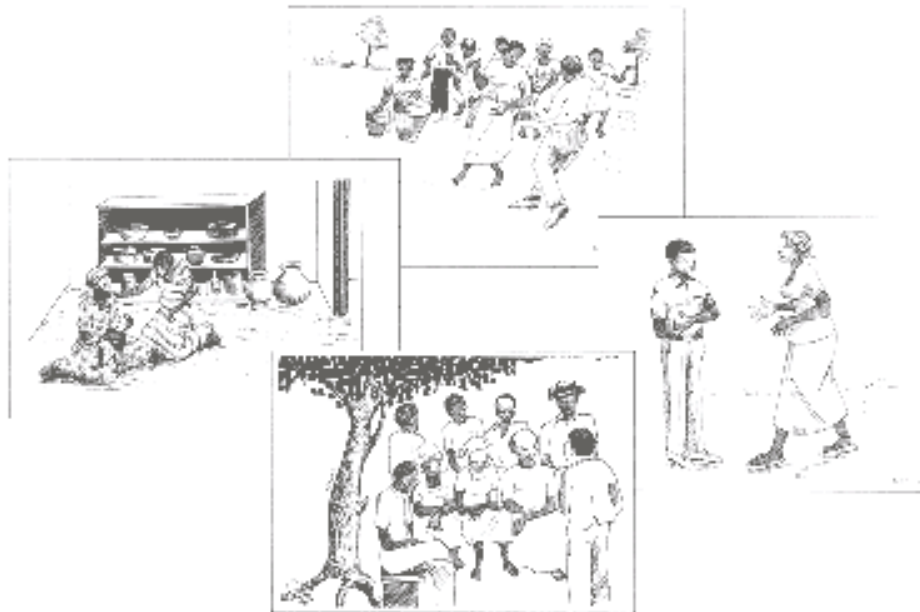


PHAST

Participatory Hygiene And Sanitation Transformation

Adapted protocol for Inter Aide Chikowi Program

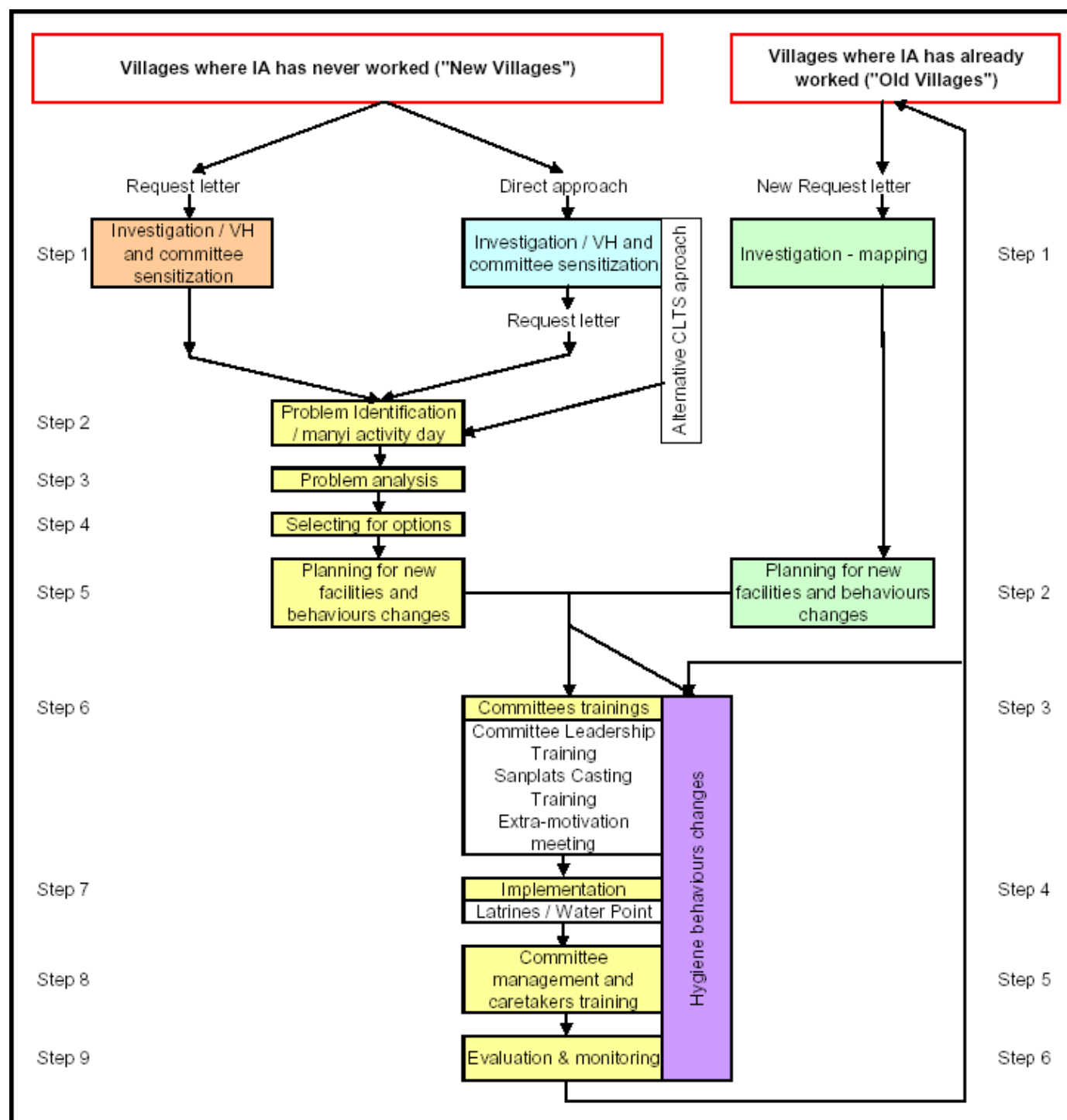
6th version – April 2010



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General Procedure



Protocol for villages where IA has never intervened **("new villages")**

STEP 1: **Village Headmen SENSITISATION**

PURPOSE: To inform the local leaders of Inter Aide and the objectives the project – after request. **(Can be combined with step 2 and step 3)**

ACTIVITY: Village Headmen (VH) meeting.

TIME: 1 h

PROCEDURE:

1. VH, Group Village Headmen (GVH) and Health Surveillance Assistants (HSA) to convene at one meeting.
2. Meet personally the local leaders (VH, GVH...) and introduce Inter Aide and the project. Highlight the main objectives of the project and its principles of action.

Objectives:

To improve the village's sanitation conditions

To improve the village's hygiene practices

To reduce the waterborne diseases especially the diarrhoea rate

Principles of action:

Participatory approach with a high implication of the communities

Implementation of the activities in collaboration with the Village Headmen Committees (VHC) and the village's leaders

Voluntary participation of the community

Procedure for the project:

1. Self-help project: whoever is well motivated is welcome.
2. Interested villages must have a dynamic and organised VHC and VH.
3. Names of the interested households must be written, together with their current sanitation status.
4. No allowances shall be provided.
5. Village to undergo internal health discussions.

