

APPENDICES

APPENDIX 1

Possible Tasks for Outreach Workers Related to Improving WASH Practices

The following tasks are related to improving WASH practices and may not include broader responsibilities that the outreach workers in your program have. Considering only their duties related to WASH, select those tasks relevant for the outreach workers of your program. Use those tasks to develop your program's own job description or incorporate them into your outreach workers' existing job description.

- Facilitate assessments of the WASH situation in the community using participatory exercises such as leading discussions of photos or drawings, doing a WASH map, leading a walk focusing on hygiene, or coordinating a community hygiene baseline survey.
- Advocate with community leaders and influential people to support WASH improvements.
- Help establish, support, and participate in a community health committee that focuses on or addresses WASH issues.
- Help establish, support, and participate in a community water committee (which monitors and/or maintains and repairs the water system, collects fees).
- Liaise with resource organizations: local health facilities, NGOs, private companies, manufacturers and distributors of sanitation-related technology, hand washing, and water treatment supplies.
- Conduct regular home visits/counseling on diarrhea prevention, consisting of an assessment of current conditions and practices and joint problem-solving to assist with improvements.
- Lead participatory group discussions on WASH issues.
- Put on demonstrations to teach WASH-related actions (e.g. proper hand washing, how to construct a latrine, how to chlorinate water correctly).
- Organize events to promote improved WASH practices (health fairs, contests, public demonstrations, etc.) and support school-based WASH activities.
- Monitor or manage monitoring of WASH practices and conditions.

APPENDIX 2

Tips on Demonstrations, Role Plays, and Group Discussions

Conducting Promotional Activities in the Community

In general, outreach workers will be working with three kinds of audiences: individuals, families, and general or specific groups such as mothers' clubs, cooperatives, and school teachers. When conducting activities mainly for creating awareness and sharing information about WASH issues, the outreach worker will primarily be working with groups of people. The activities below are generally appropriate for groups of more than 10 people. When the outreach worker is conducting activities with an individual or family (to negotiate changes in behavior) s/he will be using IPC and the discussion tools.

1. Tips for Conducting Successful Demonstrations

When you are planning a demonstration for an individual, family, or group:

- Make sure you have assembled all the necessary materials and equipment. Have these readily at hand. Audiences don't like to wait while you look for your props.
- Explain to the audience what you are about to do and why you're doing it, then give them time to move where they can see exactly what you're doing.
- It can help to have pictures for each step, or, if the audience is literate, a written point-by-point description of the steps. You can also tell the audience what you're doing as you demonstrate.
- Once the demonstration is over, ask the audience to comment on what they've seen (what was new, useful, important, feasible, or not?). Generally you will have no trouble getting them to comment.
- If there's time, you might want to repeat the demonstration with audience participation, or have someone repeat it.
- Ask the audience members what they might do differently as a result of having seen the demonstration.

- Follow up with some negotiation (using the assessment tools and counseling cards) to get the audience members to commit to new behaviors and to talk about what would be easy or difficult for them.

2. Tips for Conducting Successful Role Plays

The following are tips for when you're planning a role play using members of your audience (or fellow outreach workers).

Be aware that in many cultures, people are reluctant to participate in anything that makes them “stand out.” Other cultures use role plays (skits) willingly. Know your audience beforehand.

- Make sure you've thought about what you'd like to achieve as a result of the role play. Role plays are a technique that is best suited for exploring skills (like the steps in a counseling session) and/or attitudes (like feelings about the level of cleanliness of the village). They are also good for showing what is “normal” in the community, without embarrassing any particular individual.
- Prepare the players by giving them enough information about the characters they will play. Give the players a couple of minutes to “get in role.”
- Have them play their roles for a determined length of time. Five minutes is a good length. Do not let the role play go on too long. If the role play goes in the wrong direction, stop the action, regroup, and start again.
- Tell the actors to step out of their roles and talk about what it was like to play the parts. This will help them to talk about the role play as a member of the audience and not the character they were playing.
- Discuss the role play with the audience members. How did it go? Was it realistic?
- Talk about what they learned from watching the role play and what they plan to do as a result of having seen the role play. Transition to negotiation for a new behavior, if appropriate.

3. Tips For Managing a Group Meeting/Discussion

Here are some tips for when you might have to run a meeting with a large number of participants.

- When preparing, have a clear idea of what you want to accomplish. Is the meeting primarily for discussion, or will you need to reach agreement or a decision?
- Once everyone has assembled, explain some of the ground rules and go over the agenda, making sure you emphasize the timing.

- Facilitate by paraphrasing (saying back to the speaker what you've heard) and summarizing (stopping from time to time to capture the important points that have been made) as the discussion moves forward.
- Pay attention to body language and level of participation. Don't let people monopolize the floor.
- Encourage cross-participant dialogue and try to limit how much you yourself talk.
- Use visual aids.

APPENDIX 3: Self-Assessment Form

Self-Assessment Form for Outreach Workers Counseling Families to Promote Hygiene Improvement

Name of Worker: _____
 Name of Community: _____

Name of Organization: _____
 Year: _____

Desired Practice	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.
I was friendly and polite.												
I asked a lot of questions, both for assessing and planning.												
I observed practices and conditions to compare what I saw with what people said.												
I encouraged people to talk; I was a good listener.												
I used my visual aids and other materials effectively.												
I respected and tried to incorporate people's ideas.												
At the end of counseling, people clearly understand what they will try to do.												
Community members are able to make the improvements we discussed.												
Follow-up Steps:												

Instructions: The program or project should modify this form as needed (before the training). For example, the project could ask each outreach worker to write “yes” or “no” for each practice at the end of each month. Or the outreach worker could be asked to use a scoring system, for example, 1 = always, 2 = usually, 3 = sometimes. The purpose of the follow-up step boxes is to give space for the outreach worker to write a few words about what he or she will try to do to improve during the next month. The project may decide to eliminate that section.

