



Timelines

The time-line activity can be used to achieve several different outputs, but for the purpose of this TAN, it will use the participation of women in water and sanitation projects as a theme, and men understanding women's role in water supply as a purpose. The activity will take as little as 1-2 hrs.

Instructions / Setting up

Separate the men and women into two groups, far enough away from each other to be able to work separately, but following the same instructions in each group. A line is drawn in the soil 6 to 8m in length, and is marked at each end to denote the sun rise and sun set. These represent approximately 6am and 6pm, the beginning and end of a day. At appropriate points along the line, more marks are made to denote 9am, 12noon and 3pm. The groups are then asked to use household and typical village items to describe along the line, the different working activities throughout the day. It is important that when both the groups have completed their activity, they each present to the other group, starting with the men presenting to the women. Because the men go first, they usually begin by proudly showing off their

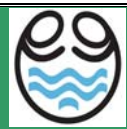
daily routines, and are rewarded with generous applause. Next, the men are taken to the women's line to be presented to by the women and immediately it is visibly clear to everyone the difference in workload, and type of work between the men and the women's daily routines.



Above, the men show their line of activities that include five different activities they perform throughout their day, which fits into a relatively short line of approx. 3-4m.



The women's line is much longer, approx. 12m, and shows many different activities that include water transportation vessels and



equipment used throughout the day. The applause is much louder and the follow up discussion is usually lively and congratulatory towards the women. Comments from the men are on the general theme of realisation that women have a great deal of input throughout their day on providing and ensuring water at the household level. This new sense of awareness serves as a starting point for changing the way women's participation is viewed by the men. Questions can be posed as to who collects water, who knows which water is better for drinking during different seasons, etc.

Concluding Comments

Women DO make decisions on which water sources they use, and they base their decisions on experience of other women and their historical evidence. They decide amongst themselves as the domestic managers where to collect and what for, based on access, effort required, quality and quantities. In terms of health and sanitation, women DO educate children on how to keep clean, how or where to defecate, and this education is based on levels of privacy, cost, status and location. Because of this, women arguably DO already decide to accept a level of water supply and sanitation operation and

maintenance. All this before the NSA arrives at the village. So field workers need to ask themselves the question not IF to involve women at some point in the project, but HOW and WHEN to involve women in the water supply and sanitation project. The time-line can highlight that there is no argument that participation of women is against the grain or flows against traditional decision-making at the village level.

Women should be involved in;

1. planning
2. health education
3. construction
4. maintenance
5. administration
6. evaluation

and the field worker can facilitate discussion on women's involvement from the onset.



Focus Group Discussions

Focus group discussion (FGD) is a discussion with a selected group of four to eight community members (chosen for their background or knowledge relevant to the objectives of the study) following a set of detailed guidelines designed to generate discussion on a particular set of topic.

Purpose

- To generate information, build consensus, clarify information in documents lacking detail or gather different opinions on certain issue.
- To gather information on certain issues relating to hygiene, sanitation and water supply as well as livelihood practices, leadership structures and decision-making patterns, health practices and delivery systems, labour sharing arrangements, local indicators of poverty and socio-economic standing and other information.



Requirements

Human resources

- trained facilitators / moderators
- note taker

Materials

- note pads
- pencil or pen

- chalk / marking pens
- poster paper / chalk board / white board
- guide question or guidelines for the focus group discussion (FGD)
- attendance sheet
- cassette recorder and blank tapes (optional)

Suggested approach

1. Set and discuss with the community the objectives of the discussion.
2. Determine target participants (e.g. men, women, etc) and discuss with community leaders and various sectors of the community, the criteria for group selection. Ideally, group members come from various walks of life and socio-economic categories, representing formal and informal community organization
3. Let the community leaders identify people in the community who fit the criteria. Be on the lookout for biases

Possible criteria in selecting target participants

- | | |
|-------------------------|-------------------|
| ▪ age | ▪ educational |
| ▪ gender | ▪ clan/tribe |
| ▪ socio-economic status | ▪ work experience |
| ▪ language | ▪ marital status |

4. Plan the time frame and schedule of the session
5. Design the focus group guidelines



Designing the FGD guidelines

1. Guidelines are open ended questions used by the facilitators to initiate discussion of a particular topic. The objective is to encourage FGD participants to discuss target concepts and express their opinions, experiences and memories. Open ended questions are those that require information other than a simple “yes” or “no” for an answer. Avoid these types of questions because they do not lead to new ideas.
2. Phrase questions in a way that seeks to discover prevailing attitudes and practices, not just those of group participants. e.g.. use “In general...” as a starting phrase.
3. Guidelines should be brief.
4. Guidelines should provide only the opening questions for key topics and a reminder to probe certain aspects.

