



## *Acknowledgements*







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### **Abbreviations**

AUD	Australian Dollar
CBEM	Community Based Environmental Management
CCNGO	Collective Consultation of Non-government Organisations
COMBI	Communication for Behavioural Impact
CSIRO	Commonwealth Scientific and Research Organisation
ESD	Education for Sustainable Development
GEF	Global Environment Facility
IUCN	International Union for Conservation of Nature
IWRM	Integrated Water Resources Management
MOU	Memorandum of Understanding
NGO	Non-Government Organisation
NZ	New Zealand
Pacific RAP	Pacific Regional Action Plan
PNG	Papua New Guinea
RAP	Rapid Assessment of Perceptions
SOPAC	Pacific Islands Applied Geoscience Commission
SPREP	Pacific Regional Environment Program
TNC	The Nature Conservancy
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNEP	United Nations Environmental Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
WHO	World Health Organization
WUE	Water Use Efficiency



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 **Part 1:**  
**Theory & Research**





## Introduction

Active participation from people is key to the success of Integrated Water Resources Management (IWRM). The purpose of these guidelines is to support government departments and organisations in mobilising people towards IWRM.

The overall goal of these guidelines is to make the goals of IWRM an attainable ideal. More specifically they aim to:

1. Give an enhanced profile to the central role of community mobilisation in the pursuit of IWRM;
2. Provide a tool that has the capacity to mobilise communities and that facilitates links and networking, exchange and interaction among IWRM stakeholders;
3. Provide a space and opportunity for refining and promoting the vision of, and transition to IWRM – at community level;
4. Foster increased quality of IWRM facilitation among government and public utilities.

The guidelines were inspired through joint endeavours between the Pacific Islands Applied Geoscience Commission (SOPAC), the Global Environment Facility (GEF), the United Nations Development Programme (UNDP) and the United Nations Environmental Programme (UNEP) to develop an innovative project on Sustainable Integrated Water Resources and Wastewater Management in Pacific Island Countries.

The guidelines are founded on stakeholder consultations, three research investigations and a series of case studies.

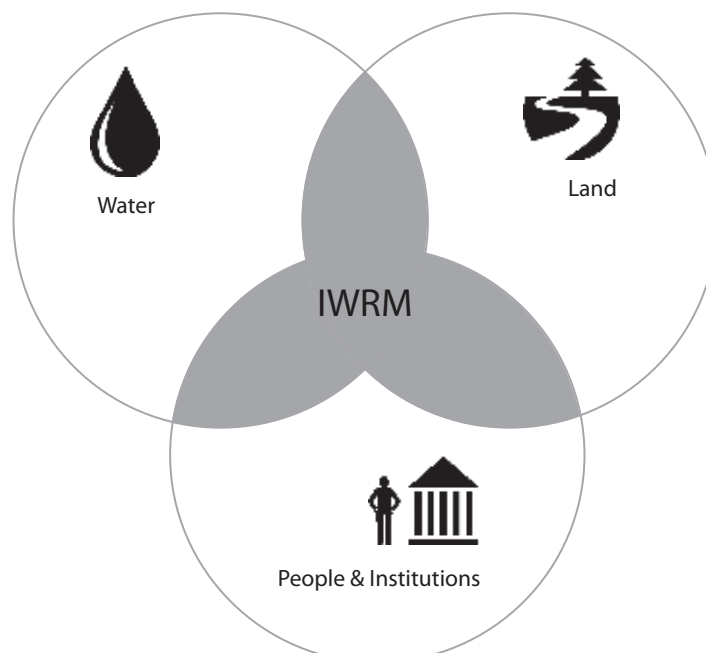
**This document is structured in two parts.**

### ***Part 1: Theory & Research***

### ***Part 2: Practice***

**Part 1** explains IWRM theory based on international perspectives, research and case studies from Pacific Island countries.

**Part 2** outlines a step by step approach to assist in the development and implementation of IWRM projects through community mobilisation.





## ***Integrated Water Resources Management***

IWRM is a systematic process for the sustainable development, allocation and monitoring of water resource use in the context of social, economic and environmental objectives.

*“IWRM is a process which promotes the coordinated development and management of water, land and related resources in order to maximise the resultant economic and social welfare in an equitable manner without compromising the sustainability of vital ecosystems”*

(Global Water Partnership, Technical Advisory Committee 2000)

At its simplest, IWRM is an appealing concept. Its basis is that the many different uses of finite water resources are interdependent: a logical and intuitive argument. High irrigation demands and polluted drainage flows from agriculture mean less freshwater for drinking or industrial use; contaminated municipal and industrial wastewater pollutes rivers and threatens ecosystems; if water has to be left in a river to protect fisheries and ecosystems, less can be diverted to grow crops. There are plenty more examples of the basic theme that unregulated use of scarce water resources are wasteful and inherently unsustainable.

Growth in population, increased economic activity and improved standards of living lead to increased competition for and conflicts over the limited freshwater resource. A combination of social inequity and economic marginalisation, forces people living in extreme poverty to overexploit soil and forestry resources, with damaging impacts on water resources.

The basis of IWRM stands on four principles:

- Fresh water is a finite and vulnerable resource, essential to sustain life, development and the environment;
- Water development and management should be based on a participatory approach involving users, planners and policymakers at all levels;
- Women play a central part in the provision, management and safeguarding of water; and
- Water has an economic value in all its competing uses and should be recognised as an economic good.

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## **Community Mobilisation for IWRM**

Governments Pacific-wide are working to develop new laws and approaches for strengthening environmental management. These efforts focus on improving public participation in government decision-making, increasing transparency and open access to information and providing greater access to justice in the enforcement of governance requirements. Most significantly, governments are realising that they need to work closely with communities to better deal with the increasingly complex issues of environmental management. One way to do this is through community mobilisation.

Unlike traditional centralised environmental management, which often neglects the political and social dimensions of IWRM, once it is accepted that the local communities are the major stakeholders in environmental management, the decision-making process starts to become more practical and less political: it is led by the people who are most affected and know the complexity of their issues.

## **The Pacific Regional Action Plan (Pacific RAP)**

The Pacific Regional Action Plan on Sustainable Water Management (Pacific RAP), developed in Fiji in August 2002, provides a blueprint for IWRM in the Pacific Islands. It consists of an action plan, a ministerial declaration, and a platform for best practice in IWRM through six thematic areas:

1. Water Resources Management
2. Island Vulnerability
3. Awareness
4. Technology
5. Institutional Arrangements
6. Finance

The concept and the approaches it embodies have been practised at a traditional level for decades in the Pacific Islands. The uniqueness of the Pacific RAP lies in the formal development of this concept into an IWRM management approach implemented in governance structures at the national level as well as at the more practical level in the catchments and the communities. The Sustainable Integrated Water Resources and Wastewater Management Project in Pacific Island Countries attempts to address this through a coordinated and holistic approach to water resources management covering all key areas of the Pacific RAP.



*IWRM provides a holistic approach to water management problems within natural catchment boundaries.*



The long-term objective of the Pacific IWRM project is to assist the Pacific Island Countries to implement applicable and effective IWRM and Water Use Efficiency (WUE) plans. Targeted actions will be carried out, which include development of National Inter-sectoral Committees in each country, development of demonstration projects and production of a full brief through an extensive participatory process. The resulting full project document will identify prioritised national capacity needs, Pacific water hotspot areas of action, IWRM plans and networking strategies for stakeholder groups for the strengthening of national water resources and wastewater management.

To ensure IWRM benefits are sustainable it is critical to ensure an understanding on how communities perceive issues of water in their community, in a social, environmental and economic context. Often community members perceive water issues differently from people outside the community. Research shows that communities often perceive IWRM as a project with funding attached as opposed to a way of living. This is problematic and creates high levels of dependency on external resources. Partnerships between civil society groups and the government (and organisations) become imperative to IWRM success. Civil society groups are often imbedded in communities and can assist a shift in attitude needed for IWRM to take place. Partnerships between government and civil society groups should by their very nature be complementary, but often they are competitive. This can lessen the impact of IWRM. Government play a role, with a mandate from Pacific Island populations, to govern: a role civil society groups can never assume. Civil society groups have deep grassroots connections and use these connections to reach communities that the government would never have the resources or capacity to do. Therefore synergies between governments and their non-government counterparts are clear and imperative.

#### **What makes community mobilisation successful and sustainable?**

- Engage communities early
- Understand community perceptions
- Allow time and relevant resources
- Creation of meaningful partnerships

The Asian Tsunami of 26 December 2004 provided a frightening example of the need for an integrated approach to water management and for effective government-civil society partnerships. In the context of the Tsunami this particularly related to (i) the need to integrate recovery and long-term development planning, (ii) the need to identify development outputs that meet sustainability requirements, and (iii) the necessity to link infrastructure development efforts with community capacity building. The lessons learnt from the Tsunami experience are relevant to the Pacific in many ways as seen recently in the Solomon Islands Tsunami. Strengthening community organisation will improve the impact of capacity building and mobilisation. This can best be done by decentralising IWRM wherever possible and encourage water and water related problems to be solved closest to the source.

Where some generic theories of community mobilisation have been observed, these guidelines focus on a practical approach. It assumes the community understands the biophysical environment better than anyone else as their environment sustains them. What may not be clear are the links between environmental, social and economic factors. Understanding these factors is of great importance for IWRM to succeed – and in particular, how these links are reflected through practice.



*Women are prime water users and important in mobilising IWRM.*





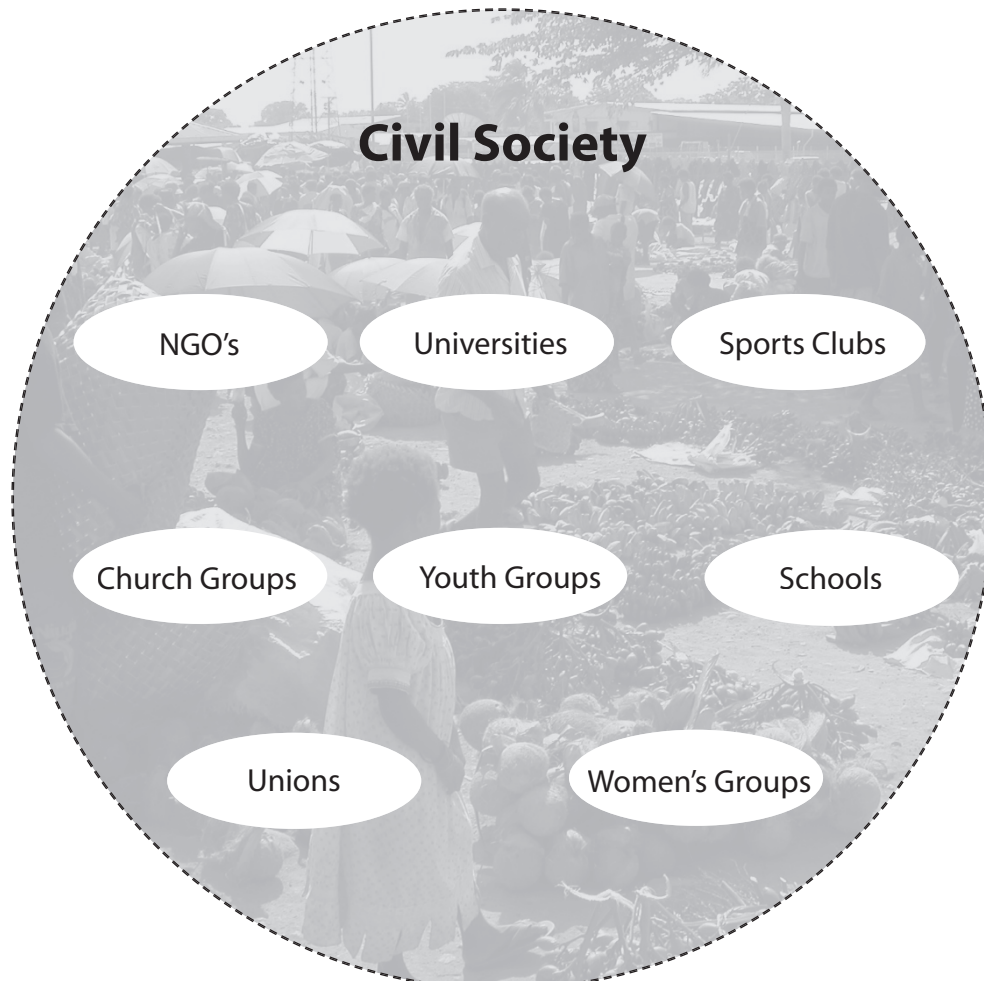
## Community Mobilisation

*“There needs to be a change in the ethic of working with local communities. The essence of this change is respect and understanding, through process and relationship building. Not patronising condescension, nor squeezing into project output boxes, nor tokenism, but real effort to understand and work within the lives of the people who are married to land with significant conservation values.”*

(James, 7th Pacific Islands Conference on Nature Conservation and Protected Areas, 2002)

Community mobilisation is the process of bringing together people and providing them with the space and opportunity to act on common concerns and problems.

In order to understand community mobilisation we must first have a sense of what community is. The word ‘community’ reminds us that humans are social beings. It is important to know as much as possible about the social, environmental & cultural aspects of the community. These should not just be facts – a community is how these aspects are linked. Community is a word that encompasses many different types of social groups, organisations, and/or institutions, and may include locations such as villages or groups of villages, community councils, church groups, youth groups, women’s groups, community banks, or kinship groups. A community is not merely a collection of individuals, but a system that transcends those individuals. As a system it has various dimensions, technological, economic, political, institutional, ideological and perceptual. People come in and go out of the community, by birth, death and migration, yet the system persists. And it is always changing. So when strengthening communities for mobilisation, you have to strengthen both capacity and the system that sustains the communities.





The process in which people join together to take action to accomplish one or more objectives is known as 'mobilisation'. When local institutions are weak and many barriers to involving communities exist, mobilisation will be required. That said, attempting mobilisation does not automatically lead to success, as constraints abound. The word **'enabling'** is an important concept in the role of community mobilisation. To assist in mobilising the community it is important to enable people to participate and to bring people together. The word **'act'** implies that there is active participation by community members on an issue of concern through collective learning and self-educated action. The community does not just mobilise into action: they act in response to an issue.

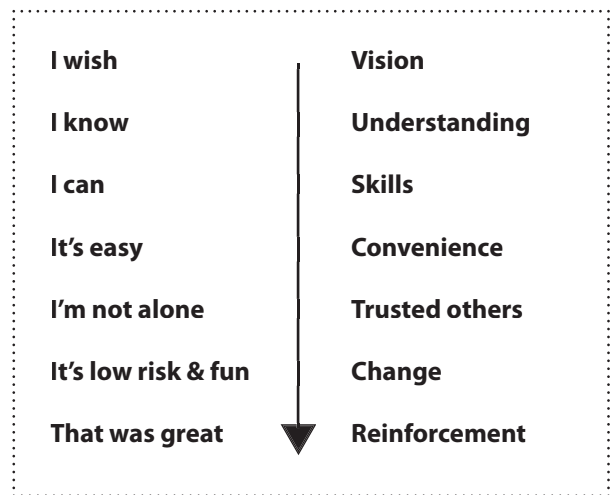
Community mobilisation is important because the most sustainable solution to any community problem is for the community to have the skills to identify and solve the problem. The participation of people in the solution to their problems is one of the most effective ways to not only deal with issues but is also important in reducing the risk of problems repeating themselves. Significant research, especially in the field of community development, has been conducted highlighting this; however, unfortunately theory is often not taken into practice.

Community mobilisation is particularly appropriate in the Pacific region due to:

- Government** – decentralisation and sub-regional policies
- Infrastructure** – appropriateness, efficiency & coordination
- Geography** - distance & access
- Diversity** - of people, culture & environments

*The community will mobilise toward or away from something . Either way community mobilisation is about change. Change is not always easy but small voluntary steps outside of people's comfort zone can lead to dramatic shifts in attitude and behavior.*

When seeking to mobilise a community we need to consider the stages people go through for change to happen. Below are seven steps people seem to follow for effecting change. These steps are important and should be incorporated for effective community mobilisation. Community involvement does not just happen; it must be initiated, further stimulated and nurtured as seen in the diagram below.



The key principle to enhance the effectiveness of community mobilisation is the participation of the community. There are many ways of doing this. In the end, the opportunity for people's participation in any society is determined by the quality of civil and political rights that they are accorded: in essence, political, societal and cultural freedom.



### Challenges to Community Mobilisation in the Pacific

Community involvement in environmental management is particularly appropriate in the Pacific as the geography, and in particular distance and difficulty in travel, can mean that those people making the policy are not always in touch with the people who will be directly impacted by the policy. Communities in the Pacific are also very diverse. There are generic policies that do not allow for adaptability based on the community situation are often prone to failure.

The region's widespread nature, together with the dispersed populations, result in difficulties of control and enforcement of legislation. National and local council laws along with traditional laws operating via individual islands chiefs, lead to lengthy chains of communication and delays in response at both ends of the system. Sectoral division of responsibilities may also lead to duplication of effort in some areas. In order to bring IWRM into effect, partnerships need to be developed, often requiring very different stakeholders, sometimes with apparently irreconcilable differences. Equitable partnerships for decision-making, representing all sections of society and with good recognition of gender issues are essential.

It would be true, but unhelpful, to say that everyone is a stakeholder in IWRM. All of us will feel the impact of its relative success or failure, and all of us affect the impact of IWRM by our behaviour, which may be supportive or undermining. This generalisation does not however help to identify targeted strategies of cooperation, communication or action. Particular roles and responsibilities devolve to a number of bodies and groups at different levels: local (sub-national), national, regional and international (Table 1). At each level, stakeholders may be part of government (or intergovernmental at regional and international levels), civil society and non-governmental organisations, or in the private sector. The functions and roles of these categories, at each level, are complementary (Table 2):

Some functions are common to all stakeholders, including the development of IWRM expertise and capacity, the production of educational and informational materials, the identification and mobilisation of resources, the modelling of sustainable development practices in institutional life, the exchange of information, and the promotion of cross-sectoral cooperation.

