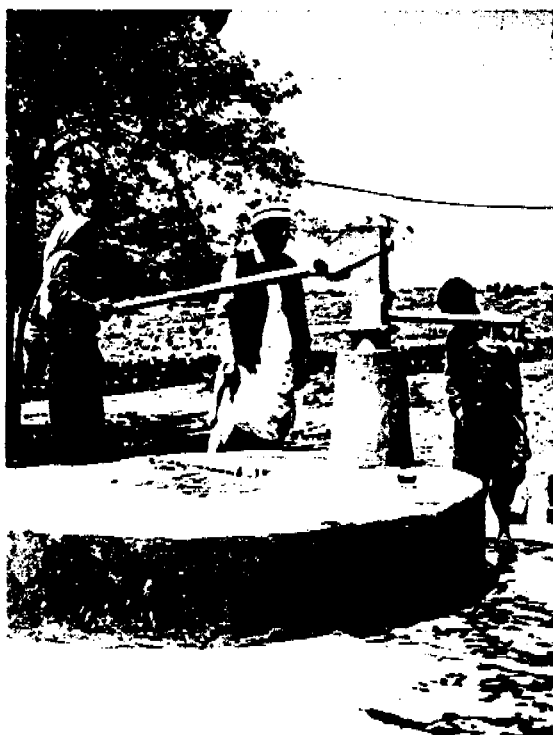


Islamic Republic of Pakistan
 Government of Balochistan
 Local Government and
 Rural Development Department
 Water Supply and Sanitation Cell

Government of the Netherlands
 Ministry of Foreign Affairs
 Directorate General for International Cooperation

**BALUCHISTAN
 RURAL WATER SUPPLY
 AND SANITATION PROJECT
 (BRUWAS)**



**Short Mission Report June-August 1993
 Volume 2: Field Manual for Water
 Supply, Sanitation and Hygiene
 Education Activities**

IWACO

Consultants for Water & Environment

Head Office:
 P.O. Box 8520
 3009 AM Rotterdam
 The Netherlands

Project Office:
 11-A Chaman Housing
 P.O. Box 119
 Quetta - Pakistan

In cooperation with:

- UNICEF
 Quetta - Pakistan
- Agri-Bi-Con International (Pvt) Ltd
 Islamabad - Pakistan

Rotterdam,

September 1993

822 - PK BA93-16561

TABLE OF CONTENTS:

PART I

1. INTRODUCTION	1
1.1 General	1
1.2 Set-up of the manual	2

PART II

PREPARATIONS: LOCAL AUTHORITIES MEETINGS

VISIT 0: VILLAGE SELECTION	11
VISIT 1: INFORMATION AND MOBILIZATION	30
VISIT 2: COMMITMENT AND PACKAGE DEVELOPMENT	48
VISIT 3: CONTRACTING	54
VISIT 4: CONSTRUCTING	56
VISIT 5: INSTALLATION	57
VISIT 6: MONITORING AND FOLLOW-UP	58

LIBRARY IRC
 PO Box 93190, 2509 AD THE HAGUE
 Tel.: +31 70 30 689 80
 Fax: +31 70 35 899 64

BARCODE: 16561
 O: 822 Pk BA 93

PART I

1. INTRODUCTION

1.1 GENERAL

This manual has been prepared during a mission taking place between June 28th and August 10th for the Balochistan Rural Water Supply and Sanitation Project. The mission has produced three Volumes of which this is Volume 2 (see table 1 below for more details on mission volumes). Volume 2 presents a detailed guideline for field activities for the Balochistan Rural Water Supply and Sanitation project (BRUWAS).

Table 1: Mission volumes

Volume number	Contents
Volume 1	General Report • mission objectives, summary of mission results and activities
Volume 2	Field Handbook • detailed description of Water Supply & Sanitation Extension Programme and Hygiene Education field activities
Volume 3	Training Manual • training modules and materials executed during period under review

Both Volume 2 and Volume 3 are volumes which are steadily 'growing'. During the coming 3 months these two field books have to be further detailed and adapted by BRUWAS staff according to the methodology used during the Consultants mission. The lay-out of this Field Manual allows to insert new handouts and provides staff the possibility to constantly adapt their field book to field experiences and policy changes.

Users of this manual should be careful not to apply the field guidelines too strictly. The handouts in this manual are by no means meant as a blue-print for field work. On the contrary, they should be adapted according to the local situation and demands.

However, as the BRUWAS team members stressed their need for detailed descriptions of field procedures, an attempt was made to make the handouts as detailed as possible.

It should be emphasized here, that this field handbook is a combined effort of both the Consultant and the BRUWAS team members¹⁾: all BRUWAS team members participated in the development of the different hand-outs. Through this 'learning by doing' approach it is expected that the team will be more prepared and capable to continue this process of programme development.

Users of this manual will be BRUWAS team members who should adapt and complete this handbook in the coming months, adding their experiences, and insights to the handbook. After project completion, the W&S Cell and LGRDD staff at local levels will be the main users of this updated and completed manual.

¹⁾ Special reference should be made to some of the key-staff members who contributions can be found in this field manual: Bert Huizinga, Ingrid Jassennagger, Shakeel Ahmed, Harold Lockwood, Tasleem Paracha and Shagufta Ara.

1.2 SET-UP OF THE MANUAL

This field manual contains the field implementation steps of the water supply and sanitation programme as well as the hygiene education programme. A total of 6 visits to each model village has been defined (Refer to Volume 1). Field level detailing has been completed up to the second visit. In the coming months BRUWAS team members themselves have to detail procedures for the remaining steps according to the methodology practised during the past 7 weeks.

A broad outline indicating the selection visit (visit 0) and each of the other six field level activities for water supply, sanitation and hygiene education is presented in the table below:

Table 2: Field activities for water supply, sanitation and hygiene education

Visit	WATER SUPPLY / SANITATION		HYGIENE EDUCATION	
	♀♀	♂♂	♀♀	♂♂
0.	<p>Pro-selection:</p> <p>"hello visit" => individual compounds briefly informed about BRUWAS</p>	<ul style="list-style-type: none"> introduction of BRUWAS project brief sanitary survey brief introduction of project strategy in order to test village <u>feasibility</u> as model village 	<p>during "hello visit" rough observations on hygiene situation are collected</p>	<ul style="list-style-type: none"> men are made aware of the need to involve women in hygiene education activities men accept project approach for women's involvement
1.	<p>After selection:</p> <ul style="list-style-type: none"> inform ♀♀ about: <ul style="list-style-type: none"> community handpumps location community contributions female participation & strengthening of action group plan next visit <p>- drawings (participatory development): handpump</p>	<ul style="list-style-type: none"> preparation for: <ul style="list-style-type: none"> location of handpumps number of pumps users (community) female participation strengthening of village organizations (profile/tasks, etc.) feedback on women's session & plan next visit <p>- drawings (ditto): handpump</p>	<ul style="list-style-type: none"> discuss importance of 'safe source' inform ♀♀ about dissemination strategy (using compound cards) selection of ♀♀ representatives (profile & task & permanency, etc.) assessment of hygiene situation for "fetching water" <p>- drawings (participatory development): hygiene education</p>	<ul style="list-style-type: none"> discuss importance of safe source inform ♂♂ about project strategy to involve ♀♀ per compound (permanent participation) men are informed about hygiene assessment sheets and (total) hygiene education programme <p>- drawings (participatory development): hygiene education</p>
2.	<ul style="list-style-type: none"> discuss location & design of handpump with ♀♀. Check for discrepancies with men's session 	<ul style="list-style-type: none"> finalize commitment (involve also ♀♀'s conclusions/options/users/location/female involvement, etc. 	<ul style="list-style-type: none"> feedback on last week's assignment: <ul style="list-style-type: none"> safe source (knowledge) assessment of hygiene situation of "safely fetching water" get overview of hygiene situation (fetch water). Discuss current practices discuss improvements for fetching water & assistance needed from ♀♀ and BRUWAS set targets / come to agreements with ♀♀ assessment of hygiene situation (safe storage / use of water) plan next visit 	<ul style="list-style-type: none"> feedback on importance of 'safe source' discuss tasks of hygiene educators (compounds) & support needed by women from men discuss hygiene situation for 'fetching water'. Set targets & define support from men / BRUWAS project plan next visit

Visit	WATER SUPPLY / SANITATION		HYGIENE EDUCATION	
	♀♀	♂♂	♀♀	♂♂
3.	<ul style="list-style-type: none"> women informed about forthcoming instruction activities options finalized (model building through 'katcha' or clay or drawings) discuss operation of handpump & daily / weekly maintenance <p>- drawings of options (participatory developed)</p>	<ul style="list-style-type: none"> finalize design options / use models assess construction options finalize selection of well man. Inform about training programme <p>- drawings of options (participatory developed)</p>	<ul style="list-style-type: none"> feedback on last week's assignment "safe storage / use of water", make quick compilation of data discuss main hygiene mistakes. Discuss hygiene improvements for "safe storage / use of water" set targets for new improvements of hygiene behaviour plan next visit 	<ul style="list-style-type: none"> feedback on "storage / use of water" & support given by ♂♂ to ♀♀ to be able to change behaviour discuss hygiene situation for "storage/use of water" and, if possible, also for "usage of water" (set targets). Plan support from ♂♂ and BRUWAS project. plan next visit
4.	<ul style="list-style-type: none"> ♀♀ informed about construction activities / well man, etc. 	<ul style="list-style-type: none"> construction construction training 	<ul style="list-style-type: none"> brainstorming on why, what, how, etc. of latrines assessment of present sanitary situation plan next visit summary / wrap-up of hygiene education messages (safe source/safety fetching/safe storage & safe use) assessment of behavioural changes <p>(participatory) development of drawings:</p> <ul style="list-style-type: none"> latrine design hygiene behaviours regarding sanitation 	<ul style="list-style-type: none"> brainstorming on why, what, how, when etc. of latrines. Discuss support/set targets plan next visit summary / wrap-up of hygiene education water messages (safe source / safety fetching/safe storage / safe use) assessment of behavioural changes
5.	<ul style="list-style-type: none"> ♀♀ informed about installation & refresher course on how to operate handpump set 'maintenance responsibility schedule' 	<ul style="list-style-type: none"> installations VPC training 	<ul style="list-style-type: none"> discuss <u>use</u> of latrine / support children discuss maintenance of latrine make action plan & support ♀♀ (brush making??) plan next visit 	<ul style="list-style-type: none"> discuss <u>use</u> of latrine discuss maintenance of latrine & support given by men of village and by BRUWAS to achieve maintenance objectives plan next visit
6.	<ul style="list-style-type: none"> monitor operation & maintenance of handpump monitor number of users & satisfaction of source 	<ul style="list-style-type: none"> monitor satisfaction with handpump / number of users training & performance of well man (village contributions) 	<ul style="list-style-type: none"> wrap-up session monitor / assessment of changed situation set new targets 	<ul style="list-style-type: none"> wrap-up session monitor / assessment of changed situation set new targets

