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HIP HYGIENE IMPROVEMENT
PROJECT

WASH & HIV/AIDS INTEGRATION: TRAINING AND SUPPORT HANDWASHING

This document was taken from the comprehensive training package: Global WASH Training Package for the Prevention of Diarrheal Disease. The sections contained in this document are from the “Guide for Training Outreach Workers” and contain only those pieces that pertain to handwashing and/or provide a general overview on WASH and orientation to the use of the materials. In actually conducting the training, it will likely be necessary to also include introductory sessions, general WASH information and modules on interpersonal communication and data management. These sections, along with the entire “Guide for Training Outreach Workers” and/or the entire training package, can be downloaded from: <http://www.hip.watsan.net/page/3396>

Please note that the following sessions were taken from a larger document; the numbering of the various sections matches the original document and is therefore not always consecutive.

Water, Sanitation, and Hygiene Improvement
Training Package for the Prevention of Diarrheal
Disease

GUIDE FOR TRAINING OUTREACH WORKERS

HANDWASHING

- ▶ **Guide for Training Outreach Workers**
- ▶ Collection of Resource Materials
- ▶ Outreach Worker's Handbook

2009

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HIP

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CDC	Centers for Disease Control and Prevention
CLTS	Community-Led Total Sanitation
HIP	Hygiene Improvement Project
HIV	Human Immunodeficiency Virus
IPC	Interpersonal Communication
MOH	Ministry of Health
NGO	Non-Governmental Organization
ORS	Oral Rehydration Salts
PVO	Private Voluntary Organization
SODIS	Solar Water Disinfection
SSS	Sugar Salt Solution
UN	United Nations
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene
WHO	World Health Organization

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PREFACE: LETTER TO PROGRAM MANAGER AND TRAINER

The USAID-funded Hygiene Improvement Project has compiled a training package to facilitate work in water, sanitation, and hygiene (WASH) around the world. This training guide, along with its accompanying *Outreach Worker's Handbook* and *Collection of Resource Materials*, is intended for use by any organization that works with or is about to start working with outreach workers—local individuals who work at the community level. Your organization has decided—or is in the process of deciding—to provide your outreach workers with training so they will be prepared to work in communities to help people adopt healthier behaviors related to water, sanitation, and hygiene. These new or improved practices will result in significantly fewer cases of diarrhea (and therefore less illness and fewer deaths), especially among children. In addition, these new practices may well have psychological benefits such as increased feelings of pride/prestige, of being good parents, and of contributing to the community's welfare.

If your organization is already involved in WASH activities, these materials can help your outreach workers become more effective at persuading individuals, families, and groups in their communities to adopt new and healthier behaviors to reduce the incidence of diarrhea.

Regardless of your organizational focus, these materials can make a link to improved WASH practices in the following ways:

- *Family planning*: Improved WASH practices lead to less diarrhea and childhood illness and better child survival, which are linked to couples' interest in family planning.
- *HIV/AIDS*: Improved WASH practices are critical for persons living with HIV/AIDS because they live at high risk of contracting diarrhea, which can cause or contribute to their premature death. These persons are potentially a source of diarrhea in the community, since they are highly susceptible to it.
- *Food production*: Preventing diarrhea in the community is potentially of interest to food production projects for two reasons. Diarrhea among persons working in agriculture, or among their children, reduces their availability and productivity, sometimes at critical harvest or planting times. If one purpose of improved food production is consumption by the family

itself, then diarrhea among family members works to reduce the positive impact of increased and/or more healthful food consumption.

- *Income generation:* As in the case of food production, diarrhea among both adults and children in a family reduces the amount of time available and ability to focus on productive tasks, so preventing diarrhea has a complementary benefit. It also reduces the resources used on treatment, enabling them to be used elsewhere.

It is likely that your outreach workers are already carrying out such tasks as:

- Giving group talks or demonstrations
- Making home visits
- Counseling and joint problem solving with families
- Collecting and/or leading community members to collect information on their conditions, resources, and opinions
- Planning, implementing, and monitoring activities

These are precisely the type of skills that lend themselves to effectively promoting improved WASH practices. In some cases, all that outreach workers lack is knowledge of WASH, strategies for improving family WASH practices, and an orientation to using job aids and other supports.

Should your organization decide to sponsor WASH training for your outreach workers, you, as a program manager, will be responsible for a number of tasks before, during, and after the training. The following recommendations and suggestions will give you a broad idea of the scope of the task you are about to undertake. (In the Introduction starting on p. 8, you will find more detailed information about the *Guide for Training Outreach Workers*, *Outreach Worker's Handbook*, and the workshop.)

HIP developed these materials through a wide review of WASH technical and training materials. The HIP materials most directly reflect the experiences of several USAID-funded projects—the Environmental Health Project (I and II) and HIP—in such countries as the Dominican Republic, Nicaragua, Uganda, Peru, Madagascar, and Ethiopia. The draft materials were revised based on valuable feedback from a field test that ChildFund International conducted in Zambia.

Deciding If You Should Incorporate WASH Activities into Your Program

You, the program manager, should *begin* at the *strategic level* by thinking about and answering a series of questions that will help you put the WASH activities into an organizational context that ensures congruence with other activities. For example:

- How important is diarrhea as a cause of illness and deaths in the communities where your project works?

- How will this training and the subsequent WASH activities of the outreach workers fit into the existing programmatic framework of your organization?
- How will adding a WASH component to an existing program or project change (help or hinder) the program or project and its ability to achieve its goals and objectives?
- What resources (financial, human, and material) are available to support the addition of a WASH training and outreach component?
- How will the results of the outreach workers' efforts be monitored, evaluated, and reported?
- On which aspects of WASH would the outreach workers concentrate their efforts? The decision to start with water, sanitation, and/or hygiene should be made as a function of the organization's programmatic priorities and local needs and conditions.

Preparing for the Training

Once you and your organization have decided to undertake WASH outreach activities and there is a “fit” with your other program activities, there are a number of steps you, the program manager, should take to prepare for the training.

