WIN-SA
WATER INFORMATION NETWORK
- SOUTH AFRICA -

"Making knowlege work for us"

LESSON SERIES
September 2013

Understanding Household Water Practices Using Ethnographic Research Methods

WATER RESEARCH COMMISSION

ACKNOWLEDGEMENT

This lesson is compiled from the Water Research Commission Report: **K5/1990//3: Ethnographic Research Methods to Better Understand Household Water Practices,** authored by Iske van den Berg & Sarah Slabbert.

TABLE OF CONTENTS

1 BACKGROUND TO THE STUDY

In his 2009 State of the Nation address, President Jacob Zuma emphasised that the fight against poverty remains the cornerstone of his government's focus. As long as communities are without clean water, proper sanitation and decent shelter the government would continue to engage in the battle against poverty. Rural development was stressed and an aim was set to provide universal access to basic water by 2014. Furthermore the president urged the rural communities of South Africa to tell the government about their basic needs.

It is, for several valid reasons, a challenge to obtain valid reliable data from rural populations. Research instruments are often not suitable for use amongst rural communities because of their design. The problem with data collection may be further impaired by the fact that many rural people are functionally illiterate. Open communication and the collection of data may be seriously impaired, critical information or detail may be overlooked leading to outcomes being either superficial or incomplete in nature.

A critical gap exists in South Africa regarding the status quo of water supply and use in rural communities, whether they are served by a local authority or not. Information surrounding challenges, availability, supply or lack of supply, water scarcity, management in times of draught and other water related is issues are largely absent. This lack of information leads imminently to an inability by the incumbent powers to address problems.

A Water Research Commission (WRC) study has been undertaken, aimed at testing the viability of an ethnographic participative technique or ethno-visual tool, i.e. the use of a video camera, to do research about water related issues in rural communities. In addition, the tool could inform communication and education campaigns aimed at effective water management. Due to the nature of exploratory research, it was predicted that other unexpected outcomes could present themselves. The study was also a response to the call in developmental discourse that indigenous household water practices and innovations should be taken into consideration in development interventions and solutions for rural water problems.

The study had two primary objectives:

- to gain an in-depth qualitative understanding of water management practices in deep rural South Africa, (including innovative management arrangements at family and neighbourhood level from the perspective of rural people); and
- to test the suitability and effectiveness of the ethno-visual tool supported by interviews and interaction with the community, as a research methodology and approach in determining honest and accurate information to guide and support future strategies and development.

USE OF THE ETHNO-VISUAL TOOL IN THE STUDY

This study was a response to the call in development discourse that indigenous household water practices and innovations should be taken into consideration in development interventions and solutions for rural water problems.

For a study that aims to reveal household practices and not to change them, participatory video in the ethnographic tradition seems to be the most appropriate research tool. Furthermore, participatory ethnographic video has not been used in South Africa for this purpose.

This study followed on the tradition of participatory ethnographic film, in other words, it aimed to give a non-interventionist view of rural water practices. We argue that the aim of this study is to learn from rural water practices; therefore the study did not explore the necessity for, or the value of, change in the researched community. Any action for change that is initiated by the research will need to come from the community itself or from the institution that interprets the video for that purpose.

The study merely gave a visual tool to a rural community to capture, analyse, interpret and present their household water practices from their own perspectives. Community analysis and interpretation will also be filmed and included in the final video products.

The subjective perspective of the insiders was be complemented with the subjective perspective of an outsider researcher. This will be done with a video on local water and sanitation practices from the subjective perspective of the outsider researcher.

The community got the opportunity to interrogate, analyse and interpret the outsider perspective against their own perspectives. As such, the insider (households) and the outsider perspectives can generate debate and learning about their own practices.

The research design included training of community members in filming and editing techniques. This capacity building could be used to establish a small business in the community.

Participatory ethnographic film has not been used in South Africa in water research. The specific methodology of complementing insider perspectives with an outsider perspective is also new, as far as could be established, in ethnographic research.

2 PHASES OF THE SYUDY AND THE STUDY AREA IN CONTEXT

The study was undertaken in the following phases:

Phase 1: - The literature review

Phase 2: - Selection of a community, with the following selection criteria applied:

- Accessibility (a rural community was selected where people were amenable);
- Water challenges;
- For the researched households the following selection criteria were applied:
- Access (willingness to participate and a person who could be trained in filming techniques);
- Different generations (babies, children and grandparents); and
- Similar household income.

