



FORMATION OF VILLAGE DEVELOPMENT COMMITTEES

A FACILITATOR'S MANUAL



WPP Community Management Process, Manual 2

WATSAN PARTNERSHIP PROJECT

March, 2000

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DASCOH is a non-profit organisation mandated by Swiss Red Cross to support SRC funded non-governmental partner organisations, other like minded development organisations and international agencies. Its headquarters are in Switzerland.

DASCOH seeks to promote a self-help oriented participatory development process through training courses and workshops, implementation of pilot projects, material production, research, and systemic process consultancy. Close collaboration with organisations from Bangladesh and other countries is maintained to facilitate sharing of experience and expertise.

DASCOH was registered in Bangladesh as an international NGO on May 17, 1995. The organisation has a permanent staff and works with foreign consultants and associates from Bangladeshi partner organisations.

DASCOH
Development Association for
Self-reliance, Communication and Health

House 35, Road 117, Gulshan

Dhaka 1212, Bangladesh

Phone: (+880-2) 9882657

Fax: (+880-2) 9882659

E-mail: dascoh@bdonline.com

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LIBRARY IRC
PO Box 93190, 2509 AD THE HAGUE
Tel.: +31 70 30 689 80
Fax: +31 70 35 899 64
BARCODE: 17209
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WATSAN PARTNERSHIP PROJECT

Formation of Village Development Committees A Facilitator's Manual

Manual development : Shayamal Kumar Saha and Peter Eppler
Editing: Jane Crossley, Adèle Beerling
Advice: Dr. Tobias Schüth
Layout: Daniel Talukder
Drawing: S M Rafi

Developed and field tested in July – August 1998 by



Development Association for Self-reliance, Communication and Health
House 35, Road 117
Gulshan, Dhaka
Bangladesh
E-mail: dascoh@bdonline.com

Published by
WATSAN Partnership Project
Flat 05-06 (Top Floor)
Building A, Priyo Prangan
2 Paribagh, Dhaka 1000
Phone: 02-8619711
E-mail: wpppmu@bdmail.net

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Formation of Village Development Committees

A Facilitator's Manual

This manual is part of a series of training and learning materials for the WATSAN PARTNERSHIP PROJECT.

The WATSAN PARTNERSHIP PROJECT is an innovative project to improve sustainable access and use of affordable water and sanitation facilities in the project areas of North Western Bangladesh. The people in the low water table areas of Rajshahi and Nawabganj district suffer from water and sanitation related conditions that further deteriorate through arsenic pollution. The strategic mission of the project is to promote community management through village development committees, improvement of hygiene behaviour practice of communities, facilitating people to develop arsenic mitigation options in the contaminated areas, and development and marketing of affordable technology for water and sanitation.

The project draws strength from partnerships. Local partner NGOs are working as facilitating organisations. Villagers identify and address their problems through village development committees. They are supported by the partner NGOs. The partner NGOs are in turn supported by a partnership of international NGOs that each contribute their own specific area of expertise. CARE for hygiene education and behavioural change, DASCOH for community management, and IDE for appropriate water and sanitation technology. Currently the project is active in 640 villages in partnership with 15 local partner NGOs.

DASCOH develops the following training and learning materials for use in the WATSAN PARTNERSHIP PROJECT (other materials may be added as the need arises):

Community Management Process

1. Approach setting for the Community Management Component
2. Formation of Village Development Committees
3. Village profile preparation and village action planning
4. Participatory process and impact monitoring

Additional Manuals

5. Rural leadership development
6. Resource mobilisation
7. Financial management
8. Arsenic issues

Abbreviations and acronyms

BAMWSP	Bangladesh Arsenic Mitigation Water Supply Project
CBO	Community Based Organization
CARE	Cooperative for Assistance and Relief Everywhere
DASCOH	Development Association for Self-reliance, Communication and Health
GO	Government Organization
IDE	International Development Enterprises
KP	Key Person
NGO	Non Government Organization
OHP	Overhead Projector
PMU	Project Management Unit
PNGO	Partner NGO
PRA	Participatory Rural Appraisal
RP	Resource Person
SDC	Swiss Agency for Development and Cooperation
SKAT	Swiss Centre for Development Cooperation in Technology and Management
SRC	Swiss Red Cross
TOF	Training of Facilitator
UNDP	United Nations Development Programme
VDC	Village Development Committee
WB	World Bank
WPP	WATSAN Partnership Project
WATSAN	Water and Sanitation

Acknowledgments

The development of this manual has gone through a several years evolutionary process. DASCOH as a Swiss Red Cross mandated organization has brought in many lessons regarding promotion of self-help and community management from the praxis of the partner NGOs of SRC. We are grateful to the community leaders and staff members of the Swiss Red Cross Partner NGOs in Bangladesh.

The first draft of this manual was written in the month of July 1998. The manual was tested in several workshops. We acknowledge the support and feedback provided by the VDC members, Field Trainers, Field facilitators and other staff members of DASCOH, CARE and IDE as well as partner NGOs of WATSAN PARTNERSHIP PROJECT through organizing these workshops at staff and village level when this manual was field-tested.

This manual has also benefited from comments, direction, support and encouragement received from many people, in particular: Claude A. Ribaux, Abdul Motaleb, Rabiul Islam, Haroon Ur Rashid, staff of SKAT-Switzerland and Dr. Walter Meyer. Many thanks are extended to the all steering committee members of WPP and Regional Water Sanitation Group of the World Bank/UNDP for reviewing and providing suggestions for the improvement of this manual.

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Introduction

1. General

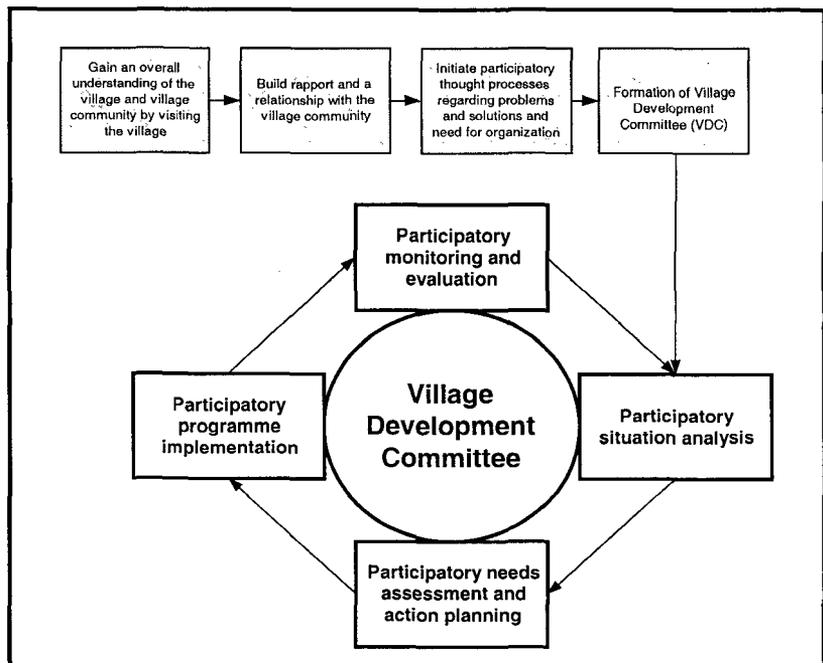
This manual is the second of 4 core modules in a series of training and learning materials for the WATSAN PARTNERSHIP PROJECT (WPP). The manual **Formation of Village Development Committees (VDCs)** is a practical tool for staff members and executives of NGOs who are working in the field of water and sanitation. The manual outlines how to apply various PRA (Participatory Rural Appraisal) methods to mobilize village communities to form VDCs in a process-oriented approach in a community-managed WATSAN programme.

The focus of the manual is:

- **To introduce the concept of VDCs and the formation of VDCs**
- **How to apply PRA methods to mobilize village communities to form VDCs**

This manual is based on a systematic material development process and also makes use of experiences with community management in other projects. First a training needs assessment was conducted, followed by an inventory of existing experiences and materials on the topic. A draft version of this manual was field tested in 4 workshops with 96 participants. Assessment of learning outcomes, feedback from participants, and observation of subsequent practice were used to produce this latest version.

DASCOH training and learning materials for the WATSAN PARTNERSHIP PROJECT address various aspects of the community management process shown in the picture on this page. This manual "Formation of Village Development Committees" deals with the various steps that need to be taken to establish a development committee.



Although this manual was developed especially for the WATSAN PARTNERSHIP PROJECT, the community management component can also be useful and adapted to contexts other than water and sanitation and WPP.

The manual is organized into two sections

Facilitator's Manual

The **first section** is an **Introduction** that explains how to use the manual, who the workshop is for, the objectives and content of the workshop and the methods that will be used.

The **second section** of the manual contains the **Modules**, which are organized into sessions. The last module contains tools for review of workshop results and evaluation.

2. How to use the manual

Start by familiarising yourself with the manual and workshop by reading the introduction.

This manual was not written for self-study; the use of the manual will be most effective if you are trained to use it by a facilitator experienced with this manual and the WPP community management component. The workshop will train you to use the modules.

Each module consists of a number of sessions. Texts for handouts, overheads and flipcharts needed for the sessions are included in each session plan. The session plans specify objectives, preparation and procedures for each session and activity. More details are provided in section 5 of this introduction.

Each module and session follows a **participatory approach**. The central focus is to encourage active participation in order to generate learning and discover ways of problem solving. The sessions are designed to foster the participants' self-confidence and self-esteem, encourage their creativity in decision making by using their aspirations and experiences as the foundation for the session.

A brief explanation of the objectives for a session should be given at the beginning of each session.

It is important for the facilitator to use his/her own initiative throughout each session and adapt the contents to the participant's level of understanding. The facilitator could use suitable icebreakers and energisers to ensure interest remains high throughout each session.

3. Workshop outline

The manual is organized into a series of modules and sessions. The workshop specifications are:

Title of the workshop:	Formation of Village Development Committees
Participants:	Staff members of partner NGOs
Duration:	9 days
Objectives:	At the end of the workshop the participants will be able to: <ul style="list-style-type: none">▪ Use PRA to motivate the community to form a VDC▪ Understand and implement the guidelines for forming a VDC
Content:	The workshop will address the following issues: <ol style="list-style-type: none">1. Concept of PRA and how to plan and facilitate a PRA session2. Building rapport with the village community3. Working with different groups in the community4. The application of different PRA methods to motivate and mobilize the community to form VDC5. Identification of Key Persons, Resource Persons and Community-based Organizations and the application of PRA to analyze their importance6. Guidelines for forming VDC7. TOF-workshop evaluation
Methods:	The sessions of the workshop will utilize a variety of participatory methods, which include: Discussions, brainstorming, field trips for practical application of PRA methods, experience sharing, role play case studies and analysis, etc.

