



UNESCO International
Research and
Training Centre for Rural
Education (INRULED)

Trainer's Guide

Module X

Water, Hygiene, Sanitation and
Community Mobilization



INTRODUCTION

A. Aim of the Trainers Guide

This trainer's guide is developed for the trainers of the Local Government Representatives (LGRs) to train LGRs develop their skills and capacities in rural transformation. This guide will equip and help the trainers of LGRs in implementing training courses. It is expected that the knowledge and capacity of the course would enhance participants substantially if the training is conducted systematically as per instruction of this guide.

B. Characteristics of the Training Guide

This guide is a self-contained trainer's guide. Those who would use this guide for conducting training should thoroughly read the entire guide along with the "Resource Book" for detailed information and concepts before conducting the training course. This guide describes the process of facilitation of each session. The guide contains distinct objectives set for each session. Each session has a number of sub-topics. A tentative timeframe and methodology have been suggested for each sub-content as a guide for the trainers.

C. Use of "Resource Book"

A "Resource Book" is developed for both the Trainers and the Trainees. The resource book contains explanations and elaborations of all concepts and topics of the training course. Copy of the resource book should be distributed to all participants/trainees. The resource book is designed for the participants/trainees to be used during the training sessions as per instruction of the trainers. After the completion of the training course all trainees should keep the copy of the resource book for further reading and reference.

D. Time Schedule

Five days will be required to complete this module. On each day the sessions will continue for eight hours including 2 hours for lunch and tea break. The facilitators would make the time schedule taking into account the local logistic facilities and characteristics of the participants. The training should be residential and in accordance to the specific needs of the participants. Trainers will arrange special sessions in the evening. The timeframe and the management of training sessions should be flexible. Though the time for each session is set out, there may be exceptions. The participants may find extra time beyond the prescribed limit of eight hours to do additional work. For overcoming monotony, short breaks are very effective. Likewise, for energising, the participants can be engaged in games, songs, jokes, role-play etc. during these breaks.

E. Qualifications of Trainers/Facilitators

At least two highly experienced and skilled trainers should be selected for facilitating the training course. They should have wide knowledge on local government issues and practical experience on using participatory training methods. In addition, people who have expertise in different topics of the module can also be invited as resource persons/subject matter specialists to support the training programme.

F. Number of Participants

There should not be more than 25 participants in each course and a balance between men and women in the training activities should be maintained both in terms of facilitators and participants.

G. Preparation of the Trainers/Facilitators

■ Preparation for the Presentation

Trainers should understand the topic precisely before they start conducting the training session. They should read the resource book and each session guide to conceptualise the topic and prepare themselves sufficiently to conduct the training course efficiently and effectively. This will help them to gain necessary confidence and equip them to conduct the sessions.

■ Preparation of Training Materials

Considering the local context, trainers/facilitators need to prepare essential training materials such as hand-out, case story, flip chart, poster, PowerPoint etc. Training materials should be prepared well prior to the training course. PowerPoint (PPT) slides should be prepared based on the resource book and instructions of the trainer's guide. In addition, the trainers should consider local context and local information to contextualise the information. While preparing PowerPoint presentations they should follow 10-20-30 rules for PPT slides. It means they should prepare 10 slides for a 20-minute presentation with a minimum font size of 30. Appropriate photos, charts and illustrations would make PPT slides attractive. Trainers should have a backup plan in case of power failure or logistic and/or mechanical problems. Printed materials or hand-outs for the trainees should be produced ahead of time.

■ Preparation for the Field Visit

Field visit is an important activity of training. We have to plan field visit well in advance and collaborate with the local host to make our field visits meaningful and beneficial. We have to arrange all needed logistics before field visits. A detailed briefing is needed before the field visits to give a clear idea about the objectives, activities and outcomes of the field visit. Participants of the training should make adequate preparation before the field visit to meet the objectives of the training.

■ Selection of Training Venue

For organising the training we need to select a suitable training centre. In the training centre the training hall/room should be large and comfortable enough for organising participatory learning activities. If possible, accommodation facilities should be available in the training centre for both the trainees and the resource persons.

