



Federal Ministry of Health



TRACHOMA EDUCATION PROGRAM FOR EARLY CHILDHOOD:

Guidebook for Program Implementation

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1. Introduction

Health is one of the most important factors in improving the quality of life for people. Lifestyle has a huge impact on health, and healthy behavioral habits reduce the risk of morbidity and contribute to a person's improved well-being and resilience. Since human behavior develops during our early childhood years, it is extremely important to emphasize healthy behaviors among children in pre-primary education.

Purpose of the program

The program aims to provide health education tools for professionals working with young children in educational settings as well as for community leaders who are committed to making positive changes in their communities. The health education program targets children below the age of 7 and teaches them basic facts about trachoma, focusing mainly on the methods of infection and the behaviors that are most important for preventing infection and the spread of disease.

The program aims to influence behaviors amongst young children and create healthier hygiene habits both in schools and in the household. The program targets both school children and communities, and the guidebook suggests different interventions to meet the needs of all audiences. The key measurement for the program's success is achieving consistent behavioral change among children *and* their families.

Changing simple daily harmful habits (behaviors) can significantly reduce the risk of illness and protect children and their families from trachoma. The program provides methods for teaching children about trachoma prevention through enjoyable and meaningful experiences. The methods are designed specifically for early ages. The recommended methods encourage exploration and creativity, increasing the children's sense of personal competence and responsibility.

By investing in health promotion and trachoma prevention among young children today, you will lead the way to a future filled with healthier children, healthier families, and a healthier community.

Goals of the program

- ✓ Create change within the classroom and in students' daily routines in school, resulting in more children adopting healthy hygiene behaviors and a reduction in the spread of trachoma
- ✓ Encourage open discussion of trachoma in the classroom, thus increasing awareness and knowledge of the disease
- ✓ Promote learning and internalization of health messages by children, who will take the health messages home to their families and influence their behaviors in the home
- ✓ Raise awareness of trachoma amongst parents and community members so they will know the risks and learn how to prevent the disease by creating behavioral change in their households.

2. Trachoma Overview

Ethiopia has the highest burden of trachoma globally, with 657 woredas endemic for trachoma and nearly 75 million people at risk of infection. These numbers are troubling as trachoma is the leading infectious cause of blindness in the world. The disease is caused by a bacterium called *Chlamydia trachomatis* which spreads through contact with nasal and ocular discharge of an infected person, via

eye-seeking flies, touch, and sharing of cloths. The disease is most prevalent in rural communities where there is often a lack of adequate sanitation and clean water.

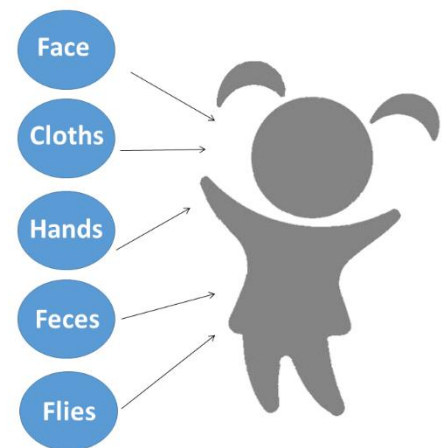
Children (ages 1-9) are especially vulnerable for contracting trachoma, and they often spread the disease to their caretakers and others (women's risk is twice as high as men's). In the advanced stage of the disease in adulthood, following repeated infections during childhood, a person's eyelashes turn inward and scratch the cornea while blinking, which leads to scarring, diminished vision, and eventually blindness.

Transmission of trachoma

Trachoma is contagious and spreads through contact with discharge from the eyes or nose of an infected person via various modes of transmission. An unclean face and an unclean environment (due to open defecation) serve as the settings for trachoma transmission. The five main pathways of trachoma infection are:

- **Feces:** Human feces attract the flies and provide a breeding area for them to multiply. Having feces in close proximity to living quarters or schools raises the risk of infection.
- **Faces:** Nasal and eye discharge contain the bacteria that can be transmitted to other individuals via the following 3 ways ↓
- **Flies:** 'Eye seeking flies' carry bacteria from the discharge on an infected person's face to healthy people's eyes, thus spreading the infection.
- **Cloths:** Sharing towels/cloths between infected and healthy people may transmit the bacteria to the healthy individual and infect him as well.
- **Hands/fingers:** Touching an infected eye with your fingers and then coming in contact with another individual (for example by hand shaking) can transmit the bacteria.

Five Pathways of Transmission



Signs and symptoms of trachoma

Trachoma usually affects both eyes. Though it can be asymptomatic, the disease often presents the following symptoms:

- Itching and irritation of the eyes and eyelids
- Discharge from the eyes containing mucus or pus
- Eyelid swelling
- Light sensitivity (photophobia)
- Eye pain
- Blurred vision
- Eyelids turning inwards (this usually happens in adulthood in an advanced stage of the disease)

Young children are particularly vulnerable to infection. However, the disease progresses slowly, and the more painful symptoms may not emerge until adulthood. All the signs of trachoma are more severe in the upper lid. As the scarring advances, the upper lid may show a thick line.

Prevention and control of trachoma

Treating trachoma as soon as possible helps prevent further infections. In 1997, the World Health Organization (WHO) organized the Alliance for Global Elimination of Trachoma by 2020 (GET 2020) and recommended the 'SAFE' strategy as a basic framework for dealing with trachoma:

