

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

No.

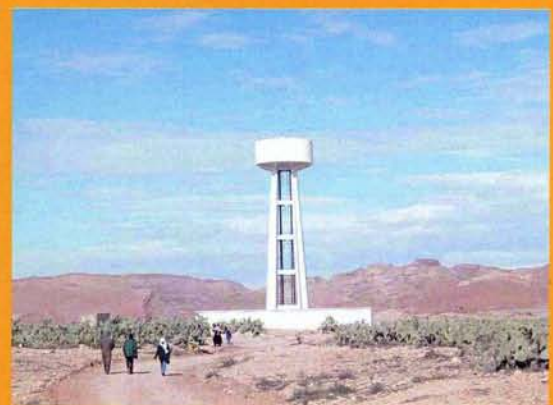
GENERAL DEPARTMENT OF
AGRICULTURAL ENGINEERING AND WATER MANAGEMENT
MINISTRY OF AGRICULTURE AND HYDRAULIC RESOURCES

**THE STUDY ON
THE RURAL WATER SUPPLY PROJECT (PHASE II)
IN THE REPUBLIC OF TUNISIA**

FINAL REPORT

VOLUME IV

(PRACTICAL GUIDE OF THE SENSITIZATION MANUAL)



MARCH 2006

TAIYO CONSULTANTS CO., LTD.
NIPPON KOEI CO., LTD.

G E

J R

06-017

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
GENERAL DEPARTMENT OF AGRICULTURAL ENGINEERING AND WATER MANAGEMENT
MINISTRY OF AGRICULTURE AND HYDRAULIC RESOURCES

THE STUDY ON THE RURAL WATER SUPPLY PROJECT (PHASE II) IN THE REPUBLIC OF TUNISIA
FINAL REPORT VOLUME IV (PRACTICAL GUIDE OF THE SENSITIZATION MANUAL)

MARCH 2006

JICA

G E
J R
06-017

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

**GENERAL DEPARTMENT OF
AGRICULTURAL ENGINEERING AND WATER MANAGEMENT
MINISTRY OF AGRICULTURE AND HYDRAULIC RESOURCES**

**THE STUDY ON
THE RURAL WATER SUPPLY PROJECT (PHASE II)
IN THE REPUBLIC OF TUNISIA**

FINAL REPORT

VOLUME IV

PRACTICAL GUIDE OF THE SENSITIZATION MANUAL

MARCH 2006

**TAIYO CONSULTANTS CO., LTD.
NIPPON KOEI CO., LTD.**

LIST OF VOLUMES

VOLUME I MAIN REPORT

**VOLUME II REPORT ON WATER ANALYSIS AND WATER SOURCE
ASSESSMENT**

VOLUME III SUPPORTING DOCUMENTS

VOLUME IV PRACTICAL GUIDE OF THE SENSITIZATION MANUAL

THE STUDY ON
THE RURAL WATER SUPPLY PROJECT (PHASE II)
IN THE REPUBLIC OF TUNISIA

PRACTICAL GUIDE FOR THE SENSITIZATION MANUAL

- A. PRACTICAL GUIDE FOR THE SENSITIZATION MANUAL
- B. PRESENTATION MODELS FOR THE 1ST to 3RD VISITS OF PRELIMINARY SENSITIZATION
- C. NEW THEMES FOR THE SENSITIZATION
- D. GENDER CONSIDERATION
- E. BRIEF DESCRIPTION ON THE PRA (PARTICIPATORY RURAL APPRAISAL)
- F. THE SENSITIZATION MANUAL
- G. SOCIO-ECONOMIC SURVEY MANUAL

A. PRACTICAL GUIDE FOR THE SENSITIZATION MANUAL

THE SENSITIZATION MANUAL

PRESENTATION OF A PRACTICAL GUIDE

PREAMBLE

WHAT IS THE USE OF A PRACTICAL GUIDE

- The practical guide is used to popularize the Manual, and to provide practical tools that facilitate its application.
- The practical guide provides theoretical and practical elements (drawn from the experience), but it is not restrictive; it is only indicative.

THE UNITS OF PRACTICAL GUIDE

- UNIT 1 : IDENTIFICATION
- UNIT 2 : IN-DEPTH SOCIO-ECONOMIC SURVEY
- UNIT 3 : SENSITIZATION

UNIT 1 IDENTIFICATION

- ITEM 1 : Identification of the project area
- ITEM 2 : Identification of relay persons

ITEM 1
IDENTIFICATION OF THE PROJECT AREA (1)

- Visiting the project area in the presence of responsible person AGR, Omda and other key persons.
- Visiting all the localities to identify their names, approximate number of households and population, and public institutions .
- Confirming the identification of all the localities in the project area and neighboring localities included in the future expansion of the project.
- Brief examination of current conditions of water collection, importance of alternative water sources, existence of a neighboring rural water supply system.
- To assess the motivation of population for the collective water supply project.

ITEM 1
IDENTIFICATION OF THE PROJECT AREA (2)

MATERIAL TO BE USED

- The Project Identification Form provided by the CRDA
- The map of project area
- Notepad and pen
- A recorder and a camera to be used after having asked the permission of population

ITEM 2

IDENTIFICATION OF RELAY PERSONS (1)

Who are the relay persons?

- The relay persons are the leaders in the community who has the capacity to exert a moral influence and to promote the changes of attitude and behavior.

How to recruit the relay persons ?

- When visiting the localities, ask people about men or women in whom they have confidence, who could represent them and who could assist the study team in the study and sensitization.

ITEM 2

IDENTIFICATION OF RELAY PERSONS (2)

Selection criteria of the relay persons

- Influence recognized by the population
- A minimum educational level
- Motivation to assist the study team
- Possessing a means of contact (ex. a cellular phone)
- For women, to encourage the influence and motivation

Provisional and definitive selection

- The recognition of relay persons is carried out during the identification, it must be confirmed during the socio-economic survey. The candidate can not be concluded should be changed during the socio economic survey .

ITEM 2

IDENTIFICATION OF RELAY PERSONS (3)

Usefulness of the relay persons

- They can help in the preparation of the meetings by informing the population of the dates and agenda, by collecting the commitments; also, they should help in sensitization by playing as liaison between the sociologist and the population. Particularly in large scale projects, the topics that were insufficiently developed by the sociologist or which were not well understood by the population can be explained again by the relay persons, by using the same material that the sociologist used.

Initiation for the relay persons

- To play this role, the relay persons should be initiated into some techniques of survey and sensitization. From the identification, the meeting for the initiation should be programmed for them. Four meetings could be programmed for them: 1) after the identification to prepare them for the survey, 2) before the first visit, 3) before the second visit and 4) before the third visit.

UNIT 2

SOCIO-ECONOMIC SURVEY

- ITEM 3 : Household survey
- ITEM 4 : Survey on existing GICs
- ITEM 5 : Tools of PRA
 - Community mapping
 - Pair-wise ranking
 - Semi-structured interview
 - Others
 - Historical profile
 - Venn diagram

ITEM 3

HOUSEHOLDS SURVEY (1)

- The households survey is intended to make the population participate in the collection of information necessary to know the project area and to plan the project study .
- The households survey is based on a structured questionnaire .
- The questions are either “yes or no” or multiple-choice (majority), or open (a limited number)
- The “yes or no” and multiple-choice questions are intended to obtain the affirmative and easy quantifiable answers while the open questions are used to clarify some aspects related to the attitudes and the behaviors of the population.

ITEM 3

HOUSEHOLDS SURVEY (2)

- Examples of “yes or no” questions: Are you ready to participate in the GIC? Is there a connection between bad quality water and human health? Expected answer: yes/no
- Example of a multiple-choice question: Which recovery method do you prefer? Expected answer: 1-Periodical flat rate, 2- Commodity charge, 3- Mixed method, 4-Other. In this type of questions, the interviewee can give answers that were not expected by the questionnaire. Those answers will be analyzed and clarified thereafter (the item of "other" covers the possibility)
- Example of an open question: Why are you against women’s participation in the sensitization meetings? This type of questions provides the surveyed people with certain flexibility to answer the question. The answers obtained will be grouped in standard-answers and expressed in writing.

ITEM 3

HOUSEHOLDS SURVEY (3)

- The households survey is directed the household heads, their wives, their children or parents belonging to a household .
- The household survey used by JICA Study Team includes about fifty questions that are based on following major topics :
 - Information about an interviewee
 - Information about a household
 - Water related themes
 - Hygiene related themes
 - Gender related themes

ITEM 3

HOUSEHOLDS SURVEY (4)

- The household survey is carried out based on the sample determined according to the number of the population in the project area:

Effective households	Sample Size
o < 60	20
o 60-100	30
o 101-200	40
o 201-500	50
o > 500	60

- The sample must be distributed through all the localities to guarantee its representativeness .
- If the survey covers only the people who attend the sensitization meetings, it will not represent the project area.

ITEM 3
HOUSEHOLDS SURVEY (5)
EXAMPLE TO DETERMINE THE SAMPLE SIZE

Locality	Number of Households	Number of Sample	%
Locality A	25	9	45
Locality B	7	2	10
Locality C	12	4	20
Locality D	15	5	25
Total	59	20	100

ITEM 4
SURVEY ON EXISTING GIC

The previous experiences showed that the analysis of the existing GIC was not sufficient especially the operation of the GIC suffering from problems. In case of a project of which projected water supply system will be made by an existing GIC, this analysis is important to clarify the sound management of the new system.

- ❖ Necessary improvement (Sections to be analyzed)
 - Establishment
 - Organization (members of the GIC board of directors with information about: status, age, sex, profession, education)
 - Employees by the GIC
 - Water Production of the last three (3) years
 - Water charge system and price of water applied
 - Operation hours of each service installation
 - Financial management of the last year (budget, balance sheet, accounting balance of the GIC during the last 3 years), unaccounted-for water (rate of expected unaccounted for water and the actually recorded rate)
 - Maintenance system recommended by the GIC
 - Efforts to control unaccounted-for water

ITEM 5.1 TOOLS OF PRA : COMMUNITY MAPPING (1)

❑ Definition and use

The community map makes the population possible to locate the community and to know the human groupings, area, and resources in the community. The discussion and the analysis associated with the process of mapping allow it to go beyond the spatial description. It also allow to deal with qualitative aspects and to visualize quantitative data, furthermore, to know the perceptions of the target groups of their space and area.

The mapping from the very start of the survey establishes a contact with people and informs the study team about the project area. The map contains following :

- Details about the some important characteristics (natural obstacles to the project, number of localities),
- The spatial distribution of the collective infrastructures.

ITEM 5.1 TOOLS OF PRA : COMMUNITY MAPPING (2)

❑ Objectives

- Visualize the project area,
- Locating someone's place and understanding its territory,
- Planning, implementing tasks, following up and evaluating the actions

❑ Process of mapping

The maps should be drawn on paper .

Following are recommendations for the mapping:

- Drawing principal bench marks
- Using symbols
- Indicating distances
- Indicating the direction

ITEM 5.1 TOOLS OF PRA : COMMUNITY MAPPING (3)

One should not hesitate to add elements to the map during the progress of study or to superimpose several maps while paying attention to the clearness of information added to them (e.g. a resources map with a social map, a resources map with a mobility map for the use of these resources, etc). Thus, the role of the organizer is to direct the content and the clarification to be included in the maps according to the intended topics and objectives.

ITEM 5.2 TOOLS OF PRA : PAIR-WISE RANKING (1)

❑ Definition and use

The classification matrix for the needs expressed by the population is analytical material of comparison. The importance of classification lies in the fact that one does not often need absolute values for some information or collection of the information would require detailed survey. It is generally sufficient to know the importance of the needs which mostly occupy the matrix in comparison with each other without trying to assess them.

There are several types of classification. One that was used in the Study is a simple classification in order of preference (COP).

ITEM 5.2 TOOLS OF PRA : PAIR-WISE RANKING (2)

Objectives

- To identify the priorities or the preferences of the individuals and/or the groups;
- To understand the preferences and the reasons of choice of an individual or a group ;
- To provide precise elements about the choice of a priority
- To produce a discussion with the interlocutors about their way of thinking when they make with some decisions ;
- To facilitate the comparison of the needs by comparing one with the others.

ITEM 5.2 TOOLS OF PRA : PAIR-WISE RANKIN (3)

Procedure

- Count the elements to be compared and write them on a large size paper.
- Request the focused group on a number of elements that do not exceed eight (8) elements;
- Register the needs on a large size paper;
- Choose the matrix to use and continue the process. The drawing process can be simplified as follows:
 - Draw a matrix to record the needs.
 - Make the choice between two needs
 - Ask the population the reason each time (advantages /disadvantages of the choice)
 - At the end, we count the number of times where a need is chosen and then we can establish an order of preference.

ITEM 5.2 TOOLS OF PRA : PAIR-WISE RANKING (4)

EXAMPLE OF MATRIX

	1	2	3	4	5	6	7	Freq	Rank
1 Water		Water	Water	Water	Water	Water	Water	7	1
2 Track			Track	Track	Track	Track	Track	6	2
3 Employment				Employment	Employment	Irrigation	Employment	4	4
4 School					School	Irrigation	Dispensary	2	6
5 Electricity						Irrigation	Dispensary	1	7
6 Irrigation							Irrigation	5	3
7 Dispensary								3	5

ITEM 5.3 TOOLS OF PRA : SEMI-STRUCTURED INTERVIEW (1)

Types of Interview

The semi-structured interview is the essential instrument for the diagnosis of the project area. It plays the role of forefront in the participative diagnosis. It is about a type of interview without a predefined structure. Only a **guide of interview** including from 10 to 15 key questions is established.

New subjects of discussion can result from the answers of surveyed people who themselves can ask questions.

There exist several types of interview :

- Community interviews
- Group interviews (interview with groups / households, focused interviews with homogeneous groups (focus groups/groups with interests)
- Interviews with key informants (resource persons, leaders...) Individual interviews

ITEM 5.3 TOOLS OF PRA : SEMI-STRUCTURED INTERVIEW (2)

Conditions of interview

- The place and the time of the interview (in general the interview takes place in the house, during the day time when it does not disturb the activities of community too much).
- The type of interview used is the community interview. People present in the meeting should be kept.
- The interview must be carried out at least by two interviewers, one conducting the interview, the other takes notes.
- Start the interview with traditional greetings. Introduce yourself. Give all the basic information about the objectives of the interview to the interviewee.
- Show that you came to learn something
- Start the interview with something clear or something that can be observed
- Use the six key words: Who, What, Why, When, Where, How

ITEM 5.3 TOOLS OF PRA : SEMI-STRUCTURED INTERVIEW (3)

How to interview

- ❖ Greet according to local customs
- ❖ Present yourself
- ❖ Explain why you are there
- ❖ Ask the permission to make questions
- ❖ Ask questions, either “yes or no” or open
- ❖ Paraphrase if necessary in order to check that the communication is really understood (“paraphrase” means to make an interviewee understood the meaning of what was said and to say it again on your own words) by using various sentences of the following type
 - * Take notes carefully
 - * Show the appreciation to the interviewees for their participation

ITEM 5.3 TOOLS OF PRA : SEMI-STRUCTURED INTERVIEW (4)

Practical examples

Examples of “yes or no” question :

- Are you willing to adhere to the GIC?
- Are you willing to become a member of the board of directors (CA) of the GIC?

Example of open question :

- What do you do to get drinking water?

Examples of paraphrase:

- You say that...
 - In other words ...
 - I suppose that ...
 - If I understand well what you said ...

- You want to say that ...

Then you repeat on your own words what was said.

ITEM 5.3 TOOLS OF PRA : SEMI-STRUCTURED INTERVIEW (5)

Model of an interview guide

- Existing localities and relationships
- Territorial boundaries: space and borders, meeting places, sites of which the population takes pride,
- Basic infrastructure (roads, tracks, electricity, school, health, telecommunication, etc)
- Specificities, customs, habits, etc
- Socio-economic activities (with classifying the roles according to the gender, access to and control of the resources)
- Present conditions of water collection and sewage (water sources, quality, people in charge, distance, utensils, means of transport, time spent, and disadvantages)
- Existing organizations (unofficial, official, traditional) with object, activities, experience, level of influence (members, participants, etc)
- Communal participation in the GIC who manages the rural water supply system (relay persons, representatives of the localities, volunteers, perception of previous experiences, capacity of information and mobilization, management, etc)
- Others

ITEM 5.4 TOOLS OF PRA : HISTORICAL PROFILE (1)

Definition and use

The historical profile is a tool that allows to record the significant events that happened throughout the life of a community or the area. One can also carry it out to see the evolution of one or several topics through the period of time e.g.: historical profile of the water sources. This information is generally kept by old people. It is possible for the study team to stress the events that are important for the study.

The historical profile can give important information to understand/analyze the current situation and the future tendencies of the community.

Trying it with different groups in the same community (for example men and then women, adults and/or young people) allows to have different perceptions and readings of the history of the community.

ITEM 5.4 TOOLS OF PRA : HISTORICAL PROFILE (2)

Objectives and development process

☐ Objectives

- To know the target group;
- To know the evolution of a phenomenon or a sector;
- To start the process of diagnosis (introductory tool).

☐ Development process

- Sources of information: old people;
- Basis: approximate references of the most significant events. To supplement the interview progressively;
- Insist on the changes/topics studied;
- Do not hesitate to examine the information through cross-checking. Help the interviewee with secondary data.

ITEM 5.4 TOOLS OF PRA : HISTORICAL PROFILE (3)

Case studies

The history of the studied community can be summarized as follows:

- The majority of families belong to two tribes
- Two major negative events of the community marked : the colonization and the Second World War (for the old people)
- Formerly there were no problems of water, there were three springs used by the community
- The community witnesses years of drought
- The independence and the school enrollment of girls are historical events
- The announcement of the implementation of the drinking water supply project is also the historical event.

ITEM 5.4 TOOLS OF PRA : HISTORICAL PROFILE (4)

Case Studies

The most significant historical events told by the inhabitants of the community according to the localities were:

- Locality A

- Origin : Arbi Omrani
- Ancestor: Algerian belonging to the tribe Béni Omrane
- 4 generations in Tunisia
- The first Mohamed Omrani was Omda for 32 years during the French colonization
- The locality witnesses years of drought
- It witnesses the independence and the change as historical events

ITEM 5.4 TOOLS OF PRA : HISTORICAL PROFILE (5)

Case Studies

- Locality B
- Origin : Turque
- Ancestor: Turk: Abdallah Souli, representative of Mohamed Bey, he governed and possessed one third of the country from Bizerte to Beja
- He offered a field to a woman against bread
- He was convicted to death by the Bey
- He lost his assets
- Colonization
- Support of the Germans during the Second World War
- Revenge on the French colonists
- Epidemic: cholera and the plague
- Independence

ITEM 5.4 TOOLS OF PRA : HISTORICAL PROFILE (6)

Case Studies

- Locality C
- Ancestor: Turkish origin: Ali Ben Rabe Ben Abdallah Souli
- Settlement in the zone under difficult conditions
- The Second World War
- Floods
- Droughts
- Colonization
- Independence
- Change
- Elimination of hovels
- Drinking water supply project

ITEM 5.4 TOOLS OF PRA : VENN DIAGRAM (1)

Definition and use

It is a tool that illustrates the organizational/institutional relations inside and outside the area. Its usefulness lies in the fact that some information, which can be sensitive within the framework of the semi-structured interview, can be treated without any problems when drawing a diagram; it is useful for:

- Facilitating the process of data analysis. This data becomes more clear when shown in a diagram;
- Understanding the evolution of the relations of institutions inside and outside the site;
- Understanding the importance and the impact of the institutional relations on the development of the project area;
- Pursuit the best mechanisms to promote the interventions of the institutions with the population.

ITEM 5.4 TOOLS OF PRA : VENN DIAGRAM (2)

Objectives

- To collect information about people and institutions concerned with the decision-making in a given field as well as their activities in the project area;
- To understand how the population appreciate itself and at which level it locate itself in decision-making;
- To materialize and show the relations that exist between the institutions and the people in a diagram;
- To analyze these relations and to know the appreciation of various social groups while specifying the importance (benefits, roles) of these organizations.

ITEM 5.4 TOOLS OF PRA : VENN DIAGRAM (3)

Development process

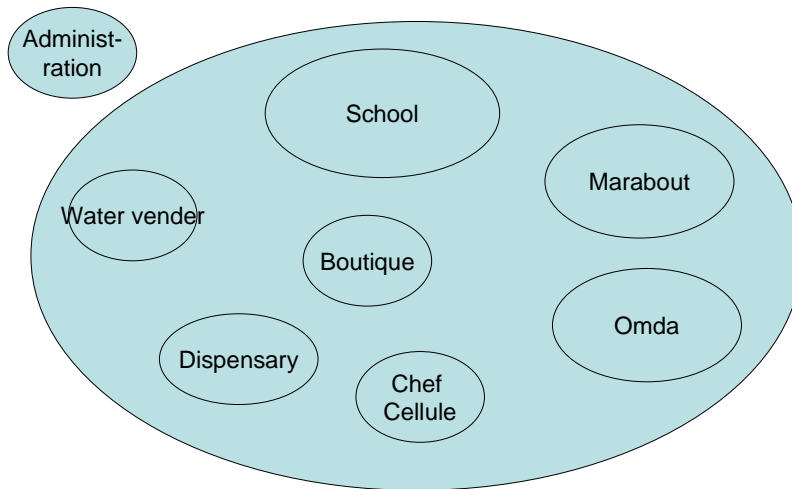
- List the actors, the organizations and the institutions (inside and outside the community) having a relationship with the project area;
- Represent them with circles of various sizes according to their importance;
- Ask the population to situate them in the space of the “douar” according to their perception and their opinions about these institutions;
- Define with the population the ties between these institutions and examine the impact of these institutions on the social group;
- Look for the ties between the institutions, by classifying them, for example in three types: intensive link, not a very intensive link, no link
- Analyze the ties and their impact and ask the population to specify how to promote or improve this impact;

ITEM 5.4 TOOLS OF PRA : VENN DIAGRAM (4)

Easy execution

- To make the process easy, prepare paper circles of various sizes (representing the importance of the organization), while leaving the possibility for the group to modify, the sizes of the circles should be selected or even add other circles according to their need.
- The group can also choose the site of the institution (outside or inside the “douar”) according to the opinion and the analysis results that they have about the institution .

**ITEM 5.4 TOOLS OF PRA :
VENN DIAGRAM (5)
MODEL OF VENN DIAGRAM**



UNIT 3 : THE SENSITIZATION

ITEM 6 : FIRST VISIT OF THE SENSITIZATION (1)

- Significance of the meetings of the first visit
- Process of discussion
- Informative tools to be used: poster, sketches, diagrams
- Standard themes for the 1st visit of the sensitization

ITEM 6

FIRST VISIT OF THE SENSITIZATION (2)

Significance of the meetings

- The meetings of the first visit are mainly those for general information to which all the population is to be invited.
- In large projects, it should be planned more than one meeting for general information.
- These meetings are generally mixed, however, if a significant resistance concerning women's participation is observed, it should be planned to hold meetings for men and women separately.
- It should be organized in a accessible place to the majority of the population. In case of existence of obstacles preventing people from attending the meetings, it should be planned more than one meeting.
- The meetings of the first visit are organized for informing the population of the project outline and the sensitization, however there is another objective to summarize the results of the socio economic survey, consulting it with the population about the preliminary components of the project and presenting specific topics of the sensitization, especially if the survey revealed major problems which must be dealt with as soon as possible with the population.

ITEM 6

FIRST VISIT OF THE SENSITIZATION (3)

Process of discussion

- The discussion should focus on two major aspects:
 - * Reactions of the population towards the exposed results of the survey: whether these results were validated or contradicted by the population, and the corrections and modifications should be made.
 - * Their expectations in comparison with the preliminary design: configuration of the localities, proposed pipeline routes, approximate number of service installations.
- The sociologists and engineers intervene in their respective expertise to add the clarifications on the preliminary design and to take notes of the expressed expectations by the population which may contribute to make the design optimum.

ITEM 6

FIRST VISIT OF THE SENSITIZATION (4)

Tools to be used

- Outlined sketch of the projected water supply system
- Community map prepared in the socio-economic survey
- Simplified tables and figures showing the main result of the socio-economic survey.
- Large size paper with felt-tip pens, etc. to record the ideas and the comments by the participants.
- Camera

ITEM 6

FIRST VISIT OF THE SENSITIZATION (5)

Themes to be discussed

- Implementation stages of the project
- Study stages of the project
- Results of socio-economic survey
- Indicators of the actual situation of the project area
- Preliminary components of the projected water supply system
- Expected advantages of the water supply project.
- Obligations of the beneficiaries
- Specific themes for the sensitization

ITEM 6

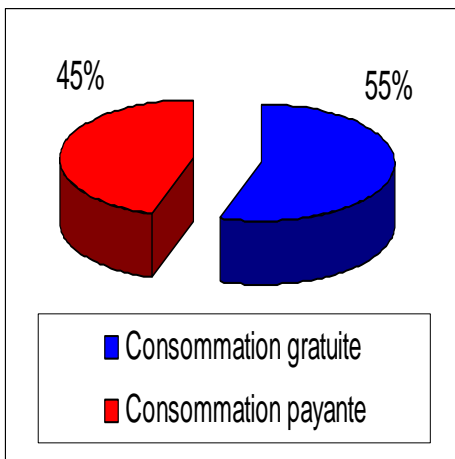
FIRST VISIT OF THE SENSITIZATION (6)

Specific themes for the sensitization

- The specific themes for sensitization must be drawn from the households survey and developed during the 1st visit of the sensitization.
- Prepare tables and figures of frequency to define the observed tendency in relation with a certain number of interesting phenomena.

ITEM 6 FIRST VISIT OF THE SENSITIZATION (7)

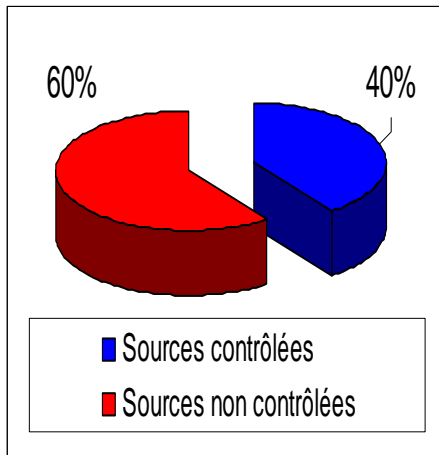
SPECIFIC THEMES OF THE SENSITIZATION FREE CONSUMPTION



55% of the population get used to consume water for free. The sensitization should be focused on the cost of water supplied.

ITEM 6 FIRST VISIT OF THE SENSITIZATION (8)

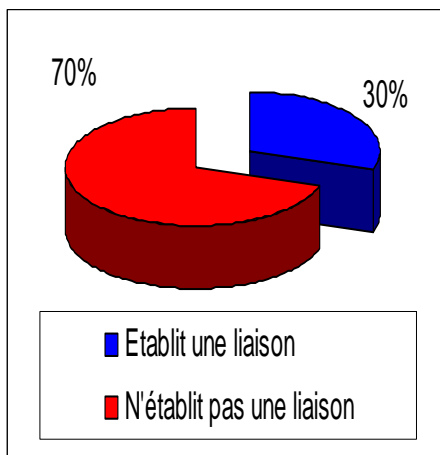
SPECIFIC THEMES OF THE SENSITIZATION UTILISATION OF ALTERNATIVES WATER SOURCES



- 60 % of the population use uncontrolled water sources: springs, wadis, and shallow wells. In these water sources, there are risks of the diseases associated with water
- Develop a specific theme about the hygiene of water.

ITEM 6 FIRST VISIT OF THE SENSITIZATION (9)

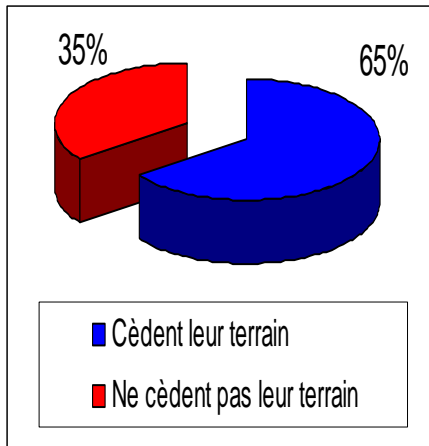
SPECIFIC THEMES OF THE SENSITIZATION RELATION BETWEEN WATER AND HEALTH



- 70% of the population is not aware that there is a relation between water of uncertain quality and human health.
- Develop a specific theme about the main diseases associated with water (diarrhea, hepatitis A etc.)

ITEM 6 FIRST VISIT OF THE SENSITIZATION (10)

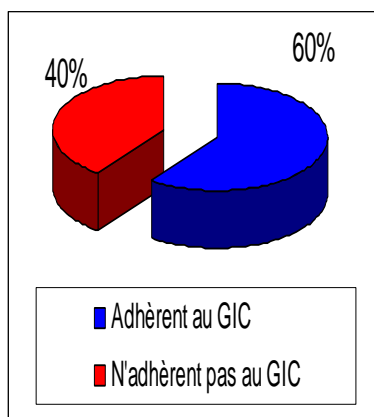
SPECIFIC THEMES OF THE SENSITIZATION MOTIVATION FOR THE PROJECT (1)



- It is noted that 35 % of the population are not willing to give their private lands for the hydraulic installations necessary for the project
- Develop a theme for the sensitization about the motivation of people for the project

ITEM 6 FIRST VISIT OF THE SENSITIZATION (11)

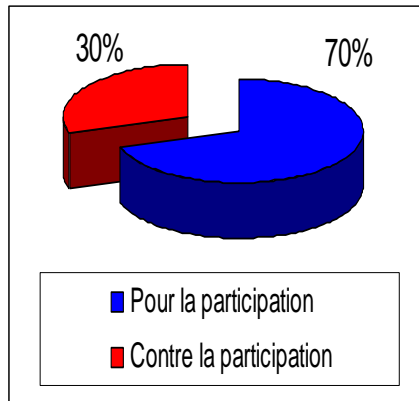
SPECIFIC THEMES OF THE SENSITIZATION MOTIVATION FOR THE PROJECT (2)



- 40 % of the population is not ready to participate in the GIC.
- Develop a theme of the sensitization about the importance to participate in the GIC to ensure the project sustainability

ITEM 6 FIRST VISIT OF THE SENSITIZATION (12)

SPECIFIC THEMES OF THE SENSITIZATION RESISTANCE TO WOMEN'S PARTICIPATION IN THE SENSITIZATION MEETINGS



30% of the population are against women's participation in the sensitization meetings. This is a relatively high rate which requires the development of a sensitization topic to promote women's role in the community life and the life of the project in particular.

ITEM 7

SECOND VISIT OF THE SENSITIZATION (1)

Types of meeting

- Process of the keepers selection for the service installations
- Selection of the sites for the service installations
- Tools to be used
- How to mobilize the target population, especially women
- Standard themes for the 2nd visit of the sensitization

ITEM 7

SECOND VISIT OF THE SENSITIZATION (2)

Types of meeting

There two types of the meeting for the 2nd visit of the sensitization:

- Meetings for general information: they concern all the localities or several localities. They are used for developing the themes for the 2nd visit, inviting the participants to designate their representatives in the provisional committee of the GIC, the tap keepers and the assignees of land for the hydraulic installations
- Meetings with limited groups per locality: they must be held per locality and are used to remind of the principal themes for the 2nd visit, in particular for those who did not attend the meeting for general information, to validate the representatives of the GIC and the tap keepers designated during the meeting for general information or to nominate others in case that the people of locality are not satisfied with the candidates selected in the meeting for general information. During these meetings, people (men and women) are invited to go on site to select the site for service installation.

ITEM 7

SECOND VISIT OF THE SENSITIZATION (3)

Designation of tap keepers and the sites for service installations

- Support the designation of women as tap keepers of the service installation by asking the participants if they think any disadvantages to do so. If they do not see any disadvantages, ask the participants that is there any woman who apply for this occupation. If no woman proposes, ask the women who are present to propose the most appropriate one for this occupation.
- For the designation of tap keepers, it is always preferable to consider the viewpoints of the majority by asking “who do you suggest as tap keepers?” or “who apply for the tap keeper?” or “Do you agree to designate Mr. So-and-so as the tap keeper?”
- Support the viewpoint of the majority concerning the selection of the sites for service installation.
- Support women’s viewpoints on the communal tap, because women are the principal users of it.
- Support men’s viewpoints on the potence, because men are the principal users of it.
- Preferably mark the selected sites for the service installation on a fixed reference marks or if necessary setting a stone marked with paint.

ITEM 7
SECOND VISIT OF THE SENSITIZATION (4)

Tools to be used

- Panels displayed the themes for the second visit
- The preliminary design including the plan of pipeline system
- The community map
- Large size paper to take notes during the meeting
- Color felt-tip pens
- A camera for the meetings and especially for the selected sites for service installation
- Spray paint to mark in the selected sites for service installations.

ITEM 7
SECOND VISIT OF THE SENSITIZATION (5)

Specific themes for the sensitization

- Presentation of the stage of consultation
- Reminding of the stages of the study
- Presentation of the preliminary design
- Reminding of the tasks of the GIC
- Designation of the members for the provisional committee of GIC
- Several water charge systems
- Flat rate
- Commodity charge
- Mixed water charge system
- Operation hours
- Tasks of the tap keeper
- Service installations: type, tap keeper, operation hours, peak consumption, water charge system, etc...
- Materialization of the commitments; land transfer, acceptance to install pipelines, etc. and the contract for tap keeping and management.
- Commitments of the beneficiaries to become the member of GIC

ITEM 8

THIRD VISIT OF THE SENSITIZATION (1)

- Organization of meetings
- Tools to be used and the informative tools
- The roles of sociologists and engineers in the sensitization .
- Standard themes for the third visit of the sensitization.

ITEM 8

THIRD VISIT OF THE SENSITIZATION (2)

Organization of meetings

There are two types of meeting for the third visit of the sensitization:

- Meetings for general information: they are organized to inform the participants of the results of the study and to invite them to make their commitments to become the member of GIC
- Meetings with mixed or separate limited groups: they are organized to intensify the sensitization, in particular with the people who cannot attend due to the long distance to a meeting place and with women who are generally prevented from moving far from their houses
- The meetings with limited groups can be separate to make it possible for women to participate in the discussion freely

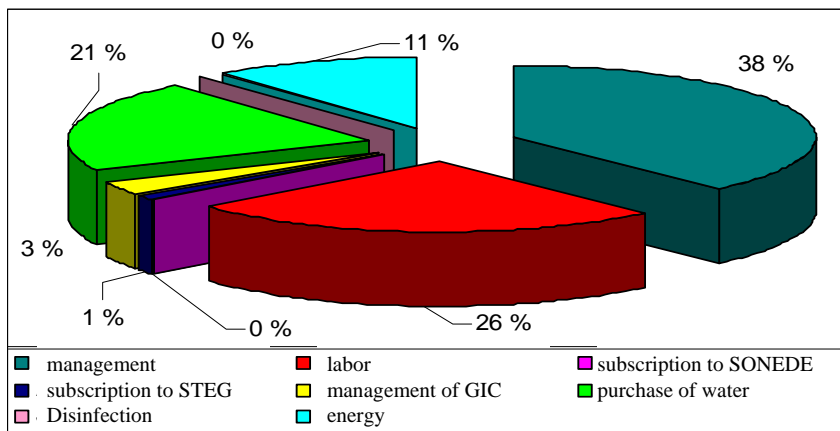
ITEM 8 THIRD VISIT OF THE SENSITIZATION (3)

Tools to be used

- The plan of projected water supply system
- The community map
- Lists of the tap keepers and members of the provisional committee of the GIC selected during the 2nd visit
- Diagrams to explain the elements of cost for water supply
- Photographs to visualize some themes such as unaccounted- for water, water economy.
- Camera, large size paper, felt-tip pens, etc.

ITEM 8 THIRD VISIT OF THE SENSITIZATION (4) EXAMPLE OF GRAPHIC TO BE USED

Components of water charge



ITEM 8

THIRD VISIT OF THE SENSITIZATION (5)

Specific themes for the sensitization

- Stages of the study on the rural water supply system
- Definitive design of the projected water supply system through the layout.
- The construction cost of the designed water supply system
- Price of water to be applied
- Components of the price of water
- Water charge system to be applied
- Proposed operation hours and their significance and the necessity to respect them
- Tap keepers: reminding of assigned people
- Tasks of the tap keeper
- Water economy and the significance of unaccounted-for water
- Reasons to reduce the water loss
- Recommendations to avoid wasting water
- The provisional committee of GIC: reminding of the selected members and the roles of the GIC
- Commitments of the beneficiaries to become the member of GIC

ITEM 9

COMMUNICATION TECHNICS

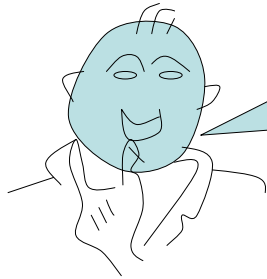
PREAMBLE

For the purpose of successful communication with the population, following conditions should be taken into consideration:

- The organization of meetings, the selection of time period, meeting place, acceptance by the population
- Presentation of the objectives of the meeting, the association of population to the process of discussion, the establishment of a dialogue with the participants ,
- The presentation (preferably visual) of all the themes of discussion, tools to be used during the sensitization
- Good formulation and reformulation of the ideas presented to the participants and to summarize good progress of the discussions, etc.

PRACTICAL ADVICE (1)

CLEAR AND APPROPRIATE

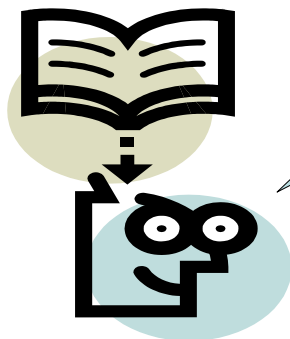


“ Two main qualities of the speaker are clear and appropriate “.

$$1+1=2$$

PRACTICAL ADVICE (2)

USING A MEETING FORM



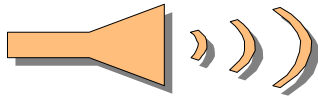
“ Prepare your speech and people will be attentive “

PRACTICAL ADVICE (3)

APPROPRIATENESS



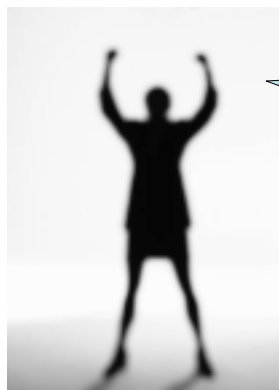
“ Speaking well, means speak only what should be spoken, speak it well, speak it when it is necessary “



Is it clear ??

PRACTICAL ADVICE (4)

TARGETING THE LEARNING



You speak, you can do all what you speak

PRACTICAL ADVICE (5)

PARTICIPATORY METHOD

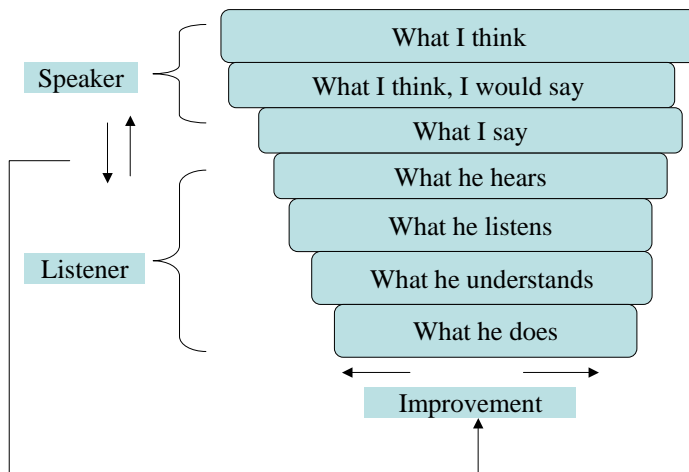


It allows to adapt the informative contents of a message well.
It also allows to find solutions more appropriate for problems.

People are happy to be able to express themselves and to be listened to.

PRATICAL ADVICE (6)

DEVELOPMENT OF THE MESSAGE AND INTERACTION



PRACTICAL ADVICE (7)

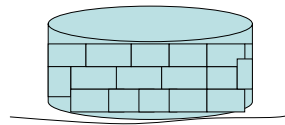
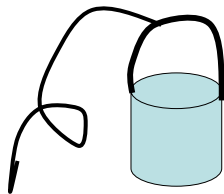
FEEDBACK OR RETRO-INFORMATION



It is a basic element of communication :
It allows the instructor to know if the message is received and understood.

