

# Gud wata plan blong iumi

A process to support Community-Based Water Security  
Improvement Planning in rural Solomon Islands

## Community-based Water Security Improvement Planning for village water systems

VOLUME

1

STEPS 1 - 3

Guidebook for Facilitators

This document was produced through the *The New Times, New Targets Project*, which aims to improve sustainable and inclusive access to water, sanitation and hygiene (WASH) services and facilities with schools, clinics and communities in rural Solomon Islands. The project is an Australian aid initiative implemented by Plan International Australia in partnership with Live & Learn Environmental Education on behalf of the Australian Government.

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# Community-based Water Security Improvement Planning for village water systems

**VOLUME  
1**

We define water security as:

**the ability of a village to safeguard availability of, access to, and use of a safe, reliable, and resilient quantity and quality of water for the health and wellbeing of everyone in the village<sup>1</sup>.**

Rather than including irrigation and other larger scale uses of water in water security, our focus is on improving domestic water security for villages in Solomon Islands. This covers water for all domestic needs, including drinking, washing, bathing and cleaning.

The goal of village-scale water security improvement planning is to get **water users and managers in villages thinking about key risks to their local water security**. This type of risk-based approach involves assessing hazards, which are events, currently happening or that might happen, that could reduce water security. **A risk assessment considers how likely a hazard is to occur**, and how serious its consequences. By conducting a risk assessment, water managers can focus on reducing hazards that can cause the most harm. By removing or managing high-risk hazards, communities can prevent water problems from occurring, or reduce their impact, which means it is more likely they will have enough safe water for drinking and other household needs.

This Community-based Water Security Improvement Planning (CWSIP) process is designed to make rural water supplies in Solomon Islands more sustainable, inclusive and resilient. As well as supporting communities to identify and manage existing and future risks to their water supplies, including the **effects of climate change** and changing populations, it **considers social inclusion** and the need for **'safe access for all'**.

A Community-based Water Security Improvement Plan will identify these risks, together with actions that will prevent or reduce these risks – it is a **plan of action** for the community. These actions should include improving operation and maintenance of water facilities, awareness raising, behaviour change of water users, and good community water management.

<sup>1</sup>Adapted from Sustainable Water Partnership, 2017

***This is Volume 1 of the CWSIP process.***

***It is followed by Volume 2 and Volume 3.  
All activities in these three volumes need to be  
completed as part of the CWSIP process.***

## Glossary of key terms

<b>Controls</b>	Activities and processes that can be used to prevent, remove or reduce the risk of a hazard.
<b>Equity</b>	Each person or group of people are treated according to need. For CWSIP, this means that all people and groups should have the opportunity for meaningful participation in, and equitable benefit from, water security improvement planning.
<b>Gender and Social Inclusion (GSI)</b>	<p>Transformed social norms that create a supportive and equitable environment where all people have agency over their own lives and input into the decisions that affect them.</p> <p>Water for all: Not excluding any person or group of society based on gender or other factors such as age, cognitive or physical disability, economic status, political orientation, marriage status (e.g. single mothers), migrants/people from another place, or people who follow a different faith.</p>
<b>Germs</b>	Microorganisms and pathogens that carry illness and can make you sick (e.g. bacteria, viruses)
<b>Hazard</b>	Hazards are events or situations that are currently happening or might happen, and which could reduce the availability or security of water. They may be physical, biological or a chemical agent that can cause harm to people or result in no water for people.
<b>Hazardous event</b>	An event that introduces hazards to, or fails to remove them from, the water supply or an event that causes interruption to the supply of water to consumers.
<b>Resilience</b>	The ability to recover quickly from setbacks.

<b>Risk</b>	The risk of a hazard is based on the likelihood of identified hazards causing harm in exposed populations, the number of people that would be affected, and the severity of the consequences of that harm.
<b>Risk Assessment</b>	A risk assessment considers how likely a hazard is to occur, how many people would be affected, and the severity of the consequence of that hazard. By conducting a risk assessment, water managers can prioritise action for those hazards that are likely to have the greatest negative consequences.
<b>Water quality</b>	The health/safety of water.
<b>Water security</b>	The ability for a village to be able to safeguard the sustainable availability of, access to, and use of a safe, reliable, and resilient quantity and quality of water for the health and wellbeing of everyone in the village. For this CWSIP process the focus is on domestic water security for residents of villages in Solomon Islands – this includes water for all domestic needs, e.g. drinking, washing, bathing, cleaning, sanitation, hygiene.
<b>Water Zone/Area</b>	A number of households in close proximity to one another, within a village, that share access to a water point either as a component of a larger water system (e.g. a tapstand) or as a standalone source (e.g. handpump, well, spring, rainwater tank).

# Water security, climate change and social inclusion in the Pacific Islands

There are many unique challenges facing Pacific Island Countries in their efforts to achieve water security for all people living in rural communities. Many of these countries have large populations living in dispersed and often remote rural areas, with various socio-economic characteristics, and all facing the challenge of increasing exposure to climate variability and change, as well as socio-economic change.



## Socio-environmental change and challenges

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Community water users and managers need to think about changes to water availability as well as water quality. Both are affected by climate change, disasters (cyclones, earthquakes, flood, drought), and human activities that can dramatically impact the environment (such as erosion and sediment run-off from logging).

This CWSIP process encourages community water users and leaders to think about, and plan for, future hazards and changes relating to climate, environment and population.

## Gender and Social Inclusion

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Water security without discrimination is recognised as a human right by the United Nations, is central to the Sustainable Development Goal (SDG) target of achieving universal and equal access to safe and affordable drinking water for all and is a priority of the Water for Women fund. Good Water Security Improvement Planning can and must contribute to equality, regardless of social status, income, age, gender, ability or where a person lives.<sup>2</sup>

For this CWSIP process, this means working in ways that are socially inclusive: all groups should have the opportunity to meaningfully participate in and benefit from Water Security Improvement Planning. Information and resources on Water Safety Planning and equity, gender and social inclusion, focusing on the Solomon Islands context, are included throughout the steps and activities outlined in this CWSIP Guidebook.

Steps 3 and 5 of the CWSIP activities specifically cover mapping and addressing exclusion. Additionally, in step 7: 'ongoing implementation, monitoring and support', facilitators answer questions in the feedback form in order to map the GSI situation, as well as to evaluate the CWSIP process more broadly. Using adaptive learning, ways of addressing GSI concerns can be reflected upon and adjusted as necessary.

There has been some improvement in gender equity in Solomon Islands since the Tensions, in the areas of education, women's advocacy and reducing domestic violence. However, changes in land tenure and employment opportunities have increased economic disparities between men and women.

<sup>2</sup>“WHO, 2019. A guide to equitable water safety planning, p. 1”

Social marginalization can occur for a variety of reasons beyond gender and disability, including rivalries between religious groups and tribal access to land. It is important to monitor who is excluded and why. It is common for exclusion and marginalization to occur because of age. Older community members and children and youth can be left out of the decision-making process. In young people this can lead to anti-social behaviour such as vandalism.

The GSI approach will involve working with key stakeholders to address the root causes of inequality, which manifests in unequal water access. Care will be taken to minimize resistance to change, through understanding the often-entrenched social norms that are being challenged. Part of implementing the WASH program will be recognising the power structures and imbalances already in place, ensuring that challenging these imbalances will not lead to backlash and increases in marginalization.

The policy of 'do no harm' will guide implementation and monitoring. The policy will ensure that advocating for the leadership and participation of women and other marginalized persons such as people living with disabilities in WASH programs will not lead to further burdening women with added workload, and it will not increase the threat of violence against women and marginalized groups.

## Adjusting for context

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In countries such as Solomon Islands, each village is unique, different from even a neighbouring village. Such differences may be social (for example, population size, number of tribes, settlement history, economic particulars, governance structures, church denomination) or physical (village layout, kinds and types of water sources and access points), or both. This diversity affects how people access and use water and the relevance of current or future hazards. Using a process that recognises and adapts to the uniqueness of each village has been central to the development of this CWSIP process.

## HELPFUL RESOURCE:

# Water is Everybody's Business

### VIDEOS:

- **Women and Water**

[https://drive.google.com/file/d/12NHI9gqmrqk9wzPGA0L5Q78ahHq0Yr\\_n/view?usp=sharing](https://drive.google.com/file/d/12NHI9gqmrqk9wzPGA0L5Q78ahHq0Yr_n/view?usp=sharing)

- **Youth and Water**

<https://drive.google.com/file/d/1vDA9uaT0xGZ4-j1mSfPoJYpeGOLx7D1E/view?usp=sharing>

- **Water is Everybody's Business (short)**

<https://drive.google.com/file/d/1ZeM1TEuUec3FjBojWKBFMLF1vTFhKDrI/view?usp=sharing>

- **Water is Everybody's Business (long – for water committees) 27 min**

<https://drive.google.com/file/d/1iHTFVgndoltQMnzilgEN9V2BE17LLmSg/view?usp=sharing>

# Purpose and structure of this guide

This guide – *Gud Wata Plan Blong Iumi* – has been prepared **to support government and civil society implementers** of water, sanitation and hygiene (WASH) projects, **to improve the sustainability, inclusivity and resilience of rural water supplies in Solomon Islands**. This guidebook is a field resource to guide activities with village members in order to identify risks and hazards and respond to them.

It uses existing water safety planning and water security improvement approaches and resources, and covers the additional issues of environmental change, natural disasters, demographic change and social marginalisation.