■ Eye Contact and Body Language

There are some participants who keep themselves busy in gossips or discussing among themselves. The trainer/facilitator should keep an eye on them. Trainers should not stand still in the training session and speak just to board or slides. They should speak to the audience making eye contact

with all the participants. This is the key to ensure participation of all the trainees in the session. In addition to eye contact, body language is also very important in the session. Meaningful gestures with hand, face and body movements make presentations more attractive and effective.

■ **Voice Pitch and Pace**

We should be careful while speaking to the trainees. The speed of speech should neither be too slow or nor too fast. Trainers should speak at a speed of 150 words per minutes as the general standard. Voice modulation is also important to attract attention of the trainees. They should raise and lower their voice pitch according to needs. Sometimes we should give a pause of 3-5 seconds to get back the attention of the trainees.

■ **Knowing about the Trainees**

Before we start preparing training materials we should have information about our trainees' qualifications and prior experiences. This will help trainers to design training materials according to the level of participants' understanding and their expectations and needs.

■ **Collection of All Required Materials and Logistics**

All training materials and logistics required for conducting the training should be collected and tested before starting the training course.

H. Creating an Enabling Training Environment

Encourage the participants to share experience with each other. Always provide positive and constructive feedback to the participants. Never rebuke them on their inability to do or to understand each and everything. Give the participants freedom to do the work in their own way and encourage them to give their opinion. Encourage those participants who take time to adjust in a new environment.

Keep eye on the individual and group needs. Support those participants who are lagging behind or not participating adequately; place them in various groups when the participants are divided in groups. Ask open-ended questions to the participants so that they get ample opportunity to think and answer a given question.

While introducing a new topic try to link this with the previous topic and give concrete examples from practical life. This will make the training attractive. Give clear instructions for each single activity. At the end of each session, summarise the points discussed during the training session. Re-emphasise the key learning points before closing the session. Use the visuals again, if necessary.

I. Ensuring Participation of the Trainees

There are some people who by nature are calm and docile. They feel shy to speak before others or just keep listening to what others say. If they are not ready to respond, encourage them to express their views. At certain point they would feel encouraged to participate.

Some participants respond faster than others. If the same participants keep responding repeatedly, others might feel neglected or unable to respond. The facilitator should ensure participation of all trainees.

Icebreaking and energisers are very useful in training. To encourage participation, trainers need to organise activities to make the trainees feel relaxed and at ease with their fellow participants. Similarly, sometimes the participants may feel sleepy and inactive, especially right after lunch and long continuous sessions. In such cases, the trainer should organise energisers (activities that involve movement, to keep them awake and at the same time relaxed).

In the training sessions where the trainees are required to work in groups, the trainer may consider organising team building activities. Activities such as games, songs, skits etc, will make them feel comfortable with one another so that they can work together as a team.

J. Assessment of Training

At the end of each session, trainers/facilitators should ask questions to assess participants' understanding of each sub-content discussed in the session. If need arises, the main points should be discussed again in brief. Review previous day's learning experiences before the start of the current day's session and identify gaps and initiate discussion to minimise the gaps.

All the session guides in this trainer's guide are indicative. The trainers/facilitators should apply their creativity and imagination and take appropriate steps based on the needs and demands of the participants.

Major Objectives of the Module

After the completion of this module the participants will be able to:

- Describe the importance of health, hygiene and sanitation.
- Bring about an improvement in the general quality of life in rural areas.
- Accelerate sanitation coverage.
- Generate demand through awareness and health education.
- Cover LSG's (Local Self Groups) in rural areas with sanitation facilities and promote hygiene values to common people.
- Encourage cost effective and appropriate technology development and application.
- Endeavour to reduce water and sanitation related diseases.
- Understand the knowledge, attitudes and practices towards water and sanitation.

Contents of the Module

- Role and Importance of Health, Hygiene and Sanitation.
- Water is life – importance of water.
- Hygiene and sanitation.
- Community support and mobilisation for health education.
- Sanitary surveys.

