



# NATIONAL GUIDELINES FOR WATER, SANITATION AND HYGIENE IN SCHOOLS IN LESOTHO





# PREFACE



Dear all,

We are proud to present to you the new National Guidelines for Water, Sanitation and Hygiene in Schools. This document provides the guidance needed to properly implement safe water, sanitation and hygiene services in schools across Lesotho.

Access to safe water, sanitation and hygiene in schools and teaching positive WASH behaviors helps keep learners to be safe and healthy. We know that healthy learners perform better at school and go on to be more successful in life. We also know that learners who learn these important WASH behaviours early, pass on these knowledge to their communities and future generations.

The Guidelines provide practical advice for the education sector stakeholders across the country, from national and district levels, down to the school and community levels. Helping us to implement these Guidelines will mean that you are playing an important role in ensuring every child in Lesotho fulfils their right to a safe, healthy environment and a good education. We want to make this a reality for all learners across the country, including those with disabilities.

The Guidelines are based on the Three Star Approach used by many other countries globally. The concept helps prioritize practical and essential WASH services for learners, one step at a time.

We encourage all education sector stakeholders to come together and make positive changes in our learning environments to help give all learners in Lesotho the best start in life, one that is healthy, safe and dignified.

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# TABLE OF CONTENTS

PREFACE.....	1
ACKNOWLEDGMENTS.....	2
TABLE OF CONTENTS.....	3
ACRONYMS.....	4
1. INTRODUCTION.....	5
1.1 INTRODUCTION TO THE WASH IN SCHOOLS GUIDELINES.....	5
1.2 WHAT IS WASH IN SCHOOLS?.....	6
1.3 WHO IS RESPONSIBLE FOR IMPLEMENTING THE GUIDELINES?.....	8
2. THE 3-STAR APPROACH.....	9
3. REACH FOR THE STARS.....	10
4. GUIDING PRINCIPLES.....	12
5. STANDARDS.....	13
5.1 WATER.....	14
5.2 SANITATION.....	19
5.3 HYGIENE.....	26
5.4 SANITATION & HYGIENE EDUCATION.....	33
5.5 WASTE MANAGEMENT.....	41
5.6 OPERATION AND MAINTENANCE.....	45
6. MONITORING.....	50
7. MANAGEMENT & COORDINATION.....	53
8. APPENDICES.....	56
8.1 TECHNICAL DESIGNS FOR WASH IN SCHOOLS FACILITIES.....	56
8.2 HOW MANY STARS DOES MY SCHOOL HAVE?.....	75
8.3 TEACHER'S GUIDE TO INTEGRATING WASH IN SCHOOLS.....	80
8.4 ADDITIONAL RESOURCES.....	116



# ACRONYMS



**DRWS**

Department of Rural Water Supply

**EMIS**

Educational Management Information System

**MHM**

Menstrual Hygiene Management

**MOET**

Ministry of Education and Training (MoET)

**SSHE**

School Sanitation Hygiene Education

**UNICEF**

United Nations Children's Fund

**VIP LATRINE**

Ventilated Improved Pit Latrine

**WASH**

Water, Sanitation and Hygiene



# 1. INTRODUCTION

## 1.1 INTRODUCTION TO THE NATIONAL GUIDELINES

The National Guidelines for Water, Sanitation and Hygiene (WASH) in Schools have been developed by the Ministry of Education and Training with support from UNICEF, and support from key sector stakeholders, to establish a clear set of minimum requirements for inclusive WASH facilities and services for all primary and secondary schools across Lesotho. The Guidelines include a specific focus on gender and disability inclusion.

They have been designed to be used in a wide variety of school settings, from schools in the country's remote mountainous regions to schools in urban areas. The Guidelines are based on proven best practices, from Lesotho and other countries, and carefully consider the diverse social, economic and cultural contexts.

The Guidelines provide a series of simple, affordable and replicable options which can be used by headteachers, teachers, the government and other education sector stakeholders to improve WASH facilities and services for all learners in Lesotho, one step at a time. This includes improving access for learners with disabilities, adolescent girls and those from the poorest communities.

The Guidelines have been developed in response to the challenges being faced by learners and schools in Lesotho, identified through a series of broad consultations with education stakeholders from across the country, including teachers and learners. These challenges only intensified during the COVID-19 pandemic - but have helped highlight the importance of WASH for Lesotho. A special effort has been made to include the voices of adolescent girls and learners with disabilities in these discussions, to ensure the Guidelines address their specific needs.

Finally, the Guidelines emphasise the need for operation and maintenance of WASH facilities schools, to ensure sustained and safe use of WASH facilities and services. These include cleaning, repairs and maintenance, periodic monitoring and inspection by local MoET staff and other stakeholders, and the use of the Lesotho's Educational Management Information System (EMIS), which are also mechanisms to assess school performance and compliance with the Guidelines.





## 1.2 WHAT IS WASH IN SCHOOLS?



All learners have the right to a quality education, which includes access to safe drinking safe water, sanitation and hygiene services while at school. WASH in Schools also includes a software component, for example WASH education and mobilisation activities for learners, for example through School WASH Clubs.

In Lesotho, an estimated 50% or more of schools still do not have access to basic WASH services, meaning much work still needs to be done.<sup>1</sup> In this context, WASH in Schools will involve making simple, inexpensive improvements to water, sanitation and hygiene facilities, one step at a time in order to reach the National Standards.

This approach includes improving access to safe water, toilets and handwashing facilities for all learners, including those with disabilities. It also means ensuring safe menstrual hygiene facilities for adolescent girls and WASH education for all. These are the most basic, absolute necessities that all schools must offer to their learners across the country.



FIG.1 THE KEY COMPONENTS OF WASH IN SCHOOLS

1.Estimates provided by MoET staff and other education staff.

## FIG.2 KEY DEFINITIONS FOR WASH IN SCHOOLS



**Safe water facility:** Water sources that have the potential to deliver safe water by nature of their design and construction, and include: piped water, boreholes or tubewells, protected dug wells, protected springs, rainwater, and packaged or delivered water. It does not include unprotected wells and springs, or untreated river or lake water.



**Safe water:** Safe drinking water is water that can be safely used at school for drinking, food preparation and handwashing. It must meet the required (chemical, biological and physical) quality standards set by the Ministry of Water.



**Handwashing facilities:** A handwashing facility that is either fixed or mobile and includes a sink with tap water, buckets with taps, tippy-taps, and jugs or basins designated for handwashing. Soap includes bar soap, liquid soap, powder detergent, and soapy water but does not include ash, soil, sand or other handwashing agents.



**Sanitation Hygiene Education:** Education that aims to promote good WASH practices (e.g. handwashing, menstrual hygiene etc.) that will help prevent WASH-related diseases as well as promoting healthy behaviour in children, both now and in the future.



**School WASH Club:** A club comprised of volunteer learners. Their activities may include the monitoring WASH facilities and behaviours and sharing key WASH messages with other learners and the wider community. Their role should not include the cleaning of toilets and other WASH facilities.



**Operation and Maintenance:** Refers to all activities that are needed to safely run and maintain WASH in schools facilities. It includes maintaining the cleanliness of school WASH facilities, the desludging of toilets, repairing WASH facilities as needed and ensuring their lifespan is maximised.

**Safe sanitation:** Toilets that are safe, clean and useable, with a roof and door. They are also gender separated (for girls and boys). Safe sanitation includes flush/pour-flush toilets, a well-constructed pit latrine with slab, a Ventilated Pit Latrine or composting toilet, which are clean, single-sex and usable at the school.



**Inclusive sanitation:** toilets that are affordable, dignified, and accessible to all persons with disabilities.



**Menstrual hygiene:** Refers to access to menstrual hygiene products to absorb or collect the flow of blood during menstruation, privacy to change the materials, and facilities to dispose of used menstrual management materials in girls' toilets (e.g. waste bins).



**WASH education materials:** Information materials (e.g. posters, handouts, stickers for toilet doors) that can be used to help support teaching and WASH advocacy efforts in and around the school.



**Solid Waste Management:** The collection, treatment and disposal of solid material (rubbish) that is discarded because it has served its purpose or is no longer useful.



## 1.3 WHO IS RESPONSIBLE FOR IMPLEMENTING THE GUIDELINES?

The short answer? We all are! Ensuring all learners in Lesotho have access to appropriate WASH services in schools requires a team effort from all education staff, from the Government, education sector stakeholders, to the School Management Teams and teachers in schools, to the learners, their parents and communities. An outline of some of these responsibilities is listed below (Fig.2).

FIG.2 KEY RESPONSIBILITIES FOR WASH IN SCHOOLS





## 2. THE 3-STAR APPROACH



The 3-Star Approach encourages primary and secondary schools to take simple steps to make sure that all learners properly wash their hands with soap, have access to safe drinking water, and are provided with clean, gender and disability-inclusive toilets at school every day. The approach plays a major role in improving health, learning and attendance.

The 3-Star Approach aims to improve WASH in Schools services, in a stepwise and incremental manner, creating at least a basic level of service for all learners, allowing all schools to eventually meet the National Standard and become “3-Star” schools.

The 3-Star Approach involves changing the way WASH in Schools programming is perceived by schools, communities, and decision-makers in government and support agencies. By prioritising the most essential actions to achieve each standard, the Three Star Approach helps schools focus on meeting learner’s needs through key interventions. It encourages local action and support from communities and does not depend on expensive hardware inputs from the education system or external support agencies.

FIG.3 A SNAPSHOT OF LESOTHO’S 3-STAR WASH IN SCHOOLS FRAMEWORK





### 3. REACH FOR THE STARS



All learners have the right to grow up in a safe, healthy environment. However, according to recent estimates, around 50% of learners in Lesotho still don't have access to safe water, sanitation and hygiene facilities at school, impacting learners' health, dignity and happiness. This is particularly the case for learners with disabilities and adolescent girls, who have additional needs when it comes to WASH in Schools.

WASH in Schools leads to significant improvements in learners' health, education and their happiness and wellbeing (Table.1).

TABLE.1 THE POSITIVE IMPACTS OF WASH IN SCHOOLS



#### BENEFITS

#### DESCRIPTION

#### HEALTH

Safe sanitation, drinking water and hand hygiene practices are among the most powerful health ways to protect learners' health because they reduce the exposure and transmission of disease. This has been particularly important in recent years, with the onset of the COVID-19 pandemic.

#### EDUCATION

Healthy learners are able to attend school more regularly and concentrate in class and their cognitive development and success is improved. Access to safe WASH in Schools facilities means that female learners can attend school during their menses and learners with disabilities can attend school, rather than staying at home - leading to better grades and better futures.

#### BEHAVIOUR CHANGE

Skills-based Sanitation and Hygiene Education reaches learners at a receptive age when the chances for the development of healthy lifelong healthy habits are higher. This includes washing hands with soap at critical moments and ensuring proper menstrual hygiene behaviours. When School Sanitation and Hygiene Education is taught correctly, positive learned behaviours will be passed on to family, friends and future generations.

#### DIGNITY & INCLUSION

Learners from low-income households, girls and learners with disabilities have been shown to particularly benefit from WASH in Schools, helping reduce inequalities, improve their confidence and attainment at school. Inclusive WASH helps ensure that all children have the best start in life.





Despite the challenges, WASH in Schools remains a central component of the Governments' and schools' responsibility to provide a healthy, enabling and supportive school environment for all learners. It also remains a key component of achieving all of the Sustainable Development Goals (Fig.3). Improving WASH in Schools access supports the achievement of all the goals, but especially SDG 4 ensuring inclusive and equitable quality education and lifelong learning opportunities for all and SDG 6 ensuring access to water and sanitation for all.

