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International Federation of Red Cross and Red Crescent Societies
Innovation and Learning Unit
Caribbean Disaster Risk Management Reference Centre



International Federation
of Red Cross and Red Crescent Societies

National Intervention Teams (NIT): Sanitation and Hygiene Promotion



1- General aspects of the NIT Sanitation and Hygiene Promotion Course

- On-site hours: 50 hours
- Days: 5 days

2- Requirements

Academic training:

- NIT General Course
- Minimum two years of National Society membership
- Mid-level education
- Basic knowledge of sanitation and hygiene promotion

Individual characteristics:

- Legal age
- Leadership
- Teamwork
- Effective communicator
- Capacity for analysis and synthesis
- Self-teaching
- Empathetic
- Proactive

Experience:

- Community work
- Proper use of participatory and inclusive methodologies
- Preparing and writing reports
- Ability to use ICT tools

Health:

- Immunization records (Basic).

3. Course description.

The course consists of five modules divided into two training areas which are: Basic training area: includes Module I: Online Training: comprising the topics of the Red

Cross world, code of conduct, safe access, climate change, SHP focused Sphere, personal protection equipment and STAY SAFE, Module II: general concepts of sanitation and hygiene promotion: public health, regulatory tools in the SHP sector and water in emergencies.

The specific training area includes Modules III, IV and V: Module III: Sanitation: addresses the topics: Disposal of excreta, solid waste, drainage, vector control, management of dead bodies and surface disinfection, Module IV: Hygiene promotion: includes topics such technical tools for hygiene promotion, practical methodologies for hygiene promotion and finally Module V: Response and Recovery: focuses on: evaluation, monitoring and reporting ending with exit strategies.

The course is aimed at volunteers and staff of National Societies to strengthen the response capacity to provide adequate and comprehensive care to communities affected by a health emergency.

4. Course objectives.

General:

- Train National Intervention Teams in Sanitation and Hygiene Promotion, that are able to assess, design, implement and monitor actions in disaster reduction, response and recovery, while preserving the principles and values of the International Federation of Red Cross and Red Crescent in the respective territories.

Specific:

- Generate technical and practical knowledge necessary for the disposal of excreta and solid waste, drainage, vector control, management of dead bodies in an emergency.
- Develop and promote participatory methodologies and techniques in hygiene promotion to strengthen and coordinate the response to public health emergencies.

5- Learning Objectives:

After completing the course NIT Sanitation and Hygiene Promotion participants will be able to:

- Conduct an assessment in sanitation and hygiene promotion.
- Identify vulnerable groups, effects, response needs of affected communities.
- Manage and administer information, resources and accountability.
- Identify key actions in sanitation and hygiene promotion from the role of the Red Cross in the personal, family, community and institutional level.
- Design an operational plan of interventions in sanitation and hygiene promotion (defining objectives, results, activities, indicators, etc.).
- Generate tools for evaluation and monitoring of interventions.

6- Course Competency

Apply fundamental procedures and tools of sanitation and hygiene promotion in emergencies or disasters to strengthen the response capacity of National Societies in health by considering the principles and regulations of the International Movement of the Red Cross in the comprehensive care of communities affected by an emergency or disaster.

7- Course entry and exit profiles

a) Admission Profile:

The students of the NIT Sanitation and Hygiene Promotion Course require some *desirable* entry criteria that allow them to ensure that the new candidate has knowledge, skills and values needed to successfully meet the demands of the training plan:

- Water, sanitation and hygiene promotion course approved.
- Higher or technical level education in the health field.
- Certification or training in ICT.
- Basic level in a second language English / Spanish.

b) Graduate profile:

The expected profile of the graduates of the NIT Sanitation and Hygiene Promotion Course is the set of projected skills and competencies about what to know, do and be at the end of their training process, that profile is consistent with the specific areas of their field of action:

Should know:

- Design, construction, operation and maintenance of basic sanitation facilities.
- Management of dead bodies in mass situations.
- Recognition of vulnerable groups.
- Methodologies and teaching-learning techniques applied to hygiene promotion to achieve behavioural changes.
- Knowledge of procedures and techniques for Sanitation and Hygiene Promotion.
- National and international regulations related to the sector.
- Basic knowledge in ICT.

Should know how to:

- Provide technical support to the National Society in Sanitation and Hygiene Promotion.
- To promote the integration of the sanitation and hygiene promotion teams.
- Resource management and proper accountability.
- Plan and execute the deployment of Sanitation and Hygiene Promotion for the existing need and installed capacities.
- Management of security and protection of human resources and materials.
- Ensure compliance with the rules and principles of the Movement.