The Community-based Water Security Improvement Planning (CWSIP) process described in this guidebook has been developed by drawing upon a range of other similar approaches for water security planning or water safety planning, in particular:

- UNICEF’s Climate Resilient WASH Guidelines<sup>3</sup>
- WHO’s Climate Resilient Water Safety Plans<sup>4</sup>
- WHO’s Equitable Water Safety Planning<sup>5</sup>
- Sustainable Water Partnership’s Water Security Improvement Process<sup>6</sup>

<sup>3</sup>UNICEF Pacific, 2018. Pacific WASH Resilience Guidelines: A practical tool for all those involved in addressing the resilience of water, sanitation and hygiene services in the Pacific. UNICEF Pacific.

<sup>4</sup> WHO, 2017. Climate-resilient water safety plans: managing health risks associated with climate variability and change. Geneva: World Health Organization; 2017. Licence: CC BY-NC-SA 3.0 IGO

<sup>5</sup> WHO, 2019. A guide to equitable water safety planning: ensuring no one is left behind. Geneva: World Health Organization. Licence: CC BY-NC-SA 3.0 IGO.

<sup>6</sup> Sustainable Water Partnership, 2017

The main concepts of Water Safety Planning and the Water Security Improvement Process have been adopted in this CWSIP process, in particular, **describing the water systems, identifying risks, identifying and prioritising controls and actions, and preparing an incremental improvement plan**. The practical steps have been adapted to suit the local context and also support gender and social inclusion transformation and climate resilience.

Emerging research on community water management in Solomon Islands has also informed the development of this guide (International Water Centre <https://watercentre.org/research/research-impacts/pcwm/>). Community engagement activities have been informed by Rapid Rural Appraisal/Participatory Rural Appraisal approaches.<sup>7</sup>

This guidebook is intended to be a reference for CWSIP facilitators to work with villages to design and implement a locally appropriate Water Security Improvement Plan. Where engineering or hydrology experts are available, their involvement will improve the quality of any water planning process. However, this **process has been simplified to remove the need for engineering or hydrology experts to assist**.

***Note:** This guidebook is a pilot – a first attempt at modifying the Water Safety Planning and Water Security Improvement Planning processes to better suit implementation in the Solomon Islands. It will require further changes to increase effectiveness based on lessons learned during the pilot phase and refining for scale up. So, if something does not seem to work, or make sense, it should be adapted.*

<sup>7</sup> Chambers, R., 1981. Rapid rural appraisal: rationale and repertoire. Public administration and development, vol. 1, no. 2, pp. 95–106; Chambers, R. 1994a, 'Participatory Rural Appraisal (PRA): Analysis of Experience', World Development, vol. 22, no. 9, pp. 1253–1268; Chambers, R. 1994b, 'Participatory rural appraisal (PRA): Challenges, potentials and paradigm', World Development, vol. 22, no. 10, pp. 1437–1454.

# Gud Wata Plan Blong Iumi

## PRINCIPLES AND CONTEXT

The *Gud Wata Plan Blong Iumi* process builds on existing knowledge of local water systems and management practices that exist within villages, by bringing them together in a planning process that encourages proactive actions to strengthen water safety, reliability and security for all. This is achieved by supporting village members to use their local knowledge, with some technical support, to identify hazards, assess their risks to water quality and availability, and to identify and implement actions (controls) to reduce these risks.

Some of the key **principles** used to develop the *Gud Wata Plan Blong Iumi* process include considering that:

- learning becomes most relevant when it is built on the basis of people's experience
- the energy a community will put into any activity will be in proportion to their involvement in the planning of that activity
- knowledge and capability of village members is more likely to be strengthened through practical activities, with a dominance of oral rather than written information
- CWSIP must be pragmatic and suited to the local capacity to manage the operational and maintenance aspects of the systems
- CWSIP must build on existing local water management practices and governance systems
- CWSIP is a continual process of incremental improvements
- CWSIP must be adaptive and flexible for ongoing use and implementation by the village
- CWSIP must consider all users in the process to ensure all users' water needs are met and individuals are empowered
- CWSIP is going to be more effective if it incorporates ongoing monitoring and support by external organisations.

Key **contextual factors** specific to the Solomon Islands (and to some other Pacific Island Countries) considered important to water improvement planning and which have informed the development of this *Gud Wata Plan Blong lumi* process, include the following:

- Solomon Island villages have diversity within them – they are not made up of the same types of people or situations throughout. This means they don't always have strong village-wide agreement on action, but strong social ties and collective energy do often exist among groups within a village. These groups or 'communities within a community' can be family or clan groups, church groups, interest groups, geographically based (zone/area) groups, or other groups.
- Village residents have access to different water sources during the year, including water systems that operate on various scales, from household to village-wide water systems. The security of drinking water is linked to the security of water to meet all household water needs. (A loss of a non-drinking water source can lead to drinking water being used for non-drinking purposes, reducing drinking water security).
- Varied access to water also means that individual households and groups within the village may have different experiences and problems with their water systems.
- Marginalisation resulting in unequal access to water can be based on gender or cognitive or physically disability, and can affect the elderly, widows, single mothers, migrants and other vulnerable members of a society. It can also include young people (of both genders) and minority or locally marginalised faith groups.

## Solomon Islands Government Policy and Approaches

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This CWSIP guide has been developed to fill a perceived gap in the Solomon Islands rural WASH sector toolkit, to strengthen and support holistic management of rural water systems.

It has been designed to complement components of the Solomon Islands Government's (SIG) "**Community Engagement (CE) Guidelines**" which have an emphasis on technical training of community members in water system design, maintenance and financial management. The one exception to this is the alternative approach suggested in this guide to community WASH planning. The SIG **CE Guidelines** promote the formation of a WASH Committee whereas this guide suggests building on existing structures within the community that are sustainable and work well.

We recommend that the technical training components of the **CE Guidelines** be delivered once the CWSIP action planning process (Step 6) is completed.

# Gud Wata Plan Blong Iumi

## PROCESS

The *Gud Wata Plan Blong Iumi* is a process of 7 steps of community engagement by the CWSIP Facilitators in a continual cycle. Using these steps will help village members to develop and share the knowledge and skills required to better manage water within the village and improve access to safe and reliable water for all village members.

An important part of this process is that there are steps that the CWSIP facilitator takes with the community, and there are steps the community takes independently. In addition to the 7 community engagement steps to be completed by the CWSIP facilitators, village representatives will be responsible for 5 village tasks. The community engagement steps are designed to build the capacity of village members to conduct these activities on their own.

During the first cycle of this CWSIP process, it may take some time and coaching to build this capacity within the village; second, third and future cycles should not require as much support.

This guide recommends the time to be allowed between steps, to give communities enough time to conduct their activities and to make sense of the information and steps. However, the timing should ultimately be determined by the CWSIP facilitator, in response to the capacity and interest of the community.



## Seven steps of community engagement – purpose and timing

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The 7 steps of the *Gud Wata Plan Blong lumi* are designed for village members to participate and develop a shared knowledge of the water systems and the risks to each. The purpose and timing of each step is outlined in the table below, along with the aim of each session facilitated by you, the community facilitator. Further details of each step are provided in the subsequent sections.

In between the seven facilitated community engagement steps there are activities that village members need to complete independently. Sufficient time is needed between facilitated community engagement steps for this to occur. **The timing of each step balances program schedule and time for village members to complete activities.** The expected duration required of community facilitators at each step is provided as a guide and may change depending upon the size and requirements of the village.

The facilitator’s guide provides a high level of detail about how each step can be completed. However, once a facilitator is experienced and familiar with the purpose and outcomes of each step, there is no need to follow these steps exactly as they are described here – a good community facilitator will adapt the details of these steps and activities to suit the community context. Every community is different from others, and it is important to be able to engage with communities in the ways you think are best.