Sanplats specific procedure

6. Sanplat casting and latrines to cover minimum 85% of the village.
7. Casting of sanplats will start after a considerable (50%) number of households have mobilised quarry (30litres), sand (20 litres), bricks (200) and dug pits (minimum 3 metres deep).
8. Sanplat casting shall start only if 50% pit coverage + HWF (or the material for) is met
9. If the sanplat has been moulded, it must be installed on the pit after seven days. The committee must always check.
10. The VH and the committee must make sure that fences and roofs are constructed, soon after installation of sanplats.

Water point specific procedure

Using the construction contract form for a new water point, is the responsibility and obligations of IA, of the builder and of the villagers:

Specific pre-conditions for ECOSAN (sanplats):

Coverage of 85% of Ecosan for the village is not required

- The two pits must be dug before casting sanplat.
- The lining (unburned bricks) must be installed before casting sanplat.
- The sand and quarry stones must be collected before casting sanplat.

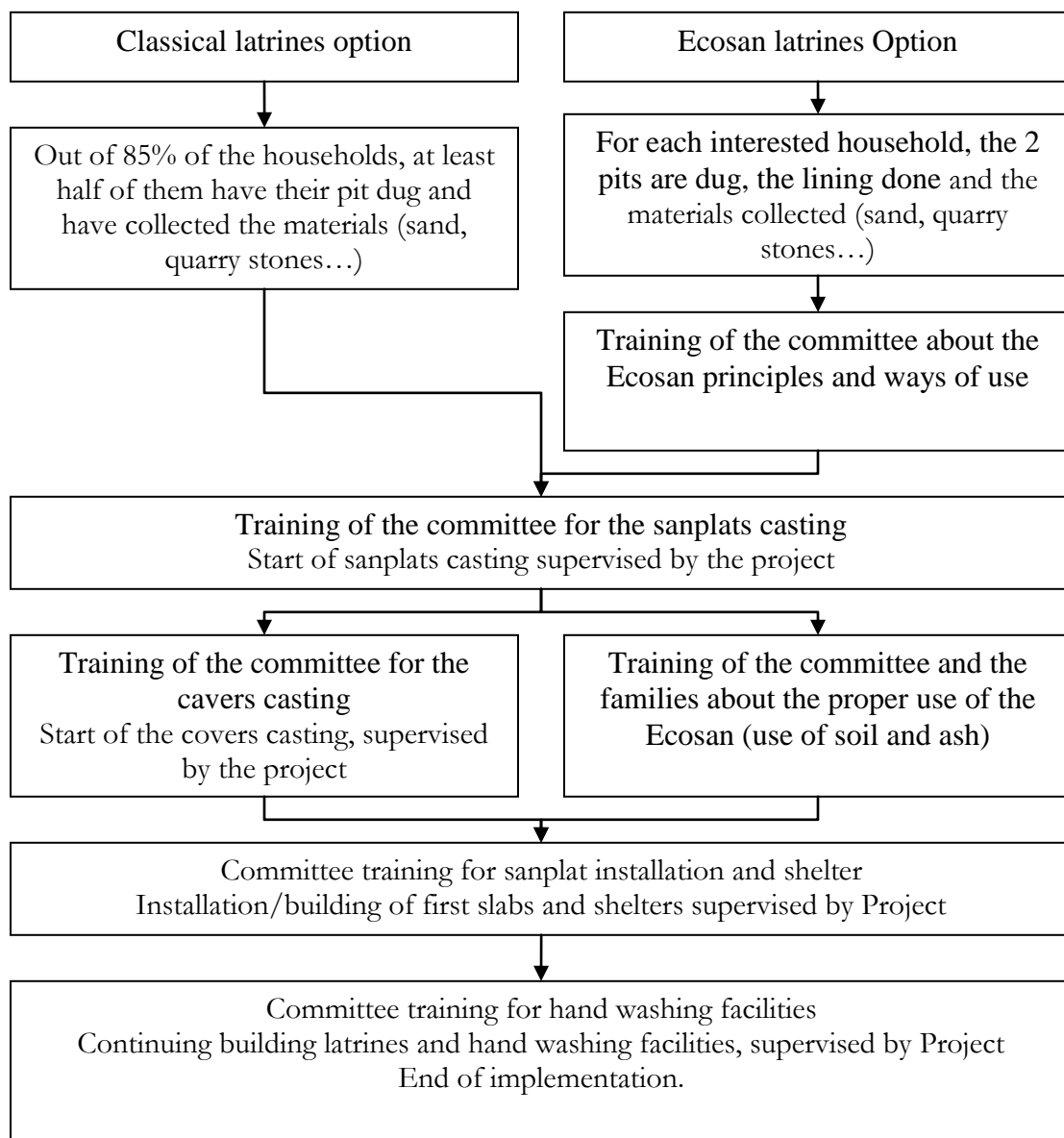
Note: *Inter Aide (IA) provides cement and wiremesh for the casting only. IA also provides technical support and tools (to bring back after completion of activities) as well as supervision of trainings and work.*

3. Agree with the leaders on the procedure to follow if they are interested to work with the project.

APPOINTMENT FOR THE NEXT MEETING

Note: *The presence of the HSA is much recommended for this meeting. He should take part on the investigation presentation as well as on the discussion about the role of the VHC.*

Note: *The sensitization meeting can be combined with the initial survey investigation.*



STEP 1: INVESTIGATION – INITIAL SURVEY

PURPOSE: To have the needed data from the village and a sanitation inventory (hygiene facilities, water supply, sanitation, diseases).

ACTIVITY: VH/VHC meeting + Random Investigation ("1st investigation") + Quick mapping

TOOL: Investigation form

MATERIALS: A4 plain papers / Pen / Markers

METHODOLOGY: VH discussion + Random investigation

TIME: 1 hour for explanation; Half day / one full day for the investigation itself

PROCEDURE:

1. Meet the VH/VHC and explain them the purpose of the investigation and how it will be carried out.
2. Start to complete the Investigation Form by asking the VH/VHC about water access and sanitation in the village (2nd page of the Investigation Form).
3. Ask them to accompany you in the village in order to investigate at random 30 representative families.
4. Investigate the 30 families by filling the Investigation Form (1st page of the Investigation form).
5. Ask the VH/VHC to design a map of the village on a A4 paper showing:
 - important physical features and boundaries
 - roads, paths
 - housing
 - rivers, streams, dambos
 - other buildings such as schools, churches, health facilities
 - water sources (protected and unprotected)
 - sanitation facilities

Note: *The investigation should be a real tool to understand the characteristics of the village (especially the water access and sanitation) and should make easy the sitting stage for water point (if conducted).*

The Random Investigation should permit to crosscheck the information completed on the investigation form. If you see that something differs, ask the VH/VHC and correct it on the form.

