Training Guide for Community Facilitator Volunteers

December 2020
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# Background Information

## Our Objectives
- **Empower rural communities** to provide clean water and healthy homes for their children and families to thrive.
- **Build strong institutions** (SHG and WSC) and support natural leaders to promote water, sanitation, and hygiene changes and ensure sustainability.
- **Help communities change beliefs, home facilities, and daily habits** step-by-step to provide a healthy home.

## Your Role’s Objectives
- **Motivate and encourage households, SHGs, WSCs, and natural leaders** to achieve the objectives above.
- **Monitor progress of communities** with timely reporting and get support from The Water Trust staff when needed to ensure communities are on track and moving forward.
- **Be a role model in your community** and develop skills through your work in behavior change, SHG training, and reporting.

## Manual Purpose
- **It is a visual tool** which will help when discussing issues with community members, including the SHG, WSC, natural leaders, or other households.
- **It provides key talking points** to ensure they are covered.
## Stages of Behavior Change

<table>
<thead>
<tr>
<th>Stage</th>
<th>Example</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Precontemplation:</strong> People do not think that their behavior poses a problem, and they have no intention/interest in changing it.</td>
<td>A person defecates in the open and thinks that it is no problem.</td>
<td>Raise awareness about the problem and reduce barriers (such as negative perception).</td>
</tr>
<tr>
<td><strong>Contemplation:</strong> People are aware of the problem related to their behavior and are considering taking action, weighing the pros and cons.</td>
<td>A person defecates in the open despite being concerned about the health risks it poses.</td>
<td>Highlight a behavior’s benefits, increasing social pressure and helping people to make plans.</td>
</tr>
<tr>
<td><strong>Preparation:</strong> People are motivated to change their behavior, solve the problem, see the benefits, and plan to take action.</td>
<td>A person is convinced of the benefits of a latrine but lacks the materials for its construction.</td>
<td>Reduce barriers that make the behavior more difficult, such as lacking knowledge or high costs.</td>
</tr>
<tr>
<td><strong>Action:</strong> People started practicing the behavior, experiencing its benefits as well as its costs (such as time, effort, money, and opinions of others).</td>
<td>A person started using a low-cost latrine that requires regular maintenance.</td>
<td>Assist with solving problems, providing feedback on results, and facilitating social support.</td>
</tr>
<tr>
<td><strong>Maintenance:</strong> People practice the behavior, requiring some effort to continue in the long term.</td>
<td>A person is comfortable with using the latrine and disagrees with defecating in the open.</td>
<td>Ensure preconditions for sustainability reminders and reinforcement.</td>
</tr>
<tr>
<td><strong>Relapse:</strong> People might have some or even many small lapses, or even relapses (periods when they go back to their previous behavior).</td>
<td>Returns to open defecation after storm destroys latrine.</td>
<td>Evaluate reasons for relapse, provide one-on-one support to reassess motivations and barriers, and plan stronger coping strategies.</td>
</tr>
</tbody>
</table>
Stages of Behavior Change

Precontemplation:
People do not think that their behavior poses a problem, and they have no intention/interest in changing it.

Contemplation:
People are aware of the problem related to their behavior and are considering taking action, weighing the pros and cons.

Preparation:
People are motivated to change their behavior, solve the problem, see the benefits, and plan to take action.

Relapse:
People might have some or even many small lapses, or even relapses (periods when they go back to their previous behavior).

Maintenance:
People practice the behavior, requiring some effort to continue in the long term.

Action:
People started practicing the behavior, experiencing its benefits as well as its costs (such as time, effort, money, and opinions of others).

1. Where is this community or household in hygiene?
2. Where is this SHG?
3. Are they progressing or not?
What is a Small Doable Action (SDA)?

- **A behavior** that, when practiced consistently and correctly, will lead to improvement in your life.
- **It is considered feasible by the individual or the community**, considering their current practices, the available resources, and the particular social context.
- **Although the behavior may not be an ideal practice**, it can be the next best behavior that more households are likely to adopt, because it is considered feasible from their point of view.
- **SDAs can also be effective in the behavior change process** as part of the stages of change. An SDA can be a step along the way to adopting the ideal behavior.

