

# **Girls Empowerment through Education and Health (ASPIRE)**

## **Water Sanitation and Hygiene (WASH) Training Manual**

**Contract Agreement Number: AID-612-A-15-00001**

Produced by Save the Children International under USAID's Girls' Empowerment through Education and Health Activity (ASPIRE), Contract Agreement Number: AID-612-A-15-00001.

**April 2016**

## Table of Contents

LIST OF TABLES.....	i
LIST OF FIGURES.....	ii
ACYRONMS AND ABBREVIATIONS .....	iii
FOREWORD.....	iv
INTRODUCTION .....	I
<b>1 MODULE 1: RELATIONSHIP BETWEEN WATER, SANITATION, HYGIENE AND WATER-BORNE INFECTIONS .....</b>	<b>2</b>
1.1 The F-diagram .....	2
<b>2 MODULE 2: THE THREE KEY HYGIENE PRACTICES .....</b>	<b>3</b>
2.1 Hand Washing with Soap .....	3
2.1.1 Handwashing methods & Frequency .....	3
2.1.2 Handwashing facilities.....	3
2.1.3 Handwashing facilities’ types and designs.....	3
2.1.4 Management of HWF-Best practice practices.....	4
2.2 Consistent and Proper Use of Latrines .....	5
2.2.1 Different types of latrines .....	5
2.2.2 New toilets & toilet designs in schools.....	6
2.3 Drinking Safe Water: Water and Sources Management.....	8
2.3.1 Introduction.....	8
2.3.2 How to ensure that water is safe for drinking.....	8
2.3.3 General hygiene and cleanliness of water source .....	9
2.3.4 Transporting water safely.....	11
2.3.5 Proper storage of water .....	11
2.3.6 Importance of purifying drinking water .....	12
<b>3 MODULE 3: MANAGEMENT OF SCHOOL WASH FACILITIES: COMPOSITION AND ROLES OF SCHOOL WASH COMMITTEES AND LEARNERS .....</b>	<b>14</b>
3.1 School WASH facilities .....	14
3.2 Results of Focus Group Discussions (FGDs) .....	14
3.3 Composition of School WASH committee .....	14
3.4 School WASH committee roles .....	15
3.5 Water Sanitation and Hygiene in Schools .....	16
3.5.1 Key Hygiene Behaviours for School Children.....	17
3.6 Role of learners .....	19
<b>4 MODULE 4: GENERAL HYGIENE &amp; CLEANLINESS OF LATRINES AND MANAGEMENT OF SCHOOL TOILET FACILITIES .....</b>	<b>20</b>
4.1 Importance of keeping WASH facilities clean .....	20
4.1.1 Results of Focus Group Discussion.....	20

4.2	Current use and management of the toilets.....	20
4.3	How to improve toilet use and management.....	21
4.3.1	Practical steps to improve the situation .....	21
4.4	A clean toilet .....	21
4.5	Hygiene practices: the School WASH Committee .....	22
<b>5</b>	<b>MODULE 5: MANAGEMENT OF SCHOOL WASH FACILITIES: LATRINE / URINALS MANAGEMENT, MAINTENANCE, REHABILITATION AND CONSTRUCTION .....</b>	<b>23</b>
5.1	Importance of maintenance .....	23
5.1.1	Monitoring functionality of toilets.....	23
5.2	Maintenance.....	23
5.3	Sanitary seal .....	25
5.4	Desludging of school pit latrines.....	25
<b>6</b>	<b>MODULE 6: URINALS.....</b>	<b>27</b>
6.1	Urinal for Boys.....	27
6.2	Urinals for girls.....	27
6.3	Suitability .....	28
6.4	Advantages of urinals.....	28
6.5	Disadvantages of urinals.....	28
<b>7</b>	<b>MODULE 7: MENSTRUAL HYGIENE MANAGEMENT.....</b>	<b>29</b>
7.1	Personal hygiene.....	29
7.2	Menstrual Hygiene Management.....	29
7.2.1	Designs for simple MHM.....	29

**LIST OF TABLES**

Table 2:1: Summary of safe water handling practices .....	12
Table 3:1: Key Hygiene Behaviours .....	17
Table 4:1: A definition of a clean toilet.....	21
Table 4:2: Management of facilities .....	22
Table 5:1: Functionality definition .....	23
Table 5:2: A sample of a monitoring tool .....	23

**LIST OF FIGURES**

Figure 1:1: F-Diagram..... 2

Figure 2:1: A tippy tap in use on the left, and a bucket with a tap for handwashing..... 4

Figure 2:2: A collapsed latrine. .... 7

Figure 2:3: Waste water spills all over..... 10

Figure 2:4: Waste water being used to irrigate a small garden ..... 10

Figure 5:1: A new san plat (made in Liwonde) fitted over the old slab/drop hole ..... 24

Figure 5:2: Or a new slab can be cast over the old slab / drop hole. .... 25

Figure 5:3: A storm drain..... 25

Figure 5:4: Desludging in process..... 26

Figure 6:1: Detail of male urinal channel..... 27

Figure 6:2: Detail of female urinal channel and partition..... 28

Figure 7:1: Inside the MHM Room—a stand for water bucket, a mirror for checking appearance and clothes after changing pads..... 30

## **ACRONMS AND ABBREVIATIONS**

CRECCOM:	Creative Centre for Community Mobilization
FAWEMA:	Forum for African Women Educationalist Malawi Chapter
FGD:	Focus Group Discussion
GoM:	Government of Malawi
HSA:	Health Surveillance Assistants
HWF:	Hand Washing Facilities
MHM:	Menstrual Hygiene Management
MIE:	Malawi Institute of Education
PTA:	Parents Teachers Association
RA:	Rapid Assessment
SMC:	School Management Committee
WASH:	Water Sanitation and Hygiene

## **FOREWORD**

The Government of Malawi (GoM) with funding from the United States Agency for International Development (USAID) is implementing the Girls' Empowerment through Education and Health Activity (ASPIRE). The ASPIRE Activity is being implemented by Save the Children in partnership with the Malawi Institute of Education (MIE), Forum for Women Educationalists Malawi Chapter (FAWEMA) and Creative Centre for Community Mobilization (CRECCOM).

Water Sanitation and Hygiene (WASH) is one of the components of the ASPIRE Activity. Output three (3) of ASPIRE aims at decreasing structural and cultural barriers for girls ages 10-19. Girls face a lot of challenges to attend school. These challenges include inadequate WASH and Menstrual Hygiene Management (MHM) facilities. ASPIRE Activity intends to promote community and school awareness on the importance of proper WASH and MHM facilities which are adequate and well taken care of. ASPIRE will construct latrines which will include urinals in some of the schools as a measure of reducing latrine pupil ratio thereby mitigating issues of congestion on the available facilities. ASPIRE will also build capacities of the schools and community members to be able to advocate and provide for these facilities in their schools.