**FIG.3 WASH IN SCHOOLS AND THE SDGs**





## 4. GUIDING PRINCIPLES



The following set of guiding principles aim to inform the implementation of the National Guidelines. They aim to ensure that school-based WASH services are:

- ✦ ✦ ✦ **Accessible:** The ultimate goal of the Guidelines is to ensure that all learners, everywhere, have access to safe WASH services whilst at school. Scarce resources should be maximised by prioritising those investments with the greatest impacts. This includes those schools with little or no access to WASH services. Costly, one-off interventions or interventions without a long-term vision for operation and maintenance are strictly discouraged as they have a limited impact in the long-term.
- ✦ ✦ ✦ **Inclusive (gender and disability sensitive):** School WASH facilities and services must consider the needs of girls, including girls in need of menstrual hygiene management facilities and supplies as well as means of protecting their privacy and safety. Simple, affordable provisions must also be made for learners with disabilities, ensuring that they too can access WASH facilities and services and maintain dignity whilst at school.
- ✦ ✦ ✦ **Safe and child-friendly:** WASH facilities must be easy to use, simple to clean and include age-appropriate dimensions. They must be safe and meet the needs of all learners, including any special gender or disability-related needs and roles. They must offer enough capacity and minimal waiting time for learners.
- ✦ ✦ ✦ **Climate resilient:** WASH facilities and services must also be resilient to climate change; particularly drought and flooding - the greatest climate-related issues facing Lesotho. WASH facilities must remain functional in the face of water scarcity and heavy rains and be adapted accordingly.
- ✦ ✦ ✦ **Promote child and community ownership:** Services that are child-centric and provide opportunities for their creativity and leadership, such as School WASH Clubs should be promoted. As should those programmes which encourage community involvement, monitoring and ownership, as they are most sustainable in the long term.
- ✦ ✦ ✦ **Sustainable (operation and maintenance):** WASH in Schools facilities are used by many learners every day. They therefore must be robust and sustainable and able to withstand heavy use without requiring frequent and costly maintenance. WASH facilities must be clean, with provisions for safe waste collection and disposal.



## 5. STANDARDS

The following set of WASH in Schools Standards describe the characteristics and criteria required to implement a comprehensive, inclusive WASH service package in schools. It includes all the key components of WASH in Schools, including safe water supply, safe sanitation, handwashing facilities, WASH education, menstrual hygiene management, solid waste management and operation and maintenance. The Guidelines are applicable to all contexts and regions within Lesotho.





## 5.1 WATER



The following set of WASH in Schools Standards describe the characteristics and criteria required to implement a comprehensive, inclusive WASH service package in schools. It includes all the key components of WASH in Schools, including safe water supply, safe sanitation, handwashing facilities, WASH education, menstrual hygiene management, solid waste management and operation and maintenance. The Guidelines are applicable to all contexts and regions within Lesotho.

### 5.1.1 THE GOAL

All learners, including those with disabilities, have access to safe, free water for drinking and handwashing at school throughout the day, every day.

### 5.1.2 WHAT IS ACCESS TO SAFE WATER?

Safe access to water means that both the facility that dispenses the water, and the water itself are clean and safe to use (see below).



**Safe water facility:** Water sources that have the potential to deliver safe water by nature of their design and construction, and include: piped water, boreholes or tubewells, protected dug wells, protected springs, rainwater, and packaged or delivered water. It does not include unprotected wells and springs, or untreated river or lake water.



**Safe water:** Safe drinking water is water that can be safely used at school for drinking, food preparation and handwashing. It must meet the required (chemical, biological and physical) quality standards set by the Ministry of Water.





### 5.1.3 WHY IS SAFE WATER AT SCHOOL IMPORTANT?

- Safe and sufficient water access means that all learners can keep themselves hydrated throughout the day, strengthening their focus and wellbeing.
- Safe water improves cleanliness at school and reduces the transmission of disease. Learners feel more comfortable using toilets and handwashing areas because there is adequate clean water and WASH facilities are cleaner.
- Safe water is available for school feeding programmes and food preparation, enhancing learners' nutrition and wellbeing.
- Menstruating girls are able to practice proper menstrual hygiene as a result of safe water access in school, improving their confidence, dignity and attendance at school.
- Learners with disabilities are able to access safe water, which also improves their confidence, dignity and attendance at school.

### 5.1.4 NATIONAL STANDARDS FOR SCHOOL WATER SUPPLY

To meet SDG6, all water supply facilities in schools must ensure:

#### 1. Supply safe water is available for all, throughout the day, each and every day on the school premises

- At least 10 litres of safe water is provided for free to all learners per day, including learners with disabilities. This includes sufficient water for handwashing.
- Where flush latrines are used, an additional 75 litres of water per child per day must be added.
- Water for cleaning must be available throughout the day, every day

#### 2. Drinking water taps/dispensers are sufficient and readily available to all learners

- One drinking water tap / dispenser must be provided per 50 learners (in primary schools, child-friendly taps should be used).

#### 3. Drinking water is accessible to all learners with disabilities

- The area for accessing drinking water should be well maintained with a level surface (i.e. there are no steps)
- An accessible, lowered drinking water unit must be available (with at least one tap at a height of 400mm from the level surface) for children using mobility aids such as wheelchairs, crutches and walkers.
- Drinking water facilities must be clearly sign-posted in contrasting colours, to assist learners with disabilities to access them.



#### 4. Sources of water are safe from contamination

- Groundwater sources (e.g. wells) should be at least 25 m away from septic tanks and pit latrines and 50m away from a cemetery **(see Appendices, Fig.8 for additional guidance)**.
- Water must be tested at least once per year.

#### 5. Water facilities must be protected against both drought and flooding and are able to provide safe water access year-round.

##### During periods of water scarcity/drought

- Water systems must be able to supply a consistent supply of water, even when the water table is low. If this is not possible, an alternative water supply system (e.g. treated surface water, groundwater) or a stored water option (such as rainwater harvesting and storage tank) must be provided.
- Plants and trees should be planted around the school, in drought-prone areas, to help retain rainfall and encourage groundwater recharge.

##### During periods of heavy rain/ flooding

- Water facilities must be protected. Adaptive measures include; constructing bund walls around centrifugal pumps and electrical control rooms to prevent the inflow of flood waters. Centrifugal pumps can also be replaced with protected submersible pumps.



# 5.1.5 THREE-STAR CRITERIA FOR SCHOOL WATER SUPPLY



DESCRIPTION	ZERO STARS	 1-STAR SCHOOL	 2-STAR SCHOOL	 3-STAR SCHOOL
<p><b>1. Safe water access is available for all, throughout the day, each and every day on the school premises</b></p>	<p>The school does not have access to safe drinking water at all</p>	<ul style="list-style-type: none"> <li>At least 5 litres of safe water is provided for free to all learners per day, including for learners with disabilities. This includes water for handwashing and MHM.</li> <li>Where flush latrines are used an additional 75 litres of water per child per day is accounted for.</li> <li>Water for school and WASH facility cleaning is not available throughout the day, every day.</li> </ul> <p>However</p> <ul style="list-style-type: none"> <li>Supply is either not regular.</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>A functioning water point is not available on the school premises.</li> </ul>	<ul style="list-style-type: none"> <li>At least 5 litres of safe water is provided for free to all learners per day, including for learners with disabilities. This includes water for handwashing and MHM.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Supply is regular throughout the day, every day.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>A functioning, safe water point is available on the school premises.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Where flush latrines are used an additional 75 litres of water per child per day is accounted for.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Water for school and WASH facility cleaning is available throughout the day, every day.</li> </ul>	<ul style="list-style-type: none"> <li>At least 10 litres of safe water is provided for free to all learners per day, including for learners with disabilities. This includes water for handwashing and MHM.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Supply is regular throughout the day, every day.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>A functioning, safe water point is available on the school premises.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Where flush latrines are used an additional 75 litres of water per child per day is accounted for.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Water for school and WASH facility cleaning is available throughout the day, every day.</li> </ul>
<p><b>2. Drinking water taps/dispensers are sufficient and readily available</b></p>	<p>Drinking water taps are either unavailable or insufficient for learners.</p>	<ul style="list-style-type: none"> <li>One drinking water tap / dispenser is provided per 100 learners</li> </ul>	<ul style="list-style-type: none"> <li>One drinking water tap / dispenser is provided per 75 learners.</li> </ul>	<ul style="list-style-type: none"> <li>One drinking water tap / dispenser is provided per 50 learners (ideally child-friendly taps).</li> </ul>
<p><b>3. Drinking water is accessible to all learners with disabilities</b></p>	<p>Learners with disabilities do not have access to safe drinking water at all</p>	<ul style="list-style-type: none"> <li>Learners with disabilities are provided with / or assisted to access safe water, but supply (as for the other students) is not regular</li> </ul>	<ul style="list-style-type: none"> <li>The area for accessing drinking water is well maintained with a level surface (i.e. there are no steps)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>An accessible drinking water unit is available with at least one tap at a height of 400mm from the level surface for children using mobility aids.</li> </ul>	<ul style="list-style-type: none"> <li>The area for accessing drinking water is well maintained with a level surface (i.e. there are no steps)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>An accessible drinking water unit is available with at least one tap at a height of 400mm from the level surface</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Drinking water facilities are clearly sign-posted in contrasting colours.</li> </ul>
<p><b>4. Sources of water are free from faecal contamination</b></p> <p>(see Appendices Fig.8)</p>	<p>Groundwater supply sources (e.g. wells) are at least 25 m away from septic tanks and pit latrines and 50m away from a cemetery</p>	<ul style="list-style-type: none"> <li>Groundwater supply sources (e.g. wells) are at least 25 m away from septic tanks and pit latrines and 50m away from a cemetery</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Water is tested less than once per year.</li> </ul>	<ul style="list-style-type: none"> <li>Groundwater supply sources (e.g. wells) are at least 25 m away from septic tanks and pit latrines and 50m away from a cemetery.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Water is tested at least once per year.</li> </ul>	<ul style="list-style-type: none"> <li>Groundwater supply sources (e.g. wells) are at least 25 m away from septic tanks and pit latrines and 50m away from a cemetery</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Water is tested at least once per year.</li> </ul>
<p><b>5. Water facilities continue to function during periods of drought and flooding - and provide sufficient safe water access year-round</b></p>	<p>No climate resilience measures are implemented at the school to protect water facilities, which either dry up during periods of drought or become contaminated when flooded.</p>	<ul style="list-style-type: none"> <li>No climate resilience measures are implemented at the school to protect water facilities which either dry up during periods of drought or become contaminated when flooded.</li> </ul>	<ul style="list-style-type: none"> <li>Water facilities do not always function during periods of drought and flooding</li> </ul> <p>However</p> <ul style="list-style-type: none"> <li>A back-up water supply system exists, allowing the school to provide continuous water supply.</li> </ul>	<ul style="list-style-type: none"> <li>Water systems are able to supply consistent water supply when the water table is low (water scarcity or the dry season)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>An alternative water supply system (e.g. treated surface water, groundwater) or a stored water option (e.g. rainwater harvesting and storage tank) is provided as necessary</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Water facilities are sufficiently protected from the impacts of flooding and water remains safe to drink during and after a flood.</li> </ul>



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## 5.1.6 EXAMPLES OF BEST PRACTICES FOR WATER

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**Piped water:** Schools should apply for water connection from the water district or the local government to get connected to the local piped water system. Water quality from these sources are assured and potable. Water prices will depend on the supplier and are calculated based on a water meter reading.



**Protected springs on the school premises:** Make sure there are no point sources of contamination (eg. a septic tank or garbage dump) within 25m upstream of the spring. It is important to provide adequate protection against contamination from human or animal activities of these water sources.

This can be done by:

- Diverting surface water away from the spring
- Constructing an enclosure for the spring
- Fencing the area around the spring
- Protecting the catchment area from pollution



**Deep well on school premises:** The required depth of the well depends on the conditions of the subsurface formations and the groundwater level during the dry season. Depending on the depth, wells could be hand-dug or drilled. Wells should be preferably located upstream (but at least 25 m away) from contamination sources like septic tanks, rubbish dumps, etc. Extraction of water can be via a hand or motor-pump. The well head should be protected from outside contamination especially in areas that are prone to flooding. Backflushing might be required if yields decrease significantly. Construction and operation of deep wells are subject to the provision of Lesotho's Water Act (2008).



**Solar powered water systems:** A climate-resilient option which can make use of Lesotho's plentiful sunlight to pump water from deep in the ground - without expensive fuel and maintenance costs for the school. Storage containers are a central part of the system, providing extra water supply for periods of drought and can provide gravity-fed water supply to handwashing/drinking water tap stations (see Appendices, Fig.5 for more information).



**Communal deep well or protected spring:** If there is a communal water supply close to the school, water could be collected and carried to the school. A roster for collection should be developed and could include learners, parents, janitors and/or volunteers. Small children should not be involved in carrying heavy loads. Water quality from these sources can vary, so make sure they are tested regularly.



