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ACCELERATED DEVELOPMENT OF WATSAN FACILITIES IN CHITTAGONG HILL TRACTS DISTRICTS

A Training Manual for the Community-based Planning using
Participatory Assessment, Analysis and Action Approach

October 1997

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Preface

This manual has been prepared as a guide for introducing Participatory Assessment, Analysis and Action (PAAA) techniques to grassroot level development workers. Experience has shown that community participation and empowerment is an essential ingredient of a sustainable development process. Participatory techniques are increasingly been recognizes as the most effective methods of achieving information on community needs and problems. Empowering communities through constructive dialogue enhances potential capacity to better articulate needs both among themselves and among outsiders. Informed decisions can be made as a result. This manual details the process of this constructive engagement using the PAAA techniques for the people who will work closely with the community.

Eleven modules have been incorporated into this manual. These range from information collection to data compilation, analysis and preparation of an action plan. Each session has six parts --

- i. objectives,
- ii. contents,
- iii. time,
- iv. materials,
- v. lesson; and
- vi. exercise.

The trainers should read the manual carefully before collect all necessary materials beginning a training course. The training should also be participatory. It is the trainer's responsibility to foster the participatory spirit among those who will be working at grassroot level.

UNICEF Dhaka Division provided support for developing the original training manual on "Participatory Assessment, Analysis and Action"¹. It should be mentioned, however that this manual has been revised specifically for water sanitation facilities development, in the Chittagong Hill Tracts Districts. We hope that the manual will be helpful for both to the trainers and the development workers.

Rita Das Roy

¹ Mahbub and Roy, 1997

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Introduction

This manual is designed for those people who will be involved in the training of community workers in the PAAA (Participatory Assessment, Analysis and Action) process. The training will be conducted in Bangla in a participatory way. The trainers will present the relevant techniques in an attractive manner. In this manual the participatory techniques are illustrated in detail. Trainers will discuss each step with the participants.

The lessons in this manual can be covered in a five-days training course, and 18-20 people can be trained at a time. The main objectives of the training are:

1. To give a preliminary idea about PAAA,
2. To train community workers in different participatory techniques to collect necessary information, and
3. To provide knowledge about data compilation and the development of a participatory action plan.

The methods of training:

Lecture: Preliminary idea of PAAA and associated issues.

Clarification: The objectives of the lessons and the definition of the techniques.

Explanation: Different steps of the techniques.

Discussion: Exchange of ideas, views and peer learning.

Questions and answers: Different problems arise from PAAA participants at the time of giving lessons and assessment of participants' conceptions about the lessons.

Practical exercise: Application of the techniques in the field.

Presentation: The participants will present the findings from the field.

Games: Ice breaking to make a participatory environment in the class.

This training will be divided into two parts: conceptual framework and practical application. The first two days will be spent on introduction of the participants and lessons and exercise in the class. The next two days will be for the application of the techniques in the field and the presentation of the field data. The last day of the training will be for data compilation, development of a participatory action plan and whole training will be reviewed. During the field work the trainer will observe:

- Participant's attitude towards the villagers;
- The process of rapport building with the villagers;
- Introduction of the techniques to them;
- Facilitation of the PAAA session with the villagers; and
- Their ideas of information compilation and preparation of the action plan.

The methods given in this manual should not be taken as an absolute. Trainers can use the manual and conduct training in their own way. In different circumstances the manual instructions can be modified to meet various specific needs.

PART I

Preliminary Impressions

Objective: To give an impression about the participatory process to the community workers.

Contents:

- Participatory assessment, analysis and action (PAAA).
- Use of Participatory Rural Appraisal (PRA) in doing PAAA.
- The bottom up process.
- Three interrelated part of the participatory process.
- Issues requiring specific attention in the PAAA approach.
- Follow-up action

Time: 2 hours.

Materials:

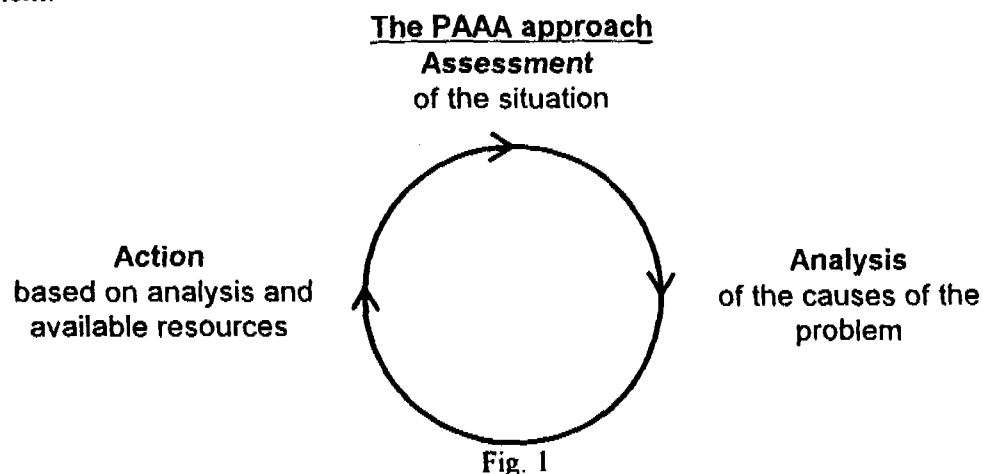
Poster paper/flip chart, point marker, reference card, pen, white board and note book.

