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Community



Water Supply, Sanitation & Hygiene (WASH) Training of Trainers for Nauru

Nauru

14 – 16 April 2015

Iva Bakaniceva Koroisamanunu

WASH OFFICER, SPC





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Background of the Training

Water security has been identified as a key concern in the Republic of Nauru's Climate Change Adaptation and Disaster Risk Management Plan (RONAdapt), the National Water, Sanitation and Hygiene Policy 2012, and the National Sustainable Development Strategy 2005-2025 (latest revision 2009).

Within the scope of the Global Climate Change Alliance: Pacific Small Island States (GCCA: PSIS) project, Nauru is implementing a climate change adaptation project titled: "Expanding national water storage capacity and improving water security in Nauru". This project seeks to contribute to building resilience of communities in Nauru to climate change. The third key result area of the project is to build community awareness and capacity to improve water conservation.

The Water Supply, Sanitation and Hygiene (WASH) Training is intended to help Nauru's households manage their water, including improving understanding of water security issues in the face of climate change and skills in monitoring of drinking water quality.

Training Outline

The training was held at the Environment Division Office of the Commerce, Industry and Environment Department. The training was attended by 25 participants from different government departments, utility and community youth leaders, although many participants joined during the course of training and, at the end of the training, 20 participants received a certificate of participation, qualifying them as WASH facilitators in schools and communities. List of participants can be found in Annex 3.

The three-day training was developed to include power point presentations, group discussions, role plays/dramas, poster making and hands-on experience to get the messages out and to carry similar activities on the field.

The two main objectives of the training were to:

- To raise awareness on water supply, sanitation and hygiene issues in Nauru; and
- To train trainers on how to effectively conduct water conservation and awareness in schools and communities.

The details of the workshop programme are outlined in Annex 3.



Figure 1: Acting Secretary for CIE Department Mr Creiden Fritz during the official opening of the training.



Workshop Proceeding

Day 1 – Introduction and setting the scene

The training was officially opened by the Acting Secretary of Commerce, Industry and Environment Department, Mr Cryden Fritz. After the official welcome, Mr Sanivalati Tubuna and Dr Gillian Cambers gave brief background information about the project and how the request of the WASH training was identified by the project in Nauru for its communities and people.

Introduction to Water, Supply & Hygiene (WASH) training of trainers

The objectives and what was to be expected during the training were explained to the participants.

After a general introduction of names and setting of ground rules for the training, participants were asked to write down their expectations and outcomes from the workshop. Below are some of the expected outcomes:

- Where the website links on WASH are
- How to conduct WASH training, especially in communities
- To effectively understand what WASH is and its issues
- How to look after drinking water to ensure it is safe to drink
- How to become a WASH trainer
- How to network with other partners attending the training
- How to improve sanitation in Nauru
- What other cost effective alternative water supplies can complement existing water supplies
- How to do WASH in schools
- Learn more about the negative impacts of WASH or WASH issues that can arise from poor water supply and improper waste management

WASH overview and introducing WASH



Figure 2: Participants shared their understanding on WASH and its issues through photo cards.



A brief overview of the meaning of Water Supply, Sanitation and Hygiene (WASH) and some WASH related issues were discussed and presented to participants. The purpose of this activity was to gauge participants' understanding of the terminology and the seriousness of any given issue's impact on environment, people's health, economics and social issues. In order to make certain participants fully understood the meaning of WASH, each person was given a picture card that depicted WASH issues and each participant had to identify what issues were depicted, whether they were water supply issues, sanitation or hygiene issues. They then had to come up with the impact those issues identified had on the environment and the people's health.

Climate Change and Water Security

A presentation that showed the linkages between the impact of climate change and water security was presented to participants. The groups were reminded that water is vulnerable to the impact of climate change and in Nauru and that it is even more vulnerable because of the lack of availability of water and people's reliance on underground and rainwater as source of water.

Identifying key WASH issues in Nauru

After understanding issues arise from poor water supply, improper waste management and poor hygiene behaviours, participants were divided into groups and were asked to identify some key WASH issues in Nauru. Each group had to identify one specific WASH issue and then discuss problems that can arise from that one WASH issue. Participants were reminded to 'think outside the box' and to look at the bigger picture when identifying the health, economic and social impacts of WASH issues on the people and the Government of Nauru.