In this field manual BRUWAS' approach for community based hand-pumps, latrines and hygiene education is described. A detailed description is given of the procedures, activities and the materials needed for each step or community visit. For each step 5 sections are provided:

Table 3: Set-up of the field manual

SECTIONS	INFORMATION GIVEN
Information sheet	General information on objectives, target groups, messages, communication methods and organizational issues of the activity
Activity section	Short description of all the different activities and procedures the actor has to do
Hand-out	Detailed description of some important or difficult activities
Extension Aids	Examples of possible aids to be used in the field
Monitoring and Evaluation	Monitoring and evaluation sheets

Users can pick out the section which suits them best: project members who are already quite familiar with what they have to do in the field will be satisfied with the Information sheet. The Activity section will be useful as a reminder: what do you have to do and what has proven to be the best logical order of activities. Some activities are marked with an asterix (*): this indicates, that you can find a more detailed explanation of this activity in the hand-out. The Hand-out section will be a great help for those who go for the first time into the field or those who feel themselves rather insecure: sometimes complete texts are given or tips to help a project member out of a peculiar situation. The fourth section presents the fieldworker with examples of drawings or other materials which he or she may use in the field. In the Monitoring section sheets for monitoring of field activities for each step can be found.

PART II

BRUWAS	PREPARATIONS	INFORMATION SHEET
<p data-bbox="738 1099 969 1133">PREPARATIONS</p>		

BRUWAS**LOCAL AUTHORITIES MEETING****INFORMATION SHEET****STARTING UP: PREPARATIONS****Objectives:**

- local authorities know the project objectives and approach, including community involvement;
- local authorities provide information on geographical, demographic, economical and socio-political issues, including number of Union Councils, number of villages and approximate number of inhabitants;

Target groups

- local authorities: Union Council Secretaries and Chairmen, Development Officers, etc.

Method

- discussion
- demonstration of administrative materials

Means and materials

- Union Council mapping sheets
- Union Council village and ward lists
- handout for community participation
- handout for women involvement

Organization / process

- inform District authorities on beforehand of your arrival;
- make reservations for accommodation (conference room) and transport if needed;
- arrange working materials, including Union Council maps;

BRUWAS	LOCAL AUTHORITIES MEETING	ACTIVITY SECTION
<ol style="list-style-type: none">1. Greetings and introduction of BRUWAS;2. Recapitulation of preliminary discussions;3. Explain community involvement concept, the concept of model villages and the existing plans to change the ADP regulations;*4. Explain the need to involve women; let participants come up with suggestions;*5. Explain inputs of Union Council Secretaries / Chairmen: time and efforts needed, etc.;6. Present workplan for the next 2 months;7. Set a date for the next meeting with UC Secretaries.		

BRUWAS	LOCAL AUTHORITIES MEETING	HAND - OUT
<p data-bbox="319 309 1381 376">In this handout some key-messages are given which should be passed to Union Council and District staff members. Subsequently information is given on the following topics:</p> <ul data-bbox="319 416 1005 539" style="list-style-type: none"><li data-bbox="319 416 639 450">• the project philosophy;<li data-bbox="319 450 937 483">• the general concept of community involvement;<li data-bbox="319 483 1005 517">• the need to involve women in development activities;<li data-bbox="319 517 652 539">• -----		

BRUWAS

LOCAL AUTHORITIES MEETING

HAND - OUT

INTRODUCTION OF PROJECT PHILOSOPHY TO DISTRICT AND UNION COUNCIL STAFF

Introductory remarks:

- LGRDD is the executing agency of the project;
- (in the future) decisions as to where to start the work are going to be taken by LGRDD
- DO's and Chairmen preferably participate in the discussion and the decision making about the project's approach in the Union Councils and the villages. It is not our intention to dictate what the project should look like, even though we certainly have a role as advisors. Our project resources are limited and this may have limiting consequences.

Project key-features:

- the concept of model villages: BRUWAS will select one or two villages in one starter Union Council that are suitable as 'model villages'. This concept of model villages allows for:
 - high coverage;
 - model villages will function as demonstrations for the area;
 - the whole community will be involved.

The project wants to work towards high water supply coverages in the villages where BRUWAS is to work. In this context: direct supply of handpumps and the possibilities for villages to get community managed handpumps .

- There are existing plans to change the ADP regulations, such as: the discontinuation of the payment of Rs 7,000 or the installation of a handpumps. Under the new regulations community members will have to pay the installations costs themselves; an increase in the allocation for the installation of latrines. The new allocation will be around Rs.1000 per latrine.
- Principle of equity: an equal distribution of handpumps over the district(e.g. total of 180 handpumps are to be distributed over 18 Union Councils in Loralai District, meaning that each Union Council will get an allocation of 10 handpumps): village selection criteria have been defined by the project;

Follow-up

- Development Officers, Union Council Chairmen and Secretaries prepare UC-inventory, indicating (wards), villages, geographical and topographical data, etc. A priority list of 10 villages that are considered suitable for the start of BRUWAS programme have to be prepared by them. The project will make the final selection.

MESSAGES FOR: THE CONCEPT OF COMMUNITY INVOLVEMENT

COPY (PARTLY FROM INGRID)

BRUWAS	LOCAL AUTHORITIES MEETING	HAND - OUT
MESSAGES REGARDING: INVOLVEMENT OF WOMEN		
<ol style="list-style-type: none"> <li data-bbox="319 383 1339 450">1. Safe water + safe sanitation + hygiene education contribute to a healthy life; Hygiene education teaches you how to use the new facilities in a safe way; <li data-bbox="319 488 1357 589">2. Women and daughters play an important role in collecting water, cleaning the house, washing the clothes, taking care for the little children, etc. They are the prime users of the facilities; <li data-bbox="319 622 1365 689">3. This main group of users should use the facilities and should use them in a safe way; <li data-bbox="319 723 1397 790">4. Potential beneficiaries will only use the facility if it is according to their needs and preferences; <li data-bbox="319 824 1303 869">5. So: we need to consult the majority of both men and women in the village; <li data-bbox="319 902 1381 969">6. That's why we can only work in villages where men and women are convinced it is important to be consulted. <li data-bbox="319 1003 1342 1104">7. However, we face barriers in consulting every man and woman or even every compound: our resources are limited and cultural values prevail us from men entering the compounds. <li data-bbox="319 1137 1389 1238">8. The question is <u>how</u> we can consult everybody. We want you to think about a strategy how we can assist all the men and the women in the village, and not only a few people. <li data-bbox="319 1272 1397 1485">9. We propose: from every compound we need 2 active women who are able to communicate hygiene messages (like how to take better care for your children and your family). These women will have to meet on a time set by the community and in a 'neutral' place like a school building, a health outlet, or another place which allows women to observe purdah. Please think about such a place and a workable approach. <li data-bbox="319 1518 1389 1619">10. Of course your ladies will communicate to you what they have been learning. But we think it is also important that men are informed about these hygiene issues as well, so we propose that you are briefed as well. <li data-bbox="319 1653 1404 1832">11. In other words, we want to have a separate male and a female village organization. In each organization at least one participant of each compound is represented. We ask you to think about a list with the names of at least one male and -for the women- two female who will regularly attend these meetings and will be able to pass the messages and information to the other houses of their compound. 		

BRUWAS	LOCAL AUTHORITIES MEETING	MONITORING AND INFORMATION SHEET
MONITORING AND EVALUATION		
District:		
Number of Union Councils represented:		
1a. How many UC inventories are received?		
1b. Quality of inventories: maps: information:		
2a. Project philosophy explained:		
2b. Project philosophy understood:		
3a. Community involvement explained:		
3b. Women involvement: suggestions received from UC members		
(to be further developed)		

BRUWAS	VILLAGE SELECTION	INFORMATION SHEET
<p>VISIT 0: VILLAGE SELECTION</p>		

BRUWAS	VILLAGE SELECTION	INFORMATION SHEET
<p>Objectives:</p> <ul style="list-style-type: none">• To select 2 villages per Union Council as model village;• To obtain general information about the target Union Council;• To assess the possibility of women involvement in the project activities. <p>Target group Male community members of Union Council villages; (female community members)</p> <p>Method</p> <ul style="list-style-type: none">• discussion and dialogue with male community members;• sanitary survey and water quality test;• village mapping;• village inventory;• observation and informal interviewing;• acquaintance visit with women in compounds. <p>Means and materials</p> <ul style="list-style-type: none">• Union Council map• village inventory sheet• sanitary survey sheet and testing equipment• hand-out and topic list for discussion with men• visual aids materials <p>Organization / process</p> <ul style="list-style-type: none">• inform the District authorities on before hand.		

