

HYGIENE PROMOTION CURRICULUM



What is in this document?

This resource contains lessons that can be used to facilitate training of hygiene promoters. It includes proposed learning outcomes per topic as well as useful resources to be used for further reading by the facilitator and potentially the hygiene promoter. The document pays special attention to **gender mainstreaming** in hygiene promotion and other cross cutting issues such as environment, accessibility, Accountability to Affected Populations (AAP), etc. Additionally, the document strives to acknowledge **health integration** as a crucial component of hygiene promotion.

How to use this document?

This document should be used as a guide as it only highlights key topics in relation to hygiene promotion. You should tailor the content to suit the specific context of your country programming. All hygiene promoters should receive at least the **three-day (24 hours)** basic hygiene promotion curriculum. Time estimates for each topic are given and should guide the training. If any of the contextual adaptation training modules are relevant to your setting, use the training to place emphasis on the supplementary modules in addition to the basic training lessons. It is recommended that hygiene promotion be preceded by a **Knowledge, Attitudes, and Practices (KAP) assessment** or any other suitable baseline survey to determine what aspects of hygiene promotion need prioritization and what contextual modules are relevant to include.

Begin each day with an introduction to make participants feel comfortable and a review of the previous day's materials. Similarly, end each day with a review of the day's materials. Try to make lessons interactive, with group learning and participation where possible. This will keep participants engaged and help them remember concepts introduced throughout the training. In the context of COVID-19, ensure that the training is conducted in a manner that respects COVID-19 guidelines, e.g. physical distancing or, if possible, conduct virtual trainings. Each day make sure all participants sign in to keep track of who has successfully completed the training.

'Hygiene Promotion is the planned, systematic attempt to enable people to take action to prevent or mitigate water, sanitation, and hygiene related diseases and to maximize the benefits of improved water and sanitation facilities.'¹

What is the structure of a module?

Each module should have the following components well-defined, so that both facilitator and participant have accurate expectations for:

- ♦ **Lesson description** providing a general description of the module
- ♦ **Learning outcomes** detailing what participants should know and be able to do by the end of the session
- ♦ **Time** the module is expected to take
- ♦ **Resources** that can be used for further reading

Who is this document for?

This curriculum is to be used by IOM **WASH staff at managerial and implementation levels** to facilitate hygiene promotion trainings. WASH programme managers are ultimately accountable for the success of hygiene promotion activities. In the absence of WASH teams, health programmes can use this curriculum to develop hygiene promotion programmes.

Who can be a hygiene promoter?

Hygiene promoters should be selected bearing in mind diverse representation of the community (in terms of **gender balance, age and disability**) as well as individual skill sets. Generally, a hygiene promoter should be a person who has **good people skills** and **strong communication skills** (especially listening). The hygiene promoter should have a good relationship with community members and have a good understanding of local challenges and opportunities. Additionally, the hygiene promoter should have a **good level of literacy** in the local language and preferably a good command of English or French, or another internationally recognized language, depending on the context.

A hygiene promoter is:

An engaged meaningful representative of the community or a volunteer

¹Ferron, S., Morgan, J., & O'Reilly, M. (2007). Hygiene Promotion: a practical guide for relief and development, Practical Action.

Basic Training Modules

Pre-training and post-training questionnaire/evaluation

Before the training, it is recommended to carry out an evaluation to determine the level of participant knowledge regarding the topics to be covered in the training. This will help the facilitator to identify where knowledge gaps exist so as to highlight the relevant topics. A post training evaluation is also essential to assess the overall success of the training.

Resources

Below are sample resources that you can adjust to suit your training needs:

Sub-topic	Resource
Pre-training	CAWST Community WASH Promotion Pre-Workshop Questionnaire
Post-training	CAWST Community WASH Promotion Final Evaluation

General WASH Topics

What is WASH and what is its relevance?

 1.5 hrs

Use this session to emphasize the expected quality of IOM WASH programming highlighting the IOM WASH strategic principles. In settings where waterborne diseases are endemic or the living conditions may lead to outbreak of disease, put emphasis on the connection between WASH interventions and prevention of disease transmission. In case of rapid onset natural disasters and conflict related emergencies, stress the importance of WASH as an immediate life-saving component. In case of slow onset natural events (i.e. droughts) or in situations of return or in community stabilization efforts stress the sustainability principle in WASH interventions.

