

Building strong and healthy communities

Setting up a sanitation enterprise in your community



LIVE&LEARN
Environmental Education

Guidelines for the facilitator

About this flipchart

This flipchart is designed to support the establishment and development of any community enterprise that seeks to improve access to, or the quality of, sanitation services in the Pacific.

This flipchart has three objectives:

1. Highlight the importance of sanitation in Pacific communities.
2. Promote affordable and appropriate sanitation options for Pacific communities.
3. Introduce the concept and support the development of sanitation enterprises in Pacific communities.

Who can use this flipchart?

This flipchart is designed to support NGOs, community groups and agencies working to improve sanitation in Pacific communities and to introduce the concept of sanitation enterprises.

This flipchart is part of a set of resources to support the development of community-based solutions to sanitation needs in the Pacific islands. Details of other resources can be found on page 32.

How to use this flipchart

This flipchart can be used to support increased awareness of sanitation and sanitation enterprises in Pacific communities. It can either be presented page by page, or you may use the pages most relevant to the group. The Topic guide (in the next column) presents a brief outline of the resource.

There is an illustration on the front of each page. This page faces the group. The back of each page provides information on how to facilitate the discussion among the group. Each page contains one or more of the following three sections:

- 1. Background for facilitator:** This information is for the facilitator and should not be read out to the group. This information provides the context for each discussion.
- 2. Discussion questions:** Use these questions to generate a discussion with the group based on the illustration.
- 3. Activity ideas:** Use these ideas to undertake an activity with the group. This will help to break up the talking and will support the reinforcement of ideas and key concepts.

Topic guide

The flipchart consists of nine topics:

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Preparing for the session

To facilitate means to ‘make things easy’. Your role as a facilitator is to foster the learning process by creating an environment conducive to sharing ideas and experiences. You do not have to be an expert on the topic of discussion – in this case sanitation enterprises – however, here are some tips that could help this process:

- Familiarise yourself with the flipchart material.
- Understand the local context, including the relevance of sanitation enterprises to the community or group you are speaking with.
- Encourage the participants, as much as possible, to share their ideas and experiences.
- Be friendly and inclusive.
- Be gender sensitive – acknowledge women’s and men’s different ways of learning.



Introductory points

1. Welcome the participants and thank them for coming.
2. Introduce yourself and others in your team.
3. Ensure the flipchart is positioned so all participants can see the illustrations and hear you clearly. It might be easier to work in smaller groups – up to 15 people – to ensure that all participants can see the resource.
4. Explain the objectives of the flipchart and how the flipchart will be used.
5. Tell the group how you will deal with their questions. Encourage the group to ask as many questions as they need to. Highlight that in your role as facilitator, you are there to help the learning process.

A word on ‘community’

The words ‘participants’ and ‘community/ies’ are used throughout this flipchart and are meant to represent the men, women, boys and girls in communities.

Toilet talk

Discussing sanitation in the community is a sensitive topic. You may have to determine the best way to approach this in each community. The words you use will need to be suited to the attitudes around sanitation. Before facilitating this discussion, it might be worth speaking to members within the community about the general attitudes towards sanitation and appropriate words you could use. For example, you might want to agree on the word you will use for human waste, e.g. poo, faeces, shit, etc.



Topic 1: What is ‘sanitation’?

Learning outcomes:

Following this section, participants will be able to:

- discuss the impacts of poor sanitation on women, men and communities as a whole
- highlight the benefits of household toilets for women, men, households and communities.

Background information for the facilitator:

What is ‘sanitation’?

Sanitation is the hygienic disposal of human waste. Whilst a basic human need, less than 50% of Pacific islanders have access to basic sanitation (WHO, 2008).

Poor sanitation is one of the key causes of diarrhoeal diseases. It is estimated that there are close to 7 million cases of diarrhoeal disease in the Pacific each year, contributing to the deaths of almost 4,000 Pacific islanders – most of which are children (WHO, 2008).

Most diseases that result in diarrhoea are spread by pathogens (or harmful germs) found in human waste.

The safe and effective disposal of human waste, through sanitation facilities such as toilets, can reduce the number of incidents of disease in your home and community.

Going to the toilet in the bush, ocean, etc is referred to as ‘open defecation’. This practice can create serious health risks as it increases the chances of people coming into contact with human poo, which might contain dangerous pathogens or germs. It is best to minimise contact with human waste, hence the need for toilets to dispose of the waste in a hygienic manner.







Impacts of open defecation/inadequate sanitation on women and men

Inadequate sanitation affects all members of the communities – men, women, girls and boys – and may result in illness, loss of productivity, impacts on education (especially for girls), and even death (due to malnutrition). It is essential that all members of the community have access to clean, safe and private sanitation facilities.

The poo cycle (Faecal-oral cycle)

Most diarrhoea is caused when we swallow infectious pathogens found in poo. When we swallow these pathogens, they can create infections that cause diarrhoea. The faecal-oral cycle, or ‘poo’ cycle, simply refers to how poo can be transmitted from our environment into our mouths.

The pathogens are most likely to reach us through what is referred to as the ‘Six Fs’:

	F	Description	Example
	Fluids	Dirty drinking water	Our drinking water can be contaminated if open defecation occurs too close to the water source.
	Fields	The contamination of soil and crops with human waste	Open defecation takes place where crops or other food are grown.
	Fingers	Unwashed hands preparing food or going into the mouth	Hands are not washed with soap prior to food preparation.
	Feet	Walking barefoot through contaminated fields can spread the waste matter	Walking barefoot through fields and then into our homes, schools and other buildings.
	Food	Eating contaminated food	Food is contaminated by unwashed fingers, or food is not washed properly prior to preparation, or is washed in water that is contaminated.
	Flies	Spreading disease from faeces to food and water or directly to people – particularly problematic where open-air defecation occurs	Flies carry poo particles into homes and schools and can affect food and water.

Breaking the faecal-oral cycle

There are a number of ways to break the faecal-oral cycle to stop the spread of the disease-causing pathogens. These are organised into Primary and Secondary barriers:

Primary barriers: practices that block the pathogens, including using toilets and latrines; handwashing with soap after going to the toilet; and ensuring that a water source is not contaminated.

Secondary barriers: those actions that can further stop pathogens. These include: handwashing before preparing and eating food; reheating food; proper collection, storage and use of safe water; access to safe water for hygiene; ensuring clean spaces; and controlling flies.



Worldwide problem

- 1.7 million people die every year around the world from diarrhoeal diseases (including cholera).
- 90% of the deaths worldwide from diarrhoeal diseases are children under 5, mostly in developing countries.
- 88% of cases of diarrhoeal diseases worldwide are caused by unsafe water, inadequate sanitation and poor hygiene.
- Diarrhoeal disease is preventable through improved sanitation and hygiene such as handwashing with soap at critical times.

DISCUSSION QUESTIONS

1. What’s happening in the picture? What can you see?
2. What sanitation practices are taking place?
3. Are any of these practices common in your community?
4. Do you think these practices impact on your drinking water?
5. Are there any illnesses in your community? What are they? Can they be prevented through improved hygiene (toilets and handwashing)?



Topic 2: Sanitation in your community

Learning outcomes:

Following this section, participants will:

- have a strong understanding of sanitation and the need for improved sanitation in their community.
- be able to rank and prioritise sanitation as a community issue.

Background information for the facilitator:

Discussing sanitation in your community

Sanitation is a sensitive topic in many communities. There may be certain cultural taboos or ‘poo’ taboos that exist around sanitation in the community. Consider the best way to approach this topic prior to the workshop. Do some research with members of the community to establish how best to approach the topic.

One of the starting points to encourage people to improve sanitation in a community, is to enable the community to recognise the existing level of sanitation and, the level of desire that exists within the community to improve sanitation. How you do this depends on how open your community is to discussing their sanitation habits.

The activity on this page is designed to encourage people to identify (and hopefully address) the level of sanitation in their community. Whether you use this approach will be determined by how receptive the community will be.



ACTIVITY: ADDRESSING THE ‘POO TABOO’

1. Show a picture of a person going to the toilet (you can draw or use one from this resource).
2. Encourage a discussion about what the person is doing.
3. Ask the community to come up with as many names as they can for the word ‘poo’. They can even make up some words.
4. Write all the words on the board or piece of paper and encourage the community to vote on which one they think should be used.
5. In your future teaching, encourage the community to use this word, and ensure that you use this word in your teaching.



ACTIVITY: DISCOVERY WALK OR MAPPING EXERCISE

Depending on your community, there are two activities you can facilitate to learn more about people’s toilet habits. The discovery walk, or the Mapping exercise.

These activities are useful for discovering the sanitation habits, needs and desires of the community. They provide a general assessment of the conditions and local attitudes and perceptions around sanitation.

The aim of these activities is to discover where people defecate around the village and to facilitate open discussion about this issue. The activities will encourage people to realise the need for improved sanitation in their communities and the need to control the disposal of human waste to protect their environment.

It also encourages people to start thinking about sanitation and to learn about the ‘market’ (in other words, the people who will pay for a sanitation service such as a toilet). This information will also be useful for setting up the business, at a later stage.

Keep this activity quick and to the point. The key thing is to encourage people to identify the need for improved sanitation.

Discovery walk

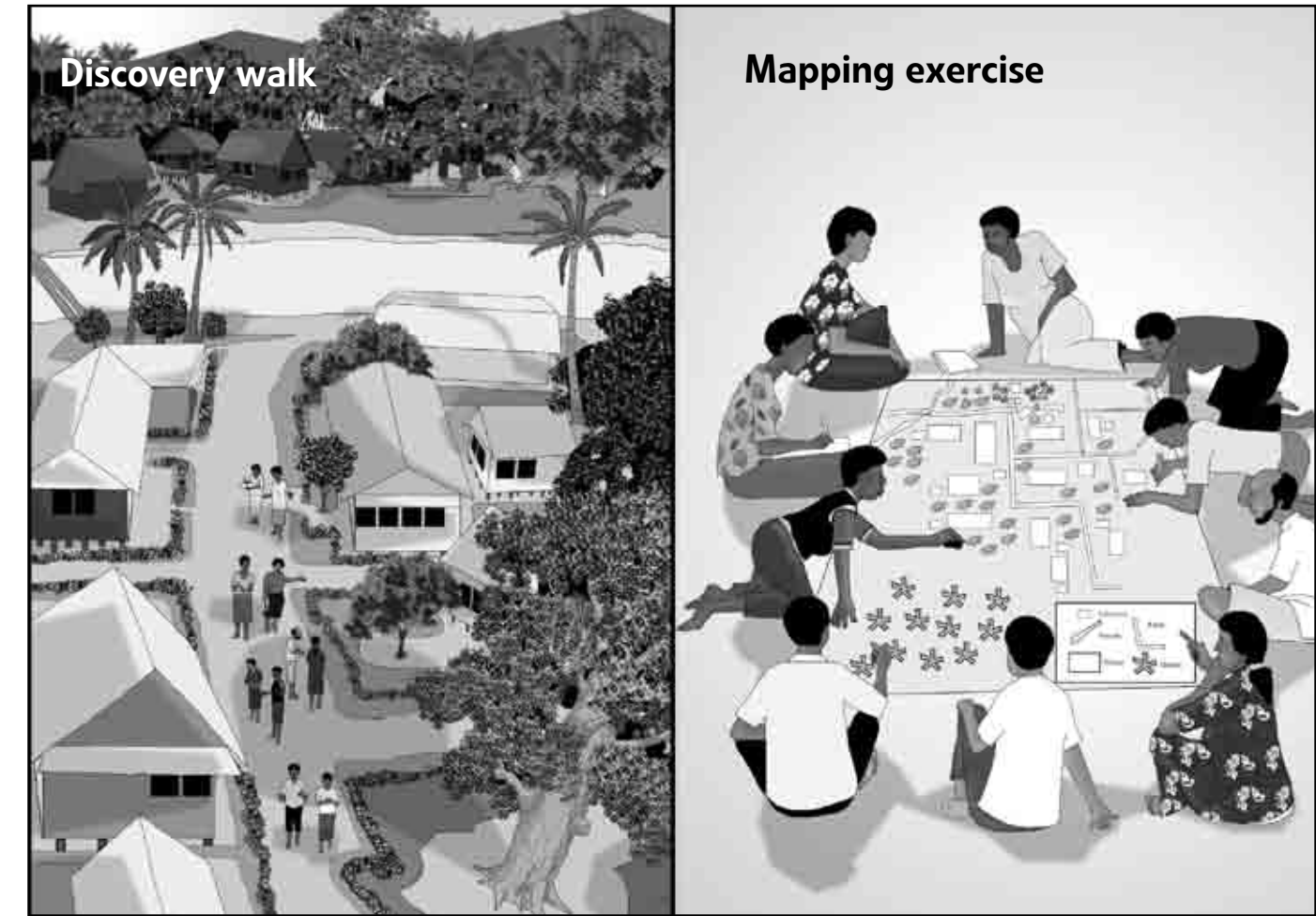
Decide where you will go. Go to places where people go to use a toilet, defecate in the open (e.g. beach, bush or mangroves), places where people go in an ‘emergency’ (e.g. behind the house) and places where water is collected. If it is not customary to visit areas where kin or relatives poo you can do this walk in two groups (men and boys, and women and girls).

At each place: Stop – Look – Smell – and discuss.

- Look on the ground.
- Can you smell anything? (Poo will smell)
- Talk about what you see as you walk.

Mapping exercise

If the village is spread out over a large area, you may take a short walk and then map out the entire village on a piece of paper or a blackboard or by drawing outlines in the dirt. On the map, be sure to include water points such as: rivers, wells, taps, as well as toilet buildings and other areas where people may defecate.






DISCUSSION QUESTIONS:


Following the discovery walk or as part of the mapping exercise, ask the community to answer these questions:

1. Where do most people go to the toilet?
2. Where are the toilets located?
(One way you could find out is to ask to go to the toilet.)
3. How much would they have cost to build?
4. How many people use the toilets each day?
5. Does every house have a toilet?
6. Do people each want a household toilet?


How people might react to the activity




Not interested: Try to engage people further and keep going with the activities.



Concerned and disgusted: This is good! Keep going with the activities.



Concerned, disgusted and determined that something should change: Well done! If most people react like this, consider skipping some activities and commence planning.



Angry at people (not at the problem): If the activities are creating potentially violent conflict you should stop and consider another approach.



Topic 3: Men’s and women’s sanitation issues

Learning outcomes:

Following this section, participants will be able to:

- understand the different sanitation needs of men and women
- consider women’s and men’s needs in establishing a sanitation enterprise
- consider the potential of sanitation enterprises as an opportunity to contribute to equal and equitable relations between women and men in communities.

Background information for the facilitator:

Impacts of inadequate sanitation on girls and women

Women are particularly affected by the lack of adequate sanitation facilities. It is estimated that women spend three times longer in the toilet than men due to biological differences. Women and girls have particular needs around menstruation. This needs be discussed as a key consideration when exploring sanitation options for communities.

- **Health and safety: Women require clean, safe and private facilities:** Walking to remote locations outside of the village leaves women vulnerable to attack and sexual assault. Attempting to wait until the morning may result in physical harm, such as urinary tract infections.
- **Girls, sanitation and school attendance:** When girls start menstruating, they are less likely to attend classes if schools do not have adequate sanitation facilities. For a girl’s basic schooling period from grades four to ten, she will have to manage about 450 days of menstruation. It is important for schools to have separate latrines for boys and girls, ideally in different blocks. Adequate sanitation facilities are key to increasing girls’ attendance in schools, while also ensuring their safety and dignity.
- **Environment issues:** Population growth and environmental degradation (such as deforestation, logging – cutting down trees) reduces the private options available to women to relieve themselves. Women have to walk further than ever to find private places. Rain and flooding may also affect where women can go to the toilet.
- **Special needs:** Pregnant women, the elderly, people with disabilities or special needs require toilets suited to their specific needs to ensure accessibility.

Benefits of sanitation for families, households and communities

- Health improvements: reduction in diarrhoea and other illnesses
- Economic improvement: less money spent on medicine; less time off from work or school
- Convenience and comfort
- Less embarrassment with visitors
- Cleaner, more attractive and healthier environment
- Toilets improve health and well-being of the whole community
- Sanitation presents a good business opportunity
- Status symbol
- More privacy

Women and decision making

Women typically are responsible for many activities relating to sanitation and hygiene at the household level. Women are generally the decision makers regarding money at the household level, while the men in the community are responsible for constructing the toilets. Women may also be more responsible for cleaning the toilets to ensure regular usage.

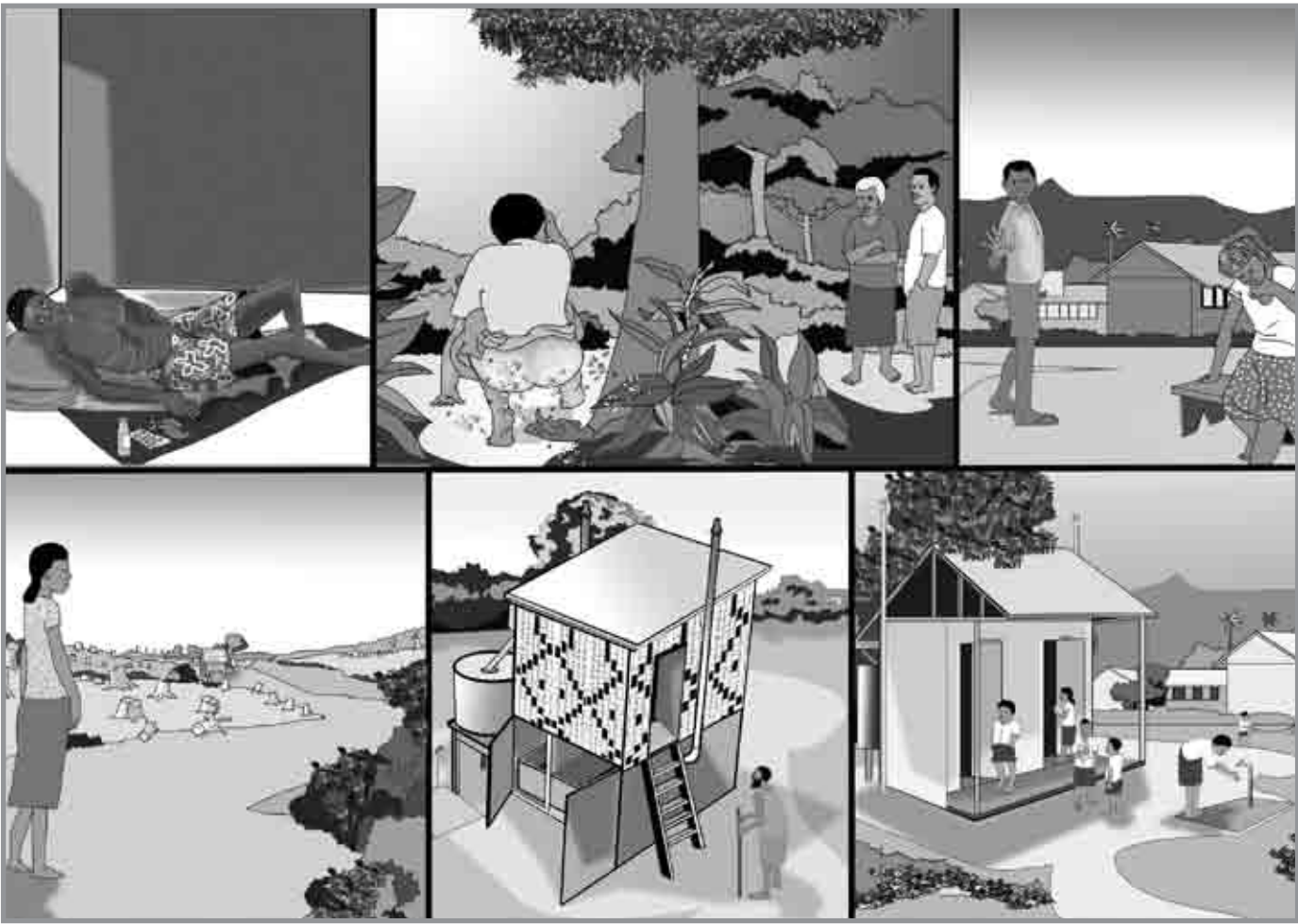
Consult both women and men on sanitation issues

Given the sensitive nature of the topic of human waste disposal and hygiene practices, there might be a reluctance to discuss these issues at a community level. However, given the different sanitation needs of men and women, and the roles of women in the maintenance of the facilities, it is critical to ensure that women play a key role in the decision-making process around the appropriate toilet at household and community levels.

Men and women within the community may approach sanitation and hygiene issues from very different perspectives. They may also display different levels of willingness to discuss the issues. For example, women together are more willing to discuss reasons for latrine building than a group of men and women, or only men.

