

# WASH-Friendly Schools

## A TRAINING RESOURCE FOR SPLASH USE

January 2014



**USAID** | **ZAMBIA**  
FROM THE AMERICAN PEOPLE



Ministry of Education,  
Vocational Training and Early  
Education



**SPLASH**  
Schools Promoting Learning Achievement  
through Sanitation and Hygiene

The WASHplus project supports healthy households and communities by creating and delivering interventions that lead to improvements in access, practices, and health outcomes related to water supply, sanitation, and hygiene (WASH) and indoor air pollution (IAP). This five year project (2010-2015), funded through USAID's Bureau for Global Health (AID-OAA-A-10-00040) and led by FHI 360 in partnership with CARE and Winrock International, uses at-scale programming as well as integrated approaches to reduce diarrheal diseases and acute respiratory infections, the two top killers of children under five years of age globally. WASHplus integrates WASH and IAP activities into existing education, HIV/AIDS, maternal and child health and nutrition programs and builds strong in-country partnerships to increase impact. In addition, WASHplus is charged with promoting innovation in the WASH and IAP sectors.

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## Acronyms

ADC	Area Development Committee
APM	Area Pump Minder
ASP	Area Sanitation Promoters
CD	Community Development
CLTS	Community-Led Total Sanitation
CP	Cooperating Partner
DAPP	Development Aid from People to People
DC	District Council
DDCC	District Development Coordinating Committee
DRC	District Resource Centre
D-WASHE Committee	District Water, Sanitation and Hygiene Education Coordinating Committee
EHT	Environmental Health Technician
ESO	Education Standards Officer
GRZ	Government of the Republic of Zambia
HH	Household
HIF	Hygiene Improvement Framework
HIP	Hygiene Improvement Project
HW	Hand Washing
IAP	Indoor Air Pollution
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MHM	Menstrual Hygiene Management
MLGH	Ministry of Local Government and Housing
MOEWD	Ministry of Energy and Water Development
MOH	Ministry of Health
NCSR	National Council for Scientific Research
NGO	Nongovernmental Organization
NRWSSP	National Rural Water Supply and Sanitation Programme
NWPRWSP	North Western Province Rural Water Supply Project
PRCC	Provincial Resource Centre Coordinator
PST	Provincial Support Team
PTA	Parent Teachers Association
RWSSP	Rural Water Supply and Sanitation Program
SDA	Small Doable Actions
SLTS	School-Led Total Sanitation
SODIS	Solar Water Disinfection
SPLASH	Schools Promoting Learning Achievement through Sanitation

	and Hygiene
UNICEF	United Nations Children’s Education Fund
UNZA	University of Zambia
V-WASHE Committee	Village Water, Sanitation and Hygiene Education Coordinating Committee
WASH	Water, Sanitation, and Hygiene
WASHE	Water, Sanitation, and Hygiene Education
WatSan	Water and Sanitation
WFP	World Food Program
WHO	World Health Organization
WPC	Water Point Committee
WSP	Water and Sanitation Program
WSS	Water Supply and Sanitation



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This guide has evolved from experiences of many stakeholders who participated in the development process. It was developed in a series of workshops and consultative meetings involving MESVTEE staff in Eastern Province and stakeholders in the WASH Sector. Special tribute goes to Julia Rosenbaum, the WASHplus Deputy Director and Senior Behaviour Change Specialist, for supporting the initial materials adaptation workshop in Chipata; Sarah Fry, Senior Hygiene and School WASH advisor and WASHplus/SPLASH Activity Manager; and Justin Lupele, Chief of Party for SPLASH for his coordination and management of this project.

Special thanks are due to the following people for their tireless efforts in adapting the guides from the USAID Hygiene Improvement Project to the Zambian situation:

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## Preface

Water, sanitation, and hygiene (WASH) initiatives in Zambia have been an integral part of government policies and programs in a number of key ministries including MESVTEE, MLGH, and MEWD. The aim of WASH programs has been *to increase access to water and increase and improve the number of adequate sanitation facilities by promoting the construction of household latrines as well as promoting good health and hygiene practices.*

Paramount to these efforts, it has been government's goal to reduce incidence of diarrhea-related illnesses among the citizenry by promoting hygienic lifestyles that will in turn promote healthy and productive nationals capable of engaging in wealth creation activities for economic and social development and poverty reduction.

Child-friendly WASH initiatives in schools is government's major attempt to improve school children's health, boost education achievement, promote gender equity, and in turn, bring positive impact to the communities.

The government, with the support of cooperating partners and implementing agencies, is confident that with this program it will achieve its goal of *increasing access to adequate sanitation and hygienic sanitation in rural areas from a paltry 13 percent in 2005 to 60 percent by 2015.*

The government, however, realizes that to achieve this goal, much more needs to be done, especially in changing the mindset of the beneficiary communities toward giving priority to issues of adequate sanitation and hygienic practices.

We as a Ministry are committed to improving the quality of life and supporting measures that promote treatment and safe handling of drinking water, washing of hands with soap at critical times such as after using a toilet and before handling or eating food, and using hygienic toilets.

I wish to applaud the spirit of intersectoral collaboration, coordination, and community involvement that has made the production of such publications possible. It is my sincere hope that the implementation of this program will continue receiving support from everyone at all levels.

**Chishimba Nkocha**  
**PERMANENT SECRETARY (MESVTEE)**



## Background

USAID/Zambia has a long history of investment in education. Programs such as CHANGES I and II and EQUIP1 and 2 played a significant role in building the capacity of the Ministry of Education as an institution in the areas of leadership training, in-service teacher training, restructuring, and especially in the ED\*ASSIST system. EQUIP2 revived the office of School Health and Nutrition (SHN) previously established by the MOE and funded the coordinator's position, which has been picked up by the World Food Program (WFP) to manage the Home Grown School Feeding program.

As Water for the Poor Act monies became available, USAID/Zambia/Education made a decision to invest in water and sanitation plus hygiene education for 800+ schools in Northern Province. This three-year program (2009-2012) is managed by Development Aid from People to People (DAPP). As EQUIP2 ended, USAID decided to increase its school WASH investment by setting up SPLASH—Schools Promoting Learning Achievement through Sanitation and Hygiene. SPLASH contributes toward the USAID Education Strategy goal by providing an effective WASH in Schools program in Eastern Province. In line with the USAID Education Strategy, SPLASH will ensure that children are healthy, secure, have adequate safe clean water and sanitation facilities, and are thus better able to learn.

The Government of Zambia's (GRZ) vision for the water supply and sanitation sector, as spelled out in the Sixth National Development Plan, is "a Zambia where all users have access to water and sanitation and utilize them in an efficient and sustainable manner for wealth creation and improved livelihood by 2030." The Zambian government through line ministries and in collaboration with other stakeholders (such as UNICEF, SNV, DANIDA, GIZ, and civil society groups) has developed a number of policies and regulations that provide the basis for increasing and improving access to water supply and sanitation, to achieve the Millennium Development (MDGs) and Education for All goals. These include: the Public Health Act (Drainage and Latrine regulation); the National Rural Water Supply and Sanitation Program (NRWSSP); Ministry of Education infrastructure operation and implementation plans, School Health and Nutrition Program policies and implementation guidelines, among others.

# Enabling Environment for WASH-Friendly Schools

A supportive or enabling environment for WASH-Friendly schools will be different in each context but might include some of the following elements:

1. A champion organization such as UNICEF leading and convening
2. A coalition of public and nongovernmental groups to coordinate and implement the program
3. Agreed-upon criteria for WASH-Friendly schools (this guide can be used as a model)
4. A formal or informal agreement among key line ministries including the Ministry of Education, Health, Sports, Youth, Water, etc.
5. Buy-in and participation of faith-based organizations—this is key as they provide education to a large proportion of youth

A WASH-Friendly schools program might have all/some of these elements:

6. Official policy or endorsement of the program
7. A plan for identifying and training “WASH-Friendly” evaluators of schools
8. A plan for training teachers, school directors, parents, and students
9. An agreed upon “award”—a flag, a plaque, a special symbol
10. A WASH-Friendly School “brand” that can be used on T-shirts, stationery, websites
11. Technical and financial resources to support rehabilitation or construction of child-friendly latrines with hand washing stations in schools



# How to Use this Guide

## ABOUT THIS GUIDE

The present *Training Guide for WASH-Friendly Schools* and the companion *Basic Guide for WASH-Friendly Schools* are now a tested package that SPLASH has adapted and refined from country-specific models for use in schools, communities, governments, and organizations anywhere. The two complementary guides are intended to be useful to those working for the benefit of children in resource-poor environments who, like children everywhere, have the right to a safe, clean, and welcoming school environment. It is envisioned that these guides will support the creation of an enabling environment to establish WASH-Friendly Schools. The supportive and enabling environment for WASH-Friendly schools might include some of the following elements:

- A champion organization such as UNICEF and/or SPLASH leading and convening
- A coalition of public and nongovernmental groups to coordinate and implement the program
- Agreed-upon criteria for WASH-Friendly schools (this guide can be used as a model)
- Formal or informal partnering agreements among key line ministries (Ministries of Education, Health, Water, etc.), private sector and civil society entities, and faith-based organizations building on Indaba-generated common ground

## WHO ARE THE FACILITATORS?

Facilitators for carrying out this training should be people who are experienced trainers, familiar and comfortable with a highly participatory approach and with the subject matter. These will include resource personnel drawn from district resource centre coordinators, provincial resource centre coordinator, environmental hygiene technologists, education standard officers, teacher educators, curriculum development specialists, and social workers. Some might be experienced with school-led and/or community-led total sanitation (SL or CLTS), and others may have involvement in WASH in Schools, or other community WASH or education programs.

The Ministry of Education Science Vocational Training and Early Education and Ministry of Community Development Mother and Child have a cadre of trained trainers available to carry out trainings such as this one. Each workshop requires two facilitators working as a team.

### **WHO ARE THE TRAINEES?**

The training is designed for representative teams from three to five schools in a district made up of the school head teacher, one to two teachers, two parents, and one to two learner leaders from each school. Ideally, the parents should already be involved in the Parent Teacher Association (PTA) or a similar group. Teachers and learner leaders should have shown an interest in improving the school environment. It is vital to have a balance of males and females from each school and among parents, teachers, and especially pupils. The trainee group should not be bigger than 30 people from the three to five schools. Carrying out this training with “mixed” groups of parents, teachers, youth leaders, village/district leadership is vital to the success of the training. We do not recommend training groups of teachers only, parents only, etc. because WASH-Friendly Schools depend upon the interaction of various stakeholders. The learning and planning should happen together, so that each group sees its part and understands the interdependent nature of the challenging task.

### **HOW THE GUIDE IS ORGANIZED**

This guide has nine sessions for a two and a half-day workshop and an optional half-day session for teachers and other MOE staff, with easy-to-follow instructions for the facilitator. Each session starts with objectives, preparation/materials needed, and then provides the steps to follow to facilitate the session. Each step has a suggested time to help the facilitators with time management.

Handouts are included in some sessions. Facilitators should use their judgment about photocopying or reproducing the handouts on a flip chart. Decisions will depend on available budget, materials, and technical support.

### **PREPARATIONS/MATERIALS NEEDED**

Each session is provided with a list of materials or basic things that the facilitator will need to effectively deliver the session. In most cases the facilitator will need to make preparations in advance. While each session may require different types of preparation, facilitators will need these basics:

- 2 flip chart stands
- Flip chart paper
- Different colored markers
- Tape to put flip charts on walls



# Objectives and Schedule

## **SESSION OBJECTIVES**

Each training session outlines objectives that need to be accomplished, and the facilitator is required to know these in order to aim at accomplishing them during that session.

## **OVERALL OBJECTIVE OF TRAINING:**

To build champions of WASH-Friendly schools—parents, teachers, administrators, officials, youth leaders, everyone!—each do their part in making schools WASH-Friendly.

## **SPECIFIC OBJECTIVES**

Parents, teachers, and learner participants will be able to:

- Discuss the importance of the three key WASH practices in schools
- Analyze and describe the WASH problem at their school
- List the elements of a WASH-Friendly School
- Describe main routes and barriers for fecal-oral contamination
- Explore a range of “small doable actions” for improving school water, sanitation, and hygiene conditions in their home and school
- Demonstrate the use of simple enabling technologies for practicing hygiene behaviors
- Develop a plan of action for making their school WASH-Friendly



## WORKSHOP SCHEDULE OVERVIEW

<b>DAY ONE</b>	
30 mins	Arrival and Registration
15 mins	Opening
60 mins	<b>Session 1: Introduction to the Workshop</b>
20 mins	1.1 Introducing Participants
20 mins	1.2 Purpose of Training Workshops
20 mins	1.3 Introducing the Training Schedule
15 mins	<b>TEA BREAK</b>
3 hr 10 mins	<b>Session 2: Finding Out the WASH Situations in School</b>
20 mins	2.1 Introducing Elements of a WASH-Friendly School
10 mins	2.2 Why Are Clean Drinking Water, Using Latrines, and Washing Hands Important?
2 hrs 40 mins	2.3 School Ignition: Walkabout for Discovery, Reaction, and Mapping
1 hr	<b>LUNCH BREAK</b>
1 hr 50 mins	<b>Session 3: Understanding the WASH Situation in Our Schools</b>
20 mins	3.1 Feces Calculation
45 mins	3.2 Results of WASH Surveys or Available Data
45 mins	3.3 Consequences of Poor Hygiene Practices
15 mins	<b>TEA BREAK</b>
1 hr	<b>Session 4: Blocking Fecal Contamination</b>
30 mins	4.1 How the School Surroundings get Contaminated
30 mins	4.2 How to Prevent Contamination of the School Surroundings
<b>CLOSURE OF DAY ONE WITH A SONG</b>	
<b>DAY TWO</b>	
15 mins	Critical Practices with a Song
1 hr 50 mins	<b>Session 5: WASH Practices-Hand Washing</b>
20 mins	5.1 Overview of Three Key Practices and Simple Techniques
20 mins	5.2 The Importance of Hand Washing
30 mins	5.3 How to Wash Hands Correctly
40 mins	5.4 When to Wash
40 mins	5.5 How to Make a Tippy Tap
15 mins	<b>TEA BREAK</b>
30 mins	<b>Session 6: Small Doable Actions</b>
1 hr 20 mins	<b>Session 7: Three Critical WASH Practices—Making Drinking Water Safe from Source to Mouth</b>
20 mins	7.1 Water Safety Chain
60 mins	7.2 How to Make Water Safer to Drink
1 hr	<b>LUNCH BREAK</b>
45 mins	7.3 Advantages and Disadvantages of the Different Methods.
2 hr 30 mins	<b>Session 8: Three Critical WASH Practices—Using Hygienic Latrines: Models for Schools</b>
15 mins	<b>TEA BREAK</b>
<b>CLOSURE OF DAY TWO WITH A SONG</b>	

<b>DAY THREE</b>	
1 hr	<b>Session 9: A Fourth Critical WASH Practice—Menstrual Hygiene Management</b>
5 mins	9.1 Introduction and Overview to Menstrual Hygiene Management
25 mins	9.2 A Menstrual Hygiene Management Drama
30 mins	9.3 Deciding What MHM Actions are Doable and Feasible
1 hr 50 mins	<b>Session 10: A WASH-Friendly School</b>
20 mins	10.1 The Elements of a WASH-Friendly School
90 mins	10.2 The Process of Making Our School WASH-Friendly
15 mins	<b>TEA BREAK</b>
60 mins	10.3 Making an Action Plan for Our WASH-Friendly School
30 mins	<b>Session 11: Wrap Up, Taking WASH Pledges, and Next Steps</b>
20 mins	WASH-Friendly School Pledges
10 mins	Next Steps and Wrap Up
1 hr	<b>LUNCH BREAK</b>
	<b>HALF-DAY SUPPLEMENTARY TRAINING FOR TEACHERS</b>
3 hr	<b>Session 12: Supplementary Training for Teachers.</b>
60 mins	12.1 Integrating WASH Themes in Different Subject Areas
60 mins	12.2 WASH School Clubs
15 mins	<b>TEA BREAK</b>
60 mins	12.3 Action Planning
	<b>END OF DAY THREE</b>



# Session 1: Introduction to the Workshop

**(Suggested Time: 60 minutes)**

## **SESSION OBJECTIVE**

- To get to know each other and explain the objectives of the training
- To describe the training workshop activities
- To introduce overall and specific training objectives
- To learn how to work as a team of parents, teachers, and learners to make our schools WASH-Friendly

## **PREPARATIONS/MATERIALS NEEDED**

- Overall and specific training objectives on a flip chart
- Overall training schedule on a flip chart
- Plain paper
- Markers/felt pens

### **1.1 INTRODUCING PARTICIPANTS (20 min.)**

**Welcome** Everyone to the workshop

**Introduce** Yourself by name, job function, and place of origin, school you represent (if appropriate), and one BEHAVIOR CHANGE that YOU personally have tried to make in the past year.

**Explain** That we are talking about improving WASH behaviors, so it helps to think about changes we have tried to make ourselves as we ask others to make changes. Ask everyone else to introduce themselves the same way.

## 1.2 PURPOSE OF THE WORKSHOP (20 min.)

- Present** The purpose of this workshop on a flip chart
- Ask** What do we mean by WASH?
- Say** Water, sanitation, and hygiene or hand washing  
Wa for water  
S for Sanitation  
H for hygiene or hand washing  
All together...WASH!!
- Ask** What do we mean by WASH-Friendly? Well, we'll be talking about that in this first session, and throughout the entire training.
- Give** A brief presentation to the participants on the local WASH program that is sponsoring WASH-Friendly schools and how this workshop came to be.
- Present** Overall and specific training objectives on a flip chart and answer any questions. Some terms might be unfamiliar, so ask what words the participants do not understand and explain them. Also explain that these words will become familiar during the two days together.

## 1.3 INTRODUCING THE TRAINING SCHEDULE (20 min.)

- Present** The schedule on a flip chart or handout
- Explain** The activities for each session starting at the beginning and answer any questions
- Review** And resolve all logistical arrangements (meals, lodging, per diem, transportation, etc.)
- Explain** How we'll spend the next two days: After we review together the current WASH conditions in our schools, what we can do to improve them, and why it is important, we'll work in stakeholder groups and then together to plan to make our schools WASH-Friendly.

We'll talk in great detail about this term "WASH-Friendly," but for now we'll say that a WASH-Friendly School is one where:

The whole school community carries out the following three key hygiene practices:

1. Using improved sanitation facilities
2. Washing hands with soap or ash at critical times (after using toilets, before eating)
3. Drinking safe water that has been treated, stored, and retrieved properly

- Present** Workshop schedule overview

- Explain** Timing for each session and the total time available for training (two and half days training plus half day extra training for teachers). If time is tight, it is possible to ask participants if they want to have one working tea each day and/or can cut lunch from 60 to 45 minutes.
- Refer** To Annex A for more details on the training schedule.

# Session 2: Finding Out the School WASH Situation

**(Suggested Time: 3 hours, 30 minutes)**

## SESSION OBJECTIVES

- To outline elements of a WASH-Friendly School
- Define open defecation and contamination
- Identify the effects of open defecation and fecal contamination on health and education
- Map the current situation at the school—where learners defecate, where they can wash their hands, and where they get their drinking water
- Calculate the amount of feces that are deposited into the school environment every week and month

## PREPARATIONS/MATERIALS NEEDED

- Session objectives on a flip chart
- Natural supplies for mapping—chalk powder, colored dyes, or turmeric (powder that make it easy to draw in the dirt), colored pieces of paper, stones, sticks (the latter two can be gathered at the mapping site)
- Flip chart and markers to make maps
- Copy of “Feces Calculation Worksheet” for each participant or a flip chart to make the calculations as a group
- A shovel to collect a pile of feces
- A typical food in a closed container
- A broomstick or twig from the training site

### 2.1 INTRODUCING ELEMENTS OF A WASH-FRIENDLY SCHOOL (20 min.)

- Present**      The session objectives by reading them from a flip chart. Tell the group that you will be starting with the first objective: elements of a WASH-Friendly School.
- Ask**          The group what they think a WASH-Friendly School should be or look like?



### **Possible Answers:**

The list should have these elements (help the group if it needs it):

- Latrines for everyone with washable slabs, walls, doors, ventilation
- Separate latrines for girls and boys
- Hand washing stations by the latrines and by classrooms, with soap
- A place to treat drinking water
- Containers for safe drinking water in each classroom

### **Trainer Note**

This list should be easy for the participants. Once they have listed the physical elements, ask if it is enough to have products or infrastructure included in the list. Will the students know how to use these things correctly? Will the teachers?

**Ask** What else needs to happen in a WASH-Friendly School besides building or improving the structures? How can this happen?

### **Possible Answers:**

- Teaching and learning
- Classroom lessons on WASH
- Learner-centered activities (WASH club, after school programs)
- Parent involvement and school-to-community events or activities

**Explain** It is critical for a WASH-Friendly School to include hygiene behavior education and ensure that teaching and learning about WASH is continuously going on in the school, because having good hygiene practices are even more critical than having good infrastructure.