You, the outreach worker, should complete this form honestly. The purpose is not to evaluate, but rather to give you and your supervisor feedback so you can improve the way in which you counsel community members on how to improve their WASH practices. If all of your scores are perfect from the beginning, there is no room to improve!

APPENDIX 4

Sample Questions & Evaluation Templates

Questions and Templates for Evaluating the Workshop

A Word about Evaluation: By Session and by Day

Trainers and program managers will want to gain a sense of how the workshop is progressing on a daily or even on a session-by-session basis. The feedback from the participants will help determine whether or not the training is on the right track, if the level of the information being presented is appropriate, and if the participants are indeed learning. Course corrections are then possible.

If the trainer establishes a trusting atmosphere at the beginning of the training and allows the participants to know that their feedback is welcome, it should be easy to conduct evaluations in an open fashion by simply asking questions. At the conclusion of each session a question such as, “Did we meet the objectives for this session?” may suffice to establish a platform for discussing whether or not the session was “successful” (useful, practical, understandable, etc.).

At the end of the day, ask questions such as:

- What was the highlight of the day?
- What was the low point of the day?
- Were the logistical arrangements conducive for learning?
- How are you feeling about the amount of information? Too little? Too much?
- How was the level of the technical information? Too hard? Too easy?
- Which training techniques did you find most exciting? Why?
- What would you do differently if you were the trainer?
- What suggestions do you have for the organizers?

It may take a while for the participants to become comfortable with this type of discussion.

If the participants would be more comfortable (and open) using a paper evaluation form, keep it as simple as possible by using scales of 1 to 5 or by having the participants make a check mark by their appraisal of the item.

Example One

Evaluate the degree to which the logistical arrangements helped the learning:

1	2	3	4	5
/ _____ /		/ _____ /		_____ /
Did little to encourage learning			Contributed a lot to my learning	

Example Two

Training techniques used in the workshop:

	Very useful	Somewhat useful	Not useful
Demonstrations	_____	_____	_____
Group discussion	_____	_____	_____
Role plays	_____	_____	_____
Lecture	_____	_____	_____
Reading aloud	_____	_____	_____

The Final Evaluation

At the conclusion of the training, a final evaluation will give feedback on the entire workshop to the trainer and the program manager. As with the daily evaluations, the evaluation form should be as simple and straightforward as possible and require as little writing as possible from the participants. Again, a stand-alone oral evaluation can be conducted, but participants are often reluctant to express any kind of “criticism” in public. Often, combining an oral discussion with a written evaluation allows interesting and helpful information to be obtained.

Sample Final Evaluation Template

- Rate whether or not you think the workshop objectives were met.

(List workshop objectives with a 1 to 5 scale.)

Describe the role of an outreach worker in the context of our program.

1	2	3	4	5
/ _____ /		/ _____ /		_____ /
Not met		Somewhat met		Totally met

- Rate how helpful the following training techniques were to you.

List the training techniques used during the workshop such as lectures, demonstrations, etc. with a 1 to 5 scale.

1 2 3 4 5
 / _____ / _____ / _____ / _____ /
 Not helpful Somewhat helpful Very helpful

- Rate the usefulness of the technical (WASH) information for your role as a WASH outreach worker.

Same kind of scale.

- Rate the logistical and administrative arrangements as to how supportive they were for a learning environment.

Same kind of scale.

- Rate the materials (handouts, drawings, etc.) as to how useful they will be for your work in the community.

Same kind of scale.

APPENDIX 5

Websites/Links

Hygiene Improvement Project

<http://www.hip.watsan.net>

IRC International Water and Sanitation Centre

<http://www.irc.nl>

Global Public-Private Partnership for Hand Washing with Soap

<http://www.globalhandwashing.org>

Solar Water Disinfection

<http://www.sodis.ch>

WELL Resource Center

<http://www.lboro.ac.uk/well/index.htm>

Water Supply and Sanitation Collaborative Council

<http://www.wsscc.org/interwater/>

WHO/UNICEF Joint Monitoring Programme for Water and Sanitation

<http://www.wssinfo.org/en/welcome.html>

World Health Organization – Water Sanitation and Health

http://www.who.int/water_sanitation_health/hygiene/envsan/en

UNICEF Water, Sanitation and Hygiene

<http://www.unicef.org/wes/index.html>

Water, Engineering and Development Centre (WEDC)

<http://wedc.lboro.ac.uk/>

Useful Site for Finding Statistics (WHO)

http://www.who.int/quantifying_chimpacts/national/en/

Global Handwashing Day

www.globalhandwashingday.org

WASH Visual Aids Library: All you need to run WASH activities: picture sets, photos, posters, leaflets, games, songs, radio slots, videos. Comes with instructions in English, French, and Spanish. Will be available at www.humanitarianreform.org (click on “Water Sanitation Hygiene”) Produced by the WASH Cluster Hygiene Promotion Project 2009 (c/o UNICEF)

Training Manual for SODIS Promotion. SANDEC Report No.13/06, 2006 © EAWAG/SANDEC Regula Meierhofer http://www.sodis.ch/files/TrainingManual_sm.pdf

References for more information on varying approaches to hygiene in communities:

The PHAST Approach

http://www.who.int/water_sanitation_health/hygiene/envsan/phastep/en/index.html

Community-Led Total Sanitation Approach

<http://www.communityledtotalsanitation.org/page/clts-approach>

Compendium of Hygiene and Sanitation Software

Water Supply and Sanitation Collaborative Council (wscc.org), Draft 3.0, February 2009.

