Environmental health promotion capacity building:

A training guide based on CARE's Hygiene Promotion Manual

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About the training course

Introduction to the manual and training course

The Hygiene Promotion Manual[1] is a practical manual on hygiene promotion for relief and development workers. It was written particularly for fieldworkers on projects or programmes that aim to reduce the incidence of water-and-sanitation-related diseases. The manual is also useful for other relief and development workers, particularly those working in the fields of community development, health and engineering. The authors (Suzanne Ferron, Joy Morgan and Marion O'Reilly) describe a wide range of approaches to hygiene promotion that can be used in different settings, so wide that the term 'hygiene promotion' could almost encompass environmental health promotion as a whole. Central to the approach taken to promotion is a commitment to working in collaboration with people and encouraging them to take more control over the factors that influence their lives.

The Hygiene Promotion Manual was developed with the support of CARE International after requests from their field staff for guidance on how to do hygiene promotion in emergencies. During the review process, other professionals suggested that the manual would also be useful for people working in development contexts. The manual was written in English and published in April 2000. CARE International has supported the translation of the manual into French, Spanish and Portuguese and these translations will be published in 2001-2002.

Even after the manual has been published, there is a need to disseminate the contents in terms of training field workers in hygiene promotion and ensuring its application. This training guide has been prepared to fill this gap. During the development of the training course, it was decided that it should span the broader 'environmental health promotion' concept rather remaining limited to 'hygiene promotion' in its narrower sense. This is why the course is entitled 'environmental health promotion training workshop'. It is appropriate for community development, engineering and health workers involved in relief, rehabilitation and development in rural and urban settings. This course will build the capacity of the participants rather than providing information alone. Use of the course will lead to the development of a network of trained people in different regions of the world, able to assess, plan, implement and monitor interventions to reduce the incidence of water-and-sanitation-related diseases. The network is designed to further explore environmental health and hygiene promotion, document experience and identify any remaining gaps in the sector.

CARE International's prototype training in Lusaka

CARE International commissioned the prototype of this training as an environmental health training workshop based around the hygiene promotion manual, in January 2001 in Lusaka. The course was conducted with some 23 participants from a wide range of backgrounds and different levels of experience and responsibility. Most of

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[1] HYGIENE PROMOTION A practical manual for relief and development, Suzanne Ferron, Joy Morgan and Marion O'Reilly, 2000, ISBN 1 85339 505 6, Published for CARE International by IT Publications Ltd.
Book available from IT Publications, 103-105, Southampton Row, London, WC1B 4HH, UK.
E-mail <orders@itpubs.org.uk> price £12.95 or US$25.00 plus postage and packing

the participants had experience from CARE's urban programmes in Zambia, while three participants were from CARE Mozambique with a range of experience from both rural and urban programmes. This varied combination of participants was beneficial to the course but made it more difficult to pitch the level of the training.

The Lusaka training workshop was carried out over 10 days in a two-week period. This was necessary for the average participant.

The Lusaka training workshop used seven facilitators. They were: Joy Morgan (Lecturer in Environmental Health, WELL, London School of Hygiene and Tropical Medicine); Peter Lochery (Senior Adviser, Water, Sanitation and Environmental Health, CARE USA); Liseli Bull Kamanga (Deputy Director, CARE Urban INSAKA , Zambia); Kelley Toole (Environmental Health Engineer, CARE Prospect/DFID, Zambia); Burton Mukomba (Environmental Health Co-ordinator, CARE Prospect, Zambia).

The workshop provided an opportunity for using e-conferencing. This was facilitated by Darren Hedley (Director, CARE Urban INSAKA, Zambia) and Aly-Khan Rajani (Intern, CARE Urban INSAKA, Zambia). The training course established a peer network whose members intend to continue to share experiences in future using e-conferencing. Networking themes identified included:
- Consultation processes for community action planning,
- Participatory monitoring,
- Income generating activities for environmental health services,
- Behaviour change projects.

The Lusaka workshop was a success and since then, other CARE country programmes (including Angola and India) have expressed interest in holding a similar workshop. This training guide will be useful for the planners and facilitators of such events.

Purpose of the environmental health training course
The purpose of this course is to develop the capacity of people involved in promoting improved environmental health practices (including hygiene practices). This includes people responsible for management of environmental health services, and many development projects and programmes (both urban and rural) at all levels.

Educational objectives
The educational objectives of the course are to enable participants to:
1. Analyse the determinants of environmental health,
2. Prioritise activities that are likely to improve environmental health conditions,
3. Identify and measure changes in environmental health conditions and practices,
4. Plan sustainable environmental health promotion initiatives.

Approach
This training course is organised on the principles of high participation and experience-based learning. The course requires participants to review and reflect on their work and on their projects in order to learn the principles of environmental health promotion and environmental health programming.

Participant specification

This training material is suitable for a wide range of participants. All participants should have some understanding or experience in environmental health. Each participant should be provided with a copy of the Hygiene Promotion Manual before the start of the course, and sufficient time to have become familiar with at least some of the content of the Manual.

Facilitator specification

The facilitator skill-sets are listed in the table below:

Skills and experience
1. Strong commitment and ability to facilitate participatory learning
2. Broad experience in a variety of environmental health programmes
3. Logistics and training organisation (venue, transport, materials etc)
4. Experience of effective community action planning
5. Participatory monitoring
6. Strong problem analysis and logical planning framework skills
7. Resource management

It is essential that all facilitators have a strong commitment to participatory learning. Not every facilitator needs all of these skills and experiences. However, it is important that between them, the facilitators possess all of the skills and experiences listed above.

Course location

It is essential that this practice-based training is run 'on location' with a relevant project nearby to be used for hands-on 'live' training opportunities. Usually this would be an on-going project or programme but it could also be an area where a project had operated in the recent past or where communities have asked for help with their own environmental health situation. This intensive course is best run at a residential venue where participants are also able to work in the evenings.

Timeframe

This training programme has been developed for the average specialist worker in local government or NGO offices. The timetable may be adapted to suit participants with different backgrounds and experience. Participants with secondary school education and those working at community level might benefit if the course was extended, by dividing the modules up into a series of shorter courses over a longer period. Those with higher levels of education might be able to learn faster and might not need to have all of the sessions. A residential course would increase the intensity of the training and perhaps allow a lengthening of hours spent on the training each day thereby reducing the length of the course. This might result in a '9 long-day course' with one day off in the middle instead of a '12 short-day course' with 2 days off in the middle.

The following rule of thumb is suggested for the three main levels of participants:
(a) 7 modules carried out back-to-back over 2 weeks for local government specialist staff and project managers,
(b) 7 modules carried out separately and timed to spread over 1 year for community leaders and community-level trainers,
(c) 7 modules condensed into 9 longer days for specialist staff and project managers with a capacity to learn quickly.

Planning, review and adjustment

One important aspect of the training, which is not mentioned in the timetable, is the planning and adjustment process. It is important that this training guide is not used rigidly. Instead, it should be used as a draft format to be adapted to suit the specific background experience and future (short and medium term) needs of the participants.

Prior to the workshop the team of facilitators should meet for four full days in order to understand the purpose of the training, understand the needs of the participants and their future roles and to plan the individual training sessions. A suggested timetable for this has been prepared and shown on the following page.

During the course, facilitators should meet at the end of each day to adjust the plans for the next day in the light of the experience of the training so far. The first part of this review meeting would be with the 'volunteer representatives', selected from the course participants (see 'Daily Feedback System' under 'Workshop Evaluation' section below).

An ongoing review role can be assigned to the participants, so that the views of all of the participants on the day's events can be brought to the facilitators at the end of that day. This allows the facilitators to adjust the workshop according to the participants' felt needs.

Where participants have not grasped the concepts that are required of them in any part of the course, this suggests that adjustment is necessary. How best to adjust the sessions will depend on the participants and the facilitators.

Planning meeting timetable

Time	Planning Day 1	Planning Day 2	Planning Day 3	Planning Day 4
08.30-09.30	Introduce facilitators Review participant list and experience of participants	Lead facilitators explain how their first sessions will be run and obtain feedback from other facilitators	Discussion on logistical arrangements among facilitators	Preparation and copying of overheads and handouts
09.30-10.30	Agree which sessions in the modules are appropriate	(continued)	Lead facilitators explain how their middle sessions will be run and obtain feedback from other facilitators	Lead facilitators explain how their latter sessions will be run and obtain feedback from other facilitators
10.30-11.00	**Coffee**	**Coffee**	**Coffee**	**Coffee**
11.00-12.00	(continued)	(continued)	(continued)	(continued)
12.00-13.00	Nominate lead and support facilitators for each session	Allow lead facilitators to adapt their first sessions and develop middle sessions	(continued)	(continued)
13.00-14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-15.00	Allow lead facilitators to work through their first sessions	(continued)	Allow lead facilitators to adapt their first sessions and develop later sessions	(continued)
15.00-16.00	(continued)	(continued)	(continued)	Final discussions on logistics, handouts and participant list
16.00-17.00	(continued)	(continued)	(continued)	(continued)

Course timetable

The following course timetable is recommended for option (a) above.

Week 1

Time	Day 1 – Module 1	Day 2 – Module 1	Day 3 – Module 2	Day 4 – Module 3	Day 5 – Module 3+4
08.00-08.30	**Welcome**	**Recap**	**Recap**	**Recap**	**Recap**
08.30-09.30	*(start module 1)* Introductions Expectations (hopes/fears)	Presentations of own experiences using model project criteria	Indicators of environmental health Briefing for field visit	Introducing logframes	Conclude logframes
09.30-10.30	Ground rules Introductory talk	Review other projects against model project criteria	Field visit - Observatory walk	Narrative summaries	Resources and cost recovery
10.30-11.00	**Coffee**	**Coffee**	**Observatory walk**	**Coffee**	**Coffee**
11.00-12.00	Definition of Environmental Health (EH)	Develop 'ideal' project	Field visit – Observatory walk	Assumptions and risk assessment	Scheduling
12.00-13.00	What affects people's EH practices?	Develop 'ideal' project (continued)	Review walk/ group reactions	Indicators Questions	Resources Cost recovery exercise
13.00-14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-15.00	What does an environmental health programme consist of?	Set course objectives and outputs	Review findings from observatory walk	Introduce risk assessment/ Assumptions	Introduce gantt and flow charts *(end module 3)*
15.00-16.00	Consensus on 'ideal' project Preparation of own projects	Introduction to Hygiene Promotion manual and project cycle *(end module 1)*	Conclude assessment Choosing tools *(end module 2)*	Logframes - Means of verification and indicators	*(start module 4)* Introduction to EH Promotion Flowcharts
16.00-16.30		*(start module 2)* Introducing assessment and indicators	*(start module 3)* Planning tools, prioritising and problem trees	Review other groups' logframes	Conclude Week 1/ Introduce Week 2
16.30-17.30	**Review**	**Review**	**Review**	**Review**	**Review**

Week 2

Time	Day 6 – Module 4	Day 7 – Module 5	Day 8 – Module 6	Day 9 – Module 6	Day 10 – Module 7
08.00-08.30	**Review**	**Recap**	**Recap**	**Recap**	**Recap**
08.30-09.30	Guided plenary to develop a model HP – tools/process	*(start module 5)* Community monitoring systems – introduction	*(filler exercise)* Book review	Action planning – practical	Finalise personal summary and action points
09.30-10.30	Gantt chart on improved EH implementation programme	Community M&E – project details (what, how, who, why?)	Book review	Action planning – practical	In small groups consolidate action points
10.30-11.00	**Coffee**	**Coffee**	**Coffee**	**Coffee**	**Coffee**
11.00-12.00	Look at other's charts Review of EH promotion implementation	Review project M&E	Book review	Action planning – practical	Project groups consolidate action points,
12.00-13.00	Develop matrix of own projects	Project groups develop community M&E process	Book review contest	Action plan presentations and review with community	Project groups prepare gantt charts
13.00-14.00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14.00-15.00	Review project matrix	Review project work Review of possible tools	*(start module 6)* Introduction to Community Consultation and Action Planning	Feedback on community action planning exercise	Agree next steps and networking linkage topics
15.00-16.00	Guided discussion on implementation issues	Definition of sustainability Factors affecting EH sustainability	Community action planning – preparations	Review community action planning *(end module 6)*	Evaluation
16.00-16.30	Guided discussion *(end module 4)*	Conditions for Sustainability	Community action plan – preparations	*(start module 7)* Own summary & action points	Certificates and close *(end module 7)*
16.30-17.30	**Review**	**Review**	**Review**	**Review**	**Review**

Workshop evaluation

Two evaluation systems are recommended for this course – a daily feedback system from participants and an end of course evaluation session.