### **Trainer Note**

Teachers will have an additional training session after this training on how to incorporate lessons on water, sanitation, and hygiene themes into the classroom. Learners can also teach and support WASH-Friendly principles through activities, clubs, and being WASH promoters in their own families.

## 2.2 WHY ARE DRINKING CLEAN WATER, USING LATRINES, AND WASHING HANDS IMPORTANT? (10 min.)

**Introduce** The session saying that we are going to be talking a lot about feces/defecation and problems associated with feces in the environment, how this affects schoolchildren, and also about solutions that we can devise with our own resources. Refer participants back to session objective two and three.

### Trainer Note

This topic gets people thinking about and understanding the problem of open defecation and the importance of barriers (latrines, clean hands, safe water) to fecal contamination.

**Find out** What people already know or think about defecating in the open.

**Ask** Is it practiced in your community? Why? Do you think it is a problem? Why or why not? Do you think this is an important topic?

**Possible answers:**

- Feces are dangerous to our health
- Feces get into our food, water, hands and then into our mouths
- Feces carry diseases and makes us sick
- It's disgusting to see and very unpleasant to smell

**Ask** What are some sicknesses you know that can come from contact with feces that are deposited in the open?

**Possible answers:**

- Diarrhea/dysentery
- Cholera
- Worms

**Ask** Learners to think of some things that can be done to help keep feces away from us and our children.

**Possible answers:**

- Use latrines and toilets
- Wash hands with soap to remove dirt and feces, especially at important times such as after defecation
- Protect our drinking water (filtering, boiling, or treating with chlorine solution)

**Ask** Why do you think the problem of open defecation is especially serious for schools and schoolchildren?

### **Possible answers:**

- Children spend many hours in school and are in close contact—feces can be spread more easily
- Children who have diarrhea or worms can't learn well and often stay home sick

### **2.3 SCHOOL IGNITION: WALKABOUT FOR DISCOVERY, REACTION, AND MAPPING**

**(2 hours, 40 min.)**

This is the “Walk of Shame” or “School Ignition” exercise that is also done in communities.

**Explain** The first activity will be to explore conditions at the school related to hygiene and sanitation practices and the objective is to discover what the real situation is, or how bad the hygiene/sanitation problem is. Refer participants back to session objective four.

**Mention** Ignition process will involve group discussion, mapping, “walk of shame,” explaining the fecal oral route (feces and food exercise; feces and water exercise).

#### **Trainer Note:**

The walk will be led by a trained CLTS facilitator and assisted by a SECOND trained facilitator plus a teacher and/or head teacher.

These brief instructions and outline of tools assume familiarity with the community-led total sanitation or CLTS technique. There are many experienced CLTS facilitators in Zambia, so if one is not currently part of the training team, assistance can be sought from the DRCC, UNICEF, WorldVision, or other development partners. A school-led triggering is like community-led triggering, with some obvious differences. All the tools—the walk of shame, mapping, etc., focus on the school grounds, although mapping, if relevant to open defecation, may extend off the grounds into the nearby community.

The “community” involved will be a mix of children and adults. If numbers are more than 20, split the group into two, one adult and one children’s group, with one facilitator leading each. The groups are then brought back together to process the walk and maps, conducting the shit calculation, glass of water exercise, and eventual triggering.

## ORGANIZING THE WALK OF SHAME

The Walk of Shame is a crisscrossing walk around the school compound and nearby surroundings, with the intention of discovering the truth about defecation and hygiene practices. In the process of walking through the schoolyard, observe and discuss open defecation sites, condition of water sources, hand washing stations, garbage, and animal dung in the schoolyard, and other unhygienic practices. Each time you encounter these bad practices, do not be polite: Stop at the smelliest, fly-ridden places. Point it out! Loudly! Ask, what is this? Why? Whose is this?

If the group is larger than 20, the group can split into two groups, one adult group and one children's group. One group walks first to the water source with one facilitator; the second focuses on open defecation spots with the other facilitator or trained assistant.

Once you have discovered and discussed the disgusting aspects of the open defecation sites, tell them that they will now be able to make a good plan for the school. First thing to do is to make a map of the area and locate where these problem sites are.

## ORGANIZING THE MAPPING OF THE SCHOOL

A map is a useful tool for planning and for measuring progress. Once back in the training room, or outside in an open space, explain that the participants will create a map of the school that will show the area and all the problem spots they discovered during the walk.

The map can be drawn on the ground using rock, sticks, and colored chalk. If this method is used, a group should transfer the map onto a piece of paper for later use.

Alternatively, it can be done on a large sheet of paper.

Use different colored markers if making a paper map, or stones, sticks, colored chalk and local materials if making a map on the ground. Ask participants to draw the outline of the school compound, put in the school buildings (simple squares are fine), and any other important structures, then add water sources, open defecation spots, latrines if there are any, and places that have a lot of animals. They can also add the surrounding houses and any latrines or water sources near the school.

Remind the participants that this is a fun art exercise. They are not being graded on geometry! There is no need to measure or ensure straight lines... this is a workshop game.

**Ask**                Where are the feces in relation to the children? What does this mean for them? How much feces do you think is around the school if children don't have latrines to use or if neighbors defecate near the school?

## 2.4 FECES CALCULATION (20 min.)

### Trainer Note

When you have finished the map exercise, gather together as one group. Depending upon conditions, congregate outside or go back to the training room and post the map on a wall. It is ideal to stay outside in a shaded, comfortable place.

Keep the pile of feces on the shovel, prop it very close to where you are working. Open the food, and place the container close to the feces. The Walk of Shame is used to reinforce transmission by flies.

**Explain** Now that we have mapped the physical areas that are problematic, we are going to explore and analyze more deeply why open defecation poses serious problems for our children. That will help us come up with a plan of action.

**Ask** People to give their reactions or share their thoughts when they look at this map (keep it open ended and let people just reflect).

**Explain** We will now look at the problem more closely and even do some calculations.

**Ask** How many learners and teachers are at the school?

Then ask:

- How many times a day does a person defecate?
- What volume of feces does a person defecate at a time? (100 g is a good average volume)

**Explain** That they will now calculate the amount of feces deposited per week, month, and year within or near the school. Use the Feces Calculation Worksheet either as a handout for each person or copy it onto a flip chart for the whole group to do together.

### Trainer Note

When calculating the amount of feces, it is better that the participants do the calculations themselves. Ask for volunteers who can multiply and add simple numbers. Give them pen and paper and guide them through the calculations. The volunteers will be announcing the amount per day, week, and month to the other participants. Your role will be to exclaim and exaggerate.

**Say** Look at the food that is near the feces on this shovel. What do we see? Do you want to eat this food?

**Possible answers:**

- The feces gets into our water, gets onto our food
- The flies jump back and forth from the feces to the food

**Help** Participants to feel disgust and embarrassment at what they are discovering.

**Ask** Where do all the feces go? What happens when it rains?

**Possible answers:**

The feces gets into:

- Our water
- Into our food
- In our mouths
- Into our classrooms
- Into our drinking water
- Onto our hands

**Help** The group make the discovery and arrive at the conclusion:

***Basically learners and teachers end up eating each other's feces!***

Participants should feel disgust and embarrassment at what they are discovering. They should be ignited to change the situation.

## Feces Calculation Worksheet

A. How many times a day does a person defecate at school? \_\_\_\_\_

B. Volume of feces per evacuation (per feces) \_\_\_\_\_

C. Volume of feces per day (A x B) \_\_\_\_\_

D. Number of people in the school \_\_\_\_\_

E. Volume of feces per school per day (C x D) \_\_\_\_\_

TOTAL AMOUNT OF FECES GENERATED  
PER WEEK BY ONE SCHOOL (E x 5) \_\_\_\_\_

PER MONTH BY ONE SCHOOL (E x 30) \_\_\_\_\_



# Session 3: Understanding the WASH Situation in Schools

**(Suggested Time: 90 minutes)**

## SESSION OBJECTIVES

- Understand the WASH problem at the school by doing the following:
  - Interpret the results of recent surveys taken at schools on WASH conditions (if surveys have been conducted)
  - Determine what the acceptability and consequences of these conditions are

## PREPARATIONS/MATERIALS NEEDED

- If WASH surveys have been conducted at the schools, put up the resulting information on flip chart paper in a simple way. Use separate sheets for survey results of each key practice: one sheet for feces disposal, one sheet for drinking water, one sheet for environment and personal hygiene conditions (hand washing facilities, solid waste disposal, building and ground safety, animal presence, etc.).
- Checklist for Minimum Standards for School on flip chart or copied

### 3.1 RESULTS OF WASH SURVEYS OR AVAILABLE DATA (45 min.)

#### Trainer Note

Ideally, MESVTEE will have information available on the WASH conditions in district schools. The SPLASH baseline survey findings should also be available for this purpose. An MESVTEE or local govt. representative should assess what information is available and organize data in a simple report to the group.

If data are not available, MESVTEE or local government might consider using the tool found in the Basic Guide to WASH-Friendly Schools and conduct a rapid survey in five to 10 schools in the district.

**Explain** We are using the data from other schools for learning purposes. When they go back to their schools, an immediate step will be to do a survey and redo this exercise with the data from their own schools. See the Survey Form in Annex B.

**Post** The flip charts with survey data around the room like pictures in a gallery, one sheet for each key practice. Here are examples:

**Sample flip chart 1**  
Survey Results: Sanitation

Number of schools surveyed:

Have toilet facilities

Have enough latrines for learners

Have separate toilets for girls/boys

Have washable latrine slabs

Latrines have door or curtain

**Sample flip chart 2**  
Survey Results: Hygiene

Number of schools surveyed:

Have place to wash hands

Hand washing place next to toilet

Have soap for washing hands

Have running water for hand washing

Reminders to wash hands

**Highlight** The most shocking data (no latrines, no available water, whatever is really unacceptable and needs to be urgently addressed) by using different colors or writing on special cards or some other way.

**Ask** Participants to walk around and look at these results, to ask questions if they don't understand the data, and to discuss among themselves what they see.

**Invite** Everyone to sit down and then ask the group:

- What are the main problems we can see?
- What are the possible consequences on the learners? On girls?
  - Illnesses, absences, low level of learning, even dropping out
  - Girls may suffer more because of lack of latrines—they will drop out more quickly
- What are the consequences for the community?
  - Sick children make siblings sick, parents lose workdays and wages or agricultural productivity
  - If girls drop out because of lack of hygiene and sanitation facilities, the whole well-being of the community and of future generations is at stake. Educated girls/women are healthier and raise healthier children!

**Record** Answers on a flip chart.

## Checklist for Minimum Standards for School Sanitation and Hygiene Facilities

- ✓ Separate latrines for boys and girls
- ✓ “Child-friendly” facilities
- ✓ Separate latrines for male and female teachers
- ✓ 1 latrine per 25 girls and 1 for female staff
- ✓ 1 latrine + 1 urinal per 40 boys and 1 for male staff
- ✓ Hand washing stations next to latrines

### Latrines should have:

- ✓ Walls and roof
- ✓ Ventilation
- ✓ Doors that lock from the inside, not the outside
- ✓ Washable slabs
- ✓ Anal cleansing material (paper, leaves, water)
- ✓ Wastebasket for used wiping material
- ✓ A place to wash hands after use
- ✓ Cleaning items such as broom, scrub brush, etc.

### Hand washing stations should have (at least):

- ✓ Basin
- ✓ Source of running water for rinsing (tap, jug)
- ✓ Soap, ash, clean sand, or mud
- ✓ Soak pit to avoid standing water

See: Water, Sanitation and Hygiene Standards for Schools in Low-Cost Settings (WHO, UNICEF 2009).

### 3.2 CONSEQUENCES OF POOR HYGIENE PRACTICES (45 min.)

**Explain** Now we will learn more about the dangers of feces contamination, of bad hygiene and sanitation practices, and most importantly, how to stop these.

**Read** The following story to the group, tell them to listen carefully and think about whether the things that happen in the story are common and what their own similar experiences have been. After the story they will answer some questions.

#### The Sad Tale of Tikondane

Mr. and Mrs. Banda, uneducated farmers living in Nadalisika village, Chipata, had two daughters, seven and four years old. They have not started going to school and they spend most of their time playing in the field and backyard with many other children in the village. Some of these children have colds with badly runny noses, some have diarrhea, some pass roundworms whenever they defecate, some have skin problems (scabies). All these children play, pollute their environment, and pass illnesses from one to the other every day. It is not uncommon for children in the village to fall ill and die.

In this farm community, children are left behind while parents and other family members go to the farm every day for the whole day. The children eat leftovers—anything they can find in their own or their friends' houses. They never wash their hands before eating, but the elders don't either. Leftovers are normally left uncovered so flies, chickens, animals, and insects can get at the food. The water supply for this community is a pond where surface runoff is stored during the rainy season. Children sometimes go down to the pond to play and they also drink the water.

Eventually Tikondane, the four-year-old daughter of Mr. and Mrs. Banda, started getting sick and never got better. The mother asked her elder daughter if Tikondane had eaten anything at neighbors' houses. No, the elder sister said, she ate only the leftover food from what we had last night. Has she vomited or had any unusual things, asked the mother. Elder sister replied that she vomited only once in the afternoon, but she complained of stomach pains and had frequent diarrhea.

In the morning, Mrs. Banda saw that that Tikondane was ill with a fever and stomach cramps. She told her husband that they had to take her to a health center or a health post. They left almost immediately but by the time they reached the health center Tikondane was very ill. Mrs. Banda, while looking at her ill daughter, started to cry. She was scared they would lose her from this world.

- Ask** Participants these (or similar) questions based on the story:
- Is this a common story? Ask participants who said yes to tell their stories.
  - What possible conditions actually caused Tikondane’s illness?
  - Where do you think she got the disease?
  - Could it have been prevented? How?
  - Who do you think is/are responsible to change conditions so that children like Tikondane will not die?
  - How would these problems affect children who go to school?
  - Do you think that the teacher or learners have a role to play in preventing the illnesses?
  - What could they do?

**Review** Everything that has emerged from the session on WASH problems, and

- Ask** Participants to help you make a list of the extent of the WASH problem on a flip chart labeled “How Bad is the Problem?” including:
- Amount of feces deposited per week/month at the school
  - Key problems that emerged from the school surveys
  - Consequences of WASH-related illness on schoolchildren and young children (for example, low level of learning, many absences due to illness, passing infections at school from one to another, girls drop out because there are no toilets)

Wrap up by saying that there are solutions! We have already started to talk about them in this training, and we now will learn and think about and plan solutions (actions that parents, teachers, and learners can take) in detail.

# Session 4: Blocking Fecal Contamination

**(Suggested Time: 60 minutes)**

## SESSION OBJECTIVES

- Outline the routes that feces take from one person to another as a result of open defecation (contamination routes)
- Identify the key barriers to blocking the “F” routes of fecal contamination

## PREPARATIONS/MATERIALS NEEDED

- Make copies of the F diagram for each group
- Also prepare a big wall chart/flip chart with same
- Prepare a flip chart sideways with the words Feet, Flies, Fingers, Fields, Fluids, Food written down the middle (see illustration)
- Use diagram to illustrate contamination
- For each group: A set of blank cards for writing “our tools for breaking the cycle” or *square Post-it Notes (approximately 6cm X 6cm)*
- A4 papers, cut in half “long-ways”
- Markers for each group
- Picture of young person defecating in the open (photocopy of the drawing at the end of this session)

### Trainer Note

This session can be done in small groups, or in plenary in an interactive discussion. Breaking into small groups takes more time, but allows participants to be more involved. Doing the exercise in plenary saves time.

#### 4.1 HOW SCHOOL SURROUNDINGS GET CONTAMINATED (30 min.)

**Tell** Participants that we have examined the problem of the practice of open defecation and begun to look at what the consequences are of this practice on the health and well-being of children in school.

**Remind** Participants of the Walk of Shame—what was the conclusion?



## EVERYONE IS EATING EACH OTHER'S FECES!

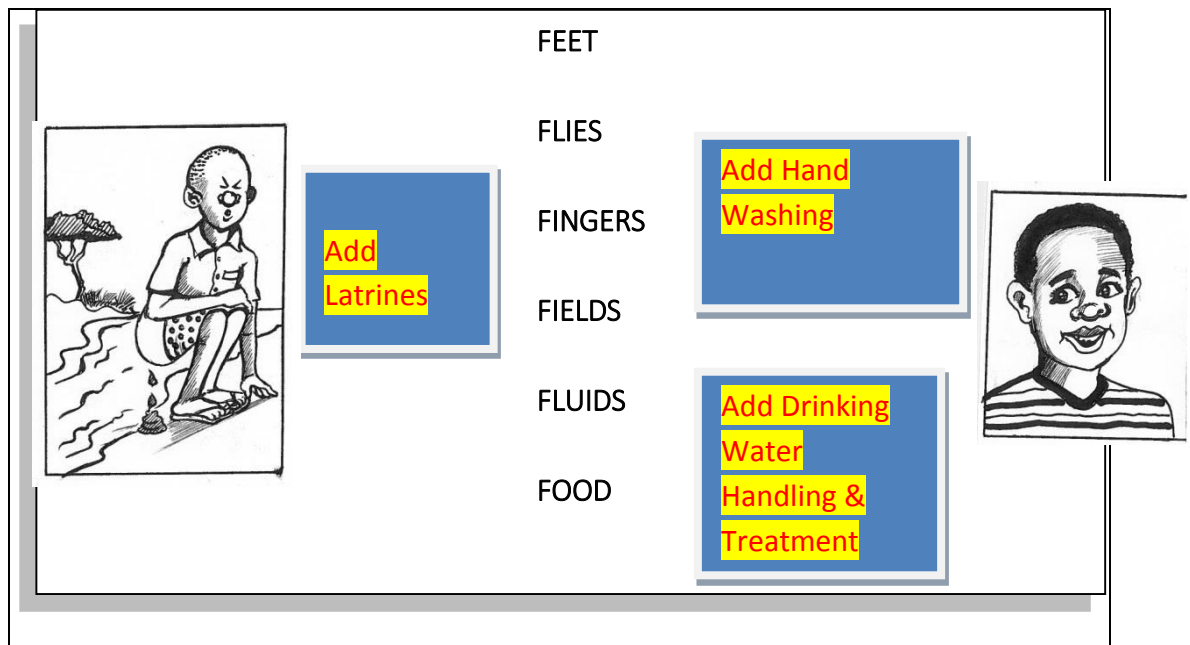
**Show** Participants the picture of the young person practicing open defecation

**Ask** What happens when someone defecates in the open? Where do the feces go? What happens when it rains? How do the feces get from this person/that spot into our mouths?

**Possible answers:**

- The rain carries feces into fields and streams and ponds. People drink contaminated water.
- People can walk through fields and track the feces into homes.
- Flies can land on the feces and then land on food.
- Hands can touch the feces and then touch others, or touch food.

**Show** Flip chart with the six F words written on it.



**Tape** Open defecation picture to the left of the six “F” words written on the flip chart.

**Introduce** The F diagram

**Explain** The F Diagram (above) is an easy way to remember the routes that feces can take from one person to another and into our mouths. In more technical terms, it is called FECAL-ORAL CONTAMINATION. It represents the path in which germs can spread from person to person.

**This F Diagram** can also help us think of ways to block these routes.

**Ask** Participants to give an example of feces transmission from one person to another for each “F”.

**Possible answers:**

**FEET:** someone walking in a pile of feces will carry it into a house

**FLIES:** land on feces, then land on uncovered food

**FINGERS:** touch feces when cleaning after defecation, then touch food or other people

**FIELDS:** can be places where people defecate and then walk in the feces

**FLUIDS:** runoff from fields and open defecation spots can go into streams where people get water; drinking water is stored unsafely and gets contaminated

**FOOD:** can be contaminated by unwashed hands or by flies landing on it

**Emphasize** FECAL (and point to your rear) –ORAL (bring it to your mouth) CONTAMINATION. Repeat: FECAL (and point to your rear) –ORAL (bring it to your mouth) CONTAMINATION.

**Session Wrap Up**

**Ask** Participants to say what one or two important points or things were learned from the session.

**Possible answers:**

- The first defense against open defecation is proper latrine use by every member of the family, hand washing with soap or ash, and proper water storage and treatment.
- A safe latrine keeps the excreta away from people, as long as it has a cover or some other kind of seal to prevent flies and people from coming into contact with the feces.
- Latrines have the added advantage of providing privacy when they have walls and a door or curtain. Women and girls in particular really appreciate the privacy that latrines provide.
- After using the latrine, a person should wash his/her hands to prevent feces from making him/her sick.
- Where there are no toilets, feces can be made safe by burial in the ground. Even a shallow covering of soil over the top of the excreta will prevent flies from walking on the feces. Where no other type of feces disposal system is available, burial is a clean and convenient way of

disposal. For example, a person working in the fields can bury his/her feces with a hoe. This is sometimes called the “cat method.”

