

HSRC RESEARCH OUTPUTS

4737

Innovation and training in community appraisal

Presentation and discussion with EWS, 15 December 2006

WRC K5/1522/13

Developing an appropriate tool: Voice, measure and intervention in
ensuring the sustainability of municipal water services to the poor.

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Outline

- Overview
- Part 1: Developing community voice
- Part 2: Learning from experience
- Part 3: Education and training
- Part 4: New tools for new approaches
- Part 5: Municipal responsiveness

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Overview

In this project primary attention has given to community voice as the starting point to a developing cycle of sustainability. The method has been designed to be innovative, voluntary and open-ended and has led on to training within a rights-based approach.

Engagement with communities has raised the issue official acceptance of the needs and priorities arising from appraisal. This has been the outstanding challenge to the strategy of 'learning by doing' in pilot studies.

Experience has shown that community priorities are more likely to be accepted if there is official engagement in appraisal beyond issues of access. A 'controlled' cascade involving education, training and appraisal within an institutional track is being explored. A negotiated protocol leading potentially on to people's planning and regulation of water services is possible.



Citizen Report Cards

Citizen Report Cards for Three Cities in Kenya to be Released in 2007

Initial results from a survey on water and sanitation services in three Kenyan cities show that there are wide variations not only in the level of service but also in customer satisfaction. 3,000 household interviews were conducted in Nairobi, Mombasa and Kisumu to prepare Citizen Report Cards for the urban water sector in Kenya. Data analysis is continuing and three civil society agencies leading the have begun drafting their city-level Report Cards for public release in January 2007. A variety of advocacy and dissemination events have been planned. All events will be held in partnership with the alliance of public utilities, government agencies and NGOs that make up the city-level and national consortia guiding the project.

WSP ACCESS 12 December 2006

Part 1: Developing Community Voice

- Brings together many diverse voices
- Expresses accumulated needs and priorities
- Vision of themselves and something better
- Experiences of success and failure in bringing change
- Communication to those in authority
- Documented: on paper, photographs, video
- Voice alone has its limits

