

**1000
Days
Journey**

4

**Environmental
Hygiene**

What is The Thousand Day Journey?

The Thousand Day Journey is a flipchart story for all community members supported by the Livelihoods and Food Security Trust Fund (LIFT). The story, which is in three parts, aims to inform and stimulate discussion on key issues related to nutrition and hygiene and contribute to health, growth and development of young children. **The Thousand Day Journey** raises issues such as cultural beliefs about food taboos, information from elders (that is not always accurate, maternal nutrition and hygiene in infant and young child feeding practices.

The Thousand Day Journey is an illustrated story, which is to be read to a group by a facilitator. The group may include men and women, old and young. During and after each part

of the story, the facilitator will ask the participants some questions. These questions will generate a discussion among participants about the issues raised in **The Thousand Day Journey**. Please note that throughout the story, you will find additional discussion questions, which are *optional*. If you do not have time, you can skip these questions. Also included in this guide are 'key messages' to help the facilitator guide the discussion among participants. The facilitator should begin by reading the story to a group of no more than 20 people. When it is time to pose the questions for discussion, the facilitator will break the listeners into smaller groups of four to five people. The small-group format promotes an informal and relaxed atmosphere.

The story is not long, but it is important to plan plenty of time for discussion. The suggested time for the story and discussion is one hour. If you, as facilitator, find that you are only half way through the story after an hour, it is fine to stop the story and set a later date with the participants to come back and finish the story. Each community group will work through the story at different speeds, so the number of community meetings it takes to finish the story may vary.

Objectives

The Thousand Day Journey was developed in order to:

- Fill information gaps among community members in matters related to maternal and child nutrition.
- Encourage community members of all ages and gender to express their own challenges and concerns related to nutrition and hygiene and to discuss these with their peers proposing solutions.
- Encourage community members to guide each other to seek further information and advice from others if required.

The facilitator's role

The facilitator, using the questions as a guide, should prompt and encourage discussion among group members. The facilitator should talk very little in order to allow community members to speak. It may be necessary to use follow-up questions if group members are reluctant to voice their thoughts, questions and concerns.

Here are some suggestions for the facilitator for all community meetings where the story of **The Thousand Day Journey** will be discussed.

The facilitator should:

- Create an informal atmosphere where community members feel free to express their personal opinions honestly
- Respect the opinions of the community members
- Not judge what people say even if information expressed by community members is incorrect or harmful
- Give clear instructions and make sure that the community members understand what to do
- Encourage community members to ask questions or request clarification if they do not understand the information presented
- Make sure there is enough space for the group and that the size of the group is appropriate.
- Read the story with excitement and enthusiasm to engage community members
- Allow adequate time for discussion. When going through the story, make sure that the group has finished the discussion on one section before moving on to the next



Ma San Htwe



Ko Tha Htoo



Daw Thaug Kyi



Ko Aung Myint
(Home Gardening
Teacher)



Ma Thuzar
(Ko Aung Myint's
wife)

Part 4: Environmental Hygiene

Objectives

to encourage the participants to always dispose the garbage in the trash can, to use the hygienic toilet all the time, and to keep the environment clean for the nutrition development of the children in their community

