



USAID
DEL PUEBLO DE LOS RETADORES
UNIDOS DE AMÉRICA

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MEJORAMIENTO DE LA
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Training Manual for Household Improvement in Water, Sanitation and Hygiene

For Local Technical Teams Working on the “Healthy Municipalities and Communities” Project



FOR:

**LOCAL TECHNICAL TEAMS
WORKING ON THE
“HEALTHY MUNICIPALITIES AND
COMMUNITIES” PROJECT**

TO:

**TRAIN OUTREACH WORKERS AT THE
COMMUNITY AND DISTRICT LEVEL
(Representatives of the Local Development
Office-LDO and the Local Government, members
of Neighborhood Councils, and the Health and
Education Sectors)**

PERU
AMAZON REGION
2007

ACKNOWLEDGEMENTS

The development of this manual was made possible by teamwork between the Healthy Municipalities and Communities project, carried out by Management Sciences for Health (MSH), and the USAID Hygiene Improvement Project (HIP) under the management of the Academy for Educational Development (AED), with the Manoff Group, IRC (International Water and Sanitation Centre), and ARD.

This work was made possible thanks to a cooperative agreement between USAID/Peru, MSH, USAID/HIP.

The contents of this manual draw on the experience of diverse institutions in the production of educational material and the development of methodologies for water quality improvement and behavior change among rural populations.

Special thanks go to the communities and families of the district of Curimaná for their support during the initial phase of this study, which made the final production of this material possible.

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Special thanks to

- Lucy López, USAID/Peru
- Merri Weinger, USAID/Washington
- Daniele Lantagne, Centers for Disease Control and Prevention (CDC), Foodborne and Diarrheal Diseases Branch
- Marco Polo Torres, The Manoff Group
- Environmental Health Project (EHP), “*Guía de la promotora*” (Promoter’s Guide) Chinandega, Nicaragua (prepared with assistance from EHP)
- Fundación SODIS

This publication, produced by the “*Municipios y Comunidades Saludables en Zonas del PDA*” (Healthy Municipalities and Communities in PDA areas) project and the Hygiene Improvement Project-HIP, was made possible by support from USAID. Concepts and opinions expressed in this document do not necessarily reflect the view of the United States Agency for International Development.

INTRODUCTION

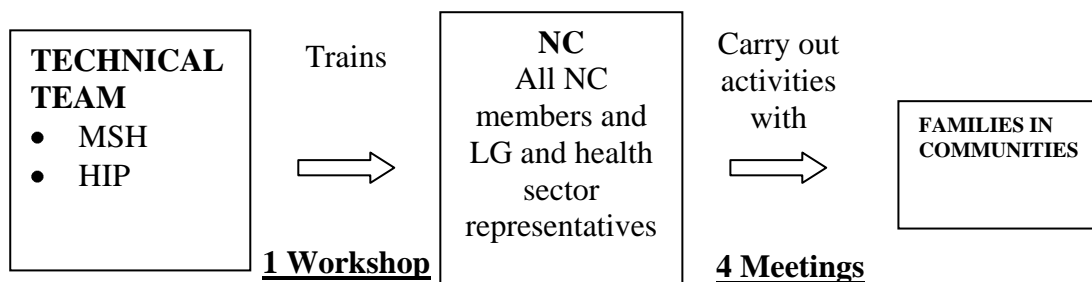
The program for the “family improvement in water, sanitation, and hygiene” was developed through collaboration among different institutions within the framework of the Healthy Municipalities and Communities (Spanish acronym: MCS) Project and the Hygiene Improvement Project-HIP.

This program works with local organizations, such as Neighborhood Councils (NC, known as *Juntas Vecinales* in Spanish), local governments (LG), and other local representatives of the health and education sectors.

The purpose of this manual is to train local outreach workers (“facilitators”) to:

- Carry out a series of group activities at the community level in order to reduce diarrhea
- Train other people to carry out the activities

After participating in this workshop, facilitators will use the Community Guide to carry out group activities to reduce diarrhea among families in their communities. These activities take a total of 4 hours, to implement and they are divided up into 4 separate meetings.



The training workshop for outreach workers (“facilitators”) takes 1 day and participants should include all members of the Neighborhood Councils and representatives of the Local Government, Local Development Office (LDO), and the Local Technical Team (LTT).

OBJECTIVES OF THE WORKSHOP FOR OUTREACH WORKERS (“FACILITATORS”)

By the end of this workshop, the outreach workers should be able to:

- Describe the contamination cycle and how to break it by treating water in the home, washing hands, and properly disposing of feces
- Carry out activities in the communities
- Use the information system tools

WORKSHOP METHODOLOGY

- Use of structured learning activities: presentations, group discussions, group work, role plays, practical exercises
- Engaging participants through their active involvement in the exercises and working in small groups. Workshop participants will engage in activities and exercises that will help them experience being a participant in the exercises that they will later lead in the communities.
- The training is structured to incorporate the “Community Outreach Workers’ Reference Guide for Household Improvement in Water, Sanitation and Hygiene” and information system tools.

HOW TO USE THIS MANUAL

This manual provides instructions on how to conduct exercises that will then be replicated with families in the communities. This manual is used by the workshop facilitators during the workshop in which the participants are members of Neighborhood Councils and local leaders. The Neighborhood Council members and local leaders will be responsible for replicating the exercises in the communities during 4 community meetings.

To hold the workshop, it is necessary to have the poster size illustrations and the "Community Outreach Workers' Guide for Water, Sanitation and Hygiene Improvement" in order to do the exercises.

The following terminology is used in the introductory section of each exercise:

- **Objective:** describes what each exercise is intended to achieve
- **Time:** indicates how long each exercise should last
- **Materials:** describes the equipment and supplies necessary for the exercise
- **Preparation prior to the session:** indicates anything that needs to be done by the facilitator before training/doing the exercise
- **Key ideas:** describes the main concepts that are to be transmitted
- **Procedure:** provides instructions for the facilitators on how to direct and carry out each activity

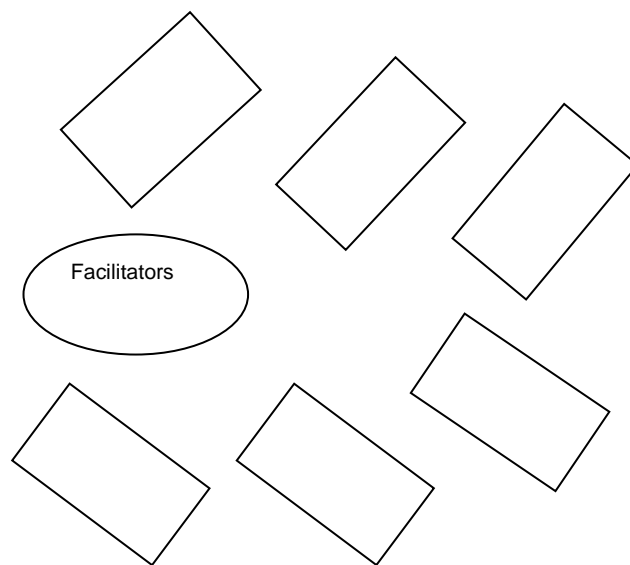
LOGISTICS FOR THE WORKSHOP

Number of participants

In order to ensure a high level of participation, limiting the number of participants to a maximum of 30 people is recommended.

Room arrangement for the training session

It is preferable to have enough space for all of the participants to sit in a way that encourages face-to-face discussions. If possible, the tables should be placed around the room, forming a horseshoe as shown in the diagram below. This arrangement is very effective for large and small group discussions. It also helps the facilitators to monitor the work of small groups.



Materials

The materials necessary for holding the workshop are listed in detail on the following page. The materials needed for each individual activity are also listed at the beginning of the description for each activity.

MATERIALS NEEDED FOR HOLDING THE WORKSHOP

(According to the number of participants invited, with a maximum of 30 recommended)

MATERIALS	QUANTITY
Participant folder (1 folder + 1 copy of the training agenda found in Annex 1 of this manual + 2 sheets of notebook paper + 1 pen)	30
"Community Outreach Workers' Reference Guide for Household Improvement in Water, Sanitation and Hygiene"	30
Markers in different colors (4 red, 4 black, 4 blue, and 4 green)	16
Set of 14 Cards with drawings of actions that can prevent diarrhea ("positive actions"), increase the risk of getting diarrhea ("negative actions"), and may or may not lead to diarrhea ("uncertain" actions)	1
Stickers or masking tape to use for name tags for participants	30
Poster size illustrations/copies of instruments (14 illustrations)	1
Set of 3 large signs: Sign 1 says: "Diarrhea + picture of a sad face", Sign 2 says: "No diarrhea + picture of a happy face", Sign 3 says: "Uncertain + face with a normal expression"	1
½ liter bottles full of water	2
Salt (small bag)	1
Disposable cups	50
Animal feces (dog, hen, etc.)	1
"Clorox" brand chlorine (small bottles)	2
Bag of bleach	1
Empty 1-liter bottle of Gloria or Pura Vida brand yogurt with their labels	5
20-liter buckets, each with a lid and spigot, with water to be chlorinated	5
Display board with the 10 reminder brochures for the families	1
Transparent plastic bottles that hold no more than 2.5 liters each	2
Plastic pitcher (for pouring water during the hand washing exercise)	1
Sheets of Flip chart paper with the following hand written headings: Paper 1: "Boiling – Advantages", Paper 2: "Boiling – Procedure", Paper 3: "Chlorination – Advantages", Paper 4: "Chlorination – Procedure", Paper 5: "SODIS – Advantages", Paper 6: "SODIS – Procedure"	6
Basin (deep bowl) for washing hands	1
Basin (deep bowl) with mud in it	1
Soap dish and soap	1
Clean rag or towel	1
Masking tape	3
Set of "Family Data Tracking Sheets" (3 sheets per set on A4 paper)	4
Data Consolidation Sheet (poster size)	4
Bar graph (poster size)	4

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PART 1:

**GETTING TO KNOW EACH OTHER AND UNDERSTANDING THE COMMUNITY NETWORK
FOR MANAGING POTABLE WATER (Known by the Spanish acronym: RECOMAP)**

ACTIVITY 1.1: Introduction, participant introductions, and training goals

Objective

- To familiarize participants with each other and to present the training objectives

Time

- 20 minutes

Materials

- Poster paper
- Markers
- Name tags (stickers or masking tape can be used)
- 1 photocopy of the training agenda per participant
- 1 folder per participant
- 2 sheets of notebook paper per participant
- 1 pencil per participant

Preparation for the session

- Create a folder for each participant containing the training agenda (see Annex 1) and 2 blank sheets of paper

Key ideas

- Introduction of the training facilitators
- Introduction of the participants
- Introduction of the training modality
- Review of the training objectives
- Establishing small working groups
- Review of participant expectations and concerns

Procedure

Introduction of the training facilitators:

The facilitators welcome the participants warmly and then introduce themselves. The person speaking holds one of the markers as an indication that it is his or her turn to speak. When done speaking, he or she passes the marker to the next facilitator whose turn it will be to speak.

Introduction of the participants:

Pass the marker around among the participants. The person who has the marker introduces himself/herself to the others by saying his/her name, where he/she is from, or for which organization he/she works. The marker is then passed to the next participant and the introductions continue in the same manner until all the participants have introduced themselves.

