



## IMPLEMENTATION GUIDE

# Drinking Water Safety & Security Planning (DWSSP)

## Structured Follow-up Implementation Guide

DECEMBER 2022



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# Overview of DWSSP Follow-up Implementation Guide

The International WaterCentre (IWC) at Griffith University, in partnership with The University of the South Pacific (USP), have prepared this Implementation Guide following pilot testing with the Department of Water Resources (DoWR) and Vanuatu Red Cross (VRC) in five villages in the Shefa province, Republic of Vanuatu. Research shows that Drinking Water Safety & Security Planning (DWSSP) has mixed results, with community Implementation Plans often not being progressed by communities due to a lack of ownership and collective action. As with community water management more generally, communities require some sort of follow-up support. This guide contains five targeted activities designed to assist communities to re-engage with their Implementation Plans.

This DWSSP follow-up activities are especially designed for communities whose DWSSP Plans have stalled, and who may not have received some follow-up visits since the initial DWSSP intervention. This is not intended to be the only form of follow-up support provided to communities.

## WHO IS THIS IMPLEMENTATION GUIDE FOR?

This Implementation Guide provides a series of activities specifically designed to assist water supply or WASH field officers from CSOs, governments, utilities, or private organisations that undertake DWSSP training and follow-up. It may also be used by local area council members, who in Vanuatu are also tasked with conducting DWSSP follow-up. Lastly, it may be of use to WASH programmers when designing water supply or WASH community projects.

The Guide is based on action research and piloting in Vanuatu - however, some of the tools (including the videos) were developed and made in Solomon Islands and the approach has been informed by wider work undertaken by the PaCWaM team in water safety planning in both Fiji and Solomon Islands. Thus, the Guide may be suited to some other Pacific Island Country contexts.

## PURPOSE OF DWSSP FOLLOW-UP IMPLEMENTATION

Research conducted by IWC, USP and SINU, in Fiji, Solomon Islands and Vanuatu, has indicated that communities are struggling to maintain their water systems. Water Committees – who are required to be established by law in Vanuatu, Fiji and Solomon Islands to receive water supply services or assistance from government or CSOs – are the back-bone of community water management (CWM) and DWSSP. However, sustaining the membership and action of Water Committees remains a significant challenge. Communities need not only practical information but also encouragement and messages that help motivate and inspire collective action. Governments, CSOs and private contractors engaged in CWM and DWSSP can provide encouragement and support to Water Committees to enable them to become stronger (Refer to the “Further reading” section for details of these research reports and other relevant literature). This is critical to DWSSP, especially in regards to no cost / low cost Improvement Plans.

The activities in this Guide are designed to complement the existing guidance provided by Governments and CSOs to Water Committees, which usually focus on roles and responsibilities, and strengthening the technical capacity of the Committee (e.g. DoWR, Water Committee Management and Financial Training Guide).

The Follow-up activities are designed to be conducted together as a 'package' in a one-day follow-up visit. However, some of the activities – such as the ‘*Strong Water Committees*’ activities – may also be undertaken as a stand-alone activity. The shorter videos (especially) can be shared via blue-tooth to phones during a follow-up visit. Other extant follow-up activities, such as DoWRs *DWSS Follow-up form* and *Water Committee checklist* can be incorporated into specific activities.



A suggested timetable for the one-day follow-up visit is displayed below.

#### DSSWP FOLLOW-UP ACTIVITY OVERVIEW

Time	Activity & participants	Notes/Resources
Morning	Arrival – meet with community representatives	
	Gather WC/DWSSP participants, go to venue	
Mid-morning to lunch	<b>Activity 1 A:</b> WC details	This Guide
	<b>Activity 1B:</b> Video and <i>storian</i> with WC/DWSSP reps (2 hrs)	This Guide
	<b>Transect walk &amp; Risk Assessment-</b> visit existing water sources 2 hr (split up)	DWSSP Reports
<b>Lunch / refreshment break</b>		
Afternoon   Late afternoon	<b>Activity 2A-B-C:</b>	This Guide
	<b>Show 3 x short videos:</b> General community (anyone interested)	This Guide
	<b>Revisit Improvement Plan:</b> WC/DWSSP reps	DoWR Follow-up form WC functionality check-list

**Alterations:** *The transect walk and risk assessment can also be done first, especially if it is hot and the source is a long way away.*

## BACKGROUND

Community-based water management (CWM) is the dominant water service model in the PICs region and is likely to remain so for the foreseeable future. Good community-based water management is necessary for communities to achieve good WASH services - that is, water supply, sanitation and hygiene practices that are safe and sustainable.

