we could do anything. We started working on small things. But we're now ready to tackle a big project. We now see we can do it ourselves.

Small groups teach us how to plan and manage things. This is the first step towards managing a water supply.

Women and poor people are often left out of community organisations. If we set up a small group in each area of the community and make sure women and poor people are involved, we can make sure everyone has a say in decision-making.

Some of us are shy and find it hard to talk in large community meetings. Small groups give us the confidence to speak out.

We learn things in small groups

- *how to work together*
- *how to solve problems*
- *how to plan and run things.*

Small groups bring poor people benefits. We don't meet because people tell us to meet. We meet because we can improve ourselves through working together.

If you form a small group, you will gain:

- ☼ the **strength and courage** to solve problems
- ☼ **more say** in decision-making and management
- ☼ **more access** to information and resources that are available
- ☼ the **self-confidence** to speak out
- ☼ new **skills and knowledge**

Irrigators guide the water
Fletchers straighten arrows
Carpenters bend wood
Wise men and women
Shape themselves

The Dhammapada

- It holds **regular meetings**.
- Members listen to each other and help each other **solve problems**.
- Members carry out **small projects** - eg. repairing a local well, income-raising projects, etc.
- Members **save together** and make loans to members or use the money saved for group projects.
- Members **learn together**, acquiring new skills and developing new attitudes.
- Members **select** someone to represent them in meetings of the core group.
- Members **contribute** their ideas to the planning of the water supply and contribute their labour to build it.

People who join a group will be expected to:

- **attend** meetings on a regular basis
- **contribute** their ideas to discussion
- **volunteer** for group tasks and take part in group action
- **help** organise meetings
- **learn** new ideas, skills, and attitudes
- **participate** in planning and working on community water supply

GETTING STARTED

At the start of a group:

- ☼ get everyone to see the NEED to form a small group
- ☼ build up TRUST and ACCEPTANCE
- ☼ agree on OBJECTIVES and ACTIVITIES
- ☼ establish BASIC RULES for meeting and working together
- ☼ establish a system of REGULAR MEETINGS
- ☼ ACT - get members doing things and taking action to solve problems
- ☼ select a GROUP REPRESENTATIVE to attend Core Group meetings

Need For A Small Group

Draw out members' own ideas on why they should form a group. Here is what other groups have said:

"It will make our lives easier".

"We can help each other solve problems".

"We can learn more about the water project and how we can participate".

"Working alone we are weak. Working together we can be strong".

Help people see that they are not joining a group just to please the PO or CWSPU. They are forming a group to **meet their own needs** and to bring real benefits.

Build Trust and Acceptance

Members of a group need to trust each other in order to work together effectively. They need to feel that they are truly accepted - that **it is safe to say in the group what they think and feel.** Once they feel comfortable and accepted, they will begin to participate actively and support each other.

Building trust comes through knowing each other and working together. At the start of a group it is good to spend time getting to know each other. At one of your initial meetings get members to talk about their:

- family background
- work experience and interests
- expectations from the group
- how they might contribute.

Agree On Objectives And Initial Activities

Members need to decide on their own goals - this will make them more committed to carry them out. Discuss with members the group's objectives and how they are to be achieved. Ask each member to give his idea - then review the list of points and agree on a final list.

One list of activities is given on page 27. Make your own list.

Set Group Rules

At one of the initial meetings the group should decide on guidelines or rules for working together:

- Meeting Time and Place
- Meeting Rules
- Who Does The Work
- Group Leadership
- Who To Send to Core Group Meetings

Where?

Most groups hold their meetings in members' homes, rotating the meeting place for each meeting. The host of the meeting chairs the meeting - as well as providing refreshments.

How Often?

When a group is starting, it is good to meet once a week. Once it is established and running it may meet less frequently, say once a fortnight.

When?

The ideal meeting time will depend on members. Find out what is the best time for everyone. It is a good idea to meet at the same time each week (or fortnight).

How Long?

Agree on a time limit for each meeting. Remember - people have many other commitments. If a meeting drags on too long, you may lose some members.

Meeting Rules

The group should discuss how it is going to conduct its meetings. Here is what one group decided on:

Start meetings ON TIME.

Make sure everyone gets a CHANCE TO TALK.

ACTIVELY LISTEN to each other and don't interrupt.

Give CONSTRUCTIVE (not destructive) CRITICISM. Remember - it's better to build each other up than to tear each other down.

ACCEPT each others' opinions even when you don't agree with their ideas.

Treat each other with RESPECT.

Taking Action

It is important to get everyone involved in group action. Through working on practical tasks and small projects, members will gain skills and confidence. So get everyone involved in doing the work. Don't leave it to 1 or 2 people to do everything.

Divide up the work among group members. For example members could take turns hosting the meeting and leading the discussions. This way the work is equally shared and everyone feels responsible and committed. They begin to feel the group is theirs.

In assigning tasks, groups should:

- define WHAT is to be done
- decide WHO is to do the job
- give DEADLINES
- provide the necessary RESOURCES
- CHECK that the job gets done
- THANK members for the work done

Selecting a Group Representative To Attend Core Group Meetings

Each group is expected to send one representative to attend core group meetings. Ask for a volunteer - someone who has the time available and is willing to report back to the group.

The First Group Meeting

The first meeting of a group is an important one. Here are some tips for your first meeting:

Listen! The purpose of the first meeting is to find out who is interested, what is on people's minds, and what to do next. Give everyone a chance to say something. Go around the circle, getting ideas from everyone. Ask members - "*What do you hope to get from the group? What can you give to the group?*"

Write down members' ideas. Restate what people say, so you are sure you understand each other.

Assign tasks wherever possible. Get someone for example to host the next meeting.

Leave the meeting with a plan to tackle at least one problem. You need to prove to members that talking leads to results. Choose something simple that you are confident you can solve. Make sure everyone knows what has been decided and what he or she is expected to do.

LEADERSHIP

Shared Leadership At Beginning

You may feel you need to select a group leader at your first meeting - but **wait a while!** The people who organise the first meeting or talk the most at it, may not be the best leaders. They may be good at talking, but poor at getting things done. After the work gets going, after a number of meetings, it will become clearer who are the most committed, hardworking, effective leaders.

In the beginning it's better to **share** the leadership. Give every member a chance to host a meeting, take minutes, or carry out tasks between meetings. This way everyone takes responsibility for running the group and through this develops a greater sense of commitment.

If you elect leaders at the start, members will sit back and leave everything to the leaders. Members will never feel that they are responsible for its success or failure.

> With the best leaders
> When the work is done
> the task accomplished
> The people will say
> "*We have done this ourselves*"

What Is A Good Leader?

Once a group has been going for a while, it may choose to have leaders. Good leaders have the following qualities:

☺ honest, dependable, and committed

☺ active and hard-working - able to devote time to leadership

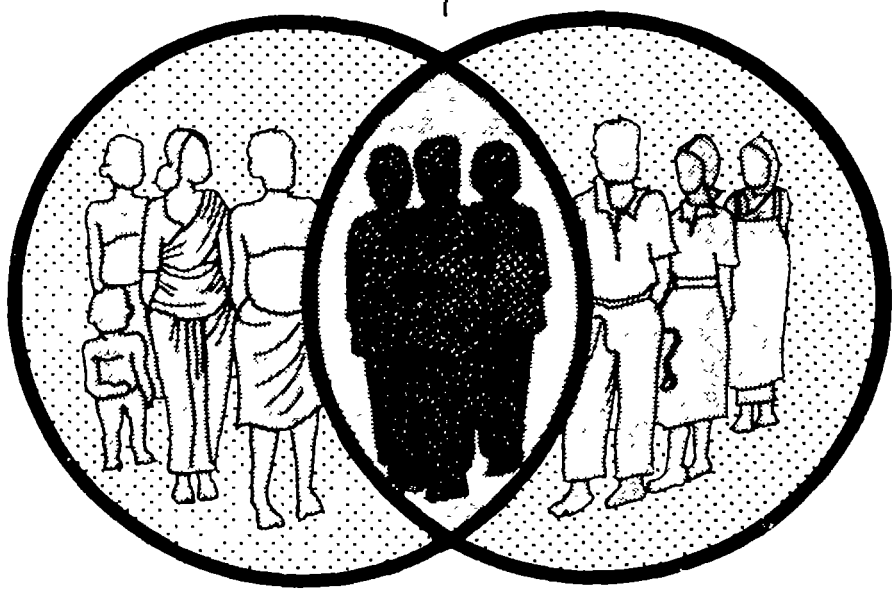
☺ not a "big boss" imposing his/her views - willing to listen and work with others

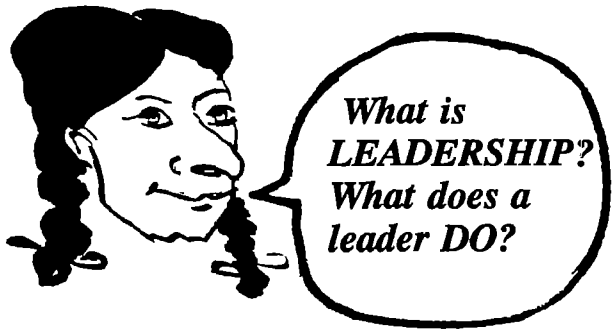
☺ able to encourage participation and promote a feeling of unity

☺ accountable - willing to keep the group informed when she represents the group at core group meetings.

Don't elect the richest, most educated, or most powerful member of the community unless they have proven to be COMMITTED, CAPABLE, and ACCOUNTABLE.

Men are not the only people capable of leadership. Women know a great deal about what is happening in the community and can also be effective leaders. Don't forget them when you are selecting leaders.





Leadership means responding to the needs of a group by acting to help the group meet those needs. A group leader helps a group discuss, plan, learn, and work together. A leader encourages a group to be ACTIVE and PRODUCTIVE and at the same time to FEEL GOOD ABOUT ITSELF and what it is accomplishing.

How does one become a leader? What SKILLS or ROLES are involved? One list is given in the side box. These skills can be learned by all group members through practice.

Leaders are not free-floating individuals. They need to be ACCOUNTABLE to their groups. If they represent their groups at Core Group meetings, they should be asked to report back.

What About Selfish or Corrupt Leaders?

Sometimes leaders are selfish or corrupt, using their positions to benefit themselves. For example a leader might steal the group's funds or use his position to get a standpost located beside his house. Or a group representative might stop coming to group meetings, only attending the core group and never reporting back.

What can we do to prevent our leaders from exploiting their position?

How can we encourage our leaders to be accountable?

A GOOD LEADER:

- ENERGISES and MOTIVATES group members
- ASKS QUESTIONS to get everyone talking
- LISTENS carefully to what people say
- EXPLAINS and CLARIFIES - when necessary
- SUMMARISES (repeats what has been said in a few words)
- ENCOURAGES everyone to talk, especially shy members
- IDENTIFIES problems and promotes problem-solving
- RESOLVES arguments within the group
- BUILDS community - a sense of unity
- gets DECISIONS made and involves the whole group
- COORDINATES and helps to manage activities
- ALLOCATES tasks and gets people to complete them
- EVALUATES (assesses group's good and bad points and sees how it can be improved)
- DOESN'T DOMINATE - pulls ideas and solutions from group
- SUPPORTS the growth of other members, developing their skills and confidence

MEETINGS

Introduction

Meetings are an important part of group work. In meetings we help to solve each other's problems, plan group action, evaluate our activities, and learn new skills and attitudes. Regular meetings give a group a sense that they are making progress and help to strengthen its sense of unity.

Meetings, however, can be boring and a waste of time if they are not managed well. Here is a guide to make your meetings participatory, effective, and fun.

You will need:
- an agenda
- a good chairperson
- a good secretary.

Agenda

Every meeting needs an agenda. This is simply a list of what has to be discussed and decided on. This will make it easier for the Chairperson to control the meeting. Write the agenda on a large paper and tape it up so everyone can see it. Here are some hints on preparing an agenda:

- Most discussions take longer than you expect. Don't plan too many items for one meeting.
- Decide which items are most important. Balance short and long items. Deal with difficult items after the group is warmed up, but before it is tired.
- Try to end with a short evaluation of the meeting.

Sample Agenda Items

The following are topics which might be covered in meetings when a group is first starting:

- to discuss group activities, identify problems, and find solutions
- to agree on rules for working together and ways of sharing work
- to discuss problems related to water, hygiene, and sanitation and ideas on developing a new water supply
- to discuss information and ideas coming from the core group (reported by the small group representative)
- to review savings and accounts
- to evaluate group progress.

How To Chair A Meeting

Set the room up. Put chairs in a circle so everyone can see and hear each other. This makes everyone feel equal.

Welcome people to the meeting and set a warm, friendly, positive tone. When people feel comfortable and accepted, they will participate actively.

Start the meeting on time and end at the agreed time. If group members are slow to arrive, use the time for news from members.

Briefly review the agenda. Allow members to add their items to the agenda at the start of the meeting. This gives members a chance to talk about things they feel are important.

Give everyone who wants to speak a chance Let members know that their ideas are important. Encourage the quiet ones to speak - and don't let one or two members do all the talking. You could say - "*Ananda, we've heard a lot from you on this topic. Let's hear what Sujatha has to say.*" Or you could go around the circle asking each person to say what she thinks.

Listen.....and encourage group members to listen to each other. Repeat ideas where necessary to ensure that everyone has heard. Encourage members to respect each other's ideas.

Be conscious of group feeling. Ask members if they are getting bored with a topic or too tired? If so get their ideas on what to do - eg. take a break, change the topic, or postpone the discussion to another time.

Keep the meeting moving and on topic. Remind members of the time if talk gets bogged down. Point out when discussion is drifting or people are repeating themselves.

Summarise what has been discussed at the end of each item. Make sure everyone understands what has been agreed.

Know when the group is ready to make a decision. Restate the proposal - who will do what when - and make sure everyone agrees.

Know when the group *can't* make a decision and recommend what to do next. For example, you may need more information or members may need more time to think about the issue.

Assign tasks at the meeting with a deadline for completing the task or reporting back. Give everyone a job to do. Make sure members know what they have promised to do and feel responsible for completing the task.

Evaluate the meeting. Ask members: "*What did you like or dislike about the meeting? How could we make it better next time?*"

Close the meeting. Try to end on a positive note. End the meeting with a feeling of togetherness - a song, a shared meal, a group activity.

Remember - People not only want to talk about serious problems but they also want to ENJOY THEMSELVES. Group singing at the start or end of a meeting keeps things informal and creates a sense of togetherness.

What happens in your group meetings?

- **Does everyone participate?**
- **Do members listen to each other?**
- **Do meetings drag on too long?**
- **Do you make clear decisions?**
- **Is work shared among members?**

What can you do to:

- **encourage shy people to talk?**
- **keep one person from talking too often?**
- **encourage a constructive rather than destructive attitude?**

How To Take Minutes

Have someone keep a written record of each meeting. This will remind members what was agreed at the meeting and give members a sense of progress. Members can take turns doing the job until a secretary is appointed.

Record the minutes in a notebook:

- DATE and MEMBERS ATTENDING
- DECISIONS made at the meeting, plus a brief summary of the discussion, so people will know why the decision was made. Don't try to list all the arguments - just the main points
- WHO will do any tasks assigned at the meeting and WHEN.

PROBLEM SOLVING AND ACTION

Introduction

A major purpose of small groups is to solve its members' problems. This is why people come to groups: they feel they can solve problems more effectively as a group than working alone. Members raise problems in the hope that the group can come up with a solution - and then put it into action.

Groups need to TAKE ACTION - to organise small projects which get the whole group working together. Through working together on small, achievable projects groups build up a sense of unity and a feeling of confidence - the knowledge that they can change things. This gives them the courage, skills, and experience to tackle bigger or more complicated projects - eg. working with others in the community to plan and build a water supply.

A successful project should leave the people more AWARE, SKILLED, and SELF-CONFIDENT. Development means developing each member of the community.

The steps are:

1. Which problems do we tackle?
2. What is our problem?
3. Do we agree to tackle the problem?
4. What is our goal?
5. What solutions are there to reach our goal?
6. Which solution do we accept? Will it work?
7. What tasks should we do to move towards our goal?
8. Who will do what, when, where?
9. Carry out the plan.
10. Monitor & evaluate.

Step 1: Which Problems Do We Tackle? (Priority-Setting)

The first task of a group is to make a list of PRIORITIES - to put their problems in order of importance. Making a list of priorities will ensure that the group is not overwhelmed by a huge list of problems and can start to act on the most important issues. Use the following questions to help decide which problems should be given priority:

> *Is the problem common? Does it AFFECT EVERYONE in the group?*
>
> *If we take action to solve this problem, will it BENEFIT ALL MEMBERS?*
>
> *Do we FEEL STRONGLY about this problem? Do we feel motivated to take action?*
>
> *Will it produce QUICK RESULTS?*
>
> *Will it STRENGTHEN THE GROUP as a group?*

Step 2: What is Our Problem?

The next step is to analyse the priority problem. Ask group members - "*What are its CAUSES? What are its EFFECTS on people?*" For example: if the priority problem is water, a group might give the following responses:

> *"The well is dirty."*
> *"The perimeter wall is broken."*
> *"It's dangerous. People might fall in."*
> *"The area around the well is contaminated."*
> *"There is not enough water."*
> *"There are long lines at the well."*

Then get the group to review their answers and decide what the problem actually is. For example a group might decide: "*Our main problem is - We don't have enough water*".

Step 3: Agreeing to Tackle the Problem

Once the group agrees on the nature of the problem, members must ask themselves - "*Are we willing to work on the problem?*" When it is clear that there is sufficient energy and will, a plan of action is developed.

Step 4: What is our Goal?

Begin with a goal that is within the capabilities of the group. By achieving a SMALL GOAL, a group builds up the confidence to attempt a more difficult goal. Your goal should be DETAILED and SPECIFIC, not broad and general, eg. "*We wish to build one toilet at each home by the end of the year*" rather than "*We wish to improve village sanitation*".

Step 5: What solutions are there to reach our goal?

Make a list of possible solutions. Get as many ideas as possible. What are the strengths and weaknesses of each solution?

Step 6: Which solution do we accept? Will it work?

Try to answer the following questions:

> Is it **possible?** Achievable?
>
> **How long** will it take to get started - and completed?
>
> Are people **willing** to work on it? Will they have the **time**?
>
> What **land, materials, tools**, or other resources are needed?
>
> Can it be done using the group's **own resources**?
>
> Do we have the necessary **skills**?
>
> Who will **benefit**? How?

If your answer is "NO" to any question, you need to look at that weakness and see what can be done to correct it.

Step 7: What tasks should we do to move towards our goal?

List all of the tasks. Then put them in the order in which they must be done.

Example: WELL REPAIR

1. Inform other small groups
2. Collect sand and stones
3. Deliver to well site
4. Buy cement
5. Collect tools.....etc.

Step 8: Who will do what, when, where, with what resources?

Prepare the chart below. Make sure that everyone is involved in doing some task.

Step 9: Carrying out the plan.

You are now ready to implement your plan. Collect your resources and get going!

Step 10: Monitoring and Evaluation

Evaluation should be built into every stage of a project. It should be ongoing.

TASK	WHEN?	WHERE?	WHO?	WITH WHAT?
contact other groups	8-10 Sept		Some	
collect sand & stone	11-15 Sept		everyone	wheelbarrows + shovels
deliver to well-site	16 Sept.	well-site	"	"
buy cement	16 Sept.		Darsha	

Evaluation

The only way forward is to take one step back.

After you have carried out a project or group action, you should always make time to evaluate it. Evaluation means checking whether the action was a success or a failure and how you could improve it the next time. In this way you learn from your mistakes and can improve every time.

