

IMPLEMENTATION GUIDE

Strong Water Committees - Strong WASH Communities in Solomon Islands

DECEMBER 2021



Research Organisations



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Overview of *Strong Water Committee - Strong WASH Communities*

The International WaterCentre (IWC) at Griffith University, in partnership with the Solomon Islands National University (SINU) have prepared this Implementation Guide for implementing the *Strong Water Committees – Strong WASH Communities* community workshops, for rural communities in Solomon Islands.

WHO IS THIS IMPLEMENTATION GUIDE FOR?

This Implementation Guide provides a “how to” for water supply or WASH field officers from CSOs, governments, utilities, or any other organisation supporting rural community water management, to undertake the *Strong Water Committees – Strong WASH Communities* community activities.

It can also be used by WASH programmers when designing water supply or WASH community projects.

PURPOSE OF *STRONG WATER COMMITTEES – STRONG WASH COMMUNITIES*

Research conducted by IWC, USP and SINU, in Fiji and Solomon Islands, has indicated that sustaining the membership and action of Water Committees remains a significant challenge, and that enabling actors such as Governments, CSOs and utilities, can provide some encouragement and support to Committees to enable them to become stronger (Refer to “Further reading” section for details of these research reports). That research formed the basis of the *Strong Water Committees – Strong WASH Communities*.

This *Strong Water Committees – Strong WASH Communities* workshops are designed to facilitate encourage the committees to reflect on how they can make their committee stronger and work better with the whole community.

In Solomon Islands, communities may have established a WASH, or a Water Committee. For the purposes of this guide, we refer to Water Committees, however the guide is also applicable to WASH Committees.

As noted above, the *Strong Water Committees – Strong WASH Communities* activities are designed to complement the existing guidance provided by Governments and CSOs to Committees which usually focus on roles and responsibilities, and strengthening the technical capacity of the Committee. These topics are not addressed in *Strong Water Committees – Strong WASH Communities* and need to be addressed separately. The Solomon Islands government has guides available to support such activities (sirwash.weebly.com).

HOW TO USE THIS IMPLEMENTATION GUIDE

This guide contains the steps required for planning and conducting *Strong Water Committees – Strong WASH Communities* activities.

This *Strong Water Committee* guide contains two parts. Both of these should be implemented, in the order of Part 1, then Part 2. Ideally these will be implemented at two different community visits, with days to a few weeks in between, to give the community time to think about and discuss Part 1 before moving on to Part 2.

As noted above, the *Strong Water Committees – Strong WASH Communities* activities are designed to complement the existing guidance provided by Governments and CSOs to Committees which usually focused on roles and responsibilities and building technical capacity of the Committee. This guide does not address these topics. The Solomon Islands government has guides available to support such activities (sirwash.weebly.com).

BACKGROUND

Community-based water management is the dominant water service model in Solomon Islands, and is likely to remain so for the foreseeable future. And, good community-based water management is necessary for communities to achieve good WASH services: that is, water supplies, sanitation and hygiene practices that are safe and sustainable.

Good community water management, supporting reliable, safe, inclusive, resilient and sustainable water supply, requires community members to work together to look after their water systems. Everyone in the community has a role to play, but it is also important there is a group of people taking on leadership of the management of the water system so that it continues to function as designed and everyone has access to safe and plentiful water.

Strong water (or WASH) committees are needed for communities to become strong WASH communities.

In Solomon Islands, communities are encouraged to establish a water or WASH Committee – often these are required before funding support for an upgraded water systems is made available. From hereon we refer to Water Committees, however the information and guidance herein also applies to WASH Committees.

The Water Committee is a group of people who work together, often without compensation, to take responsibility for a community water system. Ideally, this is also done with the assistance others in the community. The key water management tasks include:

- doing reactive maintenance (e.g. fix things when they break, clean the dam when it is blocked)
- doing proactive and routine maintenance (to prevent problems before they become too big)
- encouraging all water users to cooperate and support the water system (e.g. by adopting particular water use and management behaviours, and contributing financial to the costs of the water system),
- communicating and reporting about Water Committee finances
- undertaking regular risk assessments
- assessing the accessibility and reliability of the water supplies
- and working with others in the community to promote good WASH behaviours.

