

An illustration of a diverse group of people, including men and women of various ages, sitting around a wooden table outdoors under a large tree. They are engaged in a discussion, with some holding papers and others gesturing. The scene is set in a simple, clean style with a white background.

# THE WATER TRUST

## Participatory Vulnerability and Capacity Assessment

November 2020

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# Background information

This field guide is to support the PVCA facilitator during the triggering of communities. It is a guide indicating the sequence of steps and the tools that can be used.

## Basic Traits for a good PVCA Facilitator

- ✓ **Knowledgeable** about the community and the local beliefs
- ✓ **Acceptable** to, and respected by the community
- ✓ **Enthusiastic**, innovative and creative
- ✓ **A spirit of volunteerism** and not driven by material or financial gains
- ✓ **Willing to share information** and knowledge
- ✓ **Ability to communicate clearly** and effectively
- ✓ **Good time management**
- ✓ **Trained in PVCA** and has accompanied and supported successful PVCA exercises previously

## Who is a PVCA Facilitator?

- ✓ **A frontline person** responsible for triggering a community
- ✓ **Follows up and monitors** triggered communities and reports on achievements and challenges
- ✓ **PVCA facilitators could include:** Village Health Teams, Parish Development Committees, Community Facilitators, NGO staff
- ✓ **Community local people who are enthusiastic advocates** may not have the skills to lead a PVCA exercise, but can support them



# What is PVCA?

- **Half-day community exercise to stimulate the community to action:** increase their awareness of their community problems, increase their confidence in addressing the problems, and facilitate the community to develop an action plan that they will lead.
  - **This exercise is not limited to** water, sanitation, and hygiene, but includes it.
  - **Focus on community deliberation and ownership** of collectively changing practices across everyone with a decision taken on behalf of everyone.
  - **Revives traditional social practices of self-help and community cooperation** and creates new examples of social solidarity and cooperation between rich and the poor in improving their community.
- **Discussion is facilitated to discuss the different vulnerabilities** of different people (children, women, people with disabilities, elders, etc.)
  - **Discussion is facilitated to move past sense of lack of financial capacity** to discover physical and human resources they do have to solve problems.
  - **Aims to attract** local leaders, elected people's representatives, the local government and NGOs to help, support, encourage and spread ideas.
  - **The assumption is that** by discussing shared issues as a community and thinking together about their collective capacity, they can find solutions.

# What is the aim of PVCA?

- ✓ **Enable community members to understand the community's biggest problems** and the vulnerabilities of different people (children, women, elders, etc.) to these problems. For example, dirty water most affects young children's health.
- ✓ **Enable community members to understand** their collective financial, natural, and human resources and their own capacity to address their shared problems.
- ✓ **The community develops an action plan** that assigns roles and responsibilities and activities to be done to address the problems.
- ✓ **Natural leaders identified** in the process (to the extent possible.)
- ✓ **Either natural leaders or Village Health Teams** are motivated to take ownership of followup, with the technical support of The Water Trust or District staff.

# Step 1

# Community Resource and Hazard Mapping

The aim of this step is to arrive at a complete map of the village, including all of its natural and physical resources, and to make note of hazards or problems with these resources.