Daily feedback system

This system requires that each day, two participants act as 'volunteer representatives' and gather the views of the participants on the good and bad aspects of the course, including logistical arrangements, session content and process. The purpose of this is to provide feedback at the end of each day on how that day was so that any changes can be made for the subsequent days. The 'volunteer representatives' provide this feedback at the end of the day to the course facilitators and then the same feedback and the facilitators' response is briefly fed-back to the other participants during the review session the following morning. It is important that facilitators do respond to the suggestions and that 'volunteer representatives' have a full understanding of the issues being raised even if they do not fully agree with them.

In the welcome system at the start of the course, participants are asked to volunteer themselves for one day, so that each day of the training course is covered by two 'volunteer representatives'.

Summative evaluation

In addition, a summative, or end-of-training, evaluation session is scheduled for the end of Module 7, at the end of the last day of the course. Discussion at a session such as this can be complementary to evaluation forms and produce valuable suggestions to improve subsequent training workshops. This can be carried out in a number of ways. The simplest way is to provide each of the participants with a photocopy handout of Annex 8, 'Training evaluation form', and ask them to complete the form and hand it in to the facilitators. The form encourages participants to comment on aspects of content, process and logistics of each of the course modules. Care should be taken to hand out the form at the beginning of the course (at the start of Module 1) and then to ask participants to fill it in at the end of each of the modules in which they participate.

Training modules

The following sections describe the seven training modules in detail giving: an introduction to the module; objectives for each session; a list of materials required to run the session; the skill requirements of the session facilitator and an estimate of the time required. The description of each session also contains a section detailing suggestions of how it might be facilitated and a rough breakdown of timing for components of the session and a reference to the relevant pages in the Hygiene Promotion Manual.

The seven training modules are:
1. Introduction to Environmental Health
2. Assessment
3. Planning
4. Implementation
5. Monitoring and review
6. Community Action Planning
7. Personal Action Planning

It is anticipated that participants will need to attend all of the modules in the order presented, to enable them to analyse environmental health situations sufficiently well to plan sustainable environmental health promotion projects and programmes. (See 'Learning objectives' section above.) Where participants are already familiar with planning tools such as logframes or community action planning, then it is possible that those modules can be omitted or sections within the modules omitted as required. Other courses covering aspects of the project cycle generally do not use environmental health examples. However, the strength of this course is that it is a project/programme planning course covering the whole of the project cycle using environmental health examples and drawing extensively on the participants' own knowledge base. Participants will benefit most from this course if they attend all of the modules in the order given below.

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The prototype Environmental Health Promotion Training Workshop:
The Mozambique team

Module 1 – Introduction to Environmental Health

This first module of the training introduces the participants to the course programme, to the facilitators, to the other participants, to the process of the training, and to the subject of environmental health and its promotion. Module 1 will help the participants to understand the complexity of environmental health and the need for an interdisciplinary approach to its promotion. Towards the end of the introduction, participants will be encouraged to define the ideal environmental health promotion programme and then review the reality of their own programmes, drawing on their own experiences.

Module 1 takes 7 hours 40 minutes.
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1.1   Welcome and Briefing

Objective   Induction of participants to the training process
Materials   1 copy of timetable per participant
                         1 flipchart and marker pen
                         1 copy of training evaluation form per participant
Facilitator skill sets   3
Time   30 minutes

Facilitator presents the following:
• Warmly WELCOME the participants
• Inform participants of the logistics and housekeeping arrangements
• Present suggested timetable and ask people to identify changes if required
• Summarise course contents
• Introduction to course facilitators
• Introduce participant representative system of evaluation and selection of 2 volunteers for each day of the course (write names on flipchart)
• Presentation of individual training workshop evaluation system
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1.2   Introductions

Objective   Get to know each participant's name and something about them

Materials   None
Facilitators skill-set   1
Reference in Manual   Page 111 for process
Time   20 minutes

• Everyone stands in a circle, including the course facilitators
• Facilitator asks each person to introduce themselves by their first name with a word that describes them and begins with the same sound as their name, e.g. "Joyful Joy" and to explain why they chose the adjective
• Ask the second person to say their name e.g. "Quiet Kelley". Continue like this until everyone has introduced themselves
• Ask if anyone would like to do a round of names e.g. "Joyful Joy", "Quiet Kelley", "Henry the Hunk", and so on …

1.3   Expectations – Hopes and Fears

Objective   Find out what participants expect from the workshop and to try
                           and make it a good experience for all
Materials   Large blank wall and masking tape
                           One A3 size sheet of paper
                           4 pink cards per participant, A5 size
                           4 yellow cards per participant, A5 size
                           1 marker pen per participant
Facilitator skill sets   1
Reference in Manual   Page 209 for process
Time   45 minutes

- Prepare a wall with:
  - Write the following question in big writing on the A3 paper:
    "What are your hopes and fears for this Environmental Health Training Workshop"
  - One pink card with 'HOPES' written on it, and stuck to the left of the question
  - One yellow card with 'FEARS' written on it and stuck to the right of the question
- Hand out two pink and two yellow cards to each participant along with a marker pen. Ask participants to write their expectations for the course on cards – with one idea on each card in big clear handwriting. Hopes or positive expectations on (pink) cards and fears or negative expectations on (yellow) cards.
- Ask participants to stick these cards on a wall or board, clustered with other similar hopes or fears.
- Help participants to cluster the cards.
(20 minutes)
- Discuss the cards with the participants. Point out similar cards and identify trends.
(10 minutes)
- Using a flipchart, try to reach consensus about the basic ground rules required to make sure that the hopes are achieved and the fears not realised.
- Mention that there will be time on day 3 to set course objectives and outputs.
(15 minutes)

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1.4   Introductory Talk

Objective   To set the workshop and environmental health in a broad
                           development framework
Materials   Overheads and flipcharts as required
Facilitator skill-sets   2
Reference in Manual   Pages 1-3 and 4-12 for content and page 60 for process
Time   20 minutes

Facilitator presents a talk on the following:
- Why is environmental health important?
- Why is this workshop necessary?
(20 minutes)

1.5   Definition of Environmental Health

Objective	To reach consensus on the term "environmental health" among the participants
Materials	Blank wall and masking tape and one A3 sheet of paper
	4 cards and 1 marker pen per participant
	Whiteboard and whiteboard markers
Facilitator skill-sets	1 and 2
Time	60 minutes

- Prepare a blank wall with one A3 sheet of paper with the following question in big writing placed in the middle of it "What is included in environmental health?"
- Hand out four cards to each participant along with a marker pen.
- Ask participants to write what they think is included in the phrase "Environmental Health", with one idea on each card, in big clear handwriting.
- Ask participants to stick these cards on a wall, or board, clustered with other similar components. Help participants to cluster the cards.

(20 minutes)

- Discuss the cards with the participants. Point out similar cards and themes. Identify linkages.
- Ask participants to define what they think of as Environmental Health – writing up the phrases on the whiteboard until consensus is reached.

(30 minutes)

- Ask participants to identify which aspects they want to cover on this training workshop. Mark these cards with post-it notes or with highlighter pen.

(10 minutes)

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1.6   What effects people's Environmental Health practices?

Objective	To bring out the linkages between poverty, education, culture, gender or gender of household head, awareness of rights and access to services (including Environmental Health services)
Materials	Flipchart and marker pen
Facilitator skill-sets	1 and 2
Reference in Manual	Pages 13 for content and page 60 for process
Time	45 minutes

- Prepare a flipchart with the question "What affects people's environmental health practices?"
- Ask participants to think of the things that affect people's environmental health practices. Inform them that they have 3 minutes to think about it and that you will then go round them all and ask for contributions which will be written up on the flipchart. Clarify any unclear responses.
- Give them 3 minutes to think.

(5 minutes)

- Ask participants in turn to provide answers – until nobody has any more suggestions.

(20 minutes)

- Review the suggestions on the flipchart. Draw out the effects of obvious and less obvious answers.

- Introduce the concept of the health security framework (Annex 1) as a tool for thinking through the issues. With the participants, identify where each issue fits into the framework and identify what has been left out.

(20 minutes)

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1.7   Components of an Environmental Health programme

Objective   To provide participants with a framework for a "model" environmental health programme
Materials   List of members of predetermined groups
                         1 flipchart paper and 2 marker pens per group
                         'Post-it' notes and ball-point pens
Facilitator skill-sets   1 and 2
Reference in Manual   Page 60 'discussion groups' process
Time   1 hour 30 minutes

- Divide the participants into predetermined groups of 6 or 7 participants. Provide each group with marker pens and flipchart paper marked up with the question: "What should an environmental health programme consist of? (Content and process)".
- Ask the groups to nominate a scribe and two members to present the group's work to other groups (not in plenary).
- Explain that the groups will each rotate to see all of the next groups' work, and to comment on what is good about it and what is missing from it – using 'post-it' notes.
- Give the groups 40 minutes to fulfil the task. Visit the groups while they are working and give them some help if they are stuck. Towards the end of the time, remind them how much longer they have to complete the task.

(45 minutes)

- Ask groups to rotate round the room clockwise to review other group's work. Remind them that one or two group members are to stay behind to explain to the other group members and to receive the feedback.
- Inform the groups that they have 10 minutes to review each of the other group's work and to mark on the flipchart the good bits and the gaps.
- Facilitators move between the groups as they are working and smooth out any problems that emerge. Inform the participants at each 10-minute interval and make sure the groups rotate. Groups review the comments on their work.

(35 minutes)

- In plenary, discuss together what is an ideal environmental health programme. Write this on flipcharts – or identify the closest of the group's flipcharts. If consensus can not be reached on an issue, be prepared to stop the discussion for now and to come back to it later.

(10 minutes)

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1.8   Presentations of participants' projects

Objective   To compare own projects against a "model" Environmental Health programme
Materials   1 checklist handout per group (see example in Annex 1; adapt

	or mark up to take account of work of the previous session.) 1 flipchart paper and 2 marker pens per group
Facilitator skill-sets	1 and 2
Reference in Manual	Page 60 'discussion groups' and 'case study' process
Time	2 hours 30 minutes

- Inform the participants that they are now to divide into project/programme related groups with colleagues and partners to discuss and prepare 5-10 minute presentations on their projects.
- When they have divided into project groups, inform them that they should use the checklist to structure their presentation, and that they have 90 minutes before they are expected to present their projects. Give each group the checklist handout and flipchart paper with marker pens.
- Inform participants that their projects will be reviewed by the other participants for each of the different themes against the "model", in order to ensure that they get good feedback and discussion from the other participants.

(5 minutes)
- Group-work. Facilitators move between the groups as they are working and smooth out any problems that emerge.

(1 hour 25 minutes)
- Bring groups back together. Assign different components of the checklist to different participants for them to concentrate on and to lead the comment on afterwards.
- Invite each group to present in turn, keeping them to 5 minutes presentation time.
- Ask participants to ask questions and to review the strengths and weaknesses of the projects. Ask presenting group to provide the feedback first, then the other participants and lastly the facilitators. Five minutes for comment and discussion should be allowed for each group.

(30-60 minutes)
- Draw conclusions about the existing projects and the "model" project, perhaps about how different settings require different programme solutions. Emphasise that this may change over time and that perhaps EH projects should also reflect this over their lifetime.