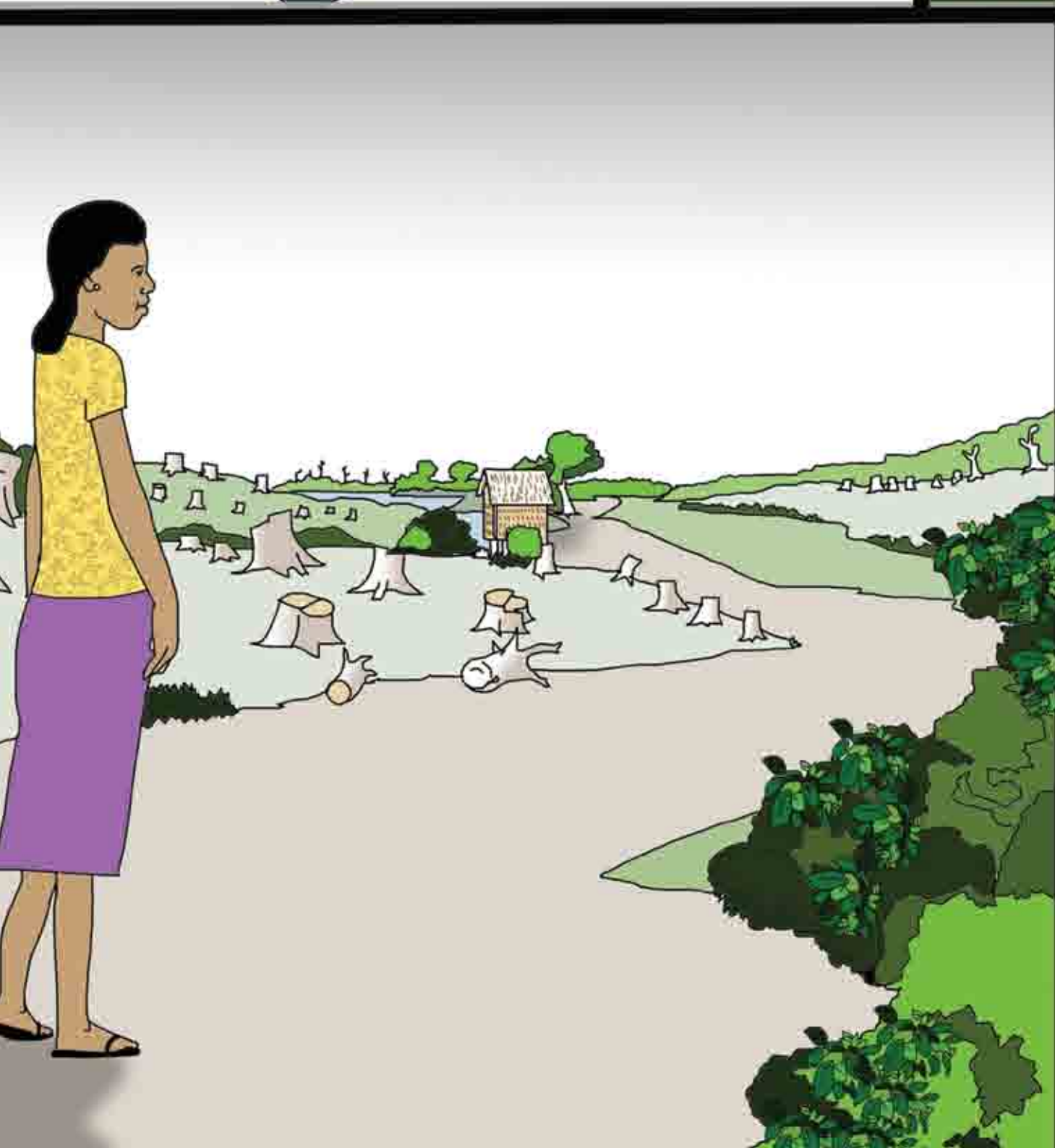
Some ways to ensure equal consultation and shared responsibility in supporting toilet design and construction:

- Be open to the possibility of women-only groups highlighting women’s needs and preferred latrine/toilet design.
- Involve men as hygiene and sanitation promoters.
- Encourage women to take up training in the technical aspects of latrine construction.
- Encourage men to take on roles that support the household while women are busy with sanitation enterprise promotion.



DISCUSSION QUESTIONS

1. Look at the pictures. Can you find any similarities between these and your community?
2. What are the specific sanitation issues for men and boys, and women and girls in the community?
3. What are the traditional roles of men and women within your community?
4. Who is responsible for manual labour (building, sourcing materials etc.)?
5. Is there a possibility that women may one day be able to adopt these roles?
6. Are there particular practices, beliefs or taboos related to sanitation that need to be considered?
7. How can we involve both women and men in setting up a sanitation enterprise?
8. Could setting up a sanitation enterprise positively impact on the status of women in the community?



Topic 4: Toilet options

Learning outcomes:

Following this section, participants will be able to:

- understand the different sanitation options available and be able to choose the most appropriate toilet technology to suit the conditions of each location and the people’s needs.

Background information for the facilitator:

Consumers should be able to choose from a range of toilets. There are a number of factors to consider when helping a household or community select the most appropriate toilet to suit their needs. Flush toilets may be considered the preferred sanitation service. However, this ‘want’ will need to be weighed against the key considerations of affordability and relevance. For example, flush toilets may not be appropriate where water is scarce or people cannot pay water costs. In this case, it is important to raise awareness of the various design elements of the other options, such as composting toilets.



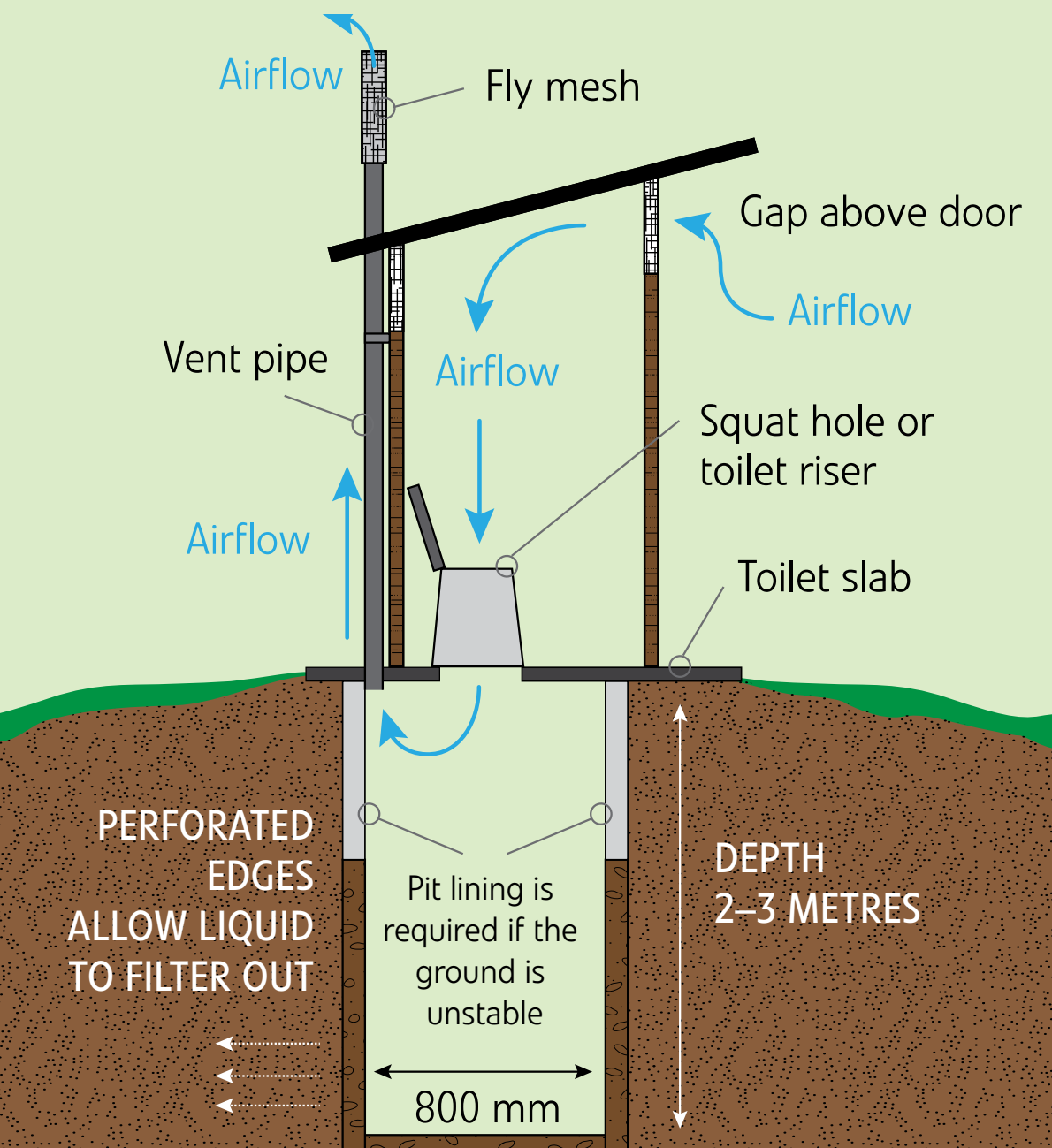
ACTIVITY: TOILET OPTIONS

1. Ask the participants to look at the picture of the toilet designs and ask them if they are familiar with any of these. If not, you can give them a brief explanation of each toilet type.
2. Ask them to break into groups and list any possible advantages and limitations of each design that could affect their community.
3. When they are finished they can share their findings with the group.

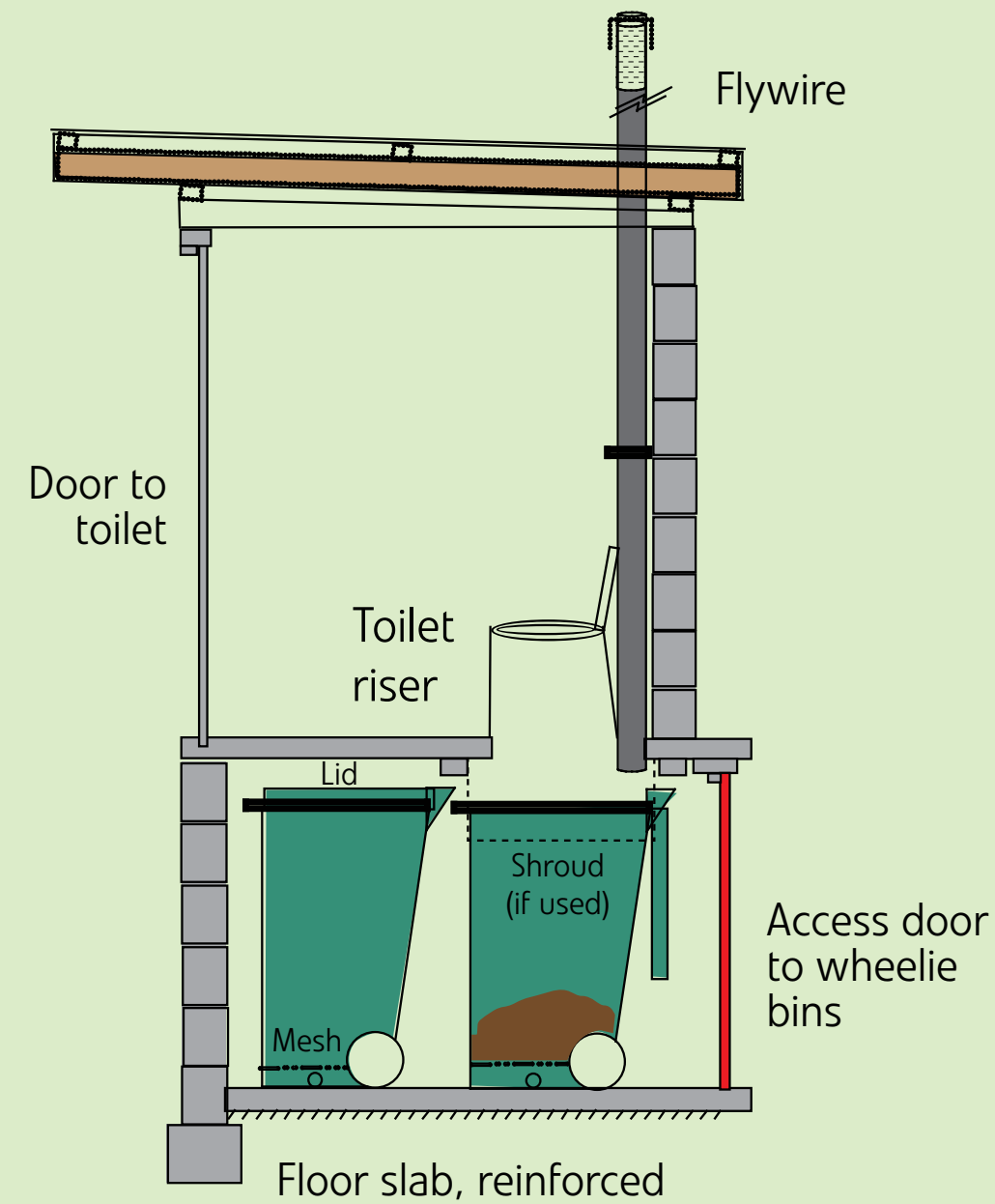
Toilet options	When is this the best option?	Limitations	Advantages
1. VIP toilet with seat and vent pipe	Good entry level when cost is main concern	<ul style="list-style-type: none">• Not good in high water table areas• Does not control mosquitoes in the pit• Extra cost of providing vent pipe• Need to keep interior relatively dark• Odours from the pit can enter the toilet room on still mornings and nights• May not meet the social aspirations of users when other more ‘advanced’ toilets are installed in the area (e.g. water seal or flush toilets)• Toilet paper and leaves can be used without blocking. Not hard materials.• With added seat riser, this meets local status needs	<ul style="list-style-type: none">• Low cost• Can be built by householder• Needs no water for operation• Easily understood• Control of flies and significant reduction of smell inside toilet room
(Compost toilets) 2. Single chamber with two wheelie bins 3. Double chamber	Good when it has been planned for and money saved or loan arranged for cost. Good when there is a lack of water or risk of flooding or high water table.	<ul style="list-style-type: none">• No water is needed• Has high storage volume so can last longer• No smell in the toilet room when properly maintained• Suitable for large family (10 people)• Can be attached to a house• Groundwater & soil pollution is prevented by the sealed chamber• Can be located anywhere, chambers sit above ground. Requires no digging of pits.• A valuable compost is produced for soil conditioning• Permanent structure with no need to rebuild/move when full	<ul style="list-style-type: none">• Organic matter (or ash) must be regularly collected and stored in the toilet for use• Users must understand and control the addition of organic matter to ensure proper composting• Same construction cost as septic systems• Users have to overcome discomfort about emptying composted toilet waste from the chambers, every 6–18 months• The toilet room is elevated above the ground, so access may be difficult for elderly or disabled
4. Pour flush toilet	Good when there is plenty of water available and no risk of polluting groundwater. Moderate savings required.	<ul style="list-style-type: none">• Low cost• Control of flies and mosquitoes• Absence of smell in toilet room• Contents of pit not visible• Offset type: Gives users the convenience of a flush toilet• Offset type: Toilet room can be inside house if pit offset, and no need to move toilet room each time pit fills• Offset type: Toilet seat/riser is supported by ground• Can be upgraded by connection to sewer if sewerage becomes available	<ul style="list-style-type: none">• Needs a reliable water supply• Unsuitable where solid anal cleaning material is used• Potential groundwater pollution• Seat over pit: Must move toilet room each time new pit dug
5. Septic tank toilets	Good if cost not a consideration and access available to specialist installers and service contractors for pump out.	<ul style="list-style-type: none">• Convenience and status of flush toilet• No smell or insects in toilet room• Can be located inside the house• Easy to clean	<ul style="list-style-type: none">• Costly to install• Needs reliable and adequate water supply (piped)• Not suitable if only a small yard area for trenches• Can pollute groundwater if high water table or trenches are not designed and installed correctly• Needs occasional costly desludging with septic truck• Sludge cannot be reused as fertiliser• High cost to maintain• Lots of high service items

