



Our Ultimate Target

Reaching OUT

Taking action to improve Water, Sanitation and Hygiene in communities in Fiji



LIVE&LEARN
Environmental Education

Acknowledgements

We acknowledge the guidance and support provided by the Ministry of Health and the Fiji Health Sector Improvement Program, funded through the Australian Agency for International Development (AusAID).

This toolkit, 'Reaching OUT', is an outcome of a series of Water, Sanitation and Hygiene (WASH) training workshops administered by Live & Learn Environmental Education. This initiative is a component of the typhoid campaign program coordinated by the Ministry of Health and the Fiji Health Sector Improvement Program.

We also wish to acknowledge the contributions of all communities and partners who participated in this program.

Copyright © 2011 Live & Learn Environmental Education

Edited by: Morena Rigamoto and Tamara Logan

Contribution to content: Alex Wilson, Eroni Raqili, John Morris, Makelesi Batimala, Makereta Takalaivuna, Senikarawa Mar, Simione Koto, Susie Anise, Vasiti Qionimacawa, Vesi Boladuadua, William Young and Josefa Lalabalavu.

Live & Learn Environmental Education – Fiji Islands

87 Gordon Street, Private Mail Bag, Suva, Fiji

Tel: +679 3315 868 Fax: +679 3305 868 Email: fiji@livelearn.org www.livelearn.org

Permission is granted to duplicate materials for non-commercial, non-profit educational purposes only, provided acknowledgement is given.

All other rights are reserved.



Australian Government

AusAID

This initiative is funded by AusAID through the Fiji Health Sector Improvement Program.

Developed by Live & Learn Environmental Education – Fiji Islands



LIVE & LEARN
Environmental Education

Contents

Introduction	3
Section 1: My Community	5
Activity 1: Community Mapping	6
Activity 2: Water, Sanitation and Hygiene survey sheets	8
Activity 3: Putting it all together	15
Section 2: Understanding Water, Sanitation and Hygiene challenges	17
Water	18
Sanitation	19
Hygiene	19
Community stories: water and health	20
Contamination hot spots	21
Safe zones	22
The ground water flow	23
Section 3: Creative ideas and positive actions	25
Community actions	26
Community stories	27
You can make a difference	28
Activity 4: Better life is in our hands	29
The water cycle concept	30
Activity 5: The water cycle Activity	31
Reflection on the water cycle Activity	32
Section 4: Taking action	33
Developing an action plan	34
Sustaining your action plan	35

Introduction

This ‘Reaching Our Ultimate Target’ or ‘Reaching OUT’ resource aims to meet the community’s need to continuously campaign for better access to safe drinking water, improved sanitation facilities and good hygiene practices. Neglecting such practices can have severe repercussions. There are many challenges facing individuals and communities around these issues, and this resource aims to increase awareness of the practical ways to improve water, sanitation and hygiene (WASH) standards in communities in Fiji.

‘Reaching OUT’ shows a single process that starts from the individual, encouraging learning through the exploration of WASH conditions surrounding him or her, and empowering them to see themselves as an important part within a bigger group, whether it’s family, community or another group.

Education is often regarded as an afterthought and not as a primary tool catalyzing this process, creating lasting benefits for local communities. ‘Reaching OUT’ showcases education in an innovative way. It is our hope that this guide will improve understanding of WASH concerns and empower individuals to discover opportunities in their homes and communities to make a difference.

Who is this resource for?

‘Reaching OUT’ is designed to guide any individual wanting to raise WASH standards in their homes and communities. It is designed to mobilise community action – to lead the group to develop an action plan to address WASH issues in their community. This resource can also be used to conduct community awareness activities to increase understanding about existing WASH issues, and potential solutions.

This resource is not limited to any particular group, recognizing that children also have a part to play in this important process.

How to use this document

This resource is organized into four sections. Each section provides information and activities to support the development of a community based action plan to improve WASH standards in your home and community. You can choose to follow the activities in order, or select the activities most suited to the community you are working with.

Behind the name - 'Reaching OUT'

We focus our attention and efforts on achieving what we value most. This opportunity enables us to explore the value of good WASH standards and channel our actions towards improving livelihoods.

It is our hope that this guide increases understanding of WASH concerns. Through this, individuals will discover opportunities and be empowered to make a difference.

The Fiji Islands is a unique place on Earth, rich in diverse natural heritage, culture and tradition. The customs developed over the centuries have kept Fiji islanders strong. However, this strength is now challenged by an 'invisible killer' – the lack of access to freshwater, inadequate sanitation and unhygienic practices. These practices are contributing to many health issues throughout the country. It is critical that we maintain good WASH standards in our homes and communities to ensure that our children and families remain healthy and strong.



Section 1:

My Community

Activity 1:

Community mapping

Purpose:

This activity aims to help you:

- Know your community's surroundings better
- Identify WASH issues

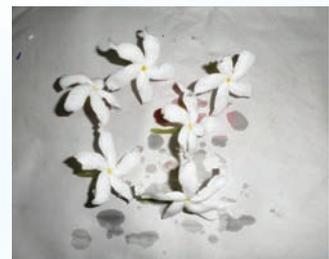
You will need:

- At least a 1m x 1m cleared space (either indoors or outdoors)
- Many small objects, for example stones, sticks, buttons, shells, string etc.

What to do:

1. Collect many small objects (stones, sticks, buttons, shells, string, twigs etc.) to represent the roads and pathways, houses, water sources (taps, rainwater tanks, rivers, boreholes, spring, wells, dams, etc), rubbish dumps, farms, animal and plants and toilets.
2. Mark out a 1m x 1m space. This space represents your community.
3. Using the objects you've collected, place an object to represent your home in the space. Then place objects (using the same type of object) to represent other homes surrounding yours. Outline roads or pathways within your community within the given space. Similarly, place objects in the position of churches, health centers, community hall, stores within your community. Place objects at water sources (taps, rainwater tanks, rivers, boreholes, spring, wells, dams etc). Also mark off specific activities surrounding water sources (e.g. animals grazing near water sources, farms near water sources etc.).

For this activity use any objects found around your home or village.





4. Beginning from your home, use threads or sticks to show which water source is connected to your home.
5. Do the same for the homes beside yours, and then extend to other homes in your community.
6. Do the same for the church(s), health centers, community hall, stores.

Important Note: Steps 7 and 8 show possible sources of contamination.

7. Place objects in positions where toilets and septic tanks are located. (Take note of the types of toilets available i.e. pit toilets, pour-flush (water seal) toilets, flush toilets and compost toilets).
8. Place objects to represent farm areas – animals and plants, rubbish dump sites.

After mapping out your community, turn to the next section. This presents a collection of simple WASH survey sheets to help you identify the key issues in your community.

