KEEPING YOUR DRINKING WATER SAFE
WATER AWARENESS AND EDUCATION

Tool for Water Awareness and Education

The Tool for Water Awareness and Education is part of the Keeping Your Drinking Water Safe Community Toolkit developed by Live & Learn Environmental Education. The toolkit is designed to be used by Community Trainers, Health Officers, Community Workers, and Facilitators, to raise awareness about the need to keep water clean and promote responsible attitudes, behaviour and actions to ensure safe and lasting drinking water supplies.

The *Keeping Your Drinking Water Safe Community Toolkit* contains:
- An Introductory Guide containing background information and annexes
- Tool for Conducting a Water Audit
- Tool for Conducting Sanitary Surveys
- Tool on Snapshots to Monitoring Water Sources
- Tool For Water Quality Monitoring Using The Hydrogen-Sulphide (H_2S) Paper-Strip Test
- Tool on Water Awareness and Education
- Tool for Water Management Actions
- Comic and Paper-strip test Instruction Flipchart

WATER AWARENESS AND EDUCATION

Water Awareness and Education

Water awareness and education involves finding out more about the importance of water, understanding our responsibilities and how we look after our water sources, investigating water quality and making decisions.

By being better informed, community members can participate more actively in decisions concerning how their water resources are used and managed.

Water awareness and education can lead to mobilising community actions to improve water resources, health and quality of living.

Why Learn about Water?

It is important to learn about the situation in the community- where the water supply is coming from, how safe it is, how water is being used, how it is being polluted or wasted, and what can be done to prevent water pollution and conserve water.

Water issues affect everyone.

Water is essential for life.

Why Water?

We all use water.

Understanding how water is used and managed leads to better appreciation of this precious resource.

Builds skills such as water monitoring, conservation, leadership, communication...
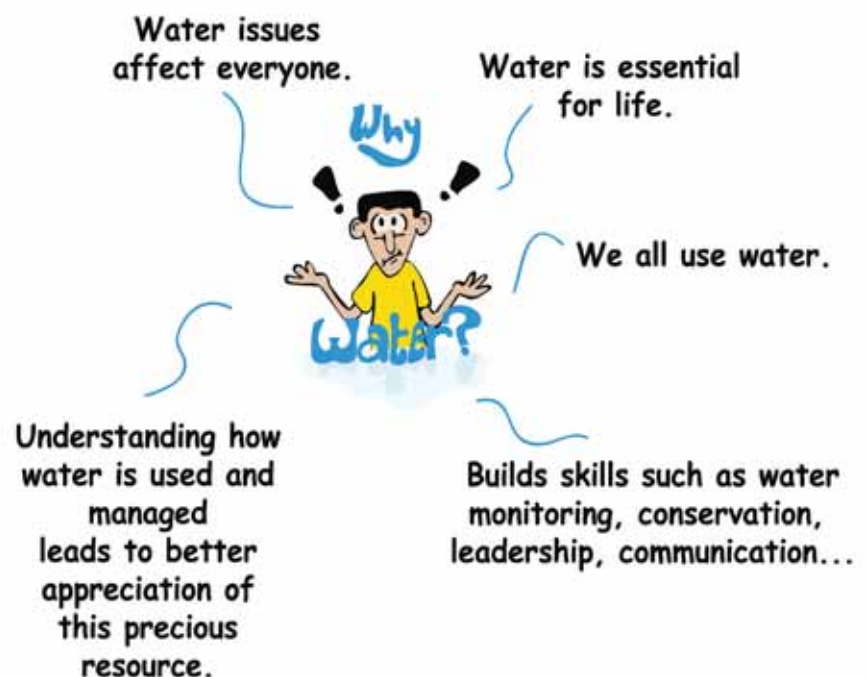
The Water Awareness and Education Activities provided are designed to:

- Promote the sharing and understanding of ideas on the importance of water;
- Examine the relationships between water and health, community, livelihoods and well-being;
- Appreciate the roles and responsibilities we all have towards taking care of our water sources;
- Assist communities to plan for safe water, for better use and management of water sources, and to improve water quality.

The activities may be followed in the order i.e. Activity 1 to 10, to be facilitated during a community workshop or the facilitator may choose the activities that are most relevant to facilitate with participants.

