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PROJECT

## WASH & HIV/AIDS INTEGRATION: TRAINING AND SUPPORT HANDWASHING

The following trainer's manual was developed as part of HIP's country programming in Ethiopia. It contains only those sections relevant to handwashing.

When this training is implemented, it will likely be necessary to also include modules on general introductory WASH material, the role of the HBC worker, etc... Such sessions, along with the entire training package from Ethiopia, including counseling cards and the participant's guide, are a part of HIP's WASH HIV Integration Toolkit, which can be found at <http://www.hip.watsan.net/page/4489>.

To access other program documents, such as research reports, please visit: <http://www.hip.watsan.net/page/2489>

*Please note that because the following pieces were taken from a larger document and some sections have been removed, the numbering of the various sections matches the original document and is therefore not always consecutive.*

# TRAINER'S GUIDE: HANDWASHING



## TRAINER'S GUIDE

INTEGRATING WATER, SANITATION, AND HYGIENE INTO HIV  
PROGRAMS IN ETHIOPIA

## **ACRONYMS**

ART	antiretroviral therapy
CHW	community health worker
COP	community of practice
CT	counseling and testing
HAPCO	HIV/ AIDS Prevention and Control Office
HBC	home-based care
HIP	Hygiene Improvement Project
PLWHA	people living with HIV and AIDS
PMTCT	prevention of mother to child transmission of HIV
SDA	small doable action
TOT	training of trainers
USAID	United States Agency for International Development
WASH	water, sanitation and hygiene

## **ACKNOWLEDGEMENTS**

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The WASH home-based care module training module was developed in close collaboration with the Federal HIV/ AIDS Prevention and Control Office. The module was developed with contributions from all organizations that formed the Ethiopian community of practice for Integrating water, sanitation and hygiene into HIV whose trainers participated in the training of trainers and reviewed the first draft of this training module.

The community of practice organizations includes the following:

- Save the Children,
- Management Sciences for Health (MSH),
- I-TECH,
- Organization for Social Service for People Living with HIV/AIDS (OSSA)
- Catholic Relief Services (CRS)
- CARE
- World Vision
- AMREF
- Catholic Church HIV Program, Alemtena
- HIV/AIDS Prevention, Care and Support Organization (HAPCSO)

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## INTRODUCTION

### Rationale

A small but growing number of studies have demonstrated the importance of good water, sanitation, and hygiene (WASH) practices for preventing diarrhea and improving the health and quality of life for people living with HIV and AIDS (PLWHA). Despite this evidence, HIV/AIDS organizations working with PLWHA do not routinely integrate WASH into their programs.

To address this challenge, HIP engaged interested partners in Ethiopia and formed a national community of practice (COP) based in Addis Ababa that more carefully explores feasible, effective actions for water, safe feces disposal, and hygiene in the HBC context. From June to August 2008, HIP and several COP member organizations conducted a formative research process—Trials of Improved Practices (TIPs)—to identify gaps and pilot the promotion of “small doable actions” in a program context. The behaviors explored during the TIPs included water management, safe feces disposal, and menstrual management.

HIP worked with the Federal HIV/ AIDS Prevention and Control Office (HAPCO) to design and conduct the training of trainers (ToT) of the COP organizations in Addis. The ToT strengthened the capacity of trainers to train home-based care workers and equipped them with the skills to provide effective WASH care to PLWHA and to negotiate improved WASH practices with PLWHA and their families. To integrate WASH into HBC programs effectively, the trainers recommended that the WASH-HIV Integration training module be included in standard home-based care training.

### Who is this training module designed for?

This module is designed to be integrated into existing training for home-based care (HBC) workers, HIV case managers, and nurses working in counseling and testing (CT), prevention of mother to child transmission (PMTCT) and antiretroviral therapy (ART) programs. Any organization working in HIV can use this module.

Please note: If used as a stand-alone training, the session on objectives should be expanded to include participant and facilitator introductions and the reviewing ground rules.