ASPIRE conducted a Rapid Assessment (RA) in all the schools in Balaka and Machinga. It was observed that most of the schools do not have adequate facilities. There are some schools that have a latrine: pupil ratio as high as 1:350. This can affect the learning process because students would wait on a queue for a long period to have a chance to use a latrine. Menstrual hygiene issues are also an area that requires support to reduce absenteeism among girls. These findings indicate the need for increasing WASH and MHM facilities for schools. ASPIRE will in turn construct latrines in some of the schools that were identified as the ones that are in dire need of such facilities whilst building capacities of community members, teachers and students on caring for available WASH facilities, advocating and mobilizing resources to construct additional facilities.

Therefore, I sincerely hope that this manual will help to provide overarching guidance and insight to schools so that they ably support girls in the areas of WASH and MHM. This will in the long run reduce absenteeism and dropout due to lack of such facilities.

## **SIGNED**

## **INTRODUCTION**

The Girls Empowerment through Education and Health Activity (ASPIRE) is a four-year USAID funded intervention that is being implemented in Machinga and Balaka districts. ASPIRE implements its activities through the following outputs:

**Output 1** – Reading skills for girls in upper primary school improved

**Output 2** – Adoption of positive sexual and healthcare-seeking behaviours among youth 10-19 increased.

**Output 3** – Key structural and cultural barriers for girls ages 10-19 decreased

**Sub-Output 3.4:** Access to adequate WASH (including MHM commodities) improved.

This manual looks at Sub-output 3.4 which aims at improving access to WASH and MHM. Poor WASH conditions are one of the greatest structural barriers to girls' access and retention, particularly once they reach adolescence and begin menstruating. A healthy, safe, and gender sensitive school environment is one in which girls have access to safe drinking water; clean, safe and private toilet access; hand washing facilities with soap; and private spaces to help themselves during menstruation. A 2011 report by Water Aid found among the 104 girls interviewed, menstrual hygiene issues cause 12 to 36 days of absence annually per girl (Pillitteri, 2011). The needs of learners with physical disabilities must also be accommodated. Few schools in Balaka and Machinga meet these criteria. The national 2008 WASH survey in schools found only 24% of Balaka schools and 14% of Machinga schools had adequate quantity and quality of sanitary facilities for girls (MOEST, 2009).

ASPIRE recognizes the need for reducing structural barriers by having adequate WASH and MHM facilities as one way of improving school attendance. ASPIRE will then support schools by constructing latrines and urinals in some of the schools. All the schools will have a WASH committee which will be trained to promote hygiene of the water source and latrines.

This training aims at transmitting the appropriate knowledge, attitudes, and skills to extension workers, schools WASH Committees, learners so that they can ably to improve school water, sanitation and hygiene.

It is well known that poor water supply, sanitation and hygiene in school environment, has the following effects: Low school enrolment; High absenteeism; Poor class performance as well as Early and high drop-out rates especially for girls.

To beat these, school staff, committee members and learners must be trained so that we enhance:

- Hygiene practices: handwashing with soap;
- Proper and consistent use of a latrine;
- Drinking safe water.
- Advocate for construction of new facilities, maintain and rehabilitate old ones.



## **I MODULE I: RELATIONSHIP BETWEEN WATER, SANITATION, HYGIENE AND WATER-BORNE INFECTIONS**

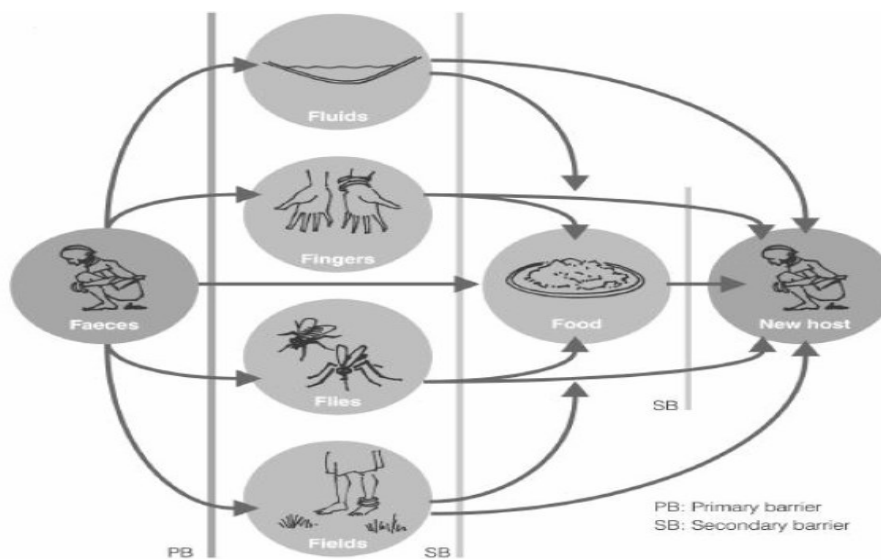
Diseases primarily transmitted through the faecal-oral route include diarrhoea, dysentery, typhoid, cholera transmission and may occur through a variety of mechanisms, including consumption of contaminated water and food as well as through person-person contact.

### **I.1 The F-diagram**

This demonstrates the relationships between diarrhoeal diseases and a number of factors including low water quality, low water availability and unsafe excreta disposal. It shows how microbes from faeces cause diarrhoea to a new person. Faecal-oral transmission can follow a number of routes as shown in the F-diagram. Faeces which are not disposed safely away from human contact are spread by the F's: i.e. via:

- Fluids : rivers, unprotected shallow wells, etc.;
- Fingers;
- Flies, which can contaminate the food;
- Fields: floor, gardens, play areas, etc.;
- To Food, and thereby to a new host/person

#### **Activity 1: How can we break the transmission route?**



**Figure 1:1: F-Diagram**

#### **Primary Barriers:**

- Safe stool disposal (availability of proper latrines) away from any possibility of human contact;
- Hand washing with soap after using the toilet and before eating.

#### **Secondary Barriers:**

- Water purification;
- Food handling;
- Fly control;
- Washing hands with soap and clean water.

## **2 MODULE 2: THE THREE KEY HYGIENE PRACTICES**

Good hygiene practices at home and school are very important to reduce incidences of water borne infections and improved attendance in schools. These three Key Hygiene Practices are:

- a) *Correct method and frequency of hand washing*
- b) *Proper and consistent use of latrines*
- c) *Drinking safe water*

### **2.1 Hand Washing with Soap**

Washing hands with soap is the number one prevention method against the spread of infections and diarrhoeal diseases. Therefore pupils have to be encouraged to wash their hands at all times with soap. The provision of water and sanitation infrastructures alone won't be effective without changes in behaviours (e.g.: using latrines without washing hands and cleaning the latrines)

#### **Activity 2: Demonstrating how germs are spread: Paraffin/flour demo.**

##### **2.1.1 Handwashing methods & Frequency**

Hand washing with soap is a “do-it-yourself” prevention mechanism. Proper hand washing requires soap and clean water. The school can improvise a simple running source of water for handwashing e.g. “Tippy Tap / gear mmanja” (cans or plastic bottles that release just enough for a hand wash each time they are tipped).