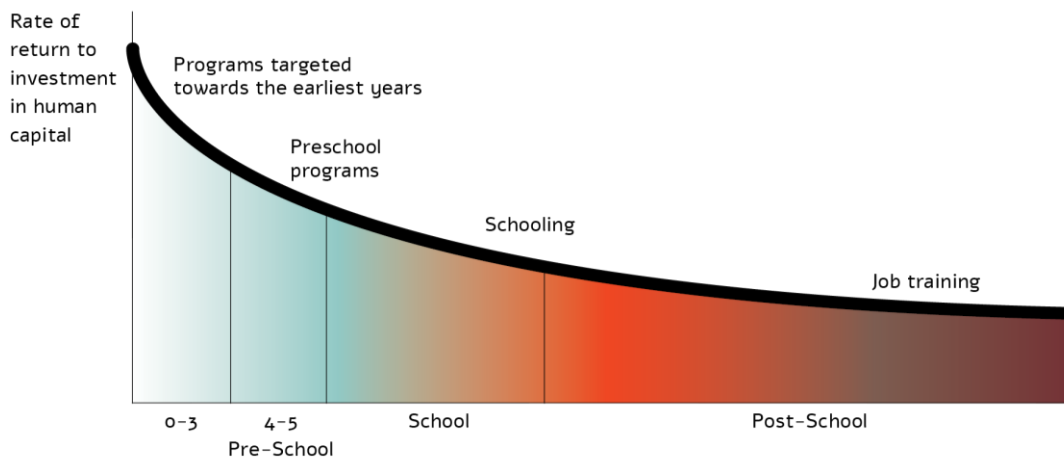
Surgery	Treat the advanced stages of disease
Antibiotic drug treatment	Treat the infection with azithromycin
Facial cleanliness	Promote washing faces and hands with soap and water to help prevent infection and re-infection
Environmental improvements	Improve access to clean water and sanitation in order to reduce transmission of the disease; Also, properly dispose of animal and human feces to reduce breeding grounds for flies

The following two posters can be used in the program to teach the transmission of trachoma (*left*) and prevention behaviors (*right*):



3. Why Early Childhood?

Chart showing benefits of investing in early childhood education



James J. Heckman and Dimitriy V. Masterov
Review of Agricultural Economics / The Productivity Argument for Investing in Young Children

There are several reasons to implement a trachoma health education program that specifically targets younger children:

- ✓ Young children are at a significant risk of being infected with the disease. Repeated infections at a young age can lead to blindness in adulthood.
- ✓ Activities in early childhood are designed to create and establish certain behaviors and habits at a young age. These behaviors and habits can be sustained over the years to prevent future infections.
- ✓ Children have the ability to influence their families and communities by passing on the information they learned, thus encouraging behavioral change in their families and improving hygiene practices in the household.

Early Childhood

Early childhood is considered a critical period of human development, in which dramatic changes occur in all areas of life including physical, social-emotional, and cognitive development. This period is a crucial formative period that shapes who a person will become.

Studies have shown that early childhood education has far-reaching effects on intelligence, character, and future employment opportunities. For this reason, policy makers are beginning to see that investment in young children is a financial investment with significant returns. The 2017 UN Sustainable Development Goals - a list of international goals adopted by 194 different countries - calls for a global approach to early childhood education that recognizes the importance it has in international development.

The following 5 elements develop during early childhood (IBILT):

Table 2: Areas of development in early childhood (IBILT)

Immune System	The immune system develops during the early ages and impacts a person's lifelong health.
Behaviors & Habits	Young children learn habits and behaviors that stay with them for the rest of their lives.
Interaction & Communication	Children build skills to communicate and interact with their environment, which influences their families and quality of their relationships throughout life.
Learning through Play	Children learn most effectively through playing, games, songs, acting, and drama – learning through play helps them understand how to behave.
Thinking & Language	During these formative years, language and thinking development is crucial – which is why it's important to speak to children, explain things in depth, ask questions, and tell stories.

In addition, young children adapt well to changes. For this reason, children are perceived as agents of change and messengers for their families and communities.

Teaching staff

The quality of a child's relationship with the adults in his life has a significant influence on his emotional and social development, and it impacts his development in later years as well. Adults serve an especially important role in supporting a child's emotional and social needs. The most important adults during a child's formative years include his parents and teachers.

The teaching staff sees students almost everyday, and they play a central role in their education and social development. Therefore, it is important to train school staff on health related topics and equip them with skills that will empower them as role models and help them in their work with children. Due to their central role in the education of children, teachers are responsible for much of the program's success.

The program trains teachers on the details of trachoma and its prevention, and it encourages them to use interactive and age-targeted methods for transmitting the information. Since teachers know their students best, the trachoma program acknowledges their experience by giving them room to adapt the materials and create activities. Also, since teachers see their students on a daily basis, they will be able to monitor the impact of the program and encourage children to sustain positive changes to their behaviors.

4. Structure of the program

The Trachoma Education Program for Early Childhood is composed of two modalities of intervention:

- ✓ School based intervention- The school based intervention will target grades 0 and 1. It will focus on incorporating trachoma learning on a daily or weekly basis, as well as changing hygiene related routines and habits that take place within the school environment.
- ✓ Community based intervention -The community based intervention will target both households and the community as a whole. It will focus on outreach done by community leaders to parents in the community, while complementing the school based intervention messages that students will be encouraged to take to their homes.

Both interventions are based on three main components:




- ✓ Emotional connection- Knowledge of a disease is not always enough to inspire change. For this reason, young children do not need to thoroughly understand all the details of the disease; instead they are more likely to change if they form an emotional connection to the desired behavior. The program creates a framework for children that encourages empathy, emotional bond, closeness, and belonging related to doing the desired behavior.
- ✓ Active learning- By achieving active participation of children through activities that elicit physical and verbal involvement, the children become involved with the messages being conveyed to them rather than passively listening and agreeing. An active connection through physical and verbal exercises will invite the child to fully join the activities. In this program, the children will do more than agree and nod but will instead build a connection to the material through a variety of interactive methods.
- ✓ Developing independent and proactive learners- The children will not only carry out instructions, but they will also have the opportunity to use their knowledge to influence their environment, their friends, and their families.



5. Activities to be carried out in schools

The following section will provide guidance on delivering interactive methods to students in grade 0 and grade 1. The educational theory of multiple intelligences (Gardner 1983) has served as the basis for the design of the program's interactive activities. This theory recognizes that all students are different and that each student is intelligent in his or her own way.

Multiple intelligences not only describe a child's natural inclinations but also his ways of best learning. Therefore, it is important for teachers to use diverse teaching methods in order to make the teaching process suitable for a wide variety of children. By using different teaching methods to address different learning styles, more students can engage and learn the material.