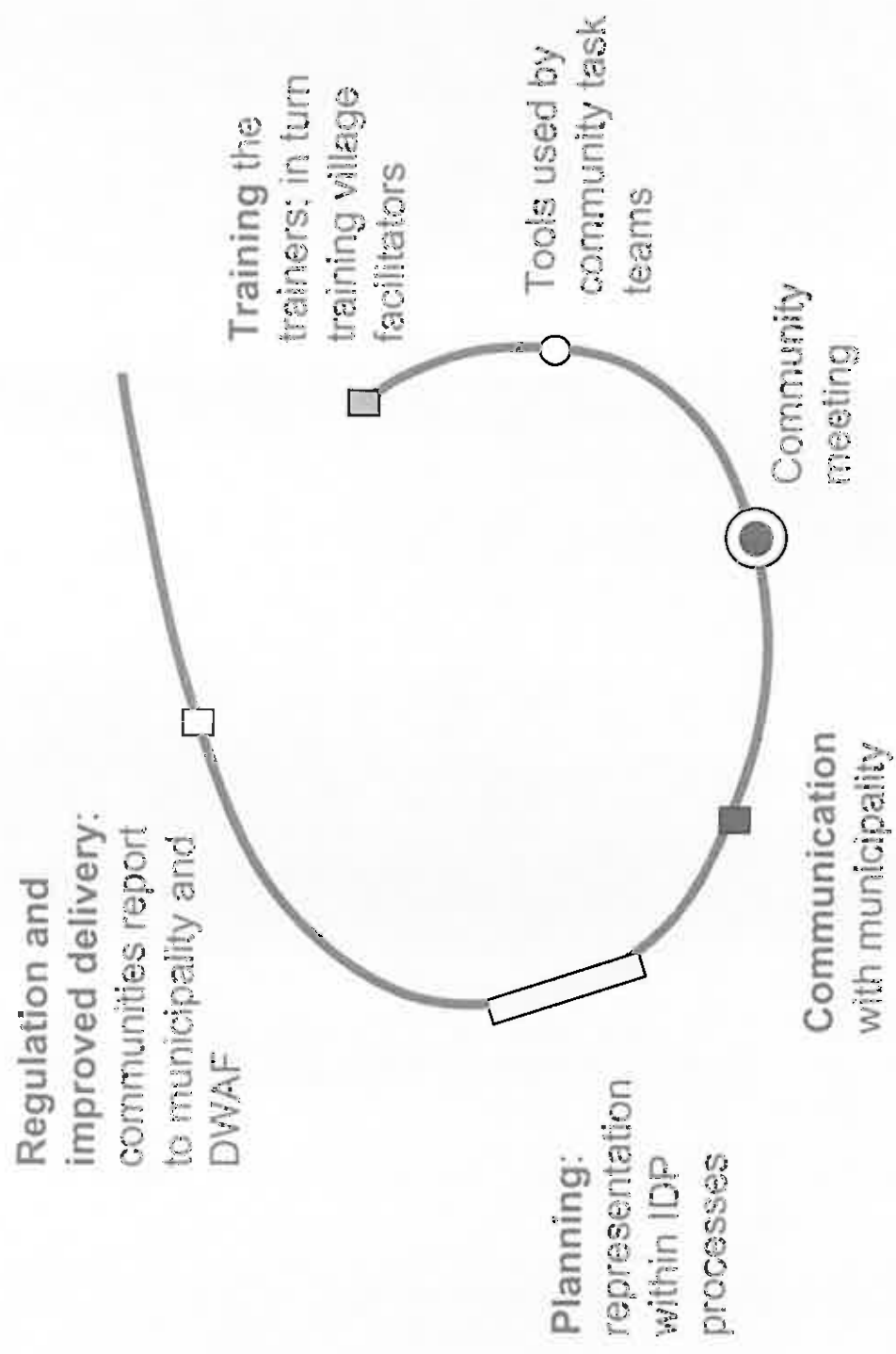


Cycle of Sustainability



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Growing community voice



Two directions

High

Indirect engagement through training

Acceptance of process by local government

