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Consultation  
UNICEF  
Ethiopia, 13-26 March 1986

### ACTIVITIES

- 1) Preparation of Paper "Different things to Share.Participation keeps the Water Flowing"
- 2) Presentation at Community Participation: Water and Sanitation Workshop Nazareth - 17-21 March
  - Discussion periods related to above:-
    - Member of Steering Committee. Reviewing each day's activity and revising timetable
    - Formulating topics for group discussions
    - Formulating questions for field work reports
    - Formulating evaluation of workshop
  - Special contributions at discussions:-
    - a) Criteria for assessing priority for water projects
    - b) Application procedures for communities
    - c) Maintenance schedules specific to each construction
    - d) Training of Community Promotion Officers
    - e) Communications at water distribution points
- 3) Address and discussions at two UNICEF staff meetings
- 4) Field visits to water projects Robe/Goba, Bale
- 5) Discussion of findings and preparation of brief report

a) Criteria for assessing priority for water projects

It is not clear on what basis selection is made for providing services to one community rather than another.

There would be advantages in devising a clear list of criteria based on social, technical and 'fairness' considerations, rather than an ad-hoc "The squeaky door gets the oil", "who knows whom", basis.

The criteria should be widely publicized as government policy, to address those most in need and to demonstrate social justice in distributing scarce technical and financial resources.

The criteria could become some of the initial content for C.P.P.Os in their discussion with communities.

The criteria could be the basis for communities to conduct an initial assessment of their own needs and possible priority status.

Such an assessment would be the first step in the community's participation process.

The outcome of such an assessment (assisted by the C.P.P.O. possibly) could become the information required for:

b) Application procedures for communities \*

A simple preliminary application form could be devised, requiring initial information about the community and its water situation.

The quality of the application itself would be an indicator of the community's commitment.

The application would be forwarded to the designated authority, who would review each application.

This authority would then assign the C.P.P.O to ready the community, by making sure the community has a water sub-committee which understands its responsibilities in relation to a full-scale social and technical feasibility study.

The outcome of the feasibility study would determine whether the designated authority will accept a formal application from the community; what priority will be given; and the timing of a signed formal agreement outlining the reciprocal responsibilities of the partners to the agreement.

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\* For some further discussion, see Community Participation:  
The nature of training ..... pages 35-39.

Note: It can be seen that procedures such as those outlined item by item above will appear as detailed responsibilities of the groups concerned (so providing the task analysis schedule for each committee or authority) and also as the job description and task analysis for C.P.P.Os and other persons involved in the activities. The tasks of each will also focus content for training of all concerned.

c) Maintenance Schedules

There is clearly a very serious lack of formal procedures related to operation and maintenance of water systems.

Construction of any system should not be considered complete: until 1) a detailed schedule (day by day, week by week, month by month) of activities is worked out for the specific system; 2) it is determined who will be responsible for carrying out these items; 3) a simple reporting and monitoring system has been devised.

Bearing in mind:

- i) What can be done easily by lay persons: cleaning of surrounds; walking the lines to detect leaks, etc.
- ii) What will require some simple training and demonstration so that the trainees can perform regular maintenance procedures such as oiling, tightening, replacing taps, washers, cleaning out silt deposits, etc.
- iii) What will require some special training for relatively simple repairs.
- iv) What spares and tools must be left with the community to allow it to carry out the above, and which they will be responsible for protecting, issuing and replacing.
- v) What activities will be carried out on a regularly scheduled basis by trained maintenance crews.
- vi) What must be done in the event of a breakdown which cannot be handled locally; how and whom to get in touch with to report such breakdown; what to do about safe emergency supplies of water until the breakdown has been repaired.

Here too training tasks are identified.

All these schedules and manuals must be included as part of formal contractual agreements and should feature prominently in commissioning and handing-over ceremonies.

d) Training

The C.P.P.O. Training Programme (June-January 1986 Revised) strikes me as much too subject-and educationally-oriented, rather than specific training to do specific tasks, within a specific job description, in a firmly located and understood place in an organisation, with all its implications for supervision and expected output.

There is already, I understand, some disquiet that those completing such a programme are not being utilised as intended and that some graduates are unsuited or actually unwilling to work predominantly in the rural communities.

The programme of 177 days is too long and expensive an investment to be wasted by dropouts. It could well be rethought to be an apprentice-type training, oriented very much to practice, rather than theory about things. The practice in the field, should be devised 'module' by 'module', on a cumulative basis. It will soon be seen whether the trainee is really suited to his ultimate task, and if not he should be withdrawn with no further expenditure of scarce training resources.

The implications for trainers and content are profound and need a great deal of attention.

For discussion of such matters, please see "Community Participation: the Nature of Training", pages 11-14, and especially pages 40-48.

Field visits in Bale centred around Robe/Goba

1) Visits to:

- a) Villages where hand pumps had been installed.
- b) The source, and along the 105 km of distribution points, of the Mio-Gasera gravity flow system.
- c) RIBS village medical post, Women's Centre and nursery school.

2) Presentation and discussion with RIBS personnel.

- 3) On-going discussions with staff of the EWWCA Research Team (Institute of Technology) who had designed, installed and were monitoring the effectiveness of shallow-and deep-well pumps (Mr. Aseged Mammo).

Some salient observations:

- 1) One large village had five shallow-well pumps installed surrounding a big muddy depression (one pump was not working).

Three maintenance persons were seen (two men, one woman). One woman had departed from the village.

These maintenance persons complained that they received no recognition for their work in cash, kind, work points or status. One of the men was on night patrol duty and seemed to live far from the water points.