1. You should familiarize yourself with both this Training guide, which will be used by the trainer, as well as with the accompanying *Outreach Worker’s Handbook* and the *Collection of Resource Materials* that the outreach workers will use during training and in their community work. This will give you a clear idea about roles, responsibilities, and scope of the training and its follow-on activities.
2. You or the trainer (see the note to trainer on p. 5) will need to gather certain information (such as national, regional, or local level WASH statistics) that will be presented during the training. These statistics should help the trainer and outreach workers understand the broad WASH context in which they are working. Suggestions for different kinds of statistics can be found in Module 1, Session 2, p. 33, of this guide or p. 7 of the *Outreach Worker’s Handbook*.
3. If your organization has already conducted assessments of local WASH conditions, the information from these assessments should be summarized in a way that both the trainer and outreach workers can understand easily. This information may facilitate the selection of target communities as well as help you determine the focus of promotional activities in the field.
4. You and the trainer should be familiar with the WASH conditions in the communities where the outreach workers will be conducting activities and be clear about your expectations (results or outputs). This will help the outreach workers know broadly where to focus efforts, although conditions may vary somewhat from community to community.
5. Designate someone to handle the logistical aspects of the training: selecting the participants, arranging the lodging for the participants, selecting the venue, making arrangements for meals, etc.
6. The introduction section contains a generic list of WASH tasks for outreach workers. As program manager, you should use the items contained in the job description to help craft a task list appropriate for *your* program’s outreach workers. You should then use that list to help you complete the next item in this list (#7).
7. One of the most important decisions you and the trainer need to make is which sessions you will offer to your outreach workers. To help you do this, there is a menu of options on pp. 14–15 with suggestions about which sessions you might include in the training. The length of the training will vary according to which sessions you choose to include. Appendices 6–8 outline half-day, one-day, and three-day trainings. The shorter workshops are for raising awareness. To conduct all of the sessions in this Training guide (covering all three major WASH key practices—safe water, feces disposal, and hand washing) requires a training of at least four days.

8. It is impossible to create a generic manual—intended for use in any country where there are outreach workers—that does not need to be adapted to be relevant and appropriate for each particular setting. There are instructions on how to do this adaptation in various places in the text.



Trainer Note:

You (the program manager) and/or the trainer need to choose the most important sessions as well as MODIFY any sessions that have information that is not relevant for your country (for example, remove information about chlorination products that are not available in your country or remove information on alum if alum is not available in your country).

The *Outreach Worker's Handbook* is provided in both PDF form and in Word form, so that you might adapt the handbook to the particular needs of the outreach workers being trained by your program. Please keep in mind that page numbers have been cross-referenced between the *Guide for Training Outreach Workers* and the *Outreach Worker's Handbook*. Therefore, if you make changes in the handbook, you will need to change the references to those page numbers in the training guide.

This training package suggests tools to facilitate data collection for monitoring the progress of outreach workers and tracking changes in WASH practices in the community. These tools require a certain level of literacy and numeracy. You are free to adapt and use them or not. If appropriate, decide how you want to integrate WASH monitoring into your existing monitoring instruments and procedures, what data need to be collected, and how the data will be used. The tools included here can help your program collect data at two levels:

Individual/Household Level—The outreach worker uses an assessment and joint problem-solving card (Discussion Card) to determine the current behaviors in a household and to mutually plan with the community member how to improve behaviors. The Household Tracking Sheet helps the outreach worker document the current and negotiated improved behaviors for each household. The Discussion Card(s) and Household Tracking Sheet are intended to facilitate such counseling activities.

Multiple Household/Communitywide—The Consolidation Sheet helps gather in one place the information collected by multiple outreach workers within one community or geographic area. The Bar Graph helps the outreach worker turn the numbers on the Consolidation Sheet into a bar graph, which is a more visual way to present the data that is useful when giving feedback to the community on its progress. Use of the Consolidation Sheet and Bar Graph is optional, so you, the program manager, need to decide if these are useful tools for the program. (Giving the community feedback on how it is doing on key WASH practices both reminds and motivates people to try to do better.)

Visual aids and handouts used by outreach workers both in the field and in the training workshop are supplied in the *Collection of Resource Materials*. It is highly desirable that you adapt these illustrations to fit the local cultural context and then make sufficient copies. Information to help you do this can be found on pp. 11–14 below and in the *Collection of Resource Materials*—“Adapting Visual Aids.”

Information is available concerning session, daily, and workshop evaluations (Appendix 4), as well as templates for developing outreach worker self-appraisal forms (Appendix 3). This information can also be found in the *Collection of Resource Materials*.

Supporting the Training of the Outreach Workers

It is recommended that you, the program manager, take the following steps to support the participants while the training program is in progress:

1. Welcome the participants to the training program and tell them that they have the organization's approval and support. Explain how their new tasks will help meet organizational goals and objectives by improving household and community practices that will prevent diarrhea and child deaths, what (in general) they will do to improve WASH, what kind of support they can expect once in the field, etc.
2. Monitor the progress of the workshop to see that participants understand the technical content, that the training conditions are favorable for learning, and that the participants are motivated to undertake their new roles. *If it is logistically feasible*, an effective way to train the outreach workers is to have them spend time in the workshop learning one set of skills, then venture into their communities to try out their newly acquired skills, and then return to the classroom to discuss what they learned and receive more training in preparation for their next community experience.

Supporting Your Outreach Workers in the Field

There are steps you should take to assist the outreach workers after the training is complete:

1. Make every effort to put the outreach workers' newly acquired skills and knowledge into practice as soon as possible. The longer they wait, the more they'll forget what was learned in the training. Take advantage of their enthusiasm and motivation.
2. Make sure they have the supplies and materials they need. The activities they will be conducting in the field require some locally available items (such as containers and water treatment products). There are low-cost options for most of these materials.
3. Provide supportive supervision to them, particularly in the first months following training, since WASH activities and related skills are likely to be new to them.

4. Assist the outreach workers with their monitoring forms and tasks if your organization decides to gather WASH data.
5. Conduct debriefing sessions where the outreach workers can compare notes, think about lessons learned, and develop new ways and practices for their work.

The Training guide refers to many websites where you can find additional information (see Appendix 5).

Finally, an introductory word or two to share with the trainer(s):

1. Preparing to implement any workshop takes a lot of time. The general rule is two days of preparation for every day of workshop. Once you and the trainer(s) have selected the workshop topics appropriate for your community (the section on pp. 14–15 will help), you should allow your trainers enough time to carry out the preparations. The preparation will involve finding out information as well as gathering materials such as bottles, water, basins, soap, and cloth, and photocopying forms and tools for participants. These tasks are in addition to the logistical and administrative tasks involved in staging a workshop.
 2. The Training guide has been written purposefully in a “recipe” style, so that someone whose primary duties are not related to training will be able to implement the workshop. Experienced trainers may find the training directions too detailed and should treat them accordingly. Also, please feel free to have experienced trainers “upgrade” the training methodologies based on their level of comfort with training and the content.
 3. The timing for the various activities is generous. You may find that you are able to complete an activity well within the suggested timeframe. For example, an experienced trainer may be able to complete the introductory activities in a relatively short period of time on the first morning. **Please remember timing suggestions are illustrative.**
 4. Finally, the session objectives have been written in terms of what the participants should be able to do. They are learner-focused. They guide the content of the session and help both trainer and participant to assess the acquisition of new knowledge and skills. Acquisition of WASH knowledge is not an end in itself, but should serve as a basis for what the participants will do in the field.
1. Good luck!