Explanation of the Community Network for Managing Potable Water (Spanish acronym: RECOMAP):

The facilitators will explain the following:

- The Healthy Municipalities and Communities project is aimed at improving health and development through civil participation, implementing public health policies, creating healthy environments and lifestyles, and redirecting health services toward health promotion and disease prevention.
- Within the Healthy Municipalities and Communities project, there are a series of actions aimed at improving the health of the people living in the communities. One of these actions is implementing a series of activities in the community that will help families to improve their behaviors to reduce their risk of diarrhea.
- During this training, you will be trained as “Community Outreach Worker Facilitators.”
- The “pilot” (first) training took place in the district of Curimaná (Ucayali Region, Peru) and will be duplicated in other regions of the country.
- Several phases took place to help inform and design this training:
 - Phase one: Research was conducted to determine the level of contamination of different sources of water in the district of Curimaná (Ucayali Region, Peru). The results revealed that many water sources are quite polluted.
 - Phase two: Research was conducted to find out how families in the region treat, store, transport, and use their water. The results indicated that the behaviors of many of the families put them at high risk for diarrhea.
 - Phase three: Based on the results of the research, a series of activities were developed to carry out with families in the communities to help them improve their behaviors in order to reduce their risk of diarrhea.
 - Phase four: Materials were created to support the activities to be carried out with the families.
 - Phase five: Training the “community outreach worker facilitators” in the district of Curimaná and subsequently in all of the districts in 6 other regions of Peru
 - Phase six: Carrying out the activities with the communities.

- Phase seven: Evaluation of the information generated by the program (through the use of the “Family Data Tracking Sheets” and the “Data Consolidation Sheets”) in order to assess changes in behavior.



Training Objectives:

The purpose of the training program is to train community outreach workers so that they can contribute toward improvement in safe water consumption in the communities.

By the end of this workshop the new community outreach workers will be able to:

- Describe the contamination cycle and how the cycle can be broken by treating water in the home, washing hands, and disposing of feces appropriately.
- Carry out the activities in the communities.
- Use the information system tools.

All of the exercises carried out in this training should be replicated with the families in the communities IN THE SAME ORDER.

Expectations and concerns:

Ask participants to state their expectations for their training. We should help them to understand the importance of the issue and how they can apply what they learn on a daily basis. We should foster open discussion on how to achieve the proposed objectives.

PART 2:
IMPORTANCE OF CONSUMING SAFE WATER AND BEHAVIOR CHANGE IN OUR COMMUNITIES

EXPLAIN that now we are going to do all of the activities that they will later replicate in the communities. This is their chance to be the participants in the activities so that, when they are back home, it will be easier for them to lead their community members in doing the activities.

NOTE TO FACILITATORS: During the training, each of the participants will need a copy of the "Community Outreach Workers' Reference Guide for Household Improvement in Water, Sanitation and Hygiene."

Activity 2.1: Contamination Cycle

Objective

- Participants should be able to describe the contamination cycle and the connection between contamination and diarrhea.

Time

- 50 minutes

Materials

- 14 Cards with drawings of actions that can prevent diarrhea ("positive actions"), increase the risk of getting diarrhea ("negative actions"), and may or may not lead to diarrhea ("uncertain" actions)
- 3 large signs that say:
 - **"DIARRHEA"** with a picture of a "sad" face
 - **"NO DIARRHEA"** with a picture of a "happy" face
 - **"UNCERTAIN"** with a picture of a face with the mouth in a horizontal line
- Masking tape
- Poster: "Contamination Cycle"
- "Community Outreach Workers' Reference Guide for Household Improvement in Water, Sanitation and Hygiene" - 1 copy for each participant

Preparation prior to the session

- Make 3 large signs that say:
 - **"DIARRHEA"** with a picture of a "sad" face
 - **"NO DIARRHEA"** with a picture of a "happy" face
 - **"UNCERTAIN"** with a picture of a face with the mouth in a horizontal line

Key ideas:

- Avoid defecating in open areas

- Wash your hands after using the toilet
- Wash your hands before eating
- Consume only treated water

Procedure

Part 1:

- **Put up the three "DIARRHEA," "NO DIARRHEA," and "UNCERTAIN" signs** in a place where participants can form groups below each poster.
- **Shuffle the 14 illustrations** of positive actions (which can protect one against diarrhea), negative actions (which can put one at risk of getting diarrhea), and "uncertain" actions (that do not indicate whether they lead to a risk of getting diarrhea) related to contamination so that they are in random order.
- **Display a picture** (without saying whether it is "positive," "negative," or "uncertain") and ask the participants to go stand below the poster that indicates how they feel about that picture.
- Ask for a representative from each group to explain why they stood in that place and briefly discuss the key ideas. The discussion is likely to highlight that the participants can interpret the picture in different ways and that there is no single "answer."
- **Repeat the same procedure** with all of the pictures of "positive," "negative," and "neutral" actions.

Be sure to encourage discussion on the following key ideas related to each illustration:

WATER

- **Kettle boiling:** "Positive (No diarrhea)" picture, because boiling water kills germs, but boiled water can be recontaminated easily.
- **SODIS bottles:** "Positive (No diarrhea)" picture, because germs are killed when water is treated using the sun's rays, but treated water can be recontaminated easily.
- **Chlorinating water (by putting bleach in the water):** "Positive (No diarrhea)" picture, because treating water with bleach, which has chlorine, kills germs. Chlorine remains in the water and protects it at least 24 hours, so it is less likely to be recontaminated.
- **Couple loading bananas with their bottles of water:** "Positive (No diarrhea)" picture, because people are taking treated water with them so that they can consume it not only in their home, but also away from home.

- **Woman scooping water out of a pot with a bowl:** "Negative (diarrhea)" picture, because it is very easy to contaminate water when something that may have germs (such as a hand or a bowl) is dipped in it.
- **Man drinking water directly from the river:** "Negative (diarrhea)" picture because untreated water, such as river water, may be contaminated and may make a person ill.
- **Woman drawing water from the river with a bucket:** "Uncertain" picture, because she may treat the water before it is consumed.
- **Child at school serving himself water from a container with a spigot:** "Uncertain" picture, because it is not known whether the water is or is not treated. However, it is very good to store water in a container with a well sealed lid and to serve water from a spigot.

HANDS

- **Man washing his hands before sitting down to eat:** "Positive (No diarrhea)" picture, because when he washes his hands he removes the dirt and germs before eating, which reduces his risk of becoming ill.
- **A child with dirty hands eating a banana:** "Negative (diarrhea)" picture, because the child's dirty hands and the flies can contaminate the banana and the child may become ill.
- **Two people shaking hands:** "Uncertain" picture, because it is not known whether these people have clean hands or whether one of them is going to contaminate the other with any germs that may make him/her ill.

FECES

- **Woman putting baby feces in a latrine:** "Positive (No diarrhea)" picture, because babies' feces can contaminate just like those of adults, so they should be disposed of in a latrine or buried.
- **Child defecating in the open:** "Negative (diarrhea)" picture, because all feces (those of adults, children, babies, and animals) contaminate, so they must be disposed of in a latrine or buried.
- **Well built 15 meters from the latrine:** "Uncertain" picture, because it is not known whether the latrine is built on a hill that is higher than the well, which could lead to contamination of the well (especially during flood season).

NOTE: It is important to realize that although a picture is labeled above as "positive," "negative," or "uncertain," there may be circumstances in which the conditions would indicate that it should be classified in another category. For example, the illustration of the kettle boiling is categorized as a "positive" picture (because boiling water kills germs), but it is possible that during the discussion a participant may stand below the "uncertain" sign, explaining that boiling water kill germs, but it is very easy for it to become contaminated again, so it is possible that boiled water can lead to diarrhea. In this case there is no need to try to get this participant to change his/her position, because the argument is valid. At the end of the discussion, it is not necessary for all participants to agree on the "positive," "negative," or "uncertain" classifications of each picture. What is important is that everyone understands which elements in each picture can protect a person against diarrhea or expose him/her to it.

Part 2:

- **Show the participants the "Contamination Cycle" drawing** and explain the key ideas, including:
 - The contamination cycle starts with people (represented here by a child) defecating out in the open, which causes:
 - The feces to come into contact with the soil and contaminate people and animals.
 - Feces attract flies, and flies contaminated with feces land on food, which people eat.
 - People who do not wash their hands after defecating spread germs in their surroundings and food.
 - Feces in the soil contaminate our water sources and then we consume contaminated water.

Contamination by all of these routes occurs every day in our community and causes diarrhea, affecting children, the elderly, and the ill, occasionally leading to death.

Part 3:

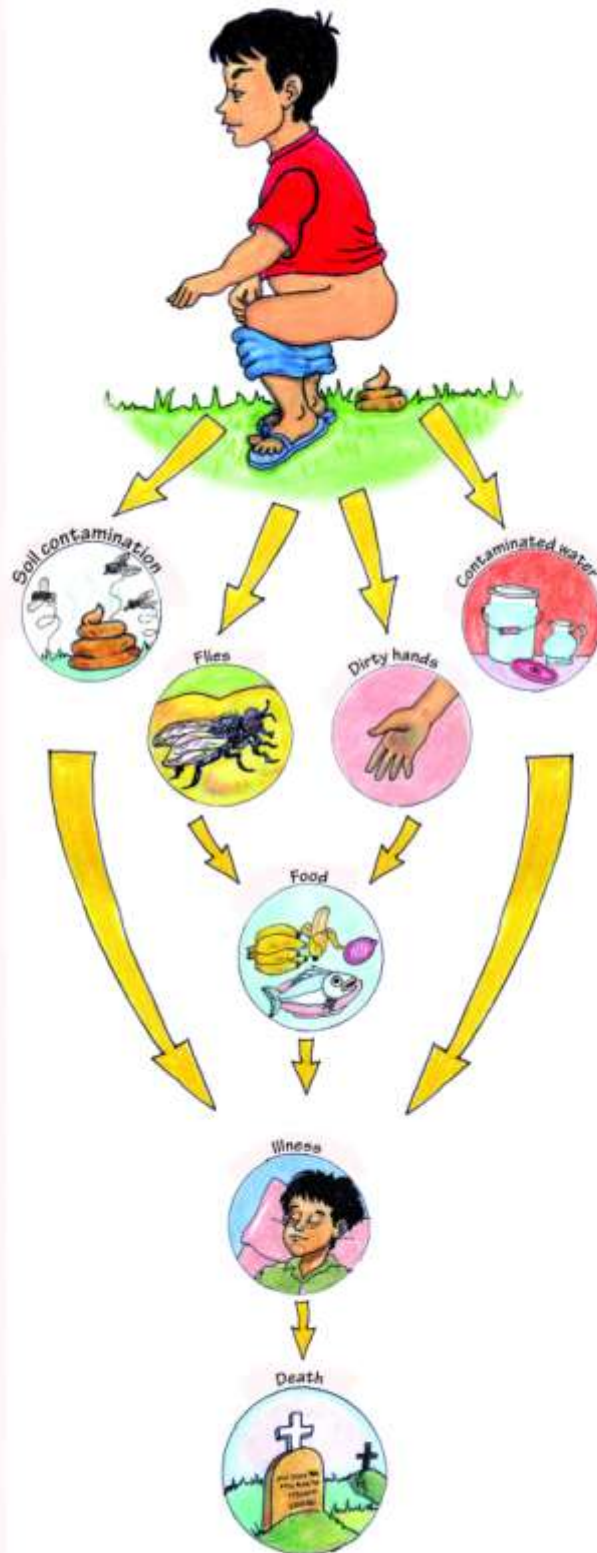
READING ON DIARRHEA

- **Explain to the** participants that the **Community Guide** is meant to serve as a resource for the Neighborhood Council to verify information and to obtain instructions on how to implement their activities in the community. **Tell them** that they will now be reading the questions and answers section, which will provide them with more information about diarrhea. Neighborhood Council members are not expected to memorize this information,

but rather it should be reviewed so that they become familiar with it and know that it is there for future reference if they need it. **Explain** that following many of the training exercises we will read information about the subject in the Reference Guide, but **they should not read this information out loud** when they are conducting activities **in the communities**.