Some key issues that were identified include:

- Poor water supply on the island
- Contamination of well and rainwater
- Problems from the use of desalination Reverse Osmosis Unit
- Improper disposal of both hazardous and household waste
- Lack of hygiene practices due to lack of enforcement at home and in schools by the teachers



Figure 3: Participants during group discussions and presentation of key WASH issues in Nauru.



Day 2 – WASH in school

The second day of the training started off with a quick recap of the previous day's activities and what participants had learned.

Recap of Day 1:

- Meaning of WASH
- How to identify WASH issues
- Linkages between WASH issues and with other issues, such as health, social and economic
- Different meanings of 'sanitation' - it can mean waste or waste facilities, e.g. toilets
- Learning about group work – a lot of sharing of ideas
- Learning about WASH objectives – how to raise awareness in communities
- Importance of saving water and good hygiene behaviours

Activity 1: WASH in emergencies

A presentation on WASH in emergencies was presented, highlighting the importance of addressing WASH during emergencies. The most common natural disasters occurring on the island are drought, king tide or tsunami and sometimes flooding on low-lying areas during heavy rains, mainly due to poor drainage. The presentation also included how to address WASH in evacuation centres and all other aspects of WASH, taking into consideration the needs of women, girls and disabled people.

Photo cards activity

Participants were divided into three groups, given a photo card each and asked to identify the emergency situations in the picture, identify key WASH issues during that emergency and how it would impact the people. Groups were also asked to discuss whether the same situation could happen in Nauru and how would they respond to it.

Group 1 identified the issues that can arise from evacuation centres as well as issues from a lack of or absence of an evacuation centre in Nauru. There is one place called the "Top Site" where people would supposedly move to during emergency, such as a king tide or tsunami. The group also highlighted issues that can arise at the evacuation centres, such as the lack of water supply, lack of sanitation facilities and improper waste disposal, and lack of hygiene awareness.

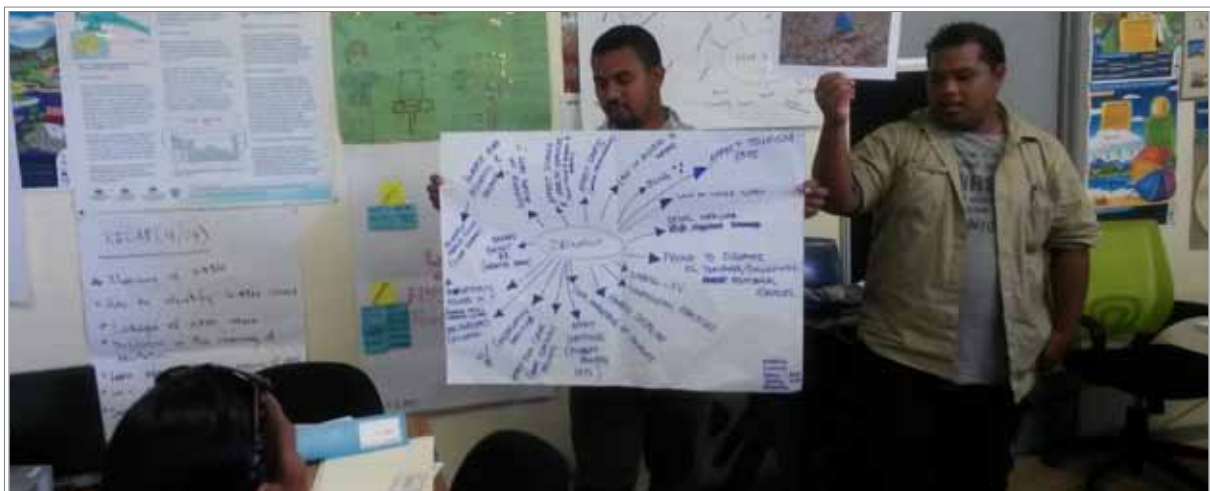


Figure 4: A group presenting on key WASH issues that can be faced during a drought, which is a common type of emergency in Nauru.



It was noted that there currently is no specific evacuation centre provided at the “top site” and no infrastructure such as shelter, water and power to service the people during an emergency.

Group 2 shared experiences that Nauru faced during a drought in the 1990’s and more recently in 2009.