PRACTICAL ADVICE (8)

CLEAR, CONCISE, PRECISE, APPROPRIATE MESSAGE



“ Do not accuse the shallow well because it is too deep. May be it is the rope that is too short “

PRACTICAL ADVICE (9)

COMMUNICATE WELL

“ Men are like rabbits ;
We take them from their ears “

MIRABEAU



PRACTICAL ADVICE (10)

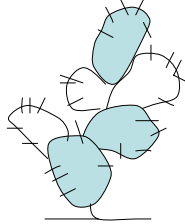
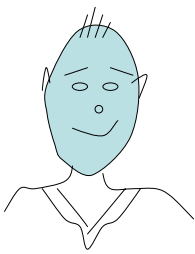
MANAGING THE TIME



“ The politeness of the speaker,
is in the respect
of his time of speaking “

PRACTICAL ADVICE (11)

Use a simple language

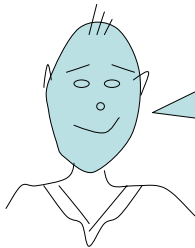


**“Complicated speech ,
Deaf ears ”**



PRACTICAL ADVICE (12)

REPETITION



**“The secret of the art of
self-expression consists of saying
the same thing three times :
We say that we are going to say it ,
We say it ,
We say that we said it “**

(Jean Guiton)

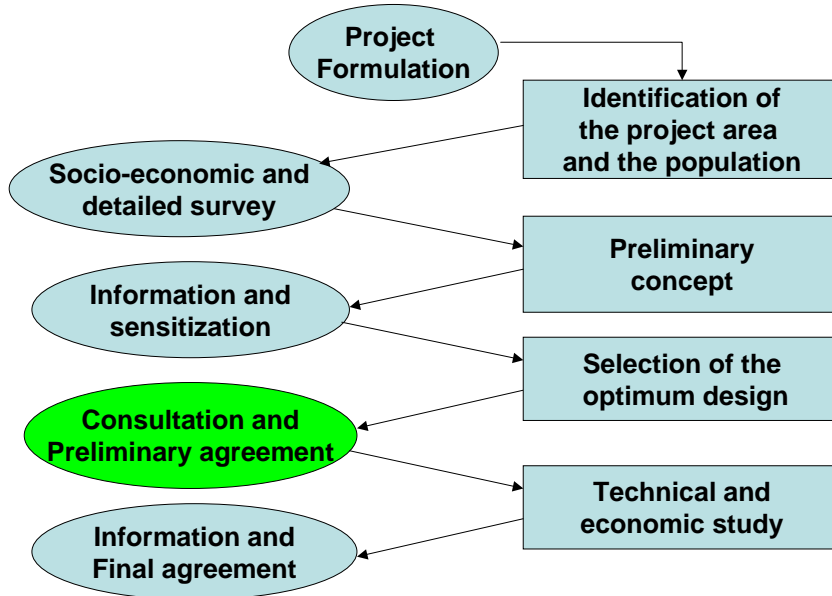
**B. PRESENTATION MODELS FOR THE 1ST to 3RD VISITS
OF PRELIMINARY SENSITIZATION**

Collective Water Supply Project in (name of sub-project)

Implementation Schedule

	Stage	in Charge	Period	Year
1	Identification (Preparation of the Identification Card)	CRDA	1 week	2002
2	Design	Consultant	9 months	2005
3	Execution of the Construction Works	Contractor	6-12 months	2006
4	Operation, Maintenance and Management	GIC	15 yeras	2007- 2022

Steps of the Basic Study



Result of the Socio-Economic Survey

- Project area
- Target localities
- Number of Households
- Target population
- Livestock
- Public Institutions
- GIC (if exists)
- Others

Indicators of the Current Situation

	Information	Result	Observations
1	Water Source		
2	Water Quality		
3	Continuity		
4	Distance		
5	Time		
6	Average Water Consumption (per family)		
7	Cost		
8	Other (GIC)		

Components of Water Supply System

- Water source
- Pumping station (if necessary)
- Tanks (if necessary)
- Distribution network
- Service installations
- Public Institutions to be supplied
- GIC (if exists)

(A large-scale layout of the System should be presented)

Advantages of Water Supply System

	Information	Current Situation	Expected Situation
1	Water Source (quality)		
2	Continuity		
3	Distance		
4	Time		
5	Quantity		
6	Cost		
7	Others (GIC)		

Commitments

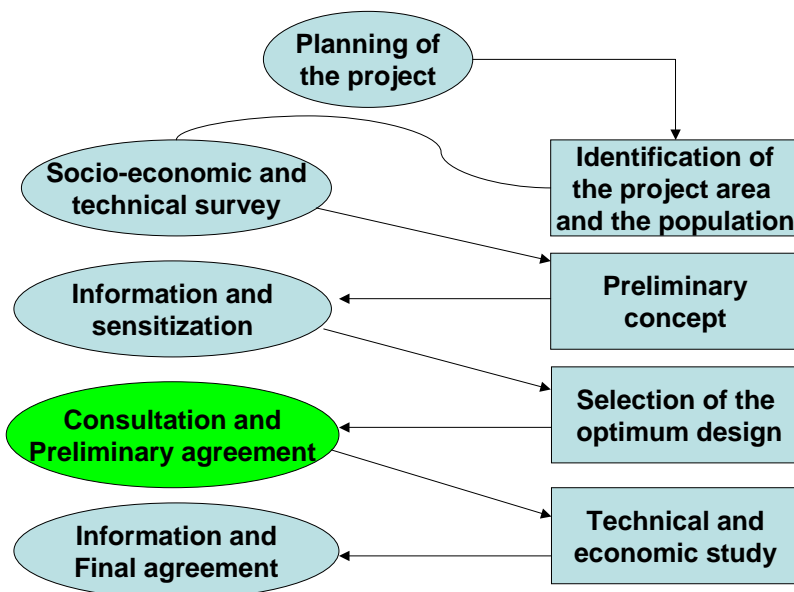
- Operation of the Water Supply System by GIC (Existing GIC or GIC to be newly established)
- Land transfer without compensation for hydraulic facilities (pumping station, tanks, service installations)
- Permission to execute the construction of the pipelines
- Consensus on the location of service installations and their keeping
- Commitment to the contribution to the revolving funds

Observation

Collective drinking water supply project in (name of sub-project)

The Phase of the preliminary consultation and agreement

Reminding of the Study Steps



Optimum Concept of the Water Supply System

Roles of GIC

- Distribution of drinking water
- Cost recovery
- Protection of water system
- Representation of beneficiaries toward the authorities, administration and others

Who is in charge of the GIC?

**Provisional committee or the Board
of Directors of GIC**

	Name	Living Place	Year of Birth	Education Level	Occupation
1					
2					
3					
4					
5					
6					

Payment Methods

- Flat rate
- Commodity charge (payment according to the volume of water consumed)
- Sharing the water cost among users according to the water meter by BF
- Mixed method: payment of fixed rates by each family + payment of the water consumed (calculated based on the variable rates)

Flat Charge

+	-
<ul style="list-style-type: none">• Easy management of the service points• Low Cost for payments collection• Stable income for the GIC during the whole year	<ul style="list-style-type: none">• The cost does not reflect the volume of water consumed• The rate may not reflect the affordability of the beneficiaries• May cause problems especially regarding the watering the livestock

Commodity Charge

+	-
<ul style="list-style-type: none">• Charges reflect volume of water consumed• Encourages efficient use of water	<ul style="list-style-type: none">• High cost of payments collection• Maintenance and replacement cost of water meters• Risk of illegal connection

Mixed Charge

(Flat Charge for Basic Service and Commodity Charge for Extra Service)

+	-
<ul style="list-style-type: none">• Encourages efficient use of water• Encourages to use safe water• The income of the GIC is guaranteed during the whole year	<ul style="list-style-type: none">• High cost of payments collection• Maintenance and replacement cost of water meters• It is possible that rate is not suitable for small consumers

Operation hours

■ The operation hours

The time of opening and closing the service points

- ✓ To avoid the discontinuity of water during the peak hours
- ✓ To have an idea about the workload of tap keepers and pump operator

Tasks of the tap keeper

- Guarantee the use of service point during the time agreed
- Practice the payment method and the costs agreed
- Preserving the tap and guaranteeing its maintenance and the hygiene of its surrounding
- Informing the GIC when noticing a change in the functioning the system of the service point (pressure, flow, breakdown of water meter, etc.)

Service Installations

	Locality	Type	Respon -sible	Gender		Operation hours	No. of families	Payment method	OBSER- vation
				M	F				
1						Morning:			
						Afternoon:			
2						Morning:			
						Afternoon:			
3						Morning:			
						Afternoon:			

Commitments

- To provide necessary lands without compensation
- To allow pipelines to cross under the ground
- Contracts of supervision and management management (this contract is signed between the committee of GIC and tap keeper)

Reminding of beneficiaries' commitments

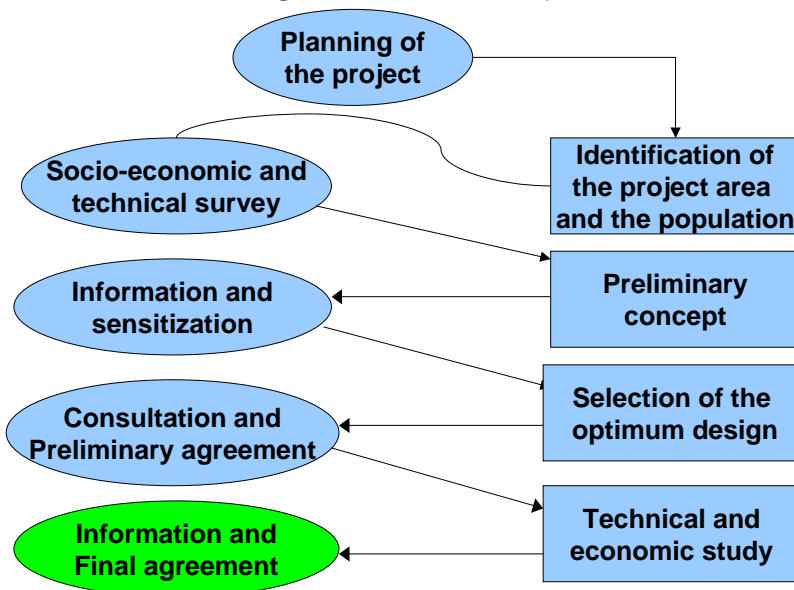
The beneficiaries are requested to make a commitment to:

- Contribute in the revolving fund
- Support the treasury of the GIC
- Pay for the volume of water consumed

Collective Water Supply Project in:

for the Final Agreement
(3rd Visit)

Reminding of the Study Steps



Community Map

Water Supply System projected

Total Investment Cost of the presented WSS

◆ *How much does your WSS cost?*

Equipment	Amount
1. Water Sources	
2. Pipeline	
3. Network facilities and their installation	
4. Civil Work	
5. Electrical Equipment	
Total Cost	
Cost per capita	

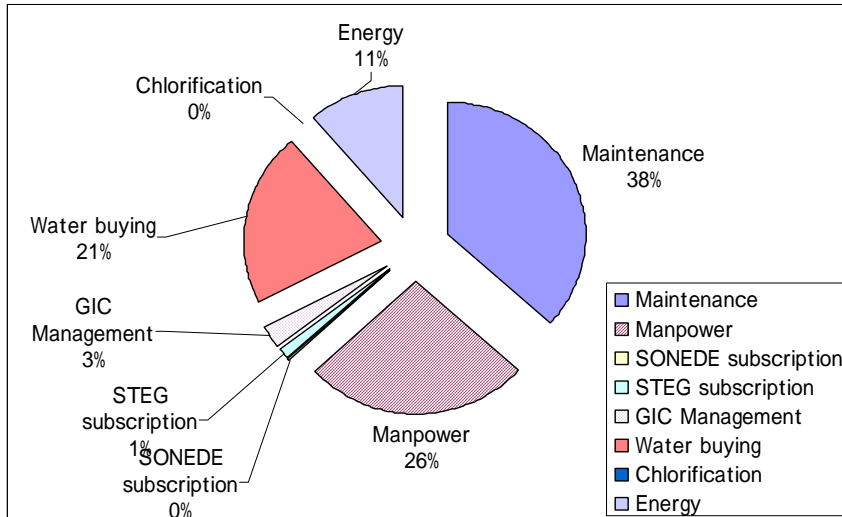
Water Charge

- ◆ **Water Charge (w/commission for tap keeper):** **DT/m³**
- ◆ **Water Charge (w/out commission for tap keeper):** **DT/m³**
- ◆ **Water charge in case of flat rate:**
DT/(monthly, bi-monthly, etc.)

After the exploitation of WSS, you will pay;

- for plastic tank of 20L: millimes
- for tank de 0.5m³: millimes
- for tank of 3m³: DT
- For tank of 5m³: DT

Components of 1m³ of Water



Payment Methods

◆ *How do we pay for water after starting exploitation of WSS ?*

Options	Number of localities opting for	Result
• Flat Rate		
• Commodity Charge (based on each consumption)		
• Metered charge by service point		
• Mixed Method: Flat Rate + Commodity Charge		

Utilization of Service Points (1)

◆ *Proposed Operation Hours :*

A.M.:

P.M.:

Why do we need to respect these operations hours?

Utilization of Service Points (2)

◆ *Who is responsible of your service point?*

(Remind tap keepers selected see the table summarizing)

◆ *Role of tap keepers: What are the tasks of the tap keeper?*

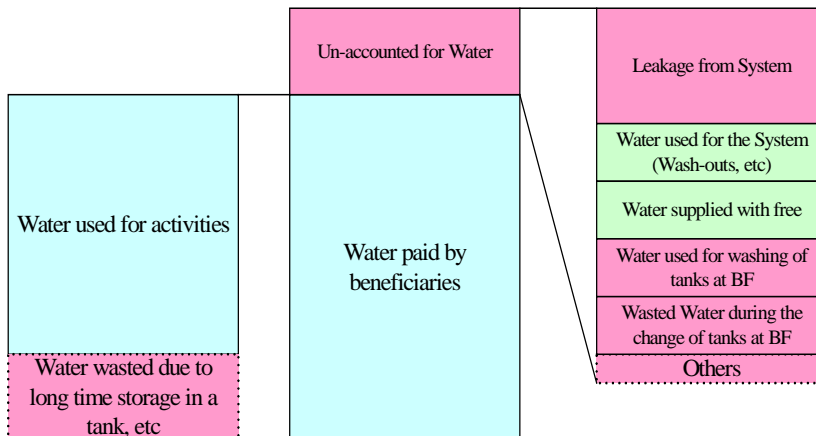
- Guarantee the use of service point during the time agreed
- Practice the payment method and the costs agreed
- Preserving the tap and guaranteeing its maintenance and the hygiene of its surrounding
- Informing the GIC when noticing a change in the functioning the system of the service point (pressure, flow, breakdown of water meter, etc.)

Service points

	Locality	Type	Respon- sible	Gender		Operation hours	No. of families	Payment method	Obser- vation
				M	F				
1						Morning:			
						Afternoon:			
2						Morning:			
						Afternoon:			
3						Morning:			
						Afternoon:			

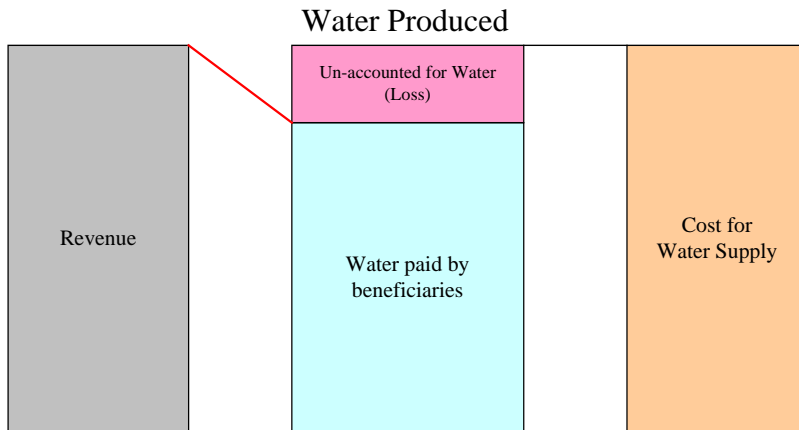
Utilization of Service Points (3) Economie d'eau

◆ Un-Accounted For Water (UFW), *what is it?*



Cost and Revenue of GIC

◆ Why do we have to avoid UFW?



How can we avoid the waste of water?

- ✓ Connect the horse to the tap
- ✓ Keep containers always clean
- ✓ Inform the network keeper or tap keeper when noticing water leak at the tap

Provisional committee or the Board of Directors of GIC

	Name	Living Place	Year of Birth	Education Level	Occupation
1					
2					
3					
4					
5					
6					

Commitment of beneficiaries

- ◆ *In order to realize the project, we commit ourselves to (Contents of the commitment)*
- 1. Use the water and pay attention not to waste it nor to commercialize it.
- 2. Keep the equipment of the WSS and to protect them from the vandalism.
- 3. Join the GIC.
- 4. Pay for an amount corresponding to the water consumed of ___ millimes/m³ including a commission of _____ millimes for the tap keeper,
or pay a flat rate of ___DT including a commission of _____DT for the tap keeper by every _____, by the deadline fixed by the GIC.
- 5. Participate and contribute to the revolving fund for the GIC with an amount of ___DT during the project execution by the deadline fixed by the GIC

C. NEW THEMES FOR THE SENSITIZATION



SENSITIZATION FOR BETTER PRACTICE

THE NEW THEMES FOR THE SENSITIZATION



WATER CHARGE SYSTEM

- Periodical Fixed Charge (Regardless of consumption)
- Commodity Charge (according to consumption)
- Mixed Charge: Fixed Charge for Base Consumption and Commodity Charge for Extra Consumption)



Fixed Charge

Advantages

- Easy Management
- Low Cost for Payments Collection
- Stable Revenue for GIC throughout the year

Disadvantages

- The charge does not reflect the level of consumption
- The rate may not reflect the affordability of a beneficiary
- It is nearly impossible to control the consumption by domestic animal
- Water is apt to wasting



COMMODITY CHARGE

Advantages

- Charges reflect volume of water consumed
- Encourages efficient use of water
- Demand can be controlled

Disadvantages

- High cost of payments collection
- Maintenance and replacement cost of water meters



MIXED CHARGE

Advantages

- Encourages efficient use of water
- The poor can benefit from basic service
- Stable Revenue for GIC throughout the year

Disadvantages

- High cost of payments collection
- Maintenance and replacement cost of water meters
- Difficulty to apply it to small consumers
- Difficulty to set the basic service level



OPERATION HOURS (1) SIGNIFICANCE

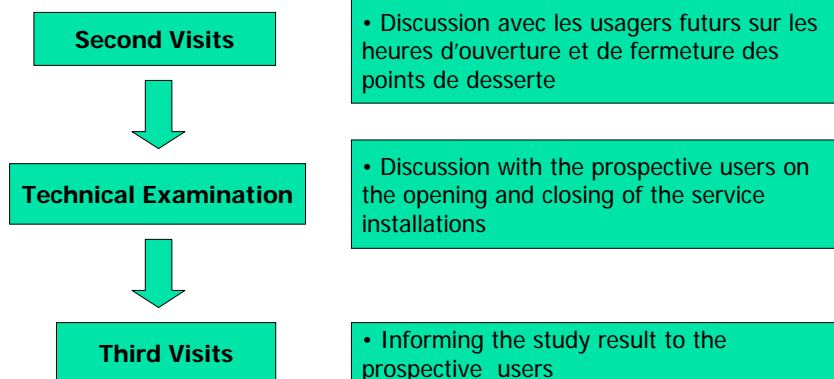
- Determination of the operation hours of the water supply system gives opportunity to the beneficiary population to have clear idea on the water utilization and to understand the necessity to operate and maintain the service installations systematically.
- It allows the population to consider the workload of the communal tap keepers related to relatively small remuneration they can receive.

OPERATION HOURS (2) DISCUSSION WITH POPULATION

No	Site	Type	Respon- sible	Sex		Hours	Water Charge System	Remark
				M	W			
1						M:		
						A:		
2						M:		
						A:		
3						M:		
						A:		

OPERATION HOURS (3) PROCEDURE

Procedure to introduce the conception of operation hours.





OPERATION HOURS (4) PRACTICE

Locality	Type	Hours (Morning)		Hours (Afternoon)		Tendency	
		De	A	De	A	Morning	Afternoon
						No. of families	No. of families
Locality A	BF	7	9	17	19	3	2
Locality B	BF	7	10	16	18	7	4
Locality C	BF	6	9	17	18	3	2
Locality D	BF	7	9	17	19	5	3
Locality E	Potence/BF	6	10	17	18	6	4
Recapitulation	1 hour	0		2		24	15
	2 hours	2		3			
	3 hours	2		0			
	4 hours	1		0			



UNACCOUNTED-FOR WATER SIGNIFICANCE

Unaccounted-for Water (UFW) is the difference between the quantity of water supplied to a service area and the quantity of water paid by the beneficiaries.

UFW has several components:

- physical losses due to leakage from installations, pipes, taps, etc
- administrative losses due to illegal connections
- water used for the system maintenance such as for wash-outs
- water used for washing the tanks, etc. at BF and Potences
- wasted water during the change of tanks at BF
- wasted water by forgetting to close a tap

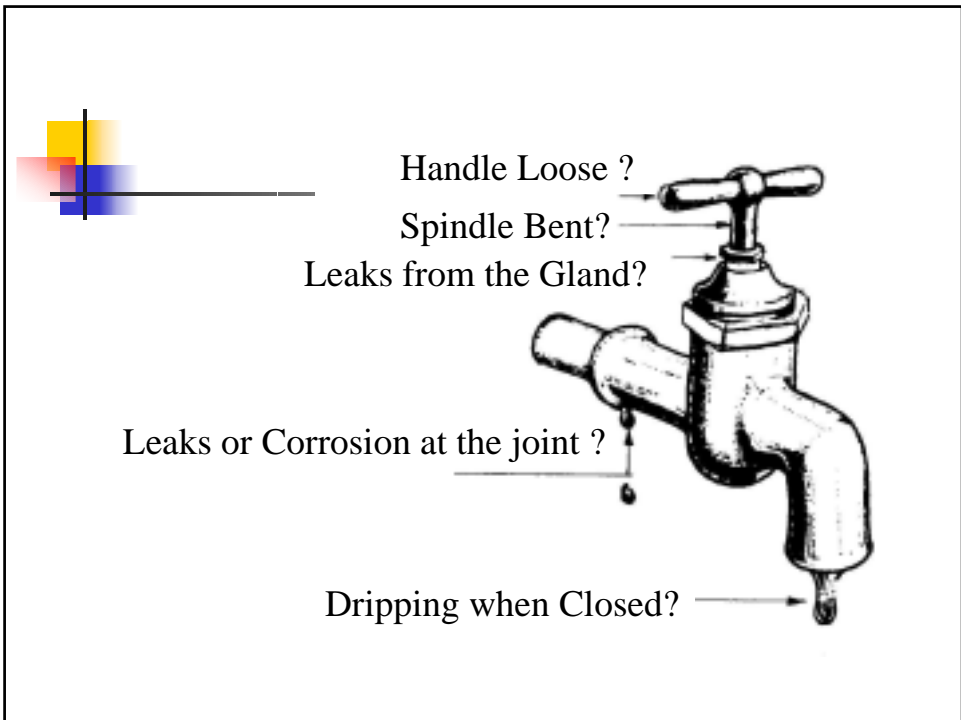
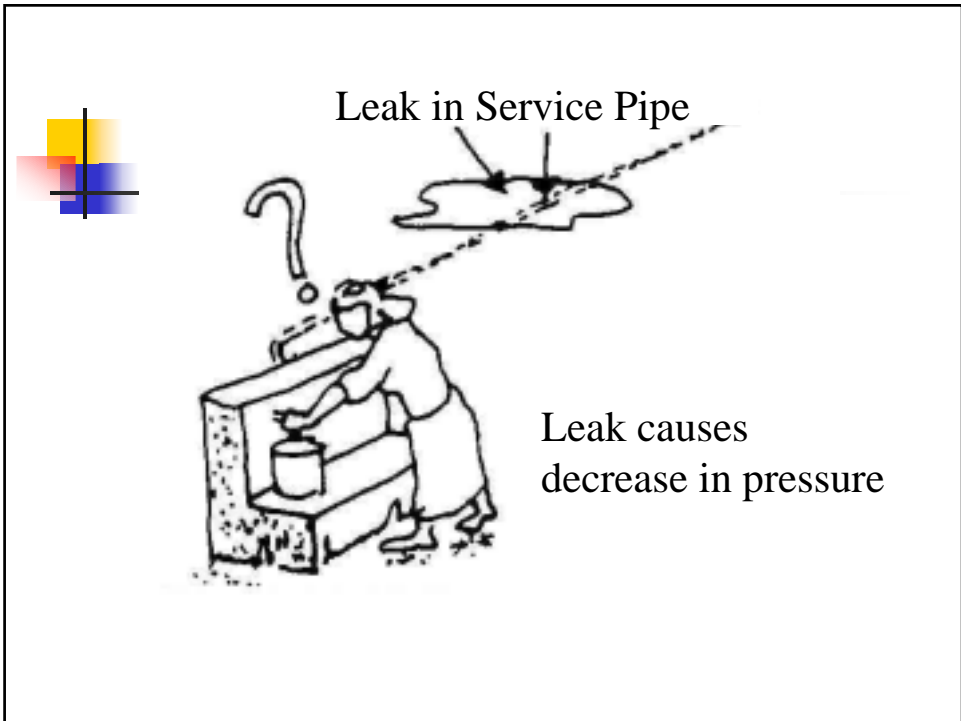
Leakage being unrepaired :

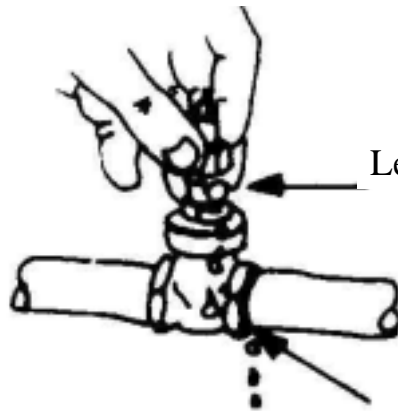
Leakage at installations, pipes, potences, taps, etc. is one of the reasons for unaccounted-for water



Water wasted during the washing of utensils at a communal tap







Leaks from the Gland

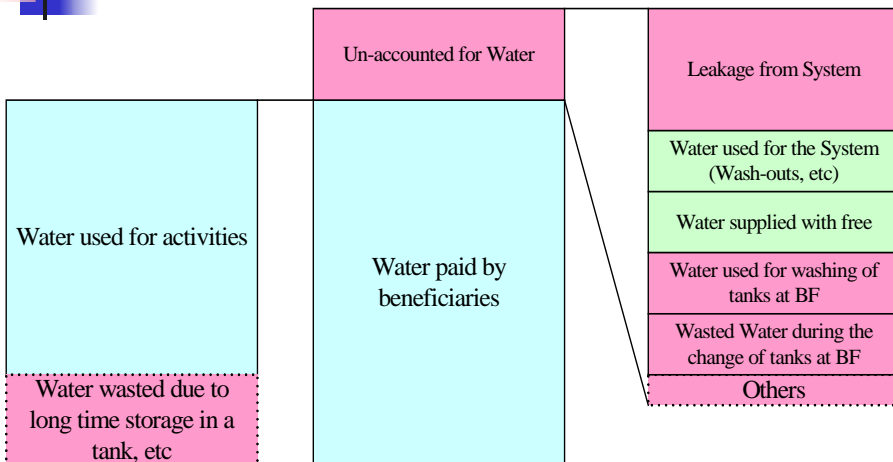
Leaks at the Pipe Joints

Valve Leaks:

Valve leaks commonly occur on the gland and at the valve/pipe joints



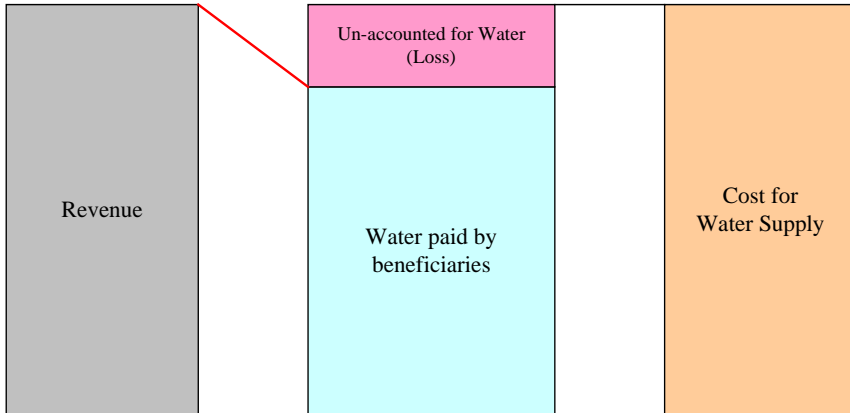
Wasted Water



Cost and Revenue of GIC



Water Produced



D. GENDER CONSIDERATION

GENDER CONSIDERATION

1. INTRODUCTION	1
1.1 Definition of gender considerations	1
(1) Difference between "gender" and "sex"	1
(2) Significant concepts for gender considerations	1
1.2 Gender Considerations in the Study	2
(1) Global Objectives	2
(2) Objectives in the Study	2
(3) Activities (Means) to carry out the above mentioned objectives.....	3
2. BENEFICIARIES' POINT OF VIEW ABOUT GENDER (RESULT OF THE HOUSEHOLD SURVEY OF THE PROJECT 2006)	3
2.1 Women's participation in the meetings	3
2.2 Women keepers of service installations.....	3
2.3 Women's ability to do minor repairs	4
2.4 GIC members	4
3. DIFFERENCE OF ACCESS AND CONTROL.....	5
3.1 Obstacles to attend the meetings	5
3.2 Freedom to attend the meetings.....	6
3.3 Experience of participation in other meetings in the past	6
4. RESULT OF SENSITIZATION	7
4.1 Selected relay persons	7
4.2 Sensitization meetings	8
4.3 Participation rate per gender (See Appendix 2, 3, 4).....	8
(1) Mobilization of the beneficiaries to the sensitization meetings (1st visit)	8
(2) Mobilization of the beneficiaries to the sensitization meetings (2nd visit).....	8
4.4 Mobilization of the beneficiaries to the sensitization meetings (3rd visit)	9
4.5 Keepers of service installations	10
(1) Repartition of tap keepers by gender	10
(2) Observation from gender points of view	11
4.6 Members of GIC Provisional Committee.....	11
5. IMPACTS OF THE SENSITIZATION FROM GENDER VIEWPOINTS	12
5.1 Appreciation of the sensitization activities.....	12
(1) Utility of sensitization meeting to express opinions.....	12
(2) More appreciated subjects to give opinions.....	13
(3) Reasons of not giving opinions.....	13
5.2 Evolution of men's attitude	13

5.3 Impacts on the relay persons	14
6. CONCLUSIONS	16
7. RECOMMENDATIONS	17
(1) Women’s implication as women relay persons	17
(2) Supporting women selected as member of GIC provisional committee	17

Appendix

Appendix 1 Factors that affect the sustainability	18
Appendix 2 Result of the 1st Visit of the Sensitization.....	19
Appendix 3 Result of 2nd Visit of the Sensitization	21
Appendix 5 Management of Service Installations	25
Appendix 6 Members Selected for the Provisional GIC Committees.....	27
Appendix 7 Impacts of Sensitization on Relay Persons.....	28

GENDER CONSIDERATIONS

This document aims at revising women's participation in the feasibility study and its pertinence. The JICA Study Team stresses women's participation as a significant topic of development. Despite the recognition of the importance of women's participation at a global level, their implication in the study of the Rural Water Supply projects in the past was not very active. From the point of view of the project sustainability, the Study focused on women's implication in the sensitization activities within the framework of gender considerations.

1. INTRODUCTION

1.1 Definition of gender considerations

(1) Difference between "gender" and "sex"

The term "**gender**" is a sociological concept. It should be distinguished from that of sex, which is related more to biological features (acquired when born). It is the difference related to gender that indicates the roles that a society allots to men and women. These roles are determined by cultural, religious and historical practices: within the household, at work, as well as in the socio-economic life and they can be influenced by the differences related to gender.

(2) Significant concepts for gender considerations

When one tries to balance women and men's participation in a project, it is important to examine first the difference between access and control.

Difference between « Access » and «Control»

Access = Possibility to use some resources or participate in some occasions.

Control = Ability to **decide** about its utilization and to impose this decision on others.

There are various resources that women have access to the benefits or advantages of a project but not the control. For example, as the result of the survey of relay persons indicates, the majority of the surveyed women need to ask for the permission of somebody, more often their husbands, to attend the sensitization meetings while the majority of the surveyed men do not need any. Everyone is allowed to become a GIC member. However, according to the observation, the decision is almost always taken by men.

Hence, it is necessary to identify well the difference between access and control and to try to reduce the obstacles if one of the genders cannot enjoy some resources or occasions.

Table No 1: Profile of Access and Control (Example)

OCCASION/RESOURCE	WOMEN	MEN	OBSERVATIONS
Information about the meeting	A	A/C	Case of some relay persons
Participation in the sensitization meetings	A	A/C	- Permission of the husband for women in some cases - Rare occasions for women to speak
Decision of the site of the service installations	A(/C)	A/C	- Men do not accept (case of sub-projects in Bizerte, Kasserine according to women)
Selection of tap keepers	A	A/C	- Several men are convinced that tap keeping is a business of men because possible conflicts may arise at the service installations.
Designation of GIC members	A	A/C	
President	A	A/C	
Treasurer	A	A/C	
Secretary	(A)	A/C	Educational level
Other Members of the board of directors (CA)	A	A/C	
Participation in the general assembly	-	A/C	Intended for male heads of families

Legend: A = Access, C = Control

1.2 Gender Considerations in the Study

Considering the insufficient result of the Study of the projects of 2005, the objectives specific to gender considerations focused especially on the Study of the projects of 2006.

(1) Global Objectives

- Factors affecting **the sustainability** (See Appendix-1)
- Gender considerations to ensure the sustainability

(2) Objectives in the Study

- i) Reinforcing the sensitization of women
 - Direct access to the information (through the participation in the sensitization meetings)
 - Integration of men and women's opinions in the design of the project.
- ii) Implication of women in the future management of the RWS System
 - Women tap keepers
 - Members of the provisional committee of the GIC

(3) Activities (Means) to carry out the above mentioned objectives.

- Diagnosis of a gender perspective in the household survey (theme of gender).
- Selection of women and men relay persons from each locality.
- Selection of tap keepers.

2. BENEFICIARIES' POINT OF VIEW ABOUT GENDER (RESULT OF THE HOUSEHOLD SURVEY OF THE PROJECT 2006)

The theme of gender was added to the household survey for the Study in 2005 in order to understand the beneficiaries' viewpoints about women's participation. Four (4) questions were included: women's participation in the meetings, women tap keepers, women members of the provisional committee of GIC and women's ability for minor repairs of communal taps (BF). The viewpoint about women's participation was also studied in the survey of the relay persons.

2.1 Women's participation in the meetings

According to the household survey, the majority of surveyed people were in favor of women's participation in the meetings. There was no difference among the regions, but if one examined the sub-projects, it was noted that the acceptance rate in 2 sub-projects was average¹.

Table No 2: Women's participation in the sensitization meetings

Answer	Coastal Region (Number)	Coastal Region (%)	Noth West Hilly Region (Number)	North West Hilly Region (%)	Central West Semi Arid Region (Number)	Central West Semi Arid Region (%)	Total (Number)	Total (%)
Accept	225	84,6	245	79,0	538	82,8	1008	82,2
Does not accept	40	15,0	65	21,0	111	17,1	216	17,6
No answer	1	0,4	0	0,0	1	0,2	2	0,2
Total	266	100	310	100	650	100,0	1226	100

Source: Socio-economic report for the project of 2006

2.2 Women keepers of service installations

Concerning the keeping of the service installations by women, a little more than the half of surveyed people were in favor of the keeping of the service installations by women. The acceptance rate varies from 3,3 % to 100%. The acceptance rates of the sub-projects in the Central west semi-arid region were slightly lower than the other regions. A low acceptance was registered in four (4) sub-projects: 4 out of 5 surveyed people were against women tap keepers².

¹ Projects Khoualdia (Kairouan) and Enjaimia (Gafsa) in which the acceptance rate is 53.3%.

² Projects Gard Hadid (16%), Ouled Moussa (16,7%) Sidi Bouzid, Enjaimia (3,3%) and Smaidia (10%) in Gafsa.

Table No 3: Keeping of service installations by women

Answer	Coastal Region (Number)	Coastal Region (%)	Noth West Hilly Region (Number)	North West Hilly Region (%)	Central West Semi Arid Region (Number)	Central West Semi Arid Region (%)	Total (Number)	Total (%)
Accept	155	58,3	187	60,3	330	50,8	672	54,8
Does not accept	110	41,4	123	39,7	318	48,9	551	44,9
No answer	1	0,3	0	0,0	2	0,3	3	0,2
Total	266	100	310	100	650	100,0	1226	100

Source: Socio-economic report for the project 2006

2.3 Women's ability to do minor repairs

Despite the average acceptance of women tap keepers, 3 out of 4 surveyed people (75%) do not consider that women can repair the communal taps (BF).

Table No 4: Women's ability to make the minor repairs of communal taps (BF)

Answer	Coastal Region (Number)	Coastal Region (%)	Noth West Hilly Region (Number)	North West Hilly Region (%)	Central West Semi Arid Region (Number)	Central West Semi Arid Region (%)	Total (Number)	Total (%)
Capable	66	24,8	75	24,2	154	23,7	295	24,1
Not Capable	198	74,4	235	75,8	496	76,3	929	75,8
No answer	2	0,7	0	0,0	0	0,0	2	0,2
Total	266	99,9	310	100	650	100,0	1226	100

Source: Socio-economic report for the project 2006

2.4 GIC members

From the phase of the socio-economic survey carried out in all the regions, the majority (approximately 70%) of surveyed people were against women becoming members of GIC.

Table No 5: Women members of GIC

Answer	Coastal Region (Number)	Coastal Region (%)	Noth West Hilly Region (Number)	North West Hilly Region (%)	Central West Semi Arid Region (Number)	Central West Semi Arid Region (%)	Total (Number)	Total (%)
Accept	93	35,0	93	30,0	219	33,7	405	33,0
Does not accept	171	64,3	217	70,0	431	66,3	819	66,8
No answer	2	0,7	0	0,0	0	0,0	2	0,2
Total	266	100	310	100	650	100,0	1226	100

Source: Socio-economic report for the project 2006

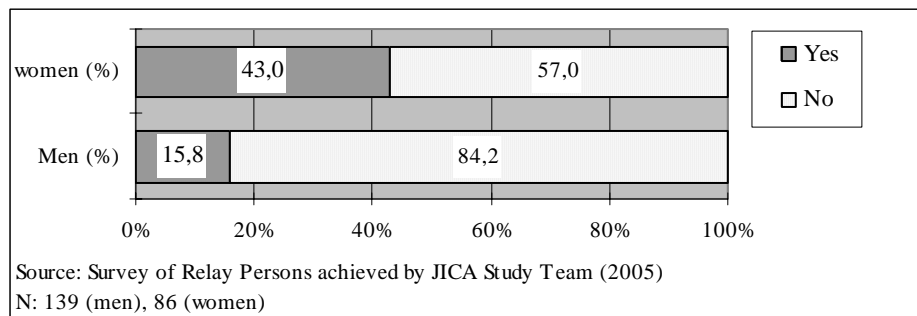
3. DIFFERENCE OF ACCESS AND CONTROL

The difference of access and control was studied within the framework of the household survey carried out by JICA Study Team in order to understand better the obstacles to the promotion of women's participation.

3.1 Obstacles to attend the meetings

The result of the survey revealed that women have more obstacles than men.