### How is this training module organized?

The module is divided into two parts:

Part One: Contains three sessions on 1) Why WASH matters for PLWHA and their families, 2) Focusing on behaviors, and 3) Negotiating improved WASH practices. These sessions provide information on the rationale behind and how to build skills in negotiating improved behaviors.

Part Two: Contains five practical sessions on how to negotiate improved WASH practices, how to care for bedbound people with diarrhea and HIV+ bedbound women with menses. Part Two includes tools and materials such as the assessment card and job aids as listed in the table below.

**Table: Tools and materials to strengthen WASH/HIV competencies**

<i>Competencies</i>	<i>Tools materials</i>
Negotiating improved WASH practices	Checklists
Caring for bedbound PLWHA	Assessment card
Teaching HBC workers how to care for PLWHA	Job aids WASH materials and products Products and enabling technologies

A household WASH assessment card and job aids have been developed and should be distributed to HBC workers participating in the training to familiarize them with and help them to acquire WASH skills.

Before the training, the trainer should gather all products, supplies and enabling technologies required for the competency-based training as listed in the box below.

**Table: Products and enabling technologies required for the training**

<p><b>Hand washing</b> Bucket and jug, soap and water</p> <p><b>Behavior leading to ideal behavior</b> Shiro powder, cup with water, teaspoon</p> <p><b>Treating drinking water with WaterGuard</b> Sample of WaterGuard Instructions for water treatment with WaterGuard, and a 20 liter jerry can</p>	<p><b>Teaching a caregiver how to care for a bedbound person with diarrhea/or an HIV+ woman with menses</b> A big doll, a bowl with water, soap, a pair of sheets, gloves, clean piece of cloth or towel.</p>
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### How to use this training module

This is a 9 hour and 15 minute training module—just over one day. It is recommended to teach the sessions in the sequence presented in the module. If organizations decide to train on how to negotiate improved practices of **only one WASH behavior**, the first three sessions should be taught before the practical session in the second part related to the targeted WASH behavior.

The tools and materials included in the training module should be used as recommended in the module to strengthen the WASH skills as described in the table below.

<i>Tools and materials</i>	<i>How to use</i>
Observation checklist	Use in a teaching setting to observe a practical session and give feedback in a structured manner
Assessment card	HBC worker (alone) uses to assess WASH practices, identify WASH practices already implemented, and WASH practices to be improved and the set of small doable actions
Job aids	HBC worker uses to communicate with the client when negotiating improved specific WASH practices

WASH materials and products	Use enabling technology during demonstration and practical sessions
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The appendix of the training module includes handouts for each session. Each handout should be presented and used during the specific session.



## WASH-HIV INTEGRATION TRAINING OBJECTIVES

Aim of the session

To share expectations and objectives of the training

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### Learning objectives

By the end of this session participants will:

- ✓ Have shared their expectations
- ✓ Have discussed the background and the training objectives
- ✓ Be able to articulate the rationale for the training
- ✓ Be able to explain the training objectives

Time: 25 minutes

<i>Topic</i>	<i>Activity/Methodology</i>	<i>Time</i>	<i>Facilitator</i>
Pre-test		10 min	
Participants' expectations		5 min	
Rationale and training objectives	Discuss the training rationale and objectives	10 min	

Handout

Pre-test

Facilitator gives the participants the pre-test and collects it after about 5 minutes.

### 1. Brainstorming: Participants' Expectations

Facilitator gives each participant 1-2 index cards and asks them to write one expectation and one fear on each card. Facilitator reminds participants the following rules for writing on an index card listed in the box below.

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#### Rules for writing on an index card

- Think before writing
- One idea per card
- Write with large letters so it can be read at 10 meters

No more than three lines on a card.

Facilitator gives participants 2 minutes to write on their index cards. After 2 minutes a co-facilitator collects the cards, reads aloud the expectations and fears, regroups the cards, and writes the ideas on a flip chart.

Facilitator explains that the expectations will be revisited after the presentation of the objectives.