In evaluating your projects discuss the following questions:

- ☼ *Did you reach your goal?*
- ☼ *Did group members develop new skills and confidence?*
- ☼ *Did the project strengthen the group as a group?*
- ☼ *What worked? What didn't work?*
- ☼ *How could you improve things in the future?*

Evaluation needs to be a constant process. Evaluation needs to be done:

- at the end of each meeting
- at key points in a group (at least once a month)
- at regular times in a project (eg at the end of each year).

Group Self-Learning

Small groups are also **learning** groups. Members discuss issues together and teach each other. Members learn by doing things together. Through solving problems and planning projects, group members learn new information, practise skills, and grow in confidence. Through reading and discussing manuals like this one, group members learn the skills of running a group, conducting meetings, etc. Through looking at and discussing pictures, members develop a greater understanding of their environment and how they can improve it. Through reports from small group representatives - or meetings with Community Facilitators - members get to know the larger picture and how they can get outside assistance.

Topics for group self-learning should include:

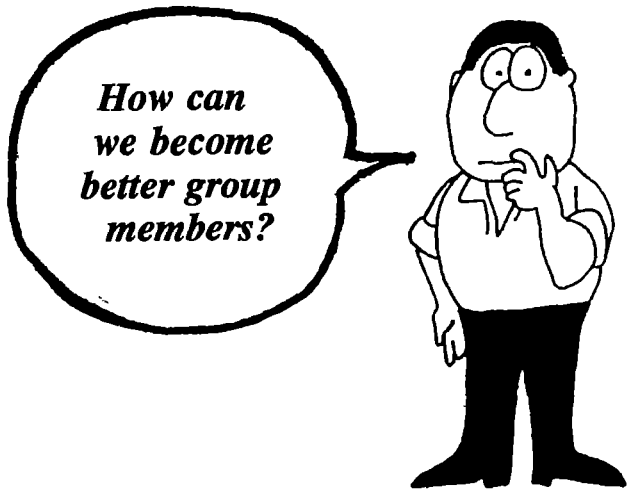
- ☼ information on CWSSP
- ☼ how to set up and run a small group
- ☼ hygiene education
- ☼ how to plan, construct, and maintain a water supply
- ☼ how to run a sanitation programme.

HOW TO STRENGTHEN YOUR GROUP

Discuss this question with your group. Ask each member in the circle to give their ideas. Write them on a sheet of paper. Then add some from the following list:

What Makes a Group Effective?

- TRUST and a feeling of UNITY
- CLEAR GOALS and a way of renewing commitment to those goals
- GROUP RULES which everyone follows
- REGULAR MEETINGS which are participatory, productive, and fun
- a regular process of PROBLEM-SOLVING, PLANNING, and ACTION
- ACTIVE PARTICIPATION by all members
- WOMEN PARTICIPATING as equals in decision-making
- SHARING OF TASKS among members
- LEADERS WHO LISTEN to their members and share leadership and power
- regular EVALUATION (to identify strengths, weaknesses, and areas for improvement)
- DEVELOPING PEOPLE through projects i.e. developing members' awareness, skills, and self-confidence
- ACCOUNTABILITY - leaders reporting back what was learned at core group meetings
- having both WORK TIME and SOCIAL TIME together



1. Ask each member to identify one behaviour that describes himself but is something he would like to change:

   I try to get things started.

   I sit back and wait for others to lead.

   I interrupt others.

   I daydream and think of other things.

   I try to support others.

   I often criticise others.

   I usually feel superior to others.

   I usually feel inferior to others.

   I often disagree and argue with others.

   I usually agree with everything.

   I don't speak up in the group, but talk behind people's backs later.

   I don't like to lead because others may criticise me.

2. Then get members to share these self-descriptions and how they propose to change their behaviour in the group.

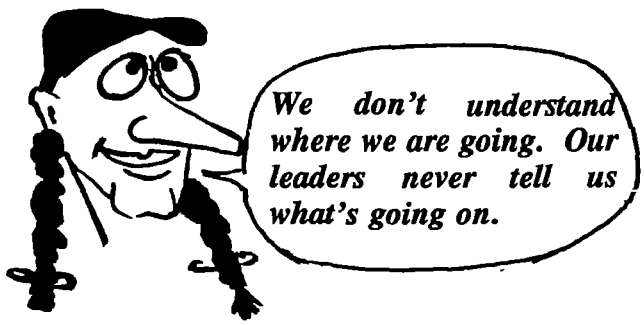
3. Ask the group to make a list of positive characteristics of a good group member.

A good group member:

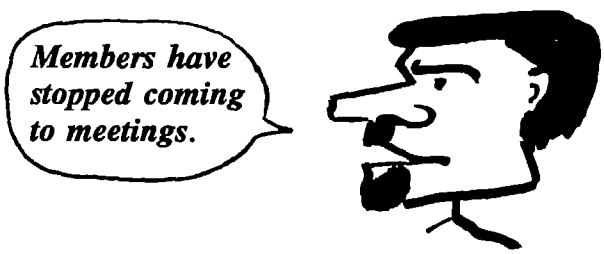
- attends meetings regularly
- helps identify issues and problems to be solved by the group
- contributes ideas to the discussion
- listens attentively to the ideas of others
- volunteers for group tasks and takes part in group action
- carries out the tasks he has promised to do
- supports and encourages other members

Common Difficulties Faced by Groups

Do you have any of the following problems? Discuss those problems which are relevant to your situation.



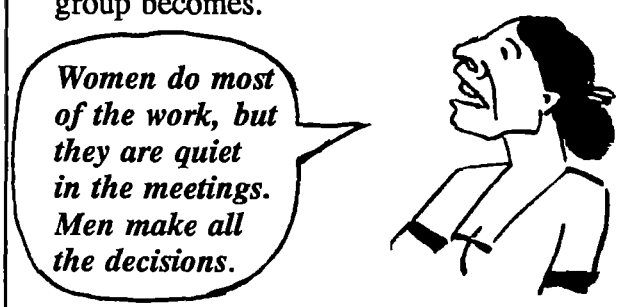
A group will not perform its tasks well if it does not have clear direction. Clear direction means all group members understand the objectives of the group and how their planned activities will help achieve them. Direction should not come from the leader only. A group can only have clear direction when all its members discuss its plans. Remember - 10 brains are better than 1!



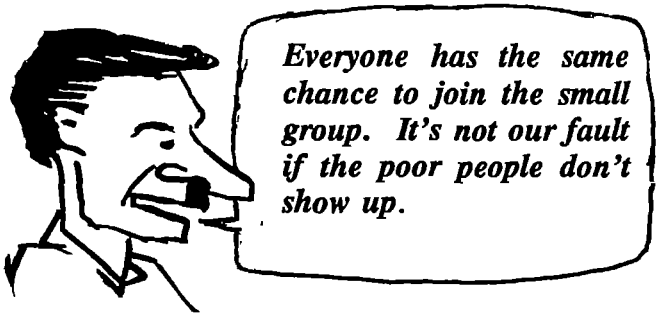
If this is true in your group, don't blame the members. Try to analyse why members have lost interest. Do your meetings drag on too long? Are only a few people talking? Is there just talk - but no action to solve your problems? **What can you do** to make your meetings more interesting, participatory, productive, and fun?

Many people would like to get involved, but are not sure what to do and often feel they lack the skills. They are scared they might make themselves look foolish. Many have grown up in an atmosphere of "*sit back and listen*", "*let the leaders or government do everything*". In order to get them involved, you need to show them what to do - and tackle something which can achieve success quickly and build up hope.

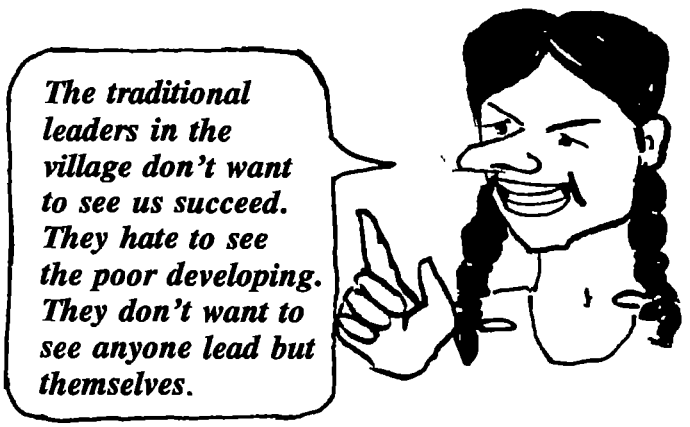
A group leader who 'has to do everything' often does so because he WANTS to do everything. He feels a sense of his own importance, that he is the only person who can do the job properly. Does this happen in your group? **What can you do** to get your leader to share the work with group members? Most members are willing to do their share of the work if they are asked. The more members are involved, the less each individual has to do and the stronger the group becomes.



Does this happen in your group? **What can you do** to ensure that women take an active part in the meetings and decision-making?

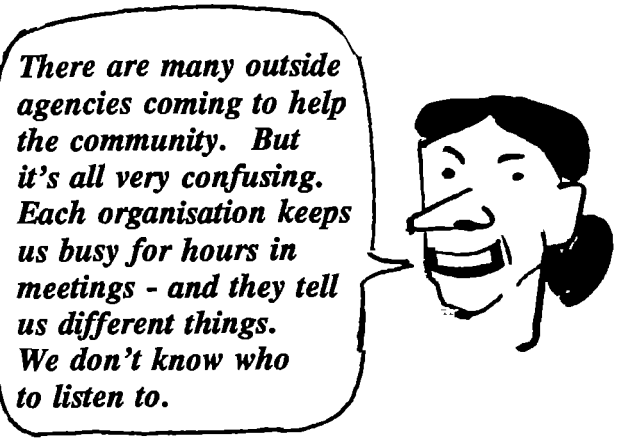


Remember - the whole aim of setting up the small groups is to get everyone involved. If poor people are left out, we are failing. **What can you do** to encourage their participation?

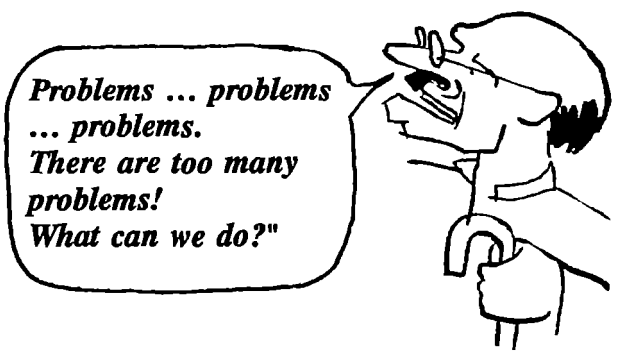


Sometimes traditional leaders will try to undermine new groups in order to maintain their power. It may take some time to develop good relations with traditional leaders. **What can you do?**

The Community Facilitator is there to help as a guide or adviser, not to make decisions for the group. The more he does, the less the community does, and after a while people no longer feel the water project is theirs. So if your Community Facilitator is 'taking over', find a way of telling him to let the community take the lead. **What would you do?**



Yes, many outside agencies are trying to help, but you don't need to let them run your life. Find out what each agency is doing and then decide which ones you want to work with, based on your own priorities.



While it is important for a community to identify and analyse problems, it also needs to look carefully at its strengths - its resources, achievements, possibilities, and hopes. For the community to succeed it should spend as much time discussing its strong points and how it can tap them as it does discussing problems. **What are your strengths?**

Try out this questionnaire after the group has met for a few months - then a year later. It will help you decide how effectively you are working as a team.

Discuss the questions as a group - or in small sub-groups. For each question rate your group "HIGH", "MEDIUM", or "LOW". Ask members to give reasons for their choices. For example if members say trust in the group is LOW, ask them to explain WHY? - eg. "*members talk about each other behind their backs*".

COOPERATION/TRUST/MORALE/COMMITMENT

1. How well is the group WORKING TOGETHER?
2. What is the level of INTEREST/CONFIDENCE in the group?
3. How is group MORALE?
4. What is the level of UNITY or TEAM SPIRIT?
5. Do group members HELP EACH OTHER in time of trouble?
6. How well do members TRUST each other?
7. How would you describe members' COMMITMENT to the group?
8. What is the CLIMATE within the group - friendly and supportive or hostile and critical?
9. Do members give each other regular FEEDBACK (both positive and negative)?
10. Do members show APPRECIATION for each other's contributions?

MEMBERS' SATISFACTION

11. Do members understand and agree with the OVERALL OBJECTIVES of the group?
12. Do members feel ACCEPTED and COMFORTABLE in the group?
13. Do members feel that their ideas and contributions are ENCOURAGED and APPRECIATED?
14. Do members feel the group BELONGS to them (rather than the leader, PO, or CWSPU)?
15. Do members feel that the group is MEETING THEIR NEEDS?
16. Do members feel that they are getting help in SOLVING INDIVIDUAL PROBLEMS?
17. Do members feel that the group is BENEFITING ALL MEMBERS?
18. Do members feel they are LEARNING NEW SKILLS?
19. Do members feel they are ENJOYING THE GROUP - or is it just another burden or obligation?
20. Do members UNDERSTAND THEIR ROLE in the group?

PARTICIPATION

21. How many WOMEN are group members? (HIGH: 50% or more; LOW: less than 25%).
22. Are women encouraged to PARTICIPATE ACTIVELY in group meetings and group action?
23. Do women feel TREATED AS EQUALS and appreciated for their contribution?
24. Are women given an EQUAL SAY in decision-making?
25. Do poor people or other disadvantaged members of the group feel TREATED AS EQUALS?
26. Do all members participate in DISCUSSION?
27. Do all members participate in GROUP WORK?
28. Who MAKES DECISIONS - the leader, a few members, or the whole group?
29. Do members FEEL FREE to say what they think or feel?
30. Are members TAKING RESPONSIBILITY - or leaving everything to the leaders?

MEETINGS

31. Are meetings HELD REGULARLY?
32. How is ATTENDANCE?
33. Do all members get a CHANCE TO TALK?
34. How well do members LISTEN to each other?
35. How are DISAGREEMENTS dealt with? (HIGH - openly discussed and resolved; LOW - members avoid dealing with it).
36. Does the group use an AGENDA?
37. Are MINUTES taken?
38. Who makes DECISIONS? (HIGH - the whole group, LOW - a few members).
39. Do members CARRY OUT what they promise to do?
40. Are your meetings FUN? PARTICIPATORY? PRODUCTIVE?

GROUP ACTION

41. Is the group ACTIVE in carrying out projects?
42. Are all members INVOLVED?
43. Is work SHARED EQUALLY among members?
44. How much time is spent PLANNING the projects?
45. How often does the group EVALUATE what it is doing?

GROUP FINANCES

46. Do members make regular CONTRIBUTIONS to a savings fund?
47. Are group savings BANKED?
48. Are FINANCIAL RECORDS kept?
49. Are financial records REGULARLY CHECKED by members?
50. Are LOANS given to members?

LEADERS

51. How were group leaders SELECTED? (HIGH - elected by whole group, LOW - self-selected).
52. Do they SHARE THE LEADERSHIP with other members?
53. Do they MOTIVATE the group and help the group get a sense of progress and achievement?
54. Do they look for ways to HELP the group WORK BETTER as a group?
55. Do they help RESOLVE PROBLEMS AND CONFLICTS within the group?
56. Do they ENCOURAGE everyone to speak and listen carefully to what each member says?
57. Do they PRAISE members' contributions and let them know that their ideas and suggestions are important?
58. Do they SUMMARISE and GIVE DIRECTION to the discussion?
59. Do they ALLOCATE TASKS to everyone in the group?
60. Are they ACCOUNTABLE? Do they keep members informed when they represent the group at core group meetings?

No group is perfect. If you got "HIGH" for every answer you were probably being dishonest. However, if you got mainly "LOW" your group is so weak that it might be better to start all over again. If you got some "HIGH" and some "MEDIUM" you are making good progress. Discuss together all the items for which you scored less than "HIGH" and try to make improvements. You can repeat the questionnaire after a few months to measure improvement.

BUILDING A COMMUNITY BASED ORGANISATION

Introduction

The SMALL GROUPS ensure that everyone in the village are thinking about and talking about the water situation with their neighbours. But there is also a need for a COMMUNITY LEVEL ORGANISATION which takes the ideas from the small groups and turns them into concrete plans for building a new water supply.

This is an important group of people:

- ☐ they REPRESENT people in all sections of the community
- ☐ they COORDINATE ideas coming from the small groups
- ☐ they ACT to make sure that something is done to solve the water problem
- ☐ they MOBILIZE - they get the whole community actively involved.

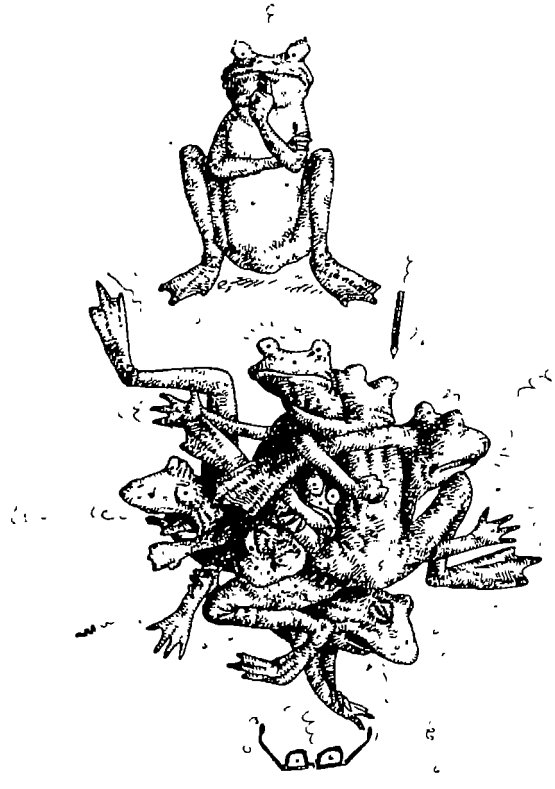
This section talks about the development of a COMMUNITY BASED ORGANISATION (CBO) to plan and build a new water system.

There are two steps in building a CBO:

STEP 1: Form a CORE GROUP made up of representatives of each of the small groups.

STEP 2: Use the Core Group as a base to form a RECOGNISED and REGISTERED CBO.

The Core Group is an EMBRYO or STARTING POINT for the CBO which would manage the new water system. It starts out as a small working group representing all the small groups in the community. Once it gets more experience, it is turned into a registered organisation.



How are we going to organise ourselves?

STEP 1:
SETTING UP A CORE GROUP

Once the small groups have been formed and begin to meet regularly, set up the Core Group. Ask each small group in the community to select one person to represent them on the Core Group.

In choosing small group representatives, select people who are:

- ☺ active and hard-working
- ☺ dependable and committed
- ☺ respected by group members
- ☺ accountable to their groups
- ☺ available - ie having the time to do the job.

Make sure that <u>at least half</u> of the small group representatives are WOMEN.

The small group representative is the COMMUNICATION LINK between the small group and core group, taking their ideas to the core group and reporting back what happens. For example the small group might suggest an action project requiring the support of the whole community (and not just a single group). Their representative would take the idea to the Core Group and get it discussed. She would then report back to the small group what was decided.

The small group representative is not only a communication link - she is also a MEMBER OF THE CORE GROUP. So she has an important role to play in strengthening the core group and helping to form a Community Based Organisation.

What Does The Core Group Do?

For the first three months the Core Group will concentrate on BUILDING THE SMALL GROUPS.

