

### Empowering Community Members to Eliminate Waterborne Illnesses

Committed to empowering community members with the essential tools and education to sustainably integrate safe water, sanitation and hygiene (WASH) programs into their homes and schools, PWW introduces the ***Community Education Program (CEP)***.

#### OVERVIEW

Establishment of a CEP supports community-wide prevention and elimination of waterborne illnesses through the correct use of water treatment and storage technologies, sanitation practices, and hygienic behavior change. It is an integral component to supporting WASH efficacy by developing local capacity, strengthening community ownership, and facilitating generational impact.

The CEP is community-driven and ultimately community-led, with PWW supporting the needs of community members. The program elements are designed in collaboration with local community leaders, based on the identified needs of the community(s). Final course curriculum, content, and materials is executed in accordance with local guidance.

#### CEP OBJECTIVES

- Increase reliable access to safe water.
- Improve positive water, sanitation and hygiene (WASH) behaviors.
- Grow awareness of water contamination - causes, effects, and prevention.
- Reduce community-wide exposure to waterborne diseases.
- Develop skills and knowledge about water treatment and conservation.
- Support girls and young women with safe and healthy menstrual hygiene management (MHM) practices.

#### CEP MODEL

The CEP concept is founded upon the goal of developing a pool of local WASH paraprofessionals made up of respected and motivated community leaders. PWW selects, trains, and supports the designated group of individuals, known as Lead Community Agents (LCAs), to serve as local WASH leaders, knowledgeable about effective WASH practices and able to teach these practices.

LCAs are chosen from established Community Agents (CAs), volunteers who were previously selected by the community and have been trained by PWW to support the community's safe water program. CAs are assigned to 3-5 families each and support the correct and consistent use of safe water technologies and healthy WASH practices among these families. They also work closely with PWW to provide long-term follow-up and monitoring.

The CEP Model expands local WASH capacity and facilitates the delivery of WASH trainings to multiple groups of community members, at the same time period, in multiple locations, resulting in an overall increased collective impact.

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### **LCA TRAINING**

PWW has developed a rigorous training approach, adapted to different community age groups, to ensure that the curriculum can be effectively delivered with high quality by the LCAs.

PWW provides strategic guidelines, training sessions, materials, ongoing supervision, and mentorship to LCAs who will, in turn, conduct WASH training sessions to individuals across targeted communities in order to reinforce the correct and consistent use of in-home water filters and to advance safe WASH practices among community members.

LCAs receive extensive training related to fundamental WASH practices, including the following topics:

- Personal hygiene and handwashing
- Environmental hygiene and improved sanitation
- Menstrual hygiene management (MHM)
- Routes of transmission (how and why waterborne diseases are transmitted)
- Water contamination, treatment, and source protection
- COVID protection
- Gender equity

To support LCAs with the successful delivery of training programs, the CEP curriculum focuses on establishing core facilitation and group management skills. Program delivery methods are demonstrated, discussed, and practiced during the workshop and participants are provided with a comprehensive manual to use during group sessions. It is highly participatory to support maximum collaborative learning.

### **COMMUNITY TRAINING**

Guided by curriculum and materials provided by PWW, LCAs deliver trainings to fellow community members in a way that is appropriate and meaningful, supporting the promotion and advancement of good WASH practices and resulting in positive community behavioral changes.

LCAs train families in small groups of 15-20 individuals each. Each small group participates in one (1) training session per week, for four (4) weeks, covering a total of 10 WASH topics. Each training session runs 2-3 hours.

### **MONITORING AND EVALUATION (M&E)**

M&E gauges knowledge change pertaining to WASH education as well as other indicators related to WASH programming. It helps to identify areas of program effectiveness as well as indicates where program and/or training improvements may be needed.

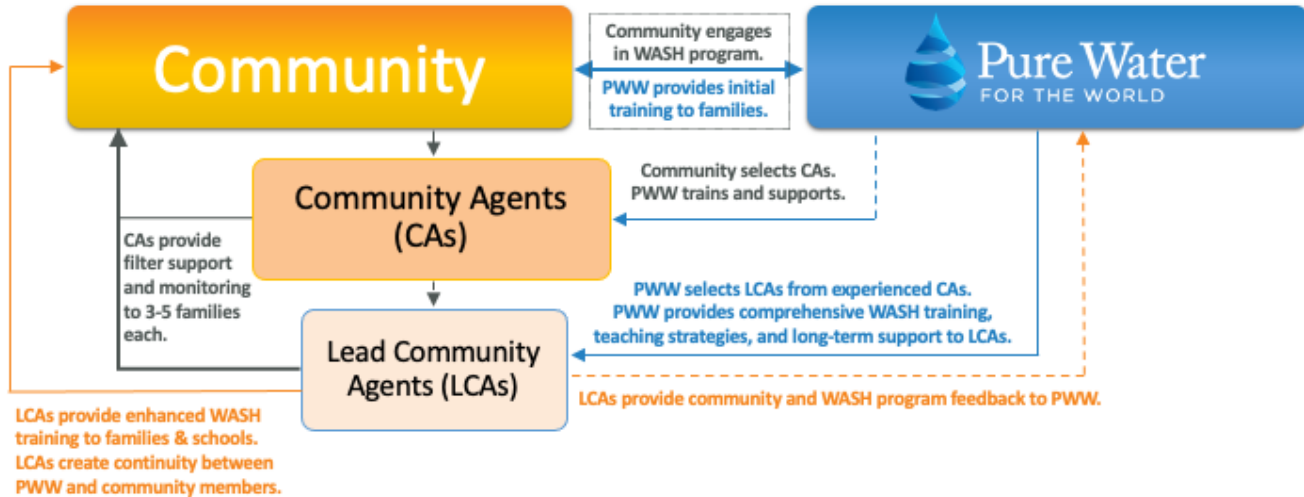
PWW's M&E practices are conducted for three (3) years, post initial WASH implementation in a community, with regularly scheduled monitoring visits by PWW and CAs.