Increased training and rising community engagement

Direct engagement by research team

Low

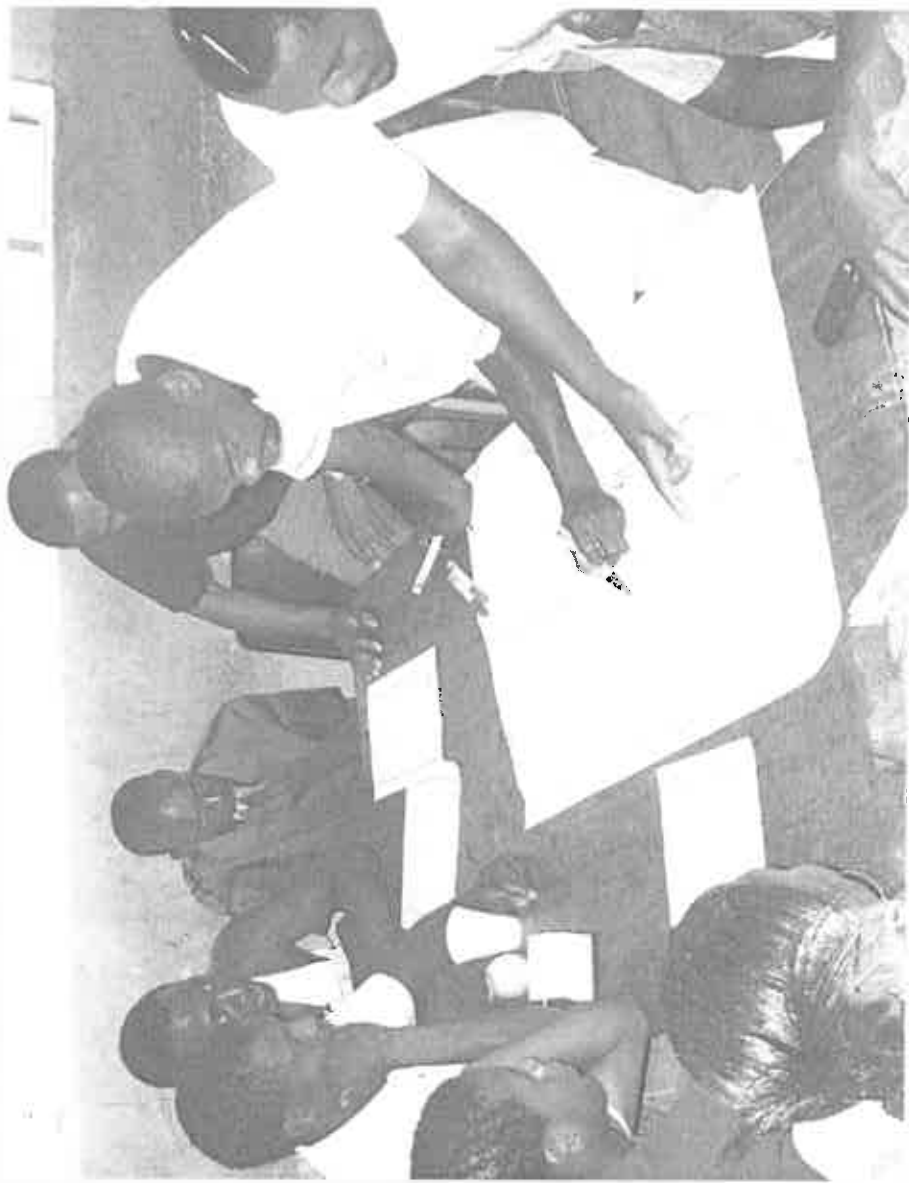
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Part 2: Pilots: learning from experience