HOW TO WASH OUR HANDS

Session Objectives

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

1. Demonstrate how to properly wash their hands.
2. Know how to wash hands in an area where water is scarce.

SESSION AT A GLANCE: How to Wash Our Hands

Activity	Time	Materials
A. Introduction Trainer introduces the topic of hand washing and presents the objectives.	5 minutes	- Flipchart, tape, markers - Poster
B. Climate Setter Trainer, using drawings, gets the participants to think about dirty and clean hands.	5 minutes	- Two drawings: dirty hands and clean hands
C. Demonstration 1 Trainer shows dirty hands and correct washing procedures.	10 minutes	- Pitcher of water - Tub of water - Soap - Tub of mud
D. Demonstration 2 How hands can carry germs from one person to another.	5 minutes	None
F. Reading, Drawing Conclusions, and Summary	10 minutes	- <i>Outreach Worker's Handbook</i> - Prepared page with key points for summary



35 minutes

PREPARING TO TEACH THIS SESSION:

How to Wash Our Hands

Before you present Module 3, Session 1:

1. Gather all the required items: soap, water, pitcher, and basin. Have the tub of mud covered so the participants can't see what's inside.
2. Prepare copies of the "How Do We Wash Our Hands" poster, one for each table (ideal) and/or one for hanging in front of the room. The poster is available in the *Outreach Worker's Handbook* p. 45 and *Collection of Resource Materials*.
3. Make 2 drawings: 1) draw a person with demonstrably dirty hands and 2) draw a person with "clean" hands.
4. Research some locally appropriate ways that people clean their hands when water isn't available (sand, ashes, cinders, wiping with cloth, etc.). In most settings, people use water so this may not be an issue.
5. Prepare a flipchart page with key points from the session to use as a summary.



Trainer Note:

This session on *how* to wash hands may be combined with the session on *when* to wash hands. They are separated here in case the community outreach worker would like to do two separate sessions.

TRAINING ACTIVITIES:

How to Wash Our Hands

A. Introduction to the Session (5 minutes)

1. Welcome the participants. Tell them that during this session they are going to learn about how to wash their hands properly and how dirty hands can transmit germs.



Trainer Note:

Once again, be aware of using the word "germs." Make sure that participants understand the concept of germs, and use the appropriate term in the local language, if possible.

B. Climate Setter (5 minutes)

1. Walk around the room with the two drawings (dirty/“clean” hands).
2. Ask for some volunteers to answer questions (examples below) by pointing.
 - Which person would you like to fix your meals?
 - Which person would you like to weed your garden?
 - Which person would you like to hand you pills when you’re sick?
 - Which person would you like to change your bicycle tire?
3. Say that for many activities, we like people with clean hands. For some activities, it doesn’t matter. Stress that hands can look “clean” and still be dirty. Recall the session on “clear” but “not safe (potable)” water when the water was clear, but in fact was contaminated by feces. Hands also can look clean but may not be, so it’s better to be safe and wash them properly. We’re going to learn about how to correctly wash hands during this session.

C. Demonstration One (10 minutes)

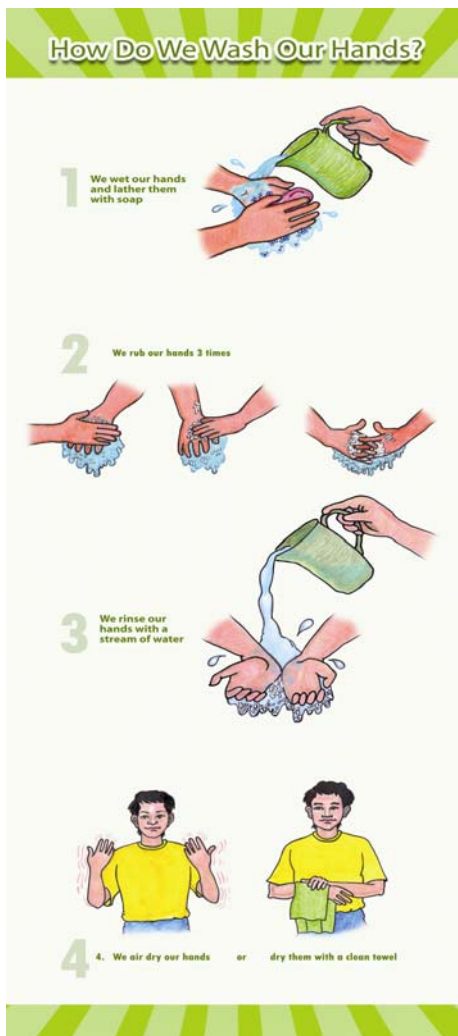
1. Invite one volunteer to participate in an exercise without saying what that exercise will be.
2. Have the volunteer stand in front of the room so everyone can see him or her and have the volunteer put hands in the tub of mud that you have uncovered.
3. Ask the volunteer to make sure that his/her hands are covered with mud.
4. Then ask the volunteer to smell hands and say what it smells like.
5. Then ask the volunteer to look closely at his/her hands and describe the feeling of having dirty hands.
6. Again, so everyone can see and follow along, have the volunteer wash his/her hands as s/he would normally. Ask the participants to be sure to watch everything that the volunteer does.
7. Now ask the volunteer to describe how his/her hands smell and feel.
8. Then ask the participants to tell you what steps the volunteer followed during the hand washing.
9. Record these on a flipchart. Have a discussion about what they might do differently from what the volunteer did while washing: “Which steps might be missing?” “What would you do differently?”



Trainer Note:

The idea here is to have a list of steps for hand washing generated by the volunteer and the participants, which you can then compare with the poster. The end product will be a “corrected” list of steps generated first with input from the participants and the volunteer and then supplemented with information from the poster and facilitator.

1. Show the “How Do We Wash Our Hands?” poster. Review the steps on the poster. Compare the poster with the list of steps generated by the volunteer and the participants.



We wet our hands and lather them with soap.

We rub our hands 3 times.

We rinse our hands with a stream of water.

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

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2. Explain that treated (chlorinated, boiled, SODIS, filtered) water isn't necessary to wash hands. However, they **MUST** use soap or an abrasive such as sand or ash. Say it's best to rinse under a stream of water and let the hands air dry. In some locations, recommendations

include drying hands on a clean cloth or towel, although a clean cloth or towel is unlikely to be available in many settings. Air drying is the best alternative in most situations.

3. If soap is not available or affordable, people can use ash, sand, or even mud as an alternative to soap, as long as they wash and rinse (with running water) thoroughly. The sand or ash act as an abrasive and “rub off” the dirt and germs.

D. Demonstration Two (5 minutes)

1. Invite another volunteer to the front of the room without explaining what you’re going to do. Stand next to the volunteer so that everyone can see you and the volunteer. Simulate a violent coughing fit, covering your mouth with your hand. Then offer that same hand to the person for a handshake and greeting.
2. Ask the participants what they just saw. Ask what did they think might happen when you shake the volunteer’s hand. Listen carefully to the answers.
3. Lead a discussion with the large group about how our hands are always dirty with germs (like when they were covered with mud) even if we can’t see the germs. Make the connection about how we transmit germs from one person to another with our hands. Ask the participants to tell you what other tasks they do that can get their hands dirty.