Phase 3 - First visit

- Contact with traditional leaders and community structures to get their permission and buy-in was established;
- A meeting with the community was held to inform them of the research project;
- Contact with the municipality was established and get their buy- in.
- Information from the IDP and WSDP on the community and its water situation were sourced;
- The research design and schedule were finalised; and
- The two research households for the pilot study and community producer(s) were selected.

Phase 4: - Production of participatory films

- During the pilot phase of the research the following steps were followed:
  - Local participation was solicited:
  - Local manager was briefed about responsibilities;
  - Camera operator was trained; and
  - Residents were recruited to be filmed.
- Filming took place;
- Tapes were digitized and viewed;
- Further training was provided to the camera operator regarding:
  - Use of the camera;
  - Appropriate content to film.
- Pilot phase editing was done; and
- Rough cut film material was shown to those involved in the project to confirm validity of the content. Discussion was encouraged at this phase.

The filming of the final project was conducted as follows:

- Recruitment of ten more households to be filmed was done;
- Two more camera operators were recruited and trained;
- A moderator to lead discussions in the local language, Sepedi, was recruited and trained;
- A local person to take on the tasks of editing and directing the footage was recruited and trained;
- An experienced director /editor to oversee the editing process was appointed;
- Rough cuts of households were completed and respondents viewed these two at a time, i.e. one whose household was on the footage and another who was from another area in the same village.

Phase 5: - Produce outsider film

Members of the research team visited the researched households, conducted interviews with members and took film footage. The footage was edited into a short film.

Phase 6: - Community screening

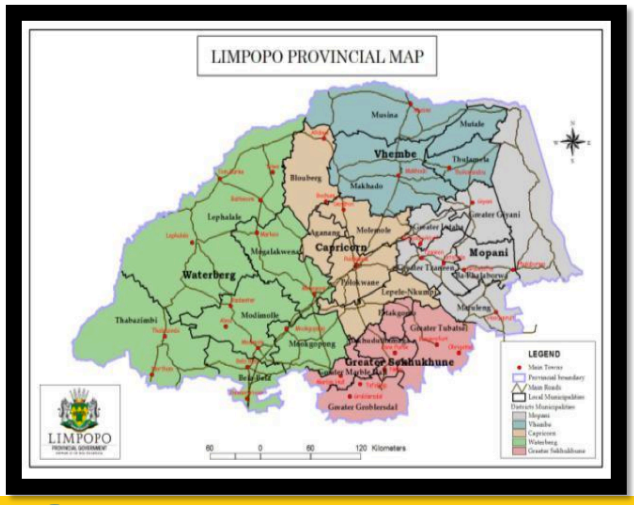
The four films were screened to the community. The screening is facilitated by a member of the community who is not living in the community. The meeting was videotaped, edited and integrated into the films.

The Study Area in Context

In order to develop the ethno-visual tool and evaluate its potential application, the community of Sekakene in Capricorn District Municipality, Limpopo, was chosen to conduct a pilot study.

The Village of Sekakene in context

Sekakene is one of 37 villages of the Molemole Local Municipality (LM). Molemole is one of five municipalities which form the Capricorn District Municipality (DM).



(For a more detailed analysis of Sekakene community in terms of the water services, water resources, demographic and other issues, please refer to the WRC report K5/1990).

Capricorn DM is the Water Services Authority and Molemole LM is the Water Services Provider.

The Capricorn DM face many challenges in terms of water (Water Services National Information System on the DWA website, 2010):

Total population:	0.63 million
Households:	0.15 million
Total below RDP water:	0.12 million
No formal water infrastructure:	26 751
Households below RDP Water:	27 807
Household no formal water Infrastructure:	6 371

The challenges that the **Molemole LM** face are similar to those of the Capricorn DM. The provincial profile of WSA Service Levels Summary of the Molemole LM is as follows:

Settlements:	37
Total population:	105 578
Households:	28 243
Total below RDP water:	10 844
Total no formal water infrastructure:	4 517
Total below RDP Sanitation:	35 558
Households below RDP Water:	2 899
Households no formal water Infrastructure:	1 208
Households below RDP Sanitation:	9 513

In the ***Molemole Social Development Framework*** (p.31-33) the water resource profile, service and infrastructure situation (Existing Services), from Census 2001 is described as follows:

The Table below indicates the existing water services which are.