It is critical that the Water Committee is strong so that it can manage a range of water management problems. To be strong, a committee needs to have appropriate membership, and to be working with other community members and groups.

This Strong Water Committees – Strong WASH Communities Guide was designed to assist communities to form strong Water Committees that that work well with their community. The Guide describes conducting the following activities:

- Collecting information about the existing Water Committee (Activity 1A)
- Video and *Tok stori* session that includes stories from other Water Committees and villages in rural Solomon Islands (Activity 1B)
- Water is everybody's business (Activity 2A)
- Water Committee communication (Activity 2B)
- Wrap-up (Activity 2C)

PART 1 - (WORKSHOP 1) STRONG WATER COMMITTEES

Activities: Conduct the workshop as described below in activities 1A and 1B. It involves collecting information about the existing committee followed by a video and *Tok stori* session that includes information from other Water Committees in rural Solomon islands.

Purpose of Part 1: To raise awareness on the importance of having strong committee membership and to encourage the existing committee to reflect on how it could be stronger. At the end of Part 1, the Committee should be able to:

- Recognise how inclusivity and representation can increase the strength of the water committee
- Be able to critically reflect on the membership of their own Committee
- Identify any additional members or input that would strengthen the committee in their community

Participants from Communities: Water Committee members – as many as possible. Possibly also some Community Leaders if they are influential and supporting the Water Committee.

Preparation:

- Print *Water Committee Members* form (Activity 1A and Guidance notes for Video and *Tok stori* (activity 1B)
- Video projector, computer and, sheet for a screen, audio speaker (everything charged)
- Copy of the video “*Strong Water Committees – Strong WASH Communities*” – stored on the computer or a USB (videos can be obtained from iwc@griffithedu.au, or viewed on the webpage: www.watercentre.org/research/pcwm)
- Venue – try to conduct activity in a place where there is shade (so the image is clearly visible on the screen)
- pens

Timeframe: 60-90 minutes

Output: Completed *Water Committee Members* form. This can be left with Committee (recommend taking a photo and storing with Community information files for future monitoring of changes to membership)

1A WATER COMMITTEE MEMBER DETAILS

1. COMPLETE THE WATER COMMITTEE MEMBERS FORM BELOW
(ALSO ADD ANY OTHER MEMBERS OF THE COMMITTEE THAT ARE NOT PRESENT DURING THE WORKSHOP)

Community: _____ Date: _____ Document filled-in by: _____

Name	Gender	Age	Roles in Water Committee*	Roles in any other Committees?§

* E.g. Chairman, secretary, treasurer, general member § E.g. Village leader, village nurse, President of Youth Group, member of Women's group, School committee treasurer etc.

In a later session we will ask the Committee to discuss its membership – keep this form handy to assist that discussion.

1B

VIDEO AND TOK STORI – “STRONG WATER COMMITTEES - STRONG WASH COMMUNITIES”

THE FACILITATOR SHOULD BE IN CHARGE OF PLAYING AND PAUSING THE VIDEO (AND ASKING THE QUESTIONS).

1. FACILITATOR TO INTRODUCE THE ACTIVITY

(SUGGESTED INTRODUCTION)

- *Today we tok stori about some lessons about community water management that have come from other communities in Solomon Islands. Some communities are very strong in managing their water systems, with everyone in the community taking responsibility to play their part.*
- *This video was made by SINU and International WaterCentre in two communities – one in Malaita, and another in Isabel. These villages participated in the PaCWaM research project on good community water management. After the research, these two communities were identified as having amongst the best water management systems.*
- *SINU interviewed water committee members and members of the community including women and youth. They were not told what to say; simply asked questions. Their responses have been edited and are presented in this 30-minute video.*
- *We are going to watch the video together – which has 7 short sections – and after each section we will stop and have some discussion. At the end of the video we will have a short tok stori on what we have seen and tinkaboat the key points raised in the video and reflect on your community, the water committee, and what you can do to strengthen komuniti wota manajmen in your village.*

2. FACILITATOR TO PLAY THE VIDEO (“STRONG WATER COMMITTEES - STRONG WASH COMMUNITIES”)

AFTER EACH SECTION OF THE VIDEO, PAUSE IT, AND FACILITATE A DISCUSSION USING THE BELOW QUESTIONS AND PROMPTS.