**Table 1: Government, Civil Society and Community Stakeholders**

	<b>Governmental</b>	<b>Civil society and NGOs</b>	<b>Private</b>
<b>Sub-national</b>	<ul style="list-style-type: none"> <li>Provincial/area/district departments</li> <li>Municipal authorities</li> <li>Public utilities</li> <li>Universities and colleges</li> </ul>	Community-based organisations <ul style="list-style-type: none"> <li>Schools</li> <li>Local sections of NGOs</li> <li>Youth associations</li> <li>Womens' groups</li> <li>Churches</li> <li>Village development committees</li> <li>Rural training centers</li> </ul>	Local business <ul style="list-style-type: none"> <li>Clans and families</li> <li>Individuals</li> </ul>
<b>National</b>	<ul style="list-style-type: none"> <li>National government departments / Public works departments</li> <li>Universities and research institutes</li> <li>Media (governmental)</li> </ul>	<ul style="list-style-type: none"> <li>National NGOs and NGO coalitions</li> <li>Branches of international NGOs</li> <li>Faith-based organisations</li> <li>Universities</li> <li>Teachers' associations and trade unions</li> </ul>	<ul style="list-style-type: none"> <li>Private sector businesses (Engineering)</li> <li>Business associations</li> <li>Media (private)</li> </ul>
<b>Regional</b>	<ul style="list-style-type: none"> <li>Regional inter-governmental groupings (SOPAC/ SPREP)</li> <li>Regional IWRM networks</li> </ul>	<ul style="list-style-type: none"> <li>Regional NGO groupings and networks</li> <li>Faith-based organisations</li> </ul>	<ul style="list-style-type: none"> <li>Regional business associations</li> </ul>
<b>International</b>	<ul style="list-style-type: none"> <li>UN agencies, ADB and World Bank</li> <li>Global Water Partnership</li> <li>Dialogue of Water and Climate</li> <li>UNDG member agencies</li> <li>Millennium Project Task Forces</li> <li>Official/semi-official watchdog bodies</li> </ul>	<ul style="list-style-type: none"> <li>IWRM networks</li> <li>NGO UN Liaison Committee</li> <li>International environmental NGOs and water alliances</li> <li>Faith-based organisations</li> </ul>	<ul style="list-style-type: none"> <li>International associations of businesses (eg in the extractive sector)</li> <li>Media corporations</li> </ul>

**Table 2: Complementary functions of stakeholders**

<b>Governmental and intergovernmental bodies</b>	<ul style="list-style-type: none"> <li>• policy-making and framework-setting</li> <li>• promoting public participation and input</li> <li>• national (and international) public campaigns and actions</li> <li>• embedding and operationalising IWRM</li> </ul>
<b>Civil society and non-governmental and community organisations</b>	<ul style="list-style-type: none"> <li>• public awareness-raising, advocacy, campaigns and lobbying</li> <li>• participation and input into policy formulation</li> <li>• delivering services and education</li> <li>• mobilisation, participatory learning and action</li> <li>• mediation between government and communities</li> </ul>
<b>Private sector</b>	<ul style="list-style-type: none"> <li>• provision of appropriate technology</li> <li>• entrepreneurial initiatives and training</li> <li>• management models and approaches</li> <li>• implementation and evaluation</li> <li>• development and sharing of practices of sustainable consumption of water</li> </ul>

Policies implemented in the communities directly depend upon the community leaders understanding and endorsement for success. With understanding and endorsement they can be instrumental in raising public environmental awareness and mobilising community support: without this they can encourage and/or ensure the failure of the policy. The involvement of community leaders and/or gatekeepers is instrumental for the success of government policies and approaches.

Centralised political systems characterize current government-citizen relationships throughout the Pacific, however there is a strong move toward decentralisation. Mobilisation may be able to provoke some degree of devolution of management authority to regions and, in particular, island communities. This can lead to more realistic planning and more effective local action. However, mobilisation of the community may only be feasible with some autonomy or once a degree of decentralisation has occurred. There may also be ways to catalyse community mobilisation.

For a number of years, there has been increasing promotion of community participation in the delivery of public services to empower island communities coupled with increased accountability and ownership. Community groups often provide public or collective services available on distant islands; however, some initial capacity difficulties have been encountered which could be overcome through assistance for adequate organisation and management of groups in the form of co-operatives.

The centralised and typically top-down approach to make and enforce policy is reflective of most government approaches across the world. However, communities are acutely aware of the longer-term environmental changes that are impacting quality of life and want to see the government act on these issues. The communities in the Pacific are varied; some have a certain level of community autonomy while others are very reliant on the centralised government. Understanding the degree of community autonomy will be an essential starting point for encouraging community mobilisation in any particular situation.



*Infrastructure should be linked to skills development, capacity building and local ownership.*



### Community Fabric

There are a variety of existing components of the communities that are communal such as: communal wells, water tanks, agricultural plots and meeting areas. These existing communal areas and activities are very important considerations for any community mobilisation approaches.

To understand community and the environment in the Pacific it is also important to understand religion: this is something all too often overlooked when dealing with community environmental issues, environment includes biological, social, economic and cultural aspects.

The cultural values of humans affect the way the natural environment and resources are perceived, used, and managed. Water management principles that heed the local religious context are likely to be more effective than imported, foreign ones. Religious teachings contain fertile ground for developing water management principles. If applied, perhaps in conjunction with other water management policies in culturally and demographically heterogeneous areas, these principles could find wider acceptance than non-native ones.

The distinct diversity of communities within the Pacific and the traditional knowledge existing in these different communities needs to be explored and documented. For example, the traditional knowledge, once highly appreciated, of using herbs as medicine is losing its value and prominence in the respective communities and has not been transferred to the younger generations. The traditional stories and skills of the main occupations of water management are also being replaced by new and sometimes less sustainable approaches.

### Modes of Mobilisation

Mobilisation may be initiated at any level; community individual, local, national, regional or international civil society group; or by the government itself. Regardless of the starting point, there are unique features of partnership combinations to be considered. Three different modes are listed below.

Mobilising Partnerships	Advantages	Disadvantages
	<ul style="list-style-type: none"> <li>Relationships developed directly with stakeholders</li> <li>Needs and capacity can be assessed first hand</li> </ul>	<ul style="list-style-type: none"> <li>Drain on human resources</li> <li>Expensive and time consuming</li> </ul>
	<ul style="list-style-type: none"> <li>Civil Society Groups are often experienced in facilitation</li> <li>Utilises existing networks with local knowledge</li> <li>Access to research and community perspectives</li> <li>Building on lessons learnt</li> <li>Community needs and capacity are highlighted</li> <li>Work is based on sustained research and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Often time consuming</li> <li>Requires good channels of communication</li> <li>Capacity of some civil society groups is low</li> </ul>
	<ul style="list-style-type: none"> <li>Expert technical and specific advice at hand</li> <li>Access to technical networks</li> </ul>	<ul style="list-style-type: none"> <li>Often short term engagements</li> <li>Often lack of local knowledge</li> </ul>





## ***IWRM– from complex to simple***

*“IWRM is a challenge to conventional practices, attitudes and professional certainties. It confronts entrenched sectoral interests and requires that the water resource is managed holistically for the benefits of all. No one pretends that meeting the IWRM challenge will be easy but it is vital that a start is made now to avert the burgeoning crisis.”*

(Global Water Partnership)

IWRM deals with water resources in an all-encompassing manner. For IWRM to be effective and meaningful it needs to be broken into practical working tools relevant to national and local context. No one size fits all. Pacific Island Countries are facing unique challenges that will shape IWRM implementation including remoteness, salinity, hydrology, access to services, ensuring appropriate technology governance structure etc. In this context IWRM is not an end in itself but a means of achieving key strategic objectives, such as:

- Efficiency to make best use of water resources,
- Equity in allocation and access of water across different social and economic groups,
- Environmental sustainability, to protect water resources base and associated eco-systems.

In many ways IWRM has become a conventional wisdom, as it defines the future direction for managing water. However, there are innumerable examples of well-meaning IWRM projects that fail due to a disconnection between the vision of IWRM and realities on the ground. It is critical to start from where people are at: it is important to recognise that IWRM competes with many other community issues such as unemployment, access education, substance abuse, law and order etc. Therefore, IWRM needs to be seen in the context of the whole community. Creating meaningful community entry points and understanding community perceptions provides a first phase for mobilisation.

### **Community Entry Points**

Finding relevant entry-point into the community is an important aspect of understanding the community and showing respect. Community members are often busy and many do not have time to spend on consultations and workshops. Therefore, finding strong and relevant entry points will avoid time being wasted. By having these entry points one assures that the people who are participating have the capacity and skills to participate and their time commitment is shown the respect it deserves. Holding large-scale and open stakeholder consultations on very specific issues may be counter-productive and does not always produce good and workable outcomes. Civil society groups that are already engaged with the community can provide assistance in mobilising the entry-points and do much of the ground work (Table 3).



*IWRM must succeed for future generations – and they are part of the process.*



**Table 3: Examples of Community Entry Points (list not exhaustive)**

<b>IWRM Issues</b>	<b>Possible Community Entry Point (Group)</b>	<b>Possible Community Entry Point (Theme)</b>
Water supply	Community –based water committees	<ul style="list-style-type: none"> <li>Identifying appropriate technology that can be maintained by the community</li> <li>Communities participate in construction of wells and latrines and where ever possible use local resources</li> </ul>
Sanitation and hygiene	Women’s groups, church groups, sport clubs and schools	<ul style="list-style-type: none"> <li>Sanitation and hygiene education</li> <li>Link awareness to action through improved practice</li> </ul>
Participatory policy development	Chiefs and Community Management Committees, women groups	<ul style="list-style-type: none"> <li>Assessment of needs,</li> <li>Community-government dialogue in policy implementation</li> <li>Joint development of policy that reflect community reality and government capacity and resources</li> </ul>
Waterborne diseases and health	Health clinics: (church and government supported)	<ul style="list-style-type: none"> <li>Early warning systems for communicable and non-communicable diseases</li> <li>Identify how communities can be part of prevention and cure (change of practice)</li> </ul>
Water quality	Schools	<ul style="list-style-type: none"> <li>Participatory water quality monitoring</li> <li>Mobilise action based on results (advocacy)</li> <li>Peer-education among schools, links with universities</li> </ul>
River Management	Farming groups, schools, landowner groups	<ul style="list-style-type: none"> <li>Sedimentation and river bank protection</li> <li>Best practices in farming to reduce rive pollution and minimise use of fertilizers and chemicals</li> </ul>
Water Governance	Paramount chiefs, chiefs and key water users (women)	<ul style="list-style-type: none"> <li>Ensuring equal assess to water</li> <li>Put in place eco-system conservation measures and protecting</li> <li>Water allocations, pricing and infrastructure needs</li> </ul>
WASH Education	Teachers, rural training centres, schools	<ul style="list-style-type: none"> <li>Resources development and information sharing</li> </ul>
Soils and Vegetation	Schools, youth groups	<ul style="list-style-type: none"> <li>Revegetation and tree planting schemes</li> <li>Prevention of erosion</li> </ul>
Irrigation	Farming groups and land owner groups	<ul style="list-style-type: none"> <li>Water allocations</li> <li>Efficient irrigation technology</li> </ul>
Appropriate technology and maintenance	Youth groups, rural training centres church groups and women’s groups	<ul style="list-style-type: none"> <li>Building, installation and maintenance of rainwater tanks</li> <li>Eco toilets and construction of wells</li> </ul>



## Considering Gender Issues in IWRM

Consideration of gender has rightly become an essential component of any program, the question of who participates, who benefits and who is impacted are priority concerns. However, understanding what gender differences are, and how to address them, is not as simple as merely asking women's opinion or counting the number of women involved in an activity. The issue of gender within a community is closely linked with culture, power, perception and politics and is therefore often defended as being simply 'the way things are'. Sensitivity to, and strategic interaction with the power dynamics involved and a willingness to tackle stereotypical representations of gender, can make change possible. Change will take place at many levels and necessitates:

- finding ways to allow marginalised groups, including women, to be heard,
- supporting initiatives and control by those groups with relatively less power,
- building alliances with people who may support equality, especially those with some authority (e.g. men, chiefs, landowners) and young people who have not yet set certain patterns of behaviour,
- communicating with, and seeking support from, those with some power who may be suspicious of change (eg. men, elders), and that
- organisations need to be prepared for possible changes to their own priorities and programs if previously excluded groups genuinely gain decision-making power.

When addressing the issue of gender it is important that 'gender' is not confused with 'being about women' and that assumptions where women are viewed as victims and men as the problem, are tackled and avoided. The assumption that all women identify with gender issues and 'women's needs' and that these are always different to men's needs and interests must also be avoided. Equipping men with the concepts, knowledge and skills for gender sensitisation and advocacy in order to transform their own attitudes, behaviours and influence among their peers and their communities is as important as empowering women directly.

### Gender and Participation

Participation can mean many different things; here we refer to both the use of participatory methodologies in development projects and taking part in governmental and other political processes.

Participatory methodologies are now a frequent component of development projects in order to enable local ownership over such processes of social change. However, communities are not the same throughout and participation is not an open and spontaneous process whereby everyone participates equally, leading to a 'free consensus' on the issues under discussion. Insights from gender analysis highlight that data separated according to gender (disaggregated data) and separate meetings for women and men, can enrich participatory methodologies, but also warn away from the assumption that women share a set of interests that are inherently different from those shared among men.

Participatory approaches are growing in the realisation that they previously underestimated the diversity and conflict within communities, and within groups of women and men, and that the lines of division may be multiple: ethnicity, caste, race, class, culture, sexuality, education, physical ability as well as gender, economic difference and many other factors.

The following trends may inhibit gender and development work from being more participatory:

- Women are already working hard, particularly poor women, and women's labour is already a part of the economy, although not necessarily recognised as such, or remunerated. Increasing their 'involvement' in development projects or research may mean increasing their labour burden.
- Treating men and women as if they are instantly different groups by sex alone and assuming different interests or competing claims between women and men. This isolates women and men from the social interactions important for community co-operation and may cause conflict to arise.



- A focus on women may mask other forms of exclusion, such as disability, age, clan or religion. Equally there may be a failure to look for other marginalizing factors within groups, such as marital status, divorce, and widowhood
- Women are also active in their relations with others and are not necessarily anymore open to sharing power and control than men.

Just because women's participation was actively sought and women were present during community discussions, we cannot assume that women were able to express their opinions or, if discussions were held separately with women, that their concerns were integrated into decision-making structures. Meaningful participation is about more than listening to the views of beneficiaries. It is about strengthening the capabilities of marginalised people - men as well as women - to realise their rights to have a say on the issues that affect their lives and to take part in creating solutions.

Strategies that enable different voices to emerge include:

- consulting women and men separately;
- ensuring the timing of any meetings suits both women and men;
- reviewing the selection process or criteria for recruitment to participate
- facilitators encouraging non-dominant speakers to join in, and
- consultation with both women's and men's organisations.
- Research teams comprising both women and men, so people can be interviewed by someone of the same sex if they prefer.

A genuine integration of gender and participation into projects and programmes needs to be done at each stage of the project cycle. The entire cycle from participatory planning, to implementation, monitoring and evaluation filters information at different levels to reach new insights for action. As well as being gender disaggregated, data needs to be processed in a way that exposes and explains interconnections between issues, and reaches conscious conclusions to be fed back into the project strategy. Gender analysis gives us information about women and men, about who is included and who is left out, who makes the decisions and who sets the agenda, how resources are allocated and who benefits. If there is no critical analysis of gender dynamics, then there is a danger that men and women will be represented as isolated from the web of social relationships that affect their well-being.

Not all participatory methods work equally well for men and women; for example, not all women's and men's concerns can be represented by spatial (mapping) techniques, therefore tools need to be constantly adapted to suit the context in which they are being used.

*"We can't draw changes on this map, because the kind of changes we need can't be drawn".* They were referring to issues such as overwork, breakdown in support and beatings from their husbands, which could not be drawn through visual PRA techniques.



### ***Developing appropriate methodologies***

- Appropriate forums and spaces for discussion should be identified as well as appropriate timing to ensure those involved can attend.
- Understand practical conditions that can affect women's involvement. For example, household work may hinder women's participation in community and group activities.
- Avoid processes that favour a select group of women. For example, women may be more vocal in group discussions due to higher status and/or more experience with public speaking and not because they represent the concerns of other women
- Ensure that women have access to appropriate forms of expression to articulate their needs, interests and concerns.
- Use methods not only to show differences in needs and interests but also to analyse their causes and reasons why they may change.
- Trying to change the situation of a group of women without looking at how the men in their lives might be affected made for an ineffective strategy
- Implement gender-focused and disaggregated monitoring to ensure that men and women's perspectives have been incorporated into plans and that these plans are translated into action.
- Ensure that organisations have the capacity to incorporate gender aware participatory approaches, as the structure and procedures of organisations strongly influences the nature of the outcomes. This may involve creating incentives to motivate those involved.
- Negotiating equal and fair participation for men and women and structural change takes time and courage, making it a sometimes unappealing task for donors and many NGOs; commitment in time and funding and appropriate follow-up is necessary to ensure success.

Participatory tools and methods are only as effective as the people who use them, and as the institutional culture that supports them. The tools used will not in themselves address social exclusion and illuminate power imbalances in gender relations, but when they are used well, gender-sensitive participatory processes can challenge inequalities in many ways.

### **Gender-sensitive participatory practices require:**

- **Skills:** Organisations need to develop the skills to do this type of work. Facilitating gender-sensitive participatory processes requires experience and the ability to deal with conflict if it arises.
- **Time:** Participatory processes can take a long time and may require support over some years.
- **Flexibility and adaptability:** The selection and sequencing of methods should be based on the specific circumstances. Responding adequately to specific contexts requires flexibility.
- **Support:** Participants (women and men) require support as they explore new issues. It is irresponsible for an outside organisation to encourage people to raise issues of gender inequalities and then not support the consequences.
- **Follow-up:** Can the organisation respond to the issues raised? If development cooperation organisations are serious about participatory processes, they must be prepared to act on the priorities identified and issues that emerge.