(10 minutes)

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1.9   Set course objectives and outputs

Objective	To find out what the participants want to cover during the training workshop
Materials	1 flipchart paper and 2 marker pens per group
Facilitator skill-sets	1
Reference in Manual	Page 60 for ' discussion group' process
Time	1 hour

- Highlight key points from previous sessions. Inform participants that they will be working in small groups for 20 minutes to agree two objectives for the workshop and one output. Inform participants that the whole group will consolidate their objectives and outputs by the end of the session.
- Ask each participants to divide into four groups by calling the four group numbers out (i.e. the first calls '1', the second '2', the third '3', the fourth '4', the fifth '1', the

sixth '2' and so on. Each group then forms in a different part of the venue and takes with them flipchart paper and marker pens.
(30 minutes)
- Ask groups to present their two objectives and one output to the rest of the participants in plenary.
- In plenary, consolidate the objectives and outputs on flipcharts as far as possible in time available.

> NB – facilitators should set their own objectives. These might be:
> Objective 1 - seeing the bigger picture,
> Objective 2 - assisted review of own work and Action plan
> Output = Action plan.

(30 minutes)

1.10   Introductory talk about the Hygiene Promotion Manual

Objective	To provide participants with an idea of what is in the Hygiene Promotion Manual and an understanding of community action planning
Materials	Speaker's notes, overheads and flipcharts as required
Facilitator skill-sets	2
Reference in Manual	Pages v and 1-20 for content and page 60 for process
Time	30 minutes

Facilitator presents a talk around the following:
- The Hygiene Promotion Manual was written for fieldworkers working in emergencies but the reviewers suggested that it would be useful for development fieldworkers as well.
- Hygiene Promotion in the terms of the Manual is very broad, more like environmental health promotion than the promotion of personal hygiene.
- In emergency work in particular, community participation is often reduced to assistance in message delivery rather than integrated into decision-making, action planning and sustainability. Community participation is a major focus of the Hygiene Promotion Manual.
- The Manual is written around the programme cycle with separate chapters on assessment, planning, implementation, Monitoring and Evaluation.
- Information, and the use of that information, is critical to hygiene promotion as it is to environmental health planning and other types of development and relief work.
- Using that information to help the community to develop their understanding and to plan and implement improvements to their environmental health situation, services and practices are essential components of sustainable environmental health promotion.

Module 2 - Assessment

This module of the training introduces the participants to assessment. It will show participants that there are different ways in which information can be collected, and the way it is collected may affect the quality of information that is collected and who collects it. It will also allow participants to draw on their own assessment experience to improve the way they carry out assessments. In addition, it will help to increase their understanding of the range of data collection tools available and for what they can be useful.

Module 2 runs for 6 hours.

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2.1   Introductory talk about Assessment

Objective	To introduce participants to different ways of collecting information and when they might be used
Materials	Speaker's notes, overheads and flipcharts as required
Facilitator skill-sets	2 and 4
Reference in Manual	Pages 21-36 for content and page 60 for process
Time	30 minutes

Facilitator presents a talk around the following:
- Assessments can be done in many ways. What ways have you used? Baseline survey, KAP survey, …
- Different types of tools e.g. participatory versus extractive, qualitative, and quantitative; effects of who collects data and for whom.
- Every tool has its strengths and weaknesses. Can't look at everything all the time with all of the tools available – need to sample.
- Often, just a spot-check will not show up things that happen occasionally (defecation versus solid waste disposal).
- Need to do a series of checks to pick that up. Lots of mathematics involved in deciding the sample size depending on how common is the thing that you are looking for.
- Triangulation – finding out the same thing from three different methods or sources in order to check the answer from a number of different sources.
- Responses might depend who uses the tool and how they use it.
- The Hygiene Promotion Manual goes through some of the tools and gives you an idea of how and when they can be used.

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2.2   Indicators of Environmental Health conditions

Objective	To develop a set of indicators for measuring environmental health conditions (for use later in the observatory walk session)
Materials	Speaker's notes, overheads as required 1 flipchart paper and two marker pens per group
Facilitator skill-sets	1 and 2 (possibly 4 and 5 also)
Reference in Manual	Page 60 for process and page 102 for description of observatory walk, pages 42, 44-46 and 101, 109, 110 for

                      ideas on indicators

Time   1 hour 10 minutes

Divide the participants into 5 predetermined groups (including facilitators):
1. Government
2. NGO
3. Donor
4. Community 1
5. Community 2

- Ask participants to imagine what their group represents and how representatives of that group would think and behave, and to act in their allocated role for the purposes of this exercise.
- Inform the participants that they will work in their groups to develop a set of indicators for environmental health conditions and to write them on a flipchart.

** If appropriate, ask some groups to consider issues for different social groups such as - Men, Women, Disabled, Youth, Elderly, HIV +ive.

(45 minutes)

- Inform the groups that they will be carrying out an observatory walk assessment in a local project community area during a later session. Ask the participants to identify the indicators they will look out for while they are on their walk still in their roles. Ask them to write these on A4 paper or in a notebook so that they can take them into the field easily.

(20 minutes)

- Inform participants of any timing, transportation and other arrangements for the field session the following morning.

(5 minutes)

2.3   Observatory walk practical

Objective   To give participants experience of a rapid assessment technique in a field situation (and to provide information to help in later sessions)

Materials   Checklist of indicators (developed in 'Development of EH Indicators' session)
                      1 flipchart paper and two marker pens per group

Facilitator skill-sets   1 and 2 (possibly 4 and 5 also)

Reference in Manual   Page 102 for description of exploratory walk, and 100 for observation

Time   2 hours and 30 minutes

- Gather participants at the site and ask them to get into role. Inform the participants that each group will work independently and to act and look out for the things in the way that people of that group type might really behave. Inform participants that they have 90 minutes to explore the area and that they must return to the start site at a particular time (e.g. 10.30 am).

(1 hour 40 minutes)

- Once the groups have re-assembled back at the start point, ask the groups to start summarising what they discovered. Ask them to record answers on flipcharts.

** If appropriate, ask some groups to bring out issues for different social groups such as - Men, Women, Disabled, Youth, Elderly, HIV +ive.

If appropriate, one of the community groups could be accompanied by local community members. This may provide useful comparisons of the advantage of having 'inside information'.

It is important to explain the purpose of the training exercise to the community in order not to raise expectations of future work. If community members have been involved in the exercise then a presentation of findings should be made and feedback asked for.

- De-role the participants by asking them to say who they really are.
- Ask them to discuss:
  - How they felt about being members of their group (i.e. Government, NGO, Donor, or community)?
  - How they felt about the information they had collected?
  - Did they think that observatory walks provided useful information for assessment?

(50 minutes)

_____

2.4   Review observatory walk

Objective	To analyse the findings of the observatory walks from the different perspectives (and to provide information to help in later sessions)
Materials	Checklist of indicators (developed in 'Development of EH Indicators' session) 1 flipchart paper and two marker pens per group
Facilitator skill-sets	1, 2 and 5 (possibly 4 also)
Time	60 minutes

- Presentation of findings by each group
- Analyse the findings in plenary with the participants and find out how the different groups felt about their:
  - Different perspectives
  - Access to different information
- Draw out lessons learned. Discuss experiences of participants of this technique before and whether this has shown them anything else.

(60 minutes)

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2.5   Choosing data collection tools

Objective	To find out who has used which data collection tools and whether they are useful in assessment
Materials	1 flipchart paper marked out in a matrix (see below) and marker pens
Facilitator skill-sets	1, 2 and 5
Reference in Manual	Page 24, 31 on what tools are useful for collecting information and 97-110 how to use a number of different tools
Time	50 minutes

Tools	What information can it help to collect?	Can it be used for assessment?	Can it be used for planning?

- In plenary, ask participants to put their manuals away. Then, going round the group in turn, ask each to suggest a data collection tool. Write the tool on the flipchart paper.
- Discuss the tools and what they are useful for (and any weaknesses they have) with those participants that have used them in their work. Make notes in the second column of the matrix.

(30 minutes)

- Then ask participants to say if they are useful in assessment or planning and mark up the third and fourth columns of the matrix.
- Ask the participants if there are tools that they would like to practice during the training workshop?   (make a note of them on the flipchart and prepare to schedule it into the workshop programme)
- Group tools into discussing, diagramming, ranking and observation.
- Ask participants if they know of any planning tools – and list them too.
- Discuss how information collected in assessment can be fed into the planning process.

(20 minutes)

Women should be encouraged to participate.

Module 3 - Planning

The planning module of this training workshop enables participants to develop their own environmental health promotion programme using the problem tree and logframe project planning tools. The process is brought into reality by being based on the area used in the previous module for the field assessment visit and by looking at sustainability and cost recovery issues of the projects they have known. These bring the need for prioritisation, scheduling and cost recovery into the planning process: which are issues also covered in this module.

Module 3 runs for 11 hours.

3.1   Introducing Planning Tools - Problem trees and Prioritisation

Objective   To give participants the opportunity to work with problem trees to
                        address environmental health problems
Materials   1 flipchart paper marked out in a matrix (see below) and marker
                        pens
Facilitator skill-sets 1, 2 and 6
Reference in   Pages 37-50 for planning chapter
Manual
Time   1 hour 30 minutes

- In plenary discuss levels of experience of the different approaches to planning.
- Ask the participants if any of them have used the problem tree tool (sometimes called cause and effect tree) and, if so, what they thought of that experience. Distribute problem tree handout (Annex 2).

(10 minutes)

- In plenary work with the participants to develop a problem tree. Identify the problem to be analysed e.g. "poor environmental health in … (name of place visited for observatory walk exercise)". Write this on paper and stick in the middle of a wall.
- Ask the participants to identify the individual causes of the problem. Ask them to write a card for each of the causes and hand it to the facilitator.
- Place the 'cause cards' below the problem card on the wall. Start linking the 'cause cards' together identifying hierarchies (e.g. one cause identified may be the result of another). (You may want to fix sheets of paper to the wall first so that lines can be drawn between the cards. Alternatively coloured wool or string can be used to show connections).
- Once many of the causes are on the wall, ask participants to think of effects of the problem. Again, have them write individual effects on cards and place them on the wall above the question – also linking effects together.
- Point out issues which have arisen as both causes and effects (vicious circles), and causes and effects which might not have been immediately associated with environmental health if the problem tree analysis had not been done.

 (60 minutes)

- Discuss with the participants the complexity of the problem and how difficult it would be to work on everything, particularly given limited resources. Indeed,

because of interconnections, it may not be necessary to work on everything if 'root causes' can be identified; hence the need to prioritise.

- Discuss examples where projects have, and have not, been prioritised. Link prioritisation to what can be done with the resources available and in that context.
- Discuss the idea of risk assessment and its importance in prioritisation. Mention other projects where the focus has changed as they went along. For example: projects which moved from water supply to broader water, sanitation and hygiene promotion projects or, projects where issues were not prioritised but an opportunity in one area came up so it was taken up first.
- Discuss how the problem tree can help in the prioritisation of interventions e.g. by identifying root causes or opportunities to break vicious circles. Ask participants what other tools can be used.

(20 minutes)

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3.2   Developing own problem trees

Objective	To give participants the opportunity to develop their own problem trees
Materials	1 flipchart paper, 15xA5 cards and two marker pens per group
	Roots of the problem tree developed in last session
Facilitator skill-sets	1, 2 and 6
Time	45 minutes

- Inform the group that they will now be developing their own problem trees. Divide the participants into 4 groups. Ask each group to choose one of the main causes from the problem tree developed in the last session. This should be taken as the 'problem card' or 'trunk' in their own tree. Prepare the problem tree (causes and effects) on the cards and flipchart paper.

(30 minutes)

- In plenary, show how the individual group trees relate to the large tree on the wall. Discuss the hierarchy of problems and how they fit together - clusters of smaller problems under a bigger problem.
- Explain that in the next session these problem trees will be used to plan an environmental health promotion project.

(15 minutes)

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3.3   Logframes (1) - Narrative Summaries

Objective	To familiarise participants with logframes and to give them experience of developing the narrative summary of a logframe from a problem tree
Materials	Overheads, discussion notes as required
	Handout of blank logframe framework and also Annex 2
Facilitator skill-sets	1, 2 and 6
Reference in Manual	Page 18 for logframe guide, pages 37-41 for goal and objectives
Time	2 hours 30 minutes

Discuss with the participants - What is a logframe?