4. Modules - overview

Module 1. Concept of PRA and how to plan and facilitate a PRA session

- 1.1 Concept and objectives of PRA
- 1.2 Principles of PRA and how to plan and facilitate a PRA session

Module 2. Building rapport with the village community

- 2.1 Obtaining primary information about the village from secondary sources
- 2.2 How to introduce yourself to the village community
- 2.3 PRA method for building rapport with the community

Module 3. Working with different groups in the community

- 3.1 Identifying groups/persons in the community who may have conflicting interests
- 3.2 Establishing and maintaining relations with the different interest group persons in the community
- 3.3 PRA methods to gather basic information about the community

Module 4. Motivating the community to form a VDC

- 4.1 A technique to stimulate the thinking process of the community
- 4.2 PRA methods to motivate and mobilize the community

Module 5. Identification and selection of Key Persons (KPs), Resource Persons (RPs) and Community-based Organizations (CBOs) and the application of PRA methods to analyze their importance

- 5.1 Identifying KPs, RPs and CBOs and their representatives
- 5.2 PRA methods to analyze the importance of KPs, RPs and CBOs in village development

Module 6. Guidelines for forming a VDC

- 6.1 Guidelines for forming a VDC

Module 7. Workshop evaluation

- 7.1 Review of workshop
- 7.2 Evaluation of workshop

5. Session plans

Each module is organized into a series of sessions that form the foundation for the next session. Each session contains the following components:

Title - identifies the main topic of the session

Objectives - describe what the participants will be able to do by the end of the session to demonstrate their increased knowledge, improved skills and attitudinal change

Duration of the session - indicates the approximate time the session will take, but the timing for each session must be flexible and not rigidly adhered to

Materials - lists all the materials, including handouts and overheads, that will be required for the session

Methods - lists the communication methods that will be used in the session

Venue and facilities - describes requirements for the facilities for the session. In most cases, the requirements are as per the following:

- a venue that will accommodate 20 to 25 participants sitting in a U shape
- the venue should provide an atmosphere that is conducive to a participatory working environment
- seating arrangements could include chairs or mats on the floor

Special preparation - indicates any arrangements that the facilitator needs to make prior to the session. If there are no special preparations required, this section is omitted

The session plan also includes the following:

Procedure - provides specific instructions to the facilitator on how to present the session through a step by step approach

Notes for the facilitator – provides examples of expected or possible responses from the participants, or other key points that the facilitator should try to elicit during the session. The notes are presented in a box, like this note.

6. Workshop schedule

The workshop schedule gives the recommended duration of each activity and/or session. The workshop schedule should be regarded as **flexible**. The Procedure for each session gives suggested times only and the facilitator should use his/her own initiative throughout each session and adapt the timing and the content of the session to suit the participants.

Application of PRA methods in the field: The facilitator should consult with the PNGO staff attending the workshop to arrange an appropriate time schedule for field visits.

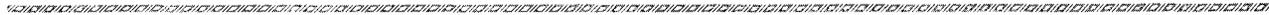
DAY	TIME	SESSION	ACTIVITIES
Day 1	08:30 - 09:00		Welcome address and introduction to the workshop
	09:00 - 11:00	1.1	Concept and objectives of PRA
	11:00 - 11:30		MORNING TEA
	11:30 - 01:00	1.2	Principles of PRA and attributes of a PRA facilitator
	01:00 - 02:00		LUNCH
	02:00 - 03:00	1.2	How to plan and facilitate a PRA session
	03:00 - 03:30		AFTERNOON TEA
	03:30 - 05:00	1.2	How to plan and facilitate a PRA session, continued
Day 2	08:30 - 09:00		Review of previous day's session
	09:00 - 10:00	2.1	Obtaining primary information about the village from secondary sources
	10:00 - 11:00	2.2	How to introduce yourself to the village community
	11:00 - 11:30		MORNING TEA
	11:30 - 12:00	2.2	How to introduce yourself to the village community, continued
	12:00 - 01:00	2.3	Building rapport with the village community
	01:00 - 02:00		LUNCH
	02:00 - 04:30	2.3	PRA method – Transect and practice session
04:30 - 05:00	2.3	Preparation for Transect in the field	
Day 3	08:30 - 11:00	2.3	Field exercise – Transect . Debriefing - Transect
	11:00 - 11:30		MORNING TEA
	11:30 - 01:00	3.1	Identifying groups/persons in the village community who may have conflicting interests
	01:00 - 02:00		LUNCH
	02:00 - 03:30	3.2	Establishing and maintaining relations with the different interests groups/persons in the community
	03:30 - 04:00		AFTERNOON TEA

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DAY	TIME	SESSION	ACTIVITIES
Day 3 contin ued	04:00 - 04:30	3.3	Brief overview of PRA methods to gather basic information about the community
	04:30 - 05:00	3.3	Preparation for application of the different PRA methods in the field, including dividing participants into teams and informing them of travel arrangements to the field
Day 4	08:30 - 09:00	3.3	PRA method – Focus Group Discussion and practice session. Preparation for field visit
	09:00 - 11:00	3.3	Field exercise – Focus Group Discussion
	11:00 - 11:30		MORNING TEA
	11:30 - 01:00	3.3	PRA method – Village Mapping and practice session
	01:00 - 02:00		LUNCH
	02:00 - 05:30	3.3	Field exercise - Village Mapping
Day 5	08:30 - 09:00	3.3	Debriefing – Village Mapping
	09:00 - 10:00	3.3	PRA method – Venn Diagram and practice session
	10:00 - 01:30	3.3	Field exercise - Venn Diagram
	01:30 - 02:30		LUNCH
	02:30 - 03:00	3.3	Debriefing – Venn Diagram
	03:00 - 03:30		AFTERNOON TEA
	03:30 - 05:30	3.3	PRA method – Ranking and practice session
Day 6	08:30 - 12:00	3.3	Field exercise - Ranking
	12:00 - 12:30	3.3	Debriefing – Ranking
	12:30 - 01:00		Discussion on field experiences and issues raised
	01:00 - 02:00		LUNCH
	02:00 - 02:30	4.1	A technique to stimulate thinking processes of the community
	02:30 - 03:00		AFTERNOON TEA
	03:00 - 05:30	4.2	PRA method – Drawing and practice session
Day 7	08:30 - 11:30	4.2	Field exercise - Drawing
	11:30 - 12:00		MORNING TEA
	12:00 - 01:00	4.2	Debriefing – Drawing
	01:00 - 02:00		LUNCH
	02:00 - 03:00	4.2	PRA method – Open drawing needs assessment and practice session
	03:00 - 05:30	4.2	Field exercise – Open drawing needs assessment Debriefing – Open drawing needs assessment
Day 8	08:30 - 09:30	5.1	Identifying KP, RP and community-based organizations
	09:30 - 12:30	5.2	PRA method – Multiple Venn Diagram . Field exercise – Multiple Venn Diagram
	12:30 - 01:30		LUNCH

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DAY	TIME	SESSION	ACTIVITIES
Day 8 contin ued	01:30 - 04:30	5.2	PRA method – Preference Ranking Field exercise – Preference Ranking
	04:30 - 05:00	5.2	Debriefing – Multiple Venn Diagram and Preference Ranking
	05:00 - 05:30	5.2	Discussion on field experiences and issues raised
Day 9	08:30 - 11:00	6.1	Guidelines for VDC formation
	11:00 - 11:30		MORNING TEA
	11:30 - 01:00	6.1	Guidelines for VDC formation, continued
	01:00 - 02:00		LUNCH
	02:00 - 03:30	6.1	Guidelines for VDC formation, continued
	03:30 - 04:30	7.1	Review of the workshop
	04:30 - 05:30	7.2	Evaluation of the workshop



Module 1	
Concept of PRA and how to plan and facilitate a PRA session	
Session 1.1	Concept and objectives of PRA
Session 1.2	Principles of PRA and how to plan and facilitate a PRA session



Session 1.1: Concept and objectives of PRA

Objectives	By the end of this session, participants will be able to understand and explain: <ol style="list-style-type: none">1. What PRA is2. Objectives of PRA3. Why PRA became popular in the late 1980s
Duration	2 hours
Materials	Flip chart or overhead and handout of 1.1.1, 1.1.2 and 1.1.3; OHP; Video: 'Questions of Difference – PRA, Gender and Environment'
Methods	Presentation and discussion
Procedure	
Welcome address and objectives of the workshop (30 minutes)	
Step 1	Welcome the participants to the workshop
Step 2	Explain the objectives of the workshop
Concept and objectives of PRA (1 hour)	
Step 1	Introduce PRA by showing the video. Show only the sections that come before 'PRA Methods' (the rest of the video will be shown later in the workshop)
Step 2	Present a flip chart or overhead of 1.1.1 and discuss the concept of PRA
Step 3	Present a flip chart or overhead of 1.1.2 and discuss the objectives of PRA
Background to PRA (30 minutes)	
Step 1	Present a flip chart or overhead of 1.1.3 and discuss the reasons why PRA was a popular approach in the 1980s and why it is still used today
Step 2	Clarify any issues that the participants are not clear about and then summarize the key points of the session

What is PRA?

The term PRA, is an acronym for Participatory Rural Appraisal

P - Participatory

R - Rural/Relaxed

A - Appraisal

PRA is a combination of approaches and methods, which enable local people to share, enhance and analyze their knowledge of life and conditions, to plan and to act.

PRA hands the decision making over to the participants who decide on the planning and the action to be taken. The outsider's role is one of a facilitator of the processes within the community who would like to change or improve their situation.