Census 2001 Water Infrastructure (below RDP standards)

Piped into dwelling	4%
Piped into yard	42%
Standpipe <200m from dwelling	12%
Standpipe >200m from dwelling	17%
Open Water	1%
Other	9%
% below RDP	**43%**

Water Resource Profile

The water demand and supply estimates are shown below:

Year	2006	2011	2021
Population (Excl. Farming)	124 590	131 881	144 587
Water Demand (aadd-kl/d)	9 722	13 551	18 840
Local Sources (kl/d)	12 327	19 384	24 997

The assessment of Molemole in terms of it water situation is thus as follows:

- It relies entirely on groundwater for its water supply for primary and agricultural use.
- The following factors influence groundwater utilization:

    - Borehole supplies are directly abstracted into the supply system i.e. relates to summer peak flow (150% annual daily average).
    - Poor quality (classes 3 and 4) boreholes occur even close to acceptable quality boreholes. This also affects the utilization potential of groundwater. If good quality or surface water is available, and blending does not occur people will or should not use the poor quality water.
    - Information on groundwater yield and aerial potential is scarce and in many cases contradictory.
    - Yield assurance is generally unknown. Long term assurance in relation to surface water supplies where a design norm of 98% (1 in 50 year recurrence) does not exist in the case of groundwater.
    - Groundwater equipping is normally of lesser standard than surface pumping installations. This results in high maintenance and changes, the latter not necessarily in harmony with the yield characteristics. If groundwater installations had to be comparable with surface water pump stations, 50% to 100% standby is needed.
    - Stock watering is only in exceptional cases is included in the treated water supply system. In almost all cases stock watering relies on dedicated borehole supplies when open water supplies do not exist.
    - **Conclusion:** Taking the above factors in consideration, the design (available) yield from groundwater installations should not exceed 30%, keeping also in mind that abstraction equates to summer peak flow.
    - Boreholes are not normally equipped with prime movers if the yield is below 1.0l/s/24h. The daily yield of such is therefore 86kl.

Water Conservation and Demand Management

Poor management of water supply services are experienced resulting in high losses and high water use. The present water use exceeds the supply due to excessive losses, informal connections, wastage and high consumption. The establishment of a dedicated water conservation and demand management programme is required.

Water situation in Sekakene

- At the time of the research, the following was the water situation in the community:
- The community of Sekakene faced challenges with the limited availability of water. This manifested partly as a result of their own practices.
- The municipality had made the following arrangements for the residents of Sekakene to have access to free basic water: they built a reservoir, which was fed by diesel pumps at two boreholes. From the reservoir reticulation lines supplied standpipes within close proximity to residents' homes. Residents collected water at the standpipes in their own containers and transported it by wheelbarrows to their homes. Some residents had their own boreholes and tanks.
- However, many residents wanted to have taps in their own yards. Groups of residents clubbed together to buy pipes, and contracted plumbers to connect these to the municipal lines and to their own yards. In most cases these connections were made to the main municipal lines. Residents, who did not have the funds to contribute to these connections, still used the standpipes or got water via hosepipes from neighbours' taps.
- The taps at the standpipes were damaged or stolen over time and had not been replaced. Residents did not know who stole the taps, but suspected ''naughty youngsters'', entrepreneurs who needed the metal for jewelry or even water vendors. Some said that ''people from the municipality'' got angry because residents left the taps open and therefore they removed the taps. When this research project started in august 2010, not a single standpipe was in working order.
- In the first quarter of 2010 the diesel pump in the lower lying area was stolen. After the theft, the taps in the lower lying areas furthest from the functioning borehole had a fluctuating supply of water.
- Only at night or during rainy periods was there water in the taps of the lower lying areas. Residents realised that this happened because those in the areas closest to the functioning borehole used less water during these periods. The councillor told the researchers that the municipality was aware of the situation, but wanted to replace the pump with an electric one, which was more difficult to steal. Until the electrification of the site had been done, they were not going to replace the pump.
- The municipality sent a water truck from time to time, mostly once a week, to deliver water to the households in the lower lying areas. Each household was entitled to one 200 litre drum, which was filled at street corners. From there the residents decanted the water into smaller containers and transported these with wheelbarrows to their homes.
- One drum of water per week was too little for most households, even if they used the water sparingly. Many residents bought water from water vendors at R10 or R12 per 200l drum. The water vendors obtained the water either from their own boreholes or collected it at taps from houses close to the functioning borehole. The councilor insisted that the residents were not paying for water, but for the transport thereof. Water vendors use donkey carts and decant the water into containers at customers' homes.
- Since November 2010, when the rain started to fall regularly in the area, until the beginning of May 2011, when this report has been compiled, the municipality has not sent a water truck to the village. The researchers filmed 30 days between November 2010 and February 2011 and have never recorded a water truck in the village supplying residents with household water.
- In February 2011 the remaining diesel pump at the borehole in the higher lying area broke. Until May 2011, when this report has been compiled, the pump has not been repaired, neither had the stolen one been replaced. Most residents buy water from water vendors. Those with transport travel to an area nearby that has standpipes and fill their containers there.

