**Amhara National Regional State**
**Health and Education Bureaus**

# RESOURCE BOOK

## FOR AMHARA REGION

# WASH-FRIENDLY SCHOOLS

30 years wsp water and sanitation program

USAID FROM THE AMERICAN PEOPLE | HIP HYGIENE IMPROVEMENT PROJECT

The USAID Hygiene Improvement Project (HIP) is a six-year (2004-2010) project funded by the USAID Bureau for Global Health, Office of Health, Infectious Diseases and Nutrition, led by the Academy for Educational Development (contract # GHS-I-00-04-00024-00) in partnership with ARD Inc., the IRC International Water and Sanitation Centre, and the Manoff Group. HIP aims to reduce diarrheal disease prevalence through the promotion of key hygiene improvement practices, such as hand washing with soap, safe disposal of feces, and safe storage and treatment of drinking water at the household level.

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# Introduction

This documents offer a framework for woreda and kebele leadership, health extension and other outreach workers, partner NGOs and CBOs, and any actor who supports the movement for COMMUNITY-LED TOTAL BEHAVIOR CHANGE IN HYGIENE AND SANITATION IN THE AMHARA REGION. A commitment to community-led total behavior change is to include schools as part of community ignition – to make schools in the Amhara region WASH friendly -- safe and healthy learning environments for boys and girls who will be the leaders and role models of future generations.

Companion documents to this one are the "WASH in Schools Supplementary Reading Materials," the "WASH Club Activity Booklet" and "Integrating WASH into Teacher Training and Classroom Activity."

# Background

Since December 2004, the Ministries of Health, Education and Water Resources within the Government of Ethiopia have been actively engaged in addressing the issues of hygiene, sanitation and water by officially endorsing a National Hygiene and Sanitation Strategy, Key Principles for achieving 100% coverage, a National Hygiene and On-site Sanitation Protocol, and a national Memorandum of Understanding (MoU) on hygiene and sanitation between the three key Ministries. A notable influx of external financial and technical support has helped to intensify efforts to meet these ambitious goals by 2012.

Echoing the national advances, Amhara Region followed the national example with the Regional Bureaus of Health, Education and Water Resource Development signing a MoU and also establishing a Regional WASH Steering Committee in February 2007.

To support the implementation of the National Hygiene and Sanitation Strategy and achievement of Universal Access Plan (UAP), the Water and Sanitation Programme of the World Bank (WSP), together with the USAID/ Hygiene Improvement Project (HIP), reached agreement with the Amhara Bureau of Health to pioneer a "Learning-by Doing" Program (*officially the Program to Support At Scale Implementation of the National Hygiene & Sanitation Strategy through "Learning by Doing" in the Amhara Region).* Lessons and tools from this "Learning-by Doing" will be disseminated to other regions.

In October 2006, over 100 stakeholders from all sectors in Amhara came together to develop a common action agenda for hygiene and sanitation improvement. Nine priority items were agreed upon by the group, including School Sanitation and Hygiene. A follow-up meeting generated an exciting list of possibilities for School Hygiene and Sanitation. Regionally, the energies of the Environmental Health Department of the Regional Health Bureau have been focused on pioneering the implementation of the "Learning by Doing" Community-led Total Behavior Change in Hygiene and Sanitation Program. Woredas are committing to end open defecation forever, to achieve Health, Wealth, and Dignity through Community-led Total Behavior Change.

The time is now to address the role of schools as part of community action, by launching the WASH Friendly Schools Initiative. This document containing the fundamentals for WASH friendly schools, adapted from successes and best practices within Ethiopia and from various other countries, is a key rallying point for stakeholders to shape an approach best suited for Amhara's schools.

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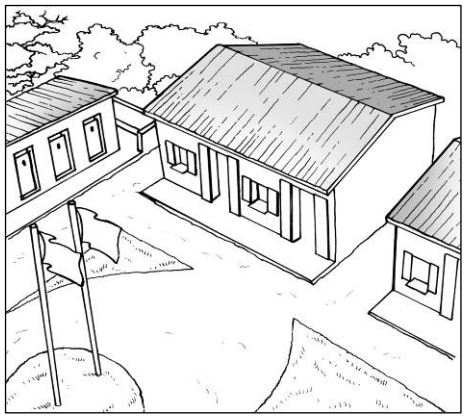
# What is a WASH-Friendly School?

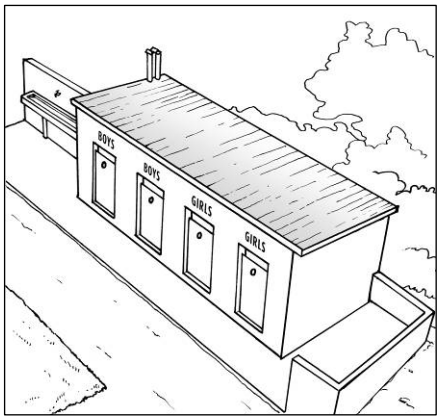
A WASH-Friendly School is a school where the whole school community carries out the three key hygiene practices:

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

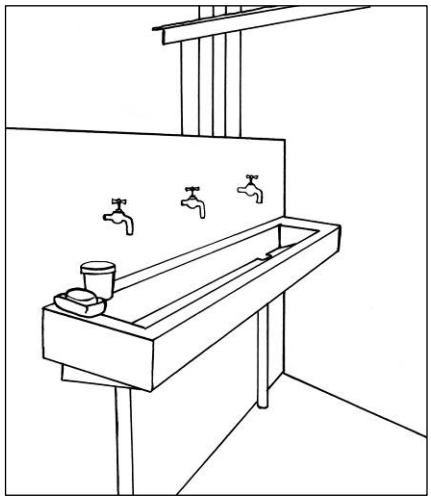
A WASH-Friendly School is a school that …



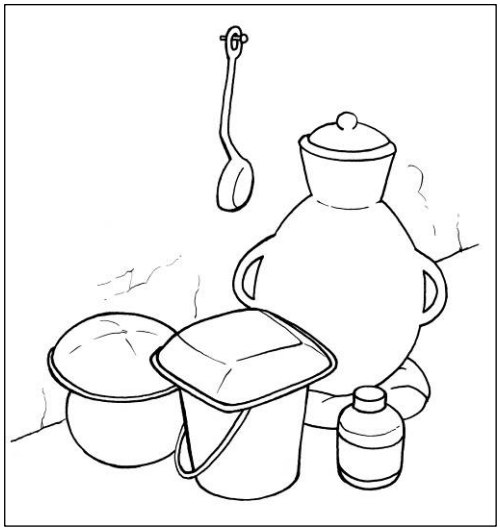
is clean and safe




has adequate, well maintained toilets or latrines for girls and boys and for teachers, with water, paper, or other material for anal cleansing



has enough treated, safely stored drinking water for the school community



has a place to wash hands with soap/ash and running water after using the toliets

A WASH-Friendly School is a school where…

- teachers give lessons on good hygiene practices in the classroom

- students participate actively in making and keeping their school WASH-friendly
- teachers, students, parents, and the whole community work together to promote good hygiene by ensuring that there are facilities and conditions for practicing improved hygiene in school and at home
- more girls will remain in school because they have separate, private, and clean sanitation facilities and don’t have to leave school when menstruation begins

# Enabling Environment for WASH-Friendly Schools

This guide for WASH-Friendly Schools and the related training guide comprise a tested package that HIP has adapted from country-specific models to be accessible and useable for schools, communities, governments, and organizations anywhere, but especially in resource-poor areas such as Madagascar and Ethiopia, where these guides were developed and tested.

While this guide can serve to help any single school to work toward becoming WASH-friendly, it was written under the assumption that a focus on WASH-Friendly Schools is part of a broader WASH initiative. In Madagascar and in Ethiopia, there is strong government support for WASH in schools as well as enabling policy and institutional environments. Such a supportive national or regional program context is a critical element that should be in place before a school embarks on becoming WASH-friendly.

A WASH-Friendly Schools initiative may be part of a national, regional, or local government program organized by the health and/or education sector; it may be part of a special initiative for school improvement, or of national school or curriculum reform; it can be a subset of a Community-Led Total Sanitation effort; or possibly an outcome of awareness raising through energetic participation in Global Handwashing Day. We assume that any user of this guide is not operating in a programmatic vacuum, but rather is part of an established initiative with support of some key stakeholders and that a certain foundation for the new initiative already exists.