Some Tips for Facilitators

Below are some tips that you could use as the facilitator when you are carrying out the training in the field. To be a good facilitator requires time and experience, and, learning by doing it is the best way.

Some key characteristics of being a good facilitator include:

- Warm personality, with an ability to show acceptance of participants.

- Social skills, with an ability to bring the group together and control it.

- A manner of teaching which generate and uses ideas and skills of participants.

- Organizing ability, so that the resources or venues are booked and workshop or meeting logistics arranged smoothly.

- Skills in noticing and resolving participants' problems.

- Enthusiasm for the subject and being able to put it across in an interesting way.

- Flexibility in responding to participants' changing needs.

- Knowledge of the subject matter.

Here are a few tips for good facilitation!

- Look at the group members; do not stare at your notes or the guide. Make eye contact with the whole group by letting your eyes roam around the room. Call members by their right name.

- Smile – even if you are nervous or uneasy.

- Avoid placing barriers between yourself and your group members. Be open in your posture and sit at the same level as the group members.

- Avoid distracting body movements e.g. don't fiddle with pens or touch your hair. Your audience might focus on these nervous gestures rather than listen to you.

- Speak clearly and do not be afraid of pauses.

- Prepare thoroughly a day before your training to familiarize yourself with the task ahead of you. This might also build your confidence.

- Start talking to group members as they begin to arrive, smile and be relaxed.

- Speak to group members as equals, use the words 'we' or 'our' instead of 'you' or 'your'. For example, 'we have to' and 'our project, rather than 'you have to' and 'your project….'
- Have breaks/ games or energisers when appropriate.
- Pause after your key points to allow the group to absorb them. This is the moment to look carefully at the participants. You will be able to tell whether they have understood you from the expression on their faces and their body language.
- Act a little. In a large group you have to go a long way before you are in danger of going over the top.
- Speak clearly. A clear voice carries further and sound better. It also does not become strained so easily. Sound the words carefully. Do not let them run together.

Source: Live & Learn

"It is important for facilitators to involve all participants in sharing knowledge and experiences. Learning can be good fun!"

Participants at a Community Based Water Quality Monitoring Training for Trainers in the Cook Islands, 2007

Source: Live & Learn

Be sure to ask questions!

This is a very important tool! Effective questioning allows you to involve participants as you critically examine issues. Questions can help you to:

- Test assumptions
- Invite participation
- Gather information
- Promote discussion
- Develop a deeper understanding of what is being discussed

Take Notes!

- Recording what happens during your workshop or meeting is very important as it can help people to stay focused, and it makes it possible for the group to see how its views have developed and to share experiences with other groups.
- Written notes also make it easier to include any initiatives or activities undertaken by the community in a newsletter or on a website and other communities can be aware of activities.
- Keeping notes also shows that the knowledge and experiences of community members is valued.
- Choose a note taker or decide whether one person will take on the job or whether the role will be shared around.
- Notes could cover things such as:
  o What has been discussed/discovered;
  o Key issues/ideas;
  o Points of particular controversy
  o Agreed action outcomes, activities.

And finally, evaluate your progress

- As a facilitator, you need to get feedback about what worked well, what didn't work, any changes that need to be made to the resource materials or facilitation, and extra work that you might need to do.
- You can prepare evaluation forms to be distributed to participants at the end of your workshop.
- Evaluation in communities should be a time for members to look back at what they have achieved and celebrate achievements!

Source: Live & Learn

Source: Live & Learn   5

Watery Thoughts

10-15 Minutes

Purpose: To be aware of the importance of sharing views, thoughts and ideas about water, sanitation and hygiene.

Materials: Paper and pens
Container to represent the *'Fruit Salad Bowl'*

What to do:
1. Hand out a piece of paper to each participant (a small piece is fine!).
2. Read the following question to participants:
   How do you feel, or what do you think about water, sanitation and hygiene?
3. Ask participants to think about the question and to write down their feelings, thoughts, views or ideas on the piece of paper. They can write one word or a sentence and do not need to put their name on the piece of paper.
4. Once participants have finished writing, collect all pieces of paper into the 'Fruit Salad Bowl'.
5. Ask a participant to mix the 'fruit salad'. Pass the bowl around and ask each person to choose one piece of paper.
6. Each participant should then read the sentence aloud to the group.
7. After all participants have read out a sentence, facilitate a discussion with participants regarding their feelings or thoughts about water, sanitation and hygiene. Suggested questions to ask:
   - *What were some interesting thoughts about water, sanitation and hygiene?*
   - *Were the views all similar? Were there some differences?*
   - *Do we all feel or think that water is an important resource and should be protected? Why or why not?*
   - *Why were feelings, thoughts and ideas collected in a 'fruit salad bowl'?*

Note to facilitator:

Make a note of participant responses about water, sanitation and hygiene. Keep this list and review it after some of the training sessions. Have thoughts or feelings changed?