In this part, an attempt has been made to give a preliminary idea about PAAA and participatory techniques to the community workers (CWs). The trainer will first teach the lesson to the community workers. After clarifications s/he will write down the points on the poster size paper and allow the participants to freely discuss any questions or problems raised. The participants will be divided into small groups for exercise. At the end of the session each group will present their work to the other participants.

Lesson:

1. What is participatory assessment, analysis and action (PAAA)?

Participatory assessment, analysis and action (PAAA) is an approach (fig. 1) to development planning and implementation that involves local people from community members to Thana level officials in a participatory process of assessing, analyzing and acting on the diverse problems of development.



Participatory assessment

The starting point in applying the PAAA approach to development planning and implementation is identifying local needs and problems, and whom this concern. The process of assessment is done by working closely with the community and by addressing the local needs and problems from the community point of view.

Participatory analysis

The second step of this process is to analyze the causes of problem. The process should be done in the village level. This process helps us to justify critically the findings of participatory assessment and identify origins of underlying causes of the problems.

Participatory action

The last step of this process is to develop an area based action plan. During the designing and implementing actions the participants will think about the nature and underlying causes of specific problems and consider possible solutions with available resources.

2. Use of participatory rural appraisal (PRA) in doing PAAA

PRA is very useful to elicit community views and attitudes about the needs and problems, use of local resources and the development process in general. It helps involve the community in assessing and analyzing their own problems and at the same time the ways of solving those problems.

3. The bottom up process in PAAA

In the PAAA approach the process must be bottom-up. In such a process, the framework of Accelerated District Approach (ADA) strategy is followed. This is illustrated by the diagram below (fig.2).

Bottom-up process

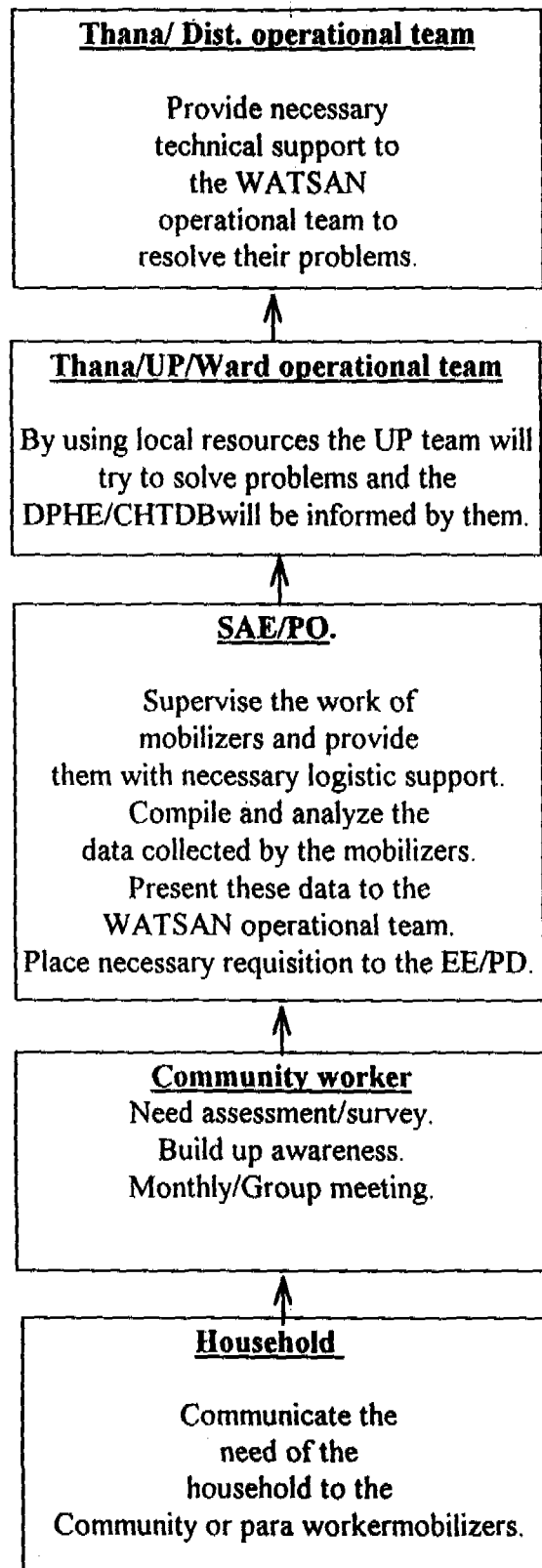


Figure 2

4. Three inter-related parts of the participatory process

The community workers should remember that there are three inter-related parts of the participatory process. These are:

- i. Attitude and behaviour: In this case three issues should be considered-
 - a) listening and learning from the community;
 - b) give them equal importance, never impose any idea or value on them; and
 - c) always be modest to the people of the community and show respect to their opinion, values and decisions.
- ii. Methods: Communities can analyze, assess and make plan of action if right set information is provide.
- iii. Sharing: Share the outcome of PAAA with the communities and always verify the data with them.