E. Reading, Review, and Drawing Conclusions (10 minutes)

1. Ask the participants to review p. 18 in the *Outreach Worker’s Handbook* about washing hands by reading selected passages. Additional information for trainers and participants is also available in the *Collection of Resource Materials* section for Module 3, Session 1. An alternative to reading aloud is to pose a question to the group and then let them search for the answer in the supplemental materials.

A. *Who should wash their hands?*

Everyone should wash their hands: adults, the elderly, young people, children, and babies. If children are unable to wash hands by themselves, an adult should help them.

B. *With what should we wash our hands?*

We should wash our hands with water and soap. To wash our hands correctly, we wet them, soap them, rub them together at least three times, clean under our nails, and rinse them with running water. We air dry them by shaking them or we use a clean towel or rag (only if a *clean* one is available).

C. *If I don’t have soap, what can I use as a substitute?*

Soap is the best cleanser to use, but if no soap is available or affordable, you can use ash, sand, or even mud as an alternative to soap because all of these are abrasive so they help loosen (or “rub off”) the germs or dirt. You should then rinse under a stream of water.

A. Is “clean” water, i.e., pure or treated water, necessary for washing my hands?

No, washing your hands with any water makes them cleaner if you also use a cleaning agent such as soap, sand, or ash. It is better to rinse your hands with running water.

2. Then on p. 71 in the *Outreach Worker’s Handbook* ask participants to record their thoughts about teaching this session as an outreach worker:
 - What did they learn?
 - Do they think the demonstrations will work with their audiences? Why or why not?



Trainer Note:

The questions may be answered orally and the answers recorded by the trainer on a flipchart.

3. Review summary points:
 - Sometimes hands get dirty.
 - Sometimes hands don’t appear dirty but can still transmit germs.
 - The steps for proper hand washing are _____ (fill in from the two lists).
 - Ash, sand, and mud are possible substitutes for soap.
 - When water is scarce, we _____ (fill in from the discussion).
4. Make the link to the next session. Now that they know *how* to wash their hands, it’s important to know *when* to wash their hands (at what moments).

WHEN TO WASH OUR HANDS

Session Objectives

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

1. Identify four key moments for hand washing.
2. Describe local conditions regarding hand washing and begin thinking about what they've learned and planning how to apply it when they're working with their own audiences.

SESSION AT A GLANCE: When to Wash Our Hands

Activity	Time	Materials
A. Introduction Trainer introduces the topic of when to hand wash and presents the objectives.	5 minutes	- Flipchart, tape, markers
B. Climate Setter Trainer asks the participants to volunteer to tell the others when they wash their hands.	5 minutes	- Flipchart, tape, markers
C. Table Task Trainer distributes the pictures from the poster and asks the participants to sort them according to “before” or “after.”	10 minutes	- Sets of six images from poster cut out: one set of six images for each table - Extra images from magazines showing a range of human activities
D. Large Group Discussion Participants report on and talk about their sorting. Trainer and other groups correct as necessary.	10 minutes	None
E. Table Task Participants add anything they want to the “before” and “after” columns.	10 minutes	- Extra small pieces of paper and markers on the table (optional)
F. Reading, Drawing Conclusions, and Review of Hand Washing Participants take turns reading from the <i>Outreach Worker’s Handbook</i> and record their answers.	45 minutes	- <i>Outreach Worker’s Handbook</i>



85 minutes

PREPARING TO TEACH THIS SESSION: When to Wash Our Hands

Before you present Module 3, Session 2:

1. Photocopy (or cut out of magazines) some pictures of people doing everyday tasks—changing diapers, preparing food, putting on their clothes, brushing teeth—enough for about five pictures per table.
2. If pictures are not available and the participants have some degree of literacy, you can write the phrases suggested in step number 1, above, (and add more examples) on pieces of paper. The idea is to present a range of human activities so the participants can discuss when they should wash their hands.
3. Mark the *Outreach Worker's Handbook* p. 19 for the question and answers on when to wash hands and mark the reflections/conclusions page at the end of the handbook, p. 71.
4. Take a page of flipchart paper and make a list of key points from the session.

TRAINING ACTIVITIES: When to Wash Our Hands

A. Introduction to the Session (5 minutes)

1. Welcome the participants. Tell them that during this session they are going to learn about the critical times for washing their hands. They should be able to identify at least four times when they should wash their hands. Conclude that there are “before” times (washing hands *before* something) and “after” times (washing hands *after* something). Do not reveal the four times, which are: before preparing food, before eating food, after using the toilet, and after cleaning the baby’s bottom.
2. Continue by saying that at the end of the session, they will have a chance to take a look at some of the conditions and practices regarding hand washing in their own communities and how they might help people use improved hand washing techniques.

B. Climate Setter (5 minutes)

1. Ask the participants *when* they presently wash their hands with soap or another cleansing agent such as ash.



Trainer Note:

If people seem reluctant to discuss their own habits, phrase the question as, “When do people in your community wash their hands?”

2. Then ask what they’ve noticed about hand washing in their community so as to get some more details: How many times a day do they wash their own hands? Do they help their children wash? Do many people wash with water only? What products do they use? How much does soap cost? Etc.
3. Record their answers as they call them out on a piece of flipchart paper.



Trainer Note:

Do not belabor this climate setter. The purpose is to get the participants thinking about when they wash their hands.

C. Table Task (10 minutes)

1. Distribute the sets of pictures (or words)—one set of pictures per table. Add extra images of human activity as needed.
2. Tell the participants to sort all the images/pictures into two groups: in one group put pictures of people doing things that require them to wash hands *before* they do them (like preparing meals); in the other group put pictures of people doing things that require them to wash their hands *after* they do them (like changing the baby).
3. Give them a couple of minutes to sort the pictures. Walk around as they work. If the participants say “it doesn’t matter,” tell them to establish a third category of pictures.



Trainer Note:

Some of this information was covered in the previous session. Refer back to that session if necessary. Remember as a general guideline (also found in the handbook p. 19):

Key times for washing hands:

- Before eating
- Before preparing food
- After going to the latrine or the bathroom
- After changing diapers or otherwise contacting feces

Other times:

- Before breastfeeding
- After returning from the field

D. Large Group Discussion (10 minutes)

1. Have the groups report the results of their sorting exercise. Let the reports be the basis for some discussion. Some possible questions to get started:
 - How many “before” pictures do you have?
 - How many “after” pictures do you have?
 - How many pictures did your group put into the “didn’t matter” group?
 - What did your group notice about the pictures?
 - Can your group estimate how many times someone would wash his or her hands if that person washed when recommended?
 - What do you think are the most critical times for washing hands?

E. Table task (10 minutes)

1. After each table has reported, have the participants go back and add anything they feel should be part of the two lists (e.g., before praying). They can write these on paper.

F. Reading, Drawing Conclusions, and Reviewing (45 minutes)

1. Ask the participants to review the questions and/or the poster below about the times when hands should be washed. The questions are available in the *Outreach Worker’s Handbook* p. 19, and the poster is available on p. 46 in the *Outreach Worker’s Handbook* and in the *Collection of Resource Materials*.