Drinking Water Safety and Security Planning (DWSSP) is the Vanuatu government's – and many others in the region – preferred approach to building community capacity to ensure safe and secure water, and is implemented by government, civil society organisations (CSOs) and private contractors (DoWR, 2018). During the DWSSP training, a task orientated DWSSP team is assembled for the training, but as stipulated in the DoWR DWSSP Facilitators manual, at its "heart" should lie the Water Committee (WC).

Good community water management that supports 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 that there is a group of people taking on leadership of the management of the water system.

This guide is a potentially useful companion to the educationally focused Rural Water Committee Management Training Guide (DoWR, n.d.), and can also serve as a Water Committee strengthening activity.

**Strong Water Committees are needed for communities to become strong WASH communities.** As per the *Vanuatu National Implementation Plan for safe and secure community drinking water (NIP)* and the *Water Resources Management (Amendment) Act. No. 32 of 2016*, communities are required to establish a Water Committee before funding support for an upgraded, or new, water system is made available.

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 of others in the community. 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
- 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.

The Follow-Up Activities are described in detail as part of this implementation guide. These descriptions include activity detail, purpose, proposed audience, preparation required, timeframe and outputs.

## ACTIVITY 1A-B 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 *storian* session that includes information from 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:** Water Committee members and those involved in the DWSSP training (the DWSSP team) – between 10 – 15 is ideal. If possible and appropriate, also include some other community leaders if they are influential and interested in supporting the Water Committee (e.g. Village and Area Council representatives, church leaders, village nurse).

### Preparation:

- Print *Water Committee Members* form (activity 1A) and Guidance notes for Video and *Storian* (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 [jwc@griffithedu.au](mailto:jwc@griffithedu.au), or viewed on the webpage: [www.watercentre.org/research/pcwm](http://www.watercentre.org/research/pcwm))
- Venue – try to conduct the activity in a place where there is shade (so the image is clearly visible on the screen)
- Pens, markers, butchers paper/flip-chart, blue-tac, tape

**Timeframe:** 60-90 minutes

**Output:** Completed *Water Committee Members* form or UNICEF Water Committee functionality form (if they alter, include age and other roles in notes if possible). We suggest storing this information with DoWR for future monitoring of changes to membership but also recommend leaving a copy for the Committee.

**Alterations:** Activity 1B is a useful complement to activity 1.4 “*Komiti hemi wok olsem wanem*” in the DoWR Rural Water Committee Management Training Guide.

## 1A WATER COMMITTEE MEMBER DETAILS

### 1. COLLECT WATER COMMITTEE MEMBERS DETAILS

(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 – so keep this form handy to assist that discussion.*

**Option:** This can be replaced with the UNICEF/DoWR Water Committee check-list and left to the revstign Action Plan session

*(However, we encourage the collation of age-stratified data, not just gender, as the PaCWaM research in Solomon Islands and Fiji has shown that a lack of youth members in WCs can decrease WC effectiveness. Additionally, understanding peoples other roles and responsibilities can help the DoWR learn more about who makes for good water stewards).*



## 1B VIDEO AND STORIAN – “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 storian about some lessons from community water management that have come from 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 Solomon Islands National University (SINU) and International WaterCentre in two communities – one in Malaita, one 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 stori. At the end of the video, we will have a short storian on what we have seen and tingting hevi about some of the key points raised in the video and reflect back on your community, the water committee, and what you can do to strengthen komuniti wota manajmen blo yufella.*

### 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 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)
  - Village and/or Area Council executives
  - Church leaders

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. ***Over lunch, or after the Follow-up visit, the Water Committee should think about and discuss the following question...***

**Q:** 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?

(IF YOU THINK THE MEMBERSHIP COULD STRENGTHEN, DO THAT AS SOONER THAN LATER).