5. Issues need to pay attention in PAAA.

Things to do:

1. Clarify to the villagers the purpose and techniques of PAAA.
2. Give the impression that 'we have come to learn something from you'.
3. Ask them questions' one by one.
4. Pay attention to the villagers and do not interrupt.
5. Encourage villagers to clarify their point elaborately.
6. Work should be done with team spirit. Encourage those people who are not participating.
7. Unnecessary long discussions should be controlled.
8. The facilitator should be alert about influential people. They can impose their opinion on the other villagers.
9. Discussion should be recorded immediately.

Things not to do:

1. Do not take the villager's opinions lightly.
2. Do not rush.
3. Do not lose patience during the sessions.
4. Do not mix issues with one another.
5. During a session the facilitator should not give any comments, suggestions or opinion to the participants.

6. What to do afterwards

Discussion and analysis: After a day's work, the team members should spend some hours in discussing different problems and strategies about the PAAA session and how it can be improved. They should review the issues, discuss among themselves and share their impressions.

Monthly meeting and summary of findings: Analyze and sum up the information that have been collected through different PRA techniques. The community workers should hold a monthly meeting to discuss their findings and future strategies.

Dissemination: Sharing of the result of participatory sessions should be done with the community members and other members of the WATSAN operational teams.

Follow-up and action: Follow-up the situation by repeating the PRA technique and developing a participatory plan of action with the assistance of the village people.

Exercise

Cite some examples of the village problems and describe how these problems could be assessed, analyzed and solved with the help of the villagers.

PART II

Rapport Building

Objectives: To become intimate with the villagers and improving relation with them. This will help to apply participatory techniques.

Contents: How to build up a good rapport with the villagers.

Time: One-and-a-half hours.

Materials:

Poster paper/ flip chart, point markers, note book, pen.

Rapport building with the villagers is a fundamental requirement of PAAA. Different steps in rapport building are mentioned in the following lesson. After clarifying the objectives the trainer will write down the steps on a poster size paper/flip chart and explain the points to the community workers. After clarification s/he will raise an open discussion among the participants. Later on in the exercise part s/he will divide the participants into small groups, let them practice the techniques and observe them. In the exercise part the trainer will divide the participants in groups of three; in each group, one will try to build rapport with one participants, while the third acts as observer. The observer will take note and report later to the plenary group. Each group will be given 5 minutes to present their notes and in this way 25 minutes will be required for the total presentation and in the reaming 5 minutes the trainer will discuss the errors and omissions of each group.

Lesson

1. Introduce yourself to the villagers and clarify the objectives of your visit.
2. Go around the village with one or two interested villagers and talk to other villagers also.
3. You should have the tendency to learn new things and share your own knowledge. In this regard always show interest to different village work e.g. fishing, seed preservation process, etc.
4. Show maximum respect to villagers' knowledge, attitudes and opinion.
5. Do not show over enthusiasm in any matter.
6. During rapport building the site and time should be selected by the villagers.

Exercise

A community worker has come to an unknown community for doing PAAA. How s/he will introduce himself/herself and build rapport with the community?

PART III

Physical and Social Mapping

Objective: To get an overall physical and social picture of the para/village.

Contents:

Mapping of the community which include household, tube-wells, ringwells protected/ unprotected, streams, lake, pond, school, shop, culverts, etc.

Time: Two hours.

Materials:

Poster paper/flip chart, point markers, white powder/chalk, note book, pen and white board

The trainer will clarify the objectives and the definition of physical and social mapping to the participants. After doing that s/he will write down the following steps of physical and social mapping on a poster paper and explain the steps and show the picture to the community workers. After clarification s/he will raise an open discussion among the participants. The participants will be taken to the field (village) and will be asked to practice the technique with the villagers. In this part they will again divide into groups. In one group there will be two facilitators and one observer who will take notes. After doing this exercise in the field ask the group to present their findings in the class room. At the end of the presentation the trainer will discuss about the errors or omissions with the participants.

Lesson

What is physical and social mapping?

Picture of a target area (i.e. village, para, etc.) which indicates the location of the households, tube-wells, ringwells protected/unprotected, ponds, social institutions and household with or without latrine etc. (see annex 1).

Steps:

1. Gather a group of 5-6 persons who are quite familiar with the village; write down their names.
2. Find a space that is sufficiently large and far from traffic.
3. Explain to the group the purpose of the physical and social mapping.
4. Give them chalk powder/chalk/stick and other materials to draw a target area on the ground.

5. Mark path, land, household location, tube-well, pond, school, culvert, shop, etc. of the village on the ground, ensuring that the complete target area is clearly identified. Use symbols that the villagers choose to identify every item.
6. Identify the households specifically along with the name of the household head.
7. List the household along with the name of household head systematically as the villagers mentioned them (see annex 2).
8. Do not interrupt in the middle of their drawing in any way.
9. Again discussing with the villagers, mark the household number (1, 2, 3.....) on the map directly according to the number of the household list. Make sure that all households are indicated on the map. Probe in particular for female-headed households, because sometimes the villagers forget to mention the name of the female headed households.
10. Transfer this map onto paper when everybody agreed about the location of different households, tube-wells, schools, mosques and other village institutions or important land marker.

Exercise

Draw a physical and social map of a part of the village with the villagers.

PART IV

Household Information Card

Objective: To get a detail picture of a household in terms of household demography, education, source of drinking water, etc.

Contents:

Demographic information, education, type of water source for drinking water & cooking, type of latrine use by sex and age, hand washing habits with soap before handling food and after defecation and soap use after defecation etc.