- Ask participants which of them have used a logframe before and what they think of logframes.
- Discuss the advantages and disadvantages (e.g. Advantages: It's logical!   It assists everyone to work towards the same goal; It assists communication; It encourages you to consider external factors which affect project (assumptions); Can be used at all stages of the project cycle; It sets up a framework for monitoring & evaluation. Disadvantages: Can become rigid; Can be difficult to ensure all stakeholders views are included; Time and effort)
- Show participants an outline of a logframe (below) and explain how the top left hand area describes the impact of the project, the lower parts describe the project itself and the right hand column describes the environment in which the project operates. The two central columns describe how the project will be monitored and evaluated.

Narrative summary	Measurable indicators	Means of verification	Important assumptions
Final Goal	*IMPACT*		ENVI-RON-MENT
Intermediate Goal			
Output	*PROJECT*		
Activities			

- Describe the logframe matrix and how the logic works – If AND…. Then; If AND … Then; If AND …Then. (See Diagram below.)
- And we'll know when we get there (two central columns) because we have established indicators and ways of collecting the indicator information.

Narrative summary	Measurable indicators	Means of verification	Important assumptions
Final Goal **THEN**			
Intermediate Goal **IF** **THEN**			**AND**
Output **IF** **THEN**			**AND**
Activities **IF**			**AND**

- Direct participants to the logframe outline in the Manual on page 18.
- Describe when and how you use a logframe and that some logframes used by different people or organisations have slightly different words but are basically the same.

(30 minutes)

- Explain that the narrative summary column will now be discussed in greater detail.
- Discuss the meaning of each of the rows in this column.
- Explain to participants that the problem tree can be used as a way of developing the narrative summary of the logframe. This can facilitate participation from other stakeholders including the community members.

Turning the problem into a positive statement gives the **PROJECT PURPOSE**
Addressing the causes of the project identifies **OUTPUTS** and **ACTIVITIES**
Addressing the effects identifies **INDICATORS OF ACHIEVEMENT**
(See Annex 2 handout)

- Inform participants that in their groups they will use their problem tree to fill in the narrative summary column of the logframe. Groups should check their logframe using the 'if … then' logic as it develops. Inform participants that they have 1 hour to complete the task.
- While groups are working, visit each group regularly to check that they are able to undertake the task assigned and to provide help where necessary.

(60 minutes)

- When they have completed their narrative summaries, ask the participants to re-check the logframe using the 'if… then' logic through their logframes.

(60 minutes)

3.4   Logframes (2) – Assumptions

Objective   To give participants experience of developing the assumptions column of a logframe
Materials   Overheads, discussion notes as required
                         Groupwork and handouts from previous logframe sessions
Facilitator skill-sets   1, 2 and 6
Reference in Manual   Page 43
Time   2 hours

- In plenary, discuss how some things outside the control of the project affect whether the outputs, purpose and goal of the project will be achieved. These can be classified as 'risks'. The lower the risk, the more likely the project is to succeed and the stronger the project. If risks are identified, they can be managed and/or monitored to strengthen the project. Stages involved in developing the 'assumptions' column of the logframe include identifying, assessing, managing and monitoring risks. These can be done in the following way:
- **Stage 1: Risk identification**
  Identification of risks should take into account
    - Stakeholder issues
    - Social and gender issues
    - Institutional issues
    - Technical issues
    - Economic issues
    - Environmental issues
- **Stage 2: Risk Assessment**
    - What are the risks?
    - What is their likely probability?
    - What is their likely impact?

PROBABILITY	IMPACT		
	Low	Medium	High
Low			
Medium			
High			*

* Killer risk – project design must take this risk into account

- **Stage 3: Risk Management and monitoring**
Discuss how medium to high probability or medium to high impact risks can be managed by turning them into project activities and outputs. Risks which are still medium to high after managing or which cannot be managed by the project should be monitored and inserted into the Assumptions column.

Assumptions checklist
The assumptions should be checked again:
- Check the logic (If – and – then)
- Have manageable risks been managed?
- Are other risks monitored?
- Should the project proceed/be redesigned?

Work through an example with the participants, such as:
> If we identify and train EH promoters, find appropriate people to train (Risk 1), trainers train (Risk 2) and community accepts training (Risk 3), then EH awareness will be created.

Risk assessment –

		Impact		
		Low	Medium	High
Probability	Low			Risk 1, Risk 3
	Medium			
	High			Risk 2

Risk management – possible additional activities to minimise or reduce risk might be:

Reduce probability of "killer" Risk 2:
- Promoters work in other settlements, not their own
- Memorandum of Understanding negotiated and signed
- Promoters' associations
- ID cards for promoters
- Link to other organisations/health centres

Reduce impact of "killer" Risk 2:
- Train promoters directly
- IEC materials developed and used
- Add additional activities:
  - Assess and register trainers and provide certification
  - Link to other organisations (e.g. Ministry of Health) and communities
  - Support trainers association

Frequently used poor assumptions are to assume that the project will be done!
E.g.

Activity			Assumption
Construct midden box			• Midden boxes are constructed

You can't assume that your project will be done! Need to identify the risks that could prevent the activity being carried out.

Better Assumptions would be:

Activity			Assumption
Construct midden box			- Adequate space available - Resources / materials mobilised

(60 minutes)
- Inform participants that in their groups they will now do risk analysis on their own logframes and fill out their own 'assumptions' column. Facilitators should monitor group activities and assist where necessary, looking out for common problems as above.

(60 minutes)
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3.5   Logframes (3) - Indicators and Means of Verification

Objective   To give participants experience of developing the indicators and
                             means of verification columns of a logframe
Materials   Overheads, discussion notes as required
                             Groupwork and handouts from previous logframe sessions
                             Handout of list of tools (Annex 3); 1 copy per participant
Facilitator skill-sets   1, 2 and 6
Reference in Manual   Page 42 and 44-46 for indicators and means of verification
Time   2 hours

- Discuss the use of indicators and bring in experience of indicators from the observatory walk exercise. Discuss that information needs are different for different stakeholders and that they may require different measurement indicators. Discuss who needs the indicators, how many indicators and how frequently they should be collected. Mention the implications of collecting too much or too little and the cost effectiveness of collecting the sufficient necessary information.
- Discuss different types of indicators:
    - direct and indirect (proxy);
    - product and process (what and how);
    - quantitative and qualitative;
    - cross-sectoral
  Also that a variety are necessary in order to get the full picture and for triangulation.
- Talk about the 'means of verification' column of the logframe and how it fits together. Show them that by addressing 'effects' in the problem tree, they will identify their indicators. Look for the indicators required at different levels in the hierarchy in terms of what is needed, the source of that information, who will collect and document the information and how often the information will be collected.
- Indicators in the 'activity' rows of the logframe will be assessed regularly by the project team or community, indicators on the 'output' rows will be assessed annually to measure effect and immediate impact, and those in the 'purpose' and

'goal' rows will be collected at the end of the project and will relate to impact and sustainability. These are likely to be assessed by or with outside evaluators.
(60 minutes)

- Provide each participant with a list of tools for data collection (Annex 3) and ask them to think about which tool they would use to collect information on the indicators they have chosen (Means of Verification). Remind them that they have already looked at indicators and tools during the assessment module.
- Inform participants that in their groups they will now fill out their own 'indicators' and 'means of verification' columns.
(60 minutes)

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3.6   Review logframes

Time   90 minutes

- Review the logframes by asking each group to look at another group's work by rotating from logframe to logframe. Ask two members of each group to stay back and explain to the other group members and to receive the feedback. Inform the groups that they have 10 minutes to review the work of each of the other groups and to mark on the flipchart the good bits and the gaps, using post-it notes.
- Inform the participants every 10 minutes that it is time to move on and make sure the groups rotate. Finally, groups review the comments received on their work.
(60 minutes)
- In plenary, discuss each other's logframes around the comments on the post-it notes.
- Mention the need to work with the community through this process and discuss how this might be done.
- Review the pros and cons of logframes identified in the preliminary session and whether / how people's perceptions of logframes have changed.
(30 minutes)

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3.7   Resources

Objective   To give participants an understanding of how 'cost', 'price', and 'value' affect environmental health
Materials   Overheads, discussion notes as required
                      Groupwork and handouts from previous logframe sessions
                      Handout (1 copy per participant) of list of tools (Annex 3)
Facilitator skill-sets   1, 2 and 7
Time   1 hour 30 minutes

- Explain that this session will review key principles concerned with cost recovery but will not go into budgeting or cost-benefit analysis in detail.
- Discussion on value, price and costs.

> **Cost:** how much to manufacture and transport
> **Price:** how much you pay for the item
> **Value:** how much it is worth to you.

For example: a kilo of tomatoes usually costs K1000. That is how much people are likely to value a kilo of tomatoes. People would buy tomatoes at a price of K800 per kilo but are unlikely to buy for K2000, as this price is more than the value.

- Work through an example of an environmental health technology or service, such as the construction of a pit latrine (see below) with the participants in plenary.

Digging pit (2.5-3m)	K5,000
Labour for construction of superstructure	K25,000
mud bricks for walls	K5,000
sanplat slab	K30,000
roofing sheets	K64,000
TOTAL	K129,000

In this case, the **cost** and the **price** are the same.

If the toilets are subsidised e.g. sanplats given free, the **cost** stays the same but the **price** is reduced by the cost of the slab. The price of the pit latrine is now:
K129,000 - K30,000 = K99,000.

Willingness to pay indicates that (a) an item or service is valued more highly than its price and (b) it is affordable.
If a person **values** the latrine at K100,000, they will not be willing to pay the full **price** of K129,000. If there is a subsidy that reduces the price to K99,000, and they can afford K99,000, they will be willing to buy the latrine.

- Ask participants to divide into their project groups and work out what their cost recovery rules are for their environmental health projects.
(30 minutes)
- Each group presents their project cost recovery rules (5 minutes per group) and answers questions about their projects.
(30 minutes)

3.8 Scheduling

Objective	To equip participants with a range of scheduling tools for them to use in their work
Materials	Overheads, discussion notes as required Groupwork and handouts from previous logframe sessions
Facilitator skill-sets	1, 2 and 7
Reference in Manual	Pages 48 and 49
Time	40 minutes

- Introduce scheduling - flow charts, Gantt charts and critical path analysis
- Discuss the use of flow-charts and their uses:

Flowcharts
Explain how a flow chart works using an example,
E.g. Emergency hygiene promotion interventions following flooding, earthquake
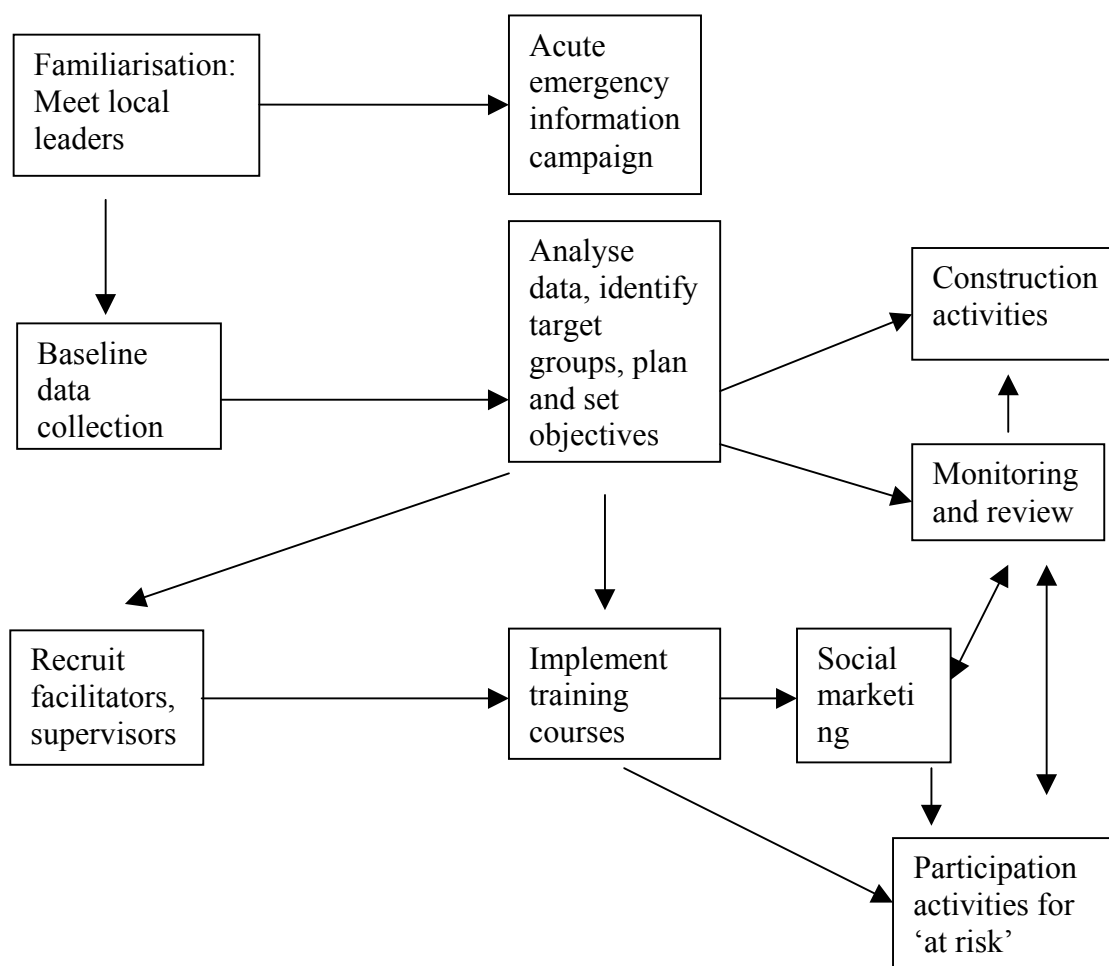
Gantt Chart
- Discuss the use of Gantt charts and their uses e.g. scheduling, resource allocation.
(20 minutes)