WASH Standards in Schools in Low-Cost Settings

Edited by: John Adams, Jamie Bartram, Yves Chartier, Jackie Sims. World Health Organization, Draft, January 6, 2009.

www.who.int/water_sanitation_health/hygiene/settings/wash_standards_schools_per_review2.doc

Hygiene Promotion: A Practical Manual for Relief and Development

By Susan Ferron, Joy Morgan, and Mario O’ Reilly, Practical Action, 2007.

<http://www.irc.nl/page/38052>

Reference for WASH in Schools:

Towards Effective Programming for WASH in Schools: A Manual on Scaling Up Programmes for Water Sanitation and Hygiene in Schools

IRC International Water and Sanitation Centre, 2007.

<http://www.irc.nl/page/37479>

APPENDICES 6–8

Alternative Workshop Plans

To conduct all of the sessions in this Training Guide (covering all three major WASH key practices—safe water, feces disposal, and hand washing) requires a training of at least four days. Appendices 6, 7, and 8 provide templates for a program manager who wishes to sponsor a half-day session, a one-day session, or a three-day session on WASH. The contents of the sessions have been selected from the Training Guide, and some have been slightly modified to fit into the allotted time.

It is important to understand that a half-day, one-day, or even a three-day training does not provide the necessary time for community outreach workers to acquire the skills and knowledge needed to proficiently promote the range of key WASH practices, unless the outreach workers already have a solid background in the WASH issues of the community. A three-day training may be appropriate if the outreach workers are being trained in one or two of the three main technical areas (safe water, safe feces disposal, hand washing). The short versions should be used only for raising WASH awareness or as a springboard for later programmatic action.

Organizations may need to assemble their *own* versions of a shorter training. For example, an organization desiring to prepare its outreach workers only in hand washing promotion would select only those sessions relevant to this objective.

APPENDIX 6: The Half-Day Session

The half-day session is not long enough to train outreach workers; instead its objective is to raise awareness about the importance of WASH for the community.

The session is divided into two parts: **part one** orients the audience to local WASH conditions and **part two** explores the contamination cycle. There are learning objectives for each part of the session. The learning objectives contribute to achieving the overall purpose: to raise awareness about how important it is to address WASH issues in the community.

Before implementing these sessions, please read the introduction to this guide. The sessions are interactive and participatory, so audience members are best seated at tables. If this is not possible, some adaptation of the two parts will be necessary. Each part suggests preparatory steps. This half-day session is best suited for audiences that are literate, motivated, and have an interest in the community's welfare.

Part One

An Introduction to Water, Sanitation, and Hygiene (WASH) at the Local Level

Session Objectives

By the end of part one, the audience members should be able to:

1. Describe *briefly* the importance of WASH for combating diarrheal disease.
2. Relate some local statistics (or other relevant facts) on diarrheal disease in the community.
3. Describe what the local WASH issues mean for the overall health situation in the community.

PART ONE AT A GLANCE: Introduction to WASH

Activity	Time	Materials & Resource
<p>A. Introduction: WASH Snapshot</p> <p>Audience gets a quick overview of the session and some highlights from the talking points so they understand the importance of WASH.</p>	10 minutes	<ul style="list-style-type: none"> - Flipchart, markers, tape - Talking points prepared ahead of time on flipchart about the importance of diarrheal disease
<p>B. Large Group Discussion</p> <p>Audience discusses local conditions using the guide questions.</p>	30 minutes	<ul style="list-style-type: none"> - Flipchart, markers, tape - Guide questions on flipchart
<p>C. Table Work</p> <p>Groups at tables brainstorm about the implications of what they've learned about local WASH issues for overall local health conditions.</p>	30 minutes	<ul style="list-style-type: none"> - Table task on flipchart paper - Flipchart paper and markers for the tables
<p>D. Summary</p> <p>Facilitator or audience members summarize what they've learned during part one of the session.</p>	10 minutes	<ul style="list-style-type: none"> - Flipchart, markers, tape



80 minutes

PREPARING TO TEACH

Part One: Introduction to WASH

Before you present this part of the half-day session:

1. Familiarize yourself with some national and especially local statistics (if available). Some excellent sources: the Demographic and Health Survey, the *Outreach Worker's Handbook* of the WASH training package, WHO websites, documents produced by the country's Ministry of Health, reports done by other organizations on WASH, and your own organization's files. Also see "Some Talking Points" below for suggestions and examples of meaningful statistics to share with the participants. For those desiring even more details, check the various websites listed in the appendices of the training package. Remember that the emphasis should be on local statistics.
2. From the menu of questions in the detailed trainer notes, select the most relevant questions for your community and put them on flipchart paper, one question per page. The discussion stimulated by the questions and the responses should serve to paint a "picture" of the local WASH situation and is based on the audience's own observations about what is happening in their community.
3. Put the table task on a flipchart: ("At your tables, given what you now know about some of the local conditions, discuss/brainstorm with your tablemates the implications of these conditions for the community.") If you would like the table groups to record their discussion points on a flipchart, provide paper and markers. If the audience members are seated theater style, have members talk to those around them.
4. It is important not to overwhelm the participants with too many statistics or data points. Use statistics and data based on the participants' ability to deal with this kind of information. Remember the overall purpose of this part of the session is to raise awareness. Data and statistics can be presented in creative ways. For example, as the facilitator, you can make a statement and have the audience members guess at the correct response. "How many children do you think die every year of diarrhea-related causes?" This creates involvement right away.
5. *If appropriate*, use the following talking points to make some introductory remarks about the importance of combating childhood diarrheal disease.