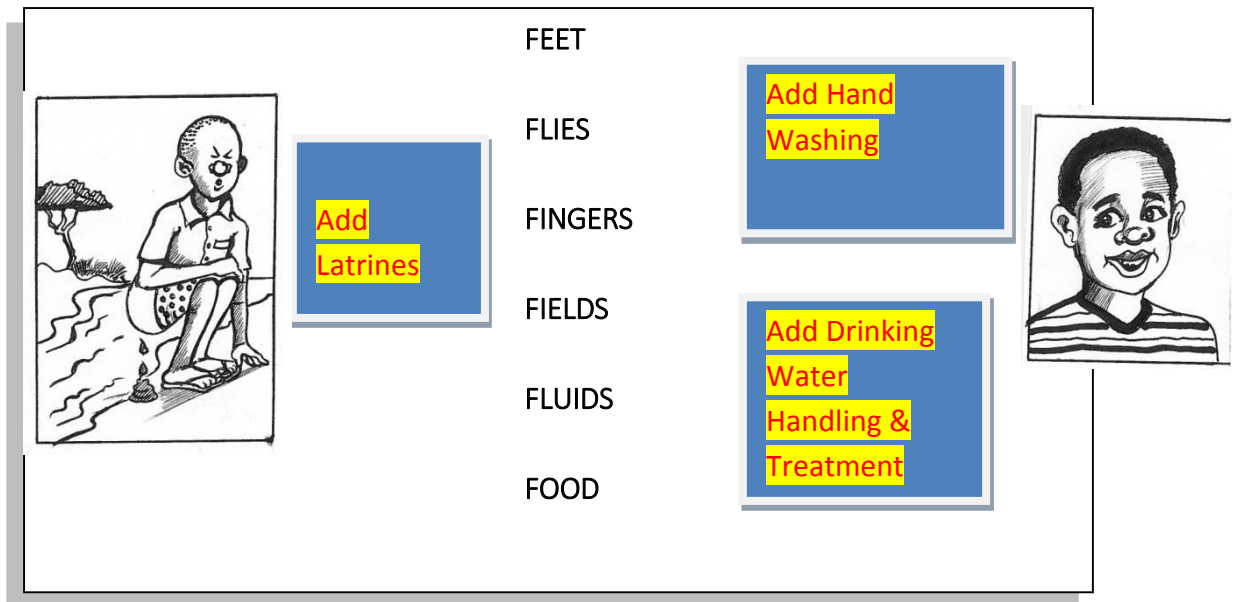
- Care needs to be taken to make sure that all feces, including the feces of infants and children, are disposed of in a latrine or buried. Infants’ feces actually contain more contaminants than even adult feces.

#### **4.2 HOW TO PREVENT CONTAMINATION OF THE SURROUNDINGS (30 min.)**

- Explain** The F Diagram can also help us think of ways to block these routes.
- Divide** Participants into small groups of four to five persons.
- Hand out** Six pieces of cut A4 paper or six cards and a marker per group.
- Ask** Each group to discuss what could prevent the spread of feces into our food and water supply?
- Tell** Each group to think of and discuss different ideas for blocking each “F” pathway and write down one key blocking or prevention behavior idea for each pathway on the flip chart.
- Ask** One group (when groups have finished) to select and place/tape one prevention behavior written on the paper or card to block the corresponding “F” feces transmission route.
- Tell** Other groups to place a different response to “block” the other “F” transmission routes.

#### **Possible Prevention Behaviors:**

- Proper latrine construction and use ... label “LATRINES”
- Proper hand washing with soap/ash after defecation .... Label “HAND WASHING w/ SOAP”
- Proper drinking water treatment and storage ... label “SAFE WATER”
- School compound sanitation, drainage, and proper waste management
- Proper washing of raw fruits and vegetables ... label “FOOD HYGIENE”
- Proper washing and storage of food utensils ... label “FOOD HYGIENE”
- Hand washing before preparing and eating food ... label “HAND WASHING w/ SOAP”



**Wrap Up** We just saw how feces enter our environment and our bodies, and we touched on how to block this, how to put up a barrier so we don't ingest feces and get sick. In the following sessions we'll review each of these key practices one by one—hand washing, safe drinking water, and safe feces disposal.

# Session 5: Three Critical WASH Practices— Hand Washing with Soap

**(Suggested Time: 1 hour, 55 minutes)**

## SESSION OBJECTIVES

- Review the three key practices (safe water, latrine use, hand washing with soap/ash) and the simple techniques/technologies that make them easy to do
- Cite the reasons for hand washing and the critical times to practice it
- Practice correct hand washing
- Make a water-saving device (“tippy tap”) for hand washing

## PREPARATIONS/MATERIALS NEEDED

*Note: each exercise of this session requires preparation*

Prepare the night before if possible several kinds of tippy taps, including a multiple bottle tap for demonstration

- Supplies for making tippy taps:
  - An empty plastic bottle, a gourd, or an old 20 liter container (budiza)
  - A pen casing, a pawpaw (papaya), or small bamboo stem—anything that is hollow
  - A sharp knife, a nail, or a screwdriver to make a hole in the vessel for the tube
  - Prepared flip chart with “Key Practice and What We Need to Do About It”
  - Table

On hand: water and hand washing supplies

- Turmeric powder or chalk powder, colored dyes, or any powder that makes it easy to draw in the dirt
- Basin
- Container of water that you can pour
- Prepare the night before if possible several kinds of tippy taps, including a multiple bottle tap for demonstration
- Soap

### 5.1 OVERVIEW OF THREE KEY PRACTICES AND SIMPLE TECHNIQUES (20 min.)

**Explain** From now on we will be learning about the solutions to the problems that are the consequences of open defecation. All these problems can be prevented, and some can be prevented easily.

**Ask** Participants if they can now list the three key practices that must be the basis for any prevention program in homes, schools, and communities. Put the key practices on the left side of a divided flip chart (see diagram).

**Ask** Participants what would be required to be able to carry out each practice and make a list on the right side of the flip chart.

**Ask** If they can list locally made products or simple technologies that can be used (tippy taps, traditional water storage jars, basins, ash, locally made soap, etc.).

Key Practice	What We Need to Do About It
<b>1. Use improved latrines</b>	<ul style="list-style-type: none"> <li>• School latrines</li> <li>• Household latrines</li> <li>• Tools to bury feces if no latrines</li> </ul>
<b>2. Drink safe water</b>	<ul style="list-style-type: none"> <li>• Water</li> <li>• Treatment products (chlorine solution)</li> <li>• Storage containers</li> <li>• Covers/lids for storage containers</li> <li>• Cups</li> <li>• Ladles and places to hang them</li> </ul>
<b>3. Wash hands with soap/ash</b>	<ul style="list-style-type: none"> <li>• Soap</li> <li>• Ash</li> <li>• Running water (tap or jugs)</li> <li>• Basin</li> </ul>

Once the list is done,

**Add** SODIS or solar disinfection is an easy and cheap way to treat drinking water.

**Explain** Many solutions or actions can be done without a lot of outside resources and that is always a good place to start.

**Say** We will now learn about each key practice in detail and start to plan how to introduce the necessary products, technologies, and other critical things

into schools to allow the students and teachers to practice improved hygiene.

**Note: Take a short break to set up the next session.**

## 5.2 THE IMPORTANCE OF HAND WASHING (20 min.)

### Trainer Note

Start the session with an activity as participants enter the room to make them aware of how easily and quickly hands can spread germs.

- Dip the palms of your hands into a bowl filled with turmeric powder or glitter (or chalk powder, colored dyes)
- Shake hands with some participants, reapplying the turmeric/glitter as necessary
- Ask participants to greet each other and shake hands, too
- Touch other surfaces in the classroom, leaving a trail of turmeric, glitter/powder/chalk powder.

### Ask

- What has happened to our hands and our friends' hands as we shook them?
- Where else do you see the turmeric/glitter?
- If the powder were feces or disease germs, how fast do you think contamination can occur?
- How about in a school where there are many people close together?

### Possible answers:

- Person-to-person contact spreads germs or feces contamination
- Germs clinging to unclean hands can easily get on food and from food into mouths
- The number of germs on hands soars after using the toilet

### Explain

Imagine you were about to sit down and enjoy a meal. Just before you started to eat, you noticed your hands were covered with turmeric/glitter (or chalk powder, etc.). The powder represents just a fraction of the germs from feces present on our hands. Imagine that we could see our hands covered with millions of feces germs. Would you want to eat food with those hands? Would you continue eating? What would you do?

**“WASHING HANDS BEFORE EATING”** is important.

**Ask** What might happen if you eat food without washing hands that are covered with germs? What might happen if you prepared food with germ-covered hands?

**Possible answers:**

- **You can fall ill from the feces germs on your hands and also make others ill!**

**Summarize the importance of hand washing by saying:**

Correct hand washing makes a huge difference to a person's health and well-being. Hands are used for anal cleansing after defecation. No matter what material is used for anal cleansing, hands still get contaminated from the feces, even if the feces cannot be seen or smelled. For this reason, both hands should always be washed using soap or ash after defecation or after going to a latrine.

Hands should also be washed before handling any kind of food. Both hands should be washed with water and a cleansing agent. Soap is the most pleasant (and effective) hand washing agent.

When soap is too expensive or is not available, these alternatives can be effective:

- Wood ash will also rub off any dirt and smells. The slight irritation you feel when you wash your hands with ash shows the cleansing power of ash
- Clean sand with water can be used for hand washing to help to rub off dirt

It is important that everyone always washes his or her hands after defecation and before handling food. However, most people do not wash their hands often enough, or only use water. Hand washing should be made as easy as possible by keeping the hand washing water and cleansing agent beside the latrine, and if possible, also outside the kitchen or food eating area.

**Conclude** Hand washing with soap or ash after defecation and before handling food or eating will improve everyone's health.

### **5.3 THE CORRECT WAY OF WASHING HANDS (20 min.) DEMONSTRATION**

**Prepare** Basin, container of water that you can pour, soap

**Ask** What is the correct way to wash hands? Collect a few ideas and say that we will watch a demonstration and help the volunteer.



## Trainer Note

It is best to have one volunteer wash hands as a facilitator pours the water. Use as much water as you can without being too obvious. Participants are focused on the hand washing technique, not the water use. You DO NOT want to try to save water in this demonstration. Pour water over the volunteer's hand, and use as much as is reasonably possible. This contrasts later with the savings from using the tippy tap.

using soap. Someone

**Emphasize** The importance of soap/ash to break down and kill germs. The water does not have to be clean water, but it must be flowing water. Rubbing hands together is important, too.

After the demonstration,

**Ask** What the correct steps to hand washing are and write up the list on the chart.

### How to Wash Hands

1. To wash, wet hands with running water
2. Rub your hands and fingers well with the soap or ash at least three times
3. Clean between the fingers, under your fingernails, and up to your wrists to help control germs
4. It is the soap or ash combined with the scrubbing action that helps dislodge and remove germs
5. Rinse your hands well with running water (pour from a jug or tap)
6. Dry them in the air to avoid recontamination on a dirty towel

#### 5.4 WHEN TO WASH (40min.)

**Say** Now we're going to figure out how many times a day a family needs to wash their hands. I'm going to ask you to think of a family of six, and calculate how many times a day this means you'll wash...

But first, let's review together what we call the "critical times" for hand washing.

**Ask** What are the critical times we instruct people to wash hands with soap?

**Possible answers:**

- After using the toilet
- Before eating or feeding a child
- Before breast-feeding
- Before preparing food
- After cleaning a baby's nappies
- Other times?

#### Trainer Note

Break into groups of three and calculate how many times a day the family needs to wash. Number the groups.

Mention that there are no correct answers. Just make assumptions and proceed. For instance, a family of six probably has one or two infants under two. You decide, make decisions on all the undetermined possibilities, and proceed.

**They have 20 minutes for this task.** *Groups often estimate a range of 25-60 washes. The example is just to make a point, so do not be concerned with precise number.*

## HOW MANY TIMES WOULD ONE WOMAN NEED TO WASH HANDS IN ONE DAY?

	Number of times a day/ each person	Number of family members doing this	Total number of times a day
After defecation	2	4 (babies and young children don't wash THEIR hands)	8
After cleaning a baby's bottom	5	1	5
Before preparing food/cooking	2-3	2 (mother and daughter)	6
Before eating	2-3 plus washing before breast-feeding (BF)	3 (one baby will be BF, the other is fed)	6 plus 6 BF = 1
Other (fill in)			
<b>TOTAL</b>			<b>31</b>

### Trainer Note

Have groups call out their total number. Write these numbers on a matrix. Leave room on the flip chart to the right of your numbers for more calculations later.

**Proceed** Now we are going to calculate how much water it would take a family of six to do our recommendation. We're going to measure how much water it took for ONE proper wash. Now we'll write that in on the line:

Group #	Total Number of Washes	Total Water Needed	
1	26		
2	35		
3	52		
4	45		
5	41		
6			

**Say** Now, multiply this number of washes a family must do per day...by the amount of water it takes to do a wash.

## Trainer Note

With the group involved, ask for a volunteer and measure the water in the basin used for one washing. There will probably be some groups that need help with the math.

Announce this amount, and ask the group to fill in the blank.

Estimated amount of water to wash hands CORRECTLY (in liters)	_____
Now, each group, multiply the amount of water by the number of washes, to find out the total amount of water for a family to wash correctly for one day.	
Multiply by number of washings	_____
	_____
<b>TOTAL AMOUNT OF WATER FOR A FAMILY TO WASH CORRECTLY FOR ONE DAY</b>	_____
	_____

**Ask** Groups to call out how much water. Total number of liters will vary. Ask the “highest” and the “lowest” group to explain the “assumptions” of how they got to their totals. There is no “right” answer.

**Note:** Participants still sit in their work groups

Group #	Total Number of Washes	Total Water Needed (in liters)	
1	26	26	
2	35	35	
3	52	52	
4	45	45	
5	41	41	
6			

**Ask** What makes it difficult for people to wash their hands?  
What could they do to make it easier?  
What could you do, in your role, to help make it easier for people to wash their hands correctly at the critical times?

**Conclude** That it is difficult for families to do the ideal behaviors.  
Each 20 liters means another trip to the water source.

A family washing hands properly could mean keeping the girl child out of school, just to carry out this task of bringing water for hand washing!!!!

- Emphasize** That it is also difficult to promote hand washing in schools without running water.
- Ask** Would most schools be able to provide that amount of water just for hand washing?
- Explain** We will learn how build a hand washing device—a tippy tap— to help wash hands at the critical times *even when water is scarce*.
- Show** A tippy tap, and demonstrate several examples of tippy taps you have built for the workshop.
- Select** A volunteer to wash hands with the tippy tap. **Capture the water again in the basin.**
- Measure** The water needed.
- Ask** The groups to do a final calculation of how much water their family would NOW need to wash using the tippy tap.

Group #	Total Number of Washes	Total Water Needed (in liters)	Total Water Needed Using Tippy Tap
1	26	26	
2	35	35	
3	52	52	
4	45	45	
5	41	41	
6			

- Ask** Each group to shout out their answers
- Conclude** With advantages of tippy taps
- **Saves water**
  - **A convenient way to wash**
  - **Fun**
  - **A reminder to wash**

## 5.5 SMALL DOABLE ACTIONS: MAKING TIPPY TAPS (40 min.)

### GROUP WORK

- Divide** The class into four or five subgroups and have each group make a model tippy tap. Encourage groups to be innovative.

**Provide** Each group with materials to make a tippy tap:

- An empty plastic 1 or 1.5 liter water bottle, a gourd, or any old container.
- A pen casing, a papaya stem, a straw—anything that is hollow
- A sharp knife, a nail and candle, or a screw driver to make a hole in the vessel for the tube

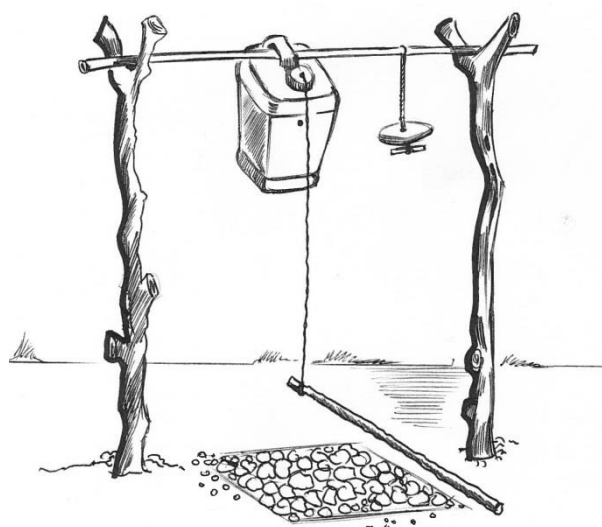
**Hand out** The instruction sheet and/or explain carefully to the groups what to do to make a tippy tap, using the instruction sheet as your guide. You can also write up instructions on a flip chart.

See Annex C for tippy tap instructions.

**Ask** Do you think that hand washing devices and stations could be useful at schools? Why?

1. Where should they be located? (Near latrines, outside classrooms)
2. Is one enough? (Probably not—you can make 10 or more and hang them in a group from poles or stand them on a long platform)
3. What about soap availability at schools? What ideas do you have to make sure enough soap is always available?
4. What kind of teaching/learning opportunities do hand washing and making tippy taps present? (calculating water quantity, teaching science of germ transmission and prevention)

**Write** Answers on a flip chart.





## Session 6: Small Doable Actions

**(Suggested time: 30 minutes)**

### SESSION OBJECTIVES

- Understand small doable actions for WASH
- Determine what some small doable actions are for hand washing, safe drinking water, and safe feces disposal

### PREPARATIONS/MATERIALS NEEDED

The small doable actions for WASH can either be written on a flip chart or photocopies made for each participant.

### Trainer Note

Let participants know that making a tippy tap for hand washing in our schools may NOT be our ideal. This is because before too long, we want to have a fancy new hand washing station that accommodates the whole school, and is fed by our new bore hole or rain water catchment. We all await the existing latrines to be rehabilitated or new ones installed.

### A MINI-LECTURE

**Say** We can't WAIT for the big infrastructure to take action. There are things we can DO NOW, STARTING TODAY OR TOMORROW, that will make a difference and start us down the road to being WASH-Friendly. We call these immediate steps "SMALL DOABLE ACTIONS." They may be less than ideal, but they make things a little better, cleaner, healthier, and more dignified. They move TOWARD the ideal, but are possible NOW, in the current context with resources and supplies we have on hand right now. There are small doable actions that support ALL the WASH behaviors.

We can all find some old bottles, lumber, and string to make a tippy tap stand. And we can fix the hanging door on the latrine, or give more privacy by patching the gaps in the straw wall surrounding the girls' latrine.

**Explain** Small doable actions aren't just about "things" either. For teachers, it's not waiting for the official curriculum revision or a formal material. It's taking the feces calculation or how many washes exercise and turning it into a math lesson for your class NEXT week.

Later, when we get to our action planning, you can start naming concretely the SMALL DOABLE ACTIONS you can take in the next few months to make your school more WASH-Friendly.

We also have a flip chart/handout with some of those small doable actions that we will review together after we finish looking more carefully at the three practices of hand washing, safe water, and safe feces disposal.

**Divide** Participants into three small groups and assign each group a problem (latrines and feces disposal, hand washing, and water safety and storage).

**Ask** Groups to brainstorm and add to the existing list of small doable actions that are on the flip chart/handout. Have groups select a representative to present their ideas back to the larger group. Additional ideas from the larger group can be added to the list. Ask participants to take note of these small doable actions to add to their action plans.