- 1 (a) Comment: The preparation of the community regarding the role and importance of the persons recruited for training needs attention before people are trained and an agreement must be reached regarding incentives.

Living close to the site should be an important selection criterion. (In another village a very active woman pointed out that she herself came to collect water for her family every day and would therefore keep a regular watch on the pumps).

- 2) Below the hand pumps children were pulling up water from muddy holes and watering donkeys and cattle. Large numbers of cattle churned up the knee-deep mud while descending into the depression to drink.

- 2 (a) Comment: No overall planning of the water resource seems to have taken place (clothes washing, showers, convenient stone-lined trough for cattle, distribution points, aprons and surrounds, etc.). Overall planning should be a village responsibility prior to any installation.

- 3) Recruitment of only women seems to have been objected to. The equipment of literacy also limits the selection of women and possibly eliminates many suited by proximity or manual skills. It is said that the need for literacy is determined by:

- i) The need to report on the functioning of the pumps for research purposes.
- ii) The need to read and utilise various health education hand-outs.

Mr. Aseged is justifiably proud of having produced the first maintenance manual using the Ethiopian Amharic language.

- 3 (a) Comment: It is not clear why the maintenance work and the health education hand-out work should be the responsibility of one and the same person. It might have many advantages to spread the responsibilities throughout a small team. In any event, whatever 'health education' is contemplated should be formally accepted and planned by the village authority. This taking of responsibility by authority does not happen and is one of the reasons why lack of status is given to the workers.
- 3 (b) Much more important is the need for minimising the need for literacy. Both the manual and the hand-outs could be produced in comic-strip illustrated form with checking boxes to indicate, for example, the failure points and kinds of breakdown of pumps. Mr. Aseged says he has great difficulty in finding an appropriate artist and paying the high fees required for such work. Could not the Addis School of Art take this on as a project? The UNICEF communications team (and financing) could have an important role to play here also.
- 4) En route we passed a bore hole installed adjacent to a cemetery. It was poorly utilised, many still going down to the river. It was said that probably people had a sense of uneasiness in going to the cemetery for water.
- 4 (a) Comment: This was a further indicator that no planning had taken place between the construction crew and the community.
- 5) RIBS co-ordinators declared that they were ignored by construction crews. Some did not utilise their training, finding themselves involved in administrative and routine secretarial tasks.
- 5 (a) Comment: This is a further example of the ineffectiveness of much training (referred to earlier). Specific jobs, with specific tasks, spelled out in specific work plans by the hiring authority must be agreed upon beforehand and be the basis for all training content, how to do the tasks one by one. The training should be done in situ and be supervised by those who will eventually be supervising such work of the fully trained. Training should be of an apprentice-type and not subject-oriented. If there is no one in post on whom to model the trainees; trainers should be prepared to try out; describe the jobs and tasks; provide examples and teaching materials from their first-hand experience before any training courses is designed.

- 5 (b) Comment: A subsidiary example of this is that of the girls recruited, trained in Addis, and placed in villages as teachers in the nursery schools.

Recruitment should be of local girls, acceptable to the community (and supported by their families). High educational requirements should not be the major criteria. (Social support and the likelihood of their staying (because they belong) in the village is more important). There is also a case for training to take place locally - and also on an apprentice-type basis, assisting good teachers already practicing in post.

A minor observation: one notes materials which give the children the shapes of the region and of the country, but nothing gives the sense of the village or the school layout. What can the children make of region, country, world, maps without local and familiar special references as a basis (village maps, for example).

- 6) Generally there seems to be a good case for a full review of training objectives, methods, and a realistic basing of training on the actual job needs; the posts to be trained for should actually have commitment by the administration (and the communities).

Documents left with UNICEF - Ethiopia

- 1) Community Participation: The nature of training as an integral process in development planning and implementation of Water and Sanitation Programmes. - D. DRUCKER - UNDP/UNICEF - NEW YORK - 1982.
- 2) Achieving Success - Community Water Supply and Sanitation Projects. Regional Health Papers No.9 - W.H.O. SEAR0, NEW DELHI. 1985.  
  
2 (a) EXCERPTS FROM ABOVE.(DD)
- 3) Towards a Programmers Guide. Regional Water and Sanitation Workshop. D. DRUCKER. UNICEF EAPRO - THAILAND - 1981.
- 4) Methods of Gathering Socio-Cultural Data for Water Supply and Sanitation Projects. Mayling Simpson Herbert. UNDP/WORLD BANK - IDWSSD. TAG NO.1. 1983.
- 5) Of latrines and video cassette recorders: In roads on development. Pakistan. D. DRUCKER. To be published UNICEF NEWS.
- 6) Child Survival, Immunization, and Community Participation. D. DRUCKER. To be published UNICEF NEWS.
- 7) Listen, listen, to the people. Klong Toey Slum. Thailand. D. DRUCKER. To be published UNICEF NEWS.
- 8) Ask a silly question - Get a silly answer. Community Participation, Entry points and the Demystification of Planning. D. DRUCKER - BANGKOK. 1981.
- 9) The sum of participation is.. "Greater than the Hole" - D. DRUCKER - UNICEF - BURMA. 1980.
- 10) Suggested List of Functions of Water Committees. D. DRUCKER. UNICEF DRAFT. BURMA.
- 11) Different things to share. Participation keeps the water flowing. D. DRUCKER PAPER FOR WORKSHOP. ETHIOPIA. 1986.
- 12) DIAGRAMATIC ACTIONS THAT DISCOURAGE/ENCOURAGE SPECULATION/CREATIVITY.