Linking Water Issues

40 Minutes

Purpose: To share knowledge and understanding of the links between water, health and livelihoods.

Materials : Newsprints/ butchers paper, **picture cards** and markers

What to do:

1.   There are **three sets** of picture cards- **A, B and C**- to copy. If you cannot photocopy the cards, then prepare card labels (without the pictures).

2.   Divide participants into three groups and ask each group to identify a leader, a recorder and a note taker for their group.

3.   Distribute the newsprints, markers and one set of picture cards to each group.

4.   Ask groups to discuss the links between the picture cards and prepare stories or a role-play to show the links. *The groups may also decide to arrange the cards in any order depending on their discussions. They may decide to arrange picture cards in a cycle, a series of flow charts or so forth.*

5.   Give each group 10-15 minutes to discuss and present their water links- stories, role-play etc to the rest of the participants.

6.   Once all groups have completed their presentations, facilitate a group discussion. Suggested questions to ask:
   ■   *What were some of the new things you learnt?*
   ■   *Does your community face these problems? Why?*
   ■   *Are members of the community aware of the links between water and their health and livelihoods?*
   ■   *What actions can be taken either individually or as a group to address problems or issues raised?*
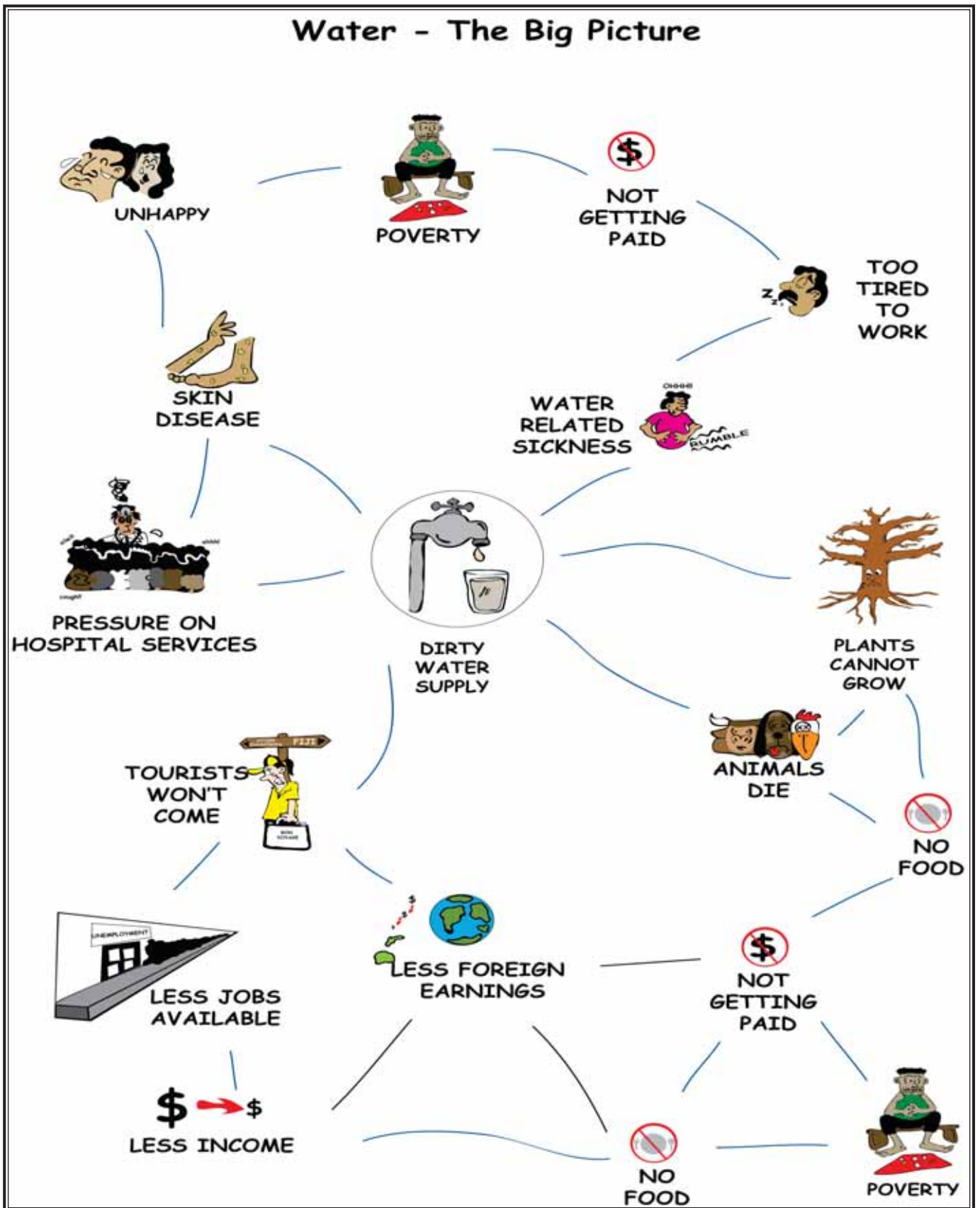
Water The Big Picture!