Time: One hour.

Materials:

Reference card, point markers, physical and social map, note book, pen and white board

The trainer will clarify the objectives and the definition of the household card to the participants and afterwards s/he will write down the following steps of the lesson on a poster paper with the explanations. Along with the explanation the trainer will show them the picture of a household card. After her/his clarification an open discussion will be initiated among the participants. In the exercise the participants will be taken to a field visit (village) and will be asked to practice the techniques after social mapping with the villagers. After the exercise the group will be asked to present their findings in the class room. At the end of the presentation the trainer will discuss errors or omissions with the participants.

Lesson

What is the household information card?

Household information card is a record card that contains the necessary information of a household, i.e. household size, occupation of the household head, number of school going children and infants, source of drinking water, type of latrine use by sex and age, hand washing habits with soap before handling food and after defecation and soap use after defecation etc. (see annex 3).

Steps:

1. Fill up the household information card in the physical and social mapping session.
2. According to the social map write down the name of the household heads on the top of each card along with their serial number.

3. Ask about the household size and composition using a dot (*tip*) of color to denote the age and sex of each household member. Example ▲ for male and 0 for female.
4. Ask about education and occupation of household members and record it on the household card.
5. Participation in different development activities can also be marked on each card.
6. Identify the sources of drinking water and types of latrine uses in each household. Put these on the household information card.

Exercise

Fill up the household information card of the households those have been identified in the physical and social map.

PART V

Wealth Ranking

Objective: To get an idea about the socioeconomic condition of the households.

Contents:

Socioeconomic situation of the household in terms of land holding, occupation, household resources and leadership at the social activity.

Time: Two hours.

Materials:

Household information card, poster paper, point marker, note book, pen and white board.

After discussing the objectives and the definition of wealth ranking the trainer will write down the steps on poster paper and explain the steps to the participants. The trainer will allow them to discuss freely in the class after his/her explanation. The exercise will be done in the field. In this regard the trainer will divide the group in the same way as previously done. The group will be asked to present their findings in the class room.

Lesson:

What is wealth ranking?

The wealth ranking is the ranking of household of a locality according to their socioeconomic condition (see annex 4).

Steps:

1. Find a space that is sufficiently calm and quiet and gathers a group of 5-6 persons who are knowledgeable about the target households.
2. Explain your purpose of learning about the economic situation of the households in their village, and assure them that all the information will be kept confidential.
3. Ask them how many groups they want to have regarding wealth, and what they wish to name each group. It would be the best if the participants limit themselves to 1-4 groups.
4. The group names will then be written down across a large sheet of paper and numbered in order of decreasing wealth (i.e. 1= wealthy, 2 = poor, 3 = extremely poor).
5. Ask one literate participant to read the name on each household card, and another participant to place the card under one of the wealth categories according to the consensus of the group.

After finishing this, ask one literate participant to read loudly the names of all the households in each group to make sure that everybody is satisfied with the ranking.

6. Initiate a discussion about the characteristics of the wealth categories that they set up.
7. Do not allow the open discussion to be disturbed by anybody.
8. Record the wealth grouping of each household at the bottom of the household census card.

Exercise

Do wealth ranking among the people of an area. (This exercise should be done followed by physical and social mapping and household information card because in this way less time will be needed and the discussion will be fruitful.)

PART VI

Matrix Ranking

Objective: To elicit and understand people's choice and decision regarding health services.

Contents:

Prevailing illnesses in the area (general and child illness separately)

Accessible medical service.

Treatment behaviour.

Time: One-and-a-half hours.

Materials:

Household information card, poster paper, point marker, seeds, note book, pen, and white board.

In this part the trainer will first clarify the objectives of the lesson to the participants and later s/he will explain matrix ranking. In this regard s/he can draw a diagram on the poster paper. Here s/he can call a participant to do the matrix ranking. After a free discussion with the participants the trainer will write down points on the poster paper. This exercise will also be done in the field. The participants will be divided into groups and work in previous way. Here they will be asked to do the exercise on three different issues. Each group will work on a different issue. The trainer will chose the issue for them. The group will be asked to present their findings in the class room.

Lesson

What is matrix ranking?

Matrix ranking allows the community workers to understand the available services in the community and the criteria which the villagers use to choose among them (see annex 5).

Steps

1. Convene a group of 3-6 people and ask them to make a list of the illnesses they usually have in the village.
2. Ask them about the medical services they use for the treatment of these illnesses.
3. Tell them to name different symbols for each illness and each medical service separately so that everybody can understand. Mark this symbol on a small card.
4. Draw a big matrix on the ground with a stick, or on a large piece of paper.
5. Lay the symbols for illnesses vertically and place the other symbols for medical services horizontally across the top of the matrix.

6. Ask one of the interested participants to conduct the exercise.
7. Give him/her 20 seeds and ask to distribute the seeds into different medical services utilization cell according to their use. Before he/she does this make sure that the matter is being discussed with the other people in the group.
8. After the 20 seeds are distributed, the participant is given another 20 seeds and the group is asked to do the same thing for the next illness in the matrix.
9. When the exercise is complete ask the villagers to interpret the results and copy the matrix on a piece of paper.

Exercise

Do a matrix ranking with the villagers to know about the use of available medical services.

PART VII

Seasonal Calendar

Objectives: To assess seasonally varying phenomenon.