 **IOM WASH**
strategic principles

- Scalable
- Immediate
- Sustainable
- Appropriate

Learning outcomes

At the end of this lesson, make sure your participants can:

- ◆ Explain different components of WASH interventions and IOM WASH strategic principles guiding implementation
- ◆ Explain interlinkages between WASH, health and nutrition - how proper nutrition combined with access to safe and clean water, adequate sanitation and knowledge of appropriate hygiene measures can impact health outcomes.
- ◆ Explain the importance of WASH in the emergency context and beyond.
- ◆ Identify common diseases associated with poor water, sanitation and hygiene in their community, e.g.
 - Diarrheal diseases such as cholera, Typhoid, Shigellosis and Hepatitis A, E
 - Vector-borne diseases, such as malaria and dengue
 - Acute respiratory infections, such as COVID-19
 - Other diseases preventable by proper hand hygiene e.g. Ebola, Malaria
- ◆ Explain the common transmission routes of waterborne diseases, e.g. faecal-oral transmission
- ◆ Explain other transmission routes for sanitation/hygiene-related diseases, e.g. air transmission, vectors
- ◆ Explain how to prevent waterborne disease transmission through a combination of water, sanitation, and hygiene interventions.

 **Keep in mind**

Health integration in hygiene promotion promotes high-quality WASH programming

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
WASH in IOM	IOM Emergency Manual	
	IOM WASH web page	

Sub-topic	Resource	Pg no. (if available)
WASH, health and nutrition	WHO Improving Nutrition Outcomes with Better Water, Sanitation and Hygiene	Pp. 13-16
	UNICEF-The Impact of Water, Sanitation and Hygiene on Key Health and Social Outcomes	
Importance of emergency WASH	CAWST Trainer manual on Community WASH Promotion	Pp. 26-39
	IRC Hygiene Promotion Thematic Overview Paper	Pp. 7-10
Diseases associated with poor WASH conditions	CAWST Trainer Manual on Community WASH Promotion	Pp. 16-25
	Sphere Handbook	Pp. 144, 147-149

Factors that influence behaviour

 1.5 hrs

Under this lesson, you should make participants aware of the complexity of behaviour change. Since behaviour change occurs over a long term, emphasize the importance of analysing barriers and motivators for behaviour change. In case of life-threatening disease outbreaks, emphasize the influence of fear² on people's behaviours. In cases of displacement due to conflict and/or natural disasters, stress the need to recognise physical barriers such as the destruction of WASH infrastructure.

Learning outcomes

At the end of this lesson, make sure your participants can:

- ◆ Identify motives for behavior change relevant to their context. These might include:^a
 - Disgust, status, affiliation, attraction, nurture, comfort, fear
- ◆ Identify potential barriers that prevent behaviour change. These could be categorised as:^b
 - Socio-cultural barriers e.g. beliefs, rigid gender roles
 - Physical barriers, e.g. lack of access to water, handwashing stations, toilets
 - Biological barriers, e.g. role of mothers and caregivers in influencing the hygiene behaviors of others, often too overwhelmed during at the onset of the emergency focusing on lifesaving tasks such as securing shelter
- ◆ Explain three categories of factors that influence behavior:^c
 - Individual (beliefs, attitudes)
 - Community (subjective norms)
 - Inter sectoral (enabling factors)
- ◆ Understand the behavior change communication (BCC) strategies of the WASH programme and /or broader Risk Communication and Community Engagement (RCCE) strategies at regional or national level (if existing).



Remember

Behaviours will not change by simply imparting knowledge about diseases

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
Motives for behaviour change^a	IFRC WASH Guidelines for Hygiene Promotion in Emergency Operations	Pp. 34-36
Barriers preventing behaviour change^b	IFRC WASH Guidelines for Hygiene Promotion in Emergency Operations	Pp. 37-39
Categories of factors influencing behaviour^c	IRC Hygiene Promotion Thematic Overview Paper	Pp. 14-17
	CAWST Trainer Manual on Community WASH Promotion	Pp. 40-48
Behaviour Change Communication Strategies	Designing for Behaviour Change: A Practical field guide	
	ACF Assisting Behaviour Change: Practical ideas and techniques	

²Specific health fears have been used in the past during emergency response around life-threatening diseases such as cholera and recently about Ebola and others' (IFRC, 2017). Steps should be taken to encourage sustainability of acquired habits even after the outbreak is over.