## SMALL DOABLE ACTIONS FOR WASH

Problem	Small Doable Actions
<b>Latrines and Feces Disposal</b>	
Latrine privacy Has no door Straw wall has gaps	Hang a cloth as curtain Patch the door so it's solid, or replace with other temporary material like <i>chitenge</i> or other material
Latrine doors are hanging/ broken hinges	Fix them! Often it will just take a few nails, screws, etc. for simple fixes
Smell Flies	Look for options to increase ventilation without losing privacy Cover pit with "home-fashioned" lid Put bucket of ash in latrine and have users throw a handful in after every use Ash on hands is a good hand washing agent for after defecation
No separate latrines for girls No girl-friendly latrines	Clearly dedicate at least half of latrines for girls Make signs "Girls Only" and "Boy Only" to mark Add a private washing station and a little mirror if possible
<b>Hand Washing</b>	
No fixed hand washing facility	Group tippy tap outside latrine
No soap	Ash
No easy access to water	
<b>Water Safety and Storage</b>	
Water stored in open container without lid	Closed container with tap
Bucket or other container with water	Make a dipper for extracting water from bucket or other receptacle Hang dipper off ground Devise a convenient cover for bucket
Water from unprotected spring, shallow well, or other unsafe source	Water treatment: Chlorine SODIS

# Session 7: Three Critical WASH Practices— Making Drinking Water Safe from Source to Mouth

(Suggested time: 1 hour 50 minutes)

## SESSION OBJECTIVES

- Identify the links in the Water Safety Chain and the best ways to keep water safe
- Discuss pros and cons of different ways of treating drinking water to make it safe
- Learn how to store treated water safely and make drinking water safe through solar disinfection

## MATERIALS NEEDED/PREPARATION

- Drawing of Water Safety Chain on flip chart without pictures
- Prepared flip chart: Treatment Methods—Advantages and Disadvantages
- 1.5 and 2 liter plastic containers
- Pitcher of water
- An instruction sheet for SODIS in local language if possible

### 7.1 WATER SAFETY CHAIN (20 min.)

- Present** Session objectives on flip chart and refer back to the three key practices and the picture of the child defecating and the “F” routes of contamination.
- Show** We have learned about the problem of defecating in the open, how to block the “F” routes, and one of three key practices, hand washing; now we will learn about keeping water safe from source to mouth, and how we can ensure that schools have safe drinking water for students and teachers.
- Ask** Two people to say where they get their water (what source)  
Two people to say how they transport water from the source to their home  
Two people to say how they store drinking water at home  
Two people to say how they serve drinking water at home—from wherever they store it, to their mouth.

- Explain** These are links in what we call the Water Safety Chain (see diagram below), and each part needs to be protected from feces contamination to make it safe. It is called the Water Safety Chain because if hygiene breaks down at any one link in the chain, the water is no longer safe for drinking.
- Show** Picture of Water Safety Chain drawn on flip chart or handed around (make copies from the drawing on page 43 of this guide if possible). Or if you can draw, put a large circle on the flip chart and sketch the participants' answers to the different links in the water chain (supply, transport, storage, serving) as they speak.
- Point** To each link (picture) in the Water Safety Chain.
- Ask** How can dirt and feces enter the water at this point and contaminate it?  
What can you think of to do at this point in the water chain that will prevent feces from making the water “bad” or unsafe to drink?

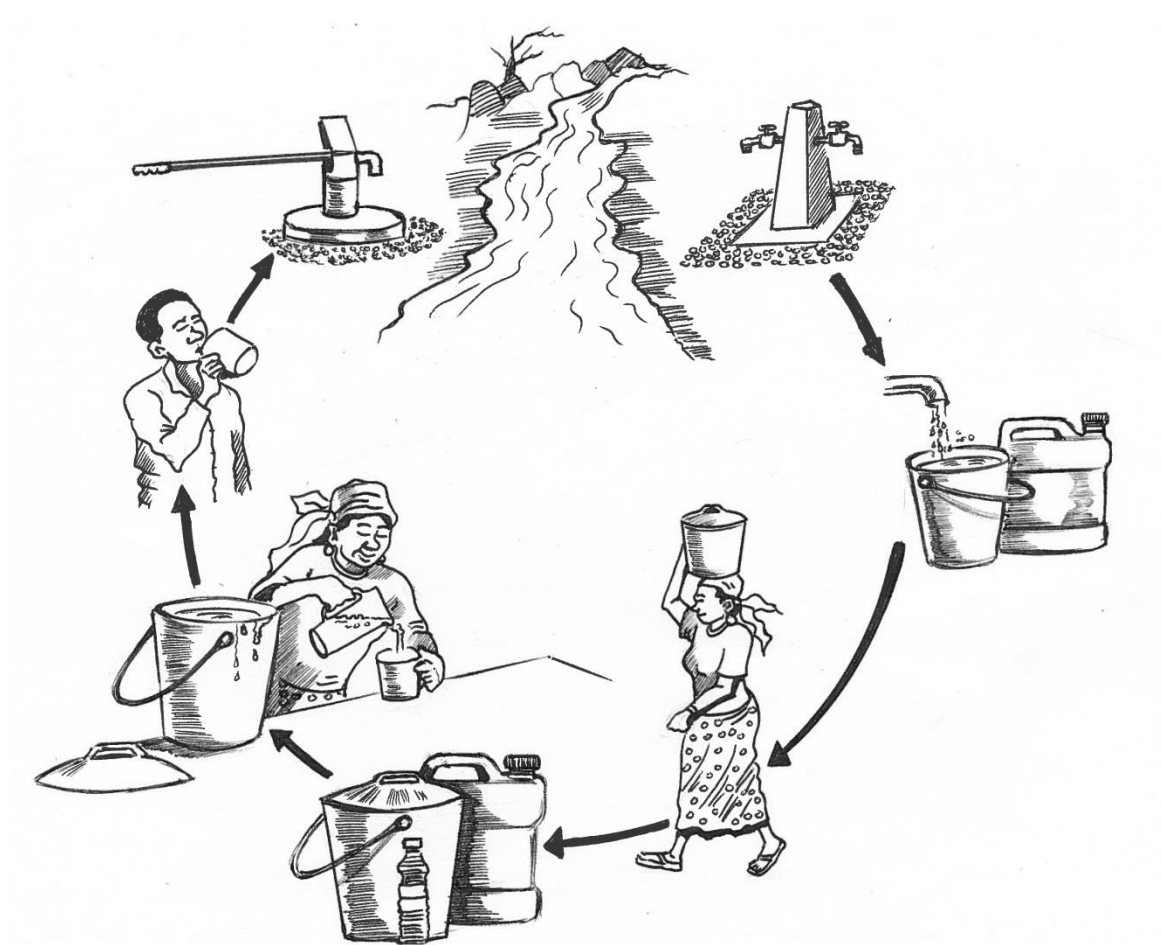
## Trainer Note

Make sure the following points are covered in the discussions:

1. **Source of water:** Some water sources such as rivers, unprotected springs, or wells are already contaminated or have the potential to be contaminated. If a river is the only source, water should be collected upstream from any washing or bathing of people or animals. A well or spring should be fenced to keep animals away. The collection bucket and rope should be kept off the ground.
2. **Water fetching containers:** Water can also be contaminated if water containers such as clay jars, jerry cans, etc. are not cleaned properly. Ask how often and what methods people use to clean their containers. Explain that proper washing includes washing with soap, scrubbing with a clean abrasive, rinsing well with clean water, and drying in the sun.
3. **Safe transport to the home:** Even if it is fetched from a safe and protected source, water can also be contaminated during transport. Be certain to cover all containers properly using clean covers or screw caps.
  - A covered jerry can is the best
  - A covered clay jar can also protect the water
  - Open buckets are easy to contaminate and should be replaced by covered containers
4. **Storing water at home:** Water can also be contaminated at home when it is left open where animals can drink it and children can dip their hands in it. The safe way is to store it in a *narrow necked container* that can be covered with a screw cap or a hard cover. A clean jerry can is also a safe storage container.
5. **Serving water at home:** Use a clean **dipper** or ladle and hang on a nail when not in use.
6. **Drinking vessel:** Use your own clean cup. If you share a cup, you share your germs!

# Water Safety Chain

## KEEPING WATER SAFE



## 7.2 DIFFERENT WATER TREATMENT METHODS—HOW TO MAKE WATER SAFE FOR DRINKING (60 min.)

**Tell** Participants because we see how easy it is to contaminate water all along the safety chain, the ultimate safeguard to make water safe for consumption is the use of treatment methods “at the point of use,” just before drinking.

**Ask** The group what ways they know of to make drinking water safe. Make a list of their responses. Add to their responses if they miss a method.

### Possible answers:

- Boiling
- Use of chlorine solution
- Solar disinfection (SODIS) method
- Filters

### Trainer Note

Make sure to have all needed materials on hand before beginning the session: chlorine, containers, filters, water, and buckets.

Review each of the three methods, how to use them, and why they work to make water safer, and then in groups you’ll outline some of the advantages and disadvantages of each method.

## CHLORINATION

**Gather** Some bottles of chlorine and any other easily available packets of the locally available commercial chlorination product.

**Gather** All the containers (see “Materials”). **NB:** The volume (size) of the containers will depend on the instructions for using the local product to chlorinate water. For example, a 5, 10, and/or 20 liter bottle may be indicated.

**Review** The supplemental information Trainer Note on chlorination found at the end of this session.

**State** That the objective of the session is for the participants to learn how to chlorinate their water with locally available commercial products. Remind participants that when they discussed key practices, one key practice was to have safe, clean (potable) water. Chlorination is one way to achieve that. Chlorination can be viewed as one of several alternative ways to achieve the key practice. (The others are SODIS, filtration, and boiling.)

**Ask** The participants if they've ever heard about making water clean and safe (potable) by adding bleach (*note that this is not advised as a method*). Ask what they have seen in the community, for example, if they've done this themselves or know people who have; ask how the water tastes. Then ask if they know about any commercially available products for making water safe. Ask what some of the product names are. Have samples available, if appropriate, where the participants can see them. If no samples are available, have drawings of the packages for participants to see.

### Trainer Note

If more than one chlorination product is available, you need to go through steps 1 and 2 below for each product.

If PUR is mentioned, underscore PUR is a complete water treatment product—it chlorinates as well as acts as a flocculent to clarify turbid water and remove heavy metals. It requires some investment of time on the part of the user, and the waste collected from the process must be properly disposed of (in a latrine or other dedicated area), but it is a very effective method to use, especially in places where turbidity is a significant problem. It is considered expensive to many users if not given for free.

### LARGE GROUP ACTIVITY (20 min.)

**Provide** The participants with a copy of the instructions on how to use the locally available chlorine water treatment product(s). It is best if the instructions have clear illustrations showing each step.

**Demonstrate** To the entire group how to use the product to make water safe to drink by following the instructions. Ask them to smell it. (15 minutes)

After the time indicated on the packaging instructions for the product (usually 30 minutes), let the participants taste the water that has been treated by the commercial product and get their reactions. (This might be done at a break.)

**Explain** That if the water has a chlorine taste, this may be because too much chlorine was used for the container. Double check the directions. If the proper dosage was applied, the smell can be reduced/eliminated by shaking the container (to make air bubbles in the water), then taking the lid off and letting it sit for a few minutes before putting the lid back on. The process may need to be done several times to reduce the taste/smell of chlorine.

## Trainer Note

The air bubbles that form in the water “grab” some of the chlorine and take it out of the water when the bubbles pop, thus reducing the taste and smell of chlorine.

**Explain** That even though the chlorine residual protects against recontamination, care must be taken not to re-infect the water once the product has been added. Also say that chlorinated water, if not recontaminated, will stay safe to drink for at least one week (if it is stored in a container that has a narrow-neck and tight-fitting cap). After one week, it may no longer be safe to drink. If the chlorinated water is stored in a wide mouth container (that would allow the water to be touched by a cup, scoop, or hand) or without a tightly fitting cap, then the water should only be used for drinking for one day. Ask the participants how a family might prevent recontamination.

### OPTIONAL: PRACTICE CHLORINATING WATER (10 min.)

## Trainer Note

With the supplies (proper sized containers, water, and chlorine products) on the table, have the groups practice. Walk from table to table to make sure they are doing this correctly. Put the chlorinated water aside for 30 minutes and then have the participants taste it and talk about the taste.

### BOILING WATER FOR DRINKING (15 min.)

**Present** The theme of the session: boiling water to make it potable. Remind participants that one of the three key practices is having clean and safe (potable) water and that one way to achieve this is to boil it. Boiling may be considered as an alternative to chlorination, SODIS, and filtering.

**Ask** The participants if they’ve had any experiences with boiling (boiled) water for drinking.

**Ask** For specifics: What fuel do you use? What do you boil the water in? **How long do you boil it?** Where do you store it? How is the boiled water served?

**Explain** The technique for boiling water:  
The World Health Organization recommendations say to boil water until large bubbles start to pop across the surface of the water. The U.S. agency,

the Centers for Disease Control and Prevention, says one minute “just to be safe,” to ensure that large bubbles have appeared and the water has been adequately heated.

- Review** The main points of the session:
- Boiling is a way to make water safe.
  - Boiled water needs to be stored and served properly.
  - Care needs to be taken not to recontaminate boiled water.
  - Whether boiling is the best treatment in a particular community depends on many factors.
  - Make sure large bubbles appear in the water, not just the small bubbles on the side of the container.
  - Use or dump “old” water before adding “newly treated” water.

### **SODIS METHOD** (5 min. optional 20 minute exercise in Annex D)

- Explain** That while using SODIS at schools might be challenging for the amount of water, it is still a good option for households. This is still a good option for students to learn and try at home as the only materials needed are plastic bottles (1.5-2 liters) with lids and clear water. SODIS stands for solar (sun) disinfection and is another way to make water safe for drinking and cooking.

#### **Trainer Note**

See Annex D for an optional session on the SODIS method.

### **7.3 ADVANTAGES AND DISADVANTAGES OF THE DIFFERENT METHODS (45 min.)**

#### **Trainer Note**

Depending on time available in the training, you can first do this exercise in small groups, or eliminate the group work and have the facilitator review the pros and cons in plenary.

#### **If done as a group:**

- Divide** Participants into four groups for a quick group exercise. Assign one method to each group and ask them to take 10 minutes to note down together what they know about the pros and cons of that method.

- Ask** Each group to share what they noted.



- Prepare** A flip chart before the session with basic pros and cons and show it to the group after they have shared their answers.
- Discuss** The advantages and disadvantages of each method.

#### ADVANTAGES AND DISADVANTAGES OF EACH TREATMENT METHOD

Treatment Method	Advantages	Disadvantages
<b>Boiling</b>	<ul style="list-style-type: none"> <li>• Every home and probably every school has a place to boil water</li> <li>• It's very cheap (if wood is cheap)</li> <li>• It's effective—boiling kills everything</li> </ul>	<ul style="list-style-type: none"> <li>• Uses wood that may be scarce</li> <li>• Water can get recontaminated after boiling when it is poured into another storage container</li> <li>• Not practical for a school</li> <li>• Possibility for contamination</li> </ul>
<b>Chlorine solution</b>	<ul style="list-style-type: none"> <li>• Very effective</li> <li>• Leaves germ-killing residue in water</li> <li>• A little goes a long way</li> <li>• Easy to administer</li> </ul>	<ul style="list-style-type: none"> <li>• Product might be too costly for large communities</li> <li>• Product might not be easily available</li> </ul>
<b>Filtering</b>	<ul style="list-style-type: none"> <li>• Effective</li> <li>• Serves as treatment, storage, and serving device</li> </ul>	<ul style="list-style-type: none"> <li>• Costly</li> <li>• Not very common in many places</li> <li>• Candles (the filters) need replacing and are not always available</li> </ul>

- Ask** What treatment method seems most appropriate for schools?  
Why? Do you know of any schools currently treating their water?  
What has their experience been?
- Conclude** The session by reminding the group that even water that is safe at the well can become contaminated, and that clear water is not always CLEAN water.
- Summarize** The key points using the prepared flip chart page:
- Water can become contaminated while carrying, storing, or retrieving it.
  - The best way to carry water is in a covered container.
  - The best way to store water is in a covered container with a spigot (tap).
  - The best way to retrieve water is to take it from the spigot or pour it out.
  - Never dip a bowl, cup, or your hands into the container with your treated water because you can recontaminate it.
  - Always serve water in something clean.

# Session 8: Three Critical WASH Practices— Using Hygienic Latrines: Models for Schools

**(Time: 2 hours, 30 minutes)**

## SESSION OBJECTIVES

- Define the critical elements of an improved latrine suitable for home/schools
- Visit and evaluate a latrine and plan how to improve it with local technical resources
- Review and discuss ways to encourage people to adopt new and improved hygiene behavior

### Trainer Note

**THIS SESSION REQUIRES ADVANCE PREPARATION.** The purpose of this exercise is for the participants to assess an existing latrine either at the school or in the community. You will need to organize the outing beforehand.

## MATERIALS NEEDED/PREPARATION

- If there are no latrines at the school or training site, ask people where there are nearby schools with latrines in different states of repair.
- Contact the schools, explain the purpose of the training and the activity, and ask permission for participants to look at the latrine and do an assessment.
- Tell the schools that the participants will share their findings with them.
- Write directions to each facility for the groups to use; include names of head teachers to be visited.
- Make copies of the Latrine Checklist at the end of this session for each person or small group (or copy it onto a flip chart for the groups to see and copy).

**Remind** The participants what they learned during the Walk of Shame—that because there are open defecation sites, we are eating each other’s feces!

Refer again to the picture of the child defecating, the “F” routes of contamination, and the three KEY PRACTICES.

**Say** We have learned about correct hand washing, we have learned about how to keep water safe from the source to the mouth, but if we look at the feces contamination cycle, what is actually the most important action we can all take to block this contamination? Stop open defecation! Use latrines!!!

**Present** Session objectives

**Explain** In this session we will talk about and think about the best ways to construct and improve latrines, especially in schools. While actual construction isn’t very complicated, it does require technical know-how and assistance that is beyond the reach of this workshop. Once back home, participants and schools should seek out technical help from government agencies or specialized NGOs to make sure that their latrines are adequate for the needs of the school population and built safely according to accepted construction and environmental standards.

**Ask** What kinds of latrines are the participants familiar with? Make a list on a flip chart.

**Possible answers:**

- Pit latrines
- Ecological “EcoSan” latrines
- Ablution blocks
- Modern flush toilets /porcelain toilets
- Improved latrines
- VIPs

**Ask** What are some problems with latrines that you often run into? (Smelly, dirty, far from home or work, not private).

What do you think are the elements of “good” and “safe” and “effective” (i.e., “improved”) latrines? Make a list, too, and push them to think about different aspects:

- Hole that’s deep enough and reinforced
- Platform that is washable and stable
- Superstructure for privacy and protection from rain
- Door or curtain that provides good privacy and safety (especially for women and girls)
- Wiping materials available
- Ventilation
- Safe for children

## GROUP ACTIVITY OUTSIDE THE TRAINING ROOM

- Explain** We will go out to \_\_\_\_\_ school(s) (insert school name) and do some investigating about the state latrines. *Hand out the Latrine Assessment Checklist at the end of this session and ask someone to read it out loud.* Ask if there are any questions.
- Explain** After the assessment, we will make a brief report to the school visited, explain what problems you've seen and why these are problems, and provide suggestions to the school to improve its latrine.
- Instruct** Participants to form groups of \_\_\_\_ (depends on number of sites and participants), give each group the instructions of where to go, ask them to spend five minutes discussing and agreeing on what they will try to observe and assess, and who will do what (talk to the head teacher or SHN coordinator, write notes).
- Send** Participants to schools. Give the groups an hour for their excursion.

## REPORT BACK FROM THE FIELD VISIT

- Give** Groups 15 minutes upon their return to prepare a brief report.
- Facilitate** Then each group gives a brief, five minute presentation of what they saw in terms of problems and what they recommended to the school.
- Ask** Now that we have looked at and thought about the best kinds of latrines, what do you think schools need in terms of sanitation to cover the needs of learners and teachers?

### Possible answers:

- Latrines with enough holes (one per \_\_boys and one per \_\_girls)
- Separate latrines for boys and girls (female and male teachers, too)
- Latrines with slabs that can be cleaned
- Latrines with doors that can lock from the inside
- Hand washing stations near latrines
- A supply of wiping materials, water, and soap

- Ask** Who is responsible for building or improving latrines in schools? What is the learners' responsibility where latrines are concerned?

### Possible answers:

- Parents with help from local health or water/sanitation officials, schools with special funds, local NGOs, other
- Organizing boy and girl teams for cleaning, making sure wiping material, soap, and water are present

- Review** The Guiding Principles for School WASH Infrastructure in Annex E, Technical Section, for illustrations of school latrines that meet the criteria.
- Give** Participants time to review the pictures.
- Ask** Does this type of latrine seem possible to build at your school(s)?  
What would make it hard to build these latrines?  
What might make it easier?  
Where could you get help?  
Where could you get the various materials?



# Session 9: A Fourth Critical WASH Practice— Menstrual Hygiene Management

(Suggested Time: 50–60 minutes not including preparation time)

## SESSION OBJECTIVES

- Describe the basic bodily function of menstruation
- Through a role play and discussion, list challenges girls face in managing their monthly menses (periods) in school
- Identify small doable actions to address these challenges related to hardware, software, and the enabling environment

## PREPARATIONS/MATERIALS NEEDED

- 7 actor volunteers from the participants
- Chitenge cloth

### PLEASE NOTE: ADVANCE PREPARATION REQUIRED. USE ANNEX F.

This session involves a role play/drama on a sensitive topic. It requires three males and two females to play the role of pupils, plus one additional participant (male or female) to play the role of teacher. The actors must be comfortable role playing on the topic of menstruation. They should receive the script (Annex F) in advance and rehearse at least once as a group in preparation.

### Trainer Note

This topic might be quite difficult, even embarrassing, for the trainer. For this reason we provide detailed notes to help. We encourage you to prepare and be confident. In the end, participants most often react very well and express relief and gratitude to have the opportunity to address a topic that is rarely talked about but that people understand is very important.

