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er Supply and Sanitation

(WWSS) WOMEN, WATER SUPPLY AND SANITATION

WEEK No. 1

UN INSTRAW

Horaire Time Hora	LUNDI MONDAY LUNES	MARDI TUESDAY MARTES	MERCREDI WEDNESDAY MIERCOLES	JEUDI THURSDAY JUEVES	VENDREDI FRIDAY VIERNES
9.00	ADMINISTRATIVE MATTERS 15 mn	PARTICIPATION OF WOMEN IN PLANNING OF WATER SUPPLY AND SANITATION PROJECTS AND PROGRAMMES. PRESENTATION	COMMUNICATION|INFORMATION STRATEGY IN THE WATER SUPPLY AND SANITATION PROJECTS. PRESENTATION	STUDY VISIT	WOMEN'S ACTIVITIES IN HEALTH HYGIENE EDUCATION IN WATER SUPPLY AND SANITATION PROJECTS AND PROGRAMMES. PRESENTATION
10.45	OPENING OF THE SEMINAR AND PRESENTATION OF PARTICIPANTS AND FACULTY MEMBERS.				
11.00	INTRODUCTION ON THE UNIDWSSD AND INSTRAW OBJECTIVES AND ACTIVITIES AS WELL AS PRESENT PROBLEMS WOMEN ARE FACING AT ALL LEVELS OF WSS PROJECTS AND PROGRAMMES.	PRESENTATION	PRESENTATION	STUDY VISIT	PRESENTATION
12.45					
14.00	ORGANISATION OF GROUP WORK	ORGANISATION OF GROUP WORK	ORGANISATION OF GROUP WORK	STUDY VISIT	ORGANISATION OF GROUP WORK
15.30	GROUP WORK ON THE UNIDWSSD AND INSTRAW ACTIVITIES AND PRESENT PROBLEMS WOMEN ARE FACING IN WSS PROJECTS AND PROGRAMMES.	GROUP WORK ON PARTICIPATION OF WOMEN IN PLANNING OF WATER AND SANITATION PROJECTS AND PROGRAMMES.	GROUP WORK ON COMMUNICATION|INFORMATION SUPPORT IN THE WATER SUPPLY AND SANITATION PROJECTS AND PROGRAMMES.		
15.45	PLENARY SESSION	PLENARY SESSION	PLENARY SESSION	STUDY VISIT	PLENARY SESSION
17.15					
President Chairmen Presidente					

ILO TURIN CENTRE

UN INSTRAW

N (WWSS) WOMEN, WATER SUPPLY AND SANITAT

WEEK No. 2

Horaire Time Hora	LUNDI MONDAY LUNES	MARDI TUESDAY MARTES	MERCREDI WEDNESDAY MIERCOLES	JEUDI THURSDAY JUEVES	VENDREDI FRIDAY VIERNES
9.00 / 10.45	THE ROLE OF WOMEN AS PARTICIPANTS AND BENEFICIARIES IN THE CHOICE OF TECHNOLOGY AND TRAINING FOR WSS PROJECTS. PRESENTATION	WOMEN'S ACTIVITIES IN THE OPERATIONAL STAGE OF WSS PROJECTS. PRESENTATION	STUDY VISIT	EVALUATION AND PROCEDURES OF WSS PROJECTS. PRESENTATION	CONCLUSION AND ADAPTATION OF REPORT
11.00 / 12.30	PRESENTATION	PRESENTATION	STUDY VISIT	PRESENTATION	EVALUATION OF THE SEMINAR
14.00 / 15.30	ORGANISATION OF GROUP WORK GROUP WORK ON THE ROLE OF WOMEN'S AS PARTICIPANTS AND BENEFICIARIES IN THE CHOICE OF TECHNOLOGY AND TRAINING FOR WSS PROJECTS.	ORGANISATION OF GROUP WORK GROUP WORK ON THE WOMEN'S ACTIVITIES IN THE OPERATIONAL STAGE OF WSS PROJECTS.	STUDY VISIT	ORGANISATION OF GROUP WORK GROUP WORK ON THE EVALUATION AND PROCEDURES OF WSS PROJECTS.	CLOSING OF THE SEMINAR
15.45 / 17.15	PLENARY SESSION	PLENARY SESSION	STUDY VISIT	PLENARY SESSION	
Président Chairman Presidente					

SEMINAR: WOMEN'S PARTICIPATION: WATER SUPPLY
AND SANITATION PROJECTS AND PROGRAMMES

OBJECTIVE: The major aim of the seminar will be
to involve women more effectively, as active
contributors at all levels of planning and
implementation of water supply and sanitation
projects and programmes through the period of
the UN IDWSSD.

STRUCTURE: SEE TIME-TABLE

TARGET
POPULATION: LEADERS AND SENIOR OFFICIALS OF WOMEN'S
ORGANISATIONS AT NATIONAL, REGIONAL AND
INTERNATIONAL LEVEL.

SUB-MODULES

1. INTRODUCTION ON UN IDWSSD AND UN/INSTRAW

2. PARTICIPATION OF WOMEN IN PLANNING OF WATER SUPPLY AND SANITATION PROJECTS AND PROGRAMMES

3. COMUNICATION/INFORMATION SUPPORT IN THE WATER SUPPLY AND SANITATION PROJECTS AND PROGRAMMES

4. WOMEN'S ACTIVITIES IN HEALTH/HYGIENE EDUCATION IN WATER SUPPLY AND SANITATION PROJECTS AND PROGRAMMES

5. THE ROLE OF WOMEN AS PARTICIPANTS AND BENEFICIARIES IN THE CHOICE OF TECHNOLOGY AND TRAINING FOR WSS PROJECTS

6. WOMEN'S ACTIVITIES IN THE OPERATIONAL STAGE OF WSS PROJECTS

7. EVALUATION AND PROCEDURE FOR WSS PROJECTS

GENERAL
GUIDELINES

OUTLINE FOR CONDUCTING THE SEMINAR

I.   PLANNING

1.1   Definition of seminar objectives and outlines
1.2   Administrative matters (*)
1.3   Selection of place

II.   ORGANISING

2.1   Orientation of INSTRAW (**) lecturers
2.2   Orientation of external lecturers
2.3   Organisation of facilities
2.4   Organisation of local visits and travel
2.5   Organisation of detailed timetable
2.6   Organisation of INSTRAW(**) personnel and external support staff

III.   LEADING

3.1   Lecturing
3.2   Organising and managing group activities (*)
3.3   Leading plenary sessions
3.4   Opening and closing of the seminar
3.5   Preparation of final report

IV.   MONITORING

4.1   Setting up evaluation criteria for the seminar
4.2   Establishment of any follow-up activities to enhance the impact of the seminar.

(*)   Please see following page for more details.
(**)   INSTRAW is indicated in this module as the seminar organiser; however, other institutions are welcome to use this module for their own activities.

I.   *PLANNING*

1.2   *ADMINISTRATIVE MATTERS*

The following activities should be completed **prior** to the seminar by the officer in charge of administrative matters:

1.2.1   *Invitation and selection of participants and experts*

1.2.1.1   *Terms of reference for external experts*
1.2.1.2   *Entry profile for participants*
1.2.1.3   *Confirmation of participants*
1.2.1.4   *List of participants and experts*

1.2.2   *Tickets, visas, per diem, accommodation, transportation*

1.2.3   *Organisation of facilities and extra support staff*

1.2.3.1   *Organisation of seminar room and group meetings rooms*
1.2.3.2   *Organisation of equipment for audio-visual material*
1.2.3.3   *Organisation of extra secretarial support*
1.2.3.4   *Organisation of additional staff (drivers, conference services)*

1.2.4   *Organisation of local visits*

1.2.5   *Organisation of hospitality, etc...*

1.2.6   *DURING SEMINAR* the following activities are foreseen:

- Inauguration of the seminar
- Presentation of participants and training team and seminar manager
- Election of officers, president, vice-president, rapporteur
- Organisation of working groups
- Organisation of materials (copying, distribution, translation)
- Organisation of work

1.2.7   *CLOSING OF THE SEMINAR*

- Transportation arrangements
- Re-checking visas, tickets; per diem
- Provision of additional reading material

II.   ORGANISING

The officer in charge of seminar management will perform the following tasks:

2.1   Orientation of INSTRAW lecturers which includes:

2.1.1   Guidance on the module's structure and subject matter
2.1.2   Guidance on the seminar structure
2.1.3   Assisting the methodological approach of the seminar during:
. presentation
. group work
. presentation of group work reports
. general discussion

Together with the presentation, training materials and aids will be an essential component of each module. Detailed description of these aids is contained in each module.

The orientation of group work and general discussion sessions should focus on the preparation of action-oriented recommendations and conclusions for the more effective participation of women in water supply and sanitation projects and programmes at all levels during the period of UN IDWSSD.

2.2   Orientation of external lecturers

The expert lecturer will be assisted in preparing his/her presentation following the outline given in the module. Key issues have been presented in summary form. The presentation may require additional training material and aids. The expert lecturer will orient discussion towards elaboration of key issues and to enhance production of action-oriented conclusions. If possible, additional training material should include case studies, pamphlets, etc... illustrating local conditions.

III.   *GROUP WORK IMPLEMENTATION*

3.1   Officer in charge and lecturer present key issues for discussion.

3.2   Officer in charge and lecturer organise 4 working groups for each module. Each working group will select a rapporteur for each module.
Officer in charge will provide groups with key issues of each module in order to provoke group activity and to encourage group to prepare action-oriented recommendations on the key issues.

3.3   Each group will meet separately and after brainstorming session and discussion will formulate recommendations and conclusions related to the key issues presented during lecture.

3.4   Each group's rapporteur will present in appropriate form their conclusions and recommendations (using flip charts, transparencies) and the rapporteur will write up the group work report at the end of the day.
The report will be presented by the officer in charge who will make sure that every participant has received a copy of the report before presentation.

3.5   Each report will be discussed in plenary session and revised, if needed.
The final version will be presented by the end of the seminar.

The final report will be an action-oriented report, providing a basis for follow-up on "how-to" enhance women's involvement and participation more effectively at all levels on planning and implementation of water supply and sanitation programmes through the period of the UN IDWSSD.

PEDAGOGICAL SCHEME OF MODULE

LECTURE	THEORY (1½ h – 3 h)	EXPERT
SUMMING UP AND ANALYSIS OF KEY ISSUES		
ORGANISATION OF WORKING GROUPS / ELECTION OF RAPPORTEUR	3 or 4 working groups 15 min.	OFFICER IN CHARGE AND EXPERT
PRESENTATION OF KEY ISSUES FOR GROUP WORK	Different for each module	OFFICER IN CHARGE AND EXPERT
GROUP WORK	(Start with brainstorming session) 1½ h.	PARTICIPANTS DIVIDED IN GROUPS
PRESENTATION OF THE RESULTS OF WORKING GROUPS	Presented on flip-charts Copy to be made on white paper for reproduction 1½ h.	RAPPORTEURS
FINAL DISCUSSION (PLENARY SESSION)		ALL GROUP PARTICIPANTS

LIST OF NECESSARY EQUIPMENT AND MATERIAL

1.   PROJECTOR

2.   SLIDES

3.   FLIP-CHARTS

4.   SCREEN

5.   TRANSPARENCIES

6.   CLOSED CIRCUIT TELEVISION SET
     (RECORDER; CAMERA)

7.   FILM PROJECTOR

8.   PAPER

9.   PENS

PREFACE

The content of this modular unit has been developed on the basis of the following documents: Report of United Nations General Assembly "Development and International Economic Co-operation", International Drinking Water Supply and Sanitation Decade: Present situation and prospects; Report of the Secretary-general; A/35/367, Sep. 1980; Statute of the United Nations International Research and Training Institute for the Advancement of Women; INSTRAW/INTER-AGENCY Task Force on Women and the IDWSSD/UNICEF; Women and the International Drinking Water Supply and Sanitation Decade, June 1985.

SUB-MODULE   I

INTRODUCTION ON

UN IDWSSD AND INSTRAW

MODULE STRUCTURE

1.   **INPUT DOCUMENTS**

   1.1   Objectives
   1.2   Target population

2.   **BODY OF THE MODULE**

   2.1   Table of contents
   2.2   Text
   2.3   Additional reading
   2.4   Glossary
   2.5   Bibliography

3.   **OUTPUT DOCUMENTS**

   3.1   Check lists on key issues for the group work
   3.2   Evaluation questionnaire

4.   **LECTURER'S GUIDE**

   4.1   List of training material
   4.2   Lesson plan

5.   **VISUAL AIDS**

   5.1   List of transparencies
   5.2   Transparencies
   5.3   Sound/slide package

The officer in charge will make use of the five components indicated above, while the participants will be provided with the material related to components 1, 2 and 3.

General objectives

To enable participants to identify and define UN-IDWSSD and INSTRAW objectives and activities concerned with participation of women in IDWSS projects and programmes.

Specific objectives

On completion of this unit the participants will be able to:

1) *Recognise main objectives and international mechanisms of UN-IDWSSD.*

2) *Recognise INSTRAW objectives and activities within the IDWSSD.*

3) *Identify present status of IDWSSD and present problems women are facing in participating more actively in IDWSS projects and programmes.*

1.2   TARGET POPULATION

LEADERS AND SENIOR OFFICIALS OF WOMEN'S ORGANISATIONS AT NATIONAL, REGIONAL AND INTERNATIONAL LEVELS.

1. INTRODUCTION

The grave crisis the world is undergoing shows how interdependent the various development problems are: many of these problems, particularly in developing countries, have reached a very critical stage generating even more complex situations. A case in point is basic infrastructure such as electricity, transportation, water, etc., where needs for these services are constantly growing, while their capacity cannot cope with increasing demands. The world crisis has also indicated that the viability of certain economic tenets and development methods is no longer certain. Meanwhile, the new call to have the well-being of people, women and men alike, as the central objective of development is gaining momentum. This explains the growing concern and the increasing focus on problems facing the masses: poverty, illiteracy, health and sanitation, food, drought, water, etc.

In the current debate on development due consideration is given to the population component which highlights the importance of both human resources and popular participation in the development process. This means greater attention is therefore devoted to the different groups of population, including women. Thus, the topic "Women and Development" has been one of the salient points of the on-going debate at national, regional and international levels.

The need to integrate women in development has been emphasised during these years by approaching women as active participants and beneficiaries of development, and so departing from traditional thinking that considers women's issues as a problem of social welfare.

Therefore, women are deeply concerned with and equally affected by the various development problems.

One of the most critical problems facing many societies today is to secure an adequate water supply which is the very basis for human survival. Recognition of the seriousness and the vital importance of improving water supply and sanitation was underlined when the international community at the United Nations Water Conference held in Mar del Plata, Argentina, in 1977 which resulted in the subsequent launching of the International Drinking Water Supply and Sanitation Decade (IDWSSD) in 1980, addressed the water problem and realised that women of the world may spend as much as one third of their day locating and transporting water for drinking,

agriculture, food production and preparation, and family hygiene. The Conference also expressed deep concern that insufficient and unsafe drinking water and the lack of sanitation facilities contribute to a high rate of diseases and mortality, particularly among women and children.

2. UNITED NATIONS INTERNATIONAL DRINKING WATER SUPPLY AND SANITATION DECADE (IDWSSD)

Origin and purpose of the Decade

The importance of providing safe and adequate drinking water supply and sanitation has gained increasing international attention since the 1960's. In 1961 the Charter of Punta del Este recommended targets to be reached by the Governments of Latin America for the period 1960-1970. The General Assembly, in Resolution 2626 (XXV) of 24 October 1970, by which it adopted the International Development Strategy for the Second United Nations Development Decade, stated that each developing country would endeavour to provide an adequate supply of potable water to a specified proportion of its population, both urban and rural, with a view to reaching a minimum target by the end of the Decade. In 1976, HABITAT (the United Nations Conference on Human Settlements), held at Vancouver, Canada, from 31 May to 11 June 1976, recommended that quantitative targets should be established by nations to ensure that all their people have access to safe water supplies and hygienic waste disposal by 1990. Subsequently, the United Nations Water Conference held at Mar del Plata, Argentina, from 14 to 25 March 1977 recommended the following in its Resolution II on community water supply:

"(a) That where human needs have not yet been satisfied, national development policies and plans should give priority to the supplying of drinking water for the entire population and to the final disposal of waste water; and should also actively involve, encourage and support efforts being undertaken by local voluntary organisations;

"(b) That Governments reaffirm their commitment made at Habitat to 'adopt programmes with realistic standards for quality and quantity to provide water for urban and rural areas by 1990, if possible';

"(c) That with a view to achieving these ends, the nations which need to develop their systems for providing drinking water and sanitation should prepare for 1980 programmes and plans to provide coverage for populations and to expand and maintain existing systems; institutional development and human resources utilisation; and identification of the resources which are found to be necessary;

"(d) That the United Nations agencies should co-ordinate their work efforts to help Member States, when they so request, in the work of preparation referred to in subparagraph (c) above;

"(e) That in 1980 the national programmes which have been implemented for that purpose, and the extent to which the countries concerned have succeeded in mobilising local and national support should be reviewed by an appropriate mechanism to be determined by the Economic and Social Council and based on the use of existing machinery, with a view to attaining co-ordinated action toward agreed targets;

"(f) That in accordance with the decisions of the existing structures of the Economic and Social Council, appropriate external assistance should be available in order to assist in building, operating and maintaining these systems;

"(g) That the Plan of Action formulated below should be implemented in a co-ordinated manner at the national and international levels" (1).

In accordance with the Plan of Action, the Water Conference recommended that the period 1981 to 1990 should be designated the International Drinking Water Supply and Sanitation Decade and should be devoted to implementing the national plans for drinking water and sanitation. The Conference's detailed recommendations to this end to Governments and international organisations are reproduced in Additional Reading (*).

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(1)   Report of the United Nations Water Conference, Mar del Plata, 14-25 March 1977 (United Nations publication, Sales No. E.77.II.A.12), Resolution II.

(*)   See additional reading.

The International Drinking Water Supply and Sanitation Decade was launched by the General Assembly on 10 November 1980 at a one-day special meeting during its thirty-fifth session.

In Resolution 35/18, the Assembly stated that during the Decade, Member States would assume a commitment to bring about a substantial improvement in the standards and levels of services in drinking water supply and sanitation by the year 1990.

In the same Resolution the Assembly called upon governments to develop the necessary policies and set the targets; to set sufficiently high priorities, and to mobilise adequate resources to achieve their targets. Governments were also urged to strengthen, as appropriate, their institutional frameworks, to mobilise the necessary expertise at all levels, and to heighten popular awareness and support through education and public participation programmes. The Assembly also called upon governments, groups, organisations and bodies of the United Nations System and other intergovernmental and non-governmental organisations concerned to continue and, if possible, to increase their technical and financial co-operation with developing countries, and to continue their efforts to co-ordinate their activities. The General Assembly also decided to review, at its fortieth session, the progress made towards the attainment of the national and international goals of the Decade.

The basic principle underlying the International Drinking Water Supply and Sanitation Decade is that people cannot achieve a quality of life consistent with human dignity unless they have access to safe drinking water and sanitation facilities, and that such access is therefore a basic human right. In addition, the adverse effects of contaminated drinking water, and poor sanitation are well documented.

It is reliably estimated that some 15 million children under the age of five die in developing countries every year, mainly because of water-borne diseases. The same diseases exact a heavy toll of mortality and morbidity among the adult population. It has been estimated that millions of working days are lost every year through sickness due to these diseases which are leading to increased costs in terms of medical treatment and at the same time to decreased productivity, thereby helping to perpetuate the vicious circle of poverty. Deprived of a drinking water source near the home, millions of women and children are obliged to spend many hours

each day travelling long, fatiguing distances to fetch water for their families. Management of the home and the well-being and education of children suffer accordingly.

The ideal of providing safe and adequate drinking water supply and sanitation to all people remains the basic underlying principle of the Decade. The International Drinking Water Supply and Sanitation Decade is thus not a single decade, but it is constituted by as many decades as there are countries committed to achieving substantial progress. The achievements of the Decade cannot be measured in relation to one single global standard, but against the progress each country achieves in dealing with the complexities of providing drinking water and sanitation, in accordance with the targets it has set for itself. In accordance with the recommendations of the Mar del Plata Action Plan, the approaches to be taken during the Decade accord priority to rural and urban populations that are inadequately served, the formulation and implementation of self-sustaining programmes that emphasise self-reliance, the use of socially relevant systems, the involvement of the community in all stages of programme development and the complementary of water supply and sanitation programmes with health and other programmes.

3.   UNITED NATIONS INTERNATIONAL RESEARCH AND TRAINING INSTITUTE FOR THE ADVANCEMENT OF WOMEN (INSTRAW)

3.1   Status and purpose

The United Nations International Research and Training Institute for the Advancement of Women (INSTRAW) was established by the Economic and Social Council (Council Resolution 1998 - LX of 12 May 1976) in conformity with an earlier decision of the General Assembly (Resolution 3520 (XXX) of 15 December 1975), which was based on a recommendation made by the World Conference of the International Women's Year, held at Mexico City from 19 June to 2 July 1975.

The Institute is an autonomous institution within the framework of the United Nations to serve as a vehicle on the international level for the purpose of undertaking research and establishing training programmes to contribute to the integration and mobilisation of women in development, to raise awareness of women's issues worldwide and better to assist women to meet new challenges and directions. The Institute, as part of the United Nations, enjoys the

status, privileges and immunities provided in Articles 109 and 105 of the Charter of the United Nations and other relevant international agreements and United Nations Resolutions relating to the status, privileges and immunities of the Organisation.

3.2   Objectives and functions

The objectives of the Institute are to stimulate and assist, through research, training and collection and dissemination of information, the advancement of women and their integration in the developmental process both as participants and as beneficiaries. The Institute is to assist the efforts of intergovernmental, governmental and non-governmental organisations in this regard. Accordingly, the principal functions of the Institute are:

a)   to conduct research and studies which would enhance the effective integration and mobilisation of women in development. The research and studies programmes of the Institute, including, in particular, action-oriented ones, shall give particular attention to the problems facing women in developing countries and to the integration of women in the formulation, design and implementation of development activities at all levels;

b)   to establish training programmes, including a fellowship programme and advisory services, through which the Institute shall endeavour to raise awareness on issues concerning women and development and shall strive to achieve equal participation of women in all aspects of economic and social development and to increase the opportunities for women to acquire new skills in order to meet the challenges of rapid change in today's society;

c)   to establish and maintain a system of information, documentation and communication so as to enable the Institute to respond to the need for disseminating information world-wide on women's issues.

In view of its catalystic role, the Institute shall make every effort to develop and utilise networking, as appropriate, in carrying out its functions. This should be done at the international, regional and national levels.

In the pursuit of its objectives, the Institute shall carry out its activities in close collaboration and co-ordination with institutes and other bodies within and outside the United Nations system.

3.3   INSTRAW and UN IDWSSD legislative mandate

The United Nations General Assembly, during its thirty-fifth session, proclaimed the period 1981-1990 as the International Drinking Water Supply and Sanitation Decade, during which Member States were to assume a commitment to bring about a substantial improvement in the standards and levels of services during water supply and sanitation by the year 1990.

Moreover, since women in most societies are the most concerned with this problem, the World Conference of the United Nations Decade for Women: Equality, Development and Peace, held in Copenhagen in 1980, recognised the critical importance of the issue and adopted Resolution 25, entitled International Drinking Water Supply and Sanitation Decade which "calls on member states and United Nations agencies including specialized agencies to promote full participation of women in planning, implementation and application of technology for water supply projects".

This resolution was subsequently affirmed by the United Nations General Assembly at its thirty-fifth session when it proclaimed the International Drinking Water Supply and Sanitation Decade. During the same session, the General Assembly in a resolution entitled Effective Mobilization and Integration of Women in Development, urged:

.....the organs, organisations and bodies of the United Nations System concerned with the International Drinking Water Supply and Sanitation Decade, proclaimed by the General Assembly..... to take fully into account the needs and concern of women.

In response to these legislative mandates, mechanisms were established by the United Nations System to coordinate activities at the international level in dealing with Water Supply and Sanitation and the role of women therein. One of the mechanisms of the United Nations System, the Steering Committee for Cooperative Action - IDWSSD, set up the Inter-Agency Task Force on Women and the IDWSSD. The Task Force, at its third meeting held in July 1984, decided to submit a report to the World Conference to review and

appraise the achievements of the United Nations Decade for Women held in Nairobi in 1985 on the activities taken by the United Nations System to implement the aforementioned Resolution 25 adopted at the World Conference on the United Nations Decade for Women.