Objectives of PRA

Objectives

- **Identification of problems and needs, resources and potential for community action through situational analysis and needs assessment**
- **Planning for future activities**
- **Monitoring and evaluation of on-going activities**

Strategic objectives

- **Reversal of roles:**

The community members become the subject and actors of development, outsiders facilitate the process

- **The capabilities of all participants are enhanced through joint action:**

Community members learn to analyze their situation, to design and implement development activities

Development workers from outside change their attitude and behaviour through interaction with the people

Flip chart/Overhead 1.1.3

Reasons why PRA became popular in the late 1980s

- **Changes in the rural situation required accurate, readily available and up to date information**
- **Survey methods such as questionnaires are costly, time-consuming, can contain inaccurate and misleading information and are often too late in reporting information**
- **Field visits did not present the reality of the rural situation. The visits were of short duration and in close proximity to urban centres. Only successful project sites and better off beneficiaries were visited and usually in the best season**
- **Recognition that the local community and the knowledge and skills that they have are the key to the success of a project and not the outside experts' knowledge**
- **The need for an alternative approach that was cost-effective and could provide accurate information quickly**

Session 1.2: Principles of PRA and how to plan and facilitate a PRA session

Objectives	By the end of this session, participants will be able to understand and apply: <ol style="list-style-type: none"> 1. The principles of PRA 2. The attributes of a PRA facilitator 3. The planning and facilitation of a PRA session
Duration	4 hours
Materials	Flip chart or overhead of 1.2.1 to 1.2.5; Handout 1.2.3, 1.2.4 and 1.2.5; extra copies of handout 1.2.3.; OHP Paper for flip chart; markers; display board
Methods	Presentation and discussion Brainstorming session

Procedure

Principles of PRA and attributes of a PRA facilitator (1 hour and 30 minutes)

- Step 1** Present a flip chart or overhead of 1.2.1 and discuss the principles of PRA
- Step 2** Brainstorm the difference between a facilitator and a teacher. List these differences on a flip chart
- Step 3** Present a flip chart or overhead of 1.2.2 and discuss the attributes of a PRA facilitator
- Step 4** Ask the participants to compare their list about facilitators and the attributes presented on the flip chart. Ask them to suggest further attributes that they consider are important for a facilitator to have

How to plan and facilitate a PRA session (2 hours and 30 minutes)

- Step 1** Present the flip chart or overhead 1.2.3 and discuss the different sections
- Step 2** Distribute a handout of 1.2.3 and ask the participants to complete the form with a partner based on this present session, as a practical experience in completing a planning format
- Step 3** Present and discuss flip charts or overheads of 1.2.4 and 1.2.5, one at a time
- Step 4** Ensure that the participants fully understand the components of each flip chart
- Step 5** Summarize the key points about PRA and how to facilitate a PRA session
- Step 6** Distribute handouts 1.2.3, 1.2.4 and 1.2.5 to the participants to ensure they have the planning and reporting formats for PRA sessions for their future reference

PRA principles

- **Learn from and with the people**
- **Discussion and sharing of experiences in an informal and relaxed manner**
- **Involvement of all groups within the community, especially the marginalized**
- **Facilitators should initiate an activity or discussion and then observe and listen**
- **Practical orientation to build rapport with the community**
- **The community generates and owns the outcomes, this will optimize the results**
- **Learn from errors made and be aware of own behaviour and attitude**
- **PRA is an on-going process and should be adapted to different needs, participants and situations**

The attributes of a good PRA facilitator

- **Creates a non-threatening and friendly atmosphere based on trust and equality**
- **Stimulates community members to reflect on their problems and needs**
- **Ensures all participants have an opportunity to contribute to the session**
- **Offers encouragement to participants who are not confident when speaking in front of others**
- **Listens attentively**
- **Is patient when a participant is responding**
- **Does not dominate the discussion or the session**
- **Assists people to analyze their situation and to plan activities together**
- **Values participants' opinions; does not criticize others or allow criticism of others**
- **Is not biased or judgmental**
- **Asks relevant questions to allow a deeper analysis of the issue**
- **Facilitates decision-making by mediating between the different interests of individuals and groups**

Flip chart/Overhead/Handout 1.2.3

Planning format for a PRA session

Name of the session:

Date:

Time:

Venue:

Participants:

Objectives:

PRA method:

Materials required:

Procedure:

Step 1

Step 2

Step 3

Comments:

Flip chart/Overhead/Handout 1.2.4

Practical tips to facilitate a PRA session

- **Consideration must be given to suitability and cultural aspects when selecting participants**
- **The objective of the session and it's relevance to the participants should be clearly explained**
- **Build rapport with the participants**
- **Participatory learning and action are the focus. If the participants view the session as information collection only, it will hamper the self-help process**
- **Adequate time should be allocated for each session**
- **Clarification of concepts should be provided to ensure active participation**
- **If both males and females are participating, the facilitator should ensure that males do not dominate the session**
- **Conduct the session in a natural manner and avoid imposing ideas on the participants**
- **Group discussion on the findings and planning for future action is necessary**
- **Make notes on the most important points of the session**

Flip chart/Overhead/Handout 1.2.5

Format of PRA report

Name of Session:

1. General Information:

Name of village/ para:		Total participants:	
Venue:		Gender of participants:	
Date/duration of session:		Age group:	
PRA method:		Name of facilitator:	
Materials:		Name of scribe:	

2. Characteristics of participants:

3. Objectives:

4. Outcome:

5. Learning and Action:

6. Participants' feedback:

7. Notes of the facilitator:

Module 2

Building rapport with the village community

- | | |
|--------------------|---|
| Session 2.1 | Obtaining primary information about the village from secondary sources |
| Session 2.2 | How to introduce yourself to the village community |
| Session 2.3 | PRA method for building rapport with the village community |

Session 2.1: Obtaining primary information about the village from secondary sources

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Know the different sources to obtain information about a village2. Understand how to obtain information from these different sources
Duration	1 hour
Materials	Paper for flip chart; markers; display board
Methods	Brainstorming and discussion

Procedure

Identification of the type of information to be obtained and the source

- | | |
|---------------|---|
| Step 1 | Brainstorm the different types of information that could be important to find out before entering a village |
| Step 2 | List the different types of information on a flip chart |
| Step 3 | Discuss whether the information is important to know prior to entering a village |
| Step 4 | Discuss how to gather the information, e.g. who to approach, where to go, how long it will take, etc. |

Notes for the facilitator

Before entering a village for the first time it is important to have the following information:

- Where the village is and how to reach the village
- The name of any NGO or development worker who is working in the area or the village and how to contact this person
- Ask the NGO or development worker about the village and who the influential people are and how to make contact with them
- Whether the village is very conservative
- The social customs of the village
- The different community groups in the village

Make an informal visit to the village to obtain an overall impression of the village and the community

Session 2.2: How to introduce yourself to the village community

Objectives	By the end of this session, participants will be able to understand and apply: Some principles to follow when introducing themselves to the community and establishing rapport with them
Duration	1 hour and 30 minutes
Materials	Paper for flip chart; display board; markers
Methods	Brainstorming; Role play; Discussion

Procedure

Principles to follow when introducing yourself to the community (30 minutes)

Step 1 Brainstorm ways to introduce yourself to the community. Ask the participants to role play some of the ways suggested

Step 2 Discuss the effectiveness of the different introduction methods

Principles to follow when establishing rapport with the community (1 hour)

Step 1 Brainstorm some principles that a development worker should follow when establishing a rapport with the community

Step 2 Record these principles on a flip chart. Accept all ideas as valid at this stage

Step 3 Discuss the importance of the different principles, one a time.

Step 4 If the participants reach a consensus on the importance of a principle, record this principle on a separate flip chart

Step 5 Place this chart on display for future reference

Step 6 Summarize the key points from the session

Notes for the facilitator

Some principles for a development worker to follow:

- Dress simply
- Exchange greetings with everyone that you meet. Remember to consider religion when greeting and addressing people
- Show respect, especially to the elderly
- Behave modestly and with sensitivity to social customs
- When entering a house, ask permission from the householder first
- Explain why you are visiting the village and answer any queries about the objectives of your visit

Session 2.3: PRA method for building rapport with the village community

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Understand that it is important to build rapport with the community if they are going to work with them successfully2. Understand that PRA methods can be applied in an informal and natural way3. Apply a PRA method that will help build a rapport with the community
Duration	2 hours at the training venue 2 hours at the field level
Materials	Flip chart or overhead 2.3.1, 2.3.2; OHP; Video
Methods	Presentation and discussion PRA method: Transect Practical application of the PRA method - Transect

Procedure

Building a rapport with the community (30 minutes)

Step 1 Present the flip chart or overhead 2.3.1 and discuss how to build rapport with the community

Practical application of a Transect (1 hour and 30 minutes)

Step 1 Introduce PRA methods by showing the video from the section 'PRA Methods'

Step 2 Present the PRA method – Transect, using a flip chart or overhead 2.3.2

Step 3 Discuss the important features of this method

Step 4 Allow the participants time to practice a Transect in, or around, the training venue

Step 5 Discuss the information that they gathered during the activity

Practical application of a Transect in the field (2 hours)

Step 1 Review ways of introducing yourself to the community and how to apply the PRA method – Transect

Step 2 Inform the participants of the arrangements for the field visits

Step 3 Discuss the participants' experiences in the field after the field visits are completed

Rapport Building

Rapport building is essential in any PRA session. Establishing a welcoming and accepting atmosphere at the outset will ensure a productive outcome for the villagers. Mutual trust and respect is important as it enables the villagers to feel comfortable with expressing their ideas, thoughts and feelings in front of others.

Rapport building takes time, effort and sensitivity on the facilitator's part. It is something that cannot be rushed because it sets the stage for any future activities.

There are a variety of ways to build rapport with others. Some suggestions on how to create a positive working and learning environment for all, including yourself, are as follows:

- **Undertake a village transect – this will help the villagers to get to know you and also for you to get to know the villagers in an informal situation as they show you the important facilities in their village**
- **Learning a new activity – ask the villagers to teach you a new activity that is important in the village, e.g. fishing, weaving, etc. Show a genuine interest in the activity, the villagers will be keen to explain how to do this activity**
- **Indigenous Methods – the villagers will have a great deal of technical knowledge about a specific activity. Ask them to explain the process to you and how they learnt this process**

Flip chart/Overhead/Handout 2.3.2

PRA method - Transect

A transect allows information to be gathered about the village and the community in a relaxed and informal manner as you walk through the village with local guides observing, questioning, listening, discussing and learning about the physical and social features of a village.



Transect

Objective	To get to know information about a village – its physical attributes; geographical features; social aspects; important sites; land cultivation, soil classification etc.
Materials	Paper for own notes

Procedure

- Step 1** Explain to the villagers that you need their cooperation in observing their beautiful village. To find out this information you will need to go from one side of the village to the other, i.e. to transect the village
- Step 2** Ask the villagers to select a starting point for the transect and ask them to choose a number of guides from different age groups to show the way
- Step 3** Encourage the guides to provide information by asking them questions as you move through the different sections of the village
- Step 4** Make a sketch as you go through the village. Use notes to indicate the important points, e.g. buildings, trees, etc.
- Step 5** Do not hurry, allow your guides to set the pace
- Step 6** Check the sketch you have made with your guides

Note for facilitator

If possible undertake a number of transects, e.g. north-south, east-west of the village to find out more information and to establish a rapport with the community. Compare the information gathered if different transects have been made

Note for the facilitator

Example:

Transect diagram of Basua Village on WATSAN issues

(Basua, Paba Rajshahi, July 22, 1998, conducted by a team of DASCOT trainers)



Land alleviation and use	Crops field	Settlement	Mango garden and other trees	Settlement of rich families	Low land with water
Type of water sources	Shallow tube-well	Tube-well	Ditch	Tube-well	Drain water from Rajshahi city
Underground water level	180 feet	165 feet		165 feet	
Arsenic contamination	Don't know	Don't know		Don't know	
Irrigation practices	Shallow tube-well				
Type of tube-wells	Shallow tube-well	No. 6 hand pump		No. 6 hand pump	
Type of latrines	Open defecation	Hanging, water sealed and pit latrine	Open defecation	Hanging, water sealed, pit and pucca latrine	
Problems	<ul style="list-style-type: none"> ▪ Reduction of water lifting capacity during dry season both for shallow and hand tube-wells ▪ Maximum families have no tube-well ▪ Lack of hygienic latrine use ▪ Low land surface water is polluted by the dirty drain water coming from Rajshahi city 				
Potentials	<ul style="list-style-type: none"> ▪ We feel that we should be united ▪ Cooperative relation between neighbors ▪ Low land can be utilized if clogged water drainage infrastructure is build 				