Table 3: Multiple Intelligences and their characteristics

 <p>Picture Smart <i>(Spatial/Visual)</i></p>	<p><u>Spatial-Visual Intelligence (Picture Smart)</u></p> <ul style="list-style-type: none"> ➤ Strengths: Visual and spatial judgment ➤ Characteristics include: <ul style="list-style-type: none"> ○ Enjoys reading and writing ○ Good at putting puzzles together ○ Good at interpreting pictures, graphs, and charts ○ Enjoys drawing, painting, and the visual arts ○ Recognizes patterns easily
 <p>Word Smart <i>(Linguistic)</i></p>	<p><u>Linguistic Intelligence (Word Smart)</u></p> <ul style="list-style-type: none"> ➤ Strengths: Words, language, and writing ➤ Characteristics include: <ul style="list-style-type: none"> ○ Good at remembering written and spoken information ○ Enjoys reading and writing ○ Good at debating or giving persuasive speeches ○ Able to explain things well ○ Often uses humor when telling stories
 <p>Number Smart <i>(Logical/Mathematical)</i></p>	<p><u>Logical/Mathematical Intelligence (Number Smart)</u></p> <ul style="list-style-type: none"> ➤ Strengths: Analyzing problems and mathematical operations ➤ Characteristics include: <ul style="list-style-type: none"> ○ Excellent problem-solving skills ○ Enjoys thinking about abstract ideas ○ Likes conducting scientific experiments ○ Good at solving complex computations ○ Good at classification, deduction, inclusion, calculation, and examination of hypotheses
 <p>Body Smart <i>(Bodily-Kinesthetic)</i></p>	<p><u>Kinesthetic Intelligence (Body Smart)</u></p> <ul style="list-style-type: none"> ➤ Strengths: Physical movement, motor control ➤ Characteristics include: <ul style="list-style-type: none"> ○ Good at dancing and sports ○ Enjoys creating things with his or her hands ○ Excellent physical coordination ○ Tends to remember by doing rather than hearing or seeing

 <p>Music Smart (Musical)</p>	<p><u>Musical Intelligence (Music Smart)</u></p> <ul style="list-style-type: none"> ➤ Strengths: Rhythm and music ➤ Characteristics include: <ul style="list-style-type: none"> ○ Enjoys singing and playing musical instruments ○ Recognizes musical patterns and tones easily ○ Good at remembering songs and melodies ○ Rich understanding of musical structure, rhythm, and notes
 <p>People Smart (Interpersonal)</p>	<p><u>Interpersonal Intelligence (People Smart)</u></p> <ul style="list-style-type: none"> ➤ Strengths: Understanding and relating to other people ➤ Characteristics include: <ul style="list-style-type: none"> ○ Good at communicating verbally ○ Skilled at nonverbal communication ○ Sees situations from different perspectives ○ Creates positive relationships with others ○ Good at resolving conflict in groups
 <p>Self Smart (Intrapersonal)</p>	<p><u>Intrapersonal Intelligence (Self Smart)</u></p> <ul style="list-style-type: none"> ➤ Strengths: Introspection and self-reflection ➤ Characteristics include: <ul style="list-style-type: none"> ○ Good at analyzing his or her own strengths and weaknesses ○ Enjoys analyzing theories and ideas ○ Excellent self-awareness ○ Clearly understands the basis for his or her own motivations and feelings
 <p>Nature Smart (Naturalist)</p>	<p><u>Natural Intelligence (Nature Smart)</u></p> <ul style="list-style-type: none"> ➤ Strengths: Finding patterns and relationships to nature ➤ Characteristics include: <ul style="list-style-type: none"> ○ Interested in subjects such as botany, biology, and zoology ○ Good at categorizing and cataloging information easily ○ May enjoy camping, gardening, hiking, and exploring the outdoors ○ Good at identification and classification of animals and plants

Suggested Activities

The program includes several activities for children that utilize different multiple intelligences and can be enjoyed by all. Furthermore, these activities and games have educational value in that they pass on healthy messages to the children while playing.

Table 4: Activities for school

<p>Dirty-Clean Game</p>	<p><u>Type of intelligence used:</u> Body smart</p> <p><u>Description:</u> Define which part of the room/outdoor area is the clean area and which is the dirty area by marking it (you can use chalk or a rope to mark the different areas). When the facilitator announces "clean", the participants have to jump into the clean area. When the instructor announces "dirty", the participants have to jump into the area defined as dirty. If someone jumps wrong, he / she is out of the game. The last one wins the game.</p> <p><u>Purpose of the game:</u> Creates a differentiation in children's minds between the concepts of dirty and clean. These concepts become part of their daily conversations.</p>
<p>Drawing clean and dirty hands and faces; using a mirror</p>	<p><u>Type of intelligence used:</u> Picture smart</p> <p><u>Description:</u> Give each student a piece of paper and fold it into 2 halves. On each half, tell them to draw the shape of their hand. Ask them to make one of the hands look dirty and the other one look clean. Write their names on the pictures of their hands. Hang a rope on the wall and place all the students' hands on the rope with the dirty hand side visible to the class. They can also draw their faces.</p> <p><u>How to use this method as part of a classroom routine:</u> On a daily basis, ask the students to check if their hands are clean or not. If they are clean, they can flip their own hand chart to its clean side which will be facing the class. If they are dirty, they need to go and wash their hands and then can flip to the clean side.</p> <p>On a daily basis, ask the students to check if their faces are clean or not, using a mirror. If they are clean, they can flip their face chart to its clean side. If they are dirty, they need to go and wash their faces and then they can flip to the clean side. This activity is a good way to incorporate face and hand cleanliness into the morning routine of checking attendance and starting the day.</p> <p><u>Purpose of the activity:</u> The clean and dirty hand and face charts serve as a visual reminder for the children that they need to stay clean at all times. It also serves as a reminder for teachers to frequently monitor the children's' cleanliness.</p>
<p>Creating a large poster of big clean eyes</p>	<p><u>Type of intelligence used:</u> Picture smart</p> <p><u>Description:</u> In groups, ask the students to draw two big eyes on large flipchart paper. Hang them around the classroom. These posters will remind the students that they need to keep their eyes clean.</p> <p><u>Purpose of the activity:</u> The posters will serve as a visual reminder for the students of the need for maintaining a clean face.</p>