I. THE BENEFITS OF A GOOD WATER SYSTEM [PAUSE 0:11]

- What are the main benefits of a good, reliable and safe water supply system?
Prompt: important for women, children, family – why? Health – what kind of health benefits? What are some of the social and economic benefits - people want to come and stay?)
- Imagine there is no water for a day or even a week – how does that impact you and your family? Try to identify 5-10 main impacts – who is most affected? Women or men?

II. WATER IS EVERYONE'S BUSINESS [PAUSE 3:42]

- How do you make looking after the village water system YOUR business?
Prompt: not just as a member of the committee, but in day-to-day activities?
- How do you make looking after the village water system the business of everyone?
- Thinking about the video and what people from Manakwai and Kolosori had to say, do you think people in your community share these views – that everyone has a role to play, that water is everyone's business?
Prompt – why not?
- How can you as a committee make people take more responsibility and recognise that it is everyone's business?
Prompt – lead by example? Ensure the committee is more active? More communication with households?

III. WATER WISE [PAUSE 7:44]

- What do you do to save water? What do others in the community do?
Prompt – is water demand an issue? Do people run out of water? Some sources only? What do they do when water runs out? Do people manage their drinking water wisely, e.g. not use drinking water for non-drinking purposes?)
- What more could the water committee do to help households be more water wise?
Prompt – does the water committee do any awareness on the wise use of water, such as On using multiple water sources for different purposes? What more could they do?)

IV. WATER FEE [PAUSE 11:42]

- Do you have a water fee?
Prompt – If yes, how long has it been going? Does everyone pay? Is it working? If no, have you at any time in the past? If yes, how much? How long did it last?
- In what ways do you think paying a water fee can help to make your water system better?
Prompt: in Manakwai, numerous people said they were happy to pay even more than the current SBD10 a month fee - why do you think that is? (Answer - they don't have disruptions; also, people remember when they had no water supply)
- In Manakwai, one of the interviewees noted that reporting on the water fee and where it goes is important – why do you think it is important?

V. LOOKING AFTER STANDPIPES [PAUSE 15:00]

- Why is looking after tap stands important?
Prompt – Do people here clean their tap stands regularly? Are there any formal or informal rules about who is responsible for cleaning tap stands and how often? Do you lead by example and clean your tap stands?)

VI. WATER COMMITTEE (WHAT MAKES A STRONG COMMITTEE?) [PAUSE 16:44]

- What makes for a strong water committee?
Prompt –active members? Regular meeting? Communicate with community regularly?)

VII. INCLUSION (WOMEN AND YOUNG PEOPLE INSIDE THE WATER COMMITTEE) [21:25]

- Why is it important to have a good representation of people from your village on the water committee?
- Why did people in the video say having youth on the WC was important?
Prompt – youth are leaders of tomorrow – don't put them down, rather, lift them up. How can you make youth feel like they have ownership? Do you engage the youth as much as you could? Are there youth members on the WC? Is that enough?)
- Why are women good to have on the water committee?
- (Prompt – Women have skills. Women use water more than men. Do you have women on the water committee? Are there other ways you engage with women? How can this be improved?)
- What about people from different zones across this village join the committee? Would they be good to have in this Committee?
Prompt: is the water supply (or WASH) situation different in different areas (zones) of the village?

3. TO FINISH THE ACTIVITY, RUN A CONCLUDING DISCUSSION (15-20 MINUTES).

Write the answers to the below questions on these pieces of paper – just in dot form and a few words – and photograph this for your records (the committee might like to keep this paper for their own use).