3 APPLICATION OF THE ETHNOGRAPHIC RESEARCH TOOL

i Piloting the Tool

A pilot study, filming two households, was conducted prior to data collection for the final study. Residents were recruited and trained to do the data capturing as well as two households where filming could be done.

Once all the learnings of the pilot study had been incorporated into the research design, an additional ten families were recruited and filmed: five with taps with water in their yards, and five without.

27 hours of footage was recorded, relating to the use of water by the selected families in Sekakene. Through an editing process the footage was compiled in a format that would be accessible to researchers.

- Footage was categorized as follows:
- Water sources
- Water storage
- Water uses, which were subdivided into:
    - Food preparation
    - Cleaning the house
    - Washing dishes
    - Personal hygiene
    - Laundry
    - Drinking water
    - Other water uses
- Water disposal.

ii Applying the Tool (Main Study)

Once all the learnings of the pilot study had been incorporated into the research design, an additional ten families were recruited and filmed: five with taps with water in their yards, and five without.

The research process

27 hours of footage was recorded, relating to the use of water by the selected families in Sekakene. Through an editing process the footage was compiled in a format that would be accessible to researchers.

Footage was categorized as follows:

- Water sources
- Water storage

- Water uses, which were subdivided into:
  - Food preparation
  - Cleaning the house
  - Washing dishes
  - Personal hygiene
  - Laundry
  - Drinking water
  - Other water uses
- Water disposal.

The footage was edited per category. 150 minutes of edited footage is available on data disks, available on request of the WRC.

Throughout the editing process and once completed, various people from the village were shown footage and asked whether the footage and illustrations accurately portray the water situation in the village. The opportunity was also created for debate on possible solutions. Residents who viewed the footage were satisfied that it was an accurate reflection. Their comments on certain details were incorporated in the films.

4 KEY FINDINGS OF THE STUDY

i The Relevance Of The Ethno-Visual Tool For Regulating Purposes

The ethnovisual tool could potentially assist regulators, specifically local government, in a number of ways., one being to record practices. However, more important is the opportunity the process creates to engage the community.

The following process was the main outcomes in terms of participation:

- **Residents felt they had been given a voice**

The tool could potentially contribute from a regulatory point of view in creating a starting point for a conversation between local government and residents. As was evident in the study in Sekakene, residents felt they had been given a voice, which they did not have when they had to rely on written and verbal communication alone. However,'' the voice'' was not only to serve as evidence of the problematic water situation, but also to communicate how they could potentially participate in a solution.

- **Residents participated in brainstorming solutions after exposure to the various visual perspectives**

When residents viewed the films they spontaneously generated solutions, as is evident from the following transcribed translated excerpt examples:

...the pump gets switched on at 6 am and gets switched off at 4 pm...maybe what can be done is that the water can be pushed up and reach the empty dam, the one that used to have water...it will eventually be full and everyone else will also be able to get some water too...even if they fix that machine that is stolen or broken, it still won't be able to work the same again like it used to...if they could let the pumps run throughout the night, the water dam holes would be filled in the morning and the whole village would be able to have sufficient water…yes, during the night there are not many people who use water...there will be water for everyone if the pump could run through the night

...I think what they can do is assign certain days to certain areas of the village...well that idea you are talking about was once in motion but it did not work...some people would go to other places on their assigned day...people made up their own schedules...

...both water holes used to be pumped up and filled with water...if they could close the pipes running across the village and let the main one open up then we would be ok in terms of water...