Module 3	
Working with different groups in the community	
Session 3.1	Identifying groups/persons in the community who may have conflicting interests
Session 3.2	Establishing and maintaining relations with the different interest groups/persons in the community
Session 3.3	PRA method to gather basic information about the community



Session 3.1: Identifying groups/persons in the community who may have conflicting interests

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Identify different interest groups in the community2. Identify the clans/groups/persons who may have conflicting interests in promoting or objecting to a particular issue3. Understand the importance of remaining neutral when working with the different interest group in a community
Duration	1 hour and 30 minutes
Materials	Paper for flip chart; markers; display board
Methods	Brainstorming and discussion Role play
Procedure	
Identifying different groups in the community (15 minutes)	
Step 1	Brainstorm the different groups that may exist in a village community
Step 2	List these different groups on a flip chart
Working with groups/persons with conflicting interests (1 hour and 15 minutes)	
Step 3	Discuss how the interest of these groups might be in conflict with each other and what conflicts might arise.
Step 4	Stress the importance of staying in a neutral position in order to remain objective and to gain an overall picture of the concerns of the community and the issues that are important
Step 5	Role play of different groups that may have conflicting opinions or interests in the community. Ensure that the participants have chosen relevant situations to role play
Step 6	Discuss the role plays and possible strategies for the development worker to use in order to remain neutral in such situations

Session 3.2: Establishing and maintaining relations with the different interest groups in the community

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Understand the importance of remaining neutral when working with the different interest groups in the community2. Apply strategies that will assist in maintaining strategic relations with the different interest groups
Duration	1 hour and 30 minutes
Materials	Paper for flip chart; markers; display board Instructions for role play
Methods	Brainstorming and discussion Role play
Special preparation	Prior to the session enlist the help of three participants for the role play and brief them on their roles

Procedure

Remaining neutral when working with different interest groups (15 minutes)

- Step 1** Discuss the role plays from the previous session
- Step 2** Discuss the reasoning behind remaining neutral when working with village communities

Strategies to assist in maintaining strategic relations with the different interest groups in the community (1 hour and 15 minutes)

- Step 1** Brainstorm different ways to remain neutral or non-aligned to any group/person when working with the community
- Step 2** List these ways on a flip chart and discuss their relevance to the actual situation that exists in a village community
- Step 3** Stress the importance of being objective and maintaining a neutral position in order to be a facilitator in the process of VDC formation
- Step 4** Role play as per the attached roleplay instruction
- Step 5** Discuss the role play and the interaction that occurred
- Step 6** Discuss the strategies used by the development worker and their effectiveness for the facilitating process
- Step 7** Brainstorm further strategies that could be used in order to remain neutral when conflicting opinions or interests occur in the community. Ensure that the different strategies are relevant to village life

Role Play Instruction

Actors: Mr. Khan, the owner of the only access point leading to a pond owned by another villager
Mr. Sultan, the owner of the pond
Mr. Rahman, the development worker who is working in the area of conflict resolution for his local NGO

The problem: Mr. Khan will not allow Mr. Sultan's large family to have access to their pond, although he will allow Mr. Sultan's wife to collect water from the pond once a day.

The scenario: Mr. Rahman would like to facilitate a small Group Discussion and has invited Mr. Khan and Mr. Sultan to participate. Mr. Rahman is unaware of the conflict between the two men.

Mr. Khan and Mr. Sultan meet Mr. Rahman for the Group Discussion as arranged. Mr. Rahman explains that he would like them to discuss the water supply facilities in the village. He realizes that there is a problem straight away as the men are not talking to each other, but directing all their comments to him. Mr. Rahman is unsure of how to handle the deteriorating situation and after a few minutes the men start to argue and Mr. Khan and Mr. Sultan leave in anger.

Notes for the facilitator

For developing a positive working relationship with the villagers it is essential to maintain a neutral position when interacting with the different interest groups or influential people that are an integral part of village life.

Conflict may exist between such groups as the following:

- different socio-economic groups
- elected chairman/member and defeated chairman/member and their supporters
- different political party supporters
- different religious groups
- different clans and samaj

By remaining neutral right from the initial stages of rapport building with the community, the development worker will be able to keep the communication open with all the different groups, including the different socio-economic groups and individuals in the village and remain, in their view, non-aligned to any vested interest.

It is important to listen and not make any comments that may be viewed as judgmental or biased when working with the different groups in the community.

Find a common interest or concern between the different groups and try and develop this further to open up the channels of communication between the groups. This will also assist your facilitating role when they start the process of forming a VDC.

Do not inform others of your own political beliefs or affiliations or become involved in party politics when working with the community.

These strategies will establish a positive working relationship between the development worker and the village community and ensure the formation of a VDC that is based on the self-help and community-managed philosophy.

Session 3.3: PRA method to gather basic information about the community

Objectives	By the end of this session, participants will be able to: <ol style="list-style-type: none">1. Understand the principles of PRA by practising the methods in real situations2. Apply PRA method to gather basic information about the village
Duration	3 hours for the PRA session including the practical application in the workshop and in the field.
Materials	Note pad for own notes; large sheets of paper for the PRA activity; pens; Flip chart/Overhead/Handout 3.3.1-3.3.4; OHP
Methods	<p>PRA methods:</p> <ul style="list-style-type: none">▪ Focus group discussion▪ Village mapping▪ Venn diagram ranking <p>Practical application of the PRA method during the workshop and then again at the village level with different groups of villagers</p> <p>When working with the different groups of villagers it is important that they see the value of the activity for themselves, and not as an activity to be done just to please the outsider</p>
Special preparation	Prepare a PRA field exercise schedule in consultation with the target people, prior to the session

Flip chart/Overhead/Handout 3.3.1

PRA method

Focus Group Discussion

Objectives: To get to know basic information about the village and some of the aspirations that villagers have for their village:

- name of the village/para with location, union, thana, district
- different perspectives on the history of the village from different village elders, both male and female
- different aspirations that the villagers have for their lives and for their village

Materials Note pad

Procedure

Focus Group Discussion on the history of the village

- Step 1** Organize a meeting with village elders both male and female if possible, otherwise have separate meetings with them
- Step 2** Explain that you would like to hear about the history of the village and that you would like to hear some of their memories about life in the village and how it has changed over the years
- Step 3** Explain that you will be writing some notes about what they remember in order to get an overall picture of village life, including when mosques and markets, etc. were established and some of the major events in the history of the village
- Step 4** In order to get an idea about the water and sanitation situation in the village, ask the elders about the sources of water in the village

Focus Group Discussion on the aspirations of the villagers

- Step 1** Organize a meeting with different groups of people, e.g. fishermen, day labourers, small farmers, youths and, if possible, women who may have to collect water every day at a distance from their baris
- Step 2** Explain that you would like to hear their stories about what they think are positive things about their life in the village and what they would like to see changed in the village to make their life easier or better, or changes that will make the village a better place to live in for all the villagers
- Step 3** Try and include everyone in the discussion, especially those people who are shy or for cultural or religious reasons are not used to speaking about themselves or what they would like. If the discussion is focussing on issues that are not relevant to the issue of villagers aspirations attempt to bring the discussion back to the issue

Notes for the facilitator

A Focus Group Discussion needs to be handled sensitively as the facilitator is only a guide for the discussion process, the participants are the main actors in discussing and analyzing the issue. A Focus Group Discussion is a learning experience for both the facilitator and the participants. The opinions and views of everybody in the group should be respected even if they differ from your own.

A Focus Group Discussion needs sufficient time and if possible, should be held where there is a minimum of distractions. It is important to select a time and venue that is convenient for the participants to enable them to remain focussed on the discussion. The group should consist of five to ten participants who are of the same gender and who come from a homogenous background of professions, age and socio-economic status.

Prepare some open-ended questions prior to the session just in case the discussion is not focussed on issues that are relevant, or if there is apparent conflict within the group about an event or issue. Help the participants to clarify ideas by asking them for an example.

Facilitating a Focus Group Discussion takes a lot of practice. The facilitator needs to develop a range of listening and observation skills to ensure that he/she understands the important elements of the discussion to give a clear and unbiased picture of the situation in a village community. Do not act as the expert but take up the role of a listener and learner. Sometimes patience is required as community members articulate their views and discuss development-related issues

The role of a facilitator in a Focus Group Discussion takes time and effort and will be acquired only through experience.

If possible, take a teammate with you for note taking to allow you to concentrate on the discussion. Discuss the outcomes of the discussion after the session and analyze how the process of the discussion developed and what might be improved for the future.

Village mapping

Objectives: To get to know information about a village

- it's physical and geographical features, e.g. important sites, land use, roads, settlement patterns, water bodies, schools, mosques, markets, health facilities and sanitation facilities, etc.

Materials

- Paper for own notes
- Large sheets of paper for the mapping activity and for a copy of the map
- Markers

Procedure

Step 1 Encourage different groups within the community to participate in the mapping activity

Step 2 Explain the purpose of the map to the villagers

Step 3 Ask the villagers to select a suitable venue where they can draw their map

Step 4 Allow the villagers to draw the map by themselves using markers. They may like to use other materials that are available, e.g. seeds or stones to indicate the different facilities

Step 5 Ask the villagers to explain the map and the information that it contains

Step 6 Obtain a consensus from the villagers about the accuracy and relevance of the information on the map