## A cycle of gradual improvement

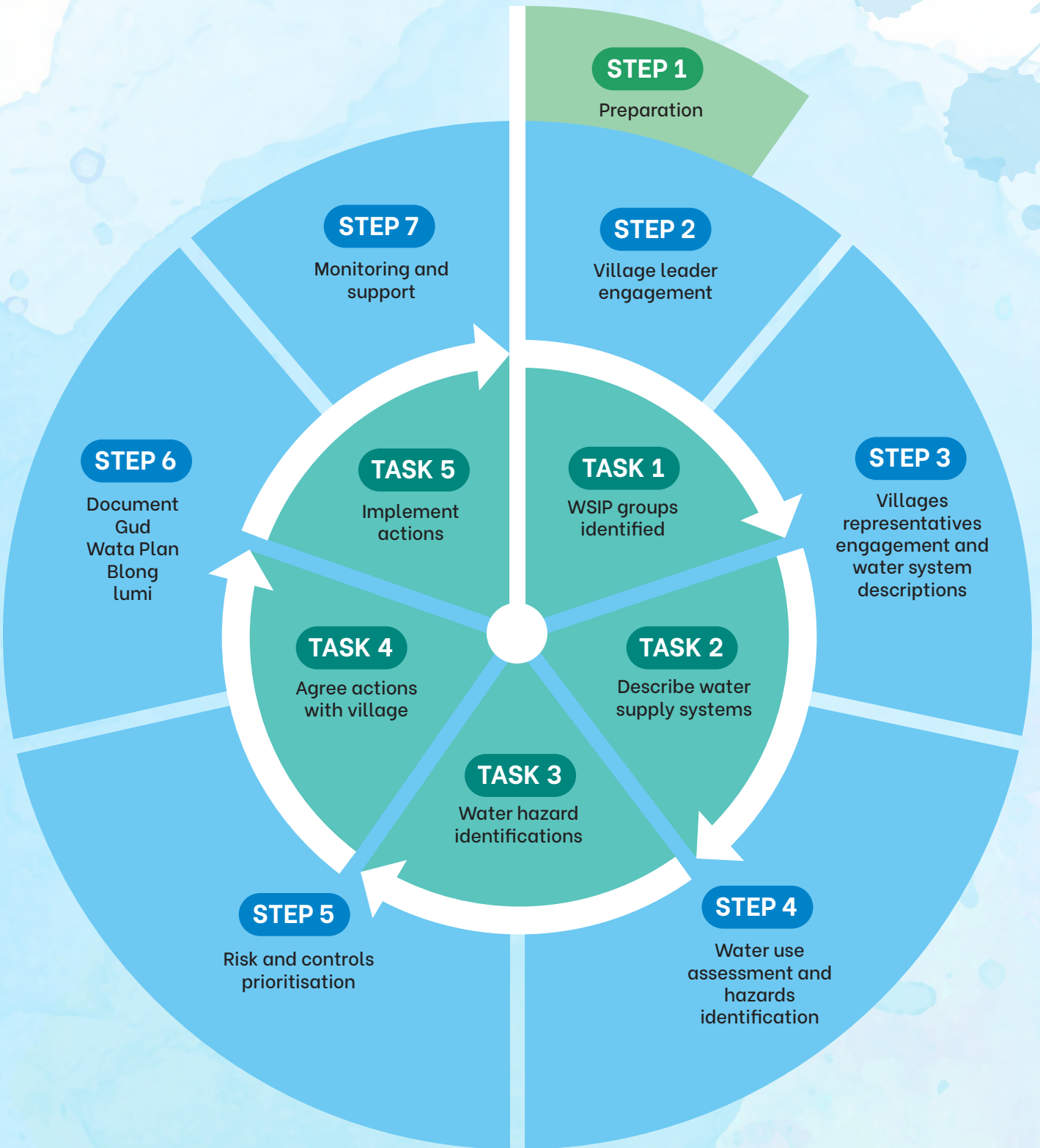
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The *Gud Wata Plan Blong lumi* should be considered an ongoing process for village members, following a conventional “assess, plan, act, monitor” cycle. There is not an ‘end’ to the process but, rather, continual improvement. It is unlikely that all problems (or risks) identified will be adequately managed by going through the process once. It is more likely that some progress will be made on some problems, but what is just as important is that village members should gain knowledge and understanding of the Community-based Water Security Improvement Planning process. It is expected that the second, third and fourth times the village goes through the process, there will be increased confidence of village members to reduce or remove additional hazards or risks to their water supply system.

# Gud Wata Plan Blong Iumi

## CYCLE

**7 community engagement steps  
for WSIP facilitators  
with 5 tasks  
for village members**



**What is the**

# **Gud Wata Plan Blong Iumi?**

- A process to help villages improve access to safe and regular water
- Supports people to identify and then manage (reduce and remove) risks to their water
- Increases understanding about how germs get into water
- Gives better understanding of how, when and where all people in a village use and access water
- Help people better understand the types of problems that affect water quality and water reliability
- Identifies actions the village can do now, and in the future, to improve water safety and reliability
- Works with a village through training to support 5 tasks to develop a village Water Plan
- Works not just with a village committee or leadership but also with people from zones or areas across the whole village. This improves the Water Plan.

**What the Wata Plan is not:**

**it is NOT a new water system – it is NOT a project**

# Roles for Facilitator and Village

	Facilitator steps	Village Tasks	Actions that will enable GSI	Actions that will enable Climate Resilience
<b>STEP 1</b>	<b>Activity:</b> Gather Village background <b>To:</b> confirm groups and zones and water types <b>When:</b> 2 weeks before Step 2 <b>Duration:</b> ½ day		Identify all groups to ensure they will be engaged in WSIP process	Identify climate predictions
<b>STEP 2</b>	<b>Activity:</b> Engage village leaders on water sources and zones <b>To:</b> Motivation and permission for WSIP (zone approach) <b>When:</b> Week 1 <b>Duration:</b> ½ day	Organise zone meetings for Step 3	Seek identification of all groups	
		<b>TASK 1</b>		
<b>STEP 3</b>	<b>Activities:</b> 3a. Zone meetings 3b. Introduce water systems task <b>To:</b> motivate WSIP and identify representatives and gather data on water systems <b>When:</b> Week 2 <b>Duration:</b> 1-2 days	<b>WSIP groups identified</b>  Identify all water sources available, when used and for what uses. Zone reps complete household survey, collect stories and map water systems	Seek meaningful participation of all marginalised people in zone group meetings. Incorporate experiences and needs from all marginalised people in stories and HH survey	
		<b>TASK 2</b>		
<b>STEP 4</b>	<b>Activity:</b> Village meeting of zone reps <b>To:</b> share water systems (maps, survey) and stories from each zone; and training in water pathways and identifying hazards <b>When:</b> 1-2 weeks after Step 3 <b>Duration:</b> 1 day	<b>Describe water supply systems</b>  Zone representatives identify hazards & hazardous events within their respective zones	Incorporate hazards experienced by all people	Consider expected climate related hazards in assessment of existing and future hazards
		<b>TASK 3</b>		
<b>STEP 5</b>	<b>Activity:</b> Village meeting of zone reps <b>To:</b> Share hazard assessment results and prioritise controls <b>When:</b> 1-2 weeks after Step 4 <b>Duration:</b> 2 days	<b>Water hazard identifications</b>  Zone reps present, discuss & agree action & priorities with village & village leaders	Prioritise improvements to achieve equitable access Discuss positive and negative impact of controls	Identify actions for prioritised climate related hazards
		<b>TASK 4</b>		
<b>STEP 6</b>	<b>Activity:</b> village meeting of zone reps <b>To:</b> Document Gud Wata Plan Blong lumi <b>When:</b> 1 week after Step 5 <b>Duration:</b> 1 day	<b>Agree actions with village</b>  Ongoing implementation and monitoring of village Plan	Include all sources and needs of all people	Include climate hazards and actions
		<b>TASK 5</b>		
<b>STEP 7</b>	<b>Activity:</b> Ongoing implementation, monitoring & support-monitor water quality <b>To:</b> Support sustained village water security <b>When:</b> 1 month after Step 6 (then every 2-3 months) <b>Duration:</b> 1 day	<b>Implement actions</b>	Strengthen equitable implementation	Adaption of plan to emerging hazards

The **7 steps** include 5 main types of activities: sharing information, training, and allocating tasks – activities that are conducted with community members and guided by you – and checklists and monitoring – two activities just for you to support you. Details of the activities can be found in the manual with the following icons.



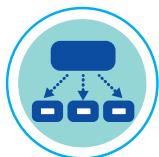
## Sharing Information

Asking, talking, discussing, capturing information about village water systems



## Training

Teaching representatives and community members how to assess and manage water systems



## Allocating Tasks

Listing tasks, giving them to people and explaining how to do them. To be completed by Water Planning Group members



## Checklist

Helpful summary of main activities and tasks that need to be completed for each step



## Monitoring

Keeping records up-to-date. To be completed by CWSIP facilitator



# Gud Wata Plan Blong Iumi

## FACILITATOR CHECKLIST

**Keep one checklist for each village.** After each step, review the checklist for that step. Before starting the next step with the village, check all previous steps were completed and if not, fill any important gaps.



VILLAGE: -----

## STEP 1

### *Village Background*

#### **Objective:**

- o Understand the village context as much as possible, relating to existing social groups, zones and water sources (types of water used for drinking and non-drinking)

- Review SBA data
  - Demographics: pop., HH no's., zones/areas, religious denominations, structure [committees], contact pers.
  - GSI (what is known, disabled, marginalised)
- Map
  - Water sources
- Climate change
  - Climate change & population projections
- Secondary sources
  - What can be learnt from other sources (google, gov. docs) (project history, logging, land disputes)
- Reflections

What worked well, what did not etc.

## STEP 2

### Village leadership engagement

#### Objectives:

- To gain support for *Gud Wata Plan Blong Iumi* process to be undertaken in the village
- To gain agreement as to the most appropriate grouping to develop the plan
- To discuss the involvement of youth, women and other marginalised people in the process
- To identify the areas/zones within the community, considering:
  - The various communities within the village: churches, tribe/families and how they are represented across the zones
  - The main types of water sources used in each zone/area.

#### □ Monitoring – Document the following data:

- Village name
- Date Step 2 conducted, and which facilitators visited
- Other social-cultural data (e.g. number of tribes, churches, village groups and their level of activeness)
- Map of how the zones are located within the village and where key water systems are (photo of map to be captured in M-Water)
- Date scheduled for step 3
- Village contact persons

#### □ Reflections (**make a note of these reflections here for discussion during evaluations of the CWSIP process**)

Who did you talk to (how many people and what is their role in the village)?

## STEP 3

### Zone meetings

#### Objectives:

- o Benefits of the *Gud Wata Plan Blong lumi* process are socialised with the whole village
- o Selection of zone/area representatives ensuring a balance of gender and social inclusion within each zone – aim for 2-4 representatives for each zone.
- o Representatives of each zone feel empowered and interested to research water sources, barriers to water accessibility for households, water use and water management practices.

#### Activities - Meetings

##### 3a: Zone meeting

- Discuss importance of good water
- Share stories
- Distribute Cycle handout
- Talk about zone reps/identify zone reps

##### 3b: Zone representatives meeting

- Meet zone reps
- Review map
- Discuss CWSIP Steps & Tasks
- Agree on meeting day

#### Visit church leaders and request announcement

#### Water zone map

#### Distribute and train HHS

- CWSIP Fac does 1 HHS w/ village rep watching/ village rep does 1 w/ CWSIP Fac. watching
- Agree on meeting day

#### Monitoring

- Each zone meeting (village, date, location of meeting, zone name, number and gender of participants)
- Village zone representative meeting (village, date, location of meeting, number and gender of participants)
- The name and contact details of zone representatives

#### Reflections

What worked well, what did not etc.