The investigation should be carried out as far as possible in collaboration with the HSA. A crosschecking with the Health Centre data is required.

APPOINTMENT FOR THE NEXT MEETING

STEP 2: PROBLEM IDENTIFICATION / MANYI ACTIVITY

Protocol for step 2 to be updated with the CLTS approach

PURPOSE: To help identify important health problems in the village and to discover which of them can be prevented through hygiene practices.

- To let the community find out, the reasons of their request and the real problems in their community.
- To assess the knowledge of the village.

ACTIVITY: Health problems in the community + Good and bad hygiene behaviours

TOOL: Nurse Tanaka + Two Pile sorting

MATERIALS: A4 plain papers / Markers / Health Centre picture / Two Pile sorting pictures

METHODOLOGY: Focus Group Discussion (F.G.D) + Plenary Discussion.

TIME: 2 h

PROCEDURE:

Focus Group Discussion

1. Ask the participants to form groups of 10-15 people.
2. Give the groups the material and show them the pictures showing the Health Centre (P1).
3. Ask the groups to list on the paper for which diseases they go to the Health Centre.
4. Ask the groups to list the answers of the following questions: “Which of the diseases are water, sanitation and hygiene practices related?”
5. After 15 minutes give the groups an identical set of drawings showing the different hygiene practices (P2 up to P14).
6. Give the task using these words: “Sort the drawings into two piles”
GOOD: - Those which you think show activities that are good for health.
BAD: - Those which you think show activities that are bad for health.

Plenary Discussion

7. After 30 minutes ask each group to present to the other participants its selection and why it made those choices. Let the group answer any questions that the other participants raise. Verify that the groups have mentioned the differences in the selections made and the reasons for these.

8. Facilitate a discussion on what the groups have debated with the following questions :

- A. *"Which of the diseases that you have identified are the most common in your community?"*
- B. *"Which of the good and bad practices you have identified are common behaviours in your community?"*
- C. *"Which of the diseases that you have identified are related with bad practices you have identified?"*

Specific questions linked with latrines (when there is a sanitation request):

- A. *"What is a protected pit-latrine? (may use the sanitation ladder pictures)"*
- B. *"Why do they want a protected pit-latrine?"*
- C. *"How do latrines cause diarrhoeal diseases?"*

Summary and evaluation

9. Facilitate a discussion on what the group has learnt during the activity, what it liked and what it did not like about the activity.

Note: *The objective of this activity is not to discuss about all the diseases and all the hygiene practices but to identify those common in the community. At the end of the meeting the community should start to understand the links between diseases and hygiene behaviours which will be the subject of the Problem Analysis.*

APPOINTMENT FOR THE NEXT MEETING

STEP 2:

PRESENTATION OF PROJECT'S CONDITIONS

PURPOSE: To present the project's conditions to the community (not only to VH and committee)

ACTIVITY: Plenary Discussion – All the villagers are welcome

TOOL: Investigation Form

MATERIALS: Results of the investigation

METHODOLOGY: Plenary Discussion

TIME: 2 h

PROCEDURE:

1. Introduce yourself, Inter Aide, and the objectives of the project: *To improve the village's sanitation conditions, the village's hygiene practices and to reduce the waterborne diseases especially the diarrhoea rate.*
2. Explain which are the purposes of the investigation and present the results to the community. The presentation can be done jointly with the VH, (as well as with the HSA if present) after briefing him
3. Explain what will be the different steps carried out in the village if they accept to collaborate with the project. Highlight the purposes of the meetings: *To find a solution together, and to think about the problems before implementing a solution*
4. Present the conditions of the meetings:
 - Everybody is invited.
 - No allowance and no food during the meetings
 - Minimum participation: If the meeting is cancelled for three times consecutively then the project stops its collaboration
 - The success of the discussions and the process is only in the hands of the villagers.
5. Ask the VH and the whole community if a VHC is set-up.
6. If there is a VHC explain that it will be the link between the project and the community during the activities.
6. If not, ask the VH to organize a committee election before the next meeting. This should be done with the HSA, who must be informed of the situation if he is not present during the meeting.

Note: *The presence of the HSA is much recommended for this meeting. He should take part on the investigation presentation as well as on the discussion about the role of the VHC*

Note: *The presentation of conditions can be done the same day than Problem Identification / Manyi Activity day if there is enough time for it*

APPOINTMENT FOR THE NEXT MEETING

STEP 3: PROBLEM ANALYSIS

PURPOSE: To help participants discover and analyse how diarrhoeal disease can be spread through the environment. The community should understand how everyday hygiene and sanitation practices might be causing diarrhoeal diseases.

ACTIVITY: How diseases spread + Demonstrations.

TOOL: Transmission Routes

MATERIALS: Markers, Flipcharts, Sticky tape, Picture codes of Transmission routes, Paraffin

METHODOLOGY: Focus Group Discussion + Plenary Discussion + Demonstrations

TIME: 2 H 30

PROCEDURE:

Note: *Before starting the meeting, tell the committee that you would need some local materials to make demonstrations.*

Material needed: 1 cup + 1 tin + 1 piece of wire for HWF, 1 basin + 1 soap for exercise with paraffin, 1 covered bucket + 2 cups for 2 cup system + water.

It's important to show the participants that they can find locally all the material needed. Try to make the demonstrations even if you cannot find all the material you expected.

Focus Group Discussion

1. Ask the participants to form groups of 10-15 people.
2. Share among the groups the sets of materials showing the 3 different transmission routes: Hands (P12,16,17,19,20) / Flies (P9,15,17,23) / Water (P14,17,18,21).
3. Give the groups the task using these words: *“One drawing shows a person’s mouth (show the drawing). Please use the rest of the drawings to try and create a diagram showing the way in which faecal matter (use the local description) might come in contact with this person”.*

Plenary Discussion

4. When the groups have made their diagrams ask each group to show and explain its diagram to the other groups. Let the group answer any questions that the other participants raise.
5. Ask the participants to discuss the similarities and differences between various routes.
6. Facilitate a discussion to help the group to discuss and identify:
 - A. The transmission routes in the community.
 - B. Problem areas and hygiene behaviours that are putting people at risk of infection.

Demonstrations

Hand Washing Facility (HWF)

7. Ask the participants if they can use running water after latrines and if they are able to make a simple washing hand system.
8. If they can make it, give the materials to the volunteer and ask him to construct the HWF. After the construction ask the volunteer to demonstrate to the others how to use the HWF.
8. If they can’t make it, start yourself to construct the HWF but always giving room of participation after each step. After the construction ask one volunteer to demonstrate to the others how to use the HWF.

Materials for demonstration of hand washing facility construction: hammer, nails, 1 tin, 1 cup, 3 wooden poles

Paraffin Exercise

9. Get six volunteers and divide them into three equal groups. Apply paraffin in the hands of one member from each group.
10. Let the other group wash their hands using the basin, the other group using running water one at a time and the other group using running water together at a time.
 - Ask members how their hands smell?
 - How do they compare the three methods?
 - Which is the good method? And why?
 - Do they use running water? (if not) Ask them when they are going to start running water.