- Aimed to develop confidence in tools, redesign, and ensure that they lead to community voice;
- All pilot areas have had experience in developing research and engagement with municipalities through NGOs; and
- Lessons to be learnt from reviewing community voice:
 - identifying problems in passing over tools,
- Pilots an exercise in tools and response from communities;
 - achieving precision in voice,
 - clearly documented issues, and
 - getting direct response from councilor and municipality.



Three sets of tools

1. **Mapping:**
community, water and sanitation, most deprived areas
2. **Surveys:**
community access to water services, diarrhoea among under fives, children's water route maps
3. **Action plan and representation:**
Timelines, trends, stakeholder analysis, Venn Diagrams, nominal group ranking (general and water and sanitation), key elements of action plan

Outputs (a 'big book'):

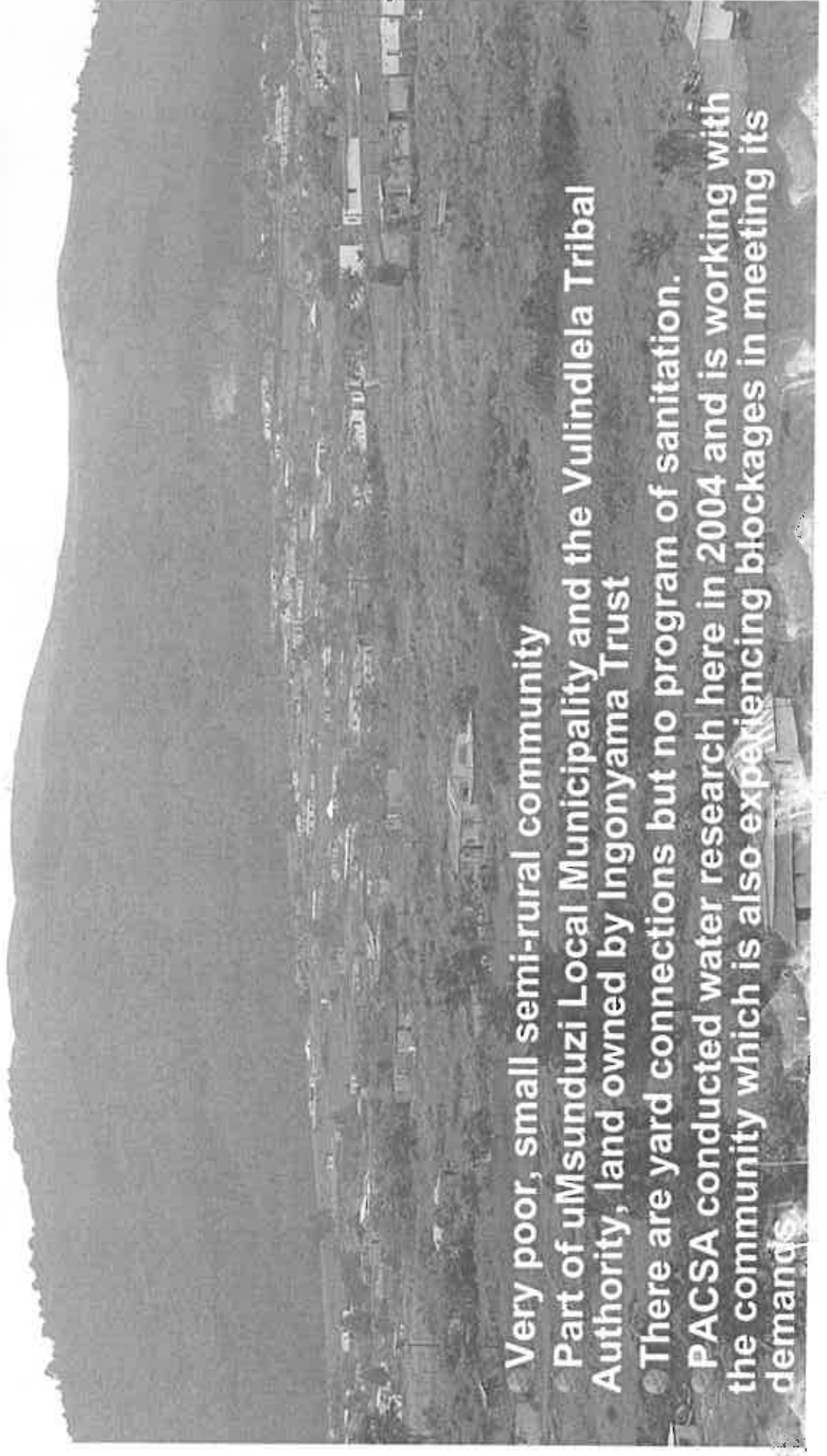
Hand drawn maps

Tables of priorities, stakeholders, key issues

Tables of analysis e.g. distances walked to water, health conditions

Handwritten notes of discussions and conclusions

Example: KwaMpande Community Appraisal



- Very poor, small semi-rural community
- Part of uMsunduzi Local Municipality and the Vulindlela Tribal Authority, land owned by Ingonyama Trust
- There are yard connections but no program of sanitation.
- PACSA conducted water research here in 2004 and is working with the community which is also experiencing blockages in meeting its demands.

Kwa-Mpande Community Priorities



Sanitation is poor and is a top priority along with a clinic.



The reasons for interruptions are not known.



Better pipes and the provision of taps are requested.



Meters are far from people's stands; bills are high.

Preliminary conclusions from pilots

- High level of engagement from community;
- General acceptance of tools;
- Great volume of data generated even in short engagement;
- Strong tendency for community appraisal to move away from water and sanitation to range over all issues;
- WAT-SAN material can be lost, needs new tools;
- Community feels research team should operate as its advocate;
- Community material difficult to turn directly into proforma community reports but community outputs are readily comprehended by councilors and traditional leaders;
- Enthusiasm for education and training of local people;
- Real challenge in helping trainers become teachers, and develop group teaching and learning;
- Major problem in getting accreditation for those undertaking training through SETAs, very different timelines;
- Appropriate materials in indigenous languages needed;
- Tools should be able to be undertaken and written up *in the community* e.g. under five health survey;
- Local government can be enthusiastic about the possibilities of cascade; want local engagement, comprehensive coverage, and full knowledge of procedures and materials.

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Part 3: Education and training

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- Education in a rights based approach and training of trainers to conduct community appraisal is central;
- Direct engagement by research team declines while community trainers and facilitators take responsibility;
- Appropriate materials at the community and training level are developed by the research team
- A critical question here is accreditation.

Materials production

- Materials (five modules) for qualification, General Education and Training Certificate: Development Practice, SAQA #23093
 - Basis for training the trainers *and* to provide teaching and learning skills.
- Materials (three modules) for use by trainers in training Village Facilitators to provide facilitation skill.
- Materials must be simple and translated;
- Training must lead on to learning/teaching techniques;
- Tools need to become embedded in local government practices.