Materials

- Flipchart Storybook
- Flipchart paper
- Pens

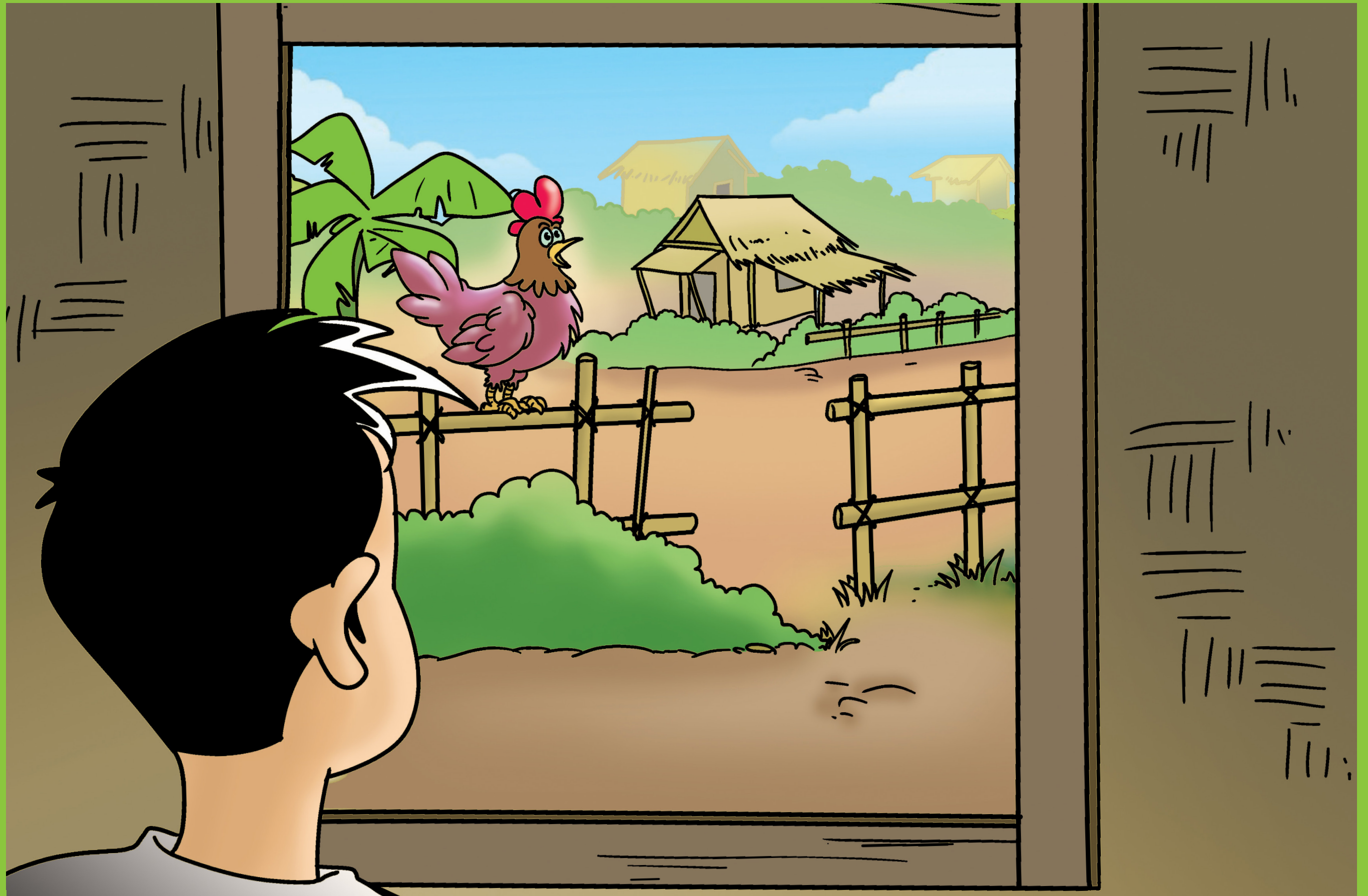


At the end of the story, there is a section of key messages. Please familiarize yourself with these messages and share them during discussions, where relevant. These will also help you to correct any misconceptions or misinformation that may come up during the discussions.

Directions

Explain to the participants that:

1. You are going to read the part IV of the story The Thousand Day Journey.
2. Let them know how long the session will last (approximately one hour, but will depend upon the time available).
3. During the story they will be asked some discussion questions
4. There will be both large and small group discussions
5. You, the facilitator, will take notes or write on flip chart paper any key issues that are raised so that you can come back and discuss further at the end of the story



1

Story

In one pleasant morning, Ko Thar Htoo is feeling the breeze, gazing through the window. He is thinking about this village, which is his home. He wants his home village to be always clean and developed. While he is daydreaming, he gets a rotten smell. Where does this smell come from?



Read the story out loud



2

Story

Ko Thar Htoo asks his mother Daw Thaung Kyi what the smell is and where it comes from. Daw Thaung Kyi who is cooking the foods answers that the bad smell comes with the wind from the garbage pile at the back of the village. Ko Thar Htoo is worried for his son Phoe Wa Lone and his family. If that smell keeps coming, it can affect the health of the whole family. Ko Thar Htoo closes the window.

Optional questions:

1. Where do people usually dispose the garbage in your community?
2. Did you, at your home, ever get the bad smell of the garbage pile? What can this affect?



3

Story

Ko Thar Htoo strolls along the village road towards the back of the village. As this is the holiday, he finds a group of children are playing on the village road. While he is looking at the children, he thinks that Phoe Wa Lone will also play with them when he becomes that age. He accidentally steps on something while he is walking and gazing at the children. When he looks down, he finds that it is a pile of feces. He is quite annoyed. Who the hell has defecated on the village road?

Optional questions:

- Have you ever stepped on the feces pile while you are walking? Whose pile can it be?
- Where do children usually play in your community?
- What disadvantages can happen if the environment of their playground is dirty?