Figure 1: Obstacles to the participation in the sensitization meetings



One of the major obstacles indicated by women as well as men is the lack of information or late information. The obstacles declared indicate the difference specific to gender. For men, especially those who work out of the sub-project zone, the economic activities are considered the most significant obstacle. After having information, the obstacles declared by women are related to their daily activities. The three major obstacles declared by women are the following:

- i) Domestic chores, especially when there is nobody in the family such as children who can share these tasks,
- ii) Distance and access to the meeting place, especially when it is far from their houses, it is difficult to go to the meeting leaving the domestic chores. It is also difficult to have the permission of the family and,
- iii) Meeting hour

Table No 6: Obstacles declared

Obstacles	Men	(%)*	Women	(%)*	Total	(%)*
Late or lack of information	10	45.5	13	35.1	23	30.0
Distance and/or access to the meeting place	3	13.6	10	27.0	13	22.0
Meeting period of time	3	13.6	5	13.5	8	13.6
Domestic tasks	0	0.0	11	29.7	11	18.6
Economic activities	14	63.6	3	8.1	17	28.8
Taking care of family members (children, old parents)	1	4.5	5	13.5	6	10.2
Family engagements (marriage, funeral)	2	9.1	0	0.0	2	3.4
Refusal by other family members	0	0.0	2	5.4	2	3.4
Indifference to the Sensitization	0	0.0	1	2.7	1	1.7
No. of respondants who declared	22		37		59	

* The percentage is calculated based on the surveyed people who declared that they have obstacles to attend the meetings

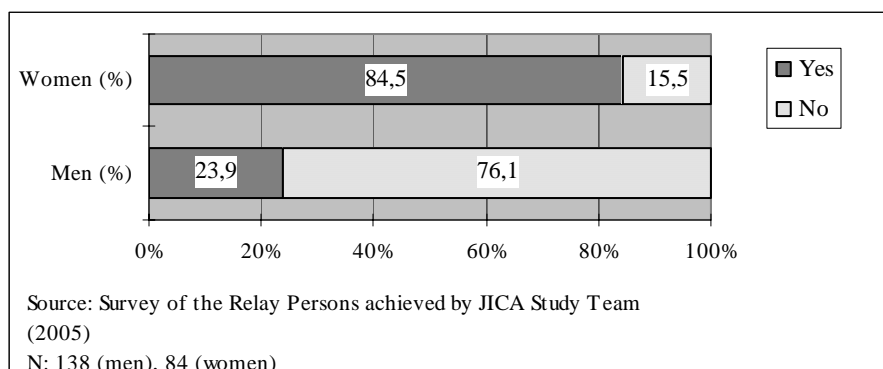
Source : Survey of the relay persons made by the JICA Study Team (2005)

Domestic chores are the major obstacles due to the division of tasks between the genders. However, it was confirmed that women can manage to attend the meetings if they give them importance. According to an assiduous woman relay person in a sub-project in Kairouan governorate, the day of the meeting she organizes herself by starting the domestic chores earlier than usual to attend the meetings.

3.2 Freedom to attend the meetings

According to the survey of the relay persons, women are less free than men to participate in communal activities. Despite men’s acceptance of women’s implication in the meetings, the majority of the surveyed women need to ask for the permission of members of their families such as their husbands. On the other hand, the majority of men are freer to take part in the extra-domestic activities.

Figure 2: Necessity of asking for the permission to attend the meetings



3.3 Experience of participation in other meetings in the past

The survey of the relay persons showed that men have more experience of participation in

meetings in the past. In particular they participated in the meetings organized by the Cellule Destourienne (Cell of the Party who governs the government of Tunisia. See the figure and the table hereafter). This difference in the experience makes the difference between men and women in the manner of taking part in the meeting.

Figure 3: Experience to attend other meetings in the past

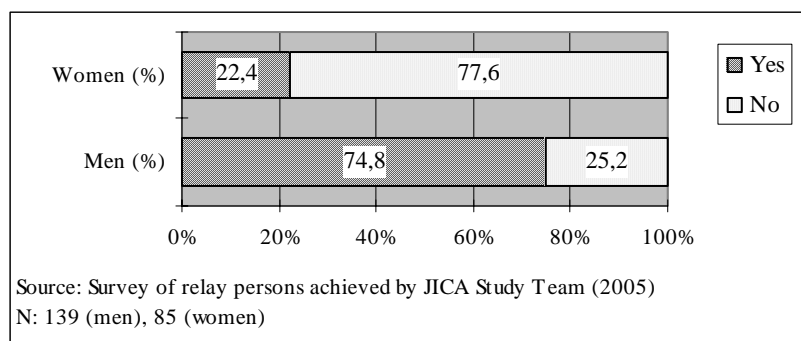


Table No 7: Type of Meetings Attended

Type of Meeting	Men ¹⁾	% ²⁾	Women ¹⁾	% ²⁾	Total ¹⁾	% ²⁾
Cellule destourienne	60	57.7	8	42.1	68	55.3
Professional training	2	1.9	4	21.1	6	4.9
Meeting at a municipality or a delegation	3	2.9	0	0.0	3	2.4
Meeting relative to work	7	6.7	1	5.3	8	6.5
Other development projects	21	20.2	6	31.6	27	22.0
Others (meeting of a neighboring GIC, school meetings, etc.)	31	29.8	3	15.8	34	27.6
No of interviewees who attended the meeting	104		19		123	

notes : 1) No. of replies, 2) ratio of No. of replies to the No. of interviewees

Before examining the results of sensitization mentioned hereafter, it is always necessary to take into account the above presented differences related to gender as regards the obstacles of participation in the meetings, the experience of participation in other meetings or other collective activities.

4. RESULT OF SENSITIZATION

4.1 Selected relay persons

In the Study of the Project 2005 (Study carried out in 2004), only 2/3 of the 33 sub-projects in which women relay persons were selected. In the Study of the Project 2006 (Study carried out in 2005), all the sub-projects succeeded to select at least one woman relay person and the proportion of relay persons by gender is almost the same in 18 sub-projects.

Table No 8: Selection of relay persons

Indicator	Study in 2004	Study in 2005	Total
Number of sub-projects in which men and women were selected as relay persons	11	33	44
Number of sub-projects in which the number of man and woman relay persons is almost the same	1	18	19

The number of sub-project is 33 for each year of 2004 and 2005 Source: List of relay persons

4.2 Sensitization meetings

The type of sensitization meeting depends on various factors: customs of the sub-project zone, women as well as men's preference. When men did not accept that women attend the meetings with them, the resident consultant companies organized separate meetings for women. Women sociologists were in charge of these separate meetings since customs do not allow foreign men to contact women, even their presence is not often accepted.

The result of the household survey shows that the beneficiaries accepted the participation of women in the meetings. The majority of men are not against women's participation. Thus, in the majority of sub-projects, mixed meetings were organized. For social reasons, the resident consultant companies organized separate meetings for four (4) sub-projects of the Study 2005.

4.3 Participation rate per gender (See Appendix 2, 3, 4)

(1) Mobilization of the beneficiaries to the sensitization meetings (1st visit)

The table below shows the mobilization of the population to the meetings of the first visit. The participation³ rate was slightly high in the Study 2004. However, a light improvement was recorded at the level of women's participation. The number of sub-projects where women's participation rate is lower than 10% of the households counts only 2 in the Study of 2005 against 9 of the Study of 2004.

Table No 9: Mobilization of the beneficiaries to the meetings of the 1st Sensitization Visit (%)

	Study in 2004	Study in 2005	Total
Average participation rate of Men	43.6	37.4	40.4
Average participation rate of women	23.3	25.3	24.3
Total average participation rate	66.9	62.0	64.3
No. of sub-projects with women's participation rate is less than 10% of total target households	9	2	11

Source: Socio-economic reports

(2) Mobilization of the beneficiaries to the sensitization meetings (2nd visit)

³ The participation rate is calculated compared to the total number of retained households at each stage. However, this method of calculation does not mean that each household must represent its members women and men.

The participation rates in the meetings for general information and with small group are indicated in the table below. It should be noted that the number of participants in the meetings with small group in the Study in 2004 only indicates the population presented at the moment of the location of service installations. The meeting with small groups in the Study in 2005 focused more on the subjects related to OM/M such as the tap keeper, type of its work, operation hours, and water charge method. Thus, the data is difficult to compare and they are for reference only. In any case, the participation rate was higher than the two other visits of the Study.

Table No 10: Mobilization of the Beneficiaries to the meetings of the 2nd Sensitization visit

Indicator	Gender	Study in 2004	Study in 2005	Total
Average participation rate in the meeting for general information (%)	Men	59.2	33.7	46.9
	Women	35.5	24.1	30.0
	Toal	94.7	57.8	67.8
Average participation rate in the meetings for small group (%)	Men	44.4	48.5	46.5
	Women	41.3	52.7	47.3
	Toal	85.7	101.2	93.8
Total (average participation rate in all the meetings)	Men	91.5	69.9	80.78
	Women	65.5	64.2	64.9
	Toal	157.0	134.1	145.5
Number of sub-projects having less women's participation rate		3	1	4

Source: Socio-economic report for the sub-projects for 2006

4.4 Mobilization of the beneficiaries to the sensitization meetings (3rd visit)

Participation rate did not change between the Study 2004 and 2005 (See the table below). This insufficient mobilization can be explained by various factors. The period of the 3rd passage coincided with the end of the harvest, the threshing of corn, the preparation of the stock for the coming year, the season of marriage and religious festivals.

Table No 11: Summary of the result of the 3rd sensitization visit (%)

	Sub-projects for 2005	Sub-projects for 2005	Total
Average participation rate of Men	41.8	40.1	42.9
Average participation rate of women	22.5	22.1	22.0
Total average participation rate	64.3	64.8	64.9
No. of sub-projects with women's participation rate is less than 10% of total targe households	5	7	12

Source: Socio-economic reports

As it was mentioned, the information does not often come on time. In a similar case, men could be mobilized by convening them on the spot but it appeared difficult for women to leave without organizing the domestic chores in advance. Sociologists paid door-to-door visits, made individual contacts organized on the spot by locality or by gathering several neighboring localities.

Despite the selection of women relay persons who possess a means of contact (mobile phones GSM), sometimes, even those women were not informed in advance. In fact it was difficult to contact them directly because the mobile phone is often possessed in common with the husband.

In general, and regardless their manner of participation, women were satisfied with their participation in the meetings. As indicated in Figure 3, it was the first community meeting in the life of the majority of women who were present. This fact sometimes prevents them from expressing themselves because they did get used to attend meetings.

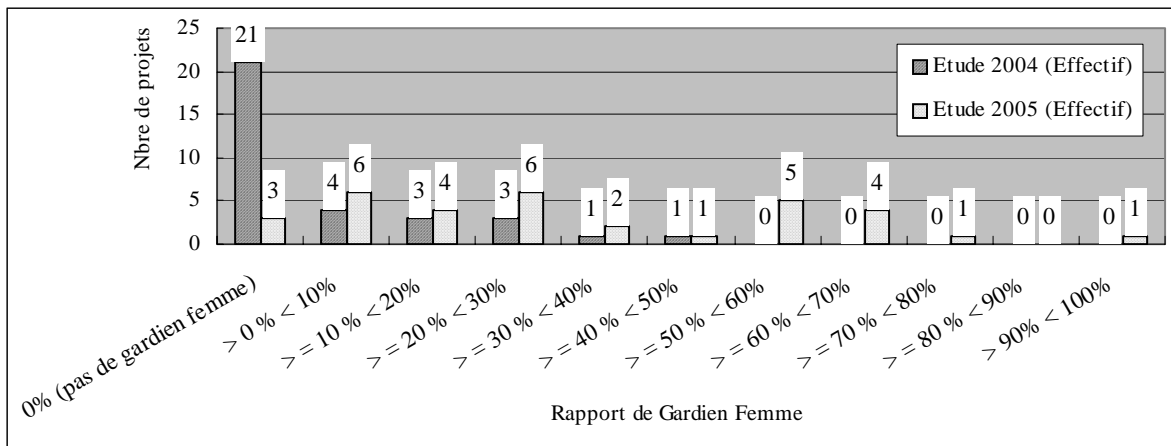
Despite the efforts made by the resident consultant companies to mobilize women, in some projects, women were not motivated to attend the meetings because of their illiteracy⁴.

4.5 Keepers of service installations

(1) Repartition of tap keepers by gender

The figure indicated hereafter presents the distribution of tap keepers of all the sub-projects (See Appendix 6 concerning the repartition per sub-project). The rate of women tap keepers increased considerably in the Study 2005. In the Study 2004, no woman was selected as a tap keeper in approximately 2/3 of the sub-projects, that is to say 21 sub-projects out of 33. In the Study 2005, the same case was observed only in 3 sub-projects out of 33. Women as keepers of the projected service installations represent more than 50% of tap keepers in one third of the sub-projects, that is to say 11 out of 33.

Figure 4: Repartition of women tap keepers



Legend: Nbre de projets= Number of sub-projects, 0% (pas de gardien femme)= No women tap keepers, Rapport de Gardien Femmes = Report of women tap keepers, Etude 2004 (Effectif) = Study in 2004 (Number), Etude 2005 (Effectif) = Study in 2005 (Number)

⁴ It is the case of the projects Kalboussi (Bizerte), Sidi Hassen (Bizerte) and Maamria (Kairouan).

(2) Observation from gender points of view

- i) The difficulties in selecting women tap keepers are caused by men as well as women's reluctance. For example, there are men who are convinced that tap keeping is a men's affair because possible conflicts may arise at the level of the service installations. If commodity charge system is applied, other men said that women cannot count money because of their low educational level.
- ii) Concerning women's reluctance, there were women who did not accept this occupation despite their frequent participation in the meetings. They affirmed that men ensure extra domestic activities⁵ in general.
- iii) It is a form of self-censorship exerted by women who know that society is dominated by men and it is not yet ready to admit deep changes in the roles allotted to men and women. They also know that the acceptance of new extra family tasks does not exempt them from doing their usual domestic chores which remain entirely their duty. Indeed, even though men admit that women share with them extra family tasks, they are not willing to involve themselves in the domestic chores. Thus, women are confronted with new tasks without being released even partially from the traditional tasks that society burdens them with.
- iv) The rate of women tap keepers reached 90%⁶ in only one sub-project. The massive participation of women tap keepers reflects the absence of men most of the time because they work outside the project zone. This prolonged and repetitive absence accustomed women to assume extra family responsibilities.

4.6 Members of GIC Provisional Committee

Among the 47 RWS system⁷ for which a provisional committee of the GIC was designated, no women was appointed in 30 projected RWS systems. Thanks to women's implication, a clear increase was recorded in the Study of 2005. In the Study of 2004, only one project succeeded in nominating a woman as a member of GIC provisional committee, whereas the percentage of the absence of women decreased (See the table hereafter).

⁵ This case was observed in Sidi Achour project (Manouba)

⁶ Hsainia sub-project (Kairouan) in which 9 over 10 service installation are managed by women.

⁷ 44 RASS are managed by an independent GIC. The members to be integrated in the existing GIC were designated in the three (3) sub-projects..

Table No 12: Women elected as members of GIC provisional committee

	Study in 2004		Study in 2005		Total	
	No.	%	No.	%	No.	%
No. of sub-projects in which women are selected as the members of GIC provisional committee	20		27*		47	
0%	19	95.0	11	40.7	30	63.8
10 – 20 %	1	5.0	5	18.5	6	12.8
20 – 30 %	0	0.0	3	11.1	3	6.4
30 – 50%	0	0.0	8	29.6	8	17.0
Total	20	100	27	100	47	100

* Members for the existing GIC, which takes over the projected WSS, were selected in three (3) sub-projects
Source: Socio-economic reports

It was noticed that the result of the household survey (See Table No 5) reflected well men and women’s point of view. Even if it is about a GIC provisional committee, men do not seem to appreciate that women participate in this organization. Their pretext is that women are very busy. Moreover, women themselves are not very keen in this kind of participation. They think that this participation will impose an additional work load on them. The question of mobility also arises.

5. IMPACTS OF THE SENSITIZATION FROM GENDER VIEWPOINTS

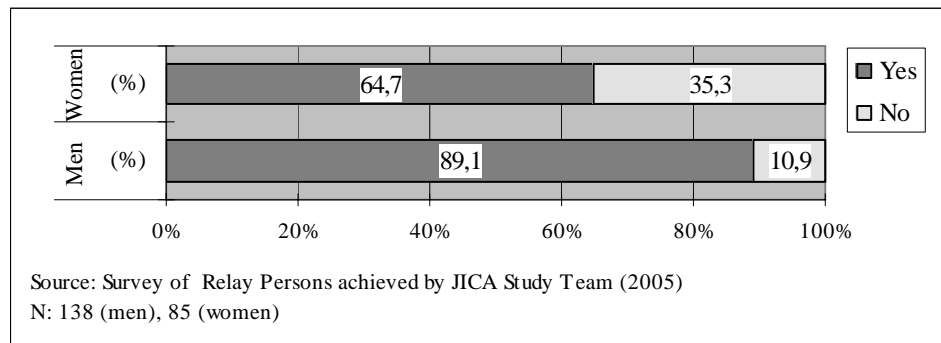
As it was above mentioned, the number of women relay persons increased considerably in the Study of 2005. The Study Team carried out a survey about the relay persons aiming at seizing the impacts especially on women after their participation in the sensitization activities. On the whole, 139 men and 86 women were surveyed among the relay persons.

5.1 Appreciation of the sensitization activities

(1) Utility of sensitization meeting to express opinions

A large majority of the surveyed men answered positively. The number of women who had found the meetings useful to express their opinions is lower than that of men, probably because of the above explained difference of experience.

Figure No 5: Utility of Sensitization meeting to express opinions



(2) More appreciated subjects to give opinions

Among the subjects about which the surveyed relay persons gave their opinions and according to their appreciation, men participated in the discussion related to service installations and women appreciated the pair-wise ranking. It is considered that pair-wise ranking gave a satisfaction to women as well as men to express their opinions.

Table No 13: Subjects appreciated to give opinions

Subject	Men	%	Women	%	Total	%
Pair-wise ranking	38	30.9	22	40.0	60	33.7
Service installations (number, location, type)	41	33.3	10	18.2	51	28.7
Water charge system	25	20.3	4	7.3	29	16.3
Community mapping	5	4.1	1	1.8	6	3.4
Selection of tap keepers and Operation hours	5	4.1	5	9.1	10	5.6
Land acquisition (pipeline route, hydraulic installations)	15	12.2	0	0.0	15	8.4
Private connections	5	4.1	5	9.1	10	5.6
O/M (GIC, minor repair of service installations)	8	6.5	2	3.6	10	5.6
Acceleration of sub-project implementation	3	2.4	3	5.5	6	3.4
Construction cost	1	0.8	0	0.0	1	0.6
Water quality	3	2.4	0	0.0	3	1.7
Unaccounted-for water	1	0.8	1	1.8	2	1.1
Others	15	12.2	11	20.0	26	14.6
No. of surveyed people who judged that the meeting is useful	123		55		178	

(3) Reasons of not giving opinions

Some relay persons did not give their opinions during the sensitization meeting. Men assured that it is a sign of acceptance. As for women, a little more than half of women declared that it is because of their shyness or the fear of speaking in the presence of men.

Table N° 14: Reasons of not giving opinions

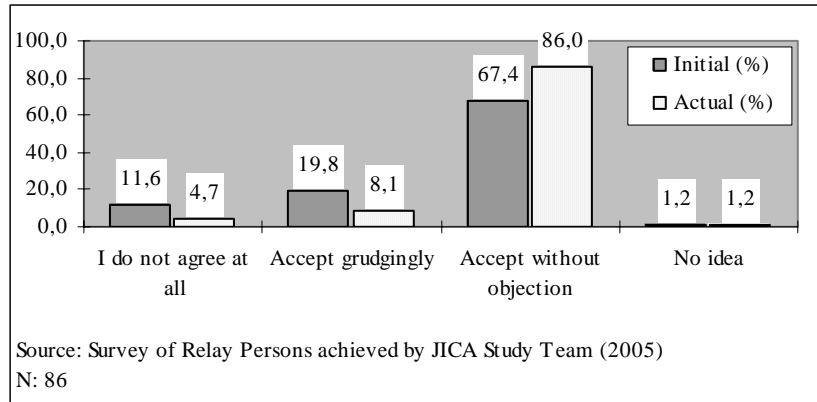
Subject	Men	%	Women	%	Total	%
I am shy	2	13.3	7	24.1	9	20.5
I am afraid to talk in the presence of men	0	0.0	8	27.6	8	18.2
I totally agree with what was said	13	86.7	13	44.8	26	59.1
Sociologists did not ask	0	0.0	4	13.8	4	9.1
No. of surveyed people who judged that the meeting is useful	15		29		44	

Source: Survey on relay persons made by the JICA Study Team (2005)

5.2 Evolution of men's attitude

According to the surveyed women relay persons, men's attitude towards their participation in the meetings changed positively during the Study. With the reduction in the rate of refusal or acceptance with hesitation, the number of men accepting women's participation in the meetings without any objection increased. (See the figure hereafter).

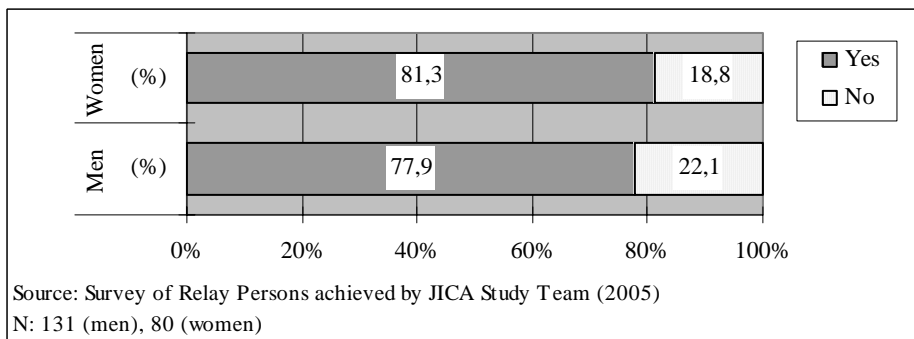
Figure No 6: Women’s point of view about the attitude of men



5.3 Impacts on the relay persons

Three-quarters of men and women relay persons recognized that the change in their behaviors, in their points of view or in their conscience as positive impacts (See the figure hereafter). It is to be noticed that men who did feel any impacts are those who had participated in collective activities such as attending meetings organized by the Cellule Destourienne; whereas, women of the same category attributed the absence of impacts to their low educational level (illiteracy) or their shyness.

Figure No 7: Impacts on the relay persons

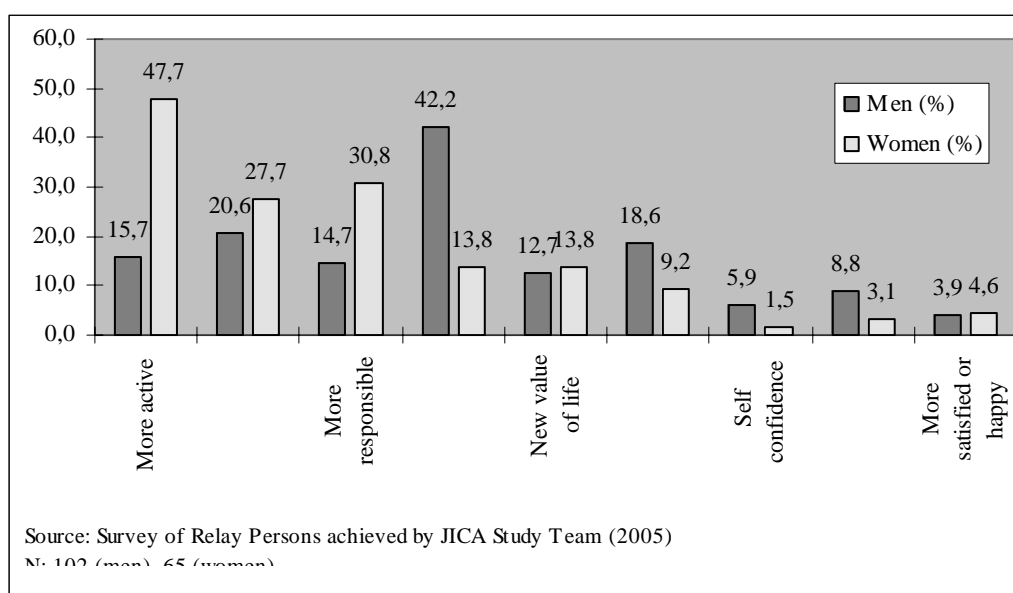


As summarized in the table below, the declared impacts are classified according to the key words found in the answers given during the survey (See Appendix 7 concerning the answers of surveyed people). The declared impacts are indicated in the figure mentioned hereafter.

Table N° 15: Classification of impacts on the relay persons

Type of impact	Key words for classification
Communication	"expressing oneself better" "giving opinions" "discussing"
More active	"more active", "less shy", "dynamic", "courageous", "daring", "serious", "open minded"
Responsibility	"responsible" "people respect me" "thanked by the others" "encouraging the others to participate"
Associative spirit	"contacting the others" "consolidating or improving my relationships with the others" "exchanging ideas" "meeting each other more than before" "listening to the others" "know each other better"
New value	"Value of existence", "freedom in life", "discovering new things", "cultured", "learned something"
Valorization of women	"My opinion towards women changed"
More conscious	"Conscious of the question of water" "knowing the progress of the meetings of the development projects"

Figure 8.3.7 Declared Impacts



The impacts recognized by the relay persons differ according to the gender. Women felt the impacts related to personal capacity: their capacity of expressing themselves improved, more active or opened character and assuming responsibilities. It seems that women acquired these benefits thanks to the experience (participation in the collective meetings) about which they did not know so much.

As for men, the impacts at community level were more recognized. Though the majority of them attended meetings in the past, they appreciated the fact that sensitization meetings helped to reinforce the ties between the beneficiaries.

6. CONCLUSIONS

- (1) Women's participation is always lower than that of men. Because of the above stated reasons, women's implication as relay persons did not produce a dramatic improvement in the mobilization of women to the sensitization meetings. In fact, considering the various obstacles to attend the meetings, it is not only the will of the relay persons that could promote the mobilization of women.
- (2) On the qualitative level of participation, there is a difference between the sub-projects. In some sub-projects, women spoke during the meeting, i.e. they expressed themselves like men. However, there are sub-projects where women attended the meetings without speaking or giving their opinions. Because of the customs that prevent them from overcoming their shyness and giving their opinions in front of men, they did not even ask for explanations about the topics proposed by the resident consultant company.
- (3) Concerning women relay persons, there are two cases: relay persons who are very active and able to mobilize other women. There are others who hardly assumed their responsibilities as expected because they were not aware of their responsibilities and because of the lack of direct information about the organization of meetings.
- (4) According to the observation, it was confirmed that dynamic and active women relay persons can play the role of women leaders and can positively influence the other women in matters of mobilization and self expression in the meeting.
- (5) The rate of women tap keepers witnessed a marked increase in the Study 2005. Several women tap keepers were selected among the assiduous relay persons. This result can be considered one of the assets obtained thanks to the reinforced women's participation and not because of the selection of relay persons.
- (6) Currently, the implication of women as GIC members is not easy due to the difference in experience and the educational level. However, it was noted that men accept that girls having a sufficient educational level assume the tasks of GIC members. One can conclude that women's implication in the management of GIC is a long and complex process which started rather timidly and needs to be consolidated and preserved from regressions that can take place if the work of sensitization in this field is diminished.
- (7) The impacts that women relay persons felt are especially at the personal level such as the ability to express themselves, becoming more active or less shy. Hence, and while taking into account their former experiences one can conclude that women positively changed or evolved

through the sensitization activities. It was observed that the majority of women do not manage to carry out the expected tasks of relay persons before acquiring self-confidence. In this way, the impacts felt by women through the sensitization activities, even if they are invisible, must be considered as a first significant step in their participation in the social life.

7. RECOMMENDATIONS

(1) Women's implication as women relay persons

The utility of women relay persons was acknowledged under the conditions that active and dynamic women in a community are available and motivated to collaborate with the resident consultant companies. Considering the lack of experience to attend community meetings and to assume responsibilities outside the house, it is recommended to select several women relay persons (e.g. two women relay persons) so that they collaborate with each other. Moreover, it is necessary to reinforce the first initiation of relay persons to the tasks expected from them.

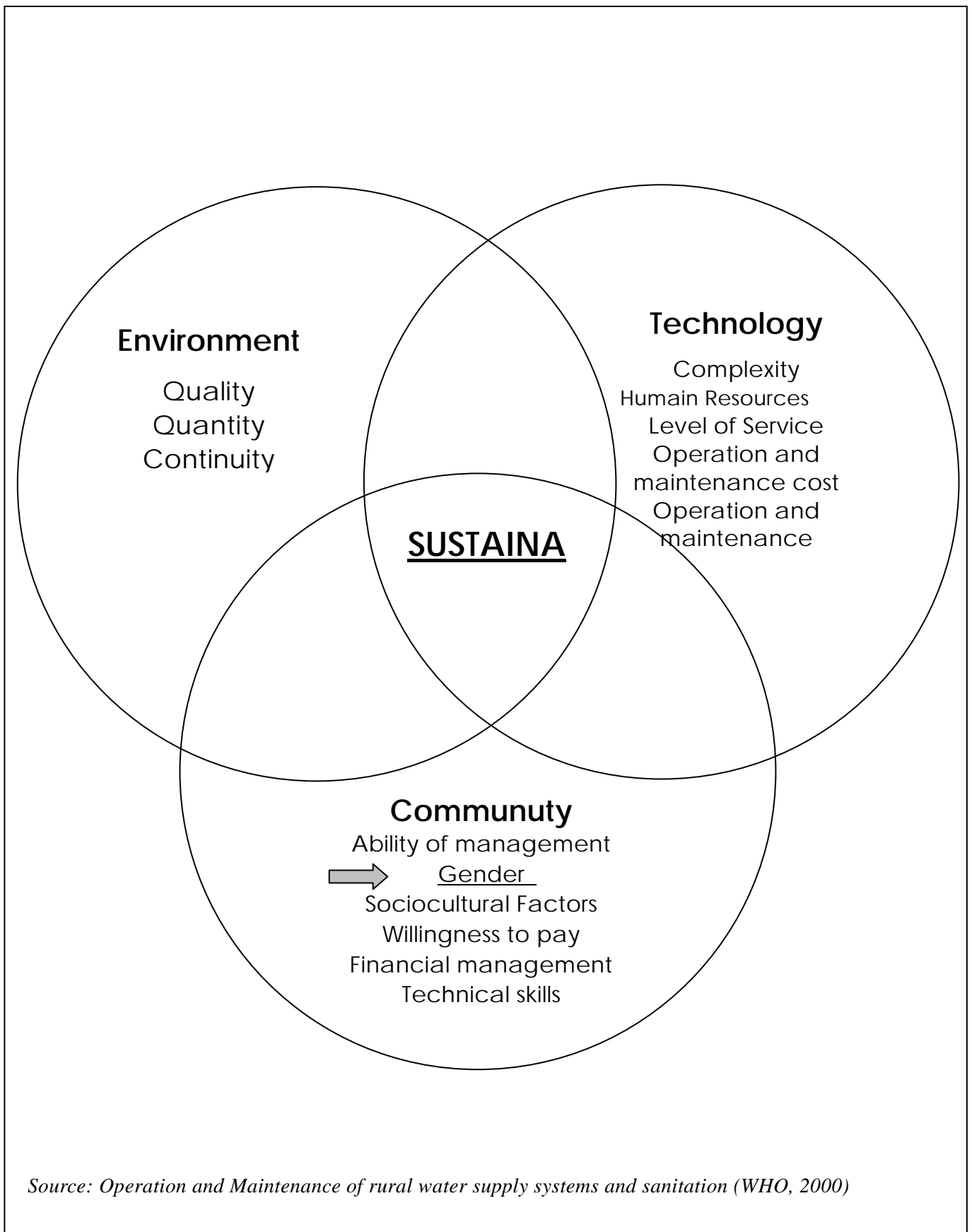
(2) Supporting women selected as member of GIC provisional committee

The fact that 17 sub-projects succeeded in designating at least one woman as a member of GIC provisional committee should be considered as an achievement. It is necessary to follow and support those women within the framework of the technical assistance so that they can participate in the GIC as members, especially if those women are motivated and interested to participate.

The reinforcement of the sensitization in the consolidation stage about women's implication in the life of the sub-project is necessary to concord the relatively advanced attitudes of people and their rather backward practices.

Since women are the principal users, their implication in the leading committees of the GIC is a significant factor for the project sustainability. In the Study 2005, 1/3 of the surveyed people accept that women become members of the board of directors of the GIC. It is a positive element that should be consolidated by a specific sensitization program which explains to men and women that the roles divided per gender are not static and that they have to evolve and follow the social dynamics.

Appendix 1 : Factors that affect the sustainability



Appendix 2 Result of the 1st Visit of the Sensitization

Total No.	Governorate	Sub-project	Household ¹	Population	Date	Number of Meetings of General Information	Meetings with limited groups	Participants				Remarks		
								Men	% ²	Women	%		Total	%
1	ARIANA	CEBELAT A AMMAR	18	75	23/03/04	1	0	8	44.4	8	44.4	16	88.9	
2	ARIANA	EL ACHICH	52	265	29/03/05	2	0	14	26.9	22	42.3	10	19.2	The locality "Sanhaja" was added after the 1st visit
3	MANOUBA	EL MAAFRINE	62	316	24/03/04	1	0	25	40.3	14	22.6	39	62.9	
4	MANOUBA	TIRASSET	42	196	31/03/04	1	0	16	38.1	5	11.9	21	50	
5	MANOUBA	SIDI ACHOUR	37	152	09/04/05	1	0	18	48.6	11	29.7	29	78.4	
6	NABEUL	BASSATINE	218	927	09, 26 /04/04	2	0	91	41.7	11	5.0	102	46.8	
7	NABEUL	BEN THAMEUR	33	174	27/03/04	1	0	13	39.4	5	15.2	18	54.5	
8	NABEUL	BIJER BEN ZAHRA	127	533	22/03/04	1	0	50	39.4	28	22.0	78	61.4	
9	NABEUL	TASSELIMINE ET SOUSASSI	131	594	31/03/05	2	0	53	40.5	12	9.2	65	49.6	This subproject was eliminated after the 1st visit.
10	BIZERTE	ETRAMIS-EDMAIN	212	947	05/04/05	2	0	27	12.7	37	17.5	64	30.2	The locality "Fhiss" was eliminated after the 1st visit.
11	BIZERTE	EL KALBOUSSI	260	1235	6-7/04/05	4	4	109	41.9	36	13.8	162	62.3	The localities "El Mnastria", "Brahmia" and "Aouachiria" were eliminated after the 1st visit.
12	BIZERTE	SIDI HASSEN	106	477	01/04/05	2	2	33	31.1	21	19.8	54	50.9	
13	BEJA	MZOUGHHA-ZELDOUN (1ST)	171	687	23-24/03/04	3	0	52	30.4	18	10.5	70	40.9	
14	BEJA	MZOUGHHA-ZELDOUN (2ND)	247	1111	24-25/03/04	3	0	73	29.6	16	6.5	89	36	
15	BEJA	KEF DAROUGUI-SFAYA	103	465	26/03/04	4	0	25	24.3	15	14.6	40	38.8	
16	BEJA	AIN DAM-NEFZA	407	1672	24/03/05	3	0	106	26	53	13	159	39.1	
17	BEJA	GMARA	226	957	25/03/05	2	0	45	19.9	50	22.1	95	42	
18	JENDOUBA	SOUALHIA	84	364	29/03/04	2	0	15	17.9	17	20.2	32	38.1	
19	JENDOUBA	EL ISLAH	116	476	30/03/04	2	0	20	17.2	16	13.8	36	31	
20	LE KEF	EZZAGUAYA	63	290	25/03/04	2	0	22	34.9	20	31.7	42	66.7	
21	LE KEF	ESBIAAT, EL AGROUB ET SOUALHIA	163	633	08/04/05	3	0	52	31.9	26	16	86	52.8	The number of households and the population do not included those of the area in charge of the CRDA for the sensitization.
22	LE KEF	FORNA	97	410	28/03/05	1	0	51	52.6	19	19.6	71	73.2	
23	LE KEF	EL OUENA	88	481	29/03/05	2	0	47	53.4	29	33	76	86.4	
24	SILIANA	FEJ ASSEKRA	138	554	03/04/04	4	0	52	37.7	45	32.6	97	70.3	
25	SILIANA	KSAR-OULED BOUHANI	136	737	3 & 10/04/04	5	0	130	95.6	79	58.1	209	153.7	
26	SILIANA	Ghanguet ZGALASS	24	143	28/03/05	1	0	17	70.8	11	45.8	28	116.7	
27	SILIANA	SIDI DAHER	155	822	30/03/05	2	0	51	32.9	50	32.3	101	65.2	
28	SILIANA	AGBA	100	466	26/03/05	2	0	50	50	32	32	82	82	
29	SILIANA	NSIRAT	59	273	29/03/05	2	0	36	61	37	62.7	73	123.7	The locality "Mouwaysia" was added after the 1st visit.
30	KAIROUAN	DOUAR EL BELDI	63	314	17/03/04	2	0	31	49.2	30	47.6	61	96.8	
31	KAIROUAN	OULED ABBES	124	717	18/03/04	3	0	77	62.1	47	37.9	124	100	
32	KAIROUAN	OULED BOUDABOUS	100	558	16/03/04	1	0	42	42	12	12.0	54	54	
33	KAIROUAN	MAAMRIA	111	666	08/04/05	1	0	21	18.9	14	12.6	35	31.5	
34	KAIROUAN	Ghanzour	130	723	31/03/05	2	0	36	27.7	35	26.9	71	54.6	
35	KAIROUAN	Gouaad	112	673	30/03/05	3	0	41	36.6	19	17	60	53.6	
36	KAIROUAN	Khoualdia	88	477	01/04/05	2	0	21	23.9	20	22.7	41	46.6	
37	KAIROUAN	Hsainia	112	687	29/03/05	2	0	57	50.9	63	56.3	120	107.1	

*1: The number of household is based on that targeted in each visit of sensitization activities.

*2: The % is calculated against the total household number.

Appendix 2 Result of the 1st Visit of the Sensitization

Total No.	Governorate	Sub-project	Household ¹	Population	Date	Number of Meetings of General Information	Meetings with limited groups	Participants				Remarks		
								Men	% ²	Women	%		Total	%
38	KASSERINE	AIN DEFLA	201	1044	02/04/04	1	0	101	50.2	26	12.9	127	63.2	
39	KASSERINE	FAKET EL KHADEM	206	1207	01/04/04	4	0	135	65.5	14	6.8	149	72.3	
40	KASSERINE	OULED BARKA	326	1770	31/03/04	2	0	120	36.8	21	6.4	141	43.3	
41	KASSERINE	SIDI SHIL	116	661	30/03/04	5	0	54	46.6	14	12.1	68	58.6	
42	KASSERINE	BNANA / OULED BENAJEH	453	2418	05/04/05	2	0	116	25.6	26	5.7	142	31.3	
43	KASSERINE	MKIMEN	216	1269	30/03/05	3	0	122	56.5	33	15.3	155	71.8	
44	KASSERINE	CHAABIA	442	2438	05/04/05	3	0	65	14.7	64	14.5	129	29.2	
45	KASSERINE	OULED LAHTAB	170	868	06/04/05	3	0	60	35.3	43	25.3	103	60.6	
46	KASSERINE	OULED MASSOUD RIZG	250	1250	05/05/05	2	0	113	45.2	74	29.6	187	74.8	The localities "El Brika", "Abaydia", "Zorg" and "Dlahmia - Ghdhabria" were included until the 2nd visit
47	SIDI BOUZID	MBARKIA	174	1051	04/04/04	3	0	72	41.4	31	17.8	103	59.2	
48	SIDI BOUZID	OULED NAOUI	186	931	05/04/04	3	0	53	28.5	33	17.7	86	46.2	
49	SIDI BOUZID	OULED YOUSSEF GALLEL	57	321	03/04/04	1	0	49	86	19	33.3	68	119.3	
50	SIDI BOUZID	AIN JAFFEL	424	2455	28 & 29/03/05	4	0	151	35.6	114	26.9	265	62.5	
51	SIDI BOUZID	GARD HADID	532	2802	25 & 26/03/05	4	0	112	21.1	65	12.2	177	33.3	
52	SIDI BOUZID	OULED MOUSSA	93	421	27/03/05	2	0	37	39.8	37	39.8	74	79.6	
53	SIDI BOUZID	SLATNIA	304	1617	24/03/05	2	0	110	36.2	47	15.5	157	51.6	
54	SOUSSE	OULED FALEH	51	315	26/03/04	1	0	8	15.7	5	9.8	13	25.5	
55	SOUSSE	CHRAIFIA	68	342	02/04/05	1	0	24	35.3	16	23.5	40	58.8	
56	MAHDIA	SLAYMIA	284	1365	30/03/04	5	0	71	25	15	5.3	86	30.3	
57	MAHDIA	SKHAIBIA	99	484	01/04/04	2	0	31	31.3	44	44.4	75	75.8	
58	MAHDIA	KHOUR	280	1314	31/03/04	2	0	66	23.6	2	0.7	68	24.3	
59	MAHDIA	RQUIAT	89	421	02/04/04	1	0	28	31.5	19	21.3	47	52.8	
60	MAHDIA	RMADHIA	22	140	01/04/04	1	0	19	86.4	14	63.6	33	150	
61	MAHDIA	AMMAR	159	818	26/03/05	2	0	28	17.6	19	11.9	64.6	40.6	
62	MAHDIA	ESSAAFI	94	1260	27/03/05	2	0	41	43.6	30	31.9	71	75.5	
63	SFAX	GARGOUR-BRAHMA FKAHIA	662	3467	24-25/03/04	6	0	96	14.5	27	4.1	123	18.6	
64	GAFSA	HCHACHNA	59	339	07/04/04	5	0	60	101.7	24	40.7	84	142.4	
65	GAFSA	OULED ZITOUN	26	135	06/04/04	1	0	17	65.4	17	65.4	34	130.8	
66	GAFSA	ENJAIMIA	132	939	30/03/05	2	0	84	63.6	59	44.7	143	108.3	
67	GAFSA	SMADIA	72	431	31/03/05	2	0	32	44.4	14	19.4	46	63.9	The locality "Erbaia" was added after the 1st visit.