Dry toilet options

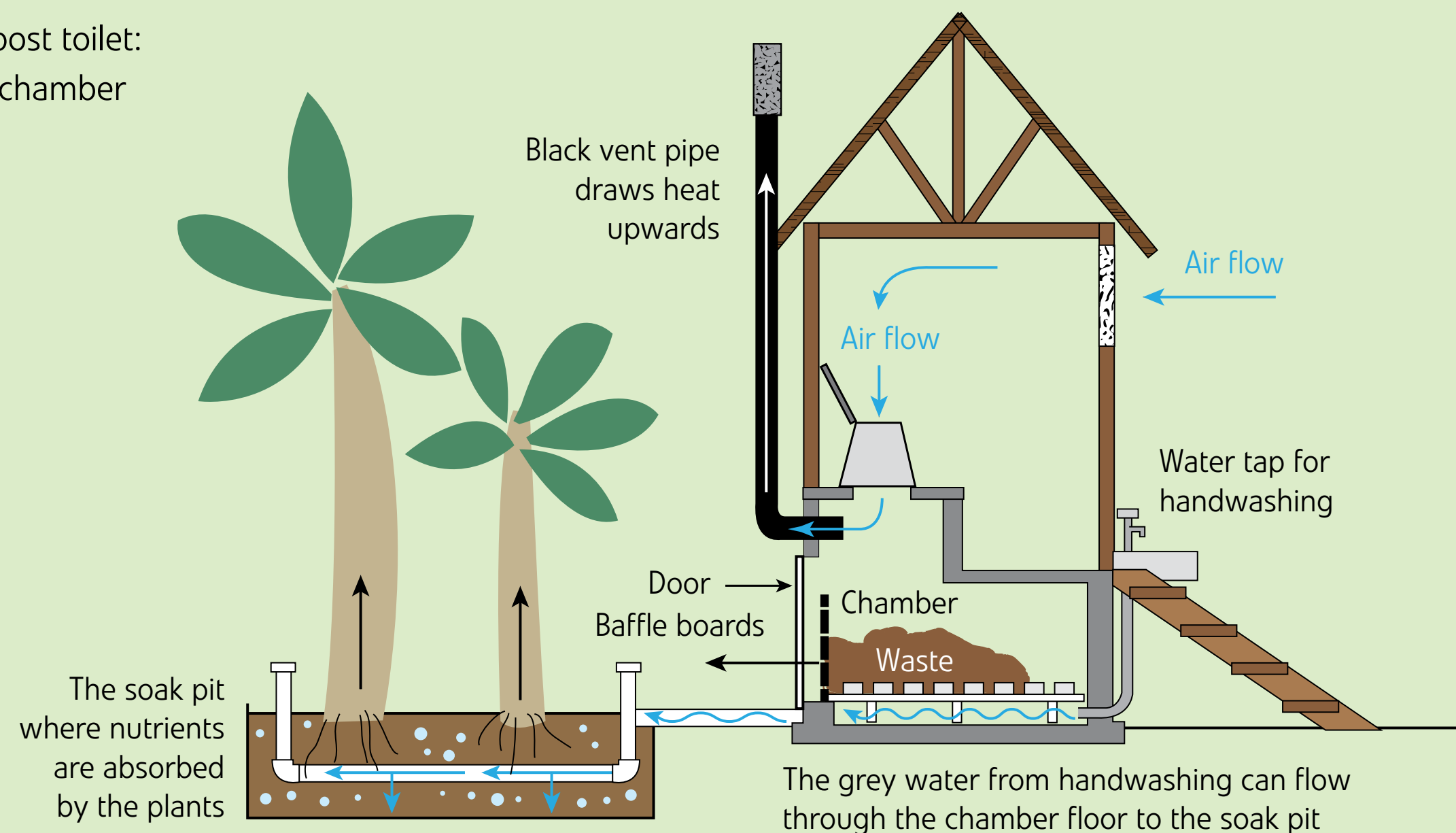
1. VIP: Ventilated Improved Pit toilet



2. Compost toilet: Single chamber with two wheelie bins

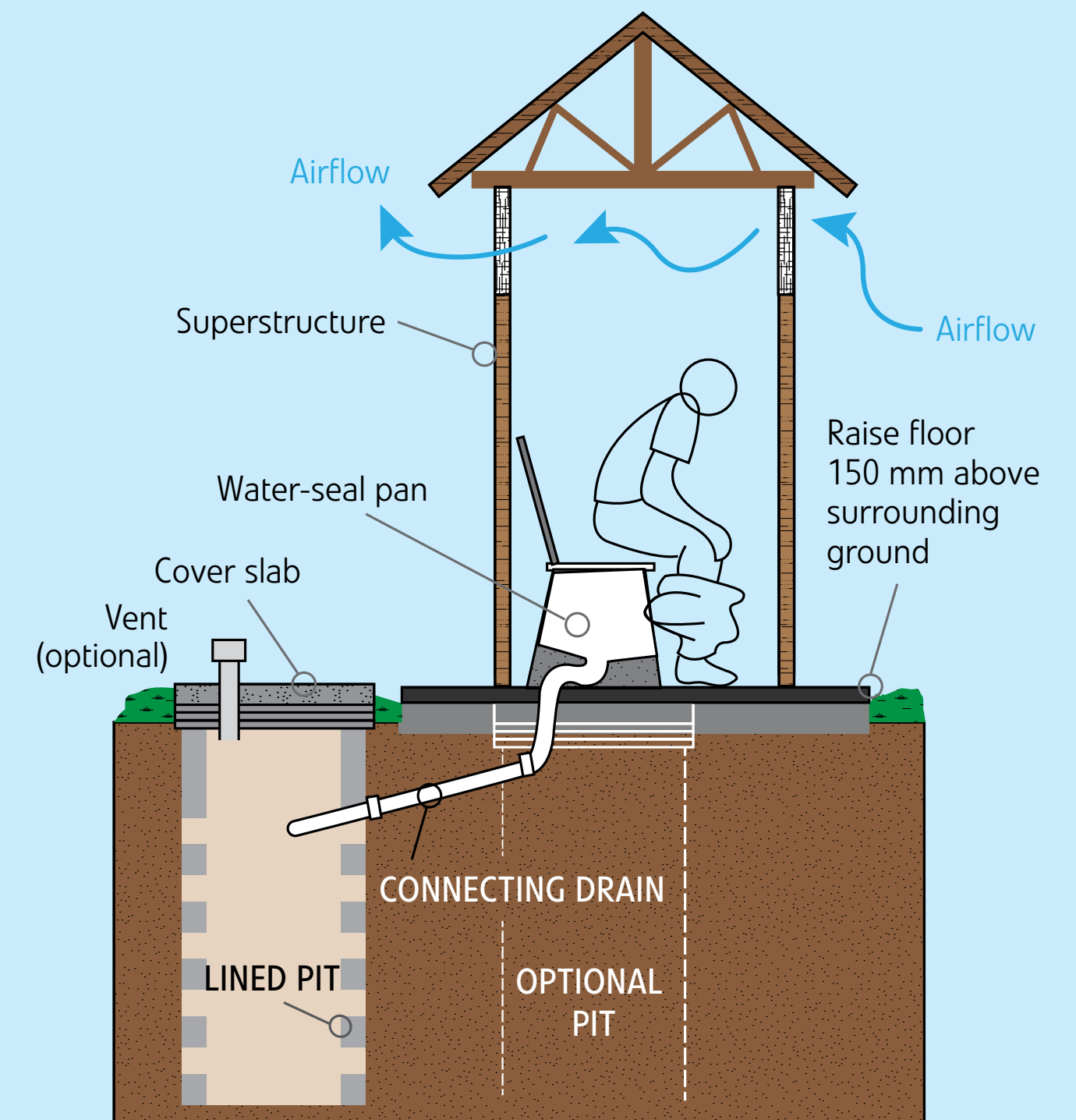


3. Compost toilet: Double chamber

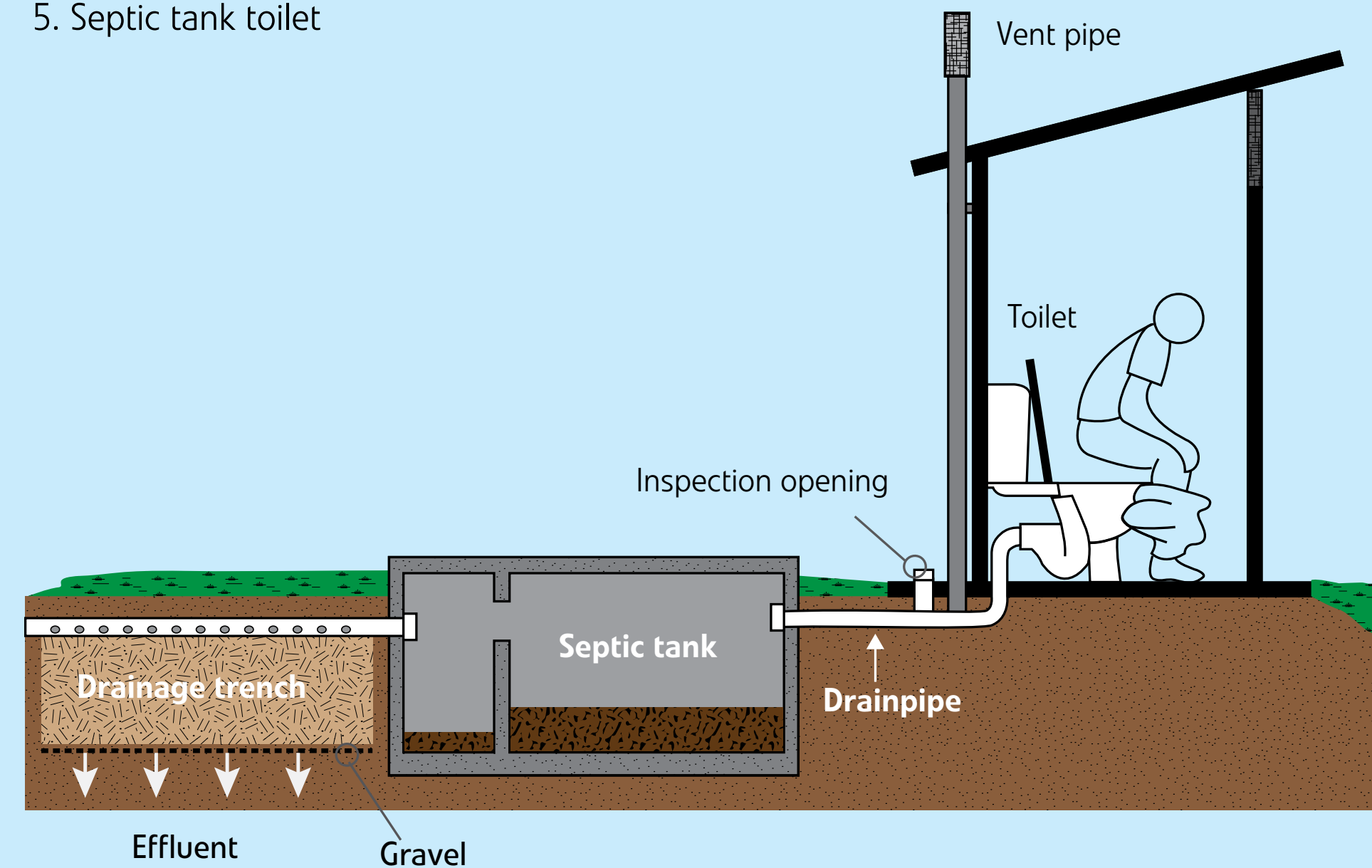


Wet toilet options

4. Pour flush toilet



5. Septic tank toilet



Topic 5: Sanitation offers opportunities

Learning outcomes:

Following this section, participants will:

- understand the opportunities as a result of improved sanitation
- explore business opportunities offered through improved sanitation for women and men
- identify different motivations of women and men when buying a toilet.

Background information for the facilitator:

Setting up a sanitation enterprise can offer the following opportunities:

- Cleaner environment, cleaner family: stronger future
- Status, pride to have proper facilities
- Increased standing within community
- Income through establishing a sanitation enterprise such as making toilets, toilet parts or other opportunities such as a soap-making enterprise
- New skills for the community
- Improved livelihoods
- Increased hygiene awareness
- Cooperative practices – building community cohesion through using existing community structures
- Empowering women – strengthening governance
- Possibility of links to government agencies/partnerships

What is a sanitation enterprise?

A sanitation enterprise is an enterprise or business that offers simple, affordable and appropriate products (such as toilets or toilet parts) or services (fixing toilets, cleaning toilets) that help communities improve their sanitation.

A key component of a sanitation enterprise is creating customer interest and demand for improved sanitation through identifying customers, their wants and needs, then presenting suitable and affordable products or services to meet this demand.

Who can establish a sanitation enterprise?

- Women’s groups – to form micro-businesses
- Community groups (such as cooperatives)
- School groups – to make other sanitation and hygienic products (such as soap)
- Households
- NGOs

When considering designing a locally appropriate sanitation enterprise model it is important to remember that no single model will suit all needs and circumstances. Communities may decide to establish new registered associations or choose existing community groups to operate the sanitation micro-enterprise.

A sanitation enterprise can be based on a microfinance/microenterprise model where small loans are offered (at a low rate of interest) to customers who would like to purchase a sanitation product (such as a toilet). Microfinance institutions can provide access to financial services for sanitation enterprises.

Gender and sanitation enterprises

In many places, women traditionally manage domestic and community hygiene and the disposal of wastewater and solid waste. They are therefore highly motivated to improve local sanitation conditions and practices. It is vital to give women a greater voice in sanitation technology choices and the menu of management and financing options when establishing a sanitation enterprise.



DISCUSSION QUESTIONS

1. Look at this picture – what business activities are taking place in this community?
2. Give examples of successful small businesses operating in the community. Why are they successful?
3. Could sanitation offer a good business opportunity in the community?
4. What are some examples of sanitation products that could be sold in your community? e.g: toilets, soap-making, etc.
5. In what ways could women and men in the community be involved in a sanitation enterprise?
6. Who in the community might be interested in investing in a household toilet, and why?
7. How would you go about creating demand for sanitation products among women and men in the community?
8. What might be the challenges of promoting sanitation as a business opportunity in your community?



Topic 6: Setting up a sanitation enterprise

Learning outcomes:

Following this section, participants will be able to:

- discuss the key guiding principles to establishing a sanitation enterprise
- discuss small business options for local women’s sanitation enterprises
- explore ways women can be empowered by setting up a sanitation business.

Background information for the facilitator:

Setting up a sanitation enterprise – how it works

Establishing a sanitation enterprise in your community can be as big or small as it needs to be. The enterprise really needs to be built around the realities of your community. Most importantly, it needs to focus on creating demand for toilets within the community.

This topic contains the key principles to setting up a business and has been organised into **8 guiding principles**.

These steps may not occur in this exact order. This is a guide only.

Guiding principle 1:

- Determine your enterprise model

Guiding principle 2:

- Develop your business/finance plan

Guiding principle 3:

- Consider the legal elements of establishing the enterprise

Guiding principle 4:

- Financial training program

Guiding principle 5:

- Who are your customers?

Guiding principle 6:

- Set the price

Guiding principle 7:

- Set up a demonstration site

Guiding principle 8:

- Promote your product or service

Business management skills

A handbook titled, *Setting up and managing a small enterprise* is included with this flipchart which can support the establishment of the enterprise.

This resource aims to:

- raise awareness of business fundamentals, processes and risks
- guide participants on how to conduct a business operation in order to make profits
- support the understanding of business discipline.

How to use this resource

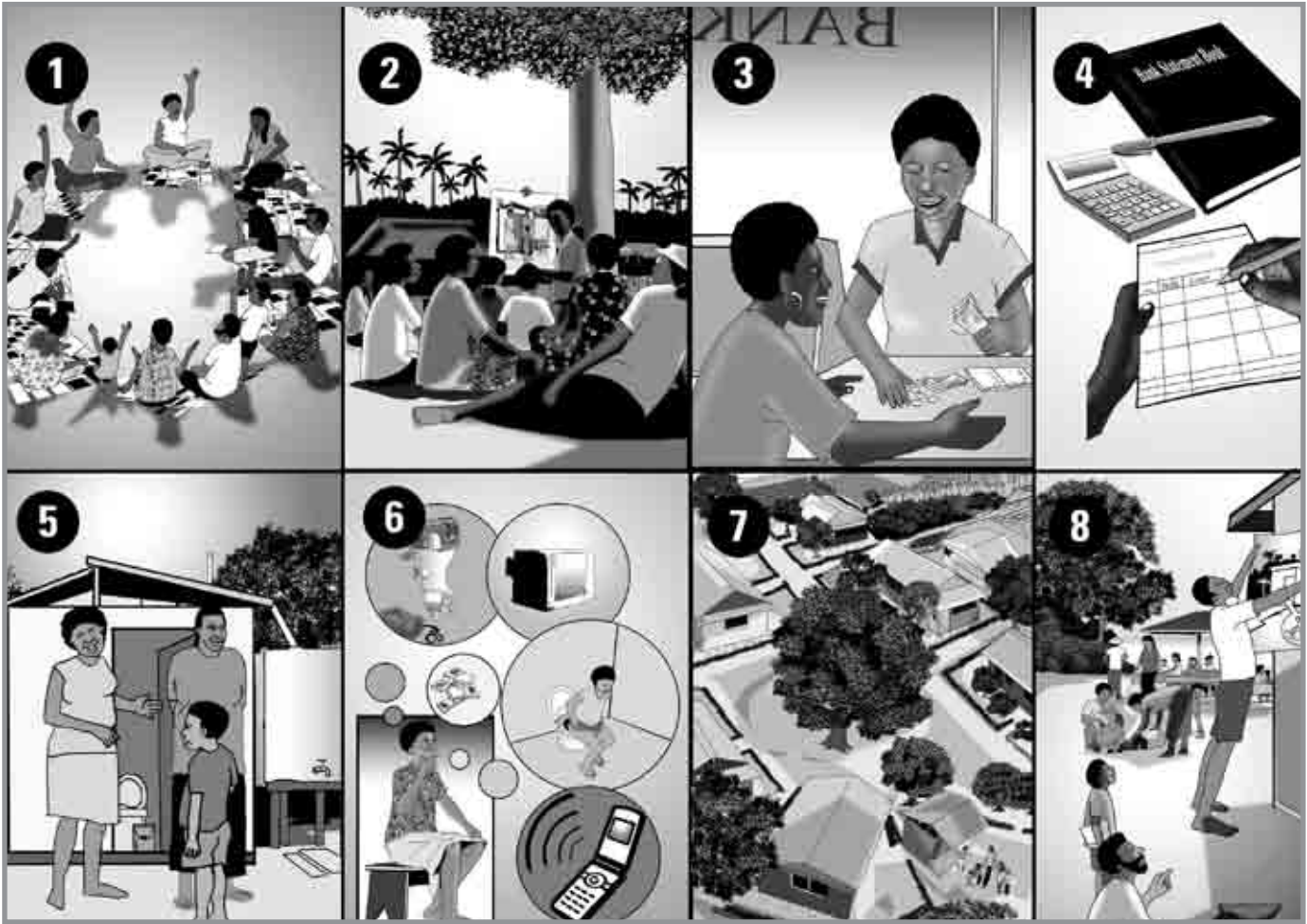
This resource is optional and how the facilitator chooses to use this workbook is based on the needs of the community.

What’s in this resource?

This resource explores the following topics:

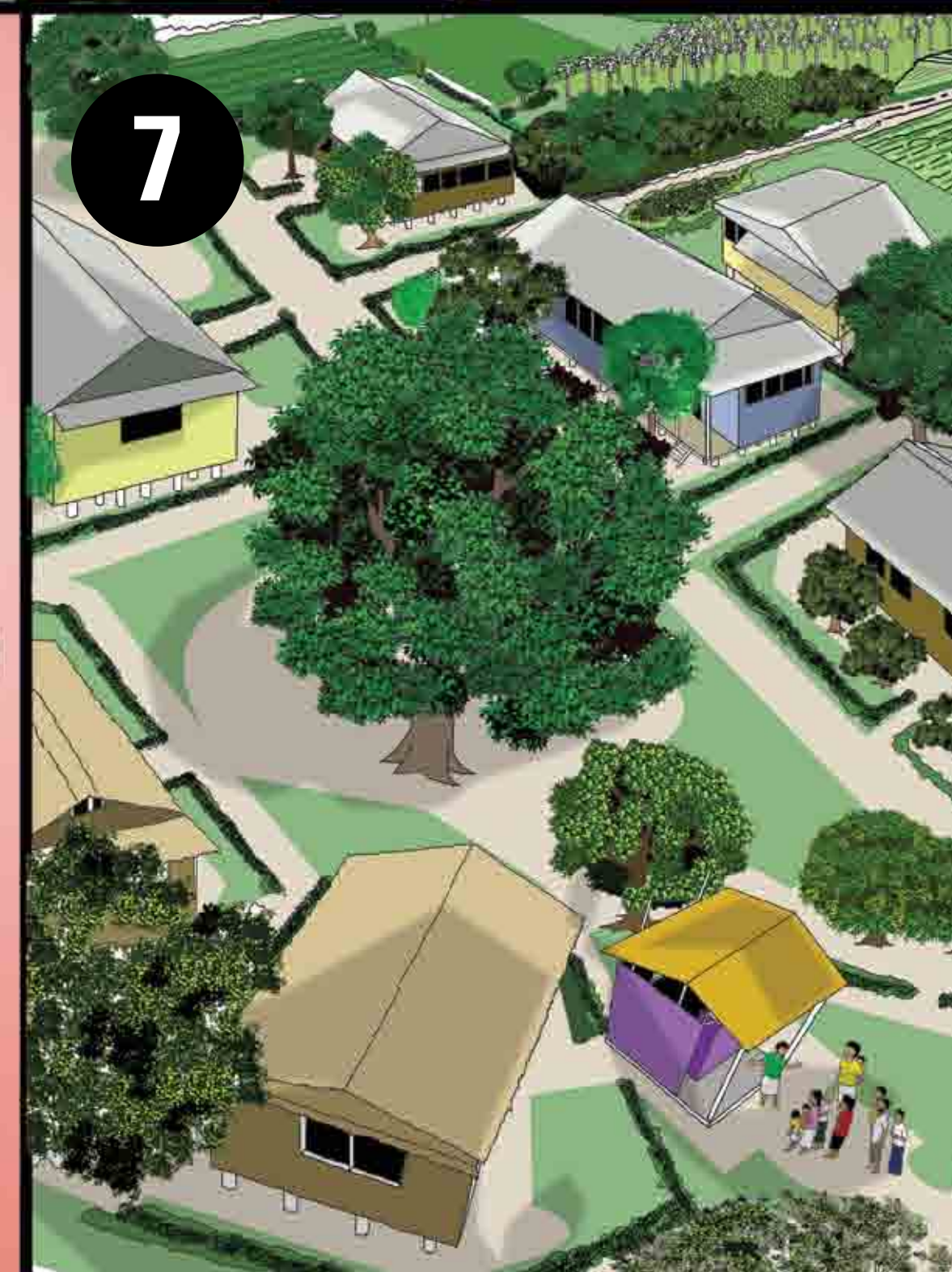
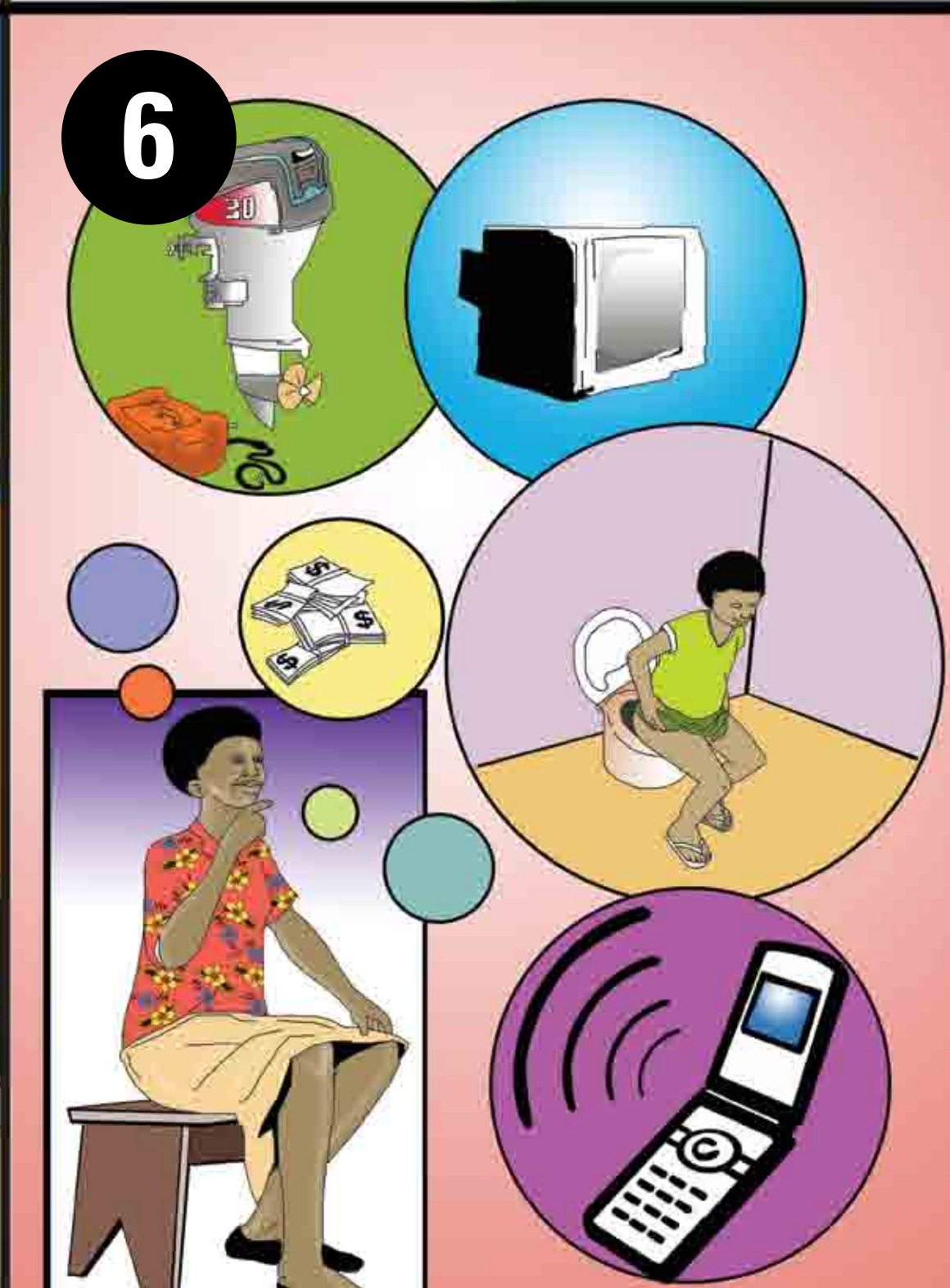
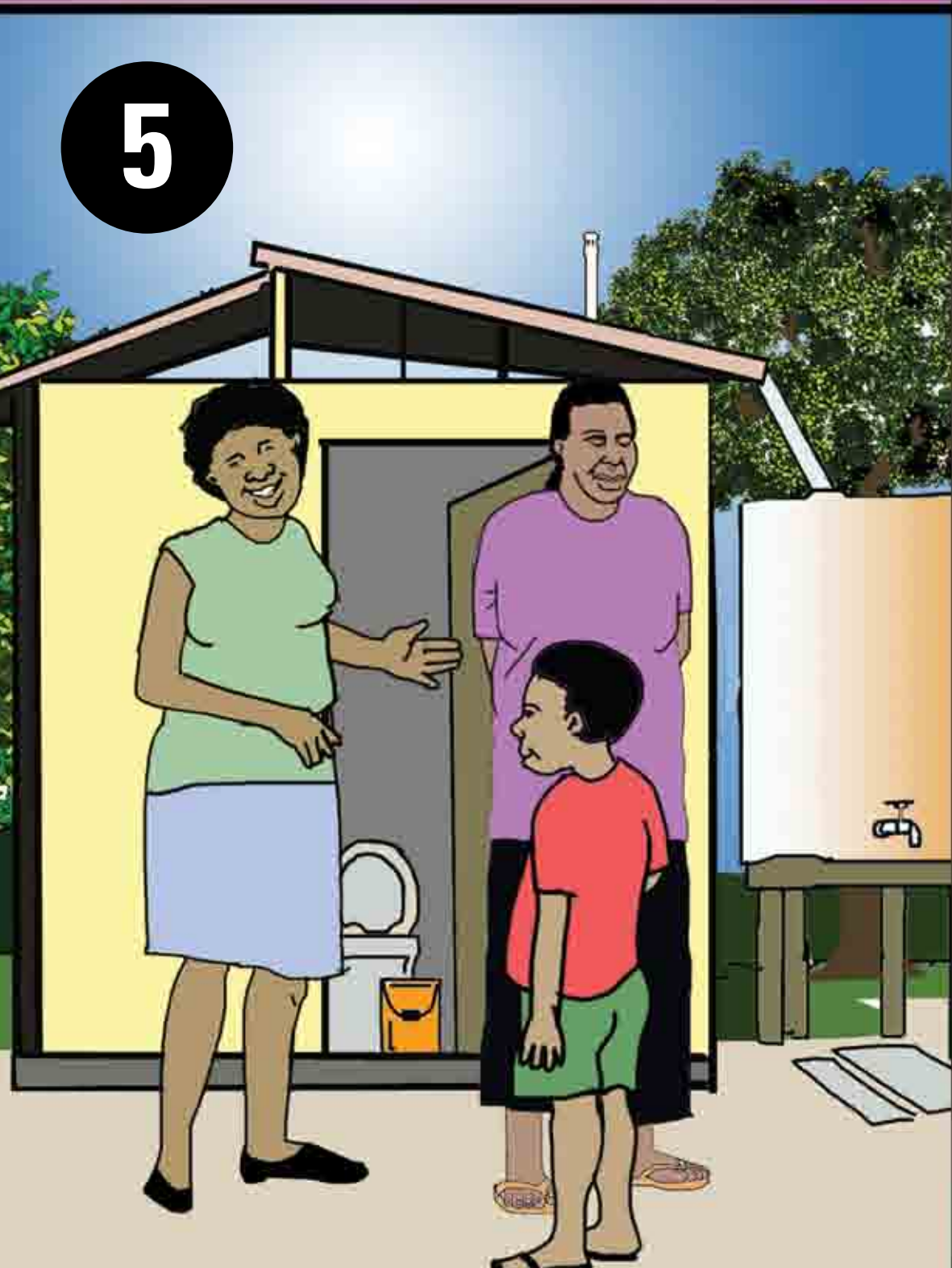
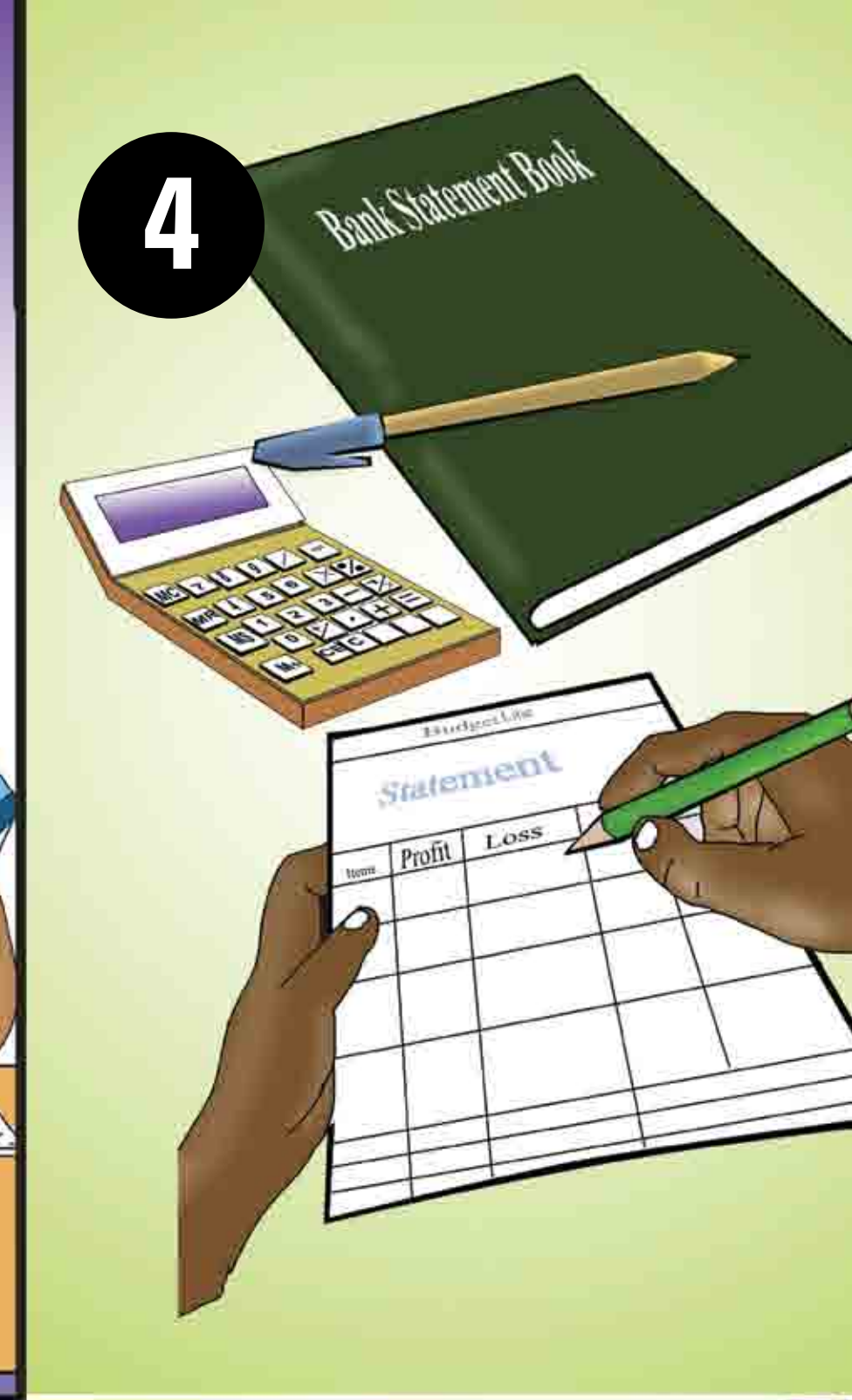
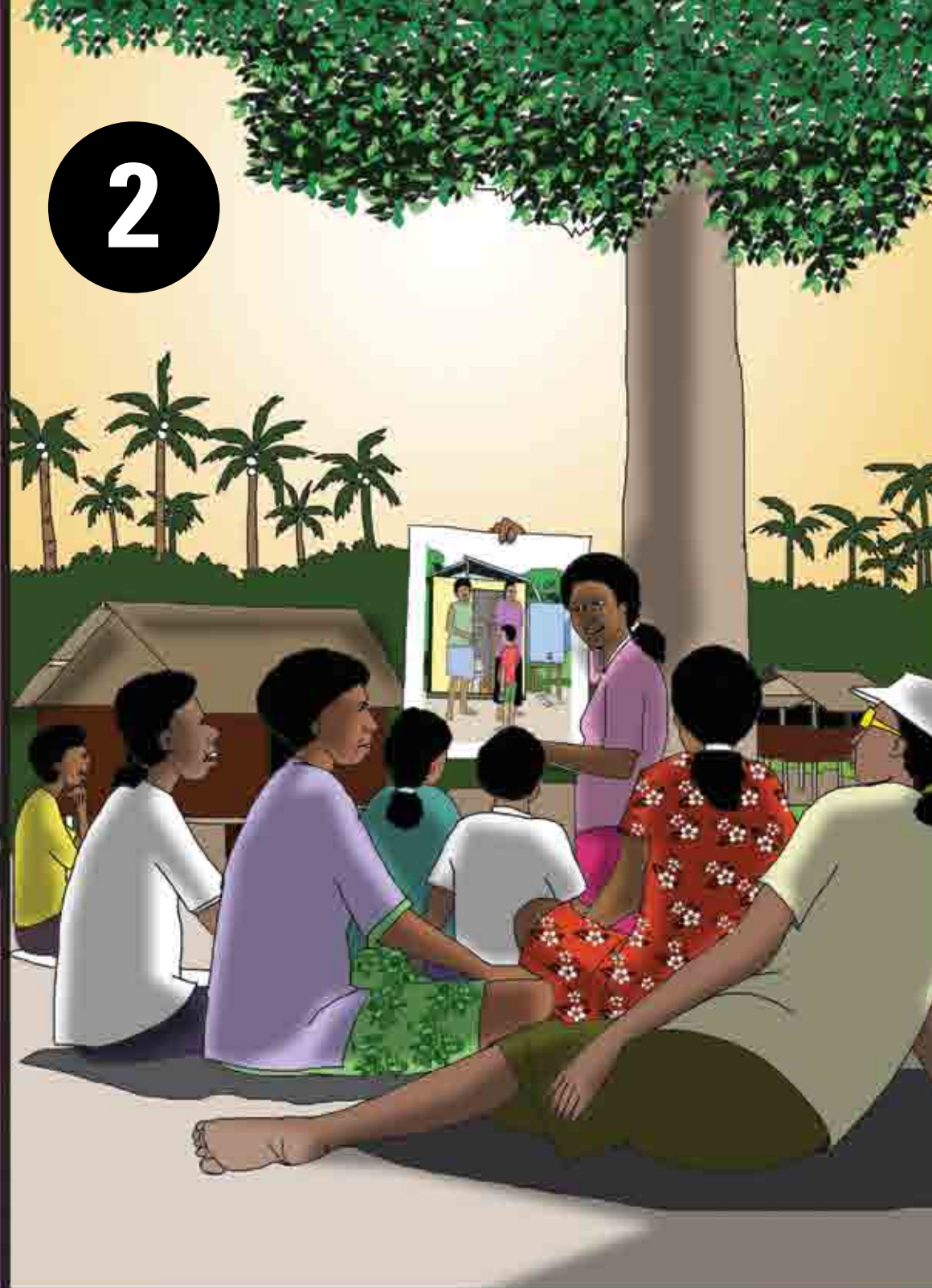
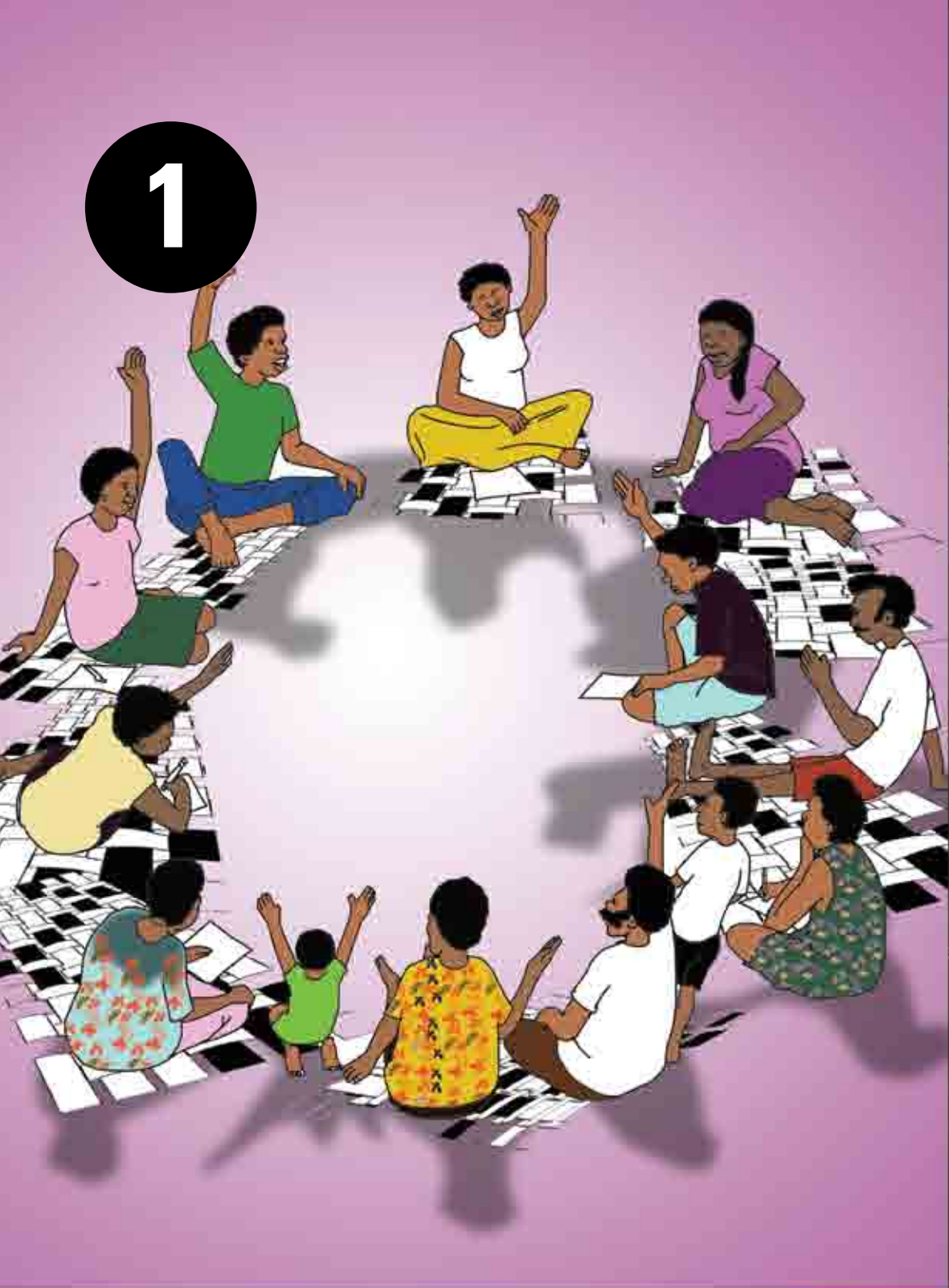
- What is a business?
- How does a business survive?
- Assessing your business idea
- Business vision and leadership
- Market assessment and developing a Marketing Plan
- Costing and pricing
- How to get started
- Record keeping
- Cash flows; profit and loss projection

The workbook is based on the ‘Basic Business Management’ training program developed by the Cooperative and Small Business Training Institute, Lami, Draunibota, Fiji Islands and can be adapted to suit the needs of any community.



DISCUSSION QUESTIONS

1. How are small businesses set up in your community?
What steps are usually involved in the process of setting up a business?
2. How can we ensure we involve all interested parties in the business planning and decision-making?
3. Where would you conduct the business group meeting?
What gender considerations might you be aware of?
4. What is involved in planning a business strategy?
What issues need to be addressed?
5. What methods can be used to gather information about potential customers?
6. How would you estimate the profitability of a sanitation business?
7. How would any profits be distributed?



Guiding principle 1:

Determine your enterprise model

Learning outcomes:

Following this section, participants will be able to:

- decide on the model of sanitation enterprise
- understand the role of gender in decision-making processes around the sanitation enterprise
- recognise the role of culture in businesses in their country and identify potential ways of using culture to promote the need for sanitation in their country.

Background information for the facilitator:

Enterprise models

Your sanitation enterprise may be considered a ‘micro-enterprise’ which basically means it is a small business, often unregistered, requiring a small amount of money to set up and employing a small number of people. There are basically two types of micro-enterprises: the cooperative enterprise, or the privately owned enterprise. The difference between these models is the distribution of the profits.

Cooperative model: Each member of the cooperative has equal rights and obligations. Members volunteer to benefit common goals through jointly owned and democratically controlled enterprises. Profit could be used for community projects such as building a school or a water supply.

Private ownership model: Profit is distributed to the business owners.

Each model has its advantages and disadvantages. A cooperative model means that community members work together towards a common goal. This increases the working spirit as well as the quality of work. This might be due to the fact that each member of the cooperative has equal rights and obligations. Given the traditional structures in the Pacific, the cooperative model might be the most preferred and relevant option, and is the example used throughout this resource.

Establish your group

The sanitation enterprise collective needs to elect a management committee that is made up of people in the community who will work together to develop the enterprise. Each person in the committee needs to have clear roles and responsibilities. Some roles may include: someone to manage the operations, a person responsible for the finances, and a member who understands the technical component of the products. Be aware that some committee roles require a certain level of literacy. Ensure this is well understood within the group.

It is important to consider that the committee represents the different needs within the community. If possible, include the same proportion of women and men as there are in the community.

Ensure that all committee members understand the role of the committee and any rules about how they work.

Establish capacity within the committee

The committee members need to be advised of any opportunities to build their capacity in developing an enterprise.

The elected management committee needs to immediately seek access to ongoing financial literacy training and support, to ensure sustainability of the sanitation enterprise.

Undertake initial enterprise establishment steps

Important steps in establishing a sanitation enterprise include the following: registering the business, checking legal requirements around establishing the sanitation enterprise, opening a bank account.

Ensuring balanced decision-making

If the committee is comprised of men and women in the community, it is important to ensure that each committee member is given the opportunity to participate equally. Different members of the group can be asked to identify and discuss their current and preferred roles in the committee. It is important to ensure that both men and women are given the opportunity to participate in the decision-making processes of the enterprise. It is important to establish from the outset that whether the committee member is male or female, does not dictate their worth or value within the group. Traditional gender roles in the community need to be discussed in respect to the establishment and management of the sanitation enterprise. This is explored further later in this resource.

Understanding business and culture

Traditions, cultural norms and obligations impact on every society in the world. In Melanesia, traditional structures like the ‘wantok’ system impact on the nature of every community enterprise or initiative. Fundamental to Melanesian communities, these structures determine how the enterprise is managed. Establishing a sanitation enterprise will ensure that the entire community can benefit from increased health, livelihoods and income. The success of the sanitation enterprise will ensure greater prosperity for the community as a whole.

It is important to ensure that the committee discusses the role of traditional community structures in the establishment of the enterprise and comes up with some guiding principles on how to manage incidents which may arise. It may also be worth considering how the business/finance plan (developed in the following sections) addresses these issues. Payment options can also be developed to support the various income levels within the community.



DISCUSSION QUESTIONS

1. What models of small business exist in the community? Are they privately owned or based on the cooperative model? (e.g. where does the profit go?)
2. Are they led by men or women or both? What are the benefits of both men and women leading the businesses? Will this be accepted in the community?
3. Would the sanitation business committee and members benefit from business or financial skills training?
4. What non-traditional roles could be tried with men and women in the process of running the sanitation enterprise?
5. What are some ways to promote how the success of the enterprise will provide overall benefits to the community?
6. What issues might arise as a result of traditional structures (such as the ‘wantok’ system) in the establishment of the enterprise?
7. What benefits may traditional structures such as the ‘wantok’ system bring to the establishment and ongoing success of the sanitation enterprise?

The community cooperative model



Private ownership model



Guiding principle 2:

Develop your business/finance plan

Learning outcomes:

Following this section, participants will be able to:

- understand the importance of establishing a sanitation enterprise plan
- develop an appropriate sanitation enterprise plan.

Background information for the facilitator:

A critical step in setting up a sanitation enterprise is to develop a plan.

Here are some points to consider:

- Decide on the preferred business model (e.g. cooperative or privately owned).
- Establish what support is needed to develop a sanitation enterprise.
- Develop guidelines for business skills training.
- Develop guidelines for financial literacy training.
- Decide on the primary product for sale. e.g. toilets or toilet parts, or other products like soap.
- Find out if you are eligible for a micro-credit loan or what is required to apply for a micro-loan.
- Develop a business plan to present to a financial institution for a loan approval.
- Decide how your business will operate: determine who will carry out the labour and a payment system or credit system for this.
- Decide where it will be located.