Training Schedule

Time	Day One	Day Two	Day Three	Day Four	Day Five
09:00 – 10:30	Opening and Introduction to the Training Workshop	Cont....	Cont....	Community Support and Mobilisation	Sanitary Surveys
10:30 – 11:00 Tea Break					
11:00 –12:30	Role and Importance of Health, Hygiene and Sanitation	Field Visit to some Sources of Water	Cont....	Cont....	Cont...
12:30 – 13:30 Lunch Break					
13:30 – 15:00	Importance of Water	Cont...	Cont...	Cont...	Group Discussion on Field Visit Followup Action Plan
15:00 – 15:30 Tea Break					
15:30 – 17:00	Cont...	Hygiene and Sanitation	Cont...	Film Presentation on Health and Hygiene and Sanitation	Course Evaluation and Closing

Session Guide



Session 1 – Day 1

Name of the Session: Opening and Introduction to the Training Workshop

Overview

This manual has two sections: a 'Trainers Guide' which has lesson plans for all the sessions covered in the training and the “Resource Book (hand-outs)” that participants take home for reference during the training and at the work place.

Participants in this workshop are expected to have different views and understanding of water, hygiene, sanitation and community mobilization for improving the health status of rural people. The individual participants will have different responsibilities within their communities to ensure good and healthy living conditions.

This session is designed to reconcile participants' expectations and set a learning environment in which participants and trainers interact with ease and relate as professional colleagues.

Objectives

By the end of this session, participants and trainers will:

- Get acquainted with each other.
- Agree on common workshop expectations.
- Set norms to guide individual and group conduct during the workshop.

Materials: Registration Form, Workshop Logistics, Opening Programme Schedule, Resource Book (Training Module X), Poster Paper, Markers (assorted colours), Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material.

Time: 1 Hour 30 minutes

Process	Method	Time
Session 1 – Day 1		
<ul style="list-style-type: none"> • Welcome the participants. • Complete registration of the participants using the prescribed form. Distribute the training logistics and the Resource Book (Training Module X). Explain the purpose of the Resource Book and ask all participants to read the Resource Book carefully. 	Registration	10 minutes
<ul style="list-style-type: none"> • Inaugurate the course as per opening programme schedule. Invite guests in the opening session. 	Discussion	10 minutes
<ul style="list-style-type: none"> • Ask the participants to introduce themselves with a brief description of their current responsibilities and duties. 	Question, answer and discussion	10 minutes

Process	Method	Time
<ul style="list-style-type: none"> Elect Chairpersons for each day of the training. Fix up who will perform the duty of the Chairperson on what date and write it on a poster paper and hang it on the wall. Duties of Chairpersons will be to preside all sessions of the day and to summarize the learning from all sessions at the end of each session. The Chairperson will play the role of a participant at the time of group work and in other discussion sessions. Explain and make the concerned persons understand the above duties and responsibilities of the Chairperson. Ask the selected Chairperson of the day to start acting as today's Chairperson. 	Discussion	5 minutes
<ul style="list-style-type: none"> Give each participant 3 cards and 1 marker. Ask all the participants to write one expectation on each card. Assist the participants in identifying their individual expectations. Ask them to hand over the cards when they finish writing. Arrange the completed cards in clusters. Take help of the participants if required. Identify expectations that are not consistent with this course. Read out their expectations one by one and match their expectations with training objectives and activities. 	Individual work Discussion	15 minutes
<ul style="list-style-type: none"> In line with the participants' expectations, explain the training objectives, contents and training schedule. 	Discussion	10 minutes
<ul style="list-style-type: none"> Formulate training principles on the basis of general consensus among the participants and write those on poster paper and hang on the wall. 	Question and answer	10 minutes
<ul style="list-style-type: none"> Summarise the session. Use a game or energiser for creating open and friendly environment. Close the session by thanking the participants for their active participation and contribution in the session. 	Discussion and game	20 minutes

Session 2

Name of the Session: Role and Importance of Health, Hygiene and Sanitation

Overview: Community health is the art and science of maintaining, protecting and improving the health of people through organized community efforts. The session suggests ways and means for stimulating change and provides ideas and guidance to all those who want to make a rural area a better place for sanitation and hygiene. The session attempts to clarify the major concepts used, i.e. water,

environmental sanitation facilities and a rural hygiene literacy and community mobilization.

Objectives:

It is envisaged that at the end of the session, the participants will be able to understand the actual meaning of health, hygiene and sanitation so that the aim of good health can be achieved through sanitary habits and healthy way of living. It will help them to:

- Recognise the importance of maintaining personal health.
- Appreciate the importance of hygiene.
- State the necessity of personal, environmental and food hygiene.