*1: The number of household is based on that targeted in each visit of sensitization activities.

*2: The % is calculated against the total household number.

Appendix 3 Result of 2nd Visit of the Sensitization

Total No.	Governorate	Sub-project	House hold*1	Population	Meeting of General Information				Meeting with Limited Groups						Total				Remarks				
					Men	%*2	Women	%*2	Sub-Total	%*2	Men	%*2	Women	%*2	Sub-Total	%*2	Men	%*2		Women	%*2	Total	
1	ARIANA	EL-ACHICH	59	290	15	25.4	15	25.4	30	50.8	18	30.5	19	32.2	37	62.7	33	55.9	34	57.6	67	113.6	The locality "Sanhaja" was added after the 1st visit
2	ARIANA	CEBELAT A AMMAR	19	77	17	89.5	15	78.9	32	168.4	14	73.7	11	57.9	25	131.6	31	163.2	26	136.8	57	300.0	
3	MANOUBA	SIDI ACHOUB	41	162	15	36.6	11	26.8	26	63.4	19	46.3	19	46.3	38	92.7	34	82.9	30	73.2	64	156.1	The locality "Mathlouthi" was added from the 2nd visit.
4	MANOUBA	EL MAAFRINE	69	353	17	24.6	8	11.6	25	36.2	34	49.3	22	31.9	56	81.2	51	73.9	30	43.5	81	117.4	
5	MANOUBA	TIRASSET	42	196	42	100	29	69.0	71	169	18	42.9	25	59.5	43	102.4	60	142.9	54	128.6	114	271.4	
6	NABEUL	BASSATINE	218	927	141	64.7	99	45.4	240	110.1	64	29.4	62	28.4	126	57.8	205	94	161	73.9	366	167.9	
7	NABEUL	BEN THAMEUR	33	174	35	106.1	24	72.7	59	178.8	16	48.5	14	42.4	30	90.9	51	154.5	38	115.2	89	269.7	
8	NABEUL	BIR BEN ZAHRA	127	533	143	112.6	79	62.2	222	174.8	42	33.1	41	32.3	83	65.4	185	145.7	120	94.5	305	240.2	
9	BIZERTE	ETRAMIS-EDMAIN	147	622	53	36.1	38	25.9	91	61.9	72	49	60	40.8	132	89.8	125	85	98	66.7	223	151.7	
10	BIZERTE	EL KALBOUSSI	248	1185	31	12.5	1	0.4	32	12.9	138	55.6	173	69.8	311	125.4	169	68.1	174	70.2	343	138.3	
11	BIZERTE	SIDI HASSSEN	106	477	34	32.1	9	8.5	43	40.6	63	59.4	54	50.9	117	110.4	97	91.5	63	59.4	160	150.9	
12	BEJA	AIN DAM-NEFZA	407	1672	94	23.1	61	15.0	155	38.1	192	47.2	120	29.5	312	76.7	286	70.3	181	44.5	467	114.7	
13	BEJA	GMARA	226	957	48	21.2	51	22.6	99	43.8	67	29.6	60	26.5	127	56.2	115	50.9	111	49.1	226	100	
14	BEJA	MZOUGHHA-ZELDOUN (IST)	171	687	47	27.5	17	9.9	64	37.4	47	27.5	47	27.5	94	55	94	55	64	37.4	158	92.4	
15	BEJA	MZOUGHHA-ZELDOUN (2ND)	247	1111	54	21.9	23	9.3	77	31.2	141	57.1	96	38.9	237	96	195	78.9	119	48.2	314	127.1	
16	BEJA	KEF DAROUGUI-SEAYA	103	465	53	51.5	50	48.5	103	100	53	51.5	57	55.3	110	106.8	106	102.9	107	103.9	213	206.8	
17	JENDOUBA	SOUALHIA	84	364	22	26.2	15	17.9	37	44.0	38	45.2	33	39.3	71	84.5	60	71.4	48	57.1	108	128.6	
18	JENDOUBA	EL ISLAH	116	476	10	8.6	11	9.5	21	18.1	44	37.9	33	28.4	77	66.4	54	46.6	44	37.9	98	84.5	
19	LE KEF	FORNA	97	410	28	28.9	36	37.1	64	66	N/A	-	N/A	-	N/A	-	28	28.9	36	37.1	64	66	
20	LE KEF	EL OUENA	88	481	59	67.0	32	36.4	91	103.4	N/A	-	N/A	-	N/A	-	59	67	32	36.4	91	103.4	
21	LE KEF	ESBIAT, EL AGROUB ET SOUALHIA	155	633	68	43.9	38	24.5	106	68.4	78	50.3	49	31.6	127	81.9	146	94.2	87	56.1	233	150.3	The number of households and the population do not included those of the area in charge of the CRDA for the sensitization.
22	LE KEF	EZZAGUAYA	75	340	56	74.7	36	48	92	122.7	47	62.7	34	45.3	81	108	103	137.3	70	93.3	173	230.7	
23	SILIANA	GHANGUET ZGALASS	24	143	0	0	0	0	0	0	12	50	19	79.2	31	129.2	12	50	19	79.2	31	129.2	
24	SILIANA	SIDI DAHER	155	822	49	31.6	15	9.7	64	41.3	77	49.7	62	40	139	89.7	126	81.3	77	49.7	203	131	The locality "Mouwaysia" was added from the 2nd visit
25	SILIANA	AGBA	136	655	18	13.2	22	16.2	40	29.4	44	32.4	34	25	78	57.4	62	45.6	56	41.2	118	86.8	
26	SILIANA	NSIRAT	59	273	29	49.2	22	37.3	51	86.4	32	54.2	28	47.5	60	101.7	61	103.4	50	84.7	111	188.1	
27	SILIANA	FEJ ASSEKRA	152	648	52	34.2	28	18.4	80	52.6	69	45.4	54	35.5	123	80.9	121	79.6	82	53.9	203	133.6	
28	SILIANA	KSAR-OULED BOUHANI	203	1039	68	33.5	45	22.2	113	55.7	54	26.6	39	19.2	93	45.8	122	60.1	84	41.4	206	101.5	
29	KAIROUAN	GHANZOUR	130	667	45	34.6	51	39.2	96	73.8	46	35.4	66	50.8	112	86.2	91	70	117	90	208	160	
30	KAIROUAN	MAAMRIA	111	666	17	15.3	9	8.1	26	23.4	55	49.5	64	57.7	119	107.2	72	64.9	73	65.8	145	130.6	
31	KAIROUAN	GOUAAD	112	723	16	14.3	27	24.1	43	38.4	37	33	44	39.3	81	72.3	53	47.3	71	63.4	124	110.7	
32	KAIROUAN	KHOUALDIA	88	477	34	38.6	27	30.7	61	69.3	40	45.5	48	54.5	88	100	74	84.1	75	85.2	149	169.3	
33	KAIROUAN	HSAINIA	112	687	26	23.2	44	39.3	70	62.5	21	18.8	56	50	77	68.8	47	42	100	89.3	147	131.3	
34	KAIROUAN	DOUAR EL BELDI	67	355	14	20.9	16	23.9	30	44.8	N/A	-	N/A	-	N/A	-	14	20.9	16	23.9	30	44.8	
35	KAIROUAN	OULED ABBES	135	741	52	38.5	28	20.7	80	59.3	N/A	-	N/A	-	N/A	-	52	38.5	28	20.7	80	59.3	
36	KAIROUAN	OULED BOUDABOUS	107	599	42	39.3	16	15	58	54.2	N/A	-	N/A	-	N/A	-	42	39.3	16	15	58	54.2	

*1: The number of household is based on that targeted in each visit of sensitization

*2: The percentage is calculated against the total number of households

Appendix 3 Result of 2nd Visit of the Sensitization

Total No.	Governorate	Sub-project	House hold	Population	Meeting of General Information						Meeting with Limited Groups						Total						Remarks
					% (vs. household)			% (vs. household)			% (vs. household)			% (vs. household)			% (vs. household)			% (vs. household)			
					Men	Women	Sub-Total	Men	Women	Sub-Total	Men	Women	Sub-Total	Men	Women	Sub-Total	Men	Women	Sub-Total	Men	Women	Sub-Total	
37	KASSERINE	BNANA /OULED BENAJEIH	453	2418	260	57.4	80	17.7	340	75.1	N/A	N/A	N/A	N/A	N/A	260	57.4	80	17.7	340	75.1		
38	KASSERINE	MKIMEN	216	1269	88	40.7	16	7.4	104	48.1	N/A	N/A	N/A	N/A	N/A	88	40.7	16	7.4	104	48.1		
39	KASSERINE	CHAAIBIA	442	2438	218	49.3	199	45	417	94.3	N/A	N/A	N/A	N/A	N/A	218	49.3	199	45	417	94.3		
40	KASSERINE	OULED LAHTAB	170	1196	67	39.4	34	20	101	59.4	N/A	N/A	N/A	N/A	N/A	67	39.4	34	20	101	59.4		
41	KASSERINE	OULED MASSOUD RIZG	250	1250	162	64.8	62	24.8	224	89.6	N/A	N/A	N/A	N/A	N/A	162	64.8	62	24.8	224	89.6	The localities "El Brika", "Ahaydia", "Zog" and "Dliahmia - Ghahabnia" were included until the 2nd visit	
42	KASSERINE	AIN DEFLA	201	1044	110	54.7	24	11.9	134	66.7	N/A	N/A	N/A	N/A	N/A	110	54.7	24	11.9	134	66.7		
43	KASSERINE	FAKET EL KHADEM	206	1207	152	73.8	4	1.9	156	75.7	N/A	N/A	N/A	N/A	N/A	152	73.8	4	1.9	156	75.7		
44	KASSERINE	OULED BARKA	337	1760	163	48.4	76	22.6	239	70.9	N/A	N/A	N/A	N/A	N/A	163	48.4	76	22.6	239	70.9	3 localities (Bit Jhiani, Snoussi and Aourar) were excluded after the 2nd visit.	
45	KASSERINE	SIDI SHIL	119	727	46	38.7	10	8.4	56	47.1	N/A	N/A	N/A	N/A	N/A	46	38.7	10	8.4	56	47.1		
46	SIDI BOUZID	AIN JAFFEL	424	2455	117	27.6	93	21.9	210	49.5	295	69.6	356	84.0	651	153.5	412	97.2	449	105.9	861	203.1	
47	SIDI BOUZID	GARD HADID	532	2802	69	13.0	78	14.7	147	27.6	383	72	390	73.3	773	145.3	452	85	468	88	920	172.9	
48	SIDI BOUZID	OULED MOUSSA	93	421	66	71.0	48	51.6	114	122.6	70	75.3	81	87.1	151	162.4	136	146.2	129	138.7	265	284.9	
49	SIDI BOUZID	SLATNIA	304	1617	82	27.0	63	20.7	145	47.7	182	59.9	191	62.8	373	122.7	264	86.8	254	83.6	518	170.4	
50	SIDI BOUZID	MBARKIA	140	848	73	52.1	51	36.4	124	88.6	65	46.4	67	47.9	132	94.3	138	98.6	118	84.3	256	182.9	
51	SIDI BOUZID	OULED NAOUI	186	931	142	76.3	104	55.9	246	132.3	69	37.1	50	26.9	119	64.0	211	113.4	154	82.8	365	196.2	
52	SIDI BOUZID	OULED YOUSSEF GALLEL	57	321	21	36.8	35	61.4	56	98.2	14	24.6	30	52.6	44	77.2	35	61.4	65	114	100	175.4	
53	SOUSSE	CHRAIFIA	68	342	19	27.9	4	5.9	23	33.8	17	25	18	26.5	35	51.5	36	52.9	22	32.4	58	85.3	
54	SOUSSE	OULED FALAH	29	179	14	48.3	7	24.1	21	72.4	9	31	3	10.3	12	41.4	23	79.3	10	34.5	33	113.8	
55	MAHDIA	SLAYMIA	293	1380	201	68.6	162	55.3	363	123.9	137	46.8	121	41.3	258	88.1	338	115.4	283	96.6	621	211.9	
56	MAHDIA	SKHAIBIA	99	484	55	55.6	46	46.5	101	102	55	55.6	46	46.5	101	102	110	111.1	92	92.9	202	204	
57	MAHDIA	KHOUR	305	1314	148	48.5	118	38.7	266	87.2	113	37	106	34.8	219	71.8	261	85.6	224	73.4	485	159	
58	MAHDIA	ROUAT	89	421	42	47.2	61	68.5	103	115.7	33	37.1	58	65.2	91	102.2	75	84.3	119	133.7	194	218	
59	MAHDIA	RMADHIA	22	140	35	159.1	28	127.3	63	286.4	18	81.8	18	81.8	36	163.6	53	240.9	46	209.1	99	450	
60	MAHDIA	AMMAR	159	818	49	30.8	45	28.3	94	59.1	52	32.7	84	52.8	136	85.5	101	63.5	129	81.1	230	144.7	
61	MAHDIA	ESSAAFI	94	1260	33	35.1	29	30.9	62	66.0	36	38.3	62	66.0	98	104.3	69	73.4	91	96.8	160	170.2	
62	SFAX	GARGOUR-BRAHMA FKAH	705	3622	181	25.7	62	8.8	243	34.5	263	37.3	311	44.1	574	81.4	444	63	373	52.9	817	115.9	
63	GAFA	HCHACHINA	63	363	48	76.2	0	0	48	76.2	N/A	N/A	N/A	N/A	N/A	N/A	48	76.2	0	0	48	76.2	
64	GAFA	OUEJ ZITOUN	26	135	44	169.2	5	19.2	49	188.5	N/A	N/A	N/A	N/A	N/A	N/A	44	169.2	5	19.2	49	188.5	
65	GAFA	ENJAIMIA	132	939	0	0	0	0	0	0	97	73.5	66	50.0	163	123.5	97	73.5	66	50	163	123.5	
66	GAFA	SMADIA	84	503	12	14.3	27	32.1	39	46.4	65	77.4	81	96.4	146	173.8	77	91.7	108	128.6	185	220.2	The locality "Erbaia" was added after the 1st visit.

*1: The number of household is based on that targeted in each visit of sensitization

*2: The percentage is calculated against the total number of households

Appendix 3 Result of the 3rd Visit of the Sensitization

No.	Governorate	Sub-project	House holds ^{*1}	Population	Date	No of meetings for general information	Participants				Observations		
							Man	Woman	% ^{*2}	Total			
1	ARIANA	CEBELAT A AMMAR	19	77	07/08/04	1	14	73.7	3	15.8	17	89.5	
2	ARIANA	EL ACHICH	59	290	06/09/05	2	11	18.6	16	27.1	27	45.8	
3	MANOUBA	EL MAFRINE	69	353	11/08/04	2	33	47.8	7	10.1	40	58.0	
4	MANOUBA	TIRASSET	42	196	10/08/04	1	14	33.3	10	23.8	24	57.1	
5	MANOUBA	SIDI ACHOUR	41	162	10/09/05	1	17	41.5	3	7.3	20	48.8	
6	NABEUL	BASSATINE	218	927	08/08/04	2	71	32.6	1	0.5	72	33.0	
7	NABEUL	BEN THAMEUR	33	174	05/08/04	1	21	63.6	7	21.2	28	84.8	
8	NABEUL	BIR BEN ZAHRA	127	533	08/08/04	3	52	40.9	23	18.1	75	59.1	
9	BIZERTE	ETRAMIS-EDMAIN	147	622	12/09/05	1	36	24.5	23	15.6	59	40.1	
10	BIZERTE	EL KALBOUSSI	248	1185	19-21/09/05	5	90	36.3	88	35.5	178	71.8	
11	BIZERTE	SIDI HASSEN	106	477	12/09/05	2	39	36.8	26	24.5	65	61.3	
12	BEJA	MZOUGHA-ZELDOU (1ST)	171	687	7 & 9/08/04	4	62	36.3	41	24.0	103	60.2	
13	BEJA	MZOUGHA-ZELDOU (2ND)	247	1111	4-5/08/04	6	64	25.9	29	11.7	93	37.7	
14	BEJA	KEF DAROUGUI-SFAYA	103	465	06/08/04	4	21	20.4	16	15.5	37	35.9	
15	BEJA	AIN DAM-NEFZA	407	1672	11-12/08/05	4	131	32.2	27	6.6	158	38.8	
16	BEJA	GMARA	226	957	12/08/05	1	25	11.1	37	16.4	62	27.4	
17	JENDOUBA	SOUALHIA	84	364	12/08/04	2	26	31.0	15	17.9	41	48.8	
18	JENDOUBA	EL ISLAH	116	476	14/08/04	2	14	12.1	25	21.6	39	33.6	
19	LE KEF	EZZAGUAYA	75	340	11 & 16/08/04	4	45	60.0	15	20.0	60	80.0	
20	LE KEF	ESBIAAT, EL AGROUB ET SOUALHIA	163	633	02 & 10/09/05	4	82	50.3	17	10.4	99	60.7	The number of households and the population do not included those of the area in charge of the CRDA for the sensitization.
21	LE KEF	FORNA	97	410	20/09/05	1	35	36.1	9	9.3	44	45.4	
22	LE KEF	EL OUENA	88	410	12/09/05	2	43	48.9	19	21.6	62	70.5	
23	SILJANA	FEJ ASSEKRA	152	648	12 et 14/08/04	3	45	29.6	24	15.8	69	45.4	
24	SILJANA	KSAR-OULED BOUHANI	203	1039	5-6/08/04	6	74	36.5	31	15.3	105	51.7	
25	SILJANA	GHANGUET ZGALASS	24	143	05/09/05	1	12	50.0	7	29.2	19	79.2	
26	SILJANA	SIDI DAHER	155	822	29/08 & 09/09/05	3	72	46.5	26	16.8	98	63.2	
27	SILJANA	AGBA	136	655	01/09/05	3	62	45.6	31	22.8	93	68.4	
28	SILJANA	NSIRAT	59	273	26/08/05	2	25	42.4	17	28.8	42	71.2	
29	KAIROUAN	DOUAR EL BELDI	67	355	11/08/04	6	29	43.3	23	34.3	52	77.6	
30	KAIROUAN	OULED ABBES	135	741	09/08/04	6	52	38.5	28	20.7	80	59.3	
31	KAIROUAN	OULED BOUDABOUS	107	599	10/08/04	2	65	60.7	11	10.3	76	71.0	
32	KAIROUAN	MAAMRIA	111	666	14/09/05	2	48	43.2	23	20.7	71	64.0	
33	KAIROUAN	GHANZOUR	130	723	01/09/05	3	77	59.2	57	43.8	134	103.1	
34	KAIROUAN	GOUAAD	112	673	30/08/05	2	38	33.9	14	12.5	52	46.4	
35	KAIROUAN	KHOUALDIA	88	477	27-28/08/05	4	64	72.7	44	50.0	108	122.7	
36	KAIROUAN	HSAINIA	112	687	26/08/05	5	67	59.8	94	83.9	161	143.8	

*1: The number of household is based on that targeted in each visit of sensitization

*2: The percentage is calculated against the total number of households

Appendix 3 Result of the 3rd Visit of the Sensitization

No.	Governorate	Sub-project	House holds ^{*1}	Population	Date	No of meetings for general information	Participants				Observations		
							Man	% ^{*2} Woman	% ^{*2} Total	% ^{*2}			
37	KASSERINE	AIN DEFLA	201	1044	19/08/04	1	53	26.4	27	13.4	80	39.8	
38	KASSERINE	FAKET EL KHADEM	206	1207	23-24/08/04	12	134	65.0	4	1.9	138	67.0	
39	KASSERINE	OULED BARKA	301	1575	27-28/08, 6/09/04	15	107	35.5	45	15.0	152	50.5	
40	KASSERINE	SIDI SHIL	119	687	20-21/08/04	7	47	39.5	3	2.5	50	42.0	
41	KASSERINE	BNANA / OULED BENAJEH	453	2418	29-30/08/2005	2	316	69.8	39	8.6	355	78.4	
42	KASSERINE	MKIMEN	216	1269	8-9/09/2005	3	127	58.8	40	18.5	167	77.3	
43	KASSERINE	CHAAIBIA	442	2438	5, 6, 7/09/05	8	259	58.6	121	27.4	380	86.0	
44	KASSERINE	OUEH LAHTAB	205	1196	13-14/09/05	1	96	46.8	35	17.1	131	63.9	
45	KASSERINE	OULED MASSOUD RIZG	170	868	31/08, 01/09/05	2	107	62.9	23	13.5	130	76.5	
46	SIDI BOUZID	M'BARKIA	140	848	11/08/04	4	69	49.3	64	45.7	133	95.0	
47	SIDI BOUZID	OULED NAoui	186	931	09/08/04	4	69	37.1	64	34.4	133	71.5	
48	SIDI BOUZID	OULED YOUSSEF GALLEL	57	321	10/08/04	3	29	50.9	32	56.1	61	107.0	
49	SIDI BOUZID	AIN JAFFEL	424	2455	10 & 17/09/05	5	145	34.2	104	24.5	249	58.7	
50	SIDI BOUZID	GARD HADID	532	2802	13 & 18/09/05	5	156	29.3	38	7.1	194	36.5	
51	SIDI BOUZID	OULED MOUSSA	93	421	11/09/05	2	66	71.0	48	51.6	114	122.6	
52	SIDI BOUZID	SLATNIA	304	1617	14/09/05	2	117	38.5	52	17.1	169	55.6	
53	SOUSSE	OULED FALEH	29	179	06/08/04	1	15	51.7	5	17.2	20	69.0	
54	SOUSSE	CHRAIFIA	68	342	14/08/05	1	18	26.5	8	11.8	26	38.2	
55	MAHDIA	SLAYMIA	293	1380	17/08/04	3	40	13.7	28	9.6	68	23.2	
56	MAHDIA	SKHAIBIA	99	484	16/08/04	2	35	35.4	17	17.2	52	52.5	
57	MAHDIA	KHIOUR	305	1314	11-12/08/04	2	59	19.3	17	5.6	76	24.9	
58	MAHDIA	RQUIAT	89	421	17/08/04	5	44	49.4	46	51.7	90	101.1	
59	MAHDIA	RMADHIA	22	140	17/08/04	1	20	90.9	14	63.6	34	154.5	
60	MAHDIA	AMMAR	159	818	18/08/05	2	37	23.3	10	6.3	47	29.6	
61	MAHDIA	ESSAAFI	94	1260	16/08/05	1	36	38.3	25	26.6	61	64.9	
62	SFAX	GARGOUR-BRAHMA FKAHIA	728	3739	5, 6, 7/08/04	10	215	29.5	78	10.7	293	40.2	
63	GAFSA	HCHACHNA	62	361	17/08/04	4	54	87.1	15	24.2	69	111.3	
64	GAFSA	OUEH ZITOUN	26	135	16/08/04	1	17	65.4	13	50.0	30	115.4	
65	GAFSA	ENJAIMIA	132	939	16/09/05	2	22	16.7	0	0.0	22	16.7	
66	GAFSA	SMAIDIA	84	503	15/09/05	1	37	44.0	13	15.5	50	59.5	

*1: The number of household is based on that targeted in each visit of sensitization

*2: The percentage is calculated against the total number of household;

Appendix 5 Management of Service Installations

No.	Gouvernorat	Sous-projet	Service Installations		Woman Tap Keepers		Water Charge System Applied	Water Charge		Proposed Water Charge per			Revolving Fund		Observations
			Number ¹	Effective	Effective	%		m ³ /DT	m ³ /DT	DT (without commission)	DT (with commission)	Remark ¹	DT		
1	ARIANA	EL ACHICH	7	7	4	57.1	Commodity Charge	1.000	1.000	/m ³	-	Volunteer	20		
2	ARIANA	CEBALET BEN AMMAR	4	4	0	0	Commodity Charge	0.817	0.900		-	Volunteer	19		
3	MANOUBA	SIDI ACHOUR	8	8	1	12.5	Commodity Charge	0.857	1.000	/m ³	-	Volunteer	15		
4	MANOUBA	EL MAAPRINE	8	8	0	0	Commodity Charge	0.697	0.700		-	Volunteer	15		
5	MANOUBA	TIRASSET	6	6	0	0	Commodity Charge	1.072	1.100		-	Volunteer	18		
6	NABEUL	BASSATINE	13	13	0	0	Commodity Charge	0.725	0.800		-	Volunteer	20		
7	NABEUL	BEN THAMEUR	2	2	0	0	Commodity Charge	0.528	0.600		-	Volunteer	14		
8	NABEUL	BIR BEN ZAHRA	13	13	1	7.7	Commodity Charge	0.925	1.000		-	Volunteer	20		
9	BIZERTE	ETRAMIS-EDMAIN	21	21	6	28.6	Flat rate		5.000	/mois	-	Volunteer	15		
10	BIZERTE	EL KALBOUSSI	41	41	7	17.1	Flat rate		5.500	/mois	-	Volunteer	15		
11	BIZERTE	SIDI HASSEN	25	25	1	4	Commodity Charge	0.694	0.800	/m ³	-	Volunteer	15		
12	BEJA	AIN DAM-NEFZA	23	23	5	21.7	Commodity Charge	0.645	0.650	/m ³	-	Volunteer	15		
13	BEJA	GMARA	12	12	7	58.3	Commodity Charge	0.716	0.750	/m ³	-	Volunteer	15		
14	BE JA	KEF DAROUGJ-SFAYA	8	8	0	0	Commodity Charge	0.827	1.000		1.000	20%	25		
15	BE JA	MZOUGHA-ZELDOU	32	32	2	6.3	Commodity Charge	0.861	1.000		-	Volunteer	25		
16	JENDOUBA	EL ISLAH	13	12	1	8.3	Commodity Charge	0.899	1.000		-	Volunteer	10	1 tap keeper for 2 service installations (Ghraibia 1 and 2)	
17	JENDOUBA	SOUALHIA	9	9	2	22.2	Commodity Charge	0.939	1.000		-	Volunteer	15		
18	LE KEF	ESBIAAT, EL AGROUB ET SOUALHIA	13	13	1	7.7	Commodity Charge	0.451	0.550	/m ³	0.700	25%	10		
19	LE KEF	FORNA	15	15	3	20	Commodity Charge	1.242	1.250	/m ³	1.250	20%	16		
20	LE KEF	EL OUEJA	11	11	3	27.3	Commodity Charge	0.852	0.800	/m ³	1.000	25%	16	Amount presently applied by existing GIC	
21	LE KEF	EZZAGUAYA	11	11	0	0	Commodity Charge	1.116			1.250	20%	15		
22	SILJANA	GHAUGUET ZGALASS	3	3	2	66.7	Commodity Charge	0.800	1.000	/m ³	-	Volunteer	12		
23	SILJANA	SIDI DAHER	13	13	2	15.4	Commodity Charge	0.843	0.950	/m ³	0.950	Volunteer	15		
24	SILJANA	AGBA	8	8	3	37.5	Commodity Charge	0.410	0.410	/m ³	0.550	20%	10		
25	SILJANA	NSIRAT	9	9	6	66.7	Commodity Charge	0.679	0.750	/m ³	-	Volunteer	15		
26	SILJANA	FEJ ASSEKRA	10	10	0	0	Commodity Charge	0.828			1.000	20%	20		
27	SILJANA	KSAR-OULED BOUHANI	17	17	0	0	Commodity Charge	0.829			1.000	20%	25		
28	KAIROUAN	MAAMRIA	17	17	10	58.8	Commodity Charge	0.604	0.800	/m ³	1.000	25%	16		
29	KAIROUAN	GHAZOUR	18	18	12	66.7	Commodity Charge	0.747	1.000	/m ³	1.000	Volunteer	12		
30	KAIROUAN	GOUAAD	11	11	7	63.6	Commodity Charge	0.750	0.750	/m ³	1.000	20%	12		
31	KAIROUAN	KHOUALDIA	15	15	8	53.3	Commodity Charge	0.866	1.000	/m ³	-	Volunteer	12		
32	KAIROUAN	HSAINJA	10	10	9	90	Commodity Charge	0.385	0.500	/m ³	0.600	20%	10	Amount presently applied by existing GIC	
33	KAIROUAN	DOUAR EL BELDI	6	6	0	0	Commodity Charge	0.372			0.600	25%	11		
34	KAIROUAN	OULED ABBES	16	16	0	0	Commodity Charge	0.535			0.800	25%	12	Amount presently applied by existing GIC	
35	KAIROUAN	OULED BOUDABBOUS	10	10	0	0	Commodity Charge	0.273			0.700	25%	10	Amount presently applied by existing GIC	

1: The particular connection to public institution is not included.

Appendix 5 Management of Service Installations

No.	Gouvernorat	Sous-projet	Service Installations		Woman Tap Keepers		Water Charge System Applied	Water Charge m ³ /DT	Proposed Water Charge per				Revolving Fund	Observations
			Number ¹	Effective	Effective	%			DT (without commission)	DT (with commission)	Remark ¹	DT		
36	KASSERINE	BNANA / OULED BENAJEH	47	47	13	27.7	Commodity Charge	0.888	0.750 /m ³	0.900	20%	16		
37	KASSERINE	MKIMEN	16	16	1	6.3	Commodity Charge	0.785	0.825 /m ³	1.000	20%	16		
38	KASSERINE	CHAAIBIA	52	52	16	30.8	Commodity Charge	0.621	0.750 /m ³	0.900	20%	16		
39	KASSERINE	OULED LAHTAB	31	31	2	6.5	Commodity Charge	0.630	0.750 /m ³	0.900	20%	16		
40	KASSERINE	OULED MASSOUD RIZG	25	25	5	20	Commodity Charge	0.900	0.900 /m ³	1.100	20%	15		
41	KASSERINE	AIN DEFLA	18	18	2	11.1	Commodity Charge	0.610		0.750	25%	11		
42	KASSERINE	FAKKE EL KHADEM (EL AITHA)	21	21	0	0	Commodity Charge	0.488		0.650	20%	11	Same amount was applied for two GICs of El Aitha and Nassiria	
43	KASSERINE	FAKKE EL KHADEM (NASSIRIA)	10	10	0	0	Commodity Charge	0.525		0.650	20%	11		
44	KASSERINE	OULED BARKA	39	39	0	0	Commodity Charge	0.542		0.650	20%	10		
45	KASSERINE	SIDI SHIL	19	19	1	5.3	Commodity Charge	0.504		0.600	20%	12		
46	SIDI BOUZID	AIN JAFFEL	36	36	3	8.3	Commodity Charge	0.584	0.650 /m ³	0.800	23%	10		
47	SIDI BOUZID	GARD HADID	43	43	2	4.7	Commodity Charge	0.384	0.480 /m ³	0.600	25%	10		
48	SIDI BOUZID	OULED MOUSSA	11	11	2	18.2	Commodity Charge	0.473	0.500 /m ³	0.600	20%	11		
49	SIDI BOUZID	SLATNIA	19	19	0	0	Commodity Charge	0.435	0.480 /m ³	0.600	25%	10		
50	SIDI BOUZID	MBARKIA	13	13	0	0	Commodity Charge	0.445		0.600	25%	12	Amount presently applied by existing GIC	
51	SIDI BOUZID	OULED NAOUTI	14	14	2	14.3	Commodity Charge	0.429		0.600	25%	14	Amount presently applied by existing GIC	
52	SIDI BOUZID	OULED YOUSSEF GALLEL	5	5	1	20	Commodity Charge	0.408		0.600	25%	10	Amount presently applied by existing GIC	
53	SOUSSE	CHRAIFIA	5	5	2	40	Commodity Charge	0.500	0.500 /m ³	0.600	20%	15	Amount presently applied by existing GIC	
54	SOUSSE	OULED EL FALEH	4	4	0	0	Commodity Charge	1.058	1.100	-	Volunteer	21		
55	MAHDIA	AMMAR	20	20	11	55	Commodity Charge	0.617	0.667 /m ³	0.800	20%	15		
56	MAHDIA	ESSAAFI	14	14	10	71.4								
57	MAHDIA	KHIOUR	19	19	2	10.5	Commodity Charge	0.447	0.650	0.650	40%	12		
58	MAHDIA	RMADHNA	5	5	2	40	Commodity Charge	0.383	0.550	0.550	40%	11		
59	MAHDIA	RQIJAT	11	11	3	27.3	Commodity Charge	0.344	0.500	0.500	25%	6		
60	MAHDIA	SKHAIBIA	10	10	0	0	Commodity Charge	0.384	0.550	0.550	40%	13		
61	MAHDIA	SLAYMIA	24	24	0	0	Commodity Charge	0.542	0.750	0.750	40%	13		
62	SFAX	GUERGOUR-BRAHMIA-FKAYHIA	52	52	15	28.8	Commodity Charge	0.576	0.750	0.750	30%	17		
63	GAFSA	ENJAIMIA	7	7	0	0	Commodity Charge	0.594	0.600 /m ³	0.750	25%	15		
64	GAFSA	SMAIDIA	13	13	0	0	Commodity Charge	0.494	0.600 /m ³	0.750	25%	15		
65	GAFSA	HCHACHNA	9	9	0	0	Commodity Charge	0.506	0.600	0.600	20%	12		
66	GAFSA	OULED ZITON	4	4	0	0	Commodity Charge	0.404	0.500	0.500	20%	10		

1: The particular connection to public institution is not included

Appendix 6 Members Selected for the Provisional GIC Committees

No.	Governorate	Sub-project	Possibility to participate in existing GIC	Participated	Number of members selected	Man	Woman	Observations
1	ARIANA	EL ACHICH			6	4	2	
2	ARIANA	CEBALET BEN AMMAR			6	6	0	
3	MANOUBA	SIDI ACHOUR			3	2	1	
4	MANOUBA	EL MAAFRINE			3	3	0	
5	MANOUBA	TIRASSET			3	3	0	
6	NABEUL	BASSATINE			6	6	0	
7	NABEUL	BEN THAMEUR			3	3	0	
8	NABEUL	BIR BEN ZAHRA			9	8	1	
9	BIZERTE	ETRAMIS-EDMAIN			6	4	2	
10	BIZERTE	EL KALBOUSS			9	7	2	
11	BIZERTE	SIDI HASSEN	1	1	0	0	0	participate in the existing GIC of which board of directors has 6 man members.
12	BE JA	KEF DAROUGUI-SFAYA			6	6	0	
13	BE JA	MZOUOGHA-ZELDOU			9	9	0	
14	BEJA	AIN DAM-NEFZA			9	7	2	
15	BEJA	GMARA	1	1	0	0	0	participate in the existing GIC
16	JENDOUBA	EL ISLAH			3	3	0	
17	JENDOUBA	SOUALHIA			6	6	0	
18	LE KEF	ESBLAAT, EL AGROUB ET SOUALHIA			9	9	0	
19	LE KEF	FORNA			6	6	0	
20	LE KEF	EL OUENA	1	1	0	0	0	participate in the existing GIC
21	LE KEF	EZZAGUAYA			6	6	0	
22	SILIANA	GHANGUET ZGALASS	1		3	3	0	
23	SILIANA	SIDI DAHER	1		9	8	1	
24	SILIANA	AGBA			6	4	2	
25	SILIANA	NSIRAT			9	6	3	
26	SILIANA	FEJ ASSEKRA			6	6	0	
27	SILIANA	KSAR-OULED BOUHAN			6	6	0	
28	KAIROUAN	MAAMRIA	1	1	0	0	0	participate in the existing GIC of which board of directors has 9 man members.
29	KAIROUAN	GHANZOUR			6	4	2	
30	KAIROUAN	GOUAAD	1		3	3	0	
31	KAIROUAN	KHOUALDIA	1		6	6	0	
32	KAIROUAN	HSAINIA	1	1	0	0	0	participate in the existing GIC
33	KAIROUAN	DOUAR EL BELDI	1	1	9	9	0	participate in the existing GIC of which board of directors has 9 man members.
34	KAIROUAN	OULED ABBES	1	1	0	0	0	participate in the existing GIC of which board of directors has 4 man members.
35	KAIROUAN	OULED BOUDABBOUS	1	1	0	0	0	participate in the existing GIC of which board of directors has 7 man members.
36	KASSERINE	BNANA / OULED BENAJEH			9	9	0	
37	KASSERINE	MKIMEN	1	1	6	6	0	participate in the existing GIC of which board of directors has 3 man members. The number of six (6) listed was proposed by the target population of sub-project.
38	KASSERINE	CHAAIBIA			9	8	1	
39	KASSERINE	OUED LAHTAB			6	6	0	
40	KASSERINE	OULED MASSOUD RIZG			6	5	1	
41	KASSERINE	AIN DEFLA			6	6	0	
42	KASSERINE	FAKKET EL KHADEM (EL AITHA)			6	6	0	
43	KASSERINE	FAKKET EL KHADEM (NASSIRIA)			6	6	0	
44	KASSERINE	OULED BARKA	1		6	6	0	
45	KASSERINE	SIDI SHIL	1	1	0	0	0	participate in the existing GIC of which board of directors has 7 man members.
46	SIDI BOUZID	AIN JAFFEL			6	4	2	
47	SIDI BOUZID	GARD HADID			6	5	1	
48	SIDI BOUZID	OULED MOUSSA	1		6	4	2	
49	SIDI BOUZID	SLATNIA	1		6	5	1	
50	SIDI BOUZID	M'BARKIA	1	1	0	0	0	participate in the existing GIC of which board of directors has 6 man members.
51	SIDI BOUZID	OULED NAOUI	1	1	0	0	0	participate in the existing GIC of which board of directors has 9 man members.
52	SIDI BOUZID	OULED YOUSSEF GALLEL	1	1	0	0	0	participate in the existing GIC of which board of directors has 6 man members.
53	SOUSSE	CHRAIFIA	1	1	3	3	0	participate in the existing GIC of which board of directors has 3 man members. The number of six (6) listed was proposed by the target population of sub-project.
54	SOUSSE	OULED EL FALEH			3	3	0	
55	MAHDIA	OULED AMMAR et ESSAAFI			9	9	0	1 GIC for the sub-projects of AMMAR et ESSAAFI.
56	MAHDIA	KHIOUR			6	6	0	
57	MAHDIA	RMADHNA	1	1	0	0	0	participate in the existing GIC of which board of directors has 3 man members.
58	MAHDIA	RQUIAT	1	1	0	0	0	participate in the existing GIC of which board of directors has 6 man members.
59	MAHDIA	SKHAIBIA	1	1	0	0	0	participate in the existing GIC of which board of directors has 9 man members.
60	MAHDIA	SLAYMIA	1	1	0	0	0	participate in the existing GIC of which board of directors has 6 man members.
61	SFAX	GUERGOUR-BRAHMIA-FKAYHIA			9	9	0	
62	GAFSA	ENJAIMIA			6	4	2	
63	GAFSA	SMAIDIA	1	1	6	6	0	The GIC will be established for water supply and irrigation. 3 members will participate in the committee from the beneficiaries of irrigation project.
64	GAFSA	HCHACHNA	1	1	0	0	0	participate in the existing GIC of which board of directors has 6 man members.
65	GAFSA	OUED ZITON	1	1	0	0	0	participate in the existing GIC of which board of directors has 9 man members.