BRUWAS

VILLAGE SELECTION

ACTIVITY SECTION

VILLAGE VISITS

Preparations

1. **Select** your teamleader;
2. **Assign** tasks to other team members;
3. **Make** sure every team member is clear about his tasks (who / what / why / where / when / how);
4. **Check** whether all materials are available and in proper condition;
5. **Prepare** mentally for the activities you are going to do.

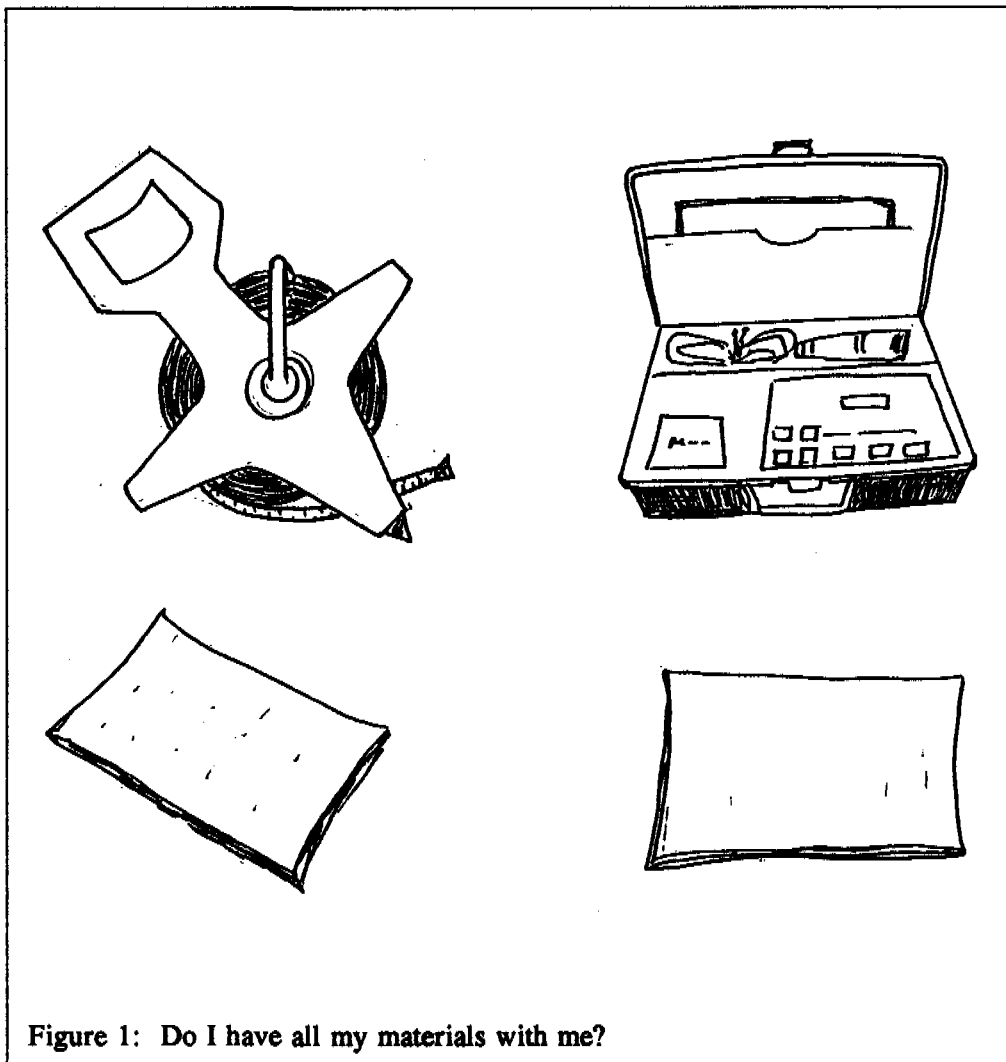


Figure 1: Do I have all my materials with me?

BRUWAS

VILLAGE SELECTION

HAND - OUT

Village meeting

1. **Present** yourself to the village elders;*
2. **Request** for meeting with male representatives of every household;
3. **Arrange** seating arrangements;
4. **Make an impression tour** through the village; observations, map 1, village inventory form, water testing, etc.;
5. **Exchange** main observations with team members before starting the discussion;
6. **Have discussion** with the male community members;*
7. **Conclude** the discussion and **make agreements** on the main subjects discussed;*
8. **Ask** villagers to **draw** their own village map (map 2);
9. **Discuss** with your team members briefly, whether this village makes any change to be selected as model village;*
10. **Make clear** or **make appointments** whether BRUWAS will come back (when / why / where / etc.).

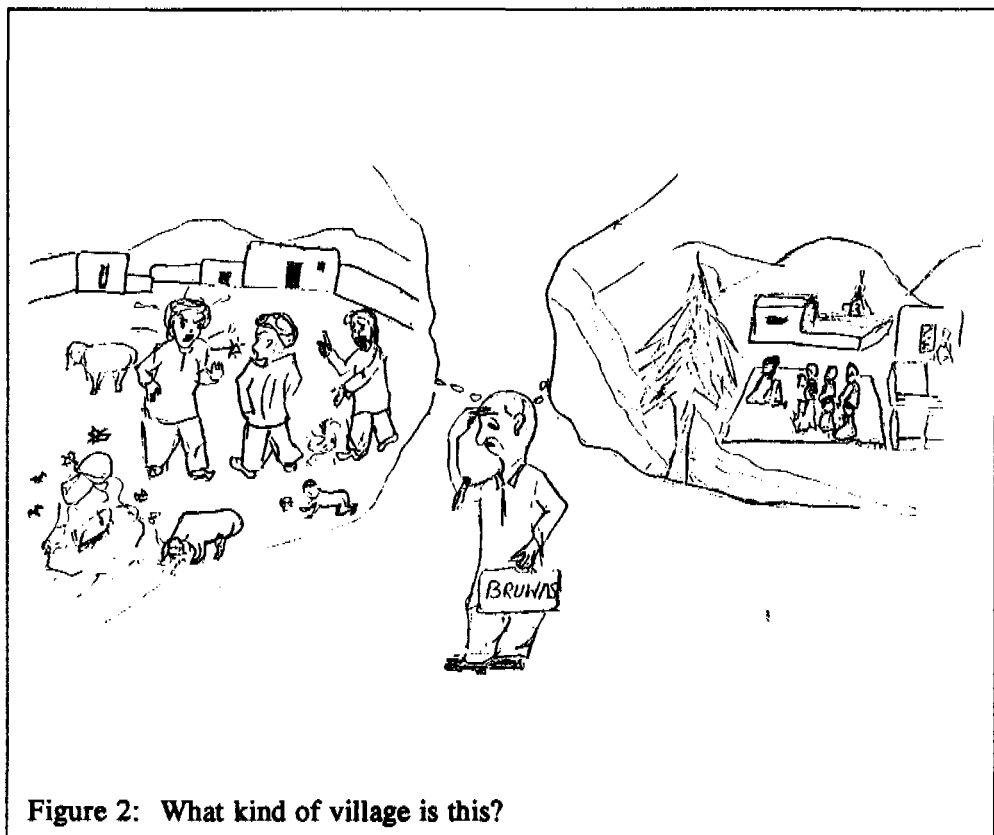


Figure 2: What kind of village is this?

BRUWAS	VILLAGE SELECTION	HAND - OUT
<p>This hand-out present information regarding:</p>		
<ul style="list-style-type: none">• criteria for village selection;• ethics and regulations while visiting a village;• introduction to the villagers (maliks, etc.);• discussion topics with male villagers: community managed water supply facilities, women's involvement, community contributions and project contributions, closing of session with villagers.		
<p>CRITERIA FOR MODEL VILLAGE SELECTION</p>		
<ol style="list-style-type: none">1. Accessibility of the village;2. Village size (500-1000 inhabitants);3. Present water supply situation;4. Applicability of communal or group pumps:<ul style="list-style-type: none">• public wells that can be improved and used;• present depth of water table.5. Community cooperation (men and women involvement;)6. Possibility to cooperate through other projects;7. Socio-political situation: community unity or factions;8. No conflicts with ongoing projects or programmes;9. Poverty criteria: are most needy communities included?		

BRUWAS	VILLAGE SELECTION	HAND - OUT
VILLAGE ETHICS		
Before going to the village		
<ul style="list-style-type: none">• Dress up in local dress and wear easy shoes (Shalwar Qamiz is the common dress). The female staff members should preferably use the chador.• Remember you take your note book and other things like teaching aids, handouts and village maps with you;• Before entering in a village put off the music in your car. Loud music does not look very polite;		
Behaviour in the village		
<ul style="list-style-type: none">• Greet according to the local custom.• Use the local language and simple words.• Sit in the same place with the people: do not create too much distance. Keep eye-contact.• Listen carefully to the villagers and have interest in their problems and sympathize with them; give proper answers.• Do not interrupt the villagers and/or your team members during discussion.• Speak in a loud voice but do not shout.• Don't look your watch frequently, because it may seem you are in a hurry;• If, during discussion or teaching villagers or colleagues made a 'mistake' don't laugh, but try to correct them in a friendly way.• Don't promise anything which is not in your hand. Do not raise any expectations which you or the project can not fulfil;• Do not present yourself as being superior to the villagers; present yourself as a common man: this will invite villagers to tell you about their problems, to tell you the truth and treat you as a friend;		

BRUWAS**VILLAGE SELECTION****HAND - OUT****INTRODUCTION: FIRST ARRIVAL AT A VILLAGE**

It is custom to first greet the local headman, mullah or other influential person. The following text may guide you through this activity:

- Greet the malik, mullah and other villagers;
- Inform the villagers about your presence;
- Introduce yourself and project briefly and the objectives of visiting the village.

Text example:

We are working for rural areas and are trying to get information about the water situation, sanitary conditions and hygiene education by involving communities to solve their problems with the available resources. We want to talk with the people in your village to get to know about their problems and help them in solving those by utilizing the local available resources.