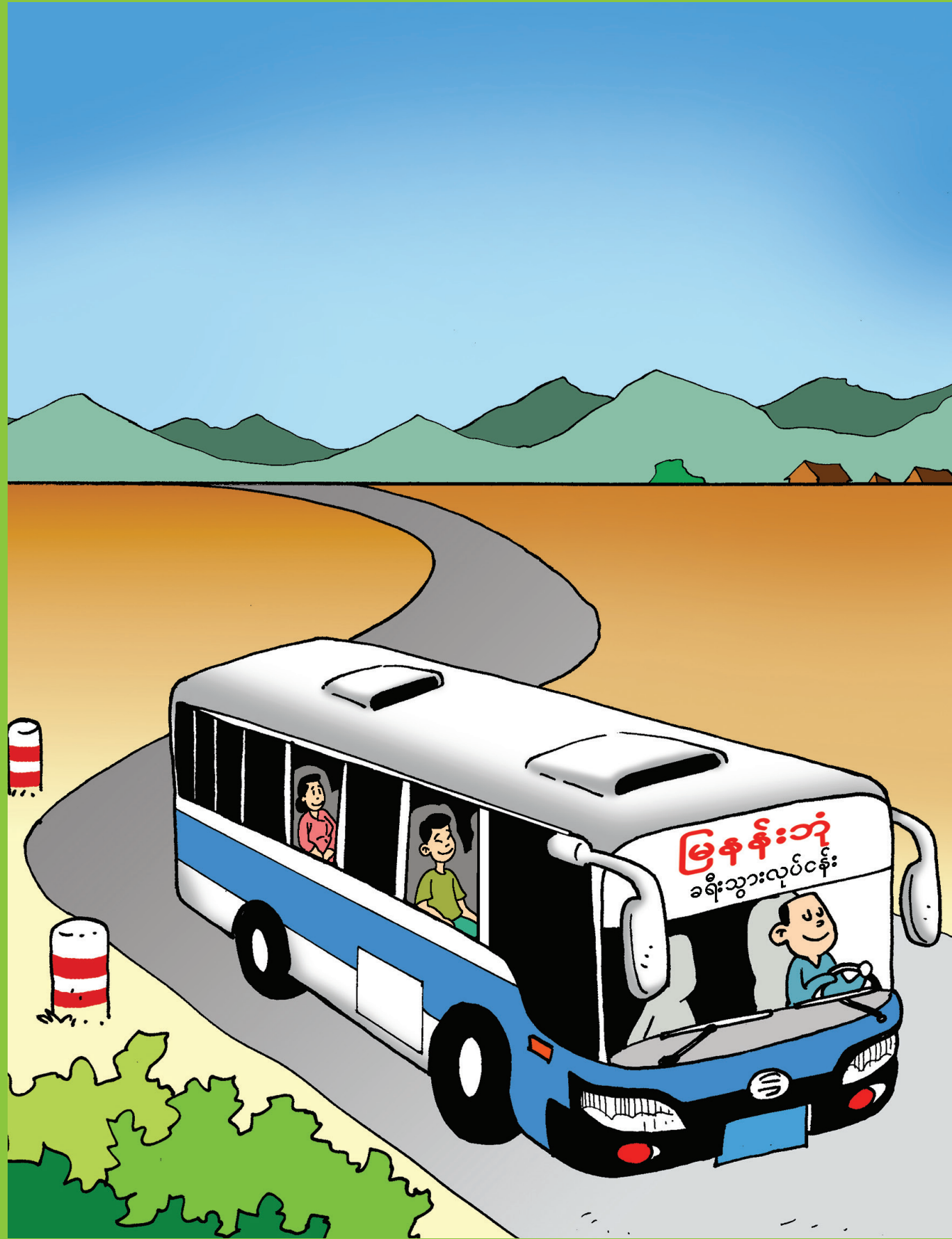
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Story

Ko Thar Htoo is looking for water to wash his feet. There is a creek nearby flowing around the village. This creek was so beautiful when Ko Thar Htoo was in his childhood. He used to swim in the creek everyday with his friends when he was a child. He used to dive under the herd of ducks and grasp the feet of the ducks. There were a lot of fishes and frogs in the creek. But, now people have constructed their houses giving the back to the creek and the latrines are also on the banks of the creek. People also throws garbage into the creek. The smell is bad. He is so sad to see the ruined creek that was once beautiful. He even dares not wash his dirty feet in that water now.

Optional questions:

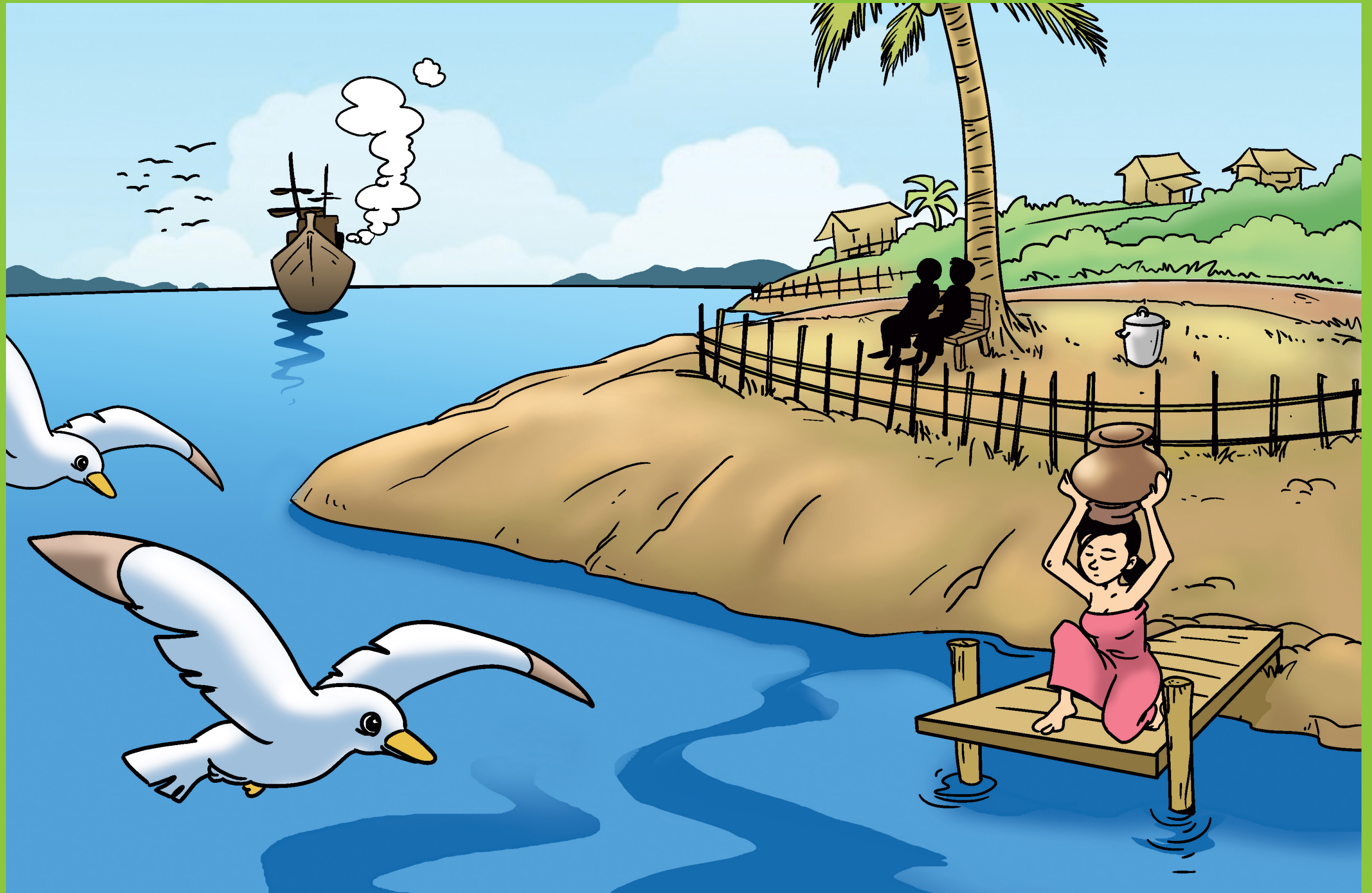
- Are there any creek, stream or river in your community?
- How much is that creek or river clean?
- What will you do if you were Ko Thar Htoo?



5

Story

One day, Ko Thar Htoo and Ko Aung Myint travel to a village that is near to a big town by bus and by boat. Ko Thar Htoo has accompanied Ko Aung Myint to buy some agricultural equipment there.



6

Story

Kan Hla village is situated on the bank of a river. There is the road on the bank of the river winding around the village. There are verandas and benches for the community for sightseeing and recreation. There are also the trash cans with lid.

The environment is so nice that Ko Thar Htoo and Ko Aung Myint decide to sit down at one of the benches, watch the sceneries and take the breeze. They notice that the whole road is clean and no one disposes garbage into the river.



Stop the story here and have a discussion with the community members. The discussion could last 15-20 minutes. we can ask.....

Optional questions:

- Do people usually dispose their garbage into the creek, stream or river in your community?
- What are the disadvantages of disposing garbage into the stream or river?



7

Story

Ko Aung Myint says, “I wish my village is as clean as this one. Otherwise, the dirty environment will affect the children’s health”. Ko Thar Htoo complains about the bad smell from the garbage pile at the back of the Ywar Thar Yar village, dirty roads where the children are playing, the ruined creek, and his worry about his family’s health as the smell comes with the wind to his house.

Optional questions:

- Which type of environment would you like to have in your community?
- What can you do to obtain such environment?



8

Story

Ko Aung Myint and Ko Thar Htoo are walking along the village road. They are both happy to walk on the clean road where there is no garbage or waste. Children are playing in the clean environment. The children look great and well nourished. Ko Thar Htoo wishes such clean environment for the children to play in his own village. Ko Aung Myint says, “I have read in the book that clean environment helps the children grow well and healthy as their gut absorb nutritious foods better. But dirty environment ruins the children’s gut preventing from absorption of the nutritious foods and the children becomes malnourished.”