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

- A champion organization, such as UNICEF, 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)
- A formal or informal agreement among key line ministries, including the Ministry of Education, Health, Sports, Youth, Water, etc.
- Buy-in and participation of faith-based organizations, which often provide education to a large proportion of youth

A WASH-friendly schools program might have some or all of these elements:

- Official policy or endorsement of the program
- A plan for identifying and training “WASH-friendly” school evaluators

- A plan for training teachers, school directors, parents, and student leaders (see the accompanying training guide as a model)
- An agreed-upon “award” – a flag, a plaque, a special symbol
- A WASH-Friendly School “brand” that can be used on T shirts, stationery, websites
- Technical and financial resources to support rehabilitation of existing structures or possibly construction of child-friendly latrines with hand washing stations in schools

All children have the right to a safe, clean, and welcoming school environment!

# Why Is It Important to Have WASH-Friendly Schools?

Schools are a key environment on which to concentrate WASH efforts, since schoolchildren and teachers spend their whole day there, five or even six days a week. It is a densely populated community with vulnerable young persons, and all children have the same right to a safe and clean school.

But why is WASH so important? Because diarrhea and intestinal worms are a serious problem:

- Most diarrhea is caused by dirty water and lack of sanitation and good hygiene practices.
- Children with diarrhea or worms are sick and debilitated.
- Sick and debilitated students miss critical days of learning.
- Girl students in particular miss school days if there are no comfortable facilities to handle menstruation.
- Sick children's ability to think is diminished, and they become slow learners.
- Sick children with parasites or worms suffer from malnutrition because they share whatever nutrients they get with the parasites they are carrying.

- Diarrhea is costly – in work and school days lost, visits to health centers, fuel and medicine expenses.

***Most importantly, diarrhea is preventable!***

Three key hygiene or WASH practices have been shown to prevent diarrhea. If practiced individually:

1. Disposing of feces safely can reduce diarrhea by 32 percent.
2. Drinking safe water can reduce diarrhea by 39 percent.
3. Washing hands with soap at critical times can reduce diarrhea by 44 percent.[1]

Practiced together, these WASH behaviors can have an even greater impact reducing childhood diarrhea and improving lives.

Also very important is the role of good sanitation facilities and girls' menstrual hygiene. Lack of water, hygiene, and secure sanitation facilities can cause additional hardships for girls, affecting school performance, attendance, and even matriculation. Addressing this key element will keep girls in school, feeling safe and comfortable.

Half of the schools in developing countries have no access to safe water, and 75 percent do not have adequate sanitation facilities.[2] Yet, 82 percent of the world's children go to primary school.[3]

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[1] Fewtrell L, Kaufmann R, Kay D, Enanoria W, Haller L , Colford J (2005). "Water, sanitation, and hygiene interventions to reduce diarrhoea in less developed countries: a systematic review and meta-analysis". *Lancet Infect. Dis.* 5:42-52

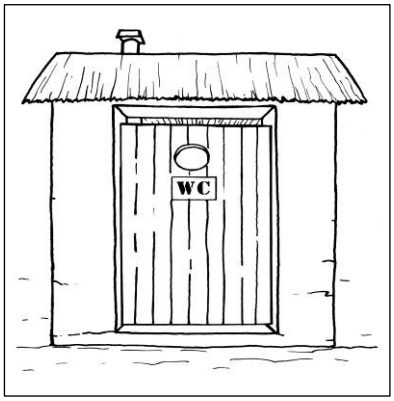
[2] UNICEF "Raising Clean Hands: Joint Call to Action" 2010.

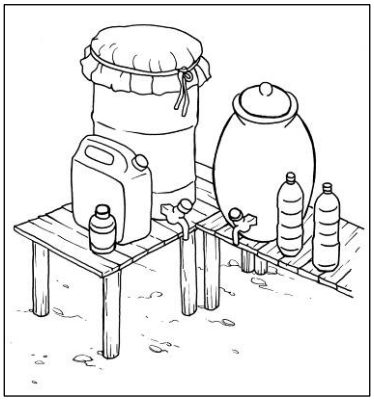
[3] UNESCO, Children Out of School: Measuring Exclusion from Primary Education. 2006

# What Are the Critical Elements of a WASH-Friendly School?

WASH-friendly schools teach and motivate students and teachers to practice the three key hygiene behaviors (using improved sanitation facilities, washing hands with soap at critical times, drinking safe water). Key elements of the approach are:

1. Having proper hardware or water/sanitation/hygiene infrastructure and technologies—this means latrines, a water source with water that is safe to drink or the means in schools to make water safe to drink, and soap—the supplies and goods or "hardware."
2. Teaching good hygiene and WASH practices inside and out of the classroom.
3. Working with parents, families, and the community on WASH improvements.

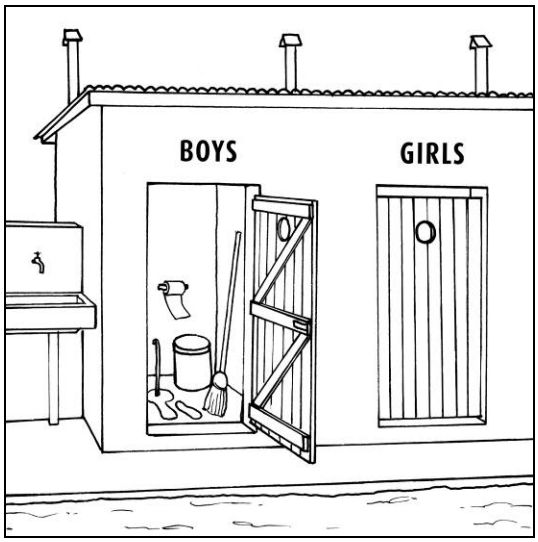


Let's look at each category more closely.

## 1. WASH Hardware and Infrastructure

*Latrines:* Each school should have enough latrines for girls, for boys, and for female and male teachers and other staff. WHO recommends[4] one latrine per 25 girls and one for female staff, and one toilet plus one urinal (or 50 cm of urinal wall) per 50 boys and one for male staff. Latrines should have walls and a roof, washable slabs, doors or curtains for privacy, and ventilation to get rid of bad smells. Anal cleansing materials (paper, leaves, water) and a place to put used wiping material should be present. Latrines should also have a broom and other appropriate cleaning materials present. If a school has no latrines, you can start by simply digging temporary pit latrines and designating a fenced off urination area, until more permanent structures are built.




- *See Annex D for more pictures of appropriate latrines for schools.*

[4] WHO (2009). Water, Sanitation and Hygiene Standards for Schools in Low Cost Settings. http://www.who.int/water_sanitation_health/publications/wsh_standards_school/en/index.html

*Hand washing devices/stations/facilities:* There should be a place to wash hands next to each latrine. At the least, a hand washing facility should have a basin, a way to pour or run water over hands, and soap or ash. There are many models for hand washing stations: sinks with taps, buckets of water, basins, and a pour cup, tippy taps made out of old plastic bottles or gourds, etc. Remember that soap or ash must always be available. It is also desirable to have a place for students to wash their hands by the classroom.

- *See Annex D for pictures of different hand washing stations and devices.*

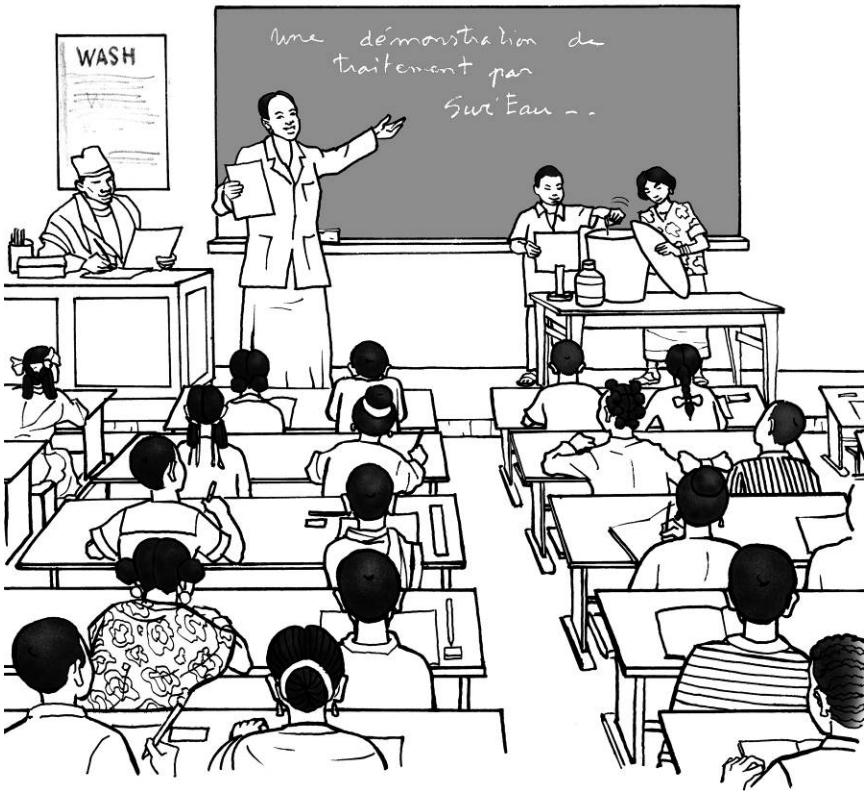
*Drinking water treatment and storage:* Schools should have safe drinking water available for everyone in the school community. WHO recommends 5 liters per student per day. Safe water can come from a piped supply, or if there is no piped water, it can be treated through solar disinfection, boiling, filtering, or chlorination. Drinking water should be stored in clean jerry cans or other containers (one per classroom) with taps to prevent contamination from hands, dirt, or insects. Each student should have a cup or small bottle for his/her own drinking water.