Hygiene Promotion Approaches

Role of a hygiene promoter

🕒 1.5 hrs

Under this session, clarify expected roles of the hygiene promoter and emphasize how their role is critical in any WASH intervention. In case of water and sanitation related disease outbreaks, emphasize the need for hygiene promoters to identify handwashing and safe excreta disposal as key messages. In cases of conflicts or natural disasters that lead to displacement of people, emphasize the role of hygiene promoters in also making sure that beneficiaries correctly use distributed items.

Learning outcomes

At the end of the lesson, participants should be able to:

- ◆ Identify key risk hygiene practices that need to be prioritized
- ◆ Determine key messages to be disseminated
 - Handwashing with soap at critical times
 - Correct use and maintenance of latrines and handwashing stations
 - Correct management of children's feces
 - Personal and menstrual hygiene
 - Cleanliness of water containers
 - Environmental cleanliness
- ◆ Explain correct use of items in hygiene kits
- ◆ Explain mainstreaming of cross cutting issues
 - Handling cases of gender-based violence (GBV) through referral pathways

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
Identification of key risky hygiene practices and messages	UNICEF Manual on Hygiene Promotion	Pp. 31-37
Handling of hygiene kits	GWC Training for Hygiene Promoters and Coordinators	Pp. 56-57
Cross cutting issues	HIV and WASH- Water, sanitation & hygiene and HIV and AIDS: Opportunities for integration	Pp. 111-113
	GBV-IOM/Care Distribution Shelter Materials, NFI and	Pp. 23-26

Hygiene promotion methods

🕒 3 hrs

Use this session to have discussions with your participants about the way hygiene promotion should be conducted in an interactive and participatory way as much as possible. In all cases (disease outbreaks, natural disasters, conflicts), there is no 'best method' as this would depend on contextual factors such as culture, age group, existing vulnerabilities as well as the phase of the emergency. Talk to your participants about piloting/pre-testing if applicable in their context.

Learning outcomes

You should engage in discussions with the participants with an aim to:

- ◆ Identify participatory approaches and their appropriate use, e.g.
 - PHAST-Participatory Hygiene and Sanitation Transformation
 - CHAST-Child Hygiene and Sanitation Training
 - CLTS-Community Led Total Sanitation
- ◆ Be able to identify target groups
 - Women and girls
 - Men and boys



Remember

Communication is **two-way**, it is not enough to only disseminate messages

- Children and their caregivers
- Persons with disabilities and their caregivers
- The elderly
- If appropriate, sexual and gender minority groups
- ◆ Be able to plan for hygiene promotion programs
 - Principles of good hygiene promotion
 - Identification of opportunities for hygiene promotion, e.g. distribution
 - Identification of approaches for community entry and mobilization
 - Providing feedback on the working environment or approaches used to inform adaptations in hygiene promotion programming
- ◆ Explain monitoring and evaluation (M&E) of hygiene promotion
 - Baselines and endlines
 - KAP surveys
 - Rapid needs assessments
 - Key informant interviews and focus group discussions
- ◆ Be able to determine appropriate use of various hygiene promotion communication methods
 - Group sessions
 - Mass awareness sessions
 - Door-to-door
 - Children sessions
 - Environmental sanitation campaign
- ◆ Be able to identify context specific hygiene promotion tools
 - Drama
 - Games and songs
 - Printed Information Education and Communication (IEC) materials
 - Digital platforms, e.g. social media
 - Group discussions with visual aids
 - Talks
- ◆ Explain the purpose and principles of household visits

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
Participatory approaches	GWC Training for Hygiene Promoters and Coordinators	Pp. 128-135
	UNHCR Hygiene Promotion Guidelines	Pp. 62-75
Identifying target groups	IFRC WASH Guidelines for Hygiene Promotion in Emer-	Pp. 29-31
Planning hygiene promotion	WEDC booklet Managing Hygiene Promotion in WASH Programmes	Pp. 8-12
	WHO Health Promotion and community Participation	Pp. 207-209
	UNICEF Manual on Hygiene Promotion	Pp. 16-28
Monitoring and evaluation of hygiene promotion	IFRC WASH Guidelines for Hygiene Promotion in Emergency Operations	Pp. 76-81
Hygiene promotion communication methods and tools	WEDC Booklet Managing Hygiene Promotion in WASH Programmes	Pp. 12-18
Principles of household visits	CAWST Trainer Manual on Community WASH Promotion	Pp. 40-48