Would you be kind enough to arrange the meeting of the villagers in which at least one or two male members of each family can participate. This place should be large enough to enable all the villagers to sit properly and take part actively in the discussion.

BRUWAS

VILLAGE SELECTION

HAND - OUT

DISCUSSION MEETING WITH VILLAGE MEN**INTRODUCTION****Introduce project**

- Greet the villagers;
- Introduce yourselves;
- Request the villagers to introduce themselves briefly (depending on the size of the group). This will smoothen the discussion and relax the atmosphere.

Text example:

You have seen that we are working for rural areas and we are trying to get information about the water situation, sanitary conditions and the possibilities to start a hygiene education by involving communities to solve their problems with the available resources. We want to talk with the people in your village to get to know about their problems and help them in solving those by utilizing the local available resources.

Introduce objectives of visit

We are here to collect information about existing water resources. On the basis of this information the project can think to assist you in getting water supply and sanitary facilities. This will be achieved by involvement of the community.

Analyze the village situation: needs assessment

Discuss with the villagers their priority needs. Bring in your observations (village inventory and sanitary survey).

Questions to be asked:

- What are the problems in your village (no school, water, health facility, road and electricity)?
- Which problems are more serious than others?
- Which problem you want to solve first? Why?
- What did the villagers do to solve this problem?
- How is the sanitary situation in the village?
- What did villagers do to improve the situation?
- What were barriers to these solutions?
- Where you relieve yourself?
- What difficulties do you face (rain, sickness, purdah problems, insects)?
- BRUWAS can assist you in solving some of these problems.

BRUWAS	VILLAGE SELECTION	HAND - OUT
Discuss possible solutions		
SOLUTIONS		
What did the village do to solve these problems?		
While working with the villagers on community development projects and discussing community contributions and participation, they may be reluctant to take part in the development by saying "we are poor, do not have a time, do not have resources". Ask the villagers:		
<ol style="list-style-type: none"> 1. What type of problems you are facing regarding water supply, sanitation and hygiene education ? 2. Are these problems disturbing you ? 3. What will you do if you want to construct the mosque ? 4. If a poor sick person need medical help and does not have the resources how the villagers help him to get treatment. 5. If there is flood in your area how the people work to save their lives ? 		
For all above questions the answers will be:		
<ol style="list-style-type: none"> 1. We are very much in a trouble specially our women and young children have to go very far to fetch a water. 2. Women are always complaining about weakness and pain 3. We contribute for the construction of mosque. 4. To save our lives from the flood we will work together. 		
EXAMPLES		
<p>Self help: Chinese saying, it is better to give skill of fishing to the beggar instead of giving him fish to eat. So he will never be hungry again.</p> <p>Joint action The clap can not make noise with single hand, join your hand with us and then we can work best.</p> <p>Common decision-making: If the people individually contribute a little will altogether become a lot.</p>		

BRUWAS

VILLAGE SELECTION

HAND - OUT

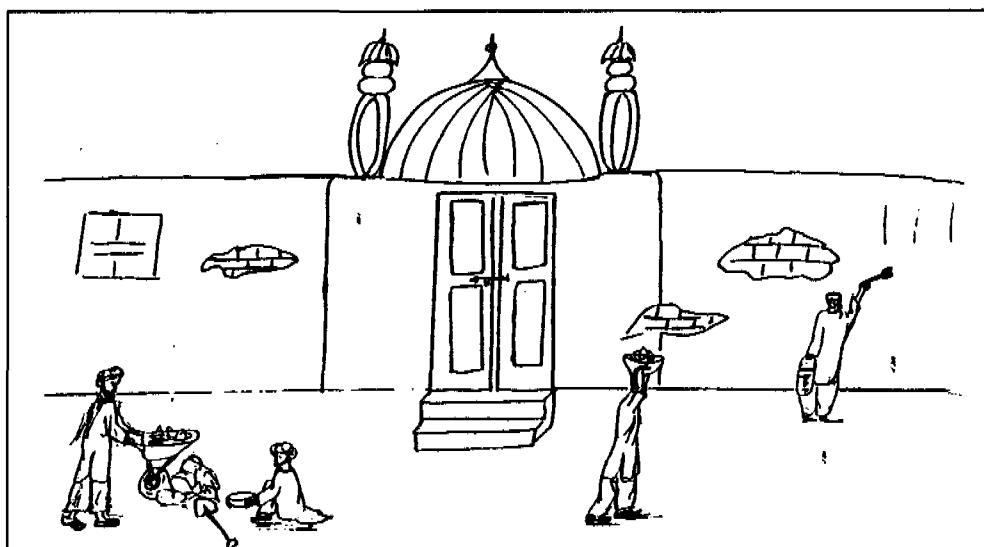


Figure 3: Villagers contribute to the construction of a mosque

Discuss available resources

- manpower / labour
- time
- materials
- concept of community involvement

Often people will object against community contributions. The following proverbs may help you to support your statements:

- a clap can not give noise with a single hand;
- it is better to give some skill to the beggar instead of giving him something to eat, a chinese saying goes;
- if some person provide you wheat and it is your responsibility to make a bread;
- we cannot work without your participation or involvement. Apart from the fact that our resources are limited, it is of utmost importance that communities participate in the de

Discuss involvement of women

(check the hand-out of the module "preparations":

- why
- whom
- what
- how
- where

BRUWAS	VILLAGE SELECTION	HAND - OUT
<p>Questions to be asked:</p> <p>Who is responsible in your house for cleaning? Who takes care for the children? Who fetches water? Etc.</p> <p>Because women play so many important roles in water and sanitation, we would like to consult them in the siting and designing of water supply and sanitation facilities. If this village will be selected for the W&S and Hygiene Education activities of BRUWAS there will be a need to select a group of villagers who will be responsible to get information and pass this information to other women in the compound. From every compound two women will have to be selected to be part of such a village group / organization.</p>		
<p>Conclusions and agreements of the discussion</p> <p>After discussion with villagers take five minutes with your team members and discuss whether this village suitable for community participation or not (first impressions). If yes, say to them that:</p>		
<p>Text example:</p> <p>We will come back on (date & time). Please discuss community participation matters among yourselves and other village members. Select area for the handpump, but don't start work until our staff member have come to an agreement with you. Have a nice time we will meet again Insha Allah. Khuda Hafise.</p>		
<p>Wrap up the meeting. Follow the monitoring sheet to check whether all items have been discussed. Make arrangements for the next visit.</p>		

A. VILLAGE: _____ UNION COUNCIL: _____ DISTRICT: _____ Code |____|____|____|

VILLAGE CHARACTERISTIC	QUESTION	REMARK
B. Distance from district HQ	Q1. Distance _____ km Q2. Driving time _____ min. Q3. Type of road (Mark with X): 1 ___ metalled _____ km 2 ___ kacha _____ km 3 ___ shingal _____ km	
C. Village size	Q4. Estimate of present population _____ Q5. Estimated number of compounds _____ Q6. Number of clusters _____	
D. Health facility	Q7. Is there a health facility? (Mark with X) 0 ___ no health facility 1 ___ basic health unit 2 ___ rural health centre 3 ___ mother & child health centre 4 ___ dispensary 5 ___ private practitioner 9 ___ other WRITE IN _____	
E. Schools	Q8. Are there schools? (Mark with X) 0 ___ no schools 1 ___ mosque school 2 ___ boys primary school 3 ___ girls primary school 9 ___ other WRITE IN _____	
F. Drinking water	Q9. From where do people get their drinking water? (Mark with x) <u>Inside the village:</u> 1 ___ spring 2 ___ stream/river 3 ___ compound wells 4 ___ communal well 5 ___ spring at _____ km 6 ___ stream at _____ km 7 ___ karez at _____ km 9 ___ other WRITE IN _____	

BRUWAS

VILLAGE INVENTORY

EXTENSION AIDS

VILLAGE MAPPING

BRUWAS		VILLAGE SELECTION		EXTENSION AIDS	
A	WELL SURVEY: WELL No/NAME: SITE OBSERVATION DATE: ___/___/___	VILLAGE: _____ U.C.: _____ DIST: _____			
1.	Distance to nearest latrine	___ m	If < 50 m is latrine on higher ground than well? Y / N		
2.	Distance to other sources of pollution (animal excreta, rubbish sites etc)	___ m	If < 50 m describe:		
3.	Is there existing fence or wall to restrict animals from well?	Y / N	If no is there evidence of animals around well-head? Describe:		
4.	Distance to centre or compound of user group	___ m			
5.	Sub-soil type and condition at well-head?		Type: sandy/loam/clay Stability (describe):		
6.	If well is un-lined describe condition		Stable / Un-stable Description:		
7.	How old is the well?	___ yrs			
8.	Does the well ever run dry?	Y / N	If yes how often? Every 1 / 2 / 5 / 10 years? Other:		
9.	Is there always enough water for all users?	Y / N	If no how much is available (litres/person/day)? Wet season ___ l/p/d Dry season ___ l/p/d		
10.	Are the users happy with the water from the well?	Y / N	If no what is the main complaint? Describe:		

BRUWAS		VILLAGE SELECTION		EXTENSION AIDS
B	WELL SURVEY: WELL No/NAME: TESTING DATE: __/__/__		VILLAGE: _____ U.C.: _____ DIST: _____	
1.	Inside diameter of well?	___ m		
2.	Total well depth?	___ m -GL		
3.	Water level?	___ m -GL		
4.	If the well is lined how far is this?	___ m -GL	Lining type: Condition:	
5.	Water temperature	___ °C		
6.	pH value	___		
7.	Electrical conductivity	___ μS/cm		
8.	Total dissolved solids (TDS)	___ mg/l		
9.	Turbidity	___ T.U.		
10.	Free chlorine residual	___ mg/l		
11.	Total chlorine residual	___ mg/l		
12.	Taste of water?		sweet / salty musty / metallic	
13.	Colour of water?		Describe:	