Tip: Helping your customers pay for improved sanitation

For most women and men in the community, installing a household toilet is a major expense that can compete with other household priorities. Household cash flow will often dictate if and when an investment in a toilet can be made. Even very motivated households may face many months of delay while they save up the lump sum needed to begin the toilet construction. Other potential customers may be simply overwhelmed by the task of trying to save up for the full cost of a toilet. Establishing a system of payment by instalment and breaking down construction into incremental steps would generate more demand and lead to a quicker toilet construction and sanitation coverage.

Another alternative for payment could be through the cooperative model. The whole community can work together to raise funds as a group for household toilets. The recipient of a toilet could be randomly chosen, or earn their toilet through work carried out for the cooperative.

Guiding principle 3:

Consider the legal elements of establishing the enterprise

Learning outcomes:

Following this section, participants will be able to:

- explore the legal requirements involved in setting up an enterprise.

Background information for the facilitator:

When setting up a sanitation enterprise, it is important to recognise that there may be some legal obligations you need to meet. These may differ in each country but here are some key steps you might need to consider:

- Check with the relevant local authority (such as a Chamber of Commerce) about the legal and tax requirements of setting up your sanitation enterprise.
- Research what financial support or services can be provided to you to support the establishment of the enterprise. (What local financial training is available?)
- Registering your business: depending on the enterprise model you decide to use, you may need to register your enterprise with a local authority. Your Chamber of Commerce or similar agency, even a local bank, may be able to provide that advice.
- Legal constitution of the cooperative micro-enterprise.

Guiding principle 4:

Financial training program

Learning outcomes:

Following this section, participants will be able to:

- explore the need to participate in a financial training program and investigate local opportunities that exist.

Background information for the facilitator:

Once the enterprise has been established, it is a good idea to consider a training program for its members. Your local Chamber of Commerce, bank or other agency may be able to provide this financial training program.



Below are a few key elements the group might need in order to grow and strengthen the enterprise:

- Management of your sanitation enterprise
- Credit skills: borrowing money, dealing with banks/creditors
- Financial skills: to keep accurate records, make budgets, calculate profit and loss
- Planning and management skills: how to make best use of the human, physical, financial and natural resources in the community including physical resources, finance, ensuring quality.
- Marketing skills: research, promotion, sales
- Technical skills: production, operations and maintenance

DISCUSSION QUESTIONS

1. What are the benefits of creating a plan for your enterprise?
2. What legal requirements exist within the community when setting up an enterprise? Who can you contact for advice?
3. How do you plan to manage the enterprise? (Consider the general operating of the business as well as managing the finances.)
4. What existing community training initiatives exist?



Guiding principle 5:

Who are your customers and what do they need?

Learning outcomes:

Following this section, participants will be able to:

- recognise the different wants and needs among the men, women, boys and girls that exist in the community
- identify the key features of the toilets they are hoping to sell.

Background information for the facilitator:

At this stage, it is important to find out the different sanitation needs, and wants, of men, women, boys and girls, and those with special needs, within the community. A key aim of this stage is to find out which toilet designs best suit the needs and wants of the community.

It is also critical to find out the barriers to toilet use within the community. Identifying the key barriers can help the community address these issues, and support the design and development of the most appropriate toilets.

Barriers may include:

- no toilets
- existing toilets are broken
- lack of water
- high cost of toilets; perceived high cost of toilets etc.
- a lack of knowledge of health risks associated with open defecation
- cultural factors which lead to open defecation or discourage toilet use
- traditional beliefs affecting the perception of toilets
- cultural reasons why toilets aren’t used (e.g. not being able to use the same toilet as other family members)
- inappropriateness of the previous or existing toilets
- the lack of availability of construction materials
- the lack of availability of relevant information
- the lack of skills
- the lack of money.

In most cultures sanitation is a sensitive subject

The key aim of this stage is to gain a better understanding of the sanitation needs and wants within your community, and the most appropriate toilet for them. How you go about this in your community will depend on the existing structures and systems and cultural customs and considerations. Depending on the best approach to take, it might be worth considering the following points:

- Informal group discussions rather than formal meetings
- Separate discussions with women and girls, and men and boys

Develop locally appropriate toilets that address these issues:

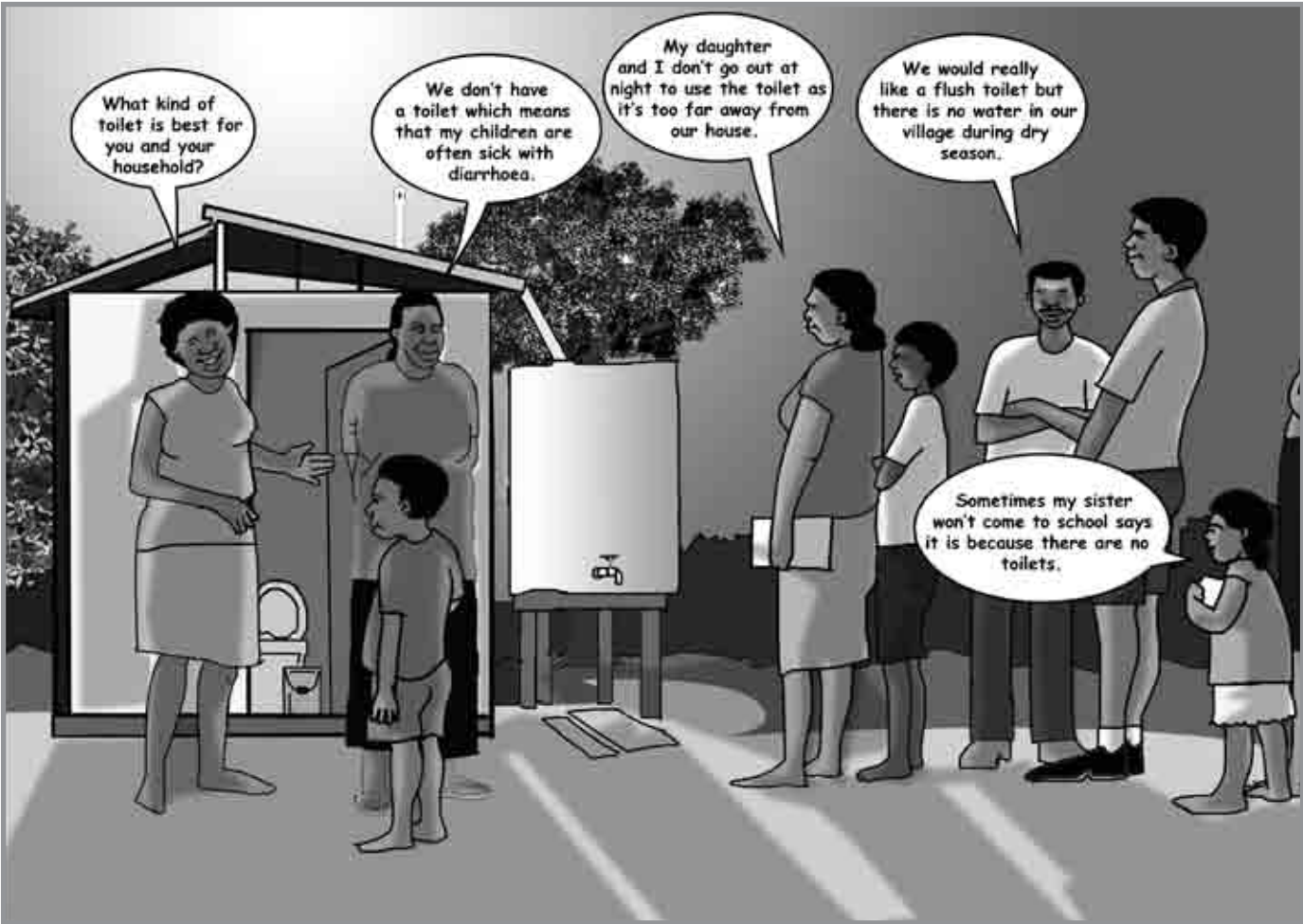
- Affordability – the ‘perceived cost’ (what people believe a product costs) usually differs from what is on offer
- Social customs and traditions
- Personal hygiene practices
- Availability of water
- Availability of space
- Level of groundwater table
- Site selection
- Risk of flooding
- Preparedness for cleaning and maintenance

Ensure an ‘inclusive’ toilet design

It is important to develop sanitation options that do not exclude people with special needs in the community. This is referred to as ‘inclusiveness’. Toilets have to be accessible to all members of the household, including differently able people, elderly people, pregnant women, and children.

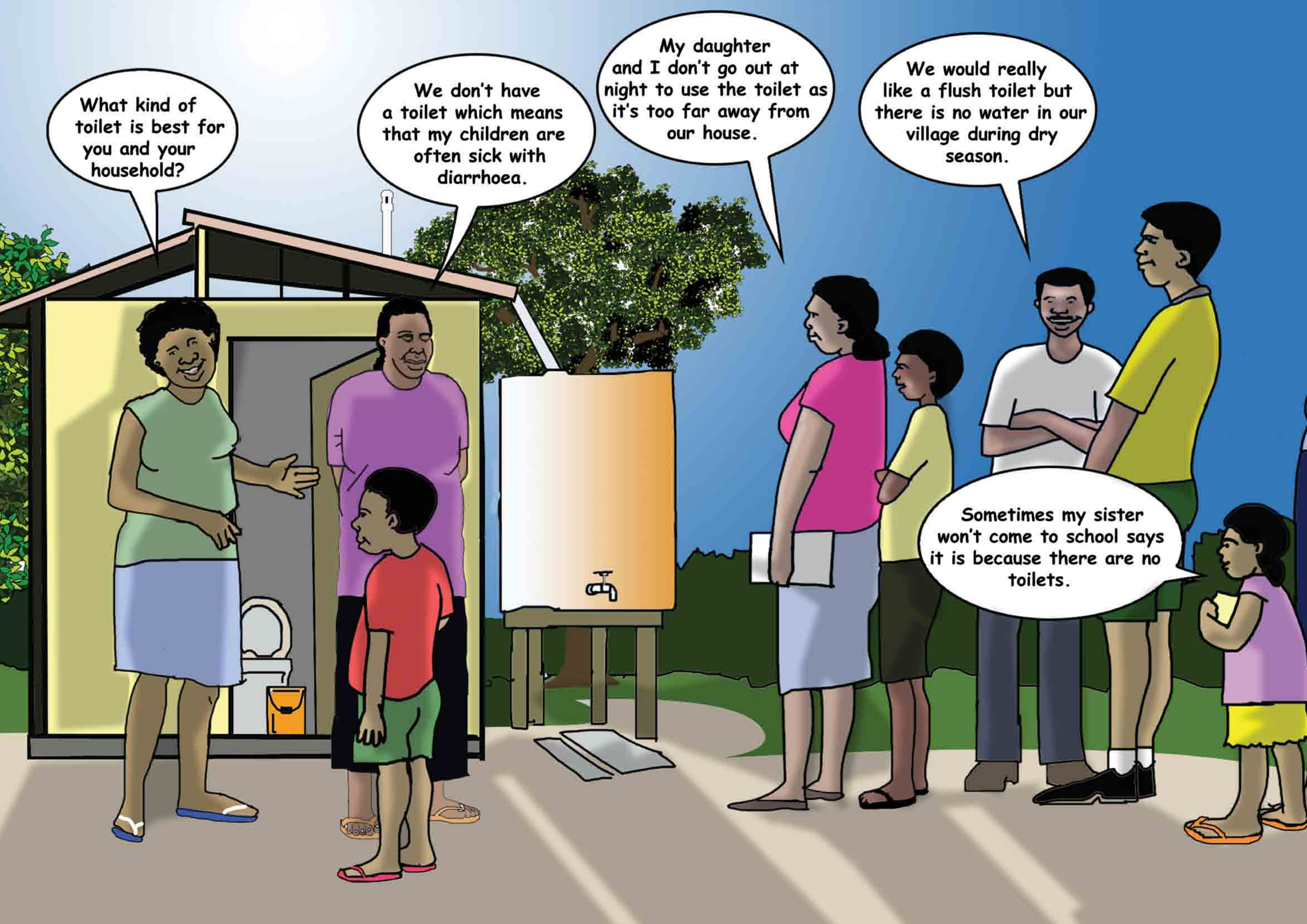
Aspects of physical accessibility:

- Usability: how easy is it for all members to use the facility?
- Location and getting in: are there steps to reach the toilet? How will this affect people with a disability/old and frail/children?
- Support rails – fixed to the floor/fixed to the wall/fixed to the steps. Are they at a height that all people are able to access, including children?
- Seating: a raised seat may be easier for some members of the community, including people with disabilities.
- Do you need a peg from which to hang a bag?
- Wash area inside or close by. A wash area inside the facility is important for women to maintain hygiene during menstruation.
- Information on how to use the facility: this may be important in communities using a toilet for the first time.



DISCUSSION QUESTIONS

1. Look at the picture and ask the participants: what are the key toilet issues being discussed in this community?
2. What are the most important issues to be considered when developing the best toilet for your community?
3. What are women’s and men’s sanitation related issues? What kind of toilets would they prefer?
4. What are the sanitation requirements of people with special needs in the community (elderly, pregnant, people with a disability or illness)?
5. Is the community prepared to invest in a toilet if it is the right kind? How much would they be able and willing to pay?
6. How can you interest them in buying a toilet?
7. Considering the above information, who will be your customers?

A colorful illustration of a community meeting in a village. On the left, a woman in a green top and blue skirt stands next to a yellow toilet structure, gesturing towards it. A woman in a purple top and black skirt stands next to her, with a young boy in a red shirt and green shorts standing in front of them. To the right, a group of people, including a woman in a pink top and blue skirt, a man in a white shirt, a man in a yellow shirt, and a young girl in a purple top and yellow skirt, are standing and listening. A large orange water dispenser on a wooden stand is in the center. The background shows a blue sky, green trees, and a dirt path. Five speech bubbles contain text about toilet needs and challenges.

What kind of toilet is best for you and your household?

We don't have a toilet which means that my children are often sick with diarrhoea.

My daughter and I don't go out at night to use the toilet as it's too far away from our house.

We would really like a flush toilet but there is no water in our village during dry season.

Sometimes my sister won't come to school says it is because there are no toilets.

Guiding Principle 6:

Set the price

Learning outcome:

Following this section, participants will be able to:

- understand the importance of pricing a product to suit the community.

Background information for the facilitator:

Price: How much are you selling your product for?

The toilet needs to be priced correctly to reflect the spending power within the community (i.e. priced according to how much people are able and willing to spend). How much you sell your toilet for will also be determined, or assisted, by the other products that people are willing to spend their money on.

It is important to keep the price down. If the price is right, and the product is valued by the consumer, the local sanitation producers will thrive.

It might be worth exploring the wants within the community – i.e. the community prefers a satellite dish over improved sanitation. There are a myriad of wants that your product will be competing against. It might be worth facilitating an exercise in the community that ranks the various wants and perhaps discussing the costs of not improving sanitation in the community. A key component of setting up the sanitation enterprise is to promote the benefits of improved sanitation within the community and highlight its value.

Guiding principle 7:

Set up a demonstration site

Learning outcome:

Following this section, participants will be able to:

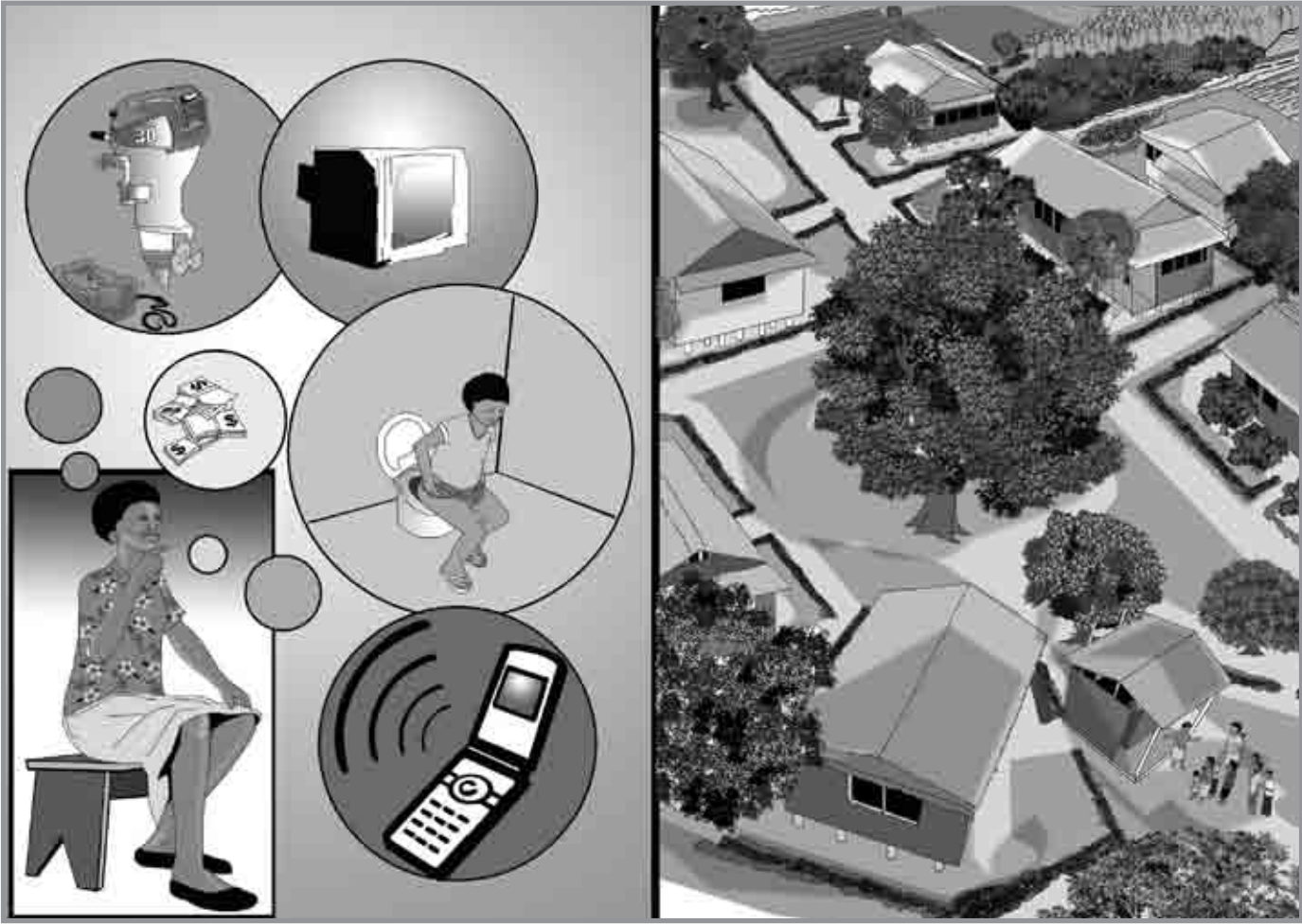
- understand the importance of establishing a demonstration site to generate interest in the toilet.

Background information for the facilitator:

To highlight the toilet you are selling, you might want to build a demonstration toilet at a central location in the community or within a family home. This toilet is an opportunity to show off the best design for the community and to highlight the features and benefits of the toilet. The ‘demonstration site’ could be located within a family house, and the cost of building the toilet could be subsidised as an incentive for the family to keep it clean and allow visitors to view it.