#### **Activity 3: Steps for proper hand washing (Demonstration)**

1. Wet hands
2. Cover wet hands with soap
3. Wash all parts of the hand by rubbing hands together, including palms, back, between the fingers, and
4. Especially under fingernails for about 20 seconds. Twenty seconds can be timed by singing a song like,
5. Happy Birthday twice. Every country has children's songs to adapt.
6. Rinse well with small amounts of running water rather than still water.
7. Dry by waving in the air.

**Note:** Learners should always wash their hands when they use latrines. Each and every learner should be able to check others that they have washed hands when coming out of the latrines.

##### **2.1.2 Handwashing facilities**

The schools will require to have hand washing facilities to ensure that the students always wash their hands after using the toilets or urinals.

##### **2.1.3 Handwashing facilities' types and designs.**

Hand washing facilities are easy and not expensive to make. The WASH committees will need to be trained on the different handwashing facilities especially those that would require locally available resources while ensuring sustainability. Handwashing can be used at home and schools if the buckets are not available.

This section highlights some of the types, designs with their corresponding advantages and disadvantages.

**Activity 4: Discuss the types and designs advantages/disadvantages. Demonstrate the making of a tippy tap.**

**1) Concrete tanks**

- a) taps broken, vandalised; not replaced
- b) Difficult to fill with water

**2) HWF with piped water:**

- a) Congestion
- b) High water bills
- c) Taps broken, vandalised; not replaced

**3) Tippy taps**

- a) Small **tippy tappies** are difficult to manage at schools due to small volumes of water



**Figure 2:1: A tippy tap in use on the left, and a bucket with a tap for handwashing**

**2.1.4 Management of HWF-Best practice practices**

- To have 1 unit at each classroom.
- Class prefects/leaders to ensure that children wash hands with soap before entering class or sanitation club/WASH committee members checking peers when they use facilities. Students may use games to promote hand washing.
- Schools can raise money to buy soap - Water and soap available in appropriate places
- Point checks before recess and before eating.
- Peer monitoring
- Facilities are locked away securely after school hours.

- Menu of options for hand washing
- Health and hygiene education

### **Monitoring Indicators**

- Containers are filled daily
- Soap available
- Children use after going to the toilet & before eating
- Stored securely at night

## **2.2 Consistent and Proper Use of Latrines**

This includes discontinuing any practice of open defecation as this contaminates the environment and presents a health hazard to the whole school community. A latrine must always be used, preferably with concrete floor for ease of cleaning, and with a drop-hole cover for prevention of flies

Faeces are highly infectious and remain so for some time. When they are not disposed properly, they contaminate water, field, food, etc., and cause diarrhoeal diseases. Diarrhoea kills. It happens because the body loses too much water and becomes dehydrated. Therefore pupils must be encouraged to use latrines at all times to prevent diarrhoeal diseases. The pupils should understand that “Prevention is better than cure”.

Nobody should defecate in the bush as this leaves the excreta open to contaminate the surroundings of everybody. Each and every one must rather use a latrine every time they need to defecate. In this way the faeces are stored underground where they pose less threat to humans.

It’s **important** to use latrines for the following reasons:

- To allow self-respect, privacy, security and have extra status in the community;
- To avoid the spread of diseases and infections from faeces openly disposed;
- To avoid pollution of the environment (field, water and air);
- To avoid bad and unpleasant smells.

### **2.2.1 Different types of latrines**

The rapid assessment revealed that some communities are taking part in construction of pit latrines. Some of the pit latrines fell down due to heavy rains as they were the traditional latrines despite the type of the soil in the area which could have benefited from the other methods of latrine designs.

In rural areas, the most suitable and affordable technologies are generally provided by pit latrines (traditional simple pit latrines or traditional improved pit latrines), while in urban areas, pour-flush latrines are generally common.

#### *a. Traditional simple pit latrines (basic sanitation)*

Traditional simple pit latrines are easy to construct and the materials can be found locally.

They are made by digging a pit of 1-2 metres deep and covering with a log-and-mud floor. These latrines may have a wall made by grass or bricks, and a grass thatched roof or a metal sheet roof, but as long as they have a mud floor they are called basic, or traditional. These latrines are temporary because they have to be rebuilt on a new pit after one or several rain seasons, especially if the soil is sandy and the risk of collapsing high.

b. Improved pit latrines (improved sanitation)

Improved pit latrines are latrines where the pit is covered by a concrete slab, or sanplat (sanitation platform in concrete), and which has a drop hole cover.

The pits for improved pit latrines are generally 2-3 metres deep, deeper than the traditional simple pit latrines, and when the soil is unstable and sandy, the pits are lined with bricks or with concrete rings. This makes the improved pit latrines very durable.

These latrines are very hygienic because:

- They are easy to maintain and to keep clean;
- They have a cover to prevent flies from moving from faeces and onto food.

While the improved pit latrines are more durable and hygienic, the materials are more costly and they are not so easy to construct.

One type of improved latrines, the VIP latrines (Ventilated Improved Pit latrines) have a vent pipe and a flies screen to improve the ventilation and reduce the problem of flies and smells. These are very hygienic and durable, and nicely ventilated which makes the atmosphere good.

## **2.2.2 New toilets & toilet designs in schools**

### **2.2.2.1 Guidelines and standards**

The following are some of the factors to consider when constructing toilets at a school.

- 25 learners / drop hole when there are no urinals
- 60 learners / drop hole when there are urinals
- Separate toilets for boys and girls, including MHM
- Separate toilets for male and female teachers
- Toilets should be accessible:
  - Functional
  - Clean at all times
  - 30 m from class room
  - Safe and secure path way
  - Privacy of access, especially girls
  - Accessible to those with limited mobility / vision

Before investing in new structures ensure the following:

1. Existing structures are:
  - a. Well managed – i.e. clean
  - b. Well maintained
  - c. Can be upgraded or improved
  - d. Can be rehabilitated (e.g. pit emptied, new slab, etc.)
2. Consider **urinals** as a way of better managing toilets
3. Look at suitable designs and technologies.