Stop the story here and have a discussion with the community members. The discussion could last 15-20 minutes. We can ask.....

Optional questions:

- Where and what do the children in your community usually play?
- What can affect them when they play in such places?
- How is the hygienic environment and the child’s nutrition linked?
- How is the hygienic environment and the image of that community linked?
- How do you think the story will continue?



9

Story

Ko Thar Htoo recalls the hygienic environment of Ko Aung Myint's compound they last visited. Ko Thar Htoo and Ma San Htway follows Ko Aung Myint's example and the couple has worked hard to clear the garbage in their home to create the hygienic playground for Phoe Wa Lone. Now, they wish to make the whole village hygienic. But, how can they do?



Begin reading the story

Optional questions:

1. What will you do if you were Ko Thar Htoo?



10

Story

After buying the agriculture equipment at the shop, Ko Aung Myint praises on hygienic environment of Ka Hla's village. The shop-keeper friendly shares his experience about how their village became hygienic. He has seen the posters highlighting the link between littering and the dignity of an individual and the whole village. They have been given high penalties for littering. When the children share what they have learned at school about environmental sanitation, the adults have listened carefully and praised them. They are worried about the danger of snakes when there are messy bushes and garbage. They are also worried that the children will be infected from the rats, mosquito and flies when there are trashes. Toilets on the bank of the river was public nuisance. There is no much difference in cost of constructing a toilet in the river and a sanitary latrine on land. The village has become beautiful by keeping the river bank and the environment hygienic.

Optional questions:

- Have you ever used the toilet on the bank of the river or the creek? How did you feel?
- How much difference can be there of the cost between a toilet on the river bank and a sanitary latrine on the land? Is it possible to move the latrine from the river bank onto the ground? Do you think it should be moved? Why?
- What are the disciplines about littering in your community?



11

Story

Ko Aung Myint takes the picture of clean roads, compounds, and the river banks of Kan Hla village by using his smart phone. On the return trip, Ko Aung Myint and Ko Thar Htoo discuss about the steps they are going to do to make their village hygienic.

Optional questions:

- Have you ever been to the places as beautiful as Kan Hla village? Where?
- Do you wish your village to become like this?



12

Story

When they are back to Ywar Thar Yar village, they share their experience of Kan Hla village to the village leader. They show the pictures of Kan Hla village. The village leader also would like to make his village hygienic and he asks the help of Ko Thar Htoo and Ko Aung Myint to be able to do so. Ko Aung Myint and Ko Thar Htoo promise to help him.

Optional questions:

- Whom can you discuss with in your community regarding the environmental sanitation?



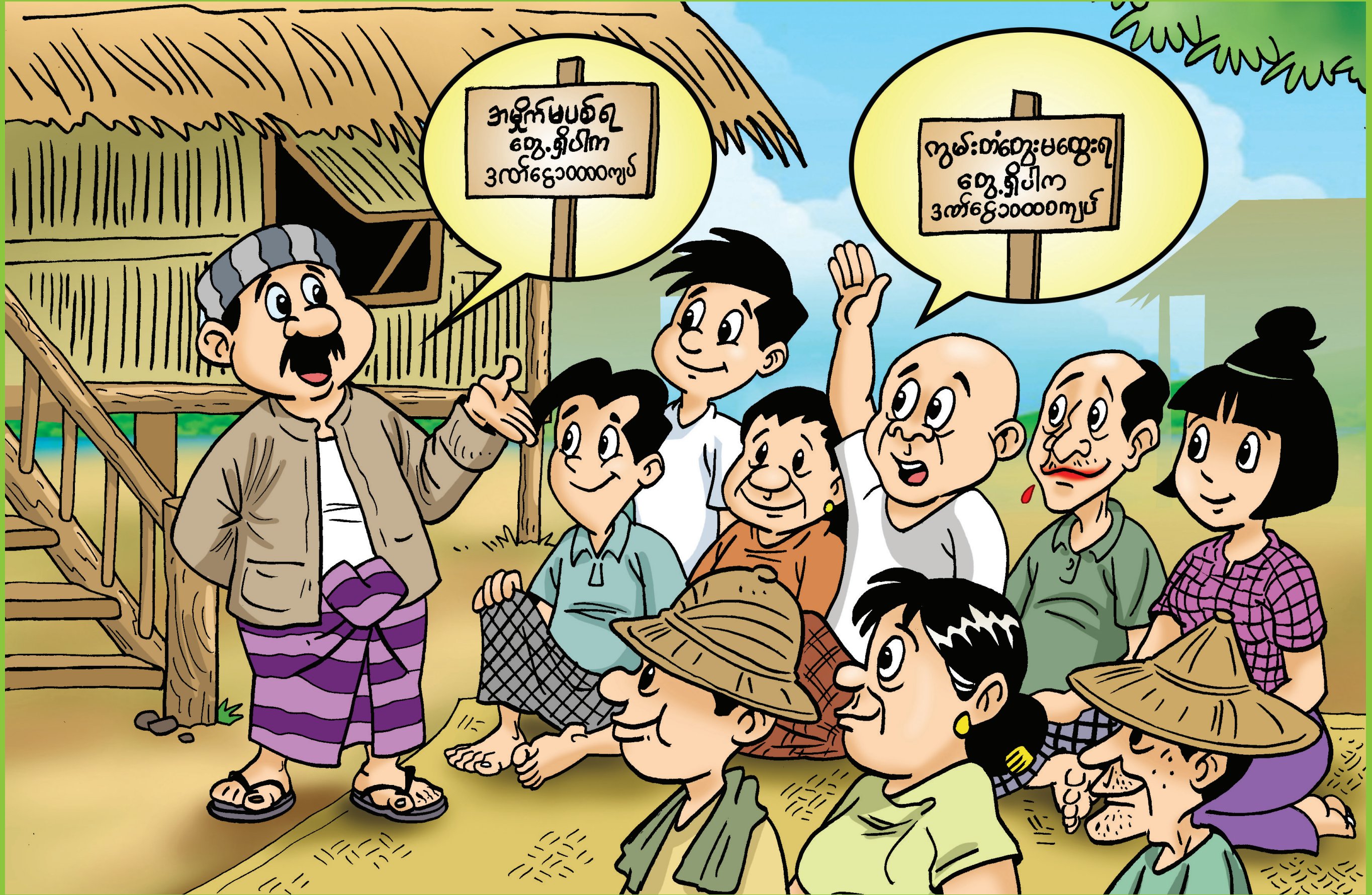
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Story

