Water Supply, Sanitation and Hygiene (WASH) Training of Trainers Workshop for Tokelau

3-9 May 2013
Apia, Samoa

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Background to the Training

This training is part of the support being provided to Tokelau by the Secretariat of the Pacific Community (SPC) which is funded under Australia’s International Climate Change Adaptation Initiative (ICCAI). Tokelau is one of the three countries under this climate change support. The training supports the component 3B of the multi-country support programme implemented by SPC, which is:

- Strengthening the capacity of Tokelau to effectively manage freshwater resources for enhanced water security.

The above will be done through several interlinked activities addressing key priority areas identified for Tokelau, including improving water resource assessment and monitoring capabilities; improved drinking water quality and safety; enhancing rainwater harvesting and strengthening governance frameworks.

The training of trainers (ToTs) on water supply, sanitation and hygiene (WASH) is an initial step towards empowering members from each of the three atolls – Nukunonu, Atafu and Fakaofo – to be able to carry out WASH activities in the communities and schools. The aim being to reduce the impact of waste on water resources and improve community health outcomes, including media programmes and development of information support materials.

The training also features some of the activities that need to be undertaken in order to strengthen the water governance framework through integrated water resources management (IWRM). These inter-linked activities include introduction to the concepts on drinking water safety planning (DWSP), water quality monitoring, gender mainstreaming in WASH and water security issues faced in Tokelau.

The key outcomes from this training will be to finalise the ToTs WASH package which will be translated from English to Tokelauan for the trainers to carry out WASH activities in the three atolls.

Training Outline

The WASH ToT is divided in a total of five days to enable sufficient time and coverage on key WASH issues and challenges faced in Tokelau with proper feedback from participants. The training itself developed to include a series of presentations, group activities including role plays and dramas and field trip for hands on experience to get the messages out and to carry out field work. The training was provided to the focal points from Atafu, Nukunonu and Fakaofo, together with the National Water Coordinator (participants list can be found as Annex 1 of this report).
The table below provides the overview on the workshop schedule.

**Table 1: Outline of the WASH ToTs**

<table>
<thead>
<tr>
<th>Day program</th>
<th>Description</th>
<th>Notes for facilitator; WASH training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Introduction to WASH</td>
<td>Introduction to WASH in development and in PICs (1IB)(2KK)</td>
</tr>
<tr>
<td>Day 2</td>
<td>WASH in communities</td>
<td>Impacts of WASH in communities, facilitation and working with communities, and challenges/issues key points (KK)</td>
</tr>
<tr>
<td>Day 3</td>
<td>WASH &amp; Gender</td>
<td>Gender roles in WASH, specific activities – finding what works (IB)</td>
</tr>
<tr>
<td>Day 4</td>
<td>WASH in Schools</td>
<td>Working with schools, programs and facilitating WASH programmes in schools and with teachers (IB)</td>
</tr>
<tr>
<td>Day 5</td>
<td>Evaluation &amp; Planning</td>
<td>Lessons learned, action plans, and working in 3 atolls delivering WASH for atoll communities. (IB)(KK)</td>
</tr>
<tr>
<td>Day 6</td>
<td>National Water &amp; Sanitation Climate Outlook</td>
<td>Village action plans, what is the outlook, key issues, discussions and group presentations per atoll (IB)</td>
</tr>
</tbody>
</table>

An additional day was dedicated to discuss on the development of Tokelau’s national water and sanitation climate outlook which will feed towards integration of climate change considerations into management of marine resources and provision of clean water in Tokelau. The outlook would also be useful to the National Water and Sanitation Committee towards development of Tokelau’s National Water and Sanitation Policy.

**Workshop Proceedings**

**Day 1: Setting the Scene**

The training focused on setting the scene which included the official opening of the WASH ToTs workshop. Excellent support from the Tokelau Government was accorded with the presence of Ulu o Tokelau, Afioga Aliki Faipule Salesio Lui together with the Minister of Economic Development, Natural Resources and Environment (EDNRE) , Afioga Aliki Faipule Kelihiano Kalolo; General Manager, Aliki Faipule Foua Toloa; Office of the Council for the Ongoing Government (OCOG) of Tokelau, Mr Jovilisi Suveinakama ; Director of EDNRE, Mr. Mika Perez; as well as representatives from Secretariat of Pacific Regional Environment Programme (SPREP), United Nations Development Programme (UNDP) and government officials.