Code of conduct

 0.5 hrs

Spend some time to clarify how hygiene promoters should behave when carrying out hygiene promotion activities

Learning outcomes

At the end of this session, the participants should

- ◆ Have an increased understanding of the key elements of Protection from Sexual Exploitation and Abuse (PSEA)
- ◆ Identify ways of creating gender-sensitive hygiene promotion messaging

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
PSEA	IOM Emergency Manual	
Gender-sensitive programming	CAWST Trainer Manual on Community WASH Promotion	Pp. 164-166

Hygiene

 2.5 hrs

It is important to cover this lesson first to stress the importance of improved hygiene practices that complement any WASH infrastructure interventions. In case of disease outbreaks, highlight the significance of handwashing at critical times as a crucial component of Infection Prevention and Control (IPC). In case of conflict or natural disasters that involve displacement necessitating use of communal sanitation facilities, place emphasis on the need to pay special attention to menstrual hygiene management.

Learning outcomes

At the end of the lesson, participants should be able to:

Handwashing

- ◆ Identify and demonstrate proper handwashing techniques using various options such as soap, alcohol-based hand rub, chlorine solution
- ◆ List the critical times for handwashing
- ◆ Explain the operation and maintenance (O&M) of handwashing facilities

Personal hygiene

- ◆ Identify good personal hygiene practices
 - Body and face hygiene
 - Teeth and mouth hygiene
 - Hair hygiene
 - Clothes hygiene
 - Hands and nails hygiene

Menstrual hygiene

- ◆ Understand local practices and preferred materials used by women and girls
- ◆ Understand the challenges and restrictions of menstrual hygiene management (MHM)
- ◆ Understand the impact of poor menstrual hygiene on health and education
- ◆ Identify solutions to ensure menstrual hygiene-friendly homes and schools
- ◆ Understand their potential role in needs assessments or in post distribution monitoring (PDM) surveys for MHM kits



Attention

Pay close attention to cultural and religious norms, language and local terms used when talking about MHM

Food hygiene

- ◆ Determine key messages about food preparation, handling and storage
 - Keep food clean
 - Separate raw and cooked food
 - Cook food thoroughly
 - Keep food at safe temperature
 - Use safe water and raw materials
- ◆ Identify indicators of food hygiene in a household

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
Handwashing	CAWST Handwashing Technical Brief	
Personal hygiene	UNICEF Training Manual on Good Water, Sanitation and Environmental Hygiene Practices for Primary Schools	Pp. 22-24
Food hygiene	WHO five Keys to Safer Food Manual	
Menstrual hygiene	CAWST Trainer Manual on Community WASH Promotion	Pp. 140-147

Safe water management chain

 2.5 hrs

Use this lesson to explain hygiene practices surrounding water management right from the source, through collection and transportation until the point of use. In case of disease outbreaks e.g. cholera, emphasize the need to protect communal water sources. In cases of natural disasters or other emergencies where water quantity is given priority over water quality, highlight the point of use water treatment options available.

Learning outcomes

At the end of the lesson, your participants should have grasped the concept of safe water at all stages and should be able to:

- ◆ Identify ways/routes of water contamination at the source
 - Negative impact of keeping animals near the source
 - Risky human activities near the source, e.g. washing, open defecation
 - Proximity of latrines to the water source
- ◆ Explain barriers to prevent water contamination at the source
- ◆ Understand risks GBV associated with location of water points
- ◆ Explain safe water collection and transportation practices
 - Washing and rinsing of water collection containers
 - Use of containers with a lid/cover
- ◆ Explain safe practices of water storage and use at the household level
 - Use of appropriate water storage containers
 - Cleaning of containers
 - Drawing water from storage containers e.g. pouring by tilting the container, use of a dedicated clean utensil that is stored off the ground and handwashing before handling water
- ◆ Explain correct use of context specific point of use water treatment options
 - Household water treatment devices, e.g. filters
 - Water purification products

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
Source	CAWST Trainer Manual on Community WASH Promotion	Pp. 54-67

Sub-topic	Resource	Pg no. (if available)
Collection and transportation	WEDC Domestic Water Containers: an Engineer's Guide	Pp. 1-3
Water storage and handling	CDC Safe Water Treatment and Storage in the Home	Pp. 5-7
	CAWST Trainer Manual on Community WASH Promotion	Pp. 106-111
Point of use	CAWST Trainer Manual on Community WASH Promotion	Pp. 68-101

Sanitation

 3 hrs

Under this sanitation lesson, you will cover aspects of excreta management, solid waste management and drainage. In case of disease outbreaks, place emphasis on proper disposal of feces. In case of conflict where there is use of communal sanitation facilities, stress also the importance of proper use and maintenance of latrines. In case of natural disasters such as floods, place emphasis on the importance of good drainage and solid waste management.