## 9.1 INTRODUCTION AND OVERVIEW TO MENSTRUAL HYGIENE MANAGEMENT (5 min)

**Say** We will now turn to a fourth hygiene practice, menstrual hygiene management (MHM), or what females must and can do to manage their monthly periods in

a safe, private, and healthy manner. This topic can make boys and girls, men, and women uncomfortable to talk about in the beginning because it is a topic that we don't often talk about in public.

Between the ages of 10 and 14 most girls and boys begin to notice changes in their bodies and in their emotions. These physical and emotional changes take place over a number of years. It is a normal growing up process and it's all part of becoming ready for adulthood.

Changes take place at different ages for different children. Girls start to develop the body of a woman, and that includes beginning to have a monthly menstrual period. Monthly bleeding is perfectly normal, not something to be scared of. It lasts four to seven days, and usually happens every month.

Even though it's normal, menstruation can present real challenges to girls in school.

Let's watch a play that will highlight some of these challenges that girls face around managing menstruation in school.

## **9.2 A MENSTRUAL HYGIENE MANAGEMENT DRAMA (25 min)**

### **Conduct**

The three act role play found in Annex F.

## **9.3 DECIDING WHAT MHM ACTIONS ARE DOABLE AND FEASIBLE (20–30 min)**

### **After the play in plenary:**

#### **Ask and discuss**

- What just happened?
- What problems/challenges/issues did you notice related to menstrual hygiene management?
- What makes it hard for a girl or female teacher to privately manage menstruation?

### **Trainer Note**

Make sure to touch upon problems related to the following topics:

- Sanitation facilities
- Products
- Rules or school policy
- Ignorance
- Shaming and bullying



**Ask** Do you think this is an issue in your school?

What are some actions—especially **small doable actions (SDA)**—schools and/or parents can carry out to improve the situation? Refer to the list of topics and make sure problems related to each one are addressed through some SDA.

**Write** suggestions on the flip chart.

**Note** This is not a detailed planning exercise. The planning exercise will come later in the training.

**Ask** Are there any questions before we wrap up?

**Wrap up session:**

**Say** Thanks for being willing to dive into this important aspect of hygiene, and thanks to the actors! We will refer back to your good ideas when we do detailed planning for making our schools WASH-Friendly.



# Session 10: A WASH-Friendly School

**(Suggested Time: 2 hours)**

## SESSION OBJECTIVES

- Describe a WASH-Friendly School
- Outline the important elements of a WASH-Friendly School
- Explain the process for a school to become WASH-Friendly
- Describe the roles and responsibilities of stakeholders (parents, teachers, and students) in making a school WASH-Friendly
- Develop an action plan for making a school WASH-Friendly

## PREPARATIONS/MATERIALS NEEDED

- Session objectives written on flip chart
- Copies of drawings of clean or WASH-Friendly Schools to pass around
- 12 large signs or pieces of cardboard with the name of each step on it
- Prepared flip chart table: WHO and RESPONSIBILITIES/ACTIONS
- Planning Sheet, enough copies for everyone and some extras
- Flip charts and markers

### 10.1 THE ELEMENTS OF A WASH-FRIENDLY SCHOOL (20 min.)

**Introduce** This session by saying that we are going to wrap up everything we have been learning.

**Present** Session objectives.

**Ask** The group to repeat the explanation of the meaning of WASH (water, sanitation, hygiene). What are the critical WASH-Friendly practices?

#### Possible answers:

- Treating and storing drinking water safely
- Using adequate latrines
- Washing hands with soap at critical times
- Hygienic management of menstruation

**Present** Elements/steps that make a WASH-Friendly School.

**Ask** Learners to add or subtract to the list that is presented.

**Make** Changes to the list.

## 10.2 THE PROCESS OF MAKING OUR SCHOOL WASH-FRIENDLY (90 min.)

**Introduce** The WASH-Friendly Schools program. Allow everyone a few minutes to review the Guiding Principles for WASH infrastructure in Annex E.

**Explain** The annexes in this guide contain all the information and steps required for creating a WASH-Friendly School. An outside team will visit the school and assess it according to the Evaluation Grid, and if a school has met all the requirements, it will receive official WASH-Friendly status with a plaque or flag and a ceremony.

**Present** The 12 Steps that can be used in order to turn a school into a WASH-Friendly School.



**Explain** That in general, all the 12 steps are needed to become a WASH-Friendly School and that each step will be discussed in detail.

**Divide** The group so that there are at least 12 smaller groups, of course depending on the number of available participants.

### Trainer Note

Each group reads and reflects on each step and discusses for just five minutes. Then the group summarizes what the step is e.g., SCHOOL CLUBS, and puts the words on a BIG flip chart sheet. Where possible, include illustrations, drama, and role play to explain any one of the 12 steps fully.

Then ask the entire group to organize themselves WITH their sign in hand, into the order they think the steps should go into. Make it fun! The initial steps in the process are managed and often carried out by WASH-Friendly School champions—NGOs, international groups such as UNICEF, development partners, ministry counterparts. Every program will have its distinct characteristics and details that should be decided on prior to launch. The order of some activities may vary depending upon circumstances and the key actors leading the process, but the pattern remains the same: discovery, commitment, systematic analysis, planning, action, and maintenance of WASH improvements.

**Lead** The various groups through discussing the steps for making schools WASH-Friendly.

## 12 STEPS FOR MAKING SCHOOLS WASH-FRIENDLY

### 1. Baseline

Simple analysis and presentation of existing information on provincial or district schools, or if NO information is available, a rapid assessment of five to 10 area schools

#### Trainer Note

Ideally, MESVTEE will have information available on the WASH conditions in district schools. The SPLASH baseline survey findings should also be available for this purpose. A MESVTEE or local government or housing representative should assess what information is available, and organize data in a simple report to the group.

If data are not available, MESVTEE or local government might consider using the tool found in the Basic Guide to WASH-Friendly Schools and conduct a rapid survey in 5-10 schools in the district. Local “champions” of the WASH-Friendly School effort can assist in conducting surveys of conditions in schools in the area where the program will be launched and where the initial stakeholder catalyzing meeting and/or training of local school representatives will take place.

**Give** Clear, simple presentation of this information to provide a snapshot of the current status of schools vis-à-vis the WASH-Friendly School components.

**Share** This information at stakeholder meetings and trainings. It can be an eye opener and important catalyst for commitment and action. NGO champions or other stakeholders can also use the surveys to track WASH-Friendly progress in a district.

#### Key assessment questions include:

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### Rapid Assessment Questionnaire

---

1. Does the school have latrines? How many? What type?
2. If not, where do learners and teachers go to relieve themselves?
3. What condition are the latrines in, if they exist? Is there sufficient cleansing material?
4. Does the school have a place to wash hands? With soap? Water?
5. Are there enough places to wash hands for the school’s population?
6. Where do learners and teachers get drinking water?
7. Is it safe (treated, from a pipe, stored safely)?
8. Does the school have a clean courtyard? Animals? Trash?

9. Do teachers give any lessons on hygiene (hand washing, drinking safe water, using latrines)?
  10. Does the school have any educational materials on WASH displayed?
  11. How many learners are absent from school every day/week/month?
  12. How many girls have dropped out in the past year?
  13. Does the school have a PTA or other form of parent group?
  14. Does a nurse, community health, or extension worker visit the school? Give lessons or occasionally train teachers?
  15. Have any teachers been trained in WASH teaching or activities?
  16. Does the school have a club? What kind? Can the club include WASH activities?
- 

**Refer** To Annex B for a sample School WASH Survey Form.

## 2. Indaba

Stakeholders' meeting at district or local level to prepare for action (might happen at the district or subdistrict level, depending upon the program context)

### Trainer Note

Target the session at traditional and civic leaders, religious leaders, etc. A short (half-day) meeting is useful to demonstrate local commitment for WASH-Friendly Schools. Bring together key actors from different sectors to explore and commit to the challenge of making their district schools WASH-Friendly.

A goal of this facilitated meeting is to endorse the components of WASH-Friendly Schools then review and discuss the pathway for local schools to achieve WASH-Friendly status. At this meeting, the persons or cadres identified as WASH-Friendly school evaluators are either selected or introduced if the selection has already been made.

If necessary, the champions should conduct a separate workshop for the evaluators to introduce them to the program and the tool that they will use (see Annex N for the Evaluation Grid).

**Explain** WASH concepts and the importance of maintaining WASH-Friendly environments.

**Introduce** Three critical elements of WASH practices.

- Discuss** Ways to monitor and maintain WASH-Friendly practices in the community.
- Refer** To Annex G for an example of a “Whole System in a Room” Stakeholder Meeting agenda.

### 3. Training

WASH training for teachers, parents, and learner leaders identified as potential school WASH champions (part of the “ignition” process and in active skill-based teaching of improved practices)

#### Trainer Note

Trained trainers conduct two and a half day training for teachers, school heads, and parent association and learner leaders. It is important to train mixed groups of parents, teachers, and learner leaders.

- Form** Small groups of trainees from different schools. Each cluster can be composed of 30 to 40 trainees.
- Examine** The problem in groups, commit to change, and make a plan for each individual school, highlighting the role of government, parents, teachers, learners, and others in achieving WASH-Friendly status.
- Facilitate** The trained groups to ignite the school community and lead the process of awareness and action in the school. Health or community extension workers who are already engaged in CLTS or potentially SLTS can support the process.

### 4. School Ignition

Bringing the school community to awareness and a commitment to action

#### Trainer Note

The champions of WASH-Friendly Schools—those having just received training together with the school leadership—conduct an assessment of the school, using the ignition tools found in Annex H.

The assessment should answer the following questions:

- 
1. Does open defecation happen around the school?
  2. Where do boys go?
  3. Where do girls go?
  4. Where do teachers defecate?
  5. Are there enough latrines? What condition are they in? Are they well maintained? Are there feces outside the hole? Do the latrines appear to be used (e.g., is it “wet” around the hole)?
  6. Are there places to wash hands? Is there a hand-cleansing agent like soap or ash?
  7. Is there enough clean water available for drinking?
  8. Is there visible garbage around the school compound? Is there a place to toss garbage?
- 



**Ensure** That through this school ignition process, the head teacher, teachers, parents, and learners commit to end open defecation and to create a WASH-Friendly School.



## 5. Commitment

The school makes a formal commitment

**Facilitate** The signing of pledges by the school head teachers soon after learning about the initiative, the requirements, and the results of the ignition exercises. The head teachers should agree to carry out actions needed to make their schools WASH-Friendly.

**Refer** To Annex I for a sample pledge.

## 6. Status Audit

“Where are we now?” The school conducts a more complete baseline assessment of their current WASH-Friendly status

### Trainer Note

Whether or not the school has been part of a bigger survey, this step is conducted with the WASH committee and others to collect information on their school, to know the situation and have a baseline for comparison of changes.

The information will be used within the school community to plan actions that address critical problems identified. The school can use the Survey Form in Annex B and adapt it as needed.

**Refer** To Annex B for School WASH Survey Form.

## 7. Action Plans

Head teachers, teachers, parents, and learners review the WASH-Friendly action plan

Elements of the action plan include:

- 
1. Constructing latrines or finding donors/sponsors to support latrine construction
  2. Ensuring the necessary quantity and quality of drinking water
  3. Ensuring adequate water for cleaning and maintaining latrines and for hand washing, etc.
  4. Establishing hand washing facilities
  5. Managing waste disposal
  6. Addressing girls’ menstrual management needs through provision of washrooms, water, soap, sanitary towels, and pain medication
  7. Working with a PTA or establishing a parent-teacher WASH committee
  8. Identifying and integrating WASH teaching materials
  9. Establishing and maintaining an active school WASH club or integrating a WASH focus into other clubs
-

The action plan also includes specific actions, milestone dates for intermediate tasks, a final deadline for completion, costs and resources needed, and a responsible person or entity.

**Refer** To Annex J for WASH Action Planning Table.

## **8. WASH Improvements**

Improve water, sanitation, hand washing and menstrual hygiene facilities

Improvements can be made immediately to existing latrines and water sources. Often improvements can be made that require only creativity, energy, and readily available local materials. For example, group tippy tap stands and latrine improvements such as roofs, doors, vents, and rain water catchment systems with gutters and pipes off tin roofs. Learners can collect paper lying on the ground and use it for anal cleansing. Girls' toilets can have locks and a bucket of water for washing before a real washroom is constructed.

Likewise, school clubs or WASH committees can construct several tippy taps in convenient locations on the school grounds to serve as hand washing stations. Building new latrines and constructing safe water sources can be a longer term activity and may involve some costs that can be borne by the local government and/or shared by the community WASH committee and NGO partners.

## Checklist for Minimum Standards for School Sanitation and Hygiene Facilities

- Separate latrines for boys and girls
- “Child-friendly” facilities
- Latrines for male and female teachers
- 1 latrine per 25 girls and 1 for female staff
- 1 latrine + 1 urinal per 50 boys and 1 for male staff
- Hand washing stations next to latrines

### Latrines should have:

- Walls and roof
- Ventilation
- Doors that lock from the inside, not the outside
- Washable slabs
- Anal cleansing material (paper, leaves, water)
- Wastebasket for used wiping material
- A place to wash hands after use

### Hand washing stations should have (at least):

- Basin
- Source of running water for rinsing (tap, jug)
- Soap, ash, clean sand, or mud
- Soak pit to avoid standing water

### Cleaning materials

- Cleaning items such as broom, scrub brush, etc.

Adapted From: *Water, Sanitation and Hygiene Standards for Schools in Low-Cost Settings* (WHO, UNICEF 2009)

## 9. WASH Lessons

Teachers add WASH to lessons on a regular basis (at least once a week)

WASH lessons can be complete lessons dedicated to WASH topics or woven into the mandated subject areas within the established in-classroom curriculum. The best way to teach WASH topics is with hands-on practice of improved hygiene. Lively, participatory, and fun lessons help children like, learn, and retain the lessons. There may be WASH teacher training opportunities that a school can take advantage of.

**Refer** To Annex K for examples of classroom WASH lessons.

## 10. WASH Committees

PTA or school forms a school WASH committee. Add a WASH function to the PTA or create a separate entity that includes parents, teachers, and learners to oversee WASH improvements. The WASH committee can organize in-kind construction

material and labor contributions and help maintain and manage the facilities by collecting fees and maintaining a fund for repairs or spare parts.

**Refer** To Annex M for guidance on forming a school or PTA WASH committee.

## 11. WASH Clubs

Learners form an after-school WASH club or add WASH to existing health/girls/etc. clubs

The purpose of a WASH club is to actively engage children in making their school WASH-Friendly through fun activities that can also reach out to the community. This club, led by teachers or older learners, will carry out non-classroom activities and mobilize learners and parents/neighbors. Out-of-school children might also be part of the club. The club can also organize special WASH-themed events for the community (fairs, sporting events, theater, music, etc.). The school club and others put up posters or other educational materials.

Finding or making WASH themed posters and other promotional materials can be a part of school WASH club or classroom activities. Learners can organize WASH poster contests. UNICEF, WaterAid, and similar organizations often have WASH materials for schools.

**Refer** To Annex L for guidance on setting up a WASH club and on possible club activities.

## 12. WASH Assessments

School leaders invite a WASH assessment team to visit school

**Refer** To Annex N for the WASH-Friendly Evaluation Grid.

### 10.3 MAKING AN ACTION PLAN FOR OUR WASH-FRIENDLY SCHOOL (60 min.)

**Explain** Now is the time to apply everything we have learned and make action plans for what we will do in and for our schools. First, we will break into three groups—one each for teachers, parents, and learners. Each group will discuss and decide what the main role and activities are for the group. Then each group will report to the others for agreement, feedback, more suggestions, etc.

**Remind** The participants that one important job they have when they get back to their “home” school is to repeat certain ignition exercises with the school community: Walk of Shame, Mapping, and Feces Calculation. Each school should also have a more formal survey along the lines of the surveys used in this training. The survey forms can be found in Annex B.

## PLANNING EXERCISE 1

**Note** Worksheet is available in Annex J.

**Divide** The participants into the three groups (parents, teachers, or learners) and give them 20 minutes to discuss. Ask each group to put the main points on a flip chart:

**Ask** What are our main responsibilities/actions? What should we do?

**Possible answers:**

Who	Responsibilities/Actions
<b>Teachers</b>	<ul style="list-style-type: none"><li>• Sign WASH-Friendly School Pledge</li><li>• Teach WASH lessons</li><li>• Insert WASH into other subjects (math, science, language)</li><li>• Organize learners</li><li>• Be club mentors</li><li>• Act as role models and practice good hygiene</li></ul>
<b>Parents</b>	<ul style="list-style-type: none"><li>• Sign WASH-Friendly School Pledge</li><li>• Organize building projects (latrines)</li><li>• Participate in PTA</li><li>• Make homes WASH-Friendly</li><li>• Work with children and reinforce lessons</li><li>• Be role models and practice good hygiene</li></ul>
<b>Learners</b>	<ul style="list-style-type: none"><li>• Sign WASH-Friendly School Pledge</li><li>• Be active in WASH clubs</li><li>• Help make and maintain things to enable good hygiene (SODIS and hand washing stations)</li><li>• Work with younger learners to teach good hygiene practices</li><li>• Organize special events for the community on WASH themes (demonstrations, theater, WASH fairs)</li><li>• Be ambassadors for good WASH practices in their homes</li></ul>
<b>Local Government</b>	<ul style="list-style-type: none"><li>• Sign WASH-Friendly School Pledge</li><li>• Provide small budget</li><li>• Evaluate school for meeting WASH-Friendly criteria</li></ul>

### Trainer Note

After 20 minutes, each group presents a five minute report. Ask for questions, other ideas, suggestions.

**Explain** It will take time and work to make your school WASH-Friendly, but it will be very worthwhile and you will see many rewards. Everyone must do his or her part. You can start the planning now, but once you get back to your home and school, you will need to meet with other teachers, learners, and parents, share this action plan with them, have them agree, change, add, etc. depending on what the school's priority problems are. You will also need to meet the WASH-Friendly evaluation team (if this has been established) or local government representatives for WASH in schools.

## PLANNING EXERCISE 2

**Note** Worksheets are available below.

**Divide** The participants into small groups by school (teachers + parents + learners from each school).

**Ask** Each school group to fill out the Back Home Action Planning sheet to decide how to start making their school WASH-Friendly.

**Assemble** Participants for final wrap up.

**Ask** Each group to briefly report how the planning exercise went and what they have decided to do. Did they have any difficulties? Are there any questions?

## Back Home Action Planning

Main activities for each school when they return home

*(If an action is already part of an approved work plan, put a \*\* next to that item)*

<b>What to Do</b> (some examples of important actions ...drawing from examples we heard from stakeholder groups)	<b>Who's in Charge</b>
SMALL DOABLE ACTIONS <i>we can undertake immediately</i>	
LONGER TERM ACTIONS <i>we begin planning for NOW</i>	

*If the school has already started planning:*

## School Coordinated Action Plan

Many of your schools have already developed plans for making your school WASH-Friendly. We ask that you now “revisit” your plan, bringing now your new knowledge and experience. What would you change/ add/ delete??

In 10 minutes, please tell the group:

What WERE (or ARE) the basic elements of your WASH-Friendly School Plan?

<b>Sn</b>	<b>Activity</b>	<b>Primary Responsibility</b>	<b>Time Frame</b>

*What will you change/add/delete now that you’ve participated in this training?*

*For those who have already started with their plans, what obstacles or challenges have you faced, and how had you addressed the challenge?*



# Session 11: Wrap Up, Taking WASH Pledges, and Next Steps

(Suggested Time: 30 minutes)

## SESSION OBJECTIVES

- To review all the workshop sessions
- To take WASH pledges

## PREPARATIONS/MATERIALS NEEDED

- Paint
- Flip charts

### 11.1 WASH-FRIENDLY SCHOOL PLEDGES (20 min.)

**Explain** That it's time for everyone to take the formal WASH pledge. (This can be done with hands dipped in paint and placed on a flip chart with names written underneath, or it can be everyone reciting an oath together, or whatever is traditionally done. "We pledge to participate and support in making our school a WASH-Friendly School.")

**Refer** To Annex I, the WASH-Friendly School Pledge.

**Alternative:** **The Web**

**Instruct** Participants to stand in a large circle.

**Think** Of one word to express their feelings of commitment or feeling after the workshop (e.g., dedicated, motivated, hopeful, etc.).

**Toss** A ball of colored yarn or string across the circle, each person holding on to an end of the string when they toss – MAKING A WEB OF COMMITMENT.

**End** With high energy on a positive note.

## **11.2 NEXT STEPS AND WRAP UP (10 min.)**

**Ask** Each person to think about what the next steps are that they personally will take when they get back home related to making the school WASH-Friendly.