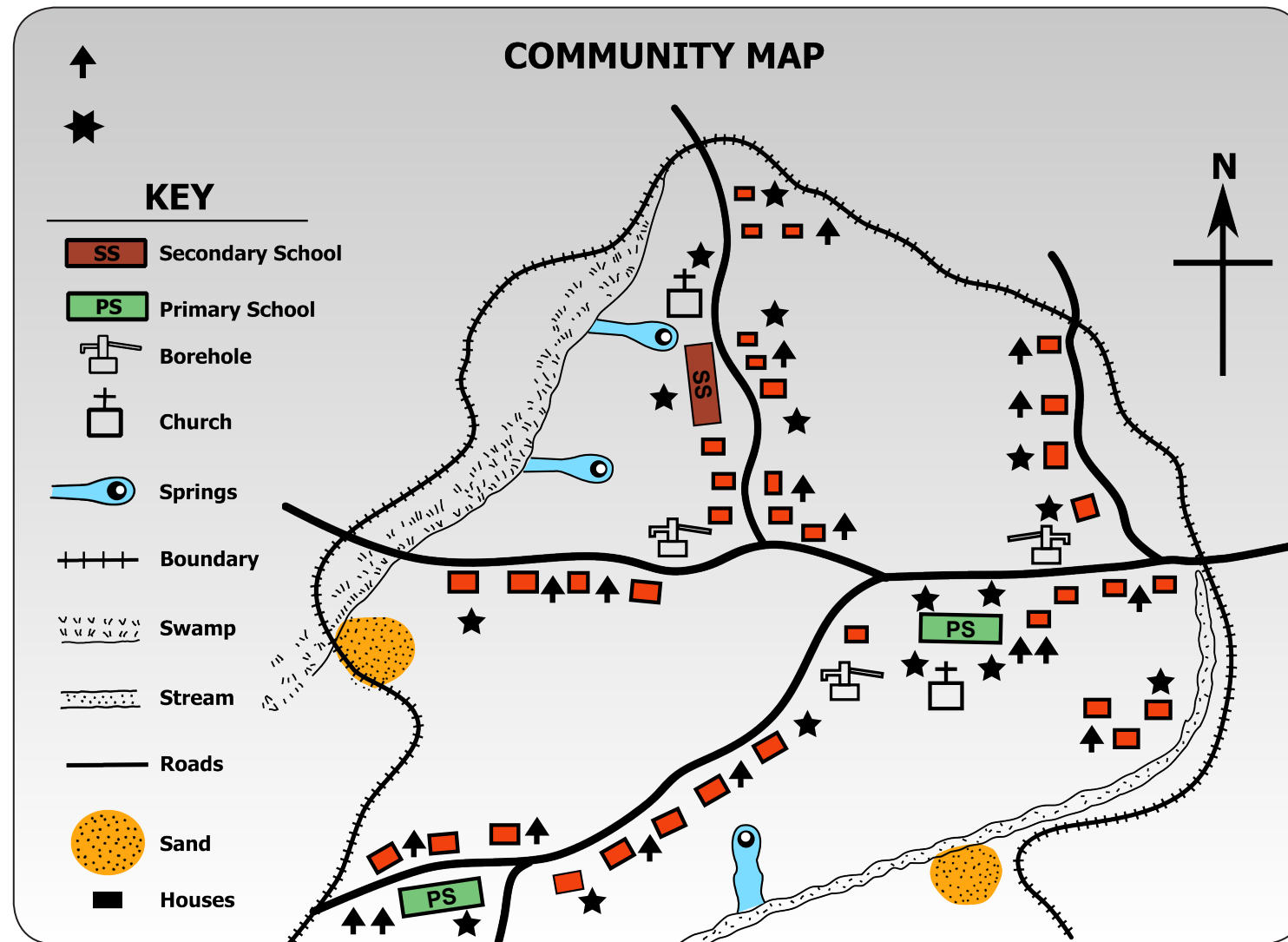
- ✓ **Introduce yourself.** Build rapport and explain you are there to learn about their village so they should feel free to share. Then ask the community to identify one person to lead in the mapping of the area while other community members give their input and views.
- ✓ **Instruct the community** to physically map out their village, and identify their natural and physical resources, including:
  - ➔ Roads
  - ➔ Water points
  - ➔ Schools
  - ➔ Health centers
  - ➔ Forest
  - ➔ Trading centers
  - ➔ Homes (may not map out each individual home but general area identified)
- ✓ **Ensure the map includes hazards as well:**
  - ➔ Open water sources
  - ➔ Non-functional water points
  - ➔ Open defecation
  - ➔ Poor waste disposal
- ✓ **Ask the community where is a gap or a problem in their natural and physical resources.** For example, they may identify there is no water point in one part of their village. Discuss any inequalities in access to resources across the village.
- ✓ **Conclude this step by** summarizing the problems that they have raised so far and thank them for drawing the map.

# Step 1

# Community Resource and Hazard Mapping



People drawing map



Map



# Step 2

# Problem identification

**The aim of this step** is to help the community understand their community's problems, the effects of these problems on the various community members (children, women, men, elders, people with disabilities), and what causes the problems.