The "Strong water committees – Strong WASH communities" 30-minute video can be obtained from [iwc@griffith.edu.au](mailto:iwc@griffith.edu.au) or viewed on the webpage: [www.watercentre.org/research/pcwm](http://www.watercentre.org/research/pcwm)

## ACTIVITY 2 TRANSECT WALK AND RISK ASSESSMENT

**Activities:** A transect walk is a mapping exercise that uses a systematic walk along a defined path. In this activity, conduct a transect walk with participants from the source, along the water system to the tap stands. If it is a large system, it may not be possible to visit all tap stands. Focus on visiting the parts of the system that the participants note are most problematic, either in terms of infrastructure break-down or risk. Try to ensure you cover a representative size of the water system/community to see what's happening across the whole system.

As the water system has already been mapped in the DWSSP, you do not need to record the system – the main output is a simple risk assessment table (see outputs).

**Purpose:** During the DWSSP workshop, participants created a risk assessment map for their community's water system. This transect walk is useful to see what, if anything, has changed in the system since the DWSSP report, and also to refresh participants and those who may not have been at the DWSSP training what risk mapping is and why it is important. This activity helps to:

- Learn about the system, pipes and tap-stands
- Identify what has changed since the DWSSP training
- Show, not just talk, to participants about the water system
- Identify and rank risks
- Identify key problems and improvements required

**Participants:** DWSSP Follow-up workshop participants

**Preparation:**

- Have a copy of the communities *DWSSP report* – it's a good idea to bring a copy to the community
- Notebook/pen or paper, or clip-board and pen
- Print out of Risk Assessment table

**Timeframe:** 90 minutes

**Output:** Risk Assessment Table

**Alternative:** Use alongside the UNICEF DWSSP Follow-up form

## 2. RISK ASSESSMENT TABLE

VILLAGE: .....

DATE: .....

Location (source, tap stand )	Risk	High / Low	Improvements Required

When completed, keep safe and it will be used during the Revisit Action Plan activity.

## ACTIVITY 3A - C STRONG WATER COMMITTEES

**Purpose of Activity 3A-C:** 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

- 3A Introduction and review
- 3B Water Committee links across the community
- 3C Water Is Everyone's Business
- 3D Being heard and hearing others in the community
- 3E 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



### 3A INTRODUCTION

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? (a short discussion to highlight some important strengths and weaknesses)*

- *Activity 1B focused on discussing the membership of Water Committees and the importance of diversity in the types of members*
- *Now, 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 / zone, village-wide, area-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*
  - o *links this committee already has with others in the community and links that could be made*
  - o *everyone in the community playing a role in managing the water systems – looking at different levels of water actions in the community*
  - o *communicating with others in the community.*



Image: Pilot DWSSP Follow-up – Lelepa (Gaston Theophile, DoWR Provincial Water Officer)

## 3B WATER IS EVERYONE'S BUSINESS - WATER ACTIONS AT DIFFERENT LEVELS

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

### 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, to DoWR and Provincial government)*
- *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
3. 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,
4. 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
5. 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?

6. 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 people's roofs for rainwater tank maintenance? Could the women, or church groups help to promote ways to save drinking water?
7. Is the WC connected at the Area level (Area Council of Chiefs and Local Government Area Council)?  
ADD TO TABLE

**Table: Water management at different levels**

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

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.

### 3C 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?

### 3D STORIAN - WRAP-UP

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) also talking with other village committees, the village council and helpful people*
- *Water is everyone's business - Identifying water actions for different levels in the village:*
  - *village-level actions*
  - *zone / 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.*

## ACTIVITY 4 REVISIT DWSSP IMPROVEMENT PLAN

**Purpose:** To revisit and revise the DWSSP Improvement Plans.

**Activities:** Conduct the session as described below, filling in the DoWR DWSSP Follow-up form and closing the session with an activity focused on low cost / no cost actions

**Participants:** DWSSP Follow-up participants

**Preparation:**

- Village DWSSP report
- Copy of the UNICEF/DoWR DSSP Follow-up Form (or do straight onto laptop)
- Butcher paper and pens and pre-pared table "Low cost / no cost Improvement Plans" (see below)
- Ensure the Risk Assessment table filled out in the morning is available
- Printed copies of the *Water is everyone's business* flyer (Appendix 1)

**Timeframe:** 60 - 90 minutes

**Outputs:**

- Revised Implementation Plan (main improvements – generally external support required)
- Revised low cost / no cost Implementation Plan