Materials:

Workshop Logistics, Resource Book (Training Module X), Poster Paper, Markers (assorted colours), Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material.

Time: 1 Hour 30 minutes

Process	Method	Time
Session 2.1 – Day 1		
<ul style="list-style-type: none"> • Welcome the participants. • Introduce the theme of the training. • Explain the state-of-the-art of micro-credit in the rural areas of the developing countries. • Highlight the problems faced by rural entrepreneurs in obtaining micro-credit facilities. • Referring to the Resource Book and considering the local context: <ul style="list-style-type: none"> ▶ Ask participants the key problems faced by them in setting/expanding their business. ▶ Ask participants the key areas for which they need micro-credit. ▶ Ask participants to identify the limitations of local micro-credit institutions. ▶ Ask them how the micro-credit facilities that are supportive of their financial needs can be initiated in their communities by rural entrepreneurs both men and women. ▶ Write down their answers on the board. • Synthesise their answers and make a list of micro-credit needs suitable for the local community. • Close the session by thanking the participants for their active participation and contribution in the session. 	<p>Question, Answer and Discussion</p>	<p>1h-30 minutes</p>

Session 3

Name of the Session: Importance of Water.

Overview:

Diarrhoea, malaria, chest infections and skin diseases are rife in many of our villages. The high levels of illnesses predominantly result from the communities' use of open water sources, often contaminated by animals or by the villagers themselves, and a lack of understanding around basic hygiene practices and health.

At the end of this sub-session, it is envisaged that the participants will be able to:

- Understand the importance of water in our day-to-day life. They will also be able to learn the uses of water and the basic statistical facts about the availability and consumption of water globally.
- Explain the different sources of water and the salient features of each water source and water storage techniques. It also explains how water is contaminated, the effects of contaminated water, methods to prevent waters from contamination and the impact of over-pumping of groundwater and ground water depletion.
- Describe several water-borne diseases, general signs and symptoms of water-borne diseases and their treatment.

Objectives:

It is envisaged that at the end of the session, the participants will be able to understand the importance of safe drinking water and several methods and techniques to reduce water-related diseases and acquire basic knowledge, attitudes and practices towards water and sanitation.

Materials:

Workshop Logistics, Resource Book (Training Module X), Poster Paper, Markers (assorted colours), Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material, Thematic Photos.

Time: 4 Hours 30 minutes

Process	Method	Time
Sub-Sessions 3.1 – 3.3 – Day 1		
<ul style="list-style-type: none"> ● Welcome the participants. ● Explain the importance of water. ● Identify and explain the uses of water. ● Show and discuss the basic facts about the availability and consumption of water. ● Ask women participants what kind of problems they face in fetching water. How far the water they fetch from different sources is drinkable? ● Ask participants to identify the quality of water in their community and the measures taken by the village administration to ensure the provision of drinking water. ● Close the session by thanking the participants for their active participation and contribution in the session. ● Ask the participants the sources of water. ● Explain: <ul style="list-style-type: none"> ▶ <i>The major surface water sources.</i> ▶ <i>Rainwater and rainwater storage methods.</i> ▶ <i>Artesian bore and well.</i> ▶ <i>Underground water.</i> ● Explain the causes of shortage of water. ● Explain and discuss the impact of over-pumping of ground water and groundwater depletion. ● Ask participants how water is contaminated and how it can be prevented from contamination. ● Ask participants three major water sources they rely on and the problems they encounter in getting drinking water in their community. ● Write down their answers on the board. ● Synthesise their answers and make a list of water needs of these people. ● Close the session by thanking the participants for their active participation and contribution in the session. 	Question, Answer and Discussion	4 h-30 minutes

Session 4

Name of the Session: Field Visit to Some Sources of Water

Overview:

Field visit is an important activity of training. Field trips expand participants' learning through active hands-on experience with the rich resources of the local community. Field trips increase participants' knowledge and understanding of a subject and add realism to the topic of study.

Good planning must precede field trips. Careful attention should be given to trip selection, pre-visit preparation, the trip itself, appropriate follow up, and evaluation. When considering a field trip, you are advised to first consult with the concerned authorities (administrators) regarding existing policies and follow those recommended procedures.

Field Visit Site

Take the participants to show them a riverside with fast-running water. Quite often participants do not think about the dangers that come with certain places, so think about the potential hazards before you go, and remember not to push or pull on friends.