Step 7 Thank the villagers for their time and their contributions to the map

Step 8 Make a copy of the map for your own records

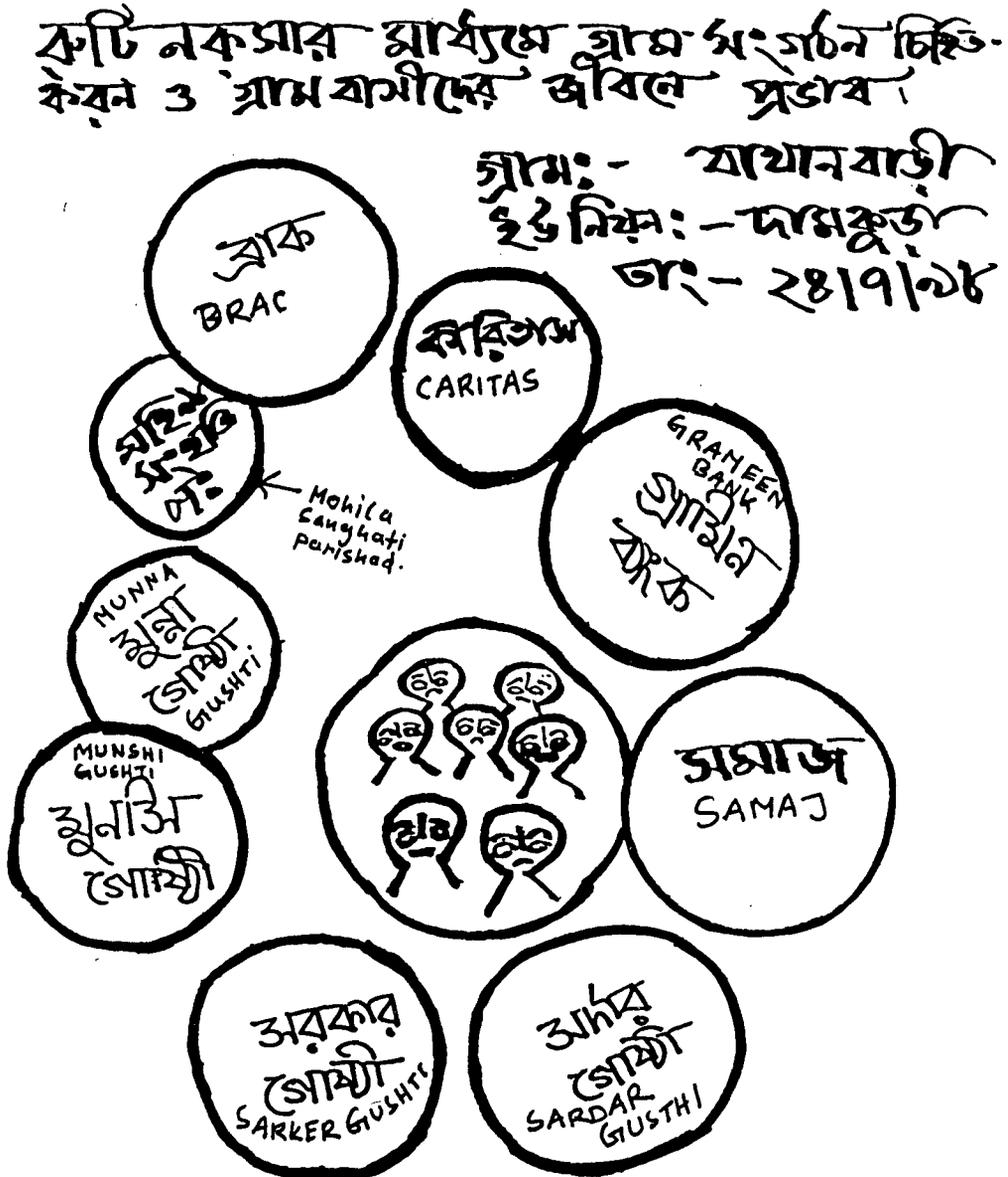
Flip chart/Overhead/Handout 3.3.3

PRA method - Venn Diagram

A Venn Diagram allows the participants to identify the organizations or actors that are working in the village and to analyze their importance to, and influence on, the villagers and village life.

There are different types of Venn Diagrams:

- Simple or Multiple Venn Diagram – where single circles or chapatis represent the influence and effectiveness of different actors or organizations
- Causal Venn Diagram – where chapatis represent the causes of identified problems



Venn Diagram

- Objectives** To get to know information on the following:
- the actors and organizations that are working in a village (Simple/Multiple Venn Diagram)
 - their importance and influence on the lives of the villagers (Simple/Multiple Venn Diagram)
 - the causes of a problem in the village (Causal Venn Diagram)

Materials Large pieces of paper
Pens
Different sized paper circles (chapatis); or leaves
Scissors
Glue

Procedure

Simple or Multiple Venn Diagram

- Step 1** Explain the purpose of the Venn Diagram to the villagers
- Step 2** Identify the actors or organizations working in a village
- Step 3** Discuss the importance and influence of these actors or organizations in the village
- Step 4** Explain that the size of the chapati indicates the influence of the actor or organization and ask the villagers to decide on which chapati they will use to represent the actors or organization
- Step 5** Place a large chapati with the name of the village in the middle of a large sheet of paper
- Step 6** Ask the villagers to arrange the different chapatis according to their importance on their life. Clarify: closeness means high importance and distance means low important. If they agree to the arrangement ask them to paste the chapatis onto the paper
- Step 7** Make a copy of the Venn Diagram for future reference

Causal Venn Diagram

- Step 1** Ask the villagers to select one of the major problems in their village. Write the problem on a chapati and place it in the centre of a large sheet of paper
- Step 2** Ask them to draw or write the causes of this problem on chapatis.
- Step 3** Ask the villagers to arrange the different chapatis with the causes around the problem. If they agree to the arrangement ask them to paste the chapatis onto the paper

Flip chart/Overhead/Handout 3.3.4

PRA method - Ranking

Ranking methods can be used to compare several items according to different criteria by giving them different scores. Ranking provides information on why people make certain choices. The criteria for ranking items and the range of scores, e.g. 1 to 5 or 1 to 10, must be agreed upon before the participants begin. The total score of each item will determine its overall ranking.

Sl. No	TYPE OF PUMP	CHARACTERISTICS									TOTAL SCORE	RANK
		EASY TO PRESS THE HANDLE	MORE WATER LIFTING	OPERABLE BY ONE HAND	LOW COST	EASY TO INSTALL	MAINTENANCE DONE BY OWN	AVAIL. AVAIL. SPARE PARTS	ROUND THE YEAR WATER LIFT	EVERY ONE CAN OPERATE.		
1	TARA PUMP	●	●●●	●	●	●	●	●	●●●	●	15	4
2	ROWER PUMP	●	●	●	●	●	●	●	●●	●	10	5
3	DHEKSI KALL	●●	●●●	●	●●●	●●●	●	●	●●●	●●	21	3
4	NO. 6 TUBEWELL	●●●●	●●●●	●●●●	●●●	●●●●	●●●●	●●●	●●●	●●●●	42	1
5	SALLOW PUMP	●●●	●●●●	●	●	●	●●●	●●●	●●●	●	22	2

Ranking

- Objectives**
- To get to know information on:
 - why people make certain choices
 - the ranking they give to the different choices they make

Materials

Different materials, e.g. seeds, stones, etc.
Paper to record information from the ranking

Procedure

- Step 1** Decide on the topic that you would like information on before the session
- Step 2** Explain the purpose of the Ranking activity and facilitate participants to establish the characteristics for choice.
- Step 3** Encourage different groups to participate in the activity and ensure that everybody is participating on an equal basis
- Step 4** Identify different choices through participatory discussion with the participants
- Step 5** Ask them to draw a matrix on the ground writing options vertically and characteristic horizontally
- Step 6** Agree on a scoring system for each characteristic they have made
- Step 7** Ask them to score the individual characteristics against each choice they have selected using seeds, etc. Total the scores and rank them accordingly
- Step 8** Discuss the reasons for the choices made and ask them to identify the best place or source to obtain these choices. Avoid making judgements on why certain choices are selected
- Step 9** Make a copy of the matrix

Module 4

Motivating the community to form a Village Development Committee

Session 4.1 **A technique to stimulate the thinking processes of the community**

Session 4.2 **Application of PRA methods to motivate and mobilize the community**

Session 4.1: A technique to stimulate the thinking process of the community

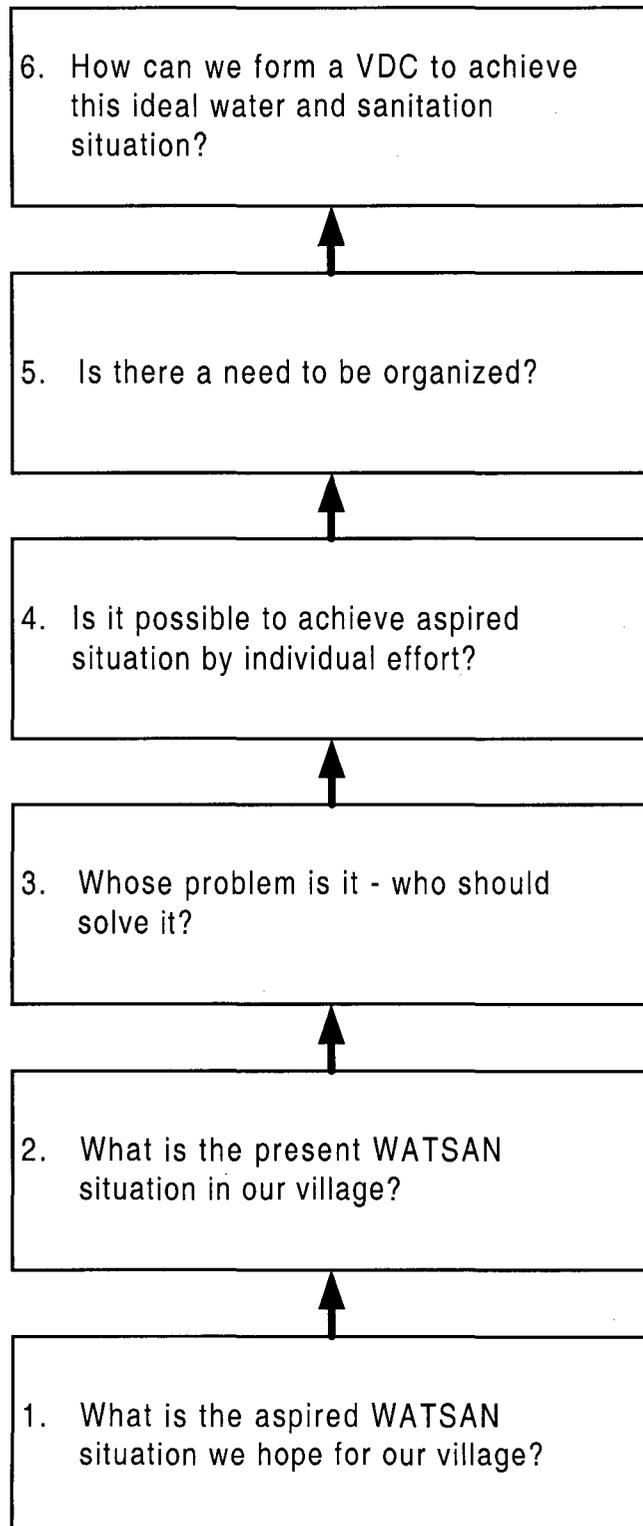
Objectives	By the end of this session, participants will be able to: Use questioning as a technique to stimulate the idea of the community forming a VDC
Duration	30 minutes
Materials	Flip chart or overhead and handout of 4.1.1
Methods	Presentation and discussion Role play

Procedure

Step 1	Explain the objectives of the session
Step 2	Present the overhead or flip chart 4.1.1. Explain that the questions presented are only samples of questions that could be used and that the facilitator has to use his/her working knowledge of the community in order to ask the appropriate questions
Step 3	Ask the participants to think about the questions and then to explain how they build on each other in a logical sequence
Step 4	Conduct a short role play by a volunteer participant
Step 5	Ask the participants to suggest other questions that could be used to motivate and mobilize the community to form a VDC
Step 6	Summarize the importance of building on a series of questions to enable the community to see the value of becoming organized into a group to improve their situation. Distribute the handout to the participants