- **Ask** everyone to open their “**Community Outreach Workers’ Guide for Water, Sanitation and Hygiene Improvement**” to chapter I “Questions and Answers” in the “**Diarrhea (Contamination Cycle)**” section (page 4) and ask for a volunteer to **read** the first question and answer out loud. Ask for another volunteer to read the second question and answer out loud and continue in the same manner until all of the questions and answers in the “**Diarrhea (Contamination cycle)**” section have been read.
- **Ask** if anyone has any questions and respond appropriately.

Contamination Cycle



Activity 2.2: Risks related to different water sources and contaminated water

Objective

- By the end of this activity, participants will be able to state that you cannot tell if water is safe to drink by looking at it because even “clear” water can have germs that can make you ill.

Time

- 10 minutes

Materials

- 2 half-liter plastic bottles of clean water
- Salt
- A hair (or long blade of grass or piece of thread)
- Animal or human feces
- 2 disposable cups

Preparation prior to the session

- Before the meeting, **put enough salt in one of the bottles of water** to make it very salty, and then shake the bottle to dissolve all of the salt.

Key ideas:

- Although the water is clear and seems "clean" it may have germs that can make a person ill.

Procedure

Part 1:

- **Show the participants 2 bottles** (1 bottle WITH SALT water and the other bottle with PLAIN water) and ask them to look at them closely. **Ask them if they see any difference in the water in the two bottles.**
 - Hold up one of the bottles and ask those who think that the water in that bottle is safe to drink to raise their hands.
 - Hold up the other bottle and ask those who think that the water in that bottle is safe to drink to raise their hands.
- **Ask 2 volunteers to taste the sample of water WITHOUT salt.** They should both drink the water at the same time and be standing so that the other participants can see

their faces when they taste the water. **Repeat** this process with the same volunteers **using the water WITH salt.**

- Give the volunteers the opportunity to give a brief explanation of the difference between the two bottles of water.
- **Ask the observers** what they learned from the volunteers' experience drinking the water. **Reinforce the idea that although water appears clear and "clean," it may have germs** that can make a person ill.
- Find out if anyone has any questions about this exercise or on how are they going to teach members of the Neighborhood Councils and respond appropriately.

Part 2:

- Ask a participant with long hair to give you a hair from his/her head (or use one of your own if you have long hair or use a long blade of grass or a piece of thread). Put the sample of feces, which you collected before the meeting, where everyone can see it. Hold one end of the strand of hair (grass/thread) in each hand and run the hair (grass/thread) through the feces. Submerge the hair (grass/thread) with feces on it in a glass or bottle of water and then remove the hair (grass/thread).
- Ask for a volunteer to drink the water from the glass / bottle (only to see the participant's reactions). **No one should consume this water.**

Lead a discussion about the group's reaction and be sure to stress the idea that the community's water has feces just like the glass of water used in the activity.

Activity 2.3: Feces in our water

Objective

- By the end of this activity, participants will be able to state that the water in their community is contaminated with bacteria.

Time

- 15 minutes

Materials

- Poster: "Feces in Our Water"

Key ideas

- Inform the community members about the results of the water quality research conducted in Curimaná district in Peru's Ucayali region.

Preparation prior to the session

- None

Procedure

- Explain that research was conducted on **water samples** from 26 communities in the district of Curimaná (in Peru's Ucayali region). These samples were taken from different sources (**wells, drinking water systems, rivers, streams, creeks, and lakes**) and were analyzed in a laboratory to detect contamination levels (to see how many bacteria [germs] there were, specifically "fecal coliform" bacteria found in human and animal feces, which are the primary cause of diarrhea).
- Draw 2 circles with dots inside them (one with a few dots and one with many dots). Explain that the circles represent water samples and that the dots represent germs (bacteria) in the water. The circle ("water sample") with many dots has more germs than the other circle ("water sample") with fewer dots, but both of the circles ("water samples") are contaminated.
- Show the participants the "Feces in Our Water" poster.
Explain that each column represents a community and that the name of a community and the source of water in the community that was tested are stated at the bottom of each

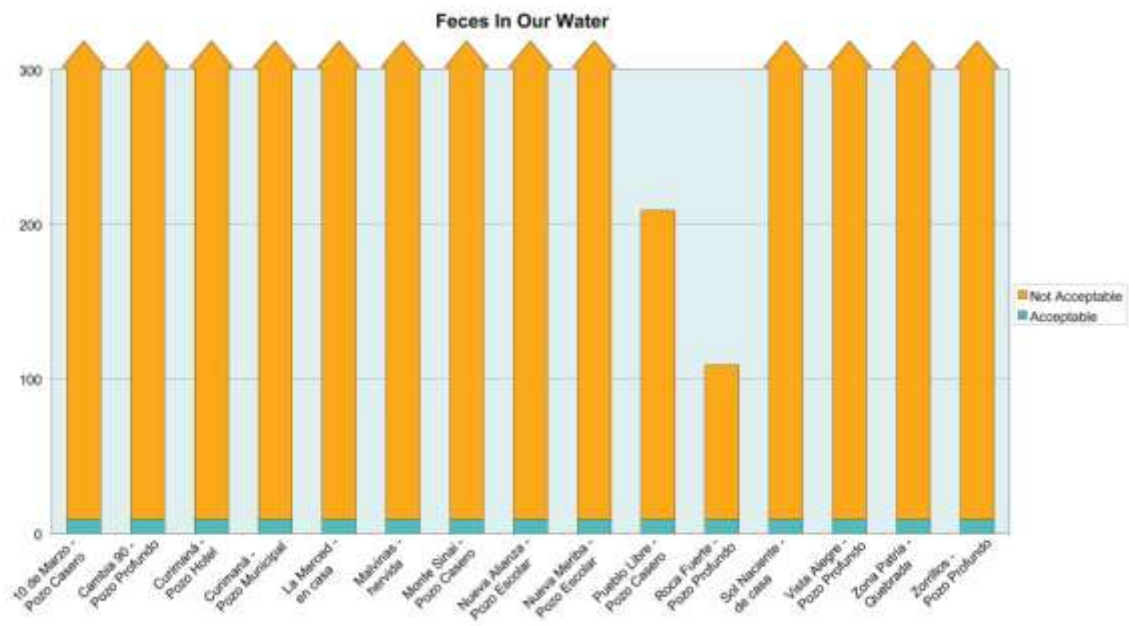
column. Point to your community's name and column and mention that this is "our" community.

- Mention that not having any germs from feces (called "fecal bacteria") in the water we consume is ideal, but that it is possible to have a tiny, tiny amount without too much risk to our health. Show them the blue section at the base of the columns and explain that the blue portion represents the very tiny amount of bacteria that can be in the water without it making you sick and that the orange section indicates such high levels of bacteria that you are at very high risk of getting diarrhea if you drink the water. So, if the entire column falls within the blue section, then consuming this water is probably not going to make you ill. However, if the top of the column ends in the orange section, then the bacteria level in the water is so high that you can become ill if you drink it.

Indicate that, as they can see, **all** of the communities have so many bacteria in their water that their columns fall into the orange high-risk section. Point to the column to which your community belongs and say, "Our community is at very high risk of having cases of diarrhea if we consume untreated water."

[Note: Pueblo Libre and Roca Fuerte have shorter columns than other communities because they have fewer bacteria in their water, but they are still in the orange section of the column and are at very high risk of having cases of diarrhea].

- Ask if anyone has any questions or observations. Try to answer their questions, but if you do not have the answer tell the group that you will try to have an answer for them at the beginning of the next meeting.



Activity 2.4: How Do We Chlorinate Our Water?

Objective

- By the end of this activity, participants should be able to chlorinate their water following the chlorination procedure promoted through this training.

Time

- 30 minutes

Materials

- Poster: "How Do We Chlorinate Our Water?"
- 1 Clorox bleach bottle
- 1 bag of "Reluciente" brand bleach
- 1 1-liter bottle of Yogurt Gloria (any flavor)
- 1 1-liter bottle of Yogurt Pura Vida (any flavor)
- 6 1-liter bottles for the water-and-bleach solution
- 6 buckets of water, each with a lid and a spigot
- Disposable cups or glasses

Key ideas

- Community residents can chlorinate their water.

Preparation prior to the session

- None

Procedure

REVIEW THE POSTER, "HOW DO WE CHLORINATE OUR WATER?"

- **Review the poster**, pointing to each step and reading the text out loud.

DEMONSTRATE HOW TO CHLORINATE WATER

- Show the entire group how to make the chlorine solution and how to chlorinate 20 liters of water in a container with a lid and a spigot. Let this chlorinated water sit for 30 minutes prior to consumption.
- Ask if there are any questions and answer them.
- Once again, emphasize that:
 - The bleach-and-water solution can only be kept for one month.

- The difference in chlorinating:
 - **Clear water:** Add **2 bottle capfuls** of the water-and-bleach solution.
 - **Turbid water** (but not as dark as chocolate): Add **4 bottle capfuls** of the water-and-bleach solution.
- Chlorine should only be used `` to purify very turbid water (water as dark as chocolate) once it has been clarified with alum.
- If desired, ask a participant to prepare (in front of the whole group) 20 liters of water using 2 drops of bleach per liter of water (as recommended by the Ministry of Health), so at the end of the meeting the participants can compare the taste of water chlorinated with the 2 different chlorination procedures.

PRACTICE CHLORINATION

- **Inform** the participants that they will have the opportunity **to practice** chlorinating water in their **small groups** and that a facilitator will be working with each group.
- **Divide the participants into groups of 10** or fewer, with each group made up of neighbors or people who live near each other. A member of the Neighborhood Council (Junta Vecinal) will be in charge of each group. The same group of participants with the same facilitator will gather each time the activities break into small working groups.
- The facilitator in each small group needs to ask:
 - **2 volunteers** to make a **water-and-bleach solution** in a 1-liter container (while the other members of the small group watch).
 - **2 more volunteers to chlorinate 20 liters of water** using the bleach-and-water solution (while the other members of the small group watch).