Other ways of doing this activity: This activity can also be done by walking around your community and taking note of the key features discussed above. You may also decide to stay indoors and picture your community, but you might miss out on the key features, and therefore not present them on your map.



Activity 2:

Assessing Water, Sanitation and Hygiene in your community

Purpose:

The following activity contains survey samples on WASH issues in your community. This allows you to understand the conditions affecting the quality of WASH within your home or community.

What you need:

Paper and pens

What to do:

Fill in the sections that apply to what you have available in your community or what you use.

Survey

A. General Questions

Community:

Date:

Time:

Name of household:

1. How long have you lived here?

2. How many people live in your home?

B. Water Sources

Where does your water come from?

Water Source	What do you use it for?	Is it safe for drinking	Any other issue(s)
River			
Water tank			
Well			
Borehole			
State other water sources			

Rainwater Tanks

1. What kind of rainwater tank do you have?

2. How often is the tank cleaned?

3. How is the tank cleaned? Who cleans it? Are trees near the roof of the water tank?

.....
.....

4. Is there a screen that filters the water entering the tank? If yes, how often is it cleaned?

.....

5. Are there any uncovered openings on the tank?

.....

6. Any other comments on rainwater tanks?

.....

7. Is there any visible contamination of the roof and gutters (plants, dirt, rust, birds excreta)

Yes No

If yes : explain

.....

8. Is there any source of pollution around the tank or water collection area? (toilets, muddy surroundings, rubbish dump, excreta, etc)

Yes No

If yes : explain

.....

Condition of gutters (if present)	Please tick	How often are the gutters cleaned?
Very good - no leaves and dirt evident		
Good - few leaves and little dirt seen		
Poor - dirty and too many leaves		

Wells

1. What kind of well do you have (drill, dug, open, sealed)?

.....

2. Do animals have access to the well? (please comment)

.....

3. Is the water in the well treated? If yes how, how often and who is responsible?

.....

4. Describe the vegetation surrounding the well, is there plant cover, how close are the plants to the well, is it bushy, are farms nearby or any other human activity?

.....
.....
.....

5. Are there blocked drains or puddles of water within 2m of the well?

.....

6. Is the wall around the well cracked allowing surface water to enter the well?

.....

7. Is the bucket left in such a position that it may become contaminated?

.....

Piped Water

1. Do you have access to piped water? (If no, move on to 5. Water Conservation)

.....

2. How many households share this tap?

.....

3. Is the tap area fenced? Please explain

.....
.....

4. Does water accumulate around the tap stand area? Please describe

.....
.....
.....

5. Please describe the condition of the taps

.....
.....

6. Any other comments on piped water

.....
.....
.....

Water Conservation

1. Have you ever had water shortages? If yes please explain

.....
.....
.....

2. How do you save water? Please explain

.....
.....

3. Are you aware of any leaks (in your house/community), and if so, where are they?

.....
.....

4. What is the condition of taps (are they leaking, broken, old)?

.....
.....

5. Comment on the conditions of flush toilets (are they leaking, blocked)

.....
.....

6. What has been done to address questions (3), (4) or (5)?

.....
.....

7. Who is responsible for fixing leaks in your house or community?

.....
.....

Community Water Services

1. How is drinking water provided in your community?

.....
.....
.....

2. Who do you think is responsible for protecting the quality of the water?

- In the community
 - In individual households:
-
.....

3. Do you have a water committee in your community?

Yes No Not sure

4. If yes, please describe the activities of the water committee

.....
.....
.....

5. Are you involved in protecting the water quality in your community?

If yes please describe your role

Yes No Not sure

.....
.....
.....

6. Any comments on your community water supply

.....
.....
.....
.....

C. Environment and Sanitation

1. How far is the house from the nearest river or creek?

.....

2. How is the river used by people in your household?

- Drinking Washing clothes Cleaning dishes
- Disposing of waste water Dumping of rubbish Toilet
- Fishing Other

3. If the house is close to the river, rate the condition of the riverbank:

Condition	Rating	Description
Excellent	4	Most native plants found. Good vegetation cover (no introduced weeds or gardens). No sign of disturbance or animals.
Good	3	Mostly native plants; good cover of plants, no sign of recent disturbance or animals. Good mix of trees and plants.
Fair	2	Mixture of native and introduced plants. Moderate vegetation cover. Evidence of site disturbance; little or restricted access of animals.
Poor	1	Mostly introduced plants such as weeds, grass and gardens; little native vegetation cover; extensive disturbance; unrestricted access for animals.

Rating Scale

Left river bank (facing downstream) – circle rating number 1 2 3 4

Right river bank (facing downstream) – circle rating number 1 2 3 4

1. Comment on how animals are able to get to the stream

.....
.....
.....
.....

2. Describe the condition and source of any drains running into the stream

.....
.....
.....

3. Where does your rubbish (solid waste) go?

.....

.....

.....

4. Where does the waste water go?

Waste water	Where does it go?
Shower	
Toilet	
Washing (clothes)	
Washing (dishes)	
Other (please explain)	

D. Quality drinking water and health

1. Do you boil your drinking water? Yes No

If yes, how long have you been boiling drinking water?

.....

How long do you boil your water for?

.....

2. Have you ever experienced any of the illnesses listed in the table below

Sickness	Very often	Occasionally	Never
Diarrhoeal diseases			
Dysentery			
Typhoid fever			

3. What do you think causes these illnesses?

.....

.....

.....

4. What do you think could be done to avoid or prevent these illnesses?

.....

.....

.....

5. Any other comments?

.....

.....

E. Toilets

Fill in the table according to the type of toilet you have in your home and its location

Type of toilet	Approximate distance from well (metres)	Approximate distance from the tap stand (metres)	Location (uphill or downhill)
Pit toilet			
Ventilation Improved Toilet (VIP)			
Septic Tank			
Areas people defecate (e.g. bush, river, sea)			
Water seal (pour flush) toilet			
Others (please explain)			

F. Hygiene

1. After using the toilet, do your household members wash their hands with soap and water?

Always Sometimes Never

2. Do you always use soap for hand washing?

.....

3. Do you store drinking water in your house? If yes please describe how it is kept (is it covered, what is it kept in, etc?):

.....
.....
.....

G. General comments

.....
.....
.....
.....
.....