People typically do not change everything at once. Take big goals (like completely hygienic home) and turn them into Small Doable Actions, like a first step of building an elevated drying rack or even cleaning a fetching container each day.
Small Doable Actions (SDAs)

**Individual Ideal Practice**
Example: Facilities dedicated to separating poultry feces

**Community Ideal Practice**
Example: 100% water fee collection from all users

**Individual Small Doable Action**
Example: Sweeping and cleaning home

**Community Small Doable Action**
Example: Every SHG member contributes the full water user fee, and non-paying non-SHG members are referred to LC1 for followup
## Barriers and Enablers to Behavior Change

### Individual barriers and enablers
What the person thinks, feels, and wants, such as their personality, habits, skills, knowledge, attitudes, and beliefs.

These can be influenced by factors such as a person’s age, gender, religion, literacy level, goals, and dreams.

### Social barriers and enablers
What friends, family (husband, wife, mother, father, sister, etc), and neighbors say or do (for example, the local shopkeeper, church pastor, hygiene promoter, etc).

This category can also include local customs and social norms.

### Environmental barriers and enablers
The services, resources, and policies that exist where the person lives (for example, a mainly agricultural economy, the availability of water in the village, etc).

This category also includes market systems such as what products are available in the local markets.
Barriers and Enablers to Behavior Change

**Individual barriers and enablers**
If a person thinks they will get sick no matter what they do, that is a barrier to behavior change.

**Social barriers and enablers**
If a man thinks he will be judged a good person by his neighbours for building a latrine, that is an enabler.

**Environmental barriers and enablers**
Lack of nearby clean water is a barrier to behaviour change.
**Activity 1  Monitoring Progress**

- **Ask The Water Trust staff** for a laminated copy of the community targets and minimums for:
  - Sanitation and Hygiene
  - Water point management
  - Self-help group performance

- **You collect data on indicators to see the change over time.** The goal is improvement from the baseline to the target (and beyond if possible.) The data helps you and The Water Trust team to see where each community needs more or less support.

- **When an indicator is below a minimum level, that means performance is dangerously low.** These are priorities to follow up on while consulting with The Water Trust. Also if a community is not making progress that should also trigger you to report this issue to The Water Trust and seek advice. Some communities may struggle, you do a good job by reporting these issues right away so they can be addressed.

- **When monitoring and reporting, it’s important to share detail about why you think a community is struggling or doing well.** This means asking questions. For example, don’t say “they are not motivated”, but explore why they are not motivated and what makes them different from communities that are motivated. Share this in your report.
Activity 1 Monitoring Progress

Inspecting home

Inspecting water point

Dirty home

Clean home
Discussion of faecal-oral routes

- Ask the participants to explain what they understand by faecal-oral routes, then summarize: faecal means faeces, oral means mouth, and routes means ways. It refers to process by which faeces enters the human body and causes diseases like diarrhoea.

- Facilitator asks participants to identify different faecal-oral routes and hygiene practices that prevent these routes. Refer to the routes and barriers in the image.

- Ask them to explain the different routes and make corrections where necessary.

- Ask them which routes they think are common in their communities.

Barrier analysis

- Looking at the barriers, ask them to identify a barrier for each transmission route.

- Ask them to explain how such hygienic practices prevent disease transmission.

- Ask whether such hygienic practices exist in their community.

- Ask which hygienic practices can be promoted in their community.

- Discuss how they will promote the selected practices in their community.

Key points

- Pay attention to what topics they raise and what they don’t. Spend more time on risks that they overlook.

- Poultry feces is a much bigger risk than people realize.

- Handwashing with soap is much more effective than people realize.
Activity 2

Faecal-oral Routes and Barrier Analysis

Faecal-oral Routes

- human faeces
- animal faeces
- fingers
- flies
- soil and surfaces
- fluids
- food

Barriers

- eating
Walk through the images on the other side of this page, and let them discuss the pictures while answering any questions on them.

Facilitator asks which pictures are “good” and “bad” practice or “common” and “uncommon” practice. Correct as necessary. Facilitate discussion on the constraints to changing practices (e.g. time, effort, taboos, and cost).

Rank the practices in order of difficulty.

Discuss how they will promote the selected practices in their community and identify who will be responsible for doing what in the action plan.
**Activity 3**

**Educate on How to Improve Hygiene & Sanitation**

**Barriers**

- Clean well maintained latrine
- Wash hands with clean water and soap
- Clean fetching and storage containers
- Sweep up chicken feces
- Keep chicken in a corral
- Properly wash utensils with clean water and soap and dry them on a rack.
- Properly cover food and all water containers
- Women and girls should use menstrual hygiene pads
Activity 4: Motivate to Improve Water Point Funding

**Broken pump discussion**
- Ask them to identify the problems with the hand pump/well on the other page.
- List down the problems identified.

