
Honduras Teacher Workshop

INTRODUCTION:

This program is a part of Pure Water for the World's (PWW) hygiene program in schools in rural Honduras. It was designed to support teachers with the integration of hygiene themes into the Honduran Curriculum. The concept of this workshop is that integration can be realized without many changes in the way of working of the teachers, and without adding additional work or time.

The program consists of one workshop, one follow-up plan and one implantation strategy. The workshop lasts 3 days and uses a participative methodology.

This program was developed in the fall of 2015 with the support of PWW partner CAWST (Centre for Affordable Water and Sanitation Technology).

BASELINE STUDY:

Prior to the project development steps, a baseline study was completed among schools in the municipality of Trojes, Honduras.

Teachers. Thirty-three personal interviews with teachers were conducted.

Students. Surveys in 10 schools with children were given in two phases:

- An interview with 10 randomly selected children from each school (mixed ages) about general hygiene knowledge and practices;
- A focus group with girls from 4th, 5th, and 6th grade on the subject of menstruation.

The survey results showed that children have a good average knowledge on water, hygiene, and sanitation but few students voluntarily mentioned using soap to wash hands. This is easy to understand when considering the lack of soap and toilet paper available in schools, which are essential for practicing good hygiene.

The children also confuse things such as symptoms vs. sicknesses and contamination pathways vs. contamination activities.

All girls that have menstruation mentioned having fear, nervousness, or even dread when having their cycles at school due to lack of menstrual materials, soap, or toilet paper at school.

The majority of the girls do not know anything about menstruation before experiencing it. All of them mentioned having had fear or even having cried when their cycle came.

Many teachers already teach on the subjects of water, sanitation, and hygiene in their classes but lack:

- Effective educational materials and/or how to teach these subjects without materials;
- Support of parents;
- Knowledge about:
 - Menstrual hygiene;
 - Environmental hygiene;
 - Water treatment;
 - Waterborne diseases;
 - Latrines

All teachers demonstrated a desire to receive training; they would like to learn new effective teaching strategies for teaching on the topics of water, hygiene, and sanitation in their classes.

Using the results of this baseline study, the hygiene teacher-training program was developed.

PROGRAM GOAL

In Honduras, the teachers develop and use, in an independent and continuous way, lesson plans which integrate hygiene themes into the standard class curriculum.

PROGRAM OBJECTIVES

- Behavior changes related to hygiene understanding and practices
- Involvement and integration of the entire school community, students and teachers, in the project
- Health improvement for the school community, students and teachers
- Project replication

PROGRAM TOOLS

- Teacher workshops
- Materials
- Follow-up and monitoring activities
- PWW relations with the communities
- Other projects that PWW has in the communities
- PWW relations with:
 - Health Ministry
 - Education Ministry – District level
 - Municipality of Trojes

WORKSHOP OBJECTIVES

At the end of the workshop, the participant will be able to:

- Define the environmental hygiene concept; identify the different types of contaminants of the environment and the control measures of environmental contamination.
- Describe different household water treatment options available locally, including how they work.
- Identify the different types of latrines and describe how they work.
- Enumerate the four types of pathogens which cause waterborne diseases and some of the most common waterborne diseases.
- Demonstrate abilities to achieve the student's active participation.
- Identify physical changes that occur during puberty for girls and boys; explain why hygiene is important during puberty and describe hygiene practices for teenagers.

- Integrate hygiene themes inside the different school subjects.
- Describe the elements of a lesson plan and explain why each part is important for the student and for the capacitor.
- Integrate hygiene themes inside the weekly and bimonthly work plan.
- Identify methods in order to achieve the involvement of the entire community in the school activities.
- Identify needs in terms of hygiene in the school and in the community; describe how to implement hygiene project with students in the school and the community.

PLANNING AND IMPLEMENTATION

- **10 weeks before the workshop:** Communicate with the director and sub-director of the educational district. Select the teachers.
- **4 weeks before the workshop:** Have a meeting with the entire community in order to socialize the project and explain the goals and requirements (in some communities, present the project more like a PWW project, not a school project).
 - Requirement for community: must be present at every meeting ordered by the teacher.
 - The community has to participate to the school projects.
 - Explain to the community that the teacher represents PWW in the community.
- **2 weeks before the workshop:** Send invitations to teachers for the workshop with:
 - The goal;
 - The agenda;
 - The reason why she/he was selected;
 - The survey form in order to set a baseline understanding

- **Conduct workshop with teachers**

During the workshop:

- Manuals: “*Healthy school and home*” & “*My changing body*” and other materials useful for the workshop.
- Assign one PWW health promoter in charge of each teacher for the follow-up.
- Collect the baseline survey forms.
- Motivate the teachers to form an elite group to promote the program.
- Integrate a PWW promoter in the elite group.