Suitable designs and technologies depend on the following:

1. Physical & environmental contexts
  - a. Topography and land availability
  - b. Soil structure
  - c. Rainfall & Ground Water level

2. Economic situation
  - a. Construction costs
  - b. Running costs
  - c. Maintenance costs
3. User preferences
  - a. Position (sitting / squatting)
  - b. Anal cleansing (solid / liquid)

### **2.2.2.2 Decision support tools: An objective and transparent tool**

This should help to decide toilet technology suitable for physical and environmental context & economic context

- Deep pit or shallow pit
- Lined or unlined pit
- Permanent or semi-permanent structure
- VIPs
- WCs
- Ecosans-Skyloos, fossa alterna & arbor loos (Experience shows that learners are not yet ready to manage these)
- Pit latrines should not be constructed in areas with high water table, water logging
- Should be constructed in stable areas – not near hill sides.

#### **2.2.2.2.1 Physical & environmental contexts**

Collapse of pits is due to water entering pit through “water table” or “flooding”.

*How to prevent collapse of pit latrines through design:*

- DO NOT construct deep pits in areas of high water table (bottom of pit should be at least 2 m from highest water level; risk of collapse and contamination of water table)
- In such cases a shallower pit is more suitable
- If a deep pit is required – lining is required only in unstable soils
- Protect the pit from ingress with a supporting collar and good drainage
- Raise the level of the slab at least 20cm to prevent water ingress
- Importance of sanitary seal



**Figure 2:2: A collapsed latrine.**

### **2.2.2.3 Siting of toilets**

When siting the location of new latrines, urinals, or MHM:

1. Away from storm water – so pits don't get eroded, flooded
2. Consider issue of security & privacy, esp. for girls:
  - a. Within 30m from classrooms
  - b. Away from roads, footpaths, boys toilets
  - c. Paths leading to toilets should be clear of long grass, maize, mud, etc. that can be a security / access issue
  - d. Easily supervised by teachers during the day
  - e. Away from possibility of vandals – school toilets are for learners not community

### **Activity 5: Discuss how to care and maintain a latrine properly**

To keep a latrine clean and hygienic, we should:

- Clean the latrine every day;
- Fill water in the hand washing facilities every day;
- Sweep and cut the grass around it;

**Note:** Always remember to wash your hands soap and clean water after using latrines.

## **2.3 Drinking Safe Water: Water and Sources Management**

### **2.3.1 Introduction**

This includes safe water handling, storage, and treatment. In order to ensure that the water is safe at the time of drinking, the water should be drawn from a protected water point, such as tap borehole; the water should be filled in a container while avoiding contact with hands; it should be transported and stored in a container with cover; it should be treated at point of use by adding chemicals; and it should be poured through a tap or a two-cup system at the time of drinking.

Water is life and drinking safe water is a fundamental human right. Water may seem clean and good for drinking yet could contain tiny germs and spread diarrhoeal diseases. Therefore pupils ought to be encouraged to drink safe water by adopting preventive measures (thanks to protected water sources, good transportation, storage and treatment of water).

Drinking safe water is one of the Three Key Hygiene Practices which put a stop to the transmission of diarrhoeal diseases, as do washing hands with soap and the proper use of latrines.

The school WASH committees will be required to support when water testing is conducted. ASPIRE will support with water testing. This will be conducted by skilled personnel.

### **2.3.2 How to ensure that water is safe for drinking**

In any water supply, there is a risk of contaminating water, starting from the water source but also during collection, transportation and storage of water.

To make drinking water free from germs, water must be protected from any contamination, from the water source to the mouth. The following process should be followed:

- Use water from protected sources, such as piped water, borehole, protected well;

- Avoid contamination of water during transportation by ensuring that fingers or dirt stay out and that the container has a lid;
- Store water in a suitable clean container with a lid, and preferably with a tap;
- Purify the water either by boiling or using chlorine such as Water Guard;
- Extract water from the container in a safe way using a tap or pouring the water.

### **2.3.3 General hygiene and cleanliness of water source**

The water sources are shared between the school and the community though most of the communities do not take part in caring for the water sources. The WASH committees will be responsible in working with the school and communities to keep the water source clean.

Communities have a responsibility of taking care and maintaining a water source. (*What is their responsibility when they use a source from the school?*)

#### **2.3.3.1 Protection of water sources**

*Which sources of water are protected and which are not protected? Discuss.*

Protected water sources include such sources as piped water, boreholes, and shallow wells with hand pumps, and these are more likely to contain safe water, but still there is possibility that the water may be contaminated. The characteristics of a protected borehole are as follows:

- The water point is kept upwards and 100 meters from any latrines and graveyards to avoid contamination;
- It is deep enough to avoid contamination because the soil acts as a filter;
- The water point is covered by a concrete surface (a slab), combined with a water pump or a tap, to avoid any contamination at the surface;
- It is fenced to avoid animals defecating close to the water point;
- The soak pit is situated at least at 10 meters from the source to avoid contamination of the water. In addition, it is filled with stones to allow the water to penetrate in it and to sink, avoiding stagnant water that might attract animals and mosquitoes breeding.

Unprotected water sources include such sources as open shallow wells, rivers, dams, and lakes. These water sources are likely to have contaminated water and the water should always be treated before drinking.

#### **2.3.3.2 Water point management; maintenance and rehabilitation**

- Management of pump surrounding: slashing and sweeping, mopping as well as soakaway pit.
- Unmanned waste water can lead to contamination and diseases.
- Management of users- Learners shall always be given priority to draw water.
- Waste water can be managed for productive use-gardening.





**Figure 2:3: Waste water spills all over**



**Figure 2:4: Waste water being used to irrigate a small garden**

Afridev Hand Pumps require

- Monthly Monitoring:
  - Discharge test: 40 full strokes to yield at least 15 litres
  - Leakage test: – water should come within 5 strokes
- Access to expertise in simple repairs (e.g. replace bearings, centralisers, washers) and advanced repairs (dropped pump rods, repairs to riser mains)

Taps (gravity fed)

- Flow rate: Fills 20 litre container in at least 3 minutes

- Repair or replace bib tap.

#### **2.3.3.2.1 Hygiene around the water point; Afridev hand pump and tap stands.**

Spread of water borne diseases & contamination of ground water can still occur:

1. Cracked platforms and drainage channel, (check and repair)
2. Stagnant water near the well, (improve drainage)
3. Animals (and human) excrements too close to the well (no fence)
4. Waste and other sources of contamination too close to the well

#### **Activity 6: Groups Work: Divide the class into teams and discuss how to ensure that water is safe for drinking**

- Ask participants to discuss how water may be contaminated at the water source;
- Ask the learners how the water may be contaminated during transportation;
- Ask the learners how the water may be contaminated when storing in the home;
- Ask the learners how the water may be contaminated when handling the water before drinking;
- Let the learners discuss how to ensure that water is safe for drinking

#### **2.3.4 Transporting water safely**

Water could be contaminated in transit, especially in hot climates and from coming from distant sources.