**Rainwater catchment systems on school premises:** Rainwater harvesting is the practice of collecting rainwater before it runs off or infiltrates into the soil and provides an independent water supply of good quality water. The systems can be installed in schools to ensure water supply for proper hygiene and sanitation in areas that have no access to regular water supply (**See Appendices, Fig.16 for more information**).

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## 5.2 SANITATION



### 5.2.1 THE GOAL

All learners in Lesotho have access to a safe, functional, private and gender separated toilet whilst at school, including additional provisions for menstrual hygiene and learners with disabilities.

### 5.2.2 WHAT IS SAFE AND INCLUSIVE SANITATION?



**Safe sanitation:** Toilets that are safe, clean and useable, with a roof and door. They are also gender separated (for girls and boys). Safe sanitation includes flush/pour-flush toilets, a well-constructed pit latrine with slab, a Ventilated Pit Latrine or composting toilet, which are clean, single-sex and usable at the school.



**Inclusive sanitation:** toilets that are affordable, dignified, and accessible to all persons with disabilities.



### 5.2.3 WHY IS SAFE AND INCLUSIVE SANITATION IMPORTANT FOR LEARNERS?

Drinking water taps that are too high cannot be easily accessed by small children and wheelchair users. For children using other mobility aids such as crutches, calipers, and walkers, it is also very difficult, and at times impossible, to reach these taps.



In some cases, there are taps but no sinks/basins, making it difficult for children with disabilities to drink water. Where there is no proper drainage, there can be water clogging and slippery floors, making it dangerous for all learners - including those with wheelchairs. Poor drainage also represents a public health hazard, for example, by creating a breeding ground for disease vectors such as mosquitoes.

Small toilet cubicles, narrow doors, and the absence of western commodes make toilets inaccessible for children with locomotor disabilities. Accessible toilets should have a western commode seat and grab bars in a spacious cubicle with adequate wheelchair turning space. Toilets in schools are often not wheelchair-friendly, with insufficient space and without grab bars or handles, or towel rods used in place of grab bars, which are risky for use by those with disabilities.

## 5.2.4 NATIONAL STANDARDS FOR SCHOOL SANITATION

### 1. TOILETS MUST BE CLEAN, FUNCTIONAL AND SUFFICIENT FOR THE NUMBER OF LEARNERS AT THE SCHOOL

- The overall learner to toilet ratio is one functional toilet per 50 boys and one functional toilet per 30 girls (or less).
- The toilets used are Ventilated Improved Pit Latrines (VIP) or better (according to the Safe Sanitation definition in Section 5.2.2).
- Excreta is safely disposed of in-situ or transported or treated off-site.
- The toilet and urinals are functional, clean and ventilated:
  - Toilets must have a solid superstructure (the part of the building above the ground).
  - The floor should be made of concrete or a similar durable material - that is easily cleaned and free draining.
  - Toilets must be large enough for learners to enter and use (including learners with wheelchairs). The height of the seats for primary learners should be 220mm.
  - If the toilet is a latrine, there must be a ventilation pipe to vent odors as well as a mesh vent screen to prevent flies from entering the cubicle (**see Appendices, Fig.15 Ventilated Improved Latrine**).
  - There should be no risk of pollution from the latrine, this is especially important to protect drinking water sources (**see Appendices, Fig.8**).
  - Urinals should be made of durable materials and be free draining. Proper arrangements must be made for the safe disposal of urine. Urinal walls must be painted to prevent corrosion by urine.
  - Toilet paper must be readily available in each toilet cubicle and be sufficient for all students throughout the day.



## 2. TOILETS MUST BE SAFE, WELL-LIT, PRIVATE AND SECURE

- Toilets for boys and girls must be separated.
- Toilets must have:
  - A door to each cubicle
  - A roof, but still remain well-lit and ventilated to ensure learners stay safe and comfortable when using it.
  - A door with a lock
  - Must be located within sight of the main school building to ensure safety.

## 3. TOILETS MUST HAVE AT LEAST ONE CUBICLE AVAILABLE FOR BOTH MALE AND FEMALE LEARNERS WITH DISABILITIES.

- This must include:
  - A toilet located at the far end of each toilet block, to ensure easiest access for learners with disabilities.
  - A ramp with handrails or smooth pathway leading to both sides of the toilet block **(see Appendices, Fig.13 for more details)**.
    - A gradient of 1:15 or 1:20 for ramps depending upon the availability of space **(see Appendices, Fig.13 for more details)**.
    - Ramps should not be less than 1200mm wide **(see Appendices, Fig.13 for more details)**.
    - Handrails should be available along the ramp for learners' safety.
  - The colour of toilet seats should contrast with the colour of walls/tiles so that children with low vision can easily identify and see the toilets.
  - Toilets should include wider doors and extra room inside to allow learners with wheelchairs to manoeuvre and transfer safely.
  - Toilets must include grab rails to assist learners access the toilet **(see Appendices, Fig.13 for more details)**.
  - Urinals (at a maximum of 430mm above the floor) should be able to be accessed without having to walk up a step and there must be a chest-support grab bar **(see Section 5.2.6b for more details)**.
  - Toilets must be clearly sign-posted in contrasting colours.
  - For learners with missing or paralysed limbs, adaptations should include taps and knobs that are light and manoeuvrable with one hand or with feet.

## 4. ALL TOILETS REMAIN FUNCTIONAL DURING PERIODS OF DROUGHT AND FLOODING

- Water conservation should be maintained during times of scarcity through the use of Amalooloo toilets, VIP latrines or other alternative waterless designs.
- Toilets should be raised to prevent flooding **(see Appendices, Fig.14)**.
- Pit latrines should be sealed both above and below ground, so effluent does not leak into the soil. They should also be regularly emptied.
- The cover of the pit should be at least 30 cm above the recent, highest flood mark.

## 5.2.5 THREE-STAR CRITERIA FOR SCHOOL SANITATION



DESCRIPTION	ZERO STARS	1-STAR SCHOOL	2-STAR SCHOOL	3-STAR SCHOOL
<p><b>1. Toilets are clean, functional and sufficient for the number of learners at the school</b></p>	<ul style="list-style-type: none"> <li>One safe, functioning toilet or less per school</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>There are more than 100 learners per toilet</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>The toilet(s) are unclean and/or unventilated</li> </ul>	<ul style="list-style-type: none"> <li>The overall learner to toilet ratio is one functional toilet per 76 - 100 learners</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Safely constructed pit latrines or better are used</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The toilets are functional, clean and ventilated</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Battler doors protect the toilet after hours.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Toilet paper must be readily available in each toilet cubicle and be sufficient for all students throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>The overall learner to toilet ratio is one functional toilet per 51 - 75 learners.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The toilets used are Ventilated Improved Pit Latrines (VIP) or better</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The toilets are functional, clean and ventilated</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Battler doors protect the toilet after hours.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Toilet paper must be readily available in each toilet cubicle and be sufficient for all students throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>The overall learner to toilet ratio is one functional toilet per 50 boys and one functional toilet per 30 girls (or less).</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The toilets used are Ventilated Improved Pit Latrines (VIP) or better (according to the Safe Sanitation definition in Section 5.2.2)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Excreta is a safely disposed of in-situ or transported or treated off-site</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The toilet and urinals are functional, clean and ventilated</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Battler doors protect the toilet after hours.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Toilet paper must be readily available in each toilet cubicle and be sufficient for all students throughout the day.</li> </ul>
<p><b>2. Toilets are safe*, private and secure</b>  <b>*For the definition of a "safe toilet", please see Section 5.2.2 above.</b>  <b>**For examples of safe sanitation facilities, see the Appendices 7.12.</b></p>	<ul style="list-style-type: none"> <li>Are not safe, secure and private (e.g. toilets for males and females are not separated).</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>Do not have a roof</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>Do not have a door with a lock</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>The toilets are located out of sight of the main school building.</li> </ul>	<ul style="list-style-type: none"> <li>Are safe, secure, well-lit and private (toilets for males and females are separated).</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Have a roof</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Have a door with a lock</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The toilets are located within sight of the main school building, to ensure safety.</li> </ul>	<ul style="list-style-type: none"> <li>Are safe, secure, well-lit and private (toilets for males and females are separated).</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Have a roof</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Have a door with a lock</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The toilets are located within sight of the main school building, to ensure safety.</li> </ul>	<ul style="list-style-type: none"> <li>Are safe, secure, well-lit and private (toilets for males and females are separated).</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Have a roof</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Have a door with a lock</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The toilets are located within sight of the main school building, to ensure safety.</li> </ul>
<p><b>3. At least one cubicle must be available for both male and female learners with disabilities*</b></p> <p>*see Appendices, Fig.13 for more information</p>	<p>No special provisions for learners with disabilities exist</p>	<ul style="list-style-type: none"> <li>Approaches and paths to toilets are straight, even and clear of debris and other items.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Doors are wide enough for wheelchairs to enter/exit</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The cubicle size is adequate for wheelchair maneuvering and transferring</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Toilets are fitted with appropriate grab bars.</li> </ul>	<ul style="list-style-type: none"> <li>Approaches and paths to toilets are straight, even and clear of debris and other items.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Doors are wide enough for wheelchairs to enter/exit</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The cubicle size is adequate for wheelchair maneuvering and transferring</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Toilets are fitted with appropriate grab bars.</li> </ul>	<ul style="list-style-type: none"> <li>A ramp with handrails or smooth pathway leads to both sides of the toilet block</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The colour of toilet seats/WCs contrast with the colour of walls/tiles</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Doors are wide enough for wheelchairs to enter/exit</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>The cubicle size is adequate for wheelchair maneuvering and transferring</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Toilets are fitted with appropriate grab bars.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Urinals can be accessed without having to walk up a step and there is a chest-support grab bar.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Toilets are clearly sign-posted in contrasting colours.</li> </ul>

## 5.2.5 THREE-STAR CRITERIA FOR SCHOOL SANITATION – CON'T



DESCRIPTION	ZERO STARS	 1-STAR SCHOOL	 2-STAR SCHOOL	 3-STAR SCHOOL
<p><b>4. All toilets remain functional during periods of drought and flooding*</b></p> <p>*see Section 5.2.4 and Appendices, Fig.14 for more information</p>	<p>No special provisions are made to ensure that toilets remain functional during periods of drought and flooding.</p>	<ul style="list-style-type: none"> <li>No special provisions are made to ensure that toilets remain functional during periods of drought and flooding.</li> </ul>	<ul style="list-style-type: none"> <li>Water conservation for pour-flush latrines is encouraged during periods of drought.</li> </ul> and <ul style="list-style-type: none"> <li>Pit latrines are sealed both above and below ground.</li> </ul> and <ul style="list-style-type: none"> <li>Pits are regularly emptied</li> </ul>	<ul style="list-style-type: none"> <li>Water conservation is maintained through the use of amalooloo toilets or alternative waterless design.</li> <li>Toilets are raised to prevent flooding</li> </ul> and <ul style="list-style-type: none"> <li>Pit latrines are sealed both above and below ground.</li> </ul> and <ul style="list-style-type: none"> <li>Pits are regularly emptied.</li> </ul> and <ul style="list-style-type: none"> <li>The cover of the pit is at least 30 cm above the recent, highest flood mark.</li> </ul>



## 5.2.6 EXAMPLES OF BEST PRACTICES FOR SAFE AND INCLUSIVE SANITATION FACILITIES



### A. SAFE SANITATION FACILITIES



**Pour-flush latrine:** Pour-flush latrines provide an improved option in terms of use, maintenance and construction. They are a cross between a pit latrine and a septic tank or sewer. A small amount of water is used to flush excreta out of a collection pan, down a short pipe and into a pit. The simplest form of pour-flush latrine is the installation of a pan with a water-seal in the defecating hole over a pit.



**Ventilated Improved Pit (VIP) latrine:** a ventilated improved version of the traditional pit latrine in that it promotes continuous airflow through the ventilation pipe. This prevents odours and acts as a trap for flies as they escape towards the light. The single VIP remains among the simplest and cheapest toilet systems, however, unless they are properly lined and raised they can still cause groundwater contamination during periods of heavy rain (**see Appendix Fig.15 for more information**).