Two months after the workshop:

PWW visits each school in order to:

- Observe teachers imparting lessons including a hygiene theme and accompany each teacher in developing additional lesson plans about hygiene.
- Develop additional materials for teachers and/or students according to needs.
- Hygiene kits distribution for students.
- Technical advice for projects in schools and/or communities.
- Ask the annual work plan and bimonthly work plan to the teachers in order to check that hygiene is included.

Long term:

- **5-6 months after the workshop:**
 - PWW visits the teachers for the second time.
 - Visit to the teacher every time PWW goes in the community for other projects.
 - Offer additional materials or training to the teacher in specific hygiene subjects if they feel it is necessary.
 - Evaluate informally the teachers’ behavior changes.
 - Technical advice for projects in schools and/or communities.
- **8 months after the workshop:** Organize an interchange of experiences meeting with the all the trained teachers.
- **1 year after the workshop:** Evaluate formally the learning and the behavior change of the teachers and the students.

PILOT WORKSHOP REVIEW

Pilot Workshop. 16 Teachers. September 28-30, 2015.

The pilot workshop took place from the 28th until the 30th of September and 16 teachers participated. After every day, the facilitators had meetings in order to review the day. Teachers provided really good comments and feedback.



Participant drawing puberty changes, participative methods

During the workshop, the teachers offered ideas and suggestions. They taught each other some fun activities to realize with the children about hygiene.



Teacher teaching to others an activity around hygiene to realize with children

The workshop progress and continuous feedbacks from the teachers allowed PWW team to revise the lesson plans and see when it needed modifications or more development.



Final Day: Certificate Delivery

PILOT EVALUATION RESULTS

Teachers completed two evaluations, one at the beginning of the workshop and one at the end of the workshop, to reflect change in knowledge and understanding. Another evaluation will be conducted one year after the workshop, to evaluate the change in terms of behavior change in practice.

A. General satisfaction

100% of the participants reported to be very satisfied from the workshop. The most relevant comments were the following ones:

- “Excellent workshop; of high importance.”
- “Very dynamic, excellent preparation from PWW team.”
- “I learned a lot and about different subjects.”
- “It was well organized and really motivating.”
- “It was dynamic and participative.”
- “I learned how to integrate hygiene inside the different subjects of the curriculum.”

B. What has been the most useful

- “Learned how to include hygiene in my everyday classes.”
- “The implementation of hygiene in my work plan.”
- “Everything” (6 persons gave that answer)
- “The general methodology,”

C. What has been the less useful

This was a general comment all along the workshop: **the time**. Some of the teachers felt that the time didn’t allow for development of the subjects deeply enough. The 3 days’ workshop is a requirement from the educational district and could be difficult to change.

SECOND WORKSHOP REVIEW

Following the pilot workshop in 2015, PWW took the lessons learned from the pilot project, made necessary revisions to the program and conducted a second workshop in February 2016. Twenty teachers participated. The workshop was successful, with teachers engaging and learning. Following are their responses:

Quotes from the workshop:

- “All together we can build another way of learning!”
- “Now, we won’t have any problems finding ideas for math examples; I am done counting apples!”
- “We learned in a practical and dynamic way.”
- “It has been a really important and of much interest, the basics subject to be implemented in our schools.”
- “A very excellent group work and a very good of organizing themselves.”
- “Really well prepared, the workshop has been well planned.”
- “Thanks to the facilitators, the workshop turned out really funny and of a great learning.”
- “Really good expositors, well trained.”

- “We can teach those subjects in a really subtle way!”
- “The expositors used techniques and practices which allowed all participants to participate with trust and without fear”
- “We can now implement those techniques in all classes.”
- “It will be really easy to make those subject fits inside our classes with a greater learning outcome.”
- “I didn’t know it was that easy to include hygiene subject in all classes.”
- “I will try out everything that I learnt during that workshop as soon as possible in my community.”
- “I learned new techniques that I could put into practice in my community and they are at low cost”
- “We can add to our lesson plans a lot of activities without seeing them like an additional work, but motivating us and teach integrating hygiene subject in every area.”
- “I never had the opportunity to receive such training, thank you.”
- “Now we will put into practice hygiene practices with kids at school.”
- “Now I will know how to give talks to my students with better security of what I am doing”
- “I learned how to link every class with hygiene subjects.”
- “I learned the most effective ways to include hygiene inside the different classes.”



Learning games

SUMMARY

In summary, the teacher hygiene training program has been well received and response is positive. PWW will continue to monitor the teachers and schools to evaluate the success of implementation, behavior change and improved health. Based on follow up evaluations and results, PWW will continue to make any necessary changes to the curriculum and teacher support program.