Note: Facilitator should explain that Paraffin stands for germs in the exercise

2-cup system

11. Ask the participants if they are able to make a 2 cup system.
12. If they can make it, give the materials to a volunteer and ask him to construct the 2-cup system. After the construction ask the volunteer to demonstrate to the others how to use the 2-cup system.
12. If they can't make it, start yourself to construct the 2-cup system but always giving room of participation after each step. After the construction ask one volunteer to demonstrate to the others how to use the 2-cup system.
13. Ask the participants:
 - Why is this method good?
 - Does this method is being used here?
 - (If not): when are they about to start putting the method into practice?

Summary and evaluation

14. Facilitate a discussion on what the group has learnt during the activity, what they liked and what they did not like about the activity.

APPOINTMENT FOR THE NEXT MEETING

STEP 4: SELECTING FOR OPTIONS

PURPOSE: To identify actions that can be taken to block the disease transmission routes. To analyse how effective these actions are and how easy/difficult they would be to put in place. Community should understand how diarrhoeal diseases can be prevented.

ACTIVITY: Blocking the spread of disease + Selecting the Barriers

TOOL: Blocking the Routes + Barriers Chart

MATERIALS: Transmission routes and blocking pictures codes, masking tapes, flipcharts and markers.

METHODOLOGY: Focus Group Discussion + Plenary Discussion

TIME: 3 H

PROCEDURE:

Focus Group Discussion

A) Blocking the spread of diseases

Objective: How to prevent spreading of diarrhoeal diseases.

1. Ask the participants to form groups of 10-15 people by keeping as far as possible the same groups formed during Problem Analysis.
2. Ask the groups to remember and to make again the 3 different transmission routes they made during the last meeting. Hands (P12,16,17,19,20) / Flies (P9,15,17,22) / Water (P14,17,18,21).
3. Give the groups a set of blocking picture codes according to the transmission routes they made and explain what each drawing shows. Hands (P4,6) / Flies (P4,2) / Water (P7,5).
4. Give the groups the task using these words: *“Now we know the way in which faeces (use the local word) can spread, you should take the drawings and agree where to put them on the transmission route in order to block the route”*.

Plenary Discussion

5. After 20 minutes ask each group to present its diagrams, which now include the blocks or barriers. Let the group answer any questions that the other participants raise.

B) Selecting the Barriers

6. Show the participants the barriers chart and explain how it works.
7. Remove the pictures of the blocking picture codes from the transmission routes diagram and show them separately to the participants. **Add the presentation of the picture of the model household (P3).** Ask them to place these pictures where they belong on the barriers chart.
8. When the group has completed the task invite them to discuss and agree which good behaviours they want to start practicing in their community.

Note: *The objective of this activity is to select one or more good hygiene behaviours. At the end the community should understand that they can do a lot themselves for blocking the diseases through the good hygiene behaviours.*

- | | |
|--|--|
| <ol style="list-style-type: none"> 9. If it's a direct approach ask the participants to remove the blocking picture codes (sanplats and shallow well) from the transmission routes and ask them to add these pictures where they belong on the barriers chart.
When the group has completed the task invite them to discuss and agree which facility they want to carry out in their community. | <ol style="list-style-type: none"> 9. <i>If it's a request</i> put up only the picture of the requested facility and brainstorm with the participants on the difficulties they might come across during the implementation. |
|--|--|
10. Explain to the group that the next activity will help them to develop a plan for implementing the solutions they have selected.

Summary and evaluation

11. Facilitate a discussion on what the group has learnt during the activity what it liked and what it did not like about the activity.

APPOINTMENT FOR THE NEXT MEETING

STEP 5: PLANNING FOR NEW FACILITIES AND BEHAVIOURS CHANGE

PURPOSE: To enable participants to develop a plan to implement changes in water and sanitation hygiene behaviours

ACTIVITY: Planning for change

TOOL: Planning posters + The now and future sanitation options

MATERIALS: Flipcharts, Sticky tapes, Permanent markers

METHODOLOGY: Focus Group Discussion + Plenary Discussion

TIME: 2 h

PROCEDURE:

A) Planning for Behaviours Change

Focus Group Discussion

1. Ask the participants to form groups of 10-15 people.
2. Give each group an identical set of material showings the good hygiene behaviours (P2,4,5,23,24,25) and explain what each drawing shows.
3. Give the groups the task using these words: *“During the last meeting you have selected different behaviours to block the spread of diseases. Look at the drawings and order them chronologically, starting with the first one you want to implement in your village and finishing with the last one you want to implement.”*
4. Ask the groups to list what resources they might need to carry out these behaviours.

Plenary Discussion

5. After 20 minutes ask each group to present to the other participants its arrangements of behaviours. Each group should be prepared to answer any questions that the other participants raise.
6. Encourages a group discussion aimed at developing a common plan. The discussion should cover:
 - A. The similarities and differences between the steps chosen by each group
 - B. What difficulties they might come across and how they can solve them
 - C. What resources they might need to carry out the steps
 - D. The amount of time necessary to carry out the plan

7. Ask the group to discuss and agree:
 - A. The amount of times needed to carry out the plan (deadlines). Ask the group to indicate on the plan the amount of time each behaviour will take to complete. *The facilitator should fill the planning form.*
 - B. Who will be responsible for supervising each particular step?
8. Draw the agreed planning on the big chart that is supposed to be left in the community and show it to the participants. Copy the planning on the A4 paper kept by Inter Aide and ask to the chairman to sign it.

B) Planning for New Facility

Focus Group Discussion

9. Ask the participants to form groups of 10-15 people.
10. Give each group an identical set of material showing the steps to implement their option (P18, and P26 up to P33 for shallow well / P4 and P34 up to P40 for sanplats) and explain what each drawing shows.
11. Give the groups the task using these words: *“Do you agree that this point is the present situation in the community (show the drawing where they consider they are) and this point is where you want to be (show the drawing of the selected option)? Look at the drawings and order them to show the different steps needed to fill the gap between now and future”.*
12. Ask the groups to list what resources they might need to carry out these steps.

Plenary Discussion

13. After 15 minutes ask each group to present to the other participants its arrangements of steps. Each group should be prepared to answer any questions that the other participants raise.
14. Encourages a group discussion aimed at developing a common plan. The discussion should cover:
 - A. The similarities and differences between the steps chosen by each group
 - B. What difficulties they might come across and how they can solve them
 - C. What resources they might need to carry out the steps
 - D. The amount of time necessary to carry out the plan
 - E. When will resources such as quarry, sand, bricks be mobilised
 - F. When will the pit(s) be dug
 - G. (For Sanplats): When will casting and installation of Sanplats and hand--washing facility occur

15. Ask the group to discuss and agree:
 - A. The amount of times needed to carry out the plan (deadlines). Ask the group to indicated on the plan the amount of time each step will take to complete. *The facilitator should fill the planning chart that is supposed to be left in the community.*
 - B. Who will be responsible for carrying-out each step?
 - C. Who will be responsible for supervising each particular step?
16. Draw the agreed planning on the big chart that is supposed to be left in the community and show it to the participants. Copy the planning on the A4 paper kept by Inter Aide and ask to the chairman to sign it.