**Container-based sanitation:** Container-based sanitation aims to provide a full service to schools. Excreta is collected hygienically via sealed, flood-proof toilets, which use minimal water, making the toilets climate-resilient. The excreta is then safely treated, disposed of, and reused - for example, being sold for agricultural use. Rather than having to construct a sanitation facility, schools can sign up for a full service, provided by a private company. The company's franchises install a toilet with sealable excreta receptacles (also referred to as cartridges) and commit to regularly emptying them (that is, removing and replacing them with clean ones) at least once every 3 days. For more information on Container-based Sanitation, in Nairobi, Kenya, [click here](#).



**Amalooloo toilets:** The **Amalooloo** is a unique sanitation system for both waterborne and dry (ventilated improved pit) structures. The scientific principle behind the technology is aerobic, natural composting of human excreta that is separated at source. The technology is only dependent on natural, environmental conditions resulting in ecologically friendly results. It also does not require water to function (but it is recommended for health and hygiene reasons).



**Raised latrines:** Where there is a seasonally high water table, a raised latrine may be the most appropriate option for on-site sanitation. The pit should be dug at the end of the dry season, to maximise the available depth of unsaturated soil that can be excavated. The pit should be lined with appropriate, locally available materials such as fired clay bricks, blockwork, porous concrete, large stones or pieces of rock, pre-cast concrete rings or ferrocement. The lining is extended above ground level to provide the required (**see Appendix Fig.14 for more information**).



**Biogas latrines:** Latrines can be attached to biogas digesters, allowing the collection of methane during the anaerobic digestion process. The net result is a cleaner environment, reduced disease spread and an increased availability of low-cost energy for the school and neighbouring communities. For more information on Biogas latrines in Nepal, [click here](#).





## 5.2.6 EXAMPLES OF BEST PRACTICES FOR SAFE AND INCLUSIVE SANITATION FACILITIES

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### B. SANITATION FOR LEARNERS WITH DISABILITIES

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**A ramp with handrails or a smooth pathway leading to both sides of the toilet block:** This helps facilitate learners with motor disabilities to access the toilet block. A gradient of 1:15 or 1:20 for ramps is advised depending upon the availability of space. They should not be less than 1200mm wide (see Appendices Fig.13 for more details). Railings should also be provided for ramps where resources are available.

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**Grab Rails:** Designed to improve learners' safety and help with mobility in and around the toilet cubicle. Must be secured and easy to grab hold of to maneuver.

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**Accessible urinals:** Disability-inclusive urinals are ones that can be accessed without having to walk up a step and include chest-support grab bars.

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## 5.3 HYGIENE

### 5.3.1 GOALS

- All learners, including those with disabilities have access to handwashing facilities and soap at school, all day, every day.
- Learners understand and practice key hygiene practices formed as a result of WASH education.
- Girls, includes learners with disabilities, are able to practice proper menstrual hygiene in a safe and supportive school environment.

### 5.3.2 WHAT DO WE MEAN WHEN WE TALK ABOUT HYGIENE AT SCHOOL?



**Handwashing facilities:** A handwashing facility that is either fixed or mobile and includes a sink with tap water, buckets with taps, tippy-taps, and jugs or basins designated for handwashing. Soap includes bar soap, liquid soap, powder detergent, and soapy water but does not include ash, soil, sand or other handwashing agents.



**Menstrual hygiene:** Refers to access to menstrual hygiene products to absorb or collect the flow of blood during menstruation, privacy to change the materials, and facilities to dispose of used menstrual management materials in girls' toilets (e.g. waste bins).





### 5.3.3 WHY IS HANDWASHING IMPORTANT FOR LEARNERS?

- Absenteeism and truancy are reduced due to a reduction in disease and a cleaner, safer school environment.
- With better personal hygiene, learners' dignity is improved, meaning they can concentrate on learning and carry themselves more confidently among their peers.
- The bullying and harassment of students, including girls and those with disabilities is prevented, improving their attendance and attainment at school.
- The environment is protected by ensuring the safe disposal of menstrual waste.

### 5.3.4 NATIONAL STANDARDS FOR HYGIENE

#### HANDWASHING WITH SOAP

**1. Handwashing facilities are available for all learners, throughout the day at strategic areas in the school (e.g. near canteen/eating areas, play areas and toilets).**

- The pupil to tap ratio at the handwashing facility is 1:50 or less.
- Handwashing facilities are available within 10m of the toilets and within 15m of the canteen.
- The handwashing facility is brightly colored with child-friendly taps.
- Handwashing facilities have the option of being fed manually with water, in the face of water shortages.

**2. Soap is always available for use at the handwashing facilities.**

- Soap is available throughout the day at all handwashing stations.

**3. Learners with disabilities have access to handwashing facilities with soap**

- Learners with disabilities are able to access handwashing with soap facilities, which have been adapted according to their needs (see Appendices, Fig.16).

**4. Wastewater from handwashing facilities is recycled**

- Wastewater from handwashing facilities is collected and repurposed for water nearby orchards and fields, improving drought resilience.



## MENSTRUAL HYGIENE MANAGEMENT



### 1. Girls have access to gender separated toilets at school

- Girls have gender-separated toilets and a lockable door for privacy.
- Handwashing facilities exist inside the girls' toilet block.

### 2. Female learners with disabilities have access to inclusive, gender separated toilets at school

- Female learners with disabilities have access to gender-separate accessible toilets and a lockable door for privacy.
- Handwashing facilities exist within the girls' toilet.

### 3. Bins are available in the girls' and teachers' toilets for the disposal of sanitary of waste

- Bins are available for the safe disposal of sanitary pads are available in the girls' and teachers' toilets, including for learners with disabilities.
- The bins are emptied on a daily basis and the contents safely disposed of (i.e. collected from the school or incinerated on premises **(see Appendices, Fig.20 for an example)**).

### 4. Spare sanitary pads are available for girls, if needed, at school

- Spare sanitary pads are available for female learners at school from the menstrual wellness focal point (a teacher). Girls, including those with disabilities, know that sanitary pads are available for them, if and when needed.

### 5. A quiet, private resting space / changing room is available for menstruating girls at school

- A quiet, private resting space / changing room is available for menstruating girls at school
- The space is also accessible to female learners with disabilities.

### 6. Menstrual education is incorporated, separately for both girls and boys (Grades 4 and above), into the class schedule

- Menstrual and reproductive health education is incorporated into the regular class schedule at school for both girls and boys **(for additional teaching resources on this see Appendices 7.3)**.



## 5.3.5 THREE-STAR APPROACH TO HYGIENE IN SCHOOLS

### A. HANDWASHING



DESCRIPTION	ZERO STARS	1-STAR SCHOOL	2-STAR SCHOOL	3-STAR SCHOOL
<p><b>1. Handwashing facilities are available for all learners, throughout the day at strategic areas in the school (e.g. near canteen/eating areas, play areas and toilets).</b></p>	<p>Either No handwashing facilities exist at the school</p> <p>or</p> <p>Or are insufficient for the number of learners (i.e. there are more than 100 learners per handwashing facility).</p>	<p>Pupil to tap ratio at the handwashing facility is a minimum of 1:76 and 1:100 and</p> <p>The handwashing facility is within 10m of the toilets and</p> <p>Handwashing facilities have the option of being fed manually with water, in the face of water shortages.</p>	<p>Pupil to tap ratio at the handwashing facility is between 1:51 and 1:75 and</p> <p>Handwashing facilities are within 10m of the toilets and</p> <p>The handwashing facility is brightly colored with child-friendly taps and</p> <p>Handwashing facilities have the option of being fed manually with water, in the face of water shortages.</p>	<p>Pupil to tap ratio at the handwashing facility is less than 1:50 and</p> <p>Handwashing facilities are within 10m of the toilets and</p> <p>Handwashing facilities are within 15m of the canteen and</p> <p>The handwashing facility is brightly colored with child-friendly taps and</p> <p>Handwashing facilities have the option of being fed manually with water, in the face of water shortages.</p>
<p><b>2. Soap is always available for use at the handwashing facilities.</b></p>	<p>No handwashing facilities exist and the school</p> <p>or</p> <p>Handwashing facilities exist but do not have a regular supply of soap</p>	<p>Soap is available throughout the day at all handwashing stations</p>	<p>Soap is available throughout the day at all handwashing stations</p>	<p>Soap is available throughout the day at all handwashing stations</p>
<p><b>3. Learners with disabilities have access to handwashing facilities with soap*</b></p> <p>*see Appendices, Figs.16 and 17 for more information</p>	<p>Learners with disabilities are not able to access handwashing with soap facilities</p>	<p>Learners with disabilities are able to access handwashing with soap facilities, which have been adapted according to their needs</p>	<p>Learners with disabilities are able to access handwashing with soap facilities, which have been adapted according to their needs</p>	<p>Learners with disabilities are able to access handwashing with soap facilities, which have been adapted according to their needs</p> <p>Handwashing facilities are clearly sign-posted in contrasting colours.</p>
<p><b>4. Wastewater from handwashing facilities is recycled*</b></p> <p>*Need to ensure that wastewater does not pose a health hazard or breeding ground for problem vectors.</p>	<p>No appropriate drainage of greywater, and no greywater recycling takes place.</p>	<p>No appropriate drainage of greywater, and no greywater recycling takes place.</p>	<p>Wastewater from handwashing facilities is collected and repurposed for water nearby orchards and fields, improving drought resilience.</p>	<p>Wastewater from handwashing facilities is collected and repurposed for water nearby orchards and fields, improving drought resilience.</p>

## 5.3.5 THREE-STAR APPROACH TO HYGIENE IN SCHOOLS

### B. MENSTRUAL HYGIENE MANAGEMENT



DESCRIPTION	ZERO STARS	1-STAR SCHOOL	2-STAR SCHOOL	3-STAR SCHOOL
<b>1. Girls have access to gender separated toilets at school</b>	Girls do not have access to separate toilets with a lockable door for privacy	Girls have separate toilets and a lockable door for privacy	Girls have separate toilets and a lockable door for privacy  and  Handwashing facilities exist next to the girls' toilet block	Girls have separate toilets and a lockable door for privacy  and  Handwashing facilities exist within the girls' toilet cubicles
<b>2. Female learners with disabilities have access to inclusive, gender separated toilets at school</b>	Females with disabilities do not have access to gender separate toilets with a lockable door for privacy	Females with disabilities have access to gender separate inclusive toilets and a lockable door for privacy	Females have access to gender separate inclusive toilets and a lockable door for privacy and Handwashing facilities exist within the girls' toilet block	Females have access to gender-separate inclusive toilets and a lockable door for privacy and Handwashing facilities exist within the girls' toilet block
<b>3. Bins are available in the girls' and teachers' toilets for the disposal of sanitary of waste</b>	No bins are available for the safe disposal of sanitary pads.	<ul style="list-style-type: none"> <li>Bins for safe disposal of sanitary pads are available in the girls' and teachers' toilets, including for learners with disabilities.</li> </ul> And <ul style="list-style-type: none"> <li>The bins are emptied on a daily basis and the waste safely disposed of.</li> </ul>	<ul style="list-style-type: none"> <li>Bins for safe disposal of sanitary pads are available in the girls' and teachers' toilets, including for learners with disabilities.</li> </ul> And <ul style="list-style-type: none"> <li>The bins are emptied on a daily basis and the waste safely disposed of.</li> </ul>	<ul style="list-style-type: none"> <li>LeBins for safe disposal of sanitary pads are available in the girls' and teachers' toilets, including for learners with disabilities.</li> </ul> And <ul style="list-style-type: none"> <li>The bins are emptied on a daily basis and the waste safely disposed of.</li> </ul>
<b>4. Spare sanitary pads are available for girls, if needed, at school</b>	<ul style="list-style-type: none"> <li>No sanitary pads are available for girls at school</li> </ul> and/or <ul style="list-style-type: none"> <li>No menstrual wellness focal point (teacher) exists at the school</li> </ul>	<ul style="list-style-type: none"> <li>No sanitary pads are available for girls at school</li> </ul> but <ul style="list-style-type: none"> <li>A menstrual wellness focal point (teacher) exists at the school</li> </ul>	<ul style="list-style-type: none"> <li>Spare sanitary pads are available for female learners at school from the menstrual wellness focal point (teacher).</li> </ul> and <ul style="list-style-type: none"> <li>Girls, including those with disabilities, know that sanitary pads are available for them, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Spare sanitary pads are available for female learners at school from the menstrual wellness focal point (teacher).</li> </ul> and <ul style="list-style-type: none"> <li>Girls, including those with disabilities, know that sanitary pads are available for them, if needed.</li> </ul>
<b>5. A quiet, private resting space / changing room is available for menstruating girls at school</b>	No quiet, private resting space / changing room is available for menstruating girls at school	No quiet, private resting space / changing room is available for menstruating girls at school	A quiet, private resting space / changing room is available for menstruating girls at school (e.g. a SHE room). and The space is also accessible to girls with disabilities.	A quiet, private resting space / changing room is available for menstruating girls at school (e.g. a SHE room) and The space is also accessible to girls with disabilities.
<b>6. Menstrual education is incorporated, separately for both girls and boys (Grades 4 and above), into the class schedule</b> *See Appendices 7.3 for teaching resources	Menstrual education is not incorporated into the regular class schedule at school.  Teachers are untrained on menstrual and reproductive health education.	Menstrual education is incorporated into the regular class schedule at school, but is only targeted at girls.  Boys do not receive reproductive health education.	Menstrual and reproductive health education is incorporated into the regular class schedule at school for both boys and girls.	Menstrual and reproductive health education is incorporated into the regular class schedule at school for both boys and girls.