Activity 2: The Importance of water (role-play)

Participants were divided into two groups, given a scenario card and asked to read the story card. They then had to create a short drama to depict the story in the story card. Each group did very well, highlighting the major issues clearly for the audience to understand.



Figure 5: This group showcased how people are affected when there is no water through a short drama skit.

Activity 3: Protecting the water source

The next activity looked at how people can conserve water in their homes. Each group was given different stations in a house where water is being used, e.g. in the kitchen, toilet, etc. Each group was also given some checklists, listing how water is being used at their stations and some conservation tips. Each group had to come up with creative ways to show how they would conserve water. One group came up with a song, another with a poem and another with a poster.

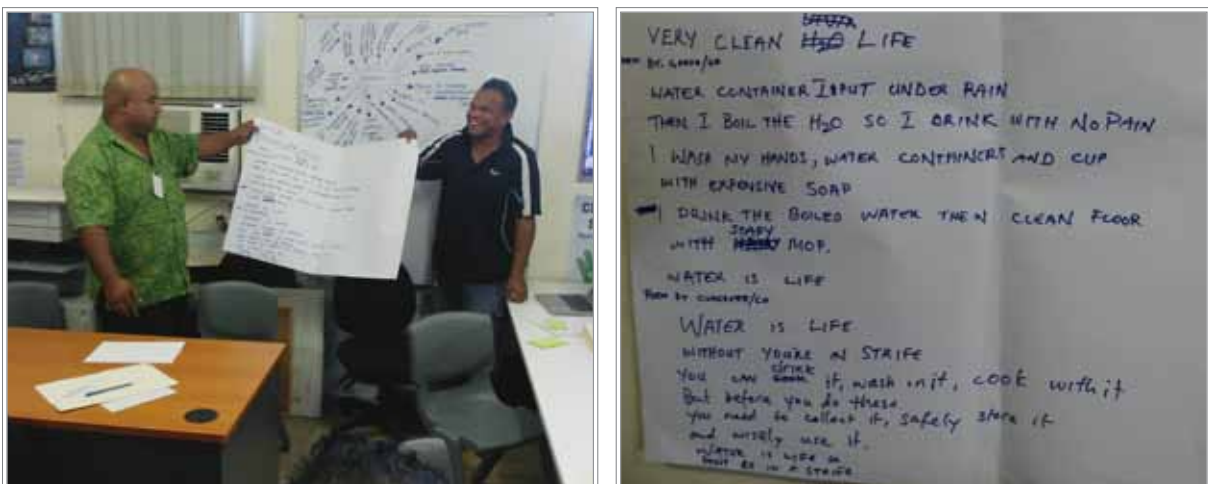


Figure 6: Group 1 reading out their poem on the right.

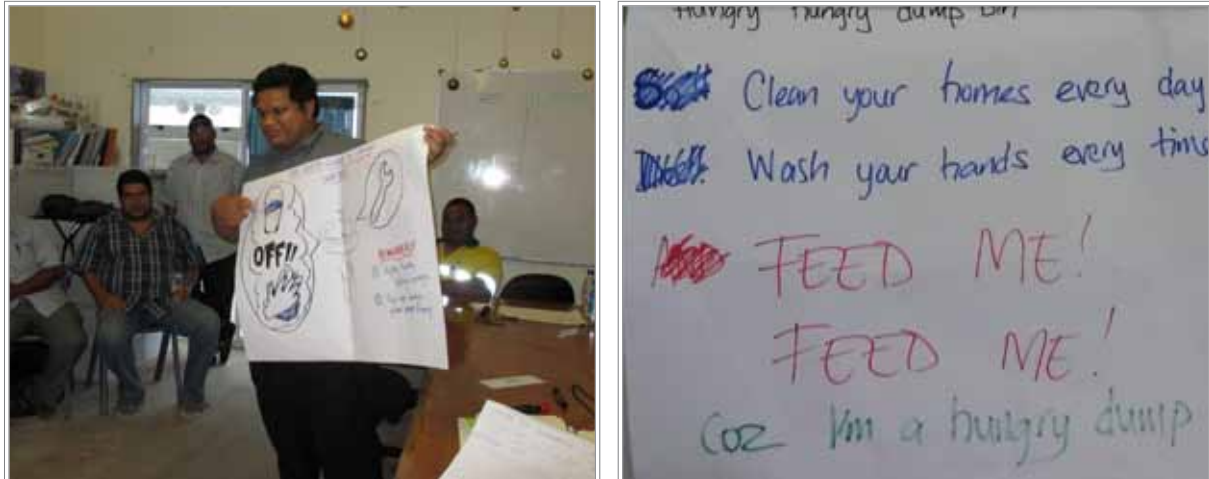


Figure 7: Group 2 showing off their poster and Group 3's song.