## Communities and Water: what research tells us

Gaining extensive insight into how communities perceive IWRM is imperative to its sustainability and success. We cannot assume just because people participate in IWRM consultations they are interested in the issue. We must link into their thinking and gain deeper understanding of the particular dynamics in which people live. Often government departments do not have the time, networks or resources to engage in sustained community research and this is one of many areas where civil society groups can be of great assistance.

Two recent studies demonstrate the valuable insights that can be gleaned from understanding community perceptions (i) a Rapid Assessment of Perceptions into communities understanding of environmental management in rural areas of Vanuatu, Papua New Guinea and Solomon Islands (Henderson, 2007) and (ii) a research investigation into community perceptions on community based water governance (Asker, 2004).

In examining environmental issues related to health, making a living and culture, participants articulated a wealth of detailed information concerning their perceptions of problems, decision making, hopes for the future, and community organisation and capacity.

Understanding community priorities, local traditions or customs that impact on IWRM implementation and the community barriers to participation are essential pre-requisites to working effectively towards mobilising communities and forming partnerships.

### Water is a priority

Water was unanimously perceived as the top priority issue across more than 100 communities surveyed in Fiji, PNG and the Solomon Islands (Table 4).

Two-thirds of respondents in a different study were *currently* concerned about children's education, 53% with family welfare, 48% with rubbish in the community, 47% with law breakers, 41% with water pollution, and 26% with deforestation.

**Table 4: Example of top 20 priority issues as ranked by community members**

Rank	Men	Women	Youth
1	Water	Water	Water
2	Forest / Logging	Rubbish	Land
3	Custom & Traditions	Fishing / sea resources	Forest / Logging
4	Toilets	Health	Rubbish
5	Health	Uncontrolled animals	Fishing / sea resources
6	Rubbish	Land	Toilets
7	Agric Cash crop	Toilets	Uncontrolled animals
8	Uncontrolled animals	Custom & Traditions	Custom & Traditions
9	Tourism	Forest / Logging	Kava
10	Fishing / sea resources	Gardening	Health
11	Mosquitos	Alternative Income	Mosquitos
12	Family relations	Family relations	Language
13	Respect	Money	Tabu sites
14	Population growth	Law & Order	Population growth
15	Alternative Income	Family planning	Village cooperation
16	Land	Markets	Bride price
17	No tools	Pollution	Tourism
18	Language	Medicinal plants	Pollution
19	Bride price	Tourism	Urban drift
20	House boi	Women's rights	Education



### The water problem

Water contamination was often described as 'pollution' and was thought to come from a variety of sources including toilets, rubbish dumping, changes in hydrology through clearing, runoff from agricultural land and by animals wandering freely throughout villages and defecating on or near water sources. The lack of toilets, or inadequate toilets, was often connected with water pollution and disease with examples given of local creeks used for water supply also being used as a toilet. Community members generally had a good understanding of the link between toilets and groundwater contamination and the consequent effects on water supplies. A Vanuatu community said that wells supplying water *"were not 100% clean due to the leaching of waste materials dumped nearby."* Likewise the impact of pit toilets on ground water, which was not treated before reaching a community tank, was an issue raised by one youth group.

The practice of defecation on the beach and in the bush was considered to be a health problem in the communities where it was practiced: both for general water contamination and also disease, as flies could carry contamination from uncovered faeces to food and utensils.

Coastal communities situated only marginally above sea level found that pit toilets were impractical or likely to cause groundwater contamination; indeed one such community regularly experienced overflowing pit toilets on high tides.

### Opinions differ!

Not all communities see issues in the same light. Indeed, even within communities there may be wide variation in opinions. In one community just over half of all respondents believed that water in their community was shared equally while the remainder did not consider water to be shared equally at all.

While often villagers will have defined roles and responsibilities within the village in order to promote unity and communal ownership they may not always be clear. In one situation, half the participants thought that decisions concerning water were only the domain of men, while the other half thought it was a shared role by men and women. Equally there were sometimes noticeable differences in the level of understanding and views on inclusion in decision-making within communities. These differences could be seen to have a relationship with gender, socio-economic status, age and educational attainment.

Decision-making bodies in urban centers appeared to attach differing cultural, economic, and social values to the environment compared to those held by villagers. Many urban community members viewed the benefits of the traditional governance system as having both stability and responsiveness to their immediate needs.



*For IWRM to succeed – community perceptions on water must be understood .*



### Consideration of culture & tradition is important

Understanding the subtleties of a community's culture increases the ability to ensure equity in participation; appropriateness of project goals and improve prospects for project sustainability.

For example, the traditional Fijian concept of *Vanua* does not consider land, water, customs and human environments as separate units; rather they are one and indivisible. So water governance cannot be seen separately to overall governance throughout the *Vanua*.

Likewise, projects aiming to utilise women's groups in one community would need to be mindful of communities where *"women originally from another village, who have married into the village, are not given any rights to participate in decision-making at any level as they are not seen as belonging to their husband's village"*.

PNG participants articulated specific difficulties of working within their communities: *"within the communities themselves, there are social friction between families and villages. This hinders people from working together, also ethnic groups have contributed and living is quite different between different groups"; and "there are 3 ethnic groups in the community and people seem to cooperate with leaders of their own ethnic groups" and "most people don't own land. Non-landowners often don't seem to care about their actions. The original landowners cannot do much, as they are fewer in number compared to the settlers"*.

### Community participation

Good relationships and motivation to participate is related to trust in the organization promoting the program. Reducing or removing mistrust and skepticism is essential. *"People don't seem to have any more trust in the government in delivering badly needed services such as roads. This is due to so many empty promises made over the past years. People will only listen to their local leaders and will respond positively if they know that the initiatives come from their own leaders and not dictated by a higher authority."* (PNG)

Scepticism exists in the rural communities about the capacity, and indeed willingness, of public authorities to fully understand and address water issues most relevant to villagers.

*"difficulties in getting things done within the community are when people don't see any concrete evidence of what the proposals or project programmes have achieved. Thus people will not fully support or participate in the programmes"*.

Communities frequently report that lack of resources affects their capacity to undertake projects: finances to implement the project, and finances to motivate people to be involved. *"People are more interested in income generating activities that can support their families financially. Projects are left idle if a "job" comes up. The village men have just returned to the village after a two weeks contract to plant mahogany. "Jobs" such as this keep the men away from the village and any other commitments they have"* (A village headman, Fiji).

Equally motivation toward participating in activities may be strongly connected to economic concerns. *"In the past the whole community under the late paramount chief was very active in community projects – both cultural and projects initiated by government agencies and the catholic mission. The introduction of the cash economy (cash cropping) has destroyed this community spirit – people have become more individualistic."* (PNG) However, some communities also suggested that it was due to laziness, especially by the men, *"too much time spent around the grog (kava) bowl"* (Fiji).

Women in particular would like greater participation in decision making at the community level. Only one-third of women felt they had some input into decision-making; of the 66% who felt they were not at all involved in decision-making 73% would like greater participation. Women also expressed a desire to be involved in some issues traditionally considered as men's business (such as village development), as well as to participate in decision-making relating to women's topics that they are intimately involved in.

It is likely that community participation will fail if there is poor understanding of the terminology being used: while community members had a very good understanding of traditional concepts of governance, the commonly used term of 'good governance' was a new and confusing term for many. Around a third of all community members said they did not know what good governance meant or involved. Where the term was understood, discussion revealed that modern governance systems were perceived as presenting particular problems, including; that they make decisions without consulting the people they affect; they threaten the role of traditional governance; and they are seen as unsympathetic to community concerns.



## IWRM SNAPSHOTS

The following IWRM snapshots provide examples of IWRM in action and inspiring examples of individuals and communities mobilising to address local challenges.

### Waibulabula, Fiji

### Partners in Community Development

#### Background

The Waibulabula (Living Waters) Project was a combined effort of Partners in Community Development Fiji (PCDF), the Shangri-La Hotel Resort and the people of Cuvu district. The project involved diverting wastewater from the resort through constructed ponds where nutrients would be used by plants and flowers. Wastewater from the ponds was recycled and used to water golf greens and flowers around the resort. The project started with a lot of discussion and consultation between the Resort and PCDF as this was the first of its kind in Fiji at that time. The Engineers at the Resort were very supportive in testing out the new project. And the management of Shangri-La was happy with the outcomes as less waste was being released into the sea, which affected marine life. The golf green was healthy as they were watered regularly from the pond filtered wastewater. There were some challenges. The resort had to overcome. One of them was managing the ponds. They needed to know the right amount or level of waste to pump into the ponds: if the level of waste was too high it affected the plants and could kill the fresh water fish. Another issue was to make sure plants and weeds that grew in the ponds were cleaned out regularly: the plants grew very fast and if not maintained they affected the flow of water from one pond to the other and contributed to a foul smell in nearby areas.

#### IWRM relevance

**Benefits institutionalised:** The outputs from this project were mainstreamed into the practice and priorities of the resort, ensuring sustainability without external funding.

**Communities mobilised:** Nearby communities were involved in supporting the project as it decreased the amount of wastewater pumped into the sea. Degradation of marine resources was a long-term issue between the resort and the nearby communities and landowners. This project helped address the issue and the people from nearby communities were glad such initiatives took place. Local tour guides were also engaged taking groups or school children through the Waibulabula Project. It also strengthened the relationship between the Resort and the landowners.

**Economic benefits:** The link between best practice in wastewater management and coral reef preservation had direct economic benefits for both local tourism and local fishing communities.

#### Key Factors for Success

- Leading participation from the local community
- Strong links with private business (for sustainability)
- Economic benefits arising from best practice



## Background

Governing Water is an EU funded project, coordinated by Live & Learn Environmental Education that aims to strengthen community governance and action in water management. The Project works in 40 communities across Fiji and highlights that governance and government are different, with governance starting at the village level. The project aims to make governance practical by developing tools through which people can participate in water governance. Nukulaca settlement, an Indo-Fijian community situated in the western part of Viti Levu, is one of seven Governing Water Communities in Ra province. Community representatives were trained in the use of water monitoring test kits at a workshop in 2006. Following the training, those representatives went back and conducted "Learning Circles", using water testing kit, with the people in their community. Women and youth participated alongside the elders and the men. During their group discussion members of the community agreed that it had been a long time since their water source and water tank were cleaned: the women in particular became more conscious about the quality of the water they used after this water testing exercise. Water is a basic necessity and the women are eager to see that water quality be improved. They do not want to see young children suffer from drinking dirty water from their own water source. The elders and the men agreed to clean their community water source and water tank twice a year to ensure improvement in their water quality. They all agreed that they should monitor water regularly to ensure safe and clean water was available at all times. The ongoing support and initiatives of Live & Learn have been beneficial and appreciated.

## IWRM Relevance

**Safeguarding of drinking water:** The water test kits advance the safeguarding of drinking water by providing a practical monitoring tool. The kit comes with a community education pack encouraging discussion and problem-solving on drinking water: which is governance in action.

**Links with Government:** The Project is working closely with the Rokos in 8 provincial councils. A large component of the project is focussed on decentralising the management of water and the strengthening the role of Rokos to support such decentralisation.

**Women taking leadership:** Women are a driving force behind activities in this community. The water kits have provided a practical tool for women to lead and take action. This will create opportunities in other areas and will result in greater participation from women in IWRM.

**Improved health for children:** Improved drinking water quality will have a positive impact on children's health.

**Water education in schools:** Governing Water links in with education in schools and communities and allows for youth participation and innovation.

## Key Factors for Success

- Governance starts at village level by the community
- Innovative learning tools that are practical and easy to use
- Women are prime water users and a strong target group in IWRM and in this project

[www.idea.org.au/liveandlearn/resources/GW%20Research%20Report.pdf](http://www.idea.org.au/liveandlearn/resources/GW%20Research%20Report.pdf)





## Initiative of One, Relief for All, Pakistan

### Background

One poor woman in Pakistan, Nasim Bibi, with no land to cultivate and a husband who worked in construction, motivated other villagers to organise their own water supply scheme. Nasim formed a community-based women's organization which was then eligible to access financial assistance through a regional NGO's Rural Support Programme. Through monthly meetings the women identified increased access to water as a priority for action and, over a two-year period, installed seven water hand pumps in different locations bringing water into their village for the first time. Nasim acted as overall manager with three committees formed to manage various aspects of the project. Every participating household took turns providing food for labourers engaged in hand-pump drilling and the village women themselves helped soften the ground for drilling and with construction of hand-pump platforms.

### Key Factors for Success

- Women's groups able to gain community-wide support because it started with a base of people who trusted each other due to their familial relationships.
- The women's groups' male relatives realised that women's participation was benefiting the entire family, increasing respect and recognition of women as community leaders.
- The groups' members consciously involved the community through shared management roles.

<http://www.genderandwater.org/page/5747>" <http://www.genderandwater.org/page/5747>

### IWRM Relevance

**Sanitation & Health:** Increased frequency in bathing and cloth washing; decreased time needed for collecting water, resulting in a large increase in time available for other activities; reduced contamination of the new water sources due to animal waste.

**Women's leadership roles:** Increased decision-making power at the house-hold level for women involved in the water scheme; growing understanding of how such activities can benefit families; increased acceptance by men that women can be effective community leaders; enhanced sense of independence due to greater social mobility.

**Education:** Establishment of a non-formal school in the village, primarily supporting girls' education.

**Community involvement and participation:**

Community group membership has grown and villagers who did not participate in the scheme now perceive it as something that was done on behalf of the whole community.

**Sustainability and transferability:** Nasim is now seen as an informal leader and often approached for advice; increased understanding of the importance of sanitation resulting in further community resolutions to organise village sanitation schemes.



## Background

WaterAid's partner ATprojects is a Goroka-based NGO that works with communities, NGOs, and the provincial government in the Eastern Highlands province of Papua New Guinea. Its mission is to enable rural people to develop and use skills and appropriate technologies (AT) that give them more control over their lives and contribute to the sustainable development of their communities. ATprojects builds on locally available skills and materials and encourages the full participation of local people in its projects. This should mean that local needs will be met more effectively and that technological and social changes that follow are more likely to complement evolving local traditions and culture. ATprojects has developed its low cost 'ATloo' to provide safe excreta disposal in rural areas away from any mains sanitation provision. With funds from WaterAid these have now been installed in 14 schools in the Eastern Highlands. The ATloos are easy to build and maintain, easy to clean, free of smell and nice to look at. Far from making sanitation a taboo subject, the idea is that users develop a sense of pride and ownership of the facility. In addition to hygiene education, local people are taught to operate and maintain the latrines.

## IWRM Relevance

**Local Ownership:** Toilets are easy to build and most importantly can be built by local people using local materials. They are also easy to keep clean.

**Hygiene and Sanitation:** The building of the ATloo links in well with hygiene education in schools and communities.

**Appropriate technology:** The ATloo promotes appropriate technology, addresses local needs, and lessens dependence on external resources

## Key Factors for Success

- High level and practical community participation and ownership
- Mobilisation of young men and women in construction
- Use of appropriate technology
- Local capacity building leading to independent sustainability

[http://www.wateraid.org.uk/uk/what\\_we\\_do/where\\_we\\_work/papua\\_new\\_guinea/3236.asp](http://www.wateraid.org.uk/uk/what_we_do/where_we_work/papua_new_guinea/3236.asp)



## The Power of Many, Papua New Guinea

### Background

Wewak is a town of 27,000 people run by the Town Commission situated in the East Sepik Province, Papua New Guinea. As more people change from traditional to modern lifestyles, so too does the type and amount of household waste. In the past, household waste was organic and nature took care of it. Villagers would put their waste into piles, burn it, and throw it in the sea or the bush. Today, supermarkets sell imported, packaged goods in plastic bags. Although there is a regular rubbish collection in the town area, many households still treat their rubbish in traditional ways. It is heaped into piles and left to rot or it is buried or burned. Often the air in Wewak is filled with the smoke of thousands of small rubbish fires. The unsorted rubbish from households is put into plastic bags, which are collected by a contractor and taken to the rubbish dump on the outskirts of town. Only a road separates the rubbish dump from a nearby village settlement and a school, and only a narrow strip of water separates the dump from another settlement. Sewage is also disposed of in the dump. Some settlements have sewage buckets, which are collected and emptied into the lagoon on the edge of the dump. Nearby communities are concerned about pollution from the sewage, the waste piles and the burning rubbish. There is a small settlement straight across from where the sewage is emptied into the lagoon. The settlers rely on fish as part of their food and income. They can see how the sewage is trapped by the tide and believe that the fish may be no longer safe to eat. They worry that they will not be able to sell their fish and also about the health of their children swimming or playing in the lagoon.

### IWRM Relevance

**Links between waste management, health and water management:** The example from Wewak illustrates how environmental issues are linked. Communities should be mobilised on issues important to them and reflecting real issues affecting their lives. Actions are practical and owned by the community.

**Women are empowered and inspire collective action:** A number of people tried separately to make the authorities take notice of the rubbish dump problems but it was only when the East Sepik Council of Women organised a meeting for the local community that things began to change.

**Involving all stakeholders:** Amongst the people who came to the meeting were the headmaster from the Community School, an elder from the settlement, the director of the Local Environment Foundation, women from the East Sepik Council of Women and the staff in charge of waste and planning from the Town Commission. Everyone came to hear each other's stories and to discuss solutions. At the end of the meeting the individuals formed a group to ask the government to improve waste management and clean up the town's dump. The individuals had become a group and the power of many was at work.