FACILITATOR: *"THINKING ABOUT THE VIDEO, AND OUR DISCUSSIONS ALREADY..."*

What do you think are some strengths and weaknesses of each of these committees?

(prompt- Having women on the committee? Having youth on the committee? Having an active community nurse on the committee? Reporting to the whole community? Gaining community support?)

Write five strengths and five weaknesses (from the stories) on a piece of butchers paper in two columns:

- a. For anything listed as a strength – ask if this is a strength they have in their existing committee?
For the ones that are not – is this a strength that could be added to this Committee?
- b. For weaknesses/challenges – is this a challenge they have had with their committee? Are there other weaknesses of this Water Committee?
- c. Are there other people in this the community that could make the Committee stronger and more sustainable if they joined? How else could the committee become stronger? (refer to the Committee members list)
 - Women's roles on the Committee?
 - Mentoring youth to join (future leaders)
 - People from different areas or zones of the community (where the water experience is different)?
 - Member from the Health Committee?
 - Community health worker?
 - Representatives from different family groups (tribes and clans)

In closing, thank the group for their time and input, and let them know that in Part 2 you will continue this discussion and talk about working with the whole community for good water management. ***But before the next workshop, the Water Committee should think about and discuss the following question ...***

HOMEWORK: THINKING ABOUT THE EXPERIENCES OF THE TWO COMMUNITIES IN THE STORIES, AND YOUR REFLECTIONS ON THE STRENGTHS AND CHALLENGES OF YOUR OWN COMMITTEE, WHAT IMPROVEMENTS COULD YOU MAKE TO YOUR WATER COMMITTEE MEMBERSHIP THAT COULD MAKE COMMUNITY WATER MANAGEMENT OUTCOMES FOR YOUR COMMUNITY BETTER?

(AND, IF YOU THINK THE MEMBERSHIP COULD BE MADE STRONGER, PLEASE TRY TO DO THAT AS SOON AS POSSIBLE).

The "Strong water committees – Strong WASH communities" 30-minute video can be obtained from iwc@griffithedu.au, or viewed on the webpage: www.watercentre.org/research/pcwm

PART 2 - (WORKSHOP 2) STRONG WATER COMMITTEES & COMMUNITIES

Purpose of Part 2: To raise awareness that a strong Water Committee is a committee that:

- Does not work in isolation but actively works with other groups and individuals in the community
- Is aware that water management occurs at different levels – individual, household, area/zone, and community levels
- has a clear plan that uses different communication and management strategies at these different levels in the community.

Activities: Conduct the workshop as described below in activities 2a-2e

- 2A Introduction and review
- 2B Water Committee links across the community
- 2C Water Is Everyone's Business
- 2D Being heard and hearing others in the community
- 2E Final *tok stori*

Participants from Communities: Water Committee members – as many as possible, and including any new members since the last workshop. Possibly also some Community Leaders if they are influential and supporting the Water Committee.

Preparation:

- Copy of this implementation guide
- Butcher paper and pens (see details below for writing that needs to be prepared in advance),
- Printed copies of the *Water is everyone's business* flyer (Appendix 1)

Timeframe: 60-90 minutes

Outputs:

- completed Water Committee linkages table
- levels of water action table
- butcher's paper summarising key discussion points

2A INTRODUCTION TO PART 2

FACILITATOR INTRODUCTION TO THIS ACTIVITY:

(SUGGESTED INTRODUCTION)

- *Every village is different – different people, different environment, different infrastructure. And so, each Water Committee needs to understand the WASH situation in their own village and identify water management actions and policies to suit their own situation.*
- *Having a good understanding of the WASH situation in a whole village means understanding that different people, different households, have different WASH experiences – because not all people are the same, and not all WASH is the same in different places in this village.*
- *A strong Water Committee also understands that over time, these actions and policies might need to change - what works today's might not work in five years' time (with pollution increase, weather changes etc.).*
- *In our last workshop on “Strong Water Committees” we watched a video with stories from two different villages in Solomon Islands. We discussed some of the strengths and weaknesses of each of the Water Committees in these two communities.*