4.   *INSTRAW ACTIVITIES WITHIN THE IDWSSD*

INSTRAW is a member of the Steering Committee for Cooperative Action - IDWSSD and is acting as Secretariat of the Inter-Agency Task Force on Women and the IDWSSD. The Institute assists in implementing the objectives of the IDWSSD in the following ways:

1.   *INSTRAW convened an interregional seminar on Women and the IDWSSD which was held in Cairo from 12-16 March 1984. The different aspects of the issue on which the seminar focused were health and sanitation; science and technologies; and economic development. The final report and proceedings of the seminar were published and disseminated.*

2.   *Training guidelines and manuals were developed based on the outcome of the seminar, to assist governmental and non-governmental organisations, institutes and agencies at the national and regional level in developing training activities for women in the field of water supply and sanitation.*

3.   *INSTRAW convened in cooperation with UNICEF, a panel on "Women and Water Supply and Sanitation" which was conducted on 12 July 1985 during the NGO forum, which was held concurrent to the World Conference of the UN Decade for Women in Nairobi, in July 1985.*

4.   *The Institute participates in international and regional meetings and conferences related to IDWSSD including sending representatives and submitting written contributions.*

5.   *Regarding public relation information activities, INSTRAW prepares articles for periodicals and newspapers, press releases, public information, etc., on women, water supply and sanitation.*

4.1 Actions at the international level – mechanisms

A number of actions have been taken by the United Nations System with regard to water supply and sanitation and the role of women therein. This includes, inter alia, establishing mechanisms defining functions of international support and determining ways and means of attaining greater participation of women in water-related programmes.

The role of the Steering Committee for Cooperative Action in implementing the objectives of the IDWSSD and the establishment of the Inter-Agency Task Force on Women and the IDWSSD

Following two working sessions in June 1978 between UNDP and WHO, the outline of a programme of action was drawn up to meet the decisions of the United Nations Water Conference, the main thrust of the new approach being to develop a country-centred cooperative approach using regional and global action in support of national objectives.

At the same time, a Steering Committee of seven collaborating United Nations agencies* was set up, its functions including: serving as a regular forum for review and policy development; developing a coordinated approach to orientation and management of individual programmes; and preparing agendas, guiding preparation and reviewing documentation for consultative meetings.

Certain aspects pertaining to the activities of the Decade were identified as requiring greater and more careful consideration, leading the Committee to establish special task forces of the Committee to delve more deeply into these areas. The task forces established include the areas of: human resources development, project formulation, public information, exchange of technical information, and women and the IDWSSD.

The question of women and water supply and sanitation was not duly addressed until the nineth meeting of the Steering Committee held in April 1982 at which time the Committee acknowledged and

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* Membership of the Steering Committee has since expanded to include 11 United Nations agencies and organisations: UNDP (Chair), WHO (Secretariat), ILO, INSTRAW, FAO, UNCHS, UN DIESA, UNDTCD, UNESCO, UNICEF, World Bank.

endorsed the important role women could play in the implementation of the IDWSSD objectives and decided to establish an action-oriented Inter-agency Task Force of the Committee to foster women's participation in activities of the Decade.

INSTRAW and UNICEF assume jointly the responsibility of the Secretariat for the Task Force. Membership also includes representatives of: FAO, ILO, UNDIESA/PPCO, UNDP, UNESCO, WHO and World Bank.

The Steering Committee at its tenth meeting, held in November 1982, endorsed both the terms of reference and the plan of action for the Task Force.

The terms of reference emphasised the need for programmes and activities during the Decade to enhance women's participation, at all stages and levels, and optimise the impact of improved water supply and sanitation on women.

The mandate of the Task Force as embodied in the terms of reference, focuses on the following: to develop a strategy for the enhancement of the role of women within the IDWSSD; to assist in activities in support of the Decade programmes in relation to the role of women; to act as a mechanism for collaboration in the development and implementation of activities at international and national levels; and to monitor, evaluate and report on implementation of Decade policies and programmes related to women in order to ensure that they adequately reflect the concerns, needs and contributions of women and recommend further action in this regard. (See additional reading).

The Plan of Action for the Task Force sought ways and means of implementing the Terms of Reference. Based on the terms, it coordinates and encourages individual and joint actions among agencies, and suggests activities in accordance with their mandates. (See additional reading).

4.2   *Action at the international level to enhance the role of women in the IDWSSD*

In response to the call to enhance the role of women in the IDWSSD, several important meetings have taken place at the international and interregional levels to seek solutions to the various problems of improving water supply and sanitation and the role of women therein. These include:

1.   **INSTRAW Interregional Seminar on Women and the IDWSSD,** *organised by the International Research and Training Institute for the Advancement of Women and hosted by the Government of Egypt, held in Cairo, Egypt, 12-16 March 1984.*

2.   **Women, Health and Development,** *organised by the Pan American Health Organization, held in Washington, D.C., 30 April-4 May 1984.*

3.   **The Local Decade: Men, Women and Agencies in Water and Development,** *organised by the International Reference Centre for Community Water Supply and Sanitation, held in Amsterdam, The Netherlands, 20-22 June 1984.*

4.   **Women's Issues in Water Supply and Sanitation,** *organised by the International Development Research Centre, held in Manila, The Philippines, 24-26 September 1984.*

5.   **The 15th International Water Supply Congress and Exhibition,** *organised by the International Water Supply Association, held in Monastir, Tunisia, 19 October-2 November 1984.*

5.   *PRESENT STATUS OF DRINKING WATER SUPPLY AND SANITATION*

5.1   *Present level of services in developing countries and trends over the last 10 years*

"Every year over 13 million children die in the developing countries; unfortunately, the absence of reliable water supply and sanitation services (and sometimes inadequacies in them) continues to play a major part in this tragedy. Diarrhoeal diseases, arising mainly from the lack of clean drinking water and sanitary condi- tions, account for nearly one third of all child deaths. In addi-

tion, nearly one half of the population of the developing countries is infected with one worm or another. Many skin and eye diseases are water-related and can be traced to insufficient water for personal hygiene.

The economic and social costs of the lack of safe drinking water are also high. Surveys show that in certain arid and semi-arid parts of the world, it is not uncommon to find a household where someone has to spend more than six hours each day collecting water from sources far away. In these households - and there are millions of them - one member has to spend more than half his or her day's energy just collecting water. In such circumstances, it is usually women and children who suffer most. Instead of a journey to school, the day can begin for the young child with a long, diffi-cult journey to fetch water. Ironically, the water that is obtained even after this painstaking labour may not promise life. When it is polluted, such water may bring disease and even death. Significant loss of school attendance because of water-related diseases constitutes a further social cost of these backward conditions.

To document this regrettable situation in a concrete way, the following paragraphs and table I provide the best available information on the present level of services in developing countries. Estimates from the 1975 WHO survey concerning the proportion of the population in developing countries that have reasonably adequate community water supply and sanitation services and more recent estimates for 1980 based on data obtained from rapid assessments and other national sources have been used for this purpose. They indicate that at the present time approximately three out of five persons in these countries do not have access to safe drinking water. The situation with respect to sanitation is even worse, with only about one out of four persons in these countries having any kind of sanitary facility, including a pit latrine. An urban/rural breakdown of the foregoing figures indicates that in the case of safe drinking water approximately 75 per cent of the combined urban population of developing countries receives some form of service either through house connexions or standpipes, as against only 29 per cent for rural areas. In the case of sanitation, recent figures indicate that some 53 per cent of the combined urban population are deemed to receive "adequate" sanitation services, as against only 13 per cent in rural areas. These figures should be regarded as rough approximations, giving orders of magnitude only.

Has the situation been improving? Table 1* shows that some modest improvements have in fact been achieved in the case of drinking water supply over the last decade. These achievements appear to be particularly significant for rural water supply, where the population served has more than doubled; the percentage of people served relative to the total rural population has also more than doubled.

The record in the urban sector is less clear. The available data indicate some progress in coverage both in absolute numbers and in the proportion of the population served between 1970 and 1980. They would seem to indicate, however, a slowdown between 1975 to 1980 to the point where, while the coverage in terms of absolute numbers continued to increase, this expansion in service may not have been able to keep up with the very rapid population growth in many urban areas.

In the case of sanitation, the situation is obscured by difficulties in interpreting the existing data. The apparent decrease in the percentage of people covered in urban areas and the small increase shown for rural areas in table 2* may partly reflect a more stringent use in 1980 of the concept of adequate service and more accurate reporting. It may be concluded, however, that some gains have been achieved in coverage of urban population in absolute numbers, though not in terms of percentages. As in the case of water supply, the proportion of households covered probably dropped somewhat owing to the great influx of population in many urban areas. In the case of sanitation in rural areas, some gains have been achieved both in absolute terms and percentage-wise. The situation of drinking water supply and sanitation varies greatly not only from region to region but also from country to country within each region. Table 3* shows the estimated present status of service for drinking water and for sanitation in each region.

Although the proportion of the population served by adequate water supplies and sanitary facilities in general increased between 1970 and 1980 both in urban and rural areas, it should be noted that the quality of service in many parts of the world is poor, and in some countries the service actually deteriorated during this period. Nearly one third of the people covered in 1975 were being served by systems that needed rehabilitation and expansion. The survey conducted by WHO in 1970 had revealed that nearly 50 per cent of

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* See additional reading.

piped water supplies in urban areas of developing countries were intermittent. It also showed that the coverage was lowest in South-East Asia, sub-Saharan Africa and West Africa. On the other hand, Latin America was making considerable progress.

It should be noted that in all likelihood the latest increases in investments have not yet resulted in any significant increases in coverage owing to the time lag between the initiation and completion of projects. Indeed, it could scarcely be expected that the momentum being generated by the United Nations Water Conference's proposal for an International Drinking Water Supply and Sanitation Decade could have already brought about any significant changes in service coverage. The figures in tables 1 to 3 are however significant as base indicators against which future progress during the Decade may be measured."(2)

The IDWSSD has already had a significant impact, in spite of the adverse economic situation facing the world as a whole and the demographic pressures and climatic difficulties facing specific regions and countries. Despite this encouraging progress, most of the enormous task of providing water supply and sanitation services to the unserved still lies ahead. It is estimated that, at the mid-point of the Decase, some 1,200 million people will still need safe drinking water and some 1,900 million will still have no adequate sanitation. These numbers of unserved people represent more than twice the number of people provided with clean water during the first half of the Decade, and more than 20 times the numbers reached with adequate sanitation.

5.2   *The situation of women in water supply and sanitation*

Over 1,000 million people in remote rural areas and urban slums of the developing world lack safe drinking water and even rudimentary sanitation facilities. By 1990, their number will reach 2,000 million.(3)

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(2) United Nations General Assembly: Development and International Economic Co-operation International Drinking Water Supply and Sanitation Decade: Present Situation and prospects; Report of the Secretary-General, Item 61(f); A/35/367, 18 September 1980.

(3) Elmendorf, Mary L. and Iseley, Raymond B., "Public and Private Role of Women in Water Supply and Sanitation Programmes".

Consequences of inadequate water supply and sanitation are extremely evident. However, they hit women most severely. Women are carriers of water, managers, users, family health educators, motivators and agents of change. They are responsible in this regard not only for themselves, but also for the members of their families and the community at large. The extent of their involvement, however, as well as the consequences, are virtually unknown either to the general public or to policy-makers and planners.

Like all development problems, the issue of water supply and sanitation is multidimensional. The problem lies not only within the socio-economic sphere, but also in the technical, scientific and health and sanitation, as well as environmental spheres. Moreover, all these areas are interconnected, with a problem existing in one influencing the evolution and outcome of the other.

The seriousness of the problems involved in the area of water supply and sanitation are alarming, and the demand on those types of service is growing tremendously. Moreover, the financial resources required to face the problems are of great magnitude. These points lead to other pertinent questions, namely, how to manage those types of complex development problems with all the multiplicity of issues involved; who determines what the priorities are; and how coordination among various parties concerned will be achieved. So far, there are no clear-cut answers to these problems.

From various activities to gather information on the situation, including meetings, studies and collection of materials and publications, a number of views have been expressed concerning the major problems facing women in water supply and sanitation as well as areas where caution should be exercised. They are summarised in the following paragraphs.

It is generally agreed that the main issue related to women and water supply and sanitation is not the incorporation of women in water supply and sanitation as they are already active participants. Rather, it is necessary to make women's participation more effective, easier and more productive.

Within the context of socio-economic development, three areas confront women with special considerations. These are community participation, perception and social values and institutional framework.

The involvement of women in water supply and sanitation falls mainly within the framework of community participation, The people, their culture, behaviour and values are important in the planning of any water supply or sanitation system. Because planners often overlook these considerations, improved systems usually fail to gain acceptance by the community. Moreover, a sense of ownership is a major element in gaining community participation, rather than focussing only on the community's material and labour contribution.

Because women are the primary drawers and users of water, and because society has forced upon them greater need for privacy in their defecation practices, the ways in which water and sanitation programmes benefit them can easily be observed. Less obvious, though just as vital, are the ways in which women determine the success or failure of the same programmes. As a result, women are often excluded when water and sanitation projects are planned and implemented.

Taking a larger view, it must be realised that unless women are perceived as an integral part of the income-generating labour force, much of the potential that can be generated from the time and energy economised may be wasted for the community. Similarly, the potential for benefits that can accrue from increased hygiene and sanitation may not be forthcoming unless these aspects are recognised and incorporated into water supply and sanitation projects in accordance with the very specific role that women plan as producers and users, especially as mothers and housekeepers.

Striking a balance is not easy. Not only must the resources of the community as a whole be considered, but also special attention must be paid to the interests and potential of local women. Women are most directly concerned with water and sanitation as users, educators of children, motivators of household changes, protectors of family health and contributors to the household economy (vegetable growing, cattle and poultry raising, etc.). They should therefore be closely involved in the planning and implementation of local drinking water supply and sanitation projects. This in turn will help

women to gain more respect and to become valued members of their communities, and also to enhance their self-awareness and their position in society.(4)

With regard to perception and social values, in many developing countries perceptions and social values are not conducive to accepting the changing role of women, let alone to permitting them to take part in planning and managing water and sanitation projects.

Women are often not even aware of the important role they are playing and could play in the provision of adequate water supply and sanitation. Not only should women be aware though, but men also must be sensitised to the need to alleviate women's burden as the main carriers and users of water.

Lack of education and training also confront women with obstacles to more effective participation in water supply and sanitation projects. In this respect, studies have shown that high level community participation in a number of countries was perceived to be the result of high literacy rates.

Another major constraint to improved water supply and sanitation in developing countries and the role of women therein can be identified as deficiencies in the institutional and policy-making frameworks. In some countries there is no appropriate institutional framework to plan, programme, implement and monitor activities for the IDWSSD, while in others there is duplication and overlap of authority among existing institutions. Although special machineries on the role and status of women which have been established in many countries have in some cases undertaken many successful activities, they run the risk of isolating women's needs from national development priorities. Women's issues need to be treated as an integral part of all socio-economic and cultural development activities and programmes including water supply and sanitation.

The role of women's organisations is very vital, particularly at the national level with the common objective of advancing the socio-economic progress of their country in an integrated manner and with the full support of governments. This centralised approach

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(4) Report of the International Symposium, _The Local Decade: Men, Women and Agencies in Water and Development_, Amsterdam, 20-22 June 1984.

would avoid the dangers of the mushrooming of women's organisations which compete against each other and often work in an ad hoc and disorganised manner with no common objectives, ultimately resulting in weakening their potential capacity.

With regard to the health and sanitation aspect of water supply and sanitation, women's role is decisive in both developed and developing countries, as well as in traditional and modern families. This role is decided in accordance with family structure and division of labour by sex. Therefore, the proper attitude of women toward safe and adequate water and sanitation is a pre-requisite for a health care policy to be effective. Since there is a close correlation between health, water quality and availability, and sanitary conditions of the environment, there is a need to bridge the gap between all these factors. This is where the effective participation of women is needed to enhance health and eradicate water-borne diseases that are so common, particularly in tropical and semi-tropical areas of the world.

Studies have shown that women as water carriers in many societies, and by virtue of their domestic functions, are in constant touch with water that is often polluted. Therefore, women were perceived as being the group most vulnerable to water-related diseases, which, according to statistics by the World Health Organization (WHO), were accountable for 30% of all diseases in the developing world.

Studies also show that water-borne diseases are a major cause of high infant mortality rates.

Water related diseases also account for 15% of all hospital deaths. The average developing country point prevalence of diarrhoea is estimated at three or four per cent, but in some areas could be as high as 16 per cent. An estimated five million children in the world die annually from diarrhoeal diseases of which maybe one-third relate to water.

Pollution or contamination of water supplies is another problem faced by communities. This is often caused by neglect of the simple task of periodically cleaning storage facilities.

Also crucial for raising levels of public health are improvements in practices of excreta disposal. Inadequate facilities for excreta disposal reduce the potential benefits of safe water supply by

transmitting pathogenes from infected to healthy persons. Over 50 types of infections can be transmitted from a diseased to a healthy person by various direct or indirect routes involving excreta.

Furthermore, some studies show that the sanitation sector is not usually assigned the same importance as domestic water supply. Generally speaking, sanitation in the rural areas is neglected because it is given very low priority by the rural population, and basic health education, public awareness and a proper institutional framework are lacking.

In the area of science and technology with regard to water supply and sanitation, it must be emphasised that to ease women's burden of being the main water carriers, realistic and appropriate technologies which take into account cultural, social, physical and financial specificity must be developed. Simple and appropriate technology would free women from having to walk long distances in search of water, as well as serving the purpose of changing the social roles of women's and men's labour distribution within the household.

Among the women-sensitive design elements to be considered, then, the most obvious is sources of water for the homestead. Ease of homestead access to water must be evaluated for cost effectiveness, and different degrees of access will of course be appropriate in different circumstances. Yet it is difficult to escape the impression that the economic returns to household water supplies have been consistently underestimated, where they have been considered at all. Adequate household water supplies, as noted earlier, can improve family health directly through increased water for homestead food production, which will improve family nutrition. Sale of surplus homestead food crops is often of direct benefit to women, giving them control over a share of the family income. Women's time released from water carrying and care of the sick is available for work of higher productivity, as well as for increased attention to children and for leisure.(5)

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(5) Cloud, Kathleen, Report to Principals in the CID Water Management Synthesis II Project and Others Interested in Women and Water Management, Consortium for International Development: Women and Development Project.

Technologies for improved water supply and sanitation, studies show, have often failed because they are inappropriate, too complicated or difficult to operate or maintain. Simple rudimentary methods should be used and developed using local materials in view of lower costs, and the possibility to provide for greater self-reliance from the community to the national level.

5.3 Present problems

Despite their important and multiple roles, women are currently not adequately involved in IDWSSD activities. Present problems include:

a) Not enough attention has been given to women as the primary human resource and the ultimate users of water. Women's work in water portage, storage and sanitation are taken for granted in societies and not recognised as issues of concern or given an economic and social value. Most women do not have enough water for daily needs; even where it is in short supply, it might be polluted and cause ill health.

b) Women are often excluded from the planning and implementation of water and sanitation projects.

c) Water supply and sanitation programmes lack elements of communication and information on women and the relation between water/sanitation and health, and on the complementary health practices which must be introduced if improved water supply and sanitation facilities are to have an impact on general health.

d) Water supply and sanitation technologies often do not take into consideration cultural context and level of know-how of the comunities to which they are introduced. In addition they are not cognisant of women's needs, interests and skills.

e) Lack of consultation with women regarding technical aspects leads to improper design or inadequate attention to details (e.g. pumps with handles too heavy, or handles placed at the wrong height for women and children to operate) and impractical solutions.

f) Local women's customs, preferences and traditions are not considered in choosing the technical design and location of projects. For example, because women may prefer not to use

safe groundwater (e.g. with a high iron content) for practical reasons or pipe water, they might not have any choice but to use polluted surface water.

g) Insufficient provision is made for maintenance and repair of the systems, which are areas of crucial importance where women's involvement can be extremely valuable.

h) Social development programmes, especially improved hygiene and sanitation projects, are not designed with an integrated approach which involves all members of the family.

i) When in community activities women's roles therein are ignored, the project's implementation and success is jeopardised.

5.4   Possible solutions

In response to the need to find ways and means to enhance women's role in water supply and sanitation, maximum efforts should be made at all levels, international, regional and national, to secure the incorporation of issues relevant to women in water and sanitation related activities.

The multi-sectoral nature of water and sanitation activities involving women requires appropriate coordination among the national institutions and authorities involved in water, health, sanitation, agriculture and rural development programmes, as well as bodies in charge of education and training. Appropriate coordinating bodies at the national level should be made instrumental in the coordination between responsible ministries. National machineries for the advancement of women should assist and be consulted for securing pragmatic action at the national level.

In general, the following areas can be underlined as those leading to possible solutions to the problems of water supply and sanitation and the role of women therein:

- extension of water sources where not available;
- the importance of community participation at all levels, including the grass-root level;
- raising awareness and sensitisation of public opinion to the problems;
- training, particularly in the area of equipment maintenance and primary health care;

- education, whether formal or informal;
- appropriate choice of technology, working in harmony with the developing society;
- importance of planning of activities involved in water supply and sanitation and connection to the overall planning process;
- determining relevant methods of management coordination, implementation and follow-up.

2.3 ADDITIONAL READING

Community water supply Plan of Action from resolution II of the United Nations Water Conference

In order to be able to reach the targets of Habitat recommendation C.12, a/ drastic measures have to be taken. This will need firm commitment on the part of countries and the international community.

A. Priority areas for action

1. Action must focus on promoting (a) increased awareness of the problem; (b) commitment of national Governments to provide all people with water of safe quality and adequate quantity and basic sanitary facilities by 1990, according priority to the poor and less privileged and to water scarce areas; and (c) larger allocation to this sector from the total resources available for general economic and social development.

2. Action must be taken to remedy constraints of manpower shortage (especially at the intermediate and lower levels), inadequacies in institutions and organization, and lack of appropriate and cost-effective technology.

3. New approaches should be developed which will result in larger flows of national, international and bilateral funds on more favourable and flexible conditions, so as to enable countries to increase the speed of implementation and, more important, enable the more effective use of the additional resources.

4. Communities must be provided with effective education on domestic hygiene and must be motivated and involved as appropriate at every level of the programme, including the planning, construction, operation, maintenance and financing of services, and the monitoring and safeguarding of the quality of the water supplied.

B. Recommendations for action at national level

5. Each country should establish goals for 1990 which match as far as possible the global targets adopted. In order to attain these goals, each country should:

   (a) Develop national plans and programmes for community water supply and sanitation, and identify intermediate milestones within the context of the socio-economic development plan periods and objectives, giving priority attention to the segments of the population in greatest need;

   (b) Immediately initiate engineering and feasibility studies on projects that are considered to be of the highest priority, and are based on a cost-effective

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a/ Report of Habitat: United Nations Conference on Human Settlements (United Nations publication, Sales No. E.76.IV.7), chap. II.

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technology appropriate to local conditions, with community participation, good management, and provision for operation and maintenance;

(c) Assess the manpower situation and, on the basis of this assessment, establish training programmes at the national level, to meet the immediate and future needs for additional professional staff, intermediate level technicians and, most important, village technicians;

(d) Promote massive national campaigns to mobilize public opinion regarding the provision of basic sanitary services, and develop appropriate procedures to ensure the active participation of communities in the programme:

(e) Establish appropriate institutions, if these do not exist, and assign to them specific responsibilities for the planning, implementation and monitoring of progress of the programme;

(f) Co-ordinate the efforts of all sectors active in rural areas, utilizing the manpower and other resources available, to ensure the provision of technically and socially acceptable sanitary facilities in rural areas;

(g) Develop a national revolving fund, in the first instance financed from substantially increased loans and grants from national and foreign sources, for water supply and sanitation which will encourage both the mobilization of resources for this sector and the equitable participation of beneficiaries: discourage wasteful consumption; and include a flexible combination of rates and, where necessary, explicit subsidies or other measures designed to achieve the economic and social objectives of the programme.

C.   Recommendations for action through international co-operation

6.   To achieve the Habitat targets, the international community must adopt new approaches to support increased national commitments with particular reference to the least developed and most seriously affected countries. It is, therefore, recommended that:

(a) Financial contributions be increased to strengthen the capabilities of international and bilateral agencies co-operating with Governments in the extension of community water supply and sanitation;

(b) At the request of national Governments, co-operation be extended to the formulation and implementation of high priority projects and programmes for community water supply and sanitation, with analysis of goals, methods and resources;

(c) Collaboration with the ongoing activity of the World Health Organization for monitoring and reporting on the status and progress of community water supply and sanitation be intensified.

7.   The international community should give high priority to collaborating with Governments with regard to manpower surveys, the establishment of national training programmes (to meet immediate and future needs for professional staff, intermediate level technicians, and village technicians), research, and the promotion of community participation.