Some Talking Points for the Introduction to WASH

Introduction to Diarrheal Disease and Children’s Health

Diarrheal diseases take a tremendous toll on children and their families in developing countries. “Diarrhea is one of the biggest killers of children under five worldwide, accounting alone for 17% of deaths in this age-group” (IYS Advocacy Kit, UN-Water 2008, Talking Points). Diarrhea kills children when it causes them to lose so much water that their vital organs can no longer function. This is called “dehydration,” which means losing water.

Diarrhea affects children’s nutritional status, how mothers spend their time, how much time pupils are absent from school, and household expenses for treatment, as well as the cost of lost work, wages, and productivity.

It is estimated that 80 percent of all cases of diarrhea can be attributed to three major causes (WHO 2008*):

- Inadequate sanitation
- Poor hygiene
- Unclean water

There are numerous ways that the germs that cause diarrhea can enter a person’s body:

- Fluids (through contaminated water)
- Fields (resulting from defecation outdoors)
- Flies (transmitting disease)
- Fingers (dirty hands to mouth)
- Food (infected by fluids, flies, or fingers and then ingested)

Certain hygiene practices have been proven to have the greatest potential for preventing diarrhea. These so-called **key practices** are:

- Safe disposal of feces
- Correct hand washing
- Safe drinking water

Studies show that, when performed correctly and consistently, each of these key practices can reduce diarrhea cases by 20 percent to 50 percent. Correct hand washing in particular has also been shown to prevent many cases of respiratory disease. Almost *one-tenth* of the global disease burden could be prevented by improving water supply, sanitation, hygiene, and management of water resources (*Prüss-Üstün, A., Bos, R., Gore, F., Bartram, J. *Safer water, better health: costs, benefits and sustainability of interventions to protect and promote health*. Geneva: World Health Organization. 2008.)

TRAINING ACTIVITIES

Part One: Introduction to WASH

Raising Awareness about National and Local Diarrheal Disease (10 minutes)

- A. Welcome and Introduction to the Session (10 minutes)
1. Welcome the participants by introducing yourself. Thank them for taking time out of their busy schedules to come hear about the importance of water, sanitation, and hygiene issues for the community.
 2. Say that in this half-day session, they will get a brief overview of the national and local situations with regard to diarrheal disease and learn about the “contamination cycle.”
 3. State that diarrheal disease (diarrhea) takes a terrible toll on children and that many children die each year from diarrhea-related diseases. By improving the way we properly dispose of our waste (feces), by doing a better job of washing our hands, and by drinking potable (clean and safe, uncontaminated) water, we can greatly reduce the number of illness episodes and deaths due to diarrhea.

Trainer Note:

If appropriate for the audience, insert a few national and local statistics here, if such data are available. See “Preparing to Teach” above for a creative way to present statistics. Examples of local statistics could be:



- % of children under 5 who had diarrhea in last 2 weeks
- Rank and % of diarrhea as a cause of childhood deaths
- % of households with safe sanitary solution (latrine, etc.)
- % of households with “access to water” and/or % that treat their drinking water
- Any data relative to hand washing (% of households with soap)

- B. Large Group Discussion: The Local WASH Situation (30 minutes minimum)
1. Tell the participants they are going to discuss the local WASH situation by looking at some questions.

2. Open the discussion by revealing the first question on the flipchart and continue for as long as appropriate. Under each question, record the highlights of the discussion, so that at the end of the time, you have a more or less complete picture of the local WASH situation. When each question is completed, post the flipcharts where the audience can see them.

Diarrhea Questions:

- Is diarrhea common among children in your community?
- Are there more cases during certain times of the year?
- If so, when does the number of cases increase?
- Why do you think that the number of cases increases at certain times of the year?
- Are you aware of children in your community who have died from dehydration/diarrhea? If so, tell us about it.

Water Questions:

- Where do most people get their water?
- How do they carry their water from the source?
- How do most people store their water at home?
- Do people treat the water in any way before drinking it? If so, how?
- Are there times of the year when water is scarce?
- How many different ways do people treat their water? (bleach, filters, boiling, sunlight, etc.)

Feces Disposal Questions:

- Where do most people go to relieve themselves?
- How do mothers dispose of their children's feces?
- Do people relieve themselves near wells?
- How do most people manage animal feces near or in their houses?

Hand Washing Questions:

- How often do people wash their hands?
- When are people most likely to wash their hands?
- What do they use?
- Do most houses have soap?
- What do people do when soap is not available?
- What do people do when water is scarce?

- C. Table Work (30 minutes)

1. In your own words, talk again about the importance of combating diarrheal disease (diarrhea) both nationally and locally. Use the information from the above discussion to illustrate your points.
2. Assign the task to the tables. Have them begin to think about some of the conditions, issues, and problems that exist locally with regard to access to potable water, correct hand washing, and proper disposal of human waste. Have them record some of the implications on a flipchart.