## STEP 4

### *Water use & hazard identification*

#### **Objectives:**

- o Share stories between zones about water situations to build a collective understanding about some of the strengths and weaknesses of the current water systems, specifically considering access for all
- o Build shared understanding of water pathways (water cycles and environments, and water systems to provide people with water)
- o Build shared understanding of contaminants that affect water quality, sources of these and pathways through water systems
- o Build shared understanding of hazards affecting water availability and reliability
- o Build shared understanding of changes to water systems that might occur due to changing climate (e.g. rainfall variation, storm frequency/severity, drought, flooding, sea level rise) and populations (e.g. increased water demand).
- o Geo-locate and survey water sources used by the community

#### Activities – Group Meeting

1. Summarise HHS data
2. Share stories

Complete table (ensure GSI considerations)

3. Training Session: Water pathways drawings
4. Identifying hazards
5. Hazard assessment task

#### Monitoring

- Village zone/area representative meeting (village, date, location of meeting, participants names – and zone they represent)
- Photographs of the zone maps
- Photographs of all household surveys and summary form for each zone
- Photographs of the water pathways drawings (completed). Photograph of the hazard summary table.
- Confirm and record meeting date

#### Reflections

What worked well, what did not etc.

## STEP 5

### *Develop & prioritise hazard controls & CWSIP*

#### **Objectives:**

- o Shared understanding of hazards to diff. water sources
- o Prioritised list of actions & improvements
- o Zone reps feel empowered to start implementation

#### Activities – Hazard identification

##### **Day 1:**

1. Facilitate session “Hazard assessment”
  - Complete Hazard Matrix and Tables
  - Discussion
2. “Water quality sampling”
  - Complete WQ testing form

##### **Day 2:**

3. Facilitate session “Existing controls”
  - Insert column on Hazards Matrix identifying any existing controls
4. Facilitate session “Assessing and prioritising risks”
  - Add columns identifying severity, likelihood and risk of each hazard
  - Identify all urgent risks and top 3 risks in each zone
5. Facilitate session “Managing hazards using controls”
  - Introduce controls
  - Create new table of hazards and control for each zone (urgent & top 3 previously identified)
  - Discussion (good controls)
  - Select controls to be implemented at HH, zone and village levels
  - Ensure selected controls ‘do no harm’

##### **Day 3:**

6. Facilitate session “Selecting controls for the CWSIP”
  - Develop zone improvement control plans
  - Develop village improvement control plans
  - Ensure selected controls ‘do no harm’
  - Equitable benefit from water is achieved through planned improvements

#### Reflections

What worked well, what did not etc.

## STEP 6

### Document Plan

#### Objectives:

- o To collate knowledge and agreed actions in a documented plan

#### Activity – Document Gud Wata Plan Blong lumi

- Print out plan to take to village
- Laminate one-page summary sheet of plan

#### 1. Present plan back to village

- Confirm and adjust priorities (or other) as required from presentation
- Hand over the *Gud Wata Plan Blong lumi*

#### 2. Facilitate monitoring of village CWSIP

- Capture any changes in Gud Wata Plan Blong lumi

#### 3. Facilitate ongoing support

#### Capture photo of “ongoing support requested”

- Capture in *Gud Wata Plan Blong lumi*
- Update electronic copy of plan

#### Reflections

What worked well, what did not, etc.

## STEP 7

### *Ongoing, monitoring and support*

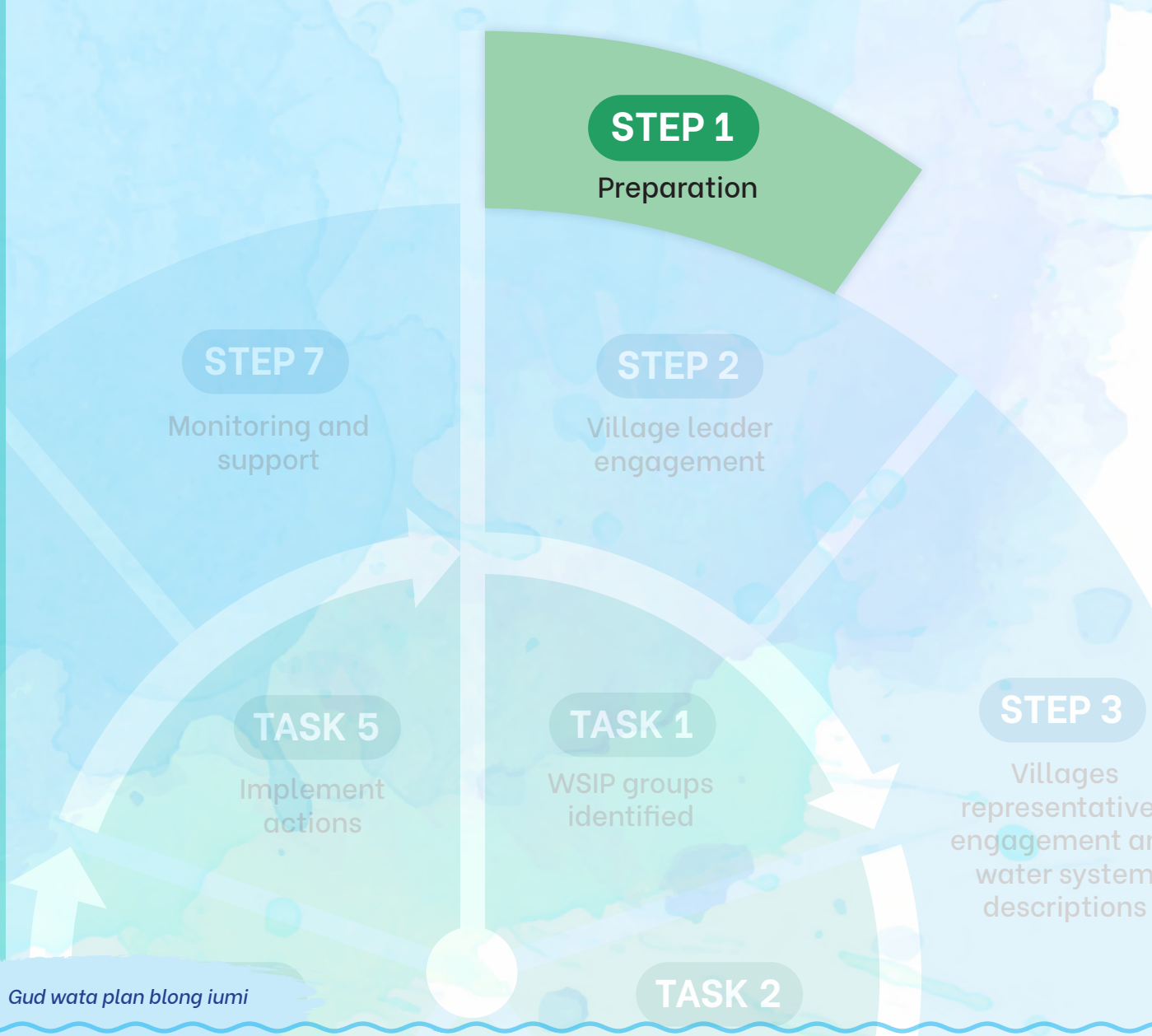
#### Objectives:

- Support ongoing water security improvements to improve health outcomes
  - Provide encouragement and support (technical and financial)
  - Reinforce ‘assess, plan, act, monitor’ cycle within community
- Check in with village
  - Provide assistance to village for larger improvement items (where possible provide information to facilitate links with MPs, RDP/ RWASH or other donors)
  - Regularly update *Gud Wata Plan Blong lumi* with village
  - Reflections: What worked well, what did not, etc.

# STEP 1

## STEP 1

### Village Research





## Timing:

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In the office before the first visit to the village to start the *Gud Wata Plan Blong lumi* / CWSIP process.

This initial step of the *Gud Wata Plan Blong lumi* process creates an understanding of the village context that you will work with. Reviewing existing information collected from the village will allow you to prepare for the subsequent steps.

## Objective

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- Understand the village context as much as possible, relating to existing social groups, zones and water sources (types of water used for drinking and non-drinking)
- Identify the specific hazards, including climate related hazards, likely to exist within the village

## Duration

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This is an office-based step and not expected to take more than half a day, complementing other program planning activities.

## Activities

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Review existing information that is available, which could include:

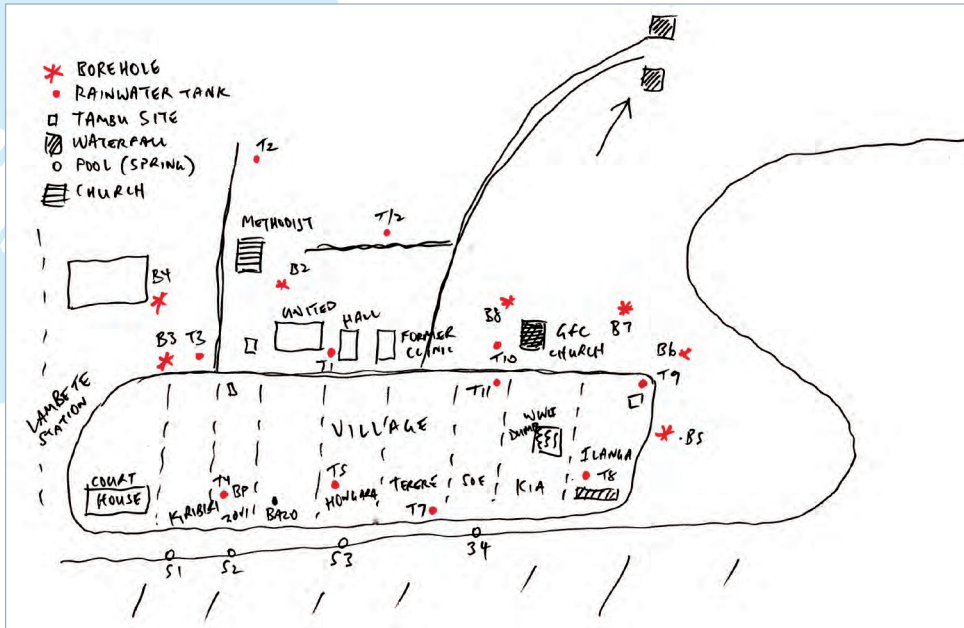
- Community-led Total Sanitation activities:
  - o Number of households
  - o Population
  - o Map
- Previous gender monitoring reports
- Previous community assessments (such as Strength-based Assessment work):
  - o Social groups and structures in the village
  - o Known or potential forms of social marginalisation in community (e.g. poorer households, evident by type of house, geographically isolated households, migrant families etc.)