- *See Annex D for more pictures on treating and storing drinking water in school*

## 2. <u>Teaching Good Hygiene and WASH Practices Inside and Out of the Classroom</u>

*Classroom activities:* WASH themes are cross-cutting. WASH lessons can focus only on WASH or be woven into subject areas within the established curriculum. Math, science, reading, language, and art classes all have a spot for WASH. Contamination and treatment of drinking water is a good science lesson. Calculating the quantity of feces deposed into the community environment on a daily, monthly, and yearly basis, if people practice open defecation, is a good math exercise (and an eye opener!). The important thing is to connect the theoretical to the practical whenever possible because students need to *practice* the three key hygiene practices, not just know what they are. It means solving problems and not stopping until you reach success. WASH lessons are “life skills” that lend themselves well to many active, participatory, and reality-based teaching and learning methods.

It is recommended that the disease aspects of WASH are not dwelled upon too much. Instead, make the lessons and the practices important but fun at the same time. Songs and jingles are a great way to remember the three key practices!




- *See Annex H for examples of classroom WASH lessons*

*Outside of the classroom or "school ignition"*: Teachers, school nurses, community health workers, and other community agents can organize school ignition activities. These will be especially effective if there is a CLTS program that will complement community ignition activities in leading toward total sanitation and hygiene. How does "ignition" work? Students (and their parents) participate in a series of activities led by specially trained teachers, health workers, community development agents, or student leaders themselves. These activities are designed to raise awareness of students current defecation practices at school, identify places where defecation occurs in or near the school grounds, and bring on a sense of collective DISGUST. This leads to an ignition or shared decision to do something about this disgusting and unacceptable situation. Teachers, community agents, student leaders, or others lead the school community in developing a plan that can be carried out right away to stop open defecation, and then help the school look for longer-term solutions such as building good child and girl-friendly latrines, providing hand washing facilities nearby, and making sure the school has a way to enforce these practices in a nonjudgmental or punitive way. Ignition activities include mapping of defecation sites, a "walk of shame," and feces calculations.

- *See Annex C for examples of activities and the set of five ignition tools*

## 3. <u>Working with Parents, Families, and the Community on WASH Improvements</u>

*School to community activities:* Parent involvement in school WASH activities is a critical piece of the program. Schools with Parent Teacher Associations (PTAs) can create WASH

subcommittees to help organize latrine construction, soap availability, and repairs and maintenance of different WASH facilities. PTA members and, of course, the students can carry the lessons about the importance of WASH to their families and their neighborhood. School children are effective teachers of their smaller siblings.

As part of school WASH or health club activities, students can organize special events that draw the community's attention to WASH and promote the three key hygiene practices in the home. These activities (WASH fairs, theater or musical performances with WASH themes, etc.) can be organized as the culminating event of school club activities in which the students, who have learned about WASH issues in a practical way, present findings or lessons to the community in a meaningful and appealing fashion.

- *See Annex I for establishing a School WASH Club with examples of school-community activities*

# What is the Process for Becoming WASH-Friendly?

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.

**PHASE 1: LAUNCH, CATALYZING, PLANNING**

1. **Survey or Rapid Assessment of Area Schools**

   Champions of the WASH-Friendly School effort conduct a survey 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. This survey should provide a clear snapshot of the current status of schools vis-à-vis the WASH-Friendly School components. Survey options include the sample WASH Survey Form included in Annex E or rapid information collection that follows the questions below. Older students can be mobilized to conduct the surveys. Usually, schools are not close to satisfying the requirements, so sharing this information at stakeholder meetings and trainings 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:

   - Does the school have latrines? How many? What kind?
   - If not, where do students and teachers go to relieve themselves?
   - What condition are the latrines in, if they exist? Is there sufficient cleansing material?
   - Does the school have a place to wash hands? With soap? Water?
   - Are there enough places to wash hands for the school's population?
   - Where do students and teachers get drinking water?
   - Is it safe (treated, from a pipe, stored safely)?
   - Does the school have a clean courtyard? Animals? Trash?
   - Do teachers give any lessons on hygiene (hand washing, drinking safe water, using latrines)?

- Does the school have any educational materials on WASH displayed?
- How many students are absent from school every day/week/month?
- How many girls have dropped out in the past year?
- Does the school have a PTA or other form of parent group?
- Does a nurse, community health, or extension worker visit the school? Give lessons? Train teachers?
- Have any teachers been trained in WASH teaching or activities?
- Does the school have a club? What kind? Can the club include WASH activities?

➢ *See Annex E for sample School WASH Survey Form*

**2. Stakeholders Meeting at District or Local Level to Prepare for Action (might happen at the district or subdistrict level, depending upon the program context)**

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 K for the Evaluation Grid).

➢ *See Annex B for an example of a "Whole System in a Room" Stakeholder Meeting agenda*

3. **WASH Training for Teachers, Parents, and Student Leaders Identified as Potential School WASH Champions (part of the "ignition" process and in active skill-based teaching of improved practices)**

Trained trainers conduct a two and a half day training for teachers, school directors, and parent association and student leaders, using the *WASH-Friendly Schools Training Guide* that accompanies this *WASH-Friendly Schools Basic Guide.* Small groups of trainees from different schools can be clustered to create groups of about 30 to 40 trainees. It is important to train mixed groups of parents, teachers, and student leaders. Together the group members examine the problem, commit to change, and make a plan for their individual school, highlighting the role of government, parents, teachers, students, and others in achieving WASH-friendly status. The trained group will then 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.

- *See WASH-Friendly Schools Guide for Training Teachers, Parents, and Student Leaders*

**PHASE 2: ACTION**

4. **School Ignition—Bringing the School Community to Awareness and a Commitment to Action**

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 C. The assessment should cover these questions:

- Does open defecation happen around the school? Where do boys go? Where do girls? Where do teachers defecate?
- 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)?
- Are there places to wash hands? Is there a hand-cleansing agent like soap or ash?
- Is there enough clean water available for drinking?
- Is there visible garbage around the school compound? Is there a place to toss garbage?

Through this school ignition process, the director, teachers, parents, and students commit to end open defecation and to create a WASH-Friendly School.

**5. The School Makes a Formal Commitment**

After learning about the initiative, the requirements, and the results of the ignition exercises, the school director signs a pledge agreeing to carry out actions needed to make the school WASH friendly.