Critical path analysis

Certain activities need to be carried out before others are possible. Identifying these is part of critical path analysis e.g. 'familiarisation', 'baseline data collection' and 'plan and set objectives' must come before 'construction'. If we want to reduce the duration of the project we need to know how long each activity takes and what the sequence of activities is. I.e. the critical path, to identify which activities need to be shortened (see chart below).

Activity	Week								
	1	2	3	4	5	6	7	8	9
Familiarisation									
Baseline data collection									
Analyse data									
Identify target groups									
Plan and set objectives									
Recruit facilitators									
Implement training									
Acute info campaigns									
Social marketing campaign									
Participatory activities									
Construction									9 weeks
Monitoring and revision									
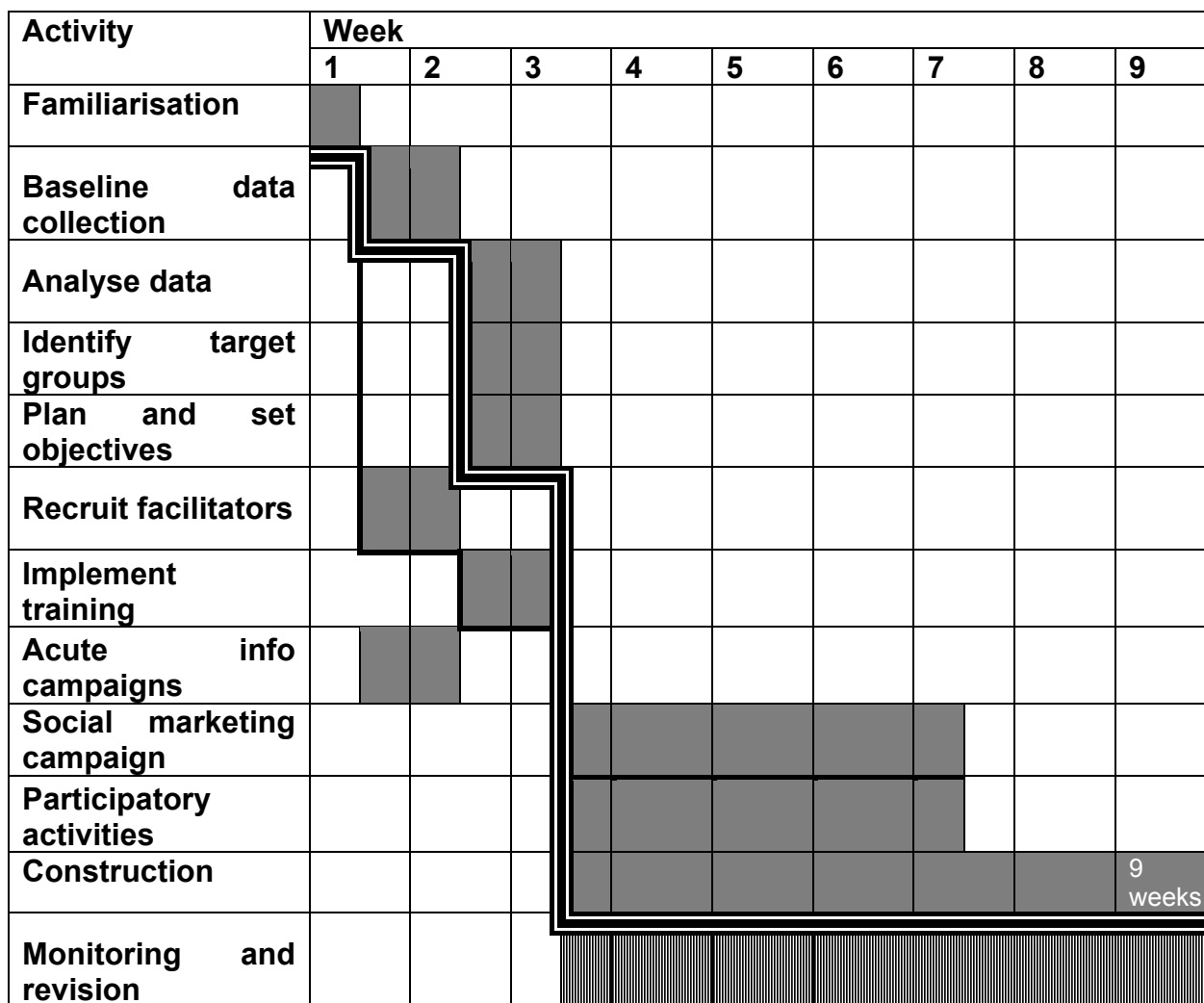
The double-barred line ' ▦▦▦ ' shows the critical path.
(20 minutes)

- Mention that flow-charts and Gantt charts will be used later in the course.

Module 4 - Implementation

Module 4 of the training course shows the participants that good assessment, planning and monitoring are essential parts of the implementation of effective environmental health promotion. It builds on participants' existing knowledge of hygiene promotion and behaviour change methods. It emphasises the importance of evidence-based approaches. Participants will define an ideal environmental health promotion programme and then review their own projects in depth to identify strengths and opportunities for improvement.

Module 4 takes 7.5 hours.

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4.1   Introduction to Implementation

Objective   Induction of participants to the implementation of environmental
                       health promotion
Materials   Discussion notes, overheads
                       1 flipchart and marker pen
Facilitator skill-sets   1 and 2
Reference in Manual   Page 60 for process and pages 50-80 for implementation
Time   2 hours 30 minutes

In plenary discuss "How do we implement environmental health promotion" with participants, noting down responses on flipchart.
(30 minutes)
Bring together the ideas by emphasising the main steps below with examples:
1. Stakeholder and resource inventory:
    • Identify existing environmental health services and key stakeholders and assess their strengths, weaknesses and opportunities
    • Identify resources available and with key partners (schools / Ministry of Education, clinics / Ministry of Health, local councils / private enterprise / community organisations / other organisations)

2. Baseline survey or formative research
    • Identifying good practices and identifying and prioritising those practices that could be improved.
    • Find out what might support or prevent behaviour change e.g., certain cultures and beliefs, poor access to services, insufficient resources (money, time). A behaviour trial, in which a few volunteers try to implement the improved practices and comment upon the experience, is useful for this (see example below from Kyrgyz Republic).
    • Identify which aspects constitute serious risks to improving environmental health and work out ways to manage those risks and monitor them.

Kyrgyz Republic - women's comments about some improved hygiene practices tested in a behaviour trial

Improved practices tested	Positive comments	Negative comments
Wash hands with soap after defecation: • Woman • Husband • Children	• Like having clean hands (children and women). • Washed hands more often even at other times.	• Lots of effort needed to get children to wash hands with soap. • Water very cold, especially in morning.
Children's excreta disposed of in latrine: • Directly • via spades/hoe • via potty/basin	• Area around house now cleaner and more pleasant. • Easier to get children to use latrine than to clean up after them (potties/basins/hoe).	• Very cold using the latrine • Much effort needed to get children to use potty/basin and /or latrine.
Wash hands with soap after cleaning up children's excreta	• Neighbours interested after seeing how women and children were keeping clean	• Money for buying soap for handwashing is not available.

3. Link with other partners to promote environmental health improvements, for example:
   - Encourage school teachers to include environmental health as part of the normal curriculum, and encourage child-to-child activities to improve links between children in school and community outside the school,
   - Encourage community health workers, medical staff, herbalists and traditional healers to include environmental health promotion and preventative health care practices as part of their work,
   - Encourage savings and credit programmes to support environmental health initiatives such as local soap production, solid waste collection and recycling, water vending.
   - Encourage mass media to support and include environmental health promotion as part of their work.

4. Design suitable messages and education materials to address the barriers to improved environmental health on a large scale (posters, newspaper articles, radio/TV spots, drama, street theatre, puppet shows, incorporating environmental health ideas into existing radio and TV dramas) and field test using the principles of social marketing. Remember – positive messages (i.e. clean yards – happy husbands) tend to be more effective than negative messages (i.e. if you don't wash your hands with soap, you might get sick and die). Messages based on health (e.g. "wash your hands to prevent diarrhoea") are not usually as effective as those based upon social status and aesthetic considerations (e.g. "modern mothers wash their hands", "soap makes your hands smell nice").

5. Set up a monitoring system to assess changes, which includes the collection of information useful at community level and information that is useful at other levels.

6. Where practices are not changing or where people are particularly at risk, intensive approaches will be necessary: household visits, intensive use of participatory tools (discussions, diagramming, ranking), and facilitated meetings, inspections and sensitive levels of enforcement.

Divide the participants into four groups and ask them to prepare a flow chart of a hygiene promotion programme.
(60 minutes)
Ask participants to rotate and review each other group's flow charts, leaving one or two people per group behind to explain their flow charts. Reviewing groups are to make comments about the flow chart using post-it notes.
(60 minutes)
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4.2   Developing a model environmental health promotion process

Objective	Participants will apply the lessons learned from previous sessions and decide on what are the essentials for an effective environmental health promotion programme
Materials	Flipchart and marker pen
Facilitator skill-sets	1 and 2
Time	90 minutes

- In plenary, look at the flow-charts from the previous session, ask participants to identify and discuss the best features from each of them.
- In plenary, work through the chart to develop an improved model considering the optimum mix of:
  - Campaign and/or participatory approaches,
  - Number of field workers to target population and level of volunteerism or payment,
  - Number of supervisors to field workers,
  - Selection and training of field workers and supervisors,
  - Partnerships and linkages with other stakeholders,
  - Provision of services, necessary infrastructure and information/educational materials,
  - Transport and co-ordination arrangements,
  - Assessment and monitoring system at community, field and other levels,
  - Timing and duration of activities,
  - Financial requirements for components of model selected.
_____

4.3   Review Environmental Health promotion in own projects

Objective	Guide participants to analyse their own projects/programmes and to identify strengths and weaknesses in them with the help of others
Materials	Question guide (Annex 4) Flipcharts and marker pens prepared into a matrix (rows for the 23 questions and columns for the different projects/programmes represented)

Facilitator skill-sets   1
Time   2 hours

- Ask participants to use the question guide (Annex 4) to discuss the environmental health promotion components in their own projects and to summarise their findings briefly and write in a matrix on a series of flipcharts.
(90 minutes)
- Ask groups to put their charts on the wall and ask each group to look at the other groups' work. Ask each group to review each of the other groups' work, leaving one or two people per group behind to explain. Reviewing groups are to make comments on the flipchart using post-it notes.
- Finally, each group draws conclusions from the comments they receive.
(30 minutes)

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4.4   Guided discussion on own projects

Objective   Identify opportunities for improving own projects
Materials   1 flipchart and marker pen
                           Discussion guide (Annex 5)
Facilitator skill-sets   1 and 2
Time   90 minutes

Using the questions in the discussion guide (Annex 5), the course facilitator allocated to each group guides the participants through an analysis of their own projects – looking particularly for weaknesses and opportunities for improvement. Notes are made by the group and the facilitator for later reference, highlighting any possible action points.