**Building capacity and ensuring sustainability:** The Town Commission has since removed the rubbish from the corner closest to the school. They have covered the ground with fresh soil and topped it with a layer of gravel. The students from the Mongniol Community School have written to the Town Commission to thank them for their efforts. Now the students will keep a close watch on the site - they have a voice in the future of the dump and are already making a waste plan for their school.

### Key Factors for Success

- Local ownership and participation
- Recognition and inclusion of stakeholder opinions and issues
- Timely, visible & appropriate action
- Action based on issues that are of real concern to communities
- Empowering youth (students) and women into leadership roles

<http://www.globaleducation.edna.edu.au/globaled/go/pid/152>



## ***Background***

Water pollution is a significant issue for many small island nations with fringing reefs. The environmental and social impacts are recognised but rarely quantified in economic terms. In this project, the Cook Islands Government and the South Pacific Regional Environment Program (SPREP) engaged CSIRO to estimate the economic impacts of water pollution to Rarotonga, the largest of the islands in the Cook Islands nation, in both area and population. There was a capacity building component to this study to ensure new skills were transferred and retained by the people of the Cook Islands. The most significant costs to the community of the Cook Islands include: loss of tourism, purchase of bottled water and costs of water-related illness. Currently, like in most Pacific island countries, Rarotonga has no chemical water treatment. Coarse gravel filters remove leaves etc from the water but do not filter out bacteria. As a result, the quality of tap water falls below internationally accepted water quality standards for drinking and locals and tourists are advised to boil their drinking water. In 2005, CSIRO estimated that sound watershed management could save the community of the Cook Islands millions of dollars that are being spent dealing with the consequences of water pollution. The project estimated that currently, water pollution in Rarotonga costs the Cook Islands in the vicinity of NZ\$3.2 to NZ\$17.7 million per year, with a best estimate of NZ\$7.4 million per year. The figure of NZ\$7.4 million, a best estimate between a low estimate of NZ\$3.2 million and high estimate of NZ\$17.6 million, translates to NZ\$2 900 per household.

## ***IWRM Relevance***

The Project advocated a management approach of watersheds, which required a combined government, industry and community response on:

- soil erosion and stream sedimentation
- herbicide and pesticide run-off
- fertiliser run-off
- livestock and animal waste
- septic tank leakage
- mosquito outbreaks from stream blockage and poor waste disposal
- liquid and solid waste disposal.

## ***Key Factors for Success***

- Focus on integration of economical issues in IWRM
- Focus on multiple stakeholders – the government and the community
- Capacity building an integral part of the Project

<http://www.csiro.au/science/ps1uc.html>



## Background

UN-Habitat, the United Nations Agency mandated to promote socially and environmentally sustainable human settlements works to improve water and sanitation in African countries through the Water for African Cities (WAC) Programme, partnered with the Gender Water Alliance who promote gender mainstreaming as a fundamental part of IWRM, to alleviate the burden placed on women and children in fetching water and the adverse consequences of inadequate water supplies. The GWA, commissioned by UN-Habitat, conducted rapid assessments in 17 cities in 14 countries, using a pro-poor and gender lens to identify, gather and analyse baseline data relevant to six priority themes previously identified by participants from 17 WAC programme countries

## IWRM Relevance

**Pro-poor water governance:** Recommendations focus on how local utilities can deliver water and sanitation services with affordable charges for the poor.

**Sanitation:** Recommendations aimed at local and regional governments paying specific attention to creation of income generating activities in areas such as latrine construction and recycling and re-use of sold waste.

**Urban catchments management:** Recommendations relate to implementation of minimum improvements to the traditional water sources with adequate and regular health education messages. Agencies and institutions are urged to incorporate gender equity considerations for both men and women throughout urban planning programmes.

**Water Demand Management:** Water demand management reflecting pro-poor and gender-sensitive perspectives should be integrated into the institutional and legal framework of IWRM strategies.

**Water Education in Schools and Communities:** Recommendations for training and educational materials to encourage recognition of the needs of both genders.

**Advocacy, Awareness raising and Information Exchange:** Recommendations aimed at local governments focusing on development of education, communication materials and tools; encourage participation and representation of individuals from informal settlements and slums; and create information exchange and dissemination using a variety of media.

## Key Factors for Success

- Using a participatory research approach
- Utilising local expertise and resources
- Recognising location specific context, knowledge and situations
- Integrating capacity building to ensure sustainable long-term results
- Exchange of information, methodological approaches and situational analyses
- Provision of follow-up support to the implementation of concrete actions
- Enabling a process of local ownership and learning by doing

<http://www.genderandwater.org/content/download/6772/47238/file/Ench32313GWA.pdf>





## Lessons Learnt

There are many water and sanitation pilots in the Pacific. The above case studies provide a few examples of how projects have been working to practice IWRM principles. Many endeavour to test new ideas and approaches, whereas others are part of broader strategies. Lessons learnt are varied but successes share similar characteristics, namely:

- Recognise location specific context, knowledge and situations
- Utilise local expertise, resources and existing partnerships
- Strengthen the organisational fabric of the community
- Foster community ownership
- Nurture collaboration between the government, community and civil society
- Simple and practical wherever possible
- Conducted on a community dictated timeframe
- Outcome, rather than output, focused
- Promote organic development of ideas and directional change
- Integrate capacity building to ensure sustainable long-term results
- Link initiatives to broader strategy or policy frameworks (institutionalised)
- Innovative and replicable by the community using communities' own skills and resources
- Provide ongoing support to the implementation of concrete actions
- Encourage IWRM to become a 'way of living' as opposed to a funded project
- Avoid stand-alone infrastructure projects
- Build human capacity and links between the environmental, social and economical community aspects
- Driven by good planning, good people and good will

Many further examples of IWRM case studies worldwide are available from the GWP Toolbox <http://www.gwptoolbox.org/>



*Collective community action and behavioural change can clean up Pacific island rivers.*





# Part 2: Practice







## Steps to Mobilisation

It is important that the correct approach is used when working towards a goal. There may be many approaches that may work and some that work better than others. This often depends on the goal itself, the audience and sometimes the location and time available. There are many theories but the only way to really know is to try. The over-riding concept is to start simple and progress. If it is not working - learn from it and adapt the approach. You need a strategic approach to work with communities. This approach chosen for community mobilisation has been developed in six broad steps to mobilisation (see below):

These steps are not the only way of mobilising communities: they are a guide and can be changed to suit individual and community context. While they have been tested for impact and appropriateness, they are also easily adopted and changed as you see fit.

You need to have good organisational skills to bring the community together and good management skills to manage diverse needs once they are together. You especially need to show these skills (lead by example), as they are skills the community will need to continue the community mobilisation approach.





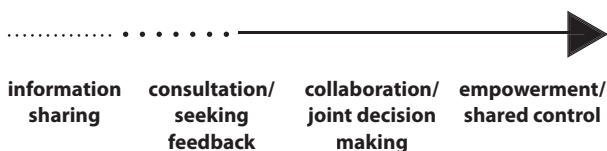
## Facilitation is the Key

### Good facilitation empowers and unites

Good facilitation can enhance community mobilisation, change and participation. Poor facilitation can have the reverse impact. A facilitator’s main role is to engage and mobilise communities. A facilitator is not expected to be an ‘expert’ and have all the answers but is expected to bring the community together and create opportunities for a common vision on IWRM. For this to eventuate the facilitator needs to manage different agendas and interests and ensure everyone has an opportunity to speak. Good facilitation is an extensive process and it is critical to the success of IWRM. Millions of dollars have been spend on well-intended IWRM projects have failed because lack of active community participation and no community “buy in”. The key question is not “whether” you mobilise community participation but “how” it is done. The facilitator can make or break the impact of IWRM by the way he or she is interacting with the community. Often participation and consultation are perceived as the same, but they are quite different. Consultation is merely a meeting where an issue is discussed and there is no obligation to take onboard community views: participation is a process whereby communities are actively contributing, deciding and taking control of their own development.

**Weak**

**Strong**



It is easy for the facilitator to fall into the “consultation trap”. Therefore it is important to always consider that community ownership and participation in developing these solutions is key to sustaining their impact.

### The Facilitators role in IWRM mobilisation

- Create interest on IWRM
- Create an open discussion on opportunities and constraints concerning IWRM
- Explore and understand priorities and problems
- Provide assistance for planning and problems solving
- Community participation should be fully planned for. Realistic time and resources should be allowed for within designs. Facilitators must be intimately familiar with the issues under discussion and should also

have detailed knowledge of the communities they are working with.

- IWRM should specifically relate to the community – their situation, their beliefs and their problems. Existing community knowledge and stories should be the foundation for IWRM.
- The community participation will include the whole community not only leaders and high profile members. IWRM must find ways of meaningfully including women.
- The community should be included in developing their own resources and processes. Any monitoring results should be made available for further community empowerment.
- Community organisation and structure are important in sustaining IWRM. Workshops and training are not enough to sustain change. Structural changes to the community fabric may be needed to ensure good governance, inclusive decision-making and action. Pilot and demonstration activities are an important way of strengthening new ways of community organisation.
- Community participation should not be rushed. It is critical that communities have a strong sense of ownership of their own development and that the participation process will lead to real results that are sustainable.

Good facilitation will also assist in not only getting good data and gaining better rapport with the community, most importantly it will help to empower the community to act (See Mobilisation Resources).



*Good facilitation empowers and unites.*





# 1. Plan

The first skill is planning, as without planning you may forget some of the necessary skills and resources. You need to be an organiser, manager, public speaker, facilitator, note-taker, listener and questioner. These are skills that have some theory but are mostly best learnt through experience – learning by doing.

To effectively **plan** for community mobilisation you need to consider: planning, goals, the target audience, logistics, skills & resources and concepts (Resource #1).

## **Understand your Goals and Purpose**

The major reason a community mobilisation approach is taken is because it is the most effective way to get some, but not all, things done. Many studies and reports support the involvement (participation) of people in solving their own problems as one of the keys to success and sustainability of actions. Part of the reason may be that the government and/or project specifically acknowledged the importance of community mobilisation.

- Why are you doing community mobilisation?
- What are the key reasons for community mobilisation in this situation?

Before even considering doing any work with the community, you must prepare yourself. The best way to prepare is to plan. Simple questions such as: who, what, where, when, why and how, can be a useful guide in preparing as they can help you to consider what you are doing.

- Do you understand the objectives of the pilot project?
- Is it community driven or are you trying to promote it?
- Are you confident to facilitate the discussion and actions?

You need to know your goals before you start. Develop them yourself and then develop them with others. Most importantly, share them with the community and assist the community in developing their own goals. The ultimate goal is the community.

- What are you doing and why?
- What do you want to achieve, specifically?
- How will you know if you are successful?

## **Stakeholder Analysis**

*Stakeholder: A stakeholder is a person, group or organisation that has an interest or “stake” in your project. There are three main types of stakeholders; those who have a controlling interest and who will influence the design; those from whom requirements, intellectual, physical or financial, will be drawn; and ultimately, the people who will reap the benefits of your completed project.*

Stakeholder analysis should be conducted in the early stages of the planning process. It is extremely important to involve stakeholders in all phases of your project for two reasons: Firstly, experience shows that their involvement in the project significantly increases your chances of success by building in a feedback loop; Secondly, involving them in your project builds confidence in what you are trying to achieve and will greatly ease the projects acceptance to your target audience.

*The fisherman must know the sea to catch the fish.*

If you want to achieve your goal you need to know whom you are working with. The community is the main audience but whom within the community should you be targeting for involvement?

This will most often link back to your goals. You must know as much as possible about the social, environmental & cultural aspects of the community. This should not just be fact – a community is how these aspects are linked.

- Who are you working with and why?
- Are all sectors of the community represented? (Gender, age etc)

**A stakeholder analysis (Resource #2)** is a technique you can use to identify and assess the importance of key people, groups of people, or institutions that may significantly influence the success of your activity or project. It is important to consider and reflect how you have made sure that women have been equally included in the planning and stakeholder analysis stages.

You can use these techniques to:

- Identify people, groups, and institutions that will influence your pilot project (either positively or negatively)
- Anticipate the kind of influence, positive or negative, these groups will have on your initiative
- Develop strategies to get the most effective support possible for your initiative and reduce any obstacles to successful implementation of your program.



### **Logistics and Resources**

The **timing** of facilitation sessions should be linked to what you know about the community and timed to encourage maximum interest. Often when participants are asked to spend more than 2 hours it can interfere with other work commitments or they may lose attention if they are not accustomed to spending long times discussing issues.

- How long are the activities?
- Did you set the time or did the community?
- Is the timing suitable for all groups within the community, including women?

The location of the community is an important consideration and can affect approaches to facilitation. If it is very difficult, takes a long time and/or is expensive to get to the community it may affect the timing and approach you wish to use.

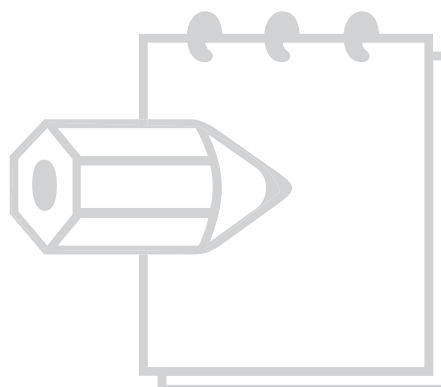
- Did you set the location or did the community?
- Is it a suitable site? Will weather affect it or your travel to the site?
- Do you have the time and money to do this?

It is important to know how you will do what you are planning. You need to know what **skills and resources** are required. You will also need to develop these skills and obtain the resources. It is very important that you ensure that these skills and resources are suitable to the situation, and if not then be willing and able to adapt them.

- What skills & resources do you need to conduct community facilitation?
- How can you minimise weaknesses and maximise strengths?
- What can the community supply?



*Success = Good Planning, Good People, Good Will*





## 2. Listen & Learn

To effectively mobilise communities you need to **listen & learn** about the local community perceptions, keep notes on what is said and facilitate further debate to make sure any myths or misconceptions have been identified. The objective of this step is to establish a common information base and consensus of understanding about the community perceptions, needs and capacity to implement IWRM that can be shared and agreed on by stakeholders. (Mobilisation Tools #3-11).

### **Understand Community Perceptions**

It is important to understand the local perceptions relevant to your goal. Make your own observations about the community as well. Think about the community's social organisation, local livelihoods, politics, values, traditions and the relationship with the environment. These observations, combined with the communities' perceptions, can help you to develop a better understanding, however, you should never stop learning about the community, as you can never know it all.

- What do you think the communities perceptions related to your topic are?
- What does the community think their perceptions on environmental management are?



### **Collecting information (data)**

*It's not about what you've got - It's about how you got it and what you do with it!*

The mode of collecting information or data should be linked to the flexible nature of working with the community. A broad contextual plan for data collection is more appropriate than intensive data collection that may place a burden on the community. Most of all, your work with communities should be interesting to, and as close to the community way of living, as possible. Many manuals have endeavoured to give a list of participatory tools or methods to promote the involvement of communities: these guidelines will not replicate that, but rather emphasise a few key participatory tools that can assist in gaining and maintaining the participation of the community.

There are many ways to collect data from people, however for community mobilisation focus groups and interviews are some of the most commonly used. Focus groups are a bit different from interviews: interviews are a question and answer process, whereas focus groups encourage more open discussion of the issues. Questions are still used and must be on hand as a prompt to illicit key information that does not come out through discussions. You can easily extend the focus group discussion to include some of the participatory tools in Table 1 below. These tools can help to get the group more involved in the discussion, focus on a particular issue and help people who prefer to communicate in a visual way, rather than just talking.

Focus groups are a valuable way of encouraging involvement, de-mystifying the role of the facilitator and extending the range of skills people can build through their participation in the learning circle.

- What do you really want to know?
- Does the community want to know this?
- What are you going to do with the data?
- Is the community happy for you to do that?

**Table 1: Summary of useful participatory tools**

<b>Transect</b>	Used to gain physical information about an area, through participant observation and facilitator questioning. It is usually an outdoor activity where the participants walk along a designated course through an area. The concept is for the participants to consciously look at their physical environment with a key focus such as water, resources, problems, solutions etc.
<b>Mapping</b>	This tool can be used inside or outside. It is designed to get participants to draw and visually represent an area as they see it. Mapping may not necessarily be about accuracy as it is based on perception. Mapping can serve to highlight group dynamics and perceptions as people discuss the way they see an area.
<b>Listing</b>	This is a documentation tool that requires the participants to list a certain issue. This tool can be linked to Transect and Mapping, which are used to simply document certain issues. It can be important in-group verification of the data collected before it is documented.
<b>Timeline</b>	A timeline, or calendar, gives a temporal history of the area or a specific issue or issues. It requires the participants to think about when things happened (seasons, holidays, key dates etc). It can be very arbitrary as some things happen over time without a distinct date; this therefore brings in group dynamics and stimulates discussion on the issues. This can really promote the critical exploration of an issue.
<b>Drawing</b>	Drawing encourages people to think more about a particular issue and offers another way of expressing their views visually. This tool can be used to promote increased thought and discussion on the issues that have been highlighted. It can serve to ensure feedback from all participants, and highlight previously missed information.
<b>Ranking</b>	Ranking allows the participants to work through issues and as a group prioritise them into a ranked order. This leads to group discussion about perceptions of importance. More issues may also arise as participants explain the importance of different issues.
<b>Self-evaluation</b>	Self evaluation encourages the participants to look at the process and say what they did and did not like about it, whether they thought it was good or not and offer suggestions. Evaluation is critical as it looks at how to enhance the participatory process or tools for future use.



## Note-taking

*Keeping notes shows that the knowledge and experiences of members are valued and helps ensure things aren't forgotten or confused over time.*

Recording the work of the facilitation can help people to focus. It makes it possible for the group to see how its views have developed and to share experiences with other groups. Importantly, notes can enable data collected in one area to be compared with other data. Written notes also make it easier to include any initiatives or activities undertaken by the group in a newsletter or on a website, so we can learn from one another and participants see a visible outcome from their activities.