#### **Group expectations and fears are posted on the wall of the training room.**

Facilitator asks participants to share with the group why the WASH-HIV session is integrated into their training program. Facilitator builds on participants' inputs and explains that HBC workers are expected to provide WASH care to PLWHA and

negotiate WASH improved practices with PLWHA and their families. Facilitator presents the objectives of the training.

## 2. Presentation: Objectives of the Workshop

Training objectives are to:

- Raise HBC worker awareness on the importance of improved WASH practices for PLWHA and their families.
- Enhance HBC worker skills to provide improved WASH care and negotiate improved WASH practices with PLWHA and their families.
- Strengthen HBC worker skills to teach caregivers how to provide WASH care to PLWHA at the household level.

The facilitator solicits questions on the training objectives and provides answers. Next, the facilitator does a quick round of expectations and fears.

Facilitator reviews expectations listed on the flip chart on the wall and for each expectation the facilitator asks the following question:

- ✓ *Referring to the training objectives, is this expectation going to be addressed in the training?*

Facilitator solicits answers from participants. Facilitator approves, reinforces, or corrects by providing additional information. For each expectation that will not be met, the co-facilitator will put an (X) in front of the expectation. Facilitator goes over the expectations with an (X) and explains why these expectations will not be met in this session. Facilitator also goes over participants' fears and discusses/addresses them.

Facilitator presents the content and duration of the session in the table below.

<i>Sessions</i>	<i>Time (minutes)</i>
Objectives of the training	15
Session 1: Why WASH matters for PLWHA and their families	55
Session 2: Focusing on behaviors	80
Session 3: Home-based care workers' WASH roles and tasks	25
Session 4: Negotiating improved WASH practices	80
Session 5: Improving hand washing behavior	30
Session 6: Negotiating increased access to and utilization of safe drinking water in homes	80
Session 7: Improving safe handling and disposal of feces and caring for HIV+ bedbound women with menses	120
Session 8: Negotiating WASH improved practices with PLWHA at households with multiple WASH needs	70
<b>Total</b>	<b>555 minutes = 9 h 15 min</b>

Facilitator stresses that the WASH-HIV module includes mostly practical sessions and activities to help acquire WASH care and negotiation skills.

Facilitator introduces the “parking lot.” Facilitator explains that s/he will hang out a flip chart sheet that will be used to list any extra learning/training issues and/or items that need further clarification or discussion.

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**Note to the facilitators:****Reviewing participants WASH-HIV Integration pretest responses**

Before beginning the WASH-HIV Integration training, facilitators will review pretest responses related to WASH-HIV. Facilitators will regroup HBC workers' answers on the WASH-HIV pretest questions in the following categories

- ✓ Questions with the most correct answers – areas where knowledge is good
- ✓ Questions with the most incorrect answers – areas to be strengthened/reinforced in the training
- ✓ Facilitators will discuss strategies (techniques, methods) to help enhance participants' WASH-HIV knowledge during the WASH-HIV session. Facilitator explains to participants that the group will discuss and agree on why WASH is important for PLWHA and their families.

## SESSION 5: IMPROVING HAND WASHING BEHAVIOR AT THE HOUSEHOLD LEVEL

### INTRODUCTION

**Aim of the session**

To strengthen skills in improving hand washing technique at home

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#### Learning objectives

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

- ✓ Demonstrate correct /effective hand washing at home
- ✓ Teach (learning by doing/teaching by showing or demonstrating) correct hand washing to a caregiver/household member
- ✓ Discuss constraints to proper hand washing

Facilitator explains that most of the information was already presented in Session 2. This section will put together the knowledge and skills needed to teach a caregiver proper hand washing.

**Time: 30 minutes**

<i>Objectives</i>	<i>Activities/Methodology</i>	<i>Timin g</i>	<i>Facilitato r</i>
Demonstrate correct hand washing	Demonstration	5min	
Teach correct hand washing to caregivers	Learning by doing Teaching by showing	20 min	
Constraints to hand washing	Discussion and lecture	5 min	

### SESSION 5: STRUCTURE

Facilitator tells participants that they will review what was already discussed and agreed on about how to negotiate improved hand washing at household level.