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The prototype Environmental Health Promotion Training Workshop,
The Zambian Copperbelt Urban Livelihoods Project team

Module 5 - Monitoring

Module 5 of the training course provides participants with a deeper understanding of monitoring systems, including indicators and tools for making relevant information available to the community and other key stakeholders. Module 5 builds on the participants' understanding of monitoring and information-sharing systems for environmental health. Participants will further develop the indicators they produced in Modules 2 and 3. They will then use those indicators to analyse their own projects critically and to identify strengths and opportunities for improvement.

Module 5 takes 5.5 hours.

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5.1   Introductory talk about Monitoring

Objective   Provide participants with a deeper understanding of monitoring
                               systems including community monitoring systems
Materials   Flipchart and marker pen
Facilitator skill-sets   1, 2 and 5
Reference in Manual   Pages 81-93 for monitoring chapter, page 60 for process
Time   2 hours 30 minutes

- In plenary, the facilitator talks about monitoring and community monitoring by discussing the need for the monitoring to continue beyond the life of the project – and thus the need for the project to collect only information that is useful for implementation. Emphasise that different stakeholders will need different information for this purpose (as seen in observatory walk activity in Module 2). Provide examples and illustrations where possible.
- Discuss the different ways in which monitoring information can be shared and presented to different key stakeholders and how different levels of education and different roles in the process may determine that different presentations are made (e.g. forms, meetings and reports for project managers; reports and seminars for donors; pictures, maps, 3-dimensional models and meetings for community members).
- Ask participants what points arose in Module 4 relating to monitoring, note responses on a flipchart (responses might include monitoring the effectiveness of fieldworkers and their training, effectiveness of partnerships, effects of interventions on environmental health practices). Some of these might be difficult to measure or monitor.
- Ask participants what monitoring might continue after the project? If communities are expected to make informed decisions, they need to have quality information and tools to analyse and plan. Monitoring is an essential part of managing a project.
- Community monitoring should be the core part of the whole monitoring system – the project can take what information it needs from that.
- Monitoring systems cannot work without feedback. If a community gathers information for a project but gets no feedback they will get bored and not continue.
- The process of setting up a monitoring system, for use by the community, can be motivating for the community and for sustainability. This should be the basis of the project's monitoring and evaluation system.

Example from CARE Mozambique: Hygiene promoters' monitoring showed a continued reduced incidence of diarrhoea in under 5's. This was an incentive for them to continue working; years after the project had ended.

(20 minutes)

- Ask participants to work in their project groups and determine what monitoring is being carried out at community level.
    - What are they doing?
    - How are they doing it?
    - Who is doing it?
    - For whom? and WHY?

(60 minutes)

- Ask participants to rotate and review each of the other groups' work, leaving one or two people per group behind to explain. Reviewing groups are to make comments on the flipchart using post-it notes. Ask groups to consider accuracy, ownership, legitimacy, relevance and accountability as they look at each other's work.

(50 minutes)

- In plenary, discuss the comments and draw out advantages and disadvantages from each of the systems reviewed.

(20 minutes)

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5.2   Review community monitoring in own projects

Objective   Participants to develop a good set of community-based indicators, identify ways to collect that information and ways to share the information with the community
Materials   1 flipchart and 2 marker pens per group
Facilitator skill-sets 1, 2 and 5
Reference   Page 60 'discussion groups' for process
Time   2 hours 10 minutes

- Ask participants to work in their project groups to prepare a better set of community indicators and ways to collect that information and to share the information with the community and with the project staff. Remind the participants that members of their groups already identified and used some community indicators during the field exercise in Module 2. These can be anything from the numbers of people with access to different types of environmental health services, to the level of satisfaction they have with those services and a measure of individual, or community, actions towards changing other aspects of their lives.

(60 minutes)

- Ask groups to rotate round to review other group's work and comment on each of the other groups' work – using 'post-it' notes to draw attention to the issues raised.

(40 minutes)

- Review their work and comments in plenary, drawing conclusions and recommendations.
- Summarise the lessons on community monitoring systems. This might include:
    - Possible linkages between indicators/tools/presentation
    - System must be sustainable by the community after the life of the project

- Many different options to choose from but they need to be tested to give the community the opportunity to choose
- Lots of differences of opinion on the best community monitoring system – there is a need to pilot test the most acceptable and useful information and feed-back system for the community

(30 minutes)

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5.3   Defining sustainability

Objective	To reach consensus on what the participants mean by the term "sustainability"
Materials	Whiteboard and whiteboard markers
	Blank wall and masking tape and one A3 sheet of paper
	4 cards and 1 marker pen per participant
Facilitator skill-sets	1, 2 and 7
Reference in Manual	Page 236 for possible definition
Time	60 minutes

- Ask the participants to think about their definition of sustainability. Using the white board, ask participants to call out their key words and the definition and then to refine the definition until all participants agree on one phrase. (Facilitators' definition might be: "A service/behaviour change/institution or organisation - lasting beyond the life of the project".)

(30 minutes)

- Ask participants to list "the important factors that effect sustainability" on individual cards. Cluster the cards on a wall as they are produced. (Issues include: reliability, human capacity, ownership, collaboration among organizations, local institutional capacity, unit costs, cost sharing and willingness to pay).
- Discuss with the participants the necessary conditions for sustainable environmental health interventions and what might be the best ways of doing this.

(30 minutes)

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The Environmental Health Promotion Training Workshop:
Discussing plans for future work

Module 6 - Community Action Planning

Module 6 develops the participants' understanding of community consultation and action planning. It builds on the areas covered in the previous modules of this training package and on the participants' existing knowledge of environmental health promotion. Module 6 emphasises the importance of environmental health specialists acting as a resource for the communities that they are working to support. This can be done effectively when they gather and use relevant information in an appropriate manner, assess options of what can be done with the resources available and help the community prioritise activities and decide how and when they will be done. Module 6 is designed with a 'live' practical with a community who have identified a local environmental health problem and where at least one of the participants is working or is going to work. These participants should be shown the contents of this module and involved in its modification and implementation.

Module 6 takes 9.5 hours, depending on the length of time required for the practical session.

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6.1　　　Introductory talk about Community Action Planning

Objective　　　　　　　　To understand the importance of community consultation in environmental health programming
Materials　　　　　　　　Facilitator notes, overheads and flipchart as required
Facilitator skill-sets　　1 and 4
Reference in Manual　　Page 60 for 'group discussion' process and page 97 for community mapping process
Time　　　　　　　　　　20 minutes

- Ask participants if any of them have experience of community action planning. If yes, how was it carried out and what (if anything) do they think it achieved? Note their responses on a flipchart.
- Discuss the processes of community consultation and community action planning, illustrating with examples from own experience (facilitator, resource participant and other participants) where possible. There are numerous ways of doing community consultation and action planning. A possible sequence of events might be:
  - Observatory walk and creation of area map and profile alone at first and later together with members of the community
  - Gathering consensus on current situation (good and bad aspects)
  - Identify opportunities
  - Work out the parameters and constraints in the situation (e.g. size of target population, number of specialist support staff, money available, urgency)
  - Identify a range of options that can be done within those parameters and constraints
  - Discuss opportunities, parameters and options with wide range of community members and other stakeholders
  - Prioritise activities with the community members and obtain agreement on who will do what and when
  - Provide further support and follow up as appropriate

- Use specialist skills and information to help the community develop their understanding and plan a series of small activities to improve their environmental health situation, services and practices. This is an essential component of sustainable environmental health promotion.

6.2   Sequence of events for Community Action Planning

Objective	To develop a logical sequence of events for effective community action planning
Materials	1 flipchart and marker pen
	Blank wall and masking tape
	4 A5 cards and one marker pen for each participant
Facilitator skill-sets	1, 4 and 3
Reference in Manual	Page 60 for process
Time	2 hours 30 minutes

- Inform participants that this module will use a real situation to practice community action planning. Request sensitivity from all of the participants during the proceedings and support for those 'resource participants' who will be facilitating the work with the community.

(10 minutes)

- Using cards and the blank wall, facilitate a guided brainstorm on the sequence of events for a community action planning meeting and the tools that could be used in such meetings.

(40 minutes)

- 'Resource participants' to present a summary of the progress to date in the selected 'live case study' community. Ask 'resource participants' to outline the sequence that they have followed in the past and show where that differs from that of the participants' guided brainstorm.

(40 minutes)

- Facilitator-guided discussion with 'resource participants' on the roles of the participants in the 'live' practical session (e.g. as observers, as resource persons to make inputs when requested or as full participants).
- Ask 'resource participants' and other participants to brainstorm and reach consensus on the ground rules for the meeting. Note the ground rules on the flipchart and ask participants to make note of them in their notebooks (or on paper) and to adhere to them in the session.
- Brainstorm with all participants the aspects against which they should assess the 'live' practical. (E.g. gender balance, participation levels from men, women, elderly and youth, content, level of understanding of different participants, facilitation, feasibility of plan, realistic timeframe, commitment of people, levels of confidence, attendance, sustainability and ownership). List the aspects. Explain that these aspects will be referred to during the review session after the 'live' practical session.
- Discuss timing and logistics

(60 minutes)

6.3   'Live' community action planning practical

Objective   To give participants a 'live' community action planning
                        experience
Materials   Flipchart paper and marker pens or other medium as required
Facilitator skill-sets 1, 2, 4 and 3
Reference   Page 68 and 69 for process information on meetings and
                        negotiations
Time   3 – 4 hours including transport

This practical depends on the area and community being visited and the stage they
are in the process. In the CARE Zambia course, participants attended one of two
community action planning meetings with task force members from the community.
These were a solid waste management task force and a Health and Hygiene task
force in an informal settlement in Lusaka. These were two separate task force
planning meetings facilitated by two 'resource participants'. The course participants
and facilitators were invited to freely participate in the meetings but to allow the
'resource participants' to facilitate the process. At end of meeting, community
members were asked how they found the meeting.
 (3 hours including travel)

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6.4   Review 'live' community action planning practical

Objective   To constructively review the 'live' community action planning
                        experience and improve upon it
Materials   Flipchart and marker pen
                        Aspects to be assessed list from a flipchart list produced during
                        the brainstorm in the previous 'Sequence of events for
                        Community Action Planning' session
Facilitator skill-sets 1 and 4
Time   1 hour 30 minutes

- After explaining that this session is to support the 'resource participants', remind
  participants of the ground rules and exercise from the previous session.
(5 minutes)
- Ask 'resource participants' to make comments on the 'live' community action
  planning experience – where were its strengths and what could have been
  improved.
(25 minutes)
- Revisit the aspects to be assessed – which were listed earlier. Invite the other
  participants to comment on the meetings relating to the aspects listed on the
  flipchart.   (E.g. gender balance, participation levels, content, level of
  understanding, facilitation, feasibility of plan, realistic timeframe, commitment of
  people, levels of confidence, attendance, sustainability and ownership).
- Draw out main points and conclusions.
 (60 minutes)

6.5   Planning for community consultation and action

Objective   To identify the optimum sequencing for consultation and
                        community action
Materials   Flipchart and marker pen for facilitator
                        1 flipchart paper and marker pen for each group
                        Post-it notes and writing pens for each group
Facilitator skill-sets 1 and 4
Time   2 hours

- Ask project groups to prepare a plan to answer the question "This is the first
  general meeting with the community, your agenda is to promote better excreta
  disposal".
(60 minutes)
- Ask groups to rotate to discuss and review the work of each of the other groups,
  noting comments on "post-it" notes.
(30 minutes)
- Discuss the findings and comments in plenary.
- Conclude that action planning starts before the first general meeting with the
  community. Confirm that project staff should have done their own assessment,
  worked out the issues and constraints, prepared a skills audit and be prepared
  with information about possible actions and options prior to any community
  meeting. The first meeting then enables "you" to take the community with you in
  an informed way – from identification, prioritisation and on to consensus building
  and implementation.
(30 minutes)

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A plenary session

Module 7 - Next steps

The final module of this training workshop enables participants to reflect on what they have learned and to identify those things that they would like to change in themselves or their projects in future. This personal and project action planning process takes about 5 hours. It has been added to course evaluation, certification and course closure to make a full day.