Can anyone recall some of the strengths or weaknesses from these case-studies and from this Committee? (short discussion to highlight some important strengths and weaknesses)

- *That last workshop focused on discussing the membership of Water Committees and the importance of diversity in the types of members.*
- *Today, we are talking about how a strong Water Committee is a committee that ...*
 1. *Does not work in isolation but actively works with other groups and individuals in the community*
 2. *Is aware that water management actions need to happen at different levels across the community – individual, household, area and village-wide.*
- *A strong and effective Water Committee understands this and has a clear plan that targets different communication and management strategies at these different levels.*
- *Today we will talk about*
 - *links this committee already has with others in the community and links that could be made*
 - *everyone in the community playing a role in managing the water systems – looking at different levels of water actions in the community*
 - *communicating with others in the community.*

2B WATER COMMITTEE LINKS ACROSS THE COMMUNITY

Resources: Pre-prepared, butchers paper - with 'Water Committee linkages' written across at top and three vertical lines/columns (see example Table below)

Facilitator introduction:

- *As we talked about already, water is everybody's business, and finding ways that the committee can work with others in the community will improve the water system*
- *Melanesian culture is built on the understanding that an individual is only as strong as the sum of their relationships. This part of the session explores the relationships and links between the Water Committee and other groups and individuals within the community.*

FACILITATE DISCUSSION ABOUT THE FOLLOWING QUESTIONS (ADDING INFORMATION TO THE BUTCHERS SHEET AS YOU GO)

1. Who does the Water Committee currently engage with outside the committee– both individuals and groups from this village? (i.e. who is linked to the water committee)?
In the left hand side column, write down the individuals and groups mentioned.
2. What is type of link is each of the linkages?
Add to "type of links" some points about whether the link is through formal meetings, or shared members, or sharing of minutes, or informal meetings etc, and how often these links happen
3. How does this link influence water management in the village?
Write down – in just dot form and a few words – the details in the middle column (e.g. "youth group clean tanks", "Tevita gets spare parts from Suva", "Health committee – made sure the new toilets not built near the creek")
4. Do you think each link is 'strong', 'medium' or 'weak'
Add this to the 3rd column, next to each link). For the weak ones – should this be improved? (write 'to be improved' – if this is the case)
5. Are there any other individuals or groups that the committee don't currently link with but should? (who else in this community would be helpful in discussing actions or policies)?
Write these down at the bottom of the butchers paper in a different colour.
(Prompts): Teacher? Pastor? Business person?
6. For those links with 'medium' or 'to be improved': why might linking with these individuals/groups improve water management outcomes in the village?
Ask the group to think about what they might do differently in the future to either make new links or strengthen current links.

Table: Water Committee linkages (EXAMPLE – DO NOT COPY THE DETAILS)

Individual/groups	Type of link	'Strong', 'medium' or 'weak' & 'to be improved'
Village Leader	Member of WC. Provides governance support (e.g. Community meetings)	Strong
Health Committee	Nurse on WC and Health committee Provides guidance on health and water issues. Reports to WC on outbreaks of diarrhea, issues with drainage and mosquitos (dengue), speaks to community about boiling water after flood events when water is dirty. Has policy about sanitation (where toilets can go)	Strong (nurse on WC)
Women's Group	2 WC members in Women's group, but no formal linkages. No real management linkages, but have provided information to WC in the past when an elderly widowed woman had issues with her water connection (low water pressure)	Medium
Youth committee	Youth go and clean dam when asked, but not involved in any decision making	Weak - To be improved
Links that should also exist:		
Teachers/headmaster	No links Linking with school could provide a platform for sharing important information on: hygiene, water conservation, looking after taps, maintaining drains etc.	Weak - To be improved

2C WATER IS EVERYONE'S BUSINESS - WATER ACTIONS AT DIFFERENT LEVELS

Resources: Pre-prepared butchers paper with 'Water management levels' written across at top and four vertical lines/columns (see Table below for example); Bring printed copies of the *Water is Everyone's Business* flyer