Pre-requisites

- Discuss the purpose of the field trip and how it relates to the current unit of study.
- Introduce visual observation skills.
- Introduce vocabulary words that will be used by docents during the tour.
- Show photographs or posters of the field trip site or related to exhibits that will be viewed.
- Assign participants "specialists" roles in one aspect of the topic that they will be studying during the field trip.
- As a group, brainstorm a set of standards of conduct.
- Discuss with the participants how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit. Record questions on chart paper or in student field trip journals.
- Overview the field trip schedule.

Materials:

Resource Book (Training Module X), Video Camera, Poster Paper, Markers (assorted colours), Photos, Laptop.

Time: 3 hours

Process	Method	Time
Sub-Sessions 3.1 – 3.3 – Day 1		
<ul style="list-style-type: none"> ● Welcome the participants and depart for the field visit. ● By referring to the Resource Book, prepare the participant before the trip. ● Discuss the purpose of the field trip and how it relates to the current unit of study. ● Introduce visual observation skills. ● Introduce vocabulary words that will be used by docents during the tour. ● Show photographs or posters of the field trip site or related to exhibits that will be viewed. ● Assign participants “specialists” roles in one aspect of the topic that they will be studying during the field trip. ● As a group, brainstorm a set of standards of conduct. ● Discuss with the participants how to ask good questions ● Brainstorm a list of open-ended observation questions to gather information during the visit. ● Record questions on chart paper or in student field trip journals. ● Provide time for participants to observe, ask questions, and record key words, ideas and phrases as journal entries in their Field book after viewing each exhibit. ● Synthesise the trip by taking into account the following: <ul style="list-style-type: none"> ▶ <i>What was of unique educational value in this field trip?</i> ▶ <i>Did the students meet the objectives/expectations?</i> ▶ <i>Was there adequate time?</i> ▶ <i>Was there adequate staff and adult supervision?</i> ▶ <i>What might be done differently to make this an even better experience in the future?</i> ▶ <i>What special points should be emphasized next time?</i> ▶ <i>What special problems should be addressed in the future?</i> ▶ <i>What would improve a visit to this site in the future?</i> ● Ask the participants to prepare a summary report of the trip to be presented during group discussion on Day 5. ● Share the evaluation with the students, volunteers, hosts from the field trip site, and the local administrators. ● Close the session by thanking the participants for their active participation and contribution in the session. 	<p>Question, Answer and Discussion</p>	<p>3 hours</p>

Session 5

Name of the Session: Hygiene and Sanitation

Overview:

Proper sanitation is important not only from the general health point of view but it has a vital role to play in our individual and social life too. Sanitation is one of the basic determinants of quality of life and human development index. Good sanitary practices prevent contamination of water and soil and thereby prevent diseases. The concept of sanitation includes personal hygiene, home sanitation, safe water, garbage disposal, excreta disposal and waste water disposal.

This session will help participants visualize the role and importance of health and hygiene education and healthy living in their communities. Participants will observe, discuss and analyze the roots of fecal contamination and its effect on the health and identify barriers that can improve the well being of all community members.

At the end of this session, it is envisaged that the participants will be able to recognise and describe the roots of faecal contamination and identify the relationship between open defecation and water contamination.

Objectives:

The main objective of the session is to clarify, establish, co-relate and coordinate accurate concepts, interpretations and appreciations and enable the trainees to make training more concrete, effective, interesting, inspirational, meaningful and vivid.

Materials:

Workshop Logistics, Resource Book (Training Module X), Poster Paper, Markers (assorted colours), Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material, Thematic Photos.