Washing hands and face dance	<p><u>Type of intelligence used:</u> Body smart, music smart</p> <p><u>Description:</u> Create a song with dance movements that is related to face and hand washing. Tell the students to stand in a circle and perform the song with its movements.</p>
“Toto Says” Game	<p><u>Type of intelligence used:</u> Body smart, word smart</p> <p><u>Description:</u> The character Toto declares certain actions that he wants everyone to act out. The students must only perform the actions declared after saying "Toto says." For example, if the leader says “Toto says to jump up in the air”, everyone must jump up. If the leader only says “jump up in the air”, then the children should remain in their place (because there was no ‘Toto says’ before the action). Whoever performs the action when the leader does not say “Toto says” is out of the game.</p> <p>Here are some examples for actions that the students can act out that are related to trachoma: (Toto says) wash your hands, (Toto says) wash your face, (Toto says) clean your eyes, (Toto says) clean your environment, (Toto says) use your own towel.</p>

6. Using a fictional character for learning

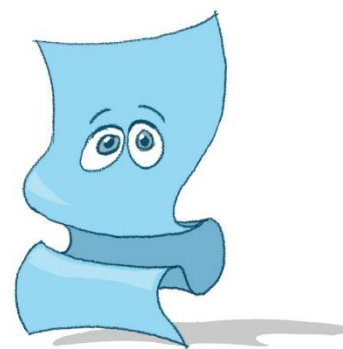
Children at a young age require experiential learning based on play, creativity, and imagination. The school based intervention transmits messages through a fictional character named Toto with whom children can identify. This character will lead the discussions about trachoma and will serve as a supportive tool to all programs and activities in the classroom. ***The character Toto is used to motivate students to learn life skills and behavioral norms.*** In addition to the fun of using a puppet, it also stimulates learning.

This character (a fictional cartoon) will be the anchor that will connect the children emotionally to the issue of trachoma prevention. The use of dolls and imaginary characters in early childhood helps a child develop their creativity, self-expression, and thinking patterns. The imaginary character stimulates the child to explore spontaneous activity and resourcefulness. When the child meets a fictional character, it creates a dialogue, either internally or through spoken conversation with the character. With the creation of this dialogue, a new world opens up for the child.

Toto



Maharabe



Toto is a figure with human characteristics. He is a kind, chatty, and loveable character, who is also uninhibited and forgetful. He has a good heart and is aware of his shortcomings. Though he knows he makes mistakes and says the wrong things sometimes, he is happy when he is corrected. In fact, he is wrong almost all the time.

Toto is a character that serves as a fun and enjoyable channel for transferring content for trachoma prevention. In the course of the program, Toto will become a friend to students, will teach and learn, and together with the children will become a role model with whom they can identify. Through scripts filled with facts and humor, Toto helps strengthen and assimilate the messages of trachoma prevention.

Using Toto's Character

At first, Toto's character appears as a drawing of the character on Bristol paper. Later on, Toto may become a puppet that the teacher or student can operate. The teacher will manipulate the puppet, act out dialogue with it, and add his/her thoughts and questions. However, it is important that the encounter with the puppet is done in a humorous and playful manner and does not become didactic.

While the puppet is present and being manipulated by a teacher/student, there are three different active participants: the teacher, the puppet, and the students. Everyone has a role in the script, and together each one leads the story, guided by the teacher. The accompanying scripts (written in [Table 5](#)) have been created to touch on the main messages related to trachoma prevention. They demonstrate the types of interaction that the puppet is able to create. Many more scripts can be added by teachers and students as they become more familiar with different learning topics.

- The context of the story- Toto has been recruited to promote the issue of trachoma prevention in Ethiopia. Toto realizes how important the fight against trachoma is, but the problem is that he hardly knows anything about the disease or how to prevent it. Toto has many questions and needs the help of the children in order to cope with his new role and succeed in it.
- Methodologies- Toto will serve as a model for asking questions about trachoma. The children will seek answers to his questions and will receive help from the teacher in doing so. The character uses the following teaching strategies:
 - *Students as teachers*- Toto makes many mistakes purposely and the students correct him all the time, putting them in the role of the teacher for Toto. Through interactions with an uninformed character who needs their help in order to succeed, the students will be inspired to learn and know more. Learning in this way is interactive and experiential, enabling interest and creating a deeper connection for the children.
 - *Interactive activities and emotional connection*- Also, through identification with the character, the students will connect emotionally to the task. The use of games, songs, drama, painting, and other creative methods will enable young children to better understand and remember messages that would otherwise be confusing to them if they learned them conventionally.
- Toto's role- Toto comes to class and shares the tasks that he received to stop the spread of trachoma. Toto confesses that he has no idea what trachoma is and enlists the help of the students. In order to help Toto, Toto and the students will discuss various topics: eyes and vision, trachoma and its effects on their eyes, how to prevent the spread of trachoma through healthy behaviors, and the importance of using latrines.