FACILITATOR INTRODUCTION TO THIS ACTIVITY

- ***Water is everyone's business*** – everyone has a responsibility to take action to look after water, not just the Water Committee. Everyone that uses water has a responsibility to use it wisely and to protect the water system.
- There are many actions that everyone can take to help with water management.
- But, we also know that different people and different households have different WASH experiences and that the access to water is different in different parts of the village – some have better water pressure, or more reliable water, or cleaner water, than others do.
- This means that even though there are some actions that could apply to everyone in the village, there will also be some actions that are suited only to some people or some households, or some areas of the village.
- It is important for the Water Committee to be identifying and promoting actions that happen at these other levels in the village (individual and household level, area/water zone level, village level)
- There are also other social groups in the village that can take on some actions, such as Youth groups, church groups, or family/tribal groups
- A strong Water Committee works to identify specific management actions at different levels in the village.
- A strong committee also communicates regularly with people at these different levels – to keep the community up-to-date with the WASH situation, and to help build ownership of the water system and responsibility for caring for the water system across the community. We'll discuss communication more in our next activity.

FACILITATE DISCUSSION ABOUT THE FOLLOWING QUESTIONS (ADDING INFORMATION TO THE BUTCHERS SHEET AS YOU GO)

1. When we say "Water is everyone's business" – what do you think that means in practice?
Pass out *Water is Everybody's business* flyer for other examples.
2. What are some actions that the Water Committee, or other community members already do, at the village-level to look after the water system? ADD TO TABLE
e.g. Clean the dam, clean the main pipes, announcements at church and community meetings
2. What about the household level? What could households do to assist with water security and managing the water systems? ADD TO TABLE
e.g. Clean roofs and rainwater tanks, asking permission from the committee to install new taps, paying water fees,
3. What about every person in the village (the Individual level)? ADD TO TABLE
e.g. Turn off taps when not using them, save drinking water for drinking and cooking, reporting leaking pipes to the Water Committee
4. What about zones (different areas) of the village? Are there groups of houses that share a part of the water system or that face similar problems? Would this be a useful level of action? What actions could they take together? ADD TO TABLE
e.g. If several households share a water tank, tap stand or a drain, they need to work together to use and look after that system. Do households work together to manage water use or undertake infrastructure maintenance in any way? Do households work together to raise money for contributing to water maintenance?

5. What about any of the social groups in the village? Could, or do, they do some actions to assist with water security or managing the water system? E.g. could the youth group assist with cleaning peoples roofs for rainwater tank maintenance? Could the women's, or church groups help to promote ways to save drinking water?

Table: Water management at different levels

Level of action	Current or Possible WC actions/policy/communication
Individual	
Household	
Area / water zone	
Social groups (e.g. youth, women's group, church groups)	
Village-level	

This table will be useful for any action planning – such as Water Safety Planning. Incorporate these different levels of action into the village's action plans.

2D BEING HEARD AND HEARING OTHERS IN THE COMMUNITY

FACILITATORS INTRODUCTION:

(SUGGESTED INTRODUCTION)

- *Good water management is dependent on clear communication, transparency and accountability.*
- *Village leaders meetings, and Water/WASH committee meetings are the usual forum where decisions on village activities, regulations and protocols are made*
- *A Strong Water Committee should be aware that announcements or decisions made at these meetings are not always heard by all residents, or that decisions made in those forums reflect the view and experience of everyone in the koro.*
- *As we have discussed, **Water is everybody's business** – a good water system needs everyone in the village doing their part. That cannot happen if not everyone in the village is hearing announcements, or knows about decisions, or has the opportunity to share their views.*
- *A strong Water committee should ensure that announcements or consultation with community members are done in several different ways to try to reach everyone - such as announcements after church services and in other forums, such as youth group meetings and women's church group meetings. Only then can we be really sure that everyone has heard what the committee has to say, and that the committee has heard from the whole community.*

DISCUSS WITH THE COMMITTEE, AND WRITE ON BUTCHERS PAPER:

1. What are the existing ways the Committee communicates with the community members?

2. What other ways could be used to ensure that

- messages from the committee are heard by everyone
- the Water Committee has the opportunity to hear from people in the community about their WASH situations?