Having specific staff to act as note-takers allows the lead facilitator more freedom to follow the flow of the group. It is important to explain to the group about note taking and check they are comfortable with it or if there is any specific way they would like it organised. It does not need to be a big job: every word spoken does not need to be written down; indeed for some discussions it may be preferable for no notes to be taken, but instead a record of summary key points.

- What do you want notes taken on?
- What does the community want notes taken on?
- Who will take notes?
- How will the notes be taken?  
(written, tape-recorder, video)



*If you ask a question, be prepared to act on the answer.*

### Good notes record;

- What the group covered/discussed: try to get as much detail as possible and record key words and quotes.
- Key issues, ideas and points of particular controversy: sometimes it is important to highlight who states a key or controversial issue. Issues where participants agreed to disagree are also important for future evaluation of activities.
- Note-takers can take notes in local language, and translate to English at the soonest convenience. Translation, if necessary, should be done by the note-taker too.

Try to have two note-takers, as this will help to ensure quality notes.



### **Facilitate Debate**

The skill of listening is just as important as speaking. In some cases it is more important. Good listening skills include reflective listening and strategic questioning to ensure you understand what was meant. Attentive listening shows an interest and respect for the participants' knowledge and can help to start a positive relationship (Resources #3, 10 & 11).

- Have you understood what was being said?
- How do you know you understood what is being said?
- Are you interested in what people have to offer?

Community entry points can be key people or organisations, they are dynamic and can sometimes significantly change over time. Sometimes the people or organisations that are seen as key community entry points are known as 'gatekeepers'. To work with these people can mean opening the gates of the community. These 'gatekeepers' are also the people most likely to directly affect the success or failure of any community activity. They are important in assisting with the sustainability of any community approaches, it is very important to involve them and consider their opinions.

- Who can best help you work with the community?
- Who do you know in the community?
- Who do you know who knows someone in the community?

### **Are you really listening?**

It is a good idea at this point to check that you are listening well, not making personal assumptions and that you are listening to, or including, all groups within the community

- Have you really listened?
- Is it a problem for everyone?
- Have the consequences of change been considered?
- Are you listening to everyone's point of view or only one groups perspective?

It is important to remember that at this stage you are there to listen & learn. Some visioning of solutions will occur naturally but it is important to take things slowly and not jump to a "quick fix" solution. Note down ideas or strategies that are mentioned and keep these in mind as you move to the next stage of discussing & developing.







## 3. Discuss & Develop

Once you have listened and learnt what the community and stakeholders have to say you are in a good position to further **discuss and develop** strategies for action. To effectively discuss & develop for community mobilisation you need to be able to visualise solutions, facilitate selecting a strategy, pre-test the chosen approach, consider sustainability, the logistical requirements and provide awareness raising through appropriate communication pathways (Resources 4-6).

### **Visioning Solutions**

*"If you ask a question, be prepared to act on the answer"*

Through listening and learning what the community had to say you will have a better idea and more detail about what the exact nature their problems or issues; preferred solutions, where to focus activities, what support is required and perhaps understand what has hindered activities in the past.

With all this information to hand you can now begin to develop ideas for strategies or projects that will create change, bring benefit or otherwise offer solutions to the issues identified.

Conflict can easily arise at this step, as what is felt to be a good thing for one person or group may be a problem for a different person or group within the community. Tact and good facilitation skills are essential for helping everyone, community & stakeholders to come to a common understanding of the issues to be focused on.

#### **Scenario: Benefit or problem?**

A group of farmers in one community have gathered together to try to solve the problem on lack of drinking water for their cattle. The bank of the stream where the cattle drink has fallen in and some of the older beasts are finding it difficult to get to the water, often slipping in the mud and getting stuck. The men decide to create a dam in the river a little ways downstream, which will raise the water level and make it easier for the cattle to drink again.

Unfortunately, their solution creates a problem for the women in the community who do their washing downstream from the grazing area. There is less water flow now, so although they can still wash clothes the reduced flow of water is not naturally cleaning the area.

A good facilitator can help each group, the farmers and the women, to understand each others issues and work together to find a way that will mean solutions, not problems, for both groups. Perhaps the farmers can dig out a section of the bank and line it with small rocks to help the older cattle get down to the lower water level.

### **Developing Consensus**

There are often several approaches that may be taken. It takes good facilitation to guide discussions towards a consensus agreement on which approach or approaches are the most appropriate to the situation and resources available.

*Good facilitation is the glue that holds a group together*

It is always important to remember that you should be trying to make things easier/simpler. The main role of a facilitator is organisational; you are there to make the discussion process easier. A good facilitator is an 'introduction agency' – they bring people together, help good interpersonal relationships to form and guide the group towards common agreement about the way forward

- Is your approach simple?
- Can you make the approach easier?
- Does your approach help bring people together?
- Is there general agreement (consensus) on the approach to be taken?

### **Consider Sustainability**

*Give a man a fish and he'll eat for a day.  
Teach a man to fish he'll eat forever!*

An important consideration in community mobilisation is long-term sustainability. If the activities require too many resources from outside the community then it is less likely to succeed and it may also lead to dependency on the external resources. Where possible reduce the external resources and maximise the internal resources. Where external resources are used try and ensure if they are skills that locals are taught those skills and if it equipment see if there are any locally available alternatives or if it is possible to produce locally. Where external support is given ensure that support is directed into making the activity more self-reliant not less.

- Is external support needed for the community to continue?



- Are you giving the community the skills to continue?
- What else do they need for it to become more sustainable?

### **Logistics & Resources**

Important considerations for working in a community include the logistics and resources. Is the community accessible: is there available transport and enough money for transport to and from the community; are you allowed to work in the community; do you need special permission; and who do you get that permission from? Even if you do not need formal permission, are there any local leaders or government departments that you should notify as a courtesy of your intended work?

- Are you organised and following local protocols?
- Have you involved, informed and gained permission from the right people?
- Have you identified the resources needed?

### *Don't reinvent the wheel!*

One of the most important premises of environmental management is efficiency – it is more efficient to utilise and adapt relevant materials than to start again. If there are, or have been, people working on similar and relevant actions then make every effort to learn from these and where possible utilise and adapt them. You should always try to get permission before using someone else's resource and make sure you acknowledge where the resource came from. Equally, once resources have been developed, it is important to be able to continually reflect of their appropriateness and effectiveness and be prepared to adapt them if necessary. It is very difficult to get a resource right the first time without having been able to try it out in several different situations first.

- Who is working on relevant activities?
- What resources are already available that may be useful?
- Do you have permission to use or reproduce those resources?
- Is the resource adaptable to different situations?
- Is the resource appropriate for all community members?



*Discussion must lead to action*

### **Communication**

Clear communication is one of the most important tools in community mobilisation. Communication is a skill that is useful for all activities and especially important for people working effectively together. Some of the key communication skills for community mobilisation include listening and questioning, but it is also very important to understand body language as there is lots of communication without words. If you are not from the area try and get feedback from a trusted local source, as they will have a more intuitive understanding of the body language.

- Is the message clear?
- Is there someone local who can help you interpret the situation?
- Are you communicating with the right people?
- Do people understand you clearly?



# 4. Adapt & Act

To effectively **adapt & act** for community mobilisation you need to consider: participation, resources, adaptability, action and ownership (Resources 6-11).

After the community has gained an increased understanding and identified problems and needs, the stage is set for the community to take action. If the community cannot take action on an issue that they now understand more, then there may be some disempowerment – it is important to link with some practical action. This is the phase where most of the community organising takes place and may include developing an action plan. You should work with the community during the planning and implementation process to ensure their involvement in decisions and activities.

- Is your approach linked to practical actions?
- Can the community act on the issues raised?
- Who is involved in the activity?
- Who are the decision-makers?
- Does the community have a plan to follow?

## Test the approach

An integral part to the development of most activities is some form of pre-testing. This can be in the form of conducting an activity or just testing parts of an activity. You need some way to gauge whether an activity is suitable and effective for your audience, and be able to make changes, before spending all the money and effort in conducting the whole program.

- How will you test your approach?
- Who will you involve in this pre-test?

## Action Plans

Having listened to the community and discussed and decided on what action to take, it does not necessarily follow that you have agreement on how that action is to happen, or who will be involved. Creating an action plan helps to get everyone working together, with a clear understanding of his or her roles and responsibilities (Resource 12).

## Milestones and Indicators

Action plans also provide a set of checks to make sure that activities are happening; which then also serves as part of the evaluation. These checks may be activity milestones, events achieved or other indicators that happen, usually within a particular timeframe and that can be measured or documented in some way: examples include;

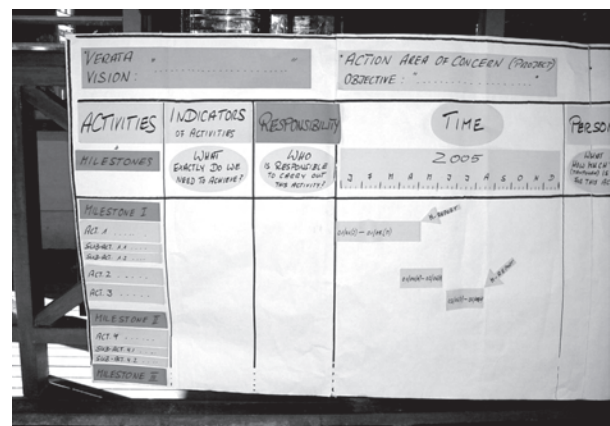
- Training workshop conducted
- Communal water well officially opened
- A small grants application form completed and posted
- A new VIP toilet block completed
- A reduction in the number of health visits for diarrhoea

More information on indicators is included in the Evaluation section.

## Risk Assessment

Conducting a risk assessment is a means to help you recognise and avoid the common pitfalls that sabotage many projects. Brainstorm with others to encourage team input, and aim to think broadly to anticipate the risks for each activity to be undertaken. For each risk assign a category to reflect how likely you think it is to happen and how critical it would be for the project (Resource 13).

By thinking ahead and preparing for possible delays, conflicts or shortfalls in resources it is more likely that you can develop contingency plans to contain the risk risks, assess your overall level of preparedness and monitor ongoing risk as the project proceeds.



Caption to come!



Some examples of risks common to community mobilisation activities are;

- Change in community motivation to participate
- Unforeseen events arising such as a death and funeral
- Poor weather making travel difficult and meeting or supplies delayed
- Conflict occurring between community groups
- Mismanagement of money or materials

### **Participation and Action**

Community mobilisation is all about participation in action. A project delivered as a complete event by someone outside of the community may still provide benefit but will likely be reduced in overall sustainable impact.

*What I read, I may forget*

*What I discuss, I consider*

*What I do, I remember*

- Is the community fully involved?
- At what level of participation are people involved?
- Are they key decision-makers?
- Is participation open to all groups within the community?



### **Ownership**

Each community is different and as such a different approach to community mobilisation is necessary – there is no generic approach. When working with communities it is important to be responsive to their needs, this may not always fit in with your own needs but showing this flexibility can strengthen the community activities and specifically increase the communities' ownership. Transferring of ownership will increase the community's independence to sustain the benefits of the activity.

- Did the community give some direction?
- Has the community shown motivation for continuing?
- Does the community have the tools, resources and support to maintain activities?



*Communities must be allowed to take the lead.*





## 5. Support



To effectively **support** community mobilisation you need to reflect often, consider community change, ensure you are facilitating and not dominating and make sure you follow-up and keep any promises you have made.

### Reflect Often

Reflect not only on the project progress but also on your own attitude. You should be sure that you also re-visit and update the key stakeholders on the progress being made and any issues arising.

Your own **attitude** can be a critical factor in your ability to effectively work with the community. The right attitude can help promote success. Consider your own actions and always try and 'lead by example'. This is very important as those who tell others 'to do as I say, not as I do' are destined to offend and likely to fail. You cannot, and should not, expect community leaders to do things in a participatory manner if you are not – you cannot expect community leaders to be transparent if you are not. Leading by example can be one of the strongest educational influences you have in the community. Remember that most of what we learn, in fact up to 80%, is not from lessons in school but is through observing and learning from those people and things around us.

- Do you always do what you tell others to do?
- Do you like other people telling you what to do when they do not do it?
- Will your attitude positively or negatively impact community mobilisation?
- Are you open to receiving comment, criticism and feedback?

### Community Motivation

*All the resources in the world won't make a difference if there is no motivation to use them!*

Modern research has found that in many cases behaviour is not linked to knowledge – people can know that something is wrong but do it anyway. For community mobilisation to be successful you must work with the community to find out what the key motivations and incentives for the desired change would be. Try to find factors that are internal and as such more sustainable as they do not rely on external forces.

- What is the community motivation to participate?
- What incentives have other activities used?
- What opportunities are there to maintain or improve motivation?



*Link communities up with networks and each other.*

### Follow-up and Networks

To ensure sustainability of efforts, there should be continual strengthening of the community. This is achieved through follow-up, positive feedback and publicity of successes, training, and capacity building. The community should direct the frequency and method of follow-up; however, once you have agreed to provide follow-up it is important that those promises are kept.

- How often will you follow-up?
- What type follow-up is wanted, e.g personal support, resources
- Have you made any promises?
- How can you make sure that any promises are kept?

Building alliances with other organisations can assist in ensuring ongoing support for community actions. Assist the community to form strategic alliances with NGOs, neighbouring communities and other organisations with common interests. Provide links to more advanced and/or newer community groups in order to develop a network of community organisations. Strengthen the capability of community groups by pooling resources and creating networks for advocacy and funding.

- Has the community linked with networks?
- Do they have the skills and resources they need?
- Can they get them through a local network?



## 6. Evaluate



*Lessons are not simply learnt from success or failure they are learnt from reviewing our actions and the result of these actions.*

Evaluation means the to continually reflect on what has happened and to use the lessons learnt to either improve the ongoing activities or to strengthen new activities. Evaluation encourages the participants to look at the process and say what they did and did not like about it and whether they thought it was good or not and offer suggestions: it is an important way of making future activities better.

Evaluation of community mobilisation can occur at two levels;

- 1) An evaluation of your ability to effectively mobilise communities to take action, and
- 2) An evaluation of the costs and impacts of the activities undertaken

To effectively evaluate community mobilisation you need to consider: indicators, conduct review and reflection and evaluate or analyse the information. Sometimes it is as simple as making sure you have kept good records of what was done and who was involved (Resources # 14-16). There are plenty of additional resources on evaluation to which you can refer (see Selected Useful Resources).

### **Identify indicators**

An indicator is used to measure how you are progressing toward your goal and objectives. The indicator needs to be clear and measurable in order to be useful. Good indicators can be an important way of knowing if you are headed in the right direction. The successes of community mobilisation efforts are evaluated through careful monitoring of indicators or success criteria and periodic evaluation. You can help the community groups to determine some indicators that will help to show if the objectives of the action they were undertaking are being met. It is very important that these indicators were included in the action plan so you know what is to be measured by whom and at what time.

- Do you have indicators to measure effectiveness?
- Who has decided on the indicators?
- What indicators are important to the community?
- Do the indicators make sense to the responsible people?
- Do you know how to measure change in the indicator?

There are two main types of indicator; those you can count and those that you cannot count: you could count the number committee meetings held, how many people participated in activities, how many crops were planted or the number of conservation areas established. However, it is more difficult to determine changes in peoples understanding or a change in a person or groups belief that they can contribute to creating change.



*Has the IWRM approach provided clean drinking water for these women and their families?*





### **Data collection**

Collection of data for evaluation may occur as part of the general activity cycle or may involve specific information gathering activities. The method used will largely depend on the resources you have available to conduct evaluation activities and how well evaluation indicators were identified and included in the action plan. It is much easier if you were able to think ahead, plan and include the evaluation indicators as part of ongoing activities!

- What information will you collect?
- How often will you evaluate activities / collect information?
- Who will evaluate activities?
- How will you analyse the information?
- How will you share the results of the evaluation?

### **Review and Reflection**

Both participants and facilitators should have opportunities to reflect on their work and their learning. Organisers get feedback about what worked well and any changes that need to be made to the resource materials or how facilitations and discussions were conducted or supported. Encourage the community's participation in evaluation efforts to assess the successes and failures of initiatives. Do not underestimate the feedback and comments of the community, they may not have all the technical skills or understanding of alternatives, but they know their situation. During this phase, you can also help the community to reflect on the objectives of the action they were undertaking: were they met and the reasons for the success or failure. Importantly, an outsider may see one thing while the insider another – evaluation from both can be useful.

- Have you learnt from past approaches?
- Does the community perceive success or failure?
- Have insiders reflected on the approach?
- What would you change if you were doing it all again?

As community mobilisation is all about participation and inclusion, it is important that the same principles are continued into the evaluation step. The evaluation process should be as open as possible, include community members as well as stakeholders, and the findings and lessons learnt be communicated as widely as possible.





## ***Bringing it all together***

### ***Success or Failure? How will we know?***

Mobilising civil society in IWRM aims to specifically promote the generation of multiple initiatives and to respect individuality of design to suit the local context and preferences. Given the inevitable wide variation in projects undertaken how can any assessment be made of what factors influence ability for an initiative to succeed and therefore provide recommendations to improve future projects?

### ***Lessons Learnt Around the Globe***

The GWA held three electronic conferences with participants from government departments, universities, international and national NGO's, agricultural agencies, UN agencies, professional associations, community networks and individual men and women, to present 82 cases studies based on project reports and experiences. The conferences were held simultaneously in four languages, so as to draw in a wide range of experiences based on work carried out in different corners of the world.

Despite the wealth of information presented the outlines of a comprehensive picture began to emerge and certain patterns could be discerned with some themes becoming commonplace. Findings and recommendations arising from the review of those 82 case studies were presented in an easy to read, comprehensive yet concise report – a valuable resource tool for any Government or other implementing agency.