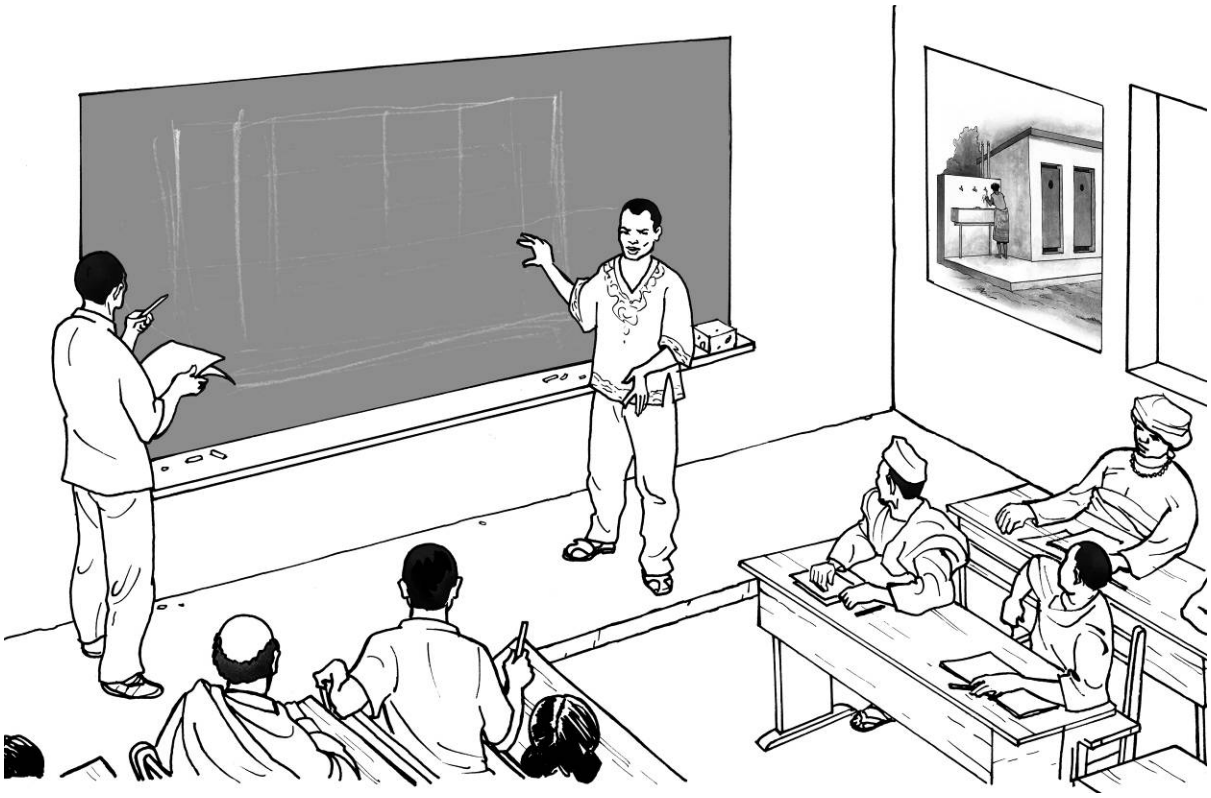
- *See Annex F for a sample pledge*

**6. "Where Are We Now?" the School Conducts a More Complete Baseline Assessment of Their Current WASH-Friendly Status, if Required**

This step is needed only if the surveys done in Phase 1 were of schools in a different zone. If not, the groups that participated in the training can show the survey results from their schools to their own school communities to plan actions that address the critical problems identified. If the school does its own survey, teachers, the local community health or development agent, or a school club may lead it and include older students. Assessment question are the same as in Phase 1, Step 1. The school can use the Survey Form found in Annex D and adapt it as needed.

- *See Annex E for School WASH Survey Form*

**7. Director, Teachers, Parents, and Students Vet the WASH-Friendly Action Plan That the School Representatives Made During the Phase 1 District-Level Training**



Elements of the action plan include:

- Constructing latrines or finding donors/sponsors to support latrine construction
- Ensuring the necessary quantity and quality of drinking water
- Ensuring adequate water for cleaning and maintaining latrines and for hand washing, etc.
- Establishing hand washing facilities
- Managing trash disposal
- Working with a PTA or establishing a parent-teacher WASH Committee
- Identifying and integrating WASH teaching materials
- Establishing and maintaining an active school WASH Club or integrating a WASH focus into other clubs

The action plan also includes specific actions,

**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
- ☐ 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

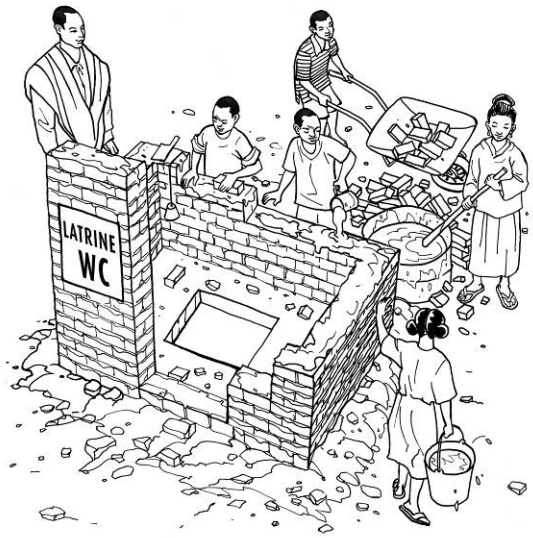
See: *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings (WHO, UNICEF 2009)*

milestone dates for intermediate tasks, a final deadline for completion, costs and resources needed, and a responsible person or entity.

- *See Annex G for WASH Action Planning Table*

## 8. Improve Water, Sanitation, Hand Washing Facilities

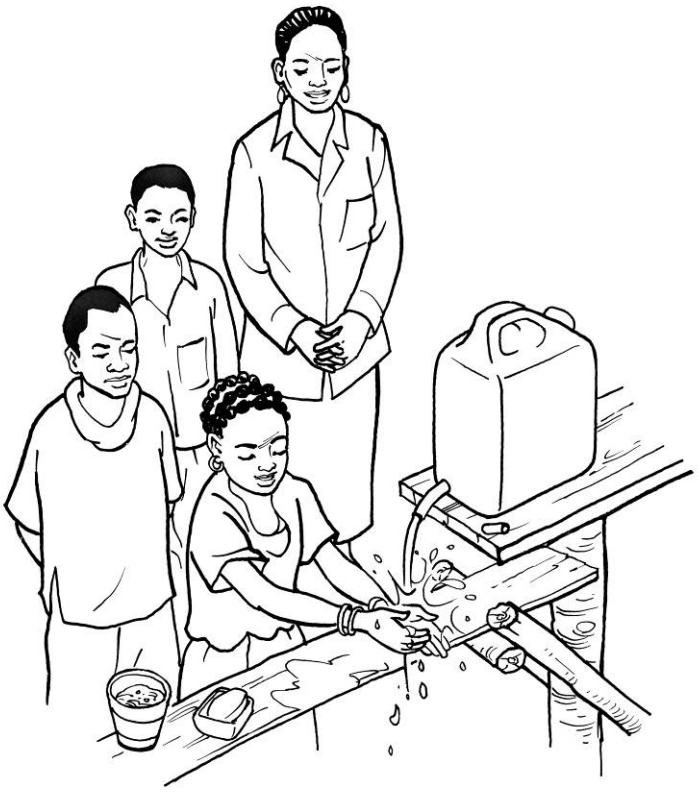
Improvements can be made immediately to existing latrines and water sources. Often improvements can be made that require only creativity, energy, and readily available local materials. For example, group tippy tap stands and latrine improvements such as roofs, doors, vents, and rain water catchment systems with gutters and pipes off tin roofs. Students can collect paper lying on the ground and use it for anal cleansing.



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.

## 9. 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.



- *See Annex H for examples of classroom WASH lessons*

**10. 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 students 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.

- *See Annex J for guidance on forming a school or PTA WASH Committee*

**11. Students 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 students, will carry out non-classroom activities and mobilize students and parents/neighbors. Out-of-schoolchildren 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.).