Activity 3:

Putting it all together

Purpose:

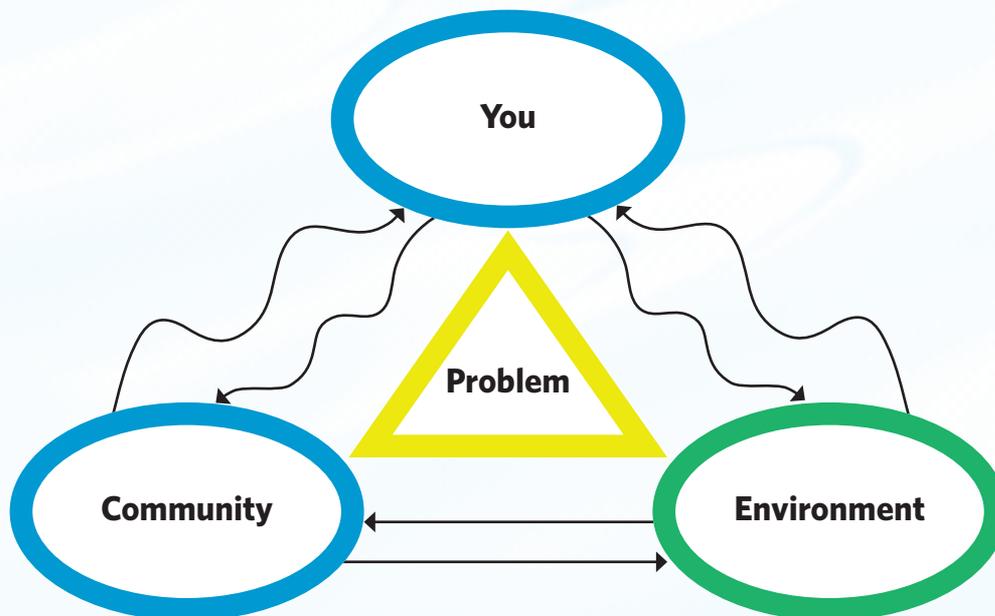
Helps us understand how small problems are connected to other problems.

You will need:

- Space – 1mx 1m or a spacious area
- Paper and pens (if you want to write this activity down)

What to do:

1. Identify an issue from your survey undertaken in ACTIVITY 2 that you feel is most serious in your community.
2. Refer to the diagram below and in the triangle/space provided either draw or write the most serious problem identified in your survey.
3. Choose a point in the triangle and either draw or write how you are contributing to that problem and ways in which the problem affects you.
4. On one side (environment) of the triangle write or draw ways in which the problem is affecting the environment.
5. On the other point of the triangle write or draw how the problem is affecting the people in the community.



Look at each issue written or drawn and see what other problems can rise from that particular issue. Keep adding to this, according to how issues give rise to another. Make connections to related issues.

Never put water down the drain when there may be another use for it such as watering a plant or garden, or cleaning.

Source: *Water Tips for a better world tomorrow: www.sscwd.org/tips.html*





Section 2:

Understanding water, sanitation and hygiene challenges

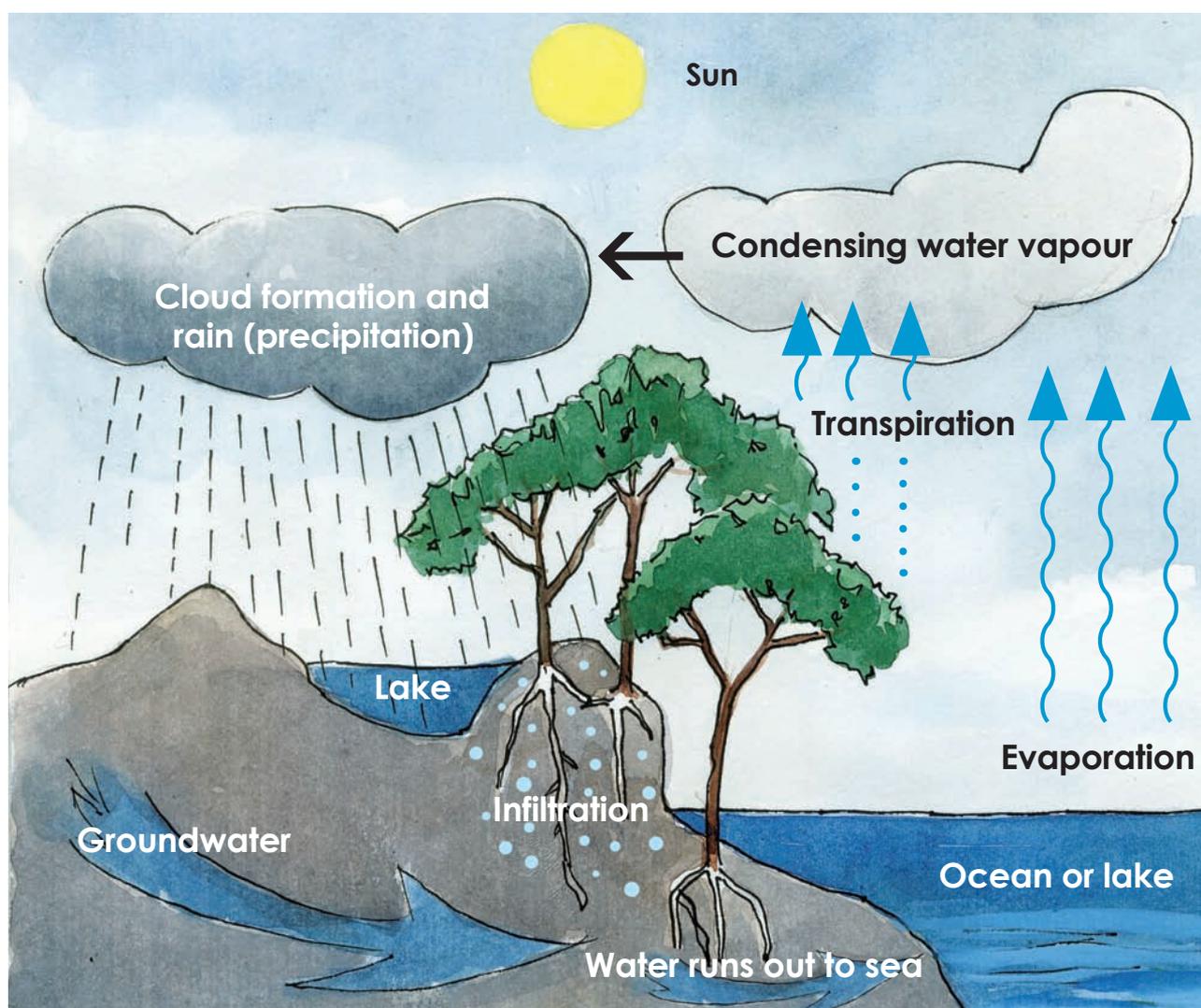
Water

The Earth has a limited amount of water. There will never be more freshwater on Earth than there is right now. No new water is being made and water can't escape from the Earth. The water we use is recycled over and over again. This is known as the 'water cycle'.

How the water cycle works

The water cycle is made up of a few main parts:

- Evaporation (and transpiration)
- Condensation
- Precipitation
- Collection



Teaching the community about the water cycle is a good tool to help people understand the connections between their actions and how this affects the quality of their community's drinking water. The Water Cycle will also be used on page 31-32 as an activity to highlight the importance of people working together to improve the quality of WASH within their homes and communities.