One day, the village leader calls the village elder meeting. Ko Aung Myint and Ko Thar Htoo also participates in that meeting. The village leader explains, “Ywar Thar Yar village was so beautiful before. We are quite busy with other administration issues that we do not notice about the hygiene of the village. The village hygiene is closely linked with the health of the villagers, especially the nutritional development of the children. I would like to request your kind suggestion how to initiate to make the village hygienic.” Ko Aung Myint and Ko Thar Htoo show the magnified picture of Kan Hla village and share how the villagers have worked hard to make their village to be like this.

Optional questions:

- Have you also showed the pictures of beautiful places to others? When?



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14

Story

Village elders like what the village leader, Ko Aung Myint and Ko Thar Htoo have explained. One elder suggests the village leader to make the disciplines for all villagers to follow for the environmental sanitation. Another elder suggests to include the disciplines that prohibit the disposal of rubbish on the streets and into the creek and encourage to dispose only into the trash cans. One elder suggests a discipline that prohibits the spitting of the betel chewing on the streets and encourages to spit only into the trash can. An elder who is chewing betel at the moment looks at him with smile.

Optional questions:

- What kind of disciplines or laws are present in your community regarding littering or spitting betel chewing?
- How much easy to follow these disciplines? Why?



15

Story

Ko Aung Myint explained, “As Ywar Thar Yar is a farming village that depends on agriculture, people grow edible fruits and vegetables in both farm and home garden. This is closely linked with the environmental sanitation. The fresh foods produced from farm and home garden are organic and nutritious and are not necessary to be disposed as the junk foods’ side products like plastic tin or plastic bag or iron tin.” Ko Thar Htoo also explained, “My son, Phoe Wa Lone, is only breast fed, and no breast milk substitute was given, and we didn’t need to dispose the BMS covers or containers. Breast feeding also helps the baby healthy and well nourished.” An elder suggests to use the leaves of the banana or other plants instead of plastic bags for packing foods. Another elder suggests to decompose these leaves and the side products of the kitchen in a ground pit as this decomposition is very useful as organic fertilizer to grow plants.

Optional questions:

- How does growing edible plants help the environmental sanitation?
- How does the junk foods affect the nutrition and environment?
- Which methods do you use to produce organic fertilizer in your community?

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16

Story

Soon, a community meeting is held in Ywar Thar Yar village. The organizers are the village leader, midwife, Ko Aung Myint and Ko Thar Htoo. In this meeting, the nutrition and health benefits of hygienic environment are disseminated. The picture of Kan Hla village and that of Ywar Thar Yar are compared. A volunteer team of environmental hygiene is formed. The village administration committee announce the laws and disciplines to prohibit littering on the roads and into the creek and spitting betel chewing, and to litter only into the trash can. The village administration committee also announces the penalties for those who violate the laws.

Optional questions:

- What are the other approaches other than those described in the story for the environmental sanitation?
- Which approach is the most effective? Please share your experience.



17

Story

Now, there are the trash cans with lid on the roads and in the every compounds. There are no more bushes on the road side. There are no more garbage on the street. The villagers do not litter into the creek anymore. Whenever they see a trash on the road, they become used to pick it up and put into the trash can. Villagers are using the leaves of banana or other plants, the baskets and the bags that can be recycled, when they buy or sell the foods. They decompose the garbage by properly disposing into the ground pit.