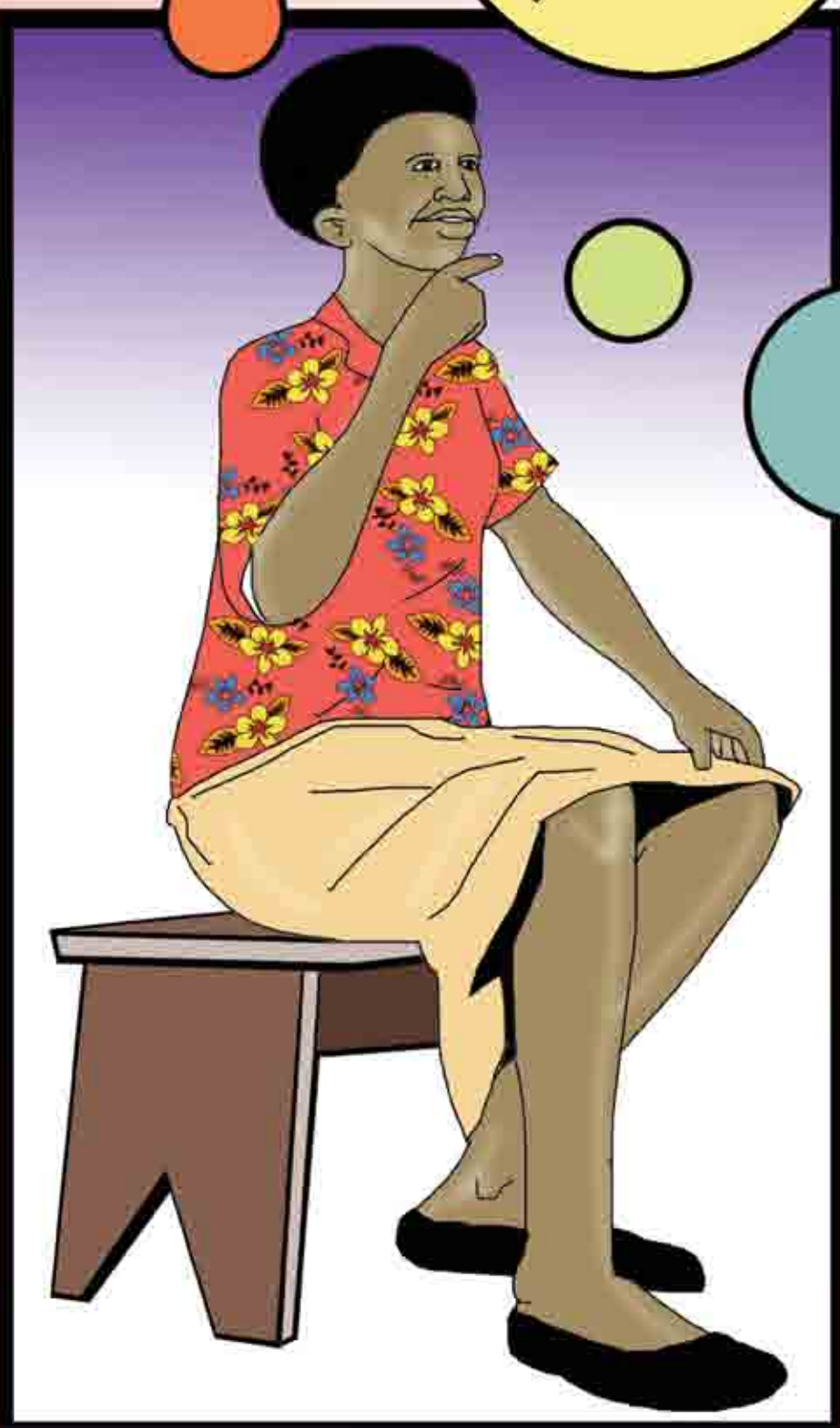
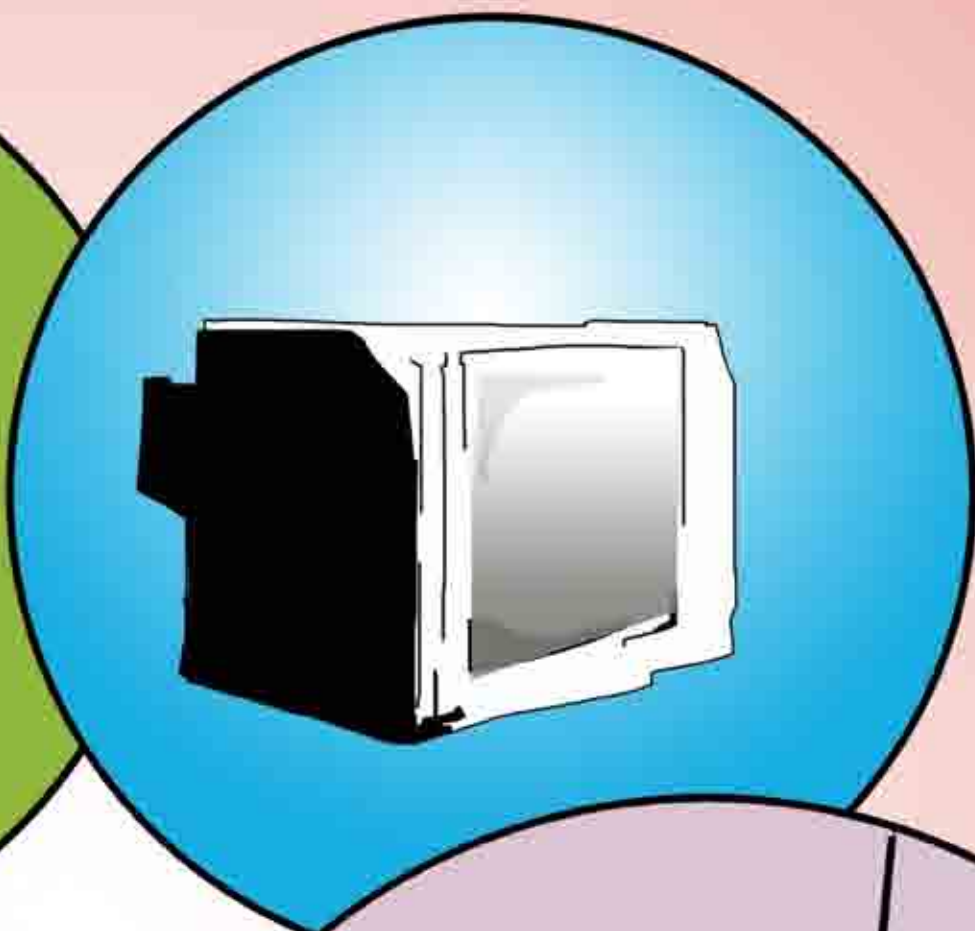
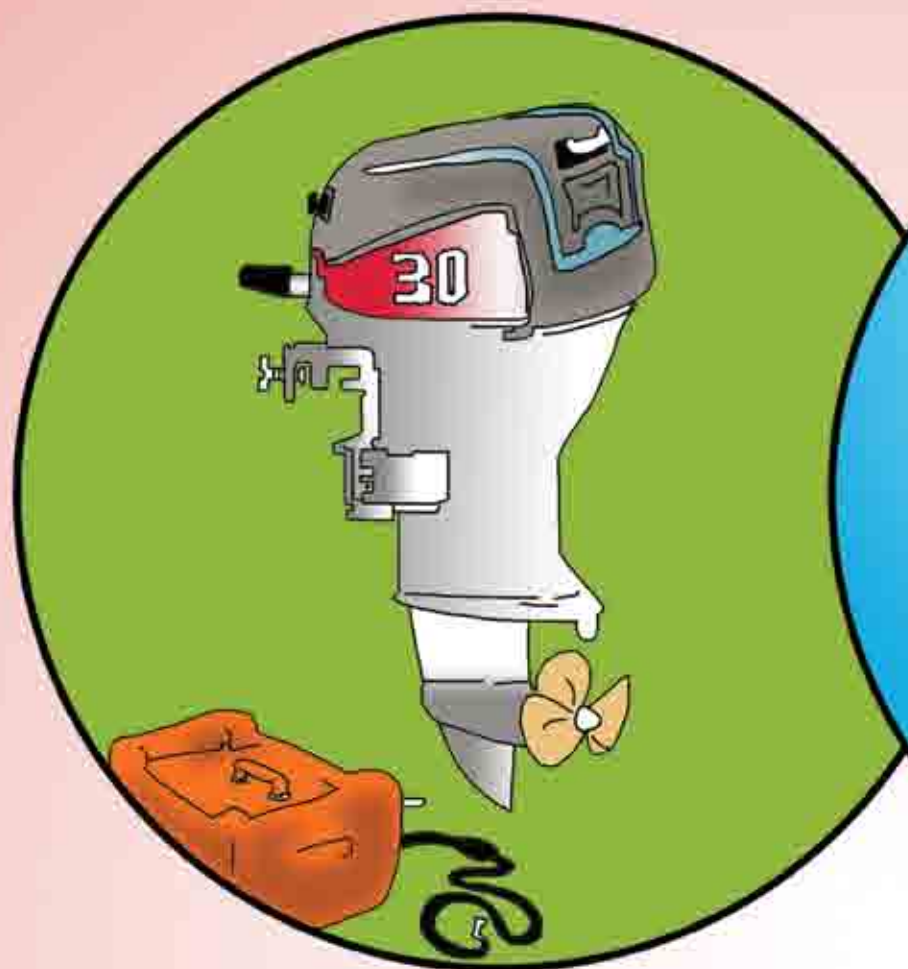
If placed in a central spot, the toilet can provide an opportunity to raise awareness about the importance of improved sanitation and hygiene practices. It can also serve to gain feedback about the different aspects of the toilets.

Instructions for building a demonstration toilet can be found in the book, *Clean communities: A practical guide to building and maintaining toilets in the Pacific*. This is covered later in this flipchart under Topic 8.



DISCUSSION QUESTIONS

1. Look at the picture on the left: how do people decide what to spend their money on? How do people decide on sanitation over competing needs such as transport, food and school fees?
2. If each community member had additional money, what would they spend it on?
3. What are the benefits of purchasing a toilet? Does this outweigh the benefits of purchasing other products?
4. Can you calculate the price of your toilets for consumers? What should they cost? You might need to consider costs such as: price of materials, cost of labour, overheads, advertising fees, and perhaps include a profit margin.
5. Look at the picture on the right: where is the demonstration toilet in the village? Is this a good location? Why?



Guiding principle 8:

Promote your product or service

Learning outcomes:

Following this section, participants will be able to:

- understand that each group within the community is motivated by different factors
- highlight the key ‘selling points’ for each group in order to develop messages to promote the toilets
- understand the range of tools that can be used to promote the features and benefits of the toilets.

Background information for the facilitator:

Design an appropriate promotion strategy

Promotion refers to how to ‘sell’ the key features and benefits of your toilet. This can be achieved through a range of media, including traditional, electronic, print channels and face-to-face communication.

Women and men in sanitation promotion

Effective sanitation promotion pays attention to the different needs, roles and responsibilities of women and men in sanitation. In order to effectively promote sanitation, gender-sensitive research should be done to obtain the following information:

- Different sanitation practices of women and men
- What women and men consider important reasons for investing in sanitation
- The approaches that can keep women or men from changing sanitation habits or investing in household latrines
- The most appropriate communication channels for different sanitation promotion messages to different target groups

Design of promotional messages

Messages should be tailored to suit the different interests and conditions of women and men. These messages need to sell the features of the toilets in a way which will motivate men and women to see the benefits of investing in improved sanitation. Messages for men may be different to messages for women. For example, motivating messages aimed at men may focus on status. Examples aimed at women may focus on women’s need for privacy and safety.

Messages must be crafted specifically to address the needs of different groups in the community, including women, men, boys and girls, and people with special needs. When developing the messages, it is important to develop a good understanding of how men and women feel about their sanitation problems. Be aware that talk about defecation may trigger deeply-felt feelings of disgust,

and trigger deeply embedded social taboos regarding faeces. Messages must be sensitive to the local sanitation culture, and respect feelings of women and men.

Key questions to consider while planning a promotion campaign include:

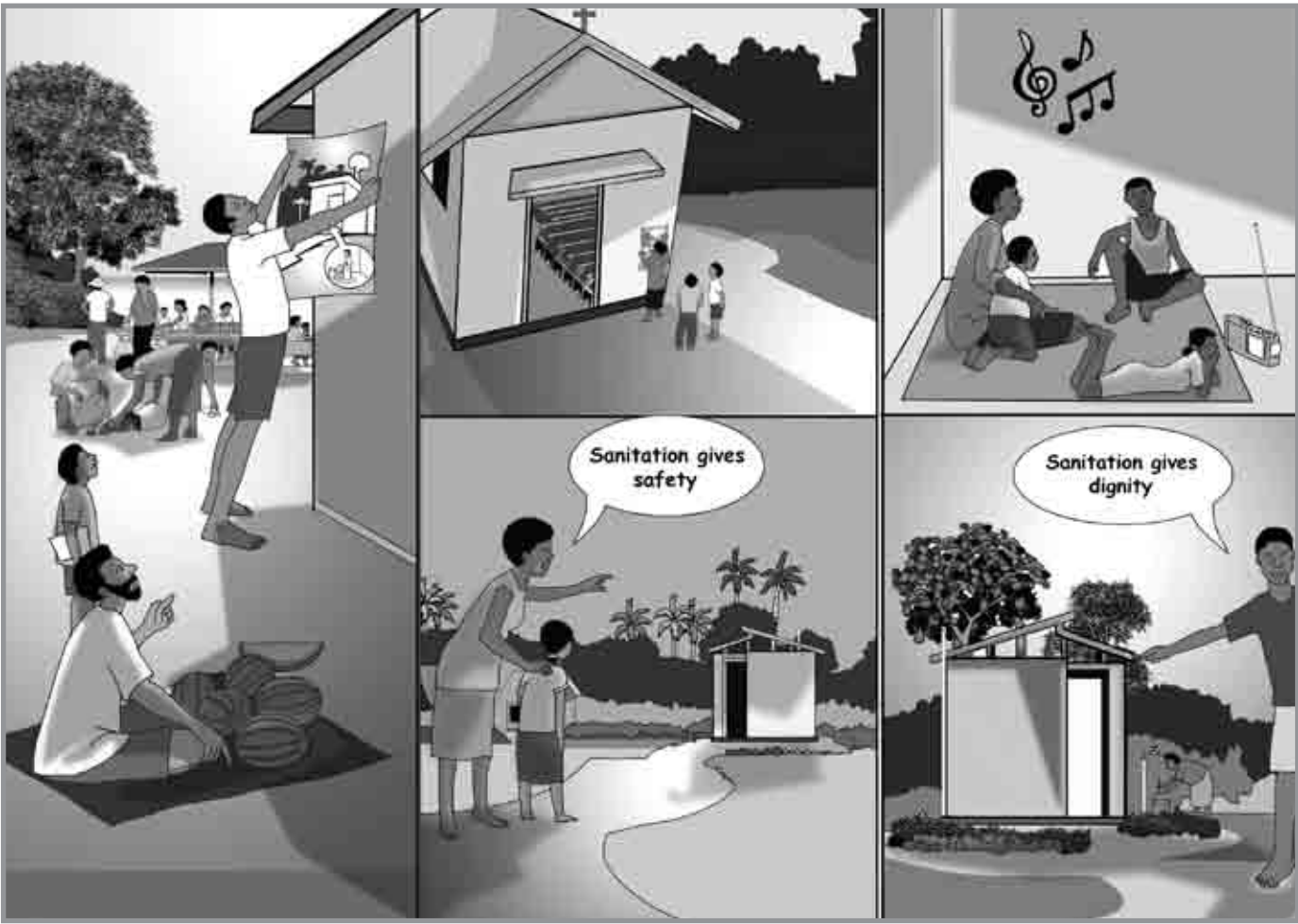
- Who are your customers? What are their sanitation habits?
- What are the barriers preventing behaviour change?
- What do toilets offer to overcome these barriers?
- What motivates the men and women? How can the promotional messages tap into these motivations?
- How can men and women as potential customers communicate and learn about the offered products?
- Where and how are men and women exposed to different media messages (e.g.: radio, TV, newspaper etc.)

Examples of promotional tools may include:

- Posters that can be displayed in all public places in the community including the toilet demonstration site
- Weekly radio information programs
- Dramatic plays held regularly in the community to increase the knowledge of the consumers, and to create positive perceptions and attitudes about the toilets, and sanitation and hygiene generally
- Regular visits to schools to encourage the students to develop awareness posters
- Ads in local newspapers and on radio

Some examples of how Pacific community businesses promote their products include:

- Small indigenous road maintenance companies in the Solomon Islands, run by women, advertise their services on the radio and in the local papers.
- In PNG, small businesses run by rural women presented their products in the PNG Women in Business Expo to generate more demand and consumer interest.
- Women in East New Britain have successfully hosted a two-day flower show in Papua New Guinea to promote floriculture business, and offered free landscaping advice to local hotels.



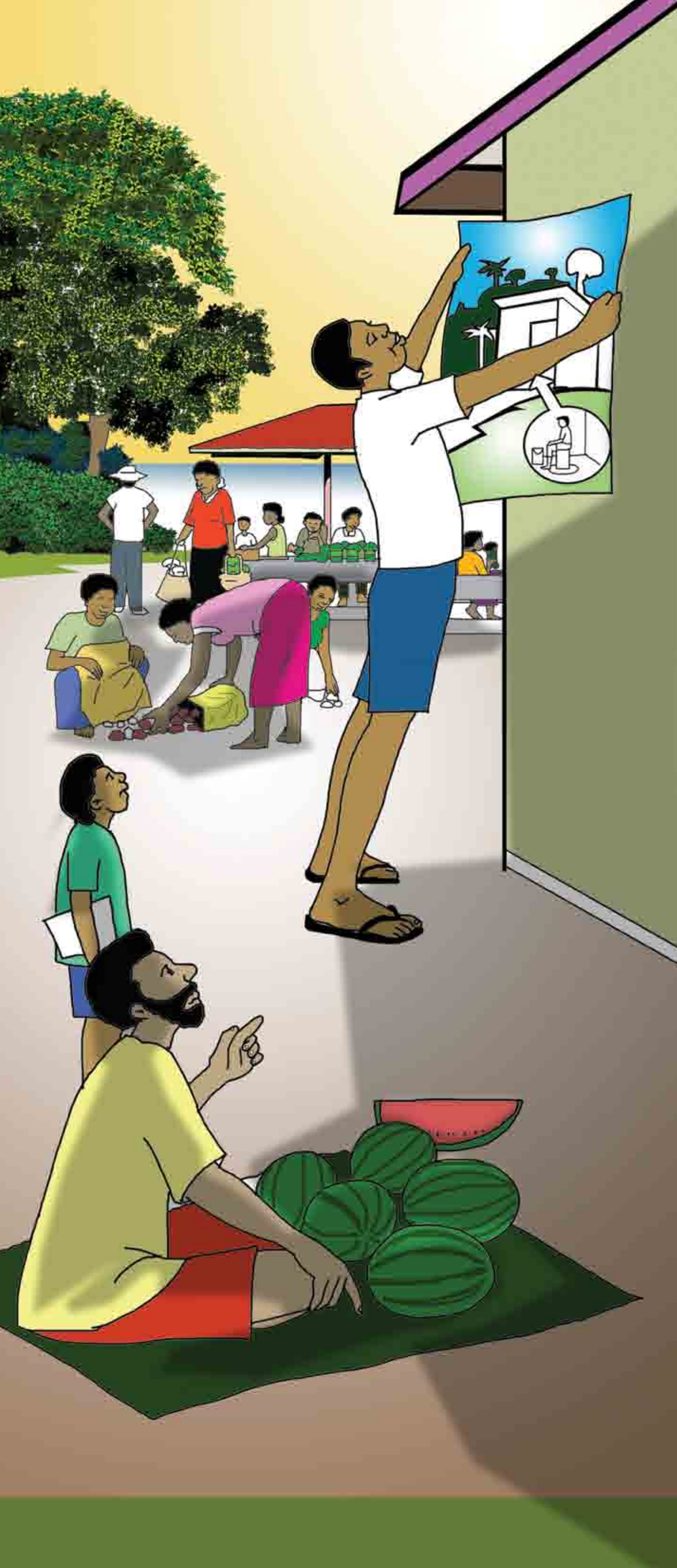
DISCUSSION QUESTIONS

1. What are the different needs in your community related to sanitation for men, women, girls and boys?
2. What promotional messages do you think would appeal to girls and boys in primary schools?
3. What do women and men consider to be important reasons to invest in household toilets?
4. How can we promote sanitation products to different target groups in the community: women, men, boys and girls, the elderly?
5. Would you choose different locations and different times for promoting sanitation products to women and men?



ACTIVITY: THE POWER OF PROMOTION

- Prepare a short dramatic piece promoting toilets to three different groups in your community.
- Make up posters that will be displayed in the church.
- Develop general slogans for sanitation promotion, or a jingle or song for radio broadcast.



Topic 7: Setting up a supply chain

Learning outcomes:

Following this section, participants will be able to:

- understand the general concept of a supply chain
- understand the opportunities for young people in establishing a sanitation enterprise.

Background information for the facilitator:

Set up the supply chain

The supply chain refers to how the materials for the toilets are sourced and managed to ensure that the toilets are constructed within the expected time frame and cost.

It is recommended, as much as possible, to use the services of local community members, and to use local resources. Using locally sourced labour, expertise and materials presents a range of opportunities for your enterprise. It ensures that costs are kept to a minimum, gives local community members the opportunity to increase their revenue when you utilise their services, and it also presents training and employment options. It also ensures the efficient use of resources, particularly in the case where natural resources are involved.