If the volunteers have any questions about how to chlorinate (or are doing it incorrectly), the Neighborhood Council (Junta Vecinal) member must first encourage the other members of the small group to try to answer the question (or correct the volunteers' actions). If necessary, the Neighborhood Council (Junta Vecinal) member can show them the "Chlorination" poster again to resolve any questions the volunteers may have.

- If possible, all members of the small group should have the opportunity **to taste the water that was chlorinated** (over half an hour before) in the demonstration for the entire group of participants.
- Inform the participants that at the end of the meeting they will receive materials to take home to help them remember how to implement all of the water treatment methods.

READING ON CHLORINATION

- **Tell the** participants that they are now going to read from the question and answer section of the **“Community Outreach Workers’ Reference Guide for Household Improvement in Water, Sanitation, and Hygiene,”** which will provide them with more information about chlorination. Neighborhood Council members are not expected to memorize this information, but rather it should be reviewed so that they become familiar with it and know that it is there for future reference if they need it.
- **Ask** everyone to open their **“Community Outreach Workers’ Reference Guide”** to chapter I “Questions and Answers,” the **“Chlorination”** section (page 5), and ask for a volunteer to **read** the first question and answer out loud. Ask for another volunteer to read the second question and answer out loud and continue in the same manner until all of the questions and answers in the “Chlorination” section have been read.
- **Ask** if anyone has any questions about the chlorination process or how to teach people in the community to chlorinate their water and respond appropriately.

How Do We Chlorinate Our Water?

1



Obtain a 1-liter Yogurt Gloria or Pura Vida bottle.

2



Remove the label and wash the bottle.

3



Fill the cap with Clorox or Reluciente brand bleach and pour it in the bottle. Repeat until there are 4 capfuls of bleach in the yogurt bottle.

4



Add water to the bleach until the bottle is filled up to its neck. Screw the lid on.

5



Shake it.

6



If your water is clear, add 2 capfuls of the water-and-bleach solution to a 20-liter container of water.

7



If your water is turbid (but not as dark as hot chocolate), add 4 capfuls of the water-and-bleach solution to a 20-liter container of water.

8



Close the container and shake it.

9



Let the water sit for half an hour.

10



The water is ready to drink. Store it in the same container.

11

Remember: Keep your 1-liter bottle of water and bleach solution out of the reach of children and in a dark place.

This solution can be used for one month.



Activity 2.5: How Do We Boil Water?

Objective

- By the end of this activity, participants will be able to boil their water following the boiling procedure promoted through this training.

Time

- 15 minutes

Materials

- Poster: How Do We Boil Water?

Preparation prior to the session

- None

Key ideas

- Community residents can boil their water.

Procedure

- **Review the poster**, pointing to each step and reading the text aloud
- **Inform** the participants that if their water is (sometimes or always) **very, very turbid** (as dark as chocolate), they can
 - Remove the turbidity ("clarify") **with alum**:
 - If you have **alum in solid form** (in small chunks), crush it until it turns into a powder. Dissolve a tablespoon and a half of alum powder in 20 liters of water (this is equivalent to adding 32 grams of powdered alum per 20 liters of water), stir it 100 times, and let it sit for 3 hours. Then put the clarified water into another container (leaving the dirt behind).
 - **Boil** the clarified water with the alum until **large bubbles** appear.
 - Remove the turbidity ("clarify") **without alum**:
 - **Leave the water sitting undisturbed for 12 hours** so that the dirt can settle; then put the clarified water into another container (leaving the dirt behind).
 - **Boil** the water until **large bubbles** appear.
 - Add **2 bottle capfuls** of water-and-bleach solution (this is optional but recommended).

Find out if anyone has **any questions or concerns** and respond to them during the meeting with the entire group.

READING ON BOILING

- **Tell the** participants that we are now going to read from the question and answer section of the "**Community Outreach Workers' Reference Guide,**" which will provide them with more information about boiling water. Neighborhood Council members are not expected to memorize this information, but rather it should be reviewed so that they become familiar with it and know that it is there for future reference if they need it.
- **Ask** everyone to open their **Community Guides** to chapter I "Questions and Answers," the "**Boiling**" section (page 6), and ask for a volunteer to **read** the first question and answer out loud. Ask for another volunteer to read the second question and answer out loud and continue in the same manner until all of the questions and answers in the "Boiling" section have been read.
- **Ask** if anyone has any questions about boiling water or how to teach people in the community to boil their water and respond appropriately.

How Do We Boil Water?



2

Boil the water until **LARGE BUBBLES** appear



3

Store boiled water in a safe container (with a tight fitting lid and, if possible, a spigot)



4

Keep boiled water for only 24 hours



Activity 2.6: SODIS Method to Treat Water

Objective

- By the end of this activity, participants can treat their water using the SODIS method.

Time

- 20 minutes

Materials

- Poster: "SODIS Method to Treat Water"
- Transparent 2-liter bottles with their lids
- Pitcher of water

Preparation prior to the session

- None

Key ideas

- Community residents will learn the SODIS method, which they can use to treat their water.

Procedure

- **Explain** that SODIS is a method for disinfecting water **using sunlight**. With this method, ultraviolet light from the sun and increased temperature of the water (as a result of the heat) destroy germs in the water.
- **Review the SODIS poster**, pointing to each step and reading the text aloud.
- **Demonstrate** how to fill the plastic bottle with water from the pitcher, tightly screwing on the lid.
- **Demonstrate** how the bottle should be laid on its side in a safe place.
- **Explain** that this water is safe to consume after the bottle is exposed to sunlight (where no shadow falls)
 - **for 6 hours if it is sunny** or
 - **for 2 days if it is cloudy**

Remind the participants that:

- The only **materials** needed for SODIS are:
 - **Clean transparent plastic bottles with their lids**

- The **bottles** should hold **no more than 2.5 liters** (maximum 10 centimeters in diameter)
 - Use only **transparent plastic** mineral water or soda **bottles**. You should not use green, brown, blue etc. bottles or glass bottles (because the color does not allow the sun's rays to disinfect the water, and the glass bottles typically don't have tight fitting lids).
 - **Lay** bottles of water down on their sides (rather than standing).
 - If your bottles **are very opaque or scratched**, discard them and use others.
 - **Remove the labels** on the bottles because the labels block the sun's rays, preventing them from disinfecting the water.
- **Clear water**
- **You can only use the SODIS method with clear water.**
 - **You cannot treat turbid water with the SODIS method.** Even if it was clarified first, it still cannot be treated with SODIS because there are many natural particles floating in the water and the sunlight cannot penetrate enough to kill the germs. (If the water is turbid, the chlorination method [see Activity 2.4] or the boiling method [see Activity 2.5] should be used).
 - A piece of **corrugated metal is optional**, but it is a good idea (though not absolutely necessary) to lay the bottles on something that reflects sunlight (such as metal).
- Water treated with SODIS **should be stored in the same bottles.**
 - After opening a bottle of water treated with SODIS, it should only be kept **for 24 hours**. After that, it should be discarded.
 - You should not drink water treated with SODIS directly from the bottle or put your mouth on the bottle since you can contaminate the water by having direct contact between the bottle and your mouth. To consume the water, **pour some in a clean glass.**
 - You cannot use the SODIS method if it is raining ALL day long, because there is not enough sunlight to reach the water.

Inform the participants that when they used chlorine to treat water, chlorine remains in the water and helps protect it from becoming recontaminated easily. Treating water using SODIS or boiling does not leave an element (chemical) in the water to protect it from recontamination. Therefore, the chlorination method is considered to be the "ideal" method (because residual chlorine protects the water). While boiling and SODIS treat water just as well as chlorine, they are considered "less than ideal" (because there is no element/chemical that remains in the water to protect it from recontamination). Encourage people in your community to chlorinate water, but if they are unable or unwilling, they can boil water or use the SODIS method (but they need to take precautions against recontamination by safely storing and serving their treated water).

(NOTE: Families can use more than one water treatment method. For example, a family could use SODIS when they are in the field and boil or chlorinate their water when they are at home.)

READING ON SODIS AND TURBID WATER

- **Tell the** participants that they are now going to read from the question and answer section of the "**Community Outreach Workers' Reference Guide,**" which will provide them with more information about **SODIS**. Neighborhood Council members are not expected to memorize this information, but rather it should be reviewed so that they become familiar with it and know that it is there for future reference if they need it.
- **Ask** everyone to open their "**Community Outreach Workers' Reference Guides**" to chapter I "Questions and Answers," to the "**SODIS**" section (page 7), and ask for a volunteer to **read** the first question and answer out loud. Ask for another volunteer to read the second question and answer out loud and continue in the same manner until all of the questions and answers in the "**SODIS**" section have been read.
- **Explain** to the participants that, as has been mentioned several times, **treating very, very turbid water (as dark as chocolate) is different** from treating clear water or water that is just a little turbid. This is because there are so many particles (such as dirt, germs, etc.) floating in the water that it is more difficult to treat.
- **Tell the** participants that they are now going to read from the question and answer section of the "**Community Outreach Workers' Reference Guide**" that will provide them with more information about **very turbid water**. Neighborhood Council members are not expected to memorize this information, but rather it should be reviewed so that they become familiar with it and know that it is there for future reference if they need it.
- **Ask** everyone to open their "**Community Outreach Workers' Reference Guides**" to chapter I "Questions and Answers," to the "**Turbidity**" section (page 9), and ask for a

volunteer to **read** the first question and answer out loud. Ask for another volunteer to read the second question and answer out loud and continue in the same manner until all of the questions and answers in the "**Turbidity**" section have been read.

- **Ask** if anyone has any questions about the SODIS process, how to treat very turbid water, or how to teach people in the community to treat their water with the SODIS method and respond appropriately.

SODIS Method To Treat Water

1 Use clean, transparent plastic bottles that hold no more than 2.5 liters.



2 Fill the bottles with clear water and screw the lid on tightly.



3 Lay the bottles out in the sunlight

If it is sunny, leave the bottles for 6 hours.



If it is cloudy, leave the bottles for 2 days.



4 Before consuming the water, let it cool in the same bottles.



5 Store the water in the same bottles. Do not change containers.



6 DO NOT use SODIS when there is continuous rain. Use another method, such as boiling or chlorination.



Activity 2.7: How Do We Take Care of Our Drinking and Cooking Water?

Objective

- At the end of this session, participants can describe 3 ways in which they can take care of their water.

Time

- 15 minutes

Materials

- Poster: "How Do We Take Care of Our Drinking and Cooking Water?"

Preparation prior to the session

- None

Key Ideas:

- Transport water in a covered, well-sealed container.
- Serve water using the spigot (tap) (from a container with a tight fitting lid and a spigot), by pouring it (from a pitcher); or by using a clean, long-handled ladle.
- Store treated water in a container with a lid and a spigot

Procedure

- **Obtain** information from the participants:
 - Ask for two volunteers to tell how they transport water to their houses.
 - Ask two different volunteers to tell how they serve water in their homes.
 - Ask two different volunteers to tell how they store drinking water.
- **Place the poster titled, "How We Take Care of Our Drinking and Cooking Water?"** in front of the participants in the central part of the room so that everyone can see it.

Indicate that there are 3 situations that we must consider in taking care of our water: how we transport it, how we serve it, and how we store it.