1 Iva Bakaniceva  
2 Kamal Khatri
A session on expectations and outcomes was carried out with the participants. Expectations included increase in knowledge and skills around WASH issues, water quality testing, prioritising and solving problems in Tokelau.

In order to make participants understand the purpose of the training, a brief presentation on WASH and familiarising with the terminology was done. Participants were also provided a brief on some of the global data on access to water and sanitation around the world and how poor hygiene practices contributes to high death rate in children less than 5 years old due to water borne diseases. To further increase their knowledge on the importance of having proper sanitation in their country, simulation activity on how the sewerage system works in the sewerage treatment plant was carried out. This enabled participants to fully understand the impact of having untreated waste disposed into the environment. Some participants shared about the current sanitation facility that they have in Tokelau – the “sea toilet” and how this type of sanitation facility can have an impact on their marine life which they depend on as source of food.

A presentation showing the linkages between climate change and water security was made to give participants a better understanding and gain more insight on how the impact of climate change can put stress on water resources.

Identifying key WASH issues in Tokelau

The participants were divided into the different atolls they represented – Nukunonu, Fakaofo and Atafu. Issues such as dirty water, poor guttering and roof, impacts from drought came high on the agenda. Since the workshop was organised to be interactive, all were encouraged to exchange ideas/arguments as well as present. The activity included drawing up the cause and effect of the priority issues identified.
Day 2: WASH in School

Day 2 focused on WASH in the school programme. A quick recap of Day 1 was done where participants shared what they had learnt. The session explored all the aspects of WASH, that is, water supply, sanitation and hygiene.

This was followed by a presentation of WASH in school programme, it focused on the aspects of WASH, and the positive impacts of having a this instilled in school programmes.

Figure 3: The cycle of opportunity – the benefit of having WASH in school programmes.
Looking at the water supply aspect of WASH, the “Sum of the Parts” activity focused on how water can be polluted or contaminated through human activities and poor waste management system. Participants were divided into four small groups and each group were given a piece of water front property together with a quarter of a million dollars to spend. The aim of the activity is to see how each will develop their property and also to test their values on the environment.

At the end of activity, each group were to present how they have used their piece of property with the money they were given. Some came up with the idea of building hotel and accommodation places, setting up of marine conservation areas, building of solar panels for energy and some even had a plan for compost piggery and production of bio gas from pig farming. Some of the activities were sustainable and some without the thought of where the waste generated from inland will contribute to the pollution of water which all the four communities depend on for source of living and income. There were some discussions on enforcing legislations and policies that will prevent people from putting waste in the river and having a ‘peaceful’ talk with the communities living upstream on how their activities can have an impact on the communities living downstream. So the activity also tests participants problem solving skills, negotiation skills and most of all it increases their awareness on the importance of accessing clean safe water for all. This activity can be used both in communities and schools.

Participants went on to discuss some common causes of rainwater tank contamination in Tokelau:

- Dirty gutters
- Poor catchment area (roof)
- Bird faeces/droppings/dead leaves from over hanging trees
- Leaking tanks and taps
- Rusty roof
- Animal infestation e.g. cats and rodents
- Insects
- Poor installation and maintenance of rainwater tank
- Poor covering in all the openings in the tank
- Dirt collection area
- Human influence
The next activity looked at the *sanitation* aspect of WASH, in which participants worked together as an atoll, Atafu, Nukunonu and Fakaofo. In this activity they had to draw a “WASH Map” for their atoll and on the map locate houses, sanitation systems, and water sources. Some key features on the map were the sea toilet, rubbish dump, piggery and most houses have access to flush toilet and each household had their own rainwater tank as well as the communal rainwater tank. Each atoll when presenting their WASH map explained the major source of water supply on the island and the types of sanitation facilities available. They also explained how rubbish is collected from houses and how it is disposed. There were some issues that were raised from each presentation such as leaking tanks and taps, oil spillage from the fuel depot and lack of hygiene practices in the three atoll islands.

![“WASH Map”](image)

Figure 5: Nukunonu and Fakaofo presenting their "WASH Map".