60 Minutes

Purpose: To build on knowledge and understanding of the links between water, health, communities, economy and the environment.

Materials: Newsprints/ butchers paper, **picture cards** from previous activity and markers

What to do:

1. Form small groups with 5-6 participants per group.

2. Ask groups to choose one of the picture cards from Activity 2. *Each group should be given a different picture card.*

3. Each group should write down their 'problem' (from the picture card they have chosen) in the centre of the newsprint and circle the problem.

4. Ask participants: what are all the things that can happen because of this problem? What does your problem lead to?

5. Write these impacts on the newsprint connecting them with lines going out from the centre (problem).

6. Continue building the bigger picture of the problem showing the further impacts, consequences or effects of the problem on water sources, human health, society, the environment, the economy and so forth.

7. Give groups 20 minutes to complete the activity and then ask each group to present their water connections to the rest of the groups.

8. Facilitate a discussion with participants. Suggested questions to ask:
   - *Were you surprised by the all the consequences or effects of the problems?*
   - *Are water problems only related to the environment?*
   - *Are there any positive effects that can occur as a result of the problems identified? Discuss this further.*
   - *Identify areas where the chain of events or links can be broken. That is, where actions can be done to prevent the problem from 'expanding'.*
   - *What actions have been taken or can be taken in the community to solve these problems?*

Water - The Big Picture

An example of 'Water- The Big Picture' using the picture card 'Dirty Water Supply'. Participants can draw or write effects, or develop stories or role plays.

Water Carrier

15 Minutes

Purpose: To better understand how easily water-borne diseases can be spread.

Materials: Water, clean spray bottle

What to do:

1. Inform participants that the human body is home to all kinds of bacteria. Show participants the **Pathogen Photo-card** provided in the toolkit and discuss some of the different pathogens shown.

2. Some bacteria can be helpful but some can be very harmful. In this activity participants will demonstrate how harmful bacteria such as germs or pathogens are passed along to others through touch.

3. Tell participants that sometimes when people sneeze, they use their hand to cover their mouth.

4. Using a spray bottle, spray water onto your hand to demonstrate how fluid can get onto your hand when sneezing.

5. Use your wet hand to shake hands with a participant. Instruct that participant to shake hands with the next person without drying his/ her hand. Continue this until everyone has shaken hands.

6. How many participants shook a wet hand? What if germs or pathogens were in the sneeze fluids? Facilitate a discussion:
   ■ How are germs spread?
   ■ Water is a main carrier of bacteria and pollutants. Discuss the links between water & human health.

Note to facilitator:

You can also demonstrate how germs can be passed from hand to hand by putting glitter, wet sand or powder on your hand and shaking hands with everyone in the room. How many participants can see glitter, sand or powder on their hand?

Water Sources

Purpose: To understand how water sources can be polluted.

Materials: Newsprints and markers

What to do:

1. Ask participants to identify their various water sources and list the water sources on a newsprint pasted up on the wall.