### **Key Principles for Success**

- Using a participatory approach, with consideration for language
- Utilising local expertise and resources
- Recognising location specific context, knowledge and situations
- Encouraging review, evaluation and sharing of lessons learnt
- Exchange of information, methodological approaches and situational analyses
- Enabling a process of local ownership and learning by doing



Gender and Water Alliance (2006)

<http://www.genderandwater.org/content/download/6772/47238/file/Ench32313GWA.pdf>



## Expectations, Roles and Responsibilities

### Forming partnerships

Partnerships with community groups may be vastly different from those with other government departments and different again to partnerships formed with other local organisations or NGO's. The appropriateness of having formal or informal agreements needs to be carefully considered. An informal agreement, witnessed by regarded community members may be sufficient or it may be useful to have a ceremony celebrating the signing or verbal affirmation of a more formal agreement. Structured organisations and NGO's may prefer to use a Memorandum of Understanding (MOU) to formalise the activities to be undertaken, the reporting requirements and management of finances; equally an MOU may simply outline the jointly agreed philosophy under which the activities are to be undertaken (Resource #18).

### Reporting Requirements

Partner organisations, especially community groups, may not have the skills or resources to provide the level of reporting that is traditionally required by donor funding agencies or to comply to strict expenditure requirements. Community mobilisation is about action; not spending time writing reports to justify actions. However, the usefulness of having written records to document what has taken place cannot be underestimated – particularly when it comes to sharing the experiences with others and maintaining a historic record of events that have taken place. Opportunities to keep to keep reporting requirements to a minimum should be explored. Alternative reporting mechanisms may also be explored such as:

- keeping a photographic diary of project stages;
- children may enjoy creating a visual record through drawings of how they perceive progress to have been made;

- using a tape-recorder to verbally record changes that have taken place;
- asking a community leader or church representative to ask and record comments from the community at regular intervals;
- providing a simple template or questionnaire to be completed at regular intervals; or
- making regular visits to personally document the progress occurring.

### Financial Matters

The financial cycle of Government departments is likely to be different and even conflicting to that of an organisation or community group.

*“Government Departments have to plan on budgets months ahead of time, so the earlier we approach [partners] the better our chances of cooperating are” (Fiji)*

Many community groups, local organisations and NGO's do not have financial security to draw upon. Where activities require money to purchase resources, provide incentives or simply to pay for travel and food the finances may have to be provided in advance. Indeed it may also not always be possible to know in advance the precise amount of money that will be required.

This requires the sponsoring agency to have in place systems for providing funds in a flexible manner while at the same time maintaining the ability to conform to often-strict financial reporting requirements. Obviously it is always important to be assured that money is being spent wisely and for the purpose for which it was given (Resource #17).

### Box 1: Options for financial transparency

- Assist the community or receiving group to establish a committee to oversee the finances
- Setting up a designated bank account for the project
- Establishing accounts at regularly used service providers
- Consider making two signatures necessary for withdrawing / spending money
- Consider how easy it is for receipts to be obtained in rural environments
- Permit statements of expenditure to be accepted where receipts are not provided
- Provide money in stages, releasing it against specific target points of the project



## Community Mobilisation Checklist

There are many concepts that will assist in guiding the effective mobilisation of a community. It is important to have basic principles to reflect on throughout the process of developing and implementing a community mobilisation approach.

The following highlight some key principles that can be used as a guide for developing an approach to community mobilisation:

- Investigate existing approaches that are relevant to your goal.
- Listen to the community, as they understand their needs the best.
- Look at what is working in the community and what else is happening.
- Pre-test the approach with the community and stakeholders.
- Adapt the approach based on stakeholder and community feedback.
- Implement the approach as soon as possible: things change over time.
- Support the approach with necessary training and resources.
- Evaluate the approach and adapt it as necessary for next time.

The following checklist summarises some of the main principles as questions. These fourteen questions can be used as prompts to ensure that you have not overlooked something significant (Resource #1).

### Box 2: Summary checklist for effecting community mobilisation

1. Have you understood the problem?
2. Have you researched similar programs?
3. Have specific target audiences been identified?
4. Are your objectives obtainable?
5. Have you really understood the situation and needs of your audience?
6. Is the solution compatible with your audience's personal values and norms?
7. Have you planned how to evaluate?
8. Will it be fun?
9. Will it be social?
10. Have you pre-tested the approach?
11. Have you thought about access?
12. Have you approached partners?
13. Do you practice what you preach?
14. Will you leave something behind?

Adapted from Education for Life – guidelines for biodiversity education 1997

### Self-assessment

It is not always possible to have all the skills and experience before starting but that is not a reason not to start - it simply means you may need to pay extra attention to those areas where you may be weaker. Different people have different skills the best way to develop these skills is through experience. Look at the following skills and attitudes that are all considered useful for community mobilization. Reflect on how much experience you have in the skills considered useful for community mobilisation. Your attitude can also be a critical factor in your ability to effectively work with the community. The right attitude can help promote success. This reflection should help consider where you may need some skills development. How can you better develop these skills?

**Box 3: Skills and attitudes useful for community mobilisation*****Skills***

- Good communication & listening
- Observing body language
- Use participatory tools
- Negotiation
- Writing / documentation
- Conflict resolution
- Leadership
- Using role-plays, exercises, games and energizers
- Asking & answering questions
- Summarising discussions
- Giving & receiving feedback
- Encouraging quiet people to speak
- Encouraging dominant people to listen to others
- Planning

***Attitudes***

- Happy
- Positive thinking
- Believe in peoples' capabilities
- Receptive to others' ideas
- Committed to social change
- Sensitive to gender issues
- Respect to local cultures
- Open minded
- Enjoy challenges and unwanted difficulties

## ***Conclusion***

No individual or organisation can know everything, do everything or reach everyone. Government utilisation and mobilisation of NGOs, community groups and individuals creates far-reaching and penetrating initiatives, spreading appropriately targeted and presented information straight to the source. Change to attitudes and actions are required at all levels, top to bottom, community to Government. By mobilising resources at all levels can only increase efficiency and effectiveness of IWRM in the Pacific Region.

These guidelines serve as a step toward or a refresher for those who wish to work toward mobilising the community. They are broad introduction and not a specific 'how to' manual as it is considered that each community should be treated differently - this is just a guide to encourage approaches that may be useful. It is very important to emphasise that issues and challenges facing one community may not be the same as those in another. The guide simply highlights basic opportunities for community mobilisation.

These guidelines have been kept simple, but as you can see community mobilisation touches on many different skills. We encourage practitioners to seek out more information on areas where they are most interested. Use the self-assessment to help you reflect on those skills or attitudes you may need to work on in order to be more effective at community mobilisation.

There is limited documentation specific to community mobilisation in the Pacific. If you have the opportunity to conduct community mobilisation in the Pacific we encourage you to document some of what you learn, as it is these documents that help us all make our work with organisations and communities more effective.

These guidelines are hoped to assist relevant government and organizational staff in making important and positive steps toward organisation and community mobilisation. They are a small step in what is a very large and important field in both practice and research.







# Mobilisation Resources





# ***Mobilisation Tools***

These resources, pre-tested and used in research studies in the Maldives, Solomon Islands and Vanuatu, provide a small selection of useful tools as a starting point for community mobilisation.

- 1. Preparation Checklist***
- 2. Stakeholder Analysis***
- 3. Active Listening***
- 4. Facilitators Role***
- 5. Getting Started***
- 6. Staying on Track***
- 7. Encouraging Participation***
- 8. Gender & Participation***
- 9. Using Questions Effectively***
- 10. Dialogue versus Debate***
- 11. Managing Conflict and Emotion***
- 12. Action Plan***
- 13. Risk Assessment***
- 14. Participant Evaluation Form***
- 15. Facilitators Evaluation Form***
- 16. Facilitation Evaluation Form***
- 17. Simple Financial Acquittal Form***
- 18. Memorandum of Understanding (sample format)***



## **1. Have you understood the problem and reflected on your approach?**

Have you talked to experts, and members of the intended audience, about the nature of the problem? Have you examined alternative approaches?

## **2. Have you researched similar programs?**

Have you done a search to find out about similar programs? Have you contacted relevant people working on similar programs?

## **3. Have specific target audiences been identified?**

Who needs to take action? Have clear target audiences been defined?

## **4. Are your objectives obtainable?**

Are the objectives realistic? Does the community understand and agree with the objectives?

## **5. Have you really understood the situation and needs of your audience?**

Have members of the audience participated in designing the approach? Does the approach meet the audience's needs and yours?

## **6. Is the solution compatible with your audience's personal values and norms?**

Does your audience perceive the same problem? Have you explored the 'common ground' between your proposed solution and audience values, perceptions and needs?

## **7. Have you planned how to evaluate?**

How will you and your audience know if you are succeeding or failing? Have you planned for time to reflect? How will you report back to the audience?

## **8. Will it be participatory and fun?**

Do you have activities to promote audience involvement? Could there be a more fun way to do things?

## **9. Will it be social?**

Is there time for the participants to socialize? Is there shared snacks or a meal?

## **10. Have you pre-tested the approach?**

Have you tried out the messages and materials to make sure they work? Do you have everything you need?

## **11. Have you thought about access?**

Have you offered opportunities for all of the target audience? (gender, age etc) Will all community groups feel free to participate? (e.g meet with men and women separately)

## **12. Have you approached partners?**

What other groups are doing similar things? Could you collaborate?

## **13. Do you practice what you preach?**

Do you believe and act in an appropriate manner? Have you thought about the environmental impact of your approach? How can it be reduced?

## **14. Will you leave something behind?**

How will you build the capacity of the community to continue after you leave? Have people gained new knowledge, been trained in new skills and introduced to new networks?



**Stakeholder analysis, conducted using a simple four-step process, provides you with a summary of all the persons, groups or organisations that will either influence, provide support to, or be impacted upon by your project activities.**

### ***Who is the Stakeholder?***

Organise group brainstorming to identify all the people, groups, and institutions that will affect or be affected by your project and list them in the column under "Stakeholder."

### ***What are their Interest in the project?***

Review the list and identify the specific interests these stakeholders have in your project. Consider issues like: the project's benefit(s) to the stakeholder; the changes that the project might require the stakeholder to make; and the project activities that might cause damage or conflict for the stakeholder. Record these under the column "Stakeholder Interest(s) in the Project."

### ***How important are they to the success of the project?***

Now review each stakeholder listed in column one. Ask the question: how important is the stakeholder's interest to the success of the proposed project? Consider:

- The role the stakeholder must play for the project to be successful, and the likelihood that the stakeholder will play this role
- The likelihood and impact of a stakeholders negative response to the project

Assign A for extremely important, B for fairly important, and C for not very important. Record these letters in the column entitled "Importance to the project."

Stakeholder	Interest in the project	Importance to the project	Support required

### ***How can you get their support?***

The final step is to consider the kinds of things that you could do to get stakeholder support and reduce opposition. Consider how you might approach each of the stakeholders. What kind of information will they need? How important is it to involve the stakeholder in the planning process? Are there other groups or individuals that might influence the stakeholder to support your initiative? Record your strategies for obtaining support or reducing obstacles to your project in the last column in the table.



### **Activity: Active listening**

Explain that an important principle throughout the discussion is respect for other participants and one aspect of this is being an active listener. Many people believe they are good listeners but listening is a skill that needs to be practiced and refined. People who participate in the following exercise are often pleasantly surprised to have the experience of really being listened to for an extended period of time.

Choose an issue that you think most people in the group will be able to talk about. Write a few questions on butchers paper that help people connect with the issue, such as:

- Why are you concerned about this issue?
- How would you describe the issue?
- How have your experiences affected your opinions about this issue?
- What effect do other people's opinions have on your views?

Ask everyone to reserve discussion about the exercise itself until it is completed.

Ask people to pair with someone they do not know well. One person will talk for three minutes without interruption in response to the questions you have written while the other listens. After three minutes the partners reverse roles.

Explain that the task for each listener is to give full attention to the person talking and to say as little as possible. The listeners speak only to ask questions in order to understand better what is being said, not to give advice or express opinions. The listeners should demonstrate active listening through body language (nodding head in agreement, facial expressions etc.) or short phrases ("I see", "Yes, I understand" etc).

When each pair is finished, go through the following questions.

#### **A question for all**

- What are your main reactions to this exercise? In what ways was your experience of this listening exercise different from the first exercise where you had to introduce your pair?

#### **Questions for speakers**

- What was it like to be really listened to?
- What types of phrases or body language did your partner use to communicate that he or she was listening well?

#### **Questions for listeners**

- What was it like to focus completely on someone else's ideas, without thinking about how you would respond?
- How would you rate your listening skills on a scale of 1 (poor) to 10 (excellent)?





## Facilitating means:

- Making things easy and smooth
- Making it easier for members to share their ideas and learn from one another
- Encouraging participants to share ideas and experiences with each other
- Ensuring both women and men are comfortable about participating
- Using inclusive language
- Providing or creating an environment where participants can learn quickly
- Helping the group focus on the subject being discussed
- Helping each other give and receive feedback about the learning circle activities and management
- Assisting in solving problems or conflict situations
- Summarising ideas or reports at the end of the session or the day
- Sharing new ideas and other information related to the subject being learned
- Assisting the group to arrive at decisions
- Sustaining the interest or motivation of the group in the learning activities
- Maintaining order and good feelings within the group
- Initiating, or posing ideas/questions that stimulate participants to talk and discuss among themselves
- Clarifying unclear messages or questions
- Providing direction to the discussions and learning activities
- Monitoring time and process
- Responding to the needs expressed by or observed among the participants
- Providing a role model for the group, demonstrating how respectful interactions between people with different opinions, life experiences and abilities can be achieved.

### **Qualities of an effective facilitator**

Stays neutral and objective

Moves smoothly to new topics

Paraphrases continuously

Knows when to stop

Asks good probing questions

Listens actively

Ask open ended and closed question

Uses good body language

Ask question using different formats

Maintains eye contact

Encourages participation

Other comments

Makes clear and timely summaries



Your role and input at a meeting is perhaps the most important part of your job as facilitator.

A key aim is for people to get to know one another and for you (the facilitator) to explore participants' main interests, why they have joined the group and what they want to achieve. Participants then need to plan and agree on their objectives and how they will work together.

### 1. Getting to know each other

Facilitators might consider bringing some food and drink to the meeting, or organising for participants to each bring a plate to share. If not all members of the group know each other, mixing informally over refreshments can be a good way to get things started. If you don't know everyone, introduce yourself and talk informally with others about issues they are interested in. Your objective is to welcome everyone and create a friendly and relaxed atmosphere.

Once everyone has arrived, introduce yourself and the reason for being there. You need to decide how much time you want to spend giving an overview of the process and the objectives of this specific meeting. The resource sheets give you some background material to draw on. You might decide to be very brief and provide some handouts for people to read at their leisure.

Then participants need to get to know one another.

#### **Activity: Who are we?**

*Ask people to pair up with the person sitting next to them. One participant asks questions of the other before switching roles. Find out something about the person, their background, what they do, any special interests and why they have joined the learning circle. After five minutes or so, each member of the group should introduce their pair to the larger group.*

*Alternatively, you might begin with each person telling a story that conveys some things they think are important about who they are and what they believe.*

*It might be helpful for someone to take brief notes as each person talks. Allow time for follow-up questions to each other.*

### 2. Setting some ground rules

The group needs to agree on some basic ground rules for conducting their meetings – for example, listening to one another, letting everyone have a say, respecting people's right to hold different views.



### **Activity: how will we work together ?**

*Introduce the suggestions below noting that these are some ground rules that other groups have found useful. Invite the group to review the suggestions and brainstorm additions and changes. The main thing is to agree on some principles that everyone feels comfortable with. Make sure any changes are noted and known to each participant, and display the rules where everyone can see them – eg on butcher's paper on the wall. If you are short of space, just write up the main point (eg the words in bold).*

**Listen carefully and actively,** making sure the group hears what each member has to offer.

**Maintain an open mind.** Be open to exploring ideas that you might have rejected in the past.

**Try hard to understand the point of view of those with whom you disagree.** Understanding an opposing viewpoint doesn't mean adopting it, or even being sympathetic. In fact, it can make you a better advocate for your own views.

**Help keep the discussion on track.** Don't leave it all up to the facilitator and try to make your own comments relate to the main points being discussed.

**Speak freely, but don't dominate.** If you are a good talker, encourage others. If you tend to be quiet, try to have your say more often. You need to find ways of ensuring all voices are heard.

**Talk to the group as a whole, not the facilitator.** Feel free to ask questions directly to other group members, especially ones who aren't saying much.

**If you don't understand, say so.** Chances are, other people will feel the same way.

**Value your own experience and understanding.** Everyone has a contribution to make.

**Be prepared to disagree.** Conflict is healthy and can help a group progress. But focus on the issue, not the person, you disagree with.

**Try not to become angry or aggressive;** it might discourage others from putting forward their ideas.

### **3. Agreeing on some objectives**

Participants have usually already decided that they want to know more about an issue or address a problem that concerns them, their family or community. They also need to agree on some broad objectives so that the learning circle meets the needs and interests of its members.

Start by taking the group through some of the topics and issues to be covered in the discussion. Then refer to what people said at the start of the session about why they joined the group. Ask people to build on this and talk about what they want to achieve by the end of the session. Note down the main points. Try to agree on four or five key objectives. The aim is to give participants the opportunity to discuss and agree on what they want to get out of the session. You'll probably find a lot of people say they want to learn more about an issue, or find a solution to a problem they are facing. Some may have more specific objectives.

If the group can come to a collective agreement, this is great. But it is not essential. All participants need to take responsibility for meeting their own learning objectives. It should be possible to agree on some common objectives, plus some that are supported by a majority of members.

About halfway through your meeting, check if the group is on track with its objectives. At the end of the discussion, as part of the evaluation, the group will have an opportunity to discuss whether the objectives have been realised.



These suggestions can help you assist the group's meetings to run smoothly.

**Be relaxed and comfortable about your role.**

Go through the material before the session, check out where the group will meet, what facilities are available and how you might use them.