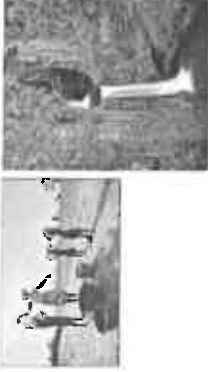

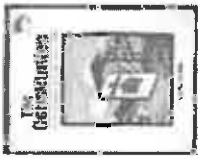


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Development Practitioner SAQA #23093

Five modules produced for training of trainers to a professional level, Not assessed and accredited by ETDP; Real difficulties in accrediting trainers; Concentration on trainers achieving skill of teaching.

<p>1 <i>Training of trainers</i></p>  <p>MODULE 1: TRAINING OF TRAINERS (WATER SERVICES)</p>	<p>2 <i>The Sub-Saharan African continent through community participation</i></p>  <p>MODULE 2: THE SUB-SAHARAN AFRICAN CONTINENT THROUGH COMMUNITY PARTICIPATION</p>
<p>3 <i>Rights in water and sanitation</i></p>  <p>MODULE 3: RIGHTS IN WATER AND SANITATION (WATER SERVICES)</p>	<p>4 <i>Community appraisal</i></p>  <p>MODULE 4: COURSE IN DEVELOPMENT PRACTICE (WATER SERVICES)</p>
<p>5 <i>Uplifting the community</i></p>  <p>MODULE 5: UPLIFTING THE COMMUNITY (WATER SERVICES)</p>	

Part 4: New tools for new approaches

- Focus on training of village facilitators;
- Rights education in the community
- Community advocacy
- Community workshop
- Accent on fewer and more 'popular' documents
- Handouts and posters
- Posters:
- Your rights in water and sanitation
- Realisation of rights
- IDP and WSDP opportunities for participation

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Sequences in village facilitation

- 1 Training and circle of learning for Village Facilitator in other villages
- 2 Rights education in the community
- 3 Community mobilization: Village Facilitator reports back to youth, women, church and other groups and forms Tasks Teams
- 4 Task Teams conduct WAT-SAN mapping and surveys
- 5 Analysis of community poverty, health, and water route survey
- 6 Community workshop
- 7 Communication to Ward Councilor and Municipality
- 8 Submission of all outputs for HSRC assessment
- 9 Representation in IDP hearings by Ward Forum

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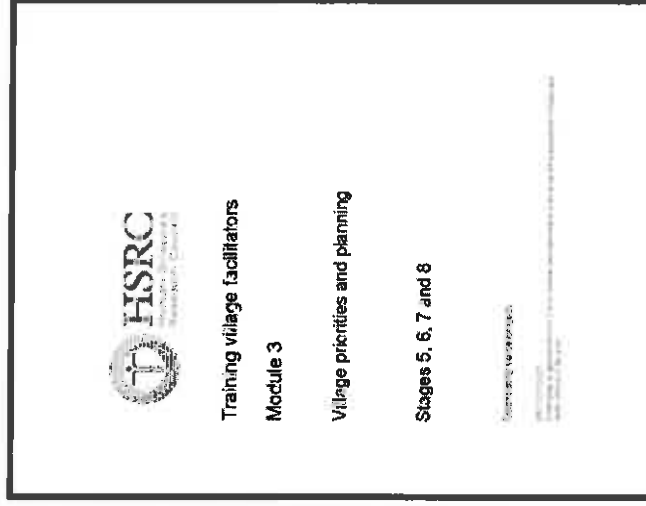
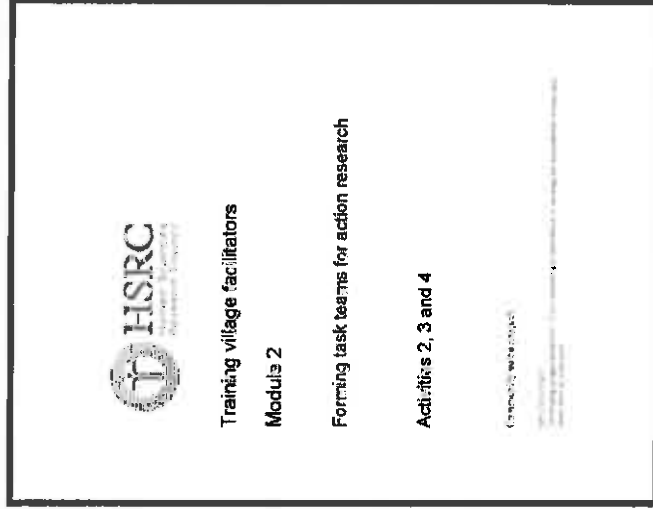
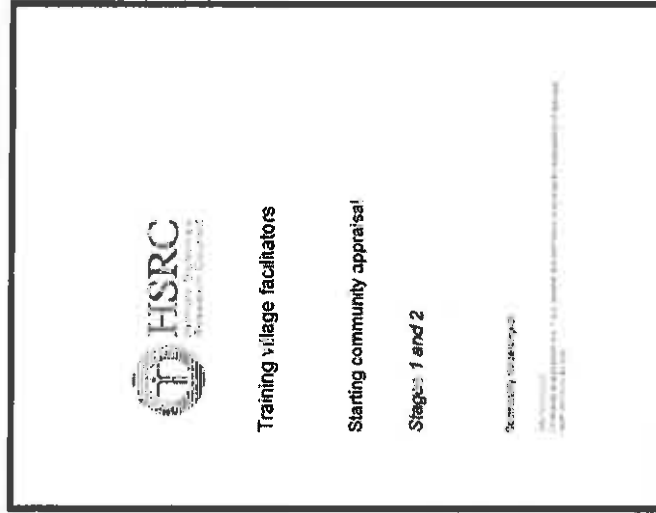
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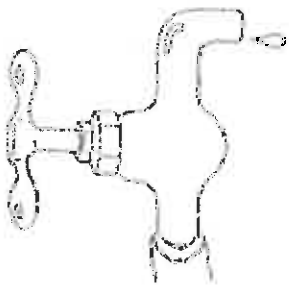
Modules for training village facilitators