BRUWAS	VILLAGE SELECTION	EXTENSION AIDS
COMMUNITY INVOLVEMENT: COMMITMENT INVENTORY		
District: Union Council: Village:		
Date:		
<p>After having discussed with the village men the main topics, round up the discussion by posing the following concluding questions and fill in the information and decisions as presented by the village men. Be aware, that you are not promising anything or raising too many expectations: let the village men talk!</p>		
<p>Conclusions of the discussion:</p>		
<p>The priority problems and needs in this village are according to the men:</p> <p>.....</p> <p>.....</p>		
<p>Possible solutions to solve water supply problems according to the men are:</p> <p>.....</p> <p>.....</p>		
<p>Contributions from a project and the community will be:</p> <p>project:</p> <p>.....</p> <p>community:</p> <p>.....</p>		
<p>Possible solutions to solve sanitary problems according to the men are:</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>Contributions from a project and the community will be:</p> <p>project:</p> <p>.....</p> <p>community:</p> <p>.....</p>		
<p>The men from this community think it is important to consult the men and the women about their water supply, sanitation and hygiene education needs.</p> <p>Men should be consulted through (procedure):</p> <p>.....</p> <p>.....</p> <p>Women should be consulted through (procedure):</p> <p>.....</p> <p>.....</p>		

BRUWAS	VILLAGE SELECTION	MONITORING AND EVALUATION SHEET
<p data-bbox="310 338 799 371">MONITORING AND EVALUATION</p> <p data-bbox="310 409 564 443">Baseline data check</p> <ol data-bbox="310 479 1379 1025" style="list-style-type: none"><li data-bbox="310 479 1379 649">1. Is the target group interested in the programme? Is there a need and do people want:<ul data-bbox="344 548 736 649" style="list-style-type: none"><li data-bbox="344 548 666 582">• improved water supply<li data-bbox="344 582 736 616">• improved sanitation facilities<li data-bbox="344 616 682 649">• improved hygiene status<li data-bbox="310 683 1121 716">2. Is the target group prepared and able to pay (part) of the costs?<li data-bbox="310 750 932 784">3. Can target group contribute materials or labour?<li data-bbox="310 817 1317 884">4. Does the target group have time, energy (and consent) to participate actively in programme?<li data-bbox="310 918 697 952">5. Preferred type of technology<li data-bbox="310 985 838 1019">6. Is there any need for hygiene education?		

BRUWAS	INFORMATION & MOBILIZATION	INFORMATION SHEET
<p data-bbox="529 1104 1161 1137" style="text-align: center;">VISIT 1: INFORMATION AND MOBILIZATION</p>		

BRUWAS	INFORMATION & MOBILIZATION	INFORMATION SHEET
Objectives:		
men:		
<ol style="list-style-type: none"> 1. to show the village men the type of installations that BRUWAS can help them to install; 2. hygiene education: to explain to village men why it will be beneficial to themselves and their households to install handpumps and latrines; 3. to explain and clarify the procedures that the project wants to follow in its "model villages"; 4. to ask villagers in preparation of the 2nd visit: <ul style="list-style-type: none"> • to discuss their willingness towards the project conditions (site, communal well, 2 females / compound, tools and mason available, labour and material contributions). 		
women:		
<ol style="list-style-type: none"> 1. to obtain feedback regarding the impact of the last visit to the village (including informal meeting with village women); 2. to inform women about the community contributions the village has to make to get water supply and sanitation facilities; 3. to show women the types of installations that BRUWAS can help them to install; 4. to assess the present behaviours of village women regarding "safe water"; 5. to explain the women the hygiene education activities for the coming 5 weeks; 6. to make drawings to support the hygiene education programme. 		
Target group		
Male and female community members of model villages		
Method		
<ul style="list-style-type: none"> • discussion and dialogue with male community members; • discussion and dialogue with female community members; • participatory development of visual aids; • community self survey: situational analysis of hygiene situation by women; • observation and informal interviewing. 		
Means and materials		
<ul style="list-style-type: none"> • drawings of facility options (handpumps and latrines); • hand-out for discussion and dialogue; • drawing materials (paper / colours / pens / board) • maps from the selected model villages; • sanitary survey and water testing equipment; • handouts on women involvement / community participation. 		
Organization / process		
•		

BRUWAS	INFORMATION & MOBILIZATION	ACTIVITY SECTION

BRUWAS

INFORMATION & MOBILIZATION

ACTIVITY SECTION

BRUWAS IMPLEMENTATION STEPS FOR MODEL VILLAGES

FIRST VILLAGE VISIT

1. After BRUWAS has selected a model village, the project will need to execute its implementation programme there. It is thought that 6 or 7 visits to a model village will be needed to get the handpumps installed. This handout explains how the 1st visit should be conducted.
2. The 1st visit consists of 3 parts, as shown below:

1. Discussion with men

<p>This part of the visit is done by the whole team. You explain the BRUWAS procedures to the village men and prepare them for making a final agreement with the project during the 2nd visit. It is important to end the discussion by giving the men an assignment for your 2nd visit !</p>



2. Discussion with women

<p>This part of the visit is done by the ladies on the team. They introduce the programme to the village ladies and start-up the hygiene education programme in a separate meeting with the women. Here again it is important to make an agreement on what you are going to do during the 2nd visit !</p>
--



3. Team orientation in village

<p>After having finalized the meeting with the men, and while the team ladies are meeting with the village ladies, the team's men go around the village with some representatives and estimate the number of compounds and the number of wells needed, look for suitable well sites, and inspect a number of the wells.</p>

3. Each of the three parts of the visit that were mentioned above, is further explained on the next page.

BRUWAS

INFORMATION & MOBILIZATION

ACTIVITY SECTION

Session with men

1. **Introduce** yourself and the BRUWAS project;
2. **Discuss** the following issues:
 - pump site must be accessible to everybody: it must be a community well;
 - well man ("mistrie") will be assigned by the villagers and will be trained by the project to repair the handpump;
 - self help basis: the pump will be the property of all the community members; everybody have to contribute; installation costs have to be borne by community; operation and maintenance will be responsibility of the community;
 - need to involve two women of every compound in hygiene education activities;
 - strengthening of village organizations;
3. **Discuss** the importance of using water from a safe source;
4. **Explain** how the project is going to organize hygiene education activities with the village women and village men;
5. **(Prepare)** hygiene education drawings with help of the audience;
6. **Set a date** for the next visit.