Learning outcomes

At the end of the lesson, your participants should have grasped the concept of safe sanitation and should be able to:

Safe excreta disposal

- ◆ Identify what is missing in a latrine depending on the context
- ◆ Explain the risks of open defecation

Proper latrine use and maintenance

- ◆ Determine key messages for appropriate use of latrines
- ◆ Identify and demonstrate activities necessary to maintain a latrine and their frequency
- ◆ Identify persons (**both male and female**) responsible for day-to-day activities such as cleaning
- ◆ Identify contextual solutions of dealing with a full latrine
- ◆ Understand privacy, safety and dignity considerations for women and girls
- ◆ Understand accessibility considerations for persons with disabilities
- ◆ Identify suitability of a latrine for use by people living with disability

Proper handling of children's faeces

- ◆ Explain risks of poor disposal of children feces
- ◆ Identify options for disposal of child feces
- ◆ Understand the role of mothers and childcare givers in handling children's faeces

Environmental sanitation

- ◆ Explain the relevance of managing vectors and animals to reduce the risk of disease transmission
- ◆ Identify strategies to manage vectors and animals in a household^d
 - Active controls, e.g. use of poison, rat glue
 - Passive controls, e.g. building fences, draining stagnant water
- ◆ Explain the health benefits of proper solid waste management and encourage community members to keep the area around their dwellings tidy
- ◆ Understand context specific options for collection, transportation and disposal of solid waste as well as their associated risks
- ◆ Understand concepts of drainage around WASH infrastructure

Handwashing

Emphasize hand-washing with soap after latrine use

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
Safe excreta disposal	Sphere Handbook	Pp. 113-120
Proper latrine use and maintenance	CAWST Trainer Manual on Community WASH Promotion	Pp. 116-119
Proper handling of children's faeces	WSP Management of Child Faeces Research Brief	
Environmental sanitation ^d	CAWST Trainer Manual on Community WASH Promotion	Pp. 148-163

Contextual Adaptation Training Modules

Diarrheal Disease (with a focus on Cholera disease)

In case low resource settings and emergency contexts, one of the most common illnesses are diarrheal diseases. Use this session to ensure that hygiene promoters understand how to communicate accurate and timely prevention information to vulnerable communities. Prevention and containment of cholera disease outbreaks should be emphasized for cholera endemic and at-risk settings.

Learning outcomes

At the end of this session, your participants should be able to:

- ◆ Recognize cases Identify cases of diarrheal disease and referral pathways to healthcare providers
 - Signs and symptoms of diarrheal disease (able to relate the definition of diarrhea according to WHO)
 - Understand the risks of cholera disease and outbreak management (for endemic and at risk settings)
 - AWD management at family, community and health centre levels
 - When to seek medical attention from a healthcare facility
- ◆ Determine suitability of specific messages for diarrheal disease and methods of creating awareness
 - Three pile sorting, problem tree, voting targeting diarrheal disease
 - Targeting families, food vendors, religious leaders e.g. Imams
- ◆ Highlight the importance of the correct use of Oral Rehydration Solution (ORS)

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
Identification of diarrheal disease	WHO Diarrheal disease Factsheet	
Diarrheal disease messaging	HPTWG AWD Guide for Hygiene Promoters	
ORS	GWC Training for Hygiene Promoters and Coordinators (Part 2)	Pp. 61-62

Ebola virus disease (Ebola)

 2 hrs

In case of an Ebola outbreak, facilitate a dedicated session about dealing with Ebola cases. In such life-threatening scenarios, it is important for hygiene promoters to understand their critical role in RCCE strategies that will provide individuals and communities with the knowledge of behaviors and prevention measures to protect themselves and their community at large.