2. Divide participants into groups and get each group to choose a water source. For example, one group may choose the water tank, while the other group chooses the well.

3. Ask each group to draw or write the name of the chosen water source in the middle of the newsprint. Draw arrows pointing **towards the water source** to show the ways their water source can become contaminated. Label these arrows.

Source: Live & Learn

A group presenting their 'Water Source' diagram

4. Draw arrows pointing *out from the water source* with labels or drawings showing *the results or impacts of drinking contaminated water in their community.*

5. Ask each group to present their drawings to the rest of the group and encourage discussion and questions. Facilitate discussion. Suggested questions to ask:

   - *What are some of the factors that might affect drinking water supplies?*
   - *What are the water-related problems faced by the community?*
   - *How do these problems affect the men, women, children and family? The community?*
   - *Are these problems easily resolved?*
   - *What are some things we can do to address these problems?*

Example of water sources identified during a Community Based Water Quality Monitoring Training for Trainers Workshop in the Cook Islands, October 2007

Water Source	Causes of contamination	Impacts of drinking contaminated water
Piped Water	Aging pipes, leakage, rusting, use of different pipe materials, poor workmanship, lack of maintenance, animal & human activities near water source, flash floods, vegetation & rubbish at water source or intake, pipe intrusion	Stomach cramps, death, typhoid, skin irritations, frustrated people, community disruption, affects education, loss of jobs, lack of hygiene, vomiting, diarrhea
Rain Water	Organic material, rat & bird droppings on roof, wind blown sprays, roofing iron & guttering contaminants, wind blown dust, industrial pollution-smoke & burnt chemical contaminants	Stomach cramps, reduction in income & education, increase in money spent on medical bills, more money spent on bottled water, rash, diarrhea
Bottled Water	Personal hygiene of those handling bottles, refilled bottles not washed properly, water source not protected, competitors disrupting system, treatment system fails	Stomach aches, affect community for example tourism, dysentery, diarrhea, affects business, bankruptcy
Ground Water	Industrial activities & pollutants, Agricultural activities, fertilizers, human wastes, septic tank leakage, solid wastes, dumps, natural geology of area, arsenic concentrations, poor pump maintenance, over-pumping, sea water contamination, wildlife contamination	Sick, diseases such as cholera, diarrhea, death and drop in population, agriculture exhaustion, economic loss in tourism & services, poor education, mutation, loss on increased costs for maintenance
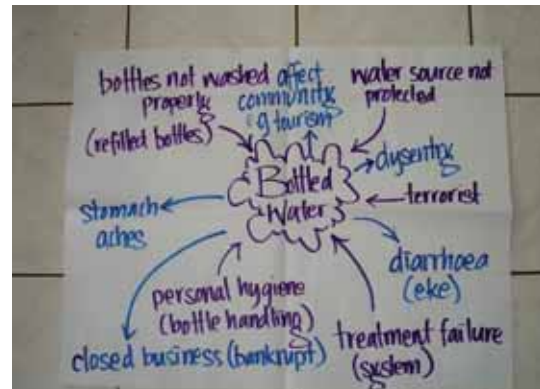
Information in the table above gathered from the diagrams produced by each group

Source: Live & Learn

Water Roles

Purpose: To explore and understand the problems experienced by different groups in the community in relation to water.

Materials: Fact sheet, case study card, newsprint and markers

What to do:

1. Divide participants into three groups- men, women and youth.

2. Distribute newsprint and marker pens to each group. Ask the group to draw the picture of a man, woman or youth (according to their group) on the lower left-hand corner of the newsprint. For example, the women's group will draw a woman.

3. Draw a balloon coming out from the picture and write in it a problem faced by the group regarding water.

4. Draw more balloons coming out from the first balloon, and each balloon after to show the impacts or effects of each problem shown.

5. After creating a whole chain of balloons, get each group to present the problems they face regarding water in the community.