- Develop rapid quality assessments of Sanitation and Hygiene Promotion in emergencies or disasters.
- Adequate information management.
- Prepare briefings and required reports.
- Be involved in the organization and coordination in the field of sanitation and hygiene promotion with the national response system respecting the fundamental principles of the Red Cross and Red Crescent Movement.
- Design the exit strategy.

Should be or have:

- Leadership
- Teamwork
- Effective communicator
- Capacity for analysis and synthesis
- Sensitive to cultural diversity
- Respect and prioritise vulnerable groups
- Committed to the fundamental principles of the international Movement of the Red Cross
- Self-reaching
- Empathetic
- Proactive

8- Curriculum.**SANITATION AND HYGIENE PROMOTION COURSE TRAINING PLAN FLOWCHART**

BASIC TRAINING AREAS		SPECIFIC TRAINING AREAS		
ONLINE	GENERAL CONCEPTS	SANITATION	HYGIENE PROMOTION	RESPONSE AND RECOVERY
1.1 World of the Red Cross	2.1 Public health	3.1 Excreta disposal	4.1 Technical tools for HP	5.1 Evaluation, monitoring and reporting
1.2 Code of conduct	2.2 Regulatory tools in the SHP sector	3.2 Solid waste	4.2 Methodologies	5.2 Exit strategy
1.3 Safe access	2.3 Water in emergencies	3.3 Drainage	4.3 Hygiene promotion practices	
1.4 Climate change		3.4 Vector control		
1.5 SPHERE focused SHP		3.5 Management of dead bodies		
1.6 Personal protection equipment		3.6 Surface disinfection		
1.7. STAY SAFE				

9- Methodology

The Red Cross virtual campus and the Federation training platform will be the primary means for the participant to complete Module I of the training plan and the preparatory course work, in the development of virtual interactive topics, case studies and instructions for completing online tasks, preparatory work and the diagnostic test.

The methodology will be characterized by being interactive, analytical with the purpose of applying knowledge and active participation to foster a meaningful learning process. The facilitator will use the interactive teaching method (ITM) that promotes and encourages constant student involvement in performing group and individual dynamic activities, exhibitions, analysis, examples, case resolution, practices, etc. The facilitator will moderate this process using adequate and previously designed materials and resources.

10- Evaluation

Diagnostic:

To determine the level of knowledge of the participants at the beginning of the course and adapt the development of the course methodology. This assessment is not graded and makes use of a virtual instrument or reference materials and the same material is made available on the first day participants introduce themselves to the course, the preparatory course work or online topics.

Formative:

It will take place during the teaching-learning process to meet students' progress towards achieving the objectives, to reinforce positive learning or immediately correct errors, as well as adapt the teaching style to the learning style. It can be applied by observing the performance of participants, feedback from each topic and through formative written tests. The purpose is not to assign grades, but to help the participant to learn.

Summative:

It is applied at the end of the periods scheduled by the facilitator, with the purpose of certifying student learning. The participant must achieve 70% to pass the course. The assessment is distributed as follows.

Nº	Assessment content	Grade
1	Pre-reading homework	15%
2	First written test	10 %
3	Second written test	10 %
4	Third written test	10 %
5	Fourth written test	10 %
6	Field practice	45 %
	Total	100 %

11- Description of the training environment

Whereas this is a specialized course in which knowledge and skills are developed through field practice, classrooms will be used for the development of theoretical sessions and suitable areas for fieldwork will be available.

This course aims to develop specific knowledge and skills; there is no need to create harsh environments for its development since it is considered that these situations are for other types of training.

12- Determination of the number of participants

Considering the tools to use in the development of the course such as: use of computers, projector, group dynamics, group work, final exercise, the number of participants is 24 people, with the possibility of having a maximum of 30.

13- Instructor profile description

Desirable:

- Being part of the system of National Intervention Teams - Regional Intervention Teams.
- Academic and / or higher education in health, environment, or other related areas.
- Experience in managing national and international emergencies.

Indispensable:

- Credited as an instructor by the National Society or CREPD in the speciality.
- Teaching experience: adult education, community education, and others.
- Experience: Minimum 3 years experience in humanitarian interventions in water, sanitation and hygiene promotion
- Mastery of specialized topics: sanitation and hygiene promotion.
- Mastery of ICT.