- Any village maps already available – being familiar with a map before Step 2 allows you to ensure that all households that are part of the village are included in the process. The map can be a drawing from a previous village mapping activity (see example above) or a print-out from google maps. The map will be used to discuss/confirm location of groups within the village as well as key water infrastructure.
  - o Using a map that is already familiar to the village members is a good idea. It doesn't need to have every detail – the purpose is for assisting in discussions about possible water zones; detailed maps will be prepared later.
- Water sources used in the village
- Relevant economic activity (e.g. logging, agriculture)
- Climate change projections for target area affecting water, e.g. more rainfall, less rainfall, sea level rise, storm surge. This may be available from:
  - o [www.pacificclimatechangescience.org](http://www.pacificclimatechangescience.org) (general information)
  - o Solomon Island MET
  - o Ministry of Environment, Climate Change, Disaster Management and Meteorology
- Population forecast
- Data of water related illnesses (may be available from health clinic)
- The way the village is divided into zones or groups.
  - o Many villages are divided into zones or groups. These are used for a range of purposes – fundraising activities, community work – and in many villages date back to missionary/colonial times. In some places, zones may be dominated by a single clan, while in others there may be a mix of clans residing in a single zone. If you don't already know, in this step identify if the village has zones, how many zones there are, and if they are predominately made-up of one or multiple clans.



## Checklist

Prepare a copy of the CWSIP Facilitator Checklist for the village and fill out step 1.



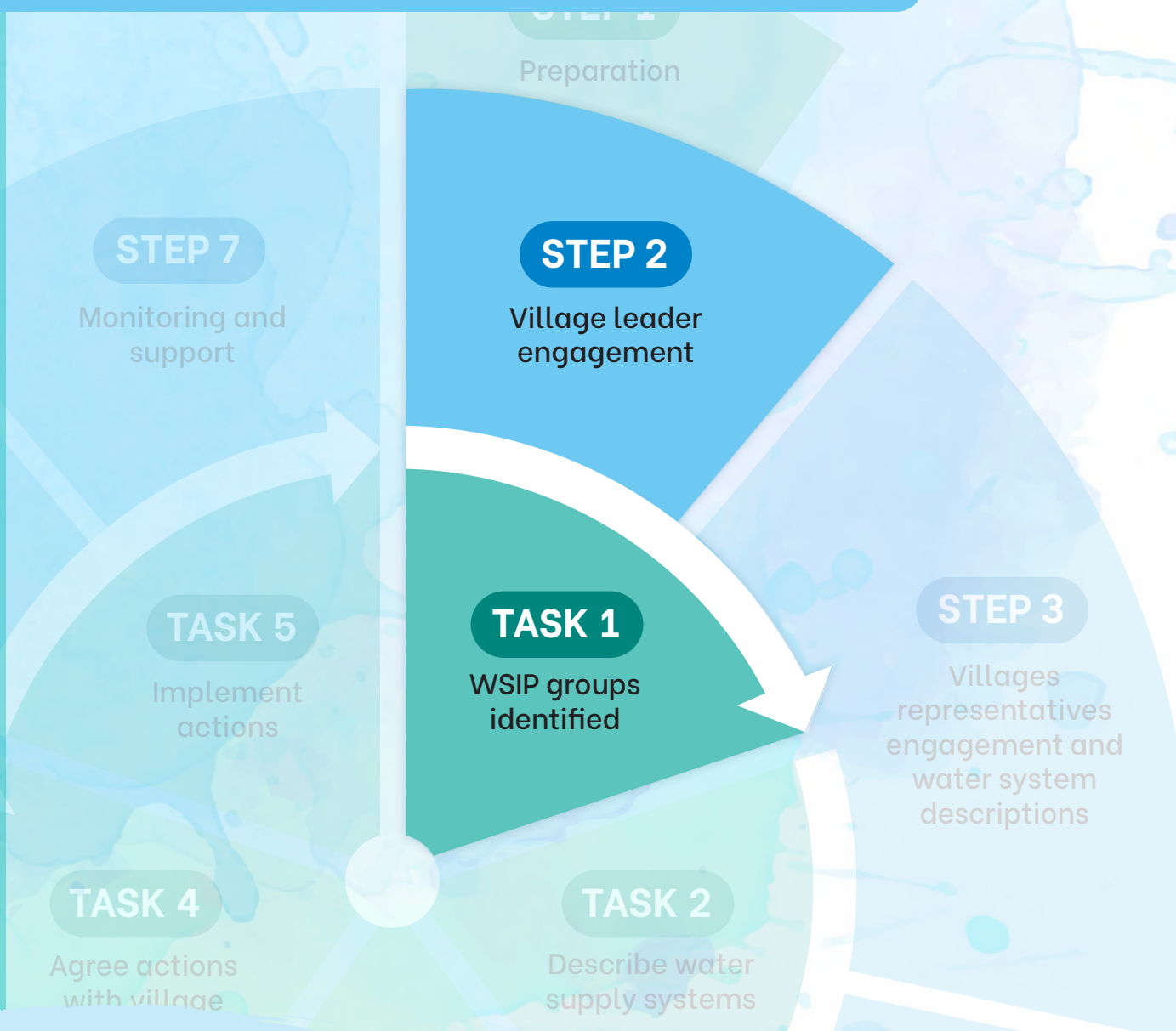
Example of a village map drawn by village members, showing main village landmarks (roads, churches, etc). main water sources, and zones.



A google map allows discussion of village and infrastructure to ensure that all households are included, for example those at the bottom of this map on the other side of the river.

# STEP 2

## Village leadership engagement in Gud Wata Plan Blong Iumi



STEP 1  
Preparation

STEP 7

Monitoring and support

STEP 2

Village leader engagement

STEP 3

Villages representatives engagement and water system descriptions

TASK 5

Implement actions

TASK 1

WSIP groups identified

TASK 2

Describe water supply systems

TASK 4

Agree actions with village

## Timing

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Week 1 (the first visit to the community is when “week 1” starts)

## Summary

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At first there must a meeting with village leadership to gain interest and agreement to the *Gud Wata Plan Blong lumi* process.

Village leaders often have many competing priorities that they are managing and may not have the time to participate throughout the process. It is therefore important to identify appropriate representatives from the various zones within the village who have respect of the village elders, time to participate and a genuine interest in water management within their zone and village.

*It is important to ensure women, people with disability and other marginalised people within the community are given opportunity to engage in decision making roles.*

**TIP:** If during previous visits your project has collected information useful to the current activity (e.g. population or maps) it is valuable to use again and confirm (or discuss) rather than repeating.

## Objectives

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1. To gain support for *Gud Wata Plan Blong lumi* process to be undertaken in the village
2. To agree to the most appropriate representative village group to develop the plan
3. To discuss the involvement of youth, women and other marginalised people in the process and decision making
4. To identify the logical “water areas/zones” within the community that you can work with, considering:
  - a. size of village (zones may not be needed for small villages)
  - b. the various communities within the village: churches, tribe/families and how they are represented across the zones
  - c. the main types of water sources used in each zone/area

## Duration

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This activity involves a single visit and meeting with the existing leadership (e.g. Council of Elders) of the village. It is anticipated that this step can be completed within 2 to 3 hours.

## Preparation

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Review existing context and prepare map to take to village.



## Activities

Meet with village leadership. This meeting will involve the following:

### Village leader meeting topics

- Discuss the importance of good water and health and wellbeing:
  - o Unsafe water makes people sick, and they cannot go to school or work properly.
  - o Lack of water means people can't wash themselves, clothes and house.
  - o Lack of water means crops and livestock cannot be grown properly.
  - o Working with groups and zones shares the workload and covers everyone's different needs.
  - o Including women and young people in the water plan increases water security.
- Discuss the CWSIP process and share the CWSIP cycle page (see *Gud Wata Plan Blong Iumi* process on page X)
- Share some of the 3 stories (zones, involvement of women, youth, see page X)
- Share and add the following to the village map created in Step 1:
  - o Which areas use rainwater, spring, dam, any others for primary water source?
  - o Are other water sources used when *wata dry*?
- Identify if there are zones in the village already that cover all households?
- Identify **people to undertake the CWSIP** and the forming of a **Water Planning Group**:
  - o Discuss whether there is a Water or WASH Committee, and if there is, whether they are very active and what the inclusion of women, young people and other marginalised people in the membership.
  - o If there is not an existing WASH Committee, identify existing community groups that may be used as a Water Planning Group and discuss the importance of involving others from the community in this planning process.
  - o If there is an existing WASH Committee, discuss how best to involve the existing WASH Committee – for example, will it be possible for water zone reps and committee members to be able to work together, will zone representatives be able to speak their opinions and participate equally?
  - o Emphasise the value of diversity in decision making forums and the need to engage marginalised people to ensure their voices are heard.
  - o Promote the expectation and value of having 50% representation of women in decision making forums.
- Ask village leadership to organise next meeting for all zones.