6. Facilitate a discussion with suggested questions:
   - *What were some of the issues raised?*
   - *Did all groups face the same problems? Why or why not?*
   - *Is there a group that faced the most problems regarding water? Why is this so and can it be changed?*
   - *Can the groups identify a link in their chain of balloons where the problem can be stopped?*
   - *Can participants relate lessons learnt in this activity to everyday life in the community? Discuss roles and responsibilities in communities.*
   - *How can we all contribute to sharing and accessing water fairly?*

Note to facilitator:

o   This activity examines how different things are connected and gives a good overview of the consequences of one problem on other sectors of society and actions for change.

o   Issues related to limited and poor quality water are identified as well as connections with other community problems.

o   Actions and decisions for ensuring good water access are listed.

o   Areas for involvement of women in water decision-making are highlighted.

Source: Live & Learn

Example of 'Water Roles' as drawn by a Women's group in Fiji

# Water Responsibility
(Sum of the Parts. Used with permission)

Purpose: To appreciate the role we all need to play to develop responsible use of our water resources.

Materials: Newsprints or butcher's paper; drawing pens and pencils, items that represent wastes or pollutants such as stones, soil, leaves, screwed-up papers.

What to do:

1. You will need to prepare for this activity before the training session.

2. Using a blue marker, draw a river on newsprint or poster cardboard as shown below.

3. Each section of the newsprint should include a bit of river and blank space for riverfront property.

4. Put a number on the left hand top corner of each newsprint as shown below. You should be able to place each numbered newsprint next to the other to form one river.
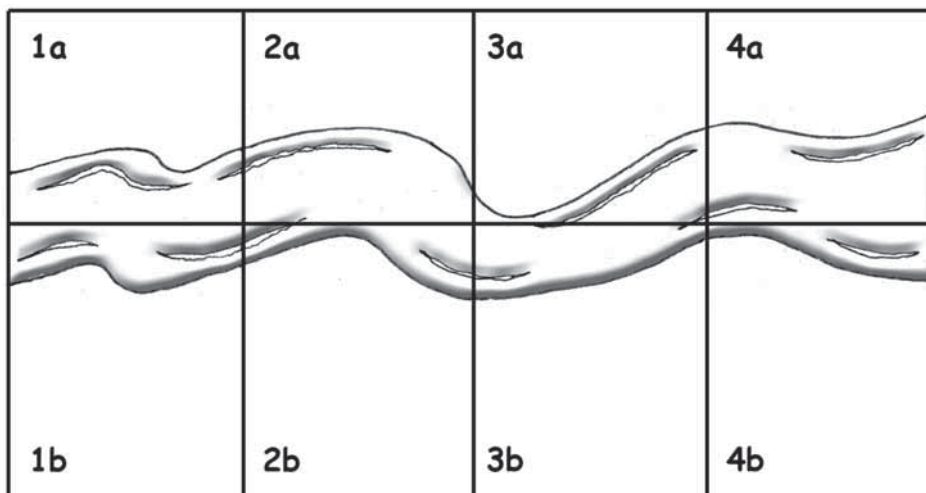
Put the newsprints together and draw the river. Each piece is riverfront property. Mark the corner of each newsprint as shown. Participants should not easily notice the numbers.

5. Next, collect materials to take to the workshop or learning session. You will use these materials to represent pollutants in the river.

6. Divide the participants into 4 to 8 groups depending on the number of participants you have.

7.   Give one newsprint to each group. Inform the participants that they have just been given a piece of riverfront property. How will they use it? What will they do? Group members need to discuss how they will share and develop their riverfront property and draw this on the newsprint. *The blue is water and the blank space is the land they own.*

8.   Once groups have finished, ask them to look in the upper left hand corner of their property for a number. Explain that these properties are situated along the same river.

9.   Starting with number 1a, ask participants to join their newsprints together. Get each group to stand next to their properties and describe how they have developed their land and how they will use the water.

10.   Once groups have presented ask each group to identify any of the actions that added pollutants or wastes to the river.

11.   Give groups 'pollutants' (small coloured cards, pencils, erasers, buttons etc) to add to the river to represent any wastes that come from their property. *Groups that add a lot of pollution to the river should be given a lot of items.*

12.   After all groups have presented, ask group 1 to move their pollutants downstream to group 2. Group 2 then moves all the pollutants down to group 3 (downstream) and so on, until pollutants reach the group at the end of the river.