Gender: 1=men, 2=women

Appendix 7 Impacts of Sensitization on Relay Persons

(1/6)

Ref	Gouvernorate	Gender	Commentaries
1	BEJA	2	
2	BEJA	2	
3	BEJA	1	
4	BEJA	1	
5	BEJA	1	This experience helped me a lot to convey my ideas and my suggestions
6	BEJA	2	This experience allowed me to become less shy.
7	BEJA	2	I became more active than before
8	MAHDIA	2	I assume a big responsibility
9	MAHDIA	1	
10	MAHDIA	1	During the consultation, people changed because in the past we did not get used to attend meetings.
11	MAHDIA	1	Nothing changed in my personality
12	MAHDIA	1	
13	SOUSSE	2	Nothing changed but we understood well the sociologist.
14	SOUSSE	1	Nothing changed in me but I controlled the people who quarreled during the meeting
15	SOUSSE	2	I became more conscious than before, less shy, and I can express myself better than before.
16	SOUSSE	2	Nothing changed in me because usually I am very active and I have no difficulties to speak in front of
17	SOUSSE	1	I contact people more, we gather and chat.
18	SOUSSE	1	Concerning women, they express themselves better because they did not attend this kind of meeting in the past.
19	SOUSSE	1	The meetings helped me to understand well the coponents of the project. Hence, I became more ready to participate in the GIC.
20	SOUSSE	2	Now I am courageous enough to speak and to attend other meetings.
21	SOUSSE	2	I did not undertand anything in the meeting (the surveyed woman fears the reaction of her husband).
22	BEJA	2	Nothing changed in me, I am illiterate and I do not understand anything.
23	SOUSSE	1	In the past, people do not participate a lot in the meetings. Now, people participate more.
24	SOUSSE	2	women became more conscious of some problems.
25	SOUSSE	1	At the level of contacting people.
26	SOUSSE	2	I can express myself in front of men
27	KAIROUAN	1	My point of view about women changed. There are educated women who have good ideas. Women talk about reality.
28	KAIROUAN	2	I became less shy and I can express myself better than before.
29	KAIROUAN	2	I became more courageous, less shy, happy and impatient.
30	KAIROUAN	2	I became less shy than in the past.
31	KAIROUAN	1	I can express myself better than before. I am happy and more hopeful
32	KAIROUAN	1	My point of view towards women changed. Now, I give more value to women.
33	KAIROUAN	2	This experience changed me a lot. Now, I feel I am more free than I used to be. I can move, I can go even to Kairouan, I can attend any kind of meeting. Now, I feel that I understand better than before.
34	KAIROUAN	1	I feel I am a responsible person. I have the courage to participate in other projects of development in the future. The officials of the consultant companies discussed with us. They consulted us about many subjects which makes me more courageous to give a part of my private land. I became more conscious of the common interest. Now, I fell I am more spontaneous and more frank.
35	KAIROUAN	1	Now I know many things. I discovered new things, my point of view towards women changed.
36	KAIROUAN	1	I feel happier than before. I feel more secure and more hopeful.
37	KAIROUAN	2	Certainly, this experience changed my behaviour. In the past, I did not like to attend meetings. Now, I became more motivated and more enthusiastic and I would like to attend meetings. I even quarreled with my fiancé about my participation in the meetings and I succeeded to convince him. Now, I feel I am more courageous.
38	SILIANA	2	I am less shy than in the past. I am audacious enough to speak in front of men and even to give my opinion and my point of view freely and regardless of the agreement of my husband. I am more audacious than before.
39	SILIANA	2	Nothing changed in me. I do not speak, I do not express my desires. I only listen to what the others say.
40	SILIANA	2	Nothing changed in me because I cannot react in front of men.
41	SILIANA	1	I became more conscious and more cultivated than in the past. I am more active and more dynamic especially after the mobilization of people.
42	SILIANA	1	Thanks to the discussion and the consultation with the whole population, we felt that we exist and we have a value in the society.
43	SILIANA	1	It helped me to express my point of view, to gather with other people whom I do not know, to listen to their points of view.
44	SILIANA	2	I felt that I became less shy than before. I am free to express myself, to give my opinion and I do not need to follow my husband's opinion.

Gender: 1=men, 2=women

Appendix 7 Impacts of Sensitization on Relay Persons

(2/6)

Ref	Gouvernorate	Gender	Commentaries
45	SILIANA	1	Even though my educational level is limited, I felt that I am more cultivated than before and this thanks to the sensitization meetings.
46	SILIANA	1	Nothing changed in me because I got used to attend meetings and I am experienced.
47	SILIANA	1	I contact people more.
48	SILIANA	1	I contact people more. I express myself better than before.
49	KAIROUAN	2	Now I understand better than before. I became less shy. I am more sure that the project will be executed. I accept to attend a mixed meeting (men and women).
50	KAIROUAN	1	I changed my ideas about women. I believe more in equality.
51	KAIROUAN	2	I am more satisfied than I used to be. For me this meeting is a means of intertainment, but for the other women nothing changed in them because they do not understand what is meant by a meeting.
52	KAIROUAN	2	In the past I did not have any idea about meetings after this experience I express myself better than before and I want to discuss. Women suffer from the complex of inferiority. I tried to convince them and they became more conscious than they used to be.
53	KAIROUAN	1	As long as we have this project we are alive. Now, everybody is satisfied.
54	KAIROUAN	1	It is a new experience for us. The relationship between the citizens improved. We have more confidence about this project.
55	KAIROUAN	2	In our zone women are not shy. Concerning me I have been attending meetings since the year 97 but we learnt to consult each other, discuss and gather people.
56	KAIROUAN	1	Nothing changed in me because I had a previous experience in another project of agriculture. We already had many contacts.
57	KAIROUAN	1	Women express themselves better than in the past. They discuss together even after the meetings. Compared with the past, men contact each other more.
58	KAIROUAN	2	Even though I am illiterate, I noticed that I understand the themes discussed by the the consultant company better than at the beginning of the project and this thanks to the good explanation of Mrs. Azzouz and Mr. Riadh.
59	LE KEF	1	The population understood well the project and how to assume the responsibility (They have a general idea about the project).
60	LE KEF	1	I talk with people better than before (even during the survey I talk well with the Japanese lady).
61	LE KEF	2	Now I have lots of contacts. I am integrated with men and I am not as shy as I used to be.
62	SILIANA	1	In the past, I did not understand what is meant by a project. Now, I understand better than before and I have a clear idea about the participation.
63	SILIANA	1	I became happier, more courageous and less shy.
64	SILIANA	1	I became more serious and happier.
65	SILIANA	2	I became more courageous than in the past.
66	SILIANA	1	This experience changed my behavior. Maybe now I can express myself better than before.
67	SILIANA	1	Now I feel that I have a clearer idea about our society. I am more cultivated and I can express myself
68	SILIANA	1	I became more self confident, more courageous and I can express myself better than before.
69	SILIANA	2	Now I am less shy and more courageous.
70	KASSERINE	2	Through the participation in the meetings, I overcame (a little bit) my shyness.
71	KASSERINE	2	I became more audacious. I express my points of view and I ask for more explanation and more details about the points that I do not understand.
72	KASSERINE	1	I accept the participation of women and their intervention in the meetings.
73	KASSERINE	1	I like participating in the preparation of meetings. Also, I like contributing to the success of your work because you are helping us.
74	KASSERINE	1	I am going to use this experience in other development projects in the future.
75	KASSERINE	1	I feel I am a responsible person and I feel that I can help people.
76	KASSERINE	2	I had the occasion to contact and I associate with the population
77	KASSERINE	1	I am more dynamic.
78	KASSERINE	2	I overcame my shyness.
79	KASSERINE	2	I undertood the notion of help
80	KASSERINE	1	This experience allowed me to participate in the meetings and to give my opinion.
81	KASSERINE	2	I like participating in the preparation of meetings and I felt that I am capable of helping the others.
82	KASSERINE	1	Nothing changed in me. I got used to participate in other meetings
83	KASSERINE	1	I became more responsible and more active.
84	KASSERINE	1	I am honored to have this kind of experience in the projects of development.
85	KASSERINE	2	
86	KASSERINE	2	I am a well known person and I am not shy. Some people talked to me about their suffering, I became more attentive and I acquired a value in this zone.
87	KASSERINE	1	Being a member of the Cellule Destourienne, I got used to this role and I contribute to the organisation and preparation of meetings.

Gender: 1=men, 2=women

Appendix 7 Impacts of Sensitization on Relay Persons

(3/6)

Ref	Gouvernorate	Gender	Commentaries
88	KASSERINE	1	The sensitization of the citizens is a successful experience and that is why I feel the importance of my
89	KASSERINE	1	I felt that I assume a responsibility and I felt the importance of the contribution in collective tasks.
90	KASSERINE	1	This experience helped to improve the relationship between the individuals because they have the same interest.
91	KASSERINE	2	This experience gave me more enthusiasm and more feelings of responsibility
92	KASSERINE	1	Despite the fact that it is difficult to convince the people to attend the meetings, it is an experience that makes me feel proud
93	KASSERINE	1	I understood the importance of the participation of the population to express their opinions.
94	KASSERINE	1	There is a feeling of union and responsibility
95	KASSERINE	2	It is a good experience and it is at the benefit of the collective interest. Being a rural woman, I acquired self confidence, I have my own point of view and I can express mon opinion
96	KASSERINE	1	The population became more and more conscious of the importance of the meetings and this is thanks to the encouragement of the relay persons. This makes me conscious of the importance of my role.
97	KASSERINE	1	These meetings are a good idea because the population participate in the execution of the study and I noticed that there is an exchange of ideas.
98	KASSERINE	1	Even though I feel that I did not make huge efforts -I only helped to facilitate the work of the study team- we cannot deny the importance of this task which was also played by other relay persons and the feelings of responsibility that it engendered.
99	LE KEF	1	My experience in the Cellule Destourienne helped me a lot to share this experience with you. Concerning my experience in the RWS the project, it helped me to consolidate my relationships with the population that is conscious of the importance of the help that I provided.
100	LE KEF	2	When playing this role, I feel that I am a dynamic member.
101	LE KEF	2	This role gives a me a feeling of responsibility and makes conscious of the importance of the contribution that I made during the steps of the study.
102	LE KEF	1	From this experience I feel that I am a responsible person. Also, I became so close to the population that many people talk to me about their problems and ask my help because I am a member of the Cellule Destourienne and an active member in the meetings of the RWS project.
103	LE KEF	1	This experience improved the contact between the population itself and between the population and the officials of the study. From those meetings I learnt lots of information and instructions. Also, I became more close to the population.
104	KASSERINE	1	I feel no change in me because I got used to accomplish this kind of tasks (president of the Cellule Destourienne)
105	KASSERINE	1	I feel the importance of the participation of the population and its contribution in the execution of the collective projects.
106	KASSERINE	1	This task is a responsibility but the population does not consider the efforts made and do not come quickly to attend the meetings.
107	KASSERINE	1	I was outside the zone because I work in another region. This experience improved my relationship with the population and I have more contacts with people especially when I informe them about the meeting time and also when we discuss about the subject of water.
108	KASSERINE	2	
109	KASSERINE	2	
110	KASSERINE	1	This experience improved my relationships with the population and increased its confidence in me.
111	SILIANA	1	My behavior did not change
112	SILIANA	1	I became more sociable. My point of view towards women changed.
113	SILIANA	2	Now, I would like to attend the meetings and I can express my opinions.
114	SILIANA	1	No, this experience did not change my behavior.
115	SILIANA	1	No, my behavior did not change.
116	SIDI BOUZID	2	It did not change many things in me.
117	SIDI BOUZID	1	I got used to this kind of meetings
118	SIDI BOUZID	1	I got used to do this kind of tasks because I am a member of the Cellule Destourienne.
119	SIDI BOUZID	1	I find that this experience helped me to get in touch with the others.
120	SIDI BOUZID	2	I feel responsible and I make an additional effort to make this project successful.
121	SIDI BOUZID	1	I feel responsible.
122	ARIANA	2	I felt the responsibility I assumed. The people who did not understand what was said to them, they came and asked me about what is happening. I also won their confidence. At the beginning, there were people who found that it is strange to find a woman relay person, but after sometime, we became
123	ARIANA	2	There are many people who encouraged and motivated me (The other women thanked me because I informed them about the organization of the meetings and about what happened during the meeting)

Gender: 1=men, 2=women

Appendix 7 Impacts of Sensitization on Relay Persons

(4/6)

Ref	Gouvernorate	Gender	Commentaries
124	MANOUBA	1	Lots of improvement was achieved (at the beginning people did not trust the consultant company, we became more conscious, more interested). We contact each other more than before. Sometimes we organise a meeting to discuss about this project.
125	MANOUBA	2	I have more freedom. I talk, I discuss and I give my opinions.
126	MANOUBA	1	We became closer than before. We contact each other more.
127	BIZERTE	1	We are more satisfied than before. We meet everyday to discuss the project. We contact each other more than before.
128	BIZERTE	2	I became more active, more conscious and even more audacious than I used to be.
129	BIZERTE	1	Nothing changed in me because I got used to attend meetings. I contact people a lot and I am always active and present in the zone.
130	KAIROUAN	2	Women are less shy, more conscious. We contact each other more than before. We can express ourselves better even in the presence of the men of our zone.
131	KAIROUAN	1	We are more satisfied, more conscious, more open and we contact each other more than before.
132	KAIROUAN	1	We became more satisfied. We thank the Government and the Japanese for funding this project. We felt that we have a value and that we exist in our country and that there are people who are really taking care of us.
133	KAIROUAN	2	Nothing changed in us. We are very shy and we cannot change.
134	BIZERTE	2	Women can speak and express their points of view and the relationships between them improved; their shyness was reduced.
135	BIZERTE	1	The relationships between us improved. We are more convinced and more conscious of the project.
136	BIZERTE	1	From the beginning of the study, all the population was interested in this project. All the population was interested and conscious. Also, the relationships between them improved.
137	BIZERTE	1	We feel responsible and that the State gave us importance.
138	BIZERTE	1	The relationships and the ties between the population improved. There is a change in the feelings and in the consciousness.
139	SIDI BOUZID	1	Now I can express myself better than before. There are lots of social and cultural interests.
140	SIDI BOUZID	1	I became more courageous and I express myself better than before.
141	SIDI BOUZID	2	Nothing changed in my behavior.
142	SIDI BOUZID	1	I participate more than before in the meetings.
143	SIDI BOUZID	2	I feel more comfortable, people respect me and they have confidence in me.
144	SIDI BOUZID	1	Nothing changed.
145	SIDI BOUZID	1	I became more courageous and happier.
146	SIDI BOUZID	1	Nothing changed
147	SIDI BOUZID	1	I understand better than before. I learnt a lot of new things.
148	SIDI BOUZID	1	I became more cultivated and I met new people
149	SIDI BOUZID	2	I express myself better than before. I became less shy and I like participating in the meetings
150	SIDI BOUZID	1	Now I express myself better than before
151	SIDI BOUZID	1	Yes: it allowed me to know the progress of the meetings of the projects of development. It also gave me the occasion to make decisions and to defend my ideas in front of all the participants.
152	SIDI BOUZID	1	My point of view towards women changed.
153	SIDI BOUZID	2	I am happier
154	SIDI BOUZID	1	We became happier. I have more confidence in me
155	SIDI BOUZID	2	I am happier. I express myself better than before. I have more confidence in me.
156	KASSERINE	1	Nothing changed in me and in all the men of our zone.
157	KASSERINE	1	We became open, more conscious, more convinced about the project. Even at the level of women's participation, men's attitudes changed a lot and they accept women's participation with them in the
158	KASSERINE	1	In the past, we did not have the experience of attending meetings of development. Now, we have more ideas about those meetings. We can talk and discuss well. We express ourselves better than before. We became more open and more conscious of all the sensitization themes. They are very interesting activities for us.
159	KASSERINE	1	At the beginning of the project, people were not enough convinced about the execution of the project but thanks to these sensitization meetings their ideas changed a lot and they wait impatiently for the execution of the project
160	KASSERINE	1	Even though I am illiterate, I felt that I am cultivated enough and I can talk to people about various subjects. Moreover, I became more conscious about the project and I have more ideas about this kind of sensitization meetings.
161	KASSERINE	1	Our behavior improved a lot. We became more open and more conscious and even more cultivated especially in technical matters: we have a clear idea about the facilities of the network (communal tap BF, potence, network, pumping station...)

Gender: 1=men, 2=women

Appendix 7 Impacts of Sensitization on Relay Persons

(5/6)

Ref	Gouvernorate	Gender	Commentaries
162	KASSERINE	1	We became more satisfied because we are very deprived and we are really in need of this project in this zone
163	KASSERINE	1	Nothing changed in us
164	KASSERINE	1	We became more satisfied because of the execution of this project
165	KASSERINE	1	The meetings allowed us to contact our neighbours more. Moreover, I felt that I am important and I have a role.
166	KASSERINE	2	Since they have asked me to participate in this project, I felt that I became capable of doing things and mainly I felt that I became more civilized and very conscious.
167	KASSERINE	2	I felt that I have changed. I did not get used to talk to people. Today, the contact with people allowed me to express myself and to understand that it is always necessary to express ones opinions. Also, I felt that I am a responsible person and I have a very important role to play in this project which is very
168	KASSERINE	2	I felt that I am very active and I have a lot of willpower especially as a woman. I feel that I participate for the interest of my locality.
169	KASSERINE	2	Not really. Each time I tried to inform and ask people to participate I had a feeling of great happiness.
170	KASSERINE	2	I felt that I have a responsibility and that we are important and even my shyness diminished.
171	KASSERINE	2	This experience allowed me to be less shy and to claim things and to express myself freely.
172	KASSERINE	2	At the beginning we were shy and when we attended the meetings we were afraid of asking questions and then we got used to these meetings and we felt that we are important and very responsible.
173	KASSERINE	1	we are very proud of this participation. I am more conscious of the question of water. We meet more than before.
174	KASSERINE	1	The social relationship improved. Being gathered in the same meetings, we know each other better and the social conflits were reduced.
175	KASSERINE	1	The relationship between the families improved. The population became more conscious of this project
176	KASSERINE	1	It allowed us to gather because we meet only in the ceremonies. It made us more conscious.
177	BIZERTE	1	We have more occasions to discuss and formulate a request. Even after the meeting, we gather and we discuss about the project
178	BIZERTE	1	There are people who understand a little, but others do not understand at all. The fact of gathering helped people to be united
179	BIZERTE	1	No idea (The surveyed person is very shy to speak)
180	BIZERTE	1	My mentality changed. I learnt something through ma participation
181	LE KEF	1	thanks to these meetings, we consult each other and we discuss more. Now there are more contacts between us.
182	LE KEF	1	This experience got some people close to others.
183	LE KEF	1	I feel the value of the responsibility.
184	LE KEF	1	I felt the responsibility and the value of what I did.
185	LE KEF	1	I was the president of the GIC of irrigation and I carried out a similar task, but the experience I had in this project allowed me to contact more people and to feel more responsible.
186	LE KEF	1	I contacted people more when I tried to convince them about the necessity to attend the meetings or when explaining the themes that were not understood.
187	KASSERINE	2	nothing changed
188	KASSERINE	2	I became more courageous and less shy.
189	KASSERINE	1	nothing changed.
190	KASSERINE	1	I became more courageous
191	KASSERINE	1	nothing changed
192	KASSERINE	1	I became happy and more courageous. I make more efforts and I would like to stay in this region.
193	KASSERINE	2	nothing changed. Until now, I cannot express myself in front of men. I am shy.
194	KASSERINE	2	I express myself better than before. I became less shy. I am happier.
195	KASSERINE	2	I discovered many new things. Now, I express myself better than before.
196	KASSERINE	1	I am informed. I know many new things.
197	KASSERINE	1	I became more self confident. I have more ideas.
198	KASSERINE	1	I express myself better than before. I became more self confident.
199	KASSERINE	1	Now I express myself better than before. I understood many things.
200	GAFSA	1	
201	GAFSA	1	I express myself better than before
202	GAFSA	1	I became happier
203	GAFSA	1	No
204	GAFSA	1	I express myself better than before. I am more informed. I understand better than before. (In the past when I see the car of a foreign person I ran away).
205	GAFSA	2	nothing changed
206	GAFSA	2	I became happier. I am more hopeful. Now I became more ambitious.
207	GAFSA	2	I became happier

Gender: 1=men, 2=women

Appendix 7 Impacts of Sensitization on Relay Persons

(6/6)

Ref	Gouvernorate	Gender	Commentaries
208	GAFSA	2	I became happier
209	GAFSA	2	I became happier, more courageous
210	GAFSA	2	nothing changed.
211	GAFSA	2	I became happier. I express myself better than before.
212	GAFSA	2	I became happier and less shy.
213	GAFSA	2	I became more courageous, less shy and I express myself better than before.
214	GAFSA	2	I feel more free, more courageous and less shy.
215	GAFSA	1	nothing changed
216	GAFSA	1	Now I express myself better than before.
217	GAFSA	1	Now I understand better than before and I think with the others.
218	LE KEF	2	This experience allowed me to overcome my shyness and the feeling of difference between men and women. I contact people more.
219	LE KEF	2	My role as a relay person allowed me to have a value and a responsibility. Concerning the other beneficiaries, they discussed more with each other about this project.
220	LE KEF	2	This role allowed me to have a responsibility and to be more self confident.
221	LE KEF	2	I felt I am a responsible person and I felt the importance of the role.
222	LE KEF	2	This role allowed me to have a value and a responsibility.
223	BIZERTE	1	We contact each other and we know each other better than before.
224	ARIANA	1	Everybody has confidence in me. I am more known in my zone. Everybody is satisfied with this project thanks to my intervention done in the past at the level of the delegation to ask for water.
225	ARIANA	1	We contact each other more. We have the same feeling and the need to have water in our zone.

Gender: 1=men, 2=women

**E. BRIEF DESCRIPTION ON THE PRA
(PARTICIPATORY RURAL APPRAISAL)**

Participatory Approach

- **Objectives**

- Participants are capable of applying the various participatory methods.

- **Methodology**

- Reading
- Group exercise

- **Equipment and material**

- Membership card
- Instructions
- Felt-tips
- Paper

- **Note for the tutor**

Since it is a new participatory technique for the participation of the communities in the rural zones of projects of drinking water, it is recommended to do a pre-testing

1. TRANSECT WALK

OBJECTIVE: TO KNOW THE COMMUNITY

Transect walk is useful not only for the identification of the concerned community but also for the creation a relationship through the consultation and the communication with the population while talking. It is important to learn from the villagers and not to go to lecture them.

If you carry it out from the beginning of your visit; it will make it possible to get results which could be treated later.

MATERIALS: Notepad and pens

METHOD:

1. Walk in the target community together with a selected group of people composed of three to four persons. Ask them to guide you towards some water sources and some houses considered as the best and the worst. **Observe** while walking people's behaviors and the conditions of the sanitary environment of the community. **No comments - no negative reactions.**

2. While walking ask the people who are with you about their perceptions of these communal aspects and the problems that they identify by themselves.
3. Seize the opportunity to know who are the people who do not attend the community meetings; such as:
4. Take notes of all that you observe and all that you learn during your walk, especially the advice and the opinions of the others.

CHECKLIST

- √ Are the water sources well kept?
- √ Do the practices of people in the water collection help to maintain a safe drinking water or on the contrary they lead to its pollution?
- √ Are there any particular signs which reveal that the living conditions of this community is relatively good or particularly poor?

NOTES:

Keep a record of your first impression about the community and the subjects that the inhabitants raised. Some points will be emphasized when drawing the Community mapping.

TRANSECT WALK (to be left as it is)

OBJECTIVE: Getting to know the community

Transect walk is useful not only for the identification of the concerned community but also for the creation a relationship through the consultation and the communication with the population while conversing. It is important to learn from the villagers and not to go to lecture them.

If CPP method is carry out from the beginning of the visits; it will make it possible to get results which could be treated later.

MATERIAL: Notepad and pens

METHOD:

1. Walk in the target community together with a selected group of people composed of three to four persons. Ask them to guide you towards some water sources and some houses considered as the best and the worst. **Observe** while walking people's behaviors and the conditions of the sanitary environment of the community. **No comments - no negative reactions.**
2. While walking ask the people who are with you their opinions about these communal aspects and the problems that they identify by themselves.
3. Seize the opportunity to know who are the people who do not attend the community meetings; such as:

4. Take notes of all that you observe and all that you learn during your walk, especially the advice and the opinions of the others.

CHECKLIST

- ✓ What are you proud of in your community?
- ✓ Are the water sources well kept?
- ✓ Are there any causes of contamination (such as animal's excrements, puddles, etc.)
- ✓ Do the practices of people in the water collection help to maintain a safe drinking water or on the contrary they lead to its pollution?
- ✓ Are there any particular signs which reveal that the living conditions of this community is relatively good or particularly poor?

NOTES:

Keep a record of your first impression about the community and the subjects that the inhabitants raised. Develop some points when drawing the community mapping.

2. COMMUNITY MAPPING

OBJECTIVE:

Time: 2-3 hours

MATERIAL:

- Pen
- Large size paper (e.g. flip chart)

If large size paper is not available, the map can be drawn on the ground by using the available means (stones, tree branches, leaves etc) to represent the components such as houses etc.

METHOD

1. Inform the people that you would like to have more information about their community and that you wish to have this through the drawing of a map of their community according to their own knowledge.
2. Motivate the participants so that they help you to know better their community by asking their *impacts* while drawing the maps. If the number of people in the group is sufficient, the maps can be drawn by homogeneous sub-groups (e.g.: men, women separately) the results will be varied and differentiated and this presents a significant element for the beginning of the discussion.
3. Explain the use of the material, whether it is local or it belongs to the administration. Although maps can be made by using large size paper and pens, there are other successful methods which are based on the available means such as:

horns, pallets. The use of these local means increases the chance that the members of the community will duplicate with each other the same exercise.

4. Ask the participants to choose some symbols of different characteristics e.g. houses, toilets, wheels etc. But make sure that each element explains well what each symbol would say.

Topics to be added

- Dwelling (with latrines, without latrines)
 - Water sources /river/spring
 - Road with particularities such as health center, schools, mosques, market.
 - Other infrastructures according to participants
1. Give the people the necessary time and opportunity to draw the map that they wish and especially do not direct them.
 2. Discuss the results while asking the group(s) to explain what it drew. Finish by asking how information drawn from the map could be used in the immediate future. It is possible to ask them to make visible the problems that the cartography helps to identify and which they hope to solve.
 3. If the map was drawn on the ground by using local materials, write on your field notepad.

● **CHECKLIST TO FACILITATE**

- ✓ Are there any problems which the inhabitants find that they affect their health or their life?
- ✓ What are the aspects of the community that can be changed in order to improve their life?
- ✓ What are the aspects of which the community is proud?
- ✓ Which aspects cause disadvantages?

● **How to use?**

Socio-economic survey

When the sociologist visits the target community for the first time and remains there, it is possible to draw up the community mapping. The result can be used as general socio-economic information.

This exercise is useful to establish a situation in which the maximum of the community members have the opportunity to give their opinions and it allows them to discover a wide range of subjects and possible solutions.

If this exercise is made at the first stage, it is helpful for the sociologist to establish a good relationship with the target community.

Rehabilitation

If the RWS system exists, it is also possible to use the map while focusing on the RWS existing system by asking the participants to identify the pipeline route and the sites of the

communal taps (BFs). The drawn map can be used, as a planning tool, to identify the obstacles in the current situation and to improve the existing system or to program the extension of the system.

Follow-up and Evaluation

If the map was drawn at the first stage, it is possible to use it as a valuation tool. It uses a common reference point - how things improved.

PRA TECHNICAL ELEMENTS

3. A set of tools and techniques that the populations must adapt to analyze their situation and to take part in the design of their local development.

In addition to its interdisciplinary, the PRA includes other approaches that allow to understand the social relationships and roles:

- Gender considerations or concept;
- Generation approach or concept;
- Approach or concept related to the socio-economic status.

Thus, this method integrates all the elements that interfere and interact in the rural and social space even if the topic discussed is sectoral. This integration allows to have a good visualization of the problems to be solved and a better organization into hierarchy of the priorities to be undertaken or promoted for a durable development. Also it allows to understand and master the evolutionary dynamics of the social space.

It is based on a set of concepts and tools summarized hereafter and which will be detailed in the reference document.

Space reserved for the drawing

PRA TECHNICAL ELEMENTS

PRA Principal Concepts

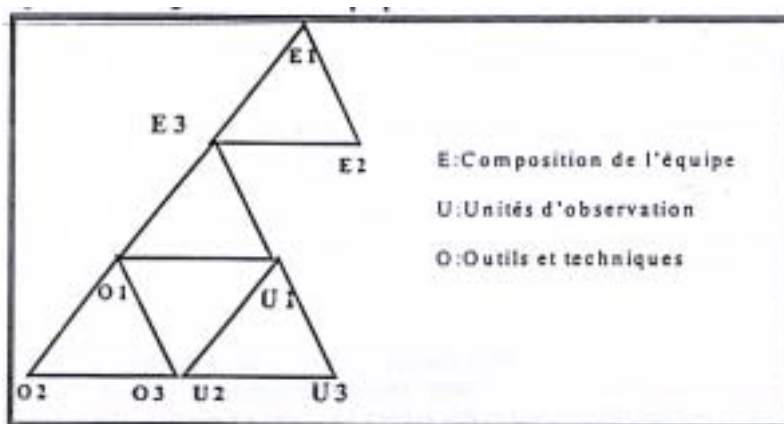
1. Roles reversal and development of the local knowledge. In the process of the PRA, the analysis of the local problems as well as the identification of their solutions must be responsibility of the populations. The role of the external technician is to facilitate the reflection while allowing the populations to master the necessary methodological tools. This reversal of roles favors the taking into account of the local knowledge; which is important to help to find adapted solutions because the populations know better than anyone else their own Douar (locality).
2. **Understanding the dynamics of problems and their interaction.** Even if we work on a particular sector, the open discussions and the flexible use of the tools oblige us to deal with other topics which interfere and interact with the sector on which we are concentrated. This makes it possible to integrate the problems, classify them, organize them into a hierarchy and understand their interaction and their evolution.
3. **Iteration and cumulative training.** Unlike the conventional methods based on a **sequential process**, the PRA is an **iterative method of training** in which the circulation of information is cumulative. This iterative character of the training process allows to develop more the potential which the multidisciplinary of the approach offers.
4. **The collector of information is its user.** Data must be processed, analyzed and used by those who collected it i.e. the EMP and the populations themselves. In fact, the analysis of second hand information by other people cannot correctly integrate all the richness of the interactions lived by those who collected this information.
5. **Flexibility.** While insisting on having a clear vision of the type of information which it wishes to obtain, the team of organizers must be flexible in its approach and ready to adapt itself to every new situation on the field.
6. **Innovation.** The tools already available can be sufficient, but one must keep in mind, if the situation requires it, the possibility of developing new and more adapted tools. In fact PRA tools are not fixed, they evolve.
7. **Triangulation.** The "triangulation" is one of the basic methodological concepts of the PRA. In fact this principle stipulates that tackling a problem from on only one angle, one tool or only one technique can lead to skews. To triangulate, in the strict sense, means to use for example at least three points of view in the analysis of a phenomenon. The triangulation offers a possibility of a continuous cross-checking of the obtained information based on various sources and by diverse tools. What should be kept in mind is that the more the angles from which one tackles a

problem are diversified, the more complete and reliable will be the collected information.

Three sets of PRA essential units

1. A set of tools and techniques,
2. Sources of generation and analysis of information or units of observations
(Groups or individuals)
3. A multidisciplinary team.

These three sets must be not only triangulated between each other but also triangulated between their own units.



E: Composition de l'équipe = Composition of the team

U: Unités d'observation = Observation units

O: Outils et techniques = Tools and techniques

Y Triangulation at the level of the team: To make sure that the various perspectives are taken into account in the analysis of the studied problems, the composition of the team should take into consideration the following criteria: mixing of sexes, individual aptitudes and different experiences, different geographical origins (of the zone and outside).

Y Triangulation of the observation units: The triangulation of the units of observation supposes the consideration of various points of view in the processes of data collection. With the PRA, the number of interviews is generally limited. That is why it is significant to carry out a stratification of these units of observation in order to be able to integrate the diversity of the points of view. That will make it possible to have a good understanding of the various aspects related to the studied program. Thus, the choice of some "resource persons" or groups is well thought out, whereas inside the various identified strata, one can select some people at random to be interviewed. But in all cases, given the nature of this methodology, the organizer will make his decisions according to the specificity of each situation.

Y Triangulation of tools and techniques: Some tools and techniques are presented. What should be kept in mind is that each tool could be carrying skews. That is why, the more the used tools are diversified, the more we increase the chance to correct the skews related to each separate technique (triangulation). For example, your interlocutor can tell you something whereas a diagram can reveal to you things which people would be embarrassed to express openly, or the secondary data can suggest tracks of investigation which the villagers would not give you unless they are asked about the point.

PRA tools and techniques

As we have already mentioned, one of the PRA originalities lies in the visual material devised by the villagers themselves progressively with the process of discussion and self-analysis. This visualization facilitates considerably the appropriation of the results by the population. The visualization has several advantages:

- It forms a good communication material and thus it facilitates the discussions between the members of the community and between them and the technicians.
- It encourages self-analysis by the populations.
- It allows to generate diagrams and maps which can be used later on within the framework of the reinforcement of the analysis of the local situations or as a material for the process of the follow-up.
- It makes it easy for some generally marginalized groups to express themselves.
- It constitutes a good visual means of expression for the populations that cannot write.

The tools are not all applicable to every situation and must be adapted to the circumstances in which they will be used. It is necessary to keep in mind that tools are nothing but tools. They are used for a specific objective and their effectiveness entirely depends on the competence of the organizer to make the best use of it. This latter knows the type of information required. It's up to him to decide, among the available tools which is (are) the most appropriate one (ones) to obtain this information.

The most used tools in the PRA

- Semi-structured interviews: groups, individual...
- Maps and transects: social map, vicinity map, map of resources, map of planning.
- Calendars: simple, composed, daily, seasonal.
- Diagrams: Venn, Flow, Magpie, Box.
- Historical profiles.

- Techniques of classification: preferential classification, according to the level of richness, with criteria, the grid of the organization of problems into a hierarchy.
- The observation and the quantification: to look at, to measure, to time, estimate...
- Participation in the communal activities.
- The use of photographs, drawings, pictures.
- Secondary data

Example of PRA tools 1

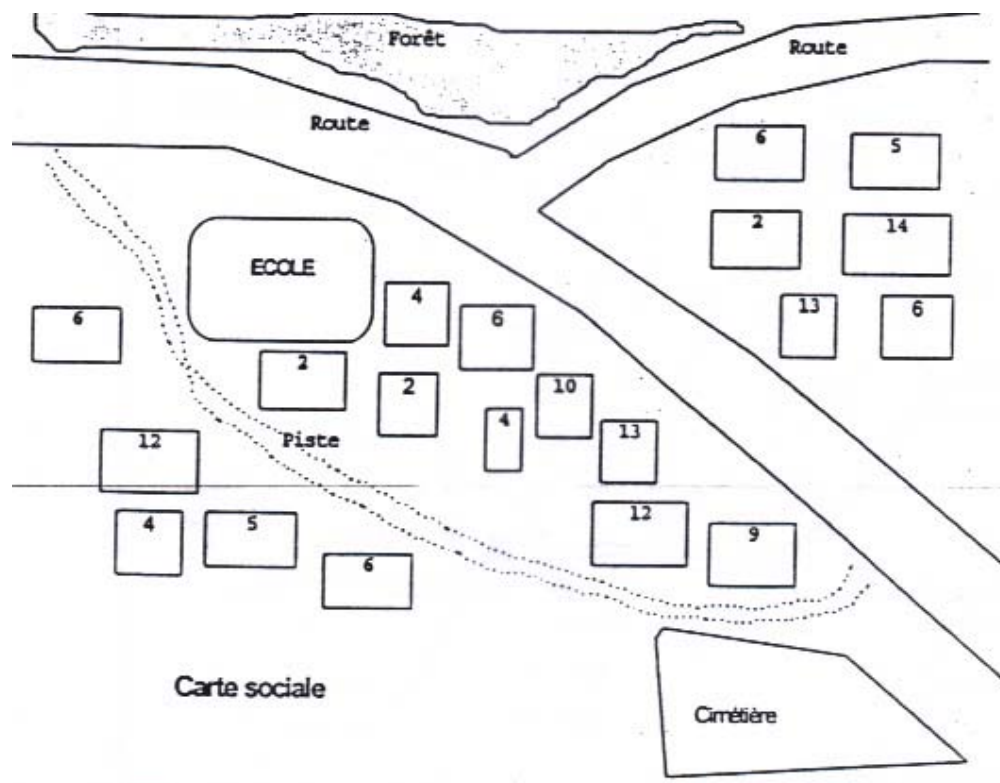
The social map

Definition: *Diagram of the village with the various bench marks (roads, tracks, schools, mosques, etc) and sites of the dwellings.*

Use: *To locate in the Douar a studied phenomenon, estimate its importance and help in the planning of development.*

Development process: *To be carried out stage by stage by outlining the principal bench marks while completing or correcting progressively.*

The social map of the Douar



Legend:

Forêt = Forest, Route = Road, Ecole = School, Piste = Track, Cimetière = Cemetery

Example of PRA tools 2

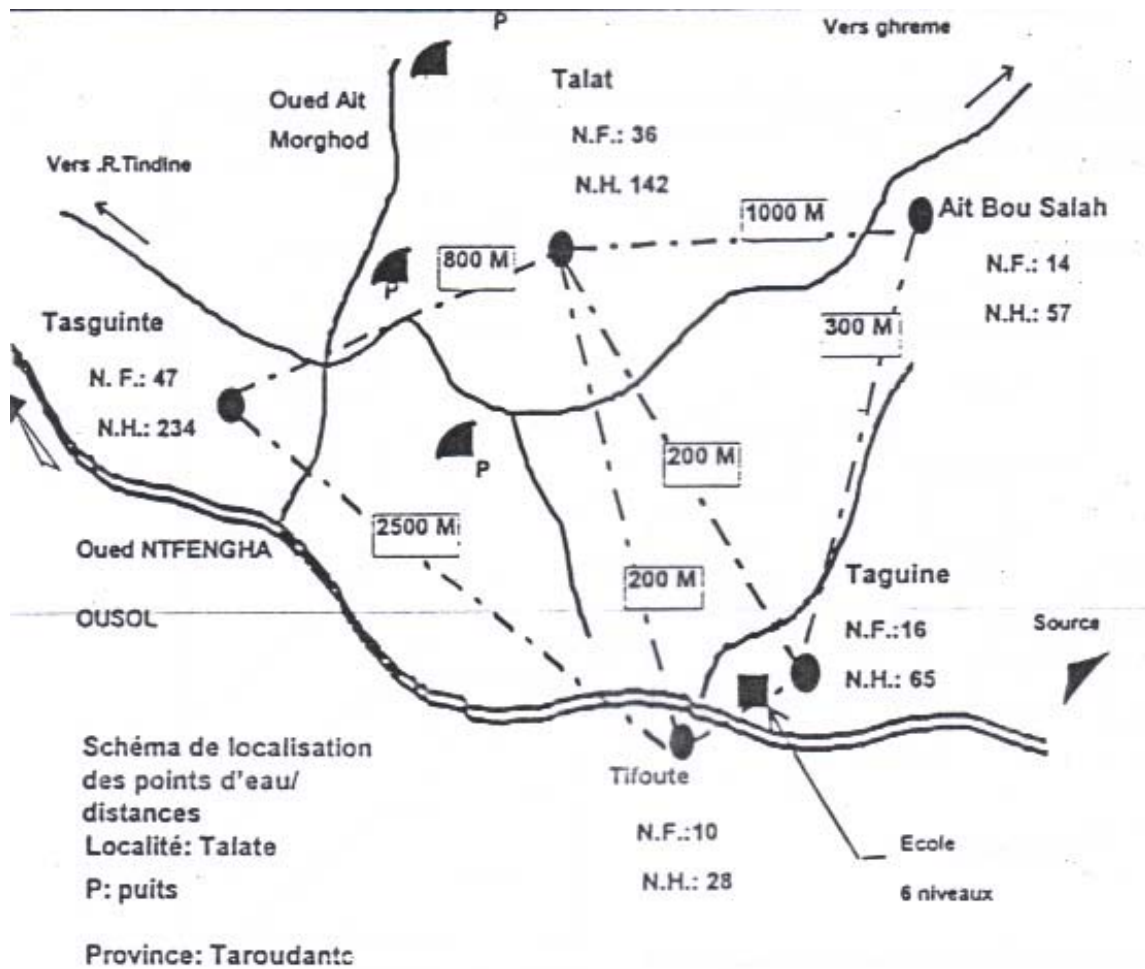
The map of resources

Definition: Visualization of the village resources (example of water sources).

Use: Precision of the importance of the resource, its spatial distribution, its quantification; it helps in the planning

Development process: To be carried out stage by stage by outlining the principal bench marks while completing or correcting progressively.