Contents:

Peak and lean season of agriculture.
Seasonality of workload.
Seasonality of illnesses like diarrhoea, malaria, etc.

Time: One-and-a-half hours.

Materials:

Poster paper, point markers, seeds, chalks, note book, pen and white board.

Like the other sessions the trainer will clarify the objectives and the definition to the participants. S/he will write down the steps on a poster paper and explain the points to them. After explaining every points he can call a participant and ask him/her to do a seasonal calendar about the rainfall of his/her area. S/he can ask other participants to assist her/him in doing the calendar to make the class more attractive. After finishing the task s/he will discuss the errors and omissions with the participants and answer their questions. At the end of the session he will divide them into groups for exercise in the field.

Lesson:

What is a seasonal calendar?

A seasonal calendar reflects the changing situation of different issues (regarding social, health, education, etc.) during a year in the community (see annex 6).

Steps:

1. Convene a group of 6 people and get them to draw a line on the ground and divide into 12 sections. Each section represents a month on the Bengali calendar. Explain to them that the first section represents the beginning of the Bengali year.
2. By using stones, leaves, seeds etc. ask them to show you in which season the rainfall reaches its peak level, and when it reaches its lowest level, and what happens during the months in between.
3. It is best to use the seeds, stones, etc. proportionately, i.e. one seed for one week, two seeds for two weeks.

4. Do the same thing for crop seasons, labour demand, and whatever else you wish to explore after making above the rainfall calendar.
5. Cross-check to make sure that there are no inconsistencies on the diagram.
6. Copy the diagram on a paper, work with a pencil so that changes can be made.

Exercise

Do a seasonal calendar with the villagers about their work load, peak and lean season in agriculture and diarrhoea.

PART VIII

Priority Ranking

Objectives: To identify the primary need of the households in terms of water and sanitation improvement, etc.

Contents:

Prioritize the problems on their needs according to water and sanitation and considering the current situation.

Time: One a-and-a-half hours.

Materials:

Reference card, point marker, poster papers, note book, pen.

After clarifying the objectives and the definition the trainer will write down the steps on a poster paper and elaborate the points to the participants. The trainer will initiate a free discussion about the problems and questions. At the end of the discussion the trainer will divide the participant into groups for exercise.

Lesson:

What is priority ranking?

Priority ranking is a method which allows community members to think about their problems and decide which are most and which are least important to them. It also indicated to the people how they solve their problems with their own resources.

Steps:

1. Convene a group of people and ask them to identify the main problems to implement water and sanitation they perceive in their community.
2. Write down the problems on different piece of paper/card. Pictures or symbols can also be used.
3. Place the papers in front of the people on the ground.
4. Ask them to place the problem mentioned cards in different issues according to their notion of priority--which problems effect the villagers most and is urgent to solve? Which is least important?
5. Allow them to clarify their reasons for prioritizing the problems in the way they did.
6. Note down the order along with their reasons.

Exercise

Follow the former steps and do a need assessment in terms of water and sanitation.

PART IX

Data Compilation

Objectives: To fill up the monitoring form and to develop a participatory action plan.

Contents:

Compile the collected data through different techniques.

Time: Two hours.

Materials:

Pencil, eraser, sharpener, point marker, note book, poster paper and white board.

After clarifying the objectives the trainer will do the compilation practically by following the steps in the lesson with the participants. Here s/he will use the information which are already collected by the participants. Monitoring form presented in annex 7 will be used for this.

Lesson:

1. Clarify the monitoring form to the community workers.
2. Identify the issues one by one.
3. Considering these issues record the information from the household information cards on paper.
4. Count the tally and put the number on the monitoring form.
5. Summarize the group ideas in terms of the problem identification and ranking, pattern of latrine use and behavioural aspect, seasonal matters, availability of the health services, etc. write down systematically on a poster paper.

PART X

Participatory Action Plan

Objectives: To develop an action plan in a simple and participatory way by considering local needs and resources.

Contents:

The problem.
Target group.
Implementation strategies.
Involve person and agencies.
Resource requirement and allocation.
Problem of implementation.

Time: Two hours.

Materials:

Poster paper, pen, scale, pencil, eraser and white board.

After clarifying the objectives and the definition the trainer will draw a participatory action plan on the white board and explain the steps in the lesson to the participants (see annex 8). After raising a free discussion about the problems and questions the trainer will divide them into groups to do the exercise.

Lesson:

What is a participatory action plan?