**Functional pump discussion**
- Show the picture of a well-maintained hand pump/well on the other page.
- Ask them why they think there is a difference between the pictures.
- Ask them what steps could be taken to bridge the gap.
- Ask them to describe the steps to avoid a broken down well.

**Reflection on application to their water point**
- Discuss what action are needed to improve O&M of their own water source.
- Identify who will be responsible for doing what.
- Plan when and where things will be happen.
- Discuss how to monitor progress (e.g. register of contributions for O&M)
Activity 4  
Motivate to Improve Water Point Funding

[Image of a broken hand pump with the label "Broken Hand Pump"]

[Image of a well-managed hand pump with the label "Well Managed Hand Pump"]
Activity 5  
Educate on How to Improve Water Point Funding

**Motivate community**
- Engage LC1, WSC, SHG, and natural leaders on the problem.
- Discuss cost of time and money if water point ends up broken.

**Build trust**
- Ensure SHG and WSC give complete accountability of funds collected, funds spent, and spending plan.
- SHG and WSC must communicate to one another and align on communication to community.
- Help SHG, WSC, and LC1 to agree on plan for communicating on water point so trust is maintained and people see committees being accountable.

**Set clear goal**
- Review number of water users and how much water point funds they could have if people paid their fees.
- Agree with SHG, WSC, and LC1 on target for fees collected from each household along with clear due dates, and who will followup with each person.
- Agree to review progress in SHG meetings with WSC until problem is addressed.
**Educate on How to Improve Water Point Funding**

**Goal:** by January 1 water point is working and SHG has 300,000 UGX in the water bag

<table>
<thead>
<tr>
<th>What will be done</th>
<th>When it will be done</th>
<th>Who will do it</th>
<th>Costs</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHG to deduct overdue user fees from 20 members</td>
<td>December 1</td>
<td>SHG Chairperson</td>
<td>None</td>
<td>Will collect 200,000 UGX in fees</td>
</tr>
<tr>
<td>Followup with 5 non-SHG members with overdue fees</td>
<td>December 15</td>
<td>WSC chairperson</td>
<td>None</td>
<td>Will collect 50,000 UGX in fees</td>
</tr>
<tr>
<td>WSC to contract repairs</td>
<td>December 5</td>
<td>WSC Chairperson</td>
<td>60,000</td>
<td>Water point is working and there is 300,000 UGX in the water bag left from the 250,000 UGX collected on top of the 110,00 UGX already there</td>
</tr>
</tbody>
</table>
Establish a water point that minimizes the risk of contamination of or damage to the well.

**Key requirements**

- **No latrine within 30 meters** of the water point.
- **Clean surrounding area**, slashed and cleared.
- **Fenced water point** with clear drainage and working soak pit.
- **Hand washing facility** at the water point.
- **Compound should have proper drainage channels** not to allow dirty rainwater ran off to pass on top of water point.
- **Natural grass (pasikalam) should be planted** to prevent soil erosion and absorb water poured in compound of water source.
- **Boundary of water point** should be marked by rounding live fence spices.
Activity 6

Educate WSC on How to Maintain Water Point Sanitation

Unsafe water

Safe water
## Activity 7: Help SHG Improve Performance

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Possible problems</th>
<th>Possible solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low membership</td>
<td>Bad leadership</td>
<td>Recommend new election of leaders.</td>
</tr>
<tr>
<td>Low attendance</td>
<td>Not following rules to ensure record-keeping and/or transparency.</td>
<td>Trigger community on importance of water bag and/or savings.</td>
</tr>
<tr>
<td>Low savings</td>
<td>Concern about security of funds because of poor accountability or theft.</td>
<td>Discuss lowering savings minimum.</td>
</tr>
<tr>
<td>Low water bag</td>
<td>Health concerns for group meetings (e.g., COVID, ebola).</td>
<td>Discuss importance of maintaining balance in water or loan fund and help them plan to get back on track.</td>
</tr>
<tr>
<td>Too little spending on water point</td>
<td>Not enough communication with water users, WSC, and/or LC1.</td>
<td>Advise on sending savings through family members.</td>
</tr>
<tr>
<td>Too much money on loan</td>
<td>Meetings being too long.</td>
<td>Exchange visit with successful group.</td>
</tr>
<tr>
<td></td>
<td>WSC and SHG not coordinating enough for regular servicing.</td>
<td>Review SHG training guide with group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If very large group, split in two.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WSC and SHG agree on servicing schedule and water point by-laws.</td>
</tr>
</tbody>
</table>
Activity 7

