

SESSION PLANS



Day 1

Module 1, Session 1

Introduction to the Training

Session Learning Objectives

By the end of this session, the participants should be able to:

1. Make their expectations for the course known.
2. State the purpose of the training.
3. Establish workshop norms.

Time: 60 minutes

Prep Work

Before you teach:

1. Review the Principles of Training and Facilitation guide (see copy in the Annex 1 for this Module). This will give you some important tips and techniques to use during a training session.
2. Bring supplies:
 - Flipchart stand
 - Markers
 - Flipchart paper (or newsprint; 100 sheets)
 - 1 copy of the workshop agenda for each participant (or write the agenda on flipchart paper large enough for everyone to see it and post it at the front of the room)
 - A 'Welcome' sign to post at the door
 - 1 Participant's Guide, Training Handouts, Assessment Tool, and set of Counselling Cards (23 cards in a set) for each participant
 - 1 pencil and pad of paper for each participant
 - Name tents, name tags, or masking tape for participants to write their names and wear (or place in front of them at their table)

3. Prepare a piece of flipchart paper with the following definitions:

- **WASH** – This abbreviation stands for **Water**, **Sanitation**, and **Hygiene**.
- **WATER** – Refers to water in the household that is used for drinking and cooking. This is often referred to as Point of Use (POU).
- **SANITATION** – Refers to the proper management and disposal of faeces. The management of menstrual blood also is included for purposes of the workshop.
- **HYGIENE** – This workshop focuses on hand washing. There are many other aspects of hygiene (such as keeping the environment/home clean; personal hygiene, including bathing/teeth brushing etc.), but those will not be covered.

Trainer Steps: Introduction to the Training

A. Large Group Welcome and Introductions: (15 Minutes)

1. The group should be welcomed by an official, if possible.
2. Welcome the participants and thank them for coming. Introduce yourself (if co-facilitating, introduce yourselves).
3. Briefly introduce the main aim of the training course, which is to improve the water, sanitation, and hygiene (WASH) actions of home based care (HBC) providers, their clients, and other household members with the goal of reducing diarrhoeal disease and transmission of HIV, thereby improving the quality of life of households.



Trainer Note:

The detailed training objectives are presented later in this session. This statement is a general overview.

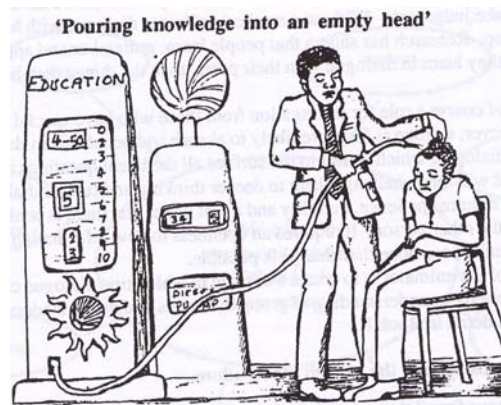
4. Have each participant greet the person sitting next to her/him. Be sure participants ask what name the other person likes to be called, where the person is from, and how long he/she has been working in home based care. Go around the group and ask each person to introduce the person s/he has just met.

B. Introductory Exercise and Discussion (10 Minutes)

Large Group Activity

1. Ensure everyone has a copy of the Participant's Guide. Introduce the guide and explain that it will serve as a technical reference during the WASH training course and will assist HBC providers as they support clients and their household members back in the participants' communities. Ask them to quickly flip through the guide so they can see that the main body of the guide is a practical review of the technical information regarding water, sanitation, and hygiene practices. The annexes include an acronym list and glossary, five general tools, one Assessment Tool, and 23 Counselling Cards. Explain that during the training, everyone will review all of the information and learn how to use all of the tools and cards.
2. Distribute a copy of the Training Handouts to each participant and explain that they will use this document during the training. The trainers (or facilitators) will let them know when they need to look at specific pages.
3. Ask participants to open the **Training Handouts to page 1**, to the **Illustration on a Teaching and Learning Method**, a person being 'filled up with education and knowledge.' Explain that this is often the way training sessions are carried out,

but this approach often does not work very well. Explain that in this course, you will learn through role plays, case studies, group participation, etc., which will be guided by the facilitator. To have open discussion, it is important that everyone gets to know each other and that everyone feels comfortable giving his/her point of view on a subject.