- *See Annex I for guidance on setting up a WASH Club and on possible club activities*

**12. School Puts up Posters or Other Educational Materials**

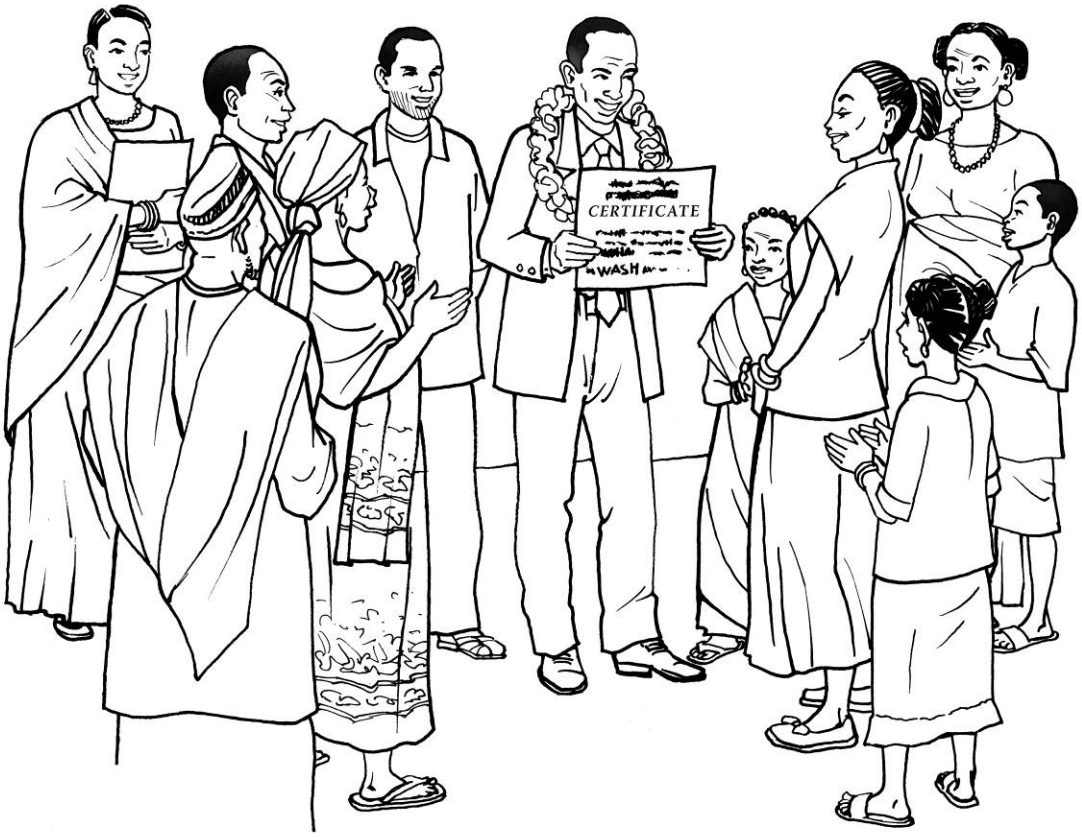
Finding or making WASH themed posters and other promotional materials can be a part of school WASH Club or classroom activities. Students can organize WASH poster contests. UNICEF, WaterAid, and similar organizations often have WASH materials for schools.

- *See Annex L for an Example of a WASH Themed Poster*

**13. School Leaders Invite a WASH Assessment Team to Visit School and Assess its Progress Toward Becoming WASH-Friendly**

- *See Annex K for the WASH-Friendly Evaluation Grid*

**14. Celebrate WASH-Friendly Status Award**




**15. Fly the WASH-Friendly Flag and BE PROUD!!!**

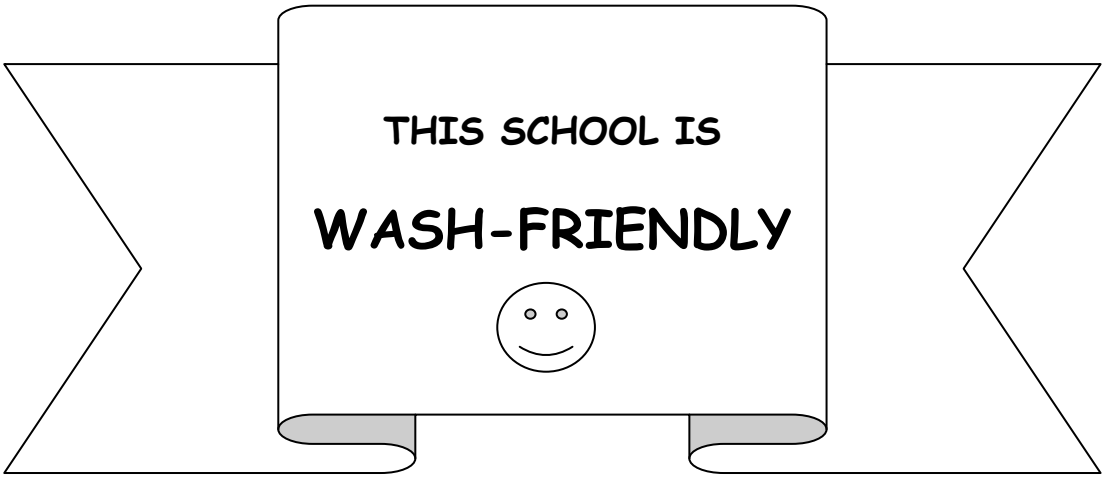
# How Will Schools Be Evaluated to Receive "WASH-Friendly" Status and Rewards?

A team of trained evaluators composed of local or regional WASH experts or NGO staff and local representatives from the ministries of Education and Health will visit the school and look at the new or improved facilities, interview teachers, students, and parents, and spend some time observing practices to assess whether the school has attained the WASH-Friendly School criteria using the WASH Evaluation Grid.

If criteria are satisfactorily met, an award ceremony and celebration should be organized. The school will receive a special flag that it can fly in front of the school making everyone proud to be a part of that community. Schools could also receive a plaque or sign to place in front of the school announcing to the world that this school is…

**WASH-FRIENDLY!**

- *See Annex K for example of the Evaluation Grid*



# Staying WASH-Friendly: What Happens after the Celebrations?

A big challenge for schools is to stay WASH-friendly after the certification. Good WASH practices are life skills, so it is important for these practices to become part of daily life at school. Several options exist for monitoring WASH-friendly status after certification:

- The outside assessment team can return for a follow-up assessment several times during the next school year.
- The school can develop its own monitoring system, and the older students can be responsible for carrying it out. Simple checklists of key things to take stock of and observe will help the monitoring process.

The school WASH Club and/or the PTA can be WASH-friendly monitors, helping each other with the task of spot checking for infrastructure upkeep and continued practice of good hygiene

The school director can ask the group responsible for monitoring WASH conditions to deliver a monthly report to the school community, maybe before raising the WASH-friendly flag (if there is one).

# Annexes: Guidelines and Tools for Each Step

## Annex A: Outline for Training Teachers, Parents, and Student Leaders as WASH Champions

*The WASH Friendly Schools Training Guide is available as an accompanying free-standing document.*

**TABLE OF CONTENTS**


I. Introduction

II. Acknowledgments

III. How to Use this Guide

IV. Objectives and Schedule

Session 1: Introduction to the Training
- 1. a Who are we?
- 1. b Why are we here?
- 1. c What are we going to do?

Session 2: Discovering the Water, Sanitation, and Hygiene Situation in Our School
- 2. a Why are clean drinking water, using latrines, and washing hands important?
- 2. b School ignition: Walk about (identify where children defecate, what water they drink, what toilet and hand washing facilities exist)

Session 3: Understanding the WASH Problem
- 3. a Feces calculation
- 3. b Results of WASH surveys
- 3. c Consequences of feces contamination and poor infrastructure and hygiene

Session 4: What Can We Do about the WASH Problem?
- 4. a The "F" routes to feces transmission and how to block them
- 4. b Overview of three key practices and simple techniques (tippy taps, SODIS)

Session 5: Critical WASH Practices—Correct Hand Washing and Tool
- 5. a Correct hand washing practice and tools
- 5. b How to wash hands correctly
- 5. c How to make a water-saving hand washing device

Session 6: Critical WASH Practices—Making Drinking Water Safe from Source to Mouth
- 6. a The water safety chain
- 6. b Pros and cons of different water treatment methods
- 6. c How to treat water with solar disinfection

6. d SODIS in school—calculation exercise

Session 7: Critical WASH Practices—Using Hygienic Latrines (Models for Schools)

Session 8: How to Make Our School WASH-Friendly

8. a Introduction to elements of a WASH-Friendly School
8. b Planning for making our school WASH-Friendly

Session 9: Wrap-up

9. a School pledging
9. b Back home next steps

Session 10: Half-Day Training Session for Teachers Only

10. a Integrating WASH themes into classroom teaching
10. b WASH school clubs
10. c Action planning
10. d Wrap-up

## Annex B: 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<br>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<br>"The Way Forward" and pledge |

<u>Relevant Resources:</u>
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 C: 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.

**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!

- 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 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 D: Technical Section

There are many designs for latrines, hand washing stations, and water treatment and storage options that are good for classrooms and schools. This guide will provide some guidelines and principles and show some examples and options for school-friendly WASH infrastructure and hardware. If you want a complete catalogue of WASH hardware options, you can consult Chapter 11 (Water, Sanitation and Hygiene Facilities) of *Strengthening Water, Sanitation, and Hygiene in Schools*, published by IRC and available here: http://www.irc.nl/page/52816 or your local UNICEF office.

**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

**Checklist of 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 wiping material (paper, leaves)
- ☐ Wastebasket for used wiping material
- ☐ A place to wash hands after use
- ☐ Cleaning items such as broom, scrub brush, etc.