Help SHG Improve Performance

- Clean water
- A family gardening
- Money for medical care
- Money for starting a business
- A healthy and happy family
Activity 8
Help SHG to Promote Hygiene and Sanitation

Symptom

- **Dirty** fetching containers
- **Few** handwashing with soap
- **Few** improved latrines
- **Few** with drying racks
- **Few** with bath shelters
- **Few** with rubbish pits

Possible problems

- **Inactive leadership** (natural leaders, WSC, VHTs)
- **Lack of confidence** will have real benefit
- **Inadequate** community bylaws and ordinances
- **Lack of knowledge** of practices and health risks
- **Lack of sensitization** on health impact
- **Lack of cooperation** to address community challenges
- **Do not want** to build facilities because plan to leave residence

Possible solutions

- **Triggering members** on importance of good sanitation
- **Sensitization** on best sanitation and hygiene practices
- **Exchange visit** with community with good sanitation
- **Work with** LC1, WSC, and SHG to enforce bylaws
- **Encourage SHG** to provide interest-free loan to group members for sanitation improvement
- **Encourage WSC or SHG** to consider holding an election to bring on new leadership.
- **Encourage SHG members** to support needy homes on sanitation improvement
Activity 8
Help SHG to Promote Hygiene and Sanitation

- Healthy homes
- Help elderly build latrines
- Keep the group healthy and reduce medical costs
- Keep children healthy and happy
Appendix: Roles and Responsibilities

Water Users

- **To assist the committee** in the mobilization and dissemination of information.
- **Participate in voting or selecting** (and replacing when necessary) members of the WSC.
- **Protecting the water source** and maintaining clean environment with drainages, functional fence, slashing and stopping children from planning with pump.
- **Make monthly contributions of maintenance fund** and abide by the laws and regulations set,
- **Attend all meetings** related to the good will of their water point.

Local Council 1 Chair Person

- **Hold meetings with the communities** about the water source.
- **To collect people's views** on affairs of the water source and bring them to the attention of the committee.
- **Supervise work of committee** and hold meetings with the committee about the water source.
- **Support chairperson** when needed.

Self-Help Group

- **Holds all user fees** in the water bag in the savings box.
- **Provides money to WSC** for authorized maintenance and repairs from
- **Maintains records of payments** by group members and non-group members and all expenditures of funds.

Handpump Mechanic

- **Repair** hand pump when broken.
- **Advise the caretaker/committee** on routine maintenance.
- **Advise the committee** on anticipated major repairs likely to happen.
HEALTHY COMMUNITIES
Families build behaviors and habits that manage reliable, safe and clean water and living environment

Roles and Responsibilities

Coordinate, Support, Monitor

Water and Sanitation Committee
Self-help Group
Community Facilitator Volunteer

The Water Trust/CDO
Sub-county
District Government

Appendix:
The handpump mechanic (not pictured above) is coordinated by the WSC and should be monitored by the CFV and the CDO as well as the sub-county and district governments.
Appendix:

Roles and Responsibilities
Water and Sanitation Committee

Chairperson/Vice Chairperson
- Mobilization of the WSC for quarterly meetings and regular coordination with SHG for harmonized planning.
- Liaise with the LC1 to for any disciplinary actions needed.
- Manage and resolve conflicts at the water point.
- Coordinate community for any trainings or followup by The Water Trust or government.
- Lead advocacy for community pay water user fees and follow good sanitation and hygiene.
- Liaise with handpump mechanic to have maintenance and repair conducted.

Secretary (Record Keeper)
- To keep a list of all the users of the water source and their payment history.
- Keep WSC records such as meeting notes, maintenance and repair log, and receipts of funds received and spent. Share records with SHG and LC1 as appropriate for transparency.

Treasurer (Collector of Funds)
- Collect funds from non-SHG member water users.
- Deliver fees collected from non-members to the SHG.
- Accept money from SHG for authorized maintenance and repair and pay mechanic.

Caretaker
- Maintain an organized water point, with no children playing at water source and structures to keep out animals.
- Support treasurer in followup of water user fee collection.
- Encourage water users to use clean fetching containers.
- Resolve any conflicts at the water point or elevate to chair person.
- Monitor the water point, perform basic oiling and greasing, and report any problems to the chair person.

Mobilizer
- Communicate messages through household visits, phone calls, or written notes to encourage the community to participate in WSC meetings or events, or encourage people to participate in special cleanups of the water point.
Appendix: Roles and Responsibilities

Water and Sanitation Committee