Flip chart/Overhead/Handout 4.1.1

Sequence of questioning to motivate and mobilize the community to form a VDC in order to improve the water and sanitation situation in their village



Session 4.2: Application of PRA methods to motivate and mobilize the community

Objectives	By the end of this session, participants will be able to: Apply various PRA methods in the field to motivate and mobilise community
Duration	5 hours
Materials	Flip chart/Overhead/Handout 4.2.1 and 4.2.2; material for field exercise
Methods	PRA methods: Hazard/pollution mapping Open drawing needs assessment PRA method applied in the field
Special preparation	Prepare a PRA field exercise schedule in consultation with the target people, prior to the session

Drawing or Collage

Objectives	The community draws the ideal water and sanitation situation and generates ideas on ways that they can achieve this situation in their village
Materials	Large sheets of drawing paper; pens/ pencils for drawing Relevant pictures for the collage Natural materials, e.g. bark, leaves for the collage
Procedure	
Step 1	Explain to the participants that they are to either draw a picture of the ideal village or use the pictures to make a collage
Step 2	Invite the participants to share what they have drawn. Direct attention to the presence of water and sanitation facilities in their pictures and ask them why they have drawn these facilities
Step 3	Ask the participants if they have these water and sanitation facilities in their village
Step 4	Ask them if it would be possible for one person to get these facilities. If not, how could they get these water and sanitation facilities
Step 5	Using the following sequence of questions to help the participants to arrive at the solution that they need to become organized into a group in order to achieve the ideal water and sanitation situation: <ul style="list-style-type: none">▪ What is the present water and sanitation situation in our village?▪ What is the water and sanitation situation we would like to have in our village?▪ How can we achieve this water and sanitation situation in our village?▪ How can we jointly work together to improve the situation in our village?
Step 6	Thank the participants for their contributions. Make a copy of the drawings or collage

Flip chart/Overhead/Handout 4.2.2

PRA method - Open drawing needs assessment

An open drawing needs assessment allows the community to illustrate the aspired for situation in their village, the barriers to this situation and the action to be taken to overcome these barriers. It can be used to generate a participatory discussion on how the community can achieve the aspired situation.

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 २०५९-२०६०-२०६१
 २०६२-२०६३-२०६४
 २०६५-२०६६-२०६७
 २०६८-२०६९-२०७०
 २०७१-२०७२-२०७३
 २०७४-२०७५-२०७६
 २०७७-२०७८-२०७९
 २०८०-२०८१-२०८२
 २०८३-२०८४-२०८५
 २०८६-२०८७-२०८८
 २०८९-२०९०-२०९१
 २०९२-२०९३-२०९४
 २०९५-२०९६-२०९७
 २०९८-२०९९-२०९९

PRESENT SITUATION	BARRIER TO REACH ASPIRED SITUATION	ASPIRED SITUATION	NEEDS
<p>POOR HOUSE, NO TREE, LATRINE, TUBE-WELL</p>	<p>LACK OF EMPLOYMENT AND INCOME LACK OF COMMUNITY AWARENESS LACK OF LAND</p>	<p>GOOD HOUSE, TREE, TUBE-WELL SAFE LATRINE</p>	<p>- RAISING COMMUNITY EDUCATION AND AWARENESS - EXTENDING EMPLOYMENT - CHANGE COMMUNITY ATTITUDE - LAND FOR POOR</p>
<p>NO TREE BESIDES ROADS EXCRETA BESIDES ROADS</p>	<p>- NO LATRINES BESIDES THE ROAD - LACK OF MONEY - LACK OF AWARENESS - ROAD GO UNDER WATER WHEN HEAVY RAINFALL</p>	<p>TREES BESIDES ROADS NO EXCRETA BESIDES ROAD PUBLIC TOILET AND TUBE-WELL AT THE END OF THE ROAD</p>	<p>- ROAD SHOULD BE PUGGA - COMMUNITY TOILET SYSTEM BESIDES THE ROAD - COMMUNITY AWARENESS - MOBILIZE SUPPORT FROM DIFFERENT AGENCIES - PLANT TREES BESIDES ROADS</p>
<p>EMBANKMENT OF POND IS FULL OF EXCRETA, HANGING LATRINES ARE ALSO THERE DIRTY WATER</p>	<p>AS MENTIONED ABOVE</p>	<p>EMBANKMENT OF POND IS CLEAN AND TREES ARE THERE NO EXCRETA ON THE EMBANKMENT CLEAN WATER</p>	<p>- RE-EXCAVATE THE POND - COMMUNITY RULES FOR PROTECTION</p>

Open drawing needs assessment

Objectives: The community draws symbols of the present and ideal water and sanitation situation in their village. Then they mention the barriers to achieve the ideal situation and the action to be taken to overcome these barriers.

Materials: Pens or markers
Large sheets of drawing paper with 4 columns and headings
e.g.

Present situation	Barriers	Action needed	Aspired or ideal situation

Procedure

Step 1	Explain to the participants that you would like them to draw the ideal water and sanitation situation in their village under the heading, 'Aspired or ideal situation'
Step 2	Ask them to draw the present situation under the appropriate heading
Step 3	Invite the participants to share what they have drawn and label any symbols that they have used
Step 4	Ask the participants what are the barriers that stop them from achieving the ideal water and sanitation situation in their village
Step 5	Discuss these barriers and either record them or ask a participant to record them under the heading 'Barriers'
Step 6	Invite the participants to share what action could be taken to overcome these barriers
Step 7	Discuss their suggestions and then record them under the heading 'Action needed'
Step 8	Thank the participants for their contributions. Make a copy of the drawing

Module 5

Identification of Key Persons, Resource Persons and Community Based Organizations and the application of PRA to analyze their importance

- Session 5.1** **Identifying Key Persons, Resource Persons and Community Based Organizations and their representatives**
- Session 5.2** **Application of PRA methods to analyze the importance of Key Persons, Resource Persons and Community Based Organizations in village development**

Session 5.1: Identifying Key Persons, Resource Persons and Community Based Organizations and their representatives

Objectives	By the end of this session, participants will be able to: Identify Key Persons (KPs), Resource Persons (RPs) and Community Based Organization (CBOs) and their representatives
Duration	1 hour
Materials	Flip chart or overhead or handout of 5.1.1; OHP; video of PRA methods
Methods	Presentation and discussion
Procedure	
Step 1	Explain the objectives of the session
Step 2	Present the overhead or flip chart 5.1.1. Refer to the KPs and the RPs and brainstorm who these people might be in a village
Step 3	It is important that marginalized groups and women's groups are also considered when identifying key persons, otherwise they may be overlooked and it is vital that they have a major representation in the VDC
Step 4	Ask a participant to read out the first type of community-based organization and discuss this organization with the group
Step 5	Continue as per Step 3 until all the different community-based organizations are covered
Step 6	Summarize the different roles that the KPs, RPs and CBOs play in the village, including leaders of the marginalized and women's groups

Flip chart/Overhead/Handout 5.1.1

Who are the Key Persons, Resource Persons and Community-based Organizations and their representatives in a village?

- **Key Persons (KP)**
Key Persons are people who are the leaders of groups within a village. They play a key role in decision making for the group and also represent their group to the village community
- **Resource Persons (RP)**
Resource Persons are people who possess various information and/or skills related to the different activities that may occur in a village, e.g. a tubewell mechanic
- **Community-based Organization (CBO):**

Indigenous organizations of the community: Organizations that people are born into, e.g. Gusti, Samaj

Village level clubs: Organizations that people join for their own enjoyment, e.g. cricket club, cultural club, etc.

Induced community groups: Outsiders have suggested some form of association to community members and they have formed an association, e.g. mothers' club; family planning group; parent-teacher association; NGO/GO organized male/female groups, etc.

Large organizations: That have a mass membership for gaining power, they may be a political party or affiliated with a political party, e.g. *Sammilita Sanskriti Jote*; womens' organizations, such as *Mohila Samity*; village organizations like the Bangladesh *Khet Majur Samity*

Cooperatives: Association of people with a common interest and from similar economic background, e.g. fishermen cooperatives, weaver cooperatives, etc.

Religious Societies: Mosque committees; prayer groups such as *Tabliq*; and members linked to the activities of organizations launched by *Pir*

Trade organizations: Bazaar committees, committees of retailers, trade unions, Chamber of Commerce, etc.

Professional associations: Teachers' Associations, Doctors' Associations, etc.

Philanthropic organizations: Started by rich persons in the village, e.g. *Waqf* committees, trusts and foundations

Service clubs: Lions, Rotary, Red Crescent Volunteer groups, etc.

Session 5.2: Application of PRA tools to analyze the importance of KPs, RPs and CBOs in village development

Objectives	By the end of this session, the participants will be able to: Apply PRA method in the field to analyze the importance of KP, RP and CBOs in the village
Duration	5 hours
Materials	Flip chart or overhead and handout 5.2.1; 5.2.2; material for field exercise
Method	PRA method: <ul style="list-style-type: none">▪ Multiple Venn Diagram▪ PRA method applied in the field
Special preparation	Prepare a PRA field exercise schedule in consultation with the target people, prior to the session

Notes for the facilitator

Application of PRA methods to analyze the importance of KP, RP and community-based organizations in village development

Some KP, RP and community-based organizations have their own interests in mind when making proposals or decisions, whereas others want to do something for the benefit of all villagers, especially the poor.

A facilitator should be aware of the group dynamics in a community before applying PRA methods to assist the villagers to identify those KP, RP and community-based organizations that have the community's interest as their main focus. The marginalized and women's groups leaders must also be taken into consideration to ensure that they have a significant representation when VDCs are formed. The facilitator must visit the community in order to understand these dynamics as they may effect the outcome of the session.

The facilitator may need to be cautious about:

- different levels of acceptance, perceptions of, and preferences for certain KP, RP and community-based organizations between various groups of men and women
- prejudice against women
- inability of women to express themselves with confidence when in a mixed group situation
- preferences for certain KP, RP and/or community-based organizations by the rich and the poor based on treatment or benefits received from these people or organizations
- lack of confidence when expressing an opinion or fact on the part of the elderly, adolescents are often much more open-minded and their viewpoints should be sought but still allowing others equal input

For identifying the importance of KP, RP and community-based organizations in village development the following PRA methods could be applied:

Multiple Venn diagram
Preference ranking matrix

Review of **Session 3.3** where these two PRA methods were introduced.