4. Explain that just as knowledge cannot be poured into HBC providers' heads, it cannot be poured into the heads of their clients or household members either. The HBC providers will need to develop and use much skill in trying to involve the community in preventing diarrhoea and other infections.
5. Tell participants that this training course will teach providers the essential skills to improve key practices. Explain that the course also will build on what providers already know and teach practical ways to prevent diarrhoea and other diseases related to water and sanitation issues.

C. Large Group Discussion: Training Programme Overview (10 minutes)

1. Post the flipchart paper with definitions on the wall where everyone can see it. Explain that you want to make sure that everyone understands key words in the same way for the workshop. Briefly review the definitions:
 - **WASH** – This abbreviation stands for **Water**, **Sanitation**, and **Hygiene**.
 - **WATER** – Refers to water in the household that is used for drinking and cooking. This is often referred to as “Point of Use” (POU).
 - **SANITATION** – Refers to the proper management and disposal of faeces. The management of menstrual blood also is included for purposes of the workshop.
 - **HYGIENE** – This workshop focuses on hand washing. There are many other aspects of hygiene (such as keeping the environment/home clean; personal hygiene, including bathing/teeth brushing etc.), but those will not be covered in this workshop.

2. Ask participants to open the **Training Handouts** to page 2, **Training Objectives**, and ask a participant to read them out loud.

**Trainer Note:**

There is no need to go into too many details as each session will have specific learning objectives. These will be presented at the beginning of each session.

TRAINING OBJECTIVES

At the end of the training, the HBC providers should be able to:

- Describe the role and responsibilities of an HBC provider in the provision of WASH care.
- Describe the four key water, sanitation, and hygiene (WASH) practices, including: treating, safely transporting, storing, and serving drinking water; safe handling and disposal of faeces; safe handling and disposal of menstrual blood; and hand washing with soap (or ash) and water and demonstrate actions required to implement the WASH practices in Home Based Care (HBC).
- Describe alternative methods of implementing the four key WASH practices and demonstrate the actions required to implement the practices.
- Assist HBC clients and their household members to adopt improved WASH practices.
- Demonstrate effective communication skills and steps needed to improve WASH practices, including use of the WASH assessment tools and Counselling Cards.

3. Distribute to participants a copy of the **workshop agenda** (or post the agenda written on flipchart paper where everyone can see it). Review the agenda of the training course, point out the breaks, lunch, and ending times.

D. Large Group: Participant Expectations (10 Minutes)

Brainstorming

1. Explain that although participants do not know a lot of the course details yet, you would like them to tell you why they are taking the training and what they expect to know and do once they complete the course (do not spend more than two or three minutes on this). Write the main points on flipchart paper.

E. Norms and Ground Rules for the Training Programme (15 minutes)

1. If appropriate, ask the training participants to choose “class representatives” (or a ‘Cabinet,’ which may include such positions as chairperson, timekeeper, welfare organiser, energiser, chaplain, etc.).
2. Note that for any training to be a success, certain guidelines (or norms) help establish an atmosphere for learning. Ask participants what they would like to establish as norms, and record these on the flipchart.

Trainer Note:

You may need to “jump start” this exercise with a few norms of your own. Make sure participants explore some of the less obvious ones, such as active listening. Be sure they include:



- **Confidentiality of personal disclosures. Everything discussed in the training room stays in the training room.**
- **Full participation is expected of all members.**
- **All contributions are valid.**
- **Be courteous and respectful, especially if there are differences of opinions.**
- **Let each person finish talking.**
- **Be on time.**
- **Keep mobile phones on vibrate or silent. Step outside if you must take an urgent call.**
- **The facilitator reserves the right to modify, shorten, or lengthen any session or discussion, according to group needs.**
- **The group defines and agrees on penalty for breaking ground rules.**
- **Recognise the need for a "parking lot."**

3. Record and post the norms and ground rules in a visible spot in the room.
4. Ask participants for any comments, questions, and clarifications. Write down any larger questions on the “parking lot” flipchart.