This meeting can be structured as you think will work best for the specific village, as long as it achieves the objectives for this step.

# Stories

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## Story 1

### *Zones working together*

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Dadala is a village in small Ngella in Central Province, with a population of around 130 people. The village is divided into zones or areas with three to five houses in each zone. The combined effort of all zones in the community is required to achieve a common goal. Cleanliness is one of the village goals. Therefore, each zone in the village is responsible for cleaning their zone. This is a good way of dividing work and sharing responsibility. When smaller groups within the community work together they can achieve greater things. Discussion between members of each group in the community is vital.

When a particular day is set for a general clean-up in the village, all zones and groups work in their respective areas with the idea of making their whole community look clean and tidy, rather than just focusing on their own zones. If two zones are separated by a stream or a drain, those in the two zones will help each other in cleaning the drain or stream. This has resulted in greater results within the village. Real improvements are made when the community works together by groups joining forces.

Dadala's community highlights the importance of smaller groups working together to achieve a goal or make improvements in the village.

## Story 2

### *Involving women in water management*

Manakwai village is located in the northern region of Malaita Province. It is a large village, with more than 100 households. This village is known for its hydro power station, and for being a well organised village with good community water management and an active water committee. The water committee was initially set up to have a member from each of the nine tribes, but only 6 volunteered representatives. The committee includes two women. The women's role in the water committee is to represent the women in the village in meetings and in specific activities related to the water supply project. These two women are the voices of all the women in the village.

Before there was a water supply system installed, the women and girls usually woke up early in the morning to fetch water from the nearby river. The women and girls had to walk to collect water for household uses and spent hours waiting for their turn to do laundry, wash dishes and collect water for cooking and drinking before doing their other household chores.

As the population increased and more houses were built upstream, the river was no longer safe and clean for the villagers to use. Recognizing this problem, the villagers applied to RDP for a water supply project. Having experienced water issues, the two women were willing to participate in the water committee, to voice their concerns regarding the water supply project. "We are willing to join the water committee because we know that water is important and will help us someday," they said.

Reflecting upon how they manage their water supply in the village, they said, "We women in Manakwai manage our water supply system by not allowing children to play and climb on the standpipes, dug proper drainage to avoid drain blockage that can cause breeding site for mosquitoes, and fix the broken taps immediately to stop water flow day and night that can cause water shortage in other parts of the village". The women boil their water supply to make it safe when there is a wet season, and for the children under five years of age to drink. With the management by every woman in Manakwai village, and the whole village, the water supply system has lasted for more than seven years and still functions well today.

This story shows that women can bring important information to share with others in the village about how water can be managed safely.



## Story 3

### *Youth as a resource*

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In Solomon Islands, about half of the population are younger than 25 years old. Young people struggle to find a balance between culture and kastom and 'new' ideas and things. Parents and village leaders wonder how young people fit into this changing world. Many young people leave the rural village for town, or complete secondary school but don't find a job and return to the village. Many older people complain that young people are aimless and not as active or helpful in the village as in previous generations, with less respect (respek). Families and villages are trying many different things to solve this problem.

In Vanuatu, some villages have set up kastom skul (custom schools) to teach young people local languages, custom, gardening, weaving, and more. In Dunde, Weser Province, the Council of Elders have built a vocational house where short courses are run, so they can teach young men. Young people can cause problems if they don't feel valued in village life – there are many, many stories from Vanuatu and Solomon Islands of young men vandalising public infrastructure (such as cutting water pipes) when angry or drunk, often linked to a dispute related to title or land.

Young people are a resource, the leaders of tomorrow, and the job of current leaders is to mentor them by making young people feel involved, valued, and heard. In research in both Solomon Islands and Vanuatu, one of the common complaints from young people is that the older generation don't listen to them – they feel they don't have a voice. The Gud Wata Plan Blong lumi is a good opportunity to involve young people – both male and female – and give them a voice. They have a chance to earn respect and learn from the experience and wisdom of today's elders and village leaders.

# VILLAGE TASK 1

Village leadership agree to organise meetings for all zones in the village on agreed dates for facilitation of Step 3.



## Monitoring

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The following data should be captured from this meeting. Some of this information may have been available from the preparation step in which case it should be confirmed during this meeting.

**Village name**

**Village population (# households, # people [ideally # men, # women])**

**Date Step 2 conducted, and which facilitators visited**

**Other social-cultural data (e.g. number of tribes, churches, village groups and their level of activeness)**

**Map of how the zones are located within the village and where key water systems are (take photo of map)**

**Date scheduled for step 3 (or WASH Committee Strengthening if appropriate)**

**Village contact person details**

**Key questions for this step:**

Who did you talk to (how many people and what is their role in the village)? Was it enough time to meet the objectives? Are there other points that could be added?



## Checklist – Step 2

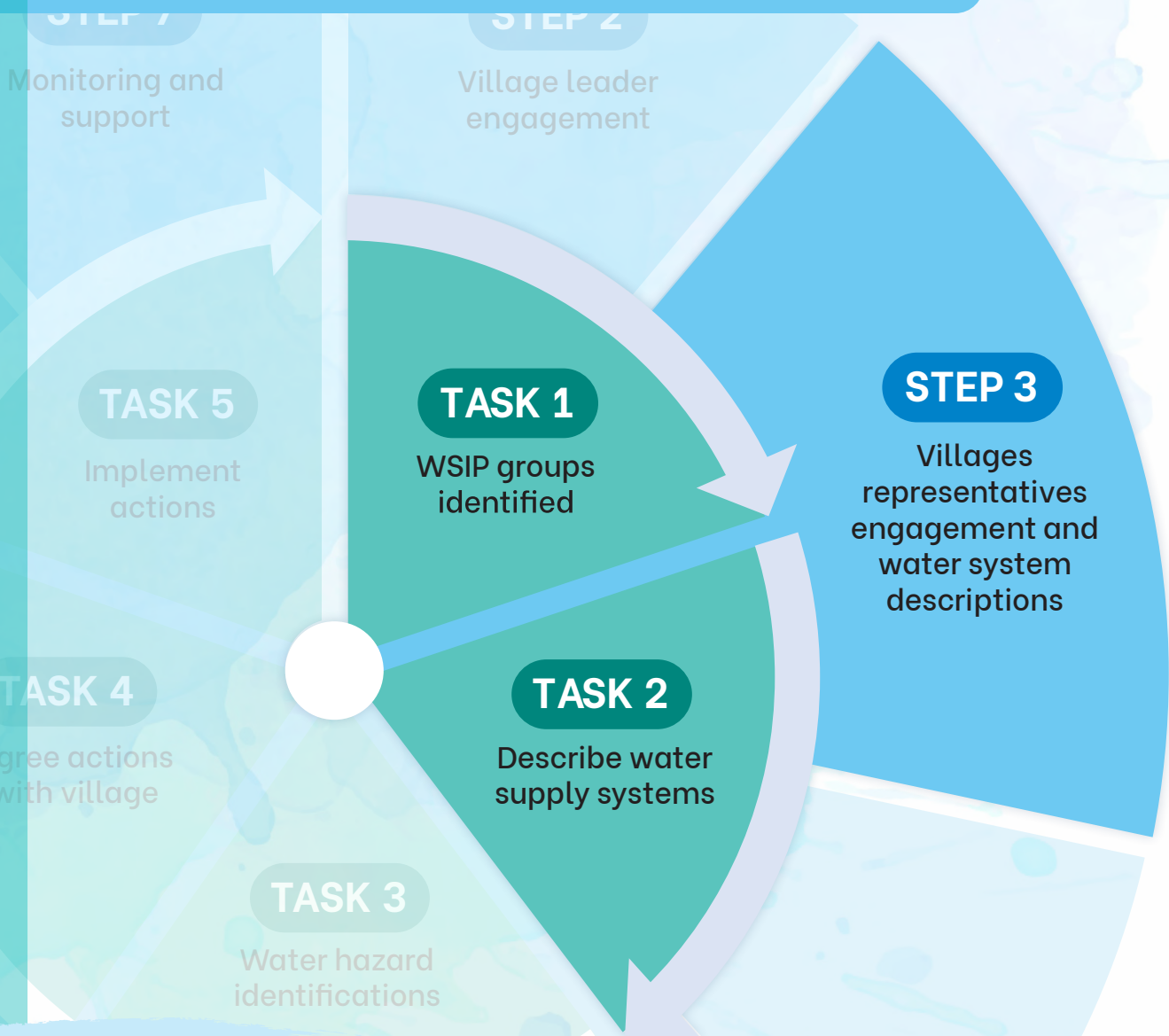
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Please use the *Gud Wata Plan Blong lumi* Facilitator Checklist for the village to ensure you have completed all elements of Step 2.

STEP 3

# STEP 3

## Zone meetings, identifying representatives and starting water system assessment



## Timing

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Same day as at Step 2, or up to 2 weeks after Step 2

## Summary

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With support and engagement of the village leaders it is now time to meet with zone groups within the village, with similar objectives to the meeting with village leaders. This step is broken into two separate parts:

- 1. Engage zone/area groups and identify representatives; and**
- 2. Water source and use assessment.**

This provides the opportunity to share information about the *Gud Wata Plan Blong lumi* purpose with the whole village through zone/area/group meetings and allows the representatives to start identifying knowledge of where water is collected and how it is used.

## WASH Committee involvement

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If there is an existing WASH Committee, facilitators should use their judgement to determine whether and how to involve the WASH Committee in Steps 3-7.