#### 1. Review of Hand Washing SDA and Techniques

Facilitator asks participants to refer to their WASH assessment card and list the hand washing small doable actions. Co-facilitator writes down participants' contributions. Facilitator summarizes the materials or supplies needed for hand washing.

The volunteer will explain proper hand washing steps and the role of soap/ash/sand and running water.

#### **Proper hand washing technique**

1. Wet your hands with water
2. Lather your hands with soap, ash or other cleansing agent
3. Rub the palms, in between fingers, under nails, and the back of your hands vigorously
4. Keep your finger nails short for easy cleaning because nails hide germs
5. Rub as high as your wrists
6. Rinse your hands well with running water (pour from a jog or tap)

- 7. Dry them in the air to avoid recontamination from a dirty towel or dirty clothing
  - It is the soap or ash that lifts the germs
  - Water poured over the hands carries the germs away
  - The combined action makes them “clean”
  - We are “reducing” contamination, not sterilizing or getting rid of ALL germs

Facilitator asks participants to explain how they will teach caregivers proper hand washing. Facilitator builds on participants’ contributions and summarizes the steps to follow when teaching/learning by doing/teaching by showing or demonstrating.

**Teaching a caregiver proper hand washing**

Using the appropriate hand washing job aid, HBC worker highlights/explains the skill s/he expects the caregiver to acquire

- Explains the steps to follow when practicing the new behavior (hand washing)
- Demonstrates how to do it
- Encourages the caregiver to demonstrate
- Gives feedback in a structured way (checklist with the steps). Congratulates the caregiver for what was done well. Specifies what needs to be improved and how. Gets caregiver’s reactions and questions. Answers caregiver’s questions and concerns
- Follows up

Facilitator asks participants to review what was discussed in the session and list any constraints: What makes it difficult for people to wash their hands properly? Then discuss ways to solve the identified problems.

<b>Constraints:</b>	<b>Solutions</b>
What makes it difficult for people to wash their hands?	

**Conclusion – Session 5**

Facilitator concludes by summarizing the main messages. Enabling technologies and materials for proper hand washing are:

- Water saving device – tippy tap
- Soap, ash, or sand

Proper hand washing involves: wetting the hands; lathering with soap, ash, or sand; rubbing every area up to the wrist; rinsing; and drying in the air. The role of soap, ash, or sand is to loosen the germs from the skin. The function of rinsing is to remove germs.

## APPENDICES

## DESCRIPTION OF TRAINING TECHNIQUES

### 1. Buzz groups

**The purpose** is to induce a quick, organized discussion to obtain conclusions and opinions on a topic in a short time.

#### Procedure

Buzz groups are groups of two or three participants who discuss a topic without breaking up the plenary formation.

1. The facilitator visualizes and presents a clear, provoking question and allows participants a short time for coming up with answers, such as 5 to 10 minutes.
2. Participants are asked to form groups of two to three where they are sitting. The number of groups will depend on the number of participants present.
3. Groups should remain roughly where they are in the plenary, they should not shift to another location in the room or to a different room since that will take too much time.
4. The participants of each group are asked to write their answers on cards, following the rules of card writing.
5. The facilitator collects the cards and clusters them through group discussion, or asks the participants to pin their cards under preselected titles.
6. A plenary discussion on the results is held and adjustments and addition made.

### 2. Carousel

**The purpose** is to encourage participants to exchange ideas on a particular topic, warming them up for dialogue on the issues before they begin a specific session on a topic. It is both an idea generator and warming up exercise.

#### Procedure

1. The participants are divided into two equal-size groups forming an outer and an inner circle, everyone looking toward the inside.
2. The facilitator starts some music, sings or clap, and the two circles move in opposite directions
3. After 10 seconds the music is stopped and the people from the inner circle turn around to face a partner from the outer circle
4. Each person tells the other his or her opinion on the issue, perspective or problem. The participants may give advice to each other or may discuss their opinions on a theme of the workshop.
5. After several minutes the music resumes and the two circles move again.
6. This continues until you feel that participants have listened to a number of their fellow participants.