8. There should be even greater emphasis on social benefits. Multilateral and bilateral financing institutions should recognize the need for a higher level of grants and low interest-bearing loans to community water supply and sanitation programmes and, where this practice is already accepted, increase the proportion of such loans. They should be prepared to shoulder a higher proportion of local costs when financing community water supply and sanitation, increase their total allocations especially to rural water supply and sanitation, and complement local efforts in the rehabilitation and maintenance of systems.

9. Developing countries should foster co-operation among themselves, inter alia, in the establishment of intercountry training facilities; the development of appropriate technologies and of methodologies for training and management, and the exchange of experts and information, so that experience available elsewhere can be adapted to local conditions.

10. An effective clearing-house mechanism should be developed through international co-operation, by stregnthening existing mechanisms if available, at the national, regional and international levels, to provide for the communication of selected information concerning all elements of community water supply and sanitation. An interrelated communication function should be included at every stage in all community water supply and sanitation projects.

11. Regular consultations should be held among Governments, international organizations, the international scientific community and relevant non-governmental organizations to ensure co-ordinated and accelerated action in the area of rural water supply and sanitation.

12. Co-ordination within the United Nations system should be improved at country level in order to ensure (a) a multidisciplinary approach in the development of community water supply and sanitation services; and (b) that rural water supplies and sanitation form part of integrated rural development projects.

Inter-Agency Task Force on Women and the IDWSSD Terms of Reference

Given women's vital roles and concerns related to water supply and sanitation, it is imperative that greater attention be given in Decade programmes to enhancing women's participation at all stages and levels and to optimizing the impact of improved water supply and sanitation on women.

This requires, *inter-alia,* raising awareness among all involved in the cooperative programme of the Decade, particularly those at the country level, promoting the participation of women at all stages of the process of improving water supply and sanitation, encouraging the involvement of women's organization, and other activities within the programmes of the Decade.

Thus, it is proposed that the Inter-agency Task Force on Women and IDWSSD continue its work throughout the Decade as an action-oriented body of the Steering Committe for Cooperative Action to support the International Drinking Water Supply and Sanitation Decade and that it be provided with the means for ensuring follow-up action to its recommendations.

Therefore, the mandate of the Task Force would include the following:

I.   To develop a strategy for the enhancement of the role of women within the IDWSSD,

II. To assist in activities in support of the Decade Programmes in relation to the role of women,

III. To act as a mechanism for collaboration in the development and implementation of activities at international and national levels,

IV. To monitor, evaluate and report on implementation of Decade policies and programmes related to women in order to ensure that they adequately reflect the concerns, needs and contributions of women and recommend further action in this regard.

Plan of Action
of the Inter-Agency Task Force
on Women and the IDWSSD

I. Develop a strategy for the enhancement of the role of women within the IDWSSD.

 1. Prepare a strategy document and guidelines for the enhancement of the role of women in the IDWSSD at the national and international levels, publish and disseminate world-wide.

 2. Review policies and practices at the international and national al levels to develop, stimulate and strengthen them as required, to ensure that they fully reflect the concerns, needs and contributions of women.

 3. Collaborated closely with other task forces of the Steering Committe to ensure implementation of mutually supportive programmes, e.g. provide advisory services, action proposals.

II. Assist in activities in support of the Decade programmes in relation to the role of women.

 1. Initiate and undertake action-oriented research to improve the data base, following identification of specific issues, countries and pilot projects.

 2. Promote awareness from community through international levels through collation and dissemination of information and experiences about the stake and potential of women in improved water supply and sanitation.

  i) incorporated and emphasize women's role in existing publications,

  ii) identify experienced individuals and organizations to undertake consultation/advisory tours,

  iii) facilitate flow of information among all concerned with the Decade.

3. Initiate and organize workshops/seminars and study tours for orientation/training of planners and implementors of water supply and sanitation programmes.

4. Provide international support to national programme development.

   i) review agency support projects or programmes at the country level to ensure the consideration and treatment of the women's component,

   ii) review information, education and training materials by agencies and make recommendations where necessary to ensure they adequately reflect the participation of women in all aspects,

   iii) participate in joint programming whenever feasible,

   iv) provide support to technical advisory groups and national structures including possible appointment of special personnel to act as focal point in order to promote and stimulate implementation of the strategy at the country level.

5. Initiate and promote support communication to ensure women's involvement in community participation for improved water supply and sanitation.

III. Act as a mechanism for collaboration in the development and implementation of activities at international and national levels.

1. Establish working relationships with funding and other contributary agencies/organizations, e.g. bilateral, multilateral, non-governmental organizations and groups, to promote implementation of recommended action.

2. Strengthen the capacity of indigenous non-governmental organizations and women's groups for effective participation in Decade programmes through consultations, training workshops and seminars, study tours, etc.

3. Act as a liaison wherever possible for organizations and groups to procure assistance: financial, technical, etc.

4. Act as a focal point for the development of inter-sectoral activities through the use of on-going and planned programmes being undertaken by various organizations and agencies, literacy, rural development, primary health care, etc.

IV. Monitor, evaluate and report on implementation of Decade policies and programmes related to women in order to ensure that they adequately reflect the concerns, needs and contributions of women, and recommend further actions in this regard.

1. Promote participation of women in national programmes at all stage, and monitor and evaluate such participation,

2. Evaluate progress reports provided by agencies on a regular basis to assess progress in implementation of activities related to the participation of women in the Decade,

3. Carry out on a selective basis review of country-level programmes.

Table 1

**Estimated service coverage for drinking water supply
in developing countries 1970-1980 a/**

	1970		1975		1980	
	Population served (in millions)	Percentage of total population	Population served (in millions)	Percentage of total population	Population served (in millions)	Percentage of total population
Urban	316	67	450	77	526	75
Rural	182	14	313	22	469	29
Total	498	29	763	38	995	43

a/ Figures do not include the People's Republic of China.

Table 2

**Estimated service coverage for sanitation
in developing countries 1970-1980 a/**

	1970		1975		1980	
	Population served (in millions)	Percentage of total population	Population served (in millions)	Percentage of total population	Population served (in millions)	Percentage of total population
Urban	337	71	437	75	372	53
Rural	134	11	209	15	213	13
Total	471	27	646	33	585	25

a/ Figures do not include the People's Republic of China.

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UNITED NATIONS, GENERAL ASSEMBLY, International Drinking Water Supply and Sanitation Decade: Present Situation and prospects , Report of the Secretary-General, Thirty-fifth session, Item 61(f), A|35?367, 18 September 1980.

Table 3

Service coverage by region in 1980

Region	Population (in millions)	Population covered			
		Water supply		Sanitation	
		Millions	%	Millions	%
Africa (ECA members)					
Urban	105	85	81	59	56
Rural	330	83	25	50	15
Total	435	168	39	109	25
Europe a/ (ECE members)					
Urban	44	38	87	22	50
Rural	50	29	58	20	40
Total	94	67	71	42	45
Latin America (ECLA members)					
Urban	227	170	75	123	54
Rural	141	32	23	32	23
Total	368	202	55	155	42
Western Asia (ECWA members)					
Urban	23.4	20	87	16	70
Rural	24.6	8	33	5	20
Total	48	28	58	21	44
Asia and the Pacific (ESCAP members)					
Urban	304	213	70	152	50
Rural	1 056	317	30	106	10
Total	1 360	530	39	258	19

a/ Only countries qualifying for technical assistance under UNDP procedures.

Table 4

Number of people to be reached between 1981 and 1990
(in millions)

Region	Urban	Rural	Total	Percentage
Water supply				
Asia and Pacific (ESCAP Members)	203	925	1128	62
Latin American (ECLA Members)	108	110	218	12
Africa (ECA Members)	104	310	414	22
Western Asia (ECWA Members)	16	22	38	2
Europe (ECE Members)	14	21	35	2
World	460	1 385	1 833	100
Sanitation				
Asia and Pacific (ESCAP Members)	355	1 136	1 491	62
Latin America (ECLA Members)	212	120	332	14
Africa (ECA Members)	130	342	472	20
Western Asia (ECWA Members)	20	25	45	2
Europe (ECE Members)	30	30	60	2
World	757	1 653	2 400	100

Table 5.

Drinking water supply and sanitation: national targets
to be achieved by 1990 as reported by the Governments
concerned

Region/ Country	Targets (percentage of population to be covered by 1990)			
	Water supply		Sanitation	
	Urban	Rural	Urban	Rural
ECA				
Algeria	85	25	-	-
Chad	80	75	-	-
Ethiopia	100	50	-	-
Ghana	77	61	-	-
Ivory Coast	100	100	-	-
Malawi	100	100	100	100
Senegal	98	70	-	-
Swaziland	100	100	100	100
ECLA				
Argentina	80	80	70	70
Brazil	80,	-	65	-
Chile	100	100	80	-
Colombia	90	85 a/	80	35 a/ b/
Costa Rica	100	100 a/	100	100
Cuba	100	100 d/	100	100 d/
Ecuador	100	100	100	100
El Salvador	100	100	100	100
Guatemala	100	50	80	80
Haiti	80 c/	50	-	-
Honduras	100	90	100	75
Mexico	90	90	75	75
Nicaragua	75	50	50	-
Panama	100	100 a/	100	-
Paraguay	100	100	100	100
Saint Lucia	100	100	-	-
Uruguay	100	100	-	-
ECWA				
Iraq	100	100	50	-
Jordan	100	-	70	-
Oman	100	100	-	-
ESCAP				
Bangladesh	60	100	60	12
Burma	56	50	53	52
India	100	100	90	25
Indonesia	75	42	-	-
Maldives	100	100	100	100
Nepal	94	62	-	13
Pakistan	81	36	-	-
Philippines	85	80	55	55
Sri Lanka	100	60	100	100

a/ Concentrated rural population to be supplied.

b/ An additional 35 per cent of dispersed rural population will also be served.

c/ 47 per cent with house connexions.

d/ By the year 2000.

IDWSSD: *International Drinking Water Supply and Sanitation Decade (1981-1990)*

INSTRAW: *United Nations International Research and Training Institute for the Advancement of Women*

ECOSOC: *Economic and Social Council*

WWS: *Water Supply and Sanitation*

WWSS: *Women, Water Supply and Sanitation*

1. Elmendorf, Mary L. and Iseley, Raymond B., **Public and Private Role of Women in Water Supply and Sanitation Programmes,** Report of the International Symposium, The Local Decade: Men, Women and Agencies in Water and Development, Amsterdam, 20-22 June 1984.

2. Cloud, Kathleen, **Report to Principals in the CID Water Management Synthesis II Project and Others Interested in Women and Water Management,** Consortium for International Development: Women and Development Project.

3. Food and Agriculture Organization, **Guidelines: Women in Land and Water Development,** FAO, Land and Water Development Division, Rome, 1982.

4. Inter-Agency Task Force on Women and the IDWSSD/INSTRAW/ UNICEF, Strategies for enhancing women's participation in water supply and sanitation activities, 1984.

5. United Nations Development Programme, **Women as Innovators in Drinking Water and Sanitation Projects,** UNDP Division of Information, Paper prepared for the ninth meeting of the Steering Committee for Co-operative Action in the IDWSSD, 15-16 April 1982.

6. United Nations Economic Commission for Africa, **The Drinking Water Supply Situation in Africa and the Role of Women,** Paper submitted to the INSTRAW Interregional Seminar on Women and the IDWSSD, Cairo, 12-16 March 1984.

7. United Nations Economic Commission for Western Asia, **IDWSSD and Women in the ECWA Region,** Paper submitted to the IDWSSD Interregional Seminar on Women and the IDWSSD, Cairo, 12-16 March 1984.

8. United Nations General Assembly, **Development and International Economic Co-operation: International Drinking Water Supply and Sanitation Decade: Present situation and prospects,** Report of the Secretary-General, Item 61(f), A/35/367, 18 September 1980.

9.   United Nations International Research and Training Institute for the Advancement of Women, **Participation of Women in the Development and Use of Water**, Paper submitted to the United Nations International Colloquium on Technical Co-operation aming Developing Countries for Ground Water Resources Development, Zagreb, 25-28 May 1983.

10. United Nations International Research and Training Institute for the Advancement of Women, **Women in the International Drinking Water Supply and Sanitaton Decade**, Note by the United Nations Development Programme, IDWSSD/BT/1982/CRP.8, 15 January 1982.

11. United Nations International Research and Training Institute for the Advancement of Women, **Women and Water Supply and Sanitation**, Santo Domingo, 1984.

12. United Nations Department of International Economic and Social Affairs/Centre for Social Development and Humanitarian Affairs, **Policy Guideline Paper on Women and the Environment**, Paper presented to the Expert Group Meeting on Women and the International Development Strategy, Vienna, 6-10 September 1982.

13. **United Nations Water Conference, Mar del Plata, 14-15 March 1977** (United Nations publication, Sales No. E.77.II.A.12), Resolution II.

14. World Health Organization, Human Resources Development: **Handbook for Ministries/Agencies Responsible for Water Supply and Sanitation**, (Draft), Geneva 1983.

1. What are the present main constraints in your country to meet the objectives of UN IDWSSD?

2. What are the present problems of enhancing women's participation in water supply and sanitation projects and programmes in your country?

3. What would you suggest as possible solutions to meet these problems and promote women's participation in WSS projects and programmes?

4. What order of priority would you give to the objectives and activities of the UN IDWSSD and UN/INSTRAW?

NAME OF PARTICIPANT

....

INSTITUTION.

....

OCCUPATION

....

COUNTRY

....

DATE

....

Mark the box which corresponds best to your opinion to each question.

1. *Your degree of interest in the particular topic of this module was:*

    high | | | | | | | | **low**

2. *The objectives of this module were:*

    clear | | | | | | | | **not clear**

3. *The contents of this module were:*

    well structured | | | | | | | | **badly structured**

4. *The terminology in this module was:*

*easy to
understand* | | | | | | | | *hard to
understand*

5. *The visual material (slides, drawings, diagrams...) used in
this module was:*

clear | | | | | | | | *confused*

useful | | | | | | | | *useless*

6. *The checklists have covered the subject studied?*

completely | | | | | | | | *not at all*

7. *The checklists were:*

useful | | | | | | | | *useless*

too simple | | | | | | | | *too complicated*

sufficient | | | | | | | | *insufficient*

8. *Studying this module enabled you to learn:*

many new things | | | | | | | | *nothing new*

9. *The knowledge acquired through the module's study will in your present profession be:*

    useful | | | | | | | | *useless*

10. *The knowledge acquired through the module's study will in the near future be (reply to this question only if the answer n. 9 is negative):*

    useful | | | | | | | | *useless*

11. *List the topics you would like to have treated more extensively:*

    1)...

    2)...

    3)...

12. *List the topics you would like to have treated to a lesser extent:*

    1)...

    2)...

    3)...

13. List the topics not included in this module which you think are of essential interest to your profession:

   1)...

   2)...

   3)...

14. Please list any suggestions you have to offer for improvement of this training module.

   ....
   ....
   ....

HARDWARE

1. Overhead projector

2. Screen

3. Slides

4. Film projector

5. Simultaneous – tape-recorder

DOCUMENTS TO BE USED BY THE TRAINER

See "Module Structure", page 3.

DOCUMENTS TO BE DISTRIBUTED TO PARTICIPANTS

- Objectives
- Target population
- Table ofcContents
- Text
- Glossary
- Bibliography
- Checklists
- Additional material
- Evaluation questionnaire

Check that this material has not been previously distributed to the trainee.

KEY POINTS	TRAINING METHODS AND ACTIVITIES	DOCUMENTS TO BE DISTRIBUTED	AVA
	INTRODUCTION		
1. Objective	Presentation	. Pamphlet	
		. Booklet for sound/slide	
	PRESENTATION	package	
2. UN IDWSSD origin and purpose	Presentation	. INSTRAW/UNICEF booklet	
		. Additional reading	T1A, 1B
3. UN INSTRAW origin, purpose, objectives, functions	Presentation		
4. UN INSTRAW and UN IDWSSD legislative mandate	Presentation		
5. INSTRAW activities within the IDWSSD	Presentation		
6. Actions and mechanisms at the international level	Presentation		
7. Actions at the international level to enhance the role of women in the IDWSSD	Presentation		
8. Present status of IDWSSD	Presentation		
9. Situation of women in WSS	Presentation		
10. Present problems	Presentation		T2A/2B T3, T4A
11. Possible solutions	Presentation		T4B, T4C

SUMMARY

12. Key issue check-lists — Group discussion — Checklist sheet

13. Presentation on checklists — Plenary discussion

CONTROL

14. Key issue check-lists — The participants will work in small groups and discuss various proposals

15. Module evaluation questionnaire — Individual activity — Questionnaire

We suggest that the officer in charge follow strictly the sequence of key points as given in this guide including the related audiovisual material (AVA). Concerning the training methodology, the selection and adoption of the most suitable methods, with reference to the characteristics of the target population being trained, is left to the ability and experience of the trainer.

1.   *TASK FORCE MEMBERS*

1.A   *STEERING COMMITTEE MEMBERS*

2.   *PRESENT PROBLEMS*

2.A   *PRESENT PROBLEMS*

3.   *WHAT YOU CAN DO*

3.A   *WHAT YOU CAN DO*

3.B   *WHAT YOU CAN DO*

4.   *POSSIBLE SOLUTIONS*

TASK FORCE

SECRETARIAT

INSTRAW   UNICEF

MEMBERSHIP

FAO   ILO   UNDP   WHO

UNDIESA   PPCO   UNESCO

World Bank

STEERING COMMITTEE

UNDP   WHO

ILO   INSTRAW

FAO   UNCHS

UN DIESA   UNDTCD

UNESCO   UNICEF

World Bank

PRESENT PROBLEMS

a. Not enough water for daily needs; if available generally polluted

b. Not enough attention given to women as main users of water

c. Excluded from planning and implementation

d. Not enough information on women related to water/sanitation and health

e. Technologies do not take into consideration cultural context and level of know-how

f. Lack of consultation with women in technical aspects leads to impractical solutions

g. Local womens' traditions are not considered in choosing the technical design and location of project

h. Insufficient provision for maintenance of the system

i. No integration in hygiene and sanitation projects

l. Womens' roles are ignored in comunity activities

BRING WATER SOURCES WHERE NOT AVAILABLE

COMMUNITY PARTICIPATION

RAISING AWARNESS

TRAINING

EDUCATION

APPROPRIATE CHOICE OF TECHNOLOGY

PLANNING

IMPLEMENTATION AND FOLLOW UP

WHAT YOU CAN DO ABOUT WOMEN AND WATER ACTIVITIES?

INVESTIGATE

How serious water problem is in your country?

EDUCATE

Have you considered the importance of health education for women in your communities?

ADVOCATE

Have you taken measures to involve women in the development of water sources?

MOBILIZE

Are you sure that women are included in the planning and operation of water systems?

INITIATE

Have you outlined water needs and suggested possible solutions?

BUILD

Do women take part in actual construction of pumps, wells, etc?

RESEARCH

Have you tested technologies such as pumps and new wells to research which would best suit community needs?

Are you aware of possible solutions, channels of advice, community support, and information for your water problems?

BE PREPARED

Have you made sure the water technology you have selected can be repaired by a local maintenance team at low cost?

TRAIN

Are women trained in maintenance and repair techniques at the local and national level?

PREFACE

The content of this modular unit has been developed on the basis of documents prepared by:

1) *INSTRAW/INTER-AGENCY TASK FORCE ON WOMEN AND IDWSSD/UNICEF, "Women and the International Drinking Water Supply and Sanitation Decade".*

2) *IRC "Participation of Women in Water Supply and Sanitation roles and realities", prepared by CHRISTINE VAN WIJK-SIJBESMA, Technical Paper 22, THE HAGUE, 1985.*

3) *UNICEF, "Programme Field Manual, Book E, WATER SUPPLY AND SANITATION, 7403L (Rev. 3), AUG. 1985.*

4) *WHO, "WOMEN, WATER AND SANITATION".*

In additional reading are given samples of "How to present a Project Proposal" and "How to write a case study".

SUB-MODULE   2

PARTICIPATION OF WOMEN IN PLANNING
OF WSS PROJECTS AND PROGRAMMES

MODULE STRUCTURE

The officer in charge will make use of the five components indicated above, while the participants will be provided material related to components 1, 2 and 3.

1.1   OBJECTIVES

GENERAL

To enable participants to identify different ways and means of intervention of women within the various stages of water supply and sanitation projects.

SPECIFIC

On completion of this unit the participants should be able to:

1)   identify planning stages of WSS projects

2)   select those stages where women need to be more involved

3)   establish criteria for involvement of women

1.2   *TARGET POPULATION*

LEADERS AND SENIOR OFFICIALS OF WOMEN'S ORGANISATIONS AT NATIONAL, REGIONAL AND INTERNATIONAL LEVELS.

2.1 TABLE OF CONTENTS

2.2 NOTES FOR PRESENTATION

1. Introduction

Like all development problems, the issue of water supply and sanitation is multidimensional. The problem lies not only within the socio-economic sphere, but also in the technical, scientific, health and sanitation, as well as environment sphere. Moreover, all these problems are interconnected, with a problem existing in one influencing the evolution and the outcome of the other. The seriousness of the problems involved in the area of water supply and sanitation are alarming, and the demand of these types of services is growing tremendously. Equally, the financial resources required to face the problems are of great magnitude. These points lead to the other pertinent questions, namely:

1) how to manage complex development problems with all the multiplicity of issues involved?

2) who determines what the priorities are?

3) how will coordination among various parties concerned be achieved?

The multi-sectoral nature of water and santitation activities involving women requires appropriate coordination among the national institutions and authorities involved in water, health, sanitation, agriculture and rural development programmes, as well as bodies in charge of education and training. Appropriate coordinating bodies at the national level should be made instrumental in the coordination between responsible ministries and women's organisation.

While it is increasingly recognised that women have crucial roles to play in achieving the goals of the Decade, there is inadequate awareness of how to go about promoting women's optimal participation. To begin with, the nature and scope of such involvement and the benefits derived therefrom, must clearly be perceived in order to guide the practitioner in the selection of appropriate interventions.

Women's role in the use of water resources and as the principle influence on family sanitory habits can contribute a great deal to the better planning, functioning and utilisation of the improved facilities when provided appropriate training and support.

The immediate question, therefore:

1) is how best to approach, train, and support women for these levels of improvement. To the extent possible these operational and training strategies should be based on what has actually been learned from country level experience.

2) How can women be best involved. What are the criteria for motivation? By what processes and under what circumstances?

3) What are the specific changes which result when women participate as decision makers and not simply workers and beneficiaries?

4) What training methodologies have been found useful in equipping women for these broader roles?

1.1   Role of Women as part of development effort

The strategy for women's participation needs to consider water supply and sanitation as an integral part of the entire development process along with other socio-economic sectors. Improved water supply and sanitation facilities can have many direct benefits such as reduction of the drudgery of water collection, improvement in health, nutrition and food supply. Moreover, there are indirect benefits in the form of improved potential for economic and social development such as rise in productivity, incomes and improved standard of living.

Women are more than target groups, they are active agents who can contribute to the Decade efforts in decision making, generating ideas in policy, mobilising labour, providing resources, and disseminating and implementing innovations. By involving women, particularly in the planning, design and operation and maintenance stages, as well as in complementary health education programmes, the water and sanitation projects can be expected to be more effective in achieving their ultimate objectives of improved water

quantity, quality and health. Moreover, the active participation of women can lead to other improvements in women's status and roles in development.

At the national and international levels, governments, non-governmental organisations, women's groups and international agencies have critical roles to play. Three points of clarification should be made concerning their approaches to women's participation:

a)   The strategy to enhance women's participation do not necessarily mean that new parallel structures must be created within United Nations agencies and at national levels. Women's participation should be part of the general efforts in water supply and sanitation activities.

b)   The women's dimension is not conceived in isolation in government or international agency activities and policy directives for the IDWSSD programmes because women's issues are an integral part of community and national development concerns.

c)   The emphasis on women's participation does not imply that activities should be carried out by women only. It stresses rather, the need for both men and women to address the issue.

1.2   National Action

The ultimate success of national water and sanitation activities depends upon concerted and integrated efforts at the national level of governments and non-governmental groups including existing women's organisations. Although the IDWSSD was launched as an endeavour by the international community it cannot be stressed enough that the fulfillment of the Decade objectives depends above all else on the active involvement at the national level. Equally, the recognition and enhancement of the role of women in water supply and sanitation depends on the firm commitment at the national level.