Trainer Note:

If participants are seated "theater style," have audience members work in groups of three or four with those seated around them.

D. Summary (10 minutes)

1. Summarize or ask for volunteers to summarize some of the key points, especially with regard to local WASH conditions. Include some of the points below, if not mentioned.

Summary points:

- Globally, diarrhea causes *over a million and a half* deaths in children per year.
 - Nationally, diarrhea causes _____ (*fill in number*) deaths per year.
 - Locally, diarrhea causes _____ (*fill in number*) illnesses per year.
 - Based on the discussion, some important WASH issues for our community are....
2. Offer a quick stand up break. Transition to the next session by saying that following a short break, they will have the chance to look at the contamination cycle.

Part Two

The Importance of Drinking Safe Water: The Contamination Cycle

Session Objectives

By the end of this session, the audience members will be able to:

1. Describe the contamination cycle.
2. Describe the connection between contamination and diarrhea.
3. Classify practices related to diarrhea as positive, negative, or neutral.
4. Optional: review some common local practices contributing to water contamination.

PART TWO AT A GLANCE: Contamination Cycle

Activity	Time	Materials
<p>A. Introduction to the Session</p> <p>Facilitator makes the link between part one and this part of the session. Reviews what the audience members should learn.</p>	5 minutes	<ul style="list-style-type: none"> - Flipcharts, markers, tape - If appropriate, objectives on flipchart
<p>B. Climate Setters</p> <p>Audience members engage in two exercises that help them to see that even “clear” water might be contaminated.</p>	10 minutes + 10 minutes	<ul style="list-style-type: none"> - 2 plastic bottles with clean water and a large measure of salt - 1 plastic bottle or glass with water; one long hair (or other long thin object like a blade of grass or piece of thread) - Feces sample
<p>C. Large Group Activity</p> <p>Audience classifies practices as positive, negative, or uncertain. Discussion along the way.</p>	30 minutes	<ul style="list-style-type: none"> - Unlabeled poster of the contamination cycle - 3 flipchart pages marked with positive, negative, uncertain faces; illustrations - Illustrations from <i>Collection of Resource Materials</i>
<p>D. Show and Tell</p> <p>Facilitator uses the routes of contamination poster with labels to explain how germs travel and consequences. Discussion of local situation with reference to part one.</p>	20 minutes	<ul style="list-style-type: none"> - Labeled poster of the contamination cycle - If local data are available, put on poster
<p>E. Summary</p> <p>Facilitator summarizes and points out supplementary information.</p>	10 minutes	<ul style="list-style-type: none"> - Handouts with supplemental information



85 minutes

PREPARING TO TEACH HALF-DAY SESSION PART TWO: Contamination Cycle

Before you present this part of the half-day session:

1. Gather all materials (four clean plastic bottles filled with potable water, salt, one bottle or glass with water in it, and one long very thin object such as a human hair, piece of thread, or blade of grass. In two of the four bottles, dissolve lots of salt so that the water is still clear but very salty to the taste).
2. Have three posters (on flipchart paper) ready with the following titles: Diarrhea, No Diarrhea, and Uncertain. On the “diarrhea poster” draw a sad face, for the “no diarrhea” poster draw a happy face, and for the “uncertain poster” use a face with a horizontal line for the mouth. Tape these up in the room so that they aren’t visible to the participants.
3. Prepare the illustrations to show to the participants. They can be found in the *Collection of Resource Materials*.
4. Prepare two posters for the routes of contamination: one with labels and one without.
6. Prepare a flipchart page with key points to summarize at the conclusion of the session.
7. Using the *Outreach Worker’s Handbook*, photocopy additional information on the contamination cycle for distribution to the participants, should anyone desire to have more detailed information about the contamination cycle.

DETAILED TRAINER NOTES: Contamination Cycle

A. Introduction to Part Two (5 minutes)

1. Welcome the audience members back from the break.
2. Continue by saying that in part one, they looked at some of the local WASH conditions and what they implied for the community. Say that in this part of the session, they are going to take a closer look at the contamination cycle: how germs travel and the relationship between contaminated water and diarrhea.

- Say that by the end of this session, they should be able to describe the contamination cycle and the connection between the contamination of water and diarrhea. Remind audience members that the purpose is not for them to become “scientists” or technical experts, but to raise their awareness of WASH conditions in the community so that they might eventually move to act to address those conditions so their children are healthier. Suggest they might want to start with their own families.

B. Climate Setter (10 minutes)

Salty Water—Clear but Unpleasant

- Show the audience the two bottles of water, one with dissolved salt in it. Ask them to look closely and see if they can tell any difference between the two. Take a couple of responses.
- Ask for two volunteers to come forward. Show the two bottles again one at a time (salty and not) to the audience members and ask them to raise their hands if they think the water in both bottles is “safe” to drink. Ask why.
- Now ask the volunteers to drink. Have the audience members watch their faces.
- Reinforce the point that although water may appear clean, clear, and safe, it can contain things that you can’t see that can make people ill.



Trainer Note:

You might want to introduce the local term “small bugs” or its equivalent if the word “germ” is not understood. In some areas, the words “dirt” or “dirtiness” work.