A. ***When should we wash our hands?****Key times:*

- Before eating
- Before preparing food
- After going to the latrine or the bathroom
- After changing diapers or otherwise coming into contact with feces

Other times:

- Before breastfeeding
- After returning from the field



As an alternative activity, ask the participants a couple of questions and have them search for the answers in the supplemental reading.

2. Then record on p. 71-72 in the *Outreach Worker's Handbook* their thoughts about teaching this session as an outreach worker:
 - What did they learn about when to wash their hands?
 - Do they think they can use the pictures to illustrate when the best times are to wash hands?
 - Would the sorting exercise work in their community?



Trainer Note:

This may be done orally with the trainer recording the answers on a flipchart.

3. Review summary points from this session:

- You wash your hands before _____ (*fill in*).
 - You wash your hands after _____ (*fill in*).
 - You should always wash your hands with soap or ashes or sand, because water alone will not get them clean enough, and you should rinse them using running/pouring water.
4. Link to the next session: The next session takes a look at how much water is necessary for proper hand washing.

HOW MUCH WATER DOES IT TAKE TO WASH YOUR HANDS WELL?

Session Objectives

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

1. Demonstrate how much time and water it takes to wash hands well.
2. Describe several ways to overcome water scarcity in order to achieve “ideal” hand washing.

SESSION AT A GLANCE: Amount of Water for Hand Washing

Activity	Time	Materials
A. Introduction Trainer introduces the topic of water use and the session's two objectives.	5 minutes	- Flipchart, tape, markers
B. Climate Setter Trainer asks participants to think about how long it might take to properly wash hands.	5 minutes	- Flipchart, tape, markers
C. Large Group Work Participants will observe how much water is used for proper hand washing.	30 minutes	<ul style="list-style-type: none"> - Bar of soap - Water container (jerry can, pitcher, jug) filled with water - 2 buckets or basins large enough to catch several liters of water - A large cup to measure wastewater - Flipchart with water calculation table drawn
D. Reading, Drawing Conclusions, and Reviewing	20 minutes	<ul style="list-style-type: none"> - <i>Outreach Worker's Handbook</i> for more information on hand washing with tippy taps - <i>Outreach Worker's Handbook</i> for drawing conclusions - Chart for summary points



60 minutes

PREPARING TO TEACH THIS SESSION: Amount of Water for Hand Washing

Before you present Module 3, Session 3:

1. Copy the water calculation table (p. 123) on a large flipchart.
2. Gather all the necessary materials: basins, buckets, measuring cup, etc., and ensure a good supply of water, if possible.
3. Also collect soap and, if appropriate, ashes and/or sand as a cleansing agent.
4. Set up a hand washing station.

TRAINING ACTIVITIES: Amount of Water for Hand Washing

A. Introduction to the Session (5 minutes)

1. Explain that in this session participants will learn more about overcoming barriers to proper hand washing. Hand washing should be made as easy as possible by keeping water and the cleansing agent in several places: beside the latrine, outside the kitchen or eating area, and next to a bedbound person's bed. When there is a lack of convenient hand washing stations with water and soap, it is much less likely that people will wash their hands well and when needed. Another reason that people do not wash their hands is that it can use a fair amount of water, which can be difficult for households that have limited access to water or have to pay for water.

Let's start by talking about how much water is needed to wash your hands properly.

B. Climate Setter (5 minutes)

1. Ask the participants to guess how much water it takes to effectively wash hands that:
 - Are very dirty from working in the fields
 - Look clean but just changed the baby's dirty diaper
2. Record participant answers on the flipchart.

C. Large Group Demonstration and Table Task (30 minutes)



Trainer Note:

Have hand washing supplies ready on a table for the demonstration and measurement: bar of soap, a water container (e.g., jerry can, pitcher, jug) filled with water, and a bucket/bowl large enough to catch several liters of water. Also have available four large cups or vessels with which to measure the wastewater.

1. Ask for one volunteer to come in front of the training room to demonstrate correct hand washing for all the participants. Ensure someone assists him or her so the water can flow to rinse hands. Ask the observers to remember the steps learned in the last session on the proper ways to wash your hands and have them coach the hand washing volunteer on correct technique. Ensure that all the wastewater is caught in the basin/bucket.



Trainer Note:

Encourage the group to focus on correct technique, not on the amount of water. Pour water over the volunteer's hands, and use as much as reasonably possible. You do **not** want to try to be careful and reduce the amount of water in this demonstration. This contrasts later with the savings using the tippy tap in the next exercise. Be sure to keep the cups nearby so they can be used to measure the water from hand washing with the tippy tap.

2. Fill a cup with wastewater from the basin and pour it into an empty bottle/basin. Continue until the wastewater is gone, having the participants count the number of cups that it took. Have the group take notice of how full the bottle/basin is (mostly full, overflowing, half full, etc.) and display it somewhere in view. Explain that they are going to use this measurement in the next exercise.



Trainer Note:

Place the bottle/basin with the measured amount in a location where it can be easily seen by all participants. Toward the end of this module you will compare this amount with the amount of water used by washing hands with a tippy tap.

3. Next, explain that participants will look at how many times a day a typical family needs to wash their hands and how much water that household would need. Ask the participants to think about a family of six and figure roughly how many times a day this means they will wash their hands. Let's assume that this family of six has an infant, one toddler less than two years of age, two older children, one man who is ill and bedbound and takes medication three times per day, and one woman who currently has her menstrual period.

- Walk the participants through the following table (posted on the wall or a flipchart), briefly explaining the numbers and the math, but not dwelling on it.



Trainer Note:

See completed table below. The point of this exercise is not to teach the outreach workers HOW to do this, but rather to illustrate the large amount of water a family would need to practice "ideal" hand washing. As you are walking through the table, if the participants disagree with the estimations, you can change the estimated numbers. If you do, be sure to also change the total.

Water Calculation Table

Example for Family of Six (including one infant, one toddler, two older children, one man who takes medication three times per day and is bedbound, and one woman who currently has her period)			
Example	Column "A" Number of times a day/ each person	Column "B" Number of family members doing this	Total number of times a day (Multiply Column A x Column B)
After defecation	2	4 (woman, man, 2 older children) (2 babies don't wash THEIR hands)	8
After changing a nappy/diaper and cleaning a baby's bottom	6	2	12
After changing material used to absorb menstrual blood	4 (menstrual period)	1	4
Before preparing food/cooking	3	2 (mother and daughter)	6
Before taking/giving medication	3	1 (father)	3
Before eating	3	4	12
Before feeding	3	1 (toddler that is eating solids)	3
Before breastfeeding	6	1 (baby that is still breastfeeding)	6
TOTAL			54 TIMES A DAY

5. Explain that now they have an estimate that this family of six needs to be washing their hands 54 times per day.



Trainer Note:

Fifty-four times per day is from the total for the table above. If the participants have changed the numbers as you go through the table, then refer to the estimated number they came up with.