Multiple Venn diagram

Objectives The community analyzes the importance of KPs, RPs and CBOs in village development

Materials Large sheets of drawing paper
Different sized circles of paper for the chapatis
Glue
Pens or markers

Procedure

Step 1 Explain that you would like the participants to use the circles, to indicate the importance that the KPs, RPs and the CBOs have in the development of their village. The larger circles, chapatis, represent those who play an important part in village development and the smaller circles represent those that don't play such an important role

Step 2 The participants are to work as a group to select different sized circles to represent the importance that these people have in the village and to label these circles with the appropriate title or name

Step 3 Place a large circle in the centre of a sheet of paper and label it with the name of the village

Step 4 Invite the participants to place their chapatis around the name of the village. The distance between the chapati and the village name indicates the relationship this person or organization has to the village. Whereas, the size of the chapati indicates it's power in the village

Step 5 Invite the different partners to share why they have placed their chapatis in a certain position

Step 6 Ask the participants if they agree with the position of the chapatis. They may change any chapati if the group agrees. Ask them to glue the chapatis onto the paper to form a Multiple Venn diagram

Step 7 Make a copy of the Multiple Venn diagram

Flip chart/Overhead/Handout 5.2.2

PRA method - Preference ranking matrix

Preference ranking provides information on the importance people give to the items, etc. that they have selected to include on a matrix. Characteristics or criteria are determined and a scoring system decided upon. The items, etc. are scored according to the criteria and then are ranked accordingly to indicate preferences.

Preference ranking of four KP of Kharkhari village

Score 0-5

Name of KP	Honesty	Ability to spend time	Leadership	Responsive towards poor and women	Resource mobilizing capacity	Total score	Rank
Harun	*****	***	*****	*	****	18	1
Nurul Islam	****	****	**	***	***	16	2
Abdur Razzaque	***	***	***	***	**	14	3
Intaj	**	**	***	**	**	11	4

Preference ranking matrix

Objectives: The community ranks the importance of KP, RP and community-based organizations in village development

Materials: Large sheets of drawing paper
Pens or markers

Procedure

Step 1 Explain that you would like the participants to rank the importance of KP, RP and community-based organizations in their village development

Step 2 Explain that they are to work out how they can rank these people, e.g. by giving them a score from 1 – 5, or 1 – 10. They can use stones or seeds to indicate the score that they have given each person or organization

Step 3 Ask the participants the names of the people or organizations that they want to include on the matrix. Ask them for different criteria or reasons why they have selected these people or organization, e.g. honesty

Step 4 Draw a large matrix on the ground or on a large sheet of paper. Include the names and the criteria as suggested by the participants, e.g.

Name	Honesty	Leadership quality	Assistance to the poor	Resource mobilizing capacity	Total Score	Rank
Harun						
Intaj						
Nurul						

Step 4 Invite the participants to place stones or seeds next to each name according to the criteria that they have suggested. Total the score and rank them accordingly

Step 5 Ask the participants if they agree with the ranking and discuss the choices made and assist them to analyze their reasons for these choices

Step 6 Avoid making judgements on why certain people or criteria are selected

Step 7 Make a copy of the matrix for future reference



Module 6
Guidelines for forming a VDC
Session 6.1 Guidelines for forming a VDC



Session 6.1: Guidelines for forming a VDC

Objectives	By the end of this session, participants will be able to: Understand the guidelines for forming a VDC Understand how to apply these guidelines in the community situation Apply these guidelines with the community
Duration	5 hours and 30 minutes
Materials	Paper; marker; display board Flip chart/Overhead/Handout of 6.1.1
Methods	Reading and discussion and clarification of each section in detail
Procedure	
Step 1	Ask the participants if they have any questions with regards to the formation of the VDC. Record their questions on the board
Step 2	Introduce the Guidelines for forming a VDC through distribution of handout 6.1.1. Ask the participants to read the introduction and ask them if they have any questions. Discuss the main points
Step 3	Refer to the questions that they asked at the beginning of the session and see if some of these questions have been answered Mark the questions that still need to be answered
Step 4	Divide the participants into groups and ask them to discuss the possible Ideals of a VDC. Refer to the questions asked at the beginning and mark off any questions that have been answered
Step 5	Continue in the same way until the following are covered: Objectives Formation Process VDC Activities
Step 6	Go through each section carefully. Ensure that all the participants fully understand each section before proceeding to the next one. The 'Guidelines for forming a VDC' are very detailed and each section will require sufficient time to be understood completely. Stress that the formation of a VDC is an integral part of the community management component of the WATSAN Project and is paramount for improving water and sanitation facilities in the village
Step 7	Ask the participants to read each of the sections again and note down any points they do not understand or any questions they would like to ask
Step 8	Answer any questions or concerns raised

Flip chart/Overhead/Handout 6.1.1

Guidelines for forming a VDC

Active participation of all of the community, including both genders and different groups/classes, is the key to an effective and sustainable development process. With clear guidelines a community managed development approach is considered to be the best approach as it involves representation of the community to achieve the goals and objectives of a development programme. To ensure that there is equitable representation and active involvement in the different stages of a decision making process it is worthwhile initially to have separate groups for men and women. These groups could combine at a later stage to form one village-based committee.

To facilitate such a process, the community needs to become aware of the benefits of forming a village-based development committee (VDC) to implement village development activities. Through active participation and regular meetings of the VDC, action plans can be developed to ensure a sustainable village development process.

The following sections will help PNGOs to facilitate the community in the formation of their VDC, as the community must make decisions about their own VDC.

1. Ideals of a VDC

Some of the following goals may be considered:

- **Village development is the goal or vision, with the main actors being the community**
- **Local leadership is the focus**
- **The community's interest is greater than the individual or group's interest**
- **Participatory decision-making in planning, monitoring and evaluating**
- **Equal rights and participation for both genders**
- **Equal distribution and optimal use of resources**
- **A commitment to maximize mobilization and optimum use of local resources both material and human**
- **Self-reliance**
- **Integrity and honesty**

Flip chart/Overhead/Handout 6.1.1 continued

2 Objectives

The objectives of a VDC might include the following:

- To engage in participatory needs assessment, planning, monitoring and evaluation related to the WATSAN and other need based development sector
- To coordinate and/or take active part in WATSAN and other related development activities at village level
- To represent the WATSAN and other development related interest of the village community towards outside and, if needed, forward a project proposal to an external support agency

3. Formation process

3.1 Name, number and size of VDCs in a village

The community should decide on the name for their VDC. The social, cultural and religious traditions in a community may mean, at least initially, separate groups for men and women. These groups could combine at a later stage to form one village-based organization.

A village of 10 to 300 households is suitable for one male and one female VDC. In the case of a larger village of 500 to 1000 households more than one VDC could be formed, depending on the demarcation area of the village. The community should decide whether they want more than one VDC in their village.

There are some villages where mobility for women is a problem. If this is the case, then one more female VDC per area/para could be formed. A decision with regards to this could be made in consultation with the village women.

Each VDC should have a minimum of 20 to 30 members, but this may vary from village to village in consultation with the community.

Flip chart/Overhead/Handout 6.1.1 continued

3.2 Membership of the VDC

Male VDC

- **80% approximately - Representatives of the poor and marginalized groups; leaders of NGO organized target groups**
- **the remaining 20% - Leaders of Gushti/ Samaj/Jamat; traditional social worker; village leaders or leaders of a particular group of people; elected representative, e.g. UP Chairman/Member, Imam of Mosque and mosque committee leaders; teachers; doctors; educated youths; people with specialized skills, e.g. tubewell mechanic; water sealed latrine installers; nurserymen, etc. who are involved in water and sanitation activities; representatives of committees of schools, madrasas, clubs, cultural groups, markets, etc.**

Female VDC

In Bangladesh society, women are not encouraged or allowed to take a leadership role, therefore the composition of female VDC may vary considerably from village to village.

- **approximately 80% of the VDC - Representatives of the poor and marginalized groups; leaders of NGO organized target groups**
- **20% - Educated women who want to participate voluntarily; teachers; educated girls; elected UP Chairman/member; candidates for UP election; Traditional Birth Attendant (TBA); traditional healer; government and/or NGO organized literacy centre volunteer teachers and government and/or NGO development worker etc.**

Flip chart/Overhead/Handout 6.1.1 continued

3.3 Considerations for selecting VDC members

When the community select their representatives for the VDC, it is important that they consider the following:

- **willingness and the time to participate in voluntary activities**
- **that the poor should have a just and fair representation**
- **a balance of age groups should be represented**
- **members should live within the boundaries of the village**
- **physical ability and good mental health**
- **leadership capacity**
- **non-aligned with any political party or social conflict group**
- **accepted by the village people**
- **openness and willingness to resolve conflict**
- **consultation with male guardian for the selection of female VDC members**
- **when it is a combined VDC, membership of women should be encouraged**

3.4 Structure of the VDC

The VDC should be based on two types of membership:

- **Executive committee members**
- **General members**

All the members of a VDC are first and foremost general members. The Executive Committee members will be selected from the general members for the following positions:

- Chairman**
- Vice-chairman**
- General Secretary**
- Assistant General Secretary**
- Treasurer**

The above structure may vary from village to village depending on circumstances existing within a particular village. The VDC could have a system of rotating membership to allow other groups or individuals to have a position as a general committee member.

Flip chart/Overhead/Handout 6.1.1 continued

3.5 How to form a VDC

Proposal meeting in the village and formation of an organizing committee:

PNGO staff will organize a general meeting of the community in consultation with various village groups and key persons. Prior to the general meeting, several representatives of the groups and/or key persons will be invited to present a talk to the community about the proposed WATSAN project in the village and the water and sanitation benefits for the community if a VDC is formed.

The meeting will propose that an organizing committee be formed, consisting of 5 to 6 people. This organizing committee will be disbanded after their tasks are completed.

The organizing committee will:

- Prepare an action plan, including dates for the next two (2) general meetings of the village community
- Draft a constitution for the formation of the VDC

Constitution approval meeting:

The organizing committee will present their draft VDC constitution to a general meeting. The community will be requested to raise their right hand if they approve of the draft.

VDC formation meeting:

The different groups already existing in the community will be invited to nominate a representative to meet with the organizing committee after the general meeting is over. Allow time for the different groups to select their representative.

When all the representatives are together the PNGO staff will need to explain the composition of the VDC for the WATSAN Project including the membership numbers (20-30), as per point 3.2.

The representatives will need to inform their respective groups about the composition of the members for the VDC. People who are willing to become members of the VDC will be nominated to the organizing committee.

VDC members approval meeting:

At the next general meeting a list of nominees will be presented and the community will acknowledge their acceptance of the nominees by raising their right hand. During this meeting, the organizing committee will be thanked and disbanded, as they will have completed their tasks.

First meeting of the VDC:

During this meeting PNGO staff will work with the VDC to determine the function and the rules of the VDC. The minutes of this and future meetings will be taken.