Activity 4: WASH do's and don'ts

This activity examined people's behaviours towards WASH. Each participant was given a card and had to place their card(s) on the correct column on the board. Each one had to read the card that they had and then decide if it was a correct WASH behaviour or not. There was another column for if they were not sure.



Figure 8: Individuals posting their cards under the appropriate column on the board.

At the end of this activity, the facilitator took participants through each card and then placed each card again in their appropriate column. Participants were also reminded how important it is to do the "right thing" and they were able to see how their actions can have an impact on their water supply and environment as a whole.

Activity 5: Disease alert

This activity looked at the two modes of disease transmission, i.e. through faecal-oral transmission and vector transmission. This was done through a power point presentation and a brainstorming exercise. Participants were shown how diseases can spread through faecal transmission, through hands and flies as a germ carriers, transmitting germs to food and then into the mouth. At the brainstorming exercise, two stories were read out to the group and they had to identify how the diseases were spread from the two scenarios. A quick demonstration on hand washing techniques was conducted. Participants were also reminded about the importance of hand washing and the important times to wash their hands.



Activity 6: Spread the word – not the germs

This activity was a poster-making exercise and participants were told to develop three posters, according to the three WASH headings – water supply, sanitation and hygiene. There were three groups and each had to develop the concept and content of their poster. Participants were also reminded to keep in mind the kind of messages that can appeal to people in Nauru.



Figure 9: Groups discussing the concepts of their posters.

The two examples of posters developed by the three groups are shown below and it is planned that these posters can be used to raise WASH awareness in Nauru.

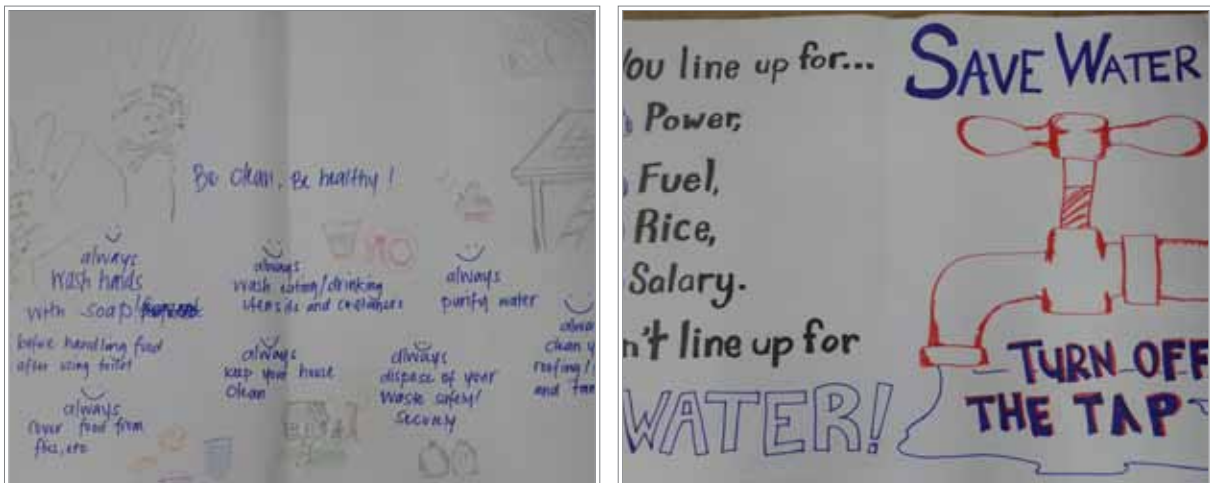


Figure 10: Poster developed by the participants that highlight good hygiene behaviours and water conservation.



Day 3

A quick recap of the previous day's activities was discussed.