Pre-prepared table on butchers paper

**Table: Low cost / no cost Improvement Plans**

Low cost / no cost Improvement Plans				
Improvement Required	Materials	Costing	Responsibility	Timeframe

## 4A REVIST ACTION PLAN

### FACILITATOR INTRODUCTION TO THIS ACTIVITY

Start by asking - *How many of the participants in today's activities were part of the original DWSSP team?*

Use the UNICEF / DoWR DWSSP Follow-up checklist (Appendix 2)

- Fill out the form as best as possible
- For questions 2 – 3, refer to the Risk Assessment table from the morning
- referring to both the DWSSP village report and the Risk table, and check with participants about their plans – have they remained the same? If not, why not? What has changed?
- Refer to question 5 - improvements that the community has completed. What have they done?
- Move to question 6 (improvements that the community would like assistance with)
- Record the agreed main Improvements

Revisit the original low cost / no cost activities

- Put-up the prepared **Low cost / no cost Improvement Plans** table
- Discuss some of the activities mentioned in the original plan, writing in some the activities mentioned (e.g. clean gutters of community rainwater table, clean source, make announcements/awareness activities, collect water fee)

Prompts

- Be realistic – don't encourage too many activities (if there are lots, work with participants to prioritise)
- Don't support overly ambitious timeframes (the more action items, the less likely they are to be done)
- *Is the WC membership able to complete these tasks with its current membership?*
- *What networks*



### FACILITATOR INTRODUCTION TO THIS ACTIVITY

- Share the short videos via blue-tooth to a few peoples phones (they can share further after)
- Make sure the WC and has a copy of the Revised Action Plan (ensure the Facilitators copy of the Revised Action Plan is entered into DoWR data-base on returning from the field)

Discuss the key lessons about *Strong Water Committee* activities and how these can be used by the Water Committee to further their DWSSP Improvement Plans and generally improve water maintenance and the WASH situation for the village.

Ask to participants what they recall as the most important points to think about and discuss going forward:

Some prompts:

- *The critical need for diverse membership on the committee, considering:*
  - o *women*
  - o *youth [Male and Female]*
  - o *village nurse and members of other committees or social groups*
  - o *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:*
  - o *village-level actions*
  - o *area / zone actions*
  - o *household actions*
  - o *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*
- *To progress the DWSSP Improvement Plans requires people to support and encourage each other – "hemi mas yumi I no mi mi"*
- *The Water Committee need to communicate with the Provincial government and DoWR, report on success and challenges - communication and information is power.*

*Tenkyu tumas !*

## FURTHER READING

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- Kotra, K.K., Bathula, S. and Sami, E., 2022. Delineation of Groundwater Salinity Zones in Shefa and Malampa Provinces, Vanuatu. *Nature Environment and Pollution Technology*, 21(2), pp.803-812.
- 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](https://www.watercentre.org/wp-content/uploads/2021/03/PaCWaM-Fiji-Country-Report_FINAL.pdf)
- Love, M., Beal, C., Gonzalez-Botero, D., Bugoro, H., Panda, N., Roiko, A., Benjamin, C., Hagabore, J., Ooi, J., Magreth, C., and Souter, R.T. 2020. Pacific Community Water Management Plus: Phase 1 Findings Report for Solomon Islands. International WaterCentre / Griffith University: Brisbane, Australia; Solomon Islands National University: Honiara, Solomon Islands. [https://www.watercentre.org/wp-content/uploads/2020/12/PaCWaM-Sol-Is-Country-Report\\_FINAL.pdf](https://www.watercentre.org/wp-content/uploads/2020/12/PaCWaM-Sol-Is-Country-Report_FINAL.pdf)
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- Love, M., Hagabore, J., Beal, C., Pene, S., Panda, N., Bugoro, H., Ravai, A., Shrestha, S., Ruuska, D., Benjamin, C., Trina, P., Kalea, K., Funubo, S., Tanabose, L., and Souter R.T. 2021. Backstopping Rural Community Water Management - Lessons From Solomon Islands and Fiji. Practice & Research Brief. December, 2021. International WaterCentre / Griffith University: Brisbane, Australia; Solomon Islands National University: Honiara, Solomon Islands.
- Mulopo C, Mberekho A, Chimbari MJ. Community mapping and transect walks to determine schistosomiasis risk factors related to WASH practices in KwaZulu-Natal. *Waterlines*, 2020;39(4):253–76.
- Mommen, B., Humphries-Waa, K. and Gwavuya, S., (2017). Does women's participation in water committees affect management and water system performance in rural Vanuatu? *Waterlines*, pp.216-232.
- Rand, E.C., Foster, T., Sami, E. and Sammy, E., (2022). Review of water safety planning processes and options for improved climate resilient infrastructure in Vanuatu. *Water Practice & Technology*, 17(3), pp.675-683.
- Souter, R.T., Love, M., Sanderson, R.P., Shrestha, S., Pene, S., Ravai, A., and Beal, C. (2021) Pacific Community Water Management Implementation guide: Supplementary activities for Drinking Water and Security Planning (DWSSP) in Fiji. International WaterCentre at Griffith University.