- Students' Role- Every time Toto says or does something wrong, the children can have a uniform rhythmic tune, like: 'No no no Toto.' This little rhyme is followed by a clarification of what needs to be corrected. The children supervise Toto by observing him, correcting him, and protecting him. The process has three stages:
 - *Interference/stop* - A "red flag" is presented into the discussion. Everyone stops - we have detected something is wrong.
 - *Clarification of the error* - Why was the "red flag" thrown into the discussion? What's wrong here?
 - *Change behavior* - What is the right information? How should we act? Based on the students' recommendation, Toto then corrects his behavior, thanks the children, and asks some additional questions that the teacher and students can help answer.
- Rationale- Through correcting and reminding Toto, the students will internalize the messages of good behaviors, change their behaviors, and continue practicing them at home as well. With the ability to identify the mistakes made by Toto and the permission to correct him and warn him about his behaviors, the children are able to integrate a little more into the adult world and build their personal status in their family or in their community.
- Multiple intelligences- By diversifying the teaching methods, more children will be able to access the information and learn successfully. Toto appeals to several types of learning styles: People Smart- through interaction with Toto; Word Smart- by verbalizing their answers and using the new terms; and Picture Smart- seeing and responding to Toto's actions. In addition, the students can teach Toto a song about hygiene (Music Smart) or tell them about their own hygiene (Self Smart).
- Expected change in attitude and behavior of the students- In order to teach Toto about trachoma, the students have to demonstrate their suggestions to him and actually show him the changes in behavior. This activity requires them to understand the implications and risks of not changing their behaviors and to be aware of the changes that they need to make in their own lives. This process will lead to:
 - *Students being responsible for their own behavior in preventing trachoma*- Students will adopt healthy behaviors for trachoma prevention such as washing hands and faces, using latrines instead of open defecation, and not sharing cloths with other people.
 - *Students influencing their families to adopt behaviors*- Students will take the messages home to their families and positively influence hygiene in their household.

Suggested Scripts with Toto

This section includes scripts that you can use to act out Toto. Encourage teachers (and students) to make up their own scripts containing trachoma-related messages. Any newly created script should have the following 3 components:

- ✓ A clear message that you want the children to learn (i.e. how trachoma is spread, the importance of keeping your eyes and face clean, using the latrines, etc.)
- ✓ Toto must be forgetful and confused and in need of help from the children
- ✓ Children must be active participants in the script – answering questions and correcting Toto

Scripts should be presented by teachers at first, but as students become more familiar with the character and its objectives, they are highly encouraged to assume the role of Toto and present trachoma-related scripts in front of the class.

As the process of knowledge assimilation takes time, teachers should repeat each one of the scripts several times in order to ensure that all the messages have been well understood. School teachers are encouraged to improvise with the character of Toto and invent additional topics for discussion with the students. The recommendation is to use Toto at least twice a week on a regular basis, as he becomes a regular beloved visitor in the classroom that students can look forward to seeing.

Table 5: Toto Scripts

Script #1: Toto meets the children

Toto: Hello children, my name is Toto So I bet you are asking yourself why I am here right? I'm also wondering this myself, because it is not clear to me either.

Toto: Maybe you know why I'm here?

Children: Make suggestions.

Toto: Very Good! You got it! I'm the chief expert who was chosen to fight the trek....disease .. Ter .. Trachoma..... it's hard for me to say. They asked me to help stop the disease from spreading in Ethiopia. Am I a doctor you ask? Not at all! A disease researcher? Nope. A science teacher? I am not! I am just Toto and I am all-powerful. I am here because I love children and I care about them.

Sometimes though I make mistakes. Can you help me when I'm wrong? Every time I say something wrong, can you say "no, no, no Toto"

Teacher: Children can we help Toto?

Children: Yes!

Teacher: Great! So Toto, what is this trachoma that you have come to talk about?

Toto: Trachoma is a disease that affects our finger!

Teacher: No, no, no Toto – it affects our eyes! Children, say with me "no, no, no Toto".

Children: No, no, no Toto

Toto: Ah right! It affects our eyes and you know how important our eyes are... right? Who can tell me why we need our eyes?

Children: give answers- for seeing, reading, searching for things, closing them when we sleep, learning

Toto: We use our eyes for seeing? Are you sure? (*Toto closes his eyes and opens, closes and opens...*) this is amazing! I shut my eyes - you disappear. I open my eyes- you appear ... just like magic! (*He closes his eyes*) Hocus Pocus! (*He opens his eyes*)

	<p>There you are!!</p> <p>Children, try doing it with me! Open! Close! Open! Close! Can anyone see anything when you close your eyes? <i>(Toto walks to look at the children and look at their eyes)</i></p> <p><u>Toto</u>: We all have such beautiful eyes, let's learn a song about them:</p> <p><u>Everyone together</u>:</p> <p style="padding-left: 40px;">"I love my eyes - And they love me I use them all around to see I'm theirs - And they are mine I love my eyes – all the time I see all the things in the world All the things, big and small Things in color, black and white With my eyes I can look to the left look to the right"</p> <p><u>Toto</u>: I love when we sing together! See you tomorrow!</p>
<p>Script #2: Toto learns to take care of his eyes</p>	<p><u>Teacher</u>: Hi Toto....</p> <p><u>Toto <i>Sleeping</i></u>: What? what? I'm taking care of my eyes! I'm keeping them closed so they won't be tired.</p> <p><u>Teacher</u>: Toto – it's important to keep your eyes clean, you don't need to keep them closed! If you want to see really well - you need to take care of your eyes.</p> <p><u>Toto</u>: Oh okay! <i>(Turns to the children)</i> Does anyone have a towel that I can clean my eyes with?</p> <p><u>Teacher</u>: No, No, No Toto! Children, I remind you that whenever Toto is wrong we need to say No No No Toto.</p> <p><u>Toto</u> <i>(Whispers to the children so that the teacher will not hear)</i>: Children, I have to be the expert but I don't know how to take care of my eyes? Do you know how? Children, can you help me pppppplllllllllllease?</p> <p><i>Children: make suggestions on how to keep the eyes clean.</i></p> <p><u>Teacher</u>: It is very important to make sure our eyes and our whole face is clean all the time. Whenever we see that we are dirty, we should wash our faces and our hands too! This way we can use our eyes for anything we want! We also need to each have our own towels and not share our towels with our friends.</p> <p><u>Toto to the Teacher</u>: I will keep my eyes clean, I will wash them and not touch them with dirty hands, I promise but children, can you help me with this? I'm a little bit forgetful....</p>