## 5.3.6 EXAMPLES OF HYGIENE BEST PRACTICES



### A. HANDWASHING FACILITIES



**Wash basins (group or individual):** Wash basins, connected to a piped water or gravity-flow system, are considered the best option as they provide sustained clean water for drinking and handwashing throughout the day.



**Group handwashing facilities (non-piped water):** Many schools in Lesotho do not have access to piped water. A good solution is therefore to have a self-contained group handwashing system which can be refilled either using a bucket or gravity-flow system (such as a storage tank). A reservoir or storage container is the best method to ensure constant pressure.



**For group handwashing design options see Appendices, Fig,19 and and 7.3 for additional resources.**



**Water from a storage tank (individual facilities):** Water is transferred from another source (e.g. well/pump or rainwater collection) and stored throughout the day. Systems need refilling regularly (or be of a larger size) to sustain larger school populations.



**Tippy taps:** Tippy taps provide a good cost-effective, short-term solution for handwashing facilities, until a more sustainable long-term option can be arranged. They can be constructed using a variety of affordable locally-sourced materials. **For tippy tap design guidelines see Appendices, Fig.18.**



## 5.3.6 EXAMPLES OF HYGIENE BEST PRACTICES



### B. MENSTRUAL HYGIENE MANAGEMENT



**Sanitary bins:** Providing female learners with a discreet and hygienic place to dispose of feminine hygiene waste (e.g. sanitary pads) is crucial to their health, dignity and overall wellbeing at school. Ideally bins should be covered and they should be emptied at least once per day, with their contents being safely disposed of (through incineration or professional waste collection)



**Handwashing facilities located in (or close to) female toilet facilities:** This is vital so that female learners can practice menstrual hygiene in a safe and private manner. If it is not possible to put handwashing facilities within the toilet cubicle, an alternative should be provided as close as possible to the toilet exit.



**Menstrual health and hygiene information materials:** Information materials can be placed around the school (including in the female toilets) and also be used to support the teaching of menstrual hygiene education. **More examples and links to materials can be found in Appendices 7.3.** These materials can also assist in tackling the stigma and silence around menstruation, particularly from male learners.



**Menstrual and reproductive health education:** This is vital in helping ensure that girls have the knowledge to safely manage their menses each month. Reproductive health education is important for both boys and girls, and can also be used as a tool to end stigmas and cultural taboos around menstruation. **More examples and links to materials, including a teachers' toolkit can be found in Appendices 7.3.**



**Spare sanitary pads:** At least one teacher per school should be designated as a Menstrual Hygiene focal point and be able to provide spare sanitary pads to female learners as needed. This is particularly important for learners from poorer families who may not have the menstrual hygiene supplies needed to be able to attend school.





## 5.4 SANITATION & HYGIENE EDUCATION



### 5.4.1 THE GOAL

- All children receive regular School Sanitation Hygiene Education (SSHE) throughout the school year, which includes menstrual hygiene education for female learners.
- All learners understand and practice key WASH practices which are formed as a result of WASH education. They understand the importance of WASH for better health, nutrition and other development outcomes.
- School WASH clubs are active in each school, helping to spread key WASH messages among other learners and the wider community.
- WASH education materials, including teaching materials and posters etc. are readily available and used in each school.

### 5.4.2 WHAT IS SANITATION HYGIENE EDUCATION?

**Sanitation Hygiene Education:**

Education that aims to promote good WASH practices (e.g. handwashing, menstrual hygiene etc.) that will help prevent WASH-related diseases as well as promoting healthy behaviour in children, both now and in the future.

**WASH education materials:**

Information materials (e.g. posters, handouts, stickers for toilet doors) that can be used to help support teaching and WASH advocacy efforts in and around the school.



**School WASH Club:** A club comprised of volunteer learners. Their activities may include the monitoring WASH facilities and behaviours and sharing key WASH messages with other learners and the wider community. Their role should not include the cleaning of toilets and other WASH facilities.



### 5.4.3 WHY IS IT IMPORTANT FOR SCHOOLS?

- Sanitation Hygiene Education improves learner's health, dignity and wellbeing.
- It encourages learners to put what they have learnt into practice, both at school and at home. Research has shown that this education is passed on to family members and future generations.
- It ensures the safe and respectful use of school WASH facilities, ensuring they are correctly maintained and last longer.
- It helps ensure a safer, more supportive and inclusive school environment; for example by ensuring the WASH needs of learners with disabilities are met and female learners are not stigmatised during their periods.

### 5.4.4 NATIONAL STANDARDS FOR SCHOOL SANITATION HYGIENE EDUCATION

#### **1. All children receive regular Sanitation Hygiene Education throughout the school year, which includes menstrual hygiene education for female learners**

- All learners receive more than 10 hours of Sanitation Hygiene classes per year.
- Sanitation Hygiene Education is mainstreamed into all other classes as appropriate.
- Sanitation Hygiene Education includes:
  - Menstrual hygiene classes for female learners, in a safe, supportive environment.
  - Reproductive health classes for both male and female learners, which addresses cultural taboos and stigma about menstruation.

#### **2. WASH education and advocacy materials are readily available and used at school**

- WASH education guidance and teaching aids (e.g. teaching materials and posters etc). for teachers (See Appendices, Figs.21-23 and Section 7.3).
- Stickers and posters to remind learners to use toilets, wash their hands with soap and practice good menstrual hygiene (See Appendices, Figs.21-23 and Section 7.3).





### 3. School WASH clubs are active, helping to spread key WASH messages among children and the community.

- School WASH clubs meet at least once per week and have around a 50:50 ratio of male and female learners, including opportunities for learners with disabilities (if they wish to engage).
- WASH Club members receive regular training and support by at least one designated male and one female teacher as necessary.
- WASH Club members actively monitor the functionality and use of WASH facilities, reporting back to school management on any improvements that need to be made. The school management team then acts on these recommendations and gives accolades to members where appropriate (e.g awards and recognition on school notice boards etc.).
- WASH Club members actively share key WASH messages with their peers, family and extended community.



## 5.4.5 THREE-STAR APPROACH TO SANITATION HYGIENE EDUCATION



DESCRIPTION	ZERO STARS	1-STAR SCHOOL	2-STAR SCHOOL	3-STAR SCHOOL
<p><b>1. All children receive regular Sanitation Hygiene Education throughout the school year, which includes Menstrual Hygiene Education for female learners</b></p> <p>*For more resources on this see Appendices, 7.3</p>	<p>Sanitation Hygiene Education is not taught in school</p>	<p>All learners receive between 3-5 hours of Sanitation Hygiene classes per year.</p>	<p>All learners receive between 5-10 hours of Sanitation Hygiene classes per year. and</p> <p>Sanitation Hygiene Education is mainstreamed into all other classes as appropriate. and</p> <p>Sanitation Hygiene Education includes:</p> <ul style="list-style-type: none"> <li>• Menstrual hygiene classes for girls</li> <li>• Reproductive health classes for boys and girls which addresses cultural taboos and stigma about menstruation</li> </ul>	<p>All learners receive more than 10 hours of Sanitation Hygiene classes per year and</p> <p>Sanitation Hygiene Education is mainstreamed into all other classes as appropriate. and</p> <p>Sanitation Hygiene Education includes:</p> <ul style="list-style-type: none"> <li>• Menstrual hygiene classes for girls</li> <li>• Reproductive health classes for boys and girls which addresses cultural taboos and stigma about menstruation.</li> </ul>
<p><b>2. WASH education materials, including teaching materials and posters etc. are readily available and used throughout the school</b></p> <p>*For more resources on this see Appendices Fig.21-23 and additional resources in, 7.3</p>	<p>No WASH education materials are available for teaching and</p> <p>No advocacy materials are available to promote good WASH practices around the school.</p>	<p>No WASH education materials are available for teaching but school sanitation hygiene education is still taught.</p>	<p>WASH education materials and advocacy materials are available including:</p> <ul style="list-style-type: none"> <li>• WASH education guidance and teaching aids.</li> </ul>	<p>WASH education and advocacy materials are available including:</p> <ul style="list-style-type: none"> <li>• WASH education guidance and teaching aids.</li> <li>• Stickers and posters to remind learners to use toilets, wash their hands with soap and practice good menstrual hygiene.</li> </ul>
<p><b>3. School WASH clubs are active, helping to spread key WASH messages among learners and the wider community.</b></p>	<p>School WASH clubs are not formed</p> <p>and/or</p> <p>Are no longer active</p>	<p>School WASH clubs do not meet once per week, but are still active. and</p> <p>They have around a 50:50 ratio of male and female learners, including opportunities for learners with disabilities (if they wish to engage) and</p> <p>Are staffed by at least one male and one female teacher but</p> <p>Do not have the training and/or resources required to effectively create a positive impact</p>	<p>School WASH clubs meet once per week and</p> <p>Have around a 50:50 ratio of male and female learners, including opportunities for learners with disabilities (if they wish to engage) and</p> <p>Have received training by teachers (or other partners) and</p> <p>Are staffed by at least one male and one female teacher and</p> <p>Actively monitor the functionality and use of WASH facilities, reporting back to school management any improvements that need to be made and</p> <p>Share key WASH messages with other learners</p>	<p>School WASH clubs meet at least once per week and</p> <p>Have around a 50:50 ratio of male and female learners, including opportunities for learners with disabilities (if they wish to engage) and</p> <p>Have received training by teachers (or other partners) and</p> <p>Are staffed by at least one male and one female teacher and</p> <p>Actively monitor the functionality and use of WASH facilities, reporting back to school management any improvements that need to be made and</p> <p>Share key WASH messages with their peers, family and extended community</p>



## 5.4.6 BEST PRACTICE EXAMPLES FOR SANITATION HYGIENE EDUCATION



### Using WASH education materials to make WASH lessons interactive and fun:

Classes are always more fun and meaningful when children have education materials, stories and real life examples from which to learn from. **Resources for teachers can be found in the Appendices Fig.21-23 and additional resources in, 7.3.**



**Creating a safe space for girls to discuss menstrual hygiene:** Menstrual hygiene classes can be taught for girls, beginning aged 9-10 years old. Classes are best taught in small groups, with a teacher who is trained, kind and understanding. This creates a safe space for female learners to ask questions and interact with the teacher and each other. **Lessons plans and other teaching materials can be found [here](#) and in the Appendices Fig.21-23 and additional resources in, 7.3.**



**Posting WASH advocacy materials around the school:** Posting WASH advocacy materials (e.g. stickers and posters) particularly in places such as the toilets and canteen are a great way of reminding learners to practice key WASH behaviours and help create social norms. **A list of useful materials can be found in the Appendices Fig.21-23 and additional resources in, 7.3.**





## 5.4.7 GUIDELINES FOR WASH CLUBS

### Which approaches can the WASH club use?

- Learners can hold assemblies and exhibitions in schools and their communities to promote safe WASH practices. This may include the use of stories, poems, role plays, dramas and debates. A guide for teachers can be found [here](#) and [here](#).
- Letting other learners know what is expected of them - for example during health parades and day-to-day monitoring activities.
- Conducting a survey of WASH practices among students at schools - and making the findings known to all. Plans are then made with learners and the school's management team to improve.
- Inviting out-of-school learners, families and other community members to school advocacy events to help spread key WASH messages.
- Teachers actively support the activities of the WASH Club and members are provided with sashes or t-shirts and praised to instil a sense of pride and achievement.
- Creating a notice board for key WASH advocacy materials, WASH updates and accolades for the most dedicated WASH champions.