Learning outcomes

At the end of this session, your participants should be able to:

- ◆ Understand and identify factors influencing prevention behaviour^e
 - Risks e.g. community vulnerabilities
 - Attitudes e.g. beliefs about costs and benefits of a particular behaviour and the feelings associated with it
 - Norms, e.g. others' behaviours and approval
 - Abilities, e.g. confidence in performing prevention behaviour
 - Self-regulation e.g. management of conflicting goals, cues and barriers, commitment and remembering the behaviour
- ◆ Understand key facts about Ebola
 - Cause of Ebola
 - Signs and symptoms of Ebola
 - How Ebola spreads and how to reduce its transmission

- ◆ Identify appropriate risk communication methods
 - Household visits
 - Posters
 - Information sheets

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
Factors influencing prevention behaviour ^e and risk communication methods	International Journal of Environmental Research and Public Health Article	Pp. 6-14
	Risk Communication in preparing and responding to health Emergencies	
Ebola key facts	CDC Ebola Fact sheet	

^eGamma, A., Slekiene, J. and Mosler, H., 2019. The Impact of Various Promotional Activities on Ebola Prevention Behaviors and Psychosocial Factors Predicting Ebola Prevention Behaviors in the Gambia Evaluation of Ebola Prevention Promotions. *International Journal of Environmental Research and Public Health*, 16(11), pp. 1-18.

Coronavirus disease (COVID-19)

 3 hrs

During a COVID-19 outbreak, facilitate a dedicated session about preventing further spread of COVID-19. As COVID-19 is a novel disease and evidence is evolving, it is important for hygiene promoters to be aware of updated COVID-19 prevention guidelines. Additionally, they should understand their critical role in RCCE and encouraging uptake of IPC measures.

Learning Outcomes

At the end of this session, your participants should be able to:

- ◆ Understand key facts about COVID-19
 - Cause and transmission routes of COVID-19
 - Signs and symptoms of COVID-19
 - Prevention measures (e.g. hand hygiene, physical distancing, respiratory hygiene and community level Personal Protective Equipment such as masks)
 - How to respond when sign/symptoms occur
- ◆ Identify appropriate RCCE methods that limit human-to-human contact
 - Household visits/Door-to-door
 - Printed IEC materials e.g. posters, leaflets
 - Audio-visual platforms e.g. radios, televisions, social media
 - Group sessions with observation of COVID-19 prevention measures, e.g. national/other physical distancing guidelines, handwashing
- ◆ Explain some COVID-19 IPC and RCCE measures
 - Combating stigma and misinformation
 - Correct hand washing procedure and the critical times for handwashing during COVID-19
 - Setting up simple handwashing stations e.g. the tippy tap
 - Preparing different chlorine-based solutions
 - Proper cleaning and disinfection procedures
 - Proper use/re-use/disposal of different types of masks

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
COVID-19 key facts	WHO COVID-19 webpage	
Appropriate RCCE approaches	IOM WASH Technical Guidance Note on RCCE	

Sub-topic	Resource	Pg no. (if available)
COVID-19 IPC and RCCE measures	COVID-19: A Guide to Preventing Social Stigma	
	IOM WASH Technical Guidance Note on Handwashing	
	CDC- How to Make a Tippy Tap	
	IOM WASH Technical Guidance Note on Chlorine and Disinfection	
	WHO Guidance on the Use of Masks	

Dealing with transient populations

 2.5 hrs

In cases where it is anticipated that hygiene promoters will be dealing with people on the move, facilitate a session to get your participants to think about how they can creatively communicate key and effective messages in a short time. This session is only meant to trigger your participants' thinking and not to provide the best solutions of hygiene promotion among highly mobile people.

Learning outcomes

At the end of this session, your participants should be able to:

- ◆ Understand the need to effectively communicate in a short time
- ◆ Understand how to adapt hygiene promotion messages based on monitoring data of the use of WASH infrastructure at transit centers
- ◆ Quickly analyze the context and determine key messages that need to be communicated
 - Messages targeting key risk practices with the highest health benefits
 - Appropriate messages in the local language
- ◆ Identify creative ways of communicating with transient populations
 - Travelling with them temporarily
 - At transit centers, e.g. during distributions

Resources

To prepare for this lesson, the following resources could be helpful:

Sub-topic	Resource	Pg no. (if available)
Hygiene promotion in transit centers	UNHCR Emergency Handbook	Pp. 6-7