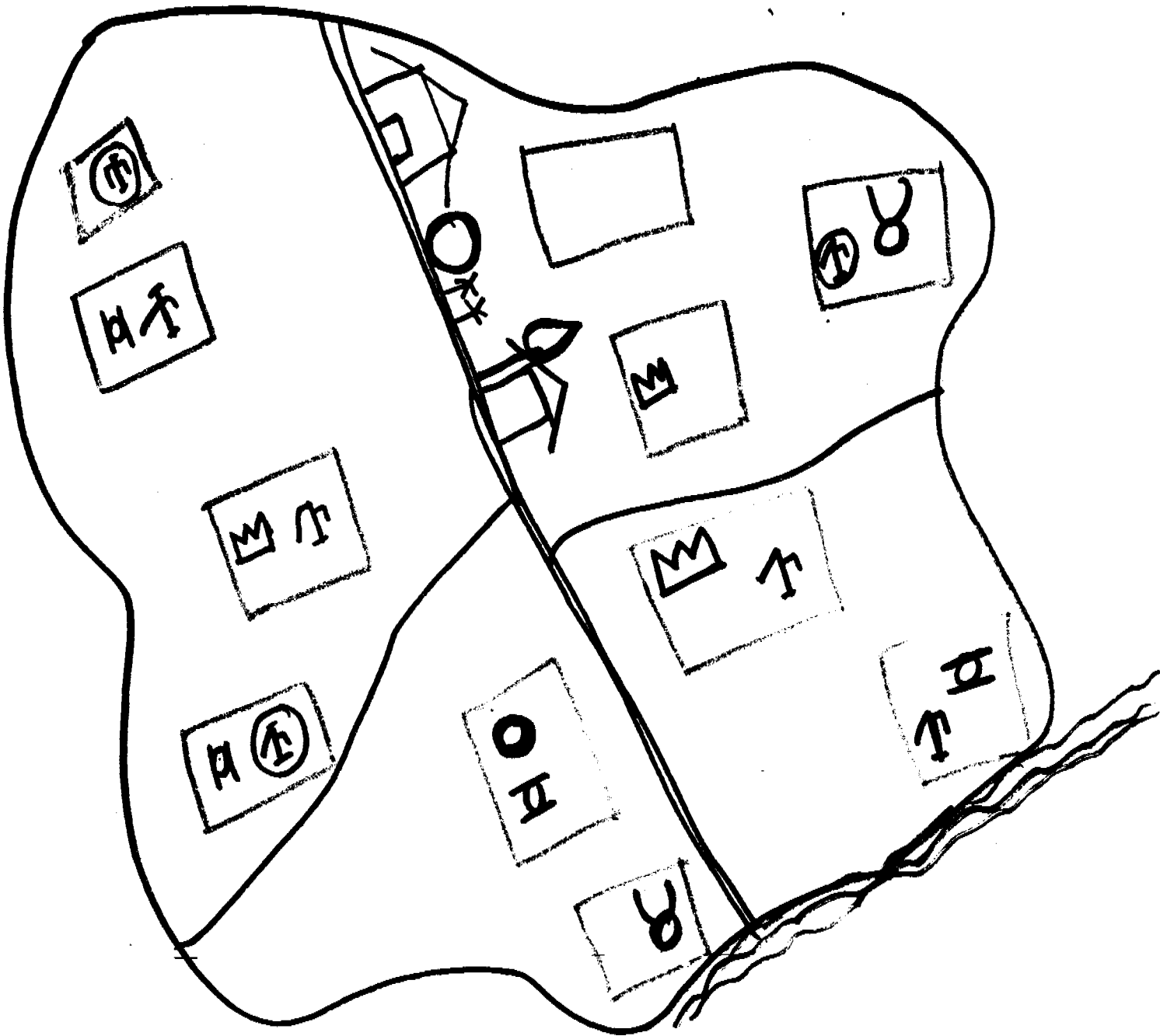
A participatory action plan is a problem oriented plan which will be made by the community workers with the strong participation of the villagers.

Steps:

1. Discuss the compiled data with the villagers.
2. Draw the table on the paper (example is given on the next page) and clarify each column to the villagers.
3. Discuss the overall situation and by taking their suggestions write down the issues on the paper one by one.

Exercise

Identify different problems and make an imaginary action plan of a community to remove the problem.



- | | |
|-------------------------------------|---------------------|
| ↑ = Working tube-well | ⌋ = Hanging latrine |
| ⊕ = Family drink tube-well water | 🏠 = School |
| Ⓜ = Working slab latrine/water seal | 🕌 = Mosque |
| 👑 = Pit latrine | ○ = Pond |
| ● = Ring-well | ≡ = River |
| | ≡ = Road |

Household information card

Village: Union:

Household No.	<input style="width: 90%;" type="text"/>	Household population: M	<input type="checkbox"/>	F	<input type="checkbox"/>
Household head name :					
Father/husband's name:					
Occupation:					
Education	Adult	6-12 yrs	2-5 yrs	0-1 yr	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

1. Source of water for drinking
 TW RWO RWP SW Others
2. Source of water for cooking
 TW RWO RWP SW Others
3. Source of water for washing
 TW RWO RWP SW Others
4. Availability of latrines Yes No
5. Type of latrine: Water seal Pit Hanging Others
6. Latrine users by age group

Adult	6-12 yrs	2-5 yrs	0-1 yr
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Hand washing practices

	(i) Single hand	(ii) Both hands
7.1 Before handling food		
- With soap	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
7.1 After defecation		
- With soap	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
- With ash	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
- With mud	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
- Other
8. Member of organizer group Yes No
9. Wealth ranking

Symbol use for household card

- Δ = Male
- = Female
- Δ/O = Knowledge of reading, writing and numericy
- ✗/✗ = Can't read or write
- Δ ○ = school dropout-out

- TW = Tube-well
- RWO = Ring-well Open
- RWP = Ring-well Protected
- SW = Surface Water