Evaporation (and transpiration)

Evaporation is when the sun heats up the water in rivers, lakes or the ocean and millions of litres of water rise into the atmosphere as an invisible gas (water vapour). (The atmosphere is the mass or blanket of air surrounding the Earth.) Transpiration is a process similar to evaporation in that it is the emission of water vapour from the leaves of plants and trees.

Condensation

As the water vapour is pushed over the land by winds and rises over mountains (where the air is cooler), the water vapour cools and turns back into tiny water droplets, forming clouds. This is called condensation.

Precipitation

Precipitation is known as the rain, hail, sleet or snow that falls when the water is so condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the Earth.

Collection

When water falls back to Earth as rain (or other forms of precipitation) it may fall back in the oceans, lakes or rivers or it may end up on land. When it ends up on land, it will either soak into the Earth and become part of the 'ground water' (through infiltration) or it may run over the soil and collect in the oceans, lakes or rivers where the cycle starts all over again. The ground water flow is explored further on pages 23-24.

Sanitation

What is sanitation?

Sanitation generally refers to the provision of facilities and services for the safe disposal of human waste. Inadequate sanitation is a major cause of disease worldwide and improving sanitation is known to have a significant impact on the health of households and across communities. Sanitation also refers to the maintenance of hygienic conditions, through services such as waste collection and wastewater disposal.

'Basic Sanitation' refers to the management of human faeces at the household level.

Hygiene

Hygiene refers to those actions we take to ensure the cleanliness of ourselves, our homes, schools, communities and other people. Hygiene is primarily about health. Good hygiene is a barrier to infectious diseases such as diarrhoea. Good hygiene practices that can be practised at a household level include, washing hands with soap after using the toilet, before preparing, serving and eating food, after working outside, or touching animals. Handwashing with soap is considered one of the best ways to reduce the risk of spreading harmful germs that cause communicable disease such as typhoid or dysentery.

Community stories: water and health

These stories were told by community members who identified the need to improve their health and livelihoods and give an insight into WASH challenges.

Case study 1:

Water quality and community health

People from a community on a remote island rely on a dam as their source of water. Water is channeled from this dam into the village tank. There are approximately 500 people living in this community. Currently the tank is damaged and very dirty and the community is now drinking directly from the river.

When it rains heavily, the water is very dirty. Sometimes the community also gets water from the nearby creek. Recently a member of the community had fallen ill with Hepatitis A. A team from the Ministry of Health conducted water tests and confirmed that the water was contaminated and was the cause of the illness. They have informed the community to boil all drinking water.

Source: Mr Lui Mouteiti Buakonikai village (Rabi island), January 2011



Hepatitis A is an infectious disease causing inflammation of the liver.

Case study 2:

The need for clean water for clean health

The water from the open spring is piped directly into a common tank. This tank does not have a sieve to filter water flowing in. The tank is very old and there is not always enough water for the villagers. The pipe from the reservoir crosses two rivers and often breaks during periods of heavy rain.

“When there is less water, we rely on an old tank down the slope from the current tank that we are using. During heavy rain, water from everywhere above the tank flows into the tank and we end up drinking from it since there is no other safer source to drink from. We drink from the tap and sometimes people get diarrhoea, stomach-ache, there are cases of Leptospirosis [a bacterial disease of humans and animals] and typhoid especially after heavy rainfall. The typhoid case that was recently reported from the district health center was from our village. I came to collect chlorine tablets from the health center and then advised people to boil drinking water, but I do not know how many have been practising it. I would like the status of our water sources to be improved by raising a concrete wall around the spring. Currently the spring is covered with grass and open to contamination from its surroundings. There is a need to improve our current reservoir and maybe look for another source in order to get enough water.”

“There were cases of typhoid from our village and one died from it. This village is divided into two and the typhoid case was first identified on one side of the village. However, after some time, the people in the main village were affected”.

There are 17 houses and a total of 123 people in the village. There are nine flush toilets, nine water seals and one tap is shared amongst four families.

Source: Community Member, January 2011

Contamination Hot spots

What are the hot spots in your community?

The following pictures show ways that can lead to the contamination of water and poor sanitation and hygiene standards.



Dirty water source



Broken pipe



An uncovered water tank



Trees hanging over the roof and guttering



Rubbish dump near rivers



Poorly maintained well



Poor toilet infrastructure



Toilets located above water sources



Poor hygiene and sanitation facility

Do any of these situations occur in your home/community/village? What can be done to stop these things happening in order to protect your drinking water?



Safe Zones

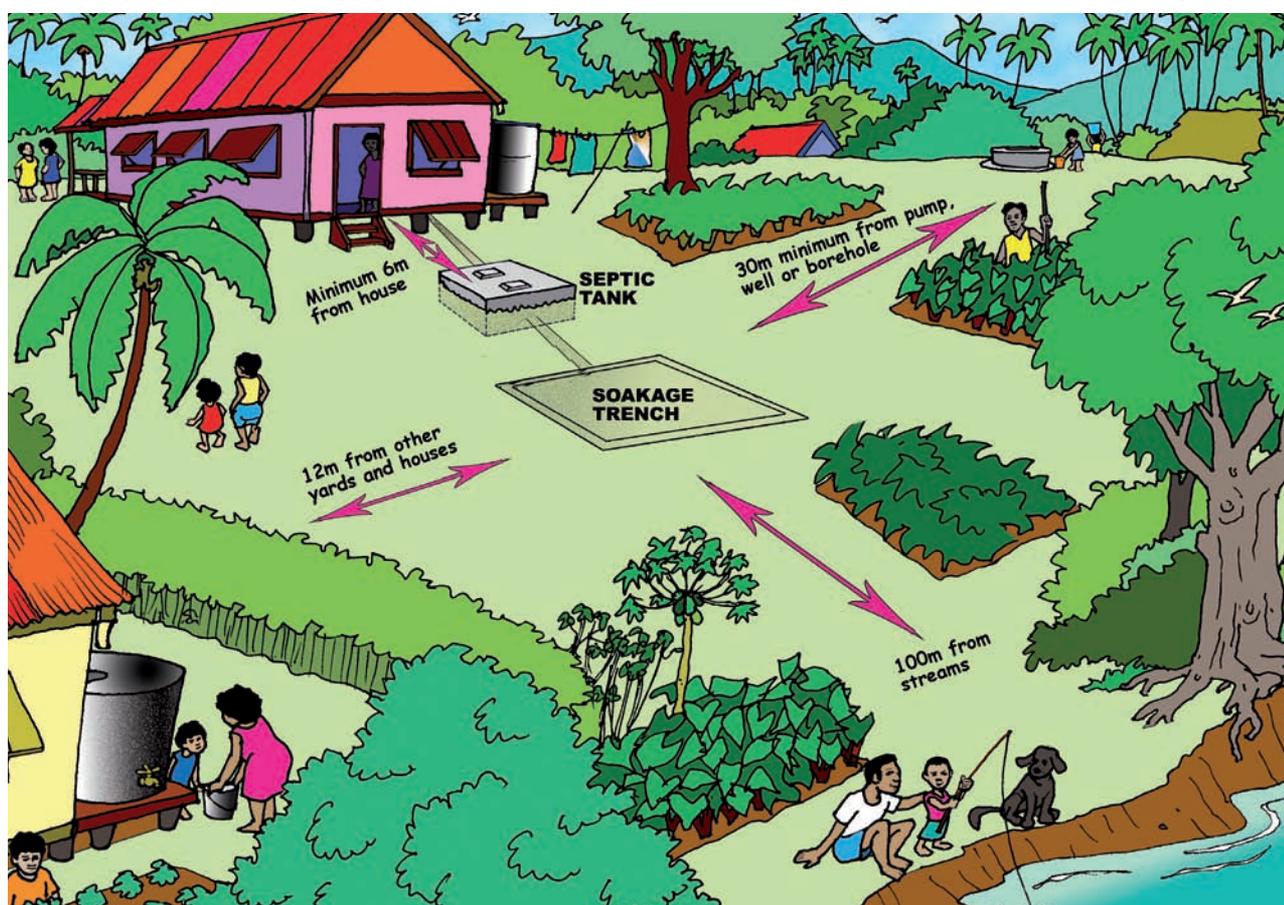
A 'safe zone' is the distance of toilets from water sources and houses. See diagram below. This is a very important factor to consider when planning any new construction in the village. Note that water sources need to be at least 30m from the toilets; this is because water sources are not properly protected and could easily get contaminated.