The map of resources



Legend:

Vers ... = toward; Source = Spring; Localité = Locality; Puits = Wells; Ecole 6 niveaux = School 6 levels.
Schémas de localisation des points d'eau/distances = Diagram of the location of the water sources/distances.

Example of PRA tools 3

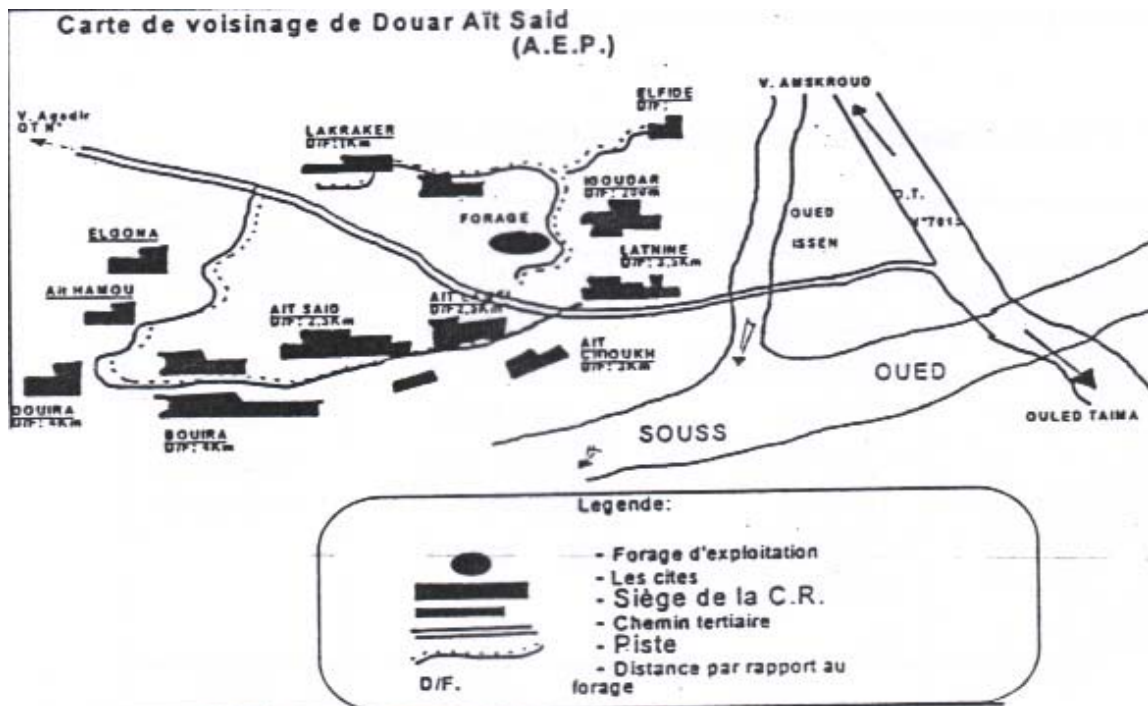
the map of vicinity

Definition: Visualization of several Douars and their respective positions

Use: For a common project in the case of grouping the Douars

Development process: It is the same approach as the social map but applied to several Douars.

The map of vicinity



Legend:

- Carte de voisinage de Douar Ait Said = Vincy Map of Douar Ait Said
- (A.E.P.) = RWSS
- Foorage = Deep well
- Oued = Stream
- Forage d'exploitation = Production well
- Les cites = Villages
- Siège de la C.R. = C.R. Office
- Chemin tertiaire = Tertiary roads
- Piste = Track
- Distance par rapport au forage = Distance from the deep well
- Oued = wadi

Example of PRA tools 4

The socio-economic stratification

Definition: *Description of the social classes making up the Douar and highlighting the segmentation and the social stratification.*

Use: *To make visible the importance of classes, estimate their expenditure and income and to measure their capacity of self- management of a common project.*

Development process: *Ask the population to define the number of social classes of the Douar and to characterize them. Specify together the maintained criteria, estimate the proportions of each class either directly or by using the diagrams of Pie or Box. Estimate with them the approximate expenditure of each one.*

Table of the social stratification of Douar Tasga

	Rich	Average	Poor
Criteria	<ul style="list-style-type: none"> • 1 person living abroad • Sheep and goats from 20 to 50 heads • Cattle from 05 to 10 heads • Cultivated area * from 1 ha to 2 ha 	<ul style="list-style-type: none"> • Sheep and goats from 05 to 20 heads • Cattle: from 1 to 05 heads • Cultivated area * less than 1 ha 	<ul style="list-style-type: none"> • Workers of all kinds • Personal businesses of small trade
Percentage	15 %	35 %	50 %
Approximate expenses/month	> 2000 DHS	Between 2000 and 1000 DHS	< 1000 DHS

*Irrigated cultivation of saffron

Example of PRA tools 5

Venn diagram

Definition: Existing relationships between the groups and the Institutions of the village

Use: Perception of the various social groups, the importance (benefits, role) of the various organizations; to understand the ties between them as well as their evolution. To assess the impact of these organizations inside and outside the Douar particularly for the success and the durability of the undertaken action.

Development process: Make out an inventory of the internal actors, organizations and institutions; represent them by circles of different sizes according to their importance; move closer or superimpose the circles according to the type of link that exists between 2 organizations.

The importance of the institutions is indicated by the size or the color of the circle and the nature of its influence (positive or negative) on the populations is indicated by the position of the circle.

Venn diagram

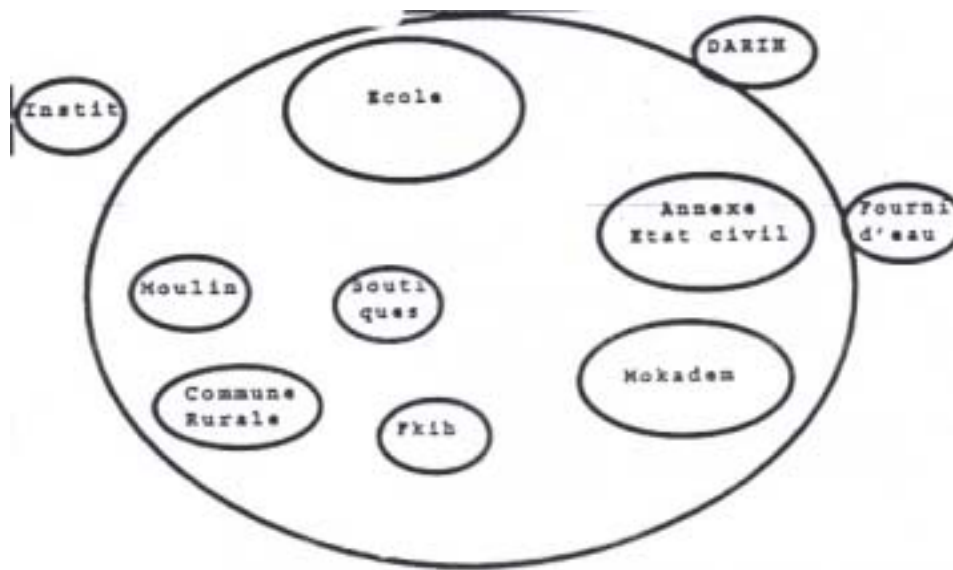


Diagramme de Venn
Douars: Darh • Groupement de Douars
date: Le24/09/1996

Legend:

Instit= institution; Ecole= school; Moulin= Mill;

Boutiques= shops

Fournir d'eau = Water supply

Communauté rurale = Rural community

Example of PRA tools 6

Flux Diagram

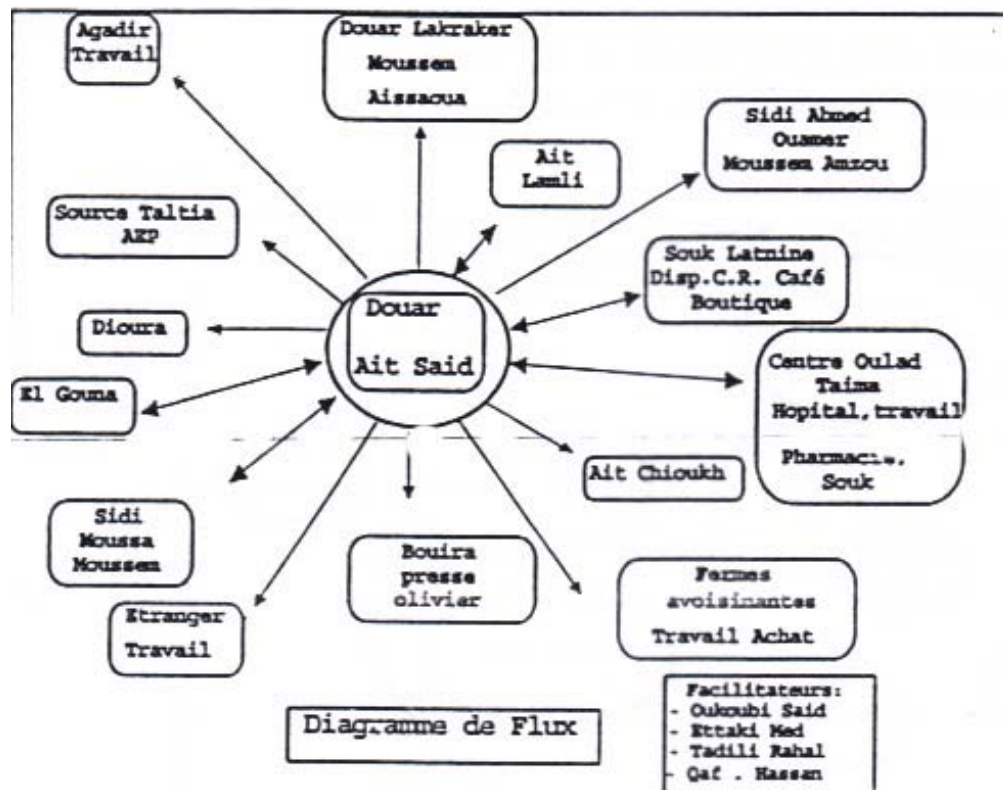
Definition: Nature and intensity of the relations between actors or villages

Use: Allows to assess the impact of the village in the zone and the tendencies of its dynamics.

It evaluates the importance and the type of exchanges between the Douar and the other entities

Development process: Initially define the possible types of relations. Then find symbols for the types of relations and the villages by marking with the direction of arrows the relations with a single or a double direction.

Example of Douar Ait-Said



Legend :

Diagramme de Flux= Flux diagram

Source Taltia AEP= spring Taltia (RWS)

Disp= dispensary, Café= café, Boutique=shop

Hopital= hospital, travail= work, pharmacie= pharmacy, Souk= market

Fermes avoisinantes= neighboring farms, travail= work, achat= buying; Facilitateurs= facilitators

Example of PRA tools 7

Calendars

Definition: Diagram emphasizing the temporal dimension of an activity or a phenomenon.

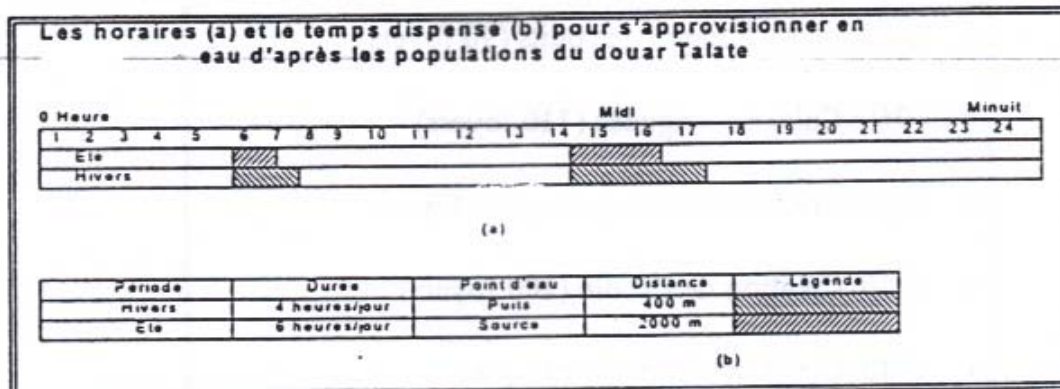
Use: To take into account the changes during the day, the month, the year of the activities or the phenomena studied as well as the variables and constraints which modify them such as the workload (men/women), epidemics, temperature, rain; income, lack or surplus of labor, migrations, prices, household expenses, credit, the consumption of food etc.

Example: daily calendar of the provision of water.

These variable calendars are different according to the socio-economic groups, ethnics, age, and gender.

Development process: Define the year or the period according to the units of time, find bench marks to situate and visualize the periods of the year as well as the phenomena and the activities of the year (one can also visualize the intensity of the activity /periods of the year); establish connections between natural cycles and their impact on the human activities by superimposing several transparencies.

Example of time calendar



Legend:

Schedule (s) and time of fetching water according to the population of Douar Talate.

Heure= hour

Ete= summer, Hivers= winter

Midi= midday, Minuit= midnight

Préperiode= period; Durée= duration

Point d'eau= water source ; Distance= distance

Légende= legend

Jour= day

Puits= well

Source= spring

Definition: *Chronological presentation of the memorable facts of the village during the last decades which remained engraved in the collective memory.*

Use: *For the knowledge of the target group, as an introductory tool but can be used to detail a topic. Also, it gives very important information to understand and analyze the current situation of the Douar. It is used to know the dynamics of the Douar and to calculate the growth rate of the population which is something essential for the forecasts, for a better dimensioning of RWS project.*

Development process: *Identify the people who have information: old people. Carry out individual or group semi-directive interviews; insist on the memorable changes related to the topic studied (ex: evolution of the number of dwellings, migratory movements); the approximate reference point of events is sufficient.*

Example of the historical profile of a Douar

- 1990: Construction of dam (108 households)
- 1980: Drying of wells (90 households)
- 1960: Irrigated cultivations (110 households)
- 1955: Digging of wells (105 households)
- 1950: Creation of the school (100 households)
- 1940: Construction of the mosque
- 1920: Plantation of olive-trees
- 1900: Arrival of other tribes
- 1980: Creation of the Douar (2 families)

Example of PRA tools 9

Matrixes of classification

Definition: *Analytical material of comparison*

Use: *Allows to understand the preferences and the reasons of choice of an individual or a group and provides more precise elements for the choice of the development and the organization of its management*

Development process: *2 types of classification.*

1 Example of the Matrix of preference

- Count the elements to be compared (not more than six)
- Record the name or the symbol of each element on a map;
- Draw a matrix to record the choices;
- Carry out the choice between two elements
- Ask each time the reason (advantage/disadvantage) of the choice and write the answers
- At the end count the number of times that some elements were chosen and establish the order of preference.

2 - Example of the Matrix of criteria

- Count the elements to be compared (not more than six);
- Find symbols for these elements;
- Determine the criteria of comparison;
- Find the symbols for the criteria;
- Weights will be given to the elements /criteria;
- All the elements will be compared with each other/each criterion;
- Criterion: advantages or disadvantages of elements;
- Weights/elements are not cumulative;
- At the end the population should classify the elements according to its needs.

Example of PRA tools 10

The grid of planning

Definition: Planning tool

Use: Allows the population to begin the planning exercise, to globally analyze the problems and the solutions; it is also a tool of the end of the process of research.

Development process: Count the various problems; find local solutions to problems; draw up an inventory of the most and the least priority actions; find the adapted symbols; draw a horizontal line and place the actions:

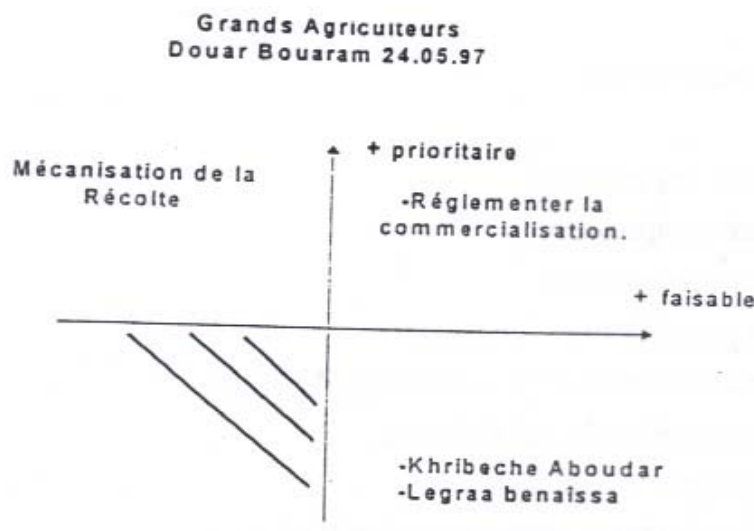
- The most priority at the top of the line;
- The least priority under the line.

Among these actions draw up an inventory of the weakest and least weak actions;

Trace a vertical line and place the actions:

- The weakest on the right of this line;
- The least weak on the left of this line.

The most priority actions and the weakest actions will be placed on the top on the right;
Discuss the implications of these actions for the population.



Legend:

Grand agriculteurs= Big farmers

Mécanisation de la récolte= mechanization of the harvest

+prioritaire= priority

-Réglementer la commercialisation= regulate the commercialization

+faisable= more feasible

Example of PRA tools 11

Problem tree

Definition: *Tool of set of themes*

Objectives/Utilization: *Identification: central problem causes and consequences; Identification/solution: to be used in the rehabilitation of the RWSS.*

Development process:

Draw up the list of problems (production, social life, economy, causes of the breakdown of the RWSS) with the villagers.

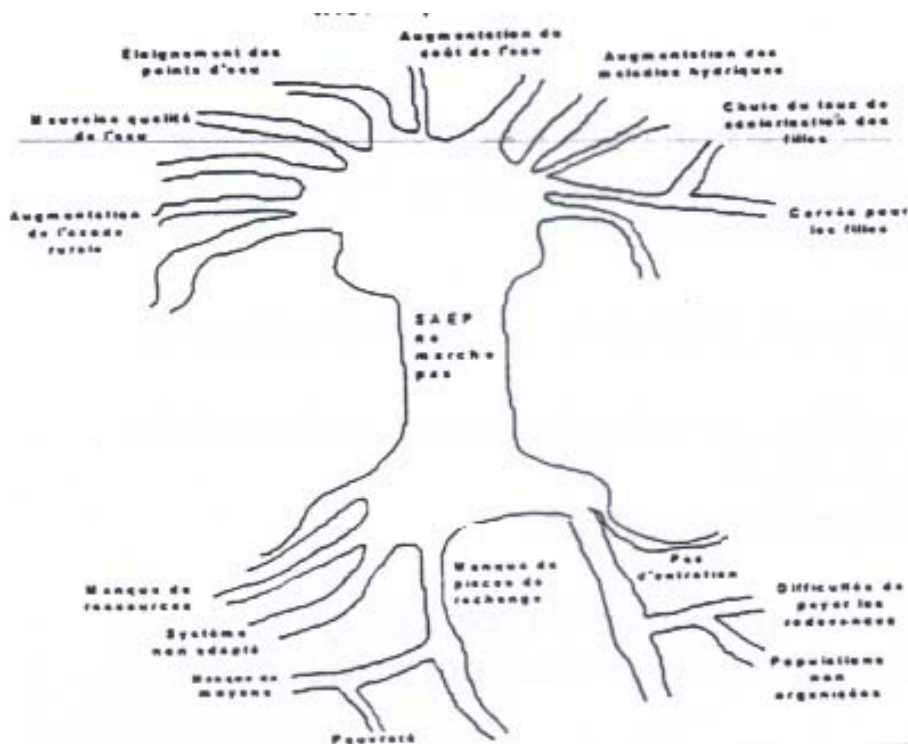
Highlight the central problem which arises more seriousness and which leads to the others.

Define the connections of cause effect between this problem and those which it engenders.

Help the populations to draw up solutions to their problems.

Schematization:

- Trunk: central problem;
- Roots: causes;
- Branches: consequences;
- Fruits: solutions.



Legend :

Title : Arbres à problèmes= problem tree

Sentence in the centre at the top:

Augmentation du coût de l'eau= increase of the water charge

Sentence in the centre in the middle:

SAEP ne marche pas = The RWSS is not functioning

Sentence in the centre at the bottom:

Manque de pièces de rechange= lack of spare parts

Three sentences on the left at the top: Eloignement du point d'eau= the water source is away from the population
Mauvaise qualité de l'eau= water of bad quality
Augmentation de l'exode rural= Increase of the rural depopulation

Four sentences on the left at the bottom: Manque de ressources: lack of resources
Système non adapté: ill-adapted system
Manque de moyens= lack of means
Pauvreté= poverty

Three sentences on the right at the top: Augmentation des maladies hydriques= increase of waterborne diseases
Chute du taux de scolarisation des filles: Decrease of schooling rate of girls
Corvée pour les filles : Chores for the girls

Three sentences on the right at the bottom: Pas d'entretien: No maintenance
Difficultés de payer les redevances: difficulty to pay the fees
Poulation non organisées = unorganized populations

TECHNICAL ELEMENTS HYGIENE

HOW TO AVOID WATERBORNE DISEASES?

1 Diseases contracted by infections

To prevent the danger of spreading

- Use latrines, septic pits or other adequate techniques;
- Organize a controlled domestic overflow;
- Do not discharge the refuse in streams and rivers.

Protect water throughout the system:

Development of the water source:

- Avoid surface waters (by ditches, low walls of protection),
- Avoid pollution by infiltration (by respecting the distance from the sources of pollution),
- Prevent the access of animals (by a fence).

Cleanliness-maintenance of the water source:

- Cleaning of the various parts,
- Cleaning out of the chutes and sink holes.

Drawing up:

- Avoid manual drawing up (if it is impossible, clean the ropes),
- Do not use the same utensils for the watering and the drawing up.

Water transportation:

- Use clean and closed containers reserved for this use,
- Avoid the lids (dirty cloths, foliage, branches, ends of plastic tablecloth, etc).

Storage:

- Use closed containers, out of the reach of children and animals,
- Use adapted and specialized utensils to take water in the storage containers
- Keep in a precise and protected place.

Use:

- Use different containers according to the type of use (human or animal consumption, housework, others.)
- Filter the water for consumption with a clean linen or if possible with a filter candle.
- Disinfect the used containers regularly,
- Store the containers in a protected place.

Protect yourself:

- Wash your hands regularly (after a dirty work, after toilets, before drinking, before eating),
- Mind the cleanliness and the arrangement of kitchen utensils, dishes, plates, glasses, forks and spoons, etc.
- Cover the food,
- Get vaccinated (poliomyelitis),

- Make sure that the water you drink from outside the house is a safe drinking water (in the field, when traveling, etc).

2 - Diseases contracted by contact

- Prevent the danger from spreading (cf. above),
- Prevent the formation of quagmire in public places,
- Avoid taking bathes in backwaters with bilharzias,
- Wear boots when walking in irrigated fields

3 - Diseases transmitted by vector-insects

- Avoid the formation of quagmire.
- Fight against stagnant water.
- Use mosquito nets in the polluted zones.

HOW TO DISINFECT WATER

Technique of disinfection per container

It is used for the disinfection of wells, tanks and/or cisterns and developed water sources.

Necessary equipment

- A jar or a plastic can.
- A nylon rope.
- Gravel, its diameter is one centimeter.
- 2 kg of clean and dry sand.
- 1 kg of chloride of lime 30 %.
- 1 plastic paper.

Preparation

- In the bottom of the container, make from 6 to 8 holes of approximately 6 mm of diameter.
- Put the gravel in the container exceeding the level of the holes from 2 to 3 cm;
- Add the humidified mixture of sand and chloride of lime prepared beforehand.
- Add a layer of gravel.
- Lastly, cover the opening of the container with the plastic sheet.

Installation and renewal of the container

- Once prepared, the container is attached by the Nylon rope then introduced into the well/tank/cistern. To ensure the disinfection, the container must constantly remain immersed in the water.
- The disinfection continues, plan the renewal of the contents of the container every 10 to 15 days.

What is the quantity of disinfectant necessary for drinking water?

Chlorine 12°

For a water bucket of 10 liters, pour the equivalent of a coffee spoonful of bleach to ensure an effective disinfection. For bigger volumes of water, we calculate the necessary volume on the basis of 50 ml of chlorine per m³ of water to be disinfected (50 ml/m³).

Chloride of lime 30 %

The quantity of chloride of lime necessary for the disinfection of a given volume of water is evaluated on the basis of 5 G of chloride of lime 30 % per m³ of water (5 g/m³).

How to determine the volume of water to be disinfected?

At home

To determine the quantity of water to disinfect in a precise way, it is strongly recommended to use utensils known by the population. E.g. cans of 5 liters.

How to determine the volume of water to disinfect?

For a circular well

$$V = \frac{\pi \times D^2}{4} \times h$$

V = volume of water to be disinfected.

D = diameter of the well.

H = height of the water column.

For a cistern or a tank

$$V = L \times I \times H$$

V = volume of water to be disinfected.

L = length of the cistern/tank.

I = width of the cistern/tank.

H = height of the water column.

To measure the water column, a probe rope is used. At first, we introduce the probe into the well or cistern. When it touches the surface of water, we locate the level on the rope of the probe. This level constitutes the height of the empty column. After that, we continue the emergence of the probe in the water until it touches the bottom of the well; then we locate the level on the rope. This level constitutes the height of the water column to be disinfected. It is equal to the total height minus the height of the empty column.

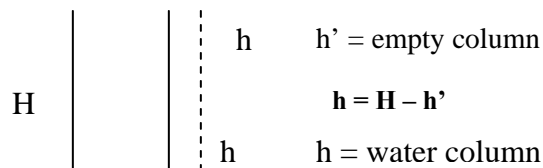


Figure 8. Pairwise Ranking Matrix

PROBLEMS	CLIMATE	PESTS	WEEDS	COST OF INPUTS	LACK OF LAND	LACK OF IRRIG.	LACK OF TECH. K.
CLIMATE		CLIMATE	CLIMATE	COST OF INPUTS	CLIMATE	CLIMATE	CLIMATE
PESTS			PESTS	COST OF INPUTS	LACK OF LAND	LACK OF IRRIG.	PESTS
WEEDS				COST OF INPUTS	LACK OF LAND	LACK OF IRRIG.	WEEDS
COST OF INPUTS					COST OF INPUTS	COST OF INPUTS	COST OF INPUTS
LACK OF LAND						LACK OF LAND	LACK OF LAND
LACK OF IRRIGATION							LACK OF IRRIG.
LACK OF TECH. KNOWHOW							

PROBLEMS	NUMBER OF TIMES PREFERRED	RANK
CLIMATE	5	2
PESTS	2	5
WEEDS	1	6
COST OF INPUTS	6	1
LACK OF LAND	4	3
LACK OF IRRIGATION	3	4
LACK OF TECHNICAL KNOWLEDGE	0	7

PAIR-WISE RANKING

To prepare a pair-wise ranking of opportunities (or problems) use the sample ranking table as a model. Prepare separate exercises for the set of options for the most important 3 to 5 problems. The options for each problem are listed on the top and left side of the matrix. Each open square represents a paired comparison of the points listed at the top and extreme left. For each comparison, ask the group which option is more likely and why. Record the most likely option in the square and develop a list of reasons for the selections. When the chart is completed, add up the number of times each item was identified as more important than the rest, and arrange them in appropriate order. Repeat the exercise for the other major problems and options.

Figure 9. Mbusyani Options Assessment Chart

BEST BET OR INNOVATION	PRODUCTIVITY	STABILITY	SUSTAINABILITY	EQUITABILITY	TIME TO BENEFIT	COST	TECHNICAL SOCIAL FEASIBILITY	PRIORITY
BOREHOLES	?	0	-	0	3	3	3	6
ROOF CATCHMENT	+	+	++	+	1	1	2	3
NATURAL SPRINGS	+	+	+	++	1	2	2	
REHABILITATE DAMS	++	+	++	++	1	2	2	
SHALLOW WELLS	+	+	++	0	2	1	2	
NEW SURFACE DAMS	++	+	++	++	1	2	2	

KEY

?	UNKNOWN
-	NEGATIVE IMPACT
0	NO IMPACT
+	POSITIVE IMPACT
++	VERY POSITIVE IMPACT

	TIME	COST	FEASIBILITY
3	LONG	HIGH	LOW
2	MEDIUM	MEDIUM	MEDIUM
1	SHORT	LOW	HIGH

Figure 10. Ranking By Voting

PRIORITY RANKING BY VOTING (NUMBERS ARE FOR ILLUSTRATION ONLY)

PROBLEMS	NUMBER OF PEASANTS' RESPONSES				
	MOST IMPORTANT	NEXT MOST IMPORTANT	THIRD	FOURTH	TOTAL RESPONSE
CLIMATE (DROUGHT)	10	7	5	3	25
PESTS	7	7	3	1	18
WEEDS	4	3	2	0	9
COST OF INPUTS	2	4	1	0	7
LACK OF LAND/ POOR LAND	2	2	1	0	5
LACK OF IRRIGATION	2	3	2	0	7
LACK OF TECHNICAL KNOWLEDGE	1	1	0	0	2

VOTING/BUYING

Finally, the group may suspend ranking until after discussion of all the options and then determine the most important by voting or "buying" the best options. The voting can be an open hand-raising exercise or a confidential balloting. A "buying" game gives 3 to 5 stones or other tokens to each participant, and asks them to "purchase" the most important of the long list of options. By putting their stones in an envelope or box representing a certain project's bank account, an individual decides either to buy several different activities, or to put all his/her tokens toward one option. As in the case with voting, the buying can be conducted in private or in the presence of the other participants.

2. API (Integrated Participatory Approach) tools

PRA (Rapid Rural Appraisal)

PRA is a method that is characterized by the duration (speed), by the cognitive mode (qualitative instruments and focusing on the concrete observed) and by the participation (the peasant is an actor, a customer and a beneficiary in the stages of diagnosis and the development of solutions-actions).

The PRA is a reaction to the negative and inefficient effects of the long statistical and heavy surveys characterized by doubtful generalization. Their results, which are late to come, are often outdated because of the evolution of field data. It involves the peasant in the creation of the development plan and profits from his knowledge of the field and his knowledge of the problems that affect his community. The PRA is an answer to the positivist and technical orientation which excludes the peasant from the process of planning and which perceives in the agrarian system nothing but the technical components isolated from their socio-economic context. The exclusion of the peasant as an actor and a subject is at the origin of multiple and expensive technical errors which cause the failure of several projects of development.

The PRA is a method that consists in planning with the peasant but not without him or against him.

Instead of generalization and abstraction, the PRA starts with concrete things from the field: transect is one of its methods; it consists in walking with the peasant throughout the field while trying to discover its vegetation, its relief, his way of occupying the land, his types of cultivations and especially the way in which the peasant names all these components and the way he presents the problems that they arise.

Mapping and mental map

Mapping is another technique which enables the community to reveal its problems and needs: requesting the members of the community to draw the map of their zone and to locate the problems which it arises or commenting with the CD the ordnance survey map are participatory techniques to understand the problems of development of the zone and their way of seeing their space of development.

Observation

The observation is also another technique of the PRA which allows each technician to diagnose from the outside the natural and the human environment and to find the characteristics of the problems of development and to think about the main solutions.

Principles of the PRA

But as a cognitive approach, the PRA obeys a number of principles which guarantee the reliability of the obtained results.

The principle of optimum ignorance allows to moderate the ambition of exhaustiveness of the researcher: the knowledge of the environment must be selective and relevant and at the service of the process of the development of solutions-actions.

The principle of the acceptable threshold of imprecision makes it possible to moderate the need -sometimes obsessive- of the researcher who flows into the research of precision for the precision neglecting the importance of understanding the global situation of development.

The principle of triangulation allows to confront the points of view of the technicians inside the EP and to ensure a mutual correction and to avoid the risks of errors due to the subjectivity.

The principle of skew is an attitude of personal vigilance which consists in being interested in the effect of the characteristics of the technician (age, sex, specialty, regional belonging etc...) on the judgments that he has about the observed events.

The quantification is not excluded from the PRA. It can be used in the form of documents of secondary information; besides it intervenes in the stage of the finalization. But at the level of collecting data, it must be measured and non exhaustive.

Understanding the situation

The analysis of the situation of the community presumes the identification of the principal characteristics of the community (territorial, socio-economic, cultural etc...)

The territorial identity can be established by the specialist who must however involve the representatives of the community. The physical borders do not necessarily correspond with the collective representation of the community done by the members. However the division of the soil must have as a principal reference the CD representative of the community. An area defined without interlocutor does not have any significance; on the other hand a zone that includes a CD representing the whole community remains operational from the point of view of the participatory approach, even if it is not coherent from the point of view of the specialist who is concerned about the physical borders. In any case, the concerned communities must belong to the same agrarian system to allow a possible extrapolation of the identified solutions-actions.

The EP must have a list of the community characteristics to be filled based on the PDC previously carried out by the organizer in collaboration with the population or based on field visits or documents (secondary information). These characteristics can be listed in the following way: political and administrative structure, demographic characteristics, agricultural and extra agricultural economic activities, social stratification and relation of leadership and mechanism of decision making within the community and the families, nature of the organizations, cultural traditions and women's role, medical state, educational situation, infrastructure, current resources and potential.

The traditional process of the situation analysis comprises the following stages:

- definition of the problem
- identification of the required information
- determination of the source of information
- identification of the method-technique to be used.

It is obvious that the local technicians play an important role at the same time in the collection of data relative to the community, in the identification of problems and in the search of the sources of information. Coordinators and organizers can draw up the basic list about the farmers and their socio-economic characteristics who form the community. Yet, the technician should master the technique of analysis of the situation and know how to seek information from its source.

Identification of problems

The needs-problems are defined as being the difference between what exists and what is desirable. The solutions are defined as manners of reducing this gap. The participatory approach is based on the principle that the actions of development have as a base the needs-problems expressed by the community or its representative members. The transformation of the needs-problems expressed by the community into measurements of development is the result of the participatory interaction between the community or its representatives and the specialists.

The definition of the needs-problems raise the question of the nature of the actor who defines them: is it the community in its totality, is it its lobbies, is it its representatives, is it the technicians? Moreover, the definition of the needs-problems raises the question about the way in which they were expressed by the community and the way they were reformulated by the specialist. Finally, the needs-problems raise the question of the urgency of their satisfaction and the need for their pair-wise ranking.

The techniques of the identification of the needs-problems and their corresponding solutions-actions can be classified in the following way:

- techniques of field observations (transect, identification) with CD
- techniques of making use of documents (secondary information)
- interaction with the community (group meeting, brain storming)
- interpersonal interaction with resource people (notable, Omda) or farmers (semi structured interview).
- intervention focused on the exploitation or lobby (utilization of the guide of interview or questionnaire).

Techniques of pair-wise ranking and negotiation

The need for the pair-wise ranking of the solutions is explained by the impossibility of satisfying all the needs simultaneously. Moreover, pair-wise ranking supposes that there is a hierarchy of urgent needs which should be built with the community.

Pair-wise ranking is an operation of interaction between the technician or the organizer and the community. It is threatened by the problems of communication.

In other words the success of the technique depends on the peasant's understanding and mastering of the rules of the game of the technique. Since the community is not homogeneous, there will be as many scales of needs as the number of the lobbies. Hence, it is necessary to find a consensus within the community.

Making the solution-actions a priority supposes the establishment of a number of criteria (protection of the environment, easiness and urgency of execution, contribution of the population). The importance relative to these criteria must result in scores that the peasants, individually or collectively, lend to each criterion. It is the total of the scores obtained by each solution action which allows to classify it in the scale of priorities of the community.

Techniques differ in complexity and are characterized by the difficulty of application. The most difficult techniques are those which combine the method of the scores and the multiplicity of classification criteria. Generally, the peasant is reluctant when doing the quantitative exercise which consists in giving scores to the solutions-actions but if he understands the rule of the game he can collaborate positively¹.

The other difficulty consists in drawing up a long list of solution-actions. The length of the list of solutions-actions makes their classification visually difficult if not painful. It is more convenient to classify them by topics (infrastructure, agricultural production, livestock production, environmental protection, land structures, investment etc...). Then we suggest to the assembled community to classify the topics through vote by raising their hands and then to classify the actions inside each topic. Leaders often emerge and

¹ The ODESYPANO currently is making research for the development of simplified techniques of pair-wise ranking.

suggest classifications which will be validated afterward by the vote of the community. This is what we may call the technique of “secondarisation”.

However, it is up to the technician to choose the method that he judges the most adequate and which leads to the consensus through negotiations. The technician negotiates with the community the solutions-actions that he suggests. But, as a catalyst, he supports through negotiation the emergence of a consensus between the lobbies that make up the community. The zone being a large farm, any action affects in a way or another all the members of the community. Once the community consensus is established, nevertheless, it is always necessary to seek through negotiations, the consensus within the lobbies about the measures of development which are specific to them.

Communication process: Importance of communication in the collection of basic data and in the construction of solutions-actions

We can consider that the principal communication techniques to be learned are: reformulation, the art of asking questions, summarizing, semi-structured interview, the organization of community meetings, focus group, and experiential diagram in the education of the group. These are the techniques that make it possible to carry out the diagnosis, to collect information, to identify problems and to lead to solution-actions in a participatory way.

Reformulation

From the very moment he considers the peasant as a partner, the technician changes his attitude: from directing he becomes participatory. The directing style expressed by maintaining distance, out of reserve, sometimes to avoid any contacts with the peasant. The participatory style is expressed by the attitude of dialogue, listening and empathy (psychological ability to put oneself in the position of the interlocutor).

The technician, from being a transmitter of instructions he becomes a receiver of messages coming from the community; messages which he reformulates in solution-action of which he appreciates *the feed back* and he becomes again an transmitter during the restitution.

The process of communication can be listed in a diagram in the following way:

- 1 Speech of the peasant (expression of a need-problem)
- 2 Speech received by the technician
- 3 Speech reformulated by the technician
- 4 Speech transformed into solution-action by the technician
- 5 Speech restored to the peasant for the feed back

The meeting between the technician and the peasant is in fact the meeting of two speeches: the speech of the technician who expresses the technical rationality and the speech of the peasant who expresses the practice of the agrarian system. In order to establish a communication, the technician has to have an ability of understanding and translating the speech of peasant into actions of development: this is what we may call the technique of reformulation.

Interview and questionnaire

Similarly, to obtain reliable information from the peasant and to overcome his suspicion, it would be necessary to master the technique of the formulation of questions and the way of asking them. It is a question of learning how to carry out an interview not as a legal instruction but as a friendly exchange which allows to reach the peasant's strategy of production. The attitude of the technician does not consist in judging but in understanding the logic of the mechanisms which govern the operation of the exploitation. This is totally different from the formal questionnaire which consists in raising specific questions for which the peasant must provide precise answers. During the interview, the technician tries to understand the method of the farmer, his choices of farming combinations, the real motive for his economic decisions, his projects. To promote the interview, the technician suggests axes of solutions and discusses with the peasants about possible alternatives in the planning perspective. This is what we may call active listening.

Meeting

The participatory approach implies also the organization of meetings with the peasants. The technician should master the techniques of giving speeches in public, the stimulation of participation, the identification of leaders, the clarification of interventions, leading the discussions towards the objectives of the meeting. But the principal rule is tolerance, opening for the debate and the acceptance of contradiction, the ease and the absence of authoritarianism which generates tensions.

Focus group

Focus group is a technique of group of discussion with members of the community having the same interests. The advantage of this technique is to allow a contradictory interaction between the members of a group and thus to correct or enrich the information collected during the interpersonal interaction in the interview.

Experiential diagram

The experiential diagram of adult education draws the attention to the necessity of starting from the experience of the subjects if we want to succeed in making them accept a solution to their problems. In this case, the experience is represented by all the practices of the peasant which define the agrarian system to which he belongs. It is this experience which is the object of discussion, comparison, thinking and which leads to the generalization and then to the application. In fact, a change cannot interest an adult unless he discovers, through the interaction in the group, the material effects of the innovation on his everyday life, and his family and professional life.