Clear but Contaminated

- Tell the audience members that they are going to continue to look at water and possible ways it can become contaminated but might not look harmful.
- Ask one participant to give you a hair (or use some other long and thin object, like a blade of grass or piece of thread). Place the sample of the feces where everyone can see it. Hold one end of the hair in each hand and run it through the feces. Dip the hair into the glass of water and then remove the hair.
- Ask for a volunteer to drink the water—only to see their reaction. **DO NOT ALLOW ANYONE TO CONSUME THIS WATER.**
- Conduct a discussion of the group’s reaction and stress that although the water looks clear, it is, in fact, contaminated.

C. Large Group Activity Classifying Practices/Actions (30 minutes)

1. Show the “contamination cycle” (*Collection of Resource Materials* or *Outreach Worker’s Handbook* p. 41) poster to the group without the labels. Ask the audience what they think the poster is trying to tell them. Take a couple of answers, but do not belabor this exercise.
2. Tell the audience members that you are going to show them pictures. Say that some of the pictures depict positive actions against diarrhea; some are negative, which could put people at risk of getting diarrhea; and some actions they might be uncertain about. Tell them that as you show the pictures, they should go stand under the poster that they think best indicates how they feel about the picture.

Trainer Note:

Once everyone is under a poster, ask one person from the group to explain why s/he chose that poster. It is important to realize that although a picture may be considered “positive,” “negative,” or “uncertain,” there can be scenarios in which a practice might fit into another category. For example the picture of the kettle with boiling water is usually categorized as “positive” because boiling water kills germs. However, boiled water can easily become contaminated again (so a participant could choose to stand under the “uncertain” / “straight mouth face” sign). It is not necessary for all participants to agree. What is important is that everyone understands which practices in each picture can protect a person against diarrhea or increase the risk of getting diarrhea.

3. Repeat with as many of the pictures as time allows. Move quickly while encouraging discussion.

D. Demonstration with the Labeled Poster (20 minutes)

1. Show the labeled poster to the participants so that everyone can see it and review the key ideas:
 - The cycle starts with people defecating in the open.
 - The feces spread out on the ground and contaminate food crops, people, and animals.
 - Feces on the ground attract flies, and flies contaminated with feces land on food that people eat.
 - Feces on the ground may be spread by rain or other water.
 - People who do not wash their hands after using the toilet spread germs.
 - Feces in the soil contaminate our water supply and then we drink contaminated water.

2. Then lead a discussion about local sources of water. If local data were available in part one, display those charts.
 - Where do most families get their water?
 - Could there be contamination even if the water appears “clear and clean?”
 - What might be some of the community sources of contamination?
 - What are their observations about the number of children with diarrhea?
3. Ask the group if they think children’s feces or adult feces have more germs or contamination that cause diarrhea. After responses, explain that children’s feces have more and are therefore more dangerous.

E. Summarizing and Reading More about Diarrhea (10 minutes)

1. Ask an audience member(s) to summarize what s/he has learned during this part of the session. Supplement his/her points with those below.

Summary Points:

- The cycle starts with people defecating in the open.
 - The feces spread out on the ground and contaminate food crops, people, and animals.
 - Feces on the ground attract flies, and flies contaminated with feces land on food, which people eat.
 - Feces on the ground may be spread by rain or other water.
 - People who do not wash their hands after using the toilet spread germs.
 - Feces in the soil contaminate our water supply and then we drink contaminated water.
2. Thank the audience members for attending. Ask if there are any final questions.



Trainer Note:

If this session and its two parts are given as part of the one-day session described in Appendix 6, make the linkage to the afternoon by stating that after lunch, the audience members will have the chance to explore the four effective ways of making water safe to drink and get a demonstration of correct hand washing.

APPENDIX 7:

A Sample One-Day Session

This appendix outlines a one-day session for:

1. Raising awareness about the importance of WASH for the community.
2. Exploring the contamination cycle.
3. Exploring the four methods for making water safe to drink.
4. Demonstrating good hand washing techniques.

Trainer Note:

The session adds “safe drinking water” (part three) and “hand washing” (part four) to the half-day session outlined in Appendix 6, parts one and two. When conducting this one-day session, do parts one and two from the half session in the morning and parts three and four in the afternoon.



The purpose of this one-day session is to create awareness as well as impart some basic WASH knowledge. As with the session described in Appendix 6, part one, the audience members should be literate. Seating at tables is preferred to encourage discussion and participation.

This session includes an overview of the four treatment methods to make water safe to drink. If one or more of these methods is not appropriate for your setting, please omit it.

APPENDIX 7: One-Day Session

Part Three

Four Methods for Making Water Safe to Drink

Session Objectives

By the end of part three, the audience members should be able to:

1. Describe in general the four methods for making water safe to drink.
2. Relate some of the advantages and disadvantages of each method.

SESSION THREE AT A GLANCE: Water Treatment Methods

Activity	Time	Materials & Resource
A. Introduction Audience gets a quick review of parts one and two from the morning and the objectives for the afternoon.	10 minutes	<ul style="list-style-type: none"> - Flipchart, markers, tape - Summary flipcharts from the morning
B. Climate Setter The audience members brainstorm about the ways in which they think water can be made safe to drink.	10 minutes	<ul style="list-style-type: none"> - Flipchart, markers, tape
C. Large Group Discussion and Lecture Facilitator reviews the results of the climate setter, and the audience members get a quick overview of the four methods.	30 minutes	<ul style="list-style-type: none"> - Appropriate visual aids for each method
D. Table Task Tables are assigned a method and are asked to discuss the advantages and disadvantages of each method.	30 minutes	<ul style="list-style-type: none"> - One-page descriptions of each method - Flipchart paper for recording table work
5. Table Reports and Discussion Each table reports on its findings. Discussion about methods for the community.	40 minutes (10 per table)	
6. Summary	5 minutes	<ul style="list-style-type: none"> - Flipcharts and visual aids



125 minutes

PREPARING TO TEACH

Part Three: Water Treatment

Before you present this part of the one-day session:

1. Hang the flipcharts from the morning's work so the audience members can see them clearly.
2. Use visual aids from the *Collection of Resource Materials* to illustrate the lecture points during the large group discussion. These visual aids might be table size or large posters. They should illustrate the steps for each of the water treatment methods.
3. If time permits, gather some of the materials used for the various treatment methods: large plastic bottles for SODIS, approved bleach packets, or commercially available filters.