### Indicators of an active WASH Club

- Clear roles and responsibilities are established for all WASH Club members (including teachers).
- WASH promotion activities are held at least once per term, including mobilising other learners and community members to take part in school and community-clean ups.
- Learners who volunteer to participate in the WASH Club feel proud of the work they do.
- WASH facility checks are carried out weekly by WASH Club members and fed back to the school management team, who rapidly address any issues as necessary.





## WASH CLUB ROLES AND RESPONSIBILITIES

**WASH TEACHER: Oversee the overall performance of the WASH club, matters that cannot be solved by WASH club president and Ministers are actioned by the WASH teacher.**

### 1. Minister of Water

- Ensure that water is available in each classroom for drinking with 20 liters bucket with tap, this will prevent learners from moving out of their respective classrooms to collect water during teaching hours.
- Encourage other learners to come with boiled water from home with bottles for drinking.
- Teach other learners' ways of managing water, e.g. learners should not drink water from the tap using hands but rather use a bottle to collect water from the tap.
- Ensure that water is available for cleaning toilet blocks, washing hands, irrigating crops, cooking food and washing pots and dishes at school.
- Reports water supply repairs or maintenance issues to the WASH teacher.

### 2. Minister of Sanitation

- Ensure that toilet blocks for girls and boys are always clean.
- Teach other learners proper use of toilet blocks.
- Encourage other learners to use toilet papers or waste papers rather than stones. Use of stones in toilets is normally practiced by learners in rural areas.
- Ensure that there is privacy at the toilet blocks.
- Always lock the entrance of the toilet blocks by the end of school hours.
- Reports sanitation related repairs or maintenance issues to the WASH teacher.

### 3. Minister of Personal Hygiene

- Ensure that learners wear clean uniform and are neat every day, if some learners have a problem to get soap for washing, liaise with WASH teacher and help such learners.
- Ensure that learners' hair and nails are always clean.
- Responsible to promote good personal hygiene and mouth hygiene among students

### 4. Minister of Food Hygiene

- Encourage learners to wash their fruits and vegetables before eating.
- Encourage learners to wash their hands before and after eating their food.
- Encourage learners to wash their plates after eating.
- Ensure that learners carry their plates home, no learner should leave his/her plate in the desk at school.
- Ensure that people who cook for learners are always clean and inspects the cooking facility and utensils for cleanliness.



### 5. Minister of Environment

- Ensure that every classroom is clean, there are dust bins and desks are clean.
- Ensure that the school yard is always clean, papers, bottles, glasses boxes and plastics should be managed. Rubbish bins should be within the school yard.
- Plant trees and flowers in the school yard.
- Manage solid waste using, recycling, reduce and reuse methods. E.g. plastics waste can be used by boys to make a ball.
- Wastewater should be used for irrigation of crops.

### 6. Minister of Menstrual Hygiene

- Promotes Menstrual hygiene education among students.
- Ensure that there is still a supply of menstrual hygiene materials in the Principals office and in the Menstrual hygiene management rooms.
- Ensure safe disposal of used menstrual hygiene management materials.

### 7. Minister of Food security

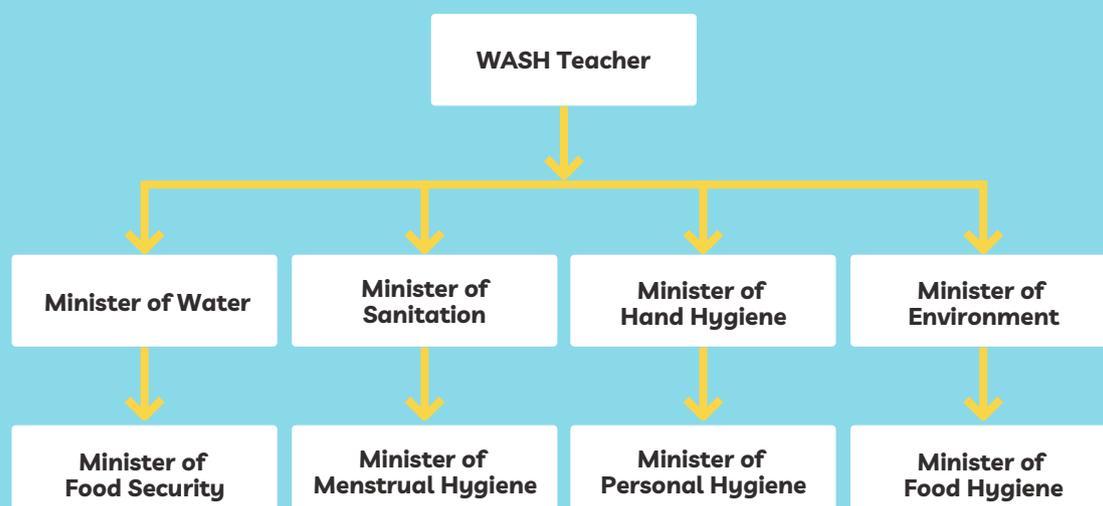
- Ensure that there is production of crops and fruits at school plots.
- Ensure that irrigation of crops and fruits is done when applicable.
- Ensure that agricultural tools are available when needed.

### 8. Minister of Hand hygiene

- Ensure that water and soap is always available in the tippy taps and handwashing facilities for washing hands.
- Teach other learners' steps on how to wash their hands with soap and water.
- Teach other learners how to operate a handwashing facility.
- Ensure that the handwashing facility is always functional and user friendly.
- Teach other learners' steps of proper hand washing technique and promotes hand washing at critical times.

## ORGANOGRAM OF A WASH CLUB

(NOTE: ALL WASH CLUB MINISTERS REPORT TO THE WASH TEACHER)





## 5.5 SOLID WASTE MANAGEMENT

### 5.5.1 THE GOAL

All waste produced by the school is safely managed to ensure the health and wellbeing of learners and protect the surrounding environment.

### 5.5.2 WHAT IS SOLID WASTE MANAGEMENT?

**Solid Waste Management:** The collection, treatment and disposal of solid material (rubbish) that is discarded because it has served its purpose or is no longer useful.

### 5.5.3 WHY IS IT IMPORTANT FOR SCHOOLS?

- The improper disposal of solid waste in schools can create unsanitary conditions which lead to environmental pollution and disease.
- A safe, clean environment creates a sense of dignity and school pride among students, teachers and parents, improving school attendance and attainment.

#### TO ENSURE THE SAFETY OF REFUSE PITS:

- The pit must not be located in a **flood-prone area**
- They must be at least **25m away from water sources**
- They must be **properly fenced** to protect younger learners and animals from getting injured



## 5.5.4 NATIONAL STANDARDS FOR SOLID WASTE MANAGEMENT IN SCHOOLS

### 1. A comprehensive waste segregation system is in place with bins being available in multiple locations around the school

- A comprehensive waste segregation system must be in place, including appropriate sanctions for non-compliance
- Segregated rubbish bins (for compost, recycling for plastic and paper and non-recyclable waste) with covers are available in all classrooms, toilets, canteens, offices, clinics, play areas, gardens, hallways, and gyms (**see Appendices Fig.24 for more information**).
- Rubbish bins are emptied once per day.

### 2. Rubbish is regularly collected, composted and /or safely stored

- Garbage should be collected more than once a week to prevent bad odours.
- The school has a compost facility for biodegradable waste (e.g. food waste) which is then repurposed as either agricultural compost or animal feed.

### 3. Menstrual hygiene waste is either safely collected or incinerated

- Menstrual hygiene waste should be either safely collected and disposed of or incinerated on the school premises once each day (**see Appendices, Fig.20 for more information**).



## 5.5.5 THREE-STAR APPROACH TO WASTE MANAGEMENT



DESCRIPTION	ZERO STARS	1-STAR SCHOOL	2-STAR SCHOOL	3-STAR SCHOOL
<p><b>1. A waste segregation system is in place, bins are available in multiple locations and emptied once per day.</b></p> <p>*see Appendices, Fig.24 for more information.</p>	<p>One or less rubbish bins are available in the school and</p> <p>No waste segregation is practiced.</p>	<p>Rubbish bins with covers are available in all classrooms. and</p> <p>No waste segregation is practiced. and</p> <p>Rubbish bins are emptied once per day.</p>	<p>Segregated rubbish bins (for compost, recycling for plastic and paper and non-recyclable waste) with covers are available in all classrooms and toilets. and</p> <p>Rubbish bins are emptied once per day.</p>	<p>A waste segregation system is in place, including sanctions for non-compliance. and</p> <p>Segregated rubbish bins (for compost, recycling for plastic and paper and non-recyclable waste) with covers are available in all classrooms, toilets, canteens, offices, clinics, play areas, gardens, hallways, and gyms. and</p> <p>Rubbish bins are emptied once per day</p>
<p><b>2. Rubbish is regularly collected, composted and /or safely stored</b></p>	<p>Rubbish is either burnt or buried in an unsafe, poorly located refuse pit.</p>	<p>No garbage collection services exist but: The school has a compost facility for biodegradable waste (e.g. food waste) which is then repurposed as either agricultural compost or animal feed. and Has a refuse pit for incineration or burying) of non-biodegradable waste. and Paper waste is used as toilet paper</p>	<p>Garbage is collected and safely disposed of once per week and The school has a compost facility for biodegradable waste (e.g. food waste) which is then repurposed as either agricultural compost or animal feed. and Paper waste is used as toilet paper</p>	<p>Garbage is collected more than once a week and The school has a compost facility for biodegradable waste (e.g. food waste) which is then repurposed as either agricultural compost or animal feed. and Materials recovery facility for recyclable waste. and Paper waste is used as toilet paper</p>
<p><b>3. Menstrual hygiene waste is either safely collected or incinerated</b></p> <p>*See Appendices, Fig.20 for an example</p>	<p>Menstrual hygiene waste is not safely disposed of incinerated</p>	<p>Menstrual hygiene waste is either safely collected and disposed of or  incinerated on the school premises once each day</p>	<p>Menstrual hygiene waste is either safely collected and disposed of or  incinerated on the school premises once each day</p>	<p>Menstrual hygiene waste is either safely collected and disposed of or  incinerated on the school premises once each day</p>



## 5.5.6 BEST PRACTICE EXAMPLES FOR WASTE MANAGEMENT



**Separate rubbish bins:** for biodegradable, non-biodegradable and recyclable wastes should be established, as a minimum. Colour-coded garbage bins with cover are recommended. Labelling or placing photos is encouraged if resources permit (**see Appendices, Fig.24 for more information**).



**Proper behavior and waste segregation policies:** should continuously be promoted and enforced by the school to sustain waste segregation practice.

Orientation on solid waste segregation should be given to all learners and school staff



**Materials Recovery Facility (MRF):** A complete system of recovering waste that can still be of use and is a strategy within School-based Solid Waste Management. This may include:

- The segregation of solid waste by learners and teachers
- Collection and handling of segregated solid waste
- Storing the segregated waste into a Materials Recovery Facility (MRF) and the disposal of any residual waste
- From the MRF, waste can be re-used or sold to recycling companies to generate resources for school programs



**Composting:** Much of the waste produced at school is biodegradable and compostable. The number or capacity of composting facilities should be based on the amount of waste generated. Biodegradable waste needs air and a little water to decompose. It should turn into compost usually within a few weeks and can then be used to fertilise a school garden or the community's farms and gardens.

There should be proper drainage to prevent the composting area from getting muddy and inaccessible and the contamination of nearby water sources. The composting pit should not be constructed in a flood-prone area.



**Burying or burning waste:** This option should only be used as a temporary solution for schools where the collection of residual solid waste is very challenging and no options are available for the professional management and disposal within the community. This facility should be established with proper precautions to prevent accidents and minimise foul odors, pests, and damage to the environment.





## 5.6 OPERATIONS & MAINTENANCE

### 5.6.1 THE GOAL

All WASH facilities are clean, safe and well-maintained, keeping them functional and usable for all learners throughout the school year and maximising their lifespan.

### 5.6.2 WHAT IS OPERATION AND MAINTENANCE?



**Operation and Maintenance:** Refers to all activities that are needed to safely run and maintain WASH in schools facilities. It includes maintaining the cleanliness of school WASH facilities, the desludging of toilets, repairing WASH facilities as needed and ensuring their lifespan is maximised.