Well

The well should have walls rising above ground level and penetrating 1.5-2m into the ground. Any crack in the wall allows surface water to enter into the well which may contaminate the water. The location of the well should be above the location of toilets in the community. The well should also be located at least 30m away from the toilet. Buckets and the well's surroundings should be clean and the top opening of the well should be covered at all times. Well water should always be boiled before drinking or used for cooking to kill germs and harmful bacteria.

Boreholes

Boreholes should be located at a minimum distance of 30m and on a high elevation away from toilets in the community. Deep boreholes are recommended because deep ground water is less likely to be contaminated compared to surface water. The surroundings of the borehole should be clean at all times to prevent the contamination of water.



Safe Zones

Source: *Keeping Our Drinking Water Safe, A Community Toolkit*, Pacific Islands Applied Geosciences Commission (SOPAC), 2008.

Rivers, stream, creeks and springs

These water sources are the most vulnerable since contaminants access them easily. Toilets are one of the main features that contaminate rivers, streams, creeks and springs and should be placed at least 100m from water sources. The distance of any communal rubbish dump or animal pens should be 60m away from houses and water sources. Vegetation around and along these water sources should not be disturbed for they preserve the quality and state of water sources.

Toilet effluent discharge

Septic tank discharge effluent is very rich in nitrate, bacteria and ammonia which contaminate ground water sources. Flush and water seal toilets in rural communities create a lot of health hazards if they are not well maintained. Pit toilets are also a risk when their conditions are poor (uncovered pit, dirty slabs, no doors) as flies have a direct entry. Handwashing with soap after using toilets should always be practised for this is an effective way to prevent the spread of germs. The cleanliness of the toilet should be maintained at all times to keep flies away and prevent the spread of disease. It is recommended that all wells and boreholes are located at a higher elevation than toilets.

Source: *Keeping Our Drinking Water Safe, A Community Toolkit*, Pacific Islands Applied Geosciences Commission (SOPAC), 2008

More than 13 million households around the world get their water from their own private wells and are responsible for treating and pumping the water themselves.

Source: www.sscwd.org/tips.html



The Ground Water Flow

The 'ground water flow' explains the flow of water from the clouds to the surface and down through the ground. (This was briefly discussed in Section 2 on page 19.) As water flows through the ground surface, soil sediments, pesticides, fertilizers, animal waste, and sewage, rubbish and grey water are washed into rivers, streams, creeks and lakes.

See the ground water flow diagram on page 24. Following the flow of clean and contaminated water, we can understand how human actions can degrade and contaminate critical water sources which may cause poor health and livelihood issues. The ground water flow diagram is a powerful tool for awareness because it helps us understand how poor water, sanitation and hygiene directly affect our health. It also reinforces the need to always boil all drinking water from untreated water sources.

Communities relying on these water sources are at risk, especially if activities on the land increase pollutant flow into water ways (rivers, streams, lakes and creeks). Poor toilet facilities (e.g. leaking septic tanks and open pit toilets) can easily contaminate water sources, and threaten health and livelihoods by seeping into them during the wet season.