DETAILED TRAINER NOTES

Part Three: Water Treatment

A. Welcome and Introduction to the Session (10 minutes)

1. Welcome the participants back to the session.
2. Review the morning's work by saying they learned something about the local WASH conditions and what they mean for the health of their children, and explored the contamination cycle. Spend some time reviewing and validating their earlier work.
3. Say that this afternoon they are going to look at the four ways to make water safe for drinking and also how to properly wash their hands. They should be thinking about how to apply what they have learned to their families and eventually what they might do in the community.

B. Climate Setter (10 minutes)

1. Brainstorm with the audience members about ways to make water safe to drink. Make no evaluative comments. Record their answers as they call them out. Encourage them to keep going if the brainstorming appears to lag.

C. Large Group Discussion and Lecture (30 minutes)

1. Using the information from the brainstorming session during the climate setter, review the four methods of treating water to make it safe to drink. Be sure to use any visual aids (objects or posters) to make the lecture as interactive as possible. Make sure any questions are answered.

D. Table Task (30 minutes)

1. Divide up the treatment methods among the audience members. Ask each group to think about as many advantages and disadvantages of their method as they can, and write them on flipchart paper that has been divided into two columns. For example, an advantage of SODIS is that it's relatively inexpensive. A disadvantage is that it's impractical in rainy climates (see the Considerations for Deciding Appropriate Water Treatment Methods, p. 9, in the *Outreach Worker's Handbook*).

E. Table Reports and Discussion (10 minutes per table x four tables)

1. Have each group report. Discuss the advantages and disadvantages in the large group. Make sure you address all their concerns. Discuss which methods, based on what they've been reviewing, might be practical for their community.

F. Summary (5 minutes)

1. Have one of the participants do a quick summary of the work, if time permits.
2. Transition to the next session by saying that following a short break, they will have the chance to look at good hand washing practices.

Appendix 7: One-Day Session

Part Four

Good Hand Washing Practices

Session Objective

By the end of this session, part four, the audience members will be able to:

1. Describe optimal hand washing practices (when and how to properly wash their hands).

SESSION FOUR AT A GLANCE: Hand Washing

Activity	Time	Materials
<p>A. Introduction</p> <p>Facilitator makes the link between part three and this part of the session.</p>	5 minutes	<ul style="list-style-type: none"> - Flipcharts, markers, tape - If appropriate, objective on flipchart
<p>B. Climate Setters</p> <p>Audience members talk about how they presently wash their hands. Play the estimating game.</p>	10 minutes	<ul style="list-style-type: none"> - Basin of water, soap, towel - Flipchart, markers, tape
<p>C. Large Group Activities</p> <p>Facilitator gets the audience members to think about clean and dirty hands.</p>	15 minutes	<ul style="list-style-type: none"> - Picture of dirty hands and picture of clean hands - Two volunteers
<p>D. Large Group Discussion</p> <p>Facilitator and audience members discuss the critical times for washing hands.</p>	15 minutes	<ul style="list-style-type: none"> - Flipchart, markers, tape - Poster of critical moments for washing hands
<p>E. Demonstration</p> <p>A volunteer shows correct hand washing procedures.</p>	10 minutes	<ul style="list-style-type: none"> - Tub of mud - Basin of water, soap, and towel - Extra water, soap, and towel for demonstration
<p>F. Summary</p> <p>Facilitator and audience discuss possibilities for demonstrations in the community and summarize part four.</p>	15 minutes	<ul style="list-style-type: none"> - Flipchart, markers, tape



70 minutes

PREPARING TO TEACH

Part Four: Hand Washing

Before you present this part of the session:

1. Gather all the required items: soap, basin, water, towels. Have a tub of mud covered so the audience members can't see what's inside.
2. Have copies of the hand washing poster available, either small copies for each table or a large poster for the front of the room.
3. Two drawings: 1) a person with demonstrably dirty hands; 2) a person with "clean" hands.
4. Research some of the ways that people in the community clean their hands (wipe them off, in the stream, using tap water, etc.).

DETAILED TRAINER NOTES

Part Four: Hand Washing

A. Introduction to Part Four (5 minutes)

1. Welcome the audience members back from the break.
2. Make the link between part three (methods for treating water) to this part of the session (washing hands). Say that once water is treated and clean, there is another way to reduce the incidence of diarrheal disease: properly washing hands. State that in this part, they will learn when and how to effectively wash their hands.

B. Climate Setter (10 minutes)

1. Go around the room and ask the participants how they presently clean their hands: at home, in the fields, during a trip, etc. Acknowledge that it's often hard to wash hands depending on where we find ourselves and how much we are in a hurry.

C. Large Group Activities (15 minutes)

1. Tell the audience members that you are going to walk around the room with two pictures. You are going to ask them a question, and they are to point to the picture that best represents their answer.