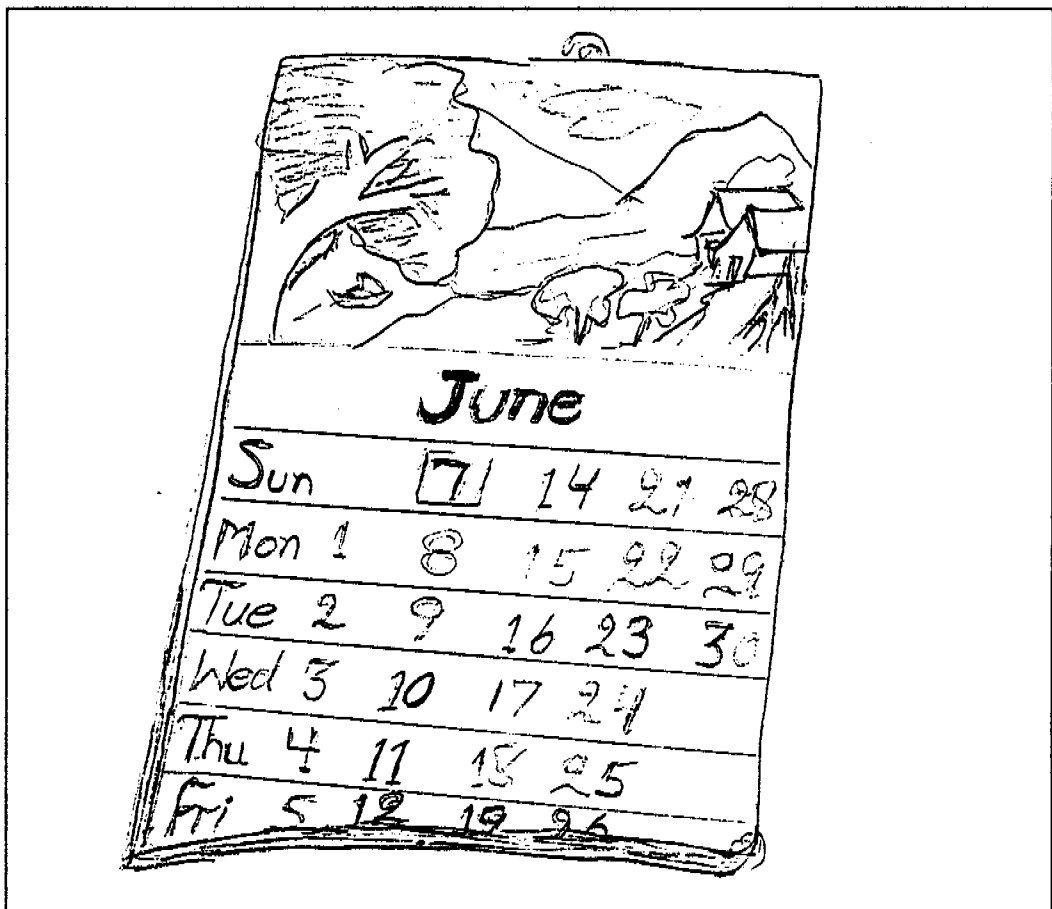


Figure 4: Plan your next visit with the villagers

BRUWAS	INFORMATION & MOBILIZATION	ACTIVITY SECTION
Session with women		
<ol style="list-style-type: none"> 1. Introduce yourself and the BRUWAS project; 2. Inform the ladies: <ul style="list-style-type: none"> • pump site must be accessible to everybody; • well man ("mistris") will be assigned by the villagers and will be trained by the project to repair the handpump; • self help basis: the pump will be the property of all the community members; everybody have to contribute; installation costs have to be borne by community; operation and maintenance will be responsibility of the community; 3. Question: what can the women do regarding the operation / maintenance of this facility; <ul style="list-style-type: none"> • 2 women should participate from each compound in hygiene education on a permanent basis; these women are responsible to convey the messages to other households in their compound and train their sisters / mothers, daughters, other relatives, etc.; • in future latrines will be constructed in every compound; • we already discussed briefly the ideal situation: in future we will discuss with you the possible extra's or options for your handpump; 		
Baseline survey		
<ol style="list-style-type: none"> 4. Show the poster with water fetching: <ul style="list-style-type: none"> • check whether the containers on the poster are understood; • ask which containers are used most often for water fetching? 5. Show the poster with 'washing hands': <ul style="list-style-type: none"> • check whether pictures are understood; • what do you do before filling the pot? 6. Show the poster with 'storage of water': <ul style="list-style-type: none"> • check whether pictures are understood; • in what type of container do you store the water? • how often do you clean your storage tank (less than once a week = not washed); 7. Show the poster with 'place for storage of water': <ul style="list-style-type: none"> • check whether pictures are understood; • where is the storage container placed (on table or not) 8. Show the poster with 'usage of water': <ul style="list-style-type: none"> • check whether pictures are understood; • how do people take water for drinking purposes: straight from cup or not / cup stored or not; 9. Explain the sheets to be filled in by every compound. Discuss with the ladies about the use of the sheets: how you are going to do this? 10. Make agreements on next visit. 11. Set a date for a next visit. 		

BRUWAS	INFORMATION & MOBILIZATION	HAND - OUT
MODEL VILLAGE - VISIT NO. 1 PART I - MEETING WITH VILLAGE MEN		
VISIT OBJECTIVES		EXPECTED OUTPUT
1. To show to villagers the types of installations that BRUWAS can help them to install		Villagers know: <ol style="list-style-type: none"> 1. which types of handpumps and latrines are available 2. the costs of installing each facility 3. the advantages and disadvantages of each model
2. Hygiene education: to explain to village men why it will be beneficial to themselves and their households to install handpumps and latrines		<ol style="list-style-type: none"> 1. Men understand the different sheets for assessing the hygiene situation, which will be used by the women; 2. Men provide preliminary insight in the way families are fetching, storing and using water;
3. To explain and clarify the procedures that the project wants to follow in its "model villages"		Villagers know the following aspects of project methodology: <ol style="list-style-type: none"> 1. BRUWAS is willing to assist the community, but the community must be willing to work on a self-help basis. This means that: <ul style="list-style-type: none"> • compounds that are going to use the same handpump must be willing to contribute and work together to get the pump installed, operated, and maintained • the site on which a pump is going to be placed must be made accessible to everybody. The project wants a document on which this is registered • all compounds must send two women to meetings with the team's hygiene educators to discuss the desired design of the handpump facility and to start the hygiene education work • if there are suitable artisans in the village, the project is prepared to train them in how to do all construction and installation work. If at all possible, the village is asked to nominate a candidate 2. handpumps are free of cost, installation costs @ Rs. ##### must be paid by the community 3. LGRDD pays Rs. @@@@ for installation of a latrine, with a maximum of ## latrines per compound
4. To ask villagers, in preparation of the 2 nd visit: <ul style="list-style-type: none"> • to discuss amongst themselves, whether they are willing to join the project's approach as explained in step 2 above; • to discuss amongst themselves how many handpumps they need and where they need to be put, in preparation for the next visit 		Before the 2 nd visit villagers assess: <ol style="list-style-type: none"> 1. their willingness to join the project 2. the number of compounds and the number of persons in their village and those which will use the handpump; 3. the number of handpumps that they needs; 4. possible sites for these handpumps.

BRUWAS	INFORMATION & MOBILIZATION	HAND - OUT
<p>MODEL VILLAGE - VISIT NO. 1 PART II - PROGRAMME INTRODUCTION AND HYGIENE EDUCATION TO WOMEN</p>		
VISIT OBJECTIVES	EXPECTED OUTPUT	

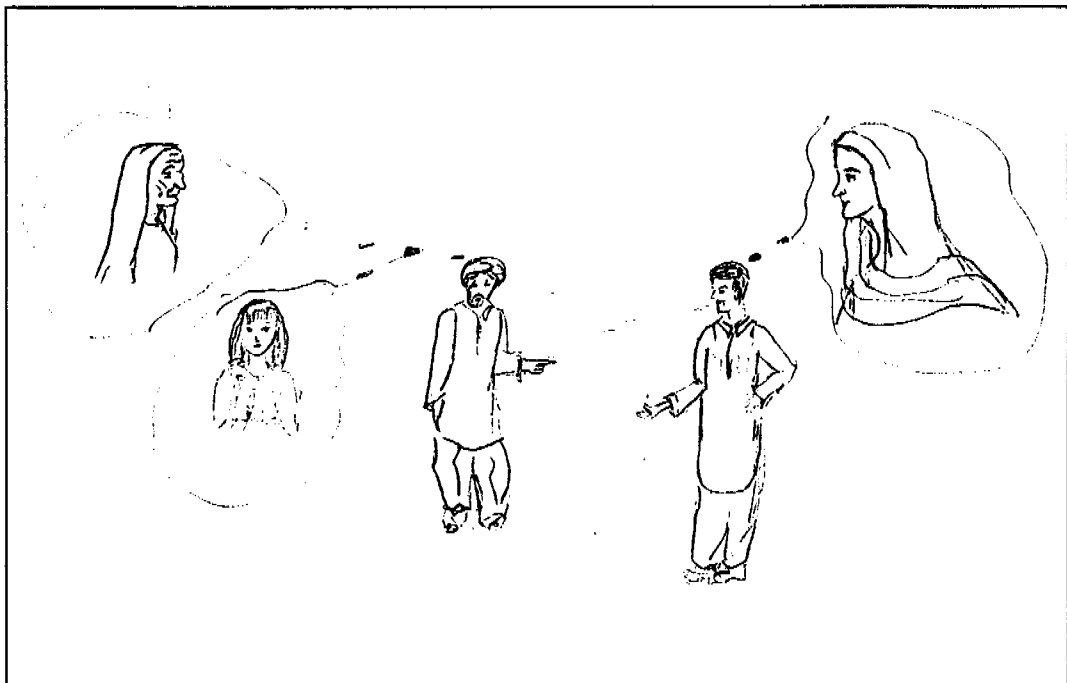


Figure 5: Active and capable women should be members of the female organizations

BRUWAS	INFORMATION & MOBILIZATION	HAND - OUT
MODEL VILLAGE - VISIT NO. 1 PART III - TEAM'S VILLAGE ORIENTATION		
VISIT OBJECTIVES	EXPECTED OUTPUT	
<p>1. Assessment of:</p> <ul style="list-style-type: none"> • village and population size • number of handpumps needed • possible sites • suitability and condition of existing wells • water quality 	<p>During this part of the visit</p> <ol style="list-style-type: none"> 1. the team itself gets a good impression of the aspects mentioned under Visit Objectives 2. and in this way prepares its own opinion about the village for the next meeting with community members 	

BRUWAS	INFORMATION & MOBILIZATION	HAND - OUT
MODEL VILLAGE - VISIT NO. 1 PART IV - PROGRAMME INTRODUCTION AND HYGIENE EDUCATION TO WOMEN		
VISIT OBJECTIVES		EXPECTED OUTPUT
0. To get feedback on last weeks visit to the village women	Women inform BRUWAS about: <ul style="list-style-type: none"> the applicability of the approach (two women per compound educate the other women in their compound); whether they applied SSS and their appreciation of the product and the problems they had to face. 	
1. To inform women about the community contributions the village has to make to get water supply and sanitation facilities	Village women have to know: <ol style="list-style-type: none"> BRUWAS is willing to assist the community but the community must be willing to work on a self-help basis: <ul style="list-style-type: none"> site for handpump must be accessible to everybody; village contributions for installation, operation and maintenance (what can be your role?); 2 women of every compound should participate on a <u>permanent</u> basis to hygiene education sessions; a local craftsman will be trained to repair the pump if the need arises. Village have to contribute to installation costs of handpumps 	
2. To show women the types of installations that BRUWAS can help them to install	Female villagers know: <ol style="list-style-type: none"> Which type of handpumps and latrines are available. The advantages and disadvantages of each model. 	
3. To assess the present behaviours of village women regarding "safe water"	<ol style="list-style-type: none"> Village women provide insight in the way they fetch, carry, store and use water. Village women know how to fill in situational analysis sheets and agree how and when to fill them in before BRUWAS' next visit. 	
4. To explain the women the hygiene education activities for the coming 5 weeks		
5. To make drawings to support the hygiene education programme / to explain the situation through drawings	5. x draft drawings will be made on safe water supply and safe use.	

BRUWAS	INFORMATION & MOBILIZATION	HAND - OUT
<p>Participatory development of visual aids: making a drawing with help of the audience</p> <p>Disease:</p> <ol style="list-style-type: none"> 1. (what) What is the most common and serious disease in your village? 2. (who + position) You were discussing that children / adults / ... are most affected by this disease: how does this person look like when having this disease: sitting, lying, standing, etc. 3. What are the signs and symptoms when this person has this particular disease: thin or fat person, vomiting, shit around, lethargic, colour of the face, expression on the face, etc. 4. (situation) Clothes, skin colour, bedding, room or tent, etc. <p>Causes:</p> <ol style="list-style-type: none"> 5. If one of the causes is bad water source, how does such a source look like: environment, source it self, surroundings of the source, etc. Does it have a cover? Are its surroundings clean? Where is the bucket placed? Are animals around? <p>Other cause = food. What is the actual problem: how should I draw this? Other cause = lack of sanitation (latrine + environment): how to draw this: problem, surroundings, etc.</p> <p>Prevention / ideal situation:</p> <ol style="list-style-type: none"> 6. draw handpump: explain briefly how it functions and looks like; 7. surroundings of the handpump: purdah wall), trees for the shade, apron, drainage, gardening, animals trenching, proper place for putting the buckets, gate or not, etc. 		