- 1 While looking at the map drawn in Step 1**, ask the community what problems are affecting their area. Ensure men and women participate and voice what affects the area from their perspective. Encourage participation, there should be five to 10 problems, and there may be more. Write them down.
- 2 Ask the community what the root causes and effects are of each problem.** Discuss how the effects are different for women, men, children, elders, and people with disabilities. Probe for hidden causes that the community has some control over. See Key Points for more information. Write down the causes and primary effects.
- 3 Probe the community** what it has learned about unexpected causes of some of their problems.

## Key Points

- ☐ **The community will identify** many problems it cannot directly solve. For example, it cannot build a health facility.
- ☐ **Push them to analyze** what the personal effects of this problem are for different people (men, women, children, elders, people with disabilities). For example, malaria or diarrhea.
- ☐ **Probe the community to explore the hidden causes of these effects.** For example, malaria and diarrhea are not being prevented in the first place by hygiene or use of bed nets.



# Step 2

# Problem identification

## Effects

- Children have diarrheal disease
- Women travel long distance
- Men paying high cost of treatment
- Elders and People with disability lack enough water for hygiene

## Problem

Lack of safe water

## Causes

Water points broken down

No money for repairs

People refused to pay because money was mismanaged

No safe way to keep the money.



# Step 3

# Prioritization of the Problems

The aim of this step is to identify the top three problems to evaluate at greater depth.

1

## Initial review:

One-by-one review the problems and discuss how many people are affected and how much it impacts them.

**For example**, if someone said they had no water point, ask how many people live in the area without water and what the impact is on them. Write down for each problem how many people are impacted and whether the impact on them is high, medium, or low.

2

## Prioritize top problems:

Ask the community to prioritize their most important problem.

➔ **Ensure that they take into account** how many people are affected, the impact on them.

➔ **Ensure that problems affecting** women, children, elders, and people with disabilities are considered.

➔ **If not possible to reduce to three**, then proceed to next step and be prepared to more quickly analyze problems that may be of lower importance.

3

## Build agreement on top priority problem to analyze next:

If time allows you can analyze another priority problem afterward.

# Step 3

# Prioritization of the Problems

Problem	# of people affected	Children vulnerability	Women vulnerability	Men vulnerability	People with disabilities and elderly vulnerability	Overall Impact
Well is broken	250 people	High	High	Medium	High	High
Hospital is far and lacks medicine	50 people	High	Medium	Medium	Medium	Medium
Road ruined by rainy reason	250 people	Low	Medium	High	Medium	Medium

# Step 4 Problem Analysis

The aim of this step is to help the community fully understand the different effects and root causes of its top three problems. Take each problem one-by-one, and create the problem tree:

- **Map out effects of the problem:**  
Ask about the different impacts on different people (men, women, children, elders, people with disabilities). Who is mostly affected? Ask how each person is particularly vulnerable to this problem and write down their vulnerability and the impact on their lives.
  - **Probe for root causes of the problem:**  
Ask why the problem exists. Continue to probe for deeper root causes, asking “why” again and again. The aim is to arrive at root causes that are within the control of the community members if this is possible.
  - **Ask how people are dealing with problem:**  
Make note of what capacities and resources they are using right now to deal with the problem. For example, spending money on treatment. This is a resource that can be used. Probe for how sustainable and effective these coping mechanisms are. For example, if boiling water is sustainable, or if children will end up drinking contaminated water and falling sick. Make note of the additional resources and effects that come up in this discussion on the problem tree and capacity map.
- **Ask what resources are required to address the problem:**  
Ask what could solve this problem, and help them understand what resources are actually required to address the problem. Refer to the resource map in this discussion.
  - **Ask the community to review its capacity to address the problem:**  
Ask the community what natural, financial, and human resources they have that could help address this problem. Refer to the resource map as well as what resources they are already using to deal with the problem.
- Repeat this process for each of the three problems,** and then summarize what the community has said about their problems, their effects, their root causes, and their capacity.