2. Take the two pictures and stand in front of one of the audience members. Ask participants which person they would like to fix their meals.



Trainer Note:

Some other questions:

- Which person would you like to weed your garden?
- Which person would you like to take care of you when you're sick?
- Which person would you like to change your baby's diaper?
- Which person would you like to change your bicycle tire?

3. Say that for many activities, we like people with clean hands. For some activities it doesn't matter. During this part of the session, we're going to learn about when and how to properly wash our hands.
4. Then ask for two volunteers to come to the front of the room. Whisper to one volunteer that she is going to pretend to meet the other volunteer and shake his hand. Before she offers her hand she's going to cough into it.
5. Have them play out the "introduction."
6. Ask the group how they think the person feels about being offered a "dirty" hand. If necessary, introduce the concept of "germs." Stress that hands can look clean and still be "dirty." Recall the part of the session where the water looked clean but was contaminated. With hands, they may look/appear clean, but may not be. It's always better to be safe.

D. Large Group Discussion (15 minutes)

1. The facilitator then leads a discussion with audience members about the times when they think it's critical to have clean hands. Once the discussion is over, show the poster with the times for washing hands BEFORE an activity (such as preparing food) and when it's critical to wash AFTER an activity (e.g. changing the baby's diaper).
2. Ask the audience members if they can think of other times, either before or after. Remind them that some people wash their hands before they pray.

E. Demonstration (10 minutes)

1. Ask for another volunteer to come forward. Uncover the basin of mud and ask the person to put his/her hands into the mud.
2. Ask the person how that feels and smells.
3. Get a reaction from the audience members about the "dirty hands" by asking a question like, "How does it feel when our hands are like this?"

4. Ask the audience members to stand where they can see the volunteer. Ask one audience member to time the hand washer (do this as an aside). Ask the person with the dirty hands to wash them in the basin. Ask the other audience members to make a mental note of how the volunteer washes his/her hands.
 5. When the volunteer is done, have an audience member describe the actions of the volunteer as s/he washed hands. Ask the timer how long the person took to wash his/her hands.
 6. Ask the audience members if they would do anything differently.
 7. If necessary, do a demonstration of how to properly wash hands including air drying or with a clean towel. (In many situations it is nearly impossible to rely on finding a clean towel. If this is the case in your situation, please use air drying as the only option).
- F. Summary (15 minutes)
1. Summarize or ask one of the audience members to summarize the major content from part four. Ask the audience members what they might do when they leave. Might they change the way their family members wash their hands? Are there possibilities for conducting hand washing demonstrations in school? In individual homes? At a meeting?
 2. Thank the participants for their attention during the day. Ask if there are any final questions. Wish them good luck and tell them you are available for future activities, should they have an interest.

APPENDIX 8:

A Sample Three-Day Workshop for Outreach Workers



Trainer Note:

This part of Appendix 8 outlines the sessions that might constitute a three-day workshop for community outreach workers. It is offered for the program manager who is thinking about incorporating community outreach workers (regardless of their sector) into WASH activities and is based completely on the information contained in the *Guide for Training Outreach Workers*, the *Outreach Worker's Handbook*, and the *Collection of Resource Materials*. Given the local situation, the program manager will need to make some choices about which water treatment sessions to put into the workshop. **Furthermore, this agenda has deliberately omitted some of the sessions in the full training package to save time.** The program manager should adapt this agenda as necessary, adding or substituting other sessions to meet the needs of the particular program.

All modules and sessions mentioned below are those modules and sessions from the full Training Guide.

Day One Morning

- Module 1, Session 1: Orientation to the Training (90 minutes)
- Module 1, Session 2: An Introduction to WASH (50 minutes)
- Module 1, Session 3: The Role of the Outreach Worker (45 minutes)
- Module 1, Session 4: Key Practices for Preventing Diarrhea (55 minutes)

Total: Approximately 4 hours, not counting break

Day One Afternoon

- Module 1, Session 5: The Contamination Cycle (95 minutes)
- Module 2, Sessions 2–5 as appropriate (no more than 180 minutes; the program manager should only include training on water treatment methods that are locally appropriate and pick out only those sessions)
- Module 2, Session 6: Transporting, Storing, and Retrieving water (50 minutes)

Total: no more than 5 hours and 30 minutes (but will be significantly less if a program only focuses on certain water treatment methods and omits the sessions on the others), not counting break

Day Two Morning

- Module 2, Session 7: Helping Families Choose (100 minutes)
- Module 2, Session 8: Water Synthesis (65 minutes)
- Module 3, Session 1: How to Wash Our Hands (35 minutes)
- Module 3, Session 2: When To Wash Our Hands (85 minutes)

Total: approximately 5 hours, not counting break

Day Two Afternoon

- Module 3, Session 3: How Much Water Does It Take? (60 Minutes)
- Module 3, Session 5: Hand Washing Synthesis (65 Minutes)
- Module 4, Session 2: Proper Feces Disposal (100 minutes)

Total: approximately 4 hours, not counting break

Day Three Morning

- Module 5, Session 1: Interpersonal Communication (70 minutes)
- Module 5, Session 2: Using Discussion Tools (110 minutes)
- Module 5, Session 3: Opportunities/Techniques for Hygiene Promotion (95 minutes)

Total: approximately 5 hours, not counting break

Day Three Afternoon

- Module 6, Session 1: Action Planning (70 minutes)

Total: less than 2 hours