6. Tell participants that they will now multiply the number of washes a family must do per day (e.g., 54 hand washings per day in the example above) by the amount of water it takes to wash your hands. Locate this bottle/basin filled with water used in just ONE hand washing and ask the participants to imagine 54 of those bottles/basins. THIS is the amount of water it would take our example family to wash their hands each day in an ideal fashion.
7. Acknowledge to participants that it takes a lot of water for a family of six to wash their hands properly! Lead a discussion with the group, asking participants about the following key points:
 - a. What kind of container is used in the communities to transport water?
 - b. How far do people in the community have to go to get their water?
 - c. How many extra trips to the water source (e.g., well, tap, etc.) would be required each day to follow the ideal recommendation of hand washing at the critical times?
 - d. Who actually transports the water (young girls, the woman of the household?) What would this extra burden mean for them?
8. Now ask participants if these kinds of issues will affect whether someone will or will not wash their hands at critical times. Spend two minutes gathering responses.
9. Acknowledge to the participants that indeed the amount of water required to wash hands at each critical moment can be a major barrier to families actually practicing hand washing. Tell them that it is the job of the outreach worker to help families figure out how to overcome this barrier.
10. Spend another two minutes and facilitate a discussion with the participants about what they might say to a family that feels that it doesn't have enough water to wash hands. Record the key messages on the flipchart. Make sure you get their ideas in their own words.



Trainer Note:

At this stage, the participants might or might not have any ideas about what a family can do to minimize water usage. If the discussion is stuck, guide it by:

- Asking how the outreach worker would work with a family to prioritize certain times for hand washing over others from the list.
- Asking if anyone has seen or heard of any devices that let you wash your hands using a small amount of water. Tell the participants that you will later review how to make and use a device that is called a tippy tap, which helps you save water when hand washing, but do not spend very much time discussing tippy taps now since they will be covered in the next session.

D. Reading, Drawing Conclusions, and Reviewing Hand Washing (20 minutes)

1. Ask the participants to turn to p. 18 in the *Outreach Worker's Handbook* to see more information on hand washing (these are the same pages as Module 3, Session 1 and Module 3, Session 2). Since this information has already been covered in the training, it does not have to be discussed again here.
2. Then, on p. 72 of the *Outreach Worker's Handbook*, have participants record their thoughts about teaching this session as an outreach worker:
 - What did they learn about the amount of water necessary for hand washing?
 - Do they think they can help a family find ways to address a lack of water availability? (Note that they will be learning much more about tippy taps in the next session.)



Trainer Note:

This may be done orally, with the trainer recording the answers on a flipchart.

3. Review summary points:
 - The amount of water necessary for “ideal” hand washing is substantial and can present a major barrier to hand washing. Even when people know that they should wash, they frequently don’t because there is simply not enough water.
 - Outreach workers working with families can do much to help families find ways to practice hand washing, even when water is scarce. These strategies include helping families prioritize times for hand washing and using a tippy tap to conserve water.
4. Link to the next section by saying they are going to look at how to build a tippy tap.

BUILDING A TIPPY TAP

Session Objective

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

1. Describe how to build and install a tippy tap.

SESSION AT A GLANCE: Building a Tippy Tap

Activity	Time	Materials
A. Introduction Trainer introduces the topic of tippy taps and the session's one objective.	5 minutes	- Flipchart, tape, markers
B. Climate Setter Trainer asks the participants to relate any experiences they might have had with tippy taps.	5 minutes	- Flipchart, tape, markers
C. Large Group Demonstration Trainer outlines how to build, install, and use a tippy tap.	30 minutes	- Poster with illustrations of tippy tap construction and use - Candle - Pliers - 5 liter plastic container
D. Table Task Participants build a tippy tap at the table.	30 minutes	- Enough supplies for each table
E. Reading, Drawing Conclusions, and Review	15 minutes	- <i>Outreach Worker's Handbook</i> for more information on tippy taps - <i>Outreach Worker's Handbook</i> for drawing conclusions - Chart for summary points



85 minutes

PREPARING TO TEACH THIS SESSION: Building a Tippy Tap

Before you present Module 3, Session 4:

1. In most cases, tippy taps are used for water conservation, but they are also a quick and convenient way to set up hand washing stations in appropriate places that remind people to wash their hands at critical times. This session should be included if the program manager determines that the construction and use of tippy taps would be feasible in the program area.
2. Select a tippy tap design from the *Collection of Resource Materials* or from a local design that families use effectively. Print out the design for use in the session. Make sure materials (plastic containers, candle, pliers, strings, and hooks) are available. If cost is an issue, plan to do only the demonstration and eliminate the table work of building a tippy tap. Plan the demonstration so that everyone can see.
3. If appropriate, have other types of containers available, such as gourds or clean jerry cans, which might be used for tippy taps instead of the plastic containers.
4. Prepare (or use previously created) flipcharts with review points from the sessions on hand washing. Have these available.
5. Prepare a flipchart sheet with review points for the session.

TRAINING ACTIVITIES: Building a Tippy Tap

- A. Introduction to the Session (5 minutes)
1. Welcome the participants. Tell them that during this session they are going to learn how to build a tippy tap. They will have the chance to see how a tippy tap is made and will work on building a tippy tap at their tables (only if materials are available).
- B. Climate Setter (5 minutes)
1. Begin by asking the participants if they think people in the community have enough water for their needs. If not, ask the participants what people do to conserve or minimize the use of water.

If people state there is not enough water or that water has to be carried to the house from an outside water source, mention that one way to help economize water for hand washing is to use a tippy tap.

2. Explain that in the previous sessions they focused on when and how to wash hands. In the last module, they saw how much water it takes to wash hands well. Say that often water is scarce in the community or has to be hauled long distances to the household and that by building tippy taps, families can do effective hand washing with just a little bit of water.
3. Having a tippy tap in one or more key places near the house is a good reminder that hands should be washed and enables people to do so more easily. Ask where people should place tippy taps. The best places would be just outside the latrine and just outside the kitchen area.

C. Large Group Demonstration (30 minutes)

1. Invite everyone to stand around the table.
2. With the poster in view, build a tippy tap, following the steps on the poster.



Trainer Note:

Several designs for making tippy taps are shown in the *Collection of Resource Materials*. Work with the design(s) that you feel is (are) most feasible for the local communities.

D. Table Task (30 minutes)

1. Have each table build a tippy tap.
2. Once each table has a tippy tap, see if there's time to hang them up and use them.
3. Initiate a discussion of how they might introduce this concept into their communities.
4. If feasible, allow some participants to use the tippy taps to wash their hands. Ask for their reactions; e.g., "How was washing your hands using the tippy tap?"

E. Reading, Drawing Conclusions, and Reviewing (15 minutes)

1. On pp. 72–73 in the *Outreach Worker's Handbook* they should record their thoughts about teaching this session as an outreach worker:
 - What did they learn about building tippy taps?
 - What materials are available in the community for building a tippy tap?
 - Do they think they can demonstrate this in the community?