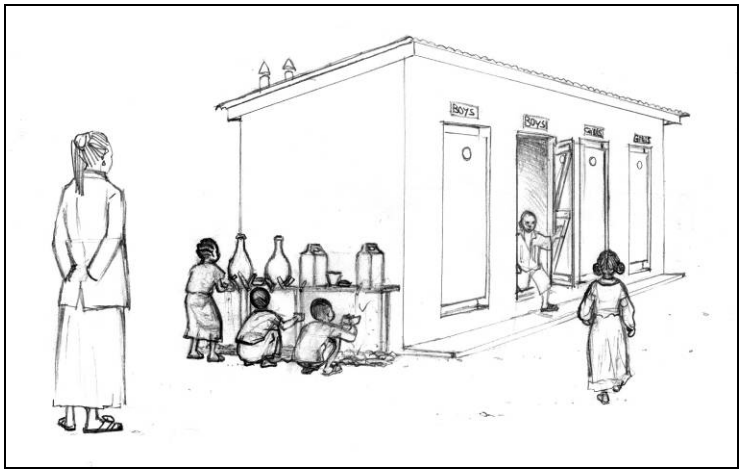
**Hand washing stations should have (at least):**

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

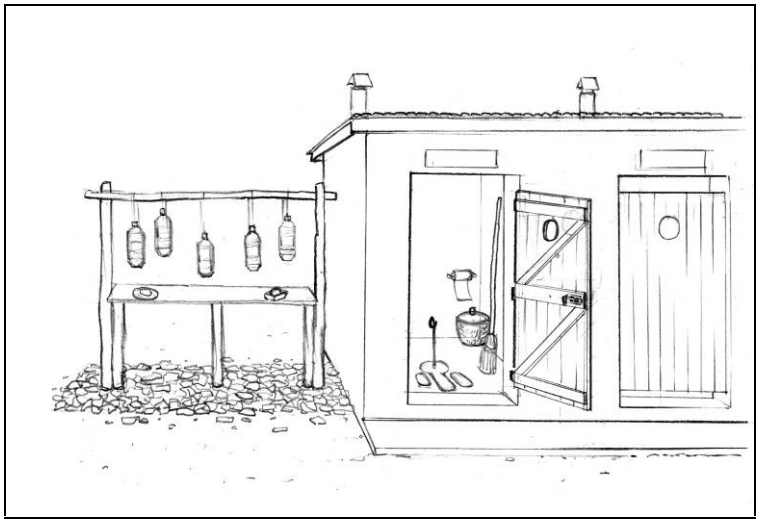
See: *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings (WHO, UNICEF 2009)*

**Latrines**

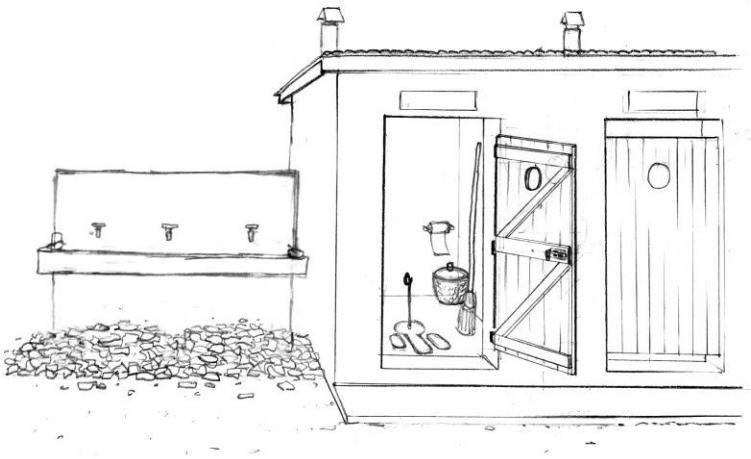
Latrines for boys and for girls, with cleaning, washing and wiping material.
It locks from the inside for privacy, and has a washable slab.




Child friendly latrines, nicely ventilated, with simple handwashing
places where a child can reach.

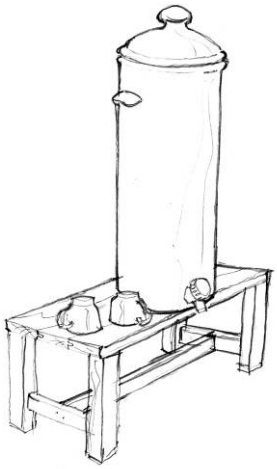


Latrines with a “Tippy Tap” handwashing station, made from empty plastic bottles.
The handwashing station has a “soakaway” drainage area made with small stones to avoid puddles.

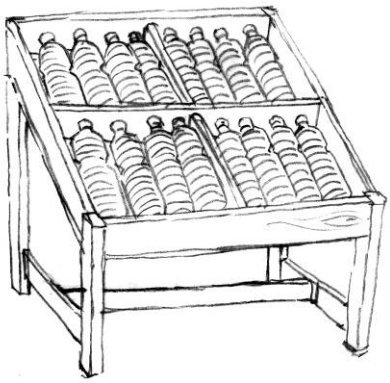


This latrine has running water and taps for washing hands after using the toilet.

## Water treatment and storage



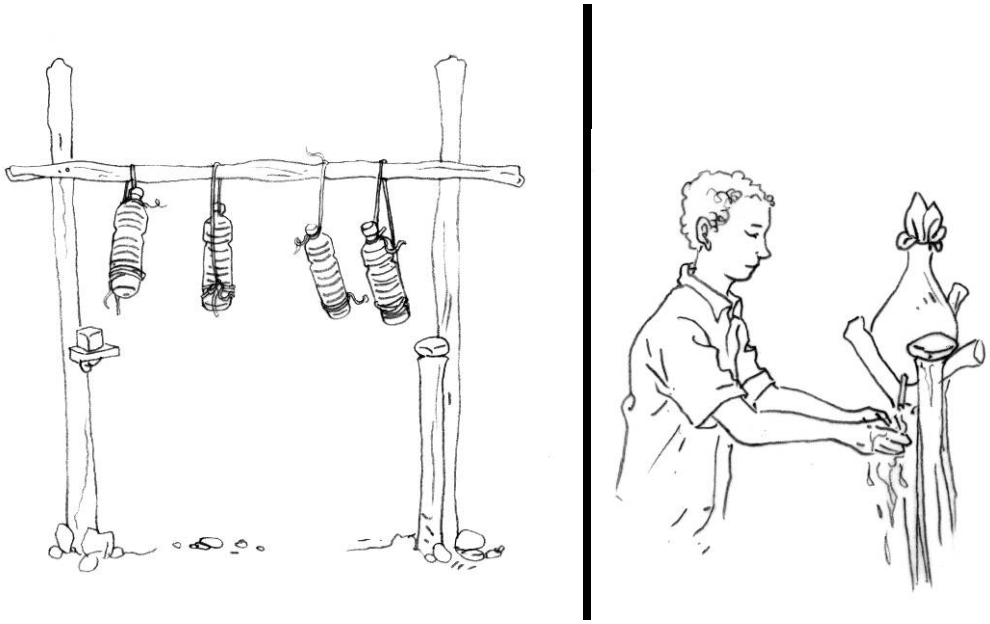
A large volume ceramic water filter can treat drinking water for a classroom.



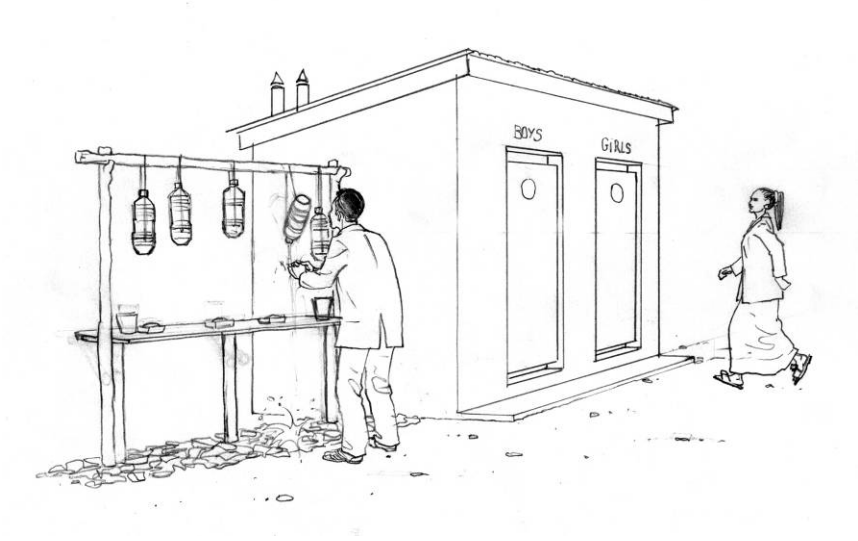
Solar disinfection (SODIS) with plastic PET bottle placed in the sun is an easy way for classes to make drinking water safe. Here is a a SODIS stand that parents built, and a teacher placing bottles of water on the class roof. After 6 hours in the sun, the water is safe to drink.