- Relationships between people when there is water and when there is no water, or during a drought
- What to address in WASH during emergency situations
- What to do and what not to do in WASH (checking WASH behaviours)
- Creative ways of getting your messages to your target audience through poems, songs and short skits and dramas
- Two ways in which germs or sickness can happen, i.e. through faecal-oral transmission and vector transmission
- Spread the word and not the germs

Activity 1: WASH through cartoons

To further their understanding in WASH, participants were divided into two groups and were given cartoon photo cards and then asked to discuss the issues shown in the picture. Participants were told to think outside the box and think critically about the issues shown. There were a lot of issues and solutions that each group came up with. One group went deeper, looking at the attitudes and ownership of facilities and projects in communities, which ultimately leads to the sustainability of a project when the project ends.

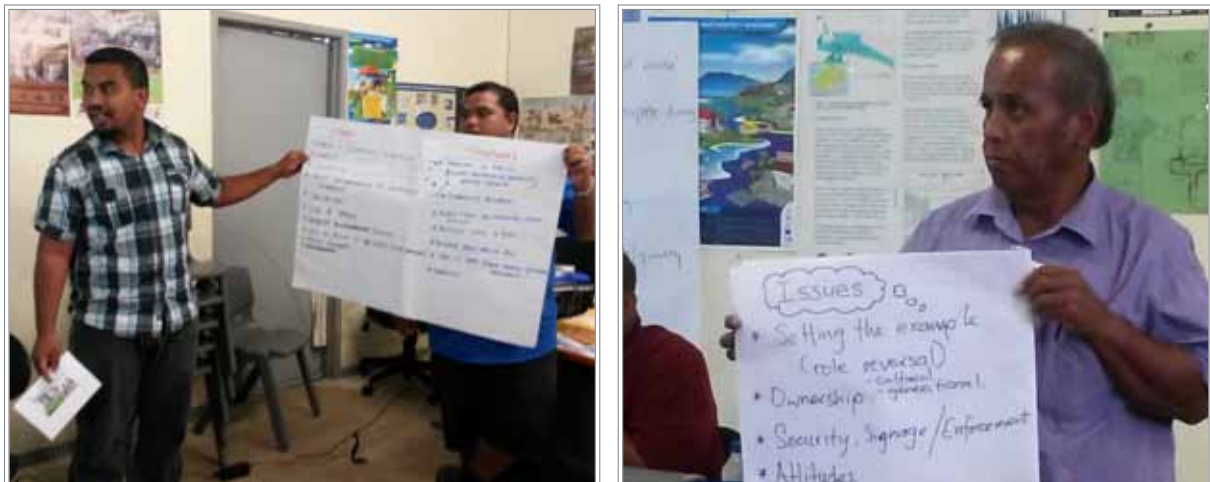


Figure 11: Group presenting WASH issues and solutions relating to the cartoon picture they were given.

This activity also looked at the different roles and responsibilities of water supply and sanitation at the household level. It also focused on the some gender roles as to how women play a vital role in water conservation and management in homes.

Activity 2: Our community health (Simple household water treatment techniques)

The different ways in which water can be treated at household level was highlighted in this activity, including boiling, solar water disinfection (SODIS), filtrations and chlorination.



Figure 12: Facilitator explaining ways in which people can ensure clean safe drinking water at home.

Activity 3: Conducting water testing and sanitary survey

The following activity trained participants on how to conduct water testing, using Hydrogen Sulphide paper strip tests (H₂S test) and on how to conduct sanitary survey of their drinking water sources. In Nauru, the most common types of drinking water source is from the rain, boreholes/wells and from the desalination plant, converting sea water into fresh water through reverse osmosis (RO). The trainer emphasised to participants the important role that individuals can play, or community actions that can be undertaken by community members to ensure that their water quality is maintained and not contaminated.



Figure 13: Training on how to conduct sanitary survey of the rainwater tank and other types of water sources.

Together with the sanitary survey, trainers were also trained on how to carry out water quality testing, using H₂S to test for faecal contamination in drinking water. Participants were also trained on how to analyse and interpret the data from the result of the H₂S test. Water samples were collected from different point sources in the building, which is from a rainwater tank, underground well and tap water. Participants were also reminded that they need to conduct sanitary survey of their water source at least once a month in order to minimise the risks.