*It is important to include other community members, such as zone representative, women, youth and other marginalised people in undertaking all the CWSIP steps.*

## Objectives

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1. Benefits of the *Gud Wata Plan Blong lumi* process are socialised with the whole village.
2. Selection of members of the Water Planning Group: zone/area representatives, 50% women, and diversity of others from across the community, as well as any WASH Committee members (if appropriate). Aim for 2-4 representatives for each zone, plus additional members to represent marginalised people and promote diversity.
3. Representatives of each zone feel empowered and interested to research water sources, water use, barriers to water accessibility for households and water management practices.
4. People experiencing water marginalisation understand and participate in the CWSIP process and its leadership.

## Duration

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The schedule for meeting with various groups will depend upon the number of zones within the village. A meeting with each zone/area should take 1–2 hours. Be sure that meetings are scheduled so that they can be completed in the 2 days, e.g. zone A at 10am, zone B at 1pm.

The village meeting with **all** zone representatives should take around 2 hours.

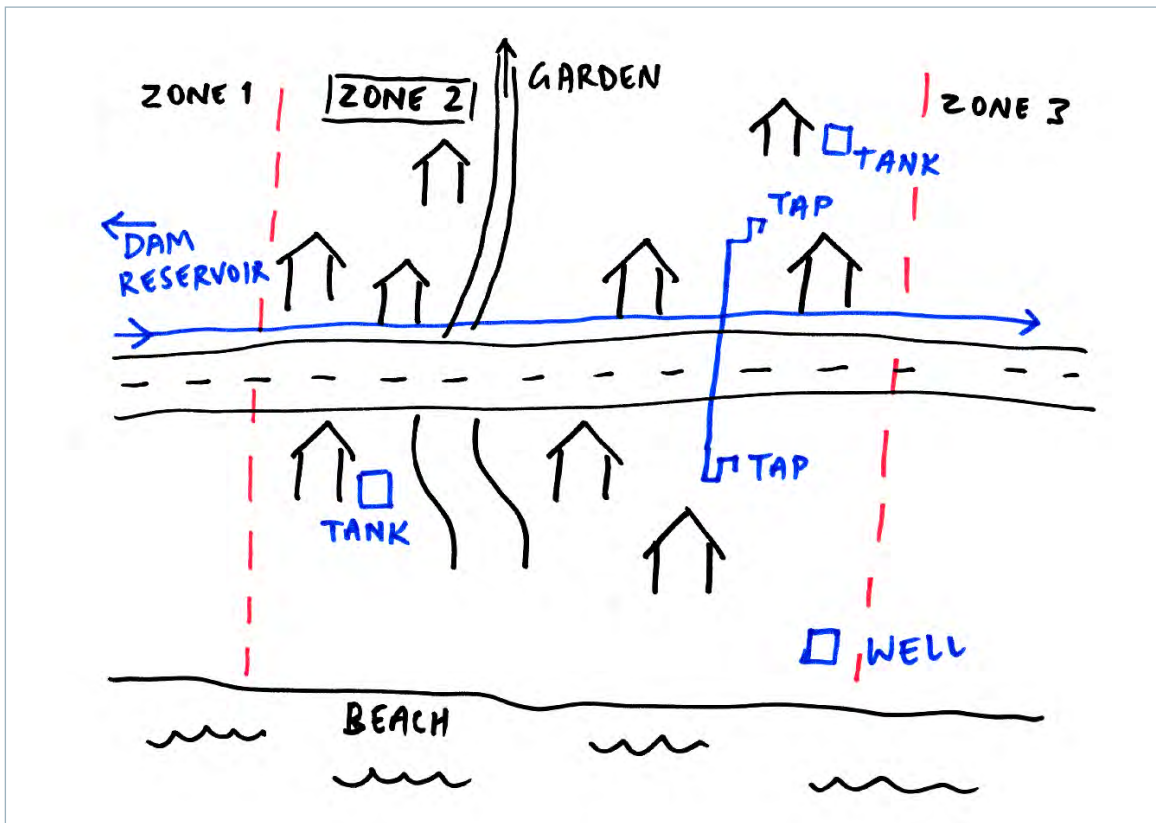
## Preparation and resources needed

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Prior to arriving at the village, the village leadership should have organised zone/area meetings (step 2) and you will know how many zones are in the village. This will allow you to schedule your village visit. Take the following items to the village:

- a copy of the village plan with zones (from step 2)
- CWSIP cycle graphic page (on page X)
- sheet paper (1 piece per zone) and markers
- sample zone water map (an example is given below):
- household survey forms (see below) – make sure there are enough printed forms for all the households in the village.

Sample Zone Map





# Activities

## Zone General Meeting

This step requires a meeting with village members from each zone at a time agreed with the village leaders. The meeting should cover the following discussion topics:

### Zone meetings topics

- Discuss that village leaders think the village should plan to improve water security (ask village leaders to lead this discussion if they can join the meeting)
- Discuss the importance of good water and health and wellbeing:
  - Unsafe water makes people sick, and they cannot go to school or work properly.
  - Lack of water means people can't wash themselves, clothes and house.
  - Lack of water means crops and livestock cannot be grown properly.
  - Working with groups and zones shares the workload and covers everyone's different needs.
  - Including women and young people in the water plan increases water security.
- Share some of the 3 stories (zones, involvement of women, youth, *see page X*).
- Discuss the CWSIP process and share the CWSIP cycle information (**on page X**).
- Discuss that the village plan will include a plan for each zone.
- Explain that two to four representatives are needed to help develop the plan for this zone. Discuss the kind of representatives that help to make a good plan – remind people that the strongest plan will come from having a diversity of people involved in making the plan. It is important to have at least half (50%) women, as well as some youth involved from across the community, and to select people who are not too busy already with other responsibilities for facilitating village activities.
- Explain that zone representatives will be the voice for this zone, that they will join the Water Planning Group, along with some other community members. (If appropriate, mention WASH Committee, women's group, etc., if they will be involved.)
- Emphasise the importance of all members of the Water Planning Group having commitment to completing the planning process – that it is very important for this village to have a good plan, and that it cannot be prepared if the community is not committed to making the plan.
- Explain that zone representatives will be coming to every house to complete a short survey on water (this helps to create accountability on the zone reps to do their job!).

## Zone Representatives Water Meeting

This meeting involves all zone representatives, as well as any other members of the Water Planning Group meeting together to discuss the following topics:

### Village Water Planning Group meeting topics

- Meet other members of the Water Planning Group
- Emphasise the importance of zone representatives for water planning: The representatives will know their zones best and through collecting data will gain an even better understanding of water access, use and management of each household within the zone. Representatives will become the voices for the experiences people within their zone have with water
- Discuss the importance of diversity in this group – that **it is important to have half (50%) women, as well as some youth involved from across the community**, and to select people who are not too busy already with other responsibilities for facilitating village activities. *(If this has not already happened, take the time to suggest changes to the CWSIP reps)*
- Explain that many of the CWSIP activities are based on the zone level – for example preparing maps, monitoring and collection information, and identifying actions. Therefore it is important that all members of the Water Planning Group agree to work with a “zone group” – ensure there is a spread of people and enough people working on each zone across the village
- Ask, what is water security? What does it mean to have ‘secure water’?
- Discuss the importance of having both enough water (water quantity) and water that is clean enough to use for the purposes it is being used for (water quality).
- Explain that some uses of water, such as cleaning, sanitation and feeding animals, don’t need water that is as clean and safe as drinking water.
- Having water security does not mean having only one source available all the time; it means using water that is available, which might be from 2 or 3 or 4 or more water sources, and using them in the ways that are appropriate for how clean/safe they are, so that there is enough water for all needs.
- Review the village zone map showing where there are zones (from Step 2) – check this is correct and make necessary changes.
- Discuss the CWSIP steps and village tasks (overview of the CWSIP process)
- Discuss the importance of having data and information to describe the existing water system – that it is important to collect data from every house about what water they use and any problems they have so that any actions that this group agree on when making the water plan are the right actions and will be addressing real problems.
- Outline the task to collect information about water access and use from within each zone (see details for Zone water mapping, Household surveys and Water stories below).
- Agree on a meeting day and time for sharing back this information
- Visit church leaders and request for announcements to be made informing the village about the *Gud Wata Plan Blong Iumi* and that zone representatives will be visiting every house to conduct a household survey.





## Zone Water Maps

Ask **each zone group to prepare a map of their zone** that shows:

- Roads, buildings, houses and any other village landmarks
- Water supply sources and access points – these are the sources of water and the places where people collect or use the water, to be used by the households in their zone (e.g. location of springs, bore, rainwater, tap stand, etc).
  - o Identify sources which are used for drinking and which are not used for drinking.
  - o Include **all** sources used by households – some might be household-scale, and some might be shared amongst several households, or the whole village. Some may be used at different times of the year (e.g. drought, flood, dry period) or for different purposes (e.g. washing, bathing, drinking).
  - o Identify households that access an open water source (e.g. rivers, streams, open well).
  - o Some water sources might lie outside the zone/area map area – if they do, write the name of the source (e.g. village dam; Spring name) on the edge of the map nearest to the location of the source
- Water infrastructure (e.g. pipes, reservoirs, storage tanks, bore pumps, wells, spring boxes). Include both piped and non-piped water infrastructure
- Any other fresh water sources not used in the water system.

*Always ask about people who may have trouble accessing water – elderly, single mothers with young children, people with a cognitive or physical disability. Where and how do they get water?*

Provide each zone team with sheet paper and coloured markers to complete this task. As long as the map shows this information, and the zone team can understand their own map, it does not matter what the map looks like.

# VILLAGE

## TASK 2

In preparation for the visit for Step 4 the Zone representatives will complete household surveys, collect water stories and map water systems. The instructions and forms for this village work are on the following pages.