	<p><u>Children</u>: Sure Toto! We'll help you!</p> <p><u>Teacher</u>: Well done Children!</p> <p><u>Toto</u>: Let's sing our song together!</p> <p><u>Everyone together</u>:</p> <p style="padding-left: 40px;">"I love my eyes - And they love me I use them all around to see I'm theirs - And they are mine I love my eyes – all the time I see all the things in the world All the things, big and small Things in color, black and white With my eyes I can look to the left look to the right"</p>
<p>Script #3: Children meet Mahrabe (the cloth)</p>	<p><u>Toto</u>: Hello children</p> <p><u>Children</u>: Hello Toto</p> <p><u>Toto</u>: As I told you, I was asked to help prevent the tractor disease</p> <p><u>Children</u>: No no no Toto</p> <p><u>Toto</u>: Oh right, I got confused by the name of the disease called trac...trac...tarantula</p> <p><u>Children</u>: No no no Toto</p> <p><u>Toto</u>: So tell me what is this disease called?</p> <p><u>Children</u>: Trachoma</p> <p><u>Toto</u>: Well done! If you knew that, I'm sure you also know that the disease affects the ears! The person who is infected grows donkey ears.</p> <p><u>Children</u>: No no no Toto</p> <p><u>Toto</u>: No? Am I confused again? So what does it affect?</p> <p><u>Children</u>: It hurts your eyes.</p> <p><u>Toto</u>: Oh no! I really love my eyes and even sang you my song about eyes. Do you remember? Sing with me:</p> <p><i>Children sing the eye song from the previous script.</i></p> <p><u>Toto</u>: Oh I see some dirty faces here in the classroom, let me take my cloth and clean all of your eyes!</p> <p><u>Children</u>: No no no Toto</p>

	<p><u>Toto</u>: But why? I like sharing with my friends</p> <p><u>Children answer</u>: if you share a cloth, you can spread the disease from one person to another.</p> <p><u>Toto</u>: So each one of us needs to use his own cloth for cleaning his face?</p> <p><u>Teacher</u>: Yes Toto, you are right.</p> <p><u>Toto</u>: Do you want to meet my own personal cloth? She is really beautiful and her name is Mahrabe. Mahrabe is terribly shy. (<i>Mahrabe whispers to Toto in the ear</i>) What did you say? Ah, she says she's excited to meet you.</p> <p><u>Children</u>: Hi Mahrabe</p> <p>(<i>Mahrabe whispers to Toto</i>) <u>Toto</u>: Mahrabe says that I only belong to her and that I can't use her to clean other faces</p> <p><u>Toto</u>: I love my Mahrabe, she helps me stay clean - do you all have your own Mahrabe in your house?</p> <p><i>Children reply</i></p> <p><u>Toto</u>: Great! (<i>Mahrabe whispers to Toto</i>) She wants to meet all of your Mahrabes! Will you bring them next time?</p> <p><u>Children</u>: Yes, Toto!</p> <p><u>Toto</u>: Great! See you next time! Bye Children!</p> <p><u>Children</u>: Bye Toto!</p>
<p>Script #4: Toto learns about trachoma symptoms</p>	<p><u>Toto</u>: Hi children!</p> <p><u>Children</u>: Hi Toto!</p> <p><u>Toto</u>: Did you all bring your friend Mahrabe? (<i>Mahrabe is next to him</i>) Mahrabe is really excited to meet yours!</p> <p><i>Children show their cloths to Toto</i></p> <p><u>Teacher</u>: You know Toto, there is a better way to stay clean than just using Mahrabe</p> <p><u>Toto</u>: Really? What is it?</p> <p><u>Children answer</u>: Washing our faces with water and soap</p> <p><u>Teacher</u>: You're right! But wait - how do we know if our eyes are sick?</p> <p><u>Toto</u>: Ooooh, ooooh, ooooh I know!!!! Ummmmmm..... Your eyes are sick when.....eeerrrrrr it's when..... (<i>Toto whispers to the children</i>) Children I don't know, can you help me?</p>

	<p><i>Children give answers.</i></p> <p><u>Teacher</u>: Good, children! sometimes our eyes can be red and itchy, and we can see yellow colored liquid coming from our eyes and nose. Sometimes we also can't see so well.</p> <p><u>Toto</u>: Oh that's terrible, our eyes should always be white and not red or yellow... I'm leaving now to go and wash my face! I promise that next time I will remember everything, but if I don't, you will help me right?</p> <p><u>Children</u>: That's right, Toto</p> <p><u>Toto</u>: Bye Bye children!</p> <p><u>Children</u>: Bye Bye Toto!</p>
<p>Script #5: Toto uses the latrine</p>	<p><u>Toto</u>: Hi children, I'll be right back, I have to go to the bathroom</p> <p><u>Teacher</u>: Where are you going?</p> <p><u>Toto</u>: Right here behind the school, there is a small field. I'll go really fast, do my needs, and come back to you</p> <p><u>Teacher</u>: What do you say children?</p> <p><u>Children</u>: No no no Toto!</p> <p><u>Toto</u>: Why not? I like to go in the open air</p> <p><u>Teacher</u>: You know Toto that when we go to the bathroom outside, many flies will come to us.</p> <p><u>Toto</u>: Oh, I like flies, I like playing with them</p> <p><u>Children</u>: No, no, no Toto</p> <p><u>Teacher</u>: The flies are not good for us because they can make us sick. Flies can take the disease from one person and then fly all the way to another person and make him sick too</p> <p><u>Toto</u>: Really?? I didn't know that – I thought flies were my friends. Now I'll be more careful.</p> <p><u>Teacher</u>: So we always want to keep the flies far away from our school and from our homes.</p> <p><u>Toto</u>: And if I use the latrine, the flies won't come?</p> <p><u>Teacher</u>: That's right.</p> <p><u>Toto</u>: I really want to protect my friends and family! Let's agree together that we</p>