14- Determination of the number of instructors:

Coordinator	1
Instructors	3
Logistics	1

15- Training materials.

Participant:

- *Participant's Manual*
- *Reference Manual*
- *Distribution Material (exercises)*
- *Glossary*
- *Pre-reading homework*

Instructor:

- *Lesson Plan / Instruction Guide*
- *Audiovisual equipment and aids*
- *Bibliography*
- *Exercise guide*

Materials

See the Course Checklist.

16. Educational guide

CARIBBEAN DISASTER RISK MANAGEMENT REFERENCE CENTRE

INTERNATIONAL FEDERATION OF RED CROSS AND RED CRESCENT SOCIETIES.

**Course name:**

Sanitation and hygiene promotion.

Duration of the module

(days):
5 days.

Duration of the module (hours):

50 hours.

General objective of the course:

- Train National Intervention Teams in Sanitation and Hygiene Promotion, able to assess, design, implement and monitor actions in disaster risk reduction, response and recovery, while preserving the principles and values of the International Federation of Red Cross and Red Crescent in the respective territories.

Learning objectives:

After completing the course NIT Sanitation and Hygiene Promotion participants will be able to:

- Conduct an assessment in sanitation and hygiene promotion.
- Identify vulnerable groups, effects, and response needs of affected communities.
- Manage and administer information, resources and accountability.
- Identify key actions in sanitation and hygiene promotion from the role of the Red Cross in the personal, family, community and institutional level.
- Design an operational plan of interventions in sanitation and hygiene promotion (defining objectives, results, activities, indicators, etc.).
- Generate tools for evaluation and monitoring of interventions

Competency:

- Apply fundamental procedures and tools of sanitation and hygiene promotion in emergencies or disasters to strengthen the response capacity of National Societies in health by considering the principles and regulations of the International Movement of the Red Cross in the comprehensive care of communities affected by an emergency or disaster.

Conceptual contents.	Procedural contents.	Attitudinal contents.
<p>1. Introduction.</p> <p>Time: 1 hour</p> <p>Subtopics:</p> <ul style="list-style-type: none"> • Knowing participants and facilitators • Expectations of participants • Goals • Logistical aspects • Course Agenda • Method • Materials to be used during the course • Basket • Importance of preparatory work • Assessments • Other activities to implement 	<ul style="list-style-type: none"> • To present the course and facilitators • Explain the general aspects of the course • Filling out the course registration form • Deliver the course agenda • Check that the material is complete • Provide on-going assessment 	<ul style="list-style-type: none"> • Clearly explain course general aspects, activities and materials
<p>2. Public Health.</p> <p>Time: 1 hour.</p> <p>Sub-topics</p> <ul style="list-style-type: none"> • Public health • Disciplines that are incorporated in public health • Public health functions • Activities • Public health in emergencies • Environmental health • Management of environmental health • Diseases of medical and public health interest related to sanitation 	<ul style="list-style-type: none"> • Conduct a brief introduction to the lesson • Generate brainstorming or short talks to develop the lesson with the support of PM • Complete the PM • Lesson feedback • Conduct a non-graded evaluation 	<ul style="list-style-type: none"> • Explore and explain the functions and activities of public health in emergencies • Classify and link the main diseases related to inadequate sanitation emergency

<ul style="list-style-type: none"> • Classification of diseases related to inadequate sanitation • Major diseases related to sanitation in emergencies • Epidemiological surveillance. 		
<p>3. Regulatory tools in the SHP sector.</p> <p>Time: 1 hour 30 minutes.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • Context of the WSHP sector in risk reduction • Water, Sanitation and Hygiene in Emergencies and Disasters • The importance of water, hygiene and sanitation in humanitarian crisis • Risk management and the water, sanitation and hygiene sector, • Cluster System or WASH sector approach • United Nations System Cluster • Relevant international guidelines and standards in the WSH sector • Psychosocial support 	<ul style="list-style-type: none"> • Perform an interactive reading with participants, based on PM 3-2 • Complete the PM • Provide feedback on the lesson by brainstorming • Conduct a non-graded assessment 	<ul style="list-style-type: none"> • Explain the importance of safe water, hygiene and sanitation in emergency situations • Analyses and describes the cluster system or WASH sectoral approach United Nations, norms and guidelines relevant to the SHP sector
<p>4. Water in emergencies.</p> <p>Time: 2 hours.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • Safe water • Drinking water systems • Major water uses in emergency conditions 	<ul style="list-style-type: none"> • Conduct a brief introduction to the lesson with a group discussion • Develop the lesson by encouraging participation in the plenary • Lesson feedback • Conduct a non-graded assessment 	<ul style="list-style-type: none"> • Describe the main actions and uses of water in emergency conditions

