

Hygiene Promotion orientation package

The package is aimed primarily at WASH team members who need to know how Hygiene Promotion fits into the WASH intervention. More detailed training packages are available for those carrying out Hygiene Promotion in the field.

What's in it?

Overview - overall objectives, background information, layout for the whole session	Powerpoint to assist with running the session	Handouts <ul style="list-style-type: none"> - Terminology definitions - Frequently asked questions (FAQs) - Gender checklist - HP quiz 	Facilitator's Resources <ul style="list-style-type: none"> - PHAST overview - Social marketing overview - Child to child overview - Communication - SPHERE - Avian and pandemic influenza - HIV/AIDS - Humanitarian accountability
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What does it cover?

What is hygiene promotion?		The Hygiene Improvement Framework	
	How do you do Hygiene Promotion? – the project cycle		Facilitating participation and accountability – practical methods and enable participation
Familiarization with supporting tools		Final questions to clarify issues and provide information for future orientations	

Overall Objectives:**To provide a rapid orientation to Hygiene Promotion in emergencies in order to:**

- Create awareness about the importance of Hygiene Promotion in all WASH interventions
- To facilitate community involvement and accountability in WASH interventions
- To improve co-ordination and communication between and within WASH teams

Background Information**The following issues should be borne in mind when carrying out this training:**

- This is designed as a rapid, general briefing for WASH implementing agencies and is suitable for co-ordinators, managers, and implementers (engineers, technicians, and hygiene promoters).
- When introducing the course it should be stressed that in the time available it is only possible to provide a rapid orientation to the subject rather than an in-depth training.
- It is preferable that the training is carried out prior to an emergency but it can be carried out in a shortened form during an emergency using slides 1-28 only. The interactive exercises can also be shortened or left out but time for discussion on the content of the slides must be included in the orientation and the slides are NOT intended to be delivered simply as a lecture. The interactive exercises could, for example, be carried out in plenary only and the small group work omitted.
- The sessions are designed for small groups of 15 – 20 people. More time will be necessary for discussion if the group is larger than this.
- The package is not meant to provide detailed information on how to do Hygiene Promotion (other training modules are provided for this purpose).
- Although the package can be used as a stand alone tool, it is preferable if it is facilitated by an experienced hygiene promoter and that they make use of the key learning points and powerpoint notes provided.
- The session plans provide suggestions as to content, guided by the objectives, but can be adapted by the facilitators as required.
- The powerpoint slides provided also give more detail on content but should be used as a means to encourage discussion. (However, if time is limited, an adapted presentation and short discussion could be used.)
- Notes are provided for each slide and these should be consulted prior to carrying out the training.
- Handouts have been provided and, ideally, participants should make time to read and digest these, prior to the orientation.

- Additional overview papers have been provided for facilitators and may be used as handouts where required but participants should not be overloaded with too many handouts that they will not read.
- It is useful to provide participants with a handout of the powerpoint with the annotated notes at the end of the orientation.
- Some background documentation for trainers is also included in the package.

Example Timetable

Time	Session	Aim
9.00 – 9.15	Introductions	
9.15 – 10.15	What is Hygiene Promotion and the Hygiene Improvement Framework	Introduce participants to the Hygiene Improvement Framework for emergencies and ensure that participants hold a common understanding of the term Hygiene Promotion
10.15 – 10.30	Break	
10.30 – 11.30	Project Cycle and How do you do Hygiene Promotion?	Deepen participants' understanding of the role of the hygiene promoter and of Hygiene Promotion activities and approaches
11.30 – 12.30	Facilitating participation and accountability	Ensure that participants are aware of practical methods to facilitate participation and accountability and their role in this
12.30– 13.00	Familiarisation with supporting tools	Ensure that participants are familiar with the tools that have been developed to support WASH agencies in carrying out Hygiene Promotion
13.00 – 13.15	Final questions and evaluation	Clarify issues and provide information for future orientations

Session 1: Introduction, What is Hygiene Promotion and the Hygiene Improvement Framework for emergencies: 1 hour**Aims*****The session is designed to***

- Introduce participants to the Hygiene Improvement Framework for emergencies
- Ensure that participants hold a common understanding of the term 'Hygiene Promotion'

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

- Use a common framework for understanding WASH interventions in emergencies
- Share a common understanding of existing terminology (Hygiene Promotion, Health Promotion, Hygiene Education and Public Health Promotion, Sanitation, Software and Hardware, Approaches and Methods)
- Describe the constraints and opportunities for hygiene behaviour change in emergency context

Methods

- Presentation with Q & A
- Plenary/group discussion
- Brainstorm

Resources/Handouts

- Powerpoint: Slides 1-17
- Hygiene Promotion in emergencies briefing paper
- Terminology and Definitions

Session Plan**Time: 60 minutes****Introduction: 5 minutes**

Background to the WASH HP cluster initiative and what support is available.
Aims and objectives of orientation and session.