Optional questions:

- Where do you dispose your garbage?
- Have you ever pick up a trash and put it into the trash can? Where and when?
- What do you usually use to carry foods when you go to the market?



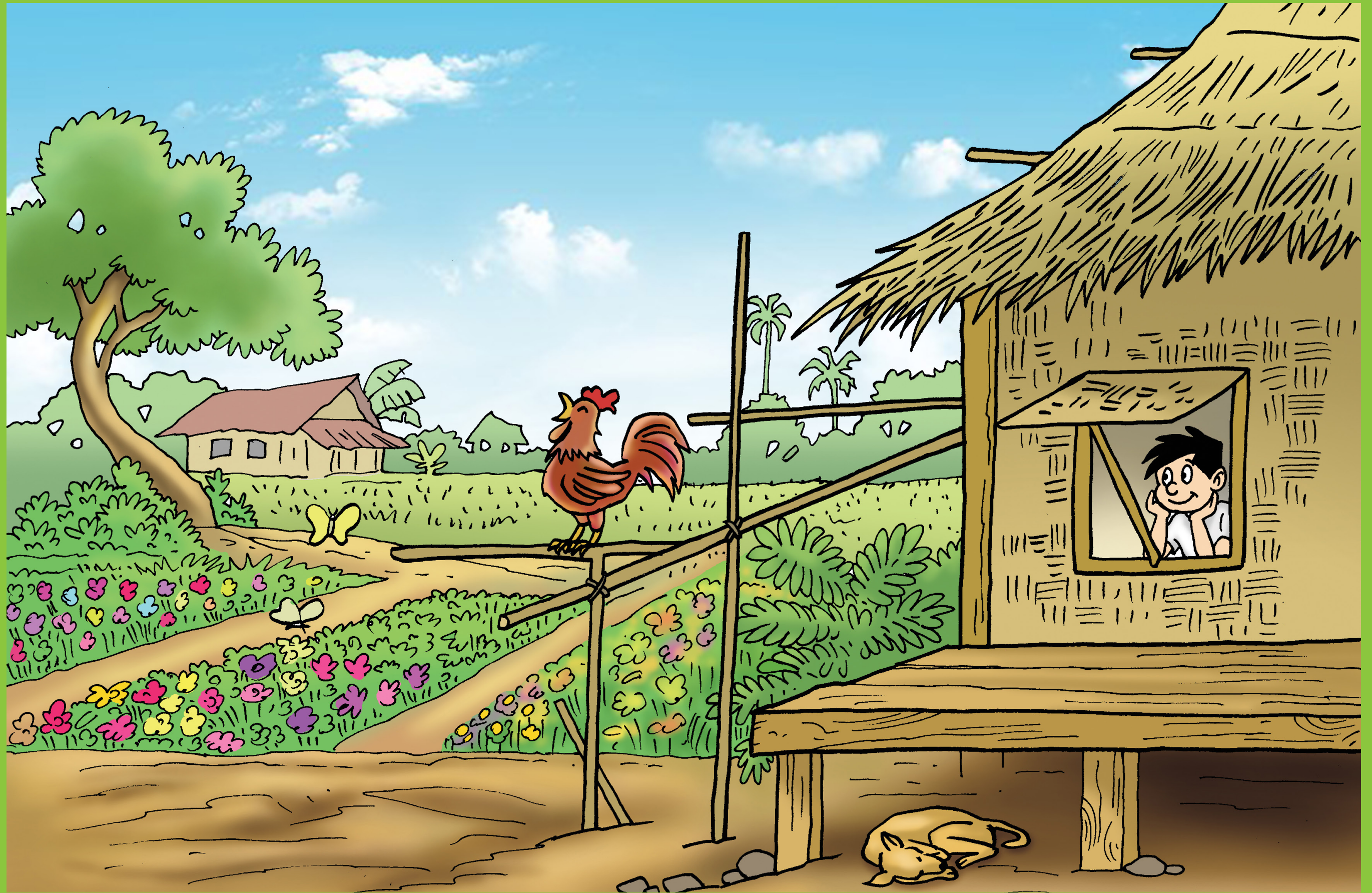
18

Story

The greatest achievement obtained by their hard work is the toilets on the creek bank have been moved to land properly. The public nuisance creek now becomes the flowing beautiful stream again. There are viewpoints where people can recreate on the creek bank. This is not the result achieved by an individual person or an individual team. This is the result obtained by the hard work, the hope and the commitment of the whole village.

Optional questions:

- Do you think this achievement can come true in practical as in the story? Why or why not?