Transition

Thank the attendees for their participation and mention that in the next session, they will assess their own level of knowledge in water, sanitation, and hygiene care.



Day 1

Module 1, Session 2

Water, Sanitation, and Hygiene (WASH) Assessment

Session Learning Objectives

By the end of this session, the participants should be able to:

1. Hand in to the trainer a completed copy of the workshop Pre/Post-Training Assessment Tool.

Time: 30 minutes

Prep Work

Before you teach:

1. Make enough photocopies of the Pre/Post-Training Assessment Tool (see Module 1, Annex 2) so each participant has one copy.
2. Number each photocopy of the self assessment in sequential order in the space labelled 'Number:___' at the top right corner. (So the first photocopy will be 'Number: 1', the second will be 'Number 2', and so forth.)

Trainer Steps: Assessment Activity

A. Assessment Instructions and Completion of the Questions (30 minutes)

1. Introduce the Assessment Tool and make clear to participants that this is not a test, but a way for them to discover where they might want to focus their skill building in the training.

**Trainer Note:**

Make sure you emphasise the fact that this is an assessment and results will not be shared with others. The purpose is not to judge the participants, but rather to better understand what the participants know and do not know to make sure the training addresses their needs. The questions also will help assess the effectiveness of the training and improve it for future trainings.

2. Distribute to participants a copy of the assessment. Tell the participants that they should NOT write their names on the assessment. Each assessment has a different number and the trainers do not know which number belongs to which person. Ask participants to write down their number in a place where they will not lose it or forget it. They will need the number to get their assessment back and when they complete the assessment again at the end of the training.
3. Ask each person to fill out the assessment by writing responses on his/her paper. Tell participants to leave a question unanswered if they do not know the answer. Provide detailed instructions in case some participants are unfamiliar with answering questions in this format. Give participants 30 minutes to complete the assessment on their own.
4. After 30 minutes, call the time. Collect the completed self assessments. Explain to participants that they will get their responses back after the trainers have a chance to review them. The trainers want to look at the assessments to get an understanding of strengths and gaps so they know what to emphasise during the training. When returning the forms, a trainer will place the reviewed assessments in a pile so the participants can identify their number and collect their own assessments to refer to for future reference. If possible, facilitators should review the assessments during a break.

**Trainer Note:**

You will need to look at the assessment results early in the training course to understand the strengths and gaps indicated in the responses. This will help you know what to emphasise during the training. Module 1, Annex 2 has a copy of the answer

key for the assessment.

Transition

Ask participants if they have any questions and respond appropriately. Link to the next session, an introduction to WASH and home based care. Thank attendees for their participation.

Annex 1

Principles of Training and Facilitation¹

This section provides an overview of the important principles that trainers should consider when carrying out training courses for HBC providers. With increased familiarisation of the training process, many of these principles will become second nature.

1. The importance of review

- ☑ The first session for each day's training aims to review the knowledge and ideas of the participants, based on the previous day's training.
- ☑ The review process helps the participants to recall the knowledge and skills developed in this area and to continue to build on this.
- ☑ Review is a useful tool for the facilitator to gauge the effectiveness of the previous day's training and to adjust accordingly.

2. The importance of understanding the topic and activities

- ☑ Adults need to know why a topic or session is important. They will come to the training session with some knowledge of the topic; it is important to find out what they know and build on that.
- ☑ Providing too much information or providing complicated information about a topic may reduce the participant's understanding. This could lead them to convey confused or unclear messages to their communities. Keep to simple key messages and build the understanding of the participants gradually (don't expect them to become WASH experts after one training).
- ☑ Use a variety of techniques to repeatedly check the understanding of the participants (Questions and answers, quizzes, drama, and role play, etc.).