LCAs further enhance the M&E program, providing continuity between PWW and community members through regular follow-up with families and the utilization of a feedback mechanism from the community to PWW.

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## PWW's Community Education Program - Haiti



### CEP IN ACTION: PROGRAM LAUNCH

PWW launched the CEP program in May 2022, selecting the first group of LCAs to be trained from group of experienced CAs who live in the Roucou area of Limonade, Haiti, where PWW has been working for the past three years.

Junior Seraphin, WASH Trainer Coordinator, PWW Haiti, delivered the two-day intensive workshop to the selected group of five individuals. In addition to learning the curriculum, the group learned how to effectively teach the WASH concepts to community members. They also worked on localizing the content and documented materials to support the local dialect.

The LCAs initial opportunity to put their WASH training into action was with students at the **Adelphos School** where PWW recently completed a comprehensive safe water and sanitation facility, complete with gender-specific bathrooms (to support adolescent girls with safely and privately managing their menstrual cycles), urinals, a shower, handwashing stations, and reliable access to safe water.



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In collaboration with the school principal and staff, PWW and the LCAs established a training schedule to take place on Fridays for four weeks. The training sessions included information about menstrual hygiene management, personal hygiene and handwashing, environmental hygiene, and prevention practices against COVID-19 and other virus.

The students were very engaged in the course material and the training sessions. They are working with the LCAs and school administration to establish a student WASH committee, the **Hygiene Club**, which will be run and managed by students with oversight by the school administration and support from the LCAs. The **Hygiene Club** will serve to continue advancing and supporting the correct and consistent use of healthy WASH practices.

When asked what she had learned, one student enthusiastically shared: *“Ok, here is what I have learned: personal hygiene is when we keep our body clean, we now know how to brush our teeth, and we know that we need to wash our hands when leaving the restroom and before eating food. This is some of what I have learned!”*

### LCA TRAINING EXAMPLE: ENVIRONMENTAL HYGIENE

One training session focused on the importance of cleaning up the school grounds. Three separate bins were introduced for managing waste: organic waste, paper waste, and plastic waste. While recycling is not prominent in Haiti, programs are underway to encourage community members to think locally and globally about their waste and take proactive steps to effectively reduce and manage waste in support of their own health and the health of the environment.

The following was shared by Junior:

*An unhealthy school environment can significantly reduce school attendance rates. Among the diseases that affect children, the most important are intestinal infections and diarrhea. The promotion of good hygiene practices at home and at school are the most effective and economical means of preventing these diseases in a sustainable way.*

*The health of students is a major component of their general wellbeing. As such, it is necessary to help young people develop knowledge and behaviors that are favorable to good health. School is the best place for this.*

*At Adelphos School, during an environmental hygiene training with LCAs, students gained an understanding about the importance of waste management. They all agreed to take responsibility by cleaning up the school environment, starting by sorting the waste using the color-coded bins.*



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### LCA TRAINING EXAMPLE: MENSTRUAL HYGIENE MANAGEMENT

LCAs were able to integrate the menstrual hygiene management training with global Menstrual Hygiene Day, which takes place every year on May 28<sup>th</sup>. Fifty students participated in MH Day activities. LCAs taught students about menstruation as a natural process related to the reproductive cycle of women and adolescent girls and dispelled the myth and misunderstandings that menstruation is a “disease.” They helped students understand that menstruation is a sign of good health and growth.



LCAs explained the importance of safe and healthy menstrual hygiene practices. As an interactive learning session, students worked in small groups to practice what they learned in order to take lessons learned into action. The essential roles of safe water, sanitation facilities, soap and personal hygiene, and proper waste disposal were incorporated into the session.

Students were encouraged to break the silence about menstrual hygiene, with girls gaining the confidence and knowledge to effectively manage their menstrual cycles, without shame or misunderstanding.



When asked about the impact of the CEP program on the school community, Junior responded, *“Training went very well. All [students and administrators] are adjusting to healthy WASH practices at the school. As they keep moving forward, they will certainly see lasting improvement.”*

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