**Trainer Note:**

This may be done orally, with the trainer recording the answers on flipchart paper.

2. Review summary points:

- Tippy taps are easy to build.
- Tippy taps allow people to wash their hands using very little water.
- Tippy taps may be made out of locally available materials.
- Tippy taps remind us to wash our hands and help us to do it better.
- Good places to place a tippy tap are in the food preparation area and near a latrine.

3. Link to the next section by saying the next session will be a hand washing synthesis.

HAND WASHING SYNTHESIS

Session Objectives

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

1. Summarize what they've learned about hand washing.
2. Identify some of the major issues facing the community regarding hand washing.
3. Identify some of the potential audiences you will be working with to promote good hand washing.
4. Describe barriers and motivators for adopting new practices around hand washing.

SESSION AT A GLANCE: Hand Washing Synthesis

Activity	Time	Materials
<p>A. Introduction to the Session</p> <p>Participants review highlights of hand washing sessions.</p>	5 minutes	<ul style="list-style-type: none"> - Flipchart, tape, markers - All the previous session posters on hand washing
<p>B. Large Group Activity</p> <p>Participants discuss how to apply what they've learned about hand washing to their specific communities.</p>	60 minutes	<ul style="list-style-type: none"> - Flipchart, tape, markers - All previous session posters on hand washing - Copies of the matrix for each table and/or large copy for the front of the room



65 minutes

PREPARING TO TEACH THIS SESSION: Hand Washing Synthesis

Before you present Module 3, Session 5:

1. Gather all the previous sessions' flipcharts on hand washing.
2. Make copies of the Hand Washing Matrix on p. 30 of the *Outreach Worker's Handbook* (also in *Collection of Resource Materials Module 3, Session 5*) for each table or have one very large copy in front of the room. A chart of common barriers and solutions is also available at the end of this session, on p. 12 of the *Outreach Worker's Handbook*, and in the *Collection of Resource Materials*.

DETAILED TRAINER NOTES: Hand Washing Synthesis

A. Introduction to the Session (5 minutes)

1. Review the highlights of the sessions on hand washing or ask the participants what key points they remember regarding when and how to wash hands, how to dry hands, how much water and time it takes, and how to build a tippy tap (if that session was done). Make sure you have the flipcharts from the previous hand washing sessions hanging where the participants can see them.
2. Tell the participants that during this session they will have the chance to consolidate all their thoughts about hand washing. At the end of the session, they will have a clearer idea of what strategies they might want to promote in the area of proper hand washing with soap.

B. Large Group Activity (60 minutes)

1. Move the participants so that they are sitting with others from their own organization, if appropriate. Post or distribute copies of the Hand Washing Matrix (*Outreach Worker's Handbook*, p. 30 or *Collection of Resource Materials* section for Module 3, Session 5). A chart of common barriers and solutions is also available at the end of this session, on p. 12 of the *Outreach Worker's Handbook*, and in the *Collection of Resource Materials*.

Ask each group (or individual participants) to think about the following:

- Based on what they've learned about the importance of hand washing with soap, why is this an important practice to promote?

- Who are some of the potential audiences they should be working with (individuals, families, groups, schools, and children)? Be specific.
- What are some of the prevalent current practices regarding hand washing?
- What could the community members be doing instead of some of the current (not so ideal) behaviors?
- What are some of the barriers to changing people’s behaviors?
- What are some of the enabling factors that will help people change their behavior?
- What, of the activities they saw demonstrated, might they do in their community?



Trainer Note:

The idea is to have participants think about the different communities where their organization is presently working and use that as the basis for filling in the table. They should try to fill out at least one column.

Consolidation Matrix for Hand Washing

Major Hand Washing Issues	Community One	Community Two	Community Three
Possible community members for mutual planning or opportunities for creating awareness			
Current behaviors regarding hand washing			
Some possible alternatives			
Barriers to adopting new practices			
Enablers to adopting new practices			
Specific potential activities for the outreach worker			

2. Conduct a large group discussion as necessary. Charts can be posted around the room for a gallery walk, if time permits. The chart at the end of this session should be used to facilitate this discussion.

Below is some additional information about barriers to hand washing that can be used in this discussion.

Common reasons why people don't wash their hands as recommended (barriers)	What an outreach worker can do to address this barrier
People don't know how important the practice is. They don't connect dirty hands with diarrhea, and/or they consider diarrhea a "normal" and not dangerous condition.	Explain/teach/demonstrate the concept of dehydration—that diarrhea leads to children losing so much water that they get sick and can die. Mention what happens to crops when they don't get enough water. Acknowledge that children with diarrhea are too common now, but that it doesn't have to be that way—one of the key ways to reduce diarrhea is good hand washing.
Hands don't look dirty.	Use coughing and sneezing in hand exercise.
Soap is not easily available to purchase or affordable.	First try to <i>motivate</i> people to purchase hand soap, even if it is difficult. Note that the bar of soap can be cut into smaller pieces, so one bar can be "spread" across multiple hand washing stations. If people feel that they cannot buy soap, then ask them to wash with ashes, sand, or mud...whichever is most acceptable and available.
People have poor access to water, so they don't want to use too much for things like hand washing.	There are three basic ideas to consider together with the mothers or families: (1) use a tippy tap or some other water-saving device; (2) figure out a way to get more water for the family; (3) when water is most scarce, wash only at the most critical times (in most places, after defecating, cleaning a baby's bottom or diaper, or otherwise coming into contact with feces).
People are too busy.	Try to motivate hand washing with soap as often as possible, but emphasize the most critical times.
People don't have a good place to wash where all the supplies (soap, water, etc.) are located together.	Encourage every family to prepare at least one hand washing station, ideally one at the latrine and one where food is prepared; engage respected community members to do the same.
People don't wash at critical times.	Teach what the most critical times are; prioritize critical times if washing at all recommended times is not acceptable or feasible.
People don't wash thoroughly enough.	Organize public demonstrations, using children and adults, to model good hand washing technique.
People dry hands on whatever soft material is available (often dirty).	Encourage people to air dry.

3. Link with the next module and session now that they have completed their studies of water. They are going to be looking at the key practice of proper and safe disposal of human waste (feces). There are three sessions on isolating feces: 1) a review of the dangers, 2) how to dispose/isolate feces, and 3) latrines.

ACTION PLANNING

Session Objectives

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

1. Use the trainer self-assessment sheet (Appendix 3, *Outreach Worker's Handbook* p. 53 and in the *Collection of Resource Materials*).
2. Describe fully their role as an outreach worker and answer questions about this role.
3. Establish a plan for starting their work as an outreach worker once they reach home.