**Share** With your neighbor what you plan to do. Then take a sampling of volunteers to share their commitments in plenary.

**Thank** Everyone for a wonderful workshop and wish them all the best in making their school WASH-Friendly.

# Session 12: Supplementary Training for Teachers

**(Suggested Time: half day for teachers)**

## Trainer Note

After the two-day workshop for teacher/learner/parent teams from different schools, teachers should have an additional half-day training to prepare them for their role in making schools WASH-Friendly. If the teams came from afar, the teachers may have to return with their team. In that case you will need a copy of the WASH-Friendly Schools Basic Guide for Head Teachers, Teachers, Learners, Parents and Administrators for each teacher. If you can obtain any lesson plans developed by NGOs, etc. try to have them on hand as well.

## SESSION OBJECTIVES

- Integrate WASH themes into different subject areas
- Guide teachers how to formulate health-based policies
- Formulate an action plan for their schools

## PREPARATION/MATERIALS NEEDED

- Copies of this manual for each teacher
- Session objectives written on flip chart
- Copies of drawings of clean or WASH-Friendly schools to pass around
- Flip charts

### 12.1 INTEGRATING WASH THEMES INTO DIFFERENT SUBJECT AREAS (60 min.)

**Welcome** The teacher group to this session to prepare them for their special role in WASH in schools.

**Present** Session objectives to the group.

**Introduce** The session by asking, does [your school] have an official WASH curriculum? Probably not, but who has tried to teach anything WASH related? Get a few answers from several teachers.

**Explain** There are many opportunities to insert WASH into the curriculum. It is critically important to find these opportunities, especially if your school is going to become WASH-Friendly. WASH knowledge and skills are important life skills that can have an immediate impact on the well-being of the children (and their families) and also positively affect the next generations when your learners grow up and become “WASH-Friendly parents.”

**Ask** If anyone can think of an example of using WASH themes in the classroom during lessons.

**Possible answers:**

Feces calculation in math; water usage calculation for hand washing in math; reading and analyzing stories on health and hygiene themes; history assignments about water rights or other WASH subjects; germs, feces contamination, water cycle, solar disinfection, and more for science; puberty and menstruation in science or growth/development.

**GROUP EXERCISE**

**Divide** Participants into pairs or groups of three. Assign one or two subject areas to each group according to what the common curriculum is and what their teaching strengths are. Main subjects to include:

Math, Science, Reading, Writing, Languages, History, Geography, Arts.

**Explain** For each subject, come up with two or more WASH lesson topics. Write down your ideas on paper. Make sure teachers remember or do not avoid MHM. *Give groups about 10 minutes.*

**Ask** Each group to report its lesson ideas to the others.

**Distribute** Any lesson plans you might have found.

**Instruct** Everyone to open the guide to Annex K on Classroom Lessons and ask someone to read the list of topics that are covered in the annex. Then compare these to the ideas the group has come up with. There will be some overlap and some new or different ideas.

**Ask** The groups to give you the papers with the ideas written on them and tell them that you will type it all up and send it out to everyone as a reference.

## 12.2 WASH SCHOOL CLUBS (60 min.)

**Explain** That WASH outside the classroom is as important as classroom WASH lessons. One excellent way to do WASH activities after school is through learner-run WASH clubs.

**Ask** What do you think a school WASH club does? Does anyone have such a club in their school? Any other clubs? How would they define it? What should the main elements be?

**Write** Responses on a flip chart. They can include:

- Learner-run
- Extracurricular
- Learning plus doing
- Way to create a school-to-community connection
- Make WASH fun
- Allows learners to practice the good hygiene that they learn about in class
- Practical, hands-on activities
- Way of maintaining school WASH facilities and teaching responsibility
- Older learners can mentor younger ones
- Can include big end-of-year event for the community

**Ask** What should the role of teachers be in these clubs? How would you make such a club succeed and what are some of the challenges?

**Possible answers:**

- Advisors
- Facilitators
- Help with more difficult tasks
- Learners live far away
- Teachers have too much work
- It's always the same ones who come
- Local materials can be sourced from the environment
- Teachers don't know how to build latrines and hand washing stations either

**Ask** What can we do to deal with these barriers?

### Trainer Note

Ask teachers to refer to Annex L and read.

### 12.3 ACTION PLANNING (60 min.)

**Divide** Participants into small groups or pairs and ask them to first think about, then share with each other, ideas for something they can do as soon as they get back, to begin setting up WASH clubs.

#### Trainer Note

It is the teacher's role to think about what they can do in their classrooms for WASH and how they can enhance WASH clubs.

**Ask** Volunteers to share their ideas about what they can do.

**Wrap Up** By thanking everyone for a wonderful workshop and wish them all the best in making their school WASH-Friendly.

# Annexes: Guidelines and Tools for Each Step

## ANNEX A: OUTLINE FOR TRAINING TEACHERS, PARENTS, AND STUDENT LEADERS AS WASH CHAMPIONS

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## School WASH Survey Form

Interviewer ID: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

### General Information

Name of District: \_\_\_\_\_

Name of School: \_\_\_\_\_

Name of School Director: \_\_\_\_\_

Name of Deputy School Director: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Year Established: \_\_\_\_\_

Distance from Town \_\_\_\_\_ km

School Address –

*Physical Address:*

*Postal Address:*

# The School

## 1. Site

1.1	School location:	<b>Urban Rural</b>
1.2	Well drained (no stagnant water potential, flood potential, etc.)?	<b>Yes No</b>

## 2. Compound

2.1	Approximate size of compound (in square meters):	_____ <b>m<sup>2</sup></b>
2.2a	Accident sources in compound (impounded pond, holes, open wells, open pit latrines, broken glass, waste metal, ditches, etc.)	<b>Yes No</b>
2.2b	<i>If Yes, describe:</i>	
2.3	Is the school compound fenced?	<b>Yes No</b>
2.4	Is garbage or refuse visible?	<b>Yes No</b>
2.5	Is the compound beautified with flowers, shrubs, etc.?	<b>Yes No</b>
2.6	Is there a student vegetable garden available?	<b>Yes No</b>

## 3. Students and Teacher Population

	<b>Total</b>	<b>No. of Males</b>	<b>No. of Females</b>
<b>Students</b>			
<b>Teachers</b>			
<b>Cleaners/Guards</b>			

## 4. Classrooms

4.1	Total number of classrooms:	
4.2	Average number of pupils per classroom:	
4.3a	What is the maintenance level of the classrooms (school buildings)?	<b>Very Good</b>

4.3b	<i>Please Explain:</i>	<b>Good</b> <b>Poor</b>
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## WASH Information

### 5. Safe and Adequate Water Supply

5.1a	Is there any type of water supply for the school?	<b>Yes</b> <b>No</b>
5.2b	<p style="text-align: center;"><i>If Yes, what is the source?</i></p> <ul style="list-style-type: none"> <li>- <b>Pump</b></li> <li>- <b>Pond</b></li> <li>- <b>River</b></li> <li>- <b>Well</b></li> </ul> <p><b>Other:</b> _____</p>	
5.2a	Do classrooms have drinking water?	<b>Yes</b> <b>No</b>
5.2b	<p style="text-align: center;"><i>If Yes, how is it stored?</i></p> <ul style="list-style-type: none"> <li>- <b>Jerry can</b></li> <li>- <b>Jar</b></li> <li>- <b>Bucket</b></li> <li>- <b>Other:</b> _____</li> </ul> <p style="text-align: center;"><i>If no, where do students and teachers get water to drink?</i></p>	
5.3	Is the water adequate for the school population?	<b>Yes</b> <b>No</b>
5.4	Is the water safe (is it from a safe source such as a pump or covered well or treated)?	<b>Yes</b> <b>No</b>
5.5a	Does the school treat drinking water?	<b>Yes</b> <b>No</b>

5.5b	<i>If Yes, how is it treated?</i> - <b>Boiling</b> - <b>Filter</b> - <b>Chlorine</b> - <b>SODIS</b> <b>Other:</b> _____	
5.6	How is drinking water distributed?	- <b>From storage tank through multiple faucets</b> <b>3.</b> - <b>From storage through one outlet</b> <b>4.</b> - <b>From storage by dipping containers</b>
5.7	If multiple faucets are available, what is the proportion of faucets to students?	___ faucets : ___ students
5.8	Are faucets in working condition?	<b>Yes</b> <b>No</b>
5.9	Does the school maintain its faucets?	<b>Yes</b> <b>No</b>

## 6. Excreta Disposal Facilities

6.1a	Is there an excreta disposal facility in the school?	<b>Yes</b> <b>No</b>
6.1b	If Yes, is it properly sited (safe distance from class rooms, water source, and offices)?	<b>Yes</b> <b>No</b>
6.1c	<i>If Yes: Type of system (circle one):</i> <ul style="list-style-type: none"> <li>• <b>Traditional pit latrine (dirt floor supported by logs of wood, wood walls with mud plastered, corrugated iron roof or thatch)</b></li> <li>• <b>Improved traditional pit latrine (washable cement floor, supported by logs or reinforced, wood and mud walls, corrugated iron or thatch roof)</b></li> <li>• <b>VIP latrine (cement floor supported by reinforced iron bar or wood, wood and mud plastered or brick or block wall, corrugated iron roof or thatch roof cover, ventilated through installed vent pipes)</b></li> </ul> <i>If No, where do students and teachers go to urinate/defecate?</i>	

6.2	Are there separate facilities for boys and girls?	<b>Yes No</b>
6.3a	Are there separate latrines available for teachers?	<b>Yes No</b>
6.3b	<i>If Yes, are they separate for male and female teachers?</i>	<b>Yes No</b>
6.4	Do facilities have doors or curtains for privacy?	<b>Good Medium Poor</b>
6.5	Can the facilities be locked for safety and privacy?	<b>Yes No</b>
6.6	Is there wiping material available in the facilities?	<b>Yes No</b>
6.7	Number of squat holes available for boys:	
6.8	Number of squat holes available for girls:	

### Facility Cleanliness

	All feces deposited inside the pit?	<b>Yes No</b>
	Fecal material around pit on floor?	<b>High Medium Low/None</b>
	Anal cleaning material on floor?	<b>Yes No</b>
	Latrine smells bad?	<b>Yes No</b>
	Latrine cleaning program?	<b>Yes No</b>

### 7. Hand Washing Facilities

7.1a	Are there any hand washing facilities in the school?	<b>Yes No</b>
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7.1b	<i>If Yes, what kind of facility:</i> <ul style="list-style-type: none"> <li>- <b>Sink and faucet</b></li> <li>- <b>Bucket</b></li> <li>- <b>Basin</b></li> <li>- <b>Tippy tap</b></li> <li>- <b>Other:</b> _____</li> </ul>	
7.2	Is the facility near the latrines?	<b>Yes</b> <b>No</b>
7.3	Is there water in the containers?	<b>Yes</b> <b>No</b>
7.4	Is there soap, ash, or other near the wash stand?	<b>Yes</b> <b>No</b>
7.5	Is there any reminder for hand washing near latrine?	<b>Yes</b> <b>No</b>

## 8. School WASH Activities

8.1a	Does the school have any hygiene promotion activities?	<b>Yes</b> <b>No</b>
8.1b	<i>If yes, what kind?</i>	
8.2	Classroom lessons on hygiene?	<b>Yes</b> <b>No</b>
8.2a	Are there supporting lesson plans/curricula?	
8.2b	Are there supporting teaching materials?	
8.3	Does a health or development agent come to teach students about hygiene?	<b>Yes</b> <b>No</b>
8.4	Posters, other IEC materials with hygiene messages on walls?	<b>Yes</b> <b>No</b>
8.5	School club with hygiene activities?	<b>Yes</b> <b>No</b>
8.6	School to community hygiene promotion activities?	<b>Yes</b> <b>No</b>
8.7	Parent involvement in school WASH?	<b>Yes</b> <b>No</b>

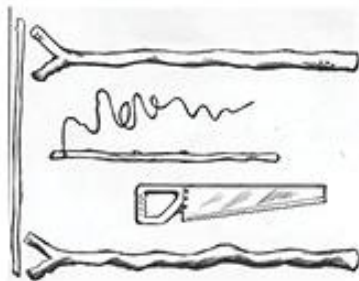
## ANNEX C: TIPPY TAP INSTRUCTIONS

### How to Build a Tippy Tap Hand Washing Station Instruction Sheet

Follow the easy steps below.

#### Materials needed:

- Two wooden branches of 2 meter length, with Y-shaped end
- Two thinner sticks of ~1 meter length.
- A saw to cut the wood.
- A nail
- A pair of pliers
- A lighter
- A shovel
- Two lengths of rope (0.5 m and 1 m)
- A 5 liter container
- A piece of soap
- A screwdriver
- A bag of gravel



#### 1. Cutting the wood

- Cut two branches of wood of ~2 meter length, which have a Y-shape at the end.
- Cut two thinner branches, each of ~1 meter length.

#### 2. Making the hole

Mark the location for the hole on the container, around 12 cm below the cap



#### 3. Heating the nail

Hold the nail with a pair of pliers, and heat the nail with a lighter

#### 4. Making the holes

With the hot nail, make the hole in the container, and a second hole in the cap



### 5. Inserting the rope

Put the rope, which is attached to the stick, through the hole in the cap



### 6. Knotting the rope

Make a knot in the rope which cannot pass through the hole.



### 7. Putting it together

Screw the cap back on the container. The stick is now connected to the container with the rope.



### 8. Making the hole through the soap

Using a screwdriver, make a hole through the soap by slowly rotating and pushing the screwdriver through the soap



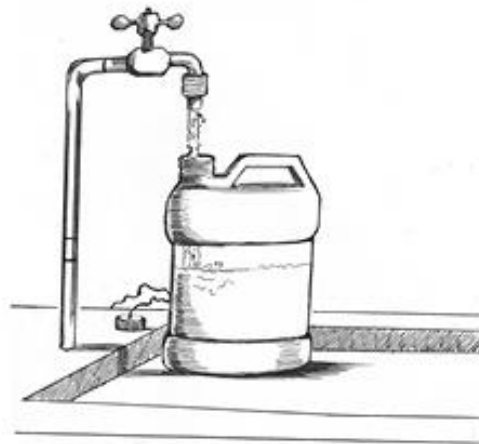
### 9. Inserting the rope

Put the second piece of rope through the hole in the soap, and tie a piece of wood to it.



### 10. Filling the container

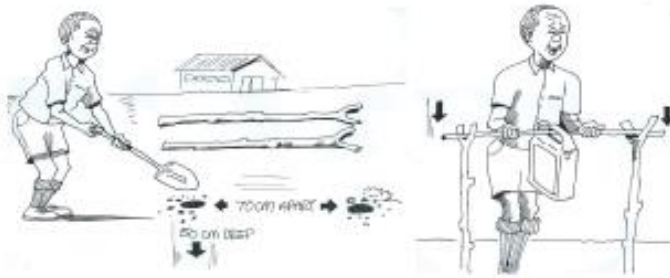
Fill the container with water, up to the level of the hole.





### 11. Putting the poles in the ground

Using a shovel put the poles in the ground to a depth of 50cm. The distance should be about 70 cm.



### 12. Hanging up the container

- Put the stick through the handle of the container, and put the stick between the poles.
- Adjust the length of the rope such that the end of the stick is about 15cm above the ground.



### 13. Adding the soap

Tie the rope with the soap to the stick.



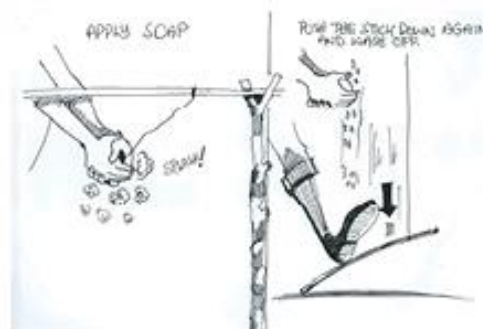
### 14. Gravel soaks away

- Between the two poles, below the container, dig a hole of 40 x 40 cm, and 10 cm deep. Fill the hole with gravel.
- The water soaks away in the hole, and prevents a mud hole from forming. The gravel also keeps mosquitoes from breeding.



### Using the Tippy Tap

- Push the stick down with your foot. This tips the container, which makes water run out of the hole.
- Wet your hands and release the stick. Apply soap to your hands. Push the stick down again and clean your hands.



Adapted from: Mark Tiele Westra Werkgroep OntwikkelingsTechnieken (WOT) University of Twente, the Netherlands

## ANNEX D: OPTIONAL SODIS ACTIVITY

### SODIS Method

#### Preparation

1. Gather the transparent plastic bottles (1.5- 2L) and make sure they are clean and clear with no labels (bottles should not be more than 10 cm in diameter). Glass bottles can be used for SODIS, as long as they have a reusable lid.
2. Have pitchers of clear water ready so you can fill the plastic (or glass) bottles.

#### Introduction to the Session (5 minutes)

1. **Say** During the previous session participants learned how to boil their water as a method for making it safe. Now you are going to learn about another (alternative) way for making water safe (potable) to drink. It is called SODIS and that stands for solar (sun) disinfection. It is another way to make water safe for drinking and cooking (besides chlorination, boiling, and filtering). It requires clear and clean plastic (PET, not PVC) or glass bottles, clear water (without visible particles or colors) and sunlight. Remember that a key practice is having safe water to drink and that one way to do this is using SODIS.
2. **Ask** the participants if they've ever heard about this method or know anyone who uses it to make the drinking water safe. Gather some experiences, if appropriate.
3. **Use** two clear plastic bottles no more than 10 cm in diameter and the SODIS method chart. Explain each step as you do it. Demonstrate how to fill the bottles from the pitcher and how the bottles should be laid on their sides, in a safe place, like a stand or tin roof.

## SODIS Instruction Sheet

The only **materials** needed for SODIS are:

### 1. Clean transparent plastic bottles with their lids.

- The bottles should hold no more than 2.5 liters each.
- Use only **transparent plastic** mineral water or soda **bottles**. You should not use green, brown, blue, or other colored bottles or glass bottles (because the color and glass do not allow the sun's rays to disinfect the water).
- Fill the bottle half way with water.
- Shake for about one minute (to aerate water, putting more oxygen in the water).
- Fill the bottle to the top.
- **Lay** bottles of water down on their sides (rather than leave them standing).
- If your bottles **are very opaque or scratched**, discard them and use others.
- **Remove the labels** on the bottles because the labels block the sun's rays from disinfecting the water.

### 2. Clear Water

- You can only use the SODIS method with clear water.
- **You cannot treat turbid (murky or dirty) water with the SODIS method.** If the water is turbid, the chlorination method or the boiling method should be used.

After opening a bottle of water treated with SODIS, it should only be kept **for 24 hours**. After that, it should be discarded.

You should not drink water treated with SODIS directly from the bottle, putting your mouth on the bottle. To drink the water, **pour some in a clean glass or cup.**

You cannot use the SODIS method if it is raining all day long, because there is not enough sunlight to reach the water.

**Emphasize** That on a sunny day, the water will be ready to drink in **six hours**. Say that if it is cloudy, it will take **two days**. **If there is continuous rain, do not use SODIS.**

**Explain** how this works: Exposing the bottles to the sun ‘cleans’ the water both from the sun’s ultraviolet rays, and heating the water. Just like we can get sunburned in the shade, the water can also be ‘cooked’ in the shade.

**Say** that you can’t use SODIS with highly turbid (unclear or chocolaty water because the little bits floating in the water make it difficult for the sun to penetrate and kill the germs. Filtration as pretreatment needs to be done for chlorination and SODIS at high turbidity levels. A simple test is available to check if water needs to be filtered before SODIS is applied: hold fingers behind the bottle—no filtration is necessary if you still can see the fingers through the bottle. Another method is to put the filled bottle on the headline of a newspaper—no pretreatment is necessary if you can see the letters while looking from the opening to the bottom of the bottle. Refer back to the feces/hair (or grass or thread) and salt session to remind participants that water may look clear but not be potable.

**Remind** Participants that water treated by SODIS should be stored in the same bottle in which it was treated and that after opening the bottle you should drink the water in 24 hours. Make sure to emphasize that they should not drink directly from the bottle, but pour the water into a clean glass.

**Summary Points:**

- SODIS is another (alternative) way to make water potable, but can only be used with clear water.
- Leave the bottles for six hours in sunlight; two days if it’s cloudy.
- Keep the water in the same bottle; don’t drink from the bottle.
- The water will stay clean for 24 hours; after 24 hours, discard it or use it for cleaning or watering the crops.