Exercise: 15 minutes total

In 3 small groups ask participants to fill in the boxes in the HIF according to the current emergency context. Ask each group to focus on one particular box but bear in mind the content of the other boxes.

Discuss in plenary and show example of worked HIF on powerpoint. Ask participants if there are limitations to the model if these have not been discussed. Can ORS and ITNs be considered as hardware?

Group Discussion: 20 minutes

Ask participants to come up with a definition of Hygiene Promotion and show definition on powerpoint slide. Ask participants to identify key terms in the definition. Distribute handout on Terminology and Definitions and clarify the meaning of other terms e.g. health promotion, hygiene education, health education, software, approaches and methods etc.

Presentation: 15 minutes

Show other slides emphasising the justification for Hygiene Promotion

Wrap up: 5 minutes

Ask participants for key learning points and develop these where necessary.
Distribute briefing paper and point out appendices with example HIF, key steps, and resources.

Key learning points

Emphasise 'action' and optimal use of facilities rather than just behaviour change or message dissemination.

'Behaviour change' or changes in practice do not always take a long time and change is possible in an emergency (people are often obliged to change their behaviour/routine in many ways).

Emphasise the integration of software and hardware and the responsibility of **ALL members (managers, technicians, engineers, and hygiene promoters)** of the WASH agencies and partners to ensure a comprehensive response.

Emphasise the role of HP in supporting the design/modification of hardware facilities.

Outline the WASH cluster support available: written resources to be discussed/mentors etc.

Session 2: How do you do Hygiene Promotion?: 1 hour**Aims*****The session is designed to***

Deepen participants' understanding of the role of the hygiene promoter and of Hygiene Promotion approaches

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

- List common Hygiene Promotion activities
- Describe the approaches, methods and systems used by hygiene promoters (directive approach – emphasis on mass media communication – or participatory approach) and an example outreach system
- List common Hygiene Promotion activities related to the directive approach and participatory approach
- Describe the essential elements of the Hygiene Promotion project cycle

Methods

- Presentation
- Exercise
- Plenary Discussion

Resources

Powerpoint slides 18-34

Handouts

Generic Job descriptions

Session Plan**Time: 60 minutes****Introduction: 5 minutes**

Aims and objectives

Exercise: 20 minutes total

Ask participants to divide into groups of three and brainstorm the activities that hygiene promoters might be involved in.

Ask spokesperson to record some of these activities.

Show bubble model of Hygiene Promotion Components (powerpoint slide 19).

Ask participants to call out activities and discuss in plenary, relating these to the model.

Powerpoint: 10 minutes

Show powerpoint slides on example activities to recap.

Provide handout of generic job descriptions available.

Group Discussion/Presentation: 20 minutes

Ask participants what the steps are for carrying out Hygiene Promotion.

Show picture of project cycle and discuss different stages and when they occur, including gathering of baseline data (refer to other tools available for developing indicators, collecting data etc.).

Discuss different emergency contexts and phases of the emergency and the implications this has for Hygiene Promotion.

Ask participants to brainstorm the methods and approaches used in Hygiene Promotion. Show powerpoint slides on methods and approaches (include PHAST and Child to Child) and provide brief explanation.

Ask participants to give examples of systems they have come across in Hygiene Promotion to reach large numbers of people and discuss the issue of reach versus effectiveness.

Wrap up: 5 minutes

Ask participants for key learning points from session and clarify where necessary.

Key learning points

Broad range of activities – not just disseminating messages about ‘good’ hygiene behaviour. Activities work in conjunction with ‘hardware’ interventions.

The way that practices such as handwashing are addressed will be different in each culture/context and should start with what people already know and do.

Acknowledge that people are now living in a difficult environment and may need to do things differently or pay greater attention to hygiene issues.

Do not wait until you have all the available information before you start initiating activities.

The stages of the project cycle can run in parallel.