It will meet once a fortnight. The meetings will be used to:

> TRAIN the small group representatives - and help strengthen the small groups
>
> MONITOR the small groups - find out how each group is doing and help deal with any problems
>
> PLAN and ORGANISE community action eg. a shramadana involving all of the small groups to repair a well or organise a clean up campaign.

During this period the Community Facilitator will meet regularly with the core group. She will run training sessions on:

- CWSSP - its aims, activities, and principles
- how to run a small group
- how to promote awareness on (and collect information about) water, health and sanitation
- how to use simple educational methods and materials.

The small group representatives will pass the information and ideas back to their small groups, using what they learn from the training sessions (and ideas from the Community Water Manual).

What is the Link Between the Small Groups and Core Group?

The Core Group should be the creation of the small groups. The small groups should feel responsible for setting it up and the Core Group should be **accountable** to them, i.e. small group representatives reporting to their groups. The Core Group should act as much as possible on the mandate of the groups, getting the ideas of each group and consolidating them into plans.

Whenever a decision on a new activity is to be taken, the Core Group should ask for the ideas of the groups - through the small group representatives. This way large numbers of people are consulted on the planning of the water supply without the necessity of holding a large community meeting.

One danger is that the Core Group loses its connection to the small groups and members make decisions without consulting their groups. The groups need to be strong enough to **keep a check on their leaders**, to make sure they are both consulted and kept informed.

> **The development of a community organisation is like a baby in the womb. It must be formed, born - and only then is it named. It starts out as a group of individuals; over time as it develops skills and experience it consolidates itself into an organisation which is recognised and named.**

Community Action

Small group representatives will bring suggestions for action projects which they hope all of the groups in the community can work on. This is COMMUNITY ACTION.

Suggested projects might include:

- repairing or deepening wells
- cleanup of the area around the wells and the whole village
- small-scale construction or repair of village infrastructure
- improving village roads and access to water points
- building a creche
- nutrition campaign (kolakanda)
- sil campaign.

Ideally these projects should involve as many people as possible. Organising a successful SHRAMADANA will raise everyone's spirits and feeling of unity and will give people a sense of achievement and confidence in the Core Group/CBO. These events can also be used to get people talking about the water project or raising people's awareness on hygiene. Remember, though, they should also be FUN - include songs and other cultural activities to spark interest and participation.

At the same time Community Action will strengthen the Core Group. It will give them skills and experience in planning and running small projects. These skills will be helpful later on when they move to plan and build their own water supply.

How to Plan an Action Project?

Make a LIST of all activities that need to be done to complete the project

Put them in the right order and decide on DEADLINES for completed tasks

Assign TASKS to each Core Group member

Get every Core Group member to INFORM their respective small groups

CHECK that each task is completed.

CWSPU has a **SMALL FUND** to support community action and small group action. The aim of the fund is to support projects which get women and poor people actively involved in planning and managing things in the village. Ask your Community Facilitator for more information on how to apply for funds.

Build Links with Other Villages

A number of villages might decide to work together to develop a piped water system. In this case the system would use one source (where there is a lot of safe water) and deliver the water through pipes to a number of communities. In this situation **ONE CBO** would be established to manage the whole scheme. Each of the villages would need to be represented on the CBO.

Build Links with Other CBOs

Wherever possible build on EXISTING COMMUNITY ORGANISATIONS, rather than forming a new one. Are there CBOs in your community which could take on the management of the water scheme? Use the following questions to assess if an existing CBO could be used:

> Who is **represented?**
>
> Does it cover the **whole area** to be covered by the new water scheme?
>
> Are the leaders **democratic** and **accountable?**
>
> What are its **objectives** and **activities?**
>
> What **successes** have been achieved?
>
> What **problems** have occurred?
>
> Does the CBO have the **trust** and **respect** of the community?

If you decide to use an existing CBO to manage the water project, strengthen it by taking on:

- members from the core group
- representives from all sections of the village, women, or vulnerable groups not included in the CBO.

Agree on Your Objectives

You need to be very clear about your objectives. You will need this to guide your work and also for the constitution. Make a list of all of the things you are expected to do as a CBO - and then check that each objective is clear and specific.

Here is an example of one CBO's list of objectives:

- ☐ to build, own and maintain a safe water supply system on behalf of the community
- ☐ to keep the community informed about, consulted and involved in the development and maintenance of the new water system
- ☐ to organise the community to provide labour and materials for the construction and maintenance of the water system
- ☐ to make sure that the new system is kept in good working order, used properly, and kept in clean and hygienic condition
- ☐ to collect contributions from members and manage funds to pay for the operation and maintenance of the new water system
- ☐ to help community members learn how to make better use of water to improve their health
- ☐ to promote the construction and hygienic use of latrines and to manage a revolving fund to assist members to do this
- ☐ to represent the community in working with government agencies and non-government organisations.

Elect an Executive Committee

You will need to elect a committee to do the day-to-day work of the CBO. The committee should have about 15 members:

- President and Vice President
- Secretary and Assistant Secretary
- Treasurer
- 10 other members

The committee itself may decide to coopt other members - eg. people with special responsibilities during the construction phase (construction organiser or construction foreman) and maintenance phase (the caretakers).

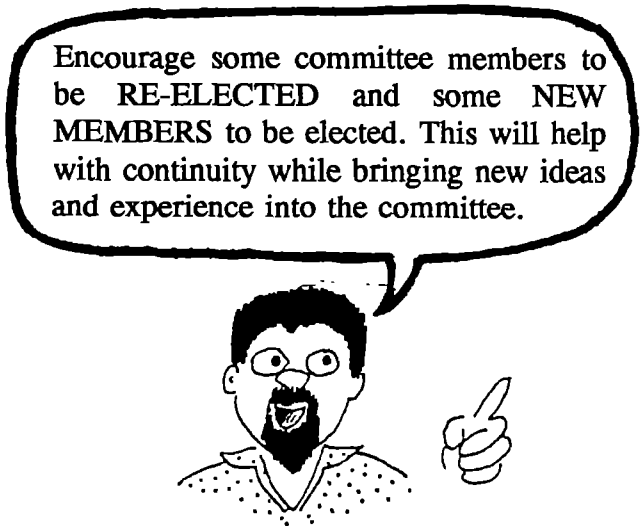
In electing a committee,

☒ choose people who are RELIABLE, COMMITTED, HARD-WORKING, and ACCOUNTABLE

☒ make sure that ALL SECTIONS of the community and both men and WOMEN are represented

☒ choose members of the CORE GROUP (who already have experience and represent all sections of the community) and leaders of OTHER EXISTING CBOs (who are active and dependable)

☒ hold the election ONCE A YEAR.



Decide on Office Bearers

The executive committee will need a few people to take on special jobs for the CBO:

President and Vice-President

☺ conduct Executive meetings and community meetings

☺ delegate tasks and responsibilities

☺ plan and coordinate activities and check on work done

☺ create team spirit within the committee and sustain community interest and support

☺ serve as a contact person with other agencies

Secretary and Assistant Secretary

☺ inform members about meetings

☺ take minutes

☺ write letters and keep records

Treasurer

☺ looks after CBO's money and operates a bank account

☺ keeps records of receipts, payments, and individual loans

☺ gives regular reports to the committee on how much money has been received and spent.

Set up Regular Meetings

Establish a regular meeting time and meeting place. The Executive Committee will have to meet regularly (at least every fortnight) during the planning and construction phase.

Between meetings committee members will need to do the tasks decided at the meeting. Ensure that tasks are:

- CLEAR - who will do what when
- SHARED among all group members
- CHECKED - the group makes sure that the tasks are done.

You should also hold regular meetings with the whole community (at least every two months). These meetings are needed to:

- report on progress
- explain community members' roles in planning, construction or maintenance
- get their ideas.

Set up Financial Systems

The CBO will receive lots of money - funds from CWSPU (for sanitation or community action) and villagers' contributions towards maintenance. People will want to know that the money is handled carefully and properly used. This is the job of the Treasurer with the committee keeping an eye on things.

Here are a few rules to guide the CBO:

☐ OPEN A BANK ACCOUNT and make sure that all money coming to the CBO goes into this.

☐ MAKE 2 or 3 OFFICE-BEARERS SIGNATORIES. Only allow money to be taken from the account when these people sign the cheque. These people should be the President, the Treasurer, and one other committee member.

☐ KEEP GOOD RECORDS of money received and money spent.

☐ CHECK EVERY MONTH that the accounting is done correctly. If something is not correct, the Committee should find out what and correct it.

Contributions from community members should also be recorded:

☐ Keep a notebook for contributions with one page for every family. On this page record the total amount they have agreed to pay and the amount they will pay every month.

☐ When the family pays its amount for the month, record the date, the amount paid and the amount left to pay on the family's note page. You should also give the person a receipt with a copy kept for records.

Write a Constitution

To register as a CBO you must have a **constitution**. A constitution explains:

- ☐ the OBJECTIVES of the CBO
- ☐ who can be MEMBERS and their rights and responsibilities
- ☐ how the EXECUTIVE COMMITTEE is elected, how long members will serve, and how often they will meet
- ☐ arrangements for GENERAL MEETINGS involving all members
- ☐ how the MONEY will be recorded, banked, and monitored.

A copy of a sample Constitution is found at the end of this section on pages 58-59.

Arrange for Registration

You must register your CBO so that:

- ☐ You can become the LEGAL OWNER of the new water system
- ☐ You can LEGALLY RECEIVE FUNDS for sanitation or water supply from the government
- ☐ You will be RECOGNISED AND ASSISTED by government and other agencies when seeking water rights or access to other services.

You may already have registered under the Cooperatives Act or Societies Ordinance. If this registration is still valid, you don't need to do anything. If not apply for registration under the Voluntary Social Service Organisation Act:

- ☞ Get a copy of the application form from the Community Facilitator
- ☞ Fill in the form in duplicate
- ☞ Attach your constitution and a recent bank statement
- ☞ Send these documents to the Divisional Secretary.

STEP 2: FORMING THE CBO

After three months, the Core Group will turn its attention to:

- ☞ PLANNING THE NEW WATER SYSTEM
- ☞ FORMING A RECOGNISED AND REGISTERED CBO.

PLANNING THE NEW WATER SYSTEM is covered in sections 6, 7, and 8.

At the same time as planning the new water system, the Core Group will strengthen itself as an organisation and get formal recognition and registration. This will involve a number of steps.

Keep Active

Other villagers need to see you are active if they are going to recognise and support you. Through DOING THINGS (ie organising community action and conducting the community survey) you will gain experience, skills and confidence. You will need to be stronger if you are to plan and build a water system. This is a big job and requires good skills in planning and organising.

Are You Representative?

Have you involved everyone in the community in the CBO - all sectors? women? disadvantaged groups? Make sure that each of the above are represented in the new CBO.

Get a Clear Mandate from the Community

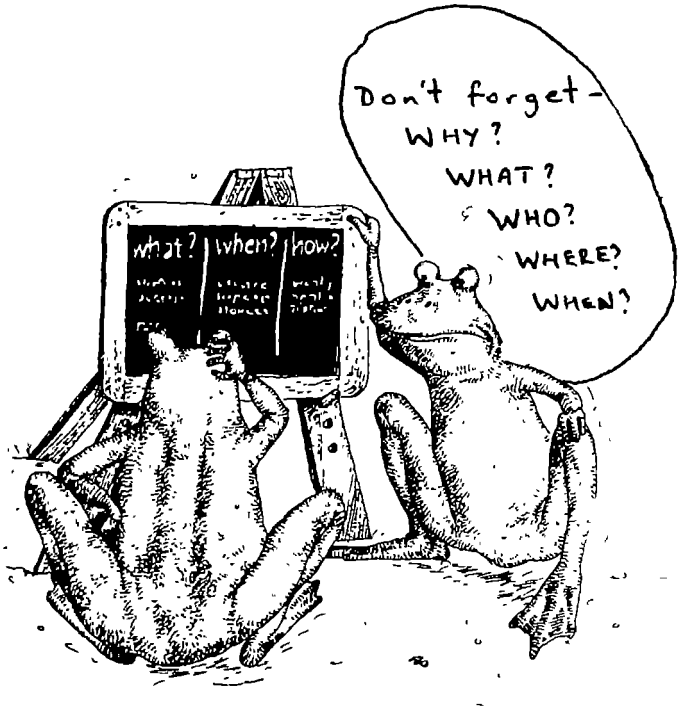
Is the community willing to give you (the Core Group) a mandate to plan and build the new water system - and own and manage it once it is built? Do they think you are the right organisation to take on this job? Organise a meeting of representatives from the small groups, other CBOs, and community leaders. Ask people if they have confidence in the Core Group to manage the water project. Make sure that everyone is involved in making the decision.

Workplan of the Core Group/CBO

Every Core Group/CBO should have its own workplan. These should be developed for a three month period. The workplan should show:

- ☐ the ACTIVITIES to be done
- ☐ WHY the activities should be undertaken
- ☐ the RESOURCES needed
- ☐ WHO is responsible for each activity
- ☐ BY WHAT DATE the activities should be completed.

Ask your Community Facilitator to help develop your first workplan. Here is an example:



Work planning together

WORKPLAN OF CORE GROUP
DURING FIRST 3 MONTHS

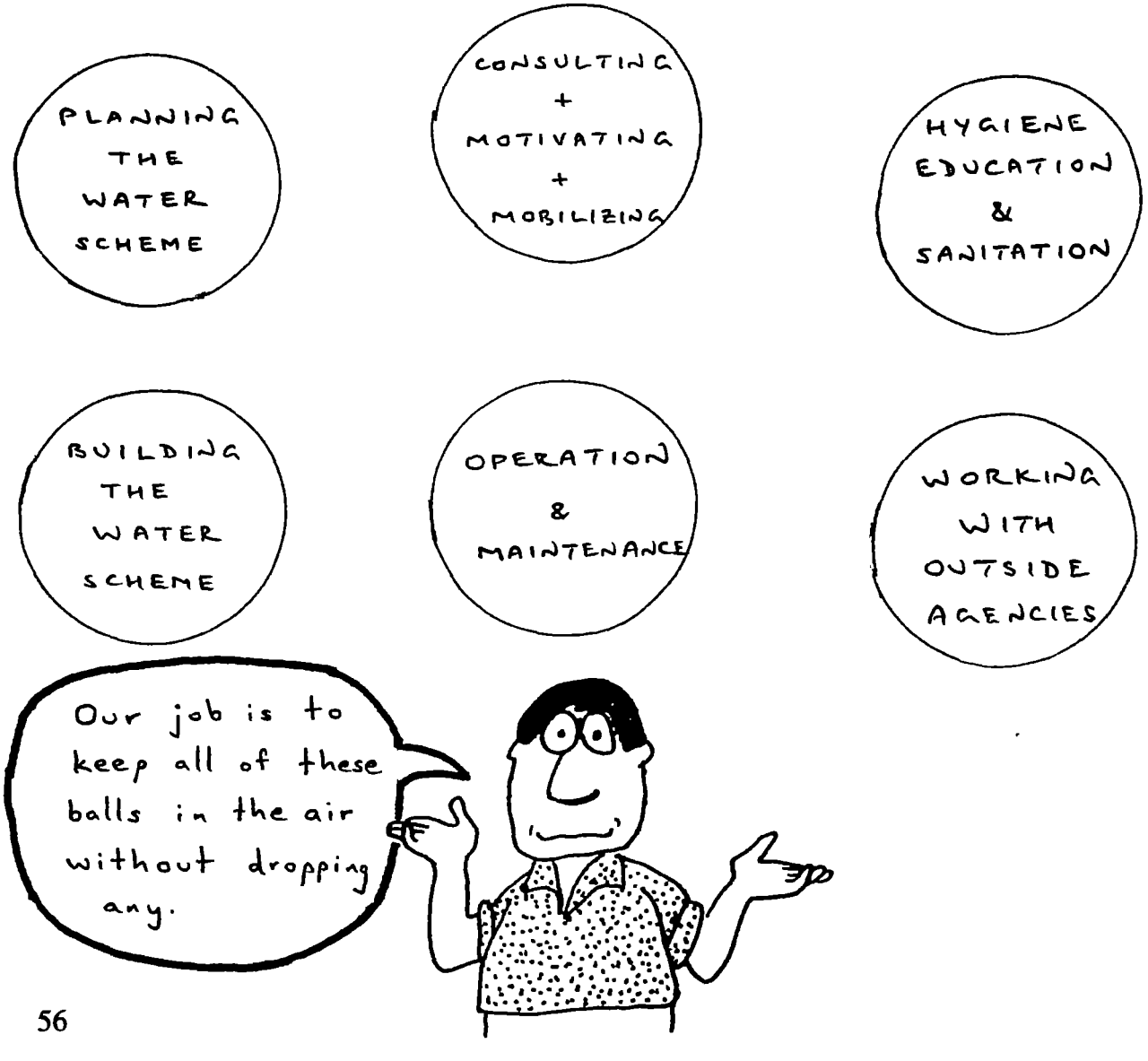
ACTIVITY	PURPOSE	RESOURCES	WHO IS RESPONSIBLE	BY WHAT DATE
REGULAR MEETINGS OF CORE GROUP	*support small group development & planning of community action*	*Community Water Manual*	*Small group representatives with help from CF*	*ongoing (every 2 weeks)*
EDUCATION SESSIONS FOR SMALL GROUPS	*learn about CWSSP, water, hygiene, role/operation of small groups*	*Community Water Manual*	*Small group representatives*	*1 August*
MOBILIZING WOMEN	*get more women involved in small groups & core groups*	*Community Water Manual*	*Small group representatives*	*1 August*
COMMUNITY SURVEY	*establish need/demand for water & collect data for planning water system*	*pictures for discussion & survey forms*	*Small group representatives with help from CF*	*1 September*
COMMUNITY ACTION	*repair the wall around 2 wells and clean up area*	*tools, cement sand & stone*	*Small groups*	*1 September*

Your workplan should be flexible. Change it when necessary.

What are the roles of a CBO?

- ☐ to MOTIVATE and MOBILISE villagers to take part in all activities - planning, construction, maintenance, hygiene education, sanitation
- ☐ to CONSULT the villagers and draw on their ideas and suggestions
- ☐ to PLAN and BUILD the new water system
- ☐ to SELECT and SUPERVISE caretakers and collect contributions to keep the new system going
- ☐ to conduct HYGIENE EDUCATION and promote the building and use of LATRINES
- ☐ to REPRESENT THE COMMUNITY in working with outside agencies.

This is a BIG job - it will require tremendous organising skills. It is also a CONTINUING job - it doesn't stop when the water system is built! The CBO will <u>own</u> the water system: it is their job to keep the water flowing.



EVERYONE IS INVOLVED - not just the elite, all sections of the community including women and the poor

FULL RECOGNITION and SUPPORT from the whole community

ACTIVE and HARD-WORKING LEADERS capable of taking on lots of work

COMMITTED LEADERS who are able to *manage tasks* while at the same time *developing people*

ACCOUNTABLE LEADERS who are willing to listen to people's ideas and make use of them

TWO-WAY COMMUNICATION: leaders keeping the small groups informed and consulted

Good PLANNING, ORGANISING, and COMMUNICATION skills

NO ONE MAN SHOW: leaders work as a team without anyone dominating

UNITY: able to reach consensus and work effectively together as a team

Good PROCEDURES - CBO meets regularly, delegates tasks to all members, checks on work done, etc

Good FINANCIAL MANAGEMENT

Able to WORK WITH outside agencies effectively

CONSTITUTION and LEGAL RECOGNITION

ONGOING EDUCATION to improve members' knowledge and skills

SAMPLE CONSTITUTION

CONSTITUTION OF THE .....
.....(insert name of the CBO)

I. Name

1. The name of the Organisation shall be the ..... (insert name of the CBO), hereinafter referred to as "the Organisation".