	<p>use the latrines – and children, will you remind me because I always forget.</p> <p><u>Children:</u> Yes, Toto!</p> <p><u>Toto:</u> What else can we do to keep the flies away?</p> <p><i>Children suggest ideas</i></p> <p><u>Teacher:</u> We should always try to keep our environment clean and our bodies clean too.</p> <p><u>Toto:</u> Sometimes I notice that there are flies which are coming to my face. They like to sit right next to my eyes. What can I do to make them go away? I forget....</p> <p><i>Children answer: clean face, wash with soap</i></p> <p><u>Teacher:</u> As long as your face is clean Toto, the flies will not bother you.</p> <p><u>Toto:</u> I won't let the flies get near me! I will always wash my face and use the latrine. I'm excited to go to my house and tell my family to do the same! Children, will you also tell your family what we have learned?</p> <p><u>Children:</u> Yes, Toto</p> <p><u>Teacher:</u> Thank you for visiting us again, Toto</p> <p><u>Toto:</u> I love learning together with you. I will see you next time! Bye children!</p> <p><u>Children:</u> Bye Toto!</p>
<p>Additional scripts</p>	<p><i>Teachers and students are encouraged to act out their own stories with Toto and Mahrabe.</i></p> <p><i>Possible ideas: Toto going to the clinic to see about his itchy eyes; Toto learns to wash his hands before eating and after using the bathroom; Mahrabe is dirty, etc.</i></p>

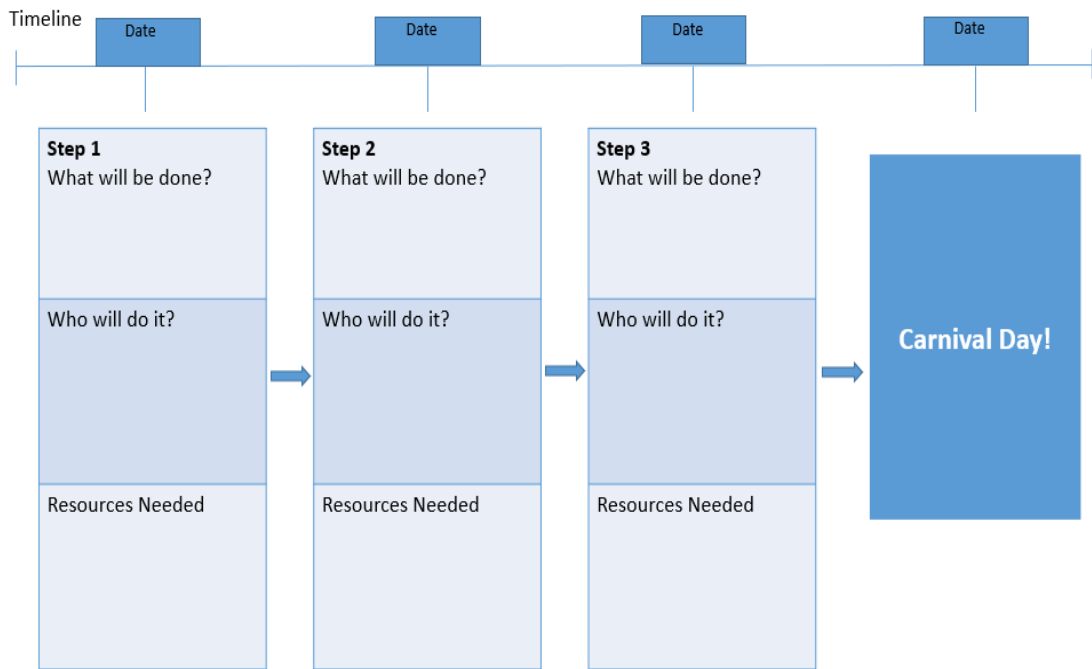
7. Activities to be carried out in the community

Creating healthy routines in the household is also important for sustainable behavioral change. For this reason, the program also targets parents and community leaders who can transmit healthy messages to both their own households and throughout the community. In this way, families can transmit healthy messages to young children and ensure consistent messaging at home and in school.

Table 6: Activities for the household and community

<p>Family face charts</p>	<p><u>Description:</u> Fold a large paper into six and then cut it into six pieces. On one side of the piece of paper, ask the participants to draw a clean face of their child. On the other side, ask them to draw a dirty face. They should do the same for each one of their children and write each child's name next to his face drawing. Connect each picture of the face to</p>
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	<p>a larger chart with a paper clip. Explain that this is a face chart which they should hang up in their home. Daily, the parents will look together with their children and change the picture between clean and dirty based on the observed condition of the child’s face.</p> <p><u>Purpose of the activity:</u> By hanging a face chart in the home, the parents will raise awareness of facial cleanliness with their children. The chart serves as a reminder for children to keep clean and for parents to monitor their children’s level of cleanliness. The chart can also create some ‘healthy competition’ between siblings on facial cleanliness.</p>
<p>Using mirrors routinely</p>	<p><u>Description:</u> Encourage each family home to hang a mirror in their house and incorporate self observations/ observations with parents on a regular basis. For example, they children can observe their faces every morning before leaving for school or every evening before eating dinner.</p> <p><u>Purpose of the activity:</u> The mirror observation creates a habit of monitoring cleanliness and personal hygiene on a daily basis.</p>
<p>Storytelling</p>	<p><u>Description:</u> Storytelling is a playful way of conveying messages and values, and it enables children to learn about topics in an engaging way. Parents can sit with their children before bed-time and tell interesting stories that relate to trachoma prevention and healthy behaviors. Children should also be encouraged to invent their own stories related to trachoma and share them with their family and friends.</p> <p>A good story can be structured this way:</p>  <pre> graph LR A[Beginning and introducing the characters] --> B[Drama/problem] B --> C[Solution/Conclusion] </pre>
<p>Educational wall paintings</p>	<p><u>Description:</u> Community members can paint healthy messages on buildings or walls in their community. First, they can discuss which healthy messages they want to promote. Then they can sketch out a design with the healthy messages. Community leaders, with the help of families and schools, can choose a place where they can make the educational wall- such as at school or in one of the community’s centers that will inform the community about trachoma’s risks and prevention.</p> <p><u>Examples of messages:</u> Washing faces, not sharing cloths, no open defecation, washing hands, etc.</p>
<p>Carnival Day/</p>	<p><u>Description:</u> The community can hold an event to raise awareness on trachoma and engage a large number of community members. School teachers and students can</p>