Three modules prepared for training village facilitators;

Guide to cascade strategy and to use of tools



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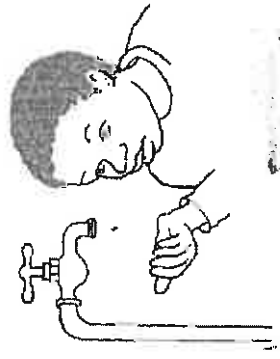
Your rights in water and sanitation

- Basic water supply must be available to all, sufficient, safe, accessible and affordable.
- Water must be tested to be safe and provide at least 25 litres per person per day (one container each).
- Piped water must be within 200 metres and flow at the rate of 10 litres per minute.
- Free basic water should provide each household with 6 kilolitres of water per month, which is 200 litres a day.
- Municipalities and Water Service Providers must provide good service and repair leaks within 48 hours.

- Sanitation is fundamental human right; the toilet must be protected and ventilated, easy to keep clean, and designed to control flies and pests.
- Toilets and safe water are to be provided in schools and clinics.
- There must be health and hygiene education.
- Regulation of water services empowers citizens to achieve rights in practice.
- Citizens have a right to make an input in planning; without their participation there is no check on implementation and delivery.



Commonly voice project



Realisation of rights

To make these concrete; give reality or substance to rights.

Rights are
found in:

National and international
law, international
conventions, and national
policies

Legal
action

Court cases, regulation,
public interest issues

Rights achieved
through service
delivery

Municipal service delivery, State
of Nation addresses and national
budgets, community action

Ideal

Rights-based approach

Real

Poor must be fully aware of rights.

Community voice, representation, and planning
needed.