### 5.6.3 WHY IS OPERATION AND MAINTENANCE OF WASH FACILITIES IMPORTANT FOR SCHOOLS?

- The school community needs to have a reliable system in place to keep toilets, water and handwashing facilities clean and functional - otherwise learners will not use them and they will not provide any of the health or education benefits discussed. Even worse, learners become ill from using unsanitary WASH facilities or begin practicing defecation and urination out in the open, creating major health problems.





- Clean and well-maintained WASH facilities last longer and ultimately save the school money - money that can be spent on other school improvements.

## 5.6.4 NATIONAL STANDARDS FOR WASH OPERATION AND MAINTENANCE IN SCHOOLS

### 1. All WASH facilities are fully functional

- Water, toilets and handwashing facilities should be fully functional every day, throughout the school year.
- Facilities should be maintained by a school-based water minder and if a problem occurs, they must be fixed within 24-hours to avoid the disruption to WASH services.

### 2. All WASH facilities are clean and usable

- WASH facilities, including menstrual hygiene facilities, should be cleaned on a daily basis by a designated cleaner, hired by the school. Cleaning should not be carried out by learners, as it takes time away from school or rest-time and may pose significant health hazards to young learners especially.

### 3. Soap and cleaning supplies are sufficient and available at all times

- Soap for handwashing should be sufficient and readily available at all times. A surplus supply of soap should always be available.
- Multiple Cleaners Kits and additional supplies should be available for all cleaners at the school **(see Section 5.6.6 for more information)**.
- A toilet checklist should be filled out by the cleaner each day **(see Appendices, Fig.25 for more information)**.

### 4. Menstrual hygiene bins are emptied and the contents incinerated at least once per day

- Menstrual hygiene bins should be emptied and the contents disposed of by a professional menstrual hygiene company at least twice per week **(See Appendices, Fig.20 for an example)**.

### 5. A School Improvement Plan, which includes a clear Operation and Maintenance plan, has been developed and submitted to the Ministry of Education and Training

- A School Improvement Plan should be developed for the school and submitted to the MoET. The Plan should have a clear designation of responsibility and be hung in a place visible to all staff, parents and students. It should be updated regularly and revised as necessary, at least once per year **(see Appendices, Fig.26 for an example of this)**.

### 6. Financing for WASH facilities and day to day supplies is included in the regular school budget

- Funding for all WASH in Schools services should be covered by the regular school budget (from MoET).

## 5.6.5 THREE-STAR APPROACH TO OPERATION AND MAINTENANCE



DESCRIPTION	ZERO STARS	1-STAR SCHOOL	2-STAR SCHOOL	3-STAR SCHOOL
<p><b>1. All WASH facilities are fully functional</b></p>	<p>Either</p> <ul style="list-style-type: none"> <li>The water, toilets or handwashing facilities are non-functional</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Are unclean, unsafe or unusable</li> </ul>	<ul style="list-style-type: none"> <li>Water, toilets and handwashing facilities are fully functional</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Are maintained by a locally-based technician.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>If a problem occurs, is fixed within 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Water, toilets and handwashing facilities are fully functional</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Are maintained by a community-based water minder)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>If a problem occurs, is fixed within 48-hours</li> </ul>	<ul style="list-style-type: none"> <li>Water, toilets and handwashing facilities are fully functional</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Are maintained by a school-based water minder</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>If a problem occurs, is fixed within 24-hours</li> </ul>
<p><b>2. All WASH facilities are clean and usable</b></p>	<p>WASH facilities are not cleaned on a daily basis</p>	<p>WASH facilities, including menstrual hygiene facilities (e.g. SHE rooms), are cleaned on a daily basis by teachers and/or learners at the school</p>	<p>WASH facilities, including menstrual hygiene facilities (e.g. SHE rooms) are cleaned on a daily basis by a designated cleaner, hired by the school.</p>	<p>WASH facilities, including menstrual hygiene facilities (e.g. SHE rooms), are cleaned on a daily basis by a designated cleaner, hired by the school.</p>
<p><b>3. Soap and cleaning supplies are sufficient and available at all times</b></p>	<p>Soap (for handwashing) and other cleaning products are not regularly available at the school</p>	<p>Soap for handwashing is sufficient and readily available at all times. Mops and basic cleaning products are available for the cleaning of WASH facilities.</p>	<p>Soap for handwashing is sufficient and readily available at all times. A full Cleaners Kit is available for the designated cleaner at the school.</p>	<p>Soap for handwashing is sufficient and readily available at all times. Multiple Cleaners Kits and additional supplies are available for cleaners at the school.</p>
<p><b>4. Menstrual hygiene bins are emptied and the contents incinerated at least once per day</b></p> <p><small>*See Appendices, Fig.20 for an example</small></p>	<p>Menstrual hygiene facilities are either unavailable or Not emptied and contents incinerated on a daily basis</p>	<p>Menstrual hygiene bins are emptied and the contents incinerated at least once per day by teachers and/or learners</p>	<p>Menstrual hygiene bins are emptied and the contents incinerated at least once per day by a designated cleaner</p>	<p>Menstrual hygiene bins are emptied and the contents disposed of by a professional menstrual hygiene company at least twice per week.</p>
<p><b>5. A School Improvement Plan, which includes clear Operation and Maintenance plan, has been developed and submitted to the Ministry of Education and Training</b></p> <p><small>*see Appendices, Figs 25 and 26 as an example.</small></p>	<p>No School Improvement Plan has been developed</p>	<p>An School Improvement Plan has been developed for the school but has not yet been submitted to the MoET</p>	<p>An School Improvement Plan has been developed for the school and submitted to the MoET and Has a clear designation of responsibility</p>	<p>An School Improvement Plan has been developed for the school and submitted to the MoET and Has a clear designation of responsibility and Is hung in a place visible to all staff, parents and students</p>
<p><b>6. Financing for WASH facilities and day to day supplies is included in the regular school budget</b></p>	<p>Financing for WASH is sporadic (at best) and is not included in the regular school budget</p>	<p>Funding for basic WASH services (e.g. soap, toilets and water) is covered by the regular school budget (from MoET)</p>	<p>Funding for basic WASH services (e.g. soap, toilets and water) is covered by the regular school budget (from MoET) and Any additional needs are covered by fundraising from parents and the community.</p>	<p>Funding for all WASH in Schools services (e.g. soap, toilets and water) is covered by the regular school budget (from MoET)</p>



## 5.6.6 BEST PRACTICES FOR WASH OPERATION AND MAINTENANCE IN SCHOOLS



**Cleaners kit:** A good cleaners kit should include: 1 bucket (medium sized) with handle, 1 toilet brush with long handle, 1 floor brush with handle, 2 rags or cleaning cloths, 1 floor mop, 1 rubber gloves or alternatives, 1 facial mask or alternatives, 2 segregated garbage bins with cover/lid, detergent powder (2kg), bleach, soap (**total cost around M1650**)



**Operation and maintenance kit:** A WASH operation and maintenance kit should include 1 screwdriver, 1 toilet plunger, 1 hammer, 2 pipe wrenches, 2 extra faucets, spare paint (**total cost around M2100**)



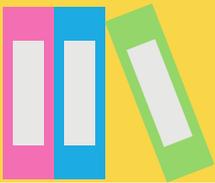
**WASH in Schools Inventory and Improvement plan:** Well-designed WASH facilities in schools require a monitoring and improvement plan for sustainability (**see Appendices, Figs 25 and 26 as an example**).

The plan will identify and document existing facilities, key gaps that need to be filled, with roles and responsibilities clearly delineated, and what costs are involved. The plan will invite learners, teachers, parents, and the local community to contribute to the continuous process of monitoring and improving hygiene practices at school, protecting the best interest of all learners at all times.

**It is crucial learners' participation never becomes child labour and should not be used as a punishment for poor learning achievement or bad behaviour.**

### MAINTAIN IT!

- **Simple tasks:** like refilling water and soap, or checking on toilet functionality can be performed by students (WASH Club members)
- **Daily check ups:** ensure cleaning quality and raise awareness among students about the need to have clean, functional WASH facilities.
- **Simple repairs:** like fixing a door lock or tap should be done immediately using the Operation and Maintenance kit (**see Section 5.6.6**)
- **Regular scheduled inspections by the Ministry of Education and Training:** can help identify problems and reduce the need for costly repairs later on.
- **For heavy repairs and problems:** which cannot be solved using school resources, the school needs to contact their respective Government office to get them fixed.
- **Proper documentation:** of all maintenance and repairs is important, to help better identify and fix problems in the future.



1. Read Lesotho's National Guidelines for WASH in Schools

2. Distribute the manual to all teachers and members of the School Board

3. Set a meeting with the PTA

4. Prepare an inventory which includes all current WASH facilities and any gaps that exist

5. Prepare a WASH in Schools Improvement Plan (see Appendices, Fig.26 for an example of this)

6. Assign one teacher to oversee each toilet block, water point or hand washing facilities

7. Start with simple manageable actions, including training and activating the WASH Club.

8. Display the WASH Improvement Plan (with designated responsibilities) in a place where everyone can see.

9. Include all the necessary WASH in schools materials and improvements in the Ministry of Education and Training budget



## 6. MONITORING

### 1.1 INTRODUCTION TO THE NATIONAL GUIDELINES

The Government of Lesotho is committed to strengthening WASH in Schools across the country. Endorsing the internationally agreed [Sustainable Development Goals for Education](#) and establishing clear national standards for WASH in Schools, helps affirm this commitment.

Frequent monitoring is important, in order to assess progress towards meeting the National Standards for WASH in Schools.

Monitoring of WASH in schools in Lesotho will employ three approaches:

#### 1. Annual Education Monitoring Information System data collection

[Lesotho's Education Monitoring Information System \(EMIS\)](#) has begun to collect WASH in Schools coverage data. The new Guidelines provide an opportunity to strengthen and standardise this monitoring and start reporting WASH in Schools results at the global level (via the [UNICEF-WHO Joint Monitoring Programme](#)).

A set of basic monitoring questions will be incorporated into the national EMIS questionnaire, which is administered annually by the Ministry of Education and Training (see Box.2 below).

EMIS questionnaires are completed by head-teachers with coordination from the district education offices. This means that the data is highly reliable. However, EMIS collects many types of school data and therefore can only accommodate only a small selection of WASH in schools questions as listed below.



## BOX.2 LESOTHO'S EMIS QUESTIONS



### 2. Water, Sanitation & Hygiene (WASH) Facilities

2(a). Do you have drinking water in the school premises

- YES  
 NO [if NO Skip to 2(c)]

2(b). If YES, what is the main source of drinking water?

- Piped water  
 Unprotected well/Spring  
 Borehole  
 Rain water/Tank  
 Protected well/Spring  
 Dam/River/Stream

2(c). If NO, How long does it take to walk to the nearest source of drinking water?

- Les than 15 min  
 15 min - 30 min  
 1 hour - 2 hours  
 more than 2 hours

2(d). Are there handwashing facilities with water at the school?

- YES  
 NO

2(e). Is soap available at the handwashing facilities at the school?

- YES  
 NO

2(f). Are there disposal mechanisms for menstrual hygiene waste (for girls) at the school?

- YES  
 NO

### 2(g). Toilets

Please indicate the total number of toilets and the ones in fairly usable conditions.

		Total	How many in usable condition?
<b>Teacher Toilets</b>	Flush toilets/ VIP toilets		
	Pit latrines		
<b>Boy Toilets</b>	Flush toilets/ VIP toilets		
	Pit latrines		
	Urinals		
<b>Girl Toilets</b>	Flush toilets/ VIP toilets		
	Pit latrines		
<b>Toilets for learners with special needs or disabilities</b>			

3(a). Are building/classrooms accessible to learners with special education needs or disabilities?

- YES  
 NO

3(b). Are materials/play equipment appropriate to learners with special needs or disabilities?

- YES  
 NO





## 2. A scheduled (5 yearly) WASH in schools national survey

A scheduled WASH in schools national survey should be carried out once every five years by the Ministry of Education and Training. This survey consists of a comprehensive study, covering all aspects of WASH in schools.