## OTHER RESOURCES

The PaCWaM+ research project has produced a range of implementation guides and resources to support Pacific Community Water Management Plus, these include:

- [Pacific Community Water Management Plus Compendium of Tools, and associated video](#)
  - [Pacific Community Water Management Plus – Community Water Diagnostic](#)
  - [Strong Water Committees – Strong WASH Communities in Fiji – Implementation Guide](#)
  - [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 be obtained from [iwc@griffith.edu.au](mailto:iwc@griffith.edu.au) (with or without English subtitles).
  - [Water is Everyone's Business – Community workshop in Solomon Islands – Implementation Guide,](#) and associated resources
    - o Video: [Water is everyone's business](#)
    - o Video: [Youth and Water](#)
    - o Video: [Women and Water](#)
    - o Water is Everyone's Business poster – Fiji ([Fijian](#) and [English](#) versions)
  - [Water is Everyone's Business – Promoting water conservation in Fijian Communities](#) - Guide and associated video resource:
    - o Video: [Water Conservation is Everyone's Business \(for stakeholders\)](#)
    - o Video: [Water Conservation is Everyone's Business \(for use in implementation programs\)](#)
  - [Water Committee Backstopping in Solomon Islands and Fiji – Implementation Guide](#)
  - [Supplementary activities for Drinking Water and Security Planning \(DWSSP\) in Fiji - Implementation guide](#)
  - [Community-based Water Security Improvement Planning – Solomon islands – implementation guide \(Volume 1, Volume 2, Volume 3\)](#)

In addition to the CWM+ tools and resources), the following research outputs were generated during the project:

- 1 [Pacific Community Water Management Plus – Final Research Brief](#)
- 2 [Localising Water Security – Research Brief](#)
- 3 [Policy Brief – Improving water management in rural communities – Key findings for Policy in Fiji](#)
- 4 [Policy Brief – Improving water management in rural communities - Key findings for Policy in Solomon Islands](#)
- 5 [Research Brief – The Potential Role of Social Networks in improving Rural Community Water Management: Insights from Solomon Islands](#)
- 6 [Backstopping Rural Community Water Management – Lessons From Solomon Islands and Fiji – A Research and Practice Brief](#)
- 7 [Backstopping Rural Community Water Management – Lessons From Solomon Islands and Fiji – A Research and Practice Brief](#)
- 8 [Fiji Synthesis Report Phase 1 Research](#)
- 9 [Solomon Islands Synthesis Report Phase 1 Research](#)
- 10 [PacWaM Research Brief – Phase 1 Key Findings](#)
- 11 [Water Conservation and Water-Saving Sanitation in Fiji](#)
- 12 [Learning Brief on “The benefits of strong Gender and Social Inclusion in the management of village water systems in Melanesia”](#)
- 13 [Policy Brief on “Governance to support Integrated Water Management in the Solomon Islands”](#)
- 14 [Challenges and opportunities with social inclusion and community-based water management in Solomon Islands](#)
- 15 [Challenges and opportunities with social inclusion and community-based water management in Solomon Islands](#)
- 16 Video: [Community-based Water Security Improvement Planning in Solomon Islands](#)

These resources, together with other research outputs, including forthcoming publications are available at: <https://watercentre.org/pacwam/>

# APPENDIX 1 DoWR [UNICEF] DWSSP FOLLOW-UP FORM

## DWSSP Follow-up Form



### 1. Village Information – Refer to DWSSP report and ask community

<b>Date of Assessment:</b>			
<b>DoWR Officer:</b>			
<b>Name of Water Committee Chairman/Community Member Answering Questions:</b>		<b>Contact Number of Water Committee Chairman/Community Member Answering Questions:</b>	