**Remark:** The technique is also useful for simulating an exchange of thoughts before card collection.

### 3. Simulation

A simulation is an enactment of a real-life situation.

## Purpose

- Allows learners to experience decision-making in « real » situations without worrying about the consequences of their decisions
- A way to apply knowledge, develop skills, and examine attitudes in the context of an everyday situation

## Process

1. Prepare the learners to take on specific roles during the simulation
2. Introduce the goals, rules, and time frame for the simulation
3. Facilitate the simulation
4. Ask learners about their reactions to the simulation
5. Ask learners what they have learned from the simulation and develop principles
6. Ask learners how the simulation relates to their own lives
7. Summarize

### 4. Small Group Discussion

A small group discussion is an activity that allows learners to share their experiences and ideas or to solve a problem.

## Purpose

- Enhances problem-solving skills
- Helps participants learn from each other
- Gives participants a greater sense of responsibility in the learning process
- Promotes team work
- Clarifies personal values

## Process

1. Arrange the learners in groups of four to seven
2. Introduce the task that describes what should be discussed
3. Ask each group to designate a discussion facilitator, a recorder, and a person to present the group's findings to the larger group
4. Check to make sure that each group understands the task
5. Give groups time to discuss—this should not require the trainer's involvement unless the learners have questions for the trainer
6. Have one person from each group summarize the findings of the group (this could be a solution to the problem, answers to a question, or a summary of ideas)
7. Identify common themes that were apparent in the groups' presentations
8. Ask the learners what they have learned from the exercise
9. Ask them how they might use what they have learned

### 5. Demonstration

A demonstration is a presentation of a method for doing something.

#### Purpose

- To teach a specific skill or technique
- To model a step-by-step approach



## Process

1. Introduce the demonstration – what is the purpose?
2. Present the material you are going to use
3. Demonstrate
4. Demonstrate again, explaining each step
5. Invite the learners to ask questions
6. Have the learners practice themselves
7. Discuss how easy/difficult it was for them – summarize

## WASH JOB AIDS

Assessment Card – front page

Reminder: WASH Practices You Can Easily Implement		
<b>How do you wash your hands? When are the critical times of hand washing?</b>		
2. Proper hand washing technique		
Prepare a place to hang the water saving device	Use soap or ash or sand	Make sure to wash your hands at critical times

Assessment Card – Back page

**Handout 2.2: How many times a day does a family need to wash hands?**

*With your team, calculate how many times a day one would have to wash, and then how many people in the family would need to do this each day...Fill in the answers on your worksheet.*

Family composition:

- PLWHA father, bedridden
- Mother
- Two infants under two
- 10 year old daughter
- 15 year old son

Reason through this case study and come up with a range of possible answers. There are no “right” answers

	<i>Number of times a day/ each person (1)</i>	<i>Number of family members doing this (2)</i>	<i>Total number of times a day (1x2)</i>
After defecation			
After cleaning a baby's bottom			
Before preparing food/cooking			
Before eating			
Before and after caring for PLWHA			
TOTAL			

Amount of water used for one handwashing \_\_\_\_\_

TOTAL AMOUNT OF WATER FOR A FAMILY \_\_\_\_\_  
(number of hand washings x amount of water)

## Handout 2.3.a: How to make a tippy tap

### **Handout 4.3: WASH Assessment and WASH job aids (12)**

<i><b>WASH Behaviors</b></i>	<i><b>Job Aids</b></i>
1. Hand washing	<ol style="list-style-type: none"><li>1. Critical times for hand washing</li><li>2. Proper hand washing technique</li><li>3. How o build a tippy tap</li></ol>

**Handout 8.1.b:**

**WASH practices already being implemented, WASH practices to be improved, set of SDA to be negotiated**

<i>WASH practices being implemented</i>	<i>WASH practices to be improved</i>	<i>Set of SDA to be implemented</i>
1. Hand washing		