Wealth ranking groups

annex 4

Group I	Group II	Group III
Wealthy (dhoni/beshi dhoni/khubbeshi dhoni)	Middle (amajhari/moddhom dhoni/kichukom dhoni/ekto gorib/moddhom sreni)	Poor (nim/nimno/gorib/beshi gorib/daridra)
<input type="checkbox"/> land ownership: 1.5 acres or more (fallow for one crop/year)	<input type="checkbox"/> land ownership: ≥ 5 and <1.5 acres (no fallow, cultivate all)	<input type="checkbox"/> less than less than .5 acres or landless (homestead only)
<input type="checkbox"/> main sources of regular income: salaried income and/or business	<input type="checkbox"/> main sources of income: business, trade	<input type="checkbox"/> main source of income: day labour, fish and vegetable sellers, rickshaw pullers
<input type="checkbox"/> large home stead with many buildings/rooms/tin roof	<input type="checkbox"/> home stead with two/three rooms	<input type="checkbox"/> small home staed or no home stead
<input type="checkbox"/> educated	low educational level	
<input type="checkbox"/> agricultural equipment (tractor, shallow tubewell) and livestock		
<input type="checkbox"/> food secure all of the time	<input type="checkbox"/> food secure most of the time	<input type="checkbox"/> food insecure: food supply dependent on day labour, one meal rice/day
	<input type="checkbox"/> do not require credit	<input type="checkbox"/> require credit to survive

Matrix ranking for health service utilization

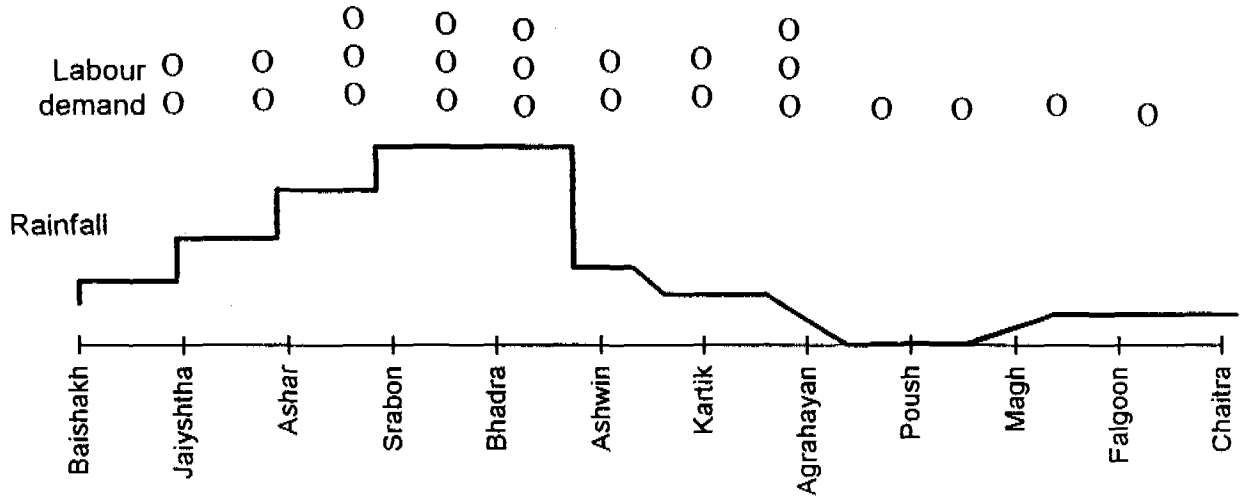
annex 5

Figure compares responses of females regarding the type of health service used for each illness in Mohonpur (ranked out of 20)

Disease	Health service used (- = not mentioned)			
	Allopathic/ modern medicine	Homeo- pathy	Traditional kibiraji/ozh a/fakir	Home remedy/ treatment
1. Diarrhoea within last 2 wks	5	4	7	4
2. Fever/malaria over last six months	10	4	1	5
3. Itching/skin disease	9	4	3	4
4. Intestinal worms with in last 4 wks	4	4	8	4
5. Eye infections	5	3	8	4

Seasonal Calendar

annex 6



Monitoring form

annex 7

Monitoring for of a village that will be filled up by the community workers at the group and will be sent to the Union Parishad and Thana Office.

Village: _____ Union: _____ Ward No. _____

Thana: _____ Total HHs No. _____ Total population _____

	1st round Date	2nd round Date	3rd round Date	4th round Date
01. No. of working tube-wells				
02. No. of hhs drink tube-well water				
03. No. of hhs drinking surface water				
04. No. of households with water seal latrines				
05. No. of households with pit latrines				
06. No. of households with hanging latrines				
07. No. of people use soap after defecation				
08. No. of people use mud after defecation				
09. No. of people use ash after defecation				
10. No. of people wash hand with soap before handling food				
12. No. of hhs use tube-well water for cooking				
13. No. of hhs use open ring-well water for cooking				
14. No. of hhs use protected ring-well water for cooking				
15. No. of hhs use surface water for cooking				
16. No. of hhs use tube-well water for washing				
17. No. of hhs use open ring-well water for washing				
18. No. of hhs use protected ring-well water for washing				
19. No. of people used latrines by female				
20. No. of people used latrines by male				
21. No. of 6-12 yrs old girl are not going to school				
22. No. of 6-12 yrs. old boy are not going to school				
23. No. of literate women				
24. No. of literate men				
25. No. of hhs involve with NGO				