<b>Province:</b>	
<b>Island:</b>	
<b>Area Council:</b>	
<b>Village Name:</b>	
<b>Registered Water System Name (if known):</b>	
<b>Is there another name for this village?:</b>	
<b>Weather?:</b>	Sunny/Overcast/Rain
<b>Population of Community:</b>	
<b>No. HHs:</b>	
<b>School:</b>	Kindy/Primary/Secondary  Number of Day Students _____ Number of Boarding Students _____ Number of Teachers _____
<b>Clinic:</b>	Dispensary/Aid Post/Hospital Other _____ Number of beds: _____

### 2. System information – Refer to DWSSP report and ask community

<b>Type of main source:</b>	Ground/Spring/Surface/Rain/Sea
<b>Type of alternative source:</b>	Ground/Spring/Surface/Rain/Sea
<b>How is the water conveyed:</b>	Piped scheme/No piped scheme

<b>Is water pumped from the source:</b>	Pumped/Not pumped
<b>How is the pumped water lifted:</b>	Not Applicable/Solar Pump/Motorised Pump (electricity)/Motorised Pump (Diesel)/Nira Handpump/India Mark II Handpump/Windmill/Hydraulic Ram/ Rope and Bucket/Container (e.g. ladel, cup, teapot)
<b>Number of taps:</b>	One per HH/One per three HH/Other_____
<b>Year system was constructed:</b>	
<b>Main type of toilets:</b>	Bush/VIP/Pour flush/Flush/Other_____
<b>Number of toilets:</b>	One per HH/One per three HH/Other_____

**3. Risks** – Risks community identified in DWSSP

<b>Safety Risks:</b>	
<b>Security Risks:</b>	
<b>Other Risks:</b>	

**4. Service level** – Refer to DWSSP report and ask community

<b>Is water always available from the main source all year round:</b>	Yes/Sometimes/No
<b>What is the reason water is not available all year round:</b>	Seasonal shortage/Heavy rain/Calcium in pipe/System breakdown/Disruption of power source/Disaster/Land dispute/Vandalism/Other_____

**5. Monitoring Questions** – Record activities the community has completed after the DWSSP

<b><u>1. DWSSP Team &amp; Water Committee</u></b>					
Does the water committee have meetings?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	How many? _____
Does the community have the DWSSP flip-charts?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	
<b><u>2. Water and Wastewater Systems</u></b>					
Has there been any changes to the water system?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	What? _____
Have any toilets been upgraded?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	How many? _____
Have any hand washing stations been installed?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	How many? _____
Does the community treat their water?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	How? _____
<b><u>3. Risk assessment</u></b>					
Have new risks been identified?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	What? _____
<b><u>4. Operation, Monitoring, Maintenance</u></b>					
Does the community follow the monitoring plan?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	How many? _____

Does the community record maintenance?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Look?
<b>5. <u>Committee actions</u></b>					
DWSSP awareness to the community?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	How many? _____
Committee making other community training?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	What? _____
Has the committee updated the DWSSP?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Look?
Does the committee collect a water fee?	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	How much? _____

**6. Improvements that the community has completed** – Refer to DWSSP to check if community has completed any items on their improvement plan

#	Improvement	Responsibility	Complete? or Not?	Cost of improvement	Comment
1		•			
2		•			
3		•			
4		•			
5		•			
6		•			
7		•			
8		•			

**7. Improvements which need technical assistance**

#	Improvement	Responsibility	Needed? or not needed?	Comment
1		•		



2		.		
3		.		
4		.		