19

Story

In one pleasant morning, Ko Thar Htoo is feeling the breeze, gazing through the window. This village has become clean and hygienic again as it was in his childhood. He thinks he is dreaming as he doesn't believe his eyes to see the village that has changed to its positive side in such short period. He recalls the quote of a renowned person in the world history, that Ko Aung Myint has told him about, "It always seems impossible until it is done".

While he is daydreaming, he gets a smell. Where does this smell come from? Oh, it's a sweet smell of the flowers that Ma San Htway has grown in the garden.



This is the end of Part Three. Have a discussion with the community members. The discussion could last 15-20 minutes.

Optional questions:

- What is the water source for drinking and washing in your community?
- What type of latrine do people use in your community?
- How do people usually dispose the trash in your community?
- What do you think about the toilets on the banks of river or stream?
- How does growing nutritious fruits and vegetables help the environmental sanitation?
- In which environment would you like to let your child play? Why?
- Is this story realistic? Do you think this could happen in your village?



Ask the participants to reflect upon the lessons they have learned over the course of the story.

Reflections:

- Ask the participants to break into small groups of four to five people. Ask each group to discuss interesting or important lessons they have learned over the course of the story. Tell the groups that after a few minutes of discussion they will be asked to share two of the lessons they discussed with the larger group.
- As the groups share their lessons, the facilitator records them on the flip chart. If groups suggest similar lessons which are differently worded, the facilitator can combine them as one lesson.
- Once all groups has presented their ideas, the facilitator can open a large group discussion. What do people think of the lessons discussed? Do they agree? Do they have any questions? Are there any important lessons which have not been mentioned?
- After a group discussion, ask each person to think about which lesson is most important or meaningful for them or their family. Ask them what they can do individually to help themselves or their families. Ask each person to find a partner and share with their partner at least one thing they plan to do. When one partner has finished, allow the other partner to share his or her idea. The facilitator can ask for volunteers to share what actions they plan to take with the larger group.

Key messages on Water Sanitation and Hygiene

1. To prevent from contamination of fingers, practice hand washing with soap at critical times: before preparing food or cooking, before eating, before feeding a child (including breastfeeding), after cleaning a child's bottom and after defecation or handling contaminated things.
Do not also forget to wash the child's hands before feeding and after touching contaminated things. Keep handwashing facilities available near latrines and near dining room.
2. For food hygiene and safety, practice the following:
 - Keep a clean environment for handling food (including handwashing, cleaning key surfaces and utensils, protecting food preparation areas from insects, pests and other animals)
 - Use safe water
 - Separate raw and cooked food
 - Cooking food thoroughly
 - Store food safely.
3. To minimize opportunities for children to ingest fecal matter and other contaminants around the home, promote the environmental hygiene by practicing the following:
 - Keep animals away from food preparation and child feeding areas, child play areas and water sources.
 - Regularly clear compound of any animal or child feces, at least daily.

- Control disease vectors such as flies, mosquitoes, cockroaches and rats by covering food, improving drainage and safely disposing of garbage into a waste receptacle or protected pit.
 - Clean key surfaces, e.g., latrines, basins and kitchen floors and surfaces with soap and water (and bleach if available).
 - Provide safe areas for children to play that can be regularly cleaned.
4. For household and community sanitation,
 - Use of a hygienic toilet by all.
 - Safely remove and treat fecal waste.
 - Dispose child's excreta properly into the toilet.
 5. A hygienic or improved sanitation facility is one that hygienically separates human excreta from human contact. Sanitation interventions may include: community sanitation planning; community-based (e.g., CLTS) and/or sanitation marketing approaches to mobilization; sanitation business development; sanitation financing options for households; faecal waste management systems; integration with handwashing. Perceptions that infant faeces are 'harmless' need to be overcome.
 6. For sanitation for infants and toddlers, practice the following:
 - Dispose the fecal matter into toilets safely and wash the diapers safely
 - Use the potties and scoops that facilitate getting feces into latrines for safe disposal.
 - Make latrines 'child friendly'.

7. Vulnerable populations (pregnant women, older people, people with HIV/AIDS, and people with disabilities) have physical difficulty accessing and using toilets and may also disproportionately suffer from poor nutrition. For Sanitation for vulnerable groups,
 - Make structural improvements to latrine to make it easy to use, e.g., handrails/support poles, lower seats.
 - Ensure entrance to latrine is accessible, e.g., smooth pathway.
8. To improve water supply, practice the following:
 - Construct or improve water supply systems, e.g., piped water on-site, standpipes, boreholes, protected dug wells, protected springs and rainwater.
 - Collect and transport water safely to the point of use.
 - Treat the water, e.g., filtration, sterilization.
 - Store and use water safely.

Reference:

Nutrition - WASH Toolkit: Guide for Practical Joint Actions: Nutrition-Water, Sanitation and Hygiene (WASH): June 2016: UNICEF East Asia and Pacific Regional Office (EAPRO), Bangkok, Thailand

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