F. THE SENSITIZATION MANUAL

REPUBLIC OF TUNISIA

**MINISTRY OF AGRICULTURE
GENERAL DEPARTMENT OF AGRICULTURAL ENGINEERING**

**DRINKING WATER SUPPLY
IN RURAL AREAS**

SENSITIZATION MANUAL

MAY 1998

TABEL OF CONTENTS

	Pages
1. sensitization action framework	01
2. Sensitization role and location	01
3. Sensitization objectives	02
4. Sensitization methodology	03
4.1. Preliminary phase (exploratory)	03
4.1.1 .Guiding survey	03
4.1.2. A semi-guiding interview	04
4.1.3. Approach	04
4.2. First- sensitization stage	05
4.3. Sensitization second-stage	06
5. Success conditions of sensitization	06
6. Sensitization topics	07
6.1. General topics	07
6.2. Specific topics	07
7. Sensitization procedures	08
7.1. Identification	08
7.2. Plan of action	08
7.2.1. Identification	08
7.2.2. Detailed planning	08
7.2.3. Didactic material-packages	08
7.3. Sensitization-action progress	09
7.3.1. First sensitization phase	09
• First-visit topics	09
• Second-visit topics	09
• Third-visit topics	09
7.3.2. Second sensitization phase	10
7.4. sensitization organization	10
7.4.1. How to structure the sensitization action?	10
a) Individual contracts	10
b) Meetings of fairly small groups	10
c) Larger meetings for general debriefing	11
7.4.2. Two-level sensitization	11
a) First level: specimen community	11
b) Second level: Average or large community	12
7.5. Sensitization evaluation	12
7.5.1. Minutes for each meeting	12
7.5.2. General evaluation card for each EAP area	13
7.6. Running and communication technique	13
7.7. Organization scheme and state of progress of the sensitization process	15

APPENDIX 1: Questionnaire for the identification of sensitization needs	16
APPENDIX 2: Aide memoire	21
APPENDIX 3: Setting up the semi-structured interview	22
APPENDIX 4: Interview form	23
APPENDIX 5: Summary table of the sensitization needs	24
APPENDIX 6: Minutes (PV) of the sensitization meeting	28
APPENDIX 7: General appraisal form	30

1. Sensitization-action framework

The sensitization action, object of the present handbook, comes within the framework of the State strategy aiming at improving among the rural population the spirit of private initiative and self sufficiency as regard the administration, management and operating of the drinking water systems they are provided with.

The redefinition of the State role, illustrated most of all by its disengagement from the economic activities and sponsoring occurs, not only in favor of the private sector, but also in favor of the population conglomerations organized under various forms of cooperation or association, which are well organized and mature enough to run their own affairs in a self-autonomous manner as regard the domains with which they have been entrusted.

The AIC promotion program relating to drinking or irrigation water, prepared with the help of several legislative, administrative and pedagogic measures, is normally included within the wide-scale strategy aiming specifically at:

- To set up the water-supply systems in the rural areas and that are likely to be sustainable time-wise. This could be performed by entrusting the rural conglomerations with more responsibilities to help with the systems management, and more specifically, the recovery of the arrears and the guarantee of their perennial survival to be illustrated, most of all, by a good financial state.

Within this new framework, the state does play the role of service-provider or sponsor any longer, and dealing with cumbersome daily tasks, but its role will be mainly limited to providing the basic equipment, the regulations, the follow-up and the facilitating of the activities.

To promote the autonomous spirit by setting up a legal framework to be constantly bettered and up-dated, the advent of AIC, their follow-up and the on-going vocational training programs of the staff. The State aims at enticing the local conglomerations (in the rural areas, as it were), to ensure their self-management with the minimum of external support. This strategic approach, due to be implemented progressively, by means of a supported effort for the follow-up and training to be provided both for the AIC management staff and users.

- To develop, through a participatory strategy based both on counseling and training, the beneficiary population motivation and persuade them to be involved in the design of water systems put at their disposal, a factor that is likely to enhance a shrewd and mature self-management of these systems.

2. Sensitization role and place

The sensitization campaign is not a random task. It is rather a link in the chain which starts with the identification of the ALP project, continues with the feasibility study, the achievement of the project on the field, and its management by the beneficiaries within the framework of the community structure, entitled to run, the AIC.

As an intermediary link in the chain, sensitization plays the role of a filter which could be confirmed- thanks to thorough counseling with the population concerned -the following stage, to determine the future of the AEP project, in other words its eligibility or rejection.

Sensitization is to lead to the endorsement of the project by the population. This approval is to be interpreted by a total management of the AEP system within the framework of a representative AIC. Yet, it is equally expected to highlight the expectations of the beneficiary population who should normally find a means to be encompassed (be integrated) within the AEP design.

Thus, the crucial criteria determining the degree of success of the sensitization action, would be its adjustment to the population ambitions, to be further implemented by the number of affiliates to the AIC, as well as the number of signatories binding the beneficiaries to contribute to the project funds up to 80%

Nevertheless, if sensitization is met with high reticence which is likely to seriously jeopardize the good functioning of the AEP project, for example, the expectation of the population to better their rural or semi-rural status, a fact illustrated by a kind of behavior that is deemed to be based on endless claims (SONEDE service to be delivered at home at once, for instance), or if it reveals some acute family or clan sensitivities, in that case, the sensitization campaign should not be too stubborn to transmit the message at any cost. Rather, it should propose solutions and alternatives likely to attract the decision-takers about the opportunity to reexamine the project status, in a whole or partial manner.

To behave otherwise would be to run the risk of causing sensitization to lose its main role and confine it within a mere justification context, a phenomenon that could well make the administration, represented by the project foreman, lose its credibility.

3. Sensitization objectives

The sensitization campaign aims at changing the attitudes and behaviors, to move them out of a state of marginality, indifference, incomprehension or refusal to a state of support and adhesion to the LAP system.

Hence, it must be concrete, specific and targeted. It can manage to do so by relying on the program data transmitted to it by the socio-economic aspect of the feasibility study, or the preliminary phase of sensitization.

It aims at:

- The improvement of the water system approval
- The management of these systems by the users through the AIC
- The collecting of the charges

These objectives will be reached through the sensitization actions which could be summarized as follows:

- To introduce the AIC concept
- To persuade the beneficiary population to formulate their wishes and to adhere to the AEP system, by signing the binding contracts with the AIC once it is set up, and to commit themselves upon the triggering of the first sensitization phase to participate in the capital funds of the AIC (Minimum commitment requested: 80% of the households).
- To encourage the emergence, at the local level, of competent people, endowed with obvious

qualities in terms of organization and mass communication to takeover the management of the AICs or to be used as a connection-point for the wide-scale and ongoing dissemination of the sensitization message in the AEP areas (permanent vectors of sensitization) or participate, if necessary, in the raising of the capital or recovery funds.

- To assist the regional cells (CAIC) and the (AIC), to help them run by themselves, once and for all and in an autonomous way, the sensitization work in their respective areas.

4. Sensitization methodology

Regulated by the choices and general principles (participatory approach, mass-communication techniques), sensitization should, at the same time, be adjusted to the specific situation of each area, and maybe of each place or group of places, by taking into account the specific needs that have been identified.

On the other hand, it should be able to:

- Integrate the technical components and transform them into a pedagogical message to be conveyed to the beneficiaries.
- Persuade the technicians or clerks, working in close contact with the population, to adopt an approach and a socio-pedagogical strategy based on reality.

Sensitization is centered around two main phases. The preparatory phase and the consolidation phase, to be preceded by a preliminary phase (or exploratory).

4.1. Preliminary phase (exploratory):

The preliminary phase (or exploratory) is an identification phase of the sensitization needs to be conducted during the socio-economic survey (Ref: stage 2 of the methodology, “Thorough surveys”).

This survey generates — or should generate — data that are numerous and diversified enough, to help a targeted programming of the sensitization work, in connection with the genuine population needs in the each area, and maybe, each place.

If such a survey had not been conducted or if the data that it had generated are not enough or of poor quality, the sensitizing sociologist will be invited to start by identifying the sensitization needs by following these procedures:

4.1.1. Guiding survey

It is backed up by a personal questionnaire comprising about forty questions centered around major topics, adopted in line with the objectives of an LAP project, as follows:

- The relationship between population and water,
- The relationship between population and the AIC,
- The project prospective.

(Refer to “questionnaire for the identification of sensitization needs “ in appendix N0 1). this questionnaire should be conducted upon a representative sample of the household based in the

AEP area.

The choice of the sample will be prompted by the list of the beneficiaries, at a rate of one person out of three, if the community is a small one (60 to 80 households), one person out of five, if the community is medium (100 to 200 households), one person out of ten, if the community is large (200 to 500 households).

4.1.2. Semi-structured interview

It is conducted among about ten people representing the community, on the basis of manual, containing a certain number of investigation topics (refer to a specimen of a manual, in appendix N^o2).

The manual should be memorized by the investigator and used to master the discussion, while leaving some amount of leeway to the interlocutor (refer to the chart relating on he conducting of the semi-guiding interview, in appendix N^o3).

4.1.3. Practical approach

- After the choice, from the beneficiaries list, the names of the household heads to surveyed, according to the differential survey rates mentioned above, the transcription of these names in the right place on the questionnaires, and after having fetched them in order to survey them, after having duly introduced ourselves and presented the topic of the investigation.
- The counting of the questionnaires is carried out manually on the basis of a counting process allowing to categorize all answers per question and to establish the simple frequencies expressed per rate (in percentages).
- For example, it transpires from the questionnaires that 8 persons out of 20 are not satisfied with the AIC action, the dissatisfaction rate would then be 40% ($8/20 \times 100 = 40\%$), or 5 persons only, out of 20, have expressed their willingness to sign a binding contract with the AIC, the adhesion rate expected would then be 25% ($5/20 \times 100 = 25\%$), which a very low rate that we have to bear in mind during the sensitization campaign, and so forth with all the questions contained in the questionnaire.
- To choose the most representative persons of the opinion trends inside the community (local leaders) and conduct with them a semi-guiding interview on the basis of a manual, as mentioned above.
- Fill in an interview form for each interviewee involved in the survey, sum up the key points highlighted during the discussion and reflecting the expectations, the attitudes, the behaviors and knowledge of the population, as regard the ALP system (refer to interview form in appendix 4).
- To draft a general conclusion in the light of the individual interview forms, by reusing the most recurrent key-words, especially those relating to the sensitization needs.
- Once the guiding and semi-guiding surveys have been conducted, the interview forms filled out and summarized and the questionnaires counted, one must fill in the recapitulation-data table (refer to the recapitulation-data table of the sensitization needs in appendix5), and highlight the specific sensitization needs, prompted by the most recurrent expectations as expressed during the semi-guiding interview of the guiding survey.

The identification of the needs implies the management of the problems according to their frequency, high rates (50% or over) are given priority, the average rates 20 to 40%, will come next, and the low rates (10% and less), could be last.

- Integrate the specific sensitization needs in the sensitization program (the three sensitization visits are described further down).

4.2. The first sensitization phase

It comes immediately after the socio-economic survey. It must occur at least one week ahead of topography and then go along with it.

This preliminary sensitization stage aims at:

- Explaining the significance of the water supply system and the concepts and management principles of the AIC, exhort people to adhere to this AIC, upon its advent and contribute to its everlastingness and its cash-flow balance.
- Taking counsel with the population about the network itinerary and the location of the distribution works.
- Helping to agree on the supply mode to be adopted, deemed to be a component of paramount importance for the final design of the network.
- Allowing to take counsel about the funds recovery mode and especially about the most appropriate means for the implementation of the recovery methods adopted. Helping to agree on the management system advocated: the allocation of the distribution works to a family, an individual or a manager should be discussed (paid or voluntary work), and finally adopted
- Presenting the management contract and fine-tune its content
- Ensuring the distribution and collecting of the beneficiaries commitments to contribute in the capital funds with an amount equal to 4 months of membership (to be determined by the feasibility study).
- Sensitizing the population to the health conditions linked to transport, storage and to water consumption.
- identifying the complementary sensitization needs to be transferred to the second sensitization phase.
- The sensitization needs to be identified, either through the socio-economic survey, or through the exploratory phase of the sensitization work, should mainly take into account the following items:
 - The perception by the population of the water problems : reserves available and quality, non-exploited sources, water scarcity, present expenditures allocated to water, drawbacks of the present water system, management of the new ALP project and water cost. The alternative drinking or doubtful resources likely to compete with ALP on a season or permanent basis.
 - The population's expectations concerning the supply process and payment made. The appreciation by the population of the water-quality of the new project.
 - The socio-health aspects, degree of perception by the population of the hazards caused by the use of bad-quality water.
 - The spirit of self-reliance and the spirit of outside assistance, to what extent each one of them has been developed.

- The degree of solidarity at the community level, the existence of family or clan conflicts which are likely to jeopardize the sound management of the ALP system.
- The existence of other major reasons, social, cultural or psychological, likely to engender a refusal by the population of the new ALP system or lead to its failure, once it has been achieved.
- What will be the women's status in the community daily-life. Are they involved in the economic life? Are they involved in water-carrying. To what extent do women participate in the decision-taking inside the community? To what extent might their attitude have an impact on the ALP project?

This first sensitization phase should allow us to be adamant that the ALP project is on the right track and that it will be duly achieved;

4.3. The second sensitization phase

It will start taking place upon the obtaining of the commitment of the detailed study and the call-for-tenders document, and will go on throughout the works achievement.

It is a consolidation sensitization, aimed at:

- Consolidating and deepening the first-phase achievements and correct any likely drawbacks.
- Tackling the complementary sensitization needs depicted during the first sensitization phase.
- Setting up the AIC and give it enough support to help it play its role to the full extent so that it become fully representative of the community aspirations and fully aware of the association life.
- Monitoring the raising and setting up of the capital funds.
- Evaluating the overall sensitization action by adopting the following criteria: the number of commitments collected during the first sensitization phase and their ratio compared to beneficiary population, the amount of the funds raised and that has been realized during the second phase, as well as the number of members affiliated.
- Establishing maintenance contracts.
- Subdividing the tasks between the AIC and the Administration
- Establishing water-subscription contracts
- Monitoring the effective transfer of the water system to the AIC
- Establishing the practical modalities for the implementation of the recovery mode.
- The exploratory phase as well as the first sensitization phase might be sub-contracted by private firms, whereas the second sensitization phase, which lead to the launching and follow-up of the AICs, is to dealt with by the CAIC.

5. Conditions for successful sensitization

In order to guarantee the success conditions, sensitization should:

- Showing sufficiently in advance the idea of the AEP project at the level of the technical and socio-economic phase of the feasibility study to leave some room for decanting.
- Provide an adequate environment at the regional and local level by counseling with the local executives and integrating them into, as much as possible, within the sensitization campaign,

as regard the identification of the needs and by ensuring that that they are involved in some sensitization sessions.

- Ensure the on-going of the sensitization campaign and not constrain oneself to some sporadic interventions without any follow-up, whence the importance of the people to take over and that one has both to detect and promote at the level of each ALP community and area. These people to take over will be entrusted with a good assimilation of the message content and pedagogy of sensitization and should be capable of protecting them at the community level. They are the permanent vectors of the sensitization message.
- Not constrain oneself to one category of population only, but rather cover the various social groups, men, women, adults and youth.
- Really take into account the point of view of the population as regard the itinerary, the nature and the implementation of the distribution points, of the supply process and the payment mode.

6. Sensitization topics

The sensitization topics are subdivided into two categories:

6.1. General topics

They are to be dealt with in the overall ALP project area.

Among these projects, one can highlight:

- The ALP system: significance and scope,
- AIC: significance, role, prerogatives, indissoluble link between ALP and AIC,
- Population water-needs and resources available, the good management of these resources and economical water use,
- Investment, functioning, and water-system management cost,
- Recovery system of the operating expenditures,
- Water-quantity: frequency, flow,
- Water-quality: physico-chemical composition, bacteriological content,
- Health problems, danger of alternative and suspicious sources and hydrous diseases,
- Supply mode,
- Commitment to contribute in the capital fund (amount, time of fund-raising, necessity ...)
- Significance and necessity of the management contract between the future AIC and Administration

The details relating to these topics are presented in chapter 7 per visit.

6.2. Specific topics

They only pay attention to the regions, LAP zones or place in each area. These topics are derive from the socio-economic survey, as it has been clarified earlier or during the preliminary sensitization stage; they are structured and integrated within the sensitization campaign of each visit. Among the specific needs, one can highlight:

- Dry residue
- Permanent alternative sources likely to compete with the ALP system
- Family and inter-community conflicts
- Hygiene problems

7. Sensitization procedures

The logical itinerary followed by the various sensitization phases is the following:

7.1. Identification

At the outset, one should identify the specific sensitization needs starting from the individual-survey questionnaires or the semi-guiding interviews (socio-economic stage or the preliminary sensitization-phase).

A module should be prepared starting from the outcome of the survey conducted, which could be entitled: sensitization needs expressed or felt.

This module, if available, will be handed over to the sociologists entrusted with the sensitization campaign, to be used as an item determining the reference conditions, including, the general sensitization topics. If it is not available, it is to be prepared by the sociologists entrusted with the sensitization campaign, as a prelude to the sensitization campaign.

7.2. Plan of action

The sociologists entrusted with the sensitization campaign are invited to establish a plan of action comprising:

7.2.1. Sensitization program

Structured and adjusted to the situation of each ALP and, probably, each place or group of places, including the general topics and specific topics.

7.2.2. Detailed planning

Expressing the duration imparted to each community (LAP area) and, probably, to each kind of meetings and beneficiary groups.

7.2.3. Didactic material packages

They will be used to help give more momentum to sensitization and should comprise at least all the material-packages available being currently used for the advertising of the AIC. Users-training guide and IEC material prepared by the DGGR).

However, and in the main, it is worth visualizing, as much as one possible could, sensitization by writing with felt pen on a sheet of paper or chalk on a black-board, if most of the participants are literate, to introduce photos or audio-tapes, presenting pilot experiences, or to record the discussion and to make the participants listen to their own responses.

7.3. State of progress of the sensitization campaign

The sensitization campaign should start with contacts with the local executives (Delegates, Omdas, socio-collectives structures, locals etc ...) to sensitize them to the cost-effectiveness of the ALP project.

7.3.1. The first sensitization phase

It will be ensured according to a progressive process comprising at least 3 visits on a row, (3 contacts) per group, with each group capable of convening 15 to 30 beneficiaries. These contacts will be interrupted by free spells, of about one week, in order to enhance the in-embryo phase of the sensitization message transmitted and to ensure a kind of feedback to be further examined during the next visits.

During each visit (contact), a certain number of topics will be submitted to be debated with the beneficiaries.

Topics of the first visit

- Drawbacks of the present supply-mode,
- Presentation of the ALP system,
- Drinking-water quality and quantity and other advantages,
- Management principle of an ALP system,
- AIC role, prerogatives, links ALP/AJC,
- Adhesion, participation,
- Supply and payment modes,
- Explanation of the network scope

Topics of the second visit

- Supply mode: BF/support/B. private,
- Costs-recovery mode: lump sum, per consumption,
- Network itinerary: nature and implementation of the distribution points,
- The initiative to submit an application form for the setting-up of an AIC
- Practical modalities and implementation of the management mode (caretaker of the distribution point, recruitment etc ...),
- The commitment to contribute, at a later stage, to the raising of the incidental-expenses fund
- Integrate the specific sensitization needs starting from the socio-economic survey or the preliminary phase of the sensitization work.

Towards the end of the second visit, the sensitization work should have been taken thorough cognizance of the population expectations, articulate then hand them over to the feasibility study to be taken into account;

Topics of the third visit

- presenting the outcome of the feasibility study, of the ALP components, and more particularly the distribution points,
- Investment, cost per inhabitant,

- Operating costs: flat rates, variable rates,
- Water price,
- Define the amount of the incidental-costs funds to be raised among the beneficiaries to ensure the cash-flow balance of the AIC. This contribution being considered as a lost fund and not a prior-to-consumption rate.
- Collecting the commitments relating to the incidental-costs funds,
- Integrate the specific sensitization needs, starting from the socio-economic survey or the preliminary phase of the sensitization work,
- Cooperate with the participants to identify the complementary sensitization needs to be transferred to the second sensitization phase.
- Along with the implementation of the third sensitization phase, the staff in charge of sensitizing are invited to hold a last meeting with the local executives to debrief them of the outcome of the feasibility study.

7.3.2. Last sensitization-phase

It will take into account the conclusions of the first phase, its achievements and drawbacks, and more particularly the complementary sensitization needs that it had depicted and will use the same methodology, in other words, the technical intervention (group-contacts, individual contacts), cover the maximum of space, by intervening at the level of all the places and target a wide range of beneficiaries (men, women, youths, adults).

Yet, the specificity of the second phase is that it provides the sensitization objectives with a more concrete aspect:

- launch AIC, initiate its members to community action and, most of all, to the team-work, urge them to undertake small activities likely to help them up-grade their status and prepare them to run the ALP system,
- monitor the raising of incidental-costs funds.

7.4. Sensitization organization

7.4.1. I-low to structure sensitization action

Sensitizing sociologists are invited to help structure the sensitizing action:

- Individual contacts
- Meetings of rather small groups
- Large meetings for general debriefing

a) Individual contacts (20 to 30 per AEP area)

They are to be centered around two concrete objectives: distribution of the binding contract with the AIC, explanation of the contract's significance, urging for the contribution in the incidental-costs funds and maybe, checking of the beneficiaries lists (number of household members, place of assignment, names transcription, livestock number).

b) Meetings of rather small groups

The number of these meetings is contingent upon the community size. They are subdivided into meetings of:

- Groups of men- household heads: n groups of 15 to 30 participants per ALP community area, (five groups per community of 100 to 150 households)
- Women groups: 2 groups per AEP community-area, at least.

For these two kinds of meetings, the task consists in analyzing the sensitization topics more thoroughly; be they general or specific, being prompted by the dynamic spirit generated by in the group and by involving the beneficiaries in the debate.

These meetings are also used to pin down the mostly-representative elements of the population, the opinion leaders who might play a role at the community level (AIC management, participation with the AIC members in the commitments collecting, in the equipment safeguard and in the perpetuating of the sensitization message in the ALP area).

- Groups of relay-staff: 1 group, at least, per medium or large community.

c) Large meetings for general debriefing

Large meetings for general debriefing purposes should be convened (at least on meeting per ALP area).

Could attend these meetings local executives, keynote people from the community, next to the beneficiary household heads. They will be used to inform the population and prepare them for a more thorough sensitization work, by communicating an ALP general project, its status within the community life, the investments allocated for its achievement, the responsibility of the community as to sponsoring of the project, the AIC as a socio-collective structure of the ALP system, etc ...

7.4.2. Two stages sensitization

Sensitization will be conducted in a differential manner, or at two stages, according to the size of community-area in the service area of water supply system:

a) First level. specimen community

In the specimen communities (number ranging from 100 to 150 households), the sensitization work will be conducted systematically, in such a manner as to cover the overall number of households and 30%, at least of the community women.

Inside these communities, the first sensitization-phase action, deemed to be necessary for a time period of 13 days, spreads as follows:

- 1 day for the first contacts, group organization,
- 1 day for general debriefing
- 9 days for groups sensitization (including women's groups),

- 2 days for individual contacts and the collecting of the commitments to contribute in the incidental-cost funds.

Nevertheless, this sensitization action will be spreading over a six-week period. It will be triggered at least one week before the starting of the topographical works and will be completed with the approval of the feasibility study, whence the need to suspend the sensitization visits by free-time spells lasting approximately of one week, and that are likely to give the sensitization message to be transmitted further chances to be conveyed smoothly.

b)Second level: medium or large community

Inside the medium or large-size communities (comprising 100 to 150 households), it is practically impossible for the sensitization action (phase I), which limited in time, to ensure an overall coverage of the population: it is, therefore, recommended to resort to two different kinds of intervention techniques:

- The technique of the commonplace technique already raised, by setting up, at least five groups of household leaders and two groups of women.
- The pairs technique which consists in choosing, at the community level (socio-economic phase of the survey or preliminary sensitization phase), a number of people ranging from 10 to 15, capable of playing a role of relay-people for the dissemination and perpetuating of the sensitization message at the community level, the distribution and collecting of the commitments with the AIC and the contribution to incidental-cost funds by means of a sensitization action, to be both intensive and targeted, and to be conducted over three visits as well.

Inside these communities, the sensitization work might take, three weeks in all, in other words 13 days within the framework of normal sensitization for the sake of the beneficiaries (the same approach above) and 6 days for the training of the relay staff. It will be spreading over a six-week period and will be following the same rhythm mentioned above. The relay-staff should, under the guidance of the sociologists of the regional unit, CAIC, assure the coverage of the overall population at manage to achieve the objectives fixed during the sensitization campaign.

7.5. Sensitization assessment

The sociologists entrusted with the sensitization campaign are requested to establish:

7.5.1. The minutes (PV) relating to each meeting

Comprising more specifically:

- the place and area covered,
- the beneficiary group and number of the visit,
- the date and time of the meeting,
- the method having led to gather the population,
- the number of beneficiaries attending each meeting (men, women),
- the topics dealt with and the feedback conveyed,
- the main problems raised by the participants,

- the number of contracts collected,
- main conclusions: appraisal of the meeting held: participation and beneficiaries' motivation rate, readiness to contribute in the incidental-cost funds, miscellaneous proposals to be handed over, most likely, to the Administration, etc...

7.5.2. A card for general debriefing for each AEP area

Summarizing:

- the intervention duration.
- the various methods having been used to gather the population.
- the number of meetings held in the ALO area categorized (debriefing meetings, groups of household heads, women, relay-staff).
- the number of participants per sex.
- the effective time-period, imparted for each kind of meeting.
- the main problems faced.
- the number of contracts collected.
- the amount of the incidental-cost fund collected from the participants and the participation rate.
- the general appraisal of the motivation of the population and the future foreseen for the project.
- the problems pending as it has transpired from the first sensitization phase which required a complementary sensitization effort, within the framework of the phase 2 of the sensitization campaign.

7.6. Running and communication technique

Sensitization, which is an integrated action, requires running, organization and communication qualities which could be acquired through learning: nevertheless, in order to succeed in the first sensitization campaigns, it is recommended to:

- organize appropriately the sensitization sessions, by notifying the participants well in advance about the time and the venue of the meeting,

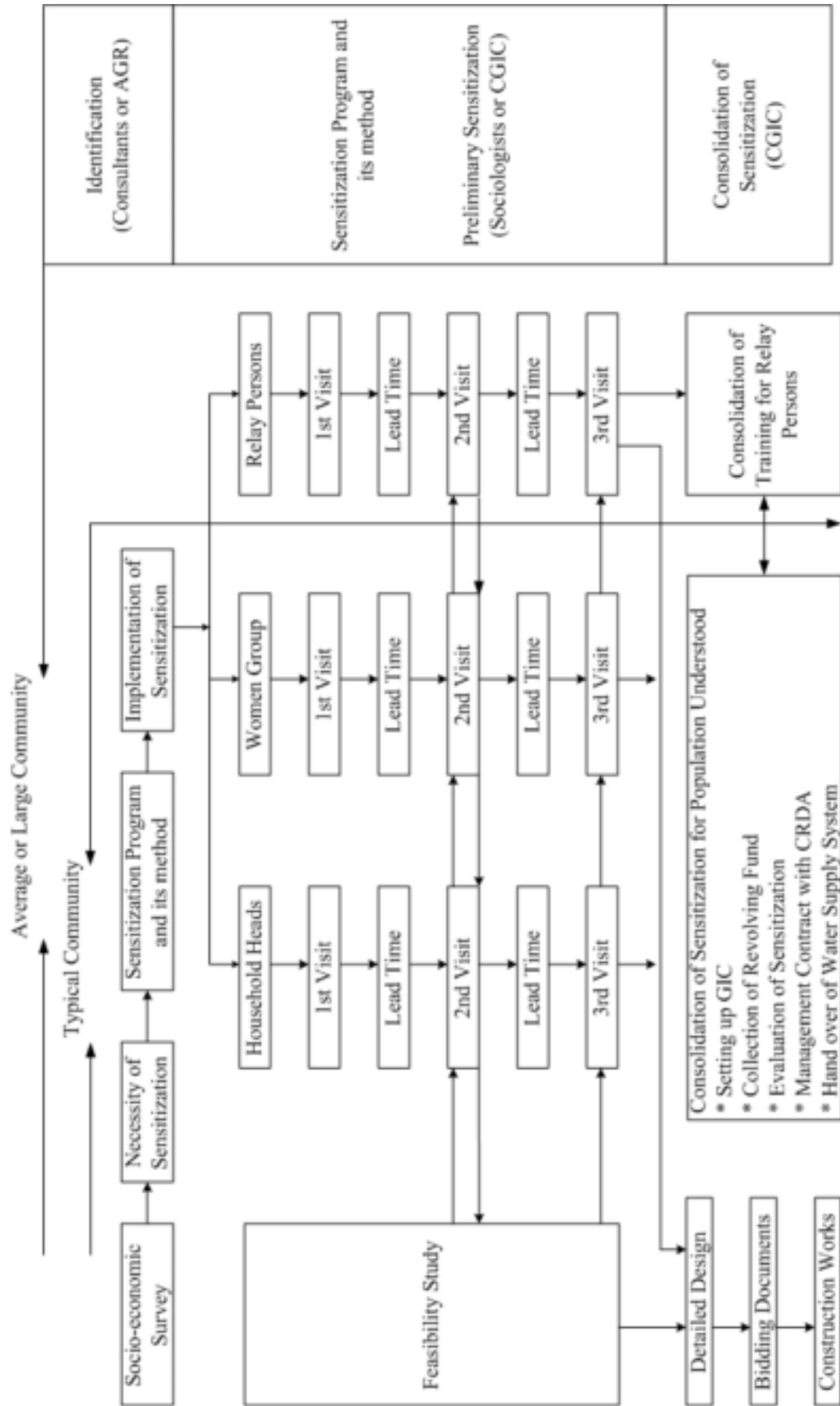
It is recommended at the beginning of the sensitization campaign to get in touch with the local authorities (Delegate, Omda), and the heads of the other socio-collective structures, to make sure of their support to the project, inform of the object of the sensitization campaign, its duration and its itinerary, and to invite them to the general debriefing meeting. The coordination with the beneficiaries within the framework of the rather small groups will be, preferably, conducted with the relay staff-members who will be entrusted with the preparation for the meetings.

- The most recommended premises, due to the lack of wherewithal in the AE areas, could be the classrooms (on Saturdays and Sundays). the premises of the CDR cells, or some homes of some volunteers.
- To pay specific attention to the choice of the time of the meetings: late hours, especially dinner time is to be avoided.
- Make sure to reserve a warm welcome to the participants by making them feel at home and

by allowing human warmth prevail in the discussions, set up a kind of communication room” between the participants and the sensitization actors.

- During the first ten minutes, the sensitization actor could trigger an informal discussion about general topics related to the project.
- Introduce the object of the sensitization campaign, the program of sensitization, the number of sessions, the duration of each session and invite the participants to comment on the questions being dealt with, to avoid the handling of the overall number of topics proposed in one single session. Some leeway for ample haggling should be envisaged in order to insert one or two topics suggested by the group members; in order for this to be achieved, one has to combine the guiding methodology with the semi-guiding method and the open method.
- Involve the participants in the dialogue, for the role of the sensitization actor is not to deliver a speech, but rather to ensure that all the participants are involved in the discussion, that they raise questions, answer their neighbors’ questions et, in the main, to get deeply involved within the sensitization process.
- During the session, one should make sure to silence the chatter-boxes, urge the silent ones to speak their minds, protect the weak people in the group, encourage ideas to intermingle without leading to personal rows, and, at the same time, to avoid the prevailing of any disheartening spirit by thwarting all negative attitudes and to wrap up positively, even if the session has been dominated but somewhat negative statements.
- To attempt, as much as one possibly could, to make sensitization more conspicuous, by resorting to didactic back-up material, by using a felt pen or chalk to write on a blackboard, if most of the attendants are cultivated, by showing some photos or listening to an audio-tape, recording the discussion and make the participants listen to their interventions, etc...
- To use some commonplace communication techniques, and more particularly:
 - To formulate the questions appropriately by making the distinction between yes/no questions and open-ended questions which require lengthy and more elaborate replies,
 - To resort to the reformulation method, in other terms to start from what has been suggested by a participant and reformulate in a different manner, to make sure that message has been conveyed properly. Use, for this purpose, some expressions such as you were talking about???, “in other words...”, “if I got you well, what you wanted to say is...”,
 - To resort to the recapitulation technique during the holding of the meeting, in order to avoid monotony and red-herrings. Recapitulation should aim at helping to combine good ideas, facts, data, to establish a background for the rest of the discussion and ensure that tangible progress has been yielded.
- Among the formulas used for recapitulation :“the key ideas that you have just expressed seem to be the following...”, or “If I got you well, you envisage to examine the situation as follows...”.

7.7 DIAGRAM OF ORGANIZATION AND PROCESS FOR SENSITIZATION



Questionnaire
for the identification of the sensitization needs

Questionnaire N⁰

Name of the project area

Name of the person surveyed

Address:

Province

Imada

Delegation

Place

1. Relation with water

1. Do you have access to SONEDE water?

- 1) yes
- 2) no

2. At what distance?

- 1) 0,5 km
- 3) 1 to 2km
- 2) 0,5 to 1 km
- 4) 3 km or more

3. Where do you presently get your drinking-water supplies?

- 1) Water spring
- 2) drilling
- 3) surface well
- 4) Rainwater Tank
- 5) BF SONEDE
- 6) others

4. How far you are from the closest water-point?

- 1) less than 1km
- 3) 3 km or more
- 2) 1 to 2 km

5. For how long do you have to queue up before you get your turn?

- 1) less than 15 mn
- 2) 15 to 30 mn
- 3) 30 to 60 mn
- 4) 60 mn or more

6. The quantity of water available in your area, is it enough for everybody?

- 1) yes
- 2) no

7. The quantity of water you consume, is it?

- 1) acceptable
- 2) more or less
- 3) non acceptable

8. Who provides you with your supplies?

- 1) by one's own means
- 2) by resorting to a carrier

9. Supply mode?

- 1) In small quantities
- 2) animal-drawn tank
- 3) mechanically-drawn tank

10. Supply frequency?

- 1) everyday
- 2) 2/3 times per week
- 3) one time per week
- 4) others

11. Who carries the water normally?

- 1) men
- 2) women
- 3) children
- 4) one and all
- 5) water vendor
- 6) others

12. What do you use water for?

- 1) drinking
- 2) washing
- 3) animal watering
- 4) irrigation
- 5) industry
- 6) others

13. Do you practice water-storage?

- 1) yes
- 2) no

14. What is your storage capacity?

- 1) 0,5m³
- 2) 0.5 to 1m³
- 3) 2 to 3m³
- 4) 3 to 5m³
- 5) 5m³ or more

15. do you pay for the water you consume?

- 1) yes
- 2) no

16. How do you pay for it?

- 1) annual flat rate
- 2) monthly flat rate
- 3) by big tank
- 4) by m³
- 5) others

17. How do you pay per m3 on average?

18. Water cost: is it?

- 1) reasonable
- 2) high
- 3) too high

19) Do you pay regularly for your water bill?

- 1) yes
- 2) no

20) In general, people in your area, do they pay regularly for their water-bill?

- 1)yes
- 2) no

21) if not, why don't they pay regularly?

- 1) purchase power / poverty
- 2) disorganization / lack of diligence
- 3) others

22) Are there any periods of water shortages?

- 1)yes
- 2) no

2. Data about the AIC.

(questions 23 to 30 should only be raised if an AIC exists. If there is no AIC, move straight away to question 31)

23) Have heard about the AIC?

- 1) yes
- 2) no

24) Do you know the role of the AIC?

- 1) yes
- 2) no

25) Could you briefly tell me about the AIC role?

26) Are you affiliated to this Mc?

- 1) yes
- 2) no

27) How long has it been available?

- 1) it has just been setup
- 2) for over one year now

28) Are you satisfied with the service of this AIC?

- 1) satisfied
- 2) not satisfied

29) Why are you not satisfied?

30) The managers in of your AIC? Are they competent?

- 1) they are all competent
- 2) some of them only are competent
- 3) they are all incompetent

3. Project prospect

31) Do you know that a drinking-water system is to be set up in your area?

- 1) yes
- 2) no

32) This water system, does meet your demands?

- 1) yes
- 2) non

33) If not, why doesn't it meet your demands?

**(If there is no AIC, ask question 34 and the following ones;
if there is an AIC, move on to question 36)**

34) Would you appreciate the advent of an AIC in your area?

- 1) yes
- 2) no

35) If not, why?

36) Are you ready to sign a contract to become a member of the AIC?

- 1) yes
- 2) no

37) Do you know that you have to pay for water consumption?

- 1) yes
- 2) no

38) What delivery service do you prefer?

- 1) BF
- 2) supports
- 3) both together
- 4) private connection
- 5) others

39) How do prefer to pay?.

- 1) monthly flat rate
- 2) annual flat rate
- 3) by consumption

40) What would you consider as reasonable price per m³?

41) If the price is more than 1D per m³, will you still be a member of AIC?

- 1) yes
- 2) no

42) Are ready to contribute in the incidental-cost fund fixed by the AIC?

- 1) yes
- 2) no

43) What is the distance that you consider acceptable to be connected to the water point?

- 1) 100 to 200m
- 2) 300 to 500 m
- 3) 500 to 1000m

44) If the pipes are to cross your field, will you accept that?

- 1) accept without any return
- 2) accept, in return for a compensation
- 3) do not accept
- 4) reticent/not sure/no idea

AIDE MEMOIRE

The manual is a tool to be used for the semi-guiding interview.

The fine-tuning of the manual relies on elements identified by means of the socio-economic study, or the preliminary phase of the sensitization campaign.

The words or topics of the manual are used to help give fresh impetus to the debate if any given subject is believed to be developed enough by the interlocutor or that discussion is impeded by too many red herrings. It helps us to get ready for any unexpected item and to find a moderate solution between the laissez-faire of the non-structured talks and the radical method of the guiding survey.

The manual should neither be read, nor used during the interview, but it should be memorized so that the interview does not become a guiding one.

This is a specimen of a manual:

1. Water resources: available, drinkable, non-drinkable, quantity, frequency of delivery.
2. Water quality: hygiene problems, diseases caused by bad quality of water, kind of diseases, prevalence of these diseases, etc...
3. Attitudes vis-à-vis the new ALP project, expectations, ambitions, assignment of the distribution points, etc...
4. Cost issues, flat rates, variable rates, cost-price, water selling-price, contribution, recovering etc...,
5. Income items: income sources, kind of activities, income segments, etc...
6. Role and status of the woman inside the community: profit and non-profit activities of the woman, involvement in the community decision-taking, attitude vis-à-vis the new ALP system, etc, ..

**CHART OF THE HOLDING
OF THE SEMI-GUIDING INTERVIEW**

TO MEMORIZE THE MANUAL

AND

THE STARTING DIRECTIVE

**CONTACT
SALUTATIONS-DISCUSSION**

TELL THE STARTING DIRECTIVE

ASK FOR PERMISSION TO TAKE NOTES

TAKE NOTES

GIVE FRESH IMPETUS TO THE INTERVIEW TOPIC TAKE NOTES

TAKE THE REFERENCES OF THE INTERLOCUTOR EXPRESS GRATITUDE AND

TAKE LEAVE

**REVIEW THE MANUAL IF NECESSARY
BEFORE THE NEXT INTERVIEW**

COMEBACK ON THE FIELD

TIDY UP THE NOTES TAKEN DOWN

DRAFTING OF THE INTERVIEW CARDS

INTERVIEW FORM

Interview No:	Date:	Interviewer:
Service Area of WSS:		
Governorate:	Delegation:	
Sector:	Locality:	
Interviewee:		
Age:	Sex:	Marital Status:
Educational Level:		Job:
INTERVIEW ANALYSIS		
1. Interview summary		
2. Main remarks or concerns raised by the interlocutor:		
3. Appraisal of the sociologist (keywords highlighted, under-privileged areas noticed, recommendations to submit):		

**TABLE SUMMARIZING
THE SENSITIZATION NEEDS**

Name of the project area:
 Province:..... Delegation:
 Imada:..... Place:

1. RELATIONSHIP WITH WATER

1. Present supply sources

- natural resource %
- Drilling %
- Surface water %
- Rainwater Tank %
- BF SONEDE %
- Others %

2. Distance from the water point

- Less than 1 km %
- 1 to 2km %
- 3 km and more %

3. Waiting time to be supplied

- Less than 15 min. %
- 15 to 30 min. %
- 30 to 60 min. %
- 60 min. or more %

4. The quantity of water available in your area, is enough for everybody?

- Enough %
- Not enough %

5. The quality of the water you consume is:

- Acceptable %
- More or less %
- Not acceptable %

6. Supply means

- By one's own means %
- By water vendor %

7. Supply mode		
- By small quantities	.....	%
- By animal hauling tank	.....	%
- By mechanical hauling tank	.....	%
8. Supply frequency		
- Everyday	.....	%
- 2 to 3 times per week	.....	%
- Once a week	.....	%
- Others	.....	%
9. Who carries water		
- Men	.....	%
- Women	.....	%
- Children	.....	%
- all of above	.....	%
- Water vendors	.....	%
- Others	.....	%
10. Water usage		
- Drinking	.....	%
- Washing	.....	%
- Animal watering	.....	%
- Irrigation	.....	%
- Industrial usage	.....	%
- Others	.....	%
11 .Percentage of water-stocking households	.....	%
12.Percentage of water-purchasing households	.....	%
13. How to pay for water?		
- Monthly flat rate	.....	%
- Annually flat rate	.....	%
- By tank	.....	%
- By m ³	.....	%
- Others	.....	%
14. Average water-rate applied per m³	.....	%
15. Present water-cost		
- Reasonable	.....	%
- High	.....	%
- Too high	.....	%
16. percentage of households paying regularly for their water bill	.....	%

- 17. Problems caused by bad payment**
- Purchase power / Poverty %
 - Disorganization / lack of assiduity %
 - Others %

2. DATA ABOUT THE AIC In case an AIC exists
--

- 18. AIC knowledge**
- Know it %
 - Do not know it %

- 19. Know the role of the AIC**
- Know it %
 - Do not know it %

20. Percentage of household-heads affiliated to AIC (Available) %

- 21. AIC length of service**
- Recent %
 - More than one year %

- 22. Satisfaction with services provided by the AIC**
- Satisfied %
 - Dissatisfied %

23. The reasons of this dissatisfaction %

- 24. Appraisal of the AIC-staff competence**
- All are competent %
 - Some are competent %
 - All are incompetent %

3. PROJECT PROSPECT

25. People aware of the new water-system %

26. People, including the AEP system, meet the demands %

27. People wishing to the AIC to be launched %

28. People intending to sign contracts with AIC %

29. People who are aware that they have to pay for water %

30. Kind of service delivery expected

- BF %
- Potence %
- Both together of above %
- private connection %
- Others %

31. You prefer to pay how

- Monthly flat rate %
- Annual flat rate %
- By consumption %

32. Water cost per m3 deemed reasonable DT

33. Household heads who accept to join the AIC when Water cost exceeds 1 TD %

34. People bound to contribute in the revolving fund %

35. Women' s attitude vis-à-vis the new water-system

- Favorable %
- Not favorable %

36. Distance deemed acceptable to be connected to a water

- 100 to 200m %
- 300 to 500m %
- 500 to 1000m %

37. Attitude of people whose fields are crossed by pipes

- Accept %
- Not accept %

37. Main community leaders

NAMES

GROUP

.....
.....
.....
.....
.....
.....
.....