The survey is participatory and will employ a variety of tools, including questionnaires for school heads and for learners, focus group discussions, key informant interviews and observation checklists to reveal the entire national spectrum of **WASH Knowledge, Attitudes and Practices (KAP)** in schools. It will analyse the policy environment at the national and district levels and the operational environment at the agency and school levels. The quantitative information will cover all the WASH in schools criteria included in these guidelines. All data will then be desegregated by district, sub-district and by gender to reveal any disparities.

## 3. Ad-hoc surveys and studies

Ad-hoc WASH in schools surveys can be done by any agency in need of specific information about a particular area, aspect or district. All ad hoc WASH in school surveys, assessments, evaluations and studies must be approved by the Ministry through a written permit. The Ministry shall be the custodian of the results from such studies. It is therefore mandatory for the agency conducting ad hoc WASH in school studies to involve the MoET from the beginning, and to provide copies of the final results to the Ministry's data bank.





## 7. MANAGEMENT & COORDINATION

Ensuring all learners in Lesotho have access to appropriate WASH services in schools requires a team effort from all education staff, from the Government, education sector stakeholders, to the Management Teams and Teachers in schools, to the Learners, their Parents and Communities. An outline of these responsibilities, for all WASH in Schools stakeholders is listed previously in Fig.2.

WASH in Schools is a cross-cutting issue of which its coordination needs clear direction for implementation and adequate guidelines with specific roles and responsibilities of each key player, particularly at the Government level. The table below provides more detail on the roles and responsibilities of government partners.



---

## GOVERNMENT STAKEHOLDERS

## ROLES AND RESPONSIBILITIES

---

### MINISTRY OF EDUCATION AND TRAINING (MOET)

1. Take the lead in the formulation and enforcement of WASH in Schools standards.
2. Take the lead in monitoring the implementation and coordination of WASH in schools.
3. Jointly chair a Technical Working Group for WASH in Schools with the MoW.
4. Ensure the provision of WASH in Schools training to local government authorities.
5. Develop and review materials for the inclusion (update) of WASH in the school curriculum.
6. Mainstream the WASH in Schools curriculum and develop teaching and learning materials related to WASH for teachers and learners.
7. Monitor the implementation of National Education Policy and WASH in Schools standards.
8. Advocate for increased school WASH budget and ensure the sufficient allocation to schools with the worst WASH access (zero or 1-star schools).
9. Conduct school inspection of WASH activities and facilities.
10. Ensuring the WASH in Schools Guidelines are integrated into EMIS and EMIS is used to monitor progress.
11. Supplying schools with teaching resources and advocacy materials required to effectively implement WASH in Schools programmes.

---

### MINISTRY OF WATER (MOW)

1. Ensure WASH in Schools is clearly included in National Water Policy.
2. Facilitate provision of adequate WASH in schools facilities, supporting the prioritisation of schools with zero or 1-stars.
3. Jointly Chair a Technical Working Group for WASH in Schools with the MoET.
4. Monitoring the implementation of national WASH standards and use of the Guidelines by local authorities.
5. Monitoring, evaluation and assessment of WASH construction standards and water safety.

---

## MINISTRY OF HEALTH (MOH)

1. Ensure that WASH in Schools is included in national Health, Hygiene and Sanitation standards.
2. Monitor and enforce WASH in Schools, and other national standards relating to sanitation, hygiene and water safety to protect children's health whilst at school.
3. Monitor the implementation of national policies, standards and use of Guidelines by local authorities.
4. Provision technical assistance to local authorities on sanitation and hygiene.

---

## LOCAL GOVERNMENT AUTHORITIES

### District Education Office

1. Teacher training and capacity building around WASH in Schools.
2. Monitoring and evaluation of WASH in Schools programme.

### Department of Water Supply

1. Coordinate the planning and implementation of local WASH in Schools projects with DEO and DOH, ensuring the clarity of responsibilities, including for operation and maintenance.
2. Provision of emergency funding and support for the major repair of school WASH facilities (that cannot be covered by the schools' regular budget).
3. Monitoring and evaluation of WASH facilities.
4. Provision of training to WASH mechanics.

### Department of Health

1. Harmonising and promoting participatory approaches for sanitation and hygiene services at the community level, encouraging synergies with WASH in Schools, wherever possible.



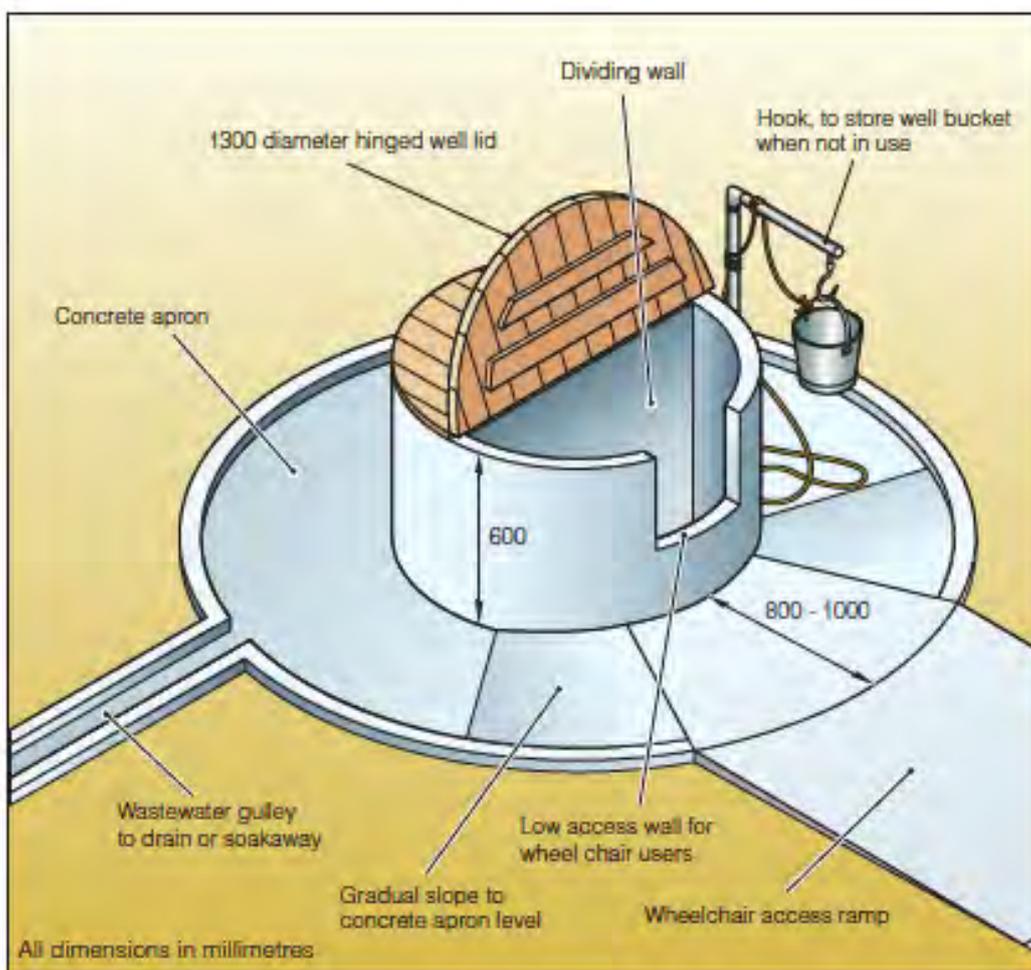


## 8. APPENDICES

### 8.1 TECHNICAL DESIGNS FOR WASH IN SCHOOLS FACILITIES

#### 8.1.1 WATER

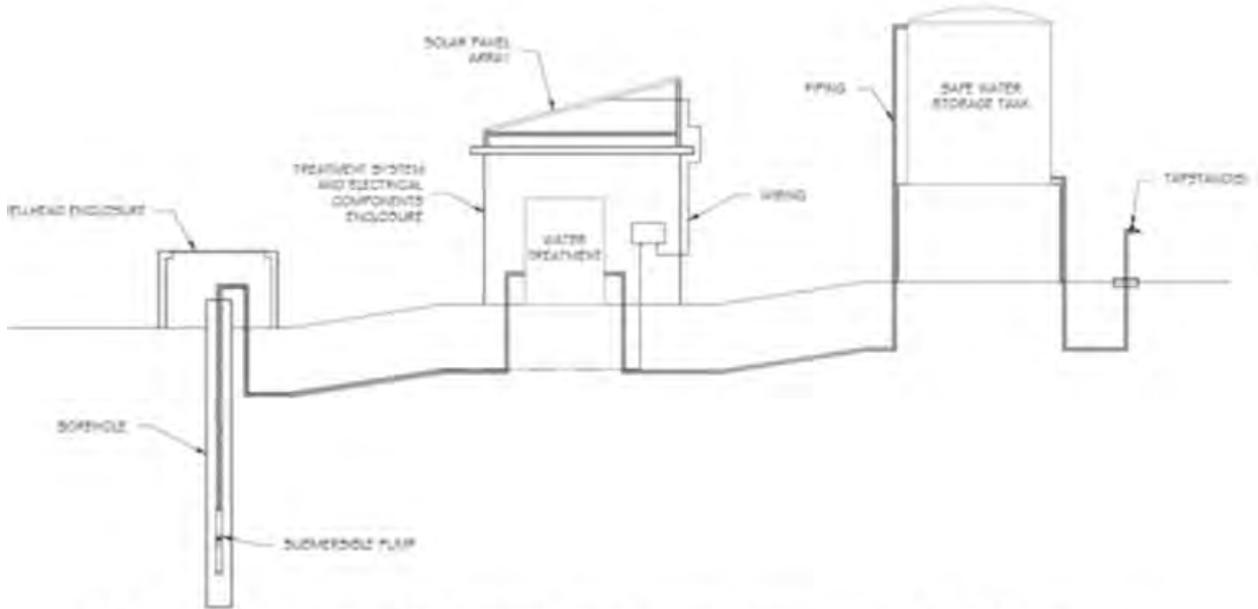
FIG. 4 AN ACCESSIBLE WATER WELL FOR LEARNERS WITH DISABILITIES <sup>3</sup>



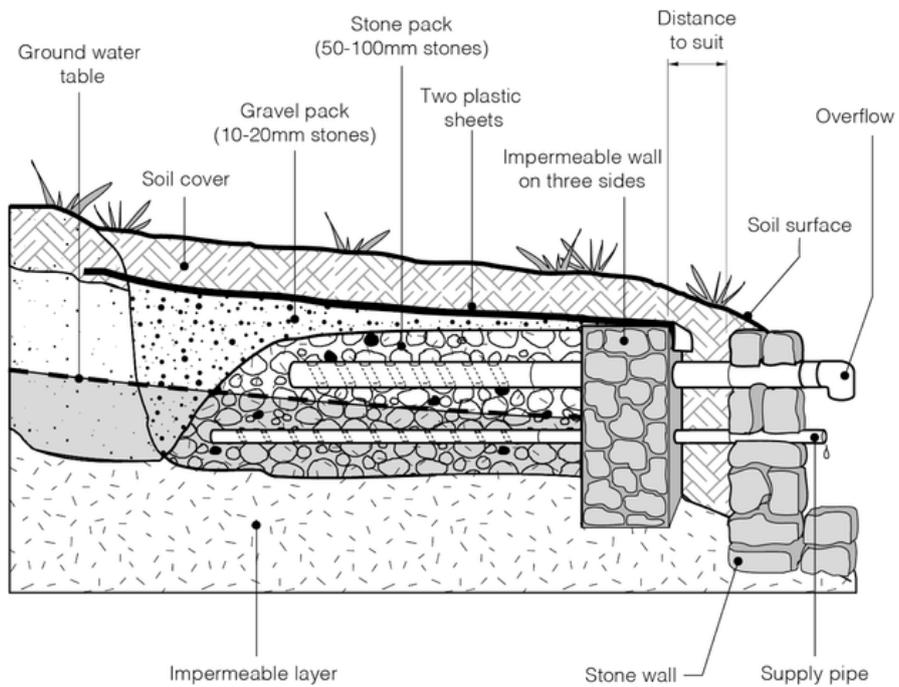
3. [https://wedc-knowledge.lboro.ac.uk/resources/books/Sanitation\\_for\\_Primary\\_Schools\\_in\\_Africa\\_-\\_Complete.pdf](https://wedc-knowledge.lboro.ac.uk/resources/books/Sanitation_for_Primary_Schools_in_Africa_-_Complete.pdf)



**FIG.5 A SOLAR POWERED WATER SYSTEM**