The last activity for the day was the development of the Nauru WASH Action Plan, which was put together by participants. Incorporated in the plan were simple activities that they could do as a group or something that they could do with their communities after the training. Detailed WASH Action plan is in Annex 1.



Figure 14: Group discussing the Nauru WASH Action Plan

Before the training ended, participants filled out an evaluation form to share feedback and their thoughts about the three- day training and there was a lot of positive feedback and comments made by the participants.

Conclusion

The three-day training was concluded and closed by the Permanent Secretary of CIE, Mr Elkoga Gadabu and he also presented the certificate to all participants.

Follow up

Due to the success of this training with community educators and government officials, the Global Climate Change Alliance: Pacific Small Island States (GCCA: PSIS) project in Nauru requested for wider range of coverage on awareness to all the people in Nauru, possibly through another training conducted specifically for teachers for awareness in schools with students. Plans for this training will be discussed after this training.

The WASH Action Plan can also be followed up at this training.



ANNEX 1: Nauru WASH Action Plan (Duration: 6 months)

| WHAT IS THE PROBLEM? | WHY IS THE PROBLEM HAPPENING? | HOW CAN THE PROBLEM BE ADDRESSED? | WHO WILL BE RESPONSIBLE? | WHEN CAN THIS BE DONE? |
|---|--|--|--|---|
| Contaminated water supply | <p>Dirty roof and gutters (rainwater catchment)</p> <p>Lack of maintenance</p> <p>Lack of first flush diverters</p> <p>Overhanging trees and rubbish</p> | <p>Clean the roof and gutters once a month</p> <p>Seek assistance from government</p> <p>Cutting down of trees and cleaning the area</p> <p>Conduct sanitary survey and H2S test to improve water quality and safety</p> | <p>Household owner Government</p> <p>Youth groups</p> <p>WASH Trainers</p> <p>CIE Water Unit/Public Health</p> | <p>Once a month Depends on household owner on an as need basis</p> <p>After every 3-4 months</p> <p>Quarterly</p> |
| Improper waste management | <p>1.Improper sewerage system(HH/Livestock)</p> <p>2.Individual HH waste (Solid waste)</p> | <p>1a Approve building code of septic tank</p> <p>1b Proper design of livestock enclosure</p> <p>2a Improve rubbish collection</p> <p>2b HH/Community cleanliness</p> <p>Campaign</p> <p>2c WASH Campaign</p> | Government and other stakeholders | |
| Lack of awareness in schools and communities | <p>Lack of information</p> <p>Lack of resources</p> <p>Lack of trainers</p> | <p>Conduct community outreach in schools and communities</p> | WASH Trainers | June |
| Lack of hygiene promotions in schools | <p>It is not enforced by the teachers</p> <p>Lack of soap</p> <p>Lack of budget to maintain the sanitation facilities in schools</p> | <p>School awareness for both teachers and students</p> <p>Have hygiene education included into the school curriculum</p> <p>Teacher training of trainers</p> <p>Student sessions</p> | <p>CIE Water Units/Public Health</p> <p>WASH Trainers</p> | May-June |
| Lack of community cleanliness | <p>Lack of awareness</p> <p>Lack of information</p> | <p>Clean up campaign</p> <p>Radio awareness</p> <p>IEC materials</p> | <p>CIE Water Unit/Public Health</p> <p>WASH Trainers</p> | June |



ANNEX 2: Programme

NAURU WATER, SANITATION and HYGIENE TRAINING OF TRAINERS

DATE: 14th -16th April 2015

Objectives

- To raise awareness on water supply, sanitation and hygiene issues in Nauru
- To train trainers on how to effectively conduct water conservation and awareness in schools and communities.

PROGRAMME

Day 1: 14/04/15 Introduction: Setting the Scene

| | |
|--------------------------|--|
| 8.00 am – 8.30 am | Arrival and Registration |
| 9.00 | Official Welcome |
| 10.00 | Introduction of the Improving Drinking Water Project in Nauru |
| 10.30 am | Morning Tea Break |
| 11.00 | Introduction to the Water, Sanitation and Hygiene Training of Trainers |
| 11.30 | Activity: Expectations and Outcomes |
| 11.45 | WASH Overview |
| 12.00 | Introducing WASH (Activity) |
| 1.00 pm | Lunch Break |
| 2.00 | Climate Change and Water Security |
| 2.30 | Activity: Identifying key WASH Issues in Nauru |
| 3.30 pm | Break |
| 3.45 | Presentation of WASH Issues |
| 4.00 | Wrap up and End of Day 1 |