Use a mixture of methods (mass media and interactive) – there is often a trade off between reach and effectiveness such that you can reach more people with mass media methods e.g. radio or use of posters but these may not be as effective as interactive methods that emphasise discussion.

Emphasise reaching as many people as possible in an acute emergency where risks are high, but recognise the importance of setting up systems that will support more interactive methods (refer to Health Belief model¹ and fact that people do sometimes change their practices more easily on the basis of perceived level of risk e.g. when there is a cholera outbreak.).

Initiating a PHAST or Child to Child programme may not be possible in an emergency context BUT the interactive tools that are used for both can be adapted and applied to this context.

¹ The perceived threat of catching a disease is a key variable in the Health Belief Model developed by Rosenstock, Strecher and Becker, 1994 (see resources for facilitator)

Session 3: Facilitating participation and accountability: 1 hour**Aims*****The session is designed to***

Ensure that participants are aware of practical methods to facilitate participation and accountability and their role in this

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

- Describe the participation ladder/steps
- List the ways that they can facilitate participation of those affected by the emergency and participatory Hygiene Promotion
- Describe how Hygiene Promotion can enhance accountability of WASH interventions

Methods

- Presentation
- Exercise
- Plenary Discussion

Resources

Powerpoint slides 35-41

Handouts

Gender/participation checklist
Accountability Outline
Sphere Outline

Session Plan

Time: 60 minutes

Introduction: 20 minutes

Aims and objectives

Ask participants to brainstorm the meaning of 'participation' and discuss.

Show the participation ladder.

Ask who should participate and ensure that participants refer to women and men, children, those who are vulnerable or from minority groups etc.

Show the powerpoint slide on disaggregated data and ask why this happens. Explain that if you don't look for the differences you may not see them and this will undermine your ability to ensure participation.

Ask participants to define what is meant by 'accountability'

For example the HAP (Humanitarian Accountability Partnership) definition: **Accountability is the means by which power is used responsibly. It can include:**

- Processes through which individuals, organisations and states make decisions that affect others.
- Mechanisms through which individuals, organisations and states seek to explain their decisions and actions.
- Processes through which individuals, organisations and states raise concerns about,

and seek redress or compensation for, the consequences of the decisions and actions of others.

Accountability therefore requires responsible behaviour within all three of these domains.

Exercise: 30 minutes total

In small groups consider how you could ensure: 1. that men, women, and children participate in the WASH intervention and 2. that WASH initiatives are accountable to affected communities.

Ask groups to shout out some examples and discuss in plenary (include all stages of the project cycle).

Wrap up: 10 minutes

Clarify key learning points and distribute gender and participation checklist.

Key learning points

Hygiene Promotion can help to ensure that WASH agencies are accountable to the emergency affected population by making sure that women, men, and children are involved in planning, implementing and judging the agencies' WASH initiatives.

Providing information on planned WASH activities helps people to understand what assistance they can expect.

Talking and listening to those affected (separately if possible) is the basis for ensuring participation and an adequate gender perspective.

Activities should be adapted in response to community feedback.

Different levels of participation are possible at different stages of the emergency.

Disaggregation of data is necessary if you are to know about different segments of the population e.g. men and women, those with disabilities, the elderly, children under five years.

Session 4: Supporting Tools and Evaluation: 45 minutes**Aims*****The session is designed to:***

Ensure that participants are familiar with the tools that have been developed to support WASH agencies in carrying out Hygiene Promotion.

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

- List the tools available to support HP interventions in the field
- Refer other WASH agencies and actors to the tools available

Methods

- Presentation
- Exercise
- Plenary discussion

Resources

Quiz Sheet on tools and Hygiene Promotion
Example hard copies of WASH HP tools for each group

Handouts

Electronic copies of WASH HP tools for each participant

Session Plan**Time: 45 minutes****Introduction: 5 minutes**

Aims and objectives

Exercise: 15 minutes

Hand out quiz to small groups and refer participants to table in briefing paper. Explain that the objective of this session is just to ensure that they know where to find further information. Go through questions and tally scores – clarifying outstanding questions.

Evaluation: 15 minutes

Ask participants to write 2 key learning points on flash cards in large writing. Collect and redistribute to small groups. Ask groups to go through these and decide on 2-3 key learning points from these. Then compile and discuss.

Wrap up: 10 minutes

Written evaluation and final questions

Close. Provide each participant with CD rom with accompanying tools.

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