Summary and evaluation

17. Facilitate a discussion on what the group has learnt during the activity, what they liked and what they did not like about the activity.

Note: *Remain to the community the conditions of intervention:*

The period set must not start in or go beyond the rain season

For casting Sanplats:

- *If the village accepts Sanplats for the village.*
- *If the village health committee is willing to cast Sanplats.*
- *Casting will start if sand, quarry, bricks are available.*
- *If at least half of the total population of households have dug pits and have HWF (or the material for), and only those who dig pits will have Sanplats.*
- *Casting work can be done house by house according to the choice of the committee and the community.*

For water point assistance:

Reefer to the construction contract

APPOINTMENT FOR THE NEXT MEETING

STEP 6: COMMITTEE TRAININGS

A) Committee Leadership Training

PURPOSE: To impart knowledge and skill to the committee members on how they can supervise the work. To strengthen the VHC's capacities. To give committee members skills and knowledge on how to identify and solve a problem.

ACTIVITY: Leadership, Tasks and Roles, Problem Solving.

TOOL: Animal pictures, Community Organisation pictures.

MATERIALS: Papers, Pens, Flipcharts, Sticky tapes, Permanent markers.

METHODOLOGY: VHC Focus Group Discussion + Plenary Discussion.

TIME: 2 H.

PROCEDURE:

Note: *The Village Headman must be present. Involve the HSA of the particular village*

Leadership

1. Ask the participants to brainstorm on what they understand by the word leadership.
2. Ask the participants what kind of leadership they know and exists in their community. Is it authoritative, passive or democratic?
3. Divide the participants in groups of 5 people. Ask them to brainstorm for about 10-15 minutes on pictures aids of animal characters (P 42 – several pictures for each character) to identify their behaviours in relation to the existing community leadership they know.
4. Ask the groups to present their findings and let them to agree on the type of good leadership they will follow and why.

Tasks and roles

5. Divide the participants in groups of 5 people. Ask them to discuss for about 10 minutes on the following questions:
 - A. What they think a committee is.
 - B. What they think the roles and tasks of office bearers are.
 - C. Why they think there is a need of a committee in any development work.

6. Ask the groups to present their findings, then explain yourself to the participants their tasks and roles:
 - A. Tasks and role of a VHC.
 - B. Tasks of the chairman, secretary, treasurer and committee members.
 - C. The committee is also responsible for monitoring the process of digging (for the well or for the latrines).
 - D. The committee is also responsible for safe keeping and cleaning of tools from the office.

Note: When there is a Sanplats program, apart from their specific duties, the whole committee shall act as Sanplats casters.

The committee is also responsible for monitoring the process of installation of Sanplats, construction of superstructures and making of hand washing facilities.

Problem solving

7. Show the participants the three pictures of Community Organisation (P 43.44.45) and asks them to look and link carefully on what is happening.
8. Ask the participants to brainstorm for about 10-15 minutes on what they have seen and learnt on the pictures.
9. Ask the participants if similar cases happen in any development projects.
10. Divide the participants in groups of 5 people. Ask them to discuss about what they can do if similar case happens in the course of their work.
11. Ask the groups to present their findings then comment that as leaders, they are responsible for any problems which may arise during project implementation.

Summary and evaluation

12. Facilitate a discussion on what the group has learnt during the activity, what they liked and did not like about the activity.

APPOINTMENT FOR THE NEXT MEETING

B) Sanplats casting training

PURPOSE: The aim of the sanplat programme is to enhance hygiene, sanitation and increase the number of protected latrines in order to prevent diarrhoeal diseases, especially cholera.

ACTIVITY: Training on how to cast sanplats - Leadership, Tasks and Roles.

TOOL: Building trowels, casting mould, plastic paper, hammer, burin

MATERIALS: Cement, wiremesh, river sand (without soil or dust), very small and strong quarry, notebooks

METHODOLOGY: GVH Plenary Discussion – sanplat casting demonstration

TIME: Half day.

PROCEDURE:

- **What is a sanplat?**

A sanplat is a concrete slab which is put on a latrine pit as a platform instead of trees which cover the pit.

- **Advantages of a sanplat**

1. It has got a good cover which reduces bad odour and flies.
2. It has got footrest which facilitates a good position when defecating.
3. It is easy to clean.
4. It is transferable when the latrine is full.
5. It reduces collapsing accidents because it is very strong.
6. It has a small drop-hole which makes it easy for children to use as they are not afraid of dropping inside.

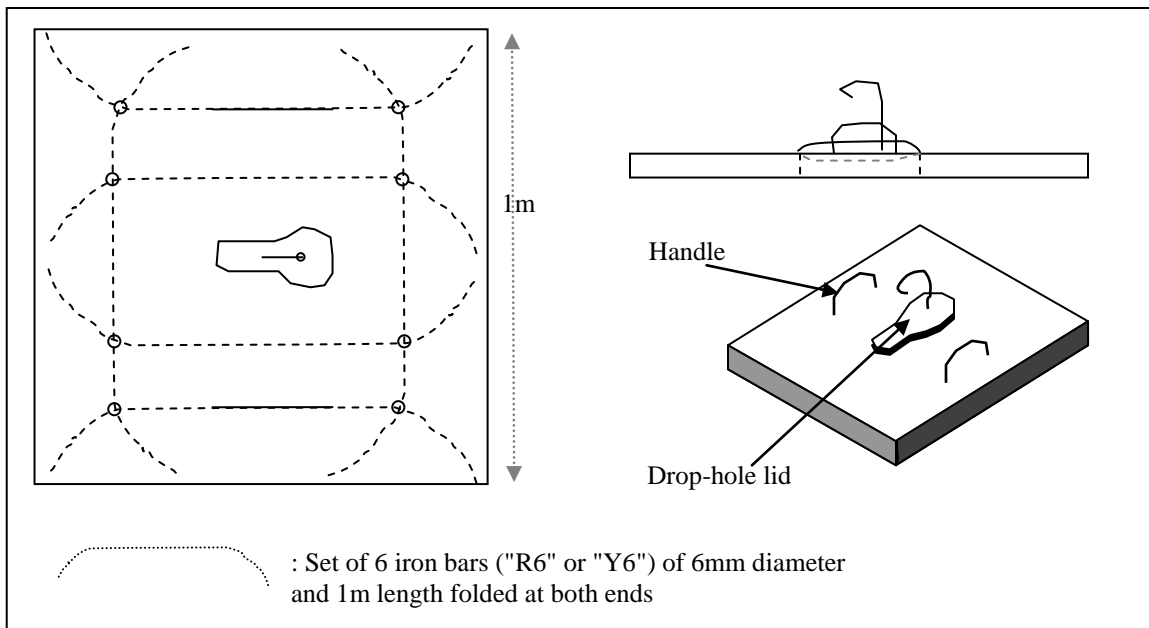
- **Tools and raw materials for making a sanplat**