The next activity was on *hygiene* promotion the third aspect of WASH. Participants were shown on how fast germs can be spread if people fail to wash their hands with soap and clean water. One of the major issues raised by the participants was the lack of good hygiene practices in most homes in Tokelau. Participants were also trained on how to use the Glo Germ Kit which is a good promotional tool for hand washing. The kit can both be used in the communities and in schools in raising awareness on hygiene. Two Glo Germ Kits were left with the participants for each atoll, with additional 4 Glo Germ Kits provided for the Tokelau Apia Liaison Office (TALO) to keep and utilise as needed for Tokelau.

The Glo Germ Kit contains a bottle of liquid or gel, a bottle of powder, and an ultra-violet lamp. The liquid or gel and the powder contain the plastic simulated germs, and the lamp illuminates them to test the effectiveness of your practices. The glo germ products demonstrate germ communication, cross-contamination, effectiveness of sanitary practices and more. More information can also be found here: [http://www.glogerm.com/](http://www.glogerm.com/)

**Day 3: WASH and Gender Mainstreaming**

Day 3 started off with a quick recap of Day 2 on WASH in schools.

The objective of Day 3 was on how to effectively mainstream gender into WASH project and policy.
First the facilitator wanted to know the level of understanding about gender by the participants. Therefore there was a brainstorm session facilitated on what the participants understood by the term gender or when they hear the word ‘gender’ what comes to their mind. Some responses from participants included are provided here:

- Is the difference between male and female (sex specific)
- Different roles/status/relationships
- The terminology itself can be very scary to some
- In most cases, gender is mostly about women excluding men
- Lack of women representative in the Governing Council

The first presentation was on the gender concept on what it is and what does gender involve. The purpose of this is to give participants a clear definition of gender and the difference between gender and sex. It also highlights the difference between gender equity and gender equality. The emphasis was not to bring the status of women up to men as this can be an insult in the Pacific culture but it tries to promote the women’s involvement and participation at decision making level when it comes to community development and projects and in this case promote women and youths involvement in WASH projects and activities at community level.

![Figure 6: Participants showed the difference between traditional decision making role and decision from a gender equality perspective through a mini role play.](image)

The next session was on the importance of mainstreaming gender in WASH and the reasons behind it. Some of the reasons include:

- it ensures infrastructure and services meet everyone’s need;
- it increases sustainability of outcomes of any WASH project; and
- because women are the most motivated about WASH.

Participants were then exposed to methodology of gender analysis and the two concepts that they can use to carry out gender analysis of any project or policy to check if gender is effectively included.
The two concepts are COPET and PESTAL:

**Figure 7:** The PESTAL Concept (Adapted from Nolan ITU 2006 and Asker, S 2008)

**The COPET Analysis (Adapted from Sandra Hodge, University of Missouri)**

<table>
<thead>
<tr>
<th>Culture</th>
<th>Organisiation</th>
<th>Population</th>
<th>Environment</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myths</td>
<td>Institutional</td>
<td>Size</td>
<td>Land type</td>
<td>Current infrastructure</td>
</tr>
<tr>
<td>Values</td>
<td>Informal groups</td>
<td>Distribution</td>
<td>Water sources</td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td>Social relations</td>
<td>Age</td>
<td>Climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roles and responsibilities</td>
<td>Mortality</td>
<td>Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After carrying out a gender analysis of two Tokelau document using PESTAL and COPET analysis, participants then carried out a gender impact assessment and the need to have both gender analysis and gender impact assessment of any project or policy. Participants were also briefed on some key questions to use when carrying out gender impact assessment and analysis. Key questions such as:

- Do the financial resources benefit women and men equitably?
• Does the project/policy encourage more equitable distribution of resources, skills and benefits?
• Does the policy/project increase previously ‘invisible voices’ influence in decision making, design, delivery and monitoring?

Then participants were exposed to the seven golden rules of gendered policy or projects together with some forms of engagement that could be used to effectively engage both men and women in decision making process for any project management or policy development.

At the end of the session, participants were given postcards where they were to write a postcard either to themselves or to their loved ones sharing what they have learnt about gender and also to note down at least three things they could do to address gender perspective in their work.

Figure 8: Participants shared what they have learnt about WASH and Gender mainstreaming on their postcard.