Explain that in:

- The first row we can see that the ideal situation is **transporting water in a container with a lid that is tightly sealed**. Water should **never** be **transported** in a container **without a lid**.
- The second row we can see that **serving water using the spigot** (from a container with a spout and a lid) is ideal. If there is no container with a spigot and a lid available, the best alternative is to serve water by pouring it from a **pitcher** or to serve it with a **clean, long-handled ladle** and well washed hands. **A bowl** should **never** be used to dip water from a container because it can contaminate the water very easily. What is most important when serving water is that nothing dirty – such as hands, a bowl, or a cup – comes into contact with the water.
- The third row indicates that the ideal situation for **storing** water is to use a **container with a lid and, preferably, a spigot**. It is important **to have a lid that seals tightly** on the container in which treated water is stored. Water should **never** be **stored** in a **container with a lid that does not fit tightly**.

READING ON HOW TO TAKE CARE OF DRINKING AND COOKING WATER

- **Tell the** participants that they are now going to read from the question and answer section of the **“Community Outreach Workers’ Reference Guide,”** which will provide them with more information about how to take care of and use treated water. Neighborhood Council members are not expected to memorize this information, but rather it should be reviewed so that they become familiar with it and know that it is there for future reference if they need it.
- **Ask** everyone to open their **“Community Outreach Workers’ Reference Guide”** to chapter I “Questions and Answers,” the **“Transporting, Serving and Storing Water”** and **“Use of Treated Water”** section (page 10), and ask for a volunteer to **read** the first question and answer out loud. Ask for another volunteer to read the second question and answer out loud and continue in the same manner until all of the questions and answers in both sections have been read.
- **Ask** if anyone has any questions about how to take care of or use treated water or how to teach this information to people in the community and respond appropriately.

How Do We Take Care Of Our Drinking And Cooking Water?

TRANSPORT



Carry your water home in a container with a lid



Do NOT transport it in a container without a lid



SERVING



Serve the water without letting anything dirty (such as your hands or a cup) touch it



Do NOT scoop the water out with a cup or a bowl



STORAGE



Store water in a container with a tight fitting lid



Do NOT store water in a container without a lid or with a lid that does not fit tightly



Activity 2.8: Which Water Treatment Method Shall We Use?

Objective

- Participants should be able to explain the advantages of chlorinating, boiling, and using the SODIS method of treating water and describe how to use each method.

Duration

- 25 minutes

Objectives

- Participants should be able to explain the advantages of chlorinating, boiling, and using the SODIS methods of treating water.
- Participants should be able to explain how to treat water by chlorinating it, boiling it, or using SODIS.

Materials

- Flip chart size paper (6 sheets)
- Markers
- Masking tape

Preparation prior to the session

- Write "Chlorination – Advantages" at the top of a piece of flip chart size paper and write "Chlorination – Procedure" at the top of a second piece of flip chart size paper.
- Write "Boiling – Advantages" at the top of a piece of flip chart size paper and write "Boiling – Procedure" at the top of a second piece of flip chart size paper.
- Write "SODIS – Advantages" at the top of a piece of flip chart size paper and write "SODIS – Procedure" at the top of a second piece of flip chart size paper.

Procedure

Mention that this exercise will **not** be carried out with the families, but that all of the preceding exercises will.

Part 1: Group work

- **Divide** the participants into three working groups.

- **Assign** a water treatment method to each group, so that the first group works on chlorination, the second group works on boiling water, and the third group works on SODIS.
- **Tell them** they have 20 minutes to identify and write (in large letters that everyone can read) on the flip chart paper the advantages of their method and steps involved in using their method.

Part 2: Group presentations

- **Ask** a member of each group to explain the advantages of their method and the steps involved in using their method to the entire group of participants at the meeting. During the presentation, the group's flip chart papers should be hung where everyone can read them.
- Following each group's presentation, **hang** the poster with the drawings of how to use the method next to the sheets of flip chart paper. (For example, if the chlorination group has just made their presentation, hang the poster of the chlorination method next to the flip chart pages with the chlorination information written by the group.)
- **Ask** the participants in the other two groups to compare the poster with the flip chart and to comment on differences in how they suggest using the method. (For example, if the chlorination group has just made their presentation, members of the boiling and SODIS groups comment on the differences between the steps identified in the chlorination poster and on the chlorination flip chart pages.)
- **Clarify** questions about each method by the end of the discussion on that method.
- **Repeat** this process until all 3 groups have presented their information.

Activity 2.9: How Do We Protect Our Well?

Objective

- The participants can identify 5 to 7 measures that they can implement to protect their well.

Time

- 20 minutes

Materials

- Poster: "How Do We Protect Our Well?"
- A ball made out of plastic or wadded up paper

Preparation prior to the session

- None

Key ideas

- Protect water wells from rain and floods.
- Keep the area around the well clean.
- Build a structure to prevent contamination of the bucket and rope.
- Ensure adequate distance between the well and the latrine.

Procedure

- **Ask** all of the participants to **stand up and form a circle.**
- **Explain** that we are going **to play a game called "The Question Ball,"** which consists of tossing the ball to someone in the group and then asking the person who catches it to answer the question: **How can we protect our water sources?**
- Once the person has given his/her advice, he/she **throws the ball to another person** (not to the person right beside him/her) to answer the same question and so on.
- **Ask** participants to sit down when they have answered questions.
- **Place the "How Do We Protect Our Well?" poster** on the wall so that everyone can see it.
- **Review the poster** with the entire group. During the process, ask questions to reinforce the ideas mentioned during the game, highlighting that the main areas of the well that should be protected are those in the poster.
- If possible, **go to a nearby well** and, together with all of the participants, analyze the advantages and disadvantages of the well and how it could be improved.

How Do We Protect Our Well?



1 By ensuring that the well and the latrine are at least 15 meters apart.



2 By making the well deeper during the dry season.



3 By maintaining a level surface within a 10 meter diameter around the well and by keeping the area around the well free of garbage and feces.



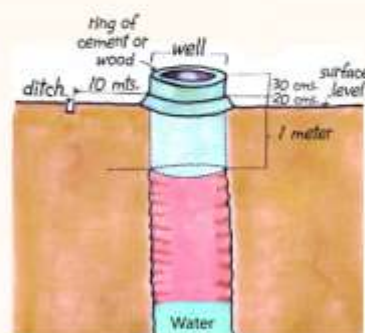
4 By building a structure to keep the bucket and rope from touching the ground. If they get dirty, wash them.



5 By placing a cover on the well and always using it.



6 By protecting the well from rain and flooding.



7 By lining the well with a ring of wood or cement up 50 centimeters above ground and 1 meter deep.

Activity 2.10: How Do We Wash Our Hands?

Objective

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

- Demonstrate how to wash their hands properly, including getting them wet, lathering them, rubbing them 3 times, rinsing them, and air drying them or drying them with a clean cloth.
- Identify a transmission route for germs between people.

Time

- 15 minutes

Materials

- 1 pitcher of water
- 1 basin (large bowl) of water
- soap
- clean rag or towel
- 1 basin (large bowl) with mud
- Poster: How Do We Wash Our Hands?

Preparation prior to the session

- None

Key ideas

- Ensure that the participants understand the importance of proper hand washing.
 - Emphasize each step in proper hand washing.
 - Participants learn the key moments for hand washing.
 - Present the concept that germs are easily passed from person to person.

Procedure

Part 1: Playing with mud

- **Invite 1 volunteer** to participate in a demonstration (without saying in advance what is going to happen) and have him/her stand at the front so that the entire group can see him/her.

- Have the volunteer stand next to the **basin (bowl) of mud**. Be sure that the volunteer is standing so that all attendees can observe his/her actions.
- Ask the volunteer to:
 - **Soak** his/her hands in the mud
 - **Smell** his/her hands
 - **Look at** his/her hands
- **Ask him/her to describe the feeling** of having dirty hands.
- **Put 1 basin (large bowl) of water, a pitcher of water, soap, and a clean towel** near the volunteer. Make sure that the volunteer is standing so that everyone can observe his/her actions.
- **Tell the participants** to observe closely the volunteer's actions because when he/she is finished, you are going to ask some questions about what he/she did.
- **Invite** the volunteer to:
 - **Wash** his/her hands
 - **Smell** his/her hands
 - **Look at** his/her hands
- **Ask the volunteer to describe the feeling** of having his/her hands clean.
- **Ask** the participants:
 - **Which steps did he/she follow to wash his/her hands?**
 - **Which steps would they do differently?**
 - **Which steps were missing?**
- **Show them the "How Do We Wash Our Hands?" poster and explain** the key ideas. Compare the steps in the poster with a list on how to wash hands created by the participants. Be sure that the participants understand that there is no need for "clean" (treated) water for washing their hands. They can wash their hands with any water, using soap or an abrasive such as sand or ash. It is best to rinse one's hands under a stream of water.

Part 2: Transmission of germs exercise

- **Invite 1 volunteer** to participate in the exercise (without saying in advance what is going happen). Stand next to the volunteer so that the entire group can see your faces.
- Simulate a violent coughing attack, **covering your mouth with your hand** while you cough. Immediately after you stop coughing, apologize to the volunteer and **shake his/her hand** (with the same hand you used to cover your mouth).
- Immediately after releasing the volunteer's hand, **ask** the other participants:
 - **What did you just see?**
 - **What could have happened when I shook _____'s (name of the volunteer) hand?**
- Listen carefully to the participant responses.
- Lead a discussion with the entire group about how our hands are always dirty with germs (as they were when they were covered with mud), even if we cannot see them.
- Make the connection of how we transmit germs from one person to another.

How Do We Wash Our Hands?

1 We wet our hands and lather them with soap



2 We rub our hands 3 times



3 We rinse our hands with a stream of water



4 We air dry our hands or dry them with a clean towel



Activity 2.11: When Do We Wash Our Hands?

Objective

- By the end of this activity, participants should be able to identify 5 to 6 key moments for hand washing.

Time

- 10 minutes

Materials

- Poster: "When Do We Wash Our Hands?"

Preparation prior to the meeting

- None

Procedure

- **Ask** the participants to identify moments when we should wash our hands.
- **Place the "When Do We Wash Our Hands?" poster** in front of the participants in the central part of the room, so that everyone can see it.
- **Ask** the participants **to identify** each of **the key moments** related to the poster that they have in front of them.

READING ON HAND WASHING

- **Tell the** participants that they are now going to read from the question and answer section of the "**Community Outreach Workers' Reference Guide**," which will provide them with more information about how and when to wash hands. Neighborhood Council members are not expected to memorize this information, but rather it should be reviewed so that they become familiar with it and know that it is there for future reference if they need it.
- **Ask** everyone to open their "**Community Outreach Workers' Reference Guide**" to chapter I "Questions and Answers," the "**Hand Washing**" section (page 10), and ask for a volunteer to **read** the first question and answer out loud. Ask for another volunteer to read the second question and answer out loud and continue in the same manner until all of the questions and answers in both sections have been read.

- **Ask** if there are any questions about how or when to wash their hands or how to teach this information to people in the community and respond appropriately.

When Do We Wash Our Hands?