Time: 7 hours 30 minutes

Process	Method	Time
<p data-bbox="224 328 829 362">Sub-Sessions 5.1 – 5.5 – Day 2 and Day 3</p> <ul style="list-style-type: none"> <li data-bbox="224 392 558 422">● Welcome the participants. <li data-bbox="224 424 634 454">● Referring to the Resource Book: <ul style="list-style-type: none"> <li data-bbox="256 459 878 580">▶ Explain how adequate quantities of safe water can reduce water-borne diseases and the time and energy spent on collection of water, particularly for women and girls. <li data-bbox="256 583 846 675">▶ Discuss how safe latrines can reduce diarrhoea and also reduce intestinal worm infections and malnutrition. <li data-bbox="256 677 873 741">▶ Explain how latrines give women and girls privacy and increase their dignity. <li data-bbox="256 743 878 835">▶ Explain how improved hygiene, particularly hand washing at critical times can reduce diarrhoea and how face washing reduces trachoma. <li data-bbox="256 838 883 902">▶ Explain what happens when someone defecates in the open. <li data-bbox="256 904 683 934">▶ Describe where do the faeces go. <li data-bbox="256 936 727 966">▶ Describe what happens when it rains. <li data-bbox="256 968 883 1060">▶ Find out from the participants are people (farmers in the field and children and infants) disposing of all excreta, refuse and wastewater safely. <li data-bbox="256 1063 857 1127">▶ Explain what could make it easier for community members to stop open defecation. <li data-bbox="256 1129 857 1193">▶ Discuss what could prevent the spread of faeces into our food and water supply. <li data-bbox="256 1196 873 1379">▶ Explain possible prevention behaviour such as proper latrine construction and use, proper hand wash, proper water treatment and storage, compound sanitation and proper waste management, washing raw foods and fruits. Proper washing and storage of food utensils, etc. <li data-bbox="256 1382 873 1474">▶ Ask participants what could they do in the community and at home to help make it easier for people to dispose off faeces safely. <li data-bbox="256 1476 857 1540">▶ Ask both male and female participants the measures they take to ensure personal hygiene. <li data-bbox="224 1542 862 1604">● Summarise the session and ask each participant to prepare a brief report for presentation in the session <li data-bbox="224 1607 906 1699">● Close the session by thanking the hosts for their support and the participants for their active participation and contribution in the field visit. 	<p data-bbox="997 1001 1138 1092">Question, Answer and Discussion</p>	<p data-bbox="1208 1030 1386 1060">7 h 30 minutes</p>

Session 6

Name of the Session: Community Support and Mobilization

Overview:

Community Health Workers (CHW) are responsible for organizing sustainable behaviour change at the household level and also at the neighborhood and community level. When people feel pressure and support from all their neighbours, from elders, from leaders and loved ones, they are more likely to start and to maintain improved hygiene and sanitation practices.

This session explains how to launch the “Sanitation and Clean up Campaign” with the community members and get them involved in actions to improve hygiene and sanitation in their houses and community and environment.

Clean-up days can also serve to informally monitor (hopefully a reduction in) open defecation in community. And the “Clean-up Campaigns” can be combined with other community events like drama, music, or parades to call attention to the issues, create social pressure, foment competition, and add an element of creativity and fun.

At the end of this session, it is envisaged that the participants will be able to:

- Identify focus areas that need to be cleaned.
- Discuss what needs to be done with other key people such as school directors, and government team members and community elders.
- Set the dates when people are staying at home (religious holidays, not a market day, etc.).
- Remind schools and the general people about the date, time, and particular place they have to be and what they need to come with – such as shovels; pick axes; sickles; etc.
- Involve school children in publicising the event in their loud and enthusiastic voices as well as involving them in the actual event.

Objectives:

The broad objectives of this sessions are to programme and carry out a sanitation clean up campaign, mobilise the community to agree and sign the village pledge,

start and maintain improved hygiene and sanitation practices at the community level, and explain the role and responsibility of the community health workers at the community level.

Materials:

Workshop Logistics, Resource Book (Training Module IX), Poster Paper, Markers (assorted colours), Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material.