Day 4: WASH in Communities

The WASH in communities sessions exposed the participants to the broader concept of risk assessment and risk management approach to ensuring the safety of drinking water (1st session). The 2nd session explained how the drinking water safety planning approach could be narrowed to a simple sanitary survey to suit the circumstances of rural and outer island settings for individual or community water supplies.

The use of a simple water quality testing tool in the field, the hydrogen sulphide testing kit, to raise awareness of communities and to trigger them to manage or control the risks to their water supply was covered last.

Drinking water safety planning session covered the following:

• What is the Drinking Water Safety Planning (DWSP) approach? Contamination risks to water supplies, benefits of DWSP etc
• How does rainwater collected off roof surfaces get contaminated? Group work and discussions.
• How does groundwater (well water) get contaminated?
• How consumer practices contaminate water?
• Training aid and additional reading resources: SOPAC/WHO Community Toolkit – Booklets on Snapshots and Water Management Actions.
The session on Sanitary survey included:

- What is a sanitary survey?
- Different types of sanitary survey forms
- Adapting and adopting the sanitary survey forms (rainwater and open dug wells as examples).
- Filling out survey forms
- Risk management using sanitary survey.
- Training aid and additional reading resources: SOPAC/WHO Community Toolkit - Booklet on Conducting Sanitary Surveys

Last session on water quality testing using the hydrogen sulphide test covered questions such as:

- Reason for water quality testing, background on bacteria
- What does the H$_2$S test measure?
- How to use the H$_2$S test? Control sample
- How to read, record and interpret results?
- Advantages and disadvantages of H$_2$S testing.

The session also provided participants with an overview on available methodologies for testing of drinking water quality depending on its applicability to the different atolls in line with the roles and responsibilities of various partners like Health and Environment. The water quality monitoring options aimed to provide the advantage and disadvantages of each of the tests as well as approximate costs in initial establishment and ongoing costs for reagents etc. There will be a need for further consultation with the Department of Health on the preferred methodology based on the current capacity.

A possible product that can be utilised is called Compact Dry which is a test for the enumeration and detection of microbes including total coliforms and E.Coli.

Compact Dry is a ready to use test method, which reduces the labour hours needed to perform microbial testing. Therefore, it allows maximising the productivity by increasing efficiency. The plates may be used to test raw materials as well as finished products.

It is an easy to read results method. Place 1 ml of the sample onto the plate. Incubate the plates at room temperature. The colonies grow with specific colours which are developed from chromogenic substrates or a redox indicator.

Figure 9: Compact Dry
More information can be found here:

http://www.hyserve.com/produktgruppe.php?lang=en&gr=1

The Compact Dry methodology will be trialled by the Water and Sanitation Programme of the SOPAC Division, SPC for some of the outer islands in Kiribati for applicability in field and will do trials to check on quality control and results obtained.

While this would be a step up to already familiar hydrogen sulphide test kits, this is an option that can be discussed at the atoll level by the Taupulega and at the national level through the TALO it can be discussed within the Ministries responsible for monitoring of drinking water quality.

Day 5: Planning Ahead

Day 5 started with a quick recap from the previous day’s session on WASH in communities.

The session was specifically on planning, where the participants worked as an atoll and developed a water management action plan for their atoll. Participants were encouraged to use the SMART approach in the designing of their action plan bearing in mind that the activities that they would like to undertake in their atoll should be specific, measurable, easily achievable, realistic and time bound.

Each atoll at the end of the session presented their water management action plan (Annex 2).

Figure 10: Fakaofo and Nukunonu presented their work plan after the planning session.

Training Evaluation

An evaluation form was handed out to participants to fill to provide feedback to the facilitators on how the training can be further improved for future trainings in Tokelau.