1. Cement
2. River sand (without soil or dust)
3. Very small and strong quarry (10 mm)
4. Iron bars (6 mm)
5. Shovel
6. Building trowels
7. Burin or cutter for cutting and folding bars
8. Casting mould
9. Used oil for the casting mould (if available)
10. Soft wire for linking bars pieces each others

- **How to make a sanplat**

1. Level the place where you intend to make the sanplat with a hoe
2. Put a good plastic paper on the levelled area.
3. Cut and fold 6 mm iron bars and attached it with soft wire to build the web
4. Place the casting mould and the iron bar's web on the plastic paper with the drop-hole timing right at the centre of the mould setting.

Note: per sanplat, 1 iron bar of 6m is used (cut in 6 pieces) for the main web. An additional 50cm is used for the handles and lids.



- **Mixture for the slab**

Cement = 10 litres
 Sand = 20 litres
 Quarry = 30 litres

Mix thoroughly and then pour some water; continue mixing until all the materials have turned into a concrete paste.

Pour the ready mixture little by little into the mould frame and compress with a hammer; level well the compressed pouring.

After a little while make the footrest using its mould.

Shine and smooth the concrete.

- **Slab strengthening**

1. Let the slab to dry in a shade or any place which does not have direct sunshine on the slab for 7 days.
2. Pour water three times or more a day for 7 days.
3. Do not move the slab before 7 days have passed.

C) If necessary: extra-motivation meeting

PURPOSE: In case of huge delays in building the water point, one or several meetings can be organized with the beneficiaries to explain them the causes of the delay. These delays may be for instance due to the arrival of the rainy season or because of the geology when encountering hard rocks that make difficult to dig a shallow well by manual techniques.

ACTIVITY:

TOOL: Planning chart, Map of the village, Geological section & well/borehole pictures.

MATERIALS: Flipcharts, Permanent markers.

METHODOLOGY: Plenary Discussion.

TIME: 2 H.

PROCEDURE:

1. Ask to people attending at the meeting to highlight the key points of the different step implemented during the PHAST protocol.
2. Ask the participants to give their understanding of the planning and the delay of water point → use the planning chart to follow the discussion.
3. Encourage to rise questions to this issue: answer these questions in regard of the Inter Aide approach in this village. According to the questions rose:
 - use the map of the village to discuss about the sitting issue;
 - use the geological/water point section to discuss about the water level and/or the presence of hard-rock substratum that lead to digging problems.
4. Explain the strategy proposed by Inter Aide (for example: over-digging with diggers or mechanical drilled borehole...). If possible give a planning for the implementation of the water point.
5. Close the meeting by remaining that:
 - small hygiene facilities should be still implemented; existing traditional water point(s) (if any) may be easily improved by putting a fence around with local materials.

STEP 7: IMPLEMENTATION (Water Point / Latrines / Small Hygiene Facilities)

PURPOSE: To monitor the implementation of infrastructures (Protected Water Point and/or Latrines) and Small Hygiene Facilities by villagers and eventually builders and diggers.

ACTIVITY: Leadership, Technical advices, Tasks and Roles, Problem Solving.

TOOLS: Contracts forms (villager's, digger's, builder's ones)

MATERIALS: Materials brought by the villagers (sand, bricks, quarry stones) and by the project (cement, mesh wire, hoes, picks, shovels, nylon ropes, buckets, barrows...).

METHODOLOGY: Supervision by the Project Staff. Logistics follow-up.

TIME: Several weeks.

PROCEDURE:

A) Water point

Contracts

Before starting the construction steps, contracts must be presented and signed by:

- The VHC and VH, the builder and the project staff representative → use the "construction contract for a new water point" form
- The builder → use the "builder's contract" form

If trained diggers are needed, do the same with the "digger's contract" form.

Construction steps

The following construction steps must be supervised:

- Digging - The villagers dig the well – with the assistance of a specialist digger if necessary. Ask to follow theses instructions about security:
 - Security fence and advertising
 - Rope and tripod when digging
 - Helmets
 - Casing during digging if risks of collapsing
- Ring casting
- Trench - protection

- Ring installation
- Bricks moulding (option)
- Fence foundation
- Floor slab
- Fence construction
- Water way (drainage canal) and soak pit
- Cover moulding
- Cover installation
- Washing slab (option)

Note: *The builders and (possibly) the diggers must be supervised regularly. Ask to the committee to note the work done by the builder and cross-check the information provided by the builder/digger and the villagers. Use the material monitoring form on site.*

Pump installation – Handover Ceremony

CBM 1: With the committee (pre pump caretakers training) Train the committee to dismantle and assemble the pump. Let them know the fast wearing parts by mentioning their names and after that the pump is completely handed over to the community. Give to the committee the Blue Book including TIMMS information (shops, local artisans, prices of spare parts).

B) Latrines

Involves the following steps:

- Casting of sanplats done by VHC, to anyone who has met the required conditions.
- Monitoring for efficiency; done by the VH and VHC, and involves the casting of sanplats, installation of sanplats, building of superstructures (walls and roofing) and HWF.

C) Hygiene training

PURPOSE: To increase knowledge and skills on hygiene issues and sanitation facilities.

ACTIVITY: Group discussions and demonstrations.

MATERIALS: Hygiene facilities, water point and/or latrines available in the village.

TIME: 3H.

PROCEDURE:

Note: *Involve the HAS of the particular village.*

Proper use of latrines

Group discussions: In groups, discuss the following questions:

- Explain the importance of using latrines?
- Explain how to keep latrines clean?

Demonstrate how to use the pit latrine correctly

List down diseases you can suffer if you abuse pit latrines

Note: *Young children, blind people, the disabled who are suffering from diarrhoeal diseases, must be helped properly in order to keep the latrine clean*

Water

Group discussions:

- Mention sources of good water
- Explain how to keep water clean and hygienic
- Explain how clean water can be contaminated
- Which diseases can you suffer if you drink dirty water?

The Hand Washing Facility and other small hygiene facilities

Plenary discussion

Facilitate a discussion on:

- What is the first thing that we need to do soon after defecating?
- Why do we need to wash our hands after defecating?
- Which diseases can you suffer if you don't wash your hands after defecating?
- Which is the proper way of washing hands?
- What are the other small facilities that can lead to a huge improvement on hygiene? – dish racks, etc. –

Demonstrate how to use the hand washing facility.

Summary

Objective: To summarise from the beginning: proper use of latrines and emphasise on the importance of washing hands soon after using the latrines.