13.   After all the items have reached the final group, discuss the activity:
   - *What happened?*
   - *Discuss the relationship between upstream and downstream water users. What actions upstream affect downstream water users?*
   - *What are some effects of polluting our water resources? What would happen if we continue to pollute or negatively affect our water resources?*
   - *Discuss practical ways of solving water issues.*
   - *What are the best plans or practices that could be taken to prevent waterways from pollution and degradation? What can we do to take care of our water resources?*

Water for Life

Purpose: To identify necessary support mechanisms, actions and benefits for better water management and water quality monitoring in communities.

Materials: Newsprints, marker pens, paper leaves, fruits & roots *(cut out enough leaves, fruits and roots before the workshop/ learning session).*

What to do:

1. Draw the outline of a tree on newsprint and pin up on the blackboard or wall. Inform participants that in groups, they will be nurturing/building the community 'Water for Life Tree'.

2. Divide participants into small groups and give **each group 4 leaves, 2 fruits and 2 roots.** *(If they need more, they can collect extras from facilitators).*

3. Instruct participants to think about the **appropriate actions** they could implement in communities to improve water use and management, and mobilise community water monitoring. They should write these actions on the **leaves.**

4. Ask each group to come up and paste their leaves on the newsprint – they should read this out to everyone.

5. Ask participants to then discuss the **types of support** that will be needed to ensure that these actions are successful. They should write their responses on the **roots.** Attach these to the tree. (Read out first).

6. Ask participants to discuss the **benefits** of better water use and management, and of community water monitoring.
What would some of the benefits be? To the community? The nation? To individuals? To the environment?
They should write their responses on the **fruit** cards. Paste these on the tree. (Read out first).

7. Referring to the completed 'Water for Life Tree', facilitate a group discussion. Suggested questions to ask:

- *How does the support that is received, guide the specific actions and activities that have been identified?*
- *Why are roots important? What is the function of roots? What will happen to the tree if you remove the roots?*
- *Using this as an example, what would happen if the things (approaches & structures) needed to carry out the actions and activities in communities are removed?*
- *Why are the benefits represented as fruits of the tree?*
- *Are there any specific actions that have been listed, that will be hard or challenging to do? Why? What can you do about it?*
- *Who should be in charge of nurturing this "Water for Life Tree"?*

Community Comment: *"...this activity is simple and effective! Very good to use for planning!"*

An example of a 'Water for Life Tree' shown below. The tree was developed at a training workshop to identify necessary support mechanisms, appropriate actions or activities and benefits of water quality monitoring in communities.
Responses from the tree are presented in the table on the right.

Source: Live & Learn, 2007

Source: Live & Learn

Tree Part	Group Responses
Leaves	Establish Water Committees & set responsibilities; Identify individuals in communities & conduct training; Collecting, recording & analyzing of water quality data; Presentation & sharing of analysed data to communities; Coordinate proposed activities; Drama; Awareness on TV & radio; Review & evaluate all activities
Roots	Financial Support from government & donor agencies; support from schools, government -National Environment Services, Ministry of Works, Department of Water Works, Ministry of Health & Ministry of Education, NGO's, business houses; Test kit supplies & equipment; Awareness support from government agencies & NGO's & Civil Society Organisation's (eg; Red Cross), Community leaders support;
Fruits	Less pollution; Monetary benefits to communities & nation; A sense of community belonging; Healthy families & community; Better quality of life: Less medical/health bills; Communities taking ownership and responsibility for their own water supply; A sense of empowerment; Role model to other nations; Regular water supply at all times; Practice conservation; Tourism boost; Cleaner environment; Better & improved agricultural produce; Healthier nation.

Water & Community

Purpose: Explore the advantages of communities taking ownership of problems and participating in finding their own solutions

Materials: Nil

What to do:

1.   Ask the participants to stand in a circle, each person holding the hand of the person standing next to them.

2.   Explain to the group that:
       "everyone in the circle is a member of the same community. This is shown by community members holding hands- this is a rule, and you are not allowed to let go of the hands of the people standing next to you."

> *Before you begin this activity, you should be aware of traditional protocol and sensitivities. The activity can be conducted with certain members of the group such as elders, chief etc playing the role of observers. Invite them to comment after the activity.*

3.   Ask the group to nominate a person who is **a good 'problem solver'** and have this person leave the circle and to go to a place (e.g. outside the room) where they cannot see the group.

4.   Instruct the group to create a 'knot' of people. This must be achieved without releasing hands (this is very important). For example, people can go under someone else's arms, twist or turn around to 'tie the knot'. They should not release each other's hands while doing this.