**Set a friendly, relaxed and respectful atmosphere**

from the start. Make sure people know each other. Review the suggested activities to check everyone understands and agrees on what is planned.

**Try to involve everyone in the discussion** – if this isn't happening naturally, try something like *'let's get the full range of views in the group on this issue'*. If some people tend to dominate, try *'those are interesting points. Let's go round and see what others think'*.

**Create a secure and comfortable environment** for participants to express their views:

- avoid a sense of competition
- ensure participants have opportunities to identify issues or ideas they don't understand
- value participants and their views. Learn people's names and use them. Draw conclusions/ summarise discussion based on people's contributions
- don't allow others to interrupt while someone is speaking
- ensure the group deals with issues such as respect and confrontation as part of its 'ground rules' for working together

**Draw out the quiet people.** Support them and ask if they have thoughts that they would like to share with the group.

**If the group gets bogged down on unprovable 'facts' or assertions,** ask how relevant they are to the issue and maybe get someone to find out for the next session.

**Listen carefully** to what people are saying so you can help guide discussion.

**Try to stay neutral when there are disagreements.** The facilitator's role is to assist the discussion and draw out the different viewpoints, not to come down in favour of one of them. If there are strong differences, summarise and move on.

**Conflict is OK if it's focussed on the issue not the person.** Everyone has to feel safe about expressing their views, even if they are unpopular.

**Pauses and silences are OK.** They probably mean people are thinking. Count to 10 before trying to answer your own questions to the group.

**You are not expected to have the answers.** If the group asks you a question, throw it back to them. Invite others to comment on what someone has said, even if he/she has addressed the comment to you. Encourage people to talk to each other rather than to you.

**Help people connect with the issues** — by encouraging participants to tell their own stories and draw on their own experiences.

**Encourage cooperation among the group** — eg. by joint activities such as research projects, meetings with local politicians, a visit to a local youth project.

**Regularly summarise** where you think the discussion has got to. Don't get stuck on a topic; move on if people don't seem interested.

**Ask the 'hard' questions,** point out issues that people are ignoring, help the group examine its own assumptions.

**Use questions that encourage discussion** rather than yes/no answers, eg. 'Why do you disagree with that point?' rather than 'Who agrees/disagrees?'

**Make sure there is some 'closure' to each meeting.** This might be a brief question that each person can answer in turn, eg. 'What do people feel they have gained from this session?' Note down any suggestions for improving the process, to help you with the next session.

**Collect and keep any points written on butcher's paper;** you may want to come back to them in later sessions.

**Organise who will do what between meetings,** eg. photocopying, organising refreshments.



Be open from the start, and say there is a common problem in all discussions - some people talk a lot while others stay silent. Emphasise that we learn both by listening and talking, and we all need to talk and we all need to listen.

Give turns. This is the most common technique to encourage involvement and prevent one or two people dominating. Say politely, 'you have already spoken on this issue, let's hear from someone else who has not yet had a chance.'

Hold the conch. Let the group choose an object (a ball, book, pen or whatever) that gives authority to speak. Only the person who holds it may talk; others must wait. When finished, the speaker hands it to someone else. This promotes the idea of talking turns and listening, regulates itself, draws attention to who talks and who does not, reduces interruptions, and can give time and confidence to some who otherwise might have stayed silent.

Recognise those who tend to dominate and give them responsible roles. For example, make those who dominate recorders and observers.

You can share remarks by everyone, by giving each member of the group five or more match sticks (or stones or seeds). Each time a person speaks they put one of the matchsticks into the centre. When they have none left they cannot say any more in that session.

High participation techniques to get everyone involved.

**Discussion partners.** After posing a question to a large group, ask everyone to find a partner and discuss the question for a few minutes. Have people report on what they talk about.

**Tossed salad.** Place an empty cardboard box on the table, give out small slips of paper and ask people to write down one good idea per slip. Have them toss the slips into the box. When everyone has tossed his or her slip ask someone to toss the salad. Pass around the bowl so that each person can take out as many slips as they tossed in. Go round the table and have people share the ideas they picked out.

**Pass the envelope** Give each person an envelope filled with blank slips of paper. Pose the question or challenge to the group, and then have everyone write down as many ideas as they can within a given time frame and put the slips into the envelope. Tell people to pass the envelopes, either to next person or in all directions. Pair off participants and have them discuss the ideas in their envelope. What are the positive and negatives of each idea? What other ideas should they add? Then ask the pairs to present their discussions to the whole group.

**Brainstorming** can be a fun way to encourage creativity and participation and come up with lots of ideas. Some ideas will be high quality, some will not. Once people know there is no restriction on their ideas, they will have a lot of fun without the facilitator having to give too much direction.



**In order to consider gender issues in a IWRM it is important to select participatory tools that either permit collection of data separately from men and women, highlight differences in opinion or situation, or contribute towards ensuring programme activities are appropriately tailored to meet the needs of both men and women within the community. Presented below are short summaries of some suggested techniques.**

## Calendars

Calendars may be drawn to show seasonal patterns for weather or activities such as farming, fishing, travel or cultural events. Calendars may indicate not only issues for discussion but also the most opportunistic times to maximise participation from communities in projects by avoiding busy times and minimising impact on their livelihoods. Seasonal activity patterns may be different for men, women and youth, for example, the seasonal gardening or schooling activities for women and youth may be different to fishing times for men; whereas religious or cultural patterns may be the same for everyone.

Calendars can be drawn retrospectively (looking back in time) according to participants' memory or recorded as events happen, usually for shorter periods such as a week or one month, as a type of diary.

Examples include:

- A daily calendar of an individuals activities, link to the passage of the sun if people do not wear watches
- A weekly calendar indicating community commitments and social gathering times
- An annual calendar depicting food planting and gathering; activities can be shown by month or corresponding to the sequence of major weather patterns such as low / heavy rainfall and temperature.

## Social Map

A social map provides graphical information on social interactions and divisions within a given area or group of people.

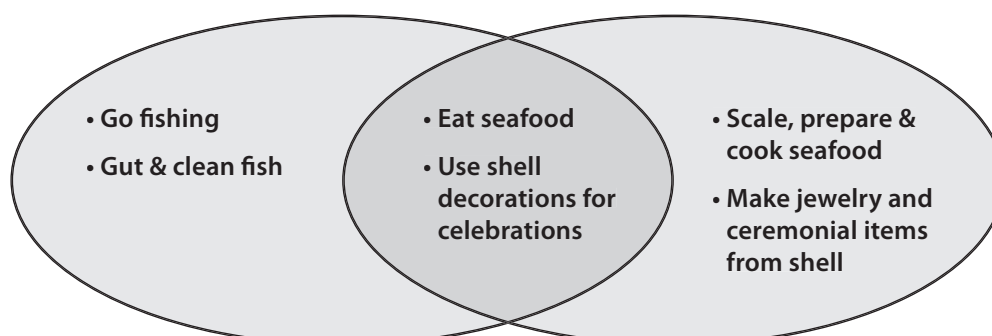
Ask the participants to draw a map of their community and extended area and to mark where different groups socialise, live & work, according to gender, age, or other social sector e.g. marriage, literacy. Marks or boundaries can be drawn to show where different groups of people (e.g. women and men) spend most of their time or any areas of restricted access or tabu areas.

## Venn Diagram

A Venn Diagram traditionally shows associations and differences as an overlap between two circles and can be a useful tool to find out roles and responsibilities of men and women relating to an issue.

Initially provide a drawing of two overlapping circles and ask the participants to write down who uses (or is responsible for, or makes decisions about, or makes money from) a resource, dividing up their responses to the sections for men only, both men and women, and women only. Once this is done, give the same participants two individual circles and ask them to overlap them to show proportionally the amount that men and women share the use (or responsibility etc.) of the resource under discussion.

### Ocean food: the roles of men and women







## **Flow diagram**

Drawing a flow diagram allows free form thinking of the processes and consequences of actions taken.

On a large sheet or piece of paper, start with the environmental issue drawn or written in the middle. Ask the participants to draw arrows flowing out of it as to what will happen if men only are involved and what women might do.

## **Breaking it down**

Men's work is often named specifically, such as fisherman or farmer, which are easily identified as linked to natural resources, including water, whereas women are more frequently referred to as 'housewife' without any reference to a natural resource or task. Deeper analysis of what a housewife's work entails can help communities to see the links between women's daily work, water and natural resources.

Ask the participants to describe what women (and men) do when they are in the field. People generally enjoy describing their "typical day" or brainstorming with others about how they spend their time. Extend this brainstorming to ask participants to describe anything they ever have to do with water or each water source (e.g. river, ocean, tap) in turn.

The following is part of a list from one woman who quickly listed the tasks that put a housewife directly in contact with water or resources associated with, or requiring, water:

**Fishing:** Some women fish, but all women cook, clean, market, and preserve fish.

**Coffee:** Some women plant and help with the harvest. All women process (that is, select, wash, shell, dry, and bag) the beans after picking. The men market the coffee. For home use, women toast, grind, and make the coffee.

**Garden:** The woman is responsible for tending and watering the garden that provides food for the family and market.

**Animals:** Women tend chickens for home use and barter. Women help to weave the fiber used as rope for the cattle.

**Fruit:** Women collect, oranges, limes, and lemons to market or to make preserves.

**Water and wood:** Women are responsible for gathering water and firewood for family needs.

By defining terms too narrowly women's work may be overlooked. Farming, the raising of animals, may be defined as men's work but when defined more broadly to include the slaughter, skinning, and cooking of the animals, women may be found to play an equal role yet may not have enjoyed the project benefits.

Deconstructing terms not only breaks down stereotypes but also allows important insights into the use of natural resources. Such insights can inform strategic planning and policy decisions for conservation.

## **Resource Audit**

When developing resource materials, educational, visual or written it is important that the gender focus is maintained throughout. Generally, men are overwhelmingly referred to and pictured.

### **Exercise**

*Give each participant an example of environmental education material (poster, handout, fact sheets, local organisation publication, newspaper article, speech or presentations. Ask them to do an individual analysis of the material to determine how often men and women are represented both graphically (in pictures) and in the text. On completion, ask the participant whether they agree or disagree that the proportional representation by gender matches the subject in focus. Ask them to find pictures or text that could be changed to either represent women's roles better or use a term that includes both men and women.*

*This type of exercise should be completed prior to production of any new resource materials to ensure that inadvertent gender inequities are not perpetuated.*



**Ask questions**—this is the most important tool you possess as a facilitator. Questions test assumptions, invite participation, gather information, and probe for hidden points. Effective questioning also allows you to go past the symptoms to get to underlying causes.

**Repeat what people say**—to make sure they know they are being heard, to let others hear their points a second time, and to clarify key ideas. (i.e. *'Are you saying...? Am I understanding you to mean...?'*)

**Seek comments from others** in the group about the individual ideas put forward by participants. In this way you can build on and enrich the input. This will help build a feeling of group ownership and represent collective thinking about an issue. (eg. *'Anne, what would you add to Greg's comments?'*)

If participants make comments that are unclear, ask them to **clarify so all the participants will clearly understand**. You should do this before the group continues. (eg. *'Peter, what is the comment you are making based on? Could you explain in more detail how you arrived at that conclusion?'*)

### Choosing the right question

As a facilitator, it is important to choose the right question to ask. Different questioning techniques can result in different outcomes.

**Questions such as who, what, when and how, where, and how much** are targeted at obtaining verifiable data. You can use them to find out about where things are *at the moment*. For example:  
*What training or briefing have youth received about leadership issues?*

**Questions about opinions, feelings, values and beliefs** will help you understand some of the views and feelings of participants. For example:

*What did you think about your local youth leader?  
Do you think that she has received satisfactory training in leadership skills?*

You can **find out more** about what participants are thinking by getting them to explain a point in more detail—for example,

*'Can you explain a bit more about the point you are making? Can you be more specific?'*

You can encourage people **to think constructively about** an issue by the kinds of questions you ask. For example,

*'What are some of the highlights of the ...'  
'What are the things you think should be changed ...'*

Sometimes it can be useful to ask questions in a way that **doesn't appear to come from you**, especially on sensitive issues. For example

*'I have heard that many of your members thought the youth organisation's tactics were inappropriate and their campaign material poorly written. What is your opinion?'*

You can also ask questions that will give participants the opportunity to **explore visions for the future** by asking 'What if' questions. For example,

*'If you were given unlimited resources to develop a training package for your advocacy program, what would you design for your staff?'*



## **Question types**

### **Closed questions require**

- A one word answer
- Closes off discussion
- Usually begins with is, can, how many or does  
For example, 'Does everyone understand the changes we've discussed?'

### **Open-ended questions**

- Require more than a yes or no answer
- Stimulate thinking
- Usually begin with what, how, when or why

### **For example,**

- What seems to be the key point here?
- What is the main point to your disagreement?
- What would you say to support or challenge that point?
- Please give an example or describe a personal experience to illustrate that point?
- Could you help us understand the reason behind your opinion?
- What experience or beliefs might lead a person to support that point of view?
- What do you think people who hold that opinion care deeply about?
- What would be a strong case against what you have just said?
- What do you find most persuasive about that point of view?
- What is it about that position that you cannot live with?
- What have we missed that we need to talk about?
- What information supports that point of view?



Group discussions aim to encourage dialogue rather than debate. But debates can arise, especially on issues people feel strongly about. Below are three tables that outline some differences between dialogue and debate, and between healthy debate and dysfunctional/unhelpful argument, followed by some tips on ways to encourage healthy debate and discourage dysfunctional debate.

<b>Dialogue</b>	<b>Debate</b>
In dialogue, sharing ideas and finding common ground are key goals.	In debate, winning is the goal. Dialogue enlarges and possibly changes a participant's point of view.
Dialogue enlarges and possibly changes a participant's point of view.	Debate affirms a participant's own point of view.
Dialogue encourages people to look at and evaluate their assumptions.	Debate defends assumptions as truth.
Dialogue encourages people to reflect on their own position.	Debate encourages critique of the other position.
Dialogue opens the possibility of reaching a better solution than any of the original proposals.	Debate defends one's own positions as the best solution and excludes other solutions.
Dialogue creates an open-minded attitude: an openness to being wrong and to change.	Debate creates a closed-minded attitude, a determination to be right.
In dialogue, you can put forward your best idea, knowing that other peoples' reflections will help improve it rather than destroy it.	In debate, you submit your best thinking and defend it against challenge to show that it is right.
Dialogue requires you to temporarily suspend your beliefs.	Debate calls for investing wholeheartedly in your beliefs.
In dialogue, you search for basic agreements.	In debate, you search for glaring differences.
In dialogue, you look for strengths in the other positions	In debate, you look for flaws and weaknesses in the other position.
Dialogue involves a real concern for the other person and seeks to alienate or offend.	Debate involves countering the other position without focusing on feelings or relationship and often criticises or puts down the other person.
Dialogue assumes that many people have pieces of the answer and that together they can develop a workable solution.	Debate assumes that there is a right answer and that someone has it.
Dialogue is open-ended.	Debate implies a conclusion.
In dialogue, you listen to the other side(s) in order to understand, find meaning, and find agreement.	In debate, you listen to the other side in order to find flaws and to counter its arguments.



<b>Healthy debate</b>	<b>Dysfunctional Argument</b>
<ul style="list-style-type: none"><li>• People are open to hearing others' ideas</li><li>• People listen and respond to others' ideas even if they do not agree</li><li>• People focus on facts and ideas, even when putting their view firmly or passionately</li></ul>	<ul style="list-style-type: none"><li>• People assume they're right</li><li>• People wait until others have finished talking, then state their ideas without responding to the other person's idea</li><li>• No one is interested in how the other person sees the situation</li><li>• People get personally attacked and blamed</li></ul>

<b>Techniques that the facilitator can use to create a healthy debate</b>	<b>Techniques that allow dysfunctional arguments to develop</b>
<ul style="list-style-type: none"><li>• Stay totally neutral</li><li>• Acknowledge all responses</li><li>• Refocus on the subject</li><li>• Get closure on a point and move on</li><li>• Create ground rules</li><li>• Point out differences between perspectives so they can be understood</li><li>• Make people focus on facts</li></ul>	<ul style="list-style-type: none"><li>• Join the argument</li><li>• Ignore particular groups</li><li>• Let an issue drag on and on</li><li>• Sidestep a hot issue</li><li>• Get defensive</li><li>• Stand by passively</li></ul>





### Some signs of conflict in a discussion:

- People pushing their points of views
- People become angry, defensive and personal in response to other's ideas
- Negative body language like glaring anger and finger pointing
- Mocking or rude remarks
- People interrupting and criticising each other's ideas
- Quiet people shutting down to stay out of the conflict

### How you might respond

The facilitator's job is to handle negative emotions as soon as they appear, so they don't disrupt discussion. Here are some strategies that you could use:

- Slow things down
- Stay totally neutral
- Stay calm
- Emphasise listening
- Create closure – assist people to close discussion on an issue and move on
- Use a structured approach if the conflict is serious and goes to a key issue you are exploring through the learning circle (such as force field analysis, below).

### Facilitating the resolution of conflict often involves two separate steps:

*Step one:* get things out in the open This involves listening to people so that they feel heard and any built-up emotions are released. People are rarely ready to move on to solutions until their emotional blocks have been removed.

*Step two:* resolve the issue Involve people in solving the 'problem' – for example, by accommodating or consciously avoiding the conflict. Once emotions have been aired, you might choose among several basic approaches to resolve the underlying issue:

- Ignore the conflict in the hope that it will go away. Keep quiet and don't encourage the discussion, or try to change the subject.
- Ask people to be more open-minded and accept each other's views.
- Look for middle ground between highly opposed views.

### Force Field Analysis

Force field analysis is a structured method of looking at the opposing forces acting on a situation. It can be used to analyse a situation and identify problems that need to be solved. (It also has many other uses, for example as a tool to analyse your circumstances when planning an advocacy campaign.) Force field analysis works like this:

*Step one:* identify the topic or situation causing the conflict (eg the role of youth in decision making).