3. The importance of introducing topic activities and developing skills to teach the activity

- ☑ A key aspect of training is to train by example, teaching by demonstrating each activity, not just explaining how to do it, and involving the participants in the process. Trainers should be modelling the desired training and communication skills that they want the participants to use subsequently.
- ☑ Giving participants an opportunity to do what has just been demonstrated is critical. Carrying out an action (through practise, role plays, and by doing the practice), cements the knowledge.
- ☑ Participants' knowledge and skills could be reinforced with subsequent refresher trainings to review activities. Facilitators also should encourage participants to practise leading the activity. This will reinforce activity methods, identify areas of misunderstanding, and provide the participants with practice leading the activity.
- ☑ When conducting repeat training or refresher training, invite a participant to demonstrate the activity first. If additions or adjustments need to be made, encourage group feedback before providing advice yourself.

¹ Adapted from: Tearfund (2006) Child Health Club Trainers Guide.

4. The importance of using a variety of activities

- ☑ Everyone has a way in which they best learn. In a group, there will be a mix of people with different learning styles. By undertaking a variety of participatory methods during a teaching session, you will facilitate and stimulate learning for the whole group.
- ☑ Each activity should involve trainee participation and involvement as much as possible. Presentations that require minimal involvement from the participants should be kept short (maximum 10 minutes).

5. The importance of having fun

- ☑ Facilitating a fun training session can increase motivation of the group to learn and also share that learning.
- ☑ A lot can be learned by having fun! Fun can help with memory creation and retention of information, and laughing strengthens the immune system. People who laugh a lot tend to stay healthier and deal with stress more effectively.

6. The importance of maximising participation

- ☑ Adults learn best in an atmosphere of active involvement and participation when they can learn at their own pace. This suggests that the process of learning often matters as much (if not more) than the topic that is studied.

7. The importance of organising the teaching environment

- ☑ Face the participants while leading the session. Do not have your back to them.
- ☑ Limit the size of the groups and the number of participants or community members taking part in each activity.
- ☑ If the participants have limited literacy skills, try to avoid writing on the board or flipchart. If necessary, use pictures or symbols, although you may need to explain pictures.

8. The importance of understanding your local context

- ☑ Training participants and facilitators may be used to more traditional methods of teaching. You may need to explain why these methods are less effective and why you are using more interactive methods.
- ☑ Greater learning will be achieved if the topics can be linked with examples of the local context so the participants can apply their knowledge to their everyday experiences in the community.
- ☑ Only the most relevant aspects and topics should be taught. For example, there is no point talking about water taps if water taps are not available in the community/settlement.

9. The importance of taking action

- ☑ The participants need to be encouraged to practise their new knowledge and skills in their own homes and with their own families so they set an example to others.
- ☑ Participants will need support in conducting home visits and group meetings after the training.

10. The importance of monitoring

- ☑ Participants need to be involved in monitoring their work so they can better understand their own communities.
- ☑ Monitoring is a useful tool for participants to see the impact of their work on the health and environmental status of the community.
- ☑ Regular meetings should be held with participants so they can share this information and support each other.

11. The importance of recording and reporting

- ☑ The accurate recording and reporting of work carried out with and by the participants are necessary to facilitate monitoring and evaluation of the project.
- ☑ Some participants may not have had a formal education and may find forms (even pictorial ones) difficult to complete. They may need extra support and could be coupled with someone who has more confidence in completing the forms or who has more advanced literacy skills.

12. The importance of revisiting topics at a later date

- ☑ It is useful to revisit topics to refresh participants' memory on important topics and to help create links between the topics (e.g., hand washing is important to mention in other topics, like diarrhoea and dehydration and the safe use of latrines).

Annex 2

Pre/Post-Training Assessment Tool

Number: _____

Instructions

Please complete the following questions by marking the correct answer(s) with a tick (✓) mark. **Do not worry** if you do not know all the answers. Answer as many questions as you can. Some questions ask for one answer, others for more than one answer. Some questions involve giving a description.

Participants will complete another copy of this same assessment at the end of the training so they can see areas of improvement in their knowledge and skills involving water, sanitation, and hygiene care.