Considerations for the supply chain:

- Finding suppliers for building materials: cement, sand, bricks
- Finding suppliers for toilet parts
- Finding labourers and builders: this could include providing training and employment opportunities for the young people within the community.
- Provision of technical training for local labourers and manufacturers
- Identifying systems and ways of disposing of waste from latrines
- Provision of operation and maintenance services

Considerations for training and employing young people within your community

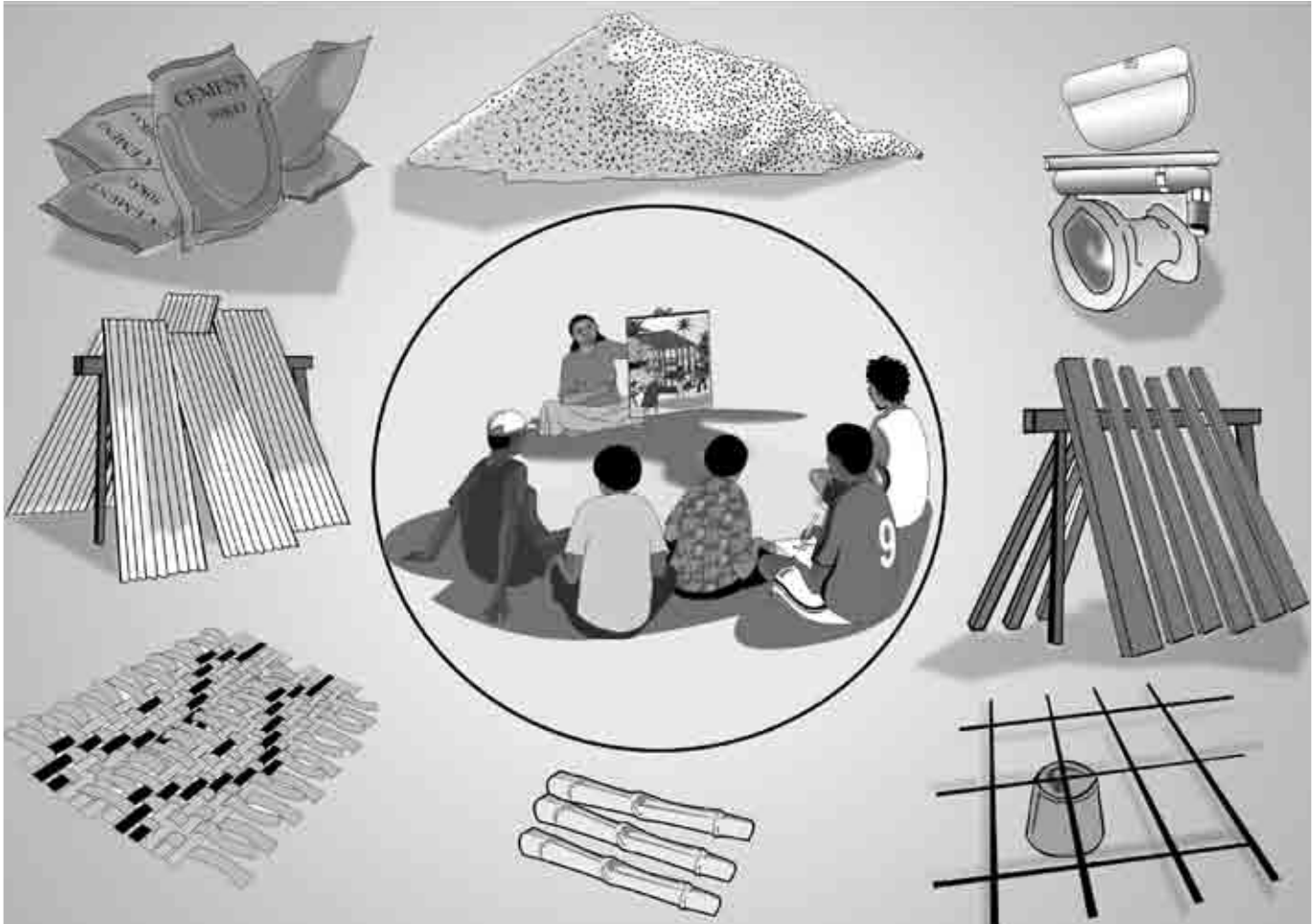
Young people in the Pacific aged between 15–24 years comprise about 20 per cent of the total population of Pacific Island countries and territories.

A big percentage of young people in the Pacific are facing limited training and employment opportunities. Building and selling toilets through your sanitation enterprise creates strong opportunities for training and employment of young people in your community.

Whilst not always recognised in the Pacific, young people play an important role in the social fabric of communities. Young people are the future, and their role in the sanitation enterprise is critical to their development and the improved sanitation of the community as a whole. As much as possible, involve young people in the planning and consultation stages in the sanitation enterprise. Their views and opinions are important to the overall process of inclusion and ensuring that their needs are met through the provision of sanitation products and services.

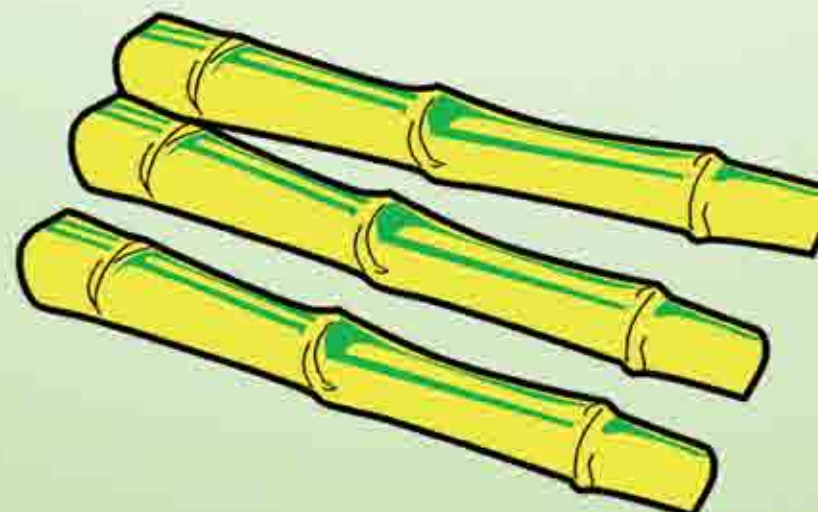
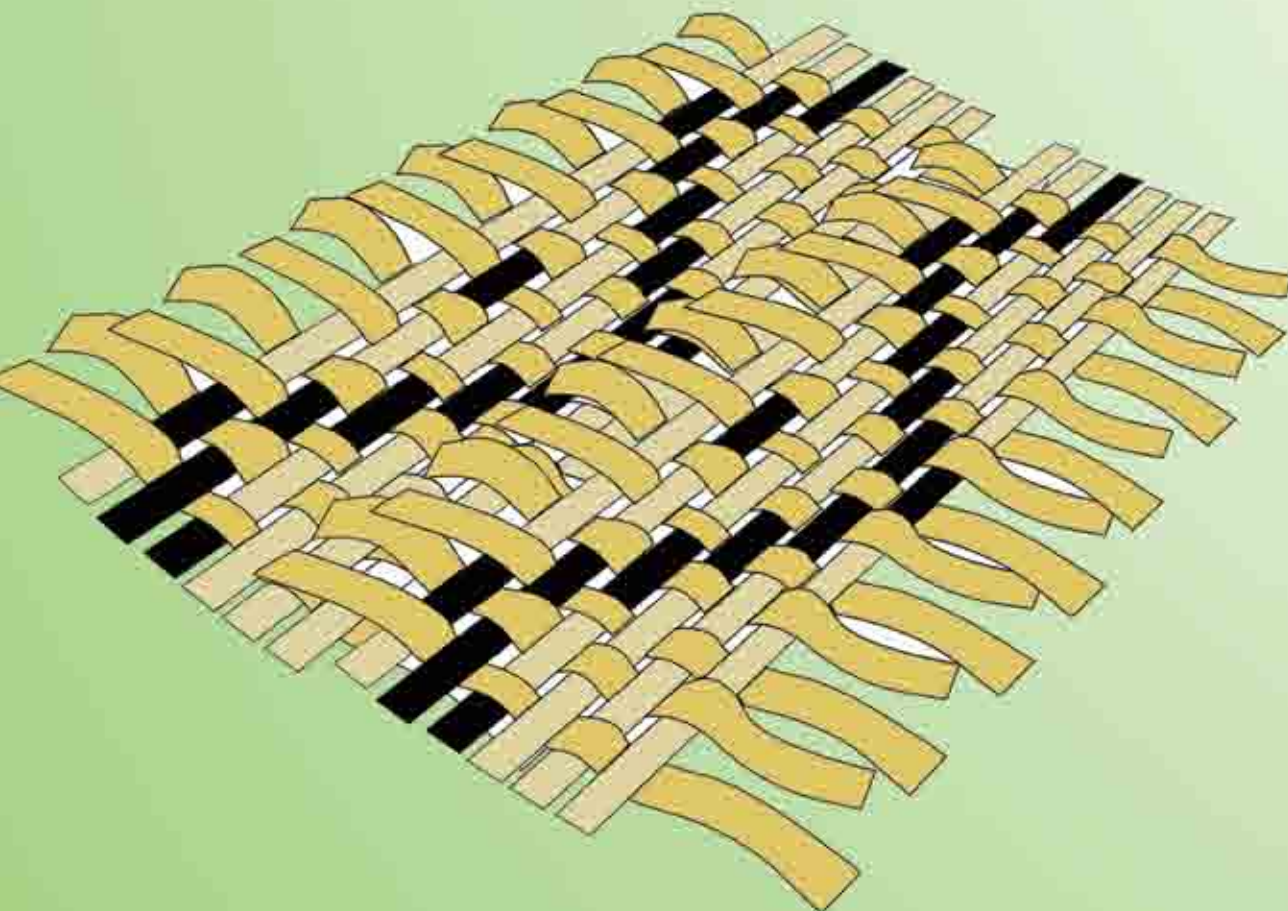
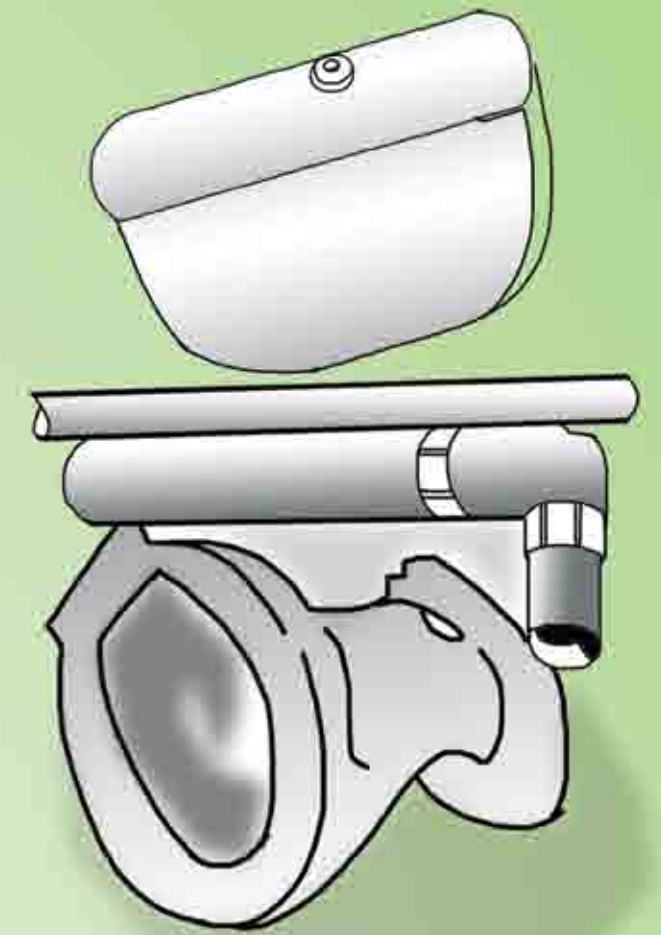
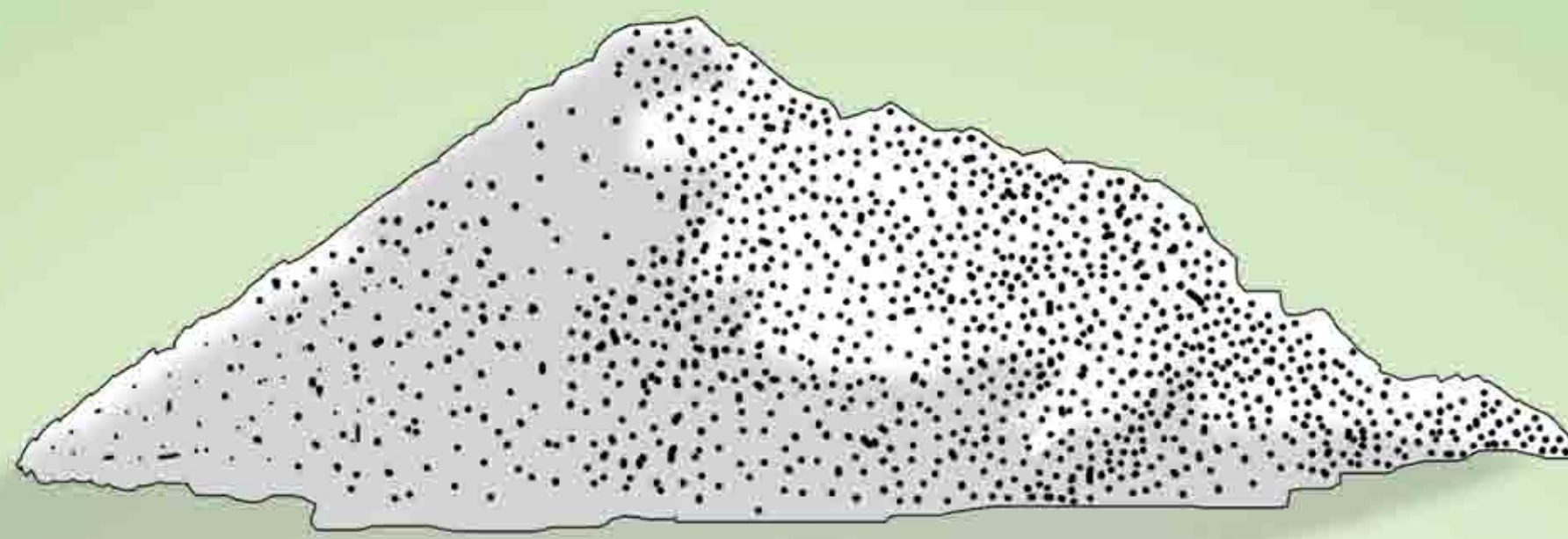
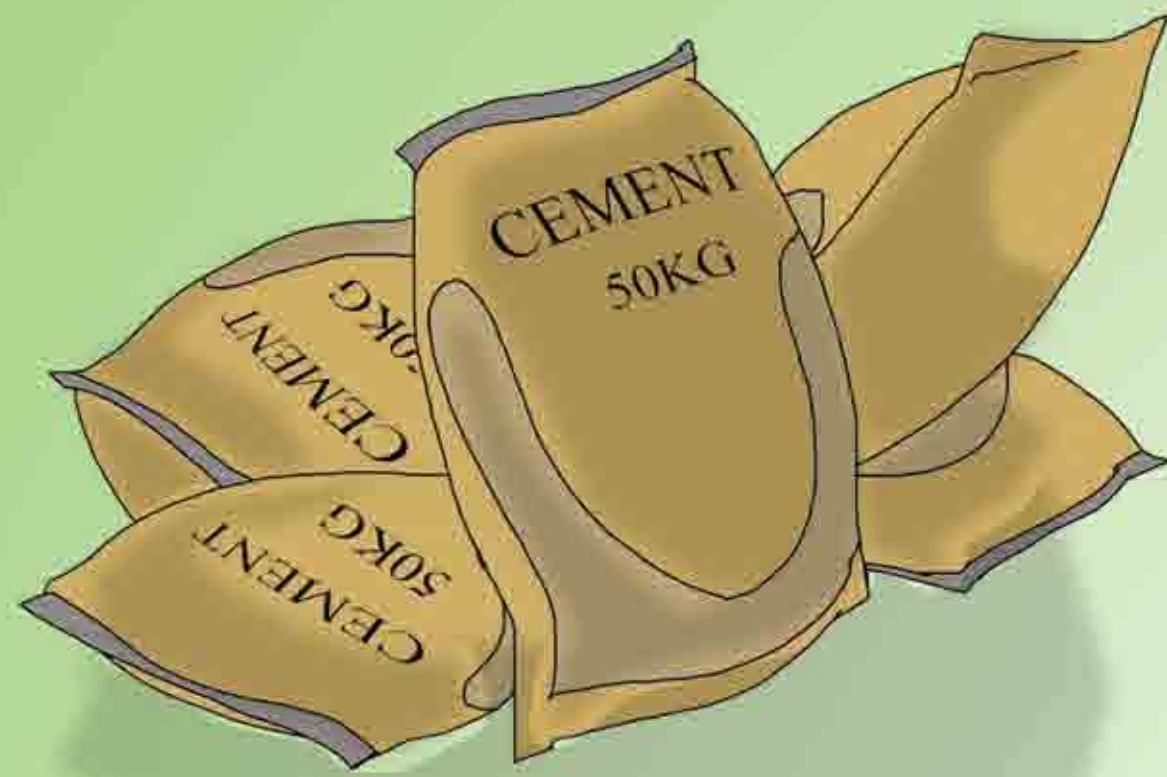
Paid employment through the sanitation enterprise is a key opportunity to increase the capacity of young people. With limited training and employment opportunities, their participation in this vital initiative is important for their development and the sustainability of the enterprise.

This relates to both male and female young people. Both have important skills to contribute to the development and sustainability of your sanitation enterprise. These skills can be identified in the initial stages of the establishment of your enterprise. If you invest in young people, you invest in the future of your enterprise and community as a whole.



DISCUSSION QUESTIONS

1. What local materials can be used in the construction of the toilets?
2. What labour is available within the community to build the toilets?
3. What skills and experience would labourers require?
4. What training opportunities would your sanitation enterprise present the people in your community?
5. What do the young people currently do within the community? What education, training and employment opportunities currently exist? As a group, consider the role of young people in the community and how this initiative can provide training and employment opportunities.
6. What would be the value in talking to past customers about the products or services they have developed?
7. How could you collect feedback from past customers?
8. How would you share this information?



Topic 8: Operations and maintenance of toilets

Learning outcomes:

Following this section, participants will:

- be familiar with toilet designs, and how to use the building and maintenance manual: *Clean communities: A practical guide to building and maintaining toilets in the Pacific*.

Background information for the facilitator:



A key resource to help you in the establishment of a sanitation enterprise is *Clean communities: A practical guide to building and maintaining toilets in the Pacific*. This book contains a series of toilet designs and explains the advantages and disadvantages of each model. It details step-by-step instructions on how to build each type of toilet.

How to use the toilets

Households need to know how to use their toilets properly to keep them clean. The book also contains examples of posters and signs that customers can put up in their toilet. These give instructions on how to use and maintain the toilets.

Using a VIP toilet

- Keep the room dark
- Don't cover the seat or squat hole during the day (a cover reduces air flow down into the pit and up the vent pipe)
- Use the cover only during cool periods or at night time
- Keep the toilet house clean and the path maintained so they are safe and pleasant areas to be. Some communities may prefer the toilet building to be hidden behind trees so people are not seen visiting the toilet.

Using a compost toilet

This is an environmentally friendly compost toilet. No pollution goes into the environment!

- After each use – put toilet paper and a handful of leaves or ash in the toilet. (This improves the compost action and reduces any smell.)
- Keep the toilet covered – either close the lid or cover the hole. Keep the toilet door closed.
- No chemicals or rubbish should go in the toilet. Menstruation materials should not be put down the toilet.

Toilet maintenance

Looking after the toilet means that there will be fewer problems and the toilet will require less maintenance and repairs.

If the toilet is used and maintained correctly, there will be less chance of things going wrong, e.g. the toilet becoming smelly, or attracting flies. It is therefore important to educate the user on the best way to use and maintain the toilet. It is important to educate the users on how to use the toilet to ensure that it continues to operate correctly, and that it doesn't fill up with other rubbish.

Maintaining a VIP toilet

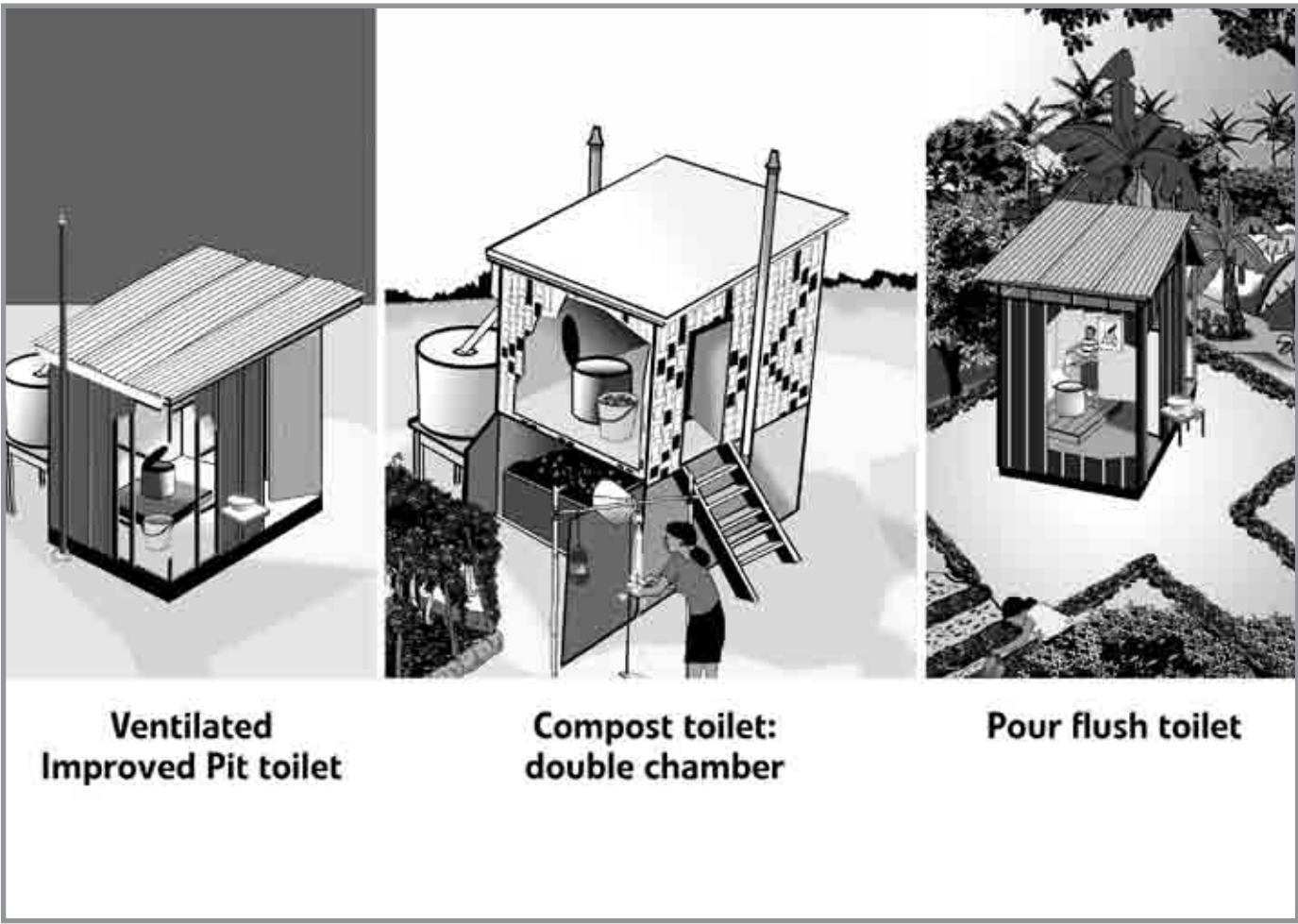
When the toilet is $\frac{3}{4}$ full, remove the slab and fill the hole with soil. Dig a new pit. Check the slab for cracks or damage. If it's OK, reuse it, otherwise rebuild the slab and house.