Procedure:

Plenary discussions

STEP 8:

COMMITTEE MANAGEMENT TRAINING

PURPOSE:

- For water point maintenance: To impart skills and knowledge on managing the pump and the surrounding.
- For water point and sanplat: to strengthen to committee involvement by doing a new participatory investigation ("**2nd investigation**").

ACTIVITY: Leadership, Tasks and Roles, Problem Solving.

TOOL: Tools box, blue book including TIMMS information (shops, local artisans, prices of spare parts), VLOM forms, Investigation form.

PROCEDURE:

Pump caretakers training

Inform the community to dismantle, reassemble and naming of the parts .To service the pump after every 3 months to check the fast wearing parts.Trouble shooting

Maintenance system /TiMMS

Inform about spare parts price list review with TIMMS and pump management.

Fundraising

Let the community organise themselves to solister funds for the spare parts.

Evaluation meeting – 2nd investigation

- Committee evaluation: **To see that the committee is active or not active.**
- To carry out the **2nd investigation** (as far as possible in collaboration with the HAS):
 1. Explain again to the VH/VHC the purpose of the 2nd investigation (to assess the behaviours changes after implementing the activities).
 2. Start to complete the Investigation Form by asking the VH/VHC about water access and sanitation in the village (2nd page of the Investigation Form).
 3. Ask them to accompany you in the village in order to investigate at random 30 representative families.
 4. Investigate the 30 families by filling the Investigation Form (1st page of the Investigation form).
 5. Ask the VH/VHC to redraw the map of the village showing the changes since the previous map (done during step 1).

VLOM test

The term VLOM means: "Village Level Operation and Maintenance Management".
To assess the committee on pump management with the VLOM Test form.

STEP 9:

EVALUATION - MONITORING

PURPOSE:

To see the effect of the sanitation and hygiene behaviour changes that occurred in the community

To assess the water point state/condition of use and maintenance

ACTIVITY: VHC discussion – door to door survey -

TOOL: Follow-up forms

MATERIALS: Note book, Paper, pens

PROCEDURE:

- Use the evaluation form.

Protocol for villages where IA has already worked **("old villages")**

STEP 1: **INVESTIGATION - COMMUNITY MAPPING**

PURPOSE: To map the village's water and sanitation conditions and highlight the weaknesses of the communities as regards hygiene facilities.

ACTIVITY: Community Mapping

MATERIALS: Flipcharts, Permanent markers of different colours

METHODOLOGY: Community Mapping + Plenary Discussion

TIME: 3 h

PROCEDURE:

Community Mapping

1. Introduce the meeting and explain the participants its purpose.
2. Give the participants the task using these words: *"Make a map of your community. Here are some materials to start with. You need to include on your map the following"*:
 - A. boundaries
 - B. roads
 - C. housing
 - D. rivers, streams, dambos
 - E. health facilities
 - F. water sources (protected and unprotected)
 - G. sanitation / hygiene facilities

Plenary Discussion

3. Ask the group to describe:
 - A) The sanitation and hygiene facilities they are proud of.
 - B) Any common problems or difficulties that they have with these sanitation and hygiene facilities (during the construction or/and usage).
4. According to the time, a community walk can be organized so that other additional points can be added on the map.

Summary and evaluation

5. Facilitate a discussion on what the group has learnt during the activity, what they liked and did not like about the activity.

APPOINTMENT FOR THE NEXT MEETING

STEP 2: PLANNING FOR BEHAVIOURS CHANGE

PURPOSE: To enable participants to plan and implement changes in water and sanitation hygiene behaviours

ACTIVITY: Ranking the Barriers + Planning for change

TOOL: Barriers Charts + Action Planning Form + Planning for Behaviour Change Pictures (P 2,4,23,24,25)

MATERIALS: Flipcharts, Sticky tapes, Permanent markers

METHODOLOGY: Focus Group Discussion + Plenary Discussion

TIME: 2 h 30

PROCEDURE: Focus Group Discussion

1. Ask the participants to form groups of 10-15 people.
2. Give each group an identical set of material showings the good hygiene behaviours (P2,4,5,23,24,25) and explain what each drawing shows.
3. Show the groups a Barriers Chart and explain how it works.
4. Ask them to place the hygiene behaviours pictures where they belong on the Barriers Chart.
5. After the Barriers Charts have been done give the groups the task using these words: *“Look at the Barriers Chart you have done and rank the drawings, starting with the first one you want to implement in your village and finishing with the last one you want to implement”.*

Plenary Discussion

6. After the ranking, ask each group to present the other participants its arrangements of behaviours. Each group should be prepared to answer any questions that the other participants raise
7. Encourages a group discussion aimed at developing a common plan. The discussion should cover:
 - A. The similarities and differences between the steps chosen by each group
 - B. What difficulties they might come across and how they can solve them?
 - C. What resources they might need to carry out the steps?
8. Ask the group to discuss and agree:
 - A. The amount of times needed to carry out the plan (deadlines). Ask the group to put on the plan the amount of time each behaviour will take to complete. *The facilitator should fill the planning form.*
 - B. Who will be responsible for supervising each particular step?
9. Show the participants the planning form they have agreed.

Summary and evaluation

10. Facilitate a discussion on what the group has learnt during the activity, what they liked and did not like about the activity.

APPOINTMENT FOR THE NEXT MEETING

STEP 3:

COMMITTEE FOLLOW-UP AND MONITORING

PURPOSE: To follow the implementation of the community's plans. To strengthen the committee's capacities

ACTIVITY: Behaviours changes follow-up

TOOL: Follow-up forms

MATERIALS: Note book, Paper, pens

METHODOLOGY: Committee meeting, Door by door follow-up

TIME: According to the community (3 months to more than one year)

PROCEDURE:

Note: *The procedure of this step depends of the size of the community, the motivation of the committee, its level of implication and its ability to follow the activities.*

1. Meet the committee and discuss again about the planning done during the last community meeting (Planning). Get its point of view and remarks about:
 - A. The amount of times needed to carry out the plan.
 - B. What difficulties they might come across and how they can solve them?
 - C. What resources they might need to carry out the steps?
 - D. Who will be responsible for supervising the steps?
2. Agree with the committee what will be the organization of the follow-up. The discussion should cover:
 - A. What will be the frequency of the follow-up?
 - B. What will be the tools for recording the information (data)?
 - C. Who will be responsible for supervising the follow-up?
 - D. What will be the support of the trainer?

3. Implement the follow-up.

Note: *Let the committee develop the organization of the follow-up in its own way. The objective is to strengthen its capacities of organization and its self-confidence. The follow-up can be more at the beginning and less as the committee achieves its plans. The committee can face some problems during the implementation of its plan and might ask to modify it. Stay always flexible to consider its point of view and keep in mind that any behaviours change will be more sustainable if it's well understood by the beneficiaries. The time of the change can differ from a community to another and the role of the trainer is to adapt to this factor.*

During the follow-up, the monitoring of the data should be share with the committee. It's important to let it to monitor the activity in order to reinforce its role in the village and close to the community. To cross-check himself the data the trainer can organize a door by door follow-up shared with the committee. This should be presented as a support and not as a control.