To avoid contamination during transportation from the water source up to the point of use, do the following:

- Wash your hands before filling the container;
- Clean the container before filling the water;
- Cover the container with a lid or close it;
- If there is no cover, don't put leaves inside the water to avoid spilling of water. They will contaminate the water;
- Don't fill the container to the highest level. You should leave some space for your fingers, so that when carrying the bucket, the fingers won't touch the water.

#### **2.3.5 Proper storage of water**

Water could be contaminated during storage if not kept properly in a suitable container. Any container can protect the water:

- If covered or closed;
- If regularly cleaned (e.g. with bleach);
- If kept off the floor and away from animals and children;
- If used only for storing drinking water. It's highly recommended not to use the containers which are also used for cooking or washing purposes, if it's at home.

**Table 2:1: Summary of safe water handling practices**

<b>At the Source</b>	
Do keep the safest water source for drinking when there is more than one source available.	• Don't let people bathe, urinate, or defecate in or near water sources.
• Do use protected water sources for drinking when they are available.	• Don't let people wash clothes or throw rubbish in the water upstream from where water is collected for drinking.
The water source should always be kept clean and ensure there is proper drainage of waste water	• Don't let animals use or enter the same source of water that is used for drinking
<b>When water is carried home</b>	
• Do clean the inside and the outside of the container every time you fill it.	• Don't use a dirty container to collect water.
• Do cover the container after collecting water and while bringing the water home.	• Don't allow dust or dirt to fall into the water container once it's filled.
	• Don't touch the water.
<b>During Storage</b>	
• Do use a clean container for storing water.	• Don't let flies, dust, dirt, or other objects fall in the water.
• Do cover the storage container with a lid, and always replace the lid after using the water.	• Don't dip anything – hands, cups, ladles or cloths – in the storage container.
• Do use a narrow-mouthed container to prevent dipping cups or hands into the water.	• Don't put leftover water back into the storage container.
• Do pour water from the storage container rather than dipping.	• Don't leave the water storage container uncovered.
	• Don't touch water for drinking.

### **2.3.6 Importance of purifying drinking water**

All drinking water should be purified because:

- The germs are too small to be seen. So even if the water looks clear, it can be unsafe;
- Even when coming from a protected water point, water could still be contaminated, for instance through a leakage of the pipe, or because of filthy soakaway pits and surroundings, especially during rainy season because of lower filtration of the soil;
- The water could be contaminated when handling it at the water point, or during transportation, or during storage, or when handling at the time of drinking.

#### **2.3.6.1 When should you purify drinking water?**

People should purify their water every time the water container is refilled.

People must purify their water more especially:

- When the water doesn't come from protected water sources;

- During the rainy season, when the water is easily contaminated because the water table is high so filtration low, and the rain water washes around faeces deposited on the soil, which contaminates the water sources.

### **2.3.6.2 How should you purify water?**

The school WASH committee will have a responsibility of treating water at the point of use to ensure that drinking water is safe. Treatment will be done using chlorine or water guard. Health Surveillance Assistants (HSA) will be able to support committees on making a concentration to treat drinking water.

**Note:** HSAs are advisors to the school WASH Committee.

There are various ways of reducing the number of germs in water but the best ways are:

#### **1) Use of chemicals**

This method means: applying chemicals such as Water Guard (which is a chlorine based solution) or other chlorine to the drinking water.

- This disinfects water by killing the germs, thereby making the water safe to drink;
- Water guard/chlorine should be dosed according to the instructions on the bottle;
- This is the most effective treatment because it kills the germs that cause diarrhoea.

The use of chemicals has the following advantages:

- It is cheaper than buying firewood to boil the water;
- It kills the germs and the water cannot be re-contaminated;
- It is easy to use.

#### **2) Boiling**

This means heating the water to boiling point: over 100° Celsius;

- Boiling point is noticed when bubbles are formed and water turns to gas;
- Water must be left in this state for about 2-3 minutes.

**Note:** drinking safe water is important to prevent contracting water borne diseases.

### **2.3.6.3 Roles of HSAs in Ensuring Safe Water at school.**

**Activity 7: What can HSAs do to ensure that schools are drinking safe water?**

- HSAs should regularly provide technical guidance to schools on the above ways of making water safe
- HSAs should always treat water/provide chlorine at a schools for treatment.

**How do you make 1% stock solution?**

### **3 MODULE 3: MANAGEMENT OF SCHOOL WASH FACILITIES: COMPOSITION AND ROLES OF SCHOOL WASH COMMITTEES AND LEARNERS**

This module supports schools and communities in setting up structures to manage school WASH facilities:

- Use and management of existing WASH facilities
- Maintenance and upgrading
- Construction of new WASH facilities
- Supervision and monitoring

#### **3.1 School WASH facilities**

These include:

- 1) Toilets – for girls, boys, teachers
- 2) Urinals for boys and girls
- 3) Girls changing rooms and Menstrual Hygiene Management (MHM)
- 4) Water sources
- 5) Handwashing facilities

#### **3.2 Results of Focus Group Discussions (FGDs)**

ASPIRE conducted FGDs in selected schools in Machinga and Balaka and Zomba. The FGDs were conducted with groups that comprised of School Management Committee (SMC) members and students respectively. The FGDs aimed at determining appropriate ways of engaging with communities and schools to effectively deliver WASH activities in the schools. Participants of the FGDs revealed that:

- 1) The focus is in quantity over quality of facilities – i.e. number of facilities rather than how they are used and managed. There may be chances where a school may have many latrines and are not well taken care of or a few latrines well taken care of.
- 2) “Everyone” is a stakeholder – but lines of responsibility should be clear. Even community members are important to be part of activities taking place in school.
- 3) Household users of facilities must be managed to avoid disruption or vandalism.

#### **3.3 Composition of School WASH committee**

- 1) The school WASH Committee should be composed of;
  - Head teacher
  - Learners (a boy and a girl)
  - SMC representative
  - PTA representative
  - Sanitation committee representative or any teacher in the absence of sanitation committee or sanitation master /mistress
  - Water users / community members (2 man and 2 woman)

**The WASH committee will be mandated to select its own executive members. The chairperson should be a community member/water user, either male or female.**

**Note:** *Extension workers will be considered as Advisors and can be approached when need be.*

- 2) Gender/Age balance?
  - Men/women

- Adults/youth
- 3) Characteristics of the members:
  - Availability – should be some one that can make time to participate in the committee’s responsibilities.
  - Commitment – Should have a heart of performing the duties as a volunteer
  - Communication skills – can effectively communicate with other members as well as other community members
  - Is honest and with high integrity
  - Dedicated and active in development activities
  - Disciplined and with good record
  - Resides in the same community
  - Should at least be literate so that they can easily understand issues.