II. Objectives

2. The objectives of the Organisation are:

- to promote close cooperation and mutual prosperity among members
- to establish, own and maintain safe drinking water supply facilities for the benefit of members
- to collect contributions and manage funds for the operation and maintenance of safe drinking water supply facilities
- to encourage members to build latrines and to operate a revolving fund to help members achieve this
- to promote good hygiene practices through organising hygiene education
- to promote the socio-economic and cultural development of the community and provide assistance for such activities
- to encourage and undertake environmental protection measures with special attention to catchment areas of the water sources
- to cooperate with government agencies and non-governmental organisations in pursuit of these objectives
- to undertake any other activities and functions which are in conformity with the above objectives of the Organisation.

III. Area of Operation

3. The main area of operation of the Organisation shall be in and around the village(s) known as ..... (insert name of village(s).

IV. Membership

4. Membership shall be on the basis of family units located in the Area of Operation of the Organisation which make use of the facilities provided and/or participate in the programmes carried out by the Organisation. Either wife or husband of a family shall be entitled to membership on application and payment of the prescribed fees. Alternatively, the head of a family may nominate, on his/her behalf, any other member of the family who is over the age of 18 years to apply for membership of the Organisation.

5. All those who have been enrolled as members and who have paid the prescribed membership fees for the year shall have the right to vote and to be nominated for office of the Organisation.

6. Any member who defaults on payment of a) membership fees and/or b) his/her family's financial contribution towards the operation and maintenance of the water supply facilities, for a continuous period of six months shall cease to be a member.

7. The Organisation shall have the right to limit use of the water supply to any person (and his/her family) who has lost the membership status, provided that such a decision is approved by a general meeting of the Organisation.

V. Executive Committee

8. The Organisation may have a Patron appointed at an annual general meeting.

9. The Executive Committee of the Organisation shall consist of the following 15 persons:
   a) President
   b) Vice-President
   c) Secretary
   d) Assistant Secretary
   e) Treasurer
   f) 10 members nominated from among the members.

10. The Executive Committee shall be elected at an Annual General Meeting and shall hold office for one year.

11. The Executive Committee shall meet at least monthly. The quorum at a meeting of the Executive Committee shall be seven.

12. A special meeting of the Executive Committee shall be convened by the Secretary in the event of a written request of at least five Committee members.

VI. Meetings

13. General meetings of the Organisation should be held at least once every two months. The quorum at a general meeting shall be 33% of the membership.

14. The Annual General Meeting of the Organisation should be held each year.

15. A special general meeting of the Organisation shall be convened by the Secretary in the event of a written request by at least 25% of the members.

VII. Contracts

16. The Organisation may undertake construction work and maintenance activities in the form of contracts or as routine duties in pursuance of its objectives.

VIII. Financial Accounts and Assets

17. The financial Year of the Organisation should be from January 1st to December 31st of each year and the Administrative Year of the Organisation should be from April 1st to March 31st of each year.

18. The Executive Committee should maintain a basic set of books to record receipt of funds, financial transactions and assets and liabilities of the Organisation.

19. All funds of the Organisation shall be deposited to the credit of the Organisation in a commercial or cooperative bank in a current or savings account.

20. The Executive Committee may accept on behalf of the Organisation any funds, donations and gifts for general purpose or for any specific purpose of the Organisation.

21. The Executive Committee should submit to the Annual General Meeting the financial accounts for the period of the Financial Year audited by a qualified accountant approved by the Organisation.

IX. Amendments

22. Any amendments to this constitution of the Organisation should be approved by two-thirds of the members of the Organisation at a general meeting.

WOMEN AND WATER

Look at the picture below. Men are talking about the water problem. What do you think is happening?

"The men are meeting on their own without involving women".

"The women are trying to hear what is being said about water".

"Water is women's work so women have ideas about what's wrong with water and what should be done".

"The women are very busy doing household chores. This is an excuse to keep them from attending meetings".

That's right. Women are LEFT OUT! They are not part of the decision-making about water.

What PREVENTS women from participating actively?

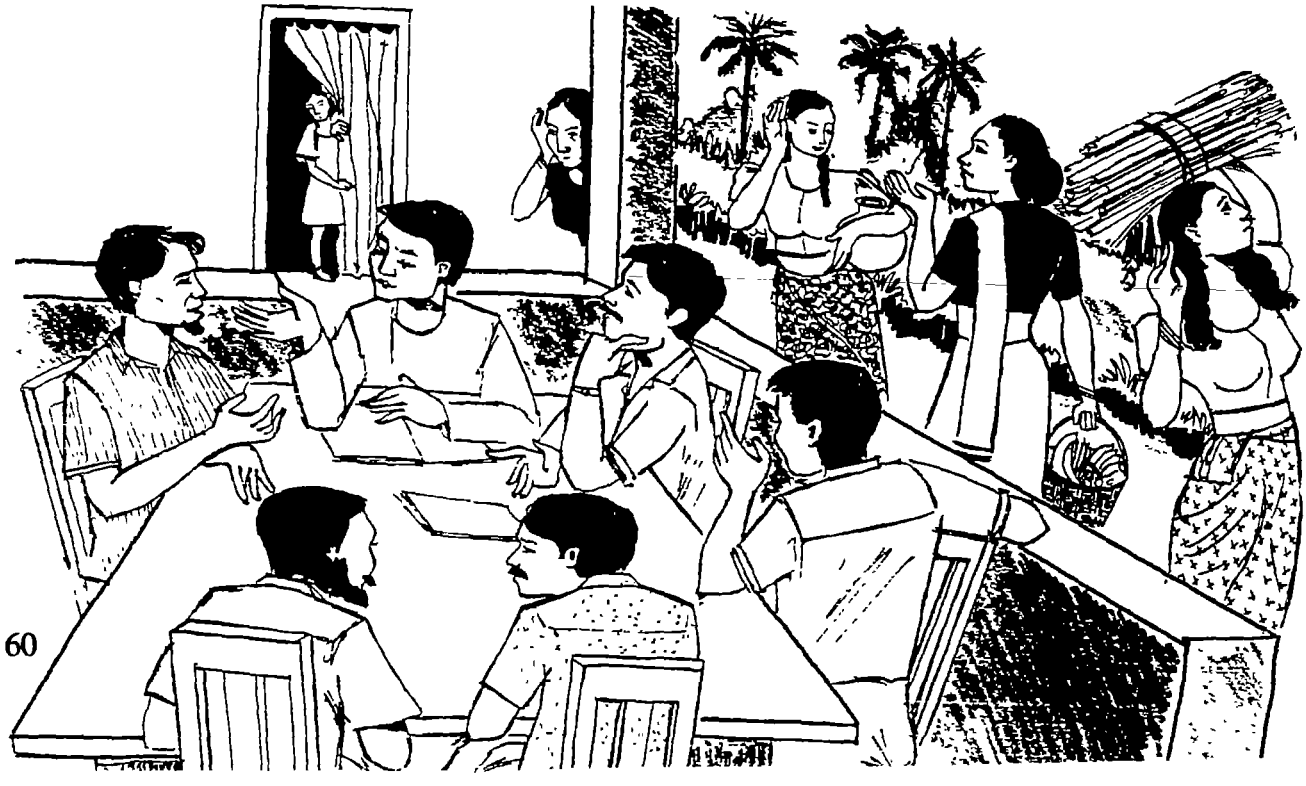
men's attitudes - *"men often feel that they are the only ones who know what the community needs".*

women's attitudes - many women feel men should make the decisions - a common saying by women: *"Let father decide".*

no chance to participate - at meetings men often don't give women a chance to participate - women are not listened to and their ideas ignored.

women **lack confidence** to speak at meetings.

meetings at wrong time - meetings are often held at times when women are busy with other tasks.



Why is this a problem? Why should women be INCLUDED in decision-making about water?

♀ Women are **the most affected** by the water problem. They have the burden of collecting water every day. As the most affected they should be involved in decision-making.

♀ Women know the community water supply better than anyone else. They have **good ideas** on how it could be improved.

♀ Women can identify faults before they become a big problem and help to get them repaired. They can play an important role in **maintaining** the water supply.

♀ Women **manage water** in the household and **take care of the family's health**. If they learn more about hygiene, the health of the household will improve.

♀ Women are **good problem- solvers**. Their ideas are important for planning the new water supply.

♀ Women are **good at managing credit**. Their experience would help in managing the sanitation revolving fund.

Women can contribute many things to the development of a water supply. If they are left out, you are excluding half of the community and losing their good ideas and commitment. So make sure they are involved in all activities - in the small groups, Core Group, CBO, planning sessions, construction work, maintenance activities, hygiene education, and sanitation programme.

♀ Encourage women to be **active members of the small groups.** Listen to their ideas and encourage them to speak out. Assign them tasks and leadership roles, just as you would with men in the group.

♀ **Form a women's subgroup** or encourage women to get together in their own groups. Meeting on their own often helps women build up the confidence to speak in mixed group meetings. The women can meet and help each other solve problems and work together on small projects.

♀ **Nominate women to Core Group and CBO.** Make sure women are represented equally on the Core Group (and the CBO once it is formed). This would mean that half the small group representatives are women. When the CBO is formed, elect some women to be office-bearers.

♀ Encourage women to **take the lead in sanitation, hygiene, and maintenance.** These are 3 areas where women should play a leading role. Select women to run the sanitation revolving fund, teach other women about hygiene, and take on the job of water system caretakers.

♀ **Overcome barriers to women's participation.** Hold meetings at convenient times for women. Educate men to respect women's ideas and support their active involvement in decision-making and leadership.


Women are bending their backs to work.
Yes .... and men are not bending their backs to help!
Now it's time to start planning and building our water system. Let's get going!

PART C

Developing a New Water System

RAISING AWARENESS AND COLLECTING DATA - THE COMMUNITY SURVEY

Introduction

The next step is to help the community UNDERSTAND more about its water situation so that:

- ☐ they are MOTIVATED to take an active role in changing the situation
- ☐ they can make GOOD DECISIONS in planning a new water system.

The aim is to:

- ☐ COLLECT INFORMATION on the existing water situation
- ☐ RAISE AWARENESS of:
  - the need to do something
  - the idea of working together
  - the benefits of a new water system
  - what people would contribute
  - different water supply options
- ☐ DEVELOP COMMITMENT to the water project.

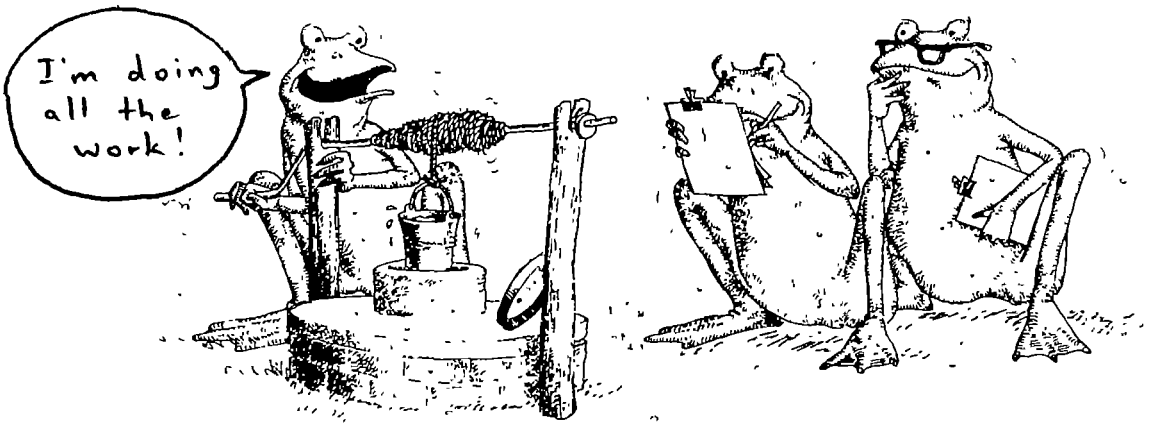
How To Do It?

Small groups would first meet to DISCUSS THEIR WATER SITUATION and the need to do something.

The small groups would then COLLECT MORE INFORMATION on the water situation in their part of the village and discuss the information collected.

The Core Group would take the information provided by the small groups and PUT IT ALL TOGETHER with the help of the Community Facilitator.

Information is collected in this way so that everyone in the community is **involved**, not just the community leaders. Everyone is thinking about the water problem and contributing ideas to solve it. Through collecting data and discussing together, people would become **more aware** of the need to work together and **committed** to doing something.



TALKING ABOUT WATER

Your first step is to get everyone talking about water. In the small groups discuss the following questions:

Uses, Needs, Problems, and Benefits

How much water is used for:
a) drinking? b) bathing? c) washing hands? d) cooking? e) washing clothes? f) washing pots and dishes? g) watering animals/plants? h) using water in the latrine?

Where do people bathe? Where do people wash their clothes? How is water stored? Is water set aside for washing hands (before eating and after defecating)?

Where does the family get its water now? Who collects the water? How much time is spent collecting water?

What **problems** do people have with existing sources of water?

What **benefits** would people get from having more safe water closer to the home?

Water Sources and Ideas for a New System

Where do people get their water now? Are there other sources? Why are they not used?

What do people **like/dislike** about existing sources?

Have water systems (tubewells or piped systems) been **built before** in your community? What happened to them? What improvements or changes are needed?

What **new water systems** might be developed? Which do you prefer? Why?

Are there **other communities** you might be able to work with (to build a pipe scheme)?

Commitment to and Organising for a New Water System

Do you **agree** with the idea of building a new water system?

Who needs more safe water - the whole village or just one area? Are neighbouring villages facing the same problem?

Are you **willing** to help plan, build, and maintain the new system? What can you contribute? (Skills, ideas, time, labour, money).

What **help** is available from CWSPU and the Partner Organisation?

How would you **organise** together to build a new system? How would you involve:
a) women? b) poor people? c) all sections of the village? d) neighbouring communities?

What kind of **community organisation** is needed to plan, build, and maintain a water system? How would you set it up?

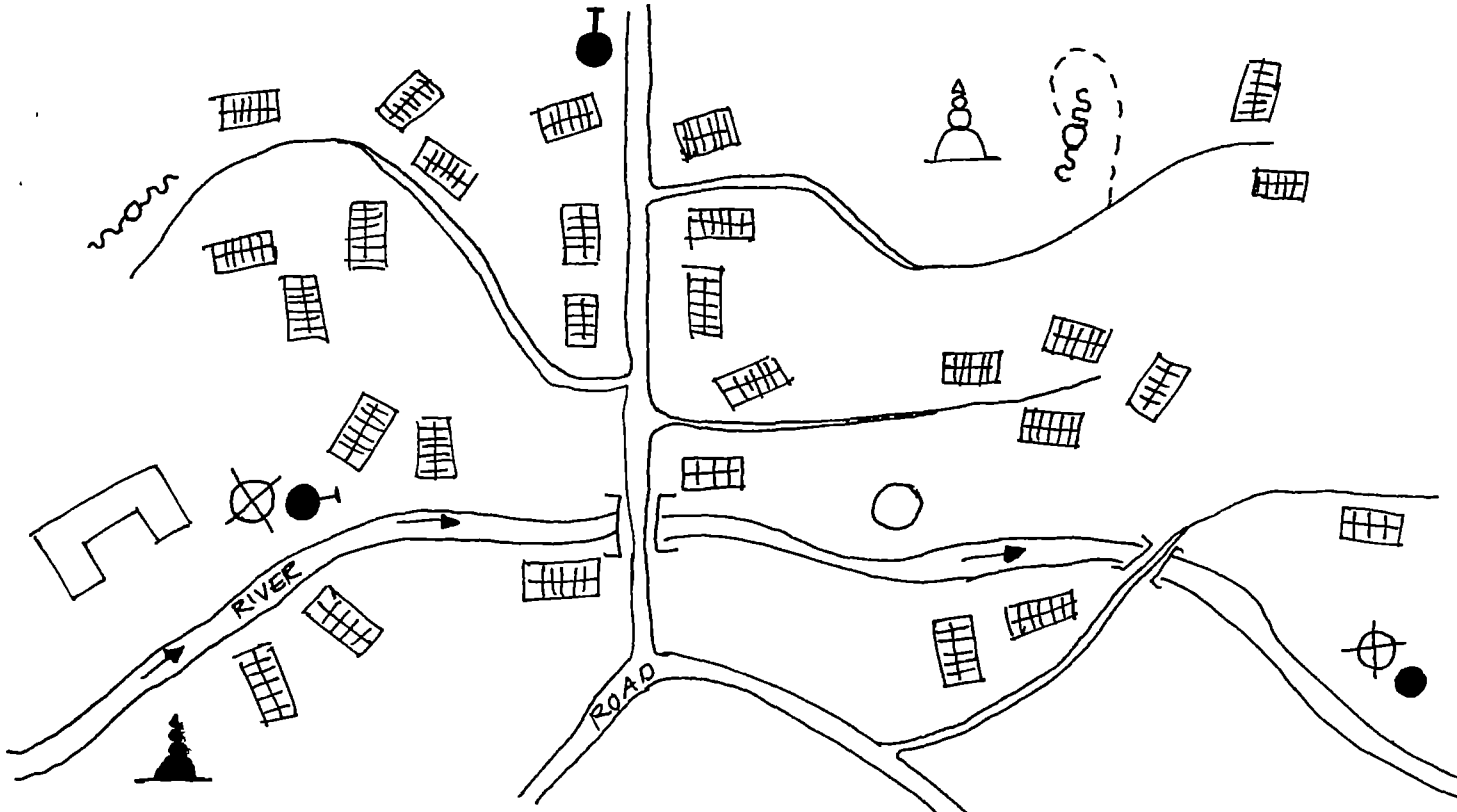
Writing Up The Information

After discussing the above questions in your groups and collecting the required data, compile the information in the following form. This information will help you plan your water system. Ask for help from your Community Facilitator.

1. VILLAGE SKETCH MAP

Draw a sketch map of your village showing the location of:

- each household dwelling
- schools and temples
- existing water sources and systems
- roads and other physical features



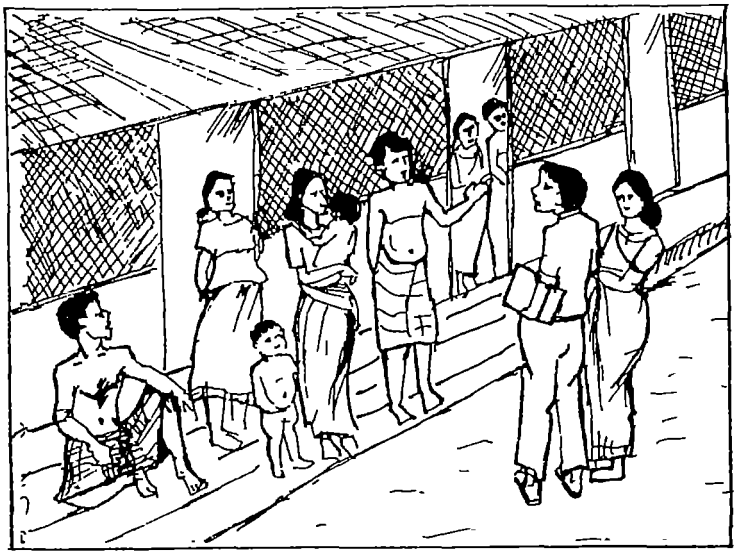
KEY SCALE 1:10 N

FEATURE	PROTECTED WELL	UNPROTECTED WELL	PROTECTED WELL + HAND PUMP	SPRING	HOUSE	SCHOOL	TEMPLE
EXISTING	○	⊗	○–	∿∿	▦	⌐¬	⌒
PROPOSED	●	◕	●–				⌒

2. HOUSEHOLD SURVEY

Collect data from each household. Small group representatives can collect this data. Make sure everyone knows why the data is being collected.