SESSION AT A GLANCE: Action Planning

Activity	Time	Materials
<p>A. Introduction</p> <p>Trainer introduces the topics: back home planning, finalizing the job description and self-assessment, and the three objectives for the short session.</p>	5 minutes	- Flipchart, tape, markers
<p>B. Climate Setter</p> <p>Trainer asks how the group might help one another once they have launched their efforts and how they might work to improve their technical and joint planning/IPC skills.</p>	10 minutes	- Flipchart, tape, markers
<p>C. Large Group Discussion</p> <p>Trainer revisits the list of questions and the job description from day one to clear up any issues related to what the outreach workers are expected to do. Reviews IPC and the discussion tools.</p>	10 minutes	- List of questions from the first day's review of job description - Copies of the job description if needed
<p>D. Large Group Task</p> <p>The trainer shows them the self-assessment sheet in the <i>Outreach Worker's Handbook</i> and explains its use.</p>	15 minutes	- Copy of the self-assessment form for the outreach workers on a flipchart from the <i>Outreach Worker's Handbook</i> and/or individual copies at tables
<p>E. Letter of Commitment and Closing Ceremony</p>	30 minutes	- Letters to be signed - Any props for the ceremony



70 minutes

PREPARING TO TEACH THIS SESSION: Action Planning

Before you present Module 6, Session 1:

1. Know where the facilitator self-assessment form is in the *Outreach Worker's Handbook* (p. 53). Also available in the *Collection of Resource Materials* and in Appendix 3.
2. Make sure you have the outreach worker's job description questions from day one and have checked off the ones that were answered during the course of the workshop.
3. Make sure that the participants have their original "pretest" assessment (*Outreach Worker's Handbook* p. 3) at hand so they can look and see if there are still areas that need to be clarified.
4. Prepare appropriate questions for the participants to answer concerning their commitment once they leave the training.

TRAINING ACTIVITIES: Action Planning

A. Introduction to the Session (5 minutes)

1. Welcome the participants to this session on planning for next steps.
2. Let them know that this is the last session. Congratulate them on how well they've worked during the past ____ (*fill in the number*) days.
3. Present the session's three objectives:
 - Become familiar with the facilitator self-assessment sheet
 - Finalize the job description for an outreach worker
 - Plan for their jobs as outreach workers

B. Climate Setter (10 minutes)

1. Ask the participants how they might continue to improve their skills once they leave the workshop. Take several answers quickly.
2. Ask the participants how they might continue to support each other once they're working in the community. Take several answers quickly.

3. Record on flipchart if time allows.

C. Large Group Task (10 minutes)

1. Revisit the questions from day one on the job description of an outreach worker. Answer any remaining questions. If necessary, revisit the suggested tasks of an outreach worker in the *Outreach Worker's Handbook* p. 8, or the program specific job description (also in the *Collection of Resource Materials* and Appendix 1).
2. Briefly revisit the initial “pretest” or “assessment tool” filled out by the participants. Retake the pretest (pp. 3–5, *Outreach Worker's Handbook*; also in *Collection of Resource Materials* and Introduction of Training Guide). Give them a couple of minutes to see where they might need to continue studying WASH, joint planning, or any of the other themes explored during the training.
3. If time permits, call on some volunteers to tell what they want to continue to work on.

D. Large Group Discussion/Task (15 minutes)

1. Show the participants where the self-assessment sheet is in the *Outreach Worker's Handbook* (p. 53) or Appendix 3.
2. Guide the participants through the different desired practices (in the left column) and say that following their sessions with their community members, they should take a few minutes to assess their performance. Continue by saying that in this way, they will have a record on how they should adjust or improve their own performance with the clients in order to attain behavior change.

E. Individual Task, Large Group Discussion, and Pairs (20–30 minutes)

1. Post the following questions on a flipchart and ask each participant to answer the questions below:



Trainer Note:

Consult with the program manager to learn the most appropriate answers.

- Will you be working mainly with individuals, families, or groups?
- How will you acquire supplies that you need?
- When will you start and how will you introduce yourself to your audience(s)?
- Will you work in teams? If so, how will you divide up the work?
- Does your organization want you to track your progress and feed data to them?
- What about narrative progress reports?

- How can you stay in contact with your fellow participants and share important lessons about helping people to change their behavior?
2. When it looks like most participants have completed their answers, ask them to find a partner and share their responses.



Trainer Note:

The idea is to spark interest/curiosity/new ideas as you share the answers to the questions.

F. Drawing Conclusions, Commitment Letter, and Ceremony (10 minutes)

1. Ask the participants to put any final reminders about what they've learned in their *Outreach Worker's Handbook* p. 76. They should also record what they'll do at home to launch themselves as outreach workers who promote improved water, sanitation, and hygiene practices. This may also be done orally.
2. If you are not doing Module 7, conduct the graduation ceremony, as appropriate: Hand out certificates (see copy in the *Collection of Resource Materials*) or hold a little ceremony and invite any local dignitaries or WASH actors. Also pass out the workshop evaluation. (Sample questions are available in Appendix 4.)
3. Thank them heartily.



Trainer Note:

If the session on data management follows, let the participants know.

APPENDICES

APPENDIX 1

Possible Tasks for Outreach Workers Related to Improving WASH Practices

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

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

APPENDIX 2

Tips on Demonstrations, Role Plays, and Group Discussions

Conducting Promotional Activities in the Community

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

1. Tips for Conducting Successful Demonstrations

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

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

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

2. Tips for Conducting Successful Role Plays

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

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

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

3. Tips For Managing a Group Meeting/Discussion

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

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

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

APPENDIX 3: Self-Assessment Form

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

Name of Worker: _____

Name of Organization: _____

Name of Community: _____

Year: _____

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

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

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

APPENDIX 4

Sample Questions & Evaluation Templates

Questions and Templates for Evaluating the Workshop

A Word about Evaluation: By Session and by Day

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

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

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

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

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

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

Example One

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

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

Example Two

Training techniques used in the workshop:

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

The Final Evaluation

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

Sample Final Evaluation Template

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

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

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

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

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

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

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

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

Same kind of scale.

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

Same kind of scale.

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

Same kind of scale.

APPENDIX 5

Websites/Links

Hygiene Improvement Project

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

IRC International Water and Sanitation Centre

<http://www.irc.nl>

Global Public-Private Partnership for Hand Washing with Soap

<http://www.globalhandwashing.org>

Solar Water Disinfection

<http://www.sodis.ch>

WELL Resource Center

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

Water Supply and Sanitation Collaborative Council

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

WHO/UNICEF Joint Monitoring Programme for Water and Sanitation

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

World Health Organization – Water Sanitation and Health

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

UNICEF Water, Sanitation and Hygiene

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

Water, Engineering and Development Centre (WEDC)

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

Useful Site for Finding Statistics (WHO)

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

Global Handwashing Day

www.globalhandwashingday.org

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

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

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

The PHAST Approach

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

Community-Led Total Sanitation Approach

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

Compendium of Hygiene and Sanitation Software

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

WASH Standards in Schools in Low-Cost Settings

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

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

Hygiene Promotion: A Practical Manual for Relief and Development

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

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

Reference for WASH in Schools:

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

IRC International Water and Sanitation Centre, 2007.

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