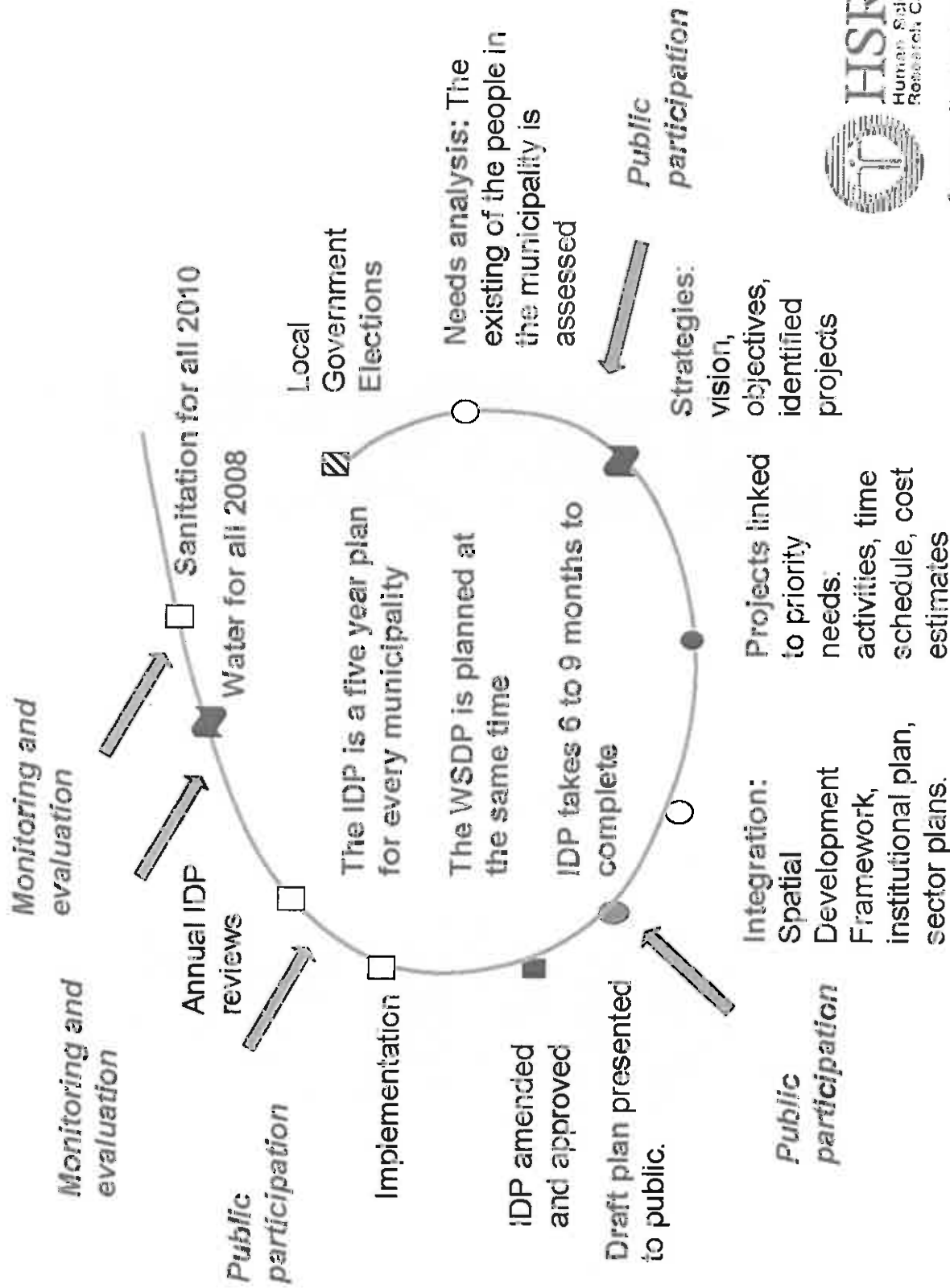
Rights depend on planning and budgets.



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Community voice project

Integrated Development and Water Services Planning



Community voice project

Example: research for advocacy

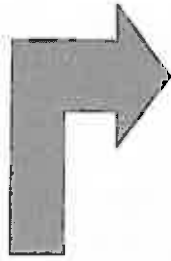
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WEEKLY DIARY: CHILD UNDER FIVE
 Some children have diarrhoea. This diary will help you find out how often they have it and how long it lasts.

Name: _____ Age of child: _____ Age: _____

STAGE YES/NO: **INITIATION YES/NO**
 Treatment with ORS? **YES/NO** Treatment with antibiotics? **YES/NO**
 For the last 7 days, how many times did your child have diarrhoea?