2E TOK STORI - WRAP-UP FROM THE STRONG WATER COMMITTEES – STRONG WASH COMMUNITIES WORKSHOPS

Discuss the key lessons from the two workshops and how these can be used by the Water Committee

Ask to Committee what they recall as the important points for their Committee to think about and discuss

Some prompts:

- *The critical need for diverse membership on the committee, considering:*
 - *women*
 - *youth [Male and Female]*
 - *village nurse and members of other committees or social groups*
 - *area representatives*
- *Maintaining regular links (e.g. meeting every month or two) with other village committees and helpful people*
- *Water is everyone's business - Identifying water actions for different levels in the village:*
 - *village-level actions*
 - *area actions*
 - *household actions*
 - *individual water user actions*
- *Two-way communication between the committee and village members needs to happen in more than one way, to ensure that everyone's voice is heard, and that the Committee is heard by everyone.*

FURTHER READING

Love, M., Souter, R., Gonzalez Botero, D., Pene, S., and Beal C., 2021. Pacific Community Water Management Plus: Phase 1 Findings Report for Fiji. International WaterCentre, Griffith University. Nathan: Australia. Available at: https://www.watercentre.org/wp-content/uploads/2021/03/PaCWaM-Fiji-Country-Report_FINAL.pdf

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Solomon Islands Government RWASH Community Engagement and other Manuals: sirwash.weebly.com

The PaCWaM+ research project has produced a range of implementation guides and resources to support Pacific Community Water Management Plus, which are freely available from the PaCWaM+ webpage: www.watercentre.org/research/pcwm. These include

- **Strong Water Committees – Strong WASH Communities in Fiji – Implementation Guide**
- **Water is Everyone's Business poster** – Fiji (Fijian and English versions)
- **Strong Water Committees – Strong WASH Communities in Solomon Islands – Implementation Guide.**
Including associated resources:
 - o **Video Strong Water Committees – Strong WASH Communities** - standalone copies can obtained from iwc@griffith.edu.au (with or without English subtitles), or viewed on the webpage: www.watercentre.org/research/pcwm
- **Water is Everyone's Business – Community workshop in Solomon Islands – Implementation Guide.**
Including associated resources
 - o **Video: Water is everyone's business**
 - o **Video: Youth and Water**
 - o **Video: Women and Water**
 - o **Poster: Water is Everyone's Business**
- **Water Committee Backstopping in Solomon Islands and Fiji – Implementation Guide**

APPENDIX 1 WATER IS EVERYONE'S BUSINESS FLYER

(FOLLOWING PAGE)



Water is everyone's business!

In my water-smart family we...



- ✓ Wash my hands and my children's hands before collecting or handling drinking water



- ✓ Store my drinking water in a container with a lid
- ✗ Don't let people dip their hands or cups into the water



- ✓ Wash my water containers with soap or bleach once a week, or leave in sun



- ✓ Save drinking water for drinking and cooking and use other water for washing and cleaning



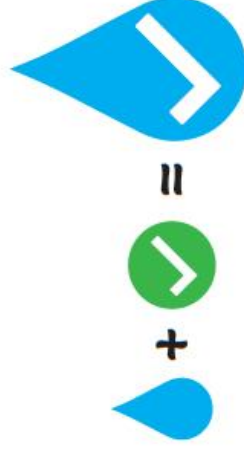
- ✓ Keep animals fenced in so they can't touch taps or water source



- ✓ Contribute to community actions to maintain the water system
- ✓ Help pay for the repairs
- ✓ Help clean out the system



- ✓ Fix leaking taps, or ask the water committee for help



[illegible]

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PACIFIC COMMUNITY WATER MANAGEMENT-PLUS