BRUWAS	INFORMATION & MOBILIZATION	HAND - OUT

BRUWAS**INFORMATION & MOBILIZATION****EXTENSION AIDS**

Villagers should be involved in the planning of development activities, in this case: hygiene education activities. In order to facilitate this process, women will be invited to draw their compounds on rectangular cards. These drawings should indicate the different family-dwellings in the compound. The female representatives of every compound have to pass the hygiene messages and other important information to the other (female) compound members. The card will help these women to plan their own 'extension activities': between the previous and the following visit of BRUWAS the woman has to contact x households. It is up to her how she is going to achieve this, but the card is her personal planning tool. Each time a woman has passed hygiene information to one of the houses of the relatives in her compound, she will mark this on her card. The female representative will keep this card with herself.

After each visit a new card should be drawn, so that at the end of BRUWAS' interventions at least 6 compound-cards per compound will be filled in.

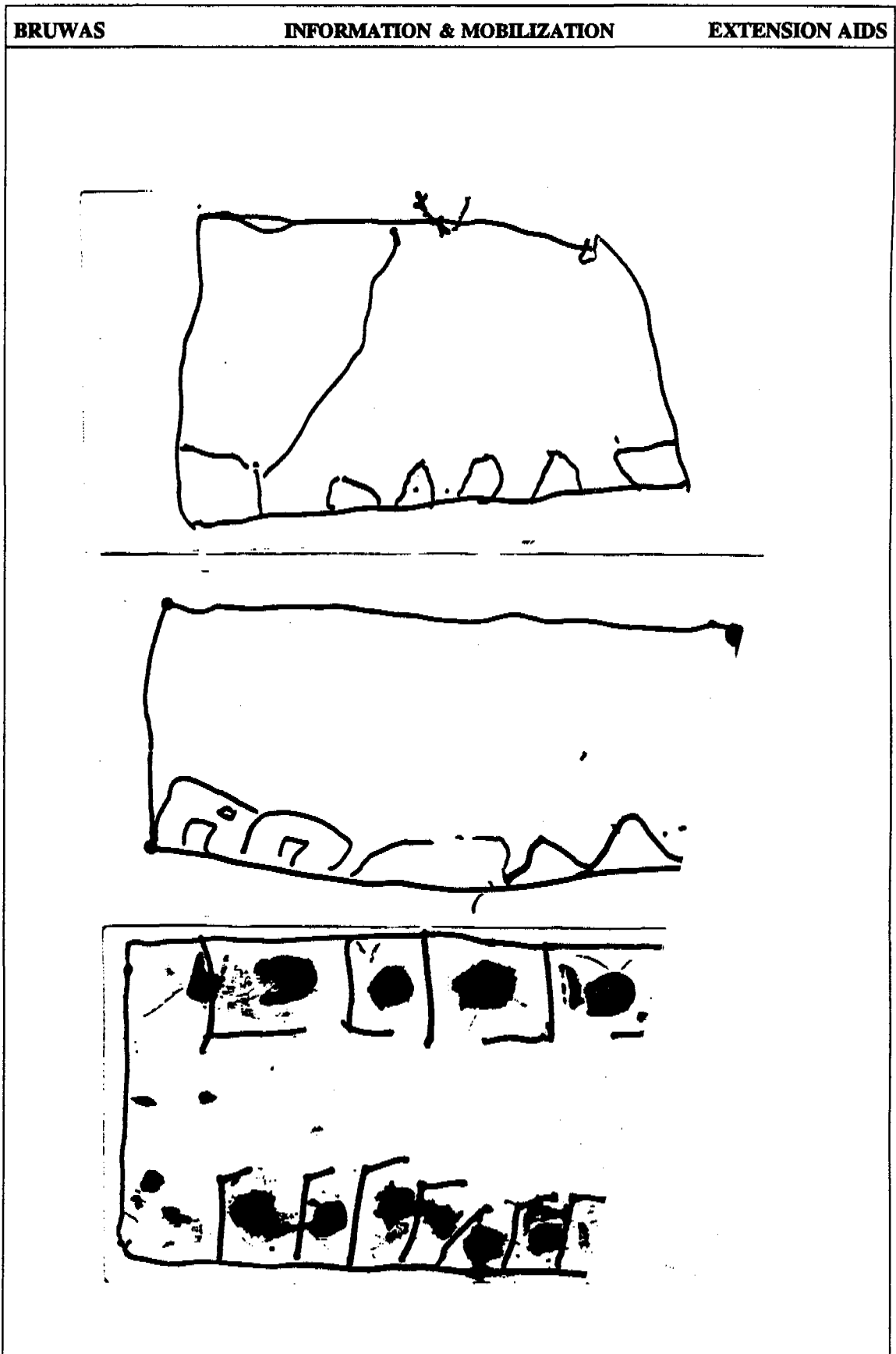
The following pages show how women have marked their cards.

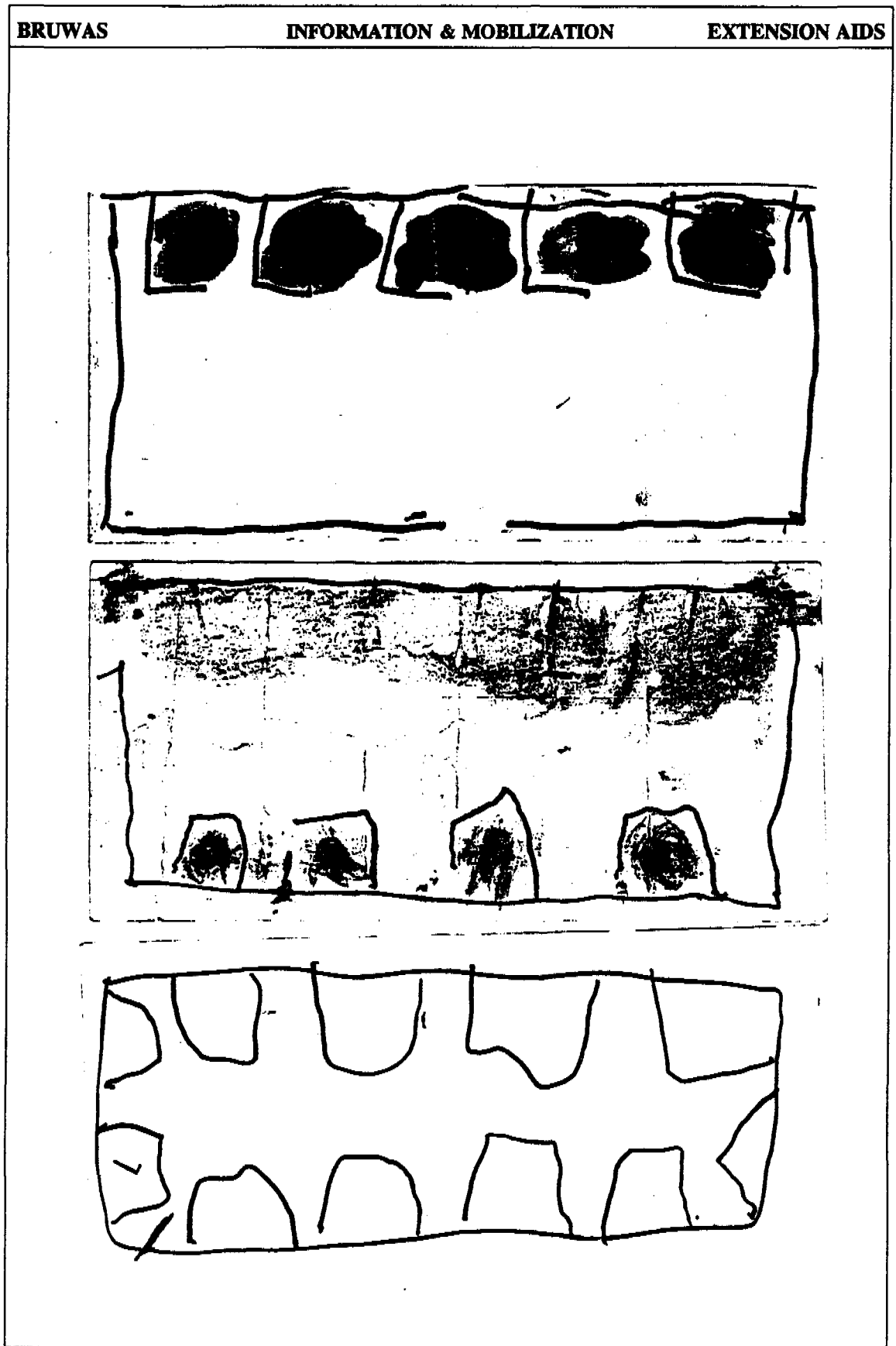
Experimentation with this method showed, that it has some concomitant, positive, side-effects: women are proud to (be able to) draw their own compound cards and to make their own planning: they like to have something in their hands which shows their efforts.

Assessment of health and hygiene problems is a first step towards a successful hygiene education programme. Preferably such an assessment should be done in a participatory way. BRUWAS has developed sheets which can be used by the villagers to assess their own hygiene situation.

As indicated in paragraph 1.2 of this field manual ("set-up of the manual") different sheets should be used for each visit: the first visit will concentrate on 'fetching water safely', the sheets for 'safe storage of water' and 'safe use of water' will be used during the second visit, etc., etc.

Women will be invited to assess the situation in their own compounds: through observation or by asking the female members of the other households in the compound. The information they have gathered should be indicated on the sheets. During the next visit, the sheets will be recollected: then you should make a quick analysis of the main bottlenecks and use this information for starting up discussions on behavioural changes. It is important, that the women plan their own behavioural objectives: you should guide the women in this process.