Drinking water can be safely stored in may 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.

**Handwashing stations**



Handwashing stations can be very simple and still be effective. Using Tippy Taps made from bottles or gourds can also save water.




Teachers need latrines as well.

## Annex E: WASH Survey Form

# 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: | **Urban**<br>**Rural** |
| 1.2 | Well drained (no stagnant water potential, flood potential, etc.)? | **Yes**<br>**No** |

## 2. Compound

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

## 3. Students and Teacher Population

| | **Total** | **No. of Males** | **No. of Females** |
|---|---|---|---|
| **Students** | | | |
| **Teachers** | | | |
| **Cleaners/Guards** | | | |

## 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)? | **Very Good** |

| | | |
|---|---|---|
| 4.3b | *Please Explain:* | **Good**<br>**Poor** |

# WASH Information

## 5. Safe and Adequate Water Supply

| | | |
|---|---|---|
| 5.1a | Is there any type of water supply for the school? | **Yes**<br>**No** |
| 5.2b | *If Yes, what is the source?*<br>- **Pump**<br>- **Pond**<br>- **River**<br>- **Well**<br>**Other: _____** | |
| 5.2a | Do classrooms have drinking water? | **Yes**<br>**No** |
| 5.2b | *If Yes, how is it stored?*<br>- **Jerry can**<br>- **Jar**<br>- **Bucket**<br>- **Other: _____**<br><br>*If no, where do students and teachers get water to drink?* | |
| 5.3 | Is the water adequate for the school population? | **Yes**<br>**No** |
| 5.4 | Is the water safe (is it from a safe source such as a pump or covered well or treated)? | **Yes**<br>**No** |
| 5.5a | Does the school treat drinking water? | **Yes**<br>**No** |

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

## 6. Excreta Disposal Facilities

| | | |
|---|---|---|
| 6.1a | Is there an excreta disposal facility in the school? | **Yes**<br>**No** |
| 6.1b | If Yes, is it properly sited (safe distance from class rooms, water source, and offices)? | **Yes**<br>**No** |
| 6.1c | *If Yes: Type of system (circle one):*<br>• **Traditional pit latrine (dirt floor supported by logs of wood, wood walls with mud plastered, corrugated iron roof or thatch)**<br>• **Improved traditional pit latrine (washable cement floor, supported by logs or reinforced, wood and mud walls, corrugated iron or thatch roof)**<br>• **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)**<br>*If No, where do students and teachers go to urinate/defecate?* | |

| | | |
|---|---|---|
| 6.2 | Are there separate facilities for boys and girls? | **Yes**<br>**No** |
| 6.3a | Are there separate latrines available for teachers? | **Yes**<br>**No** |
| 6.3b | *If Yes, are they separate for male and female teachers?* | **Yes**<br>**No** |
| 6.4 | Do facilities have doors or curtains for privacy? | **Good**<br>**Medium**<br>**Poor** |
| 6.5 | Can the facilities be locked for safety and privacy? | **Yes**<br>**No** |
| 6.6 | Is there wiping material available in the facilities? | **Yes**<br>**No** |
| 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? | **Yes**<br>**No** |
| | Fecal material around pit on floor? | **High**<br>**Medium**<br>**Low/None** |
| | Anal cleaning material on floor? | **Yes**<br>**No** |
| | Latrine smells bad? | **Yes**<br>**No** |
| | Latrine cleaning program? | **Yes**<br>**No** |

## 7. Hand Washing Facilities

| | | |
|---|---|---|
| 7.1a | Are there any hand washing facilities in the school? | **Yes**<br>**No** |
| 7.1b | *If Yes, what kind of facility:*<br>- **Sink and faucet**<br>- **Bucket**<br>- **Basin**<br>- **Tippy tap**<br>- **Other: _____** | |
| 7.2 | Is the facility near the latrines? | **Yes**<br>**No** |
| 7.3 | Is there water in the containers? | **Yes**<br>**No** |
| 7.4 | Is there soap, ash, or other near the wash stand? | **Yes**<br>**No** |
| 7.5 | Is there any reminder for hand washing near latrine? | **Yes**<br>**No** |

## 8. School WASH Activities

| | | |
|---|---|---|
| 8.1a | Does the school have any hygiene promotion activities? | **Yes**<br>**No** |
| 8.1b | *If yes, what kind?* | |
| 8.2 | Classroom lessons on hygiene? | **Yes**<br>**No** |
| 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? | **Yes**<br>**No** |

| | | |
|---|---|---|
| 8.4 | Posters, other IEC materials with hygiene messages on walls? | **Yes**<br>**No** |
| 8.5 | School club with hygiene activities? | **Yes**<br>**No** |
| 8.6 | School to community hygiene promotion activities? | **Yes**<br>**No** |
| 8.7 | Parent involvement in school WASH? | **Yes**<br>**No** |

## Annex F: 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 G: WASH Action Planning Table

| Element | Problem | Proposed Action | Who is responsible? | Cost? | By when? |
|---|---|---|---|---|---|
| **Latrines** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| **Drinking water** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| **Hand washing facilities** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| **School solid waste disposal (trash)** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| **PTA or WASH Committee** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| **Teaching materials** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| **WASH Club or WASH after-** | | | | | |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **school activities** | | | | | |
| | | | | | |
| **School to community activities** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

## Annex H: 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 Aster" (Session 3.C) 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 24

**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

## Annex I: 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

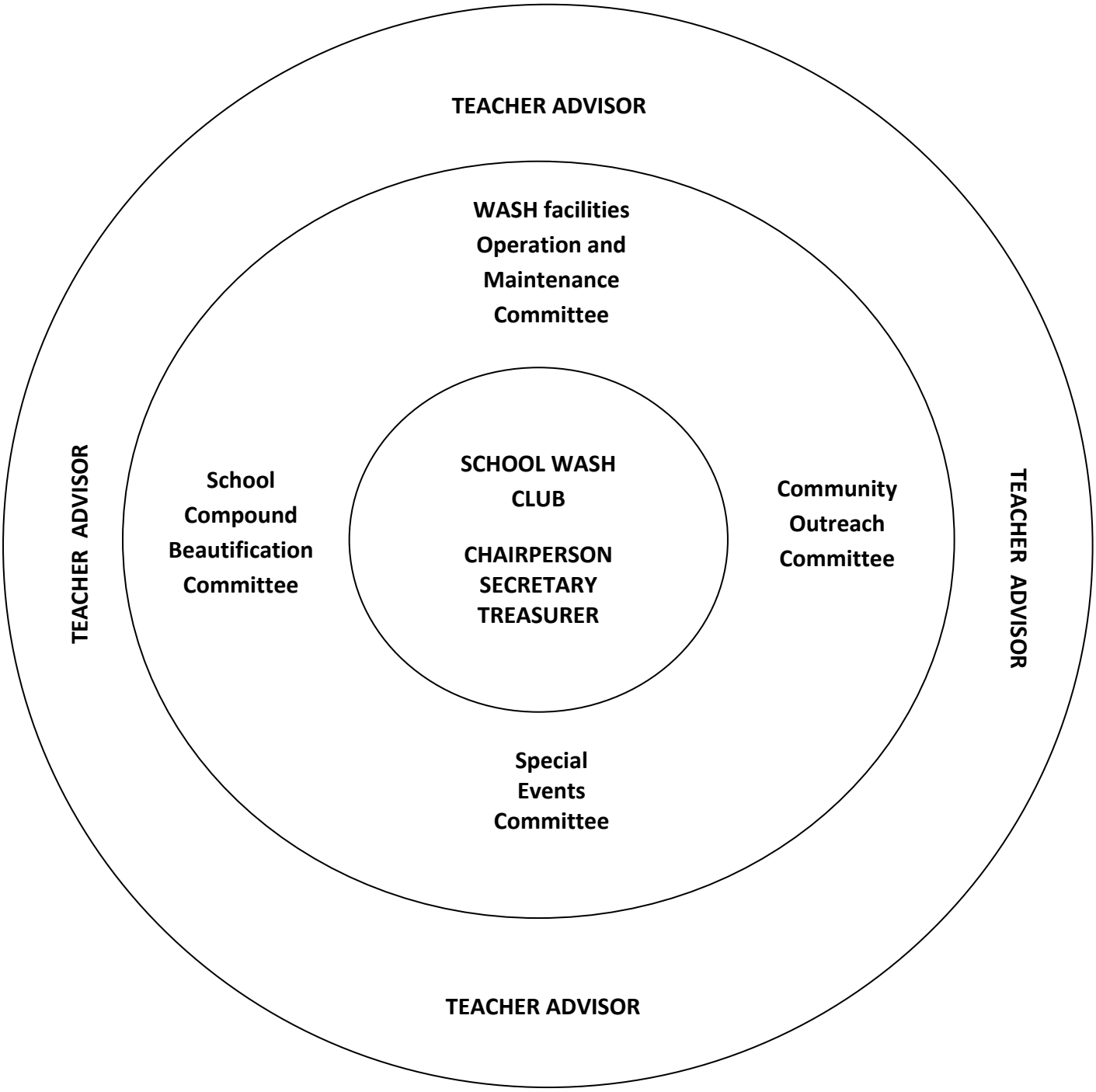
and upkeep. The WASH Club should therefore consider all the necessary activities in its action plan and should empower students to carry them out.