Before:



After:



Activity 2.12: Feces Management

Objective

By the end of this activity the participants should know:

- How to dispose of the feces of adults, children, and animals
- The minimum distance that there should be between a latrine and a well
- How to keep a latrine clean

Time

- 15 minutes

Materials

- Poster: "Feces Management"

Preparation prior to the session

- None

Key ideas

- Ensure that the participants understand that all feces contaminate.
- Participants learn that all feces of adults, children, babies, and animals must go into a latrine or they should be buried.
- Latrines must be kept clean and disinfected with bleach and water, without letting the bleach enter the septic tank.
- There should be a distance of at least 15 meters between a latrine and a well.

Procedure

POSTER: "FECES MANAGEMENT"

- **Place the** "Feces Management" **poster** in front of the participants so that everyone can see it.
- **Review the poster** with the entire group and ask a round of questions to reinforce the key ideas. Highlight that the main steps in handling the feces of adults, children, and animals are those in the poster.
- **Explain** that when they clean a latrine, they need to be careful that water with bleach does not enter the hole where the feces and urine go because bleach can kill bacteria that

break down feces and the latrine will start to smell.

READING ON DISPOSAL OF FECES

- **Tell the** participants that they are now going to read from the question and answer section of the **"Community Outreach Workers' Reference Guide,"** which will provide them with more information about the proper disposal of feces. Neighborhood Council members are not expected to memorize this information, but rather it should be reviewed so that they become familiar with it and know that it is there for future reference if they need it.
- **Ask** everyone to open their **"Community Outreach Workers' Reference Guide"** to chapter I "Questions and Answers," the **"Disposal of feces"** section (page 11), and ask for a volunteer to **read** the first question and answer out loud. Ask for another volunteer to read the second question and answer out loud and continue in the same manner until all of the questions and answers in both sections have been read.
- **Ask** if anyone has any questions about the proper disposal of feces or how to teach this information to people in the community and respond appropriately.

Feces Management

1

Put the feces of adults, children, babies, and animals in a latrine



2

Keep your latrine clean by washing it with water and bleach



3

Build the latrine at least 15 meters from your water source



Activity 2.13: Distribution of the Reminder Brochures and Display Board

Objective

- Show the participants the educational mural and its materials in order to motivate them to participate in the 2 meetings with the families.

Time

- 10 minutes

Materials

- One copy of each of the 9 Reminder Brochures (“Contamination Cycle,” “How Do We Chlorinate Our Water?”; “How Do We Boil Water?”; “SODIS Method for Treating Water”; “How Do We Take Care of Our Drinking and Cooking Water?”; “How Do We Protect Our Well?”; “How Do We Wash Our Hands?”; “When Do We Wash Our Hands?”; and “Feces Management”)
- One display board with all 10 Reminder Brochures (the 9 Reminder Brochures listed in the previous bullet plus the “Assessment Tool: Household Water” Reminder Brochure) in their slots

Preparation prior to the session

- Place all 10 brochures into their respective slots on the display board

Key ideas

- Display the materials that will be distributed to encourage the participants to attend all of the group activities.

Procedure

- Show the participants a display board with all 10 reminder brochures inserted into it. (NOTE: At this time it is **not** necessary to review each of the materials. Simply show them the materials inserted into the display board.)
- Show the participants how to take out the materials and put them in the display board, and mention that they are going to give each family that participates in the community activities a set of these materials to hang on their wall at home so that they can refer to them any time they like.

- Mention that they should tell the families to put the material somewhere in the house where it will be easy to see, but where it will be protected from humidity and direct sunlight.

Activity 2.14: Review of Chapter II of the “Community Outreach Workers’ Reference Guide for Household Improvement in Water, Sanitation and Hygiene”

Objective

- The participants should become familiar with the subject matter for the 4 meetings proposed in the Community Guide in order to work with the families.

Time

- 10 Minutes

Materials

- “Community Outreach Workers’ Reference Guide or Household Improvement in Water, Sanitation and Hygiene,” Chapter II “Activities”

Preparation prior to the session

- None

Procedure

- **Ask the participants to open their Community Guides** to Chapter II “Activities” and to analyze the list of activities on page 15.
- **Explain** that these activities will be carried out during 4 meetings with the families in their communities. The same methodology used in the training session shall be used.

PART III:
INFORMATION SYSTEM, USE IN DECISION MAKING FOR BEHAVIOR CHANGE

Activity 3.1: Assessment Tool: "Household Water"

Objective

- By the end of this activity, the participants should be able to explain and demonstrate how the "Household Water" Assessment Tool is used.

Time

- 20 minutes

Materials

- Poster of the Assessment Tool: "Household Water"
- Markers

Preparation prior to the session

- None

Key ideas

To prepare the facilitators to use the Assessment Tool: "Household Water" as a means of attaining behavior change in the consumption of safe water.

Procedure

REVIEW THE ASSESSMENT TOOL: "HOUSEHOLD WATER"

- **Place** the poster-size version of the tool where everyone can see it. **Ask** the participants to open their "Community Outreach Workers' Guides" to Annex 5 (page 119), to see their copy of the Assessment Tool.
- **Explain** that this illustrated tool is to be used to obtain information on the current behaviors for treating, storing, and/or using water at home for each family.
- **Explain** that:
 - The assessment is divided into two sections and each one is inside a box.
 - **Upper box**

This upper box is focused on water treatment. There is a very high risk of diarrhea associated with drinking untreated water, so the Neighborhood Council members (community outreach workers) need to make getting families to use some method of treating water in the home a priority (if it is not already being done). The main objective is to ensure that EVERYONE uses some water treatment method (or

methods). The 4 behaviors in the lower box [(1) how to store water, (2) how to treat water, (3) when to drink treated water, and (4) who should drink treated water] are very important, but emphasizing them is ineffective if the family is not treating their water.

Therefore, it is important to first review how they are treating their water in order to make sure they are using a method. If the families are not using a method, it is very important to encourage them to choose a method.

It is also important to inform people that when they use chlorine to treat water, the chlorine remains in the water and helps to protect it from becoming easily recontaminated. In contrast, the boiling and SODIS methods do not have an element that remains in the water to protect it from recontamination. Therefore, chlorination is considered to be the “ideal” method (because the residual chlorine protects the water). While boiling and SODIS treat water as well as chlorination, they are considered to be “less than ideal” (because there is nothing that remains in the water to protect it from recontamination). Therefore, we should encourage the people in our communities to chlorinate their water, but if they are unwilling or unable, they can boil their water or use SODIS (but they need to take precautions to avoid recontamination).

- **Lower box**

The lower box focuses on 4 behaviors:

- Where they store their water
- How they serve their water
- When they drink treated water
- Who drinks treated water

The behaviors in this box are organized so that the **less than ideal** behaviors are toward the left hand side and those that are **more ideal** (because they are more effective in preventing diarrhea) are toward the right hand side.

- **Negotiating behavior change**

After the current behaviors have been marked on each line of the assessment, new behaviors that the families want to adopt to reduce their risk of diarrhea will be negotiated. The process of negotiating new behaviors will be discussed later on.

- **Mention** that:

- The Neighborhood Council member will be using this tool during each group meeting.
- This tool shall be used when the entire group is divided into “sub-groups” of 10 or fewer people.
- The Neighborhood Council member will also be giving the families the tool in a reminder brochure format at the first group meeting and will ask them to bring the reminder brochure of the tool, which can be hung on the display board, to each meeting.

HOW TO USE THE TOOL IN THE SUB-GROUP

- **Explain** that during the sub-group, the Neighborhood Council member will:

- **SHOW/DISTRIBUTE THE TOOL**

The Neighborhood Council member shows the Assessment Tool: “Household Water” (Annex 5, page 119 of the “Community Outreach Workers’ Reference Guide”) to the sub-group and tells them that they will be reviewing it together. If it is the first meeting, each family will be given the Assessment Tool: “Household Water” in the reminder brochure size. If it is the second, third, or fourth meeting, they should have brought with them to the meeting (from home) their copy of the Assessment Tool: “Household Water” in the reminder brochure size (which they received at the first meeting).

- **FILL IN INFORMATION AT THE TOP OF THE TOOL**

Ask each family to write their name and the name of the community at the top of the reminder-sized brochure of the Assessment Tool.

- **REVIEW AND COMPLETE THE ASSESSMENT LINE BY LINE**

The Neighborhood Council member tells the participants that they will be reviewing the tool line by line and that they do not need to answer the questions out loud, but rather each family should mark its answers on the reminder tool.

WORK WITH THE ENTIRE SUB-GROUP

For each line of the assessment, the Neighborhood Council member will:

IDENTIFY CURRENT BEHAVIORS

- Point to the appropriate line of the tool.
- Ask the question indicated on each line.
- Ask each family to mark the illustration that most resembles what it does at home with an "X".
- Repeat this process for each line of the tool.

IDENTIFY NEW BEHAVIORS

- Once the Assessment is complete, the families choose the new (better) behavior(s) they are going to adopt.
- Explain that some behaviors put their families at greater risk than others. The families that marked the upper box indicating that they do not treat their water need to start treating their water. In the 4 rows of the lower box, the families that marked the behaviors toward the left hand side need to do something that takes them closer to the right hand side because these behaviors provide better protection against diarrhea.
- Ask each family to mark the behavior that it is willing to work on for the next meeting with a circle.
- Repeat this process for each line of the tool.

WORK WITH EACH INDIVIDUAL FAMILY IN THE SUB-GROUP

The Neighborhood Council member will:

NEGOTIATE CHANGES AND DOCUMENT INFORMATION

- The Neighborhood Council member who is leading the small group will meet briefly with each family to negotiate changes in behaviors suggested by the families themselves.

- The Neighborhood Council member documents their current behaviors and commitments to behavior change on his/her "Family Data Tracking Sheet" (Annex 1, page 101 in the "Community Outreach Workers' Reference Guide").
- Repeat this step with each family in the group.
- While the Neighborhood Council member is negotiating behavior changes with a family, the other families in the sub-group should discuss the water treatment methods they are using or are going to agree to improve. They can identify the barriers that might impede their success.

REVIEW HOW TO NEGOTIATE BEHAVIOR CHANGE

Ask the training participants to open their "Community Outreach Workers' Reference Guide" to page 88 to the "Toolbox 3: Negotiation for Behavior Change." Do not review the information now, but inform the participants that they will have a chance to review this information on how to negotiate new behaviors with family members in the community during the next exercise. [NOTE: The information in this chapter is for the Neighborhood Council members. They will not review this chapter with families in the community.]

DEMONSTRATE THE USE OF THE ASSESSMENT TOOL: "HOUSEHOLD WATER"

Before beginning the demonstration, the trainer mentions to the group that they need to remember that they (the participants) will lead community members through the process of using this tool when they are conducting their activities in the community and are working in the small-groups (of 10 or less people) . Mention that in order to demonstrate how to use the tool, you are going to use a large poster-size version of the tool so that everyone can see what you are doing. However, when they are in the community they will be using the version of this tool that they can find in their "Community Outreach Workers' Reference Guide" in Annex 5.

Demonstrate how to use the tool by:

- Using the poster-size copy of the Assessment Tool: "Household Water" (so that everyone can see) and a marker, conduct a role play to show how to use the tool. You, the trainer, will play the role of the Neighborhood Council (Junta Vecinal) member and a volunteer participant will play the role of the family member in the community. Go through the tool line by line, marking the illustration that represents the current behavior in the home with an "X" as reported by the "family member." Circle the

illustration of the behavior that the “family members” say represents the new “improved” behavior the family is willing to try.