<p>Please read all the questions carefully and answer as best as you can.</p> <p>You have 30 minutes to answer all the questions.</p>	<p>Do not write in this column</p>
<p>1. What water, sanitation, and hygiene (WASH) behaviours should an HBC worker target in home based care? [tick four boxes]</p> <p><input type="checkbox"/> Hand washing</p> <p><input type="checkbox"/> Hair combing</p> <p><input type="checkbox"/> Diet</p> <p><input type="checkbox"/> Drinking safe water</p> <p><input type="checkbox"/> Proper handling and disposal of faeces</p> <p><input type="checkbox"/> Car washing</p> <p><input type="checkbox"/> Menstrual care</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>2. The goal of WASH care for PLWHA is to: [tick one box]</p> <p><input type="checkbox"/> Prevent malaria, increase bed net use, promote the eradication of mosquito breeding areas.</p> <p><input type="checkbox"/> Prevent yellow fever.</p> <p><input type="checkbox"/> Prevent tuberculosis.</p> <p><input type="checkbox"/> Prevent diarrhoea for family members, improve the PLWHA's quality of life, and prevent HIV transmission (to the caregiver).</p>	<p><input type="checkbox"/></p>
<p>3. What are the key steps to negotiate an improved behaviour? [tick one box]</p> <p><input type="checkbox"/> Educate and convince</p> <p><input type="checkbox"/> Scold the household on inadequate behaviours and lecture on proper behaviours</p> <p><input type="checkbox"/> Tell people what to do</p> <p><input type="checkbox"/> Assess current practices, congratulate on existing "good" practices, identify needed improvement, review safer behaviour options, and come to an agreement on an improved behaviour</p>	<p><input type="checkbox"/></p>

<p>4. Select one phrase that encourages “open-ended questions”: [tick one box]</p> <p><input type="checkbox"/> How many ... ?</p> <p><input type="checkbox"/> What would make it easier to ...?</p> <p><input type="checkbox"/> Have you ever ...?</p> <p><input type="checkbox"/> You don't usually ...do you?</p>	<p><input type="checkbox"/></p>
<p>5. An HBC worker's main WASH role is: [tick one box]</p> <p><input type="checkbox"/> Meeting with community leaders.</p> <p><input type="checkbox"/> Discussing with neighbours.</p> <p><input type="checkbox"/> Negotiating improved WASH behaviours, providing WASH care for sick PLWHA, and teaching the caregiver how to provide WASH care to a sick PLWHA.</p>	<p><input type="checkbox"/></p>
<p>6. You can make household water safer for drinking by: (tick four boxes)</p> <p><input type="checkbox"/> Having one big open container for animals, kids and the whole family.</p> <p><input type="checkbox"/> Serving your water by dipping a bowl or cup into the container water.</p> <p><input type="checkbox"/> Keeping your treated water in a narrow-neck container with a lid.</p> <p><input type="checkbox"/> Boiling water until large bubbles appear.</p> <p><input type="checkbox"/> Keeping the container of treated water on the floor so that children can serve themselves.</p> <p><input type="checkbox"/> Adding chlorine solution or tablets to your water.</p> <p><input type="checkbox"/> Transporting your water to the house in a container with a lid.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>7. Four critical times in which hands should be washed to prevent diarrhoea include. (tick four boxes)</p> <p><input type="checkbox"/> After defecating</p> <p><input type="checkbox"/> Before preparing food or cooking</p> <p><input type="checkbox"/> Before washing clothes</p> <p><input type="checkbox"/> Before eating or feeding someone</p> <p><input type="checkbox"/> After changing a child's nappie and cleaning a baby's bottom;</p> <p><input type="checkbox"/> After working in the garden</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>8. The main job of the soap when washing hands with water is to: (tick one box)</p> <p><input type="checkbox"/> Make the water clean</p> <p><input type="checkbox"/> Loosen the germs from the hands</p> <p><input type="checkbox"/> Make the hands softer</p>	<p><input type="checkbox"/></p>