**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 ORGANISATI0N

## (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 schoolwide 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 D 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!

**Build a Water Filter -** See instructions in Annex D

**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 J: Establishment of School WASH Committees or Mobilizing Parent Associations for WASH

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)[5]. 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:

[5] ***WHO 2009 ibid .***

## 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
- 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 K: 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? | | | |
| | **OR** | | | |
| | 1.2 School has well? Pump? | | | |
| | **OR** | | | |
| | 1.3 School has cistern? Water tower? | | | |
| 2. School has adequate hygienic sanitation facilities | 2.2 Separate boy/girl latrines that are child-friendly | | | |
| | **AND** | | | |
| | 2.3 Latrines with washable slabs | | | |
| | **AND** | | | |

| | | | | |
|---|---|---|---|---|
| | 2.4 Doors or curtains for privacy | | | |
| | **AND** | | | |
| | 2.5 Separate latrines for male/female teachers | | | |
| | **AND** | | | |
| | 2.6 Wiping material or water available for anal cleansing | | | |
| | **AND** | | | |
| | 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 | | | |
| | **AND** | | | |
| | 3.2 With soap or ash available | | | |
| | **AND** | | | |
| | 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 | | |
| | | | |
| **WASH-FRIENDLY SCORING** | Sections 1, 2, and 3: Over half of the criteria must be "done" and the rest "underway." Any "starting up" will delay WASH-friendly status | | |
| | Sections 4 and 5: 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.

## Annex L: Example of a WASH Themed Poster

# Online Resources: WASH in Schools Websites, Publications, and Videos

**CHAST: Children's Hygiene and Sanitation Training, Somalia.** Tools and activities to encourage children to discover possible solutions to hygiene and sanitation related problems, using fun and child-friendly methods. http://www.irc.nl/page/13170

**Manual on School Sanitation and Hygiene: Toward Better Programming**. IRC/UNICEF, 1998. A comprehensive manual on developing a school and community program, to include infrastructure provision and maintenance, and teaching materials development. http://www.unicef.org/wes/files/Sch_e.pdf

**Child-Friendly Hygiene and Sanitation Facilities in Schools: Indispensable to effective hygiene education.** IRC/UNICEF, 2005. A nontraditional look at school hygiene and sanitation facilities in preschool, primary, and secondary schools, with guidelines for design of child-friendly facilities. http://www.irc.nl/page/9587

**The Joy of Learning: Participatory Lesson Plans on Hygiene, Sanitation, Water, Health and the Environment.** IRC/UNICEF, 2005. This guide is meant for teachers and others who want to design participatory learning activities on hygiene and sanitation. http://www.irc.nl/page/26444

**Strengthening Water, Sanitation and Hygiene in Schools: A WASH Guidance Manual with a Focus on South Asia.** IRC/UNICEF/WSSCC, 2010. This book is meant for managers and trainers involved in water, sanitation and hygiene programs in schools, whether operating at the state, district, or block level. It provides information on a number of essential topics related to WASH in schools and contains relevant activity sheets. http://www.irc.nl/page/52816

**Water, Sanitation and Hygiene Education for Schools Roundtable Meeting: Proceedings and Framework for Action.** IRC/UNICEF, 2005. Contains guidelines and country overviews. http://www.unicef.org/wes/files/SSHE_OxfordRoundTable_2005.pdf

**School Led Total Sanitation (SLTS): A successful model to promote school and community sanitation and hygiene in Nepal.** Article on a promising approach by UNICEF and the Government of Nepal. http://www.irc.nl/content/download/133965/380830/file/ch-9.pdf

**Can Hygiene be Cool and Fun? Insights from School Children in Senegal**. WSP, 2007. Results of research that looked at the motivating factors for children to adopt hygienic hand-washing and toilet practices. The research aimed to inform the design of sanitation and hygiene programs in schools. http://www.wsp.org/UserFiles/file/712200752142_Can_Hygiene_be_cool_and_fun_-_Senegal__2007.pdf

**Health is in Our Hands: Hygiene, Safe Water and Sanitation Curriculum**. Haath Mein Sehat. Project with collaboration of UC Berkeley Students. July 2008. Information and participatory activities aimed at urban slum dwellers and schoolchildren.

**Sanitation for Primary Schools in Africa.** WEDC Publication for IYS, 2008. This downloadable nicely illustrated book provides easy-to-use tools for assessing sanitation, water supply, and hand

washing facilities in primary schools in Africa so that appropriate decisions can be made about sanitation improvements. http://www.flowman.nl/wedcschoolsanitation20081007.pdf

**School Water, Sanitation and Hygiene Programs on VOA's "In Focus."** (TV2Africa). Report on the importance of WASH in schools and conditions for girls in African schools with and without adequate sanitation facilities.
http://www.youtube.com/watch?v=F-7QQJ46D3k

## Additional Resource Websites

**IRC – International Water and Sanitation Center:** Located in The Hague, IRC maintains a clearinghouse for knowledge sharing to support poor men, women, and children in developing countries to obtain water and sanitation services they will use and maintain. One of IRC's many themes is WASH in Schools, which has its own thematic webpage. This page links to papers, a newsfeed, events, a "TOP" (Thematic Overview Paper), and other school hygiene and sanitation resources. http://www.irc.nl/home/themes/sanitation/wash_in_schools

**Toolkit on Hygiene, Sanitation, and Water in Schools.** UNICEF, World Bank WSP. A comprehensive web resource to guide program developers in sector assessment, designing, and implementing school-based hygiene and sanitation programs. Its resource page contains many links to related websites. http://globalhandwashing.org/resources/multimedia-pdf/17.%20Toolkit_Hygiene_Sanitation_Water_Schools_Booklet.pdf

**The Global Public Private Partnership for Handwashing with Soap:** A website devoted to hand washing and programs where the public and private sectors truly work together to promote this critical intervention. The PPPHW is housed in the World Bank, and this website highlights its country programs. http://www.globalhand washing.org/

**Hygiene Improvement Project (HIP):** A six-year USAID-funded project supporting at scale hygiene behavior change and WASH in Schools activities in Ethiopia and Madagascar, and related hygiene improvement programs in Peru, India, and Nepal. Website has numerous resources and links. www.hip.watsan.net

**International Year of Sanitation:** Focus on helping countries move rapidly closer to attaining the water/sanitation Millennium Development Goals. Comprehensive background material on all aspects of sanitation. http://esa.un.org/iys/

**Global Handwashing Day October 15:** Since its inception in 2008 Global Handwashing Day has been celebrated in over 80 countries worldwide with a focus on schoolchildren. The Global Handwashing Day website contains all the materials necessary for planners, teachers, advocates, and others to join in the global celebration. http://www.globalhand washingday.org

**Call to Action for WASH in Schools 2010:** The result of a collaboration between several international partners supporting WASH in Schools programming. It calls on decision makers to increase investments and on concerned stakeholders to plan and act in cooperation. The website contains the Call to Action core document, advocacy and communications materials.
http://www.washinschools.com