Use the following form:



HOUSEHOLD DWELLING			PRESENT WATER SUPPLY		SANITATION	
Home No.	Family Name	No. of Occupants	Type of water source	How far from home?	Type	Condition
1	De Silva	5	PW	100 m.	SP	poor
2	Perera	7	PW	150 m.	VIP	good

TYPES OF WATER SOURCES		TYPES OF LATRINES	
Protected Wells	- PW	Dug Hole	- DH
Unprotected Wells	- UW	Simple Pit	- SP
Tube Wells	- TW	Ventilated Improved Pit	- VIP
Springs	- SP	Water Seal	- WS
Surface Water Sources	- SW	Temporary	- T

3. INVENTORY OF WATER SOURCES

Ask each small group to collect information on the water sources in their part of the village. Use the forms on the following pages:

SHALLOW WELLS AND SPRING BOXES **Water Source No. .....**

QUESTION/PARAMETER	UNIT	DATA
TYPE OF WELL		
Is the well protected?	Y/N	
If so does it require rehabilitation?	Y/N	
Is it privately owned?	Y/N	
CONSTRUCTION DETAILS		
How deep is the well?	metres	
What type of ground is it built in?	*type	
WATER QUANTITY and RELIABILITY		
How many households does the well serve?	No.	
Is the water enough during the wet season?	Y/N	
Is the water enough during the dry season?	Y/N	
How deep is the water during the wet season?	metres	
How deep is the water during the dry season?	metres	
Does the well ever go dry?	Y/N	
If so how frequently?	Years	
Does the well go dry every year?	Y/N	
If so for how long?	months	
WATER QUALITY		
Is the well head in good condition?	Y/N	
Is the well lining in good condition?	Y/N	
How far to the nearest latrine?	metres	
If not what are the problems? No. 1	specify	
No. 2	specify	
No. 3	specify	

* Note: Ground Types R = rock S = soft soil and sand
H = hard soil M = medium soil

PIPED SYSTEMS **Water Source No.....**

QUESTION/PARAMETER	UNIT	DATA
TYPE OF PIPED SYSTEM		
What distance from source to village?	km	
Height of the source above village?		
Is system fed by a protected spring?	Y/N	
Is the water pumped?	Y/N	
What water points are provided?	*type	
Does the system require rehabilitation?	Y/N	
If so why?	specify	
WATER QUANTITY and RELIABILITY		
How many households served?	No.	
How many water points are there?	Y/N	
Can the spring discharge be measured?	Y/N	
If so what is the discharge during the		
wet season?	litres/hr	
dry season?	litres/hr	
Is there enough water during the		
wet season?	Y/N	
dry season?	Y/N	
Does the source ever go dry?	Y/N	
If so how frequently?	months	
Does the source go dry every year?	Y/N	
If so for how long?	months	
WATER QUALITY		
Is the water suitable for drinking?	Y/N	
If not what are the problems? No. 1	specify	
No. 2	specify	
No. 3	specify	

* Note: Water Point Types S = public standposts C = cistern
Y = yard taps H = house connections

SPRINGS **Water Source No. .....**

QUESTION/PARAMETER		UNIT	DATA
TYPE OF PIPED SYSTEM			
Is the spring located on private land?		Y/N	
What distance from spring to village?		km	
Height of the spring above the village?		m	
WHAT QUANTITY and RELIABILITY			
What is the spring discharge during the			
	wet season?	litres/hr	
	dry season?	litres/hr	
Does the spring ever go dry?		Y/N	
If so how frequently?		months	
Does the spring go dry every year?		Y/N	
If so for how long?		months	
Is the spring used by other communities?		Y/N	
Used for other purposes eg. irrigation?		Y/N	
What amount of water is produced?		litres/hr	
WATER QUALITY			
What is the land use in the catchment?		specify	
Is the water suitable for drinking?		Y/N	
If not what are the problems?	No. 1	specify	
	No. 2	specify	
	No. 3	specify	

ARE YOU READY?

Introduction

By this time you will have already completed a number of activities:

- ☐ establishing SMALL GROUPS in every area of the community
- ☐ making people AWARE of the need for a better water system including the improvement of people's health
- ☐ forming a COMMUNITY ORGANISATION to plan and manage the water system
- ☐ conducting a SURVEY of existing water facilities.

This step is to check that you are **READY** to start planning and building a new water supply i.e. community members are fully **aware** about the problem and **committed** and **organised** to do something about it.

How To Do It?

Discuss the questions on the next page in small groups and then in the Core Group. This will help you assess if the community is ready to start planning its water system.

What are your WATER problems?

What did you learn from the survey? Is the water polluted? Not enough water? The water source too far away? Any other problem?

How to SOLVE them?

Do the wells need deepening? Do you think a piped water scheme is a possible solution? What solution will best meet the needs of everyone in the village? What outside help do you need to solve this problem?

What are your HEALTH problems?

What health problems are caused by your water situation? What is the best way to solve these problems?

What are your SANITATION problems?

How many people in the village have latrines? How many of the latrines are in good condition? What can you do to build more latrines or upgrade existing ones?

What EXPERIENCE do you have?

Have you ever been involved in a water supply or sanitation scheme before? Were there any problems? What government schemes have been carried out in your village? Were there any problems? What is the best way to overcome past problems in planning and constructing your own water supply scheme?

Are you COMMITTED?

Is the Core Group/CBO willing to take the time to develop a good plan for the water supply? Is it willing to keep the small groups informed and consulted? Are all households willing to help build the water scheme?

What about O & M?

Will the community take full responsibility for operation and maintenance? What type of operation and maintenance is needed? How will you organise this?

Who should OWN the water supply?

If the community plans and constructs the scheme, who should own it when it is completed?

Are you interested in SANITATION?

The CWSSP can provide an initial grant of Rs 10 000 for a revolving loan fund for sanitation in the village. To qualify the community must have:

- started hygiene education
- registered the CBO
- opened a Sanitation Fund of Rs 500 in the bank.

Are you interested? What do you need to do to qualify for assistance?

Who should ORGANISE the project?

How will you manage the water project -

- through an existing village organisation? Which one?
- through your core group?
- through meetings of the whole village?

Are WOMEN involved?

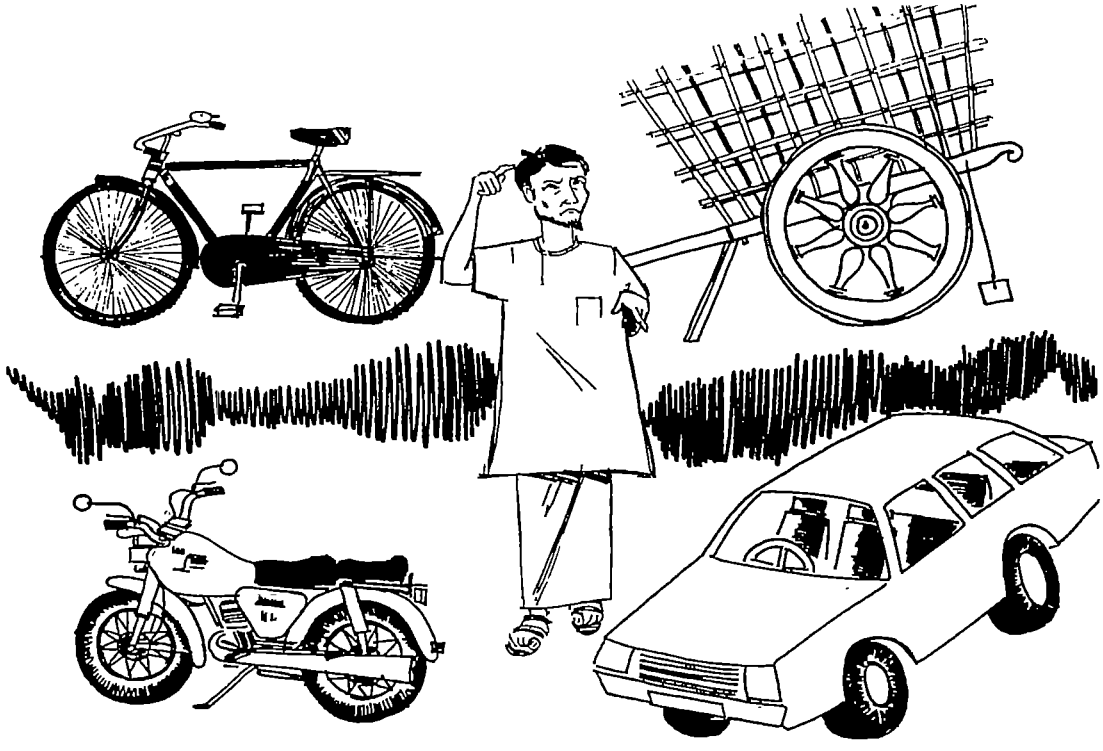
Are women members of every small group and the core group? What role should women play in developing a new water supply? How can we make sure they play a major role in decision-making?

Do you want HELP?

Do you wish to apply for technical assistance to help plan and build your water supply?

PLANNING YOUR WATER SUPPLY

Planning is CHOOSING! It's like choosing a means of transport. You need to look at a number of options and then decide the best one.



In order to plan your water supply, you need to identify a number of optional water systems and then choose the best one for your situation. In order to choose well, you need to collect as much information as you can about each option.

Planning your water supply is divided into eight steps -

1. Identifying Water Sources
2. Assessing Each Source
3. Identifying Optional Systems
4. Choosing Two Options
5. Feasibility Study
6. Choosing Your Water System
7. Technical Design
8. Community Proposal

Step 1: Identify Water Sources

Your first step is to identify all of the optional sources of water. Your aim is to FIND AS MUCH WATER AS YOU CAN, because you're trying to get people to use MORE WATER.

Where do you get water in your community? What sources of water do people use?

- hand dug wells (protected)
- hand dug wells (unprotected)
- tube wells
- springs
- streams or rivers.

What are the advantages and disadvantages of each source?

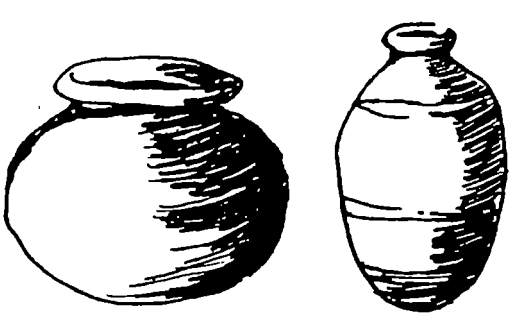
WELLS allow the community to use water that is underground. This water was originally rainwater but it has seeped into the ground. There are two types of wells - shallow wells that are dug by hand (HAND DUG WELLS) and deeper ones that are bored by drilling (TUBEWELLS).

HAND DUG WELLS are open and water is collected with a rope and bucket. Many hand dug wells in Sri Lanka are contaminated. Ask your Technical Officer to check how clean the water is.

TUBEWELLS are sealed at the opening to the well to prevent contamination. Water is brought to the surface with a pump. Ask your Technical Officer to help you find out how much water can be supplied by each well in your community.

SPRINGS are places where water bubbles out of the ground. They are usually at the bottom of hills. Springs are often the best sources of clean water. Help the Technical Officer check to see if the spring produces enough water for the community.

STREAMS OR RIVERS carry water that flows off the land and from springs. Streams can be sources for a water system if the water is taken from a place where there are no communities above it. The stream must have water in it all year.



Step 2: Assess Each Source

Your next step is to collect more information on each source so you can make a good decision. The Technical Officer will help you.

Visit each source and try to find answers to the following questions.

☼ *Is the water CLEAN and SAFE? What things might POLLUTE the water?*

Clean water is CLEAR and has no mud or sand in it. It has NO COLOUR, SMELL, or TASTE.

Safe water comes from sources which are FAR AWAY from where people defecate and where there is no chance that germs can be washed into the water. The source should be ABOVE other communities or sources of contamination.

If the source is a well, is it PROTECTED? Is the protection in good condition?

If the source is a stream, make sure there are no industries dumping wastes into it. A stream may also be polluted by insecticide or other chemicals being washed into it. Check if chemical pollution is possible - if so, avoid this source.

☼ *Is there ENOUGH WATER?*

The source should provide enough water

- for ALL PEOPLE to be included in the scheme
- ALL DAY LONG
- ALL YEAR LONG, even at the end of the dry season.

Ask the Technical Officer to help measure how much water the source produces.

☼ *Who OWNS the source? Can the community use it?*

If the source is located on government or private land, you will need to GET PERMISSION to use it.

☼ *Who USES the source?*

Find out HOW MANY HOUSEHOLDS use the source. Do they use it year round?

☼ *How FAR AWAY is the source?*

The distance will affect the cost of the water system. Try to find a water source WITHIN 2 OR 3 KILOMETRES.

☼ *How HIGH is it?*

This is important for two reasons. Is it HIGH ENOUGH to:

- avoid getting polluted from people living nearby?
- be used for a gravity scheme?

☼ *What does the water TASTE like?*

If it tastes bad, people won't like it and will look for an alternative.

☼ *Can the source be UPGRADED?*

Are there things you can do to improve the source? For example can you repair the broken wall around the well?

☼ *Are there OTHER PLACES to get water?*

Old people may remember places where water used to be found.

Step 3: Identify Optional Systems

Your next step is to identify all possible water systems that could be built. There are two major types of systems.

A. WELL WATER SYSTEMS

Wells are dug or bored where there is water underground. It may be necessary to try several places before water is found.

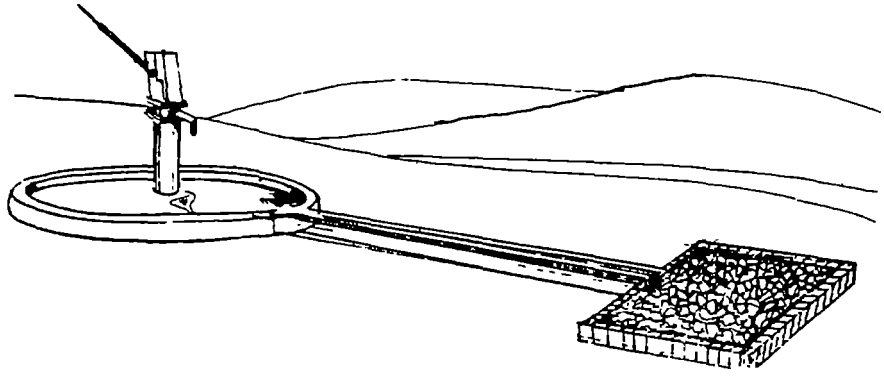
The parts of a well system are:

Source of Water: The well should be far away from any source of contamination. It should be at least 20 metres from a latrine.

Well casing: A dug well should be lined with bricks or stones. A tubewell will have a pipe casing.

Protecting the Well Water: The top of the well should have a concrete cover. If a handpump is used it is located on top of the concrete cover. In the case of a hand dug well, a cement-lined wall of one metre high is constructed around the well. Don't allow used water to get into the well again. It should be drained away to a soakaway which is a hole with rocks in it.

Hand Pump: A hand pump is used to raise the water in a tubewell. The pump should be easy to repair. You should be able to buy spare parts easily.



B. PIPED WATER SYSTEMS

A piped water system is built to carry water from the source down to the community in pipes. Tanks are built on the hillside to store water. People collect the water from standposts located in convenient places throughout the community.

The parts of a piped water system are:

Source of Water

The best source is a spring. Streams and rivers are also good sources if the water is clean and the stream flows all year. The source of the water should be protected. A concrete box or reservoir is built and a fence is used to keep animals away from the water. Or mounds can be built around the source to stop germs from being washed in.

Sedimentation Tank

If there is dirt or sand in the water, a special sedimentation tank is built to remove it. If the water is very dirty, a large tank is needed. It is built near the source.

Main Pipeline

The pipeline carries the water from the source to the community. The pipeline is buried in the ground but may be above ground in some places. Burying the pipe protects it from damage. The trench for the pipe is 60cm or more deep. If the pipe goes under a road it should be 1 metre or more deep.

Plastic pipe is used if the pipeline is buried and metal pipe is used when it is above ground such as when it goes over a stream. The route of the pipe is marked by stones and stakes.

Storage Tank

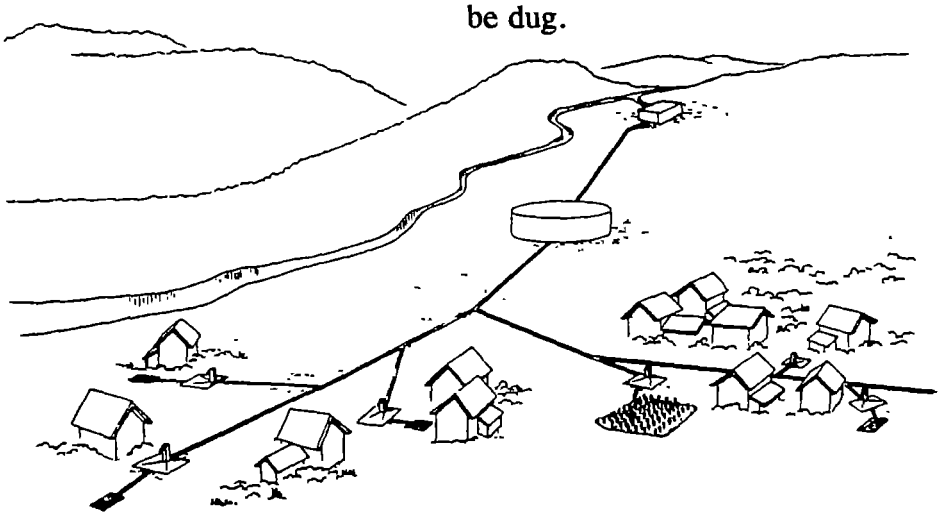
A storage tank fills up during the night and stores the water for use during the day. A storage tank is needed near the community only if:

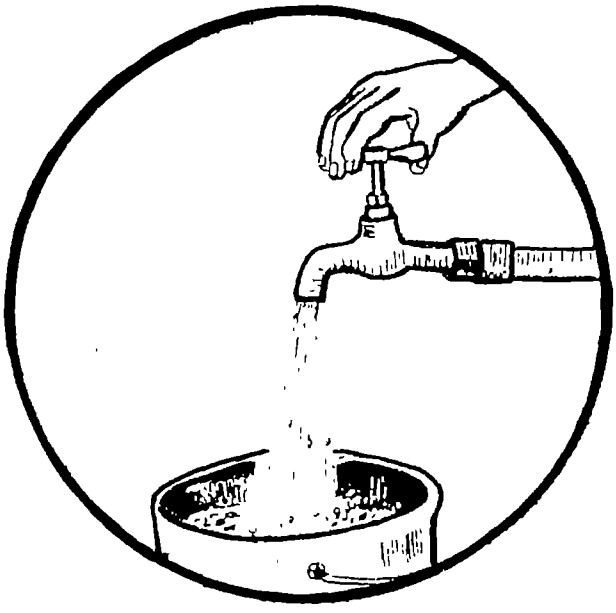
- the water source is very far away and a smaller main pipeline is used to save money
- the water source cannot supply enough water for the community's needs during the daylight hours when people use the water most.

If a tank is needed, the Technical Officer will calculate how big it should be. Its size will be about 10 to 30 cubic metres. Water is heavy so a strong tank is needed. It should be designed by the Technical Officer. It is usually built of concrete with metal reinforcing.

Pipe Network

This is a series of many pipes that take the water from the pipeline to the standposts in the community. All the network pipes are buried underground so a trench will need to be dug.