Where possible, <u>women's organisations</u> are encouraged to:

1)   *campaign for increased government commitment to water and sanitation programmes;*

2)   *participate in national coordinating committees on water and sanitation programmes and provide directives to institutes for formal education and to governmental and non-governmental agencies for the recruitment, training and advancement of women, to enhance their participation in management, policy-making, planning and technical fields;*

3)   *participate in government planning, implementation and evaluation of water and sanitation programmes and ensure that women's needs and participation are duly considered;*

4)   *advertise national programme goals and activities:*

   - write in women's organisations newsletters/publications

   - involve local radio or television stations

   - prepare short articles from politicians, film personalities

5)   *encourage the involvement of women in the national programme at all levels:*

   - help recruit women managers, engineers, teachers and trainers

   - prepare lists of active local women's groups which are near proposed programme sites

   - provide a roster of women candidates for training courses

6)   *open two-way communication of information transmission and feedback with affiliated women's groups throughout the country, from the village to the national level in order to take account of women's participation as well as their involvement in as many phases of planning as possible, from problem identification, priority selection, resource allocation and implementation to monitoring and evaluation;*

7)   *link up with national women's development programmes in order to collect base-line data which is required to provide an adequate picture of needs and capabilities of women in order to ensure realistic planning, for activities such as food production, livestock raising, water transport and storage, soap making, improved household technology and primary health care;*

8)   *use community level women's traditional mutual aid or cooperative societies, followed by a gradual expansion of their activities in the community, e.g. in protecting water sources from contamination, maintenance and repair of wells and pumps;*

9)   *organise or support research on women's questions in water and sanitation, such as:*

-   *what is the impact of programmes on women's time, energy, health?*

-   *what are the women's - specific customs and beliefs about drinking water, sanitation?*

-   *what constraints do women face in making changes?*

10)   *organise fund-raising campaigns,*

11)   *collaborate between government agencies and other organisations concerned, including non-governmental organisations, thereby enriching the resources available for follow-up pilot schemes, field surveys and feasibility studies. They may also contribute to improving the system of indicators used in monitoring and evaluating water and sanitation activities and their effect on women.*

1.3   *Facilitating   Participation*

*The major constraints,   on the national level, that have limited the
participation of women could be centered around the following
issues:*

1)   Lack of education

2)   Lack of training

3)   Deficiencies in the institutional and policy framework

*4)   The isolation of women's needs from national development
        priorities*

*On the local level,   the fact that women have limited access to
information on village affairs means they are also less well-
informed about projects or project meetings, and as is generally the
case, women have less time to attend meetings.*

*In segregated or secluded societies it is often difficult or
impossible for them to attend predominantly male gatherings,
especially male group meetings. The social exclusion of women from
interaction with outsiders, especially males, limit female input into
discussions about new technologies and interchange of informational
and educational material at the knowledge-exchange phase.*

*The review of literature suggests several mechanisms to enhance
women's participation at the local planning phase.*

*For women to be involved at the community level,   it is necessary
that,*

*a)   governments and cooperating external agencies adopt an
        unambiguous policy of commitment to the involvement of
        women in development and in Decade activities in particular
        and that funds be earmarked to make this possible;*

*b)   budgets be prepared taking into account time, money and the
        personnel required for activating   full community
        participation, including women;*

c) the intention to involve women in the water supply and sanitation programmes be clearly enunciated by the programme planners and clearly defined in the programme document.

As situations vary from community to community, there is no single model of women's participation suitable for all situations. In community level planning, one has to begin by studying and understanding the status of women in the particular community. Women's community level status, viewed from the social, cultural and economic perspectives, may generally fall into one of the following three categories. Different approaches need to be developed for involving women, according to the different situations as suggested by the examples.

a) A society where women are actively involved in economic production. Culturally the women are free to participate in community life. They are well organised into women's groups or organisations. Under such circumstances, a higher level of women's involvement is possible.

The Surigao rural water supply project of the Philippines is an example of full participation of women in planning and implementation. In Surigao City, women are very well organised into Mothers Clubs which are under the supervision of the City Health Bureau. These clubs are active in primary health care and income generating activities. As women used to travel 3-5 kilometers up the mountain to fetch water, they approached the city administration for assistance to build a gravity flow water system to bring water to the system to bring water to the villages. The City Administration responded positively to these requests and subsequently the Surigao rural water supply project was developed. The Mothers club worked closely with the project technical team in the feasibility study, the design of the system and its implementation. After water was brought to the village, mothers clubs organised environmental sanitation activities including the building of toilets, disposal of garbage, and promotion of personal and domestic hygiene. The village sanitation has improved greatly.1

b)   *A society where women have no apparent role in decision-making either at home or in the community. Segregation is practiced between men and women. Under such circumstances, it is more difficult to promote women's involvement. However, it is not impossible to involve them if correct approaches are taken.*

In the Pakistan Integrated Water and Sanitation Programmes of 1981-1986 in Azad Jammu and Kashmir, one component is to train sanitation promoters whose duty is to motivate and help promote latrine building in the villages. Since segregation between men and women is practiced in the villages, the government officials are convinced that special efforts needed to be made to train female sanitation promoters together with men. This was the first time that local Government and the Rural Development Department had tried to recruit women. To begin with, out of 44 sanitation promoters trained during 1982, 8 were women. An evaluation of the project carried out in 1984 showed that considering the social, environmental and organisational difficulties, the female promoters were doing a remarkable job. One female sanitation promoter explained why: "In villages, female motivators can visit houses with much less difficulty than male promoters because village women do not allow male strangers to enter their houses and talk to them. I first organised a women's committee of five women and trained the committee members to keep their houses clean, burn the garbage and motivate them to build latrines. When these committee members were motivated and trained to keep their houses clean, other village women followed them. Women motivate other women as well as male members of their families. This is how the message of sanitation and health can soon reach every household in the village and the village itself can become much cleaner".[2]

c)   *A society where there is a large number of female-headed households, either on a temporary basis due to out-migration of male workers or on a permanent basis as a result of widowhood, divorce or abandonment, etc. Under such circumstances men may still hold official positions of authority but women have influence in decision-making and often assume responsibility for project implementation.*

In Lesotho, over one third of the households are female-headed largely due to labour migration. About 50 percent of the adult males are employed outside the country. Naturally, women do most of the work in the house and community including installing new water systems, digging trenches, laying pipes and carrying rocks needed to construct water reservoirs. When the Government embarked on a programme to train water minders or handpump caretakers to ensure sustained proper use of systems, it encouraged the village water committees to select women to be trained together with men. Between 1981 and 1983, of the 348 water minders trained, 115 were women

Matsotang Molibeli (37), a mother of six, was given a five-day training course in the importance of potable water supply, the operation of the handpump and the potential breaddowns of the handpump. She was also instructed in public relations, personal hygiene and environmental sanitation. Supplied with a kit of basic tools, she returned to her village, Matlohelva, to take care of the system. Matsotang is also responsible for mobilizing her neighbours to help cut the grass around the water source and clean the distribution tank and seal boxes, collecting money from each family every month to defray the cost of diesel for the pump engine, maintenance of spare parts, transportation and the engine attendants' wages. During winter when snow lies 2-3 metres deep, she ensures that the pipes are covered with earth lest they freeze and burst.

Women water minders, according to Seth N'toi, the Technical Training Officer, have proved to be more reliable than men. Because many men do not believe in doing voluntary work, they often abandon their responsibilities. As a result of the work of the water minders, systems work more efficiently now.

As well, several mechanisms have been suggested to promote women's participation in water supply and sanitation projects.

Promotion of Meeting Attendance

There should be a constant awareness by the village leaders of women's involvement in water supply and sanitation and support of their participation should be a primary condition for the implementation of water and sanitation intervention. It is also essential that meetings be held at suitable times and places for women.

A second separate meeting with local women for more detailed discussion of planning issues related to their responsibilities and knowledge, has been found to be very effective especially in some societies because the accepted role of women in a public meeting is to listen to men.

Selection of Women Representatives

Women's representatives should represent the interest of various socio-economic groups in the community and have sufficient time and mobility to carry out the work. Their position must be respected by both men and women and they should have the support of their families. Often single women are selected because of their greater freedom of movement. A strong personality and experience with organisational work are also good prerequisites.

Communication as a Means of Facilitating Participation

(a) MEDIA

(b) Through other people, men and/or women

*Women as audience
Use of or access to Media
Female audience as differs from male audience, differences in education level, interest, motivation, self-esteem, e.g. in some societies men read newspapers but women listen more to radios*

Designing communication strategies to reach and influence women

a) timing of communications

b) frequency

c) duration and content

2.   Planning of Water and Sanitation Projects

Water supply and sanitation projects must be prepared and implemented with the involvement of the user community and particular recognition should be given to the important and diversity of women's role in these activities. Special emphasis has to be placed on target women as the main users of water supply systems and principal overseers of sanitation facilities.

2.1   Conditions and factors

Planning consists of the organisation of available inputs within the context of existing conditions and constraints in order to achieve desired outputs.   Input resources are always limited, therefore planning generally is an attempt to maximize outputs while minimizing inputs.   Planning for water and sanitation programmes also follows this same pattern (WASH Technical Report, No. 10, Nov. 1981).

Planning must deal with two basic issues: (a) the identification of conditions and constraints within which overall programmes and their associated projects are developed and (b) the determination of the corresponding inputs necessary to achieve programme objectives. The two issues interrelated in that input, must be made to meet existing constraints. Some constraints such as climatic conditions, source of water, groundwater level, are fixed and generally cannot be changed.   Other constraints such as water use practices, availability of trained personnel, are influenced by a variety of interventions and, therefore, can be modified by the planners.

2.1.1   Pre-conditions

Reviews of the literature on water and sanitation interventions have pointed out various pre-conditions which influence the success of the interventions. The following categories would have to be dealt with:

1)   socio-economic status of the community;

2)   the type of technologies appropriate to these conditions;

3)   the type of supporting conditions and complementary investments necessary to make the water and sanitation intervention successful.

Although the immediate objective of water and sanitation interventions may be to improve the water supply and sanitation facilities in a community, the ultimate purpose is likely to be the achievement of a variety of health, economic and social benefits. In short, it represents technological, behavioural, and institutional changes leading to improvements in health, economic and social conditions of participating communities.

2.1.2   Planning Methodologies

Various planning methodologies are being applied by project planners as a means of assessing selected conditions. WHO, with regards to IDWSSD, uses 'checklists' (indicators) for assessing the social and economic potential for community education and participation (CEP). These checklists often take the form of a series of questions as shown in Fig. 1. (See ADDITIONAL READING) Elmendorf and Buckles (1973) provided a social analysis model known as a "dialogue approach" for understanding the socio-cultural technologies. This approach requires a significant amount of consultation with the community, especially women through the use of promoters or "facilitators" who act as links ('contacts') between the agency and the community.

It is important that he/she understands and be able to communicate the technical and economic aspects of available alternative techniques to permit communities to make appropriate choices. Such knowledge can be provided through-on-the-job training, visits to on-going projects in other localities and participation in demonstration projects at the health centres or schools before active· promotion of the technologies in the communities. This "dialogue approach" encourages communities to play a major role in:

1)   defining their existing situation;

2)   choosing among technologically feasible alternatives;

3)   determining methods of implementation;

4)   evaluating the form of community contribution;

5)   setting up social controls for continued use and maintenance.

2.2   *How to recognize that women are involved*

Most accounts of the involvement of women concern isolated projects. There is a need to integrate the involvement of women in a systems approach to water supply and sanitation, including regular monitoring and feedback on both the process and the effect of their involvement in relation to the type of technology and the socio-economic and cultural circumstances.

2.2.1   *Planning*

For projects which have adopted a community participation approach, a common strategy in local planning is to inform all users, including minority and disadvantaged groups, about the project; to consult them about their needs, preferences and expectations; to discuss options and to reach an agreement on all major issues such as community maintenance and finance. Many reports and studies from the field show that, in spite of their traditional roles, women face problems in participating in this planning process. This also affects their participation in follow-up arrangements for health education, maintenance and management. These problems originate partly from the position of women in different socio-economic classes, age and stages in the life cycle, and in different cultures. In some cultures, integration of women in local socio-political structures is possible, and sometimes occurs. However, these structures do not always represent poorer women. In other cultures, men and women have separate and complementary tasks and responsibilities, which may have or have had equal status. Often women in these communities have traditional organisations and networks which could be involved in the planning process.

Several strategies have emerged which have been used to involve women more actively in local planning. They have been integrated directly in general community participation structures by practical measures, such as facilitation of attendance at meetings and training activities, and by the development of positive attitudes of men to their involvement in accordance with women's customary tasks. An alternative to an integrated approach is the involvement or development of separate women's organisations, either formal or informal, as for example in health education and site maintenance of communal water collection points. Finally, women have been reached individually at home, for example in community surveys in project planning or evaluation, and in health education, using both women workers and trained community women.

An issue for special consideration in agency planning is the integration or linkage to income generating activities for women. This is related to expenditure patterns of income controlled by women, as mentioned previously. The income generated would not only benefit women and their families, but also contribute to the attainment of project benefits, such as total community coverage, cost recovery, continued functioning and improvement of public health.

2.2.2   Needs Assessment

Communication/information and dialogue with the community is the first step for involving the community and women in project planning. Through both informal and formal consultations with a broad spectrum of community members, including traditional and functional leaders, the attitudes, beliefs and values of men and women need to be obtained separately, requiring a separate sample from each. This is very important since men and women have different views on the importance of water supply and sanitation. While women might identify a water supply project as the first priority as they are the ones who have to walk long distances to fetch water, men may not feel the need for a water supply system.

2.2.3   Data Collection

In household surveys, to elicit information merely from men would not suffice since women have more personal, day to day experience of family water use and hygiene habits. Therefore, in the selection of interviewers, there is a need to consider both male and female community members.   It is also important to hold separate interviews for women so that they can express their views more freely.   In many situations, women are shy about discussing defecation and water use practices when interviewed in the presence of men.   Men naturally assume the role of the spokesman for women as well as themselves and often given erroneous information inadvertently.

For water and sanitation project planning, it is recommended that persons carrying out data collection live in the villages for a few days and participate in the daily lives of the people.   As many activities concerned with environmental sanitation occur at dawn or dusk, living in the villages for a few days can yield valuable data.   The importance of involving women – both as observers and as observed – in this early planning cannot be over-emphasized.

2.2.4   The Design and Choice of Technology

In reaching technology decisions, full advantage must be taken of women's knowledge in water and sanitation aspects of the environment, including water source and water quantity during dry and wet seasons.   Women as water drawers can provide important information.

Women should also be involved in decision-making on the design of additional facilities for washing, hand washing, animal drinking, vegetable growing, and other activities.

Consulting with women on the design of latrines can often result in simple technological changes which make latrines more acceptable to users.

The success of any community water design is dependent upon the user's choice and their perception of water quality, difficulty at the source, and social interactions during the water collecting process. These are the factors which are of significant concern to women and which further throws light upon the important role women have to play in water and sanitation interventions. The basic precept, therefore, is that the choice of technology must be appropriate to the existing socio-economic, environmental and institutional setting.

2.2.5   Health Education

Many locally specific risks of transmission of water and sanitation related diseases, based on behaviour which continues after the introduction of improved facilities, make health education support programmes necessary. Where such a programme is added to a project, frequently it is the only part of the project in which women are involved. In many instances, local women have been involved in these programmes as individual receivers of health information in their homes and meeting places. Sometimes, programmes have been limited to the transfer of general health information, without attention to the accessibility of the information, the attitudes and practices of women, and the factors underlying these practices.

Their practical knowledge of community practices, conditions and beliefs requires that women be involved, not as passive beneficiaries of general and academic health education programmes, but as active co-planners, implementers and evaluators of local action programmes.

Therefore, more attention should be paid on training women as promoters and educators in health programmes. At the same time experience has shown that health, hygiene education is looked upon as simply giving information through radios or posters. But merely putting across messages is not enough to change prople's attitude and behaviour. Communication/information should be followed up by the motivation and organisation of the community to take actions to improve their environmental santitation or change attitudes and

behaviour in order to improve their health conditions. This could
be done by strengthening existing women's groups or the creation of
new ones as necessary to build peer support for desired changes.

2.2.6 Human Resource Planning

Stimulation of the participation of local women in all phases and
activities of water supply and sanitation projects has in particular
implications for information exchange and training. Successful
involvement of women project workers often depends on whether those
selected fit in with the local culture, and whether training and
working conditions are adapted to their situation. Strategies
suggested to involve women in ongoing and new water supply and
sanitation programmes include: 1) integration of women in general
community participation procedures; 2) refocusing to water supply
and sanitation of existing participatory activities of women; 3)
inauguration of separate organisations for women's participation
linked to those of men, 4) strengthening existing forms of women's
involvement, or combinations of these. In all cases, programmes
can benefit by using a "learning-by-doing" approach whereby field
staff are invited to discuss experiences periodically, and
intermediate evaluations are carried out to adapt ongoing
programmes. Also, in recruitment and training of higher level
staff, technical agencies involved in community water supply and
sanitation programmes still often emphasize technical skills, and
pay less attention to management and socio-organisational aspects.
The adaptation of training courses for programme managers and
engineers and the introduction of training courses for community
workers provide good opportunities to introduce the involvement of
women as one of the factors from which both projects and
communities can benefit.

2.2.7 Implementation/Evaluation Stage

At the implementation stage of projects, each contract should be
divided into three components: labour, materials and equipment, to
ensure that contributions under each component are discussed and
arranged with the community before any contract is awarded to a
private contractor. Suitable volunteer and women's organisations
should be identified and supported to assist in the implementation

of objectives, activities and programmes. Suitable women should be selected and trained as caretakers and health volunteers, to organise training workshops, etc.

At the evaluation stage, appropriate evaluation designs and tools should be prepared, taking into consideration the literacy standards, social structures, and other case specific matters. Women's organisations should be trained to use evaluation methods and to place more emphasis on the collection of suitable qualitive data. This means not only involving women as knowledgeable informants in a survey, but also investigating the degree to which they were actively involved in the preceding process, and also whether greater involvement is indicated and feasible.

A matter of special concern in evaluation are the issues to be addressed to ensure that improvements in water supply and sanitation do not lead to deterioration of the position of some or all women in the communities concerned. Most of these problems can be prevented by more careful planning and better dialogue with the women themselves.

1. What are relative proportions of nucleated and dispersed populations which need services?

2. What socio-economic issues exist which may influence CEP potential?

3. What religious or ethnic beliefs exist which may influence the design of the CEP component?

4. What existing services have involved CEP and what can be learned from them?

5. What is the economic base of communities which can be used to pay for services?

6. What levels of education can be expected?

7. What rights and obligations exist between members of a community?

8. What access to media do communities have?

9. What are the traditional water rights and beliefs?

10. Are there major social and cultural differences within communities?

11. Who are the best communities leaders for water supply and sanitation projects?

12. What aspects of community decision-making patterns need to be considered?

13. What traditions of self help are there?

14. What has been the role of women and what is its potential over the next ten years?

15. What health-related attitudes and practices must be taken into account?

16. What is likely to be the community's willingness and capacity to pay?

For each of the above questions, Whyte provided a checklist of factors

to consider. For example, the factors for question 16 included:

- amount and reliability of income
- cash/kind contribution
- seasonal variation
- household variation
- payment for other services
- attitude to paying for water

CHECKLISTS FOR PLANNING METHODOLOGY

USE COMMUNITY EDUCATION AND PARTICIPATION (CEP) TO FIND NEEDS
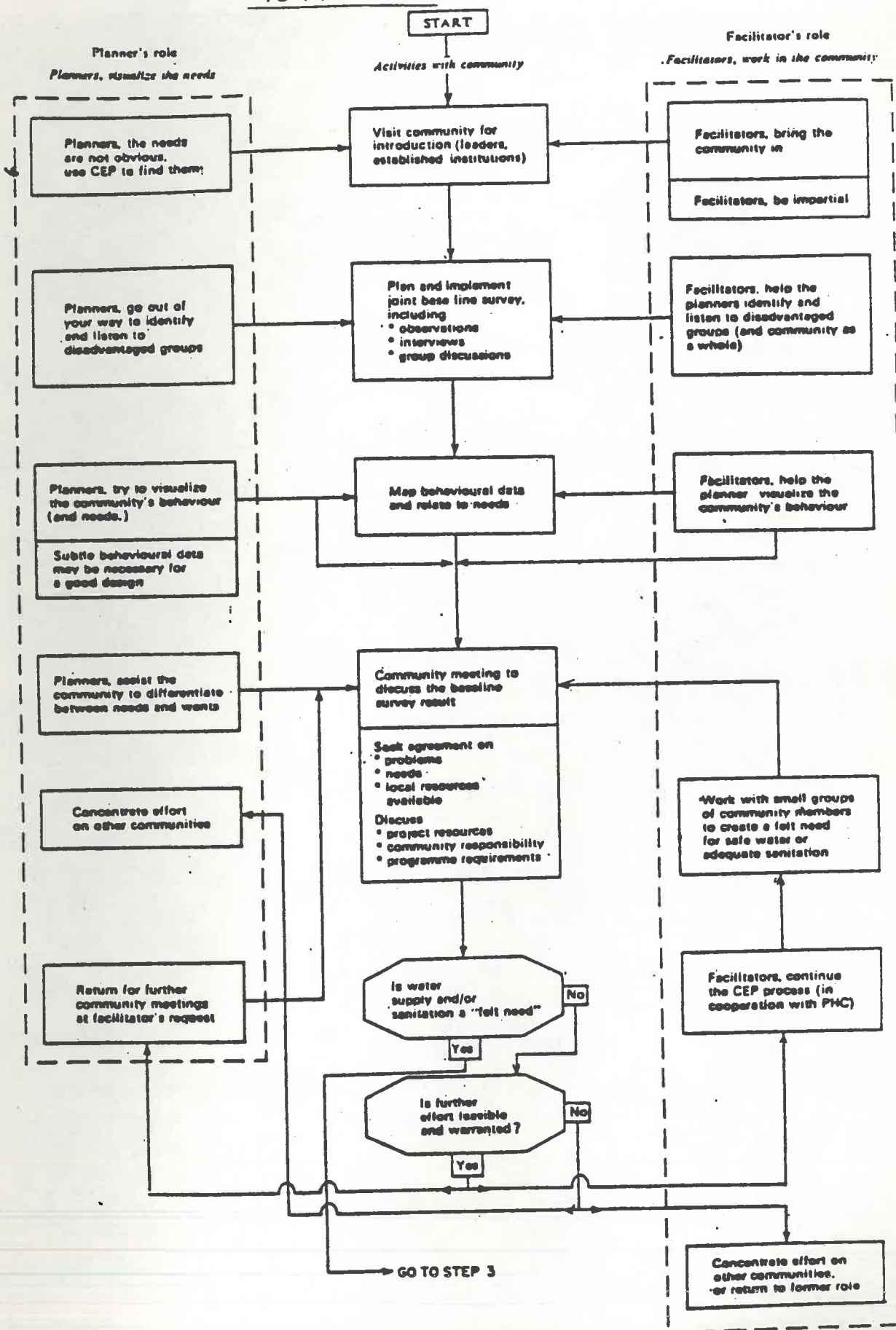
WOMEN TAKING ACTION..

TECHNIQUES TO PROMOTE DIALOGUE...

PUBLIC MEETINGS..SMALL DISCUSSION GROUPS..
STUDY TEAMS..HOME VISITS..SLIDES..FILMS..
POSTERS..FLANNELGRAPHS..CULTURAL FESTIVALS..
VIDEO PRESENTATIONS..FOLK MEDIA..DRAMA..
RADIO..AUDIO CASSETTES..SEMINARS..INTER-
VIEWS..etcetera..

WE FULLY RECOGNIZE THE IMPORTANCE OF WOMEN PARTICIPATING!

BESIDES, THEY'RE MUCH CHEAPER THAN MEN!

?

STEPS

COMMUNITY NEEDS ASSESSMENT

Determines, among other things, to what extent people in the community see water as a need.

TECHNICAL SURVEY

Determines water source, how much water is needed, where the water system should be located, what equipment is suitable.

INSTALLATION OF WATER SYSTEM

Includes the physical labour required to install water system.

TRAINING FOR OPERATION AND MAINTENANCE OF SYSTEM

Includes training of community residents by technical team on how to operate, maintain and repair system.

INFORMATION, EDUCATION AND COMMUNICATION

Includes programmes and approaches developed to educate community to use new water system and to pro-mote behavioral changes necessary for health benefits to take place.

QUESTIONS

Is water a need for women? For men? Is there a difference? What changes will take place in women's lives as a result of a new system?

Is the site convenient to women? Is the equipment design suitable to women?

Who supplies the labour? Who supplies the materials? Who organizes the effort? What are women's roles?

Who is being trained? Who is responsible for repairs? Who pays for repairs? Are women included?

What are women's present attitudes? What do women need to know, do, or have to make necessary changes? How are women involved in pro-moting changes?