Time: 4 hours 30 minutes

Process	Method	Time
Sub-Sessions 6.1 – 6.3 – Day 4		
<ul style="list-style-type: none"> ● Welcome the participants. ● Referring to the Resource Book: <ul style="list-style-type: none"> ▶ Explain the concept of cleanliness and sanitation in the community. ▶ Explain why community mobilisation is important. ▶ Explain how we can organise community to maintain cleanliness and sanitation in the community. ▶ Explain the role of the Community Health Worker. ▶ Show some video films, posters and photos and teach people new information about environmental health maintenance. ● Referring to the Resource Book, discuss and ask the participants what types of skills they will need to: <ul style="list-style-type: none"> ▶ Establish “Snack Health Club”. ▶ Program and carry out a “Sanitation Clean up Campaign”. ▶ Mobilize the community to agree and sign “Village pledge”. ▶ Start and to maintain improved hygiene and sanitation practices at the community level. ▶ Explained the tasks of Volunteer Community Health Promoters at the community level. ● Have the group work in pairs, working with the person beside them. Talk together about the questions on the worksheet. Then each person should answer the worksheet individually: <ul style="list-style-type: none"> ▶ What community activities are you currently involved in? ▶ Which of the workshop concepts and tools will be most helpful to you as you set out to support total behaviour change in hygiene and sanitation? ▶ Which opportunities do you see to integrate these concepts and tools into your work? ▶ What barriers or resistance do you see to integrating community led behaviour change tools and approaches in your community? What will make it hard to do? ▶ Give participants enough time. Then read a report out, taking a sampling from a few workshop participants. 	<p>Question, Answer and Discussion</p>	<p>1h-30 minutes</p>

Process	Method	Time
<ul style="list-style-type: none"> ▶ Praise the Community Volunteers for their commitment, and leave them with excitement for the task ahead, to end open defecation forever. ▶ Have the group do a playful skit or song, sharing the vision of faeces free communities, of everyone hand washing, of children living well and thriving. ▶ One possible closing exercise is to lead the group in a closing ritual, which consists of throwing balls of coloured yarn around the room for everyone to catch and hold a piece, and then throw the ball onwards creating a huge colourful web that connects everyone together. ▶ When the entire room and all participants are woven together into a net of brightly coloured yarn, the facilitator asks: What does this demonstrate or stand for? ▶ Possible answers include: connections, networks, strength, cooperation, working together and collaboration. ▶ Summarise the outcome of the session. ▶ Use the energy and forward thinking to close the workshop by thanking all participants. 	Question, Answer and Discussion	1h-30 minutes

Sessions 7

Name of the Session: Film Show.

Overview:

The selected film shows how to encourage people to adopt safer hygiene practices. The film can also help you to make your current hygiene programme more effective.

These films show:

- How you can work with communities to learn what people know, do and want concerning hygiene.
- Offer you up-to-date ideas about hygiene and communications.
- Explain how to put these together to plan an effective hygiene promotion programme.



Film 1: Hygiene – The Way of Life



Film 2: Cause and Effect: Reducing Disease and Improving Sanitation in Rural Areas



Film 3: Water and Sanitation



Film 4: Personal Hygiene

Time: 1 hour 30 minutes

Process	Method	Time
Sub-Sessions 7.1 and 7.3 – Day 4		
<p>At the end of the film show ask the participants to:</p> <ul style="list-style-type: none"> ▶ Explain what they learn from the film show. ▶ Describe what hygiene promotion is. ▶ Outline the steps in setting up a hygiene promotion programme. ▶ Describe what they know about the practices which put people at risk of diarrhoea. ▶ Show how to work with people to design safe alternatives to the risk practices. ▶ Describe how to identify what motivates people to carry out safe hygiene practices. ▶ Describe how to find out how people communicate and how to use this to design an effective hygiene communication programme. <ul style="list-style-type: none"> • Summarise the session and ask each participant to prepare a brief report for presentation. • Close the session by thanking the participants for their active participation and contribution in the field visit. 	<p>Question, Answer and Discussion</p>	<p>1h – 30 minutes</p>

Session 8

Name of the Session: Sanitary Survey

Overview:

Sanitary survey is on-site review of a public water system's water source, facilities, equipment, operation, and maintenance. Surveys point out sanitary deficiencies and assess a system's capability to supply safe drinking water. An officially mandated review, sanitary survey lowers the risk of waterborne disease and identifies systems that require technical or capacity development. Eight areas are evaluated for compliance: water sources; treatment; distribution systems; finished water storage; pumps, pump facilities and controls; monitoring, reporting and data verification; water system management and operations; and operator compliance with state requirements.

This sanitary survey training session is designed for field staff who inspect and evaluate small water systems for sanitary deficiencies. Its purpose is to apply basic scientific information and a working knowledge of the operation, maintenance, management, and technology of a small water system to identify sanitary deficiencies.