Taps

Tap connections are built near people's houses. There are 3 types:

COMMUNITY STANDPOSTS are used by many families. They are located on community land. They are very strong and made out of concrete. A place is provided for extra water known as waste water. This can be a garden or a soakaway. A soakaway is a large hole with rocks in it.

YARD STANDPOSTS are used by one to five families. They are located in one family's yard. A place for waste water is also needed. Yard standposts are also made from concrete but are not as strong as the community standposts.

HOUSE CONNECTIONS are taps located in a family's house. If the new water system has these, the pipes of the system will have to be larger. This is because more water is used. Also, more taps and longer pipes are needed. A sewer system might also be needed to carry away larger quantities of waste water.

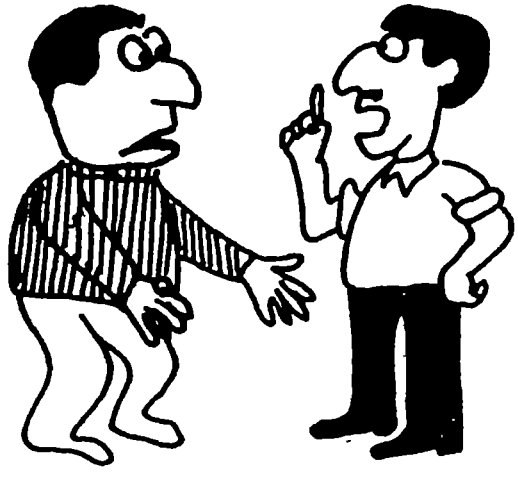
Usually community water supplies have only standposts and no household connections. However some people may insist on having house connections. In that case they should be able to pay for the extra piping and there should be enough water to supply them. If they are allowed to have house connections the following questions should be asked:

How many other people will want house connections in the future?

What will happen if they all get house connections?

Is there enough water to supply all the houses?

Where will the used water go?



Step 4: Select Two Options

Your next step is to select TWO OPTIONS from the list of possible water systems (which can be studied in more detail).

Making this decision should INVOLVE THE WHOLE COMMUNITY - or at least representatives of each of the small groups. Organise a meeting and present the information you have gathered on each source and each possible water system.

Discuss the following questions:

- ☼ Will the system produce SAFE WATER?
- ☼ Will it produce ENOUGH WATER to serve all of the households to be covered by the scheme?
- ☼ HOW MANY HOUSEHOLDS can be served by the system? HOW MANY VILLAGES can be covered?
- ☼ Will it make water MORE ACCESSIBLE to community members?
- ☼ How will it be MAINTAINED?

Does the well in the picture below produce safe water? Why not?

Step 5: Feasibility Study

Your next step is to collect detailed information on the two options. You need good information to make your final choice. Ask the Technical Officer to help you conduct this study.

You will need to collect information on:

- ☼ number of HOUSEHOLDS covered
- ☼ QUALITY of water
- ☼ QUANTITY of water
- ☼ LOCATION of wells or standposts
- ☼ detailed CONSTRUCTION COSTS
- ☼ detailed MAINTENANCE COSTS.

Step 6: Choose Your Water System

You now have enough information to make your final decision. Call another meeting of community representatives. Discuss the strengths and weaknesses of each option. Make your choice and be proud of it - you have done a great job!

Step 7: Technical Design

Now you have to produce a TECHNICAL DESIGN - a plan to guide the construction of your water supply. Ask the Technical Officer to help prepare the design. It should include:

- ☼ a MAP of the community
- ☼ an estimate of HOW MUCH WATER the community will use for the next ten years
- ☼ a DESIGN for the parts of the system and drawings of them
- ☼ a list of CONSTRUCTION MATERIALS
- ☼ DETAILED COSTS
- ☼ a CONSTRUCTION PLAN - when each job should be done and how long it will take to do it
- ☼ arrangements for OPERATION AND MAINTENANCE of the new system

Call a meeting to discuss the design and make any changes that are necessary. Then the committee should approve the design.

Step 8: Community Proposal

Your last step is to produce a PROPOSAL. The proposal will help you get money to build your water scheme. It should include:

- ☼ OBJECTIVES of the project and how it will solve your water problem
- ☼ a detailed CONSTRUCTION PLAN
- ☼ the RESOURCES needed for the project:
  - what and how much the community can supply
  - what and how much is requested from CWSPU
- ☼ a BUDGET showing how much the project will cost
- ☼ arrangements for COMMUNITY MANAGEMENT (including operation and maintenance).

The proposal should be signed by the officers of the CBO.

LEARNING BETTER WAYS TO USE MORE SAFE WATER

Why Learn About More Safe Water?

It is important to learn how to make use of the larger quantities of safe water that will be available soon. People need to develop new habits:

- ☼ to USE MORE WATER to keep themselves healthy
- ☼ to KEEP THEIR WATER SAFE.

This is called "HYGIENE EDUCATION".

The way people use water now is a result of the kind of water supply they had before -

"*We used to carry water a long way. We never had enough water for bathing regularly, washing our clothes, and cooking*".

"*Our water used to be very dirty. We were getting it from the stream. We knew it was making us sick, but we didn't know what to do*".

There are many things that people need to know about water and how to use it. The people may already know some of these things but they may have to be taught to do some things differently.

We need to do two things:

- ☼ show people how DIRTY WATER causes some diseases - this will help to convince them to support the new water system
- ☼ show people how to use MORE WATER to stop these diseases and others.

What Ideas Need To Be Taught?

Here are some things that can be taught about water and health.

Our bodies need LARGE QUANTITIES OF CLEAN, SAFE WATER in order to stay healthy and work well. To protect yourself and your families from disease -

DRINK AND USE MORE SAFE WATER!

In the past we have taken our drinking water from many sources such as tanks, ponds, rivers, and wells. Most of these sources are not protected and water gets contaminated.

What do you see in the picture above?

- ☼ animals bathe and defecate in rivers
- ☼ sometimes people defecate in the river
- ☼ washing clothes and utensils pollutes the river

Contaminated water can cause many diseases such as diarrhoea, cholera, hepatitis, typhoid. These diseases are spread through water.

How are diseases spread and how can we stop them?

- ☼ Disease is caused by SMALL GERMS that get into the body and make people sick. There are many kinds of germs.
- ☼ They leave the body in the excreta when people defecate. They spread to other people from the ground by flies or are passed between people who do not wash their hands. To stop the spread of these germs, people should:
  - ▶ defecate where flies cannot reach their faeces (eg in a latrine)
  - ▶ wash their hands after defecating
  - ▶ drink clean water.
- ☼ Other diseases are caused by not washing the body often or by washing in dirty water. To stop these diseases, people should wash themselves and their clothes regularly with soap and clean water.

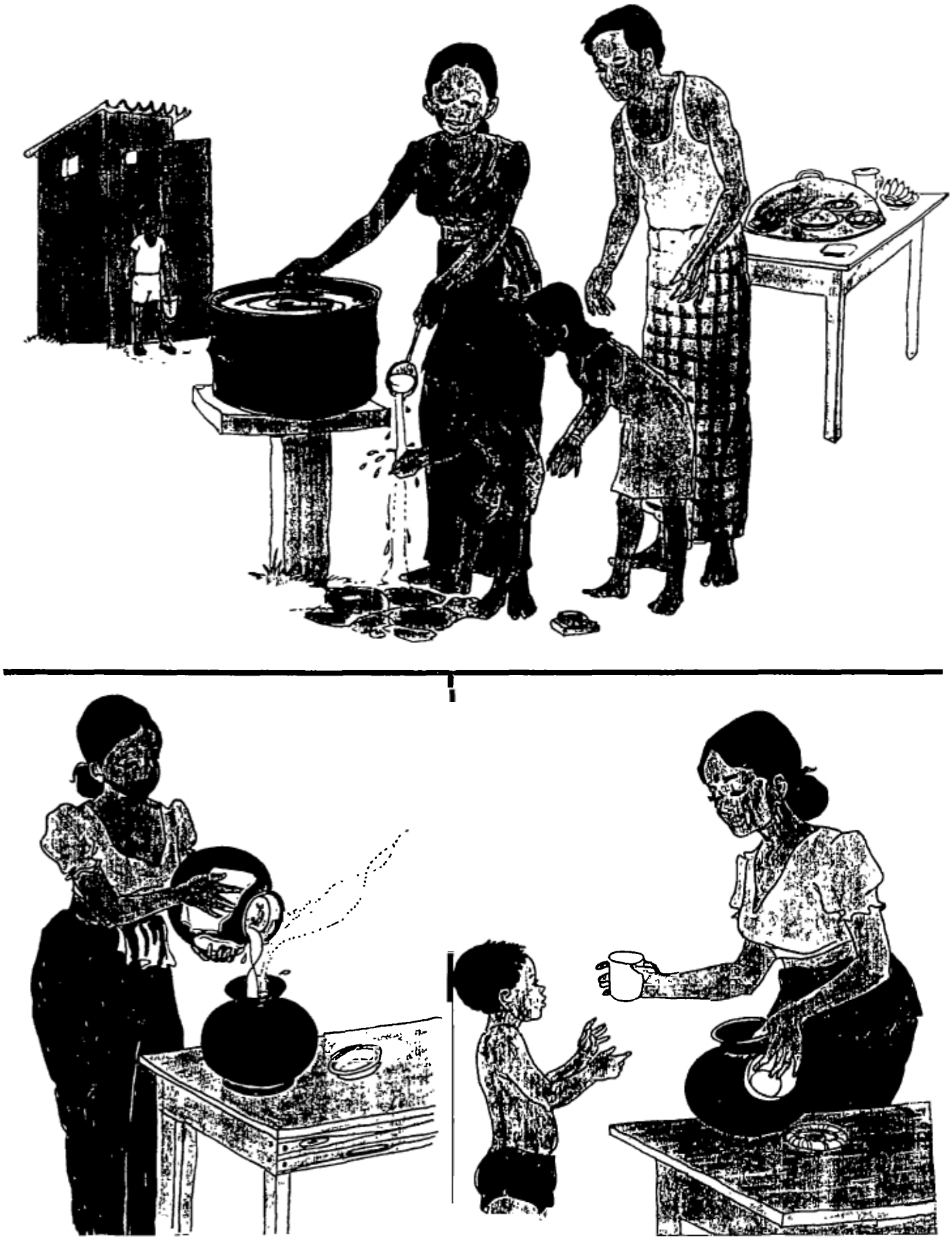
Water is contaminated if it contains the germs that make people sick. This happens when:

- it comes from a contaminated source
- it is contaminated after it is carried home.

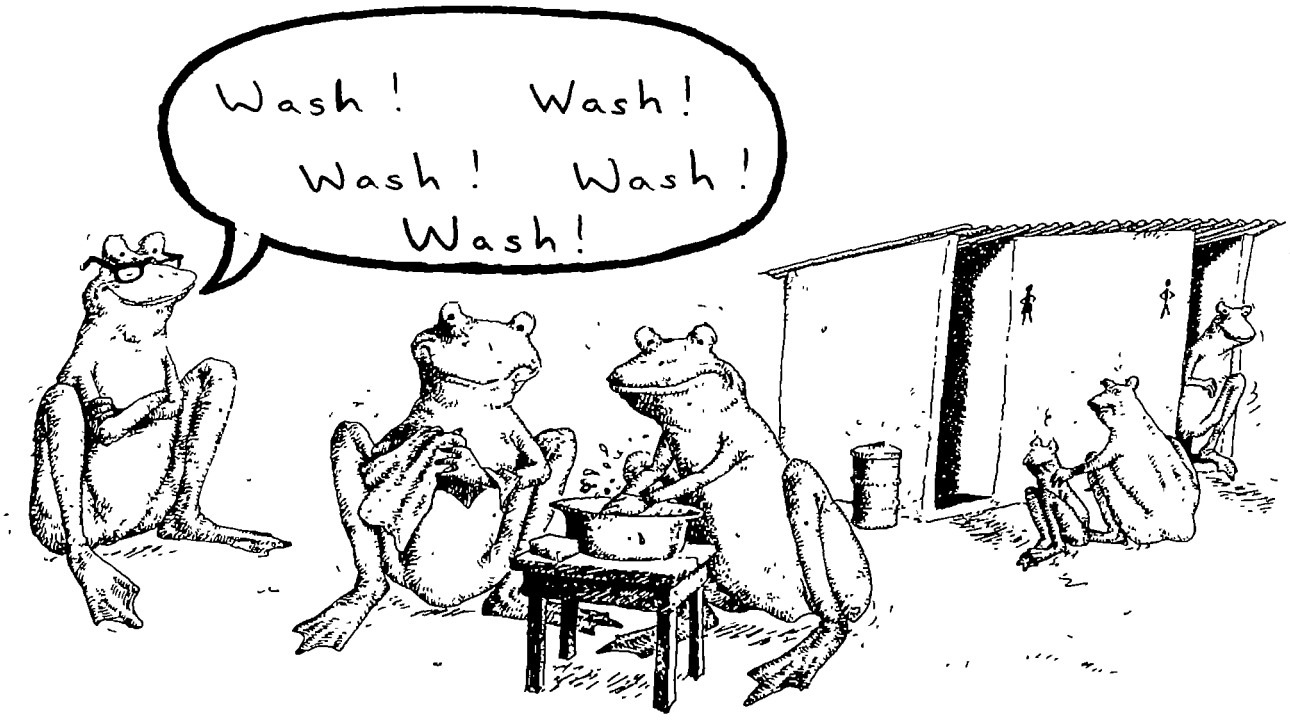
Water from streams or ponds is not safe for drinking. Water from protected wells, springs, and piped systems is usually safe for drinking. However, this water could become dirty if we don't use it well.

How can we keep our water clean and safe?

- Collect water in a CLEAN CONTAINER, eg. a bucket in an open well may be dirty and can put dirt into the water.
- Carry the water from the tap to the house in a CLEAN JAR. The jar should not be used for any other purpose. Clean it daily.
- In the house, store the water in CLEAN JARS. There should be one water jar for drinking and cooking and another for washing. The drinking/ cooking jar should be placed above the ground, out of the reach of young children and animals, for example on the "diya messa". All jars should be covered. All cups used for drinking should be washed daily.
- Take the water from the jars with a CLEAN DIPPER that does not touch the ground. No one should put their hands in the water.
- BOIL WATER from an unprotected source before it is used for drinking. If this is not possible, leave it in a clean covered storage jar for a full day before drinking.



Washing and boiling for health



How can we use clean water to fight disease?

- Wash your hands with water and soap
  - after defecating
  - after cleaning a baby
  - before preparing food
  - before eating
- Wash your whole body with soap and water regularly
- Use more water for cleaning food, washing dishes and clothes, and cleaning the house and latrine.

Water gets rid of most germs. By washing regularly with soap and water, we stop the germs from getting from our hands into our mouths.

What other things can be done to keep disease from our community?

- Build and use latrines and keep them clean. Everyone in the family, not just adults, should use the latrine.
- Keep a separate water jar near the latrine and wash hands with soap after using the latrine.
- Put babies' faeces in the latrine and wash your hands afterwards.

How can we keep the water in our community safe and clean?

- Wash clothes and do your bathing at some distance from the water source.
- Keep the area around the water source clean.
- Build latrines - to prevent the water from being contaminated with faeces.

Who Should Be Taught?

WOMEN are an important group to teach because:

- ☺ they teach children to be clean
- ☺ they clean the baby and touch the baby's faeces
- ☺ they prepare food and can contaminate it if their hands are not clean
- ☺ they carry water and may allow water to become contaminated
- ☺ they keep the water storage jars clean
- ☺ they care for the sick.

MEN are an important group to teach because:

- ☺ they are also community leaders and can support the education program
- ☺ they use the water and may let it become contaminated.

CHILDREN are important because:

- ☺ they are the parents of the future
- ☺ they learn new things quickly
- ☺ they help to care for other children
- ☺ they help to obtain water and may let germs into the water
- ☺ they help to prepare food and may contaminate it.

They can be given information about water and health at schools. A standpost should be installed and a latrine built at the school. The teachers can teach students to use the latrine and to wash their hands.

How To Talk About Water And Health

Hygiene education takes a long time. People are being asked to change their ways of doing things. It is best to teach only a few things at a time.

People who are teaching hygiene education should do these things:

- ☼ discuss these topics in the small groups
- ☼ when talking about a new practice such as handwashing, begin by discussing what people are doing now
- ☼ use real life examples to explain why a new way is good
- ☼ demonstrate the new way and have everyone practice it
- ☼ repeat the lesson regularly to remind people
- ☼ use pictures or stories to help get people talking or put on a drama

Who Can Help Us With Hygiene Education?

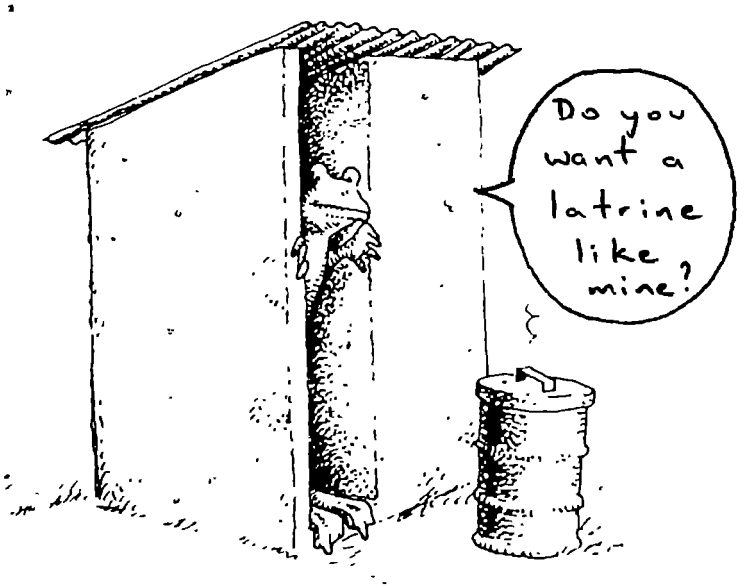
Ask your CF or local health workers from the Ministry of Health to conduct sessions on hygiene education. They could lead a discussion or show a film or video.

How Long Do We Continue With Hygiene Education?

Hygiene education takes many years. It needs to be done on a regular and continuing basis to make sure that people adopt the new habits. After the new water system is built hygiene education should continue. People need to be reminded how they can use more safe water to improve their health. The small groups should continue their discussions and community events should be used to promote the basic message - USE MORE SAFE WATER.

Another important place to do hygiene education is the school. Children need to be taught new ways of using water and hygiene habits. Water should be provided for the school so students can practice good hygiene.

SANITATION



Why do people need latrines?

- ☐ to get rid of human waste in a safe way
- ☐ convenience - it's easier than going to the bush
- ☐ privacy - especially for women

The first reason is the most important. If we dispose of human excreta in a safe way, we will reduce the spread of germs and stop people getting diarrhoea. People, however, need to **use the latrines in a safe way**. If they don't wash their hands after using the latrine, the excreta will be passed to food or water and they will get sick.

Latrines also reduce the contamination of the soil by human waste. This reduces the spread of worm diseases such as hookworm, roundworm, or pinworm.

Why should we include latrine building in a water programme?

Safe water and safe latrines both reduce the spread of germs. By building latrines at the same time as a safe water system and teaching people to use more water to stop the spread of germs (eg. washing hands after using latrines), you will help reduce the number of people who get sick from diarrhoea - and the number of children who die.

How are the latrines in your village? Who uses the latrines?