# Step 4 Problem Analysis

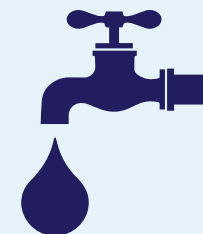
## Effects

- Children have diarrheal disease
- Women travel long distance
- Men paying high cost of treatment
- Elders and People with disability lack enough water for hygiene.

## Resources needed

- Money for immediate repair of broken water point
- Labor for repair
- Self-Help Group management of water fees
- Water and Sanitation Committee maintaining water point

## Community Capacity to Address Problem



### Natural resources:

Water point that can be functional if repaired



### Financial resources:

60 households willing to contribute money if used well

### Resources used to deal with problem

Money spent to collect water at trading post.



### Human resources:

5 community members willing to provide labor and 1 person willing to collect money and contract repairs

## What are the community's capacity gaps?

Technical support to form a self-help group and Water and Sanitation Committee.



## Problem

Lack of safe water

## Causes

Water points broken down

No money for repairs

People refused to pay because money was mismanaged

No safe way to keep the money.

# Step 5

# Community Action Planning

The aim of this step is to produce a clear, time-bound objectives, and planned activities with roles and responsibilities.

- **Review and summarize potential actions** they have raised in their discussion of their problems, their capacities. Restate the benefits of addressing those problems.
  - **Discuss with the community members how they can help elderly people, people with disabilities,** child-led households or other vulnerabilities to improve sanitation, such as form youth groups to build latrines for them.
  - **Ask what actions they are ready to take up to address their problems.** Probe for who is going to lead each action, when will it be done, and discuss how they will get the resources required to get it done. Each problem should have an action or actions to solve it with this detail on who, when, and how it will be done.
- **Support the community in developing the plan but ensure they are the ones writing it.** Then ensure they agree on where the plan and map will be stored and when it will be reviewed or discussed by the community again and when you will do a follow-up visit to see how they are progressing. The aim is that the plan and the map are referenced in the meetings among their village leadership.
  - **Ensure the community members are aware of The Water Trust's planned activities in their community and take that into account.** This is an opportunity to coordinate future work, such as Community Led Total Sanitation, Self-Help Group training, or any other activity.

# Step 5

# Community Action Planning

**Problem :** Lack of safe water

**Objective:** Repair water point and have money safely-managed for future repairs.

Activity	Person responsible	When	Where	Resources
Community meeting	Scovia	8 <sup>th</sup> Feb 2020	LC1 home	Paper and pen
Fee collection	Olive	1 <sup>st</sup> - 3 <sup>rd</sup> March 2020	All households	Paper and pen
Get repair quote and contract repair	WSC chair	5 <sup>th</sup> - 10 <sup>th</sup> March 2020	Water point	User fees
Water point repaired	WSC chair, mechanic	10 <sup>th</sup> - 15 <sup>th</sup> March 2020	Water point	User fees
SHG training	TWT	1 <sup>st</sup> April 2020	LC1 home	Saving kits
WSC training	TWT	1 <sup>st</sup> - 2 <sup>nd</sup> May 2020	LC1 home	Pen and paper

# Followup and Monitoring

The aim of this step is to evaluate whether the community is implementing its plan, whether the plan is having the desired impact, or if there are problems that are not being addressed. If there are problems, the followup should help come up with a better plan.

1

**Review each planned activity and whether it occurred.**

If it occurred, did it have the desired impact. If it did not happen, ask why. The goal is to understand if they are on track with their plan.

2

**Advise on the way forward:**

if there was no implementation of the plan, discuss possible ways forward, such as facilitating an additional community meeting. Try to understand the root causes of the failed implementation and provide advice on how to address these issues. For example, if people were unwilling to give the WSC chair person user fees, discuss if another person would be more trusted to do collect the fees.

3

**Share your observations about the community with local leaders, the community, and The Water Trust team members.**

Ensure you clearly distinguish between communities that (a) have completed their plans, (b) are on track to complete their plans, and (c) communities that are not on track to complete their plans.



# Follow-up and Monitoring



TWT staff person talking with community leaders.

# THE WATER TRUST

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