Maintaining a compost toilet

- Keep the area inside the toilet clean. Wash the floor and seat daily. Don't allow water to go inside the composting chamber. A little for cleaning is okay.
- Repair or replace the slat floor inside the chamber each time it is emptied.
- Check the condition of the wheelie bin each time it is emptied and make repairs as needed or replace the bin. Don't use cracked or damaged bins.
- Check the vent screen is clean and clear of mould.
- Repair any damage to the seat riser, house and access to keep them pleasant and safe.
- If the roof is used as a water catchment for handwashing, keep the roof, tank and tank screen clean and free of leaves, bird or rat faeces.

When the compost toilet is full

- When the toilet is full, open the access door and check the compost by looking over the baffle boards. If it is fully composted and does not smell, remove the compost using a shovel or move the wheelie bin. If it smells bad, it has not been left for a long enough time.
- After removing the compost, check under the false floor to see if any compost has fallen through that may block the drainage bed pipe. If there is any material, remove the false floor, remove the material and then replace the false floor. Repair any broken or damaged floor or door timber.
- Prime the chamber by adding a thick layer (about 200 mm deep) of dry brown leaves onto the false floor. Then put the baffle boards back and close the access door.

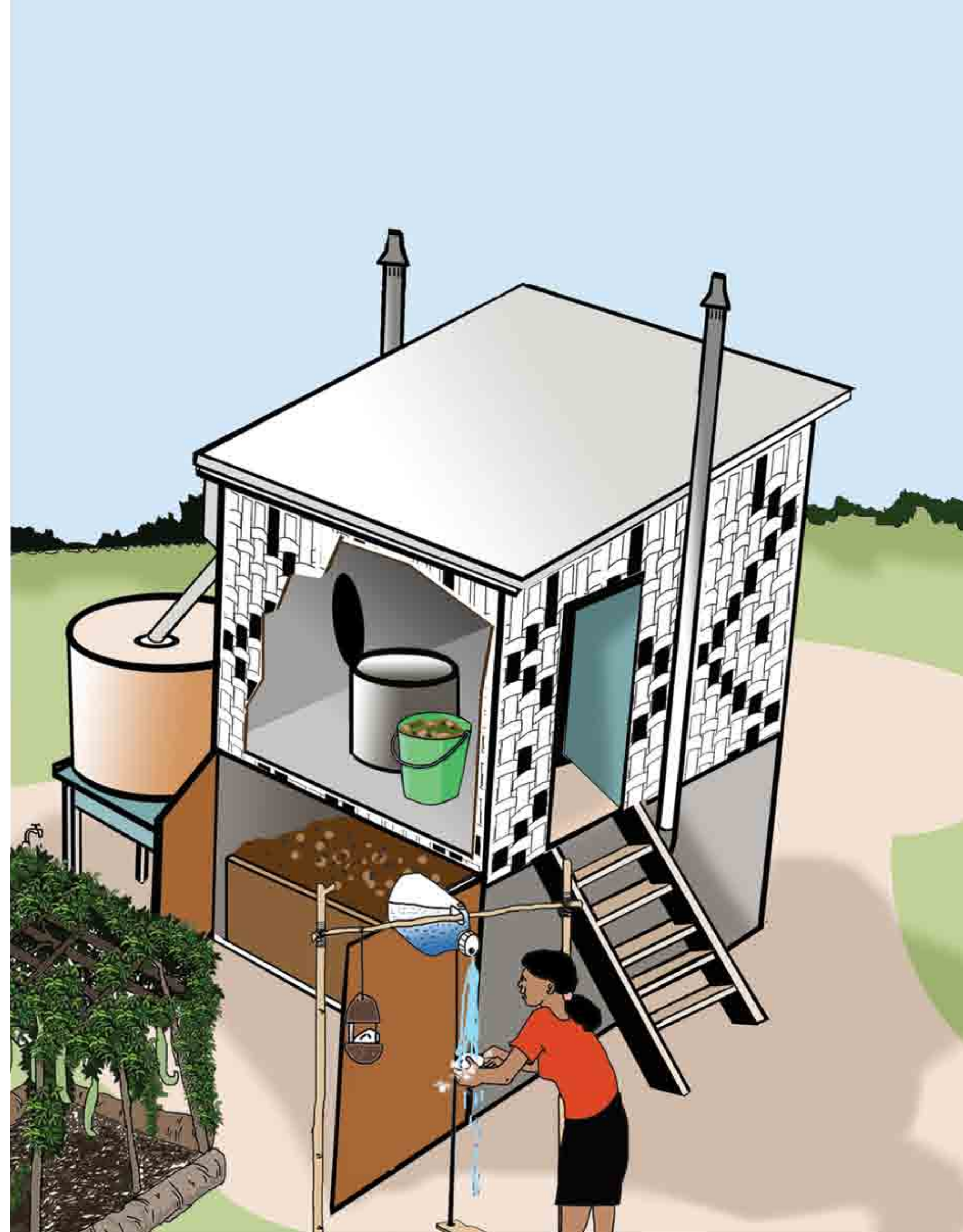


DISCUSSION QUESTIONS

1. What are some of the reasons you need to teach users how to properly use and maintain their toilets?
2. What are the key points to remember when using the VIP toilet?
3. What are the key points to remember when using a composting toilet?
4. What are some of the reasons people may not operate or maintain their toilet correctly?
5. What are some of the ways you can train community members to use and maintain their toilets?



**Ventilated
Improved Pit toilet**



**Compost toilet:
double chamber**



Pour flush toilet

Topic 9: Feedback – listening to your customers

Learning outcomes:

Following this section, participants will be able to:

- understand the importance of listening to customer feedback about the toilets
- learn how to seek feedback about the toilets and other sanitation products/services
- learn how customer feedback can benefit the construction of future products.

Background information for the facilitator:

It is important to maintain a strong relationship with your customers so you can continue to learn about how the product/service you offer, is continuing to meet their expectations.

This will give you valuable information to improve your business and help you with future customers. This can be done through collecting success stories verbally or in writing; through listening to what they like and don't like about their toilet; viewing their toilets to see if they are being maintained, and what areas need to be repaired.

Once you have captured this information, it is also possible to use your customer's stories in your promotional material such as posters to increase the demand for your toilets throughout the community.

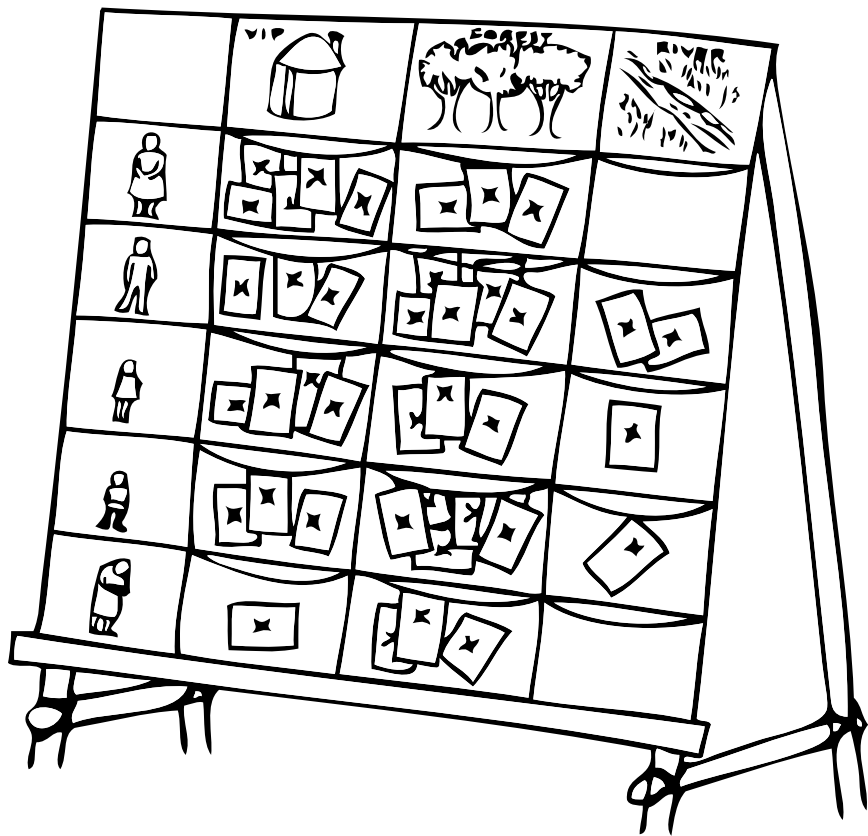
Key things you will need to find out

Here are some key questions for you to ask the people who have purchased the toilets.

1. How many people use the toilet? Who uses the toilets?
(Men, women, boys, girls, elderly?)
2. Is the toilet easy to access/use?
3. How well is the toilet operating? Are there parts of the toilet that aren't operating as well as they should be?
4. Is the product/service worth the purchase price?
5. How do you feel about purchasing the toilet? Would you recommend the toilet to other people?

Here are some ways that you can consult with the community members to gain feedback about their toilet.

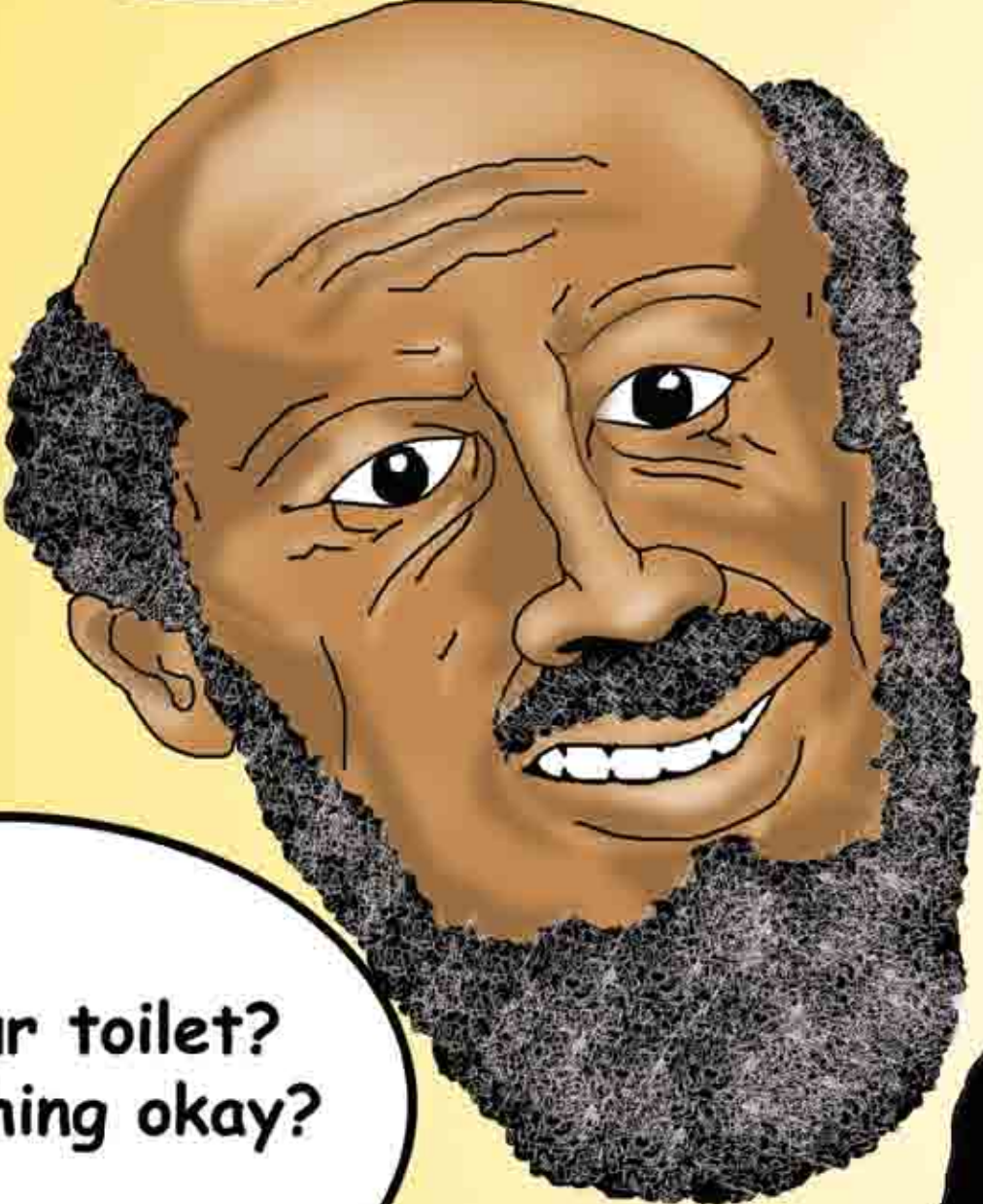
1. **Direct questioning:** given your relationship with the household toilet owner, you may feel comfortable directly asking the questions about the toilet design, access, useability etc. Remember that the users might feel obligated to tell you what they think you might want to hear, and not highlight any key problems with the toilets, access, locations etc.
2. **Focus group:** A focus group is a form of research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes. You might need to hold separate sessions for the women and girls, and men and boys.
3. **Draw a picture** of the toilet and ask the household members to identify the areas that are satisfactory, and the areas that may require improvement.
4. **Pocket drop:** prepare simple pictures of the main people or groups using the toilet. Place the pictures down the left side of a pocket chart, leaving the top square free. Place pictures across the top of the page that indicate where people go to the toilet: this might include a picture of the toilet, a picture of bushes, a picture of the river/ocean. Give each member of the household/community a card or pebble and ask them to place their item in the pocket which indicates where they go to the toilet. After 'voting' is completed, empty the contents of the pockets for discussion by the group. (Adapted from: *Working effectively with women and men in water, sanitation and hygiene programs – IWDA*).




DISCUSSION QUESTIONS

Facilitate a discussion with participants about the results, and ask them to give their thoughts on the findings.


1. Are there differences to where people said they were going to the toilet?
2. Is open defecation still taking place or are all the participants using the toilet? In the case that open defecation is taking place, try and establish why this might be happening. This could be due to two key reasons: dissatisfaction with the toilet, or demand is too great, meaning that people are forced to defecate in the open. This could be a good way to work out whether another toilet is required in the household/community.



Since we got our toilet,
my kids don't have diarrhoea
anymore.




I like the compost toilet,
it is great when guests come
over, but I am not sure how
to empty it when it's full.




Now I am not scared
to go to the toilet at
night.



How's your toilet?
is everything okay?



I didn't know
I was not meant to put
water down the compost
toilet. Now I know
what to do.



Now our school
has toilets and taps,
we are not sick
anymore.

Glossary words

Bacteria: very small living things, some of which cause illness or disease.

Biodegradable: materials, chemicals etc that change naturally by nature into substances that do not harm the environment.

Composting: the process of converting/breaking down plant and animal waste into useful soil additives.

Contamination/contaminant: food, water, soil or air etc that is contaminated has come into contact with a substance that may be harmful or potentially poisonous.

Defecation/defecate: to pass faeces from the body.

Dehydration: losing more fluid from the body than is replaced by drinking.

Diarrhoea: frequent and watery bowel movements; can be a symptom of things such as infection, food poisoning, illness.

Excreta: the solid or liquid waste material that people and animals produce and get rid of from their bodies.

Faecal/faeces: solid waste products from the body.

Faecal-oral route: transmission from faeces to the human digestive system via the mouth.

Fertile: fertile land or soil is able to produce good crops.

Gender: being man or woman, the roles and responsibilities of men and women and how they are expected to behave. Gender roles are changeable between and within cultures.

Germ: a very small living thing that can make you ill.

Groundwater: water that is below the ground.

Health: the general condition of your body and how healthy you are.

Hygiene: clean and healthy practices that maintain good health.

Infection: a disease that affects a particular part of your body and is caused by bacteria or a virus.

Latrine: a small building or structure, usually separate from a house, where people go to get rid of faeces and urine.

Malaria: a serious disease, resulting from the bite of an infected mosquito, which causes repeated high fever and headaches and may cause death.

Menstrual pads: an absorbent item worn by a woman while she is menstruating (see menstruation).

Menstruation: the regular monthly loss of blood and womb lining from a woman of child-bearing age.

Microbes: a general term to describe the many different kinds of microorganisms which can cause diarrhoea and disease.

Nausea: the unpleasant feeling of being about to vomit.

Nutrients: a chemical or food that provides what is needed for plants or animals to live and grow.

Open defecation: defecating in the open and leaving faeces exposed.

Oral: relating to or involving the mouth.

Organic: living, or produced by or from living things.

Organism: an animal, plant, human or any other living thing.

Parasite: a plant or animal that lives, grows and feeds on or within another living organism.

Parasitic infections: infections caused by a parasite (see infection and parasite).

Participatory: a way of organising or doing something, or making decisions etc that involves everyone who will be affected.

Pathogen: a disease-causing organism such as bacteria, virus or fungi.

Personal hygiene: maintaining cleanliness and grooming of our own body. In general, it refers to looking after yourself.

Robust: strong

Sanitation: safe methods to dispose of human faeces, urine and other household waste.

Sanitation enterprises: Demand-driven small businesses that aim to improve sanitation.

Scabies: an infestation of mites in the skin, characterised by small pimples that itch.

Soakage trench: a trench that urine and liquids seep into.

Toilet pan: the part of the toilet that receives the human waste (urine and faeces).

Transmission: the process of sending or passing something from one person, place, or thing to another.

Waste water: water that has been used in homes, industries, and businesses that is not suitable for reuse as a drinking source unless it is treated.

Water-logged: a term used to describe something that is full, or saturated with water.

Wheelie bin: an outdoor rubbish bin on wheels so it can be easily moved.

References

WHO (2008) Sanitation, hygiene and drinking-water in the Pacific island countries: converting commitment into action, Suva, Fiji Islands, World Health Organization.

IWDA (2010) Working effectively with women and men in water, sanitation and hygiene programs, Resource Guide, IWDA.

WASH education in Pacific communities

Live & Learn Environmental Education is working with local communities in the Pacific to establish ‘sanitation enterprises’: demand-driven businesses that provide sanitation services (such as toilets) to improve sanitation in the Pacific islands. Based on the notion of ‘sanitation marketing’, the strength and success of these businesses pivots on the value the community places on toilets and improved sanitation.

School and community sanitation and hygiene resources

As part of this process, a suite of educational and community sanitation and hygiene resources have been developed. These include:

- Discovering healthy living: Participatory Hygiene and Sanitation Transformation (PHAST) in Pacific communities*
- Putting your waste in the right place: A Community-Led Total Sanitation (CLTS) approach for the Pacific Islands*
- Building strong and healthy communities: Setting up a sanitation enterprise in your community*
- Setting up and managing a small enterprise: A guide for the Pacific*
- Clean communities: A practical guide to building and maintaining toilets in the Pacific islands*
- Hands up for hygiene! – teaching hygiene behaviour in Pacific schools: Teacher’s guide*
- Germ-buster: Student workbook*
- Posters/board game/stickers

Who can use these resources

These resources can be used by communities, NGOs and governments to improve sanitation and promote hygiene behaviour in the Pacific islands.

How to use these resources

These resources have been designed to complement each other and support the facilitation of a broader participatory approach to improve sanitation in Pacific schools and communities. However, Live & Learn acknowledges and understands the diverse educational needs in the Pacific region and has ensured that each resource has been designed with the view that it might be used separately and not as part of the whole set. The resources are designed to support facilitated community and school activities, and some require previous knowledge and experience. Where this is the case, this is clearly outlined in the introductory pages of each resource.

Feedback on this resource

Please help us improve this flipchart. You can provide feedback via email: resources@livelearn.org



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