Rules such as the following could become part of the VDC constitution:

All the members of the VDC should make decisions in a participatory manner by consensus or majority decision. When selecting the executive committee of the VDC, all the members should reach a consensus, otherwise a majority decision will need to be taken. The decisions should be recorded in the Minutes Book

If any internal conflict takes place within the VDC, the chairman or vice-chairman should take a proactive role to resolve the conflict, with the assistance of those members who are in a neutral position.

Fund for the VDC:

If the VDC members decide to have its own fund, then the VDC should have clear and specific rules for funds mobilization and utilization. The VDC should keep their fund in a bank or postal account. The VDC will maintain a transparent bookkeeping and financial management system for the fund and its utilization.

Flip chart/Overhead/Handout 6.1.1 continued

4 VDC activities

For the purpose of the WPP following activities would need to be undertaken by the VDC:

Village Profile – A combined activity for both the male and female VDC. Each VDC will prepare a profile on the WATSAN situation of the village over one year.

Village Action Plan – A combined meeting of both the male and female VDCs for preparing an action plan over a one year period to improve the water and sanitation situation in their village. DASCOH, CARE, IDE and other relevant development agencies/actors will be invited to participate at this meeting. A list of tasks will be prepared to cover the year with the designated person or other parties responsible for implementing the tasks. A copy of this action plan will be kept at both the VDCs regular meeting places.

Monthly Planning and Monitoring Meeting - At the beginning of each month, both the male and female VDCs will sit together and prepare a monthly activity target plan on the basis of the year's action plan. Two copies of the plan will be prepared one for each VDC. During the meeting, there will be a review of the previous month's activities and a plan prepared for the month's activities.

Annual Evaluation and Planning Workshop – At the end of the year the VDCs will complete an evaluation and plan for the next year's activities.

Training – Both the male and female VDC leaders will be expected to participate in leadership training as well as other needs-based training that arises as the result of the year's action plan.

Other activities - Besides their regular activities, the VDC can arrange social, economic or cultural activities.

Flip chart/Overhead/Handout 6.1.1 continued

5 Records and documents in the VDC

The VDC will have to maintain/complete certain records and account details, as per the following:

Statutory:

- The VDC Constitution with a Charter signed by all VDC members and PNGO on behalf of WATSAN Partnership Project
- Membership details including the names and professions of all members – this will need to be updated regularly if membership is on a rotational basis
- A Notice Book
- A Minute book containing a record of the last meeting and an agenda for the next meeting. The minutes should have the names of members who attended the meeting
- A filing system of incoming and outgoing correspondence

Programme related:

- Village Profile for both the male and female VDCs, a copy to be given to PNGO
- The Year's Village Action Plan and Evaluation Findings file, a copy to be given to PNGO
- Monthly Work Plan and Monitoring File
- Trainee Register
- Annual Report of Activities if any prepared by the VDC

Accounts related:

- A monthly Savings Record Book with details of who pays into a savings account organized by the VDC
- A Voucher File
- A Cash Book with a record of both credits and debits of the VDC on a daily/weekly basis
- Documents of Bank Accounts and transaction
- A Loan Distribution and Repayment Record Book

Flip chart/Overhead/Handout 6.1.1 continued

6 Provision of Loan – amount, interest rate, grace period and repayment schedule

If the VDC members decide that they would like to provide loans as part of their activities, then the following regulations must be included in their constitution:

- The provision of loans and the amount of the loan, the interest rate, grace period (if there is a default in a repayment) and repayment period and payment schedule will be determined by the VDC
- Loans will need to be for a worthwhile cause, e.g. education and training; skill development; income generating ventures; provision of water and sanitation facilities; treatment of illnesses; seed or seedlings; animal husbandry; repairs to house; or essential items for both normal time use and in disaster situations, etc.
- The disbursement of loans will be at the discretion of the VDC who will be accountable to the community whom they represent and who will have access to the records of the VDC. These records will also be made available to DASCOH if there is any misappropriation of funds. This will ensure that the accountability factor is addressed.
- The provision of loans should be non-discriminatory, i.e. women should have equal access to loans
- The criteria for loan provision should be a willingness to repay the loan within the repayment period and the capacity to repay the loan within the grace period if there is a possibility that the borrower will default on his/her repayments
- The initial loan should be for a limited amount to enable the borrower to prove their capacity to make repayments on time

NB. The VDC members will receive training in improving their leadership skills that will assist them to carry out the above activities with greater confidence as they acquire more experience. It will also be important that they receive additional training and guidance in areas that they are not confident enough to handle or administer independently.

Notes for the facilitator

It is essential that the poor and marginalized groups of the community have a fair and just representation within the VDC and that they are an integral part of the decision-making process. They must have at least an 80% representation within the VDC.

Key Persons and Resource Persons and other influential people, including the richer members or groups in the community, should only have a 20% representation in the VDC. Such people can be valuable resources in terms of mobilizing funds and the support and resources of outside agencies as they have had experience in these areas. It is important that these people do not take a dominant position in the VDC, as the focus should be on improving the situation of the poor, especially in terms of improving water and sanitation facilities for their families.

According to experience from the field, the poor members of a VDC are much more committed to giving their resources and time and are more willing to implement planned activities because:

The poor are concerned with basic survival needs, whereas the rich are usually concerned with the economic, political and cultural benefits of any actions that they are involved in. The rich members can contribute significantly to the overall improvement of the village if they can be encouraged to see that the poor can make a valuable contribution to improve the village situation. During elections though, the rich members of a village can create problems because often their actions are determined by the political favours they will receive.

It is important to understand that the facilitator's role in the formation of a VDC should be to assist the community to arrive at their own decisions through a participatory process. The motivating force should be from the community rather than from the outsider. The VDC will be able to identify their own problems and will be able to formulate action plans to improve their situation if they realize the benefit of united action to realize a common goal, the provision of water and sanitation facilities in their village. With leadership training the VDC will be able to supervise, monitor and evaluate water and sanitation development activities.

Flip chart/Overhead/Handout 6.1.1 continued

Guidelines for Charters for VDCs

This charter can be used as a formal agreement with the VDC in partnership with WATSAN / PNGO

Name of Village:

Name of Village Development Committee:

Names of VDC Members:

Date:

This charter is a formal agreement between the undersigned members of the Village Development Committee for _____ village.

The Village Development Committee hereby agrees to work together in the interests of the community from _____ to _____ for the purpose of _____ project.

The VDC will meet every _____ of the month at _____ (venue).

The minutes of these meetings will be recorded and given to the members of the VDC at their next meeting.

An agenda will also be prepared for the next meeting.

Signed by:

VDC Members -

PNGO on behalf of WATSAN Partnership Project -

Date:

Flip chart/Overhead/Handout 6.1.1 continued

This Checklist could be used by PNGO to establish whether the VDC members were elected fairly and that there is a just and equitable representation of the poor and marginalized groups within the VDC.

Checklist for VDC formation

Name of village:

Name of VDC:

Date:

Checklist completed by:

Please indicate with a checkmark \checkmark if the answer is yes

- Community members are from within the geographical location of the village
- Members of the VDC live within the village boundary
- Members of the VDC Executive Committee live within the village boundary
- A fair and just process was followed when electing VDC
- Membership is representative of the community
- All age groups represented
- Women are represented
- The poor and marginalized groups have an 80% representation
- Key Persons, Resource Persons representation is only 20%
- Ethnic groups and professions of the village are represented
- A formal agreement signed by the Executive Committee of the VDC
- A formal agreement signed by the partner NGOs
- Charter of Rules and Regulations of the VDC
- All committee members named on charter
- Records and accounts details are maintained properly

Module 7

Workshop Evaluation

Session 7.1 Review of workshop

Session 7.2 Evaluation of the workshop

Session 7.1: Review of workshop

Objectives	By the end of this session, the participants will be able to: Summarize the knowledge and skills they have gained from the workshop.
Duration	1 hour
Materials	Flip chart; markers; white board; display board
Methods	Group competition Discussion

Procedure

- Step 1** Divide participants into two groups, the RED group and the GREEN group
- Step 2** Group competition: 'How many questions can our group answer?'
Rules of the competition:
Each group will select a scribe to write questions given by their group.
Each group will have 1 minute to state questions that they can answer from the learnings gained by the workshop. The scribe will write these questions on the whiteboard or on a flip chart. No repetition of questions is allowed. The RED questions will be written in red and the GREEN questions in green
The competition will start with the green group. After 1 minute the red group will have their turn. Each group will have 5 rotations
The red group will ask the green group to answer 3 questions from their question list. After the green group has answered, they will ask the red group 3 questions. The rotation will continue until all the questions are answered
- Step 3** Discussion and further clarification, if any. Thanks to the participants and close the session

Session 7.2: Evaluation of the workshop

Objectives	By the end of this session, participants will be able to: Identify the strengths and weaknesses of the workshop Give recommendations for improvements to future workshops
Duration	1 hour
Materials	Flip chart; markers; whiteboard; display board, writing cards (two colours)
Methods	Brainstorming and individual activity Discussion

Procedure

Evaluation of the workshop

- Step 1** Distribute writing cards and marker pens to the participants
- Step 2** Ask the participants to write the strengths and weaknesses of the workshop on the cards provided, as per the following:
A separate colour code is to be used for writing the strengths and the weakness (decide on the colour code before the session)
One card is to be used, per point
The activity is to be completed individually
- Step 3** Collect the written cards and display them on the board under the different categories, Strengths/Weaknesses. Read the points or ask individual participants to read them

Recommendation for future improvements to the workshop

- Step 1** Ask the participants for their suggestions on how to overcome the weaknesses for future workshops. Write these suggestions on a flip chart and discuss them if necessary
- Step 2** Thank the participants for their suggestions and close the session. Record the outcomes of the session in your own report

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The WATSAN PARTNERSHIP PROJECT (WPP) is an innovative partnership project in rural water supply and sanitation. WPP aims to improve users sustainable access to affordable water and sanitation facilities in the low water table area of Bangladesh. Swiss Agency for Development and Cooperation (SDC) has been working as the initiator and funding agency of the project. WPP works through a framework of collaborative partnerships among various stakeholders in the water sanitation sector: the international NGOs - CARE, DASCOH and IDE -, the private sector, governmental institutions, local Partner NGOs and villagers who are the ultimate users of WATSAN services. The strategic mission of the project is to promote community management through village development committees, improvement of hygiene behavior practice of communities, facilitating people to develop arsenic mitigation options in the contaminated areas and development and marketing of affordable technology for safe drinking water.

The manual **Formation of Village Development Committees (VDCs)** is a practical tool for staff members and executives of WPP Partner NGOs who are working at village level. This manual outlines how to apply various Participatory Rural Appraisal (PRA) methods to mobilize village communities to form VDCs in a process-oriented approach in a community managed program. This manual is based on a systematic material development process and also makes use of experiences with community management in other projects. This manual deals with the various steps that need to be taken to establish a development committee. The manual contains two sections. The first section contains the use of manual, information on participants, contents and objectives of the workshop and the methodology of the workshop. The second section contains modules, which are organized into sessions.