	Normal stools	Diarrhoeal	With blood and/or mucus
Monday	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹
Tuesday	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹
Wednesday	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹
Thursday	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹
Friday	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹
Saturday	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹
Sunday	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹



DATA ANALYSIS: DIARRHOEA UNDER FIVE

Date: _____

No.	How old is the child?	Sex of child	Age of mother	Level of education	Level of income	Level of sanitation	Level of water supply	Level of health care	Level of food intake	Level of other factors
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

Number of children with diarrhoea: _____
 Number of children with blood and/or mucus: _____
 Number of children with severe diarrhoea: _____
 Number of children with dehydration: _____
 Number of children with death: _____

Under 5 diarrhea survey: questionnaire and analysis sheet

Part 5: Exploring municipal response

- Key issues:
- Community appraisal depends on full acceptance and use of tools by community trainers and facilitators;
- Insufficient concentration on water and sanitation; community appraisal ranges widely over all community issues;
- Training must include learning/teaching techniques;
- Materials must be simple and translated;
- Tools need to become embedded in local government practices, an 'institutional home' in community and governance.

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Training the trainers

- Choose about 20-30 participants representative of communities, who work with NGOs, and who are leading members of the community;
- Train away from the community in personal skills, use of the tools, questionnaires, etc,
- Use innovative techniques including trail run of home community.
- Councilors and traditional leaders nominate trainees;
- Everybody attending workshops would be trained; but between 4-8 specifically trained as scribes, rapporteurs, youth group leaders, etc.
- Trainers trained to train those who facilitate workshops, moderate community appraisals, and:
 - Through workshops generate information for the community to keep (community appraisal and profile of "our community");
 - Data on access, the health of under fives and distances walked by children collecting water;
 - An action plan (including what community can do themselves);
 - A memo/press release to the municipality (information about their community and its priorities).
- How far this strategy works in through training and deployment, spreads to other communities and produces results is the subject of the research.

Issues arising in cascading

- Strong interest and support generally and particularly in Mbizana
- Initial strong support from SETA: original larger numbers dependent on support from ETDPA, as promised for qualification *Development Practitioner* and would have covered all 25 wards;
- Sharp reaction to decline from 30 to 6 trainers (which could be funded from research budget);
- Clashes over selection on basis of merit, perception that councillor's nominations were accepted, that some wards implicitly privileged;
- Extensive discussions in Mbizana with Municipal Chair and traditional leaders;
- Funding critical issue; jobs and access to 'development' presented as first priority;
- Continued strong support for cascade idea.

A 'controlled' cascade strategy

- Principle: Cascade cannot be fully funded and training ends with the village facilitator;
- Cascade works firstly village to village within ward and then across wards;
- The cascade strategy has been amended with:
 - Proposals from municipal leadership to limit innovation by creating 'village facilitator' not expected to train others,
 - Work within wards provided with nomination of facilitators by traditional leaders and ward councilors;
 - Full access to materials and participation of traditional leaders and councilors in training.
- Discussions and agreement should lead to greater acceptance of process and results of appraisal;
- Trainers on contract by assignment with monthly allowance; both dependent on progress through cascade;
- Cascade works within Ward with participation and support from Ward Councilor and Traditional leadership heading towards intervention in the IDP/WSDP.

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Community voice project

Village Facilitation at Ward Level

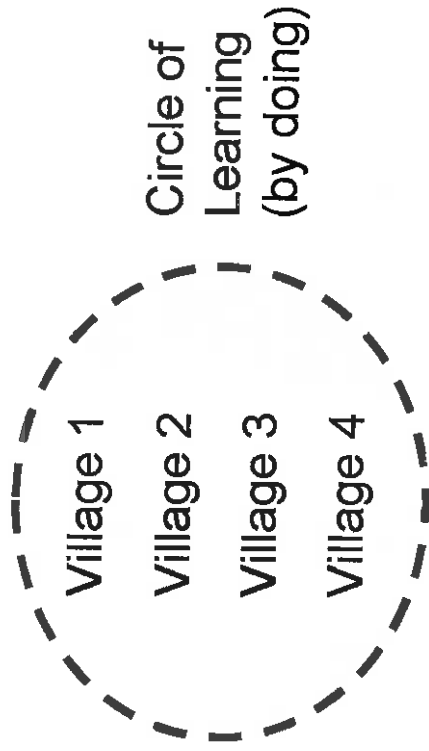
Training of village facilitators

Formation of task teams

- Mobilisation
- Mapping
- Surveys

Village Workshop

- Priorities Planning
- Advocacy
- Action Plan



- Village 5
- Village 6
- Village 7
- Village 8
- Village 9
- Village 10

Ward Forum