<ul style="list-style-type: none"> • Water at Community level • Massive Water • Specialised Water 		
<p>5. Disposal of excreta.</p> <p>TIME: 4 hours.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • Disposal of excreta • Defecation fields • Defecation trenches • Other type of latrines 	<ul style="list-style-type: none"> • Impart the lesson generating interaction with participants • Complete the PM • Organize and carry out the latrine construction exercise, based on DM 5-1 • Perform feedback • Apply a non-graded assessment. 	<ul style="list-style-type: none"> • Builds and explains the main actions for the construction of emergency latrines.
<p>6. Solid waste.</p> <p>Time: 1 hour.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • General concept. • Solid waste management. • Sources of solid waste generation. • Types of solid waste. • Phase of a system of solid waste disposal. 	<ul style="list-style-type: none"> • Deliver the lesson generating interaction with the support of the RT and PM • Complete the PM • Provide lesson feedback through a group dynamic • Conduct a non- graded assessment. • Clarify participants' concerns and queries. 	<ul style="list-style-type: none"> • Analyses and explains the stages of an adequate system of solid waste disposal in the case of an emergency.
<p>7. Drainage.</p> <p>Time: 1 hour 30 minutes.</p> <p>Subtopics:</p> <ul style="list-style-type: none"> • Definition of drainage. • Types of drains. • Technical specifications for the construction of drainage. 	<ul style="list-style-type: none"> • Start the lesson generating brainstorming for an introduction. • Develop the lesson with support from the participant's manual. • Complete the PM. • Lesson feedback. • Conduct a non- graded assessment 	<p>Confidently describes the types of drainage and technical specifications for the construction of drainage.</p>

<p>8. Vector control.</p> <p>Time: 3 hours</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • What is a vector? • What is vector control? • General control measures in both rural and urban contexts. • Vector control in disaster situations. • Vector control actions • Main vectors, description and diseases they transmit. 	<ul style="list-style-type: none"> • Start the lesson with a brainstorming session. • Develop the lesson generating interaction with the participants. • Organise and conduct the vector control fumigation exercise, based on DM 8-1 8-2. • Lesson feedback. • Conduct a non- graded assessment 	<ul style="list-style-type: none"> • Explains and performs the main preparatory actions for conducting fumigation.
<p>9. Management of dead bodies.</p> <p>Time: 2 hours</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • General concepts of coordination. • Effective local coordination. • Risk of infectious diseases. • Storage of dead bodies. 	<ul style="list-style-type: none"> • Develop the lesson with the support of RT and PM. • Use examples and experiences of the facilitator and assistants to enrich the lesson. • Complete the PM. • Perform lesson feedback. • Conduct a non- graded assessment • Solve the participants' doubts and concerns about the lesson. 	<ul style="list-style-type: none"> • Confidently analyses and explains concepts and safety norms in the management of cadavers.
<p>10. Disinfection of surfaces.</p> <p>Time: 3 hours 30 minutes</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • Cleaning and disinfection of surfaces. • Cleaning. • Disinfection. 	<ul style="list-style-type: none"> • Develop the topic generating interaction through a brief group discussion. • Complete the PM, guiding the participants. • Organize and conduct the disinfection of surfaces exercise, with support from DM 01/10 	<ul style="list-style-type: none"> • Explains and performs the steps and key actions for disinfecting surfaces in epidemics