Module 7 runs for 4 hours plus 45 minutes for evaluation and certification.
It is recommended that some celebratory event or party be held at the close of the course!

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7.1   Summary of the course

Objective	Allow participants time to reflect on what they have learned from the course and to identify areas of learning and recommendations for themselves or projects in future
Materials	2 sheets of A4 paper and one writing pen per participant
Facilitator skill-sets	1
Time	1 hour 30 minutes

- Ask the participants to work on their own and to think about what they have learned from the course.
- Ask each participant to write their own one page summary of what they have learned during the course which could be used as their report of the course for their managers when they return to work.
- Ask each participant to write two recommendations that they would like to make to their managers after attending the course.

(90 minutes)

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7.2   Sharing recommendations

Objective	Build consensus on the way forward
Materials	Individual recommendations produced in previous session
	1 sheet A4 paper, 2 sheets flipchart paper and 2 marker pens per group
Facilitator skill-sets	1
Reference	Page 60 for 'discussion group' process, page 48 for Gantt charts and action planning ideas
Time	2 hours 30 minutes

Ask participants to work in pre-determined groups of three with colleagues in similar posts – to discuss and review their recommendations and to consolidate any similar recommendations.
(60 minutes)
Discuss the recommendations with the full project groups. Prepare possible timeframe for implementing recommendations on a Gantt chart (60 minutes).

Present Gantt charts and plans to other groups in plenary. Highlight any linkages and networking opportunities. Establish dates for any follow-ups and future linkages.

(30 minutes)

7.3   Evaluation

Objective   Obtain feedback from the participants on the course in order to improve it for next time
Materials   Annex 8 or equivalent
Facilitator skill-sets   1
Reference in the manual   Pages 89 & 215
Time   30 minutes

Ask participants to complete the evaluation form. This may be followed by a plenary discussion.

7.4   Certification

Objective   Validate the course by awarding certificates to each participant
Materials   Certificates for each participant
Facilitator skill-sets   1
Time   15 minutes
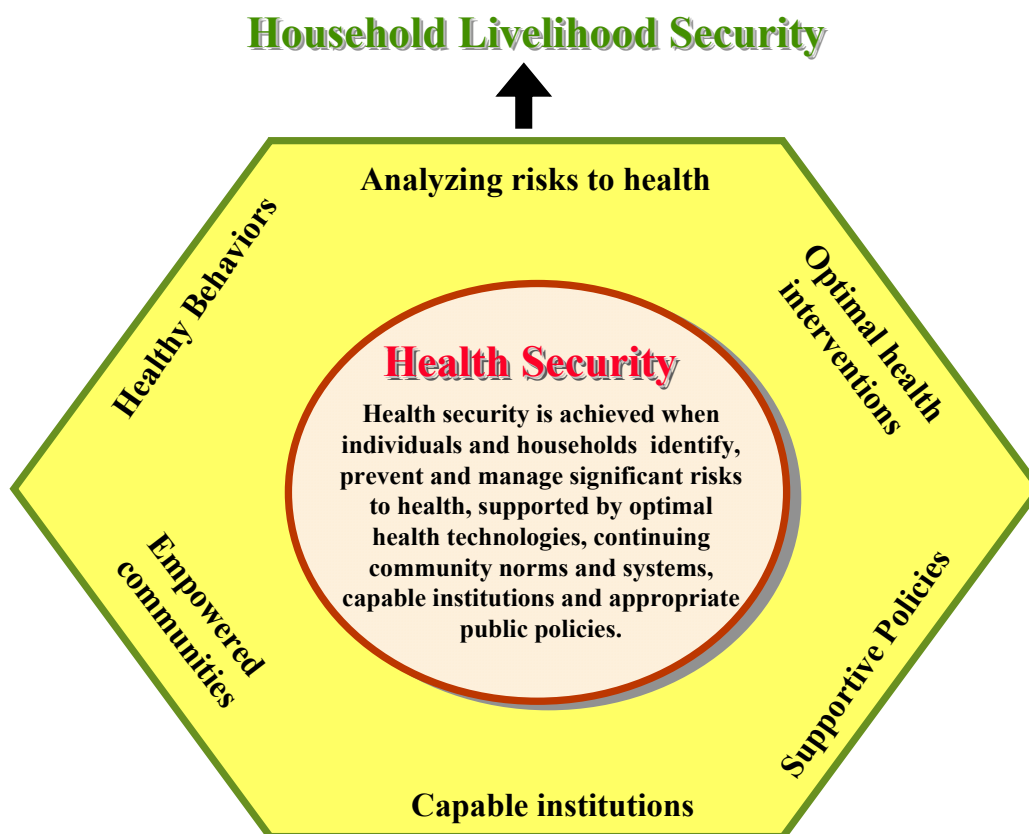
Speeches and awarding of certificates.

A participant presents her project work.

Annexes

Annex 1 – Components in a model Environmental Health Programme

CARE's Household Livelihood Framework

Household Livelihood Security

Analyzing risks to health

Healthy Behaviors

Optimal health interventions

Health Security

Health security is achieved when individuals and households identify, prevent and manage significant risks to health, supported by optimal health technologies, continuing community norms and systems, capable institutions and appropriate public policies.

Empowered communities

Supportive Policies

Capable institutions

CARE - Health & Population April 1997

Sample checklist of components of a 'model' Environmental Health Programme (based upon the work of the Lusaka participants).

1. Assessment / Analysis
- Problem identification
- Stakeholder identification
- Constraints / opportunities
- Feedback
- Prioritising *the problems and* identify potential interventions *and partners considering resource available*
- Baseline survey *with the community using participatory tools like focus group discussion, disease calendar, etc.*
- Identification of possible interventions

2. Planning
- Develop action plan *with the community and stakeholders*
- Sharing responsibilities
- Resource mobilisation*: human (capacity building), financial, material*
- Identify supportive policies
- Identification of skills

3. Implementation
- Project implemented according to *action* plan *(community and stakeholders)*
- Hardware and software implementation

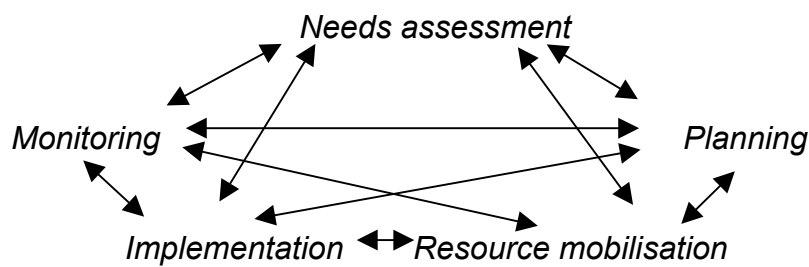4. Monitoring and Evaluation
- Needs to be done at all stages
- Control and re-planning */ feed back lessons learnt from M&E into the process*
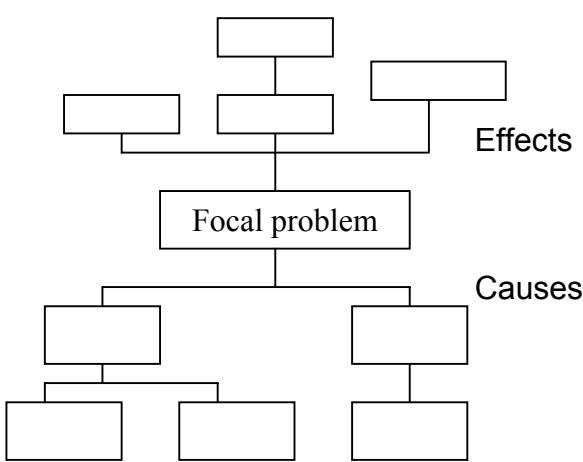
Assessment/Analysis → Planning
↑   ↓
Monitoring ← Implementation
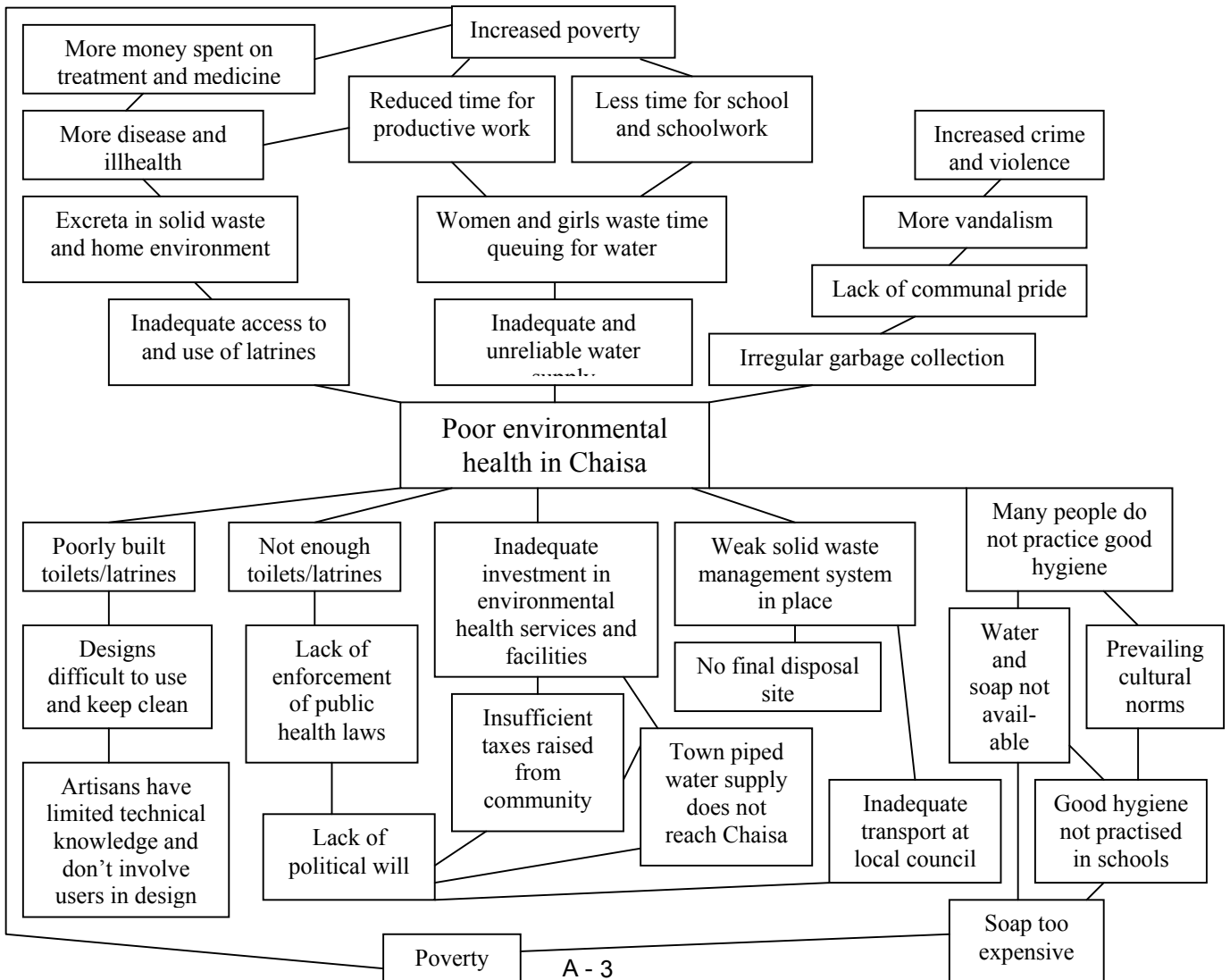
Annex 2 – Developing a problem tree