## ANNEX E: GUIDING PRINCIPLES FOR SCHOOL WASH INFRASTRUCTURE

- Facilities should be child-friendly
  - Right size and age-appropriate
  - Easy to use
  - Easy to clean
  - Adequate for size of school population—no waiting!
  - Safe, not scary or smelly
  - Weatherproof
  - Easy for adopting good hygiene habits such as anal wiping and hand washing
- Facilities should be gender-friendly
  - Separate facilities for boys and girls, male and female teachers
  - Adapted to girls AND boys (urinals adapted to boys/girls, for example)
  - For older students, girls' menstrual hygiene needs must be met
    - Water inside latrine for washing
    - Discreet place for disposing/burning menstrual rags
    - Safe: must lock from the inside and not be far from the central school area
- Facilities should be environment-friendly
  - Latrine site should not contaminate the water source—located at a safe distance of at least 15 meters from the water source
  - Waste water drained or recycled
  - Safe solid waste (trash) collection and disposal with reuse and recycling where possible
- Facilities should be parent and school budget-friendly
  - Choose low-cost affordable models for latrines/hand washing stations
  - Parents should be considered key stakeholders and involved in decisions about financing, facility models, and operations and maintenance
- Facilities should be operations and maintenance-friendly
  - A good operations and maintenance plan needs to be in place (minor repairs, restocking of certain items)
  - Students should be involved as much as possible in operation and maintenance
  - Financing plans for operation and maintenance should be put in place before any building or purchasing begins
  - Who pays for what must be clearly spelled out



## LATRINES

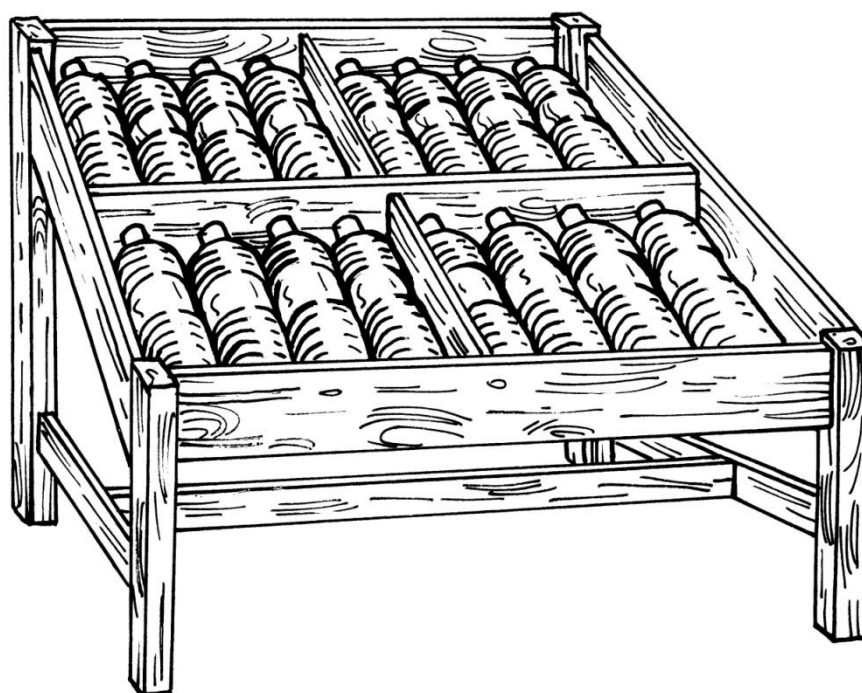


Separate latrines for boys and for girls. They lock from the inside for privacy, and have a washable slab.

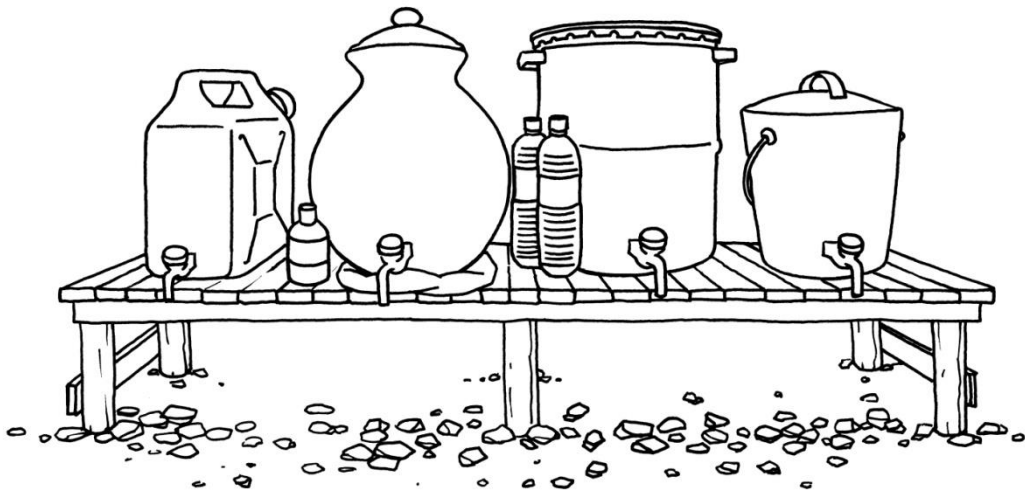
## *Water Treatment and Storage*



Drinking water can be treated with chlorine (Klorin).



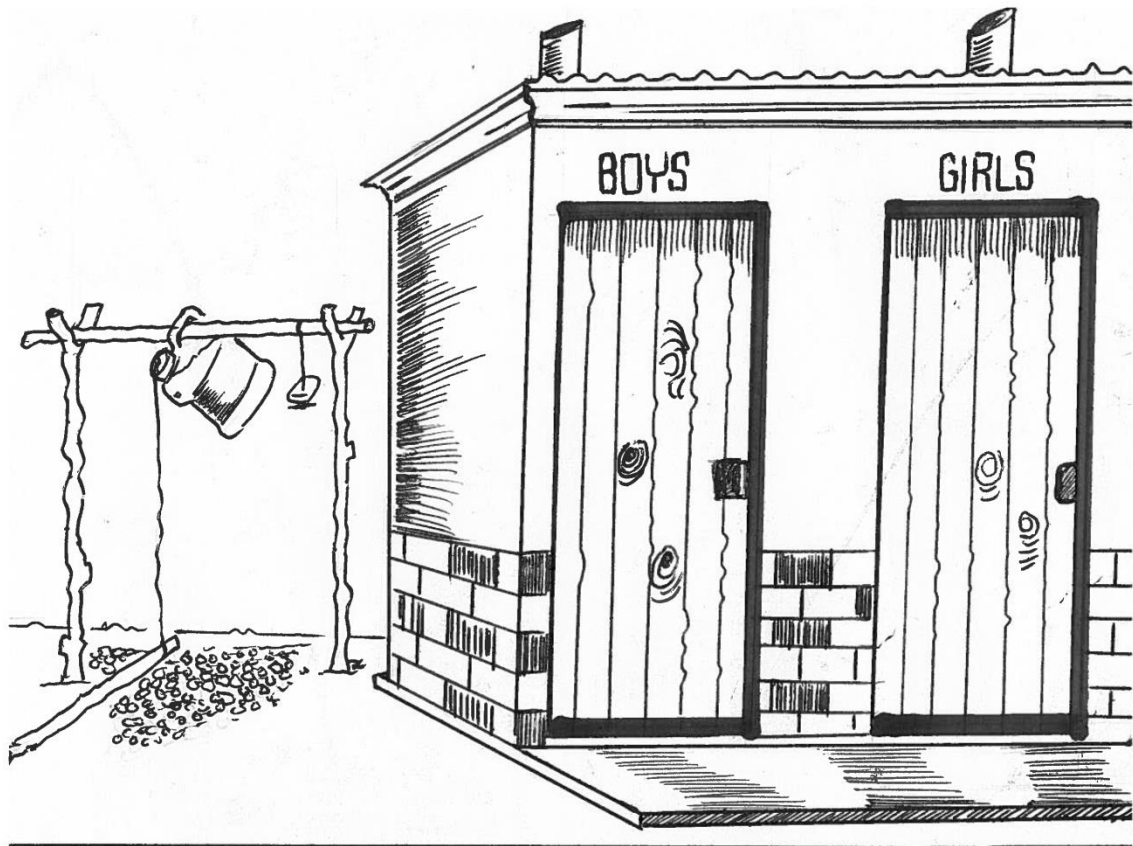
Solar disinfection (SODIS) with plastic PET bottle placed in the sun is an easy way for classes to make drinking water safe. Here is a SODIS stand that parents built. After 6 hours in the sun, the water is safe to drink.



Drinking water can be safely stored in many different kinds of containers, as long as they are clean and well covered, and the water can be served without making the water dirty. These containers have spigots or taps that can be inserted into jerrycans and plastic buckets.



## *Hand washing stations*



Hand washing stations can be very simple and still be effective. Every latrine should have one close by.

## ANNEX F: MHM IN SCHOOLS: SCRIPT FOR ROLE PLAY

### A PLAY IN THREE ACTS

#### Characters:

School Girl 1..... *add names*  
School Girl 2.....  
School Girl 3.....  
School Girl 4 (absent) .....*no actor required*  
School Girl 5 (absent) .....*no actor required*  
Teacher .....  
School Boy 1.....  
School Boy 2.....

#### Setting Up

With the desks and chairs of the training room, set up a simulated classroom and put the rest of the chairs around the classroom scene so the participants can be spectators. Scene 2 is in the school yard so make sure you can play both the classroom scene and the school yard scene without moving too much furniture around.

#### Scene 1 - A Grade 7 Classroom

**Teacher** calls pupils to class. **Girl 3** has a stain on the back of her skirt.

**Teacher** calls roll of all girls and boys. **Two girls 4 and 5** are absent. She notices.

**Teacher** is giving a lesson. She is explaining something and asks a question.

**Boys 1 and 2** raise their hands quickly and want to be recognized.

**Teacher** says “not always the same boys! Let’s hear from some girls. Stand up, **Girl 3**, and tell us what you know!”

**Girl 3** stands up and the boys see the stain on her skirt and start mocking and teasing her. **Girl 3** is completely embarrassed and ashamed. She closes her books, sits down, and refuses to participate anymore.

**Teacher** understands what happened and calls a break. **Teacher** helps **Girl 3** to leave last and hands her a chitenge wrapper or large shawl to wear.

#### Scene 2 – Girls in the School Yard

**Girl 1 and 2** are waiting **Girl 3** to come out of the classroom.

**The Girls** talk about the embarrassing moment **Girl 3** just faced. Then they each share their own experience. Examples:

**Girl 1:** “During my last menses, I had such pain I couldn’t come to school, so I stayed home for 2 days.”

**Girl 2:** “I hate the toilet facilities here. There is no privacy. How am I supposed to clean up and change my towel? It stinks in there, and those boys tried to follow me and laughed and mocked me.”

The girls talk about their absent classmates. One girl passed by the house of an absent one in the morning and tells what her problem was: She had cramps, she wouldn't walk to school for fear of soaking her pad that is made from strips of old chitenge cloth.

One girl said she heard an awful story of a pupil in their village who got her menses for the first time and used the same pad for 7 days and came to school. She got an infection that destroyed her reproductive system.

**Girl 3:** “Today was the last straw. I am leaving now to go home. I can't go back in that classroom.”

**Girl 3** leaves to go home. The girls go back in the classroom.

### **Scene 3: Back in the Classroom**

**Teacher** decides to talk to the boys and girls about what happened to **Girl 3** before recess. She says:

- This girl had her menses (monthly period), do you know what that is? We learned about this in Growth and Development.
- Boys, how do you think Girl 3 felt about the teasing and about her skirt stain?
- Do you think it was her fault?
- Is she alone? No, every single girl experiences menstruation and it is completely normal.

The boys respond by saying that they feel bad about their behavior now that they understand.

The girls also say things about how they viewed the earlier embarrassing episode, and tell why the other girls are absent today.

The girls complain to the teacher about the school's poor facilities and lack of support and information.

Teacher says: “We clearly have a big problem. I know it's hard to talk about this with your families. Let's talk to the Head Teacher and see if we can come up with a plan.”

**END OF PLAY**

## ANNEX G: WHOLE SYSTEM IN THE ROOM DISTRICT MEETING

# United for WASH-Friendly Schools

*Bureaus of Education & Health*

*District WASH Team*

### **District Administration Meeting**

**Sunday, June 21, 2009**

(Scheduled at convenience of district for maximum participation)

Participants include: District officers (including administrator or deputy; district WASH team if exists or representatives from health, education, youth & sport, water at a minimum; all development partners (NGOs, UNICEF, USAID collaborating agencies, etc.); religious leaders from all religions in district; parent and youth leaders, local industry, other stakeholders; health extension, agriculture, and other outreach worker supervisor representatives).

## **Agenda**

- 8:30-9:00      Registration  
Program introduction and brief introduction of participants
- 9:00 – 9:10    Welcome and official opening
- 9:10- 9:20     WASH-Friendly schools in the context of .....
- 9:30- 10:00    What do we mean by a WASH-Friendly School?
- 11:15 – 11:45 What is the pathway to WASH-Friendly Schools?
- 11:45- 12:30   Discussion of pathway/steps
- 12:30- 12:45   Develop Common Action Agenda: how can we work together to achieve WASH-Friendly Schools in Amhara?
- 12:45- 1        Commitment to Achieve WASH-Friendly schools  
“The Way Forward” and pledge

### Relevant Resources:

What is a WASH-Friendly School?

Basic Guide for Establishing WASH-Friendly Schools in Amhara, draft

District Resource Book

Government of Ethiopia/UNICEF Design and Construction Manual for WASH in Primary Schools

## ANNEX H: FIVE IGNITION TOOLS FOR RAISING AWARENESS AND COMMITMENT TO ACTION TO ACHIEVE WASH-FRIENDLY SCHOOLS

### TOOL No. 1—Organizing the Walk of Shame

- Choose a convenient day where you can get the participation of the school community (teachers, parent association members, students, community leaders). Arrive in the appointed place early and select a convenient place for people to sit.
- Once everybody arrives tell them what you are going to do: Walk together through the school and surrounding area to observe, think about, and discuss what students and teachers and local households do about defecation and other hygiene concerns.
- After agreeing on the objectives of the shame walk, ask them to guide you through their school and the surrounding areas. Be on the lookout for:
  - Feces on the ground, dried and fresh
  - Flies, particularly on children
  - Standing water
  - Unpenned animals
- Stop in areas where it smells and is full of flies. Let people feel, see, smell the problem. Ask questions about what they are feeling or experiencing.
- In the process of walking through the schoolyard and surrounding areas, point out, observe, and ask about open defecation sites, water sources, garbage and dung in the schoolyard, feces covered with flies, and other unhygienic practices.
- Each time these bad practices are encountered, do not be polite. Point it out! Loudly! Ask why? Whose is this? Where is the latrine? Use this opportunity to discuss sanitation and hygiene issues.
- Each time these questions are asked, people will start to be embarrassed and disgusted with their school community, and where open defecation was observed, people using those places will be even more ashamed. Experiencing the disgusting sight and smell

### Transect Walk/Shame Walk

The walk through the school vicinity is the most important tool in creating a WASH-Friendly School. The “shame walk,” as the name implies, is a crisscrossing walk across the school compound and nearby surroundings, LED BY TRAINED FACILITATORS and SCHOOL COMMUNITY MEMBERS with a view of observing, asking questions, and listening as conditions become obvious during the walk.

The point is to arouse disgust in the group, which leads to igniting a desire to change the disgusting conditions and practices. Experience with this “ignition through embarrassment and disgust” has been very effective even though it often is not considered polite or sensitive. Do it anyway! This is what gets people’s attention and leads to results!

in this new way, accompanied by a visitor to the school community, is a key factor that triggers mobilization to change.

## **TOOL No. 2—Mapping (School Map)**

### **Purpose of a School Map**

Maps and diagrams are an essential part of any planning activity. Maps are especially important in participatory planning, implementation, and monitoring activities. Mapping becomes a tool for self-discovery and self-esteem. Maps created by school community members will show problem areas and are used to decide where improvements are needed. Then they can help to measure progress with planned actions. School maps will show the layout of the school buildings and surrounding areas and houses, the location of any infrastructure, water points, open defecation sites, and other points that might affect the health and well-being of schoolchildren. It can also show where the students' and teachers' homes are.

### **Organizing the Mapping Exercise**

Mapping is the continuation of the shame walk.

After going around the school vicinity conducting the shame walk, settle in an open, preferably shady area and facilitate mapping the school and surrounding area.

Ask the group to help you understand conditions fully by drawing the map of the school and its immediate surroundings. A map can be made using natural materials such as rope, sand, corncobs, leaves, ash, stones, etc. It can also be drawn on a big sheet of paper with different colored markers and posted where everyone can see it.

- Guide them on how to show boundaries, locate water points, paths, defecation sites, etc.
- Help them locate their own houses if they are nearby
- Ask them to identify nearby houses (or their own houses) with latrines and without
- Ask where teachers, schoolchildren, and others in the surrounding community defecate and mark those places on the map

## **TOOL No. 3—Feces Calculation**

**Purpose of Feces Calculation:** To visualize the mountain made of feces produced at school

Calculating the amount of feces produced can help to illustrate the magnitude of the sanitation problem. This exercise is a very powerful way to create disgust and fear among the school community members and should therefore be conducted carefully and slowly—no rush. Each moment has to be used to create embarrassment, disgust, and fear of possible disease sometimes through exaggeration, while at the same time nurturing a sense of possibility for the future, for change, for things to be different.

Each time they are asked how much feces, how many times per day comes out of one person, they will find it amusing at first, but as you build up the discussion, they start to be shocked and disgusted.

Use this worksheet to calculate amount of feces deposited in the school community, including the surrounding areas, by those without latrines.

## Feces Calculation Worksheet

Take 10 minutes in groups to calculate the amount of feces generated in a school. It is preferable that the school members themselves calculate the amount of feces. Ask for volunteers who can multiply and add simple arithmetic. Give them pen and paper and guide their calculations. The volunteers are the ones who will be announcing the amount per day, week, month, and year to the school community members. Your role will be to exclaim and exaggerate.

A. How many times a day do YOU defecate? \_\_\_\_\_

B. Volume of feces per evacuation (per shit) 100 g

C. Volume of feces per day (A x B) \_\_\_\_\_

D. Number of people in the school \_\_\_\_\_

E. Volume of feces per school per day (C x D) \_\_\_\_\_

F. Volume of feces per school per month (E x 30) \_\_\_\_\_

**TOTAL AMOUNT OF FECES GENERATED  
PER MONTH BY A SCHOOL (F)**

\_\_\_\_\_

Once the volume is known, ask the participants to convert it to:

- ✓ Truck loads \_\_\_\_\_
- ✓ Cart loads \_\_\_\_\_
- ✓ Bucket loads (if you know the volume) \_\_\_\_\_

**The most important question after this is**

**Where does it all go??**



#### TOOL No. 4—Feces Flow Diagram

The excitement of all these exercises mounts as you discuss what happens to the mountain of feces deposited in the school. They will probably mention:

- Decomposition
- Eaten by animals, chicken, pigs, donkeys, dogs
- Washed away by rain
- Blown away by wind when dry
- Stepped on by people and animals and transported to the house
- Eaten by flies, etc.

Each time they mentioned a pathway ask them if somehow it reaches them. For example, when dry and blown by wind, how would it reach them? It will:

- Enter the mouth and the nostrils when breathing
- Cover their clothing
- Reach uncovered food or water, etc.

Ask this question for each pathway: flies, animals, rainwater, etc. so that they conclude that they have been eating and drinking feces that are deposited in the open. You can draw a diagram with arrows from a pile of feces to a human via all the pathways.





### **TOOL No. 5—Glass of Water Exercise**

This exercise is the climax of the whole “ignition” process of the shame walk, school mapping, feces calculation, and feces flow diagram. From the feces flow diagram, the community members might have understood the possibility of feces entering their water, their food, their mouth or nose by wind. This exercise will show them the invisibility of the feces entering their water. To do this exercise, follow these steps:

- Ask for a glass of water (preferably whatever water they are currently using, protected or not).
- Ask somebody to drink the water. Someone will offer to drink it with no hesitation.
- Take a hair from your head (or piece of grass or twig) and show it to the group.
- Use the hair or twig to touch feces with it and put it in the water and again ask the same person to drink (usually they are not willing).
- Ask why he/she refused to drink.
- Discuss the fact that shit can get into water or food or anywhere but people can't see it. Is it really there? Yes, or you would drink the water after the hair/twig has been in it!

## ANNEX I: SAMPLE WASH-FRIENDLY PLEDGE

### WASH-Friendly School Pledge

We the undersigned have assessed the hygiene and sanitation conditions at

Name and Location of School

and we agree to participate in the WASH-Friendly School Initiative. We understand that we must assure adequate hygienic toilets for all, a place or places to wash hands with soap, a safe drinking water supply for the school community, and a clean and welcoming school environment; and carry out in-class and after-school activities to teach and practice improved hygiene.