<ul style="list-style-type: none"> • Chlorination. • Personal protection equipment. • Disinfecting wells. • Inventory of wells. • Rehabilitation and cleaning of wells. • Emptying the well. 	<ul style="list-style-type: none"> • Provide lesson feedback. • Conduct a non- graded assessment 	
<p>11. Technical tools for promoting hygiene.</p> <p>Time: 2 hours</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • Basic concepts of hygiene promotion. • Components of hygiene promotion. • Approaches to hygiene promotion. • Information, education and communication strategy of for hygiene promotion. 	<ul style="list-style-type: none"> • Start the lesson generating a question about the importance of hygiene promotion. • Develop the lesson with the support of RT and generating interaction. • Complete the PM. • Pose discussion-generating questions about the impact of the information, education and communication strategy for hygiene promotion. • Provide feedback lesson through a dynamic, without losing focus of the lesson. • Conduct a non- graded assessment 	<ul style="list-style-type: none"> • Values the importance and impact of hygiene promotion and the activities carried out in case of emergencies.
<p>12. Methodology.</p> <p>Time: 3 hours 30 minutes.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • General aspects. • PHAST methodology. • PHAST methodology in emergencies. • SARAR methodology. • Participatory methodologies and techniques for teaching and learning. • Classification of participatory 	<ul style="list-style-type: none"> • Start lesson with a generating question, per your choice. • Develop the lesson with support from RT and PM. • Organize and develop the "PHAST Methodology " exercise • Perform lesson feedback. • Conduct a non- graded assessment . • Reply to participants´ concerns. 	<ul style="list-style-type: none"> • Creatively and confidently develop tools for hygiene promotion for working in vulnerable communities.

<p>techniques.</p> <ul style="list-style-type: none"> • Educational tools. 		
<p>13. Practices for promoting hygiene.</p> <p>Time: 2 hours 30 minutes.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • Management and care of water. • Water treatment methods. • Hand washing. • Personal hygiene. • Hygiene in the home. 	<ul style="list-style-type: none"> • Conduct a brief introduction to the lesson through a short feedback from the previous lesson. • Develop the lesson generating interaction and dynamics. • Perform the "Social Networks hygiene promotion exercise." • Provide lesson feedback through a brief discussion group. • Conduct a non- graded assessment 	<ul style="list-style-type: none"> • Explain and discuss the main hygiene promotion actions.
<p>14. Evaluation, monitoring and reporting.</p> <p>Time: 1 hour 30 minutes.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • Damage assessment. • Definition of evaluation. • Types of evaluation. • Kinds of evaluation per their scope and dimension. • Evaluation design. • Evaluation and monitoring. • Monitoring. • Evaluation • Ethical principles for data collection in the evaluation of programs and interventions. • Tools for effective damage assessment. 	<ul style="list-style-type: none"> • Start the lesson by brainstorming on modalities and proposals for regional and global evaluation. • Develop the lesson with the help of PM and RT. • Organize and develop the Community level evaluation of sanitation exercise, with the help of DM 14-1, 14-2, 14-3, 14-4, 14-5. • Share key points of the lesson with participants. • Complete the PM. • Lesson feedback. • Conduct a non- graded assessment. 	<ul style="list-style-type: none"> • Confidently organizes and develops an assessment of sanitation at the community level.
<p>15. Exit strategy.</p>	<ul style="list-style-type: none"> • Develop the lesson with the support of 	

<p>Time: 1 hour.</p> <p>Subtopics:</p> <ul style="list-style-type: none"> • Exit strategy approaches. • Exit strategy phases. 	<p>PM and promoting interaction by posing questions.</p> <ul style="list-style-type: none"> • Lesson feedback. • Conduct a non- graded assessment. • Conduct the evaluation of the epidemic control for course for volunteers and pose questions to take note of aspects for improvement. • Conduct a general reflection on the development of the course and answer the participants´ concerns. 	<ul style="list-style-type: none"> • Analyse and explain the exit strategy approaches and strategy.
<p>Methodological References:</p> <ul style="list-style-type: none"> • Study the lesson and corresponding materials, organize the material and respect the time for each lesson. • Explore the students´ level of prior knowledge about the lessons to develop. • Carry out activities that stimulate interaction with the participants: brainstorming, discussions, etc. • Introduce group dynamic activities in the middle of lessons to motivate participants without losing focus. • Use material in addition to that provided, with the aim of boosting the lesson and focusing the attention of participants. • Lessons feedback. <p>Note: While considering the methodological references above, remember to respect the contents, materials and objectives of each lesson.</p>		
<p>Evaluation Activities.</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> ✓ Exploration of the participants ‘previous knowledge of the contents. <p>Formative:</p> <ul style="list-style-type: none"> ✓ Supervision and orientation of the activities and exercises to develop in the lesson. ✓ Assessment of the constant participation in activities during the development of the lessons. ✓ Non-graded evaluations. 	<p>Evaluation Criteria:</p> <ul style="list-style-type: none"> ✓ Punctuality. ✓ Professionalism. ✓ Participation. ✓ Order and cleanliness. 	

Summative: <ul style="list-style-type: none">✓ Implementation of tasks during the development of the lesson and in additional lesson time.✓ Conducting written tests and exercises	
Bibliography:	