MINUTES (PV) OF SENSITIZATION MEETING

Name of Service Area of Water Supply System :

Governorate:..... Delegation:

Sector:..... Locality:

1. Type of meeting

- 1) general debriefing 2) household heads 3) Women 4) relay persons

2. Group No.:..... 3. Visit No

4. Meeting date:

5. Time from: until

6. Sociologists	GIC members
.....
.....
.....
.....

7. Local people:
.....
.....

8. Methods to gather people:
.....

9. Meeting place:

10. Number of participants: Men: Women:

11. Topics and subjects raised, along with attitudes:
.....
.....
.....
.....
.....

12. Main problems raised by the participants:

.....
.....
.....
.....

13. Number of contracts collected:

14. Principal conclusions

.....
.....
.....
.....

GENERAL EVALUATION FORM

Service Area of Water Supply System :

Province: **Delegation:** **Sector :**

Period of intervention from : **to :**

Contributors

Names	Status
1.
2.
3.
4.

Local people having attended the meeting:

1.
2.
3.
4.

Meeting Summary

Type of Meeting	No. of Meeting	Total Period	Effective Participants		
			Men	Women	Total
General Information					
Household Heads					
Women					
Relay Persons					
Total					

References on the Relay Persons

First and last names	Age	Status	Educational Level	Group

Results

Group	No. of Households	No. of Commitments collected	No. of Commitments collected	%	%	Amount of the revolving fund collected
	(1)	(2)		(2)/(1)	(3)/(2)	
Total						

Methods used to gather the population

.....

Informative material used

.....

Major problems encountered

.....

Appraisal of the sensitization outcome along with that of the project prospect:

.....

G. SOCIO-ECONOMIC SURVEY MANUAL

REPUBLIC OF TUNISIA
MINISTRY OF AGRICULTURE
GENERAL DEPARTMENT OF AGRICULTURAL ENGINEERING

DRINKING WATER SUPPLY
IN RURAL AREAS

SOCIO-ECONOMIC SURVEY MANUAL

DRAFT

TABLE OF CONTENT

1. PRESENTATION	1
2 OBJECTIVES	1
2.1 COLLECTION OF DATA	1
2.2 IDENTIFICATION OF THE FOCAL POINTS OF SENSITIZATION.....	1
2.3 IDENTIFICATION OF LEADERS	1
2.4 INITIATION OF A DATA BASE	1
3. METHODOLOGY	1
4. FOCAL POINTS IN SENSITIZATION	2
5. SOURCES OF INFORMATION	2
5.1 INDIRECT SOURCES	2
5.2 DIRECT SOURCES	2
6. MATERIAL	3
7. THE DIRECTIVE SURVEY	3
7.1 THE SURVEY	3
7.2 THE QUESTIONNAIRE	3
7.2.1 <i>Zone Questionnaire</i>	4
7.2.2 <i>Accommodation Questionnaire</i>	4
7.2.3 <i>Household Questionnaire</i>	4
7. .4 <i>Household Heads Questionnaire</i>	4
8. THE SEMI DIRECTIVE INTERVIEW	4
8. 1 SEMI-DIRECTIVE INTERVIEW	4
8.2 INSTRUCTION TO START	4
8.3 AIDE-MEMOIRE.....	4
9. COLLECTION AND UTILIZATION OF THE SOCIO-ECONOMIC SURVEY DATA	5
9.1 COLLECTION OF DATA	5
9. 1.1 <i>Office work</i>	5
9.1.2 <i>Field work</i>	5
9.2 DATA ANALYSIS.....	6
9.2.1 <i>The directive survey</i>	6
9.2.2 <i>The semi-directive survey</i>	7
9.3 UTILIZATION OF DATA	7
9.4 DIAGRAM OF THE SOCIO-ECONOMIC SURVEY PROCESS	8

APPENDIX 1	9
QUESTIONNAIRE OF THE DIRECTIVE SURVEY	9
APPENDIX 2:	16
DIAGRAM OF THE PROCESS OF THE SEMI-DIRECTIVE INTERVIEW.....	16
APPENDIX 3:	17
INTERVIEW SHEET	17
APPENDIX 4:	18
TABLE OF RECAPITULATIVE DATA	18
APPENDIX 5:	28
MODEL OF THE STATE OF ANALYSIS	28

1. PRESENTATION

The socio-economic survey aims to provide the maximum of information that can facilitate the execution of the feasibility study.

It is a necessary preamble; it is a filter that allows to decide whether a RWS project must be executed, or postponed to a later date, or was given priority or possibly abandoned.

The socio-economic survey, which is a relatively inexpensive process and not very troublesome allows, when achieved in a consistent way, to optimize the means and the resources and mainly to avoid the unprofitable or inappropriate investments.

Its methodology is very simple, being based on the good judgment, the spirit of organization and support, which are in spite of their sophisticated appearance, of a very practical use.

2. OBJECTIVES

2.1. Collection of information

The collection of exhaustive and reliable information allows to have:

- An exact knowledge of the RWS zone:
 - o the exact number of households and population,
 - o the spatial distribution of the population per locality,
 - o the principal families or tribes in the zone,
 - o the degree of social homogeneity between the members of the community (communicability, solidarity, or on the contrary tribal sensitivities and conflicts)
- The identification of the factors that can positively or negatively influence the RWS project in gestation. In fact, it is a question of knowing the expectations of the population, testing its reactions towards the RWS system, its degree of adhesion and consequently the chances of success of projected RWS system.

2.2 Identification of the focal points in sensitization

Thanks to the socio-economic survey, we can identify the focal points of sensitization for the beneficiary population and the appropriate means and methods of intervention to incite the population to give its opinion on "its" RWS system.

One module should be worked out based on the results of this survey which will be entitled "focal points expressed or felt in sensitization".

2.3 Identification of leaders

In this context, it is necessary to identify the leaders and the people who are exerting a kind of authority within the community, to possibly promote them to the direction of the AIC or to resort to their assistance to diffuse and perpetuate the sensitization message in the community.

2.4 Initiation of a data base

The success of a RWS system or the good operation of an AIC depends also on the economic or socio-economic situation of a population. To know that, it is necessary to initiate, on a regional scale, a socio-economic data base that should be a subject to a permanent actualization work, which can ensure a good understanding of the reality of life of the beneficiary population.

3. METHODOLOGY

The following tasks should be done when carrying out the socio-economic survey:

- Diversify the information sources and confront them with one another to be sure about the objectivity of the data
- Combine the office work with the field work, the quantitative information with the qualitative data
- Combine the method of compilation of service data (indirect method) with the semi-directive interviews and the sample surveys, on the basis of a quite representative sample of the population (direct method).

In this case, based on the beneficiary lists provided to the socio-economist by the qualified regional services, a sample chosen at random, drawn from the 1/3, the 1/5 or the 1/10 of the household heads in the target zones, i.e. at least an average of 20 direct surveys per RWS zone, is necessary to control the reliability of the data coming from indirect sources and also mainly to obtain qualitative data that is not available elsewhere.

4. FOCAL POINTS IN SENSITIZATION

To identify the focal points in sensitization, it is indicated to notice in particular:

- The perception of the population of water problems: available reserves, flow, permanence, unexploited sources, scarcity of water, current expenditure for water, rational management of the new RWS project and the water charge.
- The alternative drinking water sources which are likely to compete with RWS system seasonally or permanently.
- The expectations of the population concerning the way of supply.
- The expectations of the population concerning the recovery method.
- The expectations of the population concerning the quality of water of the projected RWS system.
- The socio-sanitary aspects, the degree of the population's perception of the danger represented by water of bad quality (uncertain alternative water sources)
- The spirit of relying on oneself and the spirit of assistantship, to which point the former and the latter are developed.
- The degree of solidarity at the community level, if there are family or tribal conflicts which could endanger the good management of RWS system.
- The existence of other main reasons of social, cultural or psychological nature which is likely to generate a refusal of the population of the new RWS system or to engender its failure, once it was executed.
- Which position do women occupy in the communal life? Do they participate in the economic life? Are they in charge of the water transportation? To what extent do women participate in the decisions making at the level of the community? To what extent do their attitudes influence the RWS project?

5. SOURCES OF INFORMATION

5.1 INDIRECT SOURCES

The Administration and the specialized engineering departments, whether on a central, regional or a local scale, in particular those concerned with RWS projects, have information of administrative, demographic, economic, agricultural, technical, financial, and medical nature to be used for the objectives of the survey.

5.2 DIRECT SOURCES

The directive surveys and the semi-directive interviews, conducted by the socio-economists among the key persons and the beneficiaries in each RWS zone, based on the quantitative as well as the qualitative information, through various material that must contribute to correct, complete, detail and enrich the data coming from indirect sources.

We mean by quantitative information, the numbers, and the figures and by qualitative data, the attitudes, the behaviors, the expectations, the aspirations...

6. MATERIAL

- Material N 1: service documents and data provided by the indirect sources
- Material N 2: the questionnaire of the individual survey, conducted among a representative sample of household heads (See Appendix N1)
- Material N 3: the aide-mémoire to conduct the semi-directive interview among the key persons of the community, including women*
- Material N 4: a table recapitulating the main data collected by the material N1 and N 2 (See Appendix N4).

7. THE DIRECTIVE SURVEY

7.1 The survey

The survey produces a new dimension for the reflection on the choice of the sensitization topics.

It allows to carry out a good diagnosis of the situation and then to move on to the programming (it is an intermediary between the diagnosis and the programming).

It consists in comprehending closely the expectations (the request) of a target population in order to adjust to it the services (the offer).

It allows to know all the favorable or constraining factors (major resistances) having a repercussion on the decisions that affect the introduction, the adoption or the application of a suggested innovation, here in this case, it is about a new RWS system.

7.2 The questionnaire

The questionnaire of the directive survey allows to check:

- If the names declared in the beneficiary lists really exist,
- If they live in the indicated locality
- If they live there permanently and that they are neither emigrants, nor seasonal workers for long periods in other regions.
- The exact number of people per household.
- The number of livestock per category and per household, etc....

Generally, it allows the control and the actualization of all the quantitative data provided by the indirect sources.

Moreover, it offers the opportunity to process and quantify the qualitative data.

The questionnaire comprises nearly 80 questions; the majority of them are closed questions (they are pre-coded questions) where you need to tick, or to circle the appropriate answer.

Some rare questions are left open for example "can you tell me briefly what is the role of the AIC?" in order to allow the surveyed people to express themselves more freely about some subjects.

Then, the answers obtained will be grouped in standard answers to avoid the scattering and will be codified to prepare them for the statistical processing and analysis.

The questions are based on 4 sub-questionnaires:

7.2.1 Zone Questionnaire

It makes it possible to locate the origin of the surveyed person: governorate, delegation, sector, locality, etc...

7.2.2 Accommodation Questionnaire

It describes the housing conditions: location, equipment and elements of comfort.

7.2.3 Household Questionnaire

It permits to obtain basic administrative and demographic data (addresses, number of the ID card, size of the household, etc...

It is preferable to use the concept of "household" instead of the more common one "family" which causes ambiguity. In fact, the concept family, which is based on blood relationships, is sometimes understood as the extended family, including the ancestors and all the direct and indirect born descendants, even when these latter left the parental house, and sometimes as being the reduced family, including the parents and their children and excluding the other people living with them.

This vague concept is at the same time the origin of overestimation and underestimation of the number of the population.

On the other hand, the concept of "household" is more rigorous and more functional; it is the primary unit used in the general censuses of the population. It means the people who are living together in the same house in a permanent way and eating together, which allows to determine the exact number of population without the variations caused by vague concepts.

7.2.4 Household heads Questionnaire

It is structured in the form of modules (5 in total) allowing to collect a lot of information of socio-economic and socio-sanitary nature necessary for the feasibility study, and information of social, psychological and behavioral nature necessary for the identification of the expectations, knowledge, attitudes and practices needed to program the sensitization activities.

8. SEMI-DIRECTIVE INTERVIEW

8.1 Semi-directive interview

It is a qualitative approach which permits to record facts, identify knowledge, attitudes and practices, to know the expectations, the opinions, and the feelings at the Community level.

It will be carried out based on an instruction of start and the aide-mémoire.

8.2 The instruction of start

It is an introductory word which consists in presenting oneself in front of the interlocutor and to introduce the subject of the interview. Here is a model of an instruction of start:

"Hello, I am working for the services of Agriculture, and if it is not inconvenient, I would like to conduct an interview about the new RWS project which will be carried out in your community, ...

8.3 The Aide-mémoire

The aide-mémoire is one of the semi-directive interview tools.

The development of the aide-mémoire is based on the general topics in sensitization and the needs identified by the socio-economic survey. (Or the preparatory stage of sensitization).

The words or the topics of the aide-mémoire are used for the revival of a subject in case it was insufficiently developed by the interlocutor or it was deviated by the discussion.

It allows not to leave everything at random and to find a middle ground between the lesser-faire of the structured interviews and the rigid method of the directive survey. The aide-mémoire should be neither read nor used during the interview, but it must be remembered so that interview will not be directive.

Here is a model of the aide-mémoire:

- Water resources: available, drinkable, undrinkable, quantity, continuity of supply,
- Water quality, problems of hygiene, diseases associated with water of bad quality, types of diseases, frequency of these diseases, etc...
- Attitudes towards the new RWS project, expectations, aspirations, distribution of the service installations, etc...
- Matters related to the cost, fixed costs, variable costs, cost price, water charge, flat rate, recovery method, etc...
- Elements of income: sources of income, types of activity, income brackets, etc...
- Role and position of women in the community: women's paid and unpaid activities, participation in the decision making of the community, attitude towards the new RWS system, etc...

9. COLLECTION AND UTILIZATION OF THE DATA OF THE SOCIO-ECONOMIC SURVEY

9.1 Collection of data

9.1.1 Office Work

To start by collecting and studying the data and the documents of the indirect sources of information (material N 1). This allows to put oneself in the environment of the RWS system before starting the field work. To this end, establish, on a temporary basis and with the reservation of a subsequent check, one or two tables comprising useful data about the project (number of households of the population, administrative limits of the zone, geographical characteristics, economic activities, etc...

9.1.2 Field Work

Start the field work while using the information brought by the indirect sources and on the basis of the directive survey and semi-directive interview

- * The directive survey will be conducted among the household heads on the basis of the beneficiary lists that are available at the regional services.

Since it is a sample survey, which objectives were above specified and it is not an exhaustive survey, it would be necessary to draw at random, from the beneficiary lists names of household heads, find them and interview them.

Pulling at random will be carried out to the 1/3, the 1/5 or the 1/10, according to the size of the beneficiary list, i.e. it would be necessary to draw one person over three, one person over five or one person over ten, from every beneficiary list.

The number of people to interview per RWS zone should be at least 20 in order to get exploitable and quite significant data.

In a list of 80 households, we will select the 1/3 of people and we interview them. In a list of 100 households, we will select 1/5. From 200 households, we will undertake 1/10.

To avoid any external influence, the selected people will be surveyed individually. We will be present to them the subject of the survey and the importance of their points of view and we will request them to answer the questions.

The questionnaire will last from 10 to 12 minutes.

Based on the experience of conducting the same kind of survey, the questionnaire of:

- * Semi-structured interview will be conducted among 10 to 12 people, recruited in all the project zone and based on their influence and of their representativeness, while including at least two women and covering the maximum of localities to avoid the effect of the group.

The interview is individual. It will be conducted based on the instruction of start and the already mentioned aide-mémoire.

The semi-structured interview will last from 15 to 20 minutes maximum; it will be interrupted by taking notes which will help after that to draw up the interview sheets (See the diagram of the process of the semi-directive interview, Appendix N2).

9.2 DATA ANALYSIS

9.2.1 *The directive survey*

The analysis of the questionnaire of the directive survey is generally carried out by computer, with the help of the system of management of statistical data. Yet, since they are small surveys in with the number of population does not exceed 40 cases and it will be used locally, the analysis can be carried out manually.

It would be necessary to start with:

- number the questionnaires of the survey (for example from 1 to 20), corresponding to the number of the surveyed people.
- establish a state of analysis comprising in a horizontal position the numbers of questionnaires (the surveyed cases) for example from 1 to 20 and in a vertical position, the questions (for example from 1 to 80), according to their numbers, their wording and standard answers.

Then, it would be necessary to note the answers suggested by the surveyed people and to transfer them to the appropriate boxes about the state of analysis (See model of the state of analysis in Appendix n5).

After noting the answers included in the questionnaires, calculate the arithmetic total of the horizontally aligned answers at the level of each question and calculate simple frequencies (rule of 3).

Example: it results from the calculation of the carried out questionnaires that 17 housings are grouped and 3 houses are dispersed, we obtain the following:

$$\frac{17}{20} \times 100 = 85 \% \text{ (rate of agglomeration)}$$

$$\frac{3}{20} \times 100 = 15 \% \text{ (rate of dispersion)}$$

(The number 20 is the total number of the surveyed people).

The obtained frequencies will be registered in the table of recapitulative data, (See Appendix N 4).

9.2.2 *Semi-directive interview*

The utilization of the data of this interview, which is mainly qualitative, is carried out as follows:

- Fill in the interview sheets based on the notes that were taken before, as many sheets as the surveyed cases (See the model of interview sheet in Appendix n3)
- Summarize the sheets while maintaining the subjects, and the key words which are repeated the most. The data of this survey being qualitative, will not be recorded in the table of recapitulative data, but it will be used to clarify more the internal mechanisms of the community, to seize more the specific focal points in sensitization and this through the expectations, the wishes expressed by the surveyed people.

9.3 The utilization of data

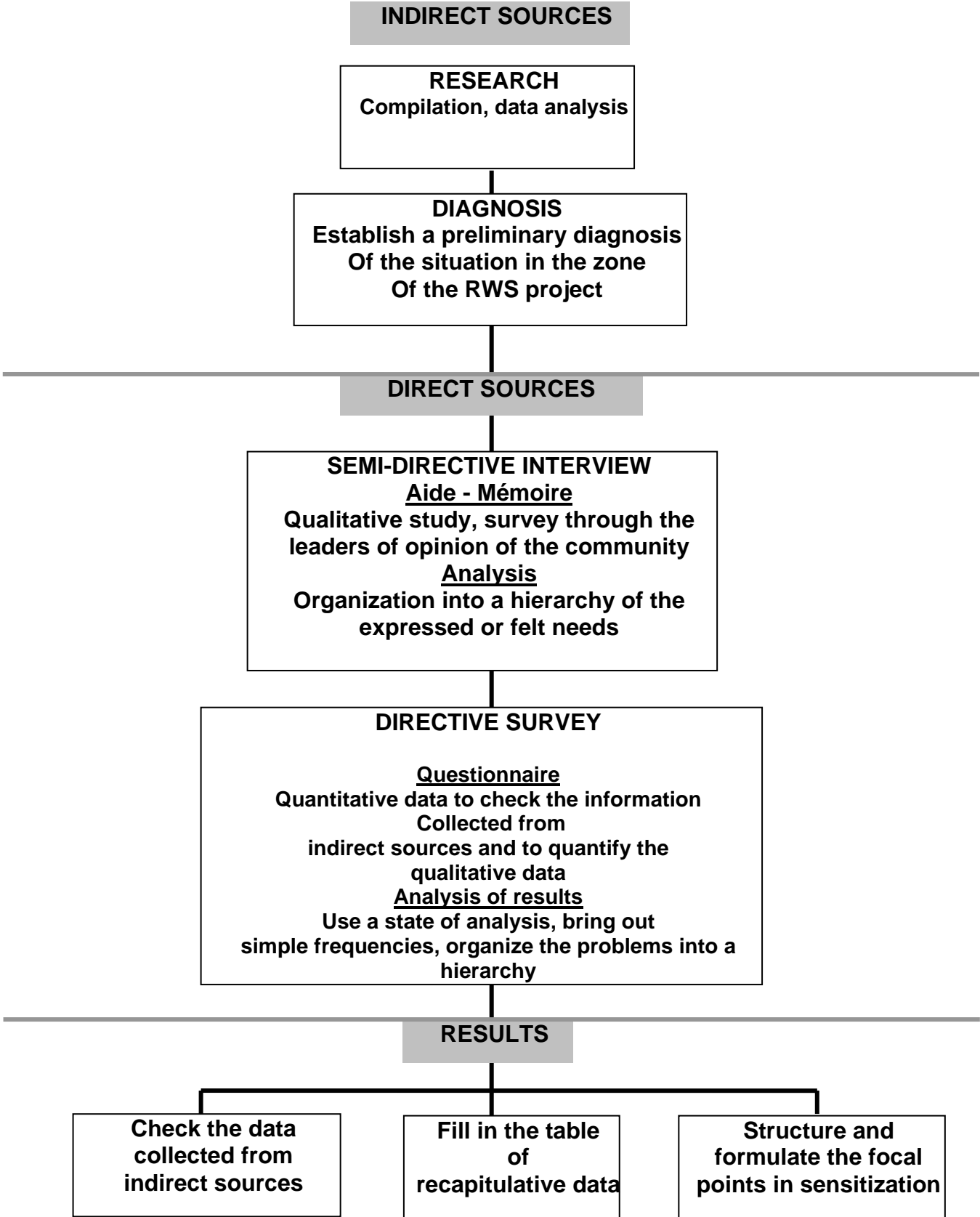
The data summarized in the table of recapitulative data can be used for:

- An objective understanding of the zone of the RWS system, which will be confronted with the data from the indirect sources;
- A structuring and a quantification of specific focal points in sensitization, according to their intensity per RWS zone, and the organization into a hierarchy of these focal points to undertake a well targeted sensitization activity,
- Transfer the thorny problems to the Administration.

Here are some examples of the utilization of data:

- If in a zone, we notice that 70 to 80 % of the population is unaware of the harmful character of the uncertain alternative sources, the section "sanitary education" becomes priority,
- The data about the current sources of supply, the distance covered to fetch water, the waiting time, the water charge practiced, the weight relative to those who transport water, all these data are useful for the sociologist to expose the advantages of the new RWS system,
- A high rate of ignorance of the AIC role, must encourage to develop sensitization about this aspect,
- If it proves that a high rate of the surveyed people show their resistance and refuse to let the pipelines cross their lands, the measures which will be imposed are of a pedagogic nature. (Sensitization increases with the communal and administrative solidarity (notify the regional services of agriculture so that they take the necessary measures on time).

9.4. DIAGRAM OF PROCESS OF THE SOCIO-ECONOMIC SURVEY



QUESTIONNAIRE OF THE DIRECTIVE SURVEY

Questionnaire N°

--	--

I – THE ZONE

Name of the project zone:

GOVERNORATE..... DELEGATION.....

SECTOR..... LOCALITY.....

1. Geographical situation

① *agglomeration*

② *in a state of dispersion*

2. Quality of the building

① *hard material*

② *out of earth*

3. Elements of comfort

	<i>Available</i>	<i>Unavailable</i>
<i>Electricity</i>	①	②
<i>Kitchen</i>	①	②
<i>Toilets</i>	①	②
<i>Refrigerator</i>	①	②
<i>Radio</i>	①	②
<i>T. V</i>	①	②

III- CHARACTERISTICS OF THE HOUSEHOLD DWELLINGS

4. Name of the household head:

5. I.D. N:

6. Address:.....

7. Household size:

--	--

8. The number of couples :

--	--

9. Active members in the household (15-64 years):

10. Number of children from 1 to 14 years in the household:

11. Members of the household in the age of retirement (60 years and more):

IV- QUESTIONNAIRE HOUSEHOLD HEADS

A. SOCIO-ECONOMIC DATA

12. Age of the household head

--	--

13. Education level

- ① *illiterate* ② *primary* ③ *secondary* ④ *others*

14. Professional situation

- ① *exercising an activity* ② *not exercising any activities*

15. Socio professional category

- ① *agricultural laborer/seasonal worker/same category*
 ② *artisan/small shop keeper/same category*
 ③ *small farmer/same category*
 ④ *big land owner/same category*

16. What is your principal source of revenue?

- ① *Agriculture* ② *Industry* ③ *Commerce*
 ④ *Craft industry/small trade* ⑤ *Others*

17. Do you have another source of revenue?

- ① *yes* ② *no*

18. Which one?

- ① *Agriculture* ④ *Craft industry/small trade*
 ② *Industry* ⑤ *Revenue from an immigrating member*
 ③ *Commerce* ⑥ *Others*

19. Do you have a portion of land?

- ① *yes* ② *no*

20. Area of the owned land:

- ① *0 – 0,5 ha* ② *1 – 2 ha* ③ *3 – 5 ha*
 ④ *6 – 9 ha* ⑤ *10 ha and more*

21. What kind of plantation do you grow?

- ① *Large-scale farming* ② *Arboriculture*
 ③ *Track farming* ④ *Others*

22. Do you have a livestock?

- ① *yes* ② *no*

23. Number per type of owned livestock

- ① *Sheep :*
 ② *Goats :*
 ③ *Cattle :*
 ④ *Horses*
 ⑤ *Other :*

24. **Monthly average income (estimation) :**
- ① *less than 100 TD* ③ *150 to 200 TD*
 ② *100 to 150TD* ④ *200 et more than*
25. **Seasonal income coming from harvest:**
 TD
26. **Seasonal income coming from animal breeding:**
 TD
27. **Did you emigrate for a long duration?**
- ① *currently immigrant* ② *emigrated in the past*
 ③ *never emigrated*
28. **Do you carry out a seasonal work in other regions?**
- ① *yes* ② *no*
29. **(If yes) the frequency of being absent**
- ① *once a year* ② *fairly rarely* ③ *quite rarely*
30. **Duration of each absence**
- ① *1 – 3 months* ② *3 – 6 months* ③ *more than 6 months*
31. **Do women participate in the economic activities?**
- ① *yes* ② *no*
32. **What kind of activity do they do?**
- ① *Agriculture* ③ *Craft industry/small trade*
 ② *Industry* ④ *Others*

B. SOCIO-SANITARY DATA

33. **Is there a dispensary in your zone?**
- ① *yes* ② *no*
34. **What is the distance that separates you from the dispensary?**
- ① *less than one km* ② *1 to 2 kms* ③ *3 kms and more*
35. **Does the currently consumed water have harmful effects on health?**
- ① *yes* ② *no* ③ *does not know*
36. **Are there people in your household who caught waterborne diseases?**
- ① *yes* ② *no*
37. **What is the frequency of these affections?**
- ① *Rare* ③ *Very frequent*
 ② *Fairly frequent* ④ *does not know*

51. Which is your storage capacity?
- ① 0,5 m³
 - ② 0,5 to 1 m³
 - ③ 2 to 3 m³
 - ④ 3 to 5 m³
 - ⑤ 5 m³ and more
52. Do you pay your water consumption?
- ① yes
 - ② no
53. How do you pay?
- ① yearly flat rate
 - ② monthly flat rate
 - ③ per cistern
 - ④ per m³
 - ⑤ others
54. How much do you pay on average for the m³ of water?

--	--	--	--

55. Is the water charge?
- ① reasonable
 - ② high
 - ③ very high
56. Do you regularly pay for the water you consume?
- ① yes
 - ② no
 - ③ does not know
57. In general, do people in your zone regularly pay for the water they consume?
- ① yes
 - ② no
58. How do you pay for it?
- ① Purchase capacity/affordability /poverty
 - ② Disorganization/lack of regularity
 - ③ Others
59. Are there any periods of water shortage?
- ① yes
 - ② no

D. DATA ABOUT THE AIC
(In case it exists)

60. Did you speak about the AIC?
- ① yes
 - ② no
61. Do you know the role of the AIC? ¶
- ① yes
 - ② no
62. Can you briefly inform me about the role of the AIC?

.....

.....

63. Did you adhere to this AIC?
- ① yes
 - ② no

64. Since when does it exist?

- ① *it has just been created*
- ② *it was created more than one year ago*

65. Are you satisfied with the services of this AIC?

- ① *yes*
- ② *no*

66. Are the officials of your AIC competent?

- ① *they are all competent*
- ② *only some of them are competent*
- ③ *they are all incompetent*

E. HORIZONS OF THE PROJECT

67. Are you informed that a drinking water system will be executed out in your zone?

- ① *yes*
- ② *no*

68. Does this water system come up to your expectations?

- ① *yes*
- ② *no*

69. If not, why doesn't it come up to your expectations?

.....

.....

F (if there is no AIC in the ZONE)

70. Do you wish that an AIC would be created in your zone ?

- ① *yes*
- ② *no*

71. If not, why?

.....

.....

72. Are you willing to sign a contract of commitment with the AIC?

- ① *yes*
- ② *no*

73. Do you know that you are going to pay for the water you consume?

- ① *yes*
- ② *no*

74. Which mode of supply do you prefer?

- ① *BF*
- ② *Potence*
- ③ *both at the same time*
- ④ *individual connection*

75. What is the recovery method that you prefer? ¶

- ① *monthly flat rate*
- ② *yearly flat rate*
- ③ *commodity charge*

**DIAGRAM OF THE PROCESS
OF THE SEMI DIRECTIVE
INTERVIEW**

**REMINDE THE AIDE-MÉMOIRE
AND
THE INSTRUCTION OF START
CONTACT
GREETING-DISCUSSION
SAY THE INSTRUCTION OF START
ASK FOR THE PERMISSION TO TAKE NOTES
TAKE NOTES
REOPEN THE SUBJECT OF THE INTERVIEW
TAKE NOTES
TAKE THE REFERENCES OF THE INTERLOCUTOR
THANK AND LEAVE
IF NECESSARY REVISE THE AIDE-MÉMOIRE
BEFORE THE NEXT INTERVIEW
RETURN FROM THE FIELD
MAKE A FAIR COPY OF THE NOTES
WRITE THE INTERVIEW SHEETS**

INTERVIEW SHEET

INTERVIEW N:..... DATE:..... NAME OF THE INTERVIEWER:.....

RWS ZONE:.....

GOVERNORATE:DELEGATION :.....

SECTOR :.....LOCALITY :

SURVEYED PERSON:

AGE:..... SEX:..... CIVIL STATUS :.....

EDUCATIONAL LEVEL:ACTIVITY:.....

ANALYSIS OF THE INTERVIEW

1. SUMMARY OF THE INTERVIEW:

.....
.....
.....
.....

2. PRINCIPAL REMARKS OR PROBLEMS RAISED BY THE INTERLOCUTOR:

.....
.....
.....
.....

3. ASSESSMENT OF THE SENSITIZER

(MAINTAINED KEY WORDS, SHADY AREAS OBSERVED, RECOMMENDATIONS TO BE PRESENTED)

.....
.....
.....
.....

TABLE OF RECAPITULATIVE DATA

1. DESCRIPTION OF THE ZONE

Name of the project zone:

GOVERNORATE.....

DELEGATION.....

SECTOR..... NUMBER OF LOCALITIES.....

GEOGRAPHICAL FEATURES OF THE ZONE (administrative limits, relief, nature of soil, pluviometry).

.....

- 1. Number of Dispensaries :
- 2. Number of Schools :
- 3. Number of Mosques :

	Available	Unavailable
4. Rural Telephone	①	②
5. Poste office	①	②
6. STEG network	①	②
7. SONEDE network	①	②
8. Cost of the RWS project (in TD).....		
9. Per capita cost (in TD).....		
10. Length of the network.....		
11. The number of service installations: BF (Communal tap): .....Potence:.....		
Particular connection (BI):.....		

2. DESCRIPTION OF ACCOMMODATIONS

- 12. Numbers of houses
- 13. % agglomerated accommodations
- 14. % dispersed accommodations
- 15. % Accommodations built with hard material
- 16. % Accommodations supplied with STEG
- 17. % Accommodations having a kitchen
- 18. % Accommodations having toilets
- 19. % Accommodations having refrigerators
- 20. % Accommodations having Radio
- 21. % Accommodations having T.V

3. DESCRIPTION OF HOUSEHOLDS

- | | Grouped | Scattered |
|---|---------|-----------|
| 23. Number of households | | |
| 24. Number of population | | |
| 25. Growth rate of the population | | % |
| 26. Rates of dispersion of the houses | | % |
| 27. Repartition of the households and the population/locality | | |

Name of the locality	Number of households		Number of population	
	Group	Scatter	Group	Scatter
.....
.....
.....
.....
.....
.....
.....

28. Number of pupils per school:

<i>Schools</i>	<i>Number of pupils</i>
.....
.....
.....

4. SOCIO-ECONOMIC DATA

29. Number of children from 1 to 14 years	.....
30. Number of the 60 years old people and +	.....
31. Population in the active age (15-64 years)	.....
32. Female population in the active age	.....
33. Educated population	.....
34. General rate of illiteracy%
35. Illiteracy rate among the women%
36. Activity ratio (active Pop /Pop. in the active age)%
37. Ratio of female activity (active. Fem. Pop /Fem. Pop. in the active age)%
38. Socio professional categories	
- <i>agricultural laborer/seasonal/ same category</i>%
- <i>Artisans/small trade/ same category</i>%
- <i>Average farm/same category</i>%
- <i>Large farm/ same category</i>%
- <i>Others</i>%
39. Possession of the agricultural lands	
- <i>Have</i>%
- <i>Do not have</i>%
40. Distribution of the agricultural lands	
- <i>0 - 0,5 ha</i>%
- <i>1 - 2 ha</i>%
- <i>3 - 5 ha</i>%
- <i>6 - 9 ha</i>%
- <i>1 0 ha and more</i>%
41. Practiced cultivations	
- <i>Field crops</i>%
- <i>Arboriculture</i>%
- <i>Market gardening</i>%
- <i>Others</i>%
42. Monthly income brackets (estimate)	
- <i>Less than 100 D</i>%
- <i>100 to 150 D</i>%
- <i>150 to 200 D</i>%
- <i>200 D and more</i>%
43. Possession of livestock	
- <i>Have</i>%
- <i>Do not have</i>%

44. Number of the possessed livestock

- *Sheep*%
- *Goats*%
- *Cattle*%
- *Horses*%
- *Others*%

45. Migratory phenomenon

- *Currently emigrated Population*% total pop
- *Population having emigrated in the pop past*% total pop
- *Population touched by the pop fluctuations*% total pop

4. SOCIO-SANITARY DATA

46. Distribution of households, according to the distance from the dispensary

- *Less than 1 km*%
- *1 to 2 km*%
- *3 km and more*%

47. Uncertain alternative water sources

- *Know*%
- *Do not know*%

48. Proportion of households having caught

- *Diseases associated with water*% total.pop

49. Frequency of diseases associated with water

- *seldom*%
- *fairly frequently*%
- *very frequently*%

6. RELATIONS WITH WATER

50. Access to SONEDE network

- *Have access*%
- *Do not have access*%

51. Distance/SONEDE Network

- *0, 5 km*%
- *0,5 to 1 km*%
- *1 to 2 km*%
- *3 km and +*%

52. Current source of supply	
- <i>Spring</i>%
- <i>Deep well</i>%
- <i>Shallow well</i>%
- <i>Majel</i>%
- <i>BF. SONEDE</i>%
- <i>Others</i>%
53. Distance from the water source	
- <i>Less 1Km</i>%
- <i>1 to 2 km</i>%
- <i>3 km and more</i>%
54. Waiting time to be supply	
- <i>Less than 15 minutes</i>%
- <i>15 to 30 minutes</i>%
- <i>30 to 60 minutes</i>%
- <i>60 min and more</i>%
55. Means of supply	
- <i>by his own means</i>%
- <i>by resorting to the conveyors</i>%
56. Mode of supply	
- <i>small quantities</i>%
- <i>cisterns with animal hauling</i>%
- <i>cisterns with mechanical traction</i>%
56. Frequency of supply	
- <i>Every day</i>%
- <i>2 to 3 times a week</i>%
- <i>Once a week</i>%
- <i>Others</i>%
57. Utilization of water	
- <i>Drinking</i>%
- <i>Washing</i>%
- <i>Irrigation</i>%
- <i>Industrial use</i>%
- <i>Others</i>%
58. Who does usually transport water?	
① <i>men</i> ② <i>women</i>	
③ <i>children</i> ④ <i>some of us</i>	
⑤ <i>water vendors</i> ⑥ <i>Other</i>	
59. Proportion of households which store water%
60. Proportion households which buy water%
61. Recovery method	
- <i>monthly flat rate</i>%
- <i>annual flat rate</i>%
- <i>per big tank</i>%
- <i>per m³</i>%
- <i>Others</i>%

- 62. **Average water charge practiced**
 - *currently per m³*TD
- 63. **The current water charge is:**
 - *reasonable* %
 - *high* %
 - *very high* %
- 64. **Proportion of households which pay regularly**
 - *their water consumption* %
- 65. **Problems related to irregular payment**
 - *purchase capacity/poverty* %
 - *disorganization/lack of regularity* %

7. DONNEES SUR AIC

- 66. **Having an idea about the AIC**
 - *Know* %
 - *Do not know* %
- 67. **Having an idea about the role of the AIC**
 - *Know* %
 - *Do not know* %
- 68. **Satisfaction of the AIC services**
 - *Satisfied* %
 - *Unsatisfied* %
- 69. **Assessment of the competence of the AIC members**
 - *They are all competent* %
 - *Some of them are competent* %
 - *They are all incompetent* %

8. HORIZONS OF THE PROJECT

- 70. **People who are informed about the new RWS system** %
- 71. **People whose RWS system comes up to their expectations** %
- 72. **People hoping for the creation of an AIC in their zone** %
- 73. **People having the intention to sign contracts with the AIC** %
- 74. **People who know that they Have to pay for their consumption** %

- 75. Preferred way of supply**
 - *BF (communal taps)* %
 - *Potences* %
 - *2 at the same time* %
 - *Individual connections* %
 - *Others* %
- 76. Preferred recovery method**
 - *Monthly flat rate* %
 - *Annual flat rate* %
 - *Commodity charge* %
- 77. Price of the m³ of water considered to be reasonable** TD
- 78. People having intention to pay an advance for their consumption** %
- 79. Accepted amount of the advance**
 - *One month* %
 - *Two months* %
 - *Three months and more* %
 - *Others* %
- 80. Women's attitude towards the new RWS system**
 - *Favourable* %
 - *Unfavourable* %
- 81. Distance judged acceptable to join the water source**
 - *100 to 200 m* %
 - *300 to 500 m* %
 - *500 to 1000 m* %
- 82. People attitudes if pipelines will cross their lands**
 - *Accept without compensation* %
 - *Accept with the condition of receiving a compensation* %
 - *Do not accept at all* %
- 83. Principal leaders of the community**

<i>NAMES</i>	<i>FIRST NAMES</i>
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....