5.   When the 'community knot' is completed, invite the 'problem solver' back into the room.

6.   Tell the 'problem solver' that: *"This community has a big problem – as you can see they are really tied up in a big knot. The task of the problem- solver is to solve this problem for the community. You must untangle the knot by telling them what to do. You cannot ask them for advice, physically touch anyone and they are not allowed to let go of the next person's hand. You must solve the problem as quickly as you can."*

7.   Allow the problem solver 5 minutes to solve the problem. If the problem solver finds it too difficult to untie the knot, give him or her the option to give up.

8.   Facilitate a discussion with the participants: Ask the group and problem solver: *Was it easy or difficult to solve the problem? Explain answers. How well did the problem solver understand the problem? Have you ever been in a situation where an 'outsider' has tried to solve a community problem? What happened?*

9.   Now repeat the exercise by asking the community to make the same knot again. This time include the 'problem solver' in the knot as a member of the community.

10.   Tell the group that they must solve the problem by themselves, with everyone's participation. When the group is ready tell them to untangle themselves as quickly as possible (they should not let go of each other's hands).

11.   Facilitate a discussion with the participants: Ask the group:
- *Was it easy or difficult to solve the problem. Explain answers.*
- *How well did the group understand the problem, and how did they participate to solve it?*
- *What are the advantages of solving a problem from within the community?*
- *What are the advantages of community participation?*
- *How can we relate this activity to our community water resources?*

Source: Live & Learn

Making a Difference

Purpose: To identify community water problems, identify causes, potential solutions, plan for action and keep track of changes.

Materials: Newsprints, marker pens, coloured cards

What to do:

1.   After the groups have tested their drinking water they may want to develop an action plan to regularly monitor their water supply or to address their water issues.

2.   The group can develop a work plan- this examines the issues, the effects, the causes, potential solutions, people responsible and proposed time when changes should take place. Draw a work plan table for the group using the example given below.

3.   Distribute the tasks to be done amongst group members. Give out coloured card and write the name of the person responsible in the top left hand corner of the card or notepaper.

4.   Give each task a deadline and stick the card onto the work plan or a calendar outline.

EXAMPLE WORK PLAN

PROBLEM	CAUSES	ACTIONS & RESPONSIBILITIES	WHEN TO TAKE ACTION	GOALS
Dirty Drinking water especially from the well and rainwater tank	**Tank:** -Dead leaves and debris from the gutter. -No sieve on the mouth of the tank -Tanks are not washed regularly - **Well:** -Well not covered -People throwing their rubbish in the well -Cracks on the wall of the well	Set up a regular water monitoring group to ensure the following is done: ° Gutters cleaned; ° netting placed on mouth of the tank; ° drainage system under the tap of the tank cleared; ° cover for well provided ° cracks on wall repaired; ° develop plan for water monitoring and maintenance;	Plan of Action to be taken up during the Bose ni Koro and Bose ni Tikina 04/07/05	Decrease in the number of water related diseases
Leaking Pipe	-Damage tap and pipe	Repair pipe and change the tap	July	No more leaks

Note to facilitator:

- *Have regular meetings to review your work plan and fill in any missing tasks that come to mind – write a new action card for each additional task and place on the planning calendar.*
- *Review progress, as a group, on a regular basis. Cross out each accomplished task with a bold red line. Replace action cards and give a new date if behind schedule.*
- *Celebrate every small task when it gets done!*

Example: Community in Action!

The people of Naganivatu, a village community in Fiji, have been working to make a difference to their community water supply.

The dam where they access their water from is very muddy and open. Members of the community started cleaning out the mud from the dam- in some places, the mud had settled to a depth of over 1 metre. Cleaning out the dam has become a regular task.

The Headman of Naganivatu Village records all the work that the community members do together. The community members believe that their collaborative effort will help them improve their community water supply.

Community comment:

'Now we know that the solution is in our hands. It is a matter of us villagers working together in unity in trying to solve this major problem. If we work together, everything we do will be made easier'

Source: Live & Learn

Source: Live & Learn

Working together to clean up the dam in Naganivatu.

Source: Live & Learn

Wire meshing and broken pipes need to be replaced to improve the community's water supply and water quality.

Source: Live & Learn

Note Taking

Note Taking