ISSUES

WOMEN ACTING AT EVERY STEP TO SHAPE THE NATURE AND DIRECTION OF CHANGE IN THEIR LIVES...

GETTING INVOLVED

... YOUR GROUP

✳ QUESTIONS TO ASK YOURSELF / YOUR GROUP..

Are you aware of the position taken by the UN toward your organization? If not, investigate. Make sure you are recognized.

Have you shared your experiences with or participated in UN agencies' projects?

Has a UN agency asked your organization about your work? Is that information being disseminated to donors to increase their awareness of your organization?

Do development assistance organizations and donors have you on their mailing lists and in their files? If not, get in touch with them and let them know of your involvement in water and sanitation work.

Do you know who the UN programme officer is in your country? Have you received any notes on meetings being convened?

Have you been contacted about Water Decade programmes? Are you encouraged to structure your activities so that you can benefit from UN-supported water and sanitation projects?

Have you received any support and/or advice for your Water Decade-related activities? If not, find out where you can get help.

Have you been informed of local training activities? If not, why not check with your regional or country UN office?

Have you been approached to help with national Water Decade plans? Find out how you can be an active participant in all Water Decade programmes.

PARTICIPATORY PROJECT PROPOSAL
WATER SYSTEM IMPROVEMENTS
FARM VILLAGE - GUYANA

A.   Project Description

An artesian well will be constructed in Farm Village, East Bank, Essequibo. 15,000 ft. of PVC pipeline will be laid, connecting Farm Village to Parika in the West, and Vergenoegen to the east.

As water supply and sanitation have been decentralized, the Regional Administration (Region 3) will be responsible for the operation of the well and for electricity costs.

The construction of an artesian well and pumping station is considered feasible by GUYWA for Farm Village. GUYWA has had extensive experience in this type of construction, and sees the Farm Village Project as an essentially simple exercise.

Pipes are already laid in Farm Village and all the houses have connections. These pipes will be checked and repaired or replaced as part of the Project.

Estimated Costs

Well	G$500,000	US$100,000
Building	50,000	
Laying pipelines	80,000	
Pipes	300,000	
Pump	450,000	110,000
Electrical installations	15,000	

- Total estimated cost of Project is G$1.5 million.
- Already approved   G$600,000
- Total foreign exchange cost   US$210,000.
- Cost of constructing building and laying pipes to be reduced through provision of voluntary labor.

. GUYWA is seeking a functional old pump from a dried-up well, for installation at Farm Village as a means of reducing costs.

. Alternately funds for the pump are being sought from the EEC; CIDA and The Netherlands.

Executing Agency - Background Information

In 1977, the Guyana Water Authority GUYWA a state Agency, was created to develop, maintain and administer all rural water supply systems. However, due to lack of finance, GUYWA has only partially accomplished its mission. Approximately 75% of the total number of systems are in place, serving 200,000 people. Considerable scope thereforeexists for extending the coverage of water supply in rural areas. (Source: The Promotion of Women's Involvement in the Water and Sanitation Decade - Report on Visit to Jamaica, Guyana, Barbados, and St. Lucia - 1983 - Evelyne Laurin).

As part of the decentralization of government, the administration of water supply and sanitation will fall under the portfolio of the ten regions into which Guyana has been divided. GUYWA will act as technical consultant to the Regions, which will propose Projects to GUYWA for feasibility testing. GUYWA will continue to be an implementing Agency in the construction of water systems.

Presently GUYWA has a severe shortage of Planners. The Agency is being assisted in the formulation of Projects by PAHO's Guyana staff.

B.   Objectives

. To construct a new well and pumping station at Farm Village by December 1985, in order to supply the village with potable water.

. To upgrade and extend existing pipelines i.e. house connections.

. To link the water system of Farm Village with Vergenoegen in the East and Parika in the West.

- To release women from the burden of water collection so that they will have more time for home-making; child rearing; kitchen gardens; pig-rearing; poultry rearing; farming; self-development and social activities.

- To improve environmental sanitation conditions and practices.

- To encourage householders to erect septic tanks which will replace pit latrines.

- To ensure the continuous functioning of the pumping station; mains and taps.

- To improve the living standards/quality of life of the community.

- To achieve the effective participation of the community in general, and of women in particular.

- To improve Farm Village aesthetically.

C.   Description of Community

Demographic Data

Farm Village is located on the East Bank of the Essequibo River in Guyana. It is by passed by the highway resulting in some isolation of the community. It is a rural community with a population of 500. There are 50 (fifty) families in Farm Village, and 20 female heads of households. There are 300 children age 0-17 years and approximately 100 women. Of this number approximately 30 are middle aged i.e. over 40 years and 70 are under 40 years old.

The primary economic activity in Farm Village is farming. This includes dairy cattle; poultry; pig rearing; poultry rearing.

Socio-cultural Data

The following is relevant to the Project:

. the myth that frogs keep water clean, cool and potable, persists.

. in general, men do not accept women as community leaders, but some women have credibility as leaders because of professional status e.g. teachers, and proven experience.

. women recognize women in leadership roles but do not see themselves as leaders - this may apply even to women who are heads of households.

. a woman leader 12 years ago, approximately, organized women, men and children in laying pipelines from Greenwich Park to Farm Village - thus the village has experience in voluntary labor - an aspect of community participation.

. men and women participate in farming 1.5 miles away from Farm Village - women farm after completing household duties and after children have been sent to school - after farming they return to household duties in the evening, assisted by their children - men do not assist in housework.

. Social Activities - men play dominoes, go to the Club (beer garden) - children play cricket in the road as there is no playground - women go to Church; wedding festivities where they will participate in African Dance; meetings of the Mother's Union and the Women's Institute; Bible class.

. Education - all women have primary school education and approximately 15 younger women have secondary education.

. Schools - there is 1 nursery school in the Village-Greenwich Park, Primary is one mile distant - Community High School is 3 miles distant; Parika Salem Community High is 4 miles distant; Zeeburg Secondary is 8 miles distant. Children go to school by bus or they walk to school. They are often late primarily because they assist women in collecting water.

C.   Environmental Problems

. There are infrequent visits by the Public Health Inspector who is supposed to inspect Farm Village quarterly.
. The Village has not had a potable water supply for eight years.
. Water is presently obtained from the facade drain 500-1,000 yards distant, and the trench in backdam which is attached to the conservancy which is three miles distant.
. Very few households boil water for drinking, food preparation or bathing - this is the result of ignorance of the health hazards posed by contaminated water, and the added pressure of having to locate/transport fuel for boiling water.
. Water is collected and stored in small containers and barrels - run off rain water from the roofs of houses is collected in drums.
. Health problems include gastro-enteritis, scabies, typhoid, diarrhea particularly in infants and young children.
. Most mothers breast-feed but supplement with bottle feed while they are farming.
. The nearest potable water is located at Tuschen, 4 miles distant; or Parika, 3 miles distant.

E.   Expected Benefits from Project

. The physical and psychological strain on women will decrease.
. Women will have more time and energy for economic activities e.g. pig rearing; development of kitchen gardens which will be facilitated also by ready access to potable water; poultry rearing and farming ground provisions.
. Women will have leisure time.
. Living standards of the community will improve e.g. it will be possible to install septic tanks and discontinue use of pit latrines.
. Health and morbidity status will improve.
. There will be re-migration to Farm Village, and a potable water supply will keep people from migrating.
. Beautification of the village by planting flower gardens will be possible.

F.   Participation of Women

The Project was initiated by the Women's Institute, a non-governmental organization (NGO) which has a branch in Farm Village. Consensus for proceeding with the development of a Project Proposal was reached with the Guyana Water Authority (GUYWA) which has included the Project for Farm Village in its 1985 Budget.

Evidence of additional and proposed participation of women is presented as follows:

Planning Phase

. A female representative who is a community leader and member of the Women's Institute, from Farm Village participated in the Workshop which formulated this Project Proposal.

. The majority of participants in the Workshop were female:
- 8 women represented Government Agencies
- 7 women represented NGO's
  (2 of the total of 15 represented both Government & NGO's)
- 4 males represented Government Agencies
- 2 males represented Regional Political Organization.

. Information on the Project will be provided by the Farm Village representative at the Workshop, to the Village.

. In the implementation phase Farm Village women will undertake the following:
- storage of equipment and materials.
- participation in the building of the pumping station.
- participation in a training programme developed by GUYWA in making pipe connections and laying PVC pipes.
- mixing cement.
- mobilization of voluntary labor - women/men/children.
- recording hours of voluntary labor for costing.

- identifying methods for recognition of voluntary labor e.g. thank-you letters; awarding certificates; social activity or offering financial incentive - the Regional Office will be asked for assistance.
- organizing ceremonies at the launching of the Project and at the handing over of the Project.

Post-construction Phase

The Women's Institute at Farm Village will take responsibility for evaluation procedures.

Farm Village women will identify problems regarding the pumping station; mains; taps and will report urgently to the Regional Executive Office or GUYWA.

G. Development of Education Programme

Objectives

- To increase awareness of and interest in the Project.
- To prepare for participation in activities related to the Project.
- To learn about water borne diseases, spread and prevention.
- To teach proper utilization of water in order to facilitate the maintenance of good health.
- To focus on individual and collective responsibility in the conservation of water and the maintenance of the water supply system.

Programme Content

- Water-borne diseases - spread and prevention.
- Conservation of water - usage; control of wastage in relation to dripping taps; damaged mains.
- Maintenance of pipe lines.
- Sanitation - importance of boiling water; keeping food covered; clean cooking; eating utensils.
- Benefits of septic tanks over pit latrines.

- Personal hygiene - daily bathing; washing hands; washing clothes.
- Civic responsibility.

Methodology

- Lecture/discussions at a variety of Organizations e.g. the Women's Institute; Parent Teachers Association; Mothers Union.
- Distribution of attractive/informative posters and handbills.
- Tape recorded messages to be played at the Club where men congregate.
- Person to person contact - each one teach one.
- Reinforcement of community responsibility at launching and other relevant ceremonies.
- Brief radio messages beamed specifically at Farm Village on Guyana Broadcasting Corporation (GBC).

Staff/Resource Persons

a) Health Education Department of the Ministry of Health will take responsibility for the following:

- development/implementation of a Train-the Trainers Programme for a staff of 6 women from Farm Village - these women will be identified immediately by Mrs. Burnett, Farm Village representative to the Workshop.
- Focus of the training will be technical information; preparation of materials; presentation skills.
- The Health Education Department will visit Farm Village in mid-March to finalize details of the programme with the women of Farm Village. This will help to ensure that the location, number, duration, and timing of the sessions will allow maximum attendance.

b) Resource Persons to assist in the presentation of the Education Programme will be drawn from the following groups:

- Parent Teachers' Association.

- Village leaders.
- Women's Organizations.
- Postmen - distribution of posters; handbills.
- Health Workers.

c) The implementing agency, the Guyana Water Authority, GUYWA, will collaborate with the Ministry of Health in the provision of the education programme. Specifically GUYWA will focus on the laying and maintenance of pipelines; making pipe connections; care and handling of taps and mains; the high cost of vandalism.

H. Evaluation

Responsibility for the evaluation process will be undertaken by the Women's Institute. They will appoint a Committee for this purpose. Members will be selected from community leaders and the Rural Democratic Council (RDC).

The longitudinal method will be used in the evaluation process. A questionnaire, submitted by interviewers, will be designed to collect pre test and post test data. The RDC and a Management Studies student in Farm Village will be asked to assist in designing the questionnaire and in the evaluation process. The Committee will also collect data by monitoring the construction of the well.

Criteria for assessing the success of the Project are as follows:

- potable water in every home;
- increase in planting of kitchen gardens;
- increased pig-rearing and farming activities by the end of the first year of completion of construction;
- reduction in the incidence of water-borne diseases e.g. gastro-enteritis; diarrhea; scabies;
- participation of 75% of women in Farm Village in all aspects of the Project-Planning; Implementation; Evaluation;

- change in attitudes; behaviors regarding water supply and sanitation;
- level of maintenance of Pumping Station.

Cost

- The National Health Education Programme offered by the Ministry of Health, will focus on Water and Sanitation in June 1985. It is anticipated that the programme content and materials will be readily transferable to the Farm Village Project, enabling the Ministry to absorb costs as part of its annual programme.

PROJECT FORMULATION

Participatory Planning Model
Guidelines for National Committee

1. Proposals re water supply/sanitation submitted to Women's Bureau or Agency with responsibility for Women's Affairs by Women's Associations (NGO's).

2. Women's Bureau submits proposal to Water Authority for feasibility study.

3. National Committee is informed of approval of Water Authority, and convenes a Workshop with 15 - 20 women leaders/activists in relevant community.

4. Workshop Design Elements:

    -   Obtain individual concerns re Water Supply and Sanitation.
    -   Develop composite list - priorities.
    -   Discuss group's experience/understanding of community participation - identify positive/negative factors.
    -   Give information re International Drinking Water Supply and Sanitation Decade (IDWSS).
    -   Discuss roles of women re Water Supply and Sanitation.
    -   Elements in project formulation:
        -   Description of project
        -   Description of community
        -   Evidence of Women's Participation
        -   Description of Environmental Problems

- Description of benefits to be derived from project
- Develop objectives
- Develop education component
- Develop technical assessment/construction costs (obtain data in advance from Water Authority).
- Develop evaluation strategies.

5. Forward project proposal to National Planning Authority.

PROJECT FORMULATION
PARTICIPATORY PLANNING PROCESS

Workgroup I   .   Description of Community   **Resource Persons**

       .   Participation of Women   . Community
                                       Representation

       .   Environmental Problems   . Public Health Official

       .   Benefits

Workgroup II   .   Objectives   **Resource Persons**

       .   Evaluation   . Planner

Workgroup III   .   Education component   **Resource Persons**

                                           . Bureau of Health
                                             Education

                                           . Education Dept. MOH

                                           . Public Health Dept. HOH

Workgroup IV   .   Background Information on   **Resource Persons**
                       executing agency   . Engineer Water

       .   Technical Assessment   Authority

       .   Construction   . Planner

       .   Cost

PROJECT FORMULATION

EXPANDED GUIDELINES

Description of Community

- Name of community
- Geographical location
- Urban/rural
- Population data
- Economic activities
- Socio - cultural data - education; housing; essential services; communications patterns of leadership; institutions; myths re water and sanitation.

Evidence of Participation of Women

- Initiation of project
- Consultation re nature of project
- Siting of facilities
- Type of design of technology
- Timing for construction; education programme
- Procedures for participation e.g. planning workshop
- Community information/motivation
- Organization of voluntary labor
- Storage of materials, equipment
- Selection of women for specific tasks e.g. training; evaluation; data collection
- Recognition of community participation
- Organizing ceremonies re construction/completion

Environmental Problems

- Distance travelled to obtain water
- Quality/adequacy of water
- Health problems - water related
- Aesthetics

Benefits to be derived from Project

- Economic
- Health
- School attendance/study
- Social
- Stabilization of community

Objectives

- Relate to group's concern re water supply and Sanitation/Environmental problems
- Measurable, precise, time - related, focussed
- Ensure logical connection between objectives and analysis of problems

Evaluation

- Identify system - post project case study
                   - pre-test/post-test
                   - longitudinal
- Responsibility for evaluation
- Effectiveness of women's participation
- Education component
- Reduction in water wastage
- Reduction in infant mortality
- Reduction in incidence of diarrhea, etc.
- Change in attitudes/behavior
- Attendance at education meetings
- Project operations
- Impact - socio-economic
         - reduction in vector breeding places

Education Component

- Target population
- Staff/resources/agencies
- Programme content
- Objectives
- Duration of Programme; timing
- Venue/location of meetings
- Methodology
- Cost

Implementing Agency

- Objectives
- Nature of Work

Technical Assessments

- Appropriate technology
- Cost

Construction

Participation of women - record keeping
                      - labor
                      - storing tools/equipment
                      - scheduling
- number of paid/voluntary workers
- time frame

GUYANA WORKSHOP
EXPERIENCE OF COMMUNITY PARTICIPATION

Positive Factors

- Involvement of local leaders.
- Identification of needs by community - involvement of community in planning/execution/maintenance and evaluation.
- Development of programmes with variety to maintain interest.
- Recognition of voluntary labor is incentive.
- Financial value of voluntary labor identified and reported to community.
- Teaching concepts of community development in schools.

Negative Factors

- Exclusion of community in Needs Assessment/Planning.
- Inappropriate location/siting of Project.
- Absence of education component in Projects.
- Factionalism/Personality Differences; Adult/Youth Conflict.
- Failure to involve recognized community leaders.
- Leaders who are poor role models - inability to motivate.
- Poor communications between leaders and community.
- Poor financial management.
- Crisis management rather than day to day monitoring/management - focus on remedial rather than preventive measures.

CASE STUDY WRITING

Type 1. Qualitative Case Study

What is a Qualitative Case Study?

A qualitative case study is an imaginative yet realistic presentation of a problem situation ("fuzzy" in some respects), which has definite impact on people or their motivation and performance, and requires creative as also practically feasible solution.

Objectives

(1)   To demonstrate various ways to analyze complex situations, solve problems and make decisions;

(2)   To learn from past experiences and through intense group interaction involving a group of participants having different experiences and background, values and beliefs;

(3)   To synthesize various approaches relating to organizational and managerial effectiveness in order to facilitate their application in real life situations;

(4)   To encourage participants to learn analytical skills which may be applied to deal with diverse situations and inculcate situational problem solving capabilities (deductive approach).

Main Characteristics

-    Time dimension (a record of a particular event or a set of events without much of factual data)

-    Focus on characters, their ideas, situations, conflicts, problems, expectations, aspirations.

-    Environmental information is of a qualitative nature.

-    Socio-economic problems as also organizational problems (issues) seem to determine the destiny of principal characters.

-    Mostly such cases have dramatic openings and/or endings.

-    These cases make an interesting reading; resemble plays or short-stories in presentational aspects.

-    The focus is on problem solving and decision making.

-    The case "setting" provides useful industry/sectoral information.

- Qualitative cases facilitate application of modern management techniques/theories.

- There is no one "best" solution.

Target Audience

(1)   Senior managers

(2)   Decision makers (top executives)

(3)   Personnel and human relations managers

(4)   Organization Development (OD) practioners

(5)   Systems analysts

Process

- A "problem is discovered in the early part of the narration, but it is difficult for the reader to state it in definitive terms.

- The problem or deviation affects the organizational functioning as also the working of some people within the organization. Some cases may depict organization-wide impact of problem(s).

- The search for probable causes starts, various alternatives are presented or implied.

- Alternative approaches are presented by various characters, this sometime leads to a confrontation (climax).

- The case ends on a non-conclusive note and the reader is supposed to assist the character(s) to search the best possible alternative courses of action.

Sample

V. S. Raghanan, "Cellulose Acetate and Plastics Case Study" - BC-557-P Jan. 80.

SECTION 4. BASIC GUIDELINES ON CASE WRITING

It is important to realize that each case requires a special treatment. And yet, these are guidelines which can be applied to insure that the cases are well constructed. For instance, it is critical for a case writer to define his objectives (what does he want to achieve through the case study?) as quickly and clearly as possible. The guideline is thus simple: know what you want the readers to learn and create the case accordingly!

Guidelines

Qualitative Case Study

(1) Give a "feel" of the problem in the opening paragraph(s).

(2) Create characters with whom the reader can identify without much difficulty.

(3) Pay attention to the language and style. You must hold the reader's attention and interest.

(4) Dialogues and interactions amongst various characters heighten the dramatic effect.

(5) Include as much qualitative information as possible without affecting the pace of the narration.

(6) Make the characters work on the problem, but leave gaps which the reader must fill in.

(7) Climax at some point is essential to highlight the urgency of the problem as well as the sense of dramatic happening.

(8) Keep the total length up to 6/7 pages; but if it is longer divide the case into certain identifiable parts or sections.

(9) You may include some questions at the end to focus the attention of the reader on certain key aspects of the case.

(10) The last paragraph may include possible clues and provide a clear direction to the reader as to your expectation (outcome).

Quantitative Case Study

(1) Select your information source carefully. Evaluate the facts for their "teaching" potential.

(2) Set the events in the past; this helps the use of the case study for a long time.

(3) Be highly factual in the beginning and state the most essential facts in a clear and unambiguous manner.

(4) Objectivity in the presentation of facts and figures is critical. Let the facts speak for themselves.

(5) Characterization is not critical, but it is better to pay attention to this aspect to make the narration interesting. Disguise of real characters may be essential, but this may be done imaginatively.

(6) Financial data may be presented in a raw fashion, i.e. without any analytical framework. The reader is expected to make an analysis and calculate various financial indicators (rate of return, break-even points, etc.). But it should be assured that all necessary information for the purpose is included in the case or attachments.

(7) Non-financial information is equally important and it should be includedaccording to the needs of the situation.

(8) More complicated information may be presented in tables or attachments.

(9) Creative manipulation of facts and figures for a definite training purpose will make the case more interesting and purpose-oriented.

(10) Visuals, graphics, charts, etc. add to the attractions of the case study for teaching purposes. The same is true of worksheets.

(11) Complexity of the quantitative case study is not solely the function of its size. A very long case study, unless required for specific purpose, is likely to dampen the reader's interest.

(12) It is very important to include the "solution" in the leader's guide. A quantitative case study without such support documentation is likely to be ignored by other trainers. Moreover, working on the "solution" the writer can anticipate the degree of complexity and appropriateness of the case for a particular purpose.

( ) Appraisal reports prepared by other organizations do not necessarily make a good case study. A good quantitative case study has to be meticulously planned, sequenced and produced in order to serve the desired purpose.

(14) It is better to include some questions at the end to clarify the nature of the expected outcome.

Simulations

Define the theme of the simulation.

Set up the learning objectives in terms of knowledge, skill and behavior to be acquired.

Design the entire process that the readers will have to experience.

Prepare the introduction (What is it? What for?)

Clarify the situation and the task.

Present the various phases of the simulation in a systematic way (How does it work?)

Write the leading questions at the end.

Check the understanding of the instructions through a pilot session.

Be brief without being obscure.

Provide clues for the de-briefing session.

Critical Incidents

Define what you want to illustrate (objective) through the critical incident (not the other way around).

Identify a situation dramatic enough to be used to make your point (what happened?)

Prepare the text (brief) according to the following plan:

(a) Short introduction;

(b) Dialogue or statement of problem;

(c) Closing with a question mark.

The introduction should immediately raise the reader's curiosity.

The dialogue or the statement of problem should be short, to the point and provide subtle leads to the readers so that they realize they have to ask questions before solving the problem.

The conclusion should summarize the issue at stake.

It is critical to prepare the complementary briefings (to supplement the information already included in the incident) on a set of separate sheets so that they can be given to the trainees at their request.

The incident should be "culturally" meaningful for the readers who shouldn't have any difficulty to relate to it.

The problem selected by the trainer should have more than one solution.

Only one situation should be used per critical incident. It should include:

(a) Some clues about the major facts of the situation;

(b) A brief description of the background (time, place, people involved...);

(c) Some elements regarding the characters' feelings, attitudes, expectations, needs ...

Multi-Stage Case Studies

It is important when one writes a multi-stage case study to clarify not only the overall objective but also the sub-objective for its various parts (at least two);

Select the theme and identify the sub-themes;

Use the time factor to determine the evolution of the event you want to describe;

Organize your presentation in a chronological order;

Each step should be a complete "learning unit" in itself;

Make sure that the case is consistent;

Each part (or stage) should end up with a question (implicitly or explicitly);

An answer should be given to each question in the part following it before providing new information as well as a new issue;

The style should vary from one part to another to avoid boredom (dialogues, short descriptions, calculations ...);

It is sometimes useful to include some reviews (summaries) of the key issues in different parts of the case so that the readers do not get lost in the complexity of the described situation.

SECTION 5. CRITERIA TO ASSESS THE QUALITY OF CASE STUDIES

General Checklist

(1) Clarity of the objective.

(2) Easy to read and understand.

(3) Depicts a realistic situation.

(4) Written in past tense.

(5) Not too long (not more than 10 pages) unless the case is written for a specific purpose, i.e., to illustrate a number of techniques in a sequential order. Multi-stage case studies may also be longer than the above limit.

(6) Fit to be used for imparting some practical skills or teaching techniques in training sessions.

(7) Presents facts and figures in such a way that a logical analysis of the situation is facilitated.

(8) Free from typographical errors and factual inconsistencies.

(9) Contains opening and closing paragraphs which motivate the reader to read the case and work on it.

(10) Sets the sense of urgency about the problem or decision.

(11) Gives clues about the causes of the problem

(12) Presents a set of questions which are related to the objectives of the writer but can be adapted to meet the needs of users.