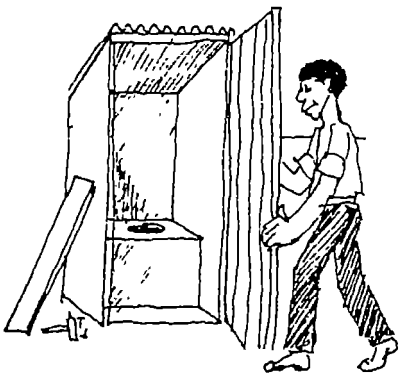
You will probably find that:

- ► about one third of the families have **no latrines**
- ► about one third of the households have a latrine which is in **poor condition**
- ► in many families **only one or two people use the latrine.**

So your sanitation programme will need to include:

- ☐ CONSTRUCTION of new latrines
- ☐ UPGRADING of poor latrines
- ☐ PROMOTING USE OF LATRINES by the whole family, and handwashing after defecation
- ☐ regular CLEANING and MAINTENANCE of latrines.

How Will the Sanitation Programme Work?

- ☐ CWSPU will provide funds to the CBO. The CBO will loan the money to individual villagers to build or upgrade latrines.
- ☐ To qualify the CBO has to:
  - ▶ be REGISTERED
  - ▶ be active in HYGIENE EDUCATION
  - ▶ have opened a SANITATION FUND of Rs 500 at the bank.
- ☐ The first payment from CWSPU will be Rs 10 000. A CBO can ask for more money if the first payment is used well.
- ☐ The CBO will set up a REVOLVING FUND. A few villagers will get the first loans to build latrines. Once they pay back the money, other villagers will use the money to build latrines - and so on.
- ☐ 

  A family who gets a loan will BUILD THE LATRINE. The family will contribute its own labour and any materials which can be collected locally (eg. sand and stone).

  The loan will only cover the cost of other materials.
- ☐ The funds are intended to be used for BASIC LATRINES - a pit latrine or water seal latrine. The CBO can get advice where needed from the Technical Officer.
- ☐ The CBO may decide to set up a SUBCOMMITTEE to manage the sanitation programme.
- ☐ Each CBO (or subcommittee) will set ITS OWN RULES for the programme.
- ☐ Remember - WOMEN are good at managing credit. Get them involved in managing the Revolving Fund.

The CBO (or subcommittee) should decide its own rules for issuing loans. It may want to get ideas from the small groups. The following issues should be considered.

Who Should Get the Loans?

Priority should be given to families who have no latrines.

How Much In Each Loan?

If the loan is big, only a few people will get a loan and other people will have to wait. CWSPU funds are only intended to construct basic latrines. Rs 2 400 should normally be enough.

In What Instalments?

Decide on how many instalments and at what stage of construction. Make sure people get the money in advance of when it is required.

How Long To Repay?

First decide how often people should pay i.e. weekly or monthly. Then decide what is a reasonable amount to be paid each week or month. For example a loan of Rs 2 400 would take 2 years to repay at Rs 100 a month - or 4 years at Rs 50 a month.

What About Interest?

Some CBOs may decide to charge interest in order to generate funds, or at least cover inflation. Make sure this rule does not discourage poor people from participating.

Should Savings be Required From Borrowers?

If borrowers are first required to save part of the funds needed, then this will build discipline and allow more funds to be revolved more quickly. This rule, however, may prevent poor people from borrowing. Decide what is best for your situation.

Can Funds be Given as a Grant Rather Than a Loan?

This should only be considered in exceptional cases, eg. a widow with a family and little income. In these cases the ideal solution might be for the whole village to do the work on a shramadana basis.

Water Pollution

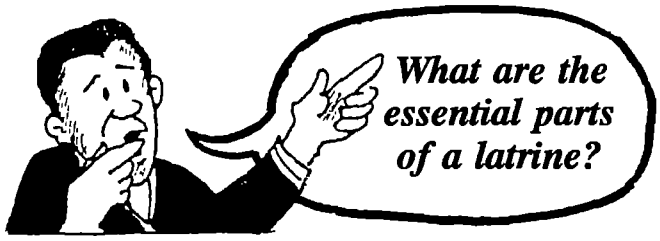
Building a new latrine close to a well can pollute the well. Ideally latrines should not be built within 20 metres of a well.

Credit Discipline

Decide on a practical method for ensuring that loans are repaid. What will be the penalty for late repayment? Make sure borrowers know the penalty.

Bookkeeping

Set up a good bookkeeping system. Make sure that the results are publicly available and there is an annual audit.



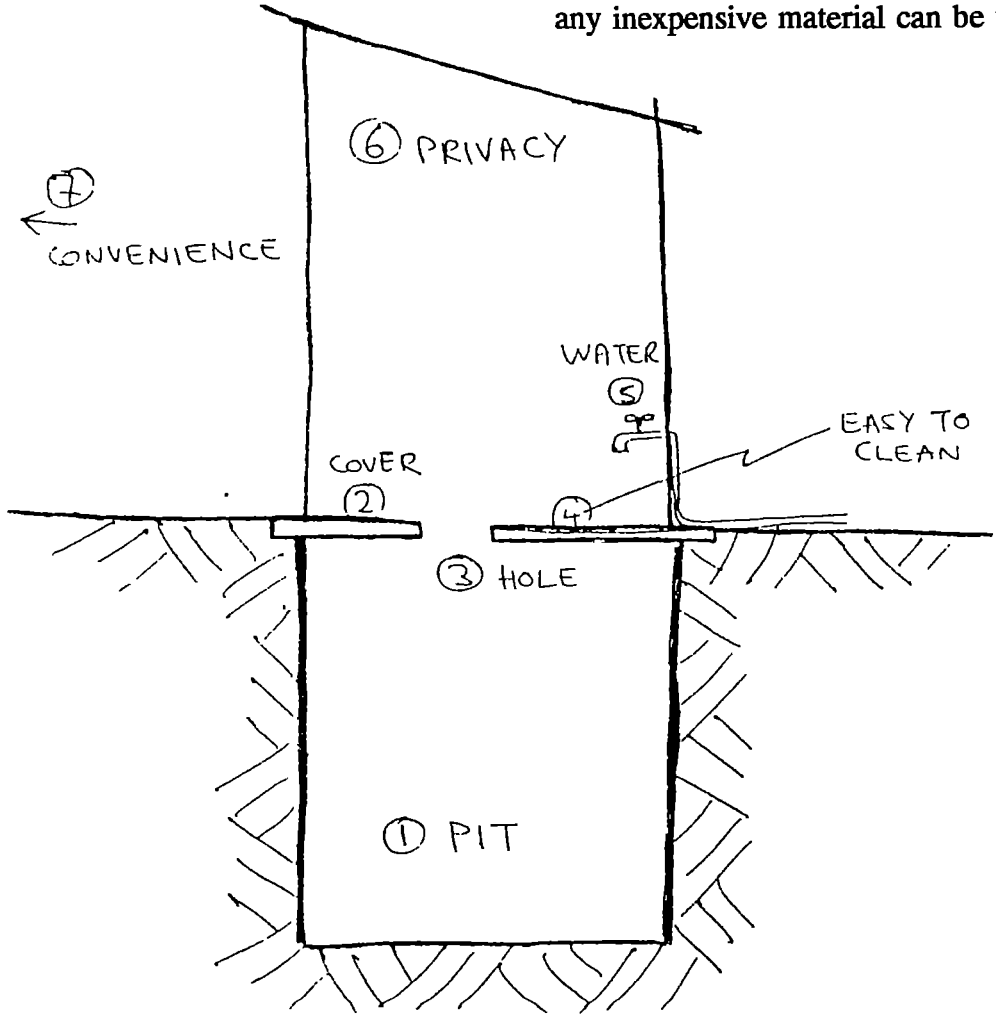
- ☐ a pit
- ☐ a well-fitting pit cover, which also serves as the latrine floor
- ☐ a simple hole or water-seal syphon through which excreta enter the pit
- ☐ a floor surface which is easy to clean
- ☐ a shelter (eg. walls, door and roof) for privacy
- ☐ WATER and SOAP!

The materials to be used will be decided by each family. It is important that the pit cover is strong enough so that no one falls in.

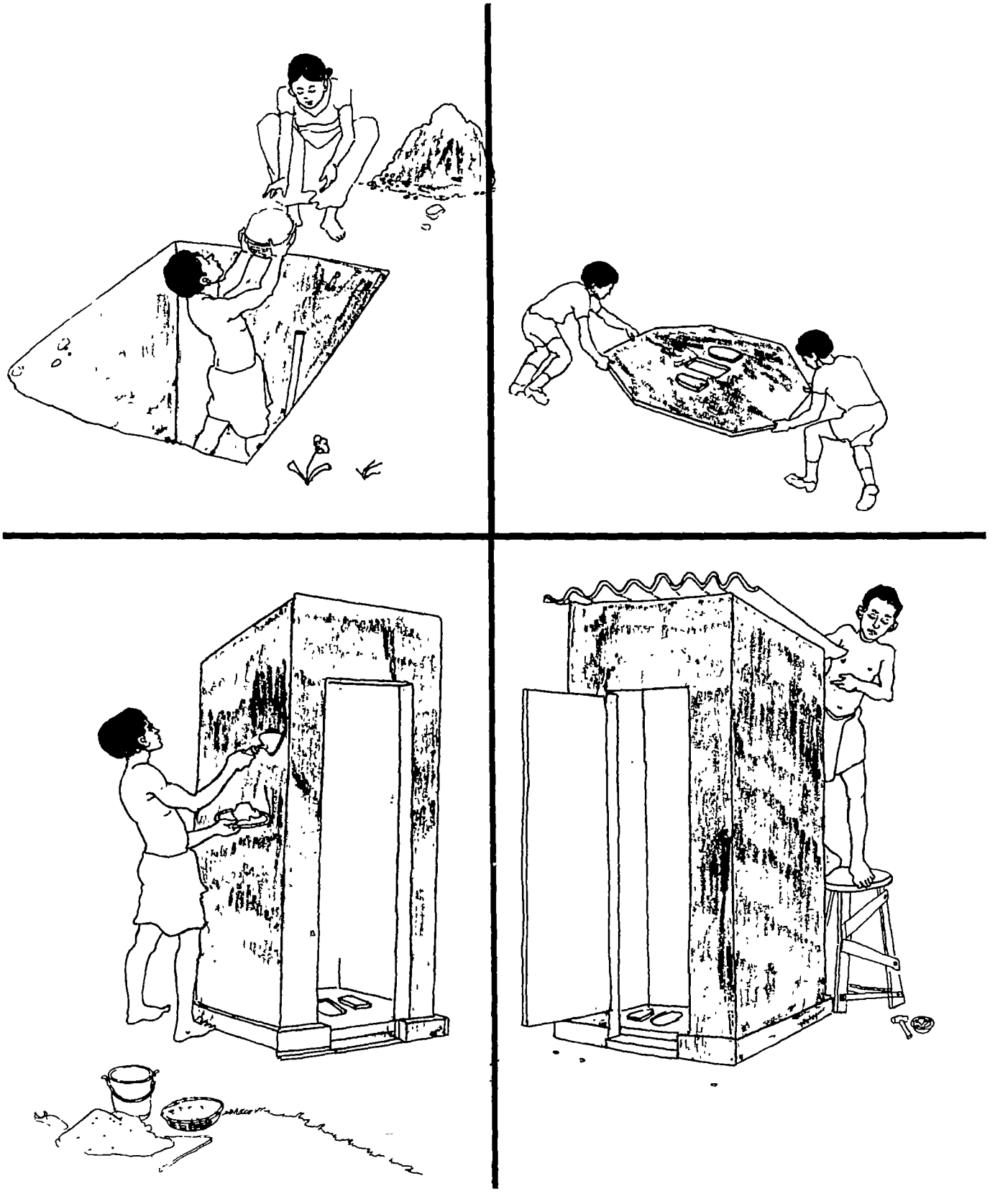
Dig a PIT about 18-20 feet in depth and 3.5 x 4 ft in breadth and length. The pit should be located at least 20 metres from any well.

Around the pit construct a FOUNDATION which is 12 inches wide. This should be made of bricks or stone so a convertible-type squatting plate with a syphon can be installed.

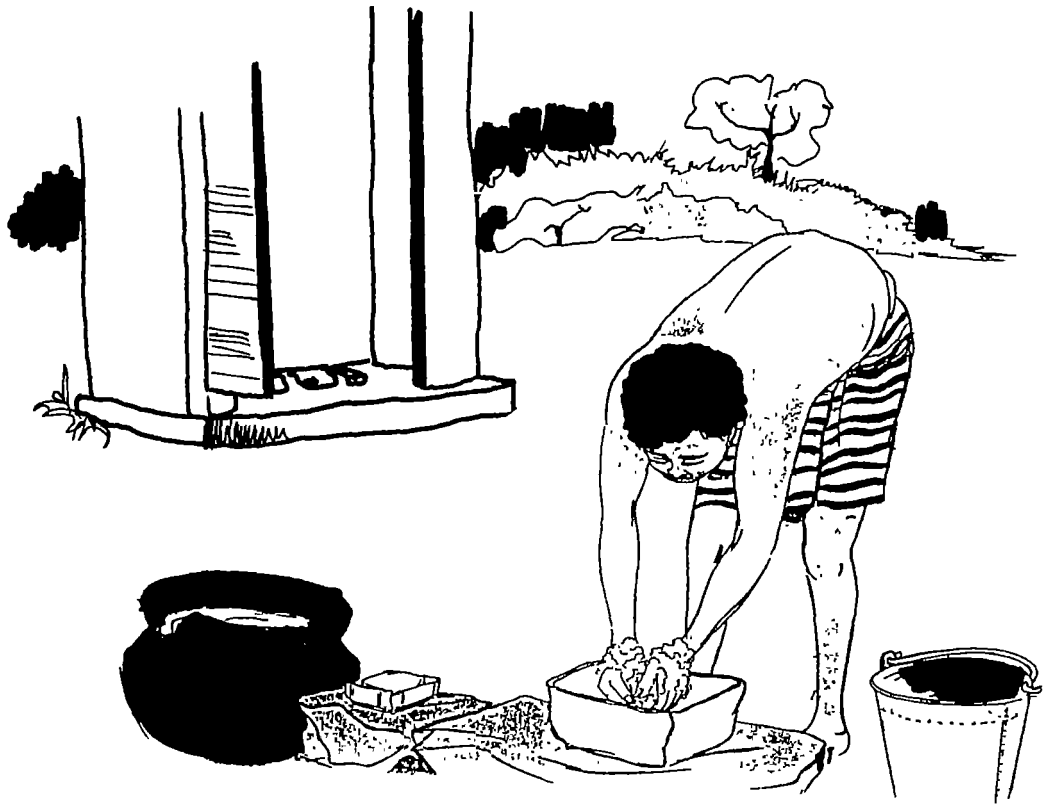
When the slab is in place, build the WALLS. Cement, bricks, stones, wattle and daub or any inexpensive material can be used.



HOW TO BUILD A LATRINE



What is the man doing in the picture? Why?



What is the child doing? Why?

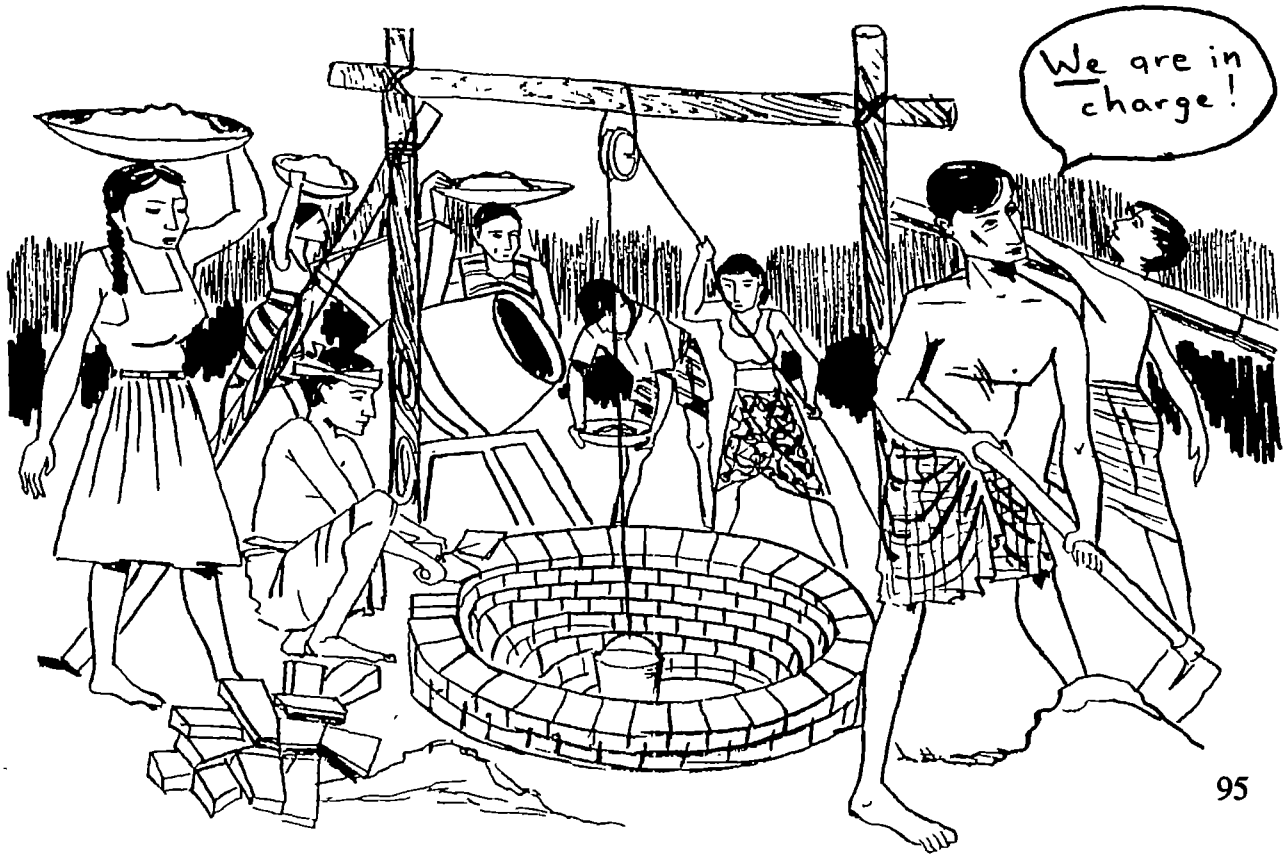
CONSTRUCTION

Introduction

Construction is a big job. It will take:

- 4 to 6 months to complete
- large quantities of materials to be purchased, delivered, stored, and used
- long trenches or deep wells to be dug
- hundreds of days of skilled labour and hundreds of days of unskilled labour (contributed by the community)
- regular planning and monitoring meetings involving the CBO, community members, and PO staff
- long hours of on-site organisation and supervision by CBO members and PO staff.

THE COMMUNITY! The community will **own** the water supply, so it is their responsibility to build it - to manage the project and make sure it is constructed properly. The Partner Organisation will help as technical advisers, but the community is the "boss". The community is in charge, they will make all the decisions. Don't let the PO take over!



But How Is The Work Shared? Who Does What?

PO	CBO
⌂ help prepare construction plan	⌂ prepare construction plan
⌂ purchase and deliver materials	⌂ organise collection of locally available materials
⌂ hire and pay for skilled labour	⌂ check on quantity and quality of materials delivered by PO
⌂ advise and help supervise construction	⌂ store materials, tools, equipment
⌂ train caretakers	⌂ appoint construction organiser and construction foreman to supervise construction
	⌂ organise self-help labour and keep community informed
	⌂ select and hire caretakers

Planning The Construction

The Technical Officer and the CBO should prepare a construction plan. This is one or two pages that show:

- WHAT WORK has to be done
- WHEN the work will be done
- WHERE the work will be done
- WHAT MATERIALS will be used
- the LENGTH OF TIME each task will take. This time must be reasonable. There will be unexpected delays for many reasons. There may be rocky soils that slow down the trench digging or the skilled labour may not be able to come when they promise.