Day 2: 15/04/15 WASH in School

| | |
|-----------------|---|
| 8.30 am | Registration |
| 9.00 | Recap of Day 1 |
| 9.30 | Looking at Freshwater availability (Activity) |
| 9.45 | The importance of water (Activity) |
| 10.30 am | Morning Tea Break |
| 11.00 | Protecting the water source (Activity) |
| 11.30 | WASH Do's and Don'ts (Activity) |
| 12.00 | WASH Connections (Activity) |
| 1.00 pm | Lunch Break |



| | |
|----------------|---|
| 2.00 | Hygiene Habits (Activity) |
| 2.15 | Disease Alert (Activity) |
| 2.50 | Spread the Word – not the germs (Activity) |
| 3.00 pm | Afternoon Tea |
| 3.30 | Spread the Word – not the germs (Continued) |
| 4.00 pm | Wrap up and end of Day 2 |

Day 3: 16/04/15 WASH in Communities

| | |
|-----------------|---|
| 8.30 am | Registration |
| 9.00 | Recap of Day 2 |
| 9.30 | Our community health (Activity) |
| 10.00 | WASH through cartoons (Activity) |
| 10.30 am | Morning Tea Break |
| 11.00 | Conducting a water test and sanitary survey |
| 1.00 pm | Lunch Break |
| 2.00 | WASH Action Planning |
| 3.30 | Group Discussions |
| 3.45 | Closing and Certificate Presentation |
| 4.00 pm | End of Day |





ANNEX 3: List of Participants

| PERSONAL DETAILS OF TRAINEES | | | | | |
|------------------------------|-----------------------------------|--|--|----------------|---------------------|
| NAME OF PARTICIPANTS | JOB TITLE | ORGANISATION | CONTACT (EMAIL OR PHONE) | GENDER (M/F/O) | COUNTRY REPRESENTED |
| Bob Agigo | Education Building Manager | Education Department | bob.agigo@nauru.nr 557-3111 | M | Nauru |
| Jace Halstead | Clerical Officer | Home Affairs | 5563 | M | Nauru |
| Basil Buraman | Health Trainee | Public Health | 558-0753 | M | Nauru |
| Daniel Ika | Water Quality Technician | Utilities | 557-4020 | M | Nauru |
| Kempson Detenamo | Water Unit | CIE | 556-7115 | M | Nauru |
| Jaden Agir | Water Management | CIE | 557-3117 | M | Nauru |
| George Joram | EFSI(Eigigu) | EHS | 558-9122 | M | Nauru |
| Creiden Fritz | Secretary | CIE | 557-3131 | M | Nauru |
| Reagan Moses | Climate Change Unit | CIE | 557-3180 | M | Nauru |
| Ewewi Tebouwa | Youth Officer | Youth Affairs | 557-3054 | M | Nauru |
| Edward Grundler | Women Affiars | Home Affairs | 556-6102 | M | Nauru |
| Warrant Waip | | | 556-3586 | F | Nauru |
| Perlen Angabate | IJUW | | perlenangabate@gmail.com | | Nauru |
| Barry Quadina | Member | Nauru National Youth Council (NNYC) Anabar | clivekip72@gmail.com 556-7971 | M | Nauru Australia |
| Raymond Itsimaera | Member | Nauru National Youth Council (NNYC) Anabar | | M | Nauru |
| Ann. B Hubert | President | Nauru National Youth Council (NNYC) Anabar | 558-1392 | F | Nauru |
| Pender Fritz | Trainee | Environmental Health | | F | Nauru |
| Lemme Hubert | ARL-CSEC | Anabar | 558-3025 | F | Nauru |
| Shubers Fritz | Driver | NUC | 556-3291 | M | Nauru |
| Sylvania Angabale | Domestic Hospital | ijuw Comm | 556-3586 | F | Nauru |
| Claudette Wharton | SPC GCCA:PSIS Project Coordinator | CIE | 558-3057 | F | Nauru |
| Christine Reiyetsi | SPREP PACC Project Officer | CIE | | F | Nauru |



NOTES