A complete registration of the village's families can be organized so that make easy the follow-up. This can be organized in a second time when the committee has already achieved one part of its plans. The implication of the HSA is needed and if the registration has been already recently done there is no need to repeat it again.

4. Agree with the committee the date to organize the participatory evaluation with the whole community.

STEP 4: PARTICIPATORY EVALUATION

PURPOSE: To see if the community has undergone any physical changes and if goals have been met. To celebrate the community's achievement.

ACTIVITY: Community Mapping + Community Walk.

MATERIALS: Flipcharts, Permanent markers of different colors, Map made during the 1st Community Mapping.

METHODOLOGY: Community Mapping + Community Walk + Plenary Discussion.

TIME: 1 h 30 for Mapping. The Community Walk depend of the size of the community.

PROCEDURE:

***Note:** This step is carried out after the community has implemented its plan, perhaps six months, one year or may be more, after the start of the program. The participatory evaluation should involve as many people as possible from the community, as well as representatives of neighbouring communities and officials.*

This step should be fun and a celebration of the community's achievement. Taking time to celebrate success is very important. Positive results increase the community's faith in itself and inspire it to continue working for change.

Community Mapping

1. Introduce the meeting and explain the participants its purpose.
2. Have the participants look at the community map and either mark on it the changes that have taken place since the first map made.

Remark: If they want to, and time allows, they could make a new map

Community Walk

3. Organize with the participants a walk around the community and record what it sees. They should pay particular attention to:
 - A. The physical changes (facilities) that they planned to make
 - B. The types of behaviours they wanted to encourage
 - C. The types of behaviours they wanted to stop

Plenary Discussion

4. Once the walk has been done, ask the participants to discuss:
 - A. The changes that have taken place
 - B. The difference between what it planned and what it achieved

Socio-Drama (if the community wants to)

5. An interesting way for summarizing what the community has experienced during the project is to create a theatre performance. This could be organized few days before the evaluation in order to have more time to prepare.

Conclusion: The community has now the skill and self-determination to continue by itself with the process of introducing the planned improvement to combat waterborne diseases. It is also likely that the skills developed during the project will be applied to other community problems. Over the long term, this should lead to a much improved quality of life for all concerned.

Sets of pictures

1) Complete set

- | | |
|--|---|
| P1: Health Centre | P22 Uncovered Food (Without chicken) |
| P2: Covering Food | P23: Dish rack |
| P3: Model household | P24: Rubbish pit |
| P4: Covered latrine + HWF | P25: Bathroom |
| P5: Covered water + 2 cup system | P26: Mobilization of stones |
| P6: Run and waste water before eating | P27: Mobilization of sand |
| P7: Protected water point (without people celebrating) | P28: Crushing stones |
| P8: Uncovered food (with chicken) | P29: Digging a pit for shallow well |
| P9: Defecating in the bush | P30: Ring casting |
| P10: Unprotected water point | P31: End of rings installation |
| P11: Eating dirty fruits | P32: Moulding blocks |
| P12: Washing hand in common basin before eating | P33: New water-point celebration |
| P13: Dirty household | P34: Traditional pit latrine |
| P14: Uncovered drinking water | P35: Digging a pit |
| P15: Flies | P36: Material mobilization (for sanplats) |
| P16: Dirty hand (To improve) | P37: Sanplats casting |
| P17: Mouth | P38: Bricks moulding |
| P18: Drawing water for a pit | P39: Sanplats structure construction |
| P19: Latrine without HWF | P40: Thatching |
| P20: Feeding a baby | P42: Animal characters |
| P21: Peoples are drinking | P43: Small group of workers |
| | P44: Community meeting |
| | P45: Big group of workers |

Set 1

Problem Identification

P1: Health Centre

Good Behaviors

- P2: Covering Food
 P3: Model household
 P4: Covered latrine + HWF
 P5: Covered water + 2 cup system
 P6: Run and waste water before eating
 P7: Protected water point (without people celebrating)

Bad Behaviors

- P8: Uncovered food (with chicken)
 P9: Defecating in the bush
 P10: Unprotected water point (without people celebrating)
 P11: Eating dirty fruits
 P12: Washing hand in common basin before eating
 P13: Dirty household
 P14: Uncovered drinking water

Set 2 Problem Analysis

Transmission route 1: Hand/Water

1. Open defecation in the bush → Handwashing in the same bucket → mouth
2. Unprotected latrine → Hand → Feeding baby

P17: Mouth

P20: Feeding a baby

P12: Washing hand in common basin before eating (x3 pictures)

P16: Dirty hand

P19: Latrine without HWF

P9: Defecating in the bush

Transmission route 2: Flies

- | | | | | | | | | |
|--------------------------------|---|-------|---|-------------|--|------|---|-------|
| 1. Open defecation in the bush | → | Flies | → | Unprotected | | food | → | mouth |
| 2. Unprotected latrines | | | | Uncovered | | | | |

P19: Latrine without HWF

P17: Mouth

P22 Uncovered Food (Without chicken)

P15: Flies

P9: Defecating in the bush

Transmission route 3: Water

1. Unprotected water point → Uncovered water storage → mouth

P17: Mouth

P21: Peoples are drinking

P14: Uncovered drinking water

P18: Drawing water from a pit

Set 3
Selecting for Options

Set 2
+
Blocking transmission route 1: Hand

P4: Covered latrine + HWF
P6: Run and waste water before eating

Blocking transmission route 2: Flies

P4: Covered latrine + HWF
P2: Covering Food

Blocking transmission route 3: Water

P7: Protected water point
P5: Covered water + 2 cup system

Set 4

Planning for new facilities and behaviour change

Big planning charts to fill and leave in the village.

Planning for behaviour change

P2: Covering Food
 P4: Covered latrine + HWF
 P5: Covered water + 2 cup system
 P23: Dish rack
 P24: Rubbish pit
 P25: Bathroom

Planning for new facilities

If PWP

P18: Drawing water for a pit
 P26: Mobilization of stones
 P27: Mobilization of sand
 P28: Crushing stones
 P29: Digging a pit for shallow well
 P30: Ring casting
 P31: End of rings installation
 P32: Moulding blocks
 P33: New water-point celebration

If Sanplats

P34: Traditional pit latrine
 P35: Digging a pit
 P36: Material mobilization (for sanplats)
 P37: Sanplats casting
 P38: Bricks moulding
 P39: Sanplats structure construction
 P40: Thatching
 P4: Covered latrine + HWF

Set 5

Committee Leadership Training

P42: Animal characters (several pictures for each animal)
 P43: Small group of workers
 P44: Community meeting
 P45: Big group of workers