...So each house must have their own water meter where the water consumption will be measured and each household will be responsible for themselves...everyone will have to pay for their own water...because clearly free things are making people lose the value of things...so the best thing is to put meters in and each household should monitor their own water usage...

...the meter idea will be much better because each household will be able to monitor their own water usage and pay for it...depending on how they use the water.

...it is better if each household puts in their own taps and the municipality must just come to install the meters...

...we don't know who stole the taps...but as a community we could find out if we put our heads together...

- **Residents reflected on their own practices**

The footage that was filmed by their own people served as a mirror of residents of their own practices as well as those of other residents; during the discussions following the viewing of the footage, they reflected on this: in most instances to realise that there might be better practices and that they could potentially assist local government in creating a solution.

- **Non-interventionist approach**

The potential solutions were not suggested to residents by the researchers; residents generated these themselves – and, in the end, will have to decide on the best ones themselves.

- **A participatory non-interventionist approach**

This process gives new meaning to the often used term ''participatory'': because it was non-interventionist, the people participated and might come to solutions that they have truly generated themselves.

- **Ethno-visual tool can be useful to highlight discrepancies between official information and actual practices.**

This study indicated a number of discrepancies between officially documented information and actual practices, as well as between information given by municipal officials during interviews and the reality. As such, the ethno-visual tool could potentially assist strategic planners to monitor status and progress.

The information about the number of people without access to water infrastructure of access below RDP levels is a case in point:

According to the Water Services National Information System, in April 2010 the Molemole Municipality had a population of 85 010; only 1423 of these people had no access to any form of water infrastructure and 9624 had access below RDP service levels.

Sekakene is one of a number of villages in the Molemole Municipality. It has an estimated population of 8000.

This research project indicated that the majority of the estimated 8000 people of Sekakene had no access to any form of water infrastructure in April 2010. It is possible that the water infrastructure situation in the Molemole Municipality deteriorated dramatically since April 2010 to April 2011. Alternatively, the official statistics on the Water Services National Information System might be incorrect.

ii The ethno-visual tool could potentially give insights into a number of practices in rural communities.

The tool was able to provide some of insights (obtained when viewing the footage) into some of the study community's water practices and the available water infrastructure . The tool could thus potentially be able to provide answers.

(For a more details on the findings of the study, please refer to the WRC report K5/1990)

5 LESSONS LEARNT FROM THE PILOT STUDY

A number of practical aspects were highlighted during the pilot phase, which was addressed before proceeding with the data collection of the main study:

Lesson learned #1

Additional training to camera operators: Makosha was taught the technical workings of the camera. Although she did very well and kept improving, it was still the first time that she had done any camera work. It was decided by the team that additional training and instructions would help her be more efficient. Basic composition, lighting and directing skills made for quicker/cheaper editing. Also, because they work independently and without direct instruction, camera operators need to be able to make sure that the footage recorded is understandable, usable and as clear a retelling of the situation as possible.

To do this, the following list was composed to be added to training:

- Film everything that has to do with water for 2 days per household: where the water comes from, how it is used and how it is disposed of.
- Do not film naked people; if they bath, just show how they fill the container and how they dispose of the water.
- Be proactive and film the context i.e. if mother goes to change baby's nappy, you know she will need water at some or other point; get shots of nappy changing; if she will feed a child you know she will need to wipe the face with a cloth; if water truck comes, film how they collect the containers, the truck arriving, etc.
- If someone buys water, film the exchange of money so that it is clear how much it cost and how many liters have been bought.
- Take a shot of a watch to indicate the time once you start filming a new sequence.
- Measure the water (with broom) of all water containers in the household each morning. Mark the broom clearly.
- At the end of the day (when everybody in the household should be comfortable with the camera) take wide angle shots of the house and the street as well as all the water containers, also of all family members to establish context.
- Shoot wider rather than closer.
- Use zoom function very sparingly, rather move closer if required. When zoomed in, camera shake is intensified. If you move closer you can get the same shot without the camera shaking.
- Count to 10 before you take the camera off a shot. This is to help with the editing process, to give space for the editor to find a shot to cut on.
- Do not include the manager in shots if possible.

Lesson learned #2

One day's filming is not necessarily a true reflection. The subjects got a lot more comfortable with the camera on the second day, some people on the village will do washing one day and not the next etc. It was therefore decided that the additional research subjects would each be filmed for two consecutive days.