B. Ten criteria to assess the quality of a case study

1. Is it realistic? Will people believe in the truth of the case?

Atypical of the situation the readers are used to	Some parts of the case are typical of the situation the readers are used to	Typical of the situation the readers are used to

```
  |-----|-----|-----|-----|-----|
  0     1     2     3     4     5
```

Can the objectives be clearly defined when the discussion of the case is over?

| Still ambiguous at the end of the case discussion | Partially defined at the end of the case discussion | Fully understood at the end of the case discussion |

```
 ┌──────┬──────┬──────┬──────┬──────┐
 0      1      2      3      4      5
```

Is the case well structured so that the readers can follow its logic?

| The case is presented in an illogical way | Some parts of the case presented in a logical way | The case is presented in a very logical way |

```
 ┌──────┬──────┬──────┬──────┬──────┐
 0      1      2      3      4      5
```

Are the issues well selected and relevant to the problem at stake?

| Too many irrelevant issues are included | Some of the issues are irrelevant and should not be in the case | All the issues are relevant |

```
 ┌──────┬──────┬──────┬──────┬──────┐
 0      1      2      3      4      5
```

Is all the information needed to discuss the case available (right away or through questions)?

| Some key information is missing | Some marginal – but useful – information is missing | All data needed are available |

```
 ┌──────┬──────┬──────┬──────┬──────┐
 0      1      2      3      4      5
```

CRITERIA FOR A WELL WRITTEN CASE STUDY

1. Well written, clear, easy to read and to understand.

2. The objective of the case study is clear to the reader.

3. A stimulating style which provokes discussion and motivates the participant.

4. The situation appears realistic with enough pertinent information to solve the problem.

5. Serves as a vehicle to teach the subject, skills and/or techniques required for the specific session in a specific course.

6. Sometimes a case should be precisely ambiguous to reflect the diversity of real life.

7. Not too long for participant to read in one night (10-12 pages).

Developed by the participants of the ESAMI/EDI Case Writing Workshop, Arusha, Tanzania, December 1982.

WRITING CASE STUDIES

CRITERIA FOR AN OPENING PARAGRAPH 1/

1. Short and to the point, introduces the nature of the issue of the case.

2. Sets the scene for the reader in term of characters and their roles.

3. Establishes the context of where and when, and the degree of urgency of the problem.

4. Provides clues to the reader about the level of difficulty of the case.

5. Attracts the attention of the reader.

6. The reader knows what he/she is expected to do.

CRITERIA FOR A CLOSING PARAGRAPH 1/

1. Sets the sense of urgency about the problem or decision.

2. Summarizes the key issues implicitly or explicitly.

3. Leads the reader to think about the problem and solution.

4. Presents a set of questions which are related to the objectives of the writer but can be changed to meet the needs of the user.

5. Does not close the case but opens the discussion.

1/ Prepared by Pierre Casse.

CASE CRITIQUE CHECK LIST

1. Are there any problems in reading or understanding the case?

2. As a participant, do I clearly understand how I am to prepare for the class discussion?

3. As a teacher do I understand how I will handle the class discussion?

4. Are the questions to be answered clear?

5. Is there enough data in the case to answer the questions?

6. Is the case too simple or too complex?

7. Can the participant identify the key issues and handle each one separately?

8. If calculations are required, is sufficient data available?

9. If the participant is required to make assumptions, is a general basis for these assumptions provided?

10. Does the proposed solution follow from the data in the case?

11. Can the participant perform the analysis in the time available? (More than two hours may be unrealistic.)

12. If the key objective is discussion, should more of the calculations be provided?

13. Will the case discussion accomplish the stated objectives of the case?

14. Is there enough extraneous data to simulate real life?

15. Is there too much extraneous data which could be eliminated to reduce reading time?

COMMON CRITICISMS OF CASE STUDIES SUBMITTED FOR COMMENT

1. *PREPARING A "CASE STUDY" FOR TEACHING VERSUS A DESCRIPTIVE "CASE STUDY"*
   1.1 A teaching case is not an appraisal report or a mere recounting of facts.
   1.2 A teaching case must give participants something to wrestle with.
   1.3 Introduce complications deliberately to illustrate important issues.
   1.4 Balance the information appropriately:
       1.4.1 Insufficient information (including budgets and other quanti-
              tative information) for participants to deal with the questions
              posed for them.
       1.4.2 Too long and too detailed a case so that students will not
              be able to cover the information. (This generally is a problem
              when the case supplies a "case study" written to describe a
              situation or as an appraisal report.)
   1.5 The case is too broad or too long to teach in a reasonable time frame.
   1.6 The case contains too many issues to be useful for well-focussed teaching.
   1.7 The case, especially one not based on another report, may have too
        few "clues" for participants to be able to spot the issues and deal
        with them.

2. *COMMENTS ABOUT TECHNICAL OR ANALYTICAL ASPECTS*
   2.1 Comments relating to purely technical aspects in various sectors
        where there may be issues, for example an unrealistically low
        culling rate in a herd projection.
   2.2 Questions about conceptual issues and project analysis theory.

3. *SETTING FORTH THE ISSUES*
   3.1 Give participants a chance to "wrestle with the issues" rather than
        mere calculations.
   3.2 Ask participants to decide whether to invest in a project or not,
        and to prepare their reasons.
   3.3 Many cases give participants too little opportunity to get into
        significant issues.

4. *CALCULATIONS*
   4.1 The problem of balancing the length of computations versus the
        need to teach how to do calculations.
   4.2 The problem of giving participants enough information to perform
        calculations requested.

5. *MECHANICS OF TEACHING*
   5.1 Preparing opening questions.
   5.2 Stating the assignment or problem clearly.
   5.3 Preparing the answers expected of participants to be sure sufficient
        information is included in the case.
   5.4 Explain glaring inconsistencies in data given to avoid unproductive
        discussion.

6. *MECHANICS OF PRESENTATION*
    6.1 Tense structure and making the timing explicit.
    6.2 Splitting the case into two parts: (a) calculations; (b) discussions
        about broader issues including decisions to invest.
    6.3 Prepare a solution set for participants.
    6.4 Prepare a leaders' guide.

J. P. Gittinger
November 30, 1979

Is this point adequately covered?

What is missing?

Asking and answering such questions is the best test for determining relevance.

c) <u>To disguise or not to disguise</u>

While legal and ethical considerations must be addressed, this is really a matter of personal preference. Regardless, approval of the concerned party(ies) must be obtained.

II. <u>Writing the Case Text</u>

a) <u>Style</u>

Active verbs add vitality to a narrative. Excessive use of the passive tense, on the other hand, stifles the interest and concentration of even the most ardent reader.

Flowery language and complex sentence structure should be avoided. Not only do they draw attention away from the case objective, they also can confuse and frustrate the reader (especially if the text is written in a language other than the reader's vernacular).

Excessive quoting of numerical data in the narrative makes for difficult reading and complicates comprehension. General descriptions and trend summaries, <u>supplemented</u> by the appropriate graphs and tables, are much easier to follow and interpret.

b) <u>Concerning technical matters</u>

Technical matters often form an integral part of the case study, even though they may not comprise the central issue. An overemphasis on technical details, however, detracts from the case's overall objective. Total disregard for technical details, on the other hand, places the unfamiliar reader at a psychological disadvantage—not understanding "part of the picture" affects his/her ability to deal with the "whole". The writer must somehow strike a satisfactory compromise between excessive elaboration and benign neglect.

c) <u>Length</u>

How "long" is "too long"? Fifty pages of well-written, stimulating text are bound to tax the patience of even the

most enthusiastic reader--but then, so are five pages of
poorly written, uninspired prose. All of which brings us
back to square one: the ideal length of a case study
defies quantification. For lack of any more useful rule
of thumb, the standard cliches probably state it best:

Say only that which needs to be said;

Clarify only that which needs to be clarified;

And do it in a style that facilitates rather than
hinders comprehension.

Case studies, if intended to portray reality, should avoid the
notion of only one "correct" solution. In fact, a good case
should encourage active discussion and disagreement among its
readers. After all, it is not any particular solution to a case
which is of utmost importance; rather, it is the logic stimulated
analyses utilized in arriving at that solution which are of lasting
value—they are reusable.

CASE WRITING CHECKLIST

Case Name   _____

Country   _____

Sector   _____

Key Issue or Objective _____

A. Teaching Objectives: (what to teach)

    1. Methodology and Skills

    2. Issues and Concepts

    3. Processes

B. Writing Strategy

C. Previous Skills Required of Participants: Complexity

    (easy, medium, complicated) level of case and place in course

D. Outline of Case

E. Additional Background Information

F. Epilog to Case Study

G. Teaching Strategy: (how to teach)

 . Teaching Tactics

I. Lessons to be Learned

J. Documentation

Robert B. Youker
December 1977

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```
 ┌───────┬───────┬───────┬───────┬───────┐
 0       1       2       3       4       5
```

2. Can the objectives be clearly defined when the discussion of the case is over?

Still ambiguous
at the end of the
case discussion

Partially defined at
the end of the case
discussion

Fully understood at
the end of the
case discussion

```
├───────┬───────┬───────┬───────┬───────┤
0       1       2       3       4       5
```

3. Is the case well structured so that the readers can follow its logic?

The case is presented
in an illogical way

Some parts of the case
presented in a logical
way

The case is
presented in a very
logical way

```
├───────┬───────┬───────┬───────┬───────┤
0       1       2       3       4       5
```

4. Are the issues well selected and relevant to the problem at stake?

Too many irrelevant
issues are included

Some of the issues are
irrelevant and should
not be in the case

All the issues
are relevant

```
├───────┬───────┬───────┬───────┬───────┤
0       1       2       3       4       5
```

5. Is all the information needed to discuss the case available (right away or through questions)?

Some key information
is missing

Some marginal – but
useful – information
is missing

All data needed
are available

```
├───────┬───────┬───────┬───────┬───────┤
0       1       2       3       4       5
```

ϳ the complexity of the case adapted to the audience?

he case is either	The case could be	The complexity of
co complex or not	a little more	the case is just
sough difficult	difficult	right

```
┌───┬───────┬───────┬───────┬───────┐
0       1       2       3       4       5
```

ϳ the case written in such a way that after analysis and discussion all
ts pieces fall together?

bt at all   More or less   Quite so

```
┌───┬───────┬───────┬───────┬───────┐
1       1       2       3       4       5
```

ves the case lead to the learning of some basic principles or the
earning of learning?

aders learn to	Readers learn to	Readers learn how
iscuss a problem	anticipate a problem	to learn
	and look for solutions	

```
┌───┬───────┬───────┬───────┬───────┐
0       1       2       3       4       5
```

ves the situation described in the case include a problem requiring a
lagnosis and/or a decision?

here is no problem	There is a problem built	There is a problem
a the case	in the case but it is	and it requires a
	ambiguous	diagnosis as well
		as a solution

```
┌───┬───────┬───────┬───────┬───────┐
)       1       2       3       4       5
```

10. Is the case challenging enough to provide the right incentive to the readers who feel compelled to search for answers?

No challenge   Moderately challenging   Highly challenging