The substantial and direct effects of the focal problem are placed in parallel on the line above it

Effects

Focal problem

Causes

Addressing the effects identifies INDICATORS of achievement

Turning the problem into a positive statement gives the project PURPOSE
Addressing the causes of the problem identifies ACTIVITIES and OUTPUTS

Problem tree example:

Increased poverty

More money spent on treatment and medicine

Reduced time for productive work

Less time for school and schoolwork

More disease and illhealth

Increased crime and violence

Excreta in solid waste and home environment

Women and girls waste time queuing for water

More vandalism

Lack of communal pride

Inadequate access to and use of latrines

Inadequate and unreliable water supply

Irregular garbage collection

Poor environmental health in Chaisa

Poorly built toilets/latrines

Not enough toilets/latrines

Inadequate investment in environmental health services and facilities

Weak solid waste management system in place

Many people do not practice good hygiene

Designs difficult to use and keep clean

Lack of enforcement of public health laws

No final disposal site

Water and soap not avail-able

Prevailing cultural norms

Insufficient taxes raised from community

Town piped water supply does not reach Chaisa

Artisans have limited technical knowledge and don't involve users in design

Lack of political will

Inadequate transport at local council

Good hygiene not practised in schools

Poverty

A - 3

Soap too expensive

Annex 3 – List of tools for environmental health data collection

Formal information
- Clinic/medical records
- Census
- Demographic and Health Surveys
- Project records and reports

Interviewing and discussions:
- Semi-structured interviews
- Key informant interviews
- Household questionnaire
- Focus group discussions
- Access and control profile
- Activity profile
- Gender needs assessment
- Story with a gap
- Serialised posters and Unserialised posters
- Contamination routes and barriers
- Behaviour trials

Ranking and scoring
- Gender analysis matrix
- 3 pile sorting
- Gender roles analysis
- Pocket chart
- Water and sanitation ladder
- Wealth ranking
- Preference ranking
- Resistance to change continuum
- Matrix ranking and scoring
- Stakeholder analysis

Diagramming
- History line
- Community mapping
- Seasonal calendar
- Venn diagram
- Flow chart
- Evaluation wheel

Other:
- Observatory walk
- Structured (spot check) observations
- Role play
- Graffiti feedback board
- Suggestions box

Annex 4 - Questions on implementation of EH promotion in your project

1. What is your project's objective?

2. How many people are you meant to reach in your project?

3. Are there any particular people your project should be reaching?

4. How many people does the project have to reach them?

5. What vehicles (car/motorbike/4WD) does your project have for environmental health promotion?

6. What money does your project have for environmental health promotion?

7. What equipment does your project have for environmental health promotion?

8. Who are your partners?

9. How many people do they have to reach the project population?

10. What vehicles (car/motorbike/4WD) do they have for environmental health promotion?

11. What money do they have for environmental health promotion?

12. What equipment do they have for environmental health promotion?

13. What constraints do they have?

14. What are the key hygiene behaviours that your project is addressing?

15. How and when did you identify these?

16. What approaches have you used to promote hygiene behaviour change?

17. How did you develop these approaches?

18. How many people are you reaching with these approaches?

19. What effect is this project designed to have on these people?

20. How are you monitoring this effect?

21. Do you think your project will be successful in this during the life of the project?

22. Do you think your project will be successful in this after the life of the project

23. Do you think your project will be successful in the long term?

Annex 5 – In-depth project discussion guide

1. What are the best parts of your project?

2. What are the limitations of your project?

3. Who are all your potential partners for environmental health promotion?

4. What is each one doing already for environmental health promotion?

5. What are other health programmes doing to affect behaviour change?

6. Is there anything to be learned from those other programmes?

7. What issues do you want to address in your action plans?

Annex 6 – Icebreakers and energisers

In addition to the exercises outlined on pages 111 to 113 in the Hygiene Promotion Manual, there may be need for more energisers. Participants may have some that they would like to organise.   Below are some more that have been used successfully:

Singing songs, and while singing, some sit down for specific words (e.g. where females sit to words beginning with letter 'f' and males sit for words beginning with letter 'm')

Groups going to different parts of the room depending on their response to different questions such as: –

- Did they grow up in a place with running water?
- How old are they?
- What do they think the coverage for safe excreta disposal will be in their project area in 10 years time?

Annex 7 – Filler exercises

This exercise can be used as a filler while waiting for participants to arrive or for usefully filling out modules that are shorter than a full day.

Book review session

Objective	Familiarise participants with a range of available literature and information relevant to environmental health promotion (and project management)
Materials	Selection of books, at least one book or journal for each participant Flipchart with instructions written on it Blank flipchart paper and marker pen 1 blank paper and 1 writing pen for each participant
Facilitator	1
Reference	N/A
Time	3 hours 30 minutes

- Introduce the participants to the range of books available for the review and suggest that all of the books might be useful for the participants in their work.
- Ask participants to choose a book and to look through it – reading sections of interest. Inform the participants that they are expected to prepare a summary of the book. These summaries will be presented to the other participants who will each be expected to judge the book review (not the book!).
- Facilitate a brainstorm with the participants to decide on the criteria on which the review should be judged. Note the criteria on a flipchart.
- Inform participants that they have 90 minutes to carry out their review and to prepare their presentations. After that time, they will each in turn give their presentations and will be judged by the other participants.
- Inform participants to choose their books and start the reviews from NOW!

 (30 minutes plus 90 minutes)

- Participants present their reviews (5 minutes each) and participants asked to note down their marks against each of the selected criteria.

(60 minutes)

- During the review time, prepare a matrix using the brainstormed criteria.
- At the end of the presentation, ask each participant to vote for the other participants (but not to vote for themselves).
- Winner is awarded the book of their choice.

(30 minutes)

Suggested Booklist

Title	Author and Year	ISBN No.	Source	Price
A Guide to Gender Analysis Frameworks	March, Smyth and Mukhopadhyay	855984031	IT	£6.95
A Manual on community participation	Simasiku	-	IT	£3.95
Child to Child Resource Book Part 1	Child to Child	946182078	C-to-C	£3.30
Child to Child Resource Book Part 2	Child to Child	946182086	C-to-C	£4.40
Children as partners for health	Pridmore and Stephens	1856496368	C-to-C	£14.95
Children for Health	Child to Child	946182051	C-to-C	£3.30
Environmental Health Engineering in the Tropics	Cairncross and Feachem	471938858	WELL	£19.95
Evaluating Health Promotion	Thorogood and Coombes	192631691	OUP	£17.95
Footsteps magazines (x3) plus index	TearFund	-	TALC	£0
Guidance Manual on Water Supply and Sanitation Programmes	DFID/WELL	90605558	WELL	£25.00
Happy, Healthy and Hygienic	Curtis and Kanki	-	WELL	-
Health Promotion in Our Schools	Child to Child	946182108	C-to-C	£3.30
How are we managing our healthcare wastes?	Coad and Christen	3908001862	IT	£9.95
How to write reports	Inglis and Lewis	1853568368	IT	£17.95
Hygiene Evaluation Procedures	Almedom, Blumenthal and Manderson	963552287	IT	£7.95
Hygiene Promotion: A practical manual for relief and development	Ferron, Morgan and O'Reilly	1853395056	IT	£12.95
Indoor Air Pollution in developing countries: a major Environmental and Public Health challenge	Bruce, Perez-Padilla and Albalak	-	WHO	-
Low-cost Urban Sanitation	Mara	471961639	IT	-
Making Microplans: A community based process in programming and Development	Goethert and Hamdi	1853390852	IT	$14.95
Managing for a change	Davies	1853393991	IT	£9.95
Mechanised emptying of pit latrines	Carroll	-	IT	£3.00
Participatory Learning & Action	Pretty, Guijt, Thompson and Scoones	1899825002	IT	£20.95

Title	Author and Year	ISBN No.	Source	Price
Partners in Evaluation	Feuerstein	333422619	IT	£5.25
Partnerships for change and communication – Malaria control	WHO/Malaria Consortium	-	IT	£3.95
Pictures, People and Power	Linney	33600444	IT	£5.00
Presentation and Communication Skills	Rawlins	333609603	IT	£10.00
Process of Change Field Notes	Ali and Cotton	906055695	IT	£9.95
Public Services through private enterprise	Harper	1853395196	IT	£14.95
Refugee Health	MSF	333722108	IT	£5.50
Running water	WEDC/WELL	1853394505	IT	£12.95
Setting up Community Health Projects	Lankester	333574230	TALC	£7.95
Small Scale Soapmaking	Donkor	946688370	IT	£9.95
Solid Waste Management Directory	Coad	390800182	IT	£11.50
Storm Drainage	Kolsky	1853394327	IT	£12.95
Success and Sustainability Indicators	Appleton, Ali and Cotton	906055733	WEDC	£14.95
The Dangers of Dirt	Curtis	9054858982	WELL	£7.00
The evidence of health promotion effectiveness	IUHPE	-	IUHPE	£?
The worth of water	WEDC/WELL	1853390690	IT	£12.95
Tools for Community Participation	Srinivasan	912917202	IT	£19.95
Training for Transformation – Book 4	Hope and Timmel	1853394610	IT	£12.95
Training for Transformation- Books 1-3	Hope and Timmel	1853393533	IT	£19.95
Urban Girls: Empowerment in especially difficult circumstances	Barker, Knaul, Cassaniga and Schrader	1853394750	IT	£12.95
Waterlines (Quarterly journal)	IT Publications	-	IT	£4 each
Where there is no artist	Rohr-Rouendaal	1853393916	IT	£14.95
Where there is no doctor	Werner	333262581	TALC	£4.50
Working in teams	Hardingham	852927673	IT	£5.95

Reviews of some of these books have been included in the 'annotated bibliography' section of the Hygiene Promotion Manual.

Publication source addresses and supplier contact details

C-to-C = Child-to-Child Trust, Institute of Education, 20 Bedford Way, London, WC1H OAL, UK. E-mail: ccenquiries@ioe.ac.uk

LSHTM = Health Promotion Unit, London School of Hygiene and Tropical Medicine, Keppel Street, London, WC1E 7HT. UK.

IRC = IRC, Westvest 7, Delft, Netherlands
Publications also available through internet at <http://www.irc.nl>

IT = IT Publications, 103-105, Southampton Row, London, WC1B 4HH, UK.
Books can be ordered from IT Publications through their internet sight at <http://www.developmentbookshop.com>

IUHPE = International Union of Health Promotion and Education, 2, rue Auguste Comte, 92170 Vanves, France. E-mail: iuhpeabb@worldnet.fr
Also available at their internet site <http://www.iuhpe.nyu.edu/>

OUP = Oxford University Press, University of Oxford, University Offices, Wellington Square, Oxford. OX1 2JD. UK.
Books can be ordered from OUP through their internet site at <http://www/oup.com>

TALC = Teaching-aids At Low Cost, PO Box 49, St Albans, Hertfordshire, AL1 5TX. UK.
E-mail: info@talcuk.org
Also available through the internet at <http://www.talcuk.org>

WEDC = Water Engineering Development Centre, Loughborough University, Leicestershire, LE11 3TU. UK. E-mail: WEDC@lboro.ac.uk
Also available through the internet at < http://www.wedc.ac.uk/>

WELL = Water and Environmental Health at London and Loughborough, c/o London School of Hygiene and Tropical Medicine, Keppel Street, London, WC1E 7HT. UK.
E-mail: well@lshtm.ac.uk
Also available through the internet at <http://www.lboro.ac.uk/well/>

Amazon is an internet based book ordering service and can be contacted for many of the above through their internet site at <http://www.amazon.com>

Annex 8 - Training evaluation chart

Course components	Worst aspect		Best aspect		Other comments
	How it was done	What was covered	How it was done	What was covered	
Module 1 – Introduction to EH					
Module 2 – Assessment					
Module 3 – Planning					
Module 4 – Implementation					
Module 5 – Monitoring					
Module 6 – Community Action Planning					
Module 7 – Personal Action Planning					
Transport, venue, food and other logistics					
Other					