Example of guidelines for a session in hygiene and sanitation:

1. Latrines – do you have any, who uses them ?
2. How do you feel about using latrines?
3. How do you keep yourselves clean?

6. Train the facilitators and the note taker.



During the session

Guide for the facilitator

1. After the introduction ,start with a warm up topic.(non controversial but related)
2. Request permission to record the discussion.
3. Go through prepared guidelines. Feel free to jump back and forth. Be flexible.
4. Keep track of every topic by putting check mark next to each topic as it is discussed.
5. At the end of the discussion, give a brief summary of the topics that have been discussed by the group.

Guide for the note takers

1. Write down key words in the statement or question. If possible, enough should be written to get the essential meaning.
2. furnish the participants a copy of the highlights of the discussion after FGD.

Outputs

- Information that can be used for planning, strategizing or completing the profile of a community or resources
- Consensus or agreement on controversial issues
- General perception of community members on important matters, e.g, projects, plans and activities

Strengths

- Allows discussion of sensitive issues in the community, leading to further clarification of such issues.
- Generates desired information if facilitated effectively.

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- Hears the voices of people who may be left out of a larger discussion

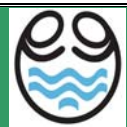
Limitations

- Because of the limited number of participants, responses cannot be taken as representing the views of the all community.
- Not all sensitive issues that arise can be processed and resolve through FDG. There might be other more appropriate venues to resolve these. It is therefore important for the facilitator to keep the discussion focused on the agreed topic and simple note down other critical issues raised.



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Brainstorming

Brainstorming is a group activity where selected members of a community take turns in sharing their ideas relating on a certain topic or question. A facilitator encourages participants to react to the topic question and the responses of other participants.

Brainstorming differs from listing because it encourages participants to think critically and creatively rather than to simply generate a list of options, answers or interests.

Purpose

- To generate new information, perspectives and ideas or gather different opinions from several people on a certain topic in a short time.
- To generate useful information on some issues in the community to produce a quick overview of a specific subject.

It is most useful in discovering the “what” of a certain issue but also can be used to explore the “why”, “how”, “who”, “when” and “where”.

The information produced is often sketchy but can be followed up by other participatory tools or methods

Requirements

Human resources

- facilitators
- record or note taker

Materials

- chalkboard and chalk
- poster paper
- paper and pencil
- writing cards
- pens
- masking tape

Suggested approach

Pre-activity

1. Set the objectives of the activity
2. Based on the objective, determine the individual or groups that should be involved in this particular activity (e.g., fisher, farmer, women youth, etc.)
3. Inform and discuss with the community leader details of the activity and the criteria to be used in the selection of the participants. If the topic relates to coastal activities then fishers will be the target group.
4. Let the community leader identify the possible participants (refer also to topic on selection of key informants).
5. Set the date, time and place of the meeting with the community leader.

On the day of activity

1. Explain and discuss the objective and mechanics of the session so that every one understands the process.
2. Introduce the topic.
3. Ask each participant to give or share their ideas relating to the topic.
Do not sanitize ideas. Do not discuss in length.
4. Write down all ideas on the chalkboard as they arise.
5. With the participants, sort, classify and synthesize ideas written on the board.
6. Discuss and analyze with the participants the results or use them as an input to the succeeding exercise.

The richness of the brainstorming session largely depends on how evocative the facilitator is in drawing out ideas from the participants.

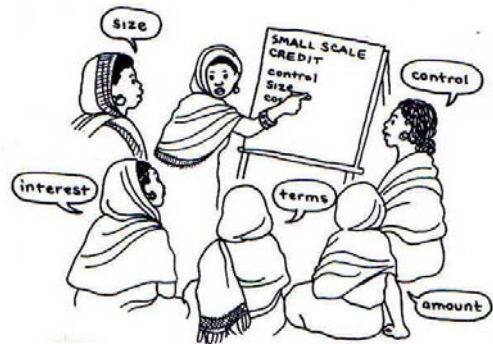
Output

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- A set of new ideas or new ways of looking at a topic or question. The ideas may be classified, segregated or synthesized. They can also serve as the starting point of a new brainstorming session.