An example of a construction plan for a pipe scheme is given below:

	WEEKS																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Source																				
Locate source & measure flow	✓																			
Buy materials					✓															
Materials moved to site					✓															
Build source protection						✓	✓													
Build fencing							✓													
Sedimentation Tank																				
Determine location	✓																			
Design and approval		✓	✓	✓																
Clearing and digging							✓	✓												
Buy materials							✓													
Materials brought to site								✓												
Formwork									✓											
Reinforcement									✓											
Pour concrete										✓										
Cure concrete											✓	✓	✓	✓						
Fill and test															✓					
Inspection																✓				
Pipeline																				
Route identified	✓																			
Design		✓	✓	✓																
Buy materials							✓		✓		✓		✓							
Bring materials to site								✓		✓		✓		✓						
Survey route					✓	✓														
Dig trench									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Lay pipe									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Test										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Mark location																	✓	✓	✓	
Inspection										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Pipe Network																				
Route identified	✓																			
Design		✓	✓	✓																
Survey route												✓	✓							
Buy materials														✓						
Dig trenches															✓	✓	✓	✓	✓	
Lay pipe															✓	✓	✓	✓	✓	
Testing															✓	✓	✓	✓	✓	
Inspection																✓	✓	✓	✓	
Mark location																		✓		
Standposts and Soakaways																				
Determine locations	✓																			
Design		✓	✓	✓																
Buy materials									✓	✓	✓									
Clear area										✓	✓	✓								
Formwork											✓	✓	✓	✓	✓	✓	✓			
Pouring concrete												✓	✓	✓	✓	✓	✓			
Fitting pipes and taps																	✓	✓		
Inspection																		✓	✓	✓

Organising The Construction

Construction needs to be well planned so that the water system is well built and is finished on time. Here are some things that will help you do this:

- **Choose a Construction Organiser** from one of the CBO members. This person will look at the plan for construction and make sure that for each day's work the materials and labourers needed for that day are at the site.

- **Choose a Construction Foreman.** This person is someone who has worked on construction before and is on the CBO. He will be in charge of seeing that the work is done correctly.

- **The Organiser and Foreman should meet daily** with the Technical Officer to look at what work has been finished and decide what work needs to be done.

- **The CBO should meet every two weeks** to check on progress and discuss plans for the next two weeks.

- **The CBO should meet the community** at the beginning of the project and on a regular basis to explain the work and how many people are needed, and to discuss any problems.

- **The Technical Officer will train people** to do things that are new such as pipelaying and joining.

Organising Self-Help Labour

Everyone in the community should be encouraged to work on the project. This is important. If people take part in building the water supply, they will have a sense of pride in it and feel it is theirs. They will be more willing to take care of it once it is built.

Getting people involved and keeping them involved is not easy. People are busy and have many other commitments. They also have pride: they can't be bullied into working. They need to feel CONSULTED and INVOLVED, not simply ordered to come to work. Organise their participation carefully so that it is convenient for them and they feel involved.

Here are a few suggestions:

- **Meet with the community at the start of the project** (and then at regular intervals) to explain the work and how many people are needed.

- **Explain what is expected from each family** - how many days each household is expected to work and on which days. Show how the total number of days can be broken into the number of days each family has to contribute.
  eg.
  1 000 unskilled labour days ÷ 100 households = 10 days per household

- **Assign tasks to certain areas of the village.** For example a certain piece of work (the digging of a section of trench) could be assigned to a small group based in that area.

- **Ask women and children to help.** Assign them to carry sand and stone to the worksite or mix mortar.

- **Organise a Shramadana for large tasks** - eg to dig the main trench for the pipeline. This is a big job and you need to get everyone involved.

- **Plan your labour teams carefully** so that the right number of people are assigned to each task. If there are too many people, those who are not working will sit around, or interfere with those who are working. Ask only enough people for the task at hand.

- **Ask villagers to make sacrifices to keep the work going.** Even during peak labour periods each household should be encouraged to send one person to work on the project.

- **Organise the construction when the weather is right.** Dry weather is good for moving materials across fields but wet weather is better for pouring concrete or digging trenches in the soft ground.

- **Organise construction at times when people normally work.** The best times for hard work are in the early morning and late afternoon.

- **Organise the heavy work when people are available.** If it is during harvest, people will want to be in the fields, not working on the water system.

At the beginning, people's motivation will be high. But as the work drags on for several months it will be harder to get people to turn up for work. What can the CBO do?

Regular planning MEETINGS

Regular CONSULTATION with community members through small group meetings

Each household having a CLEAR IDEA of its expected labour contribution

EVERY HOUSEHOLD taking part

DIVIDING UP THE WORK among different sections of the community

PLANNING AROUND OTHER COMMITMENTS - eg. harvest

Villagers feeling a SENSE OF OWNERSHIP - this is our project, it is our job to build it

Getting a SENSE OF ACHIEVEMENT or progress to inspire continuing work on the construction

Handling Materials

Taking care of materials is an important job. Here are some suggestions:

- **Inspect the materials when they arrive.**
  Are they the right quality?
  Are they the right quantity?

- **Select a suitable place** to store the pipes, materials, and tools - ideally not too far from the worksite. It may not be possible to keep all the materials in one place. Concrete must be stored in a dry building with a roof.

- **Appoint a storekeeper.** The best person would be the construction organiser. His job is to allocate the right amount of materials for each day's work. Set up a recording system.

Collecting Local Materials

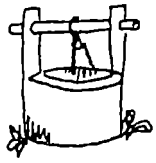
To keep costs low, local materials should be used whenever they are available:

- local sand and gravel can be used for mortar and concrete

- structures such as tanks can be made from stone masonry rather than concrete.

Ask the Technical Officer if the village has the right quality of materials. If so, ask villagers to collect them and pay them for the materials. Check the quantity and quality of the materials collected.

Checking On Quality



The CBO needs to check that GOOD MATERIALS are used and GOOD WORK is done. If some part of the construction is not done right, it will have to be corrected or done over again.

Here are some examples:

- If a mason builds a wall but does not use enough cement, the wall will look good at first but the mortar will crumble and the wall will collapse very soon. The mason should make strong mortar.
- If a pipeline is put into a trench that has rocks in it, the pipe will break. Pipes need to be laid properly.
- If there is no sedimentation tank, the pipes may fill with sand and no water will flow. The pipes will have to be dug up and cleaned. If there is sand in the water, a sedimentation tank is needed.

How To Ensure Good Quality?

- **Inspect the materials when they arrive.** Are they the right quantity and quality? If the wrong type of pipe is installed, it may break and will be expensive to repair.
- **Use the correct techniques.** The Construction Specifications should be used as a guide. Ask the Technical Officer to show you what is the correct technique.
- **Check on each part of the structure** as it is being constructed. Are the right amount of materials being used (eg. correct number of bags of cement)? Are the right construction techniques being used (eg. structure in the correct place and compacted properly so the concrete won't crack).
- **Stop the construction at any stage** if you have doubts about the structures or if you feel the work is unsatisfactory. You should then take remedial action.

Who Does Inspection?

- The construction organiser and foreman should inspect the work on a daily basis.
- The chairman of the CBO should be appointed to give final approval of the work.
- The Technical Officer should be asked to make regular visits to check the work.
- At regular CBO meetings, problems with the work should be talked about and solutions agreed on.

Training

Some people need to be trained for the special jobs that need to be done. For example, masons who can make stone walls may need to be trained to build poured concrete walls for the sediment tank. People may have to be trained to lay pipe or to use survey instruments.

The CBO and Technical Officer should decide what training is needed and who will be trained. The Technical Officer is the best person to do the training.

Celebrating The New System!

When all the work is done and the water is flowing, a celebration should be organised.

Things to do:

- ☺ Invite the Partner Organisation, the skilled workers, and others who have helped
- ☺ Have a special ceremony and praise everyone who has worked
- ☺ Talk about the work that has to be done to keep the system working
- ☺ Teach people how to use the water to improve their health.

OPERATING AND MAINTAINING YOUR WATER SYSTEM

Introduction

You have built your own water system. That's great! BUT YOU ARE NOT FINISHED! There is still work to do to keep it going. You'll need to take care of your new system so people can get water on a continued basis. You'll also need to educate the community so they use the water carefully and improve their health.

Getting Everyone Involved in Maintenance

Looking after your new water system is everyone's responsibility. The whole community owns it, the whole community uses it, so the whole community should help take care of it. Community members need to be reminded that things will break and these will have to be repaired.

Encourage everyone to clean around the well or standpost and to report any problems to the CBO. At community meetings problems should be raised and any suggestions and complaints listened to carefully and changes made.

Water will spill and make the area around the water point muddy - so it needs to be cleaned.

Selecting and Training Caretakers

The CBO should also appoint a number of CARETAKERS to check the system and organise repairs:

- ☼ One caretaker is needed for each standpost or well. Ideally this should be someone who collects water from the waterpoint on a daily basis.

- ☼ A more skilled person should be appointed to check and repair the source protection, the tanks, and the pipeline. This person could be the construction foreman.

One of the caretakers could also be assigned to LOOK AFTER THE STORE where the tools and spare parts are kept and to keep proper records of these.

In SELECTING caretakers look for people who are:

- ☺ hardworking and reliable

- ☺ good at detecting technical problems and working with their hands

- ☺ available when they are needed.

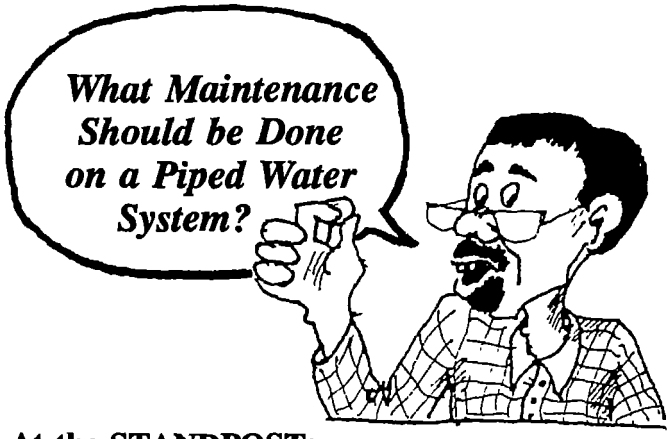
The caretakers should become MEMBERS OF THE CBO. Where a lot of work is involved (eg. checking the source, pipeline, and tanks), the CBO may decide to pay the caretaker.

The caretakers should be TRAINED to know what could go wrong and how to repair the water point they are responsible for. This training will be done by the Technical Officer.

Some repairs will require HELP FROM THE WHOLE COMMUNITY. For example, if a leak is found in a pipe, it will have to be dug up. Other repairs may require outside help.

Spare Parts and Tools

To do repairs spare parts and tools are needed. The CBO should decide what parts are needed and where they are to be stored. The Technical Officer can give advice on what spare parts are needed. Tools and spare parts as well as extra taps should always be available.



At the STANDPOST:

- ☼ check for leaks in the pipes that bring the water to the standpost. Let the foreman know if one is found.
- ☼ check that the tap closes easily and does not leak
- ☼ keep the standpost area clean. If it has large cracks, these should be repaired
- ☼ check soakaways to be sure that the water is going away properly.

The FOREMAN:

- ☼ checks that the water source is clear of animals and other sources of pollution
- ☼ looks at the sediment in the sedimentation tank. If there is too much, it will have to be cleaned out
- ☼ checks for leaks in the sedimentation tank and storage tanks and repairs them
- ☼ inspects the pipeline route for leaks
- ☼ checks that there are enough spare parts and buys more if needed
- ☼ checks that air release valves are working
- ☼ flushes dirt out of the pipe at washouts.

At the WELL AREA:

- ☼ keep the area around the pump clean. If there are large cracks in the cement they should be repaired
- ☼ check soakaways
- ☼ check that the pump is firmly fixed on the well.

The WELL CARETAKER should:

- ☼ check that the pump is working smoothly
- ☼ put oil and grease at the proper points
- ☼ check the parts of the pump and replace worn parts
- ☼ check that the well is sealed and that no water from the pumping area is flowing back into the well.

Using The Water System Carefully

Work with your community to ensure that they use the well, standpost, or pump carefully. Call a community meeting (or work through the small groups) to get their ideas on:

- ☼ how to SHARE and USE the water
- ☼ how to PROTECT the water source from contamination
- ☼ the role of the CARETAKERS and how to support them.

One community decided on the following rules for using its waterpoint ☞

Don't waste water. Make sure taps are not left running and are properly closed.

At a well hang up the bucket. Don't leave it on the ground.

Clean your hands before fetching water from the well or standpipe.

Don't allow children to play at the water point.

Don't allow people to bathe or wash their clothes at the water point.

Keep the area around the water point clean and drain off pools of stagnant water.

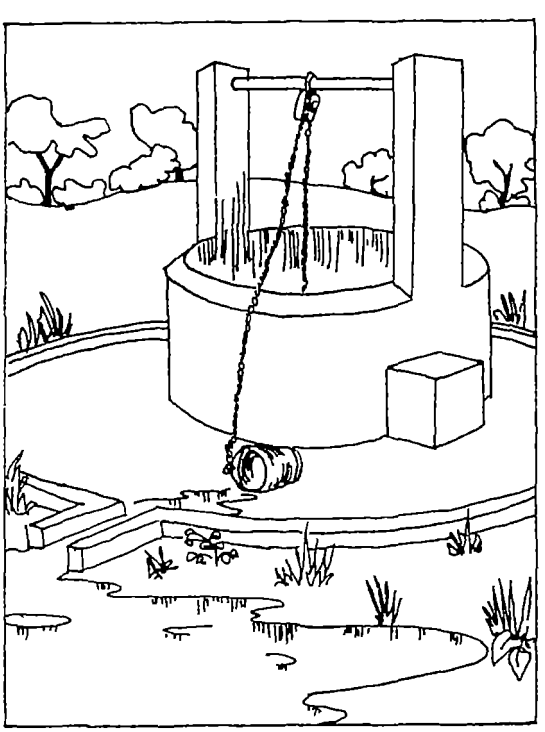
Clean the drainage channel and grow vegetables (kohila) at the end of the drainage channel.

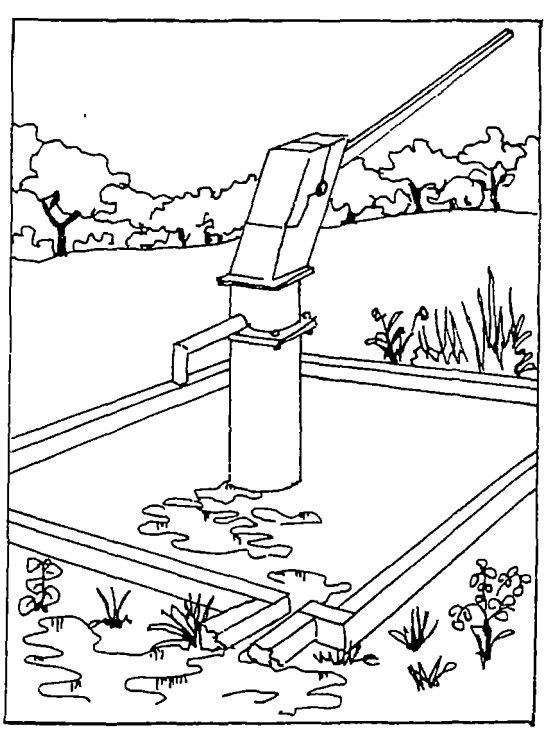
Build a fence around the water point to keep animals away.

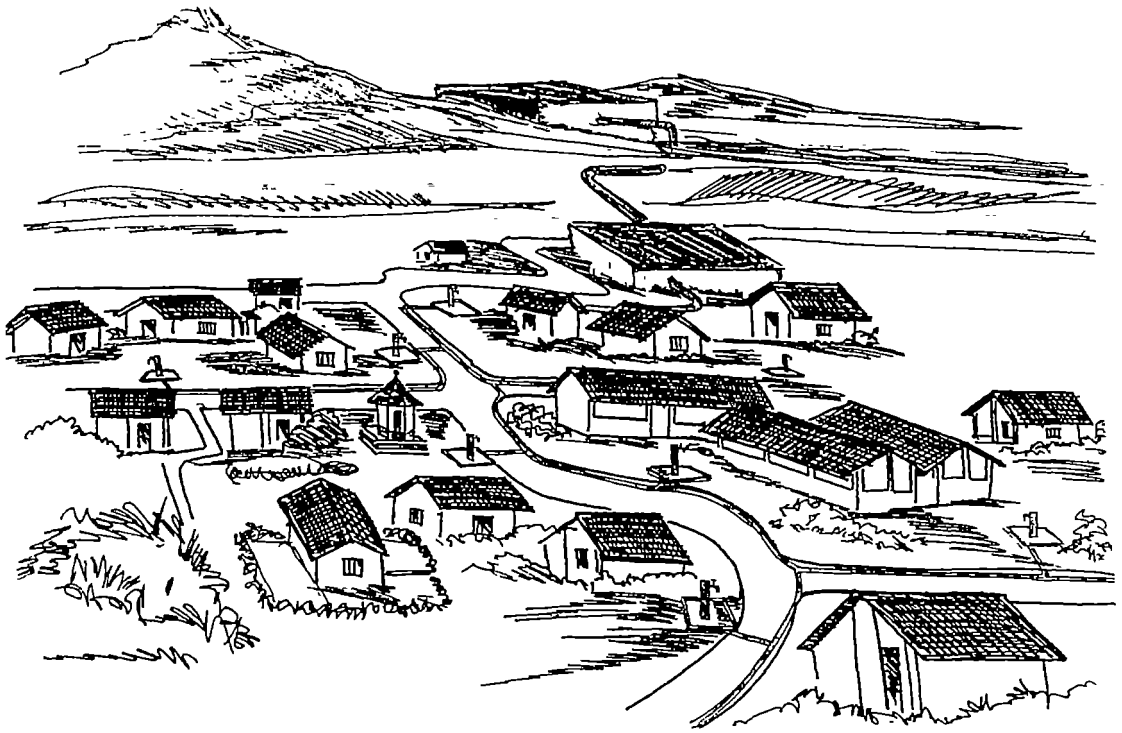
What do you see in the pictures below? Do you have similar problems in your community?

What PROBLEMS do you think you might have with people using the well or standpipe?

What RULES do you feel are needed for the use of your water system?







Making the System Larger to Serve More People

After the system is built, more construction may be needed. The system may have to be made larger.

Why?

- ☼ more people may want to use the water
- ☼ more standpipes may be built to bring the water closer to people's homes
- ☼ the community will grow in size
- ☼ some people may want a tap in or near their houses.

How is the system enlarged?

The CBO and Technical Officer should have designed the water system to supply enough water for 10 or 20 years. There will be enough water available and the tanks and pipelines will be big enough to last this long.

More standposts can be added by connecting them to the pipe network. The people who get this new water should contribute to building these new standposts.

New yard taps can also be added but the Technical Officer should be contacted if many of these are installed. The families who use the water should pay for the new taps.

House connections should not be encouraged because these cause people to use a lot more water. If a lot of these are installed, there may not be enough water for the standposts. All costs for house connections should be paid by the family that owns it. An extra charge should be made for using more water.

That's all there is
There is no more
We've come to the end
Now it's time to snore

So our job is done
Now it's up to you
We hope you'll have fun
And learn some too.