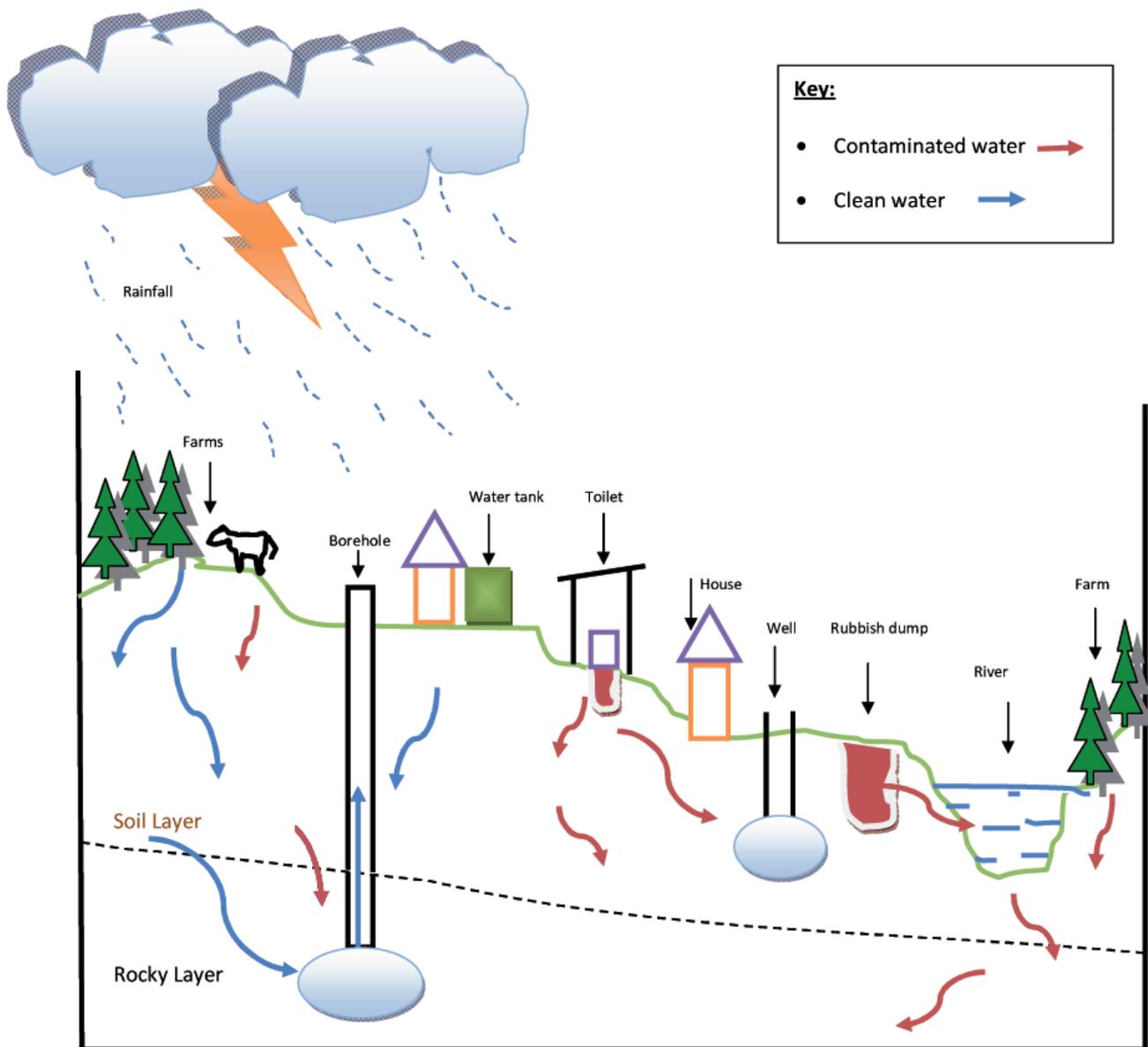
Boreholes have a pumping mechanism that sucks out ground water. This causes suction pressure on ground water and may also likely suck contaminated water seeping deep into the ground as shown in the diagram. Thus, it is better to have boreholes dug deep into the ground. Shallow boreholes are more easily affected by underground seepage (leaking of liquid).

Wells located downhill from any toilet are potentially unsafe, as underground seepage of sewage waste contaminates water.

Most old wells in rural areas are used as rubbish dumps which can contribute to the contamination of ground water. Community rubbish dumps located near rivers and the sea can also contribute to the contamination and degradation of water sources, human health and natural ecosystems.

Apart from ground water contamination, water from tanks (rainwater harvesting) can be contaminated if corrugated roofs contain rust or are not galvanized, if bird waste or droppings remain along roofs and gutters, from decaying leaves, and from dust from nearby roads.

Ground water flow diagram





Section 3:

Creative ideas and positive actions

Community actions

There are many actions you can take to improve water, sanitation and hygiene in your home or community. Four ideas are presented here but there are many, many more. You will know what works best within your community.



1. Education for change

Drama can be used in communities and schools as a tool to create awareness.

This is a fun way of learning and expressing WASH issues.

Drama generates excitement, brings out many talents, creating a fun learning environment.

A simple way to do this is to act out good WASH practices and show the effects of this to your family or community.



2. Healthy communities

Building a WASH community network with communities in the districts would allow for sharing experiences and capacity building for everyone.

A healthy community competition could be an activity set out by the community network. This is a good way for the communities to actively engage in WASH practices.



3. Taking action

Taking action on WASH issues is not an easy task and requires a lot of motivation and promotion. The best promotion would be the results of actions taken. People often want to see the benefits before they are convinced to take action.

Community role models also play an important part in promoting, motivating and mobilizing positive actions towards WASH.



4. Sharing experiences

Sharing experiences with community groups is a good way to improve relationships and livelihoods.

Sharing experiences helps communities evaluate their different WASH needs.

This encourages communities to make positive changes. This would be a good way to sustain the improvement of WASH actions.

Community stories

‘The journey of a thousand miles begins with a single step’ (Chinese Proverb)

This story was told by a community member who saw the need to encourage good hygienic practices in her community.

Case study 3:

How it all started

Early 2010, there were a series of typhoid outbreaks mostly around the southern region of Vanua Levu. These typhoid cases were taken seriously by government, and with the help of aid donors, the government was able to conduct WASH training within the communities. The awareness mostly targeted people’s hygienic behaviors especially hand washing. This story is a result of the typhoid awareness workshop conducted with a community in Vanua Levu.

Ms. Teimalawai is a village health worker in a community in Vanua Levu. She is vocal and confident when it comes to discussing health issues. She mentions that her role hasn’t been easy as everyone looks to her when health issues arise in her community. *“We had a typhoid outbreak last year and have been urged by the Ministry of Health officials to take necessary actions to stop typhoid. Our village has been given vaccination shots and awareness campaigns”.*

Mrs. Teimalawai has been thankful to the Ministry of Health for their efforts in raising awareness to stop the spread of typhoid in her village. *“I feel empowered and motivated when health officials create awareness and support me”.*

What is the situation now? What changes have taken place?

Today she has been consistently observing the practice of good hygiene behaviour in her community.

“Whenever there is a village function, I make sure that hand washing is observed by all who prepare food, dish their meals or use the toilet. I stand there and make sure they wash their hands. Today our health committee is encouraging households, youth groups, schools and churches observe good hygiene practices such as hand washing”.

Ms. Teimalawai mentioned that she is always passionate about her role as the village health worker and wants her village to improve physically (environment), socially (people), economically and spiritually.

Case study 4:

Building a toilet

This story was told by a community member who felt the need to improve her family's livelihood by improving her household's sanitation facilities.

Mrs. Korojadi moved to an informal settlement six years ago with her two siblings. Since then they have been sharing their neighbor's toilet.

"Our house is always used by members of our settlement for gatherings and meetings and I have always been worried about the toilet facility. I know that the toilet is not hygienic."

The family had already purchased materials for the toilet but these had been kept in their house for a long time.

What is the situation now? What changes have taken place?

Today, the family has their own toilet with the floor properly cemented.

The toilet is built behind their home. It was built the week after the tank base was completed.

"From the training and while seeing your team coming in for the installation I had to 'push' my son to have the toilet done and completed so that your team can use it."

"Now I feel good because if I have visitors they will be able to use our toilet".

You can make a difference

There are actions that we can all take to strengthen the quality of water, sanitation and hygiene in our homes and communities. See the examples below – what can you do to help each of these situations? What are some other ways you, or other individuals within your community, can improve the WASH standards?