- After completing the demonstration, remind the participants that when they are using the tool with the families in their sub-groups, they will be using the smaller tool found at the back of their Guides and the families will be using a marker to write on their brochure-size copy of the Assessment Tool: “Household Water.”
- Ask everyone to open their Guides to chapter III “Tools and information systems” on page 66 (3.1 Description of the “ASSESSMENT TOOL: HOUSEHOLD WATER”) for instructions on using the tool. It is not necessary to read these instructions now, but remind participants that if they forget how to use the tool they can refer back to this section of their Reference Guide for step-by-step instructions.
- Ask if anyone has any questions or comments about how to use the Assessment Tool discuss them.

Indicate that later on they will have the opportunity to practice using the tool, but first we are going to review the process of negotiating a change in behavior.

Assessment Tool: Household Water

Community Name:

Family Name:

How do we treat our water?



We don't treat it



SODIS



Boiling



Chlorination

How do we store our drinking water?



1. Without a lid



2. With a lid that doesn't fit well



3. With a tight fitting lid



4. With a tight fitting lid and a spigot

How do we serve our drinking water?



1. With a bowl/cup



2. With a ladle



3. With a pitcher and glass



4. Using the container's spigot

When do we drink treated water?



1. Never



2. Only at home



3. At home and sometimes outside the house



4. Always at home and outside the house

Who drinks the treated water in our family?



1. No one



2. Only adults



3. Children, people who are ill, and older people (vulnerable people)



4. Everyone (adults, children, babies)

Activity 3.2: Negotiation for behavior change

Objective

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

- Name the phases of negotiating a new behavior
- Explain how to identify a feasible (doable) behavior that represents a “small step” toward the ideal behavior.

Time

- 15 minutes

Materials

- Masking tape
- Poster paper
- Markers

Preparation prior to the session

- None

Key idea

- The Assessment Tool: “Household Water” can be used by the community outreach workers to initiate a conversation with the community members to help them make a choice as to whether they want to change their behavior and to identify what behavior they want to achieve and how they will achieve it.

Procedure

DISCUSSION

- **Ask the participants to open their “Community Outreach Workers Reference Guides”** to chapter IV “Toolbox 3: Negotiation for Behavior Change” and to read to themselves sections “A” to “K” (pages 89–93) in the “Steps in the negotiation for behavior change” section. They DO NOT NEED TO READ the box titled “Menu of Behavior Options: Step-by -Step toward the Ideal” (page 90). When they have finished reading sections “A – K,” they should lift their heads and look at you so you know that they have finished. Find out whether anyone has questions or observations and discuss them.
- **Ask** for a volunteer to read out loud the box titled “Menu of Behavior Options: Step-by -Step toward the Ideal” (page 90).

- **Find out** whether anyone has any questions or concerns and discuss them.

Activity 3.3: Tools: "Family Data Tracking Sheet," "Data Consolidation Sheet," and "Bar Graphs"

Objective

- By the end of this activity, the participants should be able to use the "Family Data Tracking Sheet," "Data Consolidation Sheet," and "Bar Graphs" tools correctly.

Time

- 35 minutes

Materials

- Poster of the Assessment Tool: "Household Water"
- Poster of the "Family Data Tracking Sheet" Tool
- 4 Posters of the "Data Consolidation Sheet" Tool
- Poster of the "Bar Graphs" Tool
- 4 completed sets (with 3 sheets each) of "Family Data Tracking Sheets" on A4 size paper (1 set can be found at the back of the manual)
- 4 filled in sets (with 3 sheets each) of "Family Data Tracking Sheets" from Annex 2 of training manual
- Markers (4 red, 4 green, 4 black)

Preparation prior to the session

- Make 4 copies of the set of "Family Data Tracking Sheets" found in Annex 1 (page 101) at the back of the "Community Outreach Workers' Reference Guide"
- Make 4 copies of the set of the filled in "Family Data Tracking Sheets" (with the X's and O's in the rows) found in Annex 2 of this training manual

Key idea

- Help the participants become comfortable using the "Family Data Tracking Sheet," "Data Consolidation Sheet," and "Bar Graph" tools and teach them to fill the sheets out correctly.

Procedure

Part 1: Entire group

- **Hang** the poster-size Assessment Tool: "Household Water," "Family Data Tracking Sheet," "Data Consolidation Sheet," and "Bar Graph" where everyone can see them.

- **Explain** that we will now be learning how to use the tools that will enable each leader (a member of the Neighborhood Council) of a sub-group of 10 families to organize and collate the information gathered at each meeting.
- **Tell the group** that there is 1 Assessment Tool: "Household Water," 4 "Family Data Tracking Sheets," and 4 "Data Consolidation Sheets" in the annex section of the "Community Outreach Workers' Reference Guide." They should note that there is a space next to the title of each "Family Data Tracking Sheet" and the "Data Consolidation Sheet" where they can write the meeting number. (For instance, the first time they meet with their small-group of families, it is meeting one. The next time they meet is meeting two and so forth.)
- **Mention that** the "Family Data Tracking Sheet" will be used when they are talking to each family individually within the sub-groups (of ten or fewer persons).
- **Explain** the steps to fill in the "Family Data Tracking Sheet" while you point to the place where each piece of information should be written on the "Family Data Tracking Sheet." With a marker, write an example on the poster size version of the "Family Data Tracking Sheet" as you go through it.
 - Write the meeting number in the title (for example, if it is the first meeting with the community, you put number one, if it is the second meeting, you put number two).
 - In the upper left hand section, write the name of the Neighborhood Council member (i.e., the name of the person who is the leader of the sub-group).
 - Put the number of the sub-group (for example, if there are 4 sub-groups at the meeting, then each group will be assigned a number and the same groups will be maintained at each meeting) under the leader's name.
 - Put the date in the upper, left hand side of the sheet.
 - Write the name of the family in the column on the left titled "Surname." Information for each family will be recorded on the row with their name.
 - When talking with each family individually, the group leader copies the information from their Reminder Brochure of the "Assessment Tool: Household Water" onto the "Family Data Tracking Sheet." For example, in the columns representing the options under "How Do We Treat Water?," if the family has put an "X" (for their current behavior) on the "I don't treat it" picture of their Reminder Brochure, then put an "X" on the "We don't treat it" column of that family's row on the "Family Data Tracking Sheet." Similarly, if the same family draws a circle around the "Boil" picture (which means that they are agreeing to boil their water), then in that family's row on the "Family Data Tracking Sheet", draw a circle in the "Boil" column.

- If the family receives a 20-liter bucket with a lid and a spigot, then an "X" is placed in the "Received Bucket" column and the family is asked to sign or initial the sheet in the space on their row that says "Signature."
 - At the end of the meeting, the total number of "X's" is added up for each column and written in the box on the last line titled, "Total."
 - Immediately after completing the "Family Data Tracking Sheet," all of the small sub-group leaders meet with the head of the Neighborhood Council to review everyone's "Family Data Tracking Sheets." The "Family Data Tracking Sheet" is the source for the data to complete the "Data Consolidation Sheet."
 - NOTE: The "Family Data Tracking Sheets" must ALWAYS be completed at the end of each of the 4 meetings.
- **Explain** how to fill in the "Data Consolidation Sheet" while pointing to where each piece of information is to be written on the "Consolidated Sheet" illustration. With a marker, write an example on the poster size version of the "Data Consolidation Sheet" as you go through it.
 - Put the meeting number in the title (for example, if it is the first meeting with the community, put number one, if it is the second meeting, put number two, etc.).
 - Write the name of the community on the upper right hand side of the sheet.
 - Under the name of the community, write the name of the district.
 - On the upper left hand side, write the name of the person responsible for filling in the information (the leader of the Neighborhood Council members).
 - Put the date under the name of the leader.
 - Immediately after each community meeting, the leaders of the small sub-groups should gather to share their "Family Data Tracking Sheets" and use the information on these sheets to fill in the "Data Consolidation Sheet" as follows:
 - The name of the small group leader is taken from the upper left hand corner of the "Family Data Tracking Sheet" and written in the column labeled "Small Group Leader's Name."
 - The number of families that participated in the sub-group at each meeting in left hand column of the "Family Data Tracking Sheet" and written on the "Data Consolidation Sheet" in the column labeled "No. of families who participated in the small group."
 - The columns titled, "How they treat," "How they store," "How they serve," "When they drink," and "Who drinks" have sub-columns. In these sub-columns

you should write the TOTAL NUMBER that appears in the last line of the "Family Data Tracking Sheet" in the corresponding column.

- In the column titled, "Received Bucket" you need to write the TOTAL NUMBER that appears on the last line of the "Family Data Tracking Sheet" in the corresponding column.
- Once you have transferred the information from the "Family Data Tracking Sheets" for all of the sub-groups, you need to fill in the "TOTAL" line on the "Data Consolidation Sheet" by adding up the numbers in each column.
- The "Data Consolidation Sheet" must be given to the representative of the local government's Local Development Office (LDO) at the District level to be entered into the information system.
- The "Data Consolidation Sheet" will provide the data to create the Bar Graphs.
- **Explain** and demonstrate (by writing on the poster size copy of the "Bar Graph") the steps for filling in the "Bar graph", which is the group leader's responsibility.
 - Explain that it is important to inform community members how families are currently treating, consuming, and taking care of their water and the progress made in improving these behaviors from meeting to meeting. The Bar Graph tools (see annex 3 in the "Community Outreach Workers' Reference Guide") help convert the numbers from the "Data Consolidation Sheet" into a visual graph, which makes it easier to understand the information at a glance and may help less numerically literate community members analyze the data. The head or president of the Neighborhood Council is responsible for creating a bar graph (with the help of all of the Neighborhood Council members who lead small sub-groups) for EACH LINE of the Assessment.
 - Explain: There are 5 bar graph tools, one for each question (rows) in the "Assessment Tool: Household Water." Each column on the bar graph represents the number of homes or families in the community engaged in a certain behavior. Each bar graph tool has an area specifically designated for the results of each of the 4 meetings. To create the bars on the graphs, the numbers from the "TOTAL" line on the "Data Consolidation Sheet" are used.
 - The name of the community should be written in the upper left hand part of the graph sheet.
 - In the first column, the squares corresponding to the number of families in the community should be colored in.

- Write the meeting date in the designated space at the top of the column labeled "Meeting 1." This meeting date can be found on the "Data Consolidation Sheet" that you just helped the group learn how to fill in.
- Transfer the information corresponding to the question and the total line on the "Data Consolidation Sheet." Color in a bar up to the corresponding numerical value from the "Data Consolidation Sheet."
- Repeat the same steps for the other 4 questions (on different sheets).
- Place this material in a visible place in the community.

Part 2: Group exercises

Tell the new facilitators that they are now going to do some group exercises so that they can familiarize themselves with the data management tools.

Explain that each group will be given a set of 3 completed "Family Data Tracking Sheets" (see Annex 2) so that they can fill in the information on the other tools.

Divide the participants into 3 working groups and have them work in different parts of the room.