Lesson learned #3

Moderator needs to speak the Sepedi when moderating a discussion, the respondents are much more comfortable talking in their home language. This relaxes them, un-inhibits their responses and ensures they understand the questions well.

Lesson learned #4

Moderator doesn't need to force an argument: In areas where these issues are significant, it stands to reason that it is a polarizing issue. Therefore, respondents will disagree and discuss things in a way to get their point across. The only thing the moderator really needs to focus on is the direction in which the discussion goes.

Lesson learned #5

All filming needs to be completed before discussions and viewings are done. During this interviews it became clear that to ensure the integrity of further research in the area, all filming for the project had to be completed before going into a discussion of water issues. These discussions ran the risk of influencing the behaviour of future research subjects. Sekakene is a small, tight knit community - any talk between subjects on the issues discussed posed the treat to bias and dilute the findings.

Lesson learned #6

Trained camera operators are able to pass on their training: When the team was training Molokho, our first camera operator Makosha was able to pass on her skills to the trainee as well. Also, as she speaks fluent Sepedi, she was able to pass on her knowledge in a language more familiar and understandable to the trainee than English or Afrikaans. In this way she could translate, pass on her skills, and add to the training from her own personal experience.

Lesson learned #7

Rough cuts can be long: most of the villagers have television and are comfortable with film and visual material. They are able to look at footage with a critical eye. But, because most of them have never seen things on television about themselves and the other villagers, there is a curiosity about the behaviour which keeps them interested in the films, when others would not be.

Lesson learned #8

The respondents are the target audience: the films are not aimed at changing the behaviour of the research subjects. Therefore: the films are non judgemental. They rely on the real issues to surface where they naturally would. It is the process of showing the footage, asking the villagers to look at the footage (analytically) and to discuss the issues raised by the footage that incites a reaction. It is the nature of film footage to give evidence and insight of the behaviour. And it does so without having to be cut for this purpose. Therefore, a result of this project might be that the community might take action or communicate better with the municipality.

Lesson learned #9

When asked to come up with a solution to the water problem, all but one of the respondents came to the conclusion that it was the Local Municipality's duty to help them. There were no ideas given on working together with the community or changing personal behaviour. Although respondents in the lower lying area were not happy, and those in the higher areas agreed that the situation in the village wasn't fair – personal responsibility was not an issue.

Lesson learned #10

Films must get the curiosity out of the way. From observing the respondents while they watch their footage, it is clear that their initial intrigue needs to be overcome. For almost all of the respondents, this was the first time that they were able to watch a film about themselves, and also about their own community. They recognize the images, something that is quite alien to them. In order to have them engage fully on an intellectual level and participate in discussions, it is important to satisfy this curiosity and to get it out of the way. A short film could be cut from interesting bits of footage which will aim to be entertaining. This will take the novelty out of the process and enable the respondents to get to the issues.

Lesson learned #11

The audio should be "censored" to cut out voices of people who forget that the camera record visual and audio, and might therefore say inappropriate things

6 CONCLUSION

This study had no hidden agenda or desired outcome. It was non-interventionist. Its only aim was to provide the community with different perspectives on their own practices. What they decided to do with the information was entirely up to them.

This study was innovative in a number of ways, due to its non-interventionist nature: It was designed to give a visual tool to a rural community to capture, analyse, interpret and present their household practices from their own as well as from other perspectives.

The community had the opportunity to interrogate, analyse and interpret other perspectives against their own perspective. This generated debate and learning about their own practices.

This study has clearly shown that the ethno-visual tool can be used in a participatory non-interventionist manner in rural communities. Apart from the film footage, other material collected was graphically and visually provided to the elders in the community, allowing for debate on a level previously unknown to them.

Although further development and/or shaping of the tool may be required to fit the profiles and problems of specific communities, it is envisaged that the ethno-visual tool would have substantial value in similar situations in other communities, specifically to contribute to the discourse on community led participation. It would also allow for comparison of the use of the tool with other participatory rural research methods.

7 ANNEXURE 1: GUIDELINES ON PRACTICAL ASPECTS OF USING THE ETHNO-VISUAL TOOL

GUIDELINES ON PRACTICAL ASPECTS OF USING THE ETHNO-VISUAL TOOL

i Setting up the project

Obtain a detailed briefing from the commissioning local government, specifically their objectives for the ethno-visual research.