### **3.4 School WASH committee roles**

- 1) To monitor the use and management of facilities
- 2) To identify and mobilise stakeholders for improvements
- 3) Identify gaps and opportunities in WASH facilities – including innovations and value for money
- 4) Managing community use
- 5) Support construction
- 6) Advocate for new construction
- 7) To lead:
  - Learners for use and cleaning of facilities
  - School management for organisation and supervision of use and management of facilities
  - Surrounding households for use / abuse of facilities – i.e. learners have priority in use of Water facilities. Households to have own toilets.
  - SMC/PTA for including WASH in school development plans, including funding, maintenance, rehabilitation, supervision during construction.
  - Organise resource mobilisation
- 8) Establishment of WASH bye-laws at the school
- 9) Ensure availability of water at the school
- 10) Ensure that pit latrines have drop hole cover
- 11) Ensure that the latrines are available at the school and are clean all the time
- 12) Ensure that rubbish pits are available at the school
- 13) Ensure that hand washing facilities are available at the school and are equipped with water and soap
- 14) Ensure that the surrounding of the water point has soak-away and a drain and is well taken care of.
- 15) Carry out preventive maintenance around water point
- 16) Civic educating the community on use of water point
- 17) Record keeping
- 18) Raise funds and manage resources
- 19) Hiring and signing water point mechanics (when there is crucial problem)
- 20) Annual evaluation meetings on water point operations and progress
- 21) Advance purchase of water point facilities/equipment

**Note:** *School WASH committee reports to SMC for its performance*

**School WASH committee performance:**

- 1) Quality and results of regular monitoring reports
- 2) Success in engaging stakeholders

**Indicators include:**

- Cleanliness of WASH facilities
- Functionality of WASH facilities
- Quantity of treated drinking water
- Number of litres of treated water

**3.5 Water Sanitation and Hygiene in Schools**

Children can be powerful activists for change when they understand the deeper issues. If teachers simply tell children what to do and what not to do, little will change.

Most children will have little control over how to use water, the purchasing and use of soap, the amount of water that can be used to wash with or to drink, how and when clothes are cleaned, or how water is made cleaner and safe (methods such as filtering, boiling or using sunshine). It is important that children are not stigmatized for their own poor hygiene. Often it is not their fault. Teachers and other learners need to be aware of this, behave in a sensitive way and find ways to support them.

At school, children can work with teachers and other adults to make an important contribution to improving the conditions for practicing good hygiene, raising awareness in the community, and supporting families. Children can help by raising awareness and monitoring their own and others' hygiene practices. This also includes the need to always practice good hygiene practices all the time.

WASH in Schools also focuses on the development of life skills and the mobilization and involvement of parents, communities, governments and institutions to work together to improve hygiene, water and sanitation conditions. Children's ability to learn, grow and stay healthy is affected by the school environment. A hygienic school environment can improve the experience of children while a school that is not clean can lead to infection and disease. Children can play an important role in keeping their school and community clean – from helping to maintain school latrines to ensuring that they place their rubbish from snacks in a proper receptacle. These will lead to learners who:

- Are healthier;
- Perform better in school;
- Positively influence hygiene practices in their homes, among family members and in the wider community;
- Learn to observe, communicate, cooperate, listen and carry out decisions about hygienic conditions and practices for themselves, their friends and younger siblings whose hygiene they may care for
- Change their current hygiene behaviour and continue better hygiene practices in the future
- Learn about menstrual hygiene and physical and emotional changes during puberty (learning to avoid menstrual odour, discomfort and urinary or vaginal infections will encourage girls to come to school during menstruation);
- Practice gender-neutral division of hygiene-related tasks such as cleaning toilets, fetching and boiling water etc.

### 3.5.1 Key Hygiene Behaviours for School Children

**Table 3.1: Key Hygiene Behaviours**

Indicator	Knowledge	Attitudes	Practices
Safe use of toilets and urinals: Diarrhoea and worm infections are two main health concerns that affect people on a large scale and can be improved through appropriate toilet and urinal use.	>Exposed excreta are the leading cause of spreading diseases and making people sick. >Behaviours can lead to worm infections.	Children recognize the importance of safe use of toilets and urinals, including the safe disposal of faeces and hygienic anal cleansing followed by washing hands with soap.	Children practice safe use of toilets and urinals, including the safe disposal of faeces and hygienic anal cleansing followed by washing hands with soap. Depending on age, children maintain and operate school toilets and urinals.
Personal hygiene: Many diseases can be attributed to poor personal hygiene.	Personal hygiene impacts diseases.	Children understand appropriate personal hygiene: washing hands with soap (see separate point), wearing shoes or slippers, cutting nails, brushing teeth, combing hair and the regular washing of body and hair.	At all times, children wash hands with soap, wear shoes or slippers, cut nails, brush teeth, comb hair and regularly wash the body and hair.
Female and male hygiene (for adolescents): Genital and menstrual hygiene is important for the health condition of women and reproductive health in general.	>Menstrual blood is not dirty, unhygienic or unclean. It is simply blood and tissue sloughed from the lining of the uterus. The odour during menstruation is caused by bad hygiene of the genitals. >The symptoms of bladder and kidney infections must be recognized and treated.	Both men and women see the importance of washing the genitals daily with mild soap and water. During menstruation, women use sterile pads and wipe genitals from front to back after defecation.	Both men and women wash the genitals daily with mild soap and water. During menstruation, women use sterile pads and wipe genitals from front to back after defecation.



<p>Waste management and water drainage: Appropriate handling of solid waste and stagnant water helps in pest control and limits breeding mosquitoes and flies.</p>	<p>There are health risks in the non-collection of solid waste and in standing water.</p>	<p>Children link collection and treatment of solid waste with overall health risks. They understand the relationship between standing water and insect breeding.</p>	<p>Solid waste is collected and treated; standing water is drained.</p>
<p>Water treatment, handling and storage: Through testing and treatment, water can be made safe from faecal or chemical contamination.</p>	<p>&gt;Where possible, communities should collect water from a safe source and store it safely. &gt;If the source is not safe, water must be treated through boiling, filtering, solar or chemical disinfection.</p>	<p>Communities understand the necessity of treating unsafe water through boiling, filtering, solar or chemical disinfection.</p>	<p>If the source is not safe, children always treat the water through boiling, filtering, solar or chemical disinfection. Boiling is too dangerous for younger children.</p>
<p>Food hygiene: Eating healthy food is essential for the well-being and survival of each human being. Eating 'contaminated' food (also known as 'food poisoning') can be a significant source of diarrhoeal diseases.</p>	<p>&gt;Food hygiene and diseases are linked. &gt;Food should be stored appropriately. &gt;There are recognizable signs when food is spoiled.</p>	<p>Children know how to store food appropriately and recognize common signs of spoiled food.</p>	<p>Raw fruits and vegetables and raw meat, poultry or fish are treated and stored appropriately.</p>

### **3.6 Role of learners**

Children can be powerful advocates for change among their peers, family members and the wider community. They can take part in public awareness campaigns, motivation in the home, teaching and helping younger brothers and sisters. Therefore, WASH Committee members shall have the following roles:

- Ensuring that water and sanitation facilities in the school are used, cleaned and maintained as intended.
- The school WASH committee members explain how to use facilities to the younger children
- They help to organize the other learners, for example, by leading the group that may need to carry water to the school or by lining up and organizing children to wash hands before eating
- The members of the committee clean or work with groups of children and adults to keep the schoolyard clean and to clean water points and toilets
- Mobilize the school community to conduct clean up, maintenance and rehabilitation of WASH facilities.
- Advocate for construction of new facilities.
- Inspect water points, latrines, and hand washing stands so that they are kept clean, safe, and attractive.
- Train new comers on best way of using WASH Facilities.