*Step two:* Help the group state the goal (eg all youth should have the right to participate in decisions in the village).

*Step three:* Draw a line down the down the centre of a flip chart sheet. Use one side to identify all the forces (resources, skills, attitudes) that will help reach the goal. On the other side, identify forces that could hinder reaching the goal (barriers, problems, deficiencies etc). For example,

<b>Goal Statement:</b>	
Increase youth's participation in decision making	
Forces that help us	Forces that hinder us
Level of education Role models in Villages	Culture Traditional norms Poor communication skills of youth Attitudes Pre-conceived ideas Age Race Family and work commitments Disabilities

*Step four:* once all help and hinder factors have been identified, you can use different decision making process to determine which of the hindrances or barriers are priority for immediate problem solving, for example by using a simple 1-5 ranking system.



You can vary this approach by using other headings for your two columns:

<b>Pros</b>	<b>Cons</b>
Things that we are doing well	Things we could do better
Hopes	Fears
Best case scenarios	Worst case scenarios
Asset	Liabilities
Strengths	Weakness
Positives	Negatives

### ***Emotion, anger and sensitivity***

People will come to a discussion with a wide variety of interests, views, attitudes and personal experiences. This is why group meetings are such effective environments within which to discuss, explore, learn and problem solve. Everyone has experiences, views or attitudes from which others can learn something — even if it something like the importance of tackling discrimination or how to argue effectively against a position you strongly disagree with.

But with diversity can come argument and conflict. And sometimes people will come to discussions with very clear views about a topic and how to deal with it. The suggestions for keeping things on track give you some ideas about how to approach such situations. The main thing is to get people to focus on issues and ideas, not the person, and to avoid getting stuck in debates when there is no one right answer.

Getting the group to think about such issues at the beginning of the meeting and to agree on a set of group 'rules' can help. If people have agreed, for example, to respect the views of others even if they don't agree with them, to focus on the issue, not the person, and to acknowledge that everyone can learn something from others in the group, you can point to these 'rules' if things get difficult. If everyone has agreed at the start that the discussion will be run on the basis that all members are equal, this can be quite a powerful tool in managing conflict.

If participants' lives have been directly affected by the issue being discussed, they may respond in a very personal or emotional way, or tend to dismiss the views of people that haven't had the same direct experience ('you don't really know what it is like'). It's important to acknowledge and respect people's feelings

and experiences, even if you do not share them. A discussion works best when it provides an environment in which people feel safe and comfortable about expressing themselves.

As a facilitator, you can encourage participants to be supportive and understanding of one another and give people space to talk. But in the end, a group meeting is not a counselling session. It's not fair for anyone to expect this of others in the group, and the group shouldn't feel uncomfortable because it can't or doesn't want to take on a counselling role.

### ***Checking how things are going***

Facilitators might find the following a useful exercise to use during meetings. It takes about 5-10 minutes, depending on the size of the group. It can serve two purposes — a quick check on how participants are feeling about a session, or a check that people understand what is being discussed and their needs are being met.

### ***Stock take exercise***

Choose an unfinished sentence appropriate to the aim of the exercise (see some examples below). Ask each person to complete the sentence in a few words. Ensure everyone has a turn then summarise the responses and, with the group, address any issues that arise.

Examples:

- 'Right now I feel...'
- 'The thing I find hardest to understand is...'
- 'I would like to change...'

Or

- Ask the group to 'Choose one word that explains what is happening for you right now?'

### ***Difficult points***

- Are there areas where you need more information? You might like to invite a guest speaker or find more information from a community group, an expert or government department.
- Briefly summarise where you have agreed to disagree, so minority views are identified as valid.







### ***The impact of this discussion on you***

1. Please circle the response that best reflects your thoughts:

	Good	OK	Poor
My ability to discuss issues openly and frankly	3	2	1
My understanding of my attitudes and beliefs	3	2	1
My understanding of the attitudes and beliefs of others	3	2	1
My understanding of the issues covered in this learning circle	3	2	1

2. Did your group set its own objectives? If yes, do you feel that the group achieved its objectives?

3. Do you feel you achieved what you set out to achieve?

4. What aspects of your experience with the discussion did you find useful? Please tick any that apply:

- Having access to reading materials about the issues
- The discussion material itself
- The group encouraged me to discuss issues
- Working with others on issues affecting our community
- Other (Please specify)

5. Do you plan to become involved in the issue your group focused on in your local community? If yes, what are your plans?



# Facilitator's Evaluation Form



Mobilisation Tool #15

## Group Profile

Facilitator's name:

Group location (village, town, city, region):

1. How was the group established? How were participants identified?

2. Details of participants:

Name of participant	Contact details	Sex (M/F)	Age	Occupation	Mark with X if dropped out

3. How many meetings did the group hold in total?

4. Number of participants for each session (if multiple meetings held):

Session 1

Session 2

Session 3

Session 4

5. Where were the meetings held? (eg. private home, village/community facility, meeting room at a workplace etc)

6. When were meetings held? (eg weekday evening, weekend day)

7. Did guest speakers participate in any sessions? If so, who were they and which sessions?

8. Did group members receive information material in advance of each session? If yes, did most people do some preparation before the meeting (such as reading, talking about issues with family or friends?)

Did the group adapt the material to suit it (eg focusing on specific issues, adding their own resources or material? If so, how?



1. Did your group have:  One facilitator  a team of facilitators

2. What did you like best about the way your facilitator(s) led the discussion / meeting?

3. What do you think your facilitator(s) should do differently next time?

4. Do you agree or disagree with the following statements? (Please mark one box for each item).

The Facilitator(s):

	Disagree	strongly Disagree	Agree	strongly Agree
Began and ended sessions on time				
Helped the group set the ground rules for the discussion and stick to them				
Listened well				
Remained neutral				
Group members were encouraged to talk to each other, not just to the facilitator(s)				
Helped the group discuss different points of view productively				
Seemed familiar with the discussion material				
Encouraged everybody in the group to participate in conversations				
Did a good job of keeping any one person from dominating the discussions				
Encouraged quiet members of the group to share their ideas				
Offered summaries of the discussions and/or encouraged participants to do so				
Handled intense situations well				

# Financial Receipt Log



Mobilisation Tool #17

Project name:

Community/Organisation:

	Date	Description of Item or Service Purchased	Name of provider	Amount	Receipt Number
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Checked as correct by \_\_\_\_\_  
Signature Date



*Memorandum of Understanding*

*between*

---

*(Organisation #1 Name)*

**AND**

---

*(Organisation #2 Name)*

---

*(Date)*

---

*(Country)*

---



[Organisation #1] and [Organisation #2],

Recognizing environmental and development education is closely linked with human sustainability and survival, and

Further recognizing that it is essential to integrate environmental and development education into the training structures within the formal and non-formal education system,

Noting that [Organisation #1] focuses on the [description of organizations focus],

Further noting that [Organisation #2] is recognized as a representative body of [description of who organisation #2 represents], and

Acknowledging that building community and teacher capacity to deliver environmental and development education is a key tool in promoting human and ecological sustainability, therefore

### **THE PARTIES HAVE AGREED AS FOLLOWS:**

#### **Co-operation and consultation**

1. The parties agree to co-operate on matters concerning [brief description of project].
2. The parties commit to the development of joint approaches to environmental and development education through relevant projects.
3. The parties will provide each other with support, wherever possible, during field work including access to [detail of resources needing access e.g community, library etc.] resources and the provision of technical advice and expertise.

#### **Representation**

1. In agreeing that creation and strengthening of capacity is a priority, the parties agree to, where-ever possible, collaborate in [main focus areas of the project] within the framework of the above terms of co-operation.
2. Representatives of either party shall be invited to relevant and appropriate meetings of the other.

#### **Exchange of information and documents**

1. The parties agree to the exchange of publications between the two agencies in the areas of mutual interest.
2. Each party shall keep the other informed of developments in the work and activities of mutual interest.

#### **Implementation**

1. The [Contact person of Organisation #1] and the [Contact person of Organisation #2] may make specific arrangements for the satisfactory implementation of this Memorandum of Understanding.
2. This Memorandum of Understanding shall not impinge on or interfere with the sovereign rights of any individual member of either organisation or the organisation as a whole nor shall it imply any restrictions and/or commitment on financial matters.



**Amendments**

The provisions of this Memorandum of Understanding may be amended by mutual agreement of the two parties. The amendments shall enter into force after the approval of their appropriate bodies.

**Termination of the Memorandum of Understanding**

Either party may terminate this Memorandum of Understanding subject to *[period of notice required]* written notice. If one of the parties decides to terminate this Memorandum of Understanding the obligations previously entered into in respect of projects under implementation through this Memorandum of Understanding shall be decided upon by the parties on a case-by-case basis.

**Entry into force**

After this Memorandum of Understanding has received the approval of the appropriate bodies of the two parties, it shall enter into force immediately upon signature by the *[Contact person of Organisation #1]* and the *[Contact person of Organisation #2]*.

Completed at *[Location]*, *[Date]*

.....

Signed

*[Contact Name Org #1]*

.....

Signed

*[Contact Name Org #2]*





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## Selected Useful Resources

**IWRM online tutorial** [http://www.cap-net.org/iwrm\\_tutorial/mainmenu.htm](http://www.cap-net.org/iwrm_tutorial/mainmenu.htm)

### **Integrated Water Resource Management in Australia**

Case Studies, *Department of the Environment and Heritage, 2004*

<http://www.environment.gov.au/water/publications/case-studies/index.html>

### **Australian Development Gateway**

Promoted sustainable development through sharing knowledge. Has links to a variety of resources, case studies and toolkits, including [Water supply, sanitation & integrated water resources management \(pdf 287kb\)](#) available from <http://www.developmentgateway.com.au/jahia/Jahia/pid/9>

### **The Communication Initiative**

Link to a list of useful community communications resources / models <http://www.comminit.com/environment/>

### **Community Problem Solving**

The strategy section discusses the big problem-solving processes in an accessible way to help develop strategies that work, plus links to much more helpful advice and tools available (some for free) elsewhere.

<http://www.community-problem-solving.net/>

Morgan DL (1998) *The focus groups kit*. Thousand Oaks, CA, Sage Publications

Quinn-Patton M (2002) *Qualitative research & evaluation methods*. Thousand Oaks, CA, Sage Publications

Simpson-Hebert M (1993) *Methods for gathering socio-cultural data for water supply & sanitation projects. United Nations Development Project*. Washington, DC, World Bank (Interregional Project INT/81/047)

Narayan D, Srinivasan L (1994) *Participatory development tool kit: training materials for agencies & communities*. Washington, DC, World Bank

Whyte A (1986) *Guidelines for planning community participation activities in water supply & sanitation*. Geneva. World Health Organization

Lammerink MP (2002) *Supporting Community Management: a manual for training in community management in the water and sanitation sector*. International Water and Sanitation Centre, Delft, Netherlands

<http://www.irc.nl/content/download/2626/27751/file/op34e.pdf> This manual provides background on key concepts and skill, and innovative tools to help improve the training of field staff related to community management of water and sanitation services.

Parks W, Lloyd L (2004) *Planning Social Mobilization and Communication for Dengue Fever Prevention and Control: A Step-by-Step Guide*. Geneva, World Health Organization [http://www.who.int/tdr/publications/publications/pdf/planning\\_dengue.pdf](http://www.who.int/tdr/publications/publications/pdf/planning_dengue.pdf) A comprehensive and innovative managerial insight to planning social mobilization and communication for behavioural impact. While the topic is dengue, the planning process described and practical tools provided, are applicable to many developmental programs.

**BRIDGE** <http://www.bridge.ids.ac.uk/Participation>

Cutting Edge Packs provide accessible overviews of the latest thinking on a gender theme and summaries of the most useful resources. Each pack includes an Overview Report, a Supporting Resources Collection and a copy of Gender and Development In Brief

### **Natural Resource Management**

Questions of Difference: PRA, Gender and Environment: A Training Video, London: IIED Sustainable Agriculture and Rural Livelihoods <http://www.iied.org/bookshop/pubs/6100.html>

Two hours of thought-provoking images including an overview and case studies which can be used to stimulate discussion and lead into class-based exercises. The overview presents a summary of the key elements for using PRA to understand gender and environment.

### **Participatory gender analysis frameworks**

Navigating Gender: A Framework and a Tool for Participatory Development, Finland: Ministry for Foreign Affairs, Department for International Development Co-operation

<http://formin.finland.fi/public/?contentid=69181&contentlan=2&culture=en-US>

Navigating Gender is an on-line manual aimed at helping development professionals to apply gender theory.



## Useful Contacts

### **Global Water Partnership** <http://www.gwpforum.org>

The Global Water Partnership (GWP) is a working partnership among all those involved in water management; government agencies, public institutions, private companies, professional organisations, multilateral development agencies and others committed to the Dublin-Rio principles. This comprehensive partnership actively identifies critical knowledge needs at global, regional and national levels, helps design programmes for meeting these needs, and serves as a mechanism for alliance building and information exchange on integrated water resources management.

### **Gender and Water Alliance** [www.genderandwater.org](http://www.genderandwater.org)

The mission of GWA is to promote women's and men's equitable access to and management of safe and adequate water, for domestic supply, sanitation, food security and environmental sustainability. GWA believes that equitable access to and control over water is a basic right for all, as well as a critical factor in promoting poverty eradication and sustainability.

### **WaterAID** <http://www.wateraid.org.uk>

WaterAid is an international non governmental organisation dedicated exclusively to the provision of safe domestic water, sanitation and hygiene education to the world's poorest people. They also seek to influence policy at national and international levels.

### **InterWATER** <http://www.irc.nl>

InterWATER offers information about more than 650 organisations and networks in the water supply and sanitation sector, related to developing countries.

### **SOPAC** [www.sopac.org](http://www.sopac.org)

SOPAC, the Pacific Islands Applied Geoscience Commission is an inter-governmental, regional organisation dedicated to providing products and services in three technical programme areas of: Community Lifelines; Community Risk; and Ocean and Islands. Its Secretariat is based in Suva, Fiji.

### **SPREP** [www.sprep.org](http://www.sprep.org)

SPREP is a regional organisation established by the governments and administrations of the Pacific region to look after its environment. SPREP's mandate is to promote cooperation in the Pacific islands region and to provide assistance in order to protect and improve the environment and to ensure sustainable development for present and future generations.

### **Foundation of the Peoples of the South Pacific International** <http://www.fspi.org.fj>

FSPI is a network of South Pacific island non-governmental organisations and overseas affiliates working in partnership across the South Pacific. The main function of the FSPI Secretariat is to coordinate the planning and design of regional development projects, based on the needs identified by the members and their constituencies.

### **Live & Learn Environmental Education** <http://www.idea.org.au/liveandlearn/>

Live & Learn is a non-government organization, which promotes greater understanding and action toward human and environmental sustainability through education and dialogue building.

### **Church of Melanesia** <http://www.melanesia.anglican.org>

Committed to working towards a future, which is economically, environmentally and socially sustainable for all.

### **BRIDGE** <http://www.bridge.ids.ac.uk/Participation>

BRIDGE supports gender advocacy and mainstreaming efforts by bridging the gaps between theory, policy and practice with accessible and diverse gender information in print and online.

**International Water and Sanitation Center** Dayal, R., van Wijk, C. and Mukherjee, N. (2000) 'Methodology for Participatory Assessments (MPA) with Communities, Institutions and Policy Makers. Linking Sustainability with Demand, Gender and Poverty', Water and Sanitation Program (WSP), International Water and Sanitation Center, the Hague. Available on-line at: [http://www.wsp.org/pdfs/global\\_metguideall.pdf](http://www.wsp.org/pdfs/global_metguideall.pdf)

The MPA was used to investigate the links between demand-responsive, gender-sensitive approaches and sustainability in eighteen large projects in fifteen countries. An overview of results is given along with information about the tools and methods used. The methodology mainstreams gender and poverty indicators into a participatory methodology that can be used to monitor key aspects of sustainability.

**Wan Smolbag Theatre, Vanuatu**

<http://www.wan-smolbag-theatre.org/>

Community theatre brings plays to the people, plays about environmental, health, social and human rights. The Wan Smolbag Theater, located in Vanuatu, writes and produces a large number of plays, drama sketches and participatory drama workshops for government agencies, NGOs and development programs.

**Solomon Islands Development Trust (SIDT)**

<http://www.fsfi.org.fj/affiliates/solomon.htm>

SIDT seeks to address the social, environment and economic challenges facing the Solomon Islands by improving the quality of life in the villages. SIDT has a network of Village Demonstration Workers who reside in and work with communities. Using community theatre, Village Demonstration Workers, magazines and comics among other tools, SIDT has addressed development issues such as malaria prevention, Vitamin A deficiency, eco-forestry, coral reef conservation, small-business development, fruit fly eradication and rural water supply and sanitation.

**Partners in Community Development Fiji (PCDF)**

<http://www.fsfi.org.fj/affiliates/fiji.htm>

PCDF projects encompass health and community awareness, the sustainable management of marine and forest resources, small-business development, disaster relief, human rights and good governance. PCDF has a skilled group of community outreach workers and technical experts who utilise participatory tools in their community work.

**Foundation of Peoples and Community Development Inc. in PNG (FPCD)**

FPCD is very active in PNG and focuses on five core programmes which are: Awareness Community Theatre, Ecoforestry, Grass Roots Opportunity for Work, Literacy Education and Awareness Development, and Integrated Conservation and Development.

**Tonga Community Development Trust (TCDT)**

[admin@tcdt.to](mailto:admin@tcdt.to)

TCDT is an indigenous, non-governmental development organisation operating in the Kingdom of Tonga. Activities focus on: Home, Family and Community Health; The Environment; Village Women's Development; Rural Water Supply; Community Agro-Forestry; Social, Human and Community Development Training; Disaster Preparedness and Rehabilitation; Human Rights; Good Governance.