Start date:

End date:

School Year:

Signed:

School Director \_\_\_\_\_

Education Official \_\_\_\_\_

PTA Head \_\_\_\_\_

Health Official \_\_\_\_\_

Date \_\_\_\_\_ Place \_\_\_\_\_

**ANNEX J: WASH ACTION PLANNING TABLE**

<b>Element</b>	<b>Problem</b>	<b>Proposed action</b>	<b>Who is responsible?</b>	<b>Cost?</b>	<b>By when?</b>
<b>Latrines</b>					
<b>Drinking water</b>					
<b>Hand washing Facilities</b>					
<b>School solid waste disposal (trash)</b>					
<b>PTA or WASH Committee</b>					
<b>Teaching materials</b>					
<b>WASH Club or WASH after-school</b>					

<b>activities</b>					
<b>School-to-community activities</b>					

## **ANNEX K: EXAMPLES OF CLASSROOM WASH LESSONS**

Here are some topics and basic ideas that teachers can use to create lessons to insert into different subjects. Teachers will find the training guide that accompanies this school guide useful for activities that can be easily adapted to the classroom. For example, the “Sad Tale of Tikondane” (Session 3.2) could be used as an example for writing stories about WASH problems, or it can be used as a teaching tool to help older children think about and identify the consequences of and solutions to poor WASH conditions. Any WASH lessons are meant to be “life skills” that should be applied to everyday living and become habits. So classroom activities related to WASH practices should be

**ACTIVE...FUN...CHILD CENTERED**

### **Basic WASH lessons**

- Fecal-oral transmission of germs
- Three key hygiene practices that block fecal transmission
- How to wash hands correctly
- How to build a hand washing station
- Different kinds of latrines
- How to use and maintain latrines
- How to transport water safely
- How to store water safely
- How to treat water via boiling, solar disinfection, filtering

### **Language**

- Write essays or stories on WASH topics
- Write WASH plays to present to the school and community
- Read short WASH stories and answer questions in a group
- Read books about water or sanitation and write reports

### **Science**

- Germ theory—what are they? Where do they live? What do they do?
- How diseases are transmitted
- The water cycle—rain, rivers, oceans, evaporation
- How water gets contaminated
- WASH-related illnesses—what are they? How are they transmitted? How can they be prevented?
- Food contamination—experiment with growing mold on food

### **Math**

- Calculate how much water your class/school will need daily if every person should have 5 liters per day
- Do the Feces Calculation on page 17

## **History**

- National water/sanitation policies—when were they developed? How have they changed?
- How has water influenced our country’s history? The history of civilization?
- What are the traditional culture’s key beliefs and practices regarding handling feces, drinking water, and hand hygiene? Which practices are harmful and which protective of health?

## **Geography**

- Water sources in our region/country
- Drawing maps

A good resource for lessons can be found in **“The Joy of Learning: Participatory lesson plans on hygiene, sanitation, water, health and the environment.”** IRC 2005. <http://www.irc.nl/page/26444> (last accessed January 7, 2014)

## **ANNEX L: ESTABLISHMENT OF A SCHOOL WASH CLUB**

*(The following provides suggestions on how to organize a School WASH Club. These ideas should be adapted to local conditions, customs, creativity, and priorities.)*

### **1. Main Objectives of the School WASH Club**

The main objective of establishing a WASH Club is to offer schoolchildren opportunities to raise their awareness about and develop skills related to water, hygiene, and sanitation through fun and practical activities. The WASH Club can support them in changing conditions in their schools as well as in becoming agents of change in hygiene and sanitation in their families and communities.

### **2. School WASH Club Members**

To meet such broad objectives of making the school WASH-Friendly with an active outreach program in the community, WASH Club membership should represent students from all grades with teacher guidance. The WASH Club can organize itself into committees according to the various WASH-Friendly elements and appoint committee leaders or chairs.

#### **Students**

1. From grade 1 to 4.....1 from each section
2. From grade 5 to 8.....2 from each section

#### **Selection or Election of the WASH Club Members**

Selection of members can be done two ways:

1. Teachers who understand the responsibilities and the possible contributions required can ask 1-2 students from each grade level to volunteer.
2. Each class can elect 1-2 responsible and trustworthy classmates to represent them as WASH Club members.

### **3. Organization**

As a general principle, the club will have a chairperson who will be responsible to guide, plan, and harmonize club activities and a secretary who will keep records and correspondence. If needed, a treasurer will collect, account for, and keep funds in a safe place, and committees will have different tasks and responsibilities (see examples of committees and of roles and responsibilities below).

WASH Clubs meet after school and develop a program of action with guidance from willing teachers. The club will train and mobilize students and at the same time work in harmony with the school administration and PTA. Schools have a number of areas for improvement and upkeep. The WASH Club should therefore consider all the necessary activities in its action plan and should empower students to carry them out.

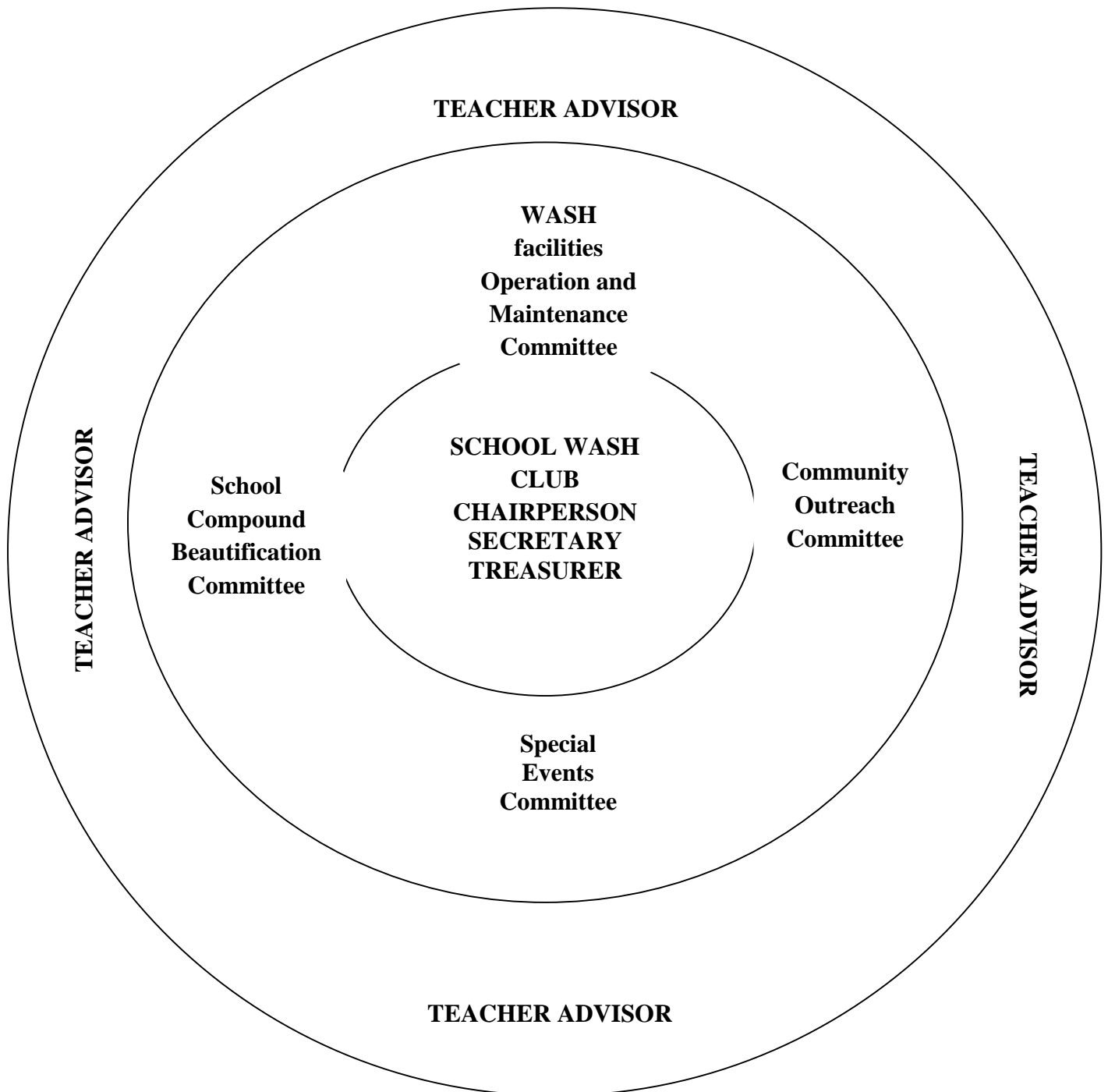
#### **Roles and Responsibilities of School WASH Club Members**

1. Recruit more volunteer club members
2. Train new club members

3. Mobilize the school community to conduct clean up, tree planting, and other beautifying activities
4. Inspect water points, latrines, and hand washing stands so that they are kept clean, safe, and attractive
5. Organize fundraising programs to raise money to construct facilities, buy soap, maintain facilities, etc.
6. Arrange outreach program and work with communities on:
  - Clean up campaigns
  - Latrine construction
  - Rehabilitation of community water sources
  - Other locally important WASH improvement activities



**SCHOOL WASH CLUB ORGANIZATION  
(EXAMPLE)**



#### **4. Training of WASH Club Members**

School club members will be trained by trained school teachers and students on the three main WASH practices, which are safe storage and treatment of drinking water, proper use of improved latrines, and proper hand washing with soap at critical times. Clubs/students can also be responsible for the proper operation and maintenance of facilities in the school, up to a point (and depending on the complexity of the WASH technological options at your school).

#### **5. Examples of School WASH Club Activities**

Activities are designed to be fun, engaging, practical, and to contribute to making a school WASH-Friendly. Ideally, a WASH Club should have a program for the whole school year, beginning with the school wide ignition activities to identify current defecation and other WASH practices. This will lead to identification of activities to stop open defecation and any other WASH-unfriendly activities. When the school pledges to become WASH-Friendly, it pledges to carry out a number of actions, some of which are perfect for a WASH Club to do. After a series of activities the school year can end with a special event for the school and community. Here are some suggested activities, but there are many more:

##### **Making Hand Washing Devices or Tippy Taps**

Students can make an important contribution to the school and also to their families by learning how to make simple water-saving hand washing devices called tippy taps. In Annex C here are several models of tippy taps and instructions for making them. A school can have a bank of tippy taps near the latrines where many children can wash their hands at once. Every classroom can have a tippy tap, too. Making sure hand washing devices have soap or ash at all times can be a club responsibility. For example, soap can be bought with club funds that are collected from students or through fundraising activities.

##### **Organize a “Scrub Club”**

This club assigns toilets to different classes that are responsible for keeping them clean and also nicely decorated. Classes can compete! (Thanks to Myriam Sidibe of Unilever for this idea).

##### **Build a Solar Disinfection Stand**

This is another good project for a club to undertake that makes a big contribution to the school. There are instructions on building a SODIS stand in Annex D. Basically it is a sheet of roof metal attached to four posts and built at a slant, so two posts are higher than the others. Fill empty, clean plastic bottles with water that is clear and not cloudy. Shake them a bit, close the lid, and put the bottles on the SODIS “roof” for six hours on a sunny day. The water will be safe to drink. Make the “roof” big enough to hold enough bottles for everyone to drink enough water in one day. One classroom might need as many as 80 bottles a day!

### **Sporting Events**

Organize club members into teams: Sanitation, Water, Hand Washing. Have each team make a distinctive uniform or hat or something that exemplifies the concept or practice it represents. Hold competitions between the teams: rope pulling, races, special games. Give the winning team small prizes such as soap.

### **Drama Performances**

Prepare a drama presentation for the rest of the school or for the school parents, showing stories about the dangers of bad hygiene and the power of good hygiene practices. Through this performance you will be educating adults in your community about the hygiene behavior you learned throughout the club convincing them to change their behavior. A good way to begin is to identify the community's main hygiene problems and address them in the performance. Display good and bad hygiene behavior. Try to incorporate all three hygiene messages within the performance. Learning from a performance is an interesting and memorable way to teach people. The performance can serve to create social pressure for people to adapt hygiene behavior into their everyday lives. Remember that a drama is a story with characters, which has a beginning, middle, and an end. Players should have a script to follow.

### **Making Music**

Use music to teach the three key hygiene practices you learned to younger siblings, parents, or even grandparents. You can have a song competition between teams of club members. Have each team make up its own song about a key hygiene practice, with hand or body movements. When teams have finished creating their songs, have one team at a time sing its song to the other two teams and any others in the audience. When all teams have sung, each individual should vote for their favorite team song. Count students' votes to determine who won the competition. Congratulate the winning team and have the whole club learn their song. Try to perform the song at a school assembly or community gathering. Rap is a great way to sing/speak about hand washing for instance. If poetry or some other creative expression is popular, that can substitute for songs.

### **Poster Contest**

Create an activity where club members design posters relating to the three key hygiene practices. You may duplicate some of the pictures from books or posters. Have students create posters either on their own or with partners. While they are drawing, go around the room asking them about their posters, ensuring they are displaying the correct hygiene messages. Ideally, you would need markers, crayons, poster paper, colored paper or old magazines, scissors, and glue for this activity. Get permission from your school to hang the poster up in the school classrooms. Or make a gallery of the posters where all the students can walk through and view them.

## **Hygiene or WASH Fair**

A WASH fair is an event that the school organizes for the community. Teachers, students, out of schoolchildren, community members, friends, and family can join the hygiene fair. Hold the hygiene fair in a convenient place, either indoors or outdoors. This is a time to show off everything you have created and learned, including new or improved latrines, drinking water and hand washing facilities. Students can demonstrate practices, have places where people can play games or make things related to WASH. You can sing your hygiene song, perform your drama again, display posters, engage people in a short activity, speak about the WASH Club's accomplishments, demonstrate key practices such as correct hand washing, etc. Take this as an opportunity to welcome in new members. Be creative and have fun with it!

### *Fundraising Activities*

- Make and sell snacks or treats at school, but make sure kids wash hands before eating them
- Make and sell tippy taps in the community (you can promote hand washing at the same time)

## ANNEX M: ESTABLISHMENT OF SCHOOL OR PTA WASH COMMITTEES

Parents send their children to school with the hope that they learn something new and useful to shape their life and become an asset to the family and their country. Most parents make a great investment to get their children through school. Parents are often the owners of the schools, actually building and financing the construction of the classrooms. Sending children to school represents an opportunity cost, in that the young ones are not available to help with agricultural or household chores during the school day.

Most countries have a parent-school mechanism, such as the PTA, that allows parents to be involved in and support school activities. Where WASH is concerned, schools on the path to becoming WASH-Friendly team up with the surrounding communities and work together to improve unsanitary and unhealthy conditions in schools, at home, and in communities. Parent associations are the main link for doing this, and parents are key stakeholders in WASH improvements.

Many schools lack important sanitary and hygiene installations such as water supply, latrines, and hand washing facilities. If the government built these schools, they should have a certain standard design that includes hygiene/sanitation facilities (example WHO/UNICEF standards)<sup>1</sup>. Instead of waiting for official improvements, schools—with parents' help—can begin these improvements and work toward becoming WASH-Friendly. Everyone wins!

Parent Associations or Parent WASH Committees are the usual mechanism. Each parent group must decide how it will be organized:

- Purpose and main objectives of the Parent WASH Association
- Composition of the association members
- Selection of the association members
- Management structure/officers of the association
- Main functions of the association
- Meeting days
  - Agenda circulation
  - Record keeping
  - Funds management

Here is an example of roles and responsibilities of a Parent WASH Association:

### 1. Support WASH Improvements in School and Community

- Act as counterpart and support to School WASH Club
- Establish or support an Operations and Maintenance (O&M) Plan for installations
- Establish WASH fund for O&M in schools and raise funds in the community
- Help teachers and students with WASH Club programs
- Mobilize communities to help with construction and maintenance of improved facilities in schools together with students
- Advocate for increased WASH resources to local officials

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<sup>1</sup> WHO 2009 *ibid.*

- Set up and manage revolving funds for soap purchases, etc.
- Mobilize community to improve WASH facilities in homes and in the community (public toilets, hand washing facilities, water source repair and maintenance)

## **2. Reinforcement (Sustain Changes in Schools and Communities)**

Reinforcing or sustaining changes in school WASH is one of the most important roles of parent WASH associations. Organizations at the school level will be able to change the school into a WASH-Friendly one. Sustaining changes entails the upkeep and continuity of services of school WASH facilities and the long-term commitment of the school and parents committee.

This will ensure that:

- Clean and adequate excreta disposal meets the needs of the students and teachers
- A well maintained and adequate water supply will continue to give service
- Well maintained hand washing facilities and a continuous supply of soap will clean hands and improve health
- Schoolchildren's involvement in community hygiene and sanitation behavior change will persist

## **ANNEX N: EVALUATION GRID FOR ASSESSING “WASH-FRIENDLY” STATUS AND SCHOOL “REPORT CARD”**

A WASH-Friendly School program has a cycle of a school year during which time the school commits to carrying out the activities spelled out in its pledge. At the end of this period, an assessment commission visits participating schools and evaluates progress toward becoming WASH-Friendly. Commissioners can be local officials of the ministries of Education and Health, health center staff, community development agents, etc. They will participate in a workshop to introduce them to the WASH Evaluation Grid and train them how to conduct the assessment. The assessment is done by observation and by interviewing the director, selected teachers, and possibly parents. Because a major part of school WASH is practicing good hygiene behaviors, the assessment team can use the “Observation Guide” included after the “Evaluation Grid” to check whether students are practicing good hygiene.

If the school has been able to install the appropriate infrastructure and the school is organized to use, maintain, and repair the facilities properly and to be an example of good hygiene practices at school and in the community, then it becomes an official WASH-FRIENDLY SCHOOL and receives a special plaque or flag to display. If the school has advanced but hasn’t quite accomplished the goals, the assessment team can give the school a “WASH Report Card” showing where progress still needs to be made. The Evaluation Grid shows the school clearly what the status of advancement is and what remains to be done.

## School WASH Evaluation Grid and Report Card

**School:** \_\_\_\_\_  
**Location:** \_\_\_\_\_  
**Director:** \_\_\_\_\_  
**No. students:** \_\_\_\_\_  
**No. teachers:** \_\_\_\_\_  
**Assessment team:** \_\_\_\_\_  
**Date of Assessment:** \_\_\_\_\_

WASH-Friendly Objective: Infrastructure	Assess the following criteria	Starting up	Under way	Done
1. School has a safe and adequate water supply	1.1 School has indoor or outdoor taps?			
	<b>5. OR</b>			
	1.2 School has well? Pump?			
	<b>6. OR</b>			
2. School has adequate hygienic sanitation facilities	1.3 School has cistern? Water tower?			
	2.2 Separate boy/girl latrines that are child-friendly			
	<b>AND</b>			
	2.3 Latrines with washable slabs			
	<b>AND</b>			
	2.4 Doors or curtains for privacy			
	<b>AND</b>			
	2.5 Separate latrines for male/female teachers			
	<b>AND</b>			
2.6 Wiping material or water available for anal cleansing				
<b>AND</b>				
2.7 Basket or other container for used wiping material				
3. School has hand washing facilities	3.1 Inside or next to or very near latrines			
	<b>AND</b>			
	3.2 With soap or ash available			
	<b>AND</b>			
	3.3 With running water of any kind			



WASH-FRIENDLY OBJECTIVE: Hygiene Promotion and Institutional Support	Assess the following criteria	Starting up	Ongoing
4. School carries out hygiene promotion activities and is warm and welcoming	4.1 School is open defecation free		
	4.2 Teachers give regular hygiene lessons		
	4.3 Teachers have WASH teaching aids (posters, booklets, etc.)		
	4.4 School WASH Club (or WASH in other clubs) exists		
	4.5 School works with community to promote improved hygiene		
	4.6 Health center staff visits school to train teachers and give lessons		
	4.7 School disposes of solid waste properly		
	4.8 Students clean latrines		
	4.9 Animals are kept away from school compound		
	4.10 School compound is cleaned regularly and has nice plantings		
5. School community supports and sustains WASH efforts	5.1 School has clear rules about WASH expectations for students and teachers—whole school community		
	5.2 School has WASH committee with director, community health or development agent, parents, teachers, student representatives		
	5.3 School has usage, maintenance, and repair plan for WASH infrastructure		
	5.4 Community contributes to school WASH program and efforts		
<b>WASH-FRIENDLY SCORING</b>	<u>Sections 1, 2, and 3:</u> Over half of the criteria must be “done” and the rest “underway.” Any “starting up” will delay WASH-Friendly status		
	<u>Sections 4 and 5:</u> Not all categories need to be “ongoing.” Over half “ongoing” in both 4 and 5 make a school WASH-Friendly		

## **ADDITIONAL OBSERVATION GUIDE:**

Walk around the school grounds, observe and rate the following as needs improvement/good:

- Hand washing after toilet use (is area wet? Soap present?)
- Students use toilets/latrines instead of open defecation
- Latrines are cleaned and supplied with wiping material
- Wiping material is disposed of safely
- Students are drinking treated well-stored water

Give feedback to the school director on observed practices that are good or need improvement as part of the School Report Card.