#### **4 MODULE 4: GENERAL HYGIENE & CLEANLINESS OF LATRINES AND MANAGEMENT OF SCHOOL TOILET FACILITIES**

The WASH committees will be responsible in ensuring that the WASH facilities are kept clean since some girls would not want to go to school because the latrines are not clean and they will have problems to ease themselves.

For sanitation and hygienic practices to be effective at each and every school the following WASH facilities must be available;

1. Separate pit latrines for girls and boys
2. Separate urinals for boys and girls
3. Hand washing facilities
4. Safe water
5. Separate change room for girls menstrual management

##### **4.1 Importance of keeping WASH facilities clean**

1. Clean toilets motivate children to go to school; dirty toilets are a barrier
2. Clean toilets are seen as promoting good health
3. Clean toilets means that girls can access them and have privacy

##### **4.1.1 Results of Focus Group Discussion**

The focus group discussions in Machinga and Balaka revealed that;

1. Learners clean toilet facilities
2. Children should not spend too much time cleaning toilets
3. Some households in surrounding communities do not have toilets – so use school toilets – often vandalising them
4. Emphasis is “quantity” rather than “quality”
5. SMC / PTA to ensure availability and proper use of toilets
6. Teachers should ensure toilets properly used
7. Teachers do not take any role
8. Use of School Improvement Plan funds:
  - For cleaning materials
  - For increasing the number of latrines

There's therefore need to change these behaviours and attitudes to ensure clean facilities and conducive learning environment.

##### **4.2 Current use and management of the toilets**

**Activity 8: Discuss how the toilets are currently managed? How can the situation be changed?**

- i. Who instructs learners on **use** and **standards** of cleanliness?
- ii. Who cleans the toilets? i.e. what are the structures?
- iii. How frequently?
- iv. What cleaning materials do they have?
- v. Who supervises the cleaning?
- vi. Who manages the security of the facilities to ensure no vandalism?
- vii. Who is ultimately responsible for the state of the toilets?

### **4.3 How to improve toilet use and management**

#### **4.3.1 Practical steps to improve the situation**

##### ***Keeping toilets clean***

- Who will train new comers on use of toilets, including MHM?
- How will anal cleansing materials be addressed?
- Who will supervise USE of toilets by all pupils?
- Who will clean the toilets – boys, girls, and teachers?
- How often will toilets be cleaned?
- Who will supervise the cleaning?
- What cleansing materials are required? How will they budgeted for?
- How will facilities be protected from vandals and misuse, including dumping of rubbish into pits?

##### ***Accountability***

- Who is responsible for security of the toilets?
- Who is overall responsible for keeping toilets clean?
- How can the management of toilets be monitored?
- Who monitors? How often? e.g.
  - Learners and teachers – daily
  - Head master–2/weekly
  - WASH committee-monthly
  - PEA-Quarterly
- Feedback of results
- How is success rewarded?
- How is failure addressed?

*Above decisions must be written and communicated to SMC, PTA, learners, and parents.*

#### **4.4 A clean toilet**

- Many / most schools complain of insufficient toilets
- Yet many schools don't keep toilets clean
- Emphasis is on quantity over quality

***Table 4:1: A definition of a clean toilet***

Clean	The toilet facilities are not smelly, there is no visible faeces or urine in or around the facility, there are no flies and no litter
Somewhat clean	There is some smell and / or presence of faecal matter and urine and / or some flies and / or some litter
Not clean	There is a strong smell and / or presence of faecal matter and / or a significant fly problem and / or a large amount of litter

#### 4.5 Hygiene practices: the School WASH Committee

*Table 4:2: Management of facilities*

Item	Activity	Approach	Responsible
Cleaning	Daily cleaning	Classroom mopping	Students
		WASH Mopping	
	Monthly	Cutting grass	Students
		Class room scrubbing	Parents
	Termly	WASH scrubbing	WASH committee
		Repairs and maintenance of broken facilities	Parents
Painting		WASH committee	

#### The “clean toilets” indicators:

- No visible faeces in or around the toilets
- No visible urine in or around the toilets
- No litter around the toilets
- No strong bad smell
- No flies

#### Activity 9: Practical Exercise

- Go around the toilet blocks (boys, girls, teachers) and urinals and changing rooms
- Enter each and every cubicle
- Report back on the number of learners / facility
- Report back on the state of the toilets – using indicators
- How would you assess the toilets: *clean, somewhat clean, not clean?*
- Fill table

## **5 MODULE 5: MANAGEMENT OF SCHOOL WASH FACILITIES: LATRINE / URINALS MANAGEMENT, MAINTENANCE, REHABILITATION AND CONSTRUCTION**

“The WASH committees will be responsible for ensuring that the latrines / urinals in the schools are used by students and are kept clean whilst ensuring that they are maintained in good time and lead in all rehabilitation requirements. The WASH communities will be responsible in mobilizing communities to participate where there is need to construct, maintain and rehabilitate”

### **5.1 Importance of maintenance**

- Toilet facilities are rarely maintained – making them unattractive to use and a health hazard
- Poor maintenance renders toilets only partly functional or non-functional
- Preventative and routine maintenance can extend functional life of facilities:
- Convenience for learners as they can use them all the time
- School looks well kept
- Saves money on building new toilet & demolishing old
- Can upgrade existing toilets

***Table 5:1: Functionality definition***

Functional	The toilet facilities can be easily used by someone.
A partly functional toilet	One that can be used but there are some problems with the physical infrastructure e.g. some deterioration in the concrete, doors, locks, roof, etc. and some repair if necessary.
A non-functional toilet	One that is broken, full, or damaged in such a way that it cannot be used.