Obtain certain basic equipment: hand held cameras that are reasonably easy to operate but not too expensive; a laptop computer that can be used for digitising and basic editing; editing package e.g. Final Cut Pro. Obtain insurance for valuable equipment.

Secure the services of a trained and experienced editor and agree on remuneration.
Review official documents and statistics of the water situation in the specific community.

Setting up the project in a specific community:

Obtain permission from traditional leaders to interact with and film the community.

Explain the objectives of the study clearly and undertake to provide feedback at regular intervals or when requested to do so.

Involve councilors and employees of the municipality: explain the objectives of the study, obtain their insights and perceptions and determine what information would be valuable to them.

Obtain background information from informal discussions with members of the community and relevant people from the local government.

Fieldwork and initial editing

Identify an individual in the community who could act as local manager. This person should have some authority in the community and be well acquainted with its members. The manager should be able to communicate clearly with the research team. The manager should be well organised and reliable. Ideally the manager should have a house where equipment can be stored safely overnight as well as access to electricity (to charge batteries and do the editing).
Explain the objectives of the study, the nature of ethno-visual research as well as the responsibilities and expectations of a manager to the person and agree on deliverables and remuneration.

Identify, recruit and train at least two camera operators on the use of the camera, basic filming techniques, labelling tapes and specifics required for the ethno-visual project. (Allow at least two days for the training, including some practical experience in real households. Show the camera operators how the footage will be edited to increase their understanding of what would be required.) Agree on the deliverables and remuneration.

Identify, recruit and train a person who could do the basic editing. This person should be computer literate, be able to communicate well with the research team, be technically inclined and confident (Allow for at least two days; this training could be done at the same time as the training of the camera operators.) Agree on the deliverables and remuneration.

Identify and recruit members of the community who would be willing to allow camera operators to film everything they do with water for two days in exchange for incentives.

In conjunction with the manager, draw up a schedule of filming at the households recruited.

Decide on appropriate categories to organise the data and, if required, subcategories within these.
Arrange with the editor to collect the tapes from the manager as soon as filming of a household has been completed, to digitise these and edit it according to categories and subcategories.

Meet with the local editor as soon as the first household has been edited into categories to ensure that the organisation of the footage has been done correctly.

Reflection and analysis

Meet with the project team at least twice during the fieldwork process to obtain informal feedback and to ensure that the data/footage is correctly collected and categorised.

Randomly view sections of the data/footage to obtain an understanding of relevant issues.

Show random sections of the footage to members of the community who were not involved in the project to ascertain whether the footage is a true reflection of the situation in the community

Instruct the external editor to reduce the footage to a reasonable number of hours, ensuring that every aspect recorded is included.

Instruct the external editor to organise the edited footage in a format that it would be accessible and usable to the commissioning local government.

Also, as many respondents may not be aware of audio taping, it is necessary that the films be screened for gossip and other conversations on sensitive subjects. These should be edited out, at least by separating audio from film.

Screening of footage

Arrange a screening with the traditional leaders to ascertain that they are satisfied that the footage is a true reflection of the water situation in the community.

Arrange a screening with the commissioning local government. Discuss the options to screen the footage to the community and engage in a discussion with them.

Arrange a screening with community members who participated in the project as well as others interested, possibly attended by members of the local government who commissioned the project.

The WIN-SA lesson series aims to capture the innovative work of people tackling real service delivery challenges. It also aims to stimulate learning and sharing around these challenges to support creative solutions. To achieve this, the lessons series is supported by ancillary learning opportunities facilitated by WIN-SA to strengthen people-to-people learning.

To find out more about these and other WIN-SA services go to the WIN-SA portal at www.win-sa.org.za or contact the Network directly.

This document hopes to encourage ongoing discussion, debate and lesson sharing. To comment, make additions or give further input, please visit www.win-sa.org.za or send an email to info@win-sa.org.za.

Our mission is to ensure the body of knowledge in the sector is well managed, readily accessible and applied, leading to improved decision-making and performance, especially of local government.

Address: 491 18th Avenue, Rietfontein, Pretoria
Postal Address: Private Bag X03, Gezina, 0031
Tel: (012) 330 0340 Fax: (012) 331 2565
E-mail: info@win-sa.org.za
Website: www.win-sa.org.za