Objectives:

At the end of this session, it is envisaged that the participants will be able to:

- Collect primary data on a number of indicators in rural areas.
- Adapt their approaches of hygiene, education and demand creation, in particular for the access to adequate sanitation in the target communities (rural areas).
- Provide a key reference to assess the extent to which a given project has achieved the expected results.

Materials:

Workshop Logistics, Resource Book (Training Module IX), Poster Paper, Markers (assorted colours), Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material.

Time:

4 hours 30 minutes

Process	Method	Time
Sub-Sessions 8.1 and 8.2 – Day 4		
<ul style="list-style-type: none"> • Welcome the participants. • Explain the concept of sanitary survey. Ask the participants to refer to the Resource Book. • Highlight the main components of sanitary surveys. • Tell them when they should conduct a sanitary survey. • Discuss the methods and techniques for conducting a sanitary survey. • Ask the participants to write on a piece of paper the elements they should keep in mind while conducting a sanitary survey. • Explain how to assemble the sanitary survey reports. • Summarise the session and ask each participant to prepare a brief report for presentation. • Close the session by thanking the participants for their active participation and contribution in the field visit. 	Question, Answer and Discussion	3 hours

Session 9

Name of the Session: Group Discussion on Field Visit and Follow up Action Plan.

Objectives:

The purpose of the field trip is usually observation for education and to provide trainees with experiences outside their everyday activities. The trainees observe the subject in its natural state and collect information.

This session provides an opportunity to discuss among all participants the information they gathered during the field trip to a selected number of sources of water.

Objectives:

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

- Get acquainted with the importance of water.
- Identify learning points from different sessions of the module.
- Formulate an action plan for implementation.

Materials:

Resource Book (Training Module IX), Poster Paper, Markers (assorted colours), Plan Matrix 6.1.

Process	Method	Time
Session 9 – Day 5		
<ul style="list-style-type: none"> • Welcome the participants. • Divide participants into 3-4 groups and ask them to describe success and failure during implementation of their action plans prepared in the last training course. • Initiate discussion on how they could avoid failures and achieve more success. Get suggestions from the participants and write them on the board. • Divide the participants according to convenience of preparing and implementing action plans. • Ask all groups to identify action areas from the present course and prepare Follow Up Action Plan. • Ask each group to present their Follow Up Action Plan in the plenary. Encourage other groups to give their comments. • Summarise the session by thanking all participants for their hard work and active participation in the training course. Request all participants to discuss this plan with other local government representatives in their respective local government offices and make a Final Action Plan. • Request all LG representatives to take actions in accordance with their plan. 	Question, Answer and Discussion	1h -30 minutes

■ Plan Matrix: 10.1

Follow up Action Plan

SL NO.	Name of action	Implementation strategy	Implementing partners	Time of implementation	Responsible person
1					
2					
3					
4					
5					
6					
7					

Session 10

Name of the Session:

Course Evaluation and Closing

Objectives:

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

- Provide ratings and comments on different sessions of the module.

Materials:

Evaluation Form, Certificate of Participation.

Total Time:

1 hour 30 minutes.

Process	Method	Time
Session 10 – Day 5		
<ul style="list-style-type: none">• Welcome all participants in the session.• Distribute Evaluation Form to each participant. Ask them to fill up the Evaluation Form individually.• Collect all Evaluation Forms to be examined later and take appropriate steps as per their comments.• Organise a concluding session having some local guests. Ask 1-2 participant(s) to give their remarks on the activities and outcome of the course.• Invite comments and speeches from the guests and conclude the session.• Distribute Certificate of Participation at the end of the session.	Question, Answers and Discussion	1h -30 minutes

■ Course Evaluation Form

1. To what extent did this course fulfil your expectations?

Fully Partially Not at all

2. Please write down your opinion about the course contents (check the appropriate column).

No.	Content	Findings		
		Fully	Partially	Not at all

3. Check the appropriate box, please..

Service	Excellent	Good	Poor	Very Poor
Classroom arrangement				
Quality of food				
Recreational arrangement				

4. Please mention the good and poor things about this course (three of each type).

Good things	Poor things
1.	1.
2.	2.
3.	3.

5. Of the total contents of the course, which part did you:

a) Like the most

b) Not like at all

6. How would you use the experience from this training?

7. Give your overall opinion about the course (check the appropriate box).

Service	Excellent	Good	Poor	Very Poor

8. Write if you have any other comments, please.