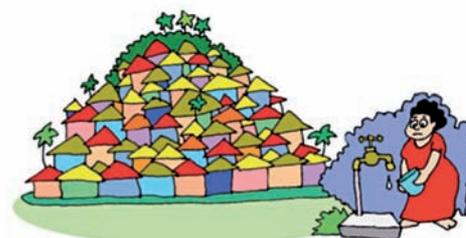
Poor water supply



Unable to pay for safe water supply



Unable to work for long periods



Overpopulation

Unless we act on what we know, change cannot be.

Activity 4:

Better life is in our hands

Purpose:

This activity targets the individual's qualities. These qualities are identified as strengths, skills, values and talents. These human qualities are our greatest resources that are not utilized as much as they could be. This activity enhances the motivation to use these qualities to improve WASH practices.

For this activity you will need:

Cut out paper hand shapes from blank paper or cardboard

What to do:

1. Consider your values, strengths, talents or skills. On the cut out paper hand, write one of these qualities on each finger.
2. Reflect on the different things that you have written down on the fingers and how it has enabled you to improve your role at home and in the community.

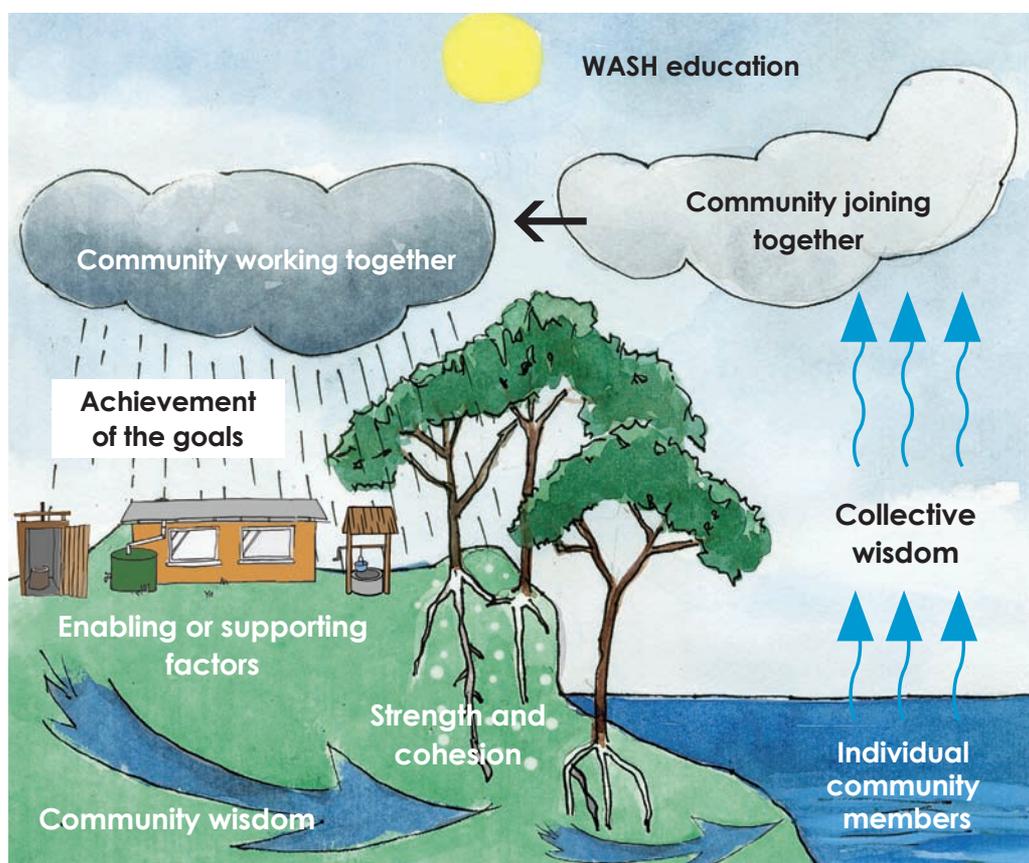
Questions

1. Are the qualities you have identified being practised in your daily life?
2. How could you strengthen these qualities in your everyday life?
3. What are some benefits in practising these qualities?
4. How will these qualities help promote WASH in your community?

The water cycle concept

In Section 2 on page 18, we discussed how the water cycle worked. Here is an activity you can use in your community to highlight how the community can work together to improve WASH standards.

Components	Explanation of each component in relation to WASH
The Ocean	Represents the 'People' within the community - the sea of humanity. This represents the qualities, skills, talents, strengths and values that individuals possess which enable them to work towards achieving their goals. It also represents the available resources in the community.
The Sun	Represents WASH education, training and awareness . The ultimate source of power.
The Trees	Provide strength and cohesion . They bind the elements together and support the overall process.
Clouds	The sum of all parts. Represents the group coming together to develop solutions. The merging of available resources within the community.
Rain	Represents the Achievements of the Goals : the overall improvement of the quality of drinking water, the consistency of hygiene practices, improved toilet facilities and structures, and the improved status of waste disposal facilities and methods.
Toilets/ tanks/ gutters/ wells/bores	Represent the Enabling factors : the things that support the actions, skills, talents, strengths that a person has and helps in achieving the desired goal, They may include: education, the development of action plans, funding and good governance. Represents the Supporting Factors (outside help) these are the different groups and agencies (stakeholders) that a person or community can work with or seek advice from to sustain their actions and overall achievement of their goals.
Groundwater	Represents the Community wisdom and knowledge around WASH best practices (opportunities) and the community's desire to share their knowledge with others.



Activity 5:

The water cycle Activity

Purpose:

Help you have a better understanding of your community's WASH status.