Signature of compiler _____

Date: _____

Participatory action plan

annex 8

Problem	Target group	Implementation Strategy	Date of Implementation	Person/Agency to be involved		Resource requirement			Assumptions / Constraints problem
				Lead	Support	GoB	UNICEF/Donor	Househol	
Lack of proper latrine use	households	<ol style="list-style-type: none"> 1. Identification of the beneficiaries 2. Linking with households resource and Government resource 3. Organization of beneficiaries for toilet construction 4. Actual construct 5. Follow up the activity 6. Monitoring 	Nov. to Dec.1997	UP member, Chairman community worker	NGOs DPHE CHTDB Thana parishad	Training Supervision & Monitoring	Technology material	Labour & Nature material	<p>Problem in resource allocation</p> <p>Lack of cooperative ness</p>

1997 MULTIPLE INDICATOR CLUSTER SURVEY DATA

Source of Drinking Water

	Tubewell/Ringwell	River/Spring	Pond/Lake
Bandarban	52	50	2
Khagrachari	89	9	9
Rangamati	42	18	40
National	97	1	3

Number of Tubewells

	#6 Hand Pump	Ringwell	Tara Hand Pump
Bandarban	2,018		842
Kahgrachari	2,656		1,667
Rangamati	3,709		1,043

Ownership of Tubewell

	Public	Private
Bandarban	90	10
Khagrachari	54	46
Rangamati	93	7
National	25	75

Source of Water for Household Work

	Tubewell/Ringwell	River/Spring	Pond/Lake
Bandarban	9	79	18
Khagrachari	77	27	17
Rangamati	15	44	48
National	67	6	40

1997 MULTIPLE INDICATOR CLUSTER SURVEY DATA

Type of Latrine

	Water-Sealed	Pit	Hanging	Open Defecation
Bandarban	8	4	37	51
Khagrachari	8	77	5	10
Rangamati	6	58	25	11
National	16	28	37	21

Hand Washing After Defecation

	Water only	Water & Soap	Water & Ash/Soil
Bandarban	87	2	2
Khagrachari	61	25	43
Rangamati	95	9	11
National	33	34	68

Disposal of Children's Faeces

	Latrine	Other Fixed Place	No Fixed Place
Bandarban	4	3	93
Khagrachari	17	32	53
Rangamati	5	47	48
National	14	26	63

**WORKPLAN FOR PARTICIPATORY ASSESSMENT, ANALYSIS AND ACTION FOR IMPROVING
WATSAN FACILITIES IN THREE CHITTAGONG HILL TRACTS DISTRICT**

October - December 1997

Activities	October				November				December			
	1w	2w	3w	4w	1w	2w	3w	4w	1w	2w	3w	4w
1. Development of training materials			■									
2. Planning visit				■								
3. Training of trainers (TOT)												
a. Rangamati					■							
b. Banderban						■						
c. Khagrachari						■						
4. Training para workers												
a. Rangamati						■	■					
b. Banderban							■	■				
c. Khagrachari							■	■				
5. Data Collection												
a. Rangamati						■	■	■				
b. Banderban							■	■	■			
c. Khagrachari							■	■	■			
6. Preliminary Data compilation, analysis and preparation of implentation plan (C)												
a. Rangamati						■	■	■	■			
b. Banderban							■	■	■			
c. Khagrachari							■	■	■			
7. Preparation of final District implementation plans										■	■	

ACCELERATED DEVELOPMENT OF WATSAN FACILITIES IN CHITTAGONG HILL TRACTS DISTRICTS

Schedule for training of trainers (TOT) Rangamati 2nd November to 7th November, 1997

Day- 0

2. 11. 97, Sunday

Preliminary discussion with the
participants

Day-1

3. 11. 97, Monday

9.00am to 9:30am

Opening session

9.30am to 10.30am

Participatory Assessment, Analysis and
Action (PAAA)
Participatory Rural Appraisal (PRA)
Community based participatory plan
Rapport building

10.30am to 10.45am

Health break

10.45am to 1.00pm

Classroom exercise on
Physical & social mapping
Household information card

1.00pm to 2.00pm

Lunch break

2.00pm to 3.00pm

Wealth ranking

3.00pm to 3.15pm

Health break

3.15pm to 5.00pm

Open discussion & preparation for field
work

Day- 2

4.11.97, Tuesday

8.00am to 1.00pm

Field exercise on
Physical & social mapping
Household information card
Wealth ranking

1.00pm to 2.00pm

Lunch break

2.00pm to 3.00pm	Field work presentation
3.00pm to 3.15pm	Health break
3.15pm to 5.00pm	Class exercise on Matrix ranking Seasonal calendar Priority ranking

Day- 3

5.11.97, Wednesday

8.00am to 1.00pm	Field work exercise on Matrix ranking Seasonal calendar Priority ranking
1.00pm to 2.00pm	Lunch break
2.00pm to 3.00pm	Field work presentation
3.00pm to 3.15pm	Health break
3.15pm to 5.00pm	Review PRA technique Clarification & sharing ideas

Day- 4

6.11.97, Thursday

9.00am to 10.30am	Data compilation
10.30am to 10.45am	Health break
10.45am to 1.00pm	Participatory action plan Group exercise
1.00pm to 2.00pm	Lunch break
2.00pm to 5.00pm	Review of the TOT

Day- 5

7.11.97, Friday

9.00am to 11.00am	Work plan for future activity
11.00am to 11.15am	Health break
11.15am to 12.30pm	Presentation of future activity
12.30pm to 1.00pm	End of the session