```
┌─────┬─────┬─────┬─────┬─────┐
0     1     2     3     4     5
```

SECTION 6. READINGS

1. "Case Writing Proposal and Checklist" by Robert Youker and Price Gittinger (CN-375 March 1983)

2. "Comments on Case Writing" by Charles B. Magnus (CN-524 May 1978)

3. "Case Writing for Instructors in Project Planning" by Stephen Doherty (University of Bradford, January 1982)

4. "Preparing and Analyzing Case Studies in Development Project Management" by Dennis A. Rondinelli, East-West Center, Honolulu (Technos – April-June 1976)

5. "Case Study Analysis" by Charles B. Magnus (CN-417 Rev May 78)

PROPOSAL FOR A CASE STUDY

I IDENTIFICATION

   Title of Case _____

   Author _____   Position _____

   Institution _____   Location _____

II A. COURSE FOR WHICH WRITTEN

   _____

   B. SUBJECT MODULE

   _____

II TARGET GROUP (the audience)

   ●_____

IV TYPE OF CASE (e.g. calculation, discussion, exercise, role play, etc.)

   _____

V CONTEXT (organizational locale)

   _____

VI TOOLS OR METHODOLOGIES APPLIED

   _____

VII TEACHING OBJECTIVES OF THE CASE AND/OR KEY ISSUES

   _____

   _____

   _____

VIII LEVEL OF LEARNING

   ● Knowledge _____   2. Skill _____

   3. Application _____   4. Attitude _____

IX CASE DIFFICULTY MATRIX (simple → to → complex)

	Level 1	Level 2	Level 3
A. Clarity of Problem (analytical dimension)	A-1 problem and solution	A-2 only problem	A-3 only situation
B. Understanding of tools (conceptual dimension)	B-1 well understood	B-2 needs cla-	B-3 not understood
C. Simplicity of presentation (structural dimension)	C-1 clear	C-2 somewhat mixed up	C-3 disorganized and extraneous

X   <u>SETTING OF CASE</u>   (if applicable)

    Country/Region _____

    Size of project (US$) _____

    Sector (e.g. agriculture, industry, etc.) _____

    Year of event _____

    Source of Data (e.g. field interviews, feasibility study), etc.) _____

XI   <u>DECISION CONTEXT</u>   (who has to take action, under what circumstances?)

    _____

    _____

    _____

XII   <u>TEACHING STRATEGY</u>   (how case will be used in class)

    _____

    _____

    _____

XIII   A. <u>ESTIMATED TIME FOR PARTICIPANT PREPARATION</u> _____

      B. <u>ESTIMATED CLASS TIME</u> _____

2.4   <u>*References*</u>

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2.   *UNICEF - assisted, Integrated Water and Sanitation Programme in Azad Jamur and Kashmir, Pakistan government - UNICEF EVALUATION REPORT, ISLAMABAD, SEPTEMBER 1983.*

2.5   Bibliography

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2.   Antrolous, Peggy.   Women in Health and Development.   The Caribbean Perspective.   Paper prepared for the PAHO Second Annual Field Managers Programming Meeting, Barbados, 20 January 1982.

3.   Chaney, E., Simmons, E., Staudt, K. *Women in Development,* Agency for International Development, Office of Women in Development, Washington, D.C., 1978.

4.   * Elmendorf, Mary. *Women, Water and the Decade.* Arlington, Virginia, Water and Sanitation for Health Project (WASH), June 1981.

5.   * Elmendorf, Mary. *Women, Water and Waste: Beyond Access.* Arlington, Virginia: Water and Sanitation for Health (WASH), 1980.

6.   * Elmendorf, M., Isely, R.B. *The Role of Women as Participants and Beneficiaries in Water Supply and Sanitation Programmes,* Technical Report No. 11, Water and Sanitation for Health Project, Arlington, Va., 1981.

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8.   Food and Agriculture Organization. *Water, Women and Development;* Paper submitted to the United Nations Water Conference, Mar del Plata, 1977.

9.   Jorgensen, K. *Some Social and Cultural Aspects of Rural Water Supply,* Centre for Development Research, Copenhagen, 1981.

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11.   Shahin, Z.M. *Women, Water Supply and Sanitation-Socio-Cultural and Economic Aspects,* Paper submitted to the INSTRAW Interregional Seminar on Women and the IDWSSD, Cairo, 12-16 March 1984.

12.   United Nations Children's Fund. *Case Study: Women's Dam in Upper Volta* 1983.

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15.* United Nations Children's Fund. "Women of the World-Working Together", *Waterfront,* No. 31, New York, November 1982-November 1983.

16. * United Nations Development Programme. *Co-operating with Non-Governmental Groups: Women and Water in Kenya,* UNDP Division of Information Case History No. 2, 1980.

17. * United Nations Development Programme. *Women as Innovators in Drinking Water and Sanitation Projects,* UNDP Division of Information, Paper prepared for the ninth meeting of the Steering Committee for Co-operative Action in the IDWSSD, 15-16 April 1982.

18. * United Nations Economic Commission for Africa. *The Drinking Water Supply Situation in Africa and the Role of Women,* Paper submitted to the INSTRAW Interregional Seminar on Women and the IDWSSD, Cairo, 12-16 March 1984.

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23. * United Nations International Research and Training Institute for the Advancement of Women. *Women in the International Drinking Water Supply and Sanitation Decade,* Note by the United Nations Development Programme, INSTRAW/BT/1982/CRP.8, 15 January 1982.

24. * United Nations International Research and Training Institute for the Advancement of Women. *Women and Water Supply and Sanitation,* Santo Domingo, 1984.

3.1   *KEY ISSUE-CHECKLISTS*

1.   *WHAT, IN YOUR OPINION ARE WOMEN'S ROLES AND NEEDS IN DIFFERENT STAGES OF WSS PROJECTS? WHAT ARE THE MAIN CONSTRAINTS YOU FACE IN THIS AREA OF DEVELOPMENT EFFORTS FOR WOMEN?*

2.   *LIST ACTIVITIES YOU ENVISAGE INCORPORATING IN YOUR ORGANISATION FOR THE PROMOTION OF WOMEN IN WSS PROJECTS.*

3.   *INDICATE POSSIBLE RECOMMENDATIONS YOU WOULD SUGGEST TO GOVERNMENT OFFICIALS ON HOW TO INCLUDE WOMEN IN DIFFERENT STAGES OF WSS PROJECTS.*

NAME OF PARTICIPANT

....

INSTITUTION.

....

OCCUPATION

....

COUNTRY

....

DATE

....

Mark the box which corresponds best to your opinion to each question.

1. *Your degree of interest in the particular topic of this module was:*

   high | | | | | | | | low

2. *The objectives of this module were:*

   clear | | | | | | | | not clear

3. *The contents of this module were:*

   well structured | | | | | | | | badly structured

4. *The terminology in this module was:*

easy to   *hard to*
understand | | | | | | | | *understand*

5. *The visual material (slides, drawings, diagrams...) used in this module was:*

clear | | | | | | | | *confused*
useful | | | | | | | | *useless*

6. *The checklists have covered the subject studied?*

completely | | | | | | | | *not at all*

7. *The checklists were:*

useful | | | | | | | | *useless*
too simple | | | | | | | | *too complicated*
sufficient | | | | | | | | *insufficient*

8. *Studying this module enabled you to learn:*

many new things | | | | | | | | *nothing new*

9. The knowledge acquired through the module's study will in
    your present profession be:

    useful | | | | | | | | useless

10. The knowledge acquired through the module's study will in the
    near future be (reply to this question only if the answer n. 9
    is negative):

    useful | | | | | | | | useless

11. List the topics you would like to have treated more
    extensively:

    1)...
    2)...
    3)...

12. List the topics you would like to have treated to a lesser
    extent:

    1)...
    2)...
    3)...

13. *List the topics not included in this module which you think are of essential interest to your profession:*

1)..

2)..

3)..

14. *Please list any suggestions you have to offer for improvement of this training module.*

....

....

....

HARDWARE

> *OVERHEAD PROJECTOR*
> *SCREEN*

DOCUMENTS TO BE USED BY THE TRAINER

> *See "module structure" p. 3*

DOCUMENTS TO BE DISTRIBUTED TO TRAINEES

> *OBJECTIVES*
> *TARGET POPULATION*
> *TABLE OF CONTENTS*
> *TEXT*
> *GLOSSARY*
> *BIBLIOGRAPHY*
> *ADDITIONAL MATERIAL*
> *EVALUATION QUESTIONNAIRE*

Check that this material has not been previously distributed to the trainee.

KEY POINTS	TRAINING METHODS AND ACTIVITIES	DOCUMENTS TO BE DISTRIBUTED	AVA
	INTRODUCTION	*Additional reading*	2 sound/ slide packages "Women Yatenga" "Barring the way to water T1/T1A/ T1B
1. OBJECTIVES	*PRESENTATION*		
2. INTRODUCTION TO PLANNING OF WSS PROJECTS	*PRESENTATION/ DISCUSSION*		
	PRESENTATION		
3. ROLE OF WOMEN AS PART OF DEVELOPMENT EFFORT/NATIONAL ACTION	*PRESENTATION/ DISCUSSION*		
4. PLANNING OF WATER AND SANITATION PROJECTS	*PRESENTATION*		T2/T2A/ T2B/T2C T2D
5. CONDITIONS AND FACTORS			
6. WOMEN'S INVOLVEMENT PLANNING/NEEDS ASSESS- MENT/DATA COLLECTION/ DESIGN AND CHOICE OF TECH- NOLOGY/HEALTH EDUCATION/ HUMAN RESOURCE PLANNING/ IMPLEMENTATION EVALUATION STAGE	*PRESENTATION/ DISCUSSION*		T3/T3A/ T3B\n\nT4/T4A

SUMMARY

KEY ISSUE
CHECKLISTS

GROUP
DISCUSSION

Checklists

PRESENTATION
OF CHECKLISTS

PLENARY
DISCUSSION

CONTROL

KEY ISSUE
CHECKLISTS

PARTICIPANTS WILL
WORK IN SMALL GROUPS
AND DISCUSS VARIOUS PROPOSALS

MODULE
EVALUATION
QUESTIONNAIRE

INDIVIDUAL
ACTIVITY

*Evaluation
questionnaire*

*We suggest that the Officer in charge follow strictly the
sequence of key points as given in this guide including the
related audio-visual material (AVA). As far as training
methodology is concerned, the selection and adoption of the
most suitable methods, with reference to the characteristics
of the target population being trained, is left to the ability
and experience of the trainer.*

1.   HOW TO INVOLVE WOMEN

1.A   HOW TO INVOLVE WOMEN

1.B   HOW TO INVOLVE WOMEN

2.   COMMUNITY NEEDS ASSESSMENT

2.A   COMMUNITY NEEDS ASSESSMENT

2.B   COMMUNITY NEEDS ASSESSMENT

2.C   COMMUNITY NEEDS ASSESSMENT

2.D   COMMUNITY NEEDS ASSESSMENT

3.   GETTING YOUR ORGANISATION INVOLVED

3.A   GETTING YOUR ORGANISATION INVOLVED

3.B   GETTING YOUR ORGANISATION INVOLVED

4.   RECOMMENDED POLICY

4.A   RECOMMENDED POLICY

HOW TO INVOLVE WOMEN

PLANNING

Promotion of meeting attendance

Increase of two way communication

Selection and training

NEEDS ASSESSMENT

Communication

Information

DATA COLLECTION

DESIGN AND CHOICE OF TECHNOLOGY

Inclusion of women's knowledge

Involvement in decision making

HEALTH EDUCATION

Education of women as users

Train women as promoters and educators

Work within existing social structures

HUMAN RESOURCES AND TRAINING PLANNING

INTEGRATION OF WOMEN IN PARTICIPATION

REFOCUSING WSS PARTICIPATORY PROCEDURES

ADAPTATION OF TRAINING COURSES.

"LEARNING BY DOING" APPROACH

WATER RESOURCE MANAGEMENT

IMPLEMENTATION

SIMPLE REPAIRS

PREVENTIVE MAINTENANCE

COMMUNITY NEEDS ASSESSMENT

QUESTIONS

Is water a need for women?

For men?

Is there a difference?

STEPS

Determine among other things to what extent people in the community see water as a need

TECHNICAL SURVEY

QUESTIONS

Is the site convenient to women?

Is the equipment design suitable to women?

STEPS

Determine water source, how much water is needed, where the water system should be located, what equipment is suitable

INSTALLATION of WATER SYSTEM

QUESTIONS

Who supplies the labour?

Who supplies the materials?

What are womens' roles?

STEPS

Include the physical labour required to install water system

1

TRAINING for OPERATION and MAINTENANCE of SYSTEM

QUESTIONS

Are women being trained?

Who is responsible for repairs?

STEPS

Include training of community residents by technical team on how to operate, maintain and repair systems

INFORMATION EDUCATION COMMUNICATION

QUESTIONS

What do women need to know, do, or have to make necessary changes?

How are women involved in promoting changes?

STEPS

Include programmes and approaches developed to educate community to use new water system and to promote behavioral changes necessary for health benefits to take place

GETTING YOUR ORGANISATION INVOLVED

QUESTIONS TO ASK YOURSELF— YOUR ORGANISATION

. ARE YOU AWARE OF THE POSITION TAKEN BY THE UN TOWARD YOUR ORGANIZATION? IF NOT, INVESTIGATE

. HAVE YOU SHARED YOUR EXPERIENCE WITH OR PARTICIPATED IN UN AGENCIES PROJECTS?

. HAS A UN AGENCY ASKED YOUR ORGANIZATION ABOUT YOUR WORK?

W.O. 3A

. DO DEVELOPMENT ASSISTANCE ORGANIZATIONS AND DONORS HAVE YOU ON THEIR MAILING LISTS? IF NOT, GET IN TOUCH.

. DO YOU KNOW WHO THE UN PROGRAMME OFFICER IS IN YOUR COUNTRY?

. HAVE YOU BEEN CONTACTED ABOUT WATER DECADE PROGRAMMES?

. HAVE YOU RECEIVED ANY SUPPORT AND/OR ADVICE FOR YOUR DECADE-RELATED ACTIVITIES? IF NOT, FIND OUT WHERE YOU CAN GET HELP.

. HAVE YOU BEEN INFORMED OF LOCAL TRAINING ACTIVITIES? IF NOT, WHY NOT CHECK WITH YOUR REGIONAL OR COUNTRY UN OFFICE.

RECOMMENDED POLICY

CAMPAIGN FOR INCREASE GOVERNMENT COMMITMENT TO WSS PROGRAMMES

PARTICIPATE IN NATIONAL COMMITTEES AND PROVIDE DIRECTIVES FOR FORMAL EDUCATION PROGRAMMES

PARTICIPATE IN GOVERNMENT PLANNING, IMPLEMENTATION AND EVALUATION OF WSS PROGRAMMES AND ENSURE THAT WOMEN'S PARTICIPATION IS DULY CONSIDERED

ADVERTISE NATIONAL PROGRAMME GOALS AND ACTIVITIES

RECOMMENDED POLICY

ENCOURAGE THE INVOLVEMENT OF WOMEN IN THE NATIONAL PROGRAMMES AT ALL LEVELS

OPEN TWO-WAY COMMUNICATION

LINK UP WITH NATIONAL WOMEN S DEVELOPMENT PROGRAMMES TO COLLECT DATA BASE

ORGANIZE OR SUPPORT RESEARCH ON WOMEN S ISSUES IN WSS PROGRAMMES

COLLABORATE BETWEEN GOVERNMENT AGENCIES AND OTHER ORGANIZATIONS.

ORGANIZE FUND-RAISING CAMPAIGNS

PREFACE

The content of this modular unit has been developed on the basis of:

1) INSTRAW/INTER-AGENCY TASKFORCE ON WOMEN/UNICEF, "WOMEN AND THE INTERNATIONAL DRINKING WATER SUPPLY AND SANITATION DECADE", JUNE 1983.

2) CEPAL, "WOMEN AND DEVELOPMENT - GUIDELINES FOR PROGRAMME AND PROJECT PLANNING", 1982.

3) TAG, "PLANNING OF COMMUNICATION SUPPORT (INFORMATION, MOTIVATION AND EDUCATION) IN SANITATION PROJECTS AND PROGRAMMES, by HELI E. PERRETT, TECHNICAL NOTE No. 2; 1983.

4) TAG, "INVOLVING WOMEN IN SANITATION PROJECTS", by HELI E. PERRETT, DISCUSSION PAPER No. 3, 1985.

5) WHO, "GUIDELINES FOR PLANNING COMMUNITY PARTICIPATION IN WATER SUPPLY AND SANITATION PROJECTS", by ANNE WHYTE, ETS/83.8.

6) WHO, "WOMEN, WATER AND SANITATION".

UN (WWSS) WOMEN, WATER SUPPLY AND SANITATION.

TURIN CENTRE

UN INSTRAW

May 1986

W.O.

2/49

SUB-MODULE 3

COMMUNICATION/INFORMATION

STRATEGY IN

WATER SUPPLY AND SANITATION PROJECTS

MODULE STRUCTURE

Page

The officer in charge will make use of the five components indicated above, while the participants will be provided material related to components 1, 2 and 3.

1.1   OBJECTIVES

GENERAL

The participants will be able to identify specific tasks of communication/information support activities in water supply and sanitation projects and programmes.

SPECIFIC

On completion of this unit the participants should be able to:

1)   recognize communication/information strategies in WSS projects;

2)   recognize those communication activities which are necessary to reach and influence women,

3)   identify different media, materials and techniques for communication support.

1.2   *TARGET POPULATION*

LEADERS AND SENIOR OFFICIALS OF WOMEN'S ORGANISATIONS AT NATIONAL, REGIONAL AND INTERNATIONAL LEVELS.

2.1 TABLE OF CONTENTS

2.2 NOTES FOR PRESENTATION

1.   INTRODUCTION

One of the major constraints to improve water supply and sanitation projects in developing countries and the role of women in these projects is the lack of communication and information services.

Appropriate information on the role women have played and could play in development activities would help to improve public attitudes regarding women's image, and more specifically, their image and role as active contributors and managers of improvements in water supply and sanitation.

1.1   Communication and Information Service strategy

A judicious use of information and media, based on national and local experiences can go a long way to promoting women's involvement in water and sanitation activities. Emphasis should be put on the advantages and benefits to women and the whole community in improved health, rise in living standard as well as in time saved for economic production as a result of improved water supply and sanitation. Communication through the media should be practical and applicable to the levels of the target audience so as to reach as many groups as possible. Media and messages should be varied, captivating , entertaining and accomodating to local culture and values. Among the useful media are public radio, posters and booklets, periodicals, newsletters, flip charts and other audio-visual materials. Traditional art forms such as dance, drama, puppet theatre, etc., have proven to be particularly useful. Women-to-women communication is also an effective channel to provide information to local groups and transmit messages to national planners, decision-makers, and women's organisations.

1.1.1   Establishing Communication needs

Communications should be understood as a social (change) process through which people share information, knowledge, experience, ideas, skills, motivations and aspirations. To plan communications within a programme context, it is necessary to establish communication needs and determine the purpose, type, and frequency of communications.

The following people will be involved in the implementation of the programme. It is important to establish good lines of communications with:

- Intended beneficiaries – begin communications by asking them their needs. The communication process must flow in both directions and must be continual. The result should be as much learning from them as offering information and knowledge for them to choose to use or not.

- Primary implementation unit – the programme staff and any external consultants/advisors. An open on-going exchange is necessary, through informal staff meetings, reports, other.

- Intermediaries - development or extension workers from other collaborating organisations. Orientation and training on the specific objectives of the programme/project can help motivate and upgrade skills.

- Technicians – from your organisation or other agencies in the government. Need to call upon them for their knowledge and resources.

- Administrative support – full commitment by policy level administrators within appropriate ministries, planning unit, and at the political level. This support may be necessary at the subnational level as well. General public support is sometimes needed to encourage political and administrative support.

- Funding source(s) – important to maintain contact, relate a success, problem, progress, or to ask advice.

1.2 <u>Communication strategy in WSS projects and programmes</u>

One of the main components of water supply and sanitation projects is "communication support"; that is, information, motivation and education (IME) activities, specifically designed to encourage the participation of intended beneficiaries in a project and to improve the project's impact on development.

Communication support activities are likely to solve, or help to avoid, several kinds of problems in water supply and sanitation programmes, including: low interest in improving sanitation; dissatisfaction with the technology options selected; difficulties with self-help contributions; poor use of latrines; abuse of the facilities provided; and poor maintenance of latrines. Among important considerations in designing communication support activities for water supply and sanitation programmes is the need to keep the plan simple and costs down.

Information, Motivation and Education (IME) activities, together with any associated training, monitoring and evaluation activities, are specifically designed to:

a) encourage certain kinds of people to participate in the project;

b) make sure that they obtain full benefits from their participation; and

c) help to ensure that the project makes an overall positive contribution to development.

Above all, communication support deals with changing the behavior of people.

Communication support then refers to a diverse group of activities. It is related to, but different from, health education, particularly when practised in connection with development projects.

1.2.1 <u>Communication Strategy and Health Education</u>

Health education differs from communication support in its objectives and methods: it tends to be more concerned with increasing knowledge over the medium-to-long term. Health education tends to employ didactic one-way methods and appeals to reason, while

communication support uses a variety of techniques, media and
materials, frequently employs heavy emotional appeals, and is
concerned with two-way communication.

Therefore, when dealing with low-cost water supply and sanitation
programmes or projects, health education usually should be
considered as only one aspect of a comunication support package. It
is generally more important during the post-construction stage than
before or during it, and has the primary role of ensuring proper
hygiene habits during use of the improved water supply or
sanitation.

1.2.2 Specific Communication Strategy in Water and Sanitation Programmes

Communication activities play a supportive role in sanitation
programmes or projects. That is, they serve to strenthen the project
and help it achieve its objectives. They do this by providing
critical input of certain key points: At the planning stage:

(a) providing a better basis for planning by making explicit,
     through data collection, the important gaps that exist between
     people's actual interest, knowledge, behavior, etc., and project
     expectations;

(b) helping arrive at the best technology, delivery system, and
     financing and pricing machanisms, through setting up a
     dialogue between planners and intended users (or their
     representatives -- such as leaders and community
     organisations);

Pre-construction:

(c) encouraging demand (where no list of applicants exists or it is
     too small) through promotion or "advertising";

During construction:

(d) smoothing the construction process by ensuring that the
     relationships between the programme and its beneficiaries
     develop as expected (through: public relations; providing

information to beneficiaries to help in selection of latrines; motivating local people to provide labor or materials if needed; and improving feedback to management);

During operation and maintenance:

(e) increasing the life-span of facilities through motivating and educating beneficiaries on proper care and by discouraging destructive practices (such as breaking of the traps in the case of water-seal latrines);

(f) taking some of the financial cost and workload off the public sector, through motivating and training people themselves to take a part in collection of payment or actual maintenance activities;

(g) improving impact on health, through encouraging and teaching proper use and associated good hygiene habits.

Please see "Additional Reading" for the steps involved in planning of a communication component.

1.2.3 Special Considerations in Planning Communication Activities for Water and Sanitation Projects and Programmes

There are a number of special considerations which must be kept in mind when planning communication components for water and sanitation projects or programmes.

1) *Costs need to be kept down.* A corresponding effort should be made to keep the cost of communication support activities within reason. There may be a tendency, particularly at a time when there is relatively little hard evidence to support one level of expenditure rather than another, for project managers to regard the "Additional" costs of communication support as excessive. Such an attitude ignores two important aspects of sanitation projects. Firstly, that communication support is an essential element if the overall project package is to have the desired impact; it cannot be regarded as an optional extra component. Secondly, on-site sanitation will in most cases remain by far the least-cost solution to a community's needs irrespective of communication support costs.

2) *The communication plan should be simple.* This is important for several reasons. More often than not, the implementing agency for communication support is institutionally weak and unable to cope with an ambitious and managerially complex activity, or it may give low priority to software (as would often be the case where the agency responsible for latrine construction is also the one that will take responsibility for communication support). While institution-building activities may be desirable, time constraints frequently do not allow proper staff training, motivation, or hiring of new staff.

3) *Impact has to be rapid.* This is particularly the case where pre-construction and construction stage communication activities are concerned, since otherwise they may hold up the building process. In order to serve the project effectively, communication activities not only have to affect what people think or know, but how they act. This implies:

    (a) putting primary emphasis on reaching adults directly through non-formal activities, rather than trying to reach adults through children; and

    (b) wherever possible, relying on person-to-person contacts reinforced by media or materials, but not on media alone, since the former strategy is more likely to effect rapid changes in people's behavior.

Timing has to be carefully worked out and accurate. That is, the information, motivation and education activities have to be carefully tied in with construction, and operation and maintenance activities.

4) *Primary emphasis is on out-of-school activities. Unless there is heavy involvement in school sanitation, it is usually more important to reach adults than children, because: (a) adults are the main decision makers on sanitation in the community and the household; (b) it is usually important to encourage an immediate response or change.*

5) *Phasing is usually a good idea. At this stage in our knowledge of the subject it is advisable, when possible, to start with some sort of a pilot test of the communication strategy, to evaluate and adapt the design as needed, and only then to expand.*

2. *Communication Activities to teach and influence women in WSS projects*

There are three types of communication roles in which women might become officially involved in the project: promotion, instruction (or information); education.

2.1 *Promotional Activities*

Whether women become involved in formal promotional activities will depend largely on who, at the household level, makes the decision to improve water supply and sanitation, and the local people (such as father-in-law, village elder, husband, health workers) who are likely to influence that decision. In most male-headed families, such major decisions are made by men. However, given women's role as "influencers" of male decisions within the family and, indirectly within the community, the project needs to acknowledge and appropriately reinforce the capacity of women to facilitate a change "from within". Where there are large mumbers of female-headed households the situation changes. However, even if actual promotors are primarily male, women's organisations can play a major role. The use of small-scale models, photographs and drawings of the proposed facilities has also stimulated women to

participate in decision-making and to provide valuable feedback. Local, educated women, such as midwives, nurses and teachers, may be suitable intermediaries provided they discuss the issues with the women concerned. Their professional status makes their involvement more acceptable to male leadership in societies requiring the seclusion of women.

2.2   Instruction activities

The instruction role in communication support activities of sanitation programmes has two main aspects: teaching owners of new latrines how to build or improve their own latrines (or help in the process), and teaching them to look after the finished unit (cleaning, repair, pit change over, emptying or other necessary functions). Therefore, women as the primary users need to learn all aspects. This kind of information may not reach women attending local meetings unless the local language is used and seating arrangements are adapted so that they can participate on equal terms with men.

2.3   Educational Activities

From the perspective of the project and society, women make their greatest contribution in improving or ensuring the health impact of water supply and sanitation projects. They can contribute:

(a)   through playing an active role in complementary education activities; and

(b)   through ensuring the cleanliness and proper operation of their own household latrines and cleanliness of the surrounding area.

While these contributions are undeniably important, they may result in other benefits to the family and the society.   Women's involvement may lead to greater self-esteem or (in the case of a public education role) an improved social standing.   In general, these kinds of sanitation roles for women are fairly well recognized by now, although they are not always facilitated by the project:

hygiene education activities are often neglected or poorly planned and implemented, and project staff frequently do not give women adequate instruction for any cleaning and operational roles.

Women can be the local sanitation auxiliaries or health educators, and in village sanitation committees or similar groups they can be responsible for the education aspects. Traditionally, domestic and personal hygiene tends to be an approved area of women's expertise and responsibility, so an active educational role would be culturally appropriate. Traditional beliefs and practices which women hold can seriously threaten the health of their families. An example of a common problem practice which can threaten the family's health is the failure to wash hands before handling food.

On the other hand, it is often the women who make better hygiene possible for their families, by bringing water to the house, placing containers near the latrine, buying or making cleaning materials, and other similar tasks. Women must be fully convinced of the value of these activities, so that they may make the special effort required.

Participation of mothers in monitoring children's use, with meetings of mothers' clubs or similar groups providing an opportunity to discuss achievements, would provide additional reinforcement. In some instances, women may also be able to be taught to make simple adaptations or supportive improvements (such as footstools, holding harnesses, or removable seats) to ensure that children use the toilet willingly.

Therefore, education on safe drinking water and sanitation through schools, health and other community programmes should be provided prior to, or along with the installation of water and sanitation facilities. Whether formal or informal, education programmes should reach women as well as all groups such as religious leaders, village elders or opinion leaders, teachers and students, etc. Another possibility is to use functional literacy classes in adult education programmes to create awareness about topics such as household and food hygiene or prevention of water related diseases. When possible, efforts should be given to short-term training programmes for women technicians. Women at the community and district levels may be trained in installations, operation and maintenance of simple and basic water supply and sanitation facilities as well as environmental sanitation.

2.4 Women as members of the communication audience

Where comminication activities are attempting to reach and influence women, whether through other people or through media, they need to consider women as audience members and the ways in which female audiences might differ from male audiences.   Such differences can lie in literacy levels, general knowledge, interest, motivation, self-esteem, use of or access to the media (for instances, they may rarely read newspapers but listen to the radio more than men), and different personal communication patterns (with whom they talk, when, where and on what subjects).   To the professional communication planner, such differences translate into specific decisions in the design of the communication activities.

Please see "Additional Reading" for the advantages and disadvantages of different media, materials and techniques for communication support.

2.5 Segmentation of female audience

Thinking of women as a homogeneous mass can be as potentially dangerous to on-site sanitation project success as not recognizing sex differences in the audience.   In many project-related communication activities, it is important to appreciate whether it is really the young wife who is responsible for household chores or the oldest daughter, for many lower-income women may work away from home (as domestic servants as in many Latin American slum areas or in agriculture in rural areas).   Equally, communication activities need to take into account whether it is really the mother who looks after the young children all day, and therefore plays the major role in toilet training them and supervising them, or again the oldest girl, or the grandmother. Similarly, the influential role of any mothers-in-law, mothers, or informal village or community leaders may need recognition (both male leaders and female ones, such as traditional women leaders or midwives).   If leaders do not approve, change in normal practices may not be possible.   Such precise definition and in-depth understanding of the audience permits better tailoring of messages to suit the women to be reached and makes sure that the women who should be influenced in effect are.

3.   *The Role of Women's Organisations*

At the international level women's organisations can:

- *review education and training materials to ensure women's issues are taken into account.*

- *Emphasize the importance of supporting formal and non-formal education to stimulate a change of attitudes, to enchance women's roles in IDWSSD, and to promote improved practices in water use and sanitation to achieve Decade objectives.*

- *Conduct an appraisal of existing information services at the international level engaged in or established for programmes related to women. Ensuring systematic and analytical documentation of existing institutional resources.*

- *Incorporate and emphasize women's role in existing publications.*

- *Conduct case studies for identifying types of institutions and policies directly relevant to women's organisations, as well as to help government and other implementing agencies to assess women's participation in IDWSSD.*

- *Initiate and promote project support communication to ensure women's involvement in community participation for improved water supply and sanitation.*

- *Facilitate the work of communications net works for women-to-women sharing of experience and ideas.*

At the _national_ level women's organisations can:

1) Advertise national programme goals and activities:

- write in the organisation's newsletters/publications

- involve local radio or television stations

- prepare short articles for newspapers, magazines

- enlist support from politicians, film personalities.

2) Open two-way communication with affiliated women's groups throughout the country to promote water and sanitation activities and encourage their involvement:

- convene workshops

- make visits to communities

- prepare workplans of feasible projects they themselves can implement

- distribute educational materials

- include water and sanitation topics in women's literacy campaigns

- support activities of local women's organisations by providing information material, funds, equipment.

Please see _"Additional reading"_ for the checklists on education and communication component of WSS projects.

ADVANTAGES AND DISADVANTAGES OF DIFFERENT

MEDIA, MATERIALS AND TECHNIQUES FOR COMMUNICATION SUPPORT

    A. People-based
    B. Mass media
    C. Other media, materials

A. PEOPLE-BASED	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
1. Public meetings and lectures.	Easy to arrange. Reach many people. Can have more than one speaker. Create public interest and awareness. Stimulate follow-up discussion.	Audience is usually passive. Speakers may not understand audience's needs. Difficult to assess success. Audience might not learn the main points.	Handouts should be used. Presentation should be clear. Use visual aids when possible. Audience should be encouraged to raise questions and to participate. Speaker should establish two-way communication.
2. Group discussion.	Builds group consciousness. Individual members of the group can understand where each member stands in regard to the discussed issue: provide chances for exchanging opinions and increase tolerance and understanding.	Some members may dominate. Sometimes difficult to control or to keep focusing on the main issue. Requires trained leaders.	Should be used with an interested audience to discuss a definite problem. Procedure should be flexible and informal. Summary of discussion should be presented at the end of discussion. Decision should be made by group members regarding its stand on the issue discussed. Requires the selection of good chairman.