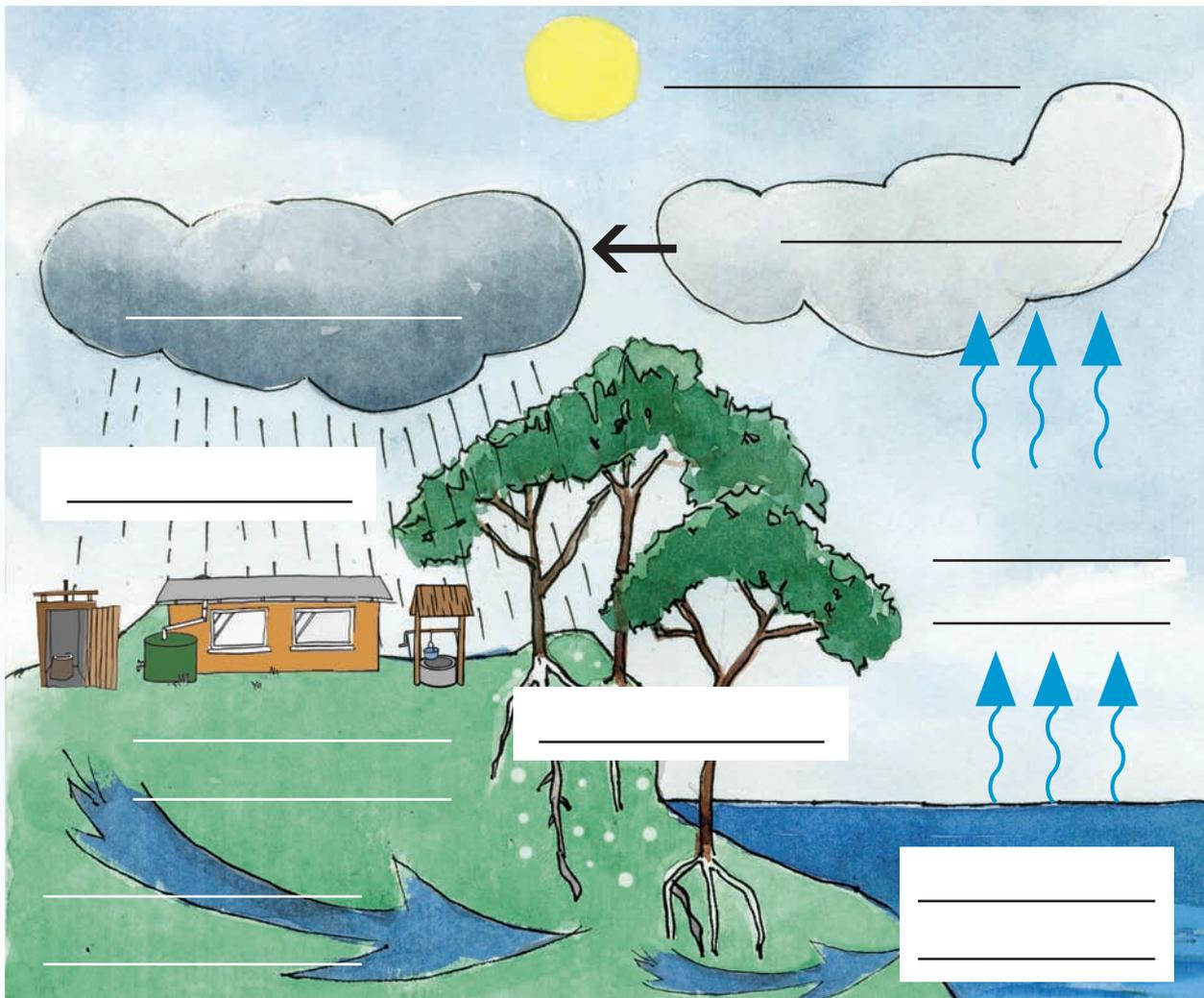
For this activity you will need:

- Pens
- Diagram of the water cycle activity (below)

What to do:

1. Ensure that you have a good understanding of the basic elements and principles of the water cycle before commencing with this activity. (See page 18 for background information.)
2. Fill in the spaces on the water cycle diagram below in relation to WASH issues in your community. For example, has your community received any WASH education? (Write this information in the space provided next to the sun.) How has your community worked together to develop solutions to WASH issues? (Write this information in the space provided in the cloud above the house.)

Please refer to the table on page 30 to assist you to fill in the different spaces provided in the diagram below. (Note, fill in what is relevant to your community.)



Reflection on the water cycle activity

The Ocean represents the community's qualities. What then is the importance of the clouds? Could it be that with the existing diverse qualities and strengths in the community, working together supports the development of informed decisions, collective ideas?

.....

.....

.....

What is the sun's role in the water cycle? How is this represented in your community in terms of WASH issues?

.....

.....

.....

What does the rain represent in the water cycle concept?
What does this factor mean to your community specifically?

.....

.....

.....

What are the 'enabling and supporting factors' in your community?
What are some examples of what has worked and why?

.....

.....

.....

What is the significance of the 'ground water' component of the water cycle concept? Why is it important to share WASH learnings and lessons with other communities?

.....

.....

.....

Other comments

.....

.....

.....



Section 4: Taking action

Developing your WASH action plan

Below is a simple table that could help get you started in planning your own initiatives. The table below helps you list the possible solutions to help address a WASH issue you want solved in the community.

This is an opportunity for your community to pool its resources to work out the best solutions to the existing WASH challenges. (This builds on the water cycle activity undertaken in the previous section.)

How to fill in this table:

Column 1: List the key problems relating to WASH in your community.

Column 2: Beside each problem, write down the practical actions that can address each issue.

Column 3: Write down when you think would be a suitable time to undertake that action, and when you would like to have it completed.

Column 4: In this column, write down the names of the key people who can and should be responsible for addressing the issues.

Column 1s	Column 2	Column 3	Column 4
Key WASH issues (list from most serious to least serious)	What should be done?	When to act?	Who to act?



TIP: Your community might identify a number of WASH issues they want to address. However, the number of actions you are able to take to address each issue might be limited by time or resources. It might be easier to agree on the key 3-5 issues to address.

Sustaining your WASH action plan

Once your community has identified the key issues, and developed a plan of action, there are some key points that your group can do to support the implementation of this plan. A key way is to continuously refer to your plan and keep checking to see if your actions are improving the situation. It is important to continually reflect on learnings and lessons with the community including what you have learnt with others (community, stakeholders other communities) As much as possible, share these learnings with the community, stakeholders and other interested parties to continue to strengthen the collective knowledge around this issue, continually promote a culture of learning to sustain and continue issues to improve water, sanitation and hygiene in your community.



Feedback form

Please help us to improve this resource. Let us know what you think by answering the questions below and sending to us. We suggest you photocopy this form or write/type out the questions and your responses, rather than tearing out this page, so other users of these materials can also tell us what they think. You can fax or mail this form to us at: Live & Learn Environmental Education, Private Mail Bag, Suva, Fiji. Or you can provide feedback via email: fiji@livelearn.org

Your name and location: _____

Contact details (optional) : _____

1. Briefly explain how you used this book.

2. Is this book easy to follow? (if not please tell us what was not clear)

3. Was there information that you think was missing?

4. How could this book be improved?

5. Did you like some activities more than others?

6. Please list any other comments or suggestions below:

Thank you!

Reaching OUT

Taking action to improve
Water, Sanitation and Hygiene
in communities in Fiji

This 'Reaching OUT' resource aims to meet the community's need to continuously campaign for better access to safe drinking water, improved sanitation facilities and good hygiene practices.

'Reaching OUT' shows a single process that starts from the individual, encouraging learning through the exploration of WASH conditions surrounding him or her, and empowering them to see themselves as an important part within a bigger group, whether it's family, community or another group.

'Reaching OUT' is designed to guide any individual wanting to raise WASH standards in their homes and communities. The aim is to mobilise community action - to lead the group to develop an action plan to address WASH issues.

This resource can also be used to conduct community awareness activities to increase understanding about existing WASH issues, and potential solutions.