BRUWAS	INFORMATION & MOBILIZATION	EXTENSION AIDS
Example:		
During the last visit you introduced the 'safe storage' sheet: every woman had promised to assess the situation in her own compound and to record her findings on the safe storage sheet.		
During this visit you recollected the sheets and made a quick inventory of the hygiene behaviour of households regarding the storage of water.		
Through discussion and 'probing' you try to sensitize the women: what do they regard as the most urgent behavioural change with respect to 'safe storage of water': try to motivate the women to formulate <u>themselves</u> a clear objective for all the compounds in their village:		
"After coming Friday we are all going to use a lid on or storage tanks" or "We are going to clean our container every two days", etc., etc.		
When the objective is clear a planning should be made: who will clean the container in my compound: Does he or she need some materials for that (soap / brush or other things). How are we going to get these things in my compound?		
The BRUWAS team members can organize short group discussion sessions between female representatives of different compounds which allow them to discuss these barriers with other women.		
During a next session the BRUWAS staff member should give follow-up to these activities: were other households in the compound informed about the new behaviour (see the compound card) and are they willing to participate? Did the female representative have any problems in motivating the other households? How can BRUWAS assist these women to overcome these problems?		
The situational assessment sheets were specially developed for illiterate users. Our tests showed that women are able to use the sheets to assess the hygiene situation in their compounds. However, proper explanation on how to use the sheets is necessary. It is also recommended that an enlarged copy of a sheet is used when introducing a new topic: during the session the whole group tries to fill in the sheet. This gives you the opportunity to find out where women still encounter difficulties in filling in the sheet. At the same time, it gives you a preliminary insight in the hygiene behaviour of the people.		
On the next pages you find examples of the sheets to be used during the first session (information and mobilization). The sheets for the second and the third visit can be found in those sections.		

BRUWAS

INFORMATION & MOBILIZATION

EXTENSION AIDS


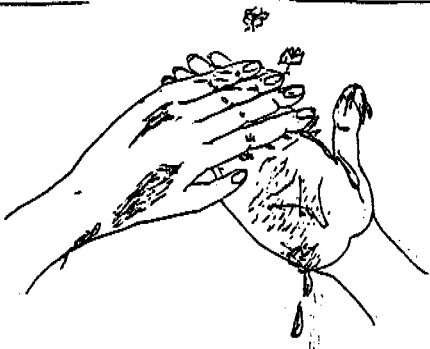
WASH HANDS





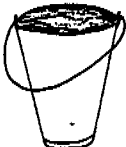



DISTRICT:

UNION COUNCIL:

KILLI:

Date:.....

WASH HANDS	NOT WASHED
	

BRUWAS	INFORMATION & MOBILIZATION	EXTENSION AIDS
<h2 style="margin: 0;">WATER FETCHING</h2>		
<p>DISTRICT:</p> <p>UNION COUNCIL:</p> <p>KILLI: Date:.....</p>		
CONTAINER	WASHED	NOT WASHED /
 a		
 b		
 c		
 e		
 f		
 g		

BRUWAS	COMMITMENT AND PACKAGE DEVELOPMENT	INFORMATION SHEET
<p>VISIT 2: COMMITMENT AND PACKAGE DEVELOPMENT</p>		

BRUWAS	COMMITMENT AND PACKAGE DEVELOPMENT	INFORMATION SHEET
Objectives:		
Village men and women decide on:		
<ul style="list-style-type: none">• users number• location of pumps• number of pumps to be installed• commitment to CP• formal agreement for community well.• explanation of design options + additions• village discusses options		
Target group		
Male and female community members of model villages.		
Method		
<ul style="list-style-type: none">• discussion and dialogue with male community members;• discussion and dialogue with female community members;• participatory development of visual aids.		
Means and materials		
<ul style="list-style-type: none">• drawings of facility options (handpumps and latrines);• hand-out for discussion and dialogue;• drawing materials (paper / colours / pens / board)• maps from the selected model villages;• sanitary survey and water testing equipment.		
Organization / process		

BRUWAS

**COMMITMENT AND
PACKAGE DEVELOPMENT**

EXTENSION AIDS

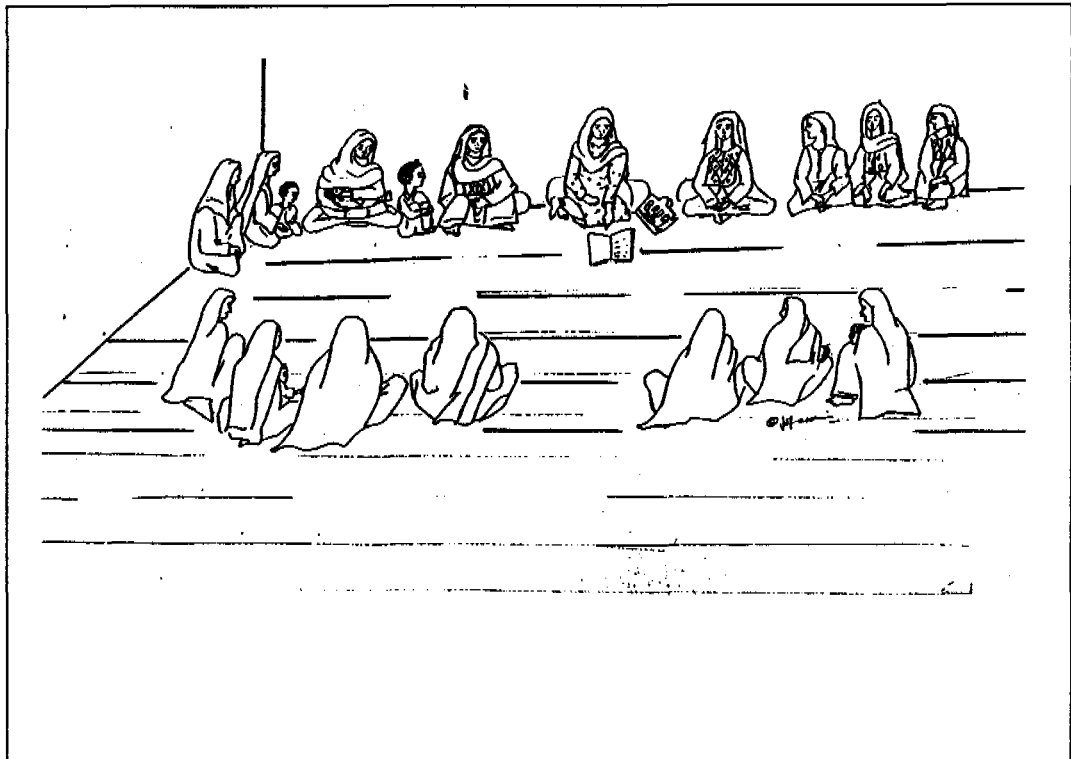




Figure 6: Women meet to discuss hygiene issues

BRUWAS	COMMITMENT AND PACKAGE DEVELOPMENT	EXTENSION AIDS
<p>CARRYING OF WATER</p> <p style="font-size: 1.2em; margin: 10px 0;">CARRYING OF WATER</p> <p>DISTRICT:</p> <p>UNION COUNCIL:</p> <p>KILLI: Date:.....</p>		
HOW CARRIED?		
		
		

BRUWAS

**COMMITMENT AND
PACKAGE DEVELOPMENT**

EXTENSION AIDS

CLEAN STORAGE SHEET

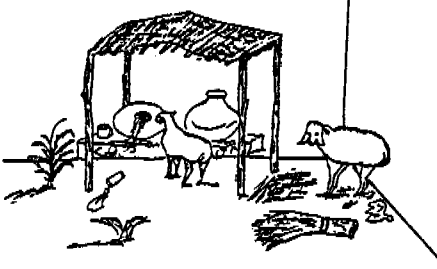
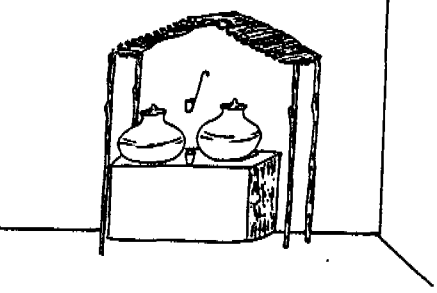
CLEAN STORAGE








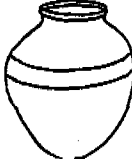

DISTRICT:

UNION COUNCIL:

KILLI:

Date:.....

CONTAINER STORED	
	
	

BRUWAS	COMMITMENT AND PACKAGE DEVELOPMENT	EXTENSION AIDS
STORAGE OF WATER		
DISTRICT:		
UNION COUNCIL:		
KILLI:		Date:
CONTAINER	WASHED	NOT WASHED
		
		
		
		
		
		
		

BRUWAS	CONTRACTING	INFORMATION SHEET
<p>VISIT 3: CONTRACTING</p>		

BRUWAS

CONTRACTING

EXTENSION AIDS

CLEAN USAGE SHEET




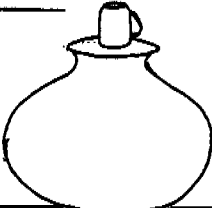
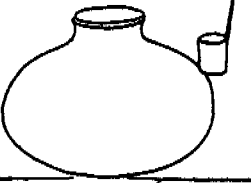


WATER USAGE

DISTRICT:

UNION COUNCIL:

KILLI:

Date:.....

HOW TAKEN? 	CUP STORED	CUP NOT STORED
		
		
		
		
		
		

BRUWAS	CONSTRUCTING	INFORMATION SHEET
<p>VISIT 4: CONSTRUCTING</p>		

BRUWAS	INSTALLATION	INFORMATION SHEET
<p>VISIT 5: INSTALLATION</p>		

BRUWAS	MONITORING AND FOLLOW-UP	INFORMATION SHEET
<p>VISIT 6: MONITORING AND FOLLOW-UP</p>		