6.1. Costing/BoQ for system repairs (do not fill in if the system needs a design)

#	Name of Material	Quantity	Unit Price	Total Cost
			<b>SUM (VT):</b>	

**8. Water Committee Registration** – Must have minimum 40% women

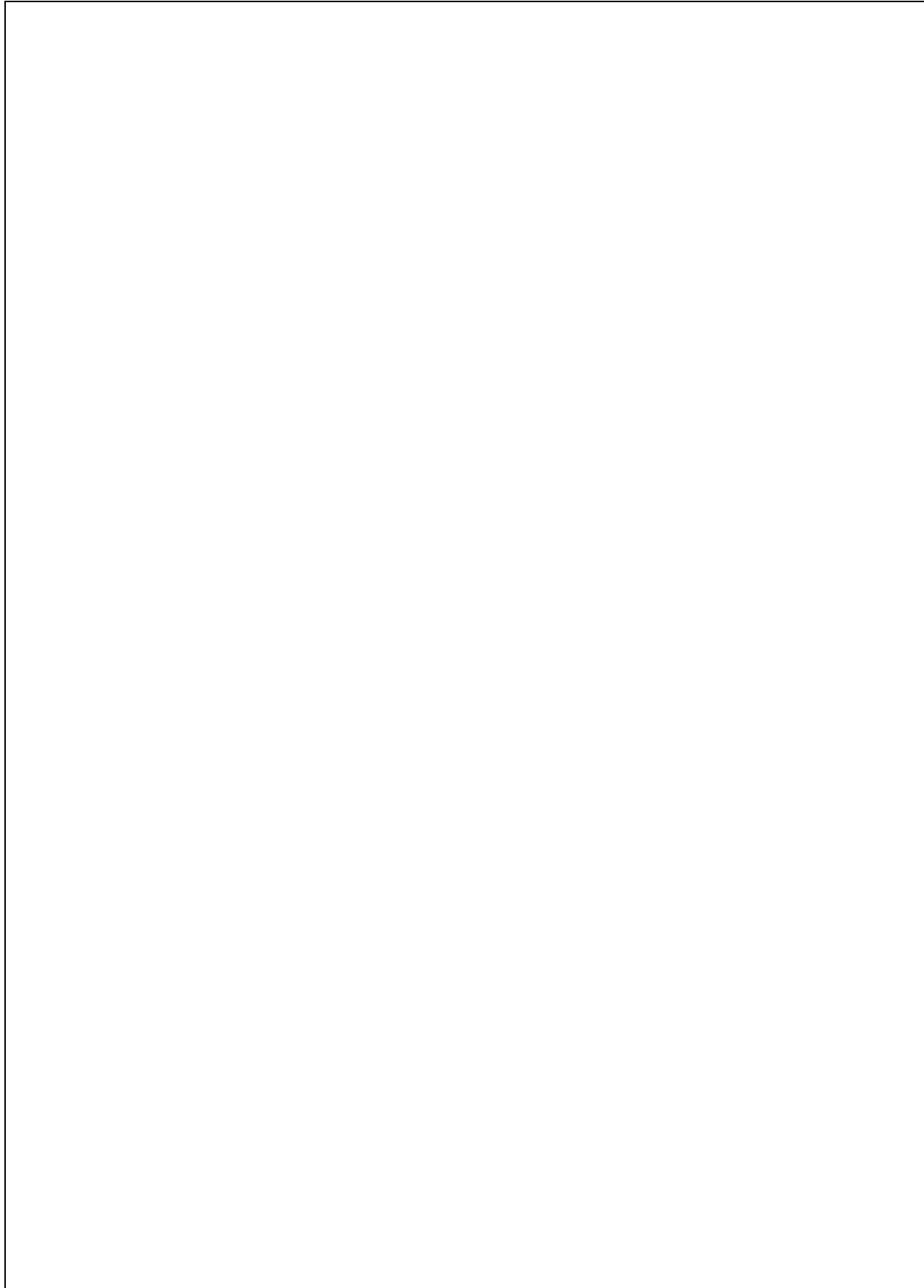
Name	Gender (M or F)	Role on Committee	Contact number
------	-----------------	-------------------	----------------


- Water Committee has approval of Chief to register Water Committee?
  - ☐ Yes
  - ☐ No
- Is there a letter of support from the Chief?
  - ☐ Yes (if yes, attach to report)
  - ☐ No
- Tick what training the community has already received?
  - ☐ Community development.
  - ☐ Water management.
  - ☐ Financial
  - ☐ None
  - ☐ Other: \_\_\_\_\_

**9. Confirmation** – Everything in this report is true to the best of my knowledge.

<b>Name of Water Committee Member:</b>		<b>Name of DOWR officer:</b>	
<b>Signature:</b>		<b>Signature:</b>	

<b>Drawing of water system – include pipe sizes, number of taps, flow rate</b>
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## APPENDIX 2 WATER IS EVERYONE'S BUSINESS FLYER

(NEXT 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