Give each group a set of 3 completed "Family Data Tracking Sheets" (see Annex 2), explaining that it is assumed that the information was gathered using the Assessment Tool: "Household Water."

Ask them to designate 3 people in their group to be responsible for the "Family Data Tracking Sheets," (assuming that they were the ones who gathered the information following the meeting with the sub-groups of families).

Ask them to put the information in the heading of the "Family Data Tracking Sheet."

Give them a poster-size "Data Consolidation Sheet" so that they can transfer the information from the "Family Data Tracking Sheets."

Give them some markers so that they can fill in the information on the tools.

Ask for a representative from each group so that group by group they can explain how they followed the procedure for filling in the information.

Part 3: Questions or concerns

- **Ask** the participants if they have any questions about how these tools work.

Activity 3.4: Use the Self-Assessment Tool: "Improving my Skills as a Facilitator"

Objective

- By the end of this activity the participants should be able to use this tool to evaluate their performance and improve it for the following session.

Time

- 10 minutes

Materials

- "Community Outreach Workers' Reference Guide" (Annex 4 in the back)
- Flip chart paper
- Markers

Preparation prior to the session

- None

Key idea

- The facilitators need to understand the importance of the tool.

Procedure

ENTIRE GROUP

- **Ask the participants to** open their "Community Outreach Workers' Reference Guide" to "Section 4 - Annexes" and find the "Self-Assessment Tool" in annex 4 (page 118).
- **Explain** that this tool allows them to assess their work with the families in their communities, which enables them to continuously improve their skills.
- **Mention that** this tool will be completed by each facilitator after each meeting with the families in his/her community. In this way, he/she can evaluate his/her performance, which will help him/her to make adjustments to improve communication with the families with whom he/she wants to attain changes in behavior.
- **Explain** that there are basically 2 evaluation criteria on the "Self-Assessment Sheet":
 - Yes, I achieved it
 - I have yet to achieve it

You should mark your response to each of the questions with an "X." In this way you can see how you have improved in comparison with the previous meeting. If you have marked "I have yet to achieve it" for any questions, take time to determine why you think you were unable to achieve your goal and how you could resolve the problem or change your technique in order to be more successful at the next meeting. It may be productive to discuss your problems with other Neighborhood Council members in order to brainstorm possible solutions.

Activity 3.5: Agreements and commitments

Objective

- To motivate the facilitators to carry out the program efficiently, to be organized, and to establish agreements and commitments for the purpose of improving the behaviors of the families in the community.

Time

- 15 minutes

Materials

- Posters
- Markers

Preparation prior to the session

- None

Key idea

- Motivate the participants to improve the water and hygiene practices in their communities.

Procedure

- **Ask** the participants to meet at a later date to get organized and plan how and when the activities will be carried out with the families in their communities.

Reading and signing of the Commitment Letter

- The participants in the meeting, trained as expert facilitators, will read the commitment.
- If there are other points, include them in the list of commitments.
- Draft and sign the Commitment Letter.

Show them the Commitment Letter:

AS EXPERT FACILITATORS OR AGENTS OF CHANGE IN OUR COMMUNITIES, WE AGREE TO:

1. WORK with the families in our community to help them to engage in behaviors that will improve water quality, sanitation, and hygiene in their homes.
2. FILL IN the data management tools.
3. MAKE SURE that the "Data Consolidation Sheet" is delivered to the Local Development Office (ODL) in our district.
4. SUPPORT the Neighborhood Council members in neighboring communities in carrying out the activities.
5. RETURN all of the posters (plastic-coated educational material) and unused reminder brochures (for families) to the district LDO, once the 4 meetings with the families in our community have been held.
6.

We assume this commitment, in the presence of the Neighborhood Council authorities and the workshop participants.

Name_____

Signature

Name_____

Signature

Etc...

Activity 3.6: Training closure

Objective

- Thank the participants for attending the training session and encourage them to continue the process.

Time

- 10 minutes

Materials

- None

Preparation prior to the session

- None

Key idea

- Motivate the participants to improve the water and hygiene practices in their communities.

Procedure

ENTIRE GROUP

- **Thank** the participants for their attendance and participation in the event.
- **Encourage** the participants to continue improving the water and hygiene in their communities.
- **Explain** that it is important that they use the data management tools to evaluate progress in their communities.
- **Allow** some participants to express their opinions about the training.
- **Close the session.**

ANNEXES

TRAINING AGENDA

ACTIVITIES		TIME 6:30 Min Total
PART I: GETTING TO KNOW EACH OTHER AND UNDERSTANDING THE COMMUNITY NETWORK FOR MANAGING POTABLE WATER (Spanish acronym: RECOMAP)		
1.1	Introduction, introduction of participants and scope of training	20 minutes
PART II: IMPORTANCE OF CONSUMING SAFE WATER AND BEHAVIOR CHANGES IN OUR COMMUNITIES		
2.1	Contamination cycles	50 minutes
2.2	Risks related to different sources of water and contaminated water	10 minutes
2.3	Contamination of our water	15 minutes
2.4	How do we chlorinate our water?	30 minutes
2.5	How do we boil water?	15 minutes
2.6	SODIS method for purifying water	20 minutes
2.7	How do we take care of our drinking and cooking water?	15 minutes
2.8	Which water treatment method will we use?	25 minutes
2.9	How do we protect our well?	20 minutes
2.10	How should we wash our hands?	15 minutes
2.11	When should we wash our hands?	15 minutes
2.12	Handling feces	15 minutes
2.13	Educational mural and educational materials	10 minutes
2.14	Review of chapter II of the Community Guide	10 minutes
PART III: INFORMATION SYSTEM, USE FOR DECISION MAKING AND NEGOTIATION FOR BEHAVIOR CHANGE		
3.1	Tool: Water in the home	20 minutes
3.2	Negotiation for behavior change	15 minutes
3.3	Tools: "Follow-up Sheet", "Consolidated Sheet" and "Bar graph"	35 minutes
3.4	Use the Self-Evaluation Sheet	10 minutes
3.5	Agreements and commitments	15 minutes
3.6	Closing session	10 minutes





















ANNEX 2:
SAMPLE "FOLLOW-UP SHEETS" (1 COMPLETE SET OF 3 SHEETS)
TO BE USED FOR EXERCISE 3.3

MEETING:
FAMILY DATA TRACKING SHEET
Each Family's Behaviors in my sub-Group

SMALL-GROUP LEADER'S NAME:

GROUP No.:

DATE:

Nº	Family's Surname	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks the treated water in our family?				Received Bucket
		 We don't treat it	 SODIS	 Boiling	 Chlorinate	 Without a lid	 With a lid that doesn't fit well	 With a tight fitting lid	 With a tight fitting lid and spigot	 With a bowl or cup	 With a ladle	 With a pitcher and glass	 Using the container's spigot	 Never	 Only at home	 At home, some outside the house	 Always at home and outside the house	 No one	 Only adults	 Children, people, elderly (vulnerable people)	 Everyone (adults, children, babies)	
1	FLOREZ SANCHEZ			X	O			X	O		X	O		X		O		X		O		
2	RÍOS GAVILÁN				⊗		X	O			X	O	X		O		X	O				
3	OTERO COSTA			X	O			X	O		X	O			⊗				X	O		
4	PALMA RIVERO	X		O			X	O		X	O			X		O	X		O			
5	CORTEZ TORERO				⊗	X		O			X	O		X	O			X	O			
6	COPÁN TRAVESÍ				⊗			X	O		X	O			X	O		X	O			
7	PINO VASQUEZ	X		O			X	O			X	O	X		O		X	O				
8	TRUJILLO BERRIOS	X		O			X	O		X	O		X	O			X		O			
9																						
10																						
11																						
12																						
TOTAL																						

INSTRUCTIONS:

1. Fill in the boxes using the following symbols:

"X" : Current household behaviors

"O" : Desirable household behaviors





















2. Count the number of "Xs" in each column and write the number in the row labeled "Total"

MEETING:
FAMILY DATA TRACKING SHEET
Each Family's Behaviors in my sub-Group

SMALL-GROUP LEADER'S NAME:

GROUP No.:

DATE:

Nº	Family's Surname	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks the treated water in our family?				Received Bucket
		 We don't treat it	 SODIS	 Boiling	 Chlorinate	 Without a lid	 With a lid that doesn't fit well	 With a tight fitting lid	 With a tight fitting lid and spigot	 With a bowl or cup	 With a ladle	 With a pitcher and glass	 Using the container's spigot	 Never	 Only at home	 At home, some outside the house	 Always at home and outside the house	 No one	 Only adults	 Children, people, elderly (vulnerable people)	 Everyone (adults, children, babies)	
1	TRIGOSO TORERO			⊗			⊗				⊗			X	O					⊗		
2	VIGIL VASQUEZ	X			O		X	O		X	O			X	O			X		O		
3	DÁVILA SÁNCHEZ				⊗				⊗			⊗		X	O					⊗		
4	BERRIOS RÍOS			⊗			⊗				⊗				X	O			X	O		
5	RAMIREZ RIVERA	X			O	X	O			X	O			X	O			X		O		
6	TOLEDO LOPEZ	X		O			⊗				⊗		X		O			X		O		
7	NORES ALIAGA	X		O			X	O		X	O		X			O		X		O		
8																						
9																						
10																						
11																						
12																						
TOTAL																						

INSTRUCTIONS:

1. Fill in the boxes using the following symbols:

"X" : Current household behaviors

"O" : Desirable household behaviors





















2. Count the number of "Xs" in each column and write the number in the row labeled "Total"

MEETING:
FAMILY DATA TRACKING SHEET
Each Family's Behaviors in my sub-Group

SMALL-GROUP LEADER'S NAME:

GROUP No.:

DATE:

Nº	Family's Surname	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks the treated water in our family?				Received Bucket
		 We don't treat it	 SODIS	 Boiling	 Chlorinate	 Without a lid	 With a lid that doesn't fit well	 With a tight fitting lid	 With a tight fitting lid and spigot	 With a bowl or cup	 With a ladle	 With a pitcher and glass	 Using the container's spigot	 Never	 Only at home	 At home, some outside the house	 Always at home and outside the house	 No one	 Only adults	 Children, elderly (vulnerable people)	 Everyone (adults, children, babies)	
1	FLOREZ PEREZ	X		O		X	O						X	O			X		O			
2	LÓPEZ LUCIO				⊗			X	O			X	O		X	O			X	O		
3	ASCA REY	X			O		X	O		X	O			X	O			X		O		
4	JULCA RUPAY			⊗				X	O			X	O			X	O			⊗		
5	TANG ROCHA				⊗							⊗				X	O			⊗		
6	GUILLÉN BERRIOS			X	O	X		O			X	O			X	O		X		O		
7	RODRIGUEZ RABANAL			X	O			X	O	X		O		X		O			X			
8	ROMERO SALAS	⊗				⊗				⊗				⊗				⊗				
9																						
10																						
11																						
12																						
TOTAL																						

INSTRUCTIONS:

1. Fill in the boxes using the following symbols:

"X" : Current household behaviors

"⊗" : Desirable household behaviors

2. Count the number of "Xs" in each column and write the number in the row labeled "Total"