## Household surveys

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Ask zone group members **to visit every** household within their zone and complete the survey (survey form below). The survey will provide important information about water use in the zone, which will be used to prepare the village *Gud Wata Plan Blong Iumi*.

It is important that information about **all water sources** used is collected – this helps to plan for climate change effects. And it is important that **every house is visited** – this helps to ensure the *Gud Wata Plan Blong Iumi* includes everyone's needs.

'All water sources' means not only types of water that are shared by the village, but also any that might be used only by one household, such as wells, bore-pumps and household rainwater tanks.

## Zone water stories

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While the zone representatives are visiting each house to do the survey, they should also collect some stories from village members that help to explain. Use recordings on a phone or tablet, or the form below to collect stories about:

- things people like about their water situation
- things people don't like about their water situation
- *specific difficulties that are faced by people who are marginalised in some way – for example, households with someone who has a disability, a faith or family group with few people in the village, a very small or very large household, or a household that is living far from any water sources. It is important to try to capture the worst cases of problems faced by all kinds of people.*

Stories are an important way to share the experiences that different people have, so it is important to collect detailed stories.

The purpose is to record specific examples of good and bad water situations that exist now, or have in the past, and how they have affected people.

Make sure zone teams know **it is important to collect stories from different kinds of people** (different gender, age, locations in the zone, church, clan). This helps to ensure the *Gud Wata Plan Blong lumi* includes everyone's needs.

These questions are very open, so that we can hear what people's experiences are – this is important for helping to identify problems and future actions.

The zone representatives will be asked to share between 2 and 5 stories from each zone during the next meeting.

*As well as collecting zone stories, some members of the Water Planning Group should consult with any women's groups in the village and invite some women and other marginalised people to come to the next meeting (Step 4) to discuss water issues they experience.*

## STORY COLLECTION FORM

What things do people like about their water situation?

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What things do people not like about their water situation?

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What difficulties are faced by people who are marginalised?

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## STORY COLLECTION FORM

What things do people like about their water situation?

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What things do people not like about their water situation?

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What difficulties are faced by people who are marginalised?

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## Household survey (HHS) instructions for village members

(PRINT 1 of this page for each zone representative who is doing the HH survey)

- Ensure you complete the survey with EVERY household in your zone. If no one is home, come back at another time.
- Introduce the purpose of the survey and seek consent to undertake the survey. (Ask “Are you ok to complete the survey? It will only take 5 minutes”.)
- Tell the HH representative that no names are collected (responses are anonymous), just HH numbers and other information.
- Do not comment or judge responses – be respectful of each person’s views.
- Make sure every question is asked.
- Try to undertake the survey with a mix of both male and female HH representatives.
- With the ‘open’ questions, e.g. “Why do you think...?”, try and capture their full response (Pijin is fine).
- The survey asks questions about drinking and non-drinking water. We want to learn about which water is used for drinking and which is used for non-drinking, because different types of water can be used for these different needs.
  - Drinking water means the water source that is used for drinking (and cooking). Drinking water should be clean and safe for drinking – sometimes it needs to be treated to make it safe.
  - Non-drinking water means the water source that is used for all other purposes other than drinking/cooking, such as washing, cleaning, for animals, for sanitation, handwashing etc. Non-drinking water does not need to be as safe or clean as drinking water.
- At the end of the survey, thank people for their time and insights.

**PRINT MANY COPIES of the survey template on pages X to X – make sure every zone representative has enough for very household and 2 spares.**

## Household survey form (English)

Household name:	Date:		
Village and zone:	Zone representative conducting survey:		
People living in this house last night			
GENDER	AGE	GENDER	AGE
1		6	
2		7	
3		8	
4		9	
5		10	

**1a) What is the main/preferred source of water your household used for DRINKING?**  
(not access or outlet, but source – see picture guide)

**b) How safe [helti] do you think this water is to drink? Please circle**



1. Barava no gud tumas



2. Gud lilbit/ oreat nomo ya



3. Barava gud tumas

**c) Do you do anything to make it safe? Yes / No.**

If yes, what is done? .....

**d) Is this source always available when you need to use it?  
When is it not available? How often/when?**

.....

**e) Why do you think it is not available?**

.....

**f) Is there anyone in this house that cannot access this water on their own due to age or a disability? (write gender, age and why they cannot)**

.....

**g) Do you, or people in your house, use this drinking water for any other household needs?**

- |  |   |
|--|---|
| <input type="checkbox"/> Swimming (washing people) | <input type="checkbox"/> Washing (clothes, kitchen equipment) |
| <input type="checkbox"/> Cooking                   | <input type="checkbox"/> Cleaning (house)                     |
| <input type="checkbox"/> Toilet flushing           | <input type="checkbox"/> Handwashing                          |
| <input type="checkbox"/> For animals               | <input type="checkbox"/> Garden                               |
| <input type="checkbox"/> Other:.....               |   |

**h) What other sources of drinking water do you have access to (you can use for drinking if you want to)? (tick all other sources used; refer prompt sheet – photos – for guidance)**

When do you use these?

- Shared rain water tank .....
- Household rain water tank .....
- Protected well .....
- Unprotected well .....
- Bore .....
- Protected spring.....
- Unprotected spring .....
- Surface water – stream, river, dam .....
- Bottled water .....
- Other: .....

---

**2a) What is the main source of water your household uses for NON-DRINKING purposes**  
(e.g. washing, cleaning, bathing)?

.....



**b) What is this water used for?**

- |  |   |
|--|---|
| <input type="checkbox"/> Swimming (washing people) | <input type="checkbox"/> Washing (clothes, kitchen equipment) |
| <input type="checkbox"/> Cooking                   | <input type="checkbox"/> Cleaning (house)                     |
| <input type="checkbox"/> Toilet flushing           | <input type="checkbox"/> Handwashing                          |
| <input type="checkbox"/> For animals               | <input type="checkbox"/> Garden                               |
| <input type="checkbox"/> Other:.....               |   |

**c) Is this source always available when you need to use it?**

When is it not available? How often/when?

.....

**d) Why do you think it is not available?**

.....

**e) What other sources of water do you use for non-drinking purposes?**

(tick any other sources used) When do you use these?

- Shared rain water tank .....
- Household rain water tank .....
- Protected well .....
- Unprotected well .....
- Bore .....
- Protected spring.....
- Unprotected spring .....
- Surface water – stream, river, dam .....
- Bottled water .....
- Other: .....

**3a) How happy are you with your current water supply** (drinking and non-drinking together)  
(on a scale of 1–3, 3 is very happy, and 1 is very unhappy)?



1. Barava no gud tumas



2. Gud lilbit/ oreat nomo ya



3. Barava gud tumas

**3b) Can you tell me why you think this?**

.....

**4a) Are there times of the year when there are more people staying in the house than now**  
(e.g. at Christmas, New Year, Church/sporting/village events)? **Yes/No**

.....

**b) If yes, how many extra people come and stay in your house, and for how long?**

.....

**c) How does this affect your water availability?**

.....

## Zone or Area **HOUSEHOLD SURVEY** summary table

This is a summary table to be filled out when ALL surveys have been completed in a zone.

Please look through the completed HH surveys for your zone/area and write – in Pijin or English – a summary of the key results. This will be used to help guide discussions and inform the water use and hazards identification process and group meeting in Step 4. Please ensure that the CWSIP facilitator takes a photo or copy of this summary document.

Name of Zone representatives completing this summary:

.....

Name or number of zone/area			
How many households (HHs), in total, in the zone/area?			
What is the total population of the area (HH member numbers combined)?			
Were there any HHs not included in the survey (due to absent families)? If yes, how many HH and how many people?	HH empty: Estimate number of people living in those houses:		
(1a) What was the main/preferred source of water households in the zone used for drinking?	Main source 1:	Main source 2:	Main source 3:
(1b) How many people used this as their preferred DRINKING water source?			
(1c) Did HHs think their drinking water was safe? How many HHs said their main source was: <ul style="list-style-type: none"> <li>• Barava gud tumas</li> <li>• Gud lilbit/ oreat nomo ya</li> <li>• Barava no gud tumas</li> </ul>			
(1d) Did any HHs treat or do anything to make the water safe (e.g. boil the water before drinking)?			
(1e) Was it always available? Give a summary overview of responses. (How many HHs said yes, and how many said no, and why was it not available?)			
(1f) Were there any people in the zone/area who had trouble accessing water due to age or physical/cognitive disability?  How many in total?			

(2a) What were the main sources of non-drinking water used?			
(2b) Was the main non-drinking source always available? (How many HHs said yes, and how many said no and why was it not available?).			
(3) How happy were people – overall – with their current water supply?			
Any comments you would like to make?			



## Monitoring

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### Record:

- each zone meeting (village, date, location of meeting, zone name, number and gender of participants)
- village zone representative meeting (village, date, location of meeting, number and gender of participants)
- the name and contact details of zone representatives
- date scheduled for step 4
- reflections as per Step 2 (what worked well, what did not etc.)



## Checklist

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Refer to the *Gud Wata Plan Blong Iumi Facilitator Checklist* for this village and complete Step 3.







**Live & Learn** and **Plan International Australia** in collaboration with **International WaterCentre** has developed a contextualised Community-based Water Security Improvement Planning guide for Solomon Islands.

The tool aims to support community-led water management through knowledge sharing, provision of a practical and inclusive process and a risk-based approach to community-led water management.

The three-volume tool is a facilitation guide to:

- Support community-led water management through knowledge sharing and provision of a practical process
- Promote “access for all” by amplifying the voices of marginalised community members and prompting decision makers to consider WASH inequalities in water management
- Provides a risk-based approach to community-led water management, including specific risks related to climate change