Source: This table has been taken from "Using Communication Support in Projects: The World Bank's Experience", World Bank Working Paper No. 551, December 1982, by Heli Perrett.

This is largely based on Shawki M. Barghouti, Reaching Rural Families in East Africa, Nairobi: FAO Programme for Better Family Living in East Africa, 1973.

EXTRACT FROM: TAG TECHNICAL NOTE NO. 2, "PLANNING OF COMMUNICATION SUPPORT (INFORMATION, MOTIVATION AND EDUCATION) IN SANITATION PROJECTS AND PROGRAMMES, by HELI PERRETT, 1983.

PEOPLE-BASED	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
3. Role playing.	Facts and opinions can be presented from different viewpoints especially on controversial issues. Can encourage people to reevaluate their stand on issues and can invite audience participation. Deepens group insight into personal relations.	Cannot be used in community meetings. Some role-players may feel upset by playing a role they do not agree with. Requires careful preparation for the selection of the issue and actors. Careful preparation is essential.	Can only be used in training courses. Follow-up discussion should focus on the issue rather than on actors' performances. Source material about the issue should be provided to the actors to prepare their arguments.
4. Drama.	Groups can be active "learning by doing". Can attract attention and stimulate thinking if situations are effectively dramatized.	Actors require attention in training and preparing script. Preparations might be too difficult for the field worker. Difficult to organize because it requires considerable skills and careful guidance by the field worker.	Should be restricted to one issue. Can only be used during training courses. Can be used as entertainment if well prepared before a public meeting.
5. Case study.	Can illustrate a situation where audience can provide suggestions. Can elicit local initatives if the case corresponds to local problems.	Difficult to organize. Rewording of events and personalities might reduce the effectiveness of the case. Some audiences may not identify themselves with the case.	Should be clearly prepared. Can be used in training course. Questions and discussions should lead to recommendations for audience action. Audience should be encouraged to prepare case studies relevant to its experience.

PEOPLE-BASED	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
6. Home visit.	Establishes good personal relationships between field workers and families. Can provide information about rural families that cannot be collected otherwise. Encourages families to participate in public functions, demonstrations and group work.	Field worker cannot visit every family in the community. Only families in accessible localities can be visited.	Records should be kept for families visited. Schedule of home visits should be developed to assure allocation of time for field work activities. Handouts should be given to families visited.
7. Demonstration (with a small group).	Participants can be active and learn by doing. Convinces the audience that things can easily be done. Establishes confidence in field worker's ability.	Requires preparation and careful selection of demonstration topic and place. Outside factors can affect demonstration results and consequently might affect confidence in field worker.	Demonstration processes should be rehearsed in advance. Audience should participate in the actual process. Educational materials should be distributed to the participants at the end of the demonstration. Should be suitable for people to attend.

B. MASS MEDIA	MAIN AVANTAGES	MAIN DISADVANTAGES	COMMENTS
1. Radio.	Radio technology available in all countries and can reach mass audience cheaply. Receivers are inexpensive and available in the remotest communities. Messages can be repeated at low cost. Easy to reach illiterate audience. Can be used to support other channels of communication. Efficient to announce events and development activities, and, if properly used, can mobilize audience to participate in public events and projects of value to the community. It is flexible, and style can include drama, lectures, folklore songs, interviews and variety shows. Excellent in regular teaching and out-of-school correspondence courses. Radio is effective in creating awareness and setting agenda of priorities for people's attention.	One-way channel. Complicated technical issues. Difficult to illustrate. Audience reaction, participation or interest in messages delivered, difficult to assess. Requires special skills and continuous training of radio personnel. Content may not be tailored to small communities and tends to be general in nature and is usually prepared for national audience, or special ethnic or language group thus reducing relevance to local problems. Difficult to use material broadcast as a reference without investment in radio documentation. Texts of radio programs are usually needed for effective follow-up. This is not always possible.	Radio messages should often be supported by personal follow-up. Radio effectiveness increases if messages used in group discussions (e.g., farm forums) or regular training courses. Desirable for radio to cover local events, assist in explaining and promoting local projects and development efforts. Programming should maintain balance between national and local coverage interviews and lectures, news and profile coverage of development issues.

MASS MEDIA	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
2. Television.	Its novelty attracts audience and can be the main captivator in rural communities. Can be used to explain complicated messages because of its combination of sound and picture. Programs can be repeated at cost. It is suitable for mixed presentation of issues. Suitable for motivation through utilization of folklore art and music, community events, and animated public speeches and debates. Efficient in bringing issues to public attention, and powerful in setting public agenda for action and participation in development effort. Successful in creating awareness. Suitable for illiterate audiences if they have access to receivers or to TV clubs.	Expensive to operate. Receivers not available in many rural areas and among poorest population groups. Has traditionally been used for entertainment and politics more than for development and educational purposes. Programming skills more likely to be available for entertainment. Educational programs may face severe competition from entertainment. No audience participation. Present state of technology in many developing countries does not allow immediate coverage or timely relay of local community actions and events. Requires more planning and preparation, and technical, creative, and communication skills than other media. Difficult to use material televised as a reference without investment in television documentation. Texts of television programs are needed for follow-up. This is not always possible.	Local television stations can play an important role in development. More educational training is required for staff. Easy to exchange information, and programs are scheduled in advance, well-documented, with heavy involvement of and focus on local problems. Very effective for activating group learning when used in viewing centers or as part of multi-media campaign for education-information and motivation.

MASS MEDIA	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
3. Newspapers.	Can provide detailed information. Easy to present technical data in clearly designed text. Important topics can be covered in a series of articles. Can influence the attention of audience by where they place information and on what page. Influential in creating awareness and mobilizing public opinion. Material published can be shared and used as reference. Can be used to support radio and television for education purposes and follow-up on lessons, issues and topics discussed by the other two media.	Can be used by literates only. Difficult to reach isolated communities. Can be expensive for poor families. Requires special writing and editing skills, which are not always available. Like all other mass media, it is one-way communication channel. Feedback is difficult because of audience reluctance or inability to contact the editor. Difficult to publish at regional level. Small communities can not afford to publish their own newspapers without continous support from national government.	Best source of information if topics of development are covered on regular basis. Can be used to establish community local papers and bulletin boards. Can be circulated to community members to reduce cost per individual family. Could be used to support literacy classes: sectors could be prepared especially for poor readers and semi-literates.
4. Cinema.	Captures attention well. Reaches big audiences in selected countries and can be very cheap (particularly with semi-permanent and travelling cinemas). Can reach lowest strata in certain countries and even have large rural audience.	Is expensive in some countries and may only reach certain sub-groups in the target audience (such as the rich, youth, females). Distribution can be a problem. May be distracting setting for educational messages.	Great care must be taken in preparing the film clips.

MASS MEDIA	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
5. Folk theatre.	Culturally relevant. In some countries is easily available and inexpensive. Often more credible to the traditional elements of society than the modern media.	Can lose control of the message. Format can distract from content.	Flexibility of the form can vary from country to country. One of the best uses is often a combination with a modern medium such as television, radio, or supported by loudspeakers.
6. Wall paintings. Billboards.	Potentially available to large audience. Low costs per person reached if well located.	Can be easily ignored. Limited to simple messages.	Message must be extremely well designed and pretested. Siting is critical to be able to reach the kinds of people intended.
7. Mass media group listening.	Combines mass media and personal channels. Can be prepared and used for many audiences over a period of time. Encourages group participation.	Requires preparation for recruiting groups, training group leaders, and preparation of educational material. Can be expensive. Drop-out can be a problem if special efforts are not made.	Should be regularly held. Participants should be provided with educational material. Can be effective in enforcing literacy and adult education. Programs selected should be about local problems. Tape recorders can be used. They are flexible. Can be used to tape role-playing, group discussion and interviews with local personalities.

C. OTHER MEDIA AND MATERIALS	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
1. Publications and loose leaflets.	Excellent for indepth presentation of issues and technical information. Can cover more than one topic. Easy reference and can be directed to specific audiences. Can be illustrated and made attractive. Can support other media for education purposes.	Expensive. Can only be effective if well designed and produced. Poorly printed publications may be expensive but not be read. Require special editing, design and production skills.	Should be used to support special campaigns, such as literacy and adult education. Most useful if topics are covered in series of publications. Could be used successfully in group discussions and as back up for public meetings. Can also be used for in-service training of field staff and to keep up morale, particularly if field staff are widely dispersed.

OTHER MEDIA AND MATERIALS	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
2. Video (Forum).	Can be used to introduce new ideas to selected audiences. Excellent tool for micro-teaching. Can introduce complicated concepts and technical issues in a series of presentations; can record field operations and activities and use them on numerous occasions; can be used to teach skills and change attitudes. Feedback to the broadcaster can be immediate and relatively accurate. Can be handled by model farmers and community leaders; can build useful libraries for teaching in the case of literacy and adult education classes.	Is expensive. Forum members tend to drop out. Breakdown in hardware is common, and batteries are often exhausted. Forum requires highly skilled personnel and extensive hardware. Restricted to communities where trained field agents are available. Requires continuous servicing and maintenance and up-dating. Can become negative tool for development if it fails to attract different sub-groups in the community (such as the poorest, and religious or racial minorities). Sometimes, because of difficulty in finding needed materials or training manpower, many events in the community go by without being recorded or utilized.	Forums require continuing attention from professional organizers. Most successful in small group learning. Group discussion leaders must be carefully selected and trained. Training materials and programs must be carefully organized and kept in order. Its efficiency increases if used in combination with booklets and handouts at the end of the discussion. Should be used to teach special skills, for structured instruction and, where possible, as a tool to generate participation among a rural community or one that is for other reasons isolated from ongoing programs or slow to cooperate.

	OTHER MEDIA AND MATERIALS	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
3.	Films.	Use of sight and sound can attract audience's attention. Can make great emotional appeal to large audiences.	Good films are rare. Equipment costly to buy and maintain. One-way communication unless properly used. Requires skill in running film projectors.	Best if combined with discussion groups. Much work to be done regarding getting good films made. Attention should be given when getting audience to evaluate the film. Films should be used for stimulating discussion rather than for teaching alone.
4.	Filmstrips.	Much cheaper and easier to work than films. Easily made from local photographs. Encourages discussion.	Usually sight only. Not so dramatic as motion pictures. Could be expensive.	Can have recorded commentary. Strip can be cut up and individual pictures mounted as 2" slides: then can be selected and re-arranged.
5.	Slides.	Have all the advantages of film strips plus more flexibility and can be more topical. They can be used in a series to illustrate a concept.	Could be expensive. Difficult to have them on all subjects of teaching.	They should be used after careful preparation of logical sequence and a good commentary.
6.	Flannelboard.	Can be portable and mobile. Can be prepared by expert in advance. Little skill required in actual operation. Could be used to make presentation more dynamic.	Can only be used for what it is prepared. Cannot adapt to changing interest of group. More elaborate equipment than ordinary blackboard. Difficult to keep up-to-date.	Very useful but only for the prepared talks. Audience can participate. It should be used step-by-step. Flannel materials should be stored properly for future use. Flannelgraphs should be numbered according to their order in the presentation.

	OTHER MEDIA AND MATERIALS	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
7.	Bulletin Board.	Striking, graphic, informative, flexible, replaces local newspapers. Keeps community up-to-date with information.	Requires preparation and attention to community needs.	Should be combined with maps, talks and photographs. Very suitable for posting articles, announcements and news of development in the community.
8.	Flip charts (turnover charts).	Cheap and simple. Can be stopped at will for analysis. Can be prepared locally. Ideas could be illustrated in sequence. Illustrations on flip chart could be used many times for different audiences in different sessions.	Soon torn. Can only be seen by a few at a time. Can be difficult to illustrate complicated ideas.	Should not be overlooked for illustration of simple sequences - especially with small groups. Lectures should be prepared in advance for use on several occasions.
9.	Models, exhibitions and displays.	Appeal to several senses. Can be used in various occasions and situations. Can illustrate ideas in detail.	Not many workers can build them or use them properly.	Useful models and exhibitions could be built up locally. Should be used in familiar places - centers.
10.	Maps, charts, diagrams.	Visual appeal. Should simplify details. Permit leisurely study. Can develop sequence on display boards.	May mislead by over-simplicity. Can create transport and storage problems.	Should be made especially for groups. May need careful explanation at first. Could be used as summary of information. Symbols and layout should be familiar to the audience.

OTHER MEDIA AND MATERIALS	MAIN ADVANTAGES	MAIN DISADVANTAGES	COMMENTS
11. Blackboard.	A flexible tool. Easy to make and to use. Can be very attractive if used properly. Use of colored chalks can add to its visual appeal. Can be portable.	Requires some manipulation skill (though quickly acquired). Requires teaching skills to make best use.	Should be essential in every group. Very useful for schematic summaries or talk or discussion. Audience can participate. Small blackboards can be portable. Writing should be clear and organized.

Workplan

EDUCATION AND INFORMATION COMPONENT

1. What aspects of the programme will be covered in the education component?

> Options include:
> - general programme information (allocation criteria, etc.)
> - specific project information (choice of technology, level of service, siting, etc.)
> - self-help labour instruction
> - management education
> - users' education
> - training of community members for specific tasks
> - health education

2. What educational methods will be used for each aspect?

> Options include:
> (A) individual contacts
> - house visits
> - fieldworker's office visits
> - personal cards/letters
> (B) group activities
> - lectures, talks
> - (small) group discussion meetings
> - demonstrations
> - trips
> - short courses
> (C) mass approach
> - mass meetings
> - film show
> - slide shows
> - folk media (trad. songs, drama, etc.)
> - posters, slogans, banners
> - bulletins, folders
> - loudspeaker tours
> - announcement boards
> - exhibitions, displays
> - mass media-radio broadcasts
>   -TV broadcasts
>   -press articles, statements
> (D) combined approach
> - radio-TV study groups
> - cassette listening groups
> - popular theatre discussion groups
> - group training unit approach (extension agent working through carefully selected local animators)

EXTRACT FROM, "WHO" GUIDELINES FOR PLANNING COMMUNITY PARTICIPATION IN WATER SUPPLY AND SANITATION PROJECTS", BY ANNE WHYTE, ETS/83.8

3. Who will be target groups
    for each educational
    approach?

Checklist:
Community level
- all community
- heads of households
- men/women/children/mothers
- community leaders
- committee members
- local teacher, health auxiliary
- community level worker
- users
- most disadvantaged groups
- self-help labour
- recruited personnel
District/Regional level
- District/Regional officers in charge
- all district/regional personnel
- health workers, schools
- mobile technical unit personnel
- all field workers
- CEP workers
- political figures and key leaders
National Headquarters level
- members of inter-Ministerial
    Committee
- technical members of interagency
    committees, task forces, etc.
- CEP personnel
- all personnel working on Decade
    projects
- some agency personnel (e.g. health,
    water)
- key leaders and politicians
- voluntary organizations

4. How will feedback, dialogue
    be achieved?

Checklist:
- direct comment by target group
- survey of response
- formal reporting mechanism
- informal comment; reports
- question and answer sessions at
    meetings and through media
- box numbers, letters to newspapers
- field visits, evaluation studies
- self-surveys
- competitions

2.3 ADDITIONAL READING

WASH PROJECT
Questionnaire on Educational
Materials on Water & Sanitation

Thank you for taking a few minutes to describe the development and use of a health education item or tool related to domestic water supply and sanitation. Please print or type your answers to the following questions.

(Leave this
Column Blank)

1. What is the format of the item being described e.g., pamphlet, comic book, poster, flipchart, radio script, calendar, etc.?

2. Title (if any) with English translation

3. What aspects of water supply, sanitation or hygiene are covered in this item?

4. For what kinds of audience was this item developed, e.g., farmers, rural schoolchildren, poor urban housewives...?

5. What kind of worker was expected to use this item, i.e., community health worker, patient educator, rural teacher...?

6. In what languages was the item prepared? (If no words were used, write "none.")

7. If colleagues from other countries request a copy (or set), can they obtain a copy

   At no cost   Yes___   No___   Don't Know___

   At a cost for the item and/or postage   Yes___   No___ Don't Know___

8. What were the programmatic objectives for this item? (Example: inducing people to build sanitary latrines...) If you don't know, write "Don't Know"

SOURCE: DEVELOPING AND USING AUDIO-VISUAL MATERIALS IN WATER SUPPLY AND SANITATION PROGRAMMES, WASH TECHNICAL REPORT No. 30 prepared by BARRY KARLIN & RAYMOND B. ISELY, DEC. 1984.

(Leave this
Column Blank)

9. What beliefs and attitudes was the item designed to modify?
    If you don't know, write "Don't Know"

10. Were any special studies conducted to learn about the beliefs
    and attitudes of the target audience which could be used in
    determining the content of the item to be developed? Yes ___,
    No___, Don't Know___.

11. If "yes," what kind of worker designed this study, e.g., nurse,
    health educator, sociologist, physician, etc.?

12. If such studies were conducted, in what ways did field health
    workers participate?

13. How were the item's contents and illustrations field tested,
    and what were the major findings of the field tests? (Please
    continue on page 4 if more space is needed.)

14. How was the final product evaluated, and to what extent was the
    item found to be useful in reaching programmatic objectives?
    (Please continue on page 4 if more space is needed.)

15. How was the item changed or aspects of the health education
    effort changed as a result of evaluation studies?

(Leave this Column Blank)

16. *Please provide information about the person(s) who know(s)* <u>*most*</u> *about the development process for this item:*

      Name and Title _____
      *Agency Affiliation*_____
      Full Mailing Address _____
      _____

      Full Telephone Number _____

17. *What other agency(ies) was (were) involved in the development of this item?*

18. *We would like to know about the person who kindly completed this questionnaire.*

      Name and Title _____
      Agency Affiliation _____
      Full Mailing Address _____
      _____

19. *Would you like to receive a copy of the completed report?*
      Yes   *No*

Please use the remaining space to expand upon earlier answers or to add information which would make it easier for health workers elsewhere to develop effective educational audio-visual aids.

If at all possible, please provide a translation of the words when in the items unless they are already in English, Spanish, Protugese or French. We would also like copies of evaluation or research reports covering the item or the campaign in which it was used.

IMPORTANT: Mailing Instructions

Please promptly return information and copies of educational materials by airmail to Dr. R. Isely, c/o WASH, 1161 N. Kent Street, Room 1002, Arlington, Va. 22209, USA. You can also use USAID air pouch. Deliver your package addressed to V. Wehman, AID/S&T/H/WS to the USAID Mission in your country.

STEPS INVOLVED IN PLANNING OF A COMMUNICATION COMPONENT

In general terms, the planning of a communication component of a water supply and sanitation project usually proceeds as follows:

<u>Role of the Engineer or other Team Members</u>

<u>Task of the Communication Specialist</u>

Identifies overall project scope and ⟶ 1. Identifies specific needs for communication activities through:
objectives, technology options, strategy, timing, institutional arrangements, target areas.

    (a) review of the health and environmental situation of the populations involved; their sanitation conditions and related practices, beliefs, views or preferences; and resources (such as cash, time, or special skills);

Provides information on technology ⟶ (b) review of the proposed technology options, delivery strategy, financial arrangements and assumptions made about response of the benefiting populations;
options being considered, delivery systems under review, cost-recovery/self-help expectations.

    (c) identification of specific problems or gaps between program expectations and people's likely response, which would be amenable to IME or similar inputs.

  2. Identifies a communication package or component, which at this stage would usually include initial proposals (which may later be revised) on:

Reviews such arrangements to see ⟵ (a) institutional responsibilities (or two or three alternative arrangements to be discussed further by government);
how they fit in with overall institutional arrangements for the project/program.

Checks these objectives to make ← (b) specific objectives (wherever
sure they are correct in technical possible, defined in
terms. behavioral terms);

(c) type of communication
strategy or package that will
be used or, again, two or
three alternatives from which
a most cost-effective
alternative would later be
selected;

Checks against construction ← (d) coverage and timing,
schedule to see whether, e.g., vis-a-vis the latrine project
piloting is feasible. or program (e.g., covering
all of it; only the
lower-income areas; or one or
two pilot communities);

(e) costs (in general terms, to
provide an initial estimate),
or, again, two or three
alternative cost scenarios
for different strategies.

3. Prepares the detailed design of
the communication package or
component, which will usually
include:

(a) institutional
responsibilities, both
overall and for specific
aspects (such as staff
training, design and
pre-testing of materials or
media messages, materials
distribution, monitoring and
evaluation);

Provides latest information on → (b) specific objectives;
technology option(s) selected or
being made available for selection (c) identity of audiences, and
by beneficiaries, on delivery relevant information about
systems and them (such as access to
cost-recovery/self-help channels to be used);
arrangements, and updates this as
further changes occur. (d) personal and media
communication channels to be
used and how they will
operate (this should include
the level of effort and
duration of each activity,
and which objectives each
will focus on);

ɔvides latest construction or ————————→ (e) timing of activities
upgrading schedule.   vis-a-vis the construction
                                                     and operation and maintenance
                                                     activities (i.e.,
                                                     before/during/after);

Reviews linkage into general ←———————— (f) plan for monitoring and
project/program monitoring and   evaluation;
evaluation activities.

Checks incremental costs per ←———————— (g) costs (to include incremental
latrine constructed to ensure that   costs per household served
they are reasonable.   with a latrine, or an
                                                     equivalent measurement, and
                                                     detailed costing for at least
                                                     the first year of
                                                     implementation);

⬤cks for compatibility with ←———————— (h) procurement procedures (if
ncy or donor procurement   relevant);
requirements.

Checks on coordination with ←———————— (i) implementation schedule (in
construction/upgrading schedule.   as much detail as possible,
                                                     particularly for the first
                                                     year);

                                               (j) poverty or other target group
                                                   impact (depending on project
                                                   objectives and possibly on
                                                   the requirements of the
                                                   likely funding agency).

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3.1   *KEY ISSUE-CHECKLISTS*

1)   *WHAT, IN YOUR OPINION ARE THE KEY POINTS IN A COMMUNICATION STRATEGY FOR WSS PROJECTS.*

2)   *MAKE SUGGESTIONS ON HOW TO EXPAND COMMUNICATION ACTIVITIES FOR WOMEN IN WSS PROJECTS AND PROGRAMMES.*

3)   *INDICATE HOW YOU ENVISAGE IMPROVING COMMUNICATION ACTIVITIES FOR WOMEN IN WSS PROJECTS THROUGH YOUR ORGANISATION.*

NAME OF PARTICIPANT

....

INSTITUTION

....

OCCUPATION

....

COUNTRY

....

DATE

....

Mark the box which corresponds best to your opinion to each question.

1. *Your degree of interest in the particular topic of this module was:*

   high | | | | | | | | low

2. *The objectives of this module were:*

   clear | | | | | | | | not clear

3. *The contents of this module were:*

   well structured | | | | | | | | badly structured

4. *The terminology in this module was:*

easy to
understand | | | | | | | | hard to
understand

5. *The visual material (slides, drawings, diagrams...) used in this module was:*

clear | | | | | | | | confused

useful | | | | | | | | useless

6. *The checklists have covered the subject studied?*

completely | | | | | | | | not at all

7. *The checklists were:*

useful | | | | | | | | useless

too simple | | | | | | | | too complicated

sufficient | | | | | | | | insufficient

8. *Studying this module enabled you to learn:*

many new things | | | | | | | | nothing new

9. The knowledge acquired through the module's study will in your present profession be:

   useful | | | | | | | | useless

10. The knowledge acquired through the module's study will in the near future be (reply to this question only if the answer n. 9 is negative):

    useful | | | | | | | | useless

11. List the topics you would like to have treated more extensively:

    1)...

    2)...

    3)...

12. List the topics you would like to have treated to a lesser extent:

    1)...

    2)...

    3)...

13. List the topics not included in this module which you think are of essential interest to your profession:

   1)..

   2)..

   3)..

14. Please list any suggestions you have to offer for improvement of this training module.

   ....

   ....

   ....

HARDWARE

    OVERHEAD PROJECTOR
    SCREEN
    FLIP-CHART

DOCUMENTS TO BE USED BY THE TRAINER

    See "module structure" p. 3

DOCUMENTS TO BE DISTRIBUTED TO TRAINEES

    OBJECTIVES
    TARGET POPULATION
    TABLE OF CONTENTS
    TEXT
    GLOSSARY
    BIBLIOGRAPHY
    CHECKLISTS
    ADDITIONAL MATERIAL
    EVALUATION QUESTIONNAIRE

Check that this material has not been previously distributed to the trainee.

KEY POINTS	TRAINING METHODS AND ACTIVITIES DISTRIBUTED	DOCUMENTS AVA TO BE
	INTRODUCTION	
1. OBJECTIVES	PRESENTATION	Additional reading
2. INTRODUCTION ON COMMUNICATION AND INFORMATION SERVICE	PRESENTATION/ DISCUSSION	
	PRESENTATION	
3. COMMUNICATION SUPPORT IN WSS PROJECTS	PRESENTATION	
4. SPECIFIC TASKS OF COMMUNI- CATION SUPPORT IN WSS PROGRAMMES	PRESENTATION	
5. SPECIAL CONSIDERATIONS IN PLANNING COMMUNICATION ACTIVITIES	PRESENTATION/ DISCUSSION	
6. COMMUNICATION SUPPORT ACTIVITIES TO REACH WOMEN	PRESENTATION/ DISCUSSION	
7. PROMOTIONAL/INSTRUCTION/ EDUCATIONAL ACTIVITIES	PRESENTATION	
8. WOMEN AS MEMBERS OF THE COMMUNITY AUDIENCE	PRESENTATION/ DISCUSSION	T1/T1A/ T2

SUMMARY

KEY ISSUE-CHECKLISTS

GROUP
DISCUSSION   Checklist

PRESENTATION OF
CHECKLISTS

PLENARY
DISCUSSION

CONTROL

KEY ISSUE
CHECKLISTS

THE PARTICIPANTS WILL WORK
IN SMALL GROUPS AND DISCUSS
 VARIOUS PROPOSALS

MODULE
EVALUATION
QUESTIONNAIRE

INDIVIDUAL
ACTIVITY

Evaluation
questionnaire

We suggest that the Officer in charge follow strictly the sequence of key
points as given in this guide including the related audio-visual
material (AVA).   As far as training methodology is concerned, the
selection and adoption of the most suitable methods, with reference to
the characteristics of the target population being trained, is left to the
ability and experience of the trainer.

1.   *ROLE OF WOMEN'S ORGANISATIONS - INTERNATIONAL LEVEL*

1.A   *ROLE OF WOMEN'S ORGANISATIONS - INTERNATIONAL LEVEL*

1.B   *ROLE OF WOMEN'S ORGANISATIONS - NATIONAL LEVEL*

ROLE OF WOMEN'S ORGANIZATIONS

INTERNATIONAL LEVEL - RECOMMENDATIONS

INCORPORATE AND EMPHASIZE WOMEN'S ROLE IN PUBLICATIONS

INITIATE AND PROMOTE SUPPORT COMMUNICATION TO ENSURE

WOMEN'S PARTICIPATION IN WSS

FACILITATE THE WORK OF COMMUNICATION NETWORKS FOR

WOMEN-TO-WOMEN SHARING OF EXPERIENCE AND IDEAS=

ROLE OF WOMEN'S ORGANIZATIONS

INTERNATIONAL LEVEL- RECOMMENDATIONS

REVIEW EDUCATION AND TRAINING MATERIAL TO ENSURE INVOLVEMENT OF WOMEN'S ISSUES.

SUPPORT FORMAL AND NON-FORMAL EDUCATION TO ENHANCE WOMEN'S ROLE IN IDWSSD.

CONDUCT AN APPRAISAL OF EXISTING INFORMATION SERVICES ENGAGED IN PROGRAMMES RELATED TO WOMEN.

ROLE OF WOMEN' ORGANIZATIONS

NATIONAL LEVEL- RECOMMENDATIONS

ADVERTISE NATIONAL WSS PROGRAMME GOALS AND ACTIVITIES

OPEN TWO-WAY COMMUNICATION WITH AFFILIATED WOMEN"S

GROUPS THROUGHOUT THE COUNTRY TO PROMOTE WSS ACTIVITIES

AND ENCOURAGE WOMEN'S PARTICIPATION.

GUIDELINE for STUDY-VISIT

INTRODUCTION

In order to use the surronding environment as a training element, the trainer needs a lot of information on the environment itself, and the services that it can offer.

The first step to be undertaken is the preparation of lists, divided by sectors of activities, of all agencies, companies and organisations which are available to co-operate in organising study visits.

For each host institution a form will have to be prepared, containing name, address, telephone number, sector of activity, name of person with whom the contact has been established and type of study visit this institution would be capable of providing.

PLANNING THE VISIT (CHECK LIST FOR PEDAGOGICAL ASPECTS)

The Workshop Organiser must:

- define training objectives of the visit;

- check if the visit can reach these training objectives by contacting the responsible person of the host institution and by communicating these objectives, the number and the professional profile of the participants. (If possible, effect a prior visit);

- communicate the training objectives of the visit to the participants and supply them with documentation on the host organisation;

- invite the participants to formulate questions related to the objectives of the visit.

VISIT FOLLOW-UP

- After the visit, the organiser will have to evaluate the outcome of the visit with the group of participants, as far as the organisational and pedagogical aspects are concerned.

- Prepare a report on the visit.

- Make a note on the most relevant aspects of the report for future use/future visits to the host institution.

PLANNING THE VISIT (CHECK LIST FOR ORGANISATIONAL ASPECTS)

Institution to be visited:

- Name:

- Telephone Number:

- Sector of activity:

- Name of contacted person:

- Responsibilities:

- Type of visit proposed

Date of visit:

Time of visit:

Departure hr: (from the institution)

Arrival hr: (to the host institution)

Departure hr: (from host institution)

Arrival hr: (to the institution)

Transport: - type of (coach, car, plane, train);

          - cost;

          - name, address and telephone number of company, where this service is booked;

          - refreshments and comfort stop;

- *first aid kit.*

Lunch:
- *type of (as guest by the host company, at a restaurant, take-away sandwiches)/whether vegetarian meals or other dietary requests are provided. Before booking the service, take into account if any of the participants is following a specific diet;*

- *cost;*

- *name, address and telephone number where this service is booked (in case of restaurants and take-away sandwiches).*

Interpretation: - *if necessary*

- *cost*

- *name, address and telephone number of company or person(s) where this service is booked.*