Result of a brainstorming activity



Terms of Reference for the community WATSAN committee

Ensure the work is done according to our plan	Collect funds to maintain water supply
Write terms and condition of water use	Facilitate community to decide where to put taps
Communicate with the LLG	To conduct regular awareness on hand washing
To provide training to the community	

Strengths

- Providing information in a short time; Usually takes 15 minutes.
- Simple
- Highly participatory

Limitation

- Some participants might dominate, using cards or sub groups can eliminate this problem.

Variation: Using ideas cards

In some cases, participants are hesitant to voice out their ideas. Using cards can help address this problem.

1. Distribute cards to each participant.
2. Let the participants write their ideas using a pen and let them post the cards on the chalkboard

Using cards saves the facilitator time and effort in gathering working ideas on the board. The card can also be easily moved around the board when shorting, classifying and discussing the results. The use of symbols or drawings is also encouraged. Sometimes ideas are better expressed in visual creative forms rather than as words...

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Seasonal Calendar

A seasonal calendar is a tool for documenting regular cyclical periods (i.e. seasonal) and significant events that occur during a year and influence the life of a community. It provides a general picture of important environmental, cultural and socio-economic periods throughout the year.

The seasonal calendar activity can be conducted at the early stages of participatory assessment. It should be after the preparation of a resource map, as the features on the map may serve as a guide for the calendar.



Purpose

- To inform community members and project planners of important and regular periods during the course of a year that influence the activities and socio-economic conditions of beneficiary communities.

Be aware of and make use of local calendars,

- To identify appropriate periods for RWSSP activities, such as trench digging, delivery of materials.
- To identify suitable periods of the year for collecting 10% contribution

Requirements

Human Resources

- ✓ facilitator
- ✓ co-facilitator (maybe necessary if the group size is large)
- ✓ participants

Participants involved in preparing the seasonal calendar must come from the community of that area. Encourage the more marginalized sectors, (especially the elderly) as these groups are often overlooked source of important traditional knowledge.

Materials

- ✓ craft paper
- ✓ tape or push pins
- ✓ pens
- ✓ difference colored pens, crayons
- ✓ notebook

Suggested Approach

1. Prepare for the activity by having participants draw an outline of the local annual calendar on craft paper.
2. Ask the participants to identify important environmental, cultural, or socio-economic periods in a year that influence their activities or condition. Give examples such as rainy season(s), cultural festivals, periods of high incidence of disease or food insecurity.



Additional activities/events which could be used are:

- Environmental conditions (e.g., weather, currents)
- Economic aspects (e.g., household expenditure, market values)
- Social aspects (e.g., health, education)
- Other livelihood activities (e.g. agricultural crops, tourism, handicrafts)
- Socio-cultural activities (e.g., religious events, holidays)
-



3. Use symbols or drawings to add interest to the activity. Let the group decide what symbols they want to use.
4. Repeat the progress for other periods.
5. After the activity, copy the picture, but leave the original with the community.

Analysis

When analyzing the calendar, make links within the calendar and with the overall problems and issues of the community.

For example, does the rainy season correspond to poor health? When is expenditure high and why? When are school fees due? Bride price due?

Encourage the community to probe into issues and make the links. Note down what trends need more study and data gathering

Use the seasonal calendar to assist in planning – what is a good time of the year to collect the 10% contribution, when are the roads clear to transport materials, should catchment tanks be put in just before the rainy season is due

Outputs

- Seasonal calendar
- Analysis of trends

Strengths

- Involves all sectors of the community.
- Comprehensive: includes social, economic, political and environmental issues.
- Quick and easy to do (requires few inputs).

Limitation

- Relies on people's memories.

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Seasonal Calendar for a coastal community

ACTIVITY/EVENT	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
Weather																
Expenditure	L	L	M	M	H	M	L	L	L	H	L	H	L	L	M	
Fish catch	-grouper															
	-mackerel															
	-shells															
Mangroves			°A	°A/R	/R	/R										
Illegal activities	-dynamite fishing															
	-cyanide fishing															
	-encroachment of commercial fishing vessels															
	Important Dates			Summer vacation			School Starts				Fiesta		Christmas			
Rice crop	Plant			Harvest		Plant			Harvest				Plant			
Income	M	L	L	M	M	H	M	L	L	L	L	M	M	L	L	
Handicrafts																
Tourism																

Date Conducted: 23 July 1997

Participants involved: Juan, Enrique, Yolanda, Wilfredo, Susan, Peter, Ben, Francisco, Karer Cathy

Place: Barangay Dagat, Fantasia, Philippines