<p>9. The main job of the running water when washing hands is to: (tick one box)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Help dissolve the soap <input type="checkbox"/> Make the soap softer <input type="checkbox"/> Remove/wash away the germs from the hands 	<input type="checkbox"/>
<p>10. If soap is not available, what can be used as an alternative cleanser when washing your hands? (tick one box)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nothing <input type="checkbox"/> Hair tonic <input type="checkbox"/> Ash <input type="checkbox"/> Jik 	<input type="checkbox"/>
<p>11. One reason that safe water, sanitation and hygiene practices are important for people who are living with HIV and/or AIDS (PLWHA) is that: (tick one correct box)</p> <ul style="list-style-type: none"> <input type="checkbox"/> They are more likely to become ill or even die from the complications of diarrhoea. <input type="checkbox"/> They have a strong immune system and are at a low risk for diarrhoeal disease. <input type="checkbox"/> They have to take medications 	<input type="checkbox"/>
<p>12. The following two things can make it easier and safer for a caretaker to dispose of faeces: (tick two boxes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bedside commode <input type="checkbox"/> A soft cotton bed sheet <input type="checkbox"/> A towel <input type="checkbox"/> Use of plastic pants <input type="checkbox"/> Wearing a soft cloth on hands 	<input type="checkbox"/> <input type="checkbox"/>
<p>13. In a rural area, the safest ways to dispose of cloth or sanitary pads soaked with menstrual blood are: (tick two boxes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Throwing them in the trash <input type="checkbox"/> Burning them <input type="checkbox"/> Burying them <input type="checkbox"/> Putting them in the latrine 	<input type="checkbox"/> <input type="checkbox"/>
<p>Thank you!</p>	

Answer Key

Pre/Post-Training Assessment Tool

Instructions

The CORRECT response(s) for each question on the Pre/Post-Training Assessment Tool are shown below.

To score, put a tick (✓) for each correct answer in the box in the far right column. For example, for a question that has four possible correct answers, there are four boxes in the column on the right (on the participant's copy of the assessment tool.) If the participant got three answers correct, put a tick in each of three boxes and leave the fourth box empty. To score the assessment, add up the number of boxes that have tick marks in the entire test. The participant's score then can be compared on the assessment he/she took before and after the workshop. Use the number in the top, right corner of the participant's copy of the assessment tool to match each individual's pre/post-training assessment.

The CORRECT ANSWERS for each question are as follows:

1. What water, sanitation, and hygiene (WASH) behaviours should an HBC worker target in home based care? [4 correct answers]
 - Hand washing
 - Drinking safe water
 - Proper handling and disposal of faeces
 - Menstrual care
2. The goal of WASH care for PLWHA is to: [one correct answer]
 - Prevent diarrhoea for family members, improve the PLWHA's quality of life, and prevent HIV transmission (to the caregiver)
3. What are the key steps to negotiate an improved behaviour? [one correct answer]
 - Assess current practices, congratulate on existing "good" practices, identify needed improvement, review safer behaviour options, and come to an agreement on an improved behaviour.
4. Select **one** phrase that encourages "open-ended questions": [one correct answer]
 - What would make it easier to ...?

5. An HBC worker's main WASH role is: [one correct answer]

- Negotiating improved WASH behaviours, providing WASH care for sick PLWHA, and teaching the caregiver how to provide WASH care for sick PLWHA

6. You can make household water safer for drinking by: [four correct answers]

- Keeping your treated water in a narrow-neck container with a lid
- Boiling water until large bubbles appear
- Adding chlorine solution or tablets to your water
- Transporting your water to the house in a container with a lid

7. Four critical times in which hands should be washed to prevent diarrhoea include: [four correct answers]

- After defecating
- Before preparing food or cooking
- Before eating or feeding someone
- After changing a child's nappie and cleaning a baby's bottom

8. The main job of the **soap** when washing hands with water is to: [one correct answer]

- Loosen the germs from the hands

9. The main job of the **running water** when washing hands is to: [one correct answer]

- Remove/wash away the germs from the hands

10. If soap is not available, what can be used as an alternative cleanser when washing your hands? [one correct answer]

- Ash

11. One reason that safe water, sanitation, and hygiene practices are important for people who are living with HIV and/or AIDS is that: [one correct answer]

- They are more likely to become ill or even die from the complications of diarrhoea.

12. The following two things can make it easier and safer for a caretaker to dispose of faeces: [two correct answers]

- Bedside commode
- Use of plastic pants

13. In a rural area, the safest ways to dispose of cloth or sanitary pads soaked with menstrual blood are: [two correct answers]
- Burning them
 - Putting them in the latrine