<p>Community event</p>	<p>present information through games, songs, drama, Toto scripts, and wall paintings. The community event should be fun and inviting and include varied activities. A blind person in the community can speak about their experience.</p> <p>The following template is an action plan table which can be used by the organizers of the community event:</p>  <p>The diagram is a horizontal timeline with four date markers. Below the timeline are three boxes, each representing a step. Each box is divided into three sections: 'What will be done?', 'Who will do it?', and 'Resources Needed'. Arrows point from the first box to the second, and from the second to the third. A final arrow points from the third box to a large blue box labeled 'Carnival Day!'.</p>
<p>Mirrors in the health post</p>	<p><u>Description:</u> Health extension workers can keep a mirror in their health posts to use when mothers bring in their children. They can use the parent’s visit as an opportunity to use the mirror with the mother and view the child’s face in the mirror with an explanation of why it is important to have a clean face. Health workers can also have a face chart in the post and encourage mothers to create their own family face chart at home.</p>

8. Connecting school and community interventions

By working together, the school staff and community leaders will be stronger and have a better chance of achieving lasting social change. Schools are often at the center of communities, so they naturally serve as a meeting place through which joint activism can stem. By including community members in the school’s planning and review of trachoma education, then the messaging can be better aligned and consistent. In other words, children will hear the same messages at home that they will hear in school, which will reinforce the healthy behaviors.

In addition, school staff and community members can provide each other with mutual support and share successful strategies. For example, school teachers can support community leaders during a community event to raise awareness on trachoma. Members of the Parent-Teacher Association (PTA)

can support school teachers by advocating with parents to encourage and maintain the behaviors that the children are learning in school within the home as well.

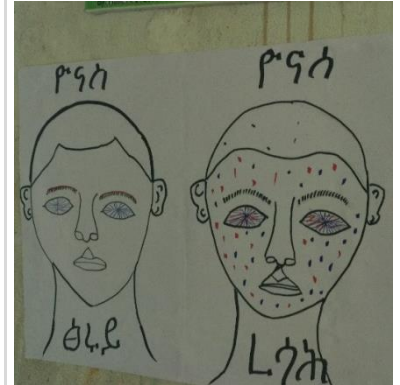
In order to strengthen the link between community activities and school activities, it is recommended to establish a committee in each kebele that meets once a month for joint planning of trachoma-related activities. The members of the committee should be school staff members and community leaders, with a school principal recommended to head the committee. The following protocol provides an outline of the joint meeting:

Table 7: Protocol for joint trachoma meeting

I. Details for Set-Up	<p><u>Venue:</u> School</p> <p><u>Participants:</u> School principal, school teachers of grade 0 and 1, PTA, Health Development Army representative, health extension worker, community leaders</p> <p><u>Duration:</u> 1 hour</p> <p><u>Role needed:</u> Assign a responsible person for documenting the meeting and inviting participants</p>
II. Updates	<p><u>School update:</u> Teacher representative or principal will update the committee on trachoma and other hygiene and sanitation related activities that have taken place in the school in the past month.</p> <p><u>Community update:</u> HDA/PTA/Community representative will update everyone on trachoma and other hygiene and sanitation related activities that have taken place in the community in the past month (including events, church meetings, HDA network engagement, household visits, etc.)</p> <p><u>Household update/Parent Involvement:</u> What has happened at the homes in the past month- which habits and behaviors have changed? What new routines have been created? Which methods were used for teaching the young children?</p>
III. Discussion Points	<ul style="list-style-type: none"> ➤ What were the successes since the last meeting? ➤ What were the challenges? ➤ What do we want to improve? ➤ <i>For school staff-</i> What support do we need from community members in the committee? ➤ <i>For community members-</i> What support do we need from school staff in the committee?
IV. Next steps	<p>Discuss main goals to be achieved in the coming month:</p> <ul style="list-style-type: none"> ➤ <i>Schools-</i> 3 planned activities → Assign responsible person and timeframe ➤ <i>Community-</i> 3 planned activities → Assign responsible person and timeframe

Appendix

Table 8: Photos of Activities



Photos above: *Left picture* shows the training participants making an outline of their hands. They can do the same activity with children in the home and school while preparing the clean hand charts.

Center photo shows the hand and face charts hanging on the wall labeled with the students' names. It is important to hang the drawings on the wall so that students can see them when they come to class and remember the need to have clean faces and hands.

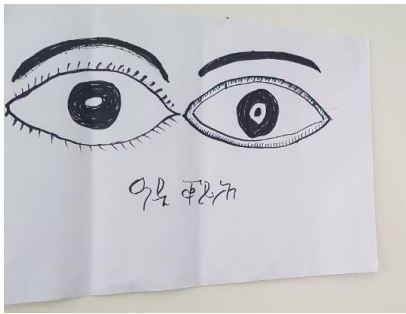
Right photo shows a picture of a clean face and dirty face. Teachers or parents can use this picture with the children along with a mirror to help teach them more awareness of their own cleanliness.



Photos above: *Left picture* shows the training participants as they practice the Toto scripts. They are holding stick puppets of Toto and Mahrabe in their hands.

Center photo shows a teacher in the classroom as she performs a skit with Toto and Mahrabe. The teacher can also use a real (and clean) towel to represent Mahrabe to the students.

Right photo shows a student acting out his own Toto story.



Photos above: *Left picture* shows a large drawing of eyes that teachers can do with their students.

Center photo shows a mirror hanging on the wall in a classroom. Teachers can use the mirror in the morning when they use the hand and face charts.

Right photo shows a picture drawn by the children. It shows the importance of using a latrine and handwashing.



Photos above: *Left picture* shows school staff and community members jointly sketching an educational wall for trachoma. This picture will be painted on a wall at the school.

The center and right photos show two examples of drawings to be painted on walls.



Photos above: *Left picture* shows students as they act out a song about their eyes.

Right photo shows a teacher using a mirror with her students along with the hand and face pictures.



Photos above: *Left picture* shows students as they play the Clean Dirty Game.

Right photo shows children learning and dancing to a song about healthy hygiene.

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Notes

Toto and Mahrabe sketches developed by Yaniv Shimony 2017.