#### **5.1.1 Monitoring functionality of toilets**

A table like below maybe used to determine if a latrine is functional or not

***Table 5:2: A sample of a monitoring tool***

School					
Date of monitoring					
Toilet #: (1, 2, 3...)					
	Slab	Door	Roof	Pit	Summary total
Functional					
Partially functional					
Non functional					

### **5.2 Maintenance**

***What are main areas that require routine / regular maintenance?***

- 1) Substructure:
  - a. Concrete slab – impervious finish & drop hole
  - b. Concrete slab & storm drain - sanitary seal prevents exposure of pit to environment
  - c. Emptying of pit – use of desludging machine to extend life
  
- 2) Superstructure:
  - a. Roof

b. Doors and locks

**Renewing / upgrading slab, reshaping and repositioning of drop hole.**

Many school toilets:

- Have only a mud slab
- The quality of the concrete in the slab is poor making it difficult to keep clean
- The drop hole is wrong size and shape and poorly positioned
- The slab is at ground level
- Slabs should be hard and smooth – easy to clean
- Drop hole–size, shape, position, orientation



**Figure 5:1: A new san plat (made in Liwonde) fitted over the old slab/drop hole**



**Figure 5:2: Or a new slab can be cast over the old slab / drop hole.**

### **5.3 Sanitary seal**

Raised slab & storm drain provide sanitary seal – prevent exposure of pit to the environment, & collapse of pit. A good storm drain protects pit from erosion due to rain as well as flooding



**Figure 5:3: A storm drain**

### **5.4 Desludging of school pit latrines**

This is a new, affordable technology that extends the life of the pits and results in savings in cost and to the environment.

Typical cost of desludging is 20% of cost of new structure.





**Figure 5:4: Desludging in process**

## **6 MODULE 6: URINALS**

Urinals are low-cost solutions that can be offered where more than one toilet is needed, and are therefore perfect for school settings. Urinals can be built as separate buildings or as part of a toilet block, placed along the back or sidewall of the toilets. Urinals can only be used for urinating. They use little or no water; the water is mainly used for cleansing and for removing odours. The use of urinals may prevent the accidental fouling of the boys' toilets, which is in many cases the prime cause of unpleasant odours.

There are two types of urinals: urinals for boys and girls

### **6.1 Urinal for Boys.**

A boys' urinal consists of a urinal channel and a raised footstep with a slope that separates the urine channel from the concrete floor. One urinal can include several urinal spaces. Each urinal space occupies 0.5 meter along the length of the urinal channel (figure 1). A plastic or stainless steel trap must be set in the drain to prevent debris from blocking the pipe. The compartment walls should be plastered and steel floated up to 1.2 meters above the floor. The steel should then be painted with a urine-resistant washable paint. The urinals is connected to a soak pit (figure 2). The planting of trees adjacent to the soak pit can improve both transpiration and permeability.



***Figure 6:1: Detail of male urinal channel***

### **6.2 Urinals for girls**

Recently some projects constructing urinals for girls have begun in schools in several countries, including Vietnam and India. Girls' urinals are an effective solution for pre-adolescent girls who do not yet demand much privacy when urinating.

Inside of the girl's urinal, a short roof provides cover when staying in one position to urinate. Rain and sun still enter the urinal to assist in cleaning and disinfecting. Floors slope gently towards drainage pipes. They are always skimmed for easy cleaning.



**Figure 6:2: Detail of female urinal channel and partition**

### **6.3 Suitability**

Urinals are suitable

- Where the water table is high.
- In areas prone to freshwater or tidal flooding, if the urinals are raised.
- For loose soils and soils with low permeability.

### **6.4 Advantages of urinals**

- Construction is relatively cheap.
- Operation and maintenance are easy. Operation involves regularly cleansing the raised footstep and the urine channel with a limited amount of water (and a limited amount of detergent, if available) to remove the urine. For maintenance, every month the raised footstep, the urine channel, and the floor must be checked for cracks and damage. Repair of the superstructure may also be necessary. Maintenance of the soak pit consists of unblocking the delivery pipe if necessary, repairing broken parts, and removing obstructions in the delivery pipes.

### **6.5 Disadvantages of urinals**

- Urinals can only be used if a toilet for defecation is also present.

### **Activity 10. Group Discussion-Why are urinals recommended in schools?**

- Urinals make managing toilets easier – less traffic, less urine on floor, less smelly toilets, toilets easier to clean
- Urinals are cost effective - 20% of cost of VIP per post
- Urinals have high traffic flow
- Most learners go to the toilet to urinate!
- Girls are also interested in using urinals as they look at them as more hygienic
- Girls prefer urinals constructed in cubicles to maintain privacy. For proper lighting, they prefer the cubicles with short walls.

## **7 MODULE 7: MENSTRUAL HYGIENE MANAGEMENT.**

Keeping clean is very important for looking attractive and for staying health as the skin acts as a barrier and prevents diseases from getting into our bodies

### **7.1 Personal hygiene**

This is the practice of keeping oneself clean in order to prevent germs from entering the body and causing diseases.

Personal hygiene includes cleanliness of the body, hands (including fingernails), feet, face, mouth (teeth), armpits, genital areas, ears, eyes

### **7.2 Menstrual Hygiene Management.**

Adolescent girls need information on how to manage their menstruation and stay clean and health. Many girls drop out of school at this stage because they do not know how to take care of themselves or lack the facilities in the schools to manage their menstruation appropriately.

Keeping clean and avoiding a soiling their clothes are important for girls who are menstruating. Girls should be encouraged to bath at least twice a day with soap when they have their period. This prevent bad odour and keeps girls fresh, health and confident.

Clean menstrual materials such as pads, cotton wool, clean cloth and towels should be used. As much as possible girl child should avoid using toilet paper as this does not absorb properly and will make them soil their clothes.

Menstrual materials should be changed regularly during the day (at least twice) soiled materials should be wrapped up and disposed of properly either in the school latrine or carried home. They should not be thrown around the school compound.

During menstruation girls should carry extra materials to change during the day. Where cloth or towels are used theses should be washed with soap and dried in the sun, and not in the dark corners. As much as possible theses should be ironed and folded well before use. Keep extra materials in a clean bag to avoid contamination. To avoid infection girls should never share re-usable menstrual materials.

Most of the men do not take part in supporting girls with menstrual issues. The WASH committees will also be given a responsibility of supporting the girls with facilities that can help the girls with menstrual issues i.e. private rooms. The aim is to make sure that girls do not stay home because they are having their menses

#### **7.2.1 Designs for simple MHM**

These are simple facilities, usually linked to urinals or toilets to promote privacy.

1. Stand-alone senior girls' urinals & changing rooms (low cost).
2. Combo of junior girls' urinals and senior girls' urinals & changing rooms (higher cost)



***Figure 7.1: Inside the MHM Room—a stand for water bucket, a mirror for checking appearance and clothes after changing pads***