Majority of the participants rated the overall training from excellent to good and most have strongly agreed and agreed that their expectations about the training were met and the quality and the training materials were understandable and useful. A few areas were noted for future
improvement such as the translation of materials into local language so that it can be easily understood by the participants. Language was one barrier encountered as some participants were not comfortable expressing their views in the English language but were fortunate to receive assistance from other participants who were confident in English.
### Annex 1: Tokelau WASH Training of Trainers Participants List (3-9 May 2013, Apia, SAMOA)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Atoll/Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Liutu Gaualofa</td>
<td>Member of Taupulega</td>
<td>Atafu</td>
</tr>
<tr>
<td>2. Barbara Levi</td>
<td>NCD Focal Point, Health Department</td>
<td>Atafu <a href="mailto:levibarb.tali@gmail.com">levibarb.tali@gmail.com</a></td>
</tr>
<tr>
<td>3. Pulekelia Isevia</td>
<td>Youth Representative</td>
<td>Nukunonu</td>
</tr>
<tr>
<td>4. Teina Tumua</td>
<td>Representative Fatupaepae Niu</td>
<td>Nukunonu</td>
</tr>
<tr>
<td>5. Setefano Sakalia</td>
<td>Plumber</td>
<td>Nukunonu</td>
</tr>
<tr>
<td>6. Tofiga Teao</td>
<td>Senior Policy Adviser, EDNRE</td>
<td>Fakaofo <a href="mailto:tofigateao@gmail.com">tofigateao@gmail.com</a></td>
</tr>
<tr>
<td>7. Sipa Faasipa</td>
<td>Plumber</td>
<td>Fakaofo</td>
</tr>
<tr>
<td>8. Palakisa Samu</td>
<td>Nurse Aid</td>
<td>Fakaofo</td>
</tr>
<tr>
<td>9. Mikaele Maieva</td>
<td></td>
<td>Nukunonu <a href="mailto:mikaele.maiava@gmail.com">mikaele.maiava@gmail.com</a></td>
</tr>
<tr>
<td>10. Arnold Loia</td>
<td>Conservation Officer</td>
<td>TALO Office</td>
</tr>
<tr>
<td>11. Jewel Tuitama</td>
<td>Project Coordinator PACC+</td>
<td>EDNRE <a href="mailto:jtoloa@hotmail.com">jtoloa@hotmail.com</a></td>
</tr>
</tbody>
</table>

**Facilitators**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Atoll/Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamal Khatri</td>
<td>Water Services Coordinator, SOPAC Division, SPC</td>
<td><a href="mailto:kamalk@spc.int">kamalk@spc.int</a></td>
</tr>
<tr>
<td>Iva Koroisamanunun</td>
<td>WASH Officer, SOPAC Division, SPC</td>
<td><a href="mailto:iva@sopac.org">iva@sopac.org</a></td>
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</tbody>
</table>
## Annex 2 Water Management Action Plans from Each Atoll

### Atafu Water Management Action Plan

<table>
<thead>
<tr>
<th>Issues/Problems/ATAFU ATOLL</th>
<th>CAUSES</th>
<th>ACTION</th>
<th>TIME FRAME</th>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Dirty drinking water</strong></td>
<td>Tanks:</td>
<td>1. Leaking</td>
<td>1. The end of this month to set up a meeting with the Taupulega.</td>
<td>All families to have access to clean water</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Overhanging branches and trees</td>
<td>II. First test H₂S – June</td>
<td>2. Healthy people</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>Uncover overflow outlet/manhole</td>
<td>III. Second test H₂S – November</td>
<td>3. Decrease number of cases</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Neglect</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>First flush diverter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ACTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tanks:</td>
<td>Set up a meeting with the Taupulega for their support and introduce WASH as well.</td>
<td>I.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Set up a meeting with the Fatupaepae and the Aumaga. <strong>Fatupaepae/Women groups</strong> distribute the role of the environment around the drinking taps to be part of their activity. <strong>Aumaga/Men groups</strong> – Talk to them about WASH and encourage the cleaning of gutters and roof catchment areas.</td>
<td>II. First test H₂S – June</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td>III. Second test H₂S – November</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>GOALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Toilet issues/ sanitation flush toilets sea toilets</strong></td>
<td>Development hold ups.</td>
<td>- Push the Taupulega to prioritise.</td>
<td>October - November</td>
<td>Every family to have access to flush toilets</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Pollution to marine life</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Overfill/leaking of septic tanks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Poor design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Location for the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **3. Hand hygiene is no longer a behaviour in school** | **School – self awareness of personal hygiene** | **- Teachers to remind and provide necessary equipment like soap, container and a towel for this process.**  
**- Conduct a competition to encourage hand hygiene starting the Matauula School.**  
**Yr 1-4 – colouring competition**  
**Yr 5-10 – poem competition.**  
**Yr 11- USP Students visual/speech competition.** | **- September** | **Hand hygiene is now part of their curriculum** |
## Nukunonu Water Management Action Plan

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>CAUSE</th>
<th>ACTION &amp; RESPONSIBILITY</th>
<th>WHEN TO TAKE ACTION</th>
<th>GOAL(S)</th>
</tr>
</thead>
</table>
| WASH (Water Supply and Sanitation Hygiene) | • No skills and understanding of WASH.  
• Have not trained in a WASH program  
• No equipment available eg. Tool kit | • Start by presenting a presentation to the council of elder, to clarify the meaning of WASH and its importance, also to remind them that ‘water is a human right’.  
• Propose to the council of elder (Taupulega) for their approval to act on the activities planned to accomplish the project.  
• Second, do workshops for other committees. Eg :  
  - Fatupaepae  
  - Taulelea  
  - Kautafafao/Tupulaga (youth) to present to them the meaning and importance of WASH in a community, and also to request their help to work together with the team to accomplish the WASH project. | By the 24th May, present the presentation to the council of elders  
Fatupaepae – 29th May  
Taulelea – 28th May  
Youth – 30th May | To build up their understanding and knowledge of the term WASH, and also the importance of it. |
| Dirty drinking water | • Over hanging trees on roof  
• Rusty roof  
• Dirty guttering  
• Uncover overflow holes  
• Leaking tank  
• No First Flush Diverter (FFD) | • By the approval of the Taupulega to act on the activities planned for the community by the WASH team to have a clean drinking water for each household.  
• To seek endorsement for the following:  
  - Trimming of overhanging trees  
  - Repairing of rusty roof  
  - Cleaning of dirty gutter  
  - Cover overflow holes  
  - Installing of FFD | By the last week of June, the cleaning of gutter will take action. | To have a negative test of contaminated water in all households water tank. |
<table>
<thead>
<tr>
<th>Hygiene</th>
<th>These actions need to be completed by the end of every 2 months.</th>
<th>Presenting of hand wash in school, will be on the second week of the 3rd term. Workshop with the Fatupaepae will be on the first or second week of July.</th>
<th>to decrease or to prevent diseases caused by unhygienic behavior. Examples of diseases: Diarrhea, Stomach ache, Vomit</th>
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<tbody>
<tr>
<td>- Dirty hands (not washing hands after using the bathroom)</td>
<td>- Approach the health department to restart their program of hand wash in school.</td>
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<tr>
<td>- Dirty water for preparing food</td>
<td>- Organise hand wash activities for students at school to motivate students to wash their hands after using the restroom and before eating or cooking.</td>
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<tr>
<td>- Hands are not washed before handling of food</td>
<td>- Encourage the Fatupaepae committee trough workshop to remind them of the term 'hand wash' so it can be a behaviour in the family, and also to inform them again about prevention of food from flies or the handling of food.</td>
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<tr>
<td>- Cover food to prevent contamination by flies</td>
<td>- To propose the Taupulega for their approval to value and to promote the 'Hand Wash Day' in Tokelau. (October 15th)</td>
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<td></td>
<td>- Draw up village activities with the approval of the Taupulega.</td>
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<tr>
<td>Sanitation</td>
<td></td>
<td>Will propose to the Taulele (mens) on the day of their workshop stated above, 28th May</td>
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<tr>
<td>- Sea toilet – located on the lagoon side of the village and it effect is that people are swimming around that area.</td>
<td>- The Taupulega of Nukunonu formulated a plan that by 2014 there will be no sea toilets in the village. Before people act on this plan the Taupulega must make sure that each family have flush toilets</td>
<td></td>
<td>To have a clean and healthy environment. (when people use other materials as toilet paper and it will end up on other families shore).</td>
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<tr>
<td>- Over flow septic – this</td>
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</table>
is mainly effect the leaking underground household drinking tank.
- Waste water from the sink – (it effect is same as the effect on bullet point 2).
- Waste water from the laundry and the bathroom – (it effect is the same as bullet point 2).

- Inform the carpenters in Nukunonu when they build houses in future, to ensure that:
  - The drinking tank is not built underground or leaking
  - The septic is well designed and built.
Not only inform but to also enlighten the Taupulega the reasons as to this need to have a good design for houses.

To avoid the bacteria that is being carry out by flies.

<table>
<thead>
<tr>
<th>Gender mainstreaming -lack of available</th>
<th>Control barriers are the main reason why we cannot equalise the responsibilities of both men and female.</th>
<th>Workshop with community to give or to balance the opportunities given to both men and women to enhance their skills in any fields.</th>
<th>To equalise opportunities given to both male and female.</th>
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</table>
| • Cultural aspect.  
• Role and responsibilities in family and community. | | | |

Workshop with community to give or to balance the opportunities given to both men and women to enhance their skills in any fields.
<table>
<thead>
<tr>
<th><strong>OBJECTIVES</strong></th>
<th><strong>ACTIVITIES</strong></th>
<th><strong>RESOURCES/WHO</strong></th>
<th><strong>TARGETS</strong></th>
<th><strong>OUTCOME</strong></th>
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<tr>
<td>To obtain blessings from the council of elders for the initiation of the WASH Programme</td>
<td>Compile report from the WASH training of the trainers workshop  Submission to the council of elders.</td>
<td>Taupulega  WASH representatives</td>
<td>By 20th May, council of elders have noted and passed the submitted report(s).</td>
<td>Compilation of report from the workshop by all participating stakeholders.</td>
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<tr>
<td>Develop a village and sanitation policy and action plan that incorporates WASH objectives &amp; outcomes</td>
<td>Form a water and sanitation committee to plan and consult all stakeholders of the village.  Carry out consultations  Develop policy &amp; action plan</td>
<td>Taupulega (council of elders)  Aumaga (Men’s group)  Fatupaepae (Womens Group)  Tupulaga (Youth)  Tialenui (School)  Water &amp; Sanitation Committee: (Medical Officer, Health Promotion Officer, Village Mayor, GM, Environmental Officer, Aumaga, Fatupaepae, Youth Officer &amp; focal point)</td>
<td>Submissions of policy and action plan to Taupulega for endorsement by 15th June, 2013.</td>
<td>Action plan and policy developed  Better decision making at Taupulega level re water &amp; sanitation issues.</td>
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<td>Training and workshops carried out for the community</td>
<td>Initiation of working group separate from Watsan committee  Plumber, Health Promotion Officer, 5 labourers, 1 Fatupaepae member  Submission of working group to council for endorsement.</td>
<td>Committee  Village mayor  Taupulega  Working group</td>
<td>Passing and endorsement of working group by 30th June by the council of elders</td>
<td>Enhancement of community education  Understanding of different roles and responsibilities</td>
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<tr>
<td>Seek more funding for water and sanitation activities</td>
<td>Policy and action plan with proposal shared with concerning departments (Health, Education &amp; EDNRE).</td>
<td>Plan/dept Proposals</td>
<td>By 25th June, funding will be approved and allocated to village Watsan activities. Programmes and activities by 1st July. Period plan developed.</td>
<td>Working group, Watsan committee ready to implement trainings and activities.</td>
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<td>Inclusion of the fresh water lenses into Watsan activities</td>
<td>Carry out WASH survey. Create database for ongoing storage of information.</td>
<td>Working group</td>
<td>By 20th July, survey completed and database created.</td>
<td>Prioritise surveys</td>
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<tr>
<td>Carry out training</td>
<td>To nominate a WASH day in Fakaofa and be made a community training day. Integration into school curriculum.</td>
<td>WASH committee &amp; working group</td>
<td>WASH day to be a reminder to people and resources to take ownership of the programme.</td>
<td>Continued understanding of community and decision making elders to the relationship of water and sanitation issues to Climate Change as a whole within the families &amp; communities.</td>
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<tr>
<td>To have clean water for all</td>
<td>Carry out workplans based on findings from WASH survey. Prioritise problem solving.</td>
<td></td>
<td>By 1st Aug, activity carried out, and focus on ensuring risks on environment and natural resources are eliminated.</td>
<td>Opportunities for all to accessing clean drinking water. All problems reports to working group/committee. Reduced number of patients caused by dirty drinking water. Chance to re-use the fresh water basin. Clean water, happy and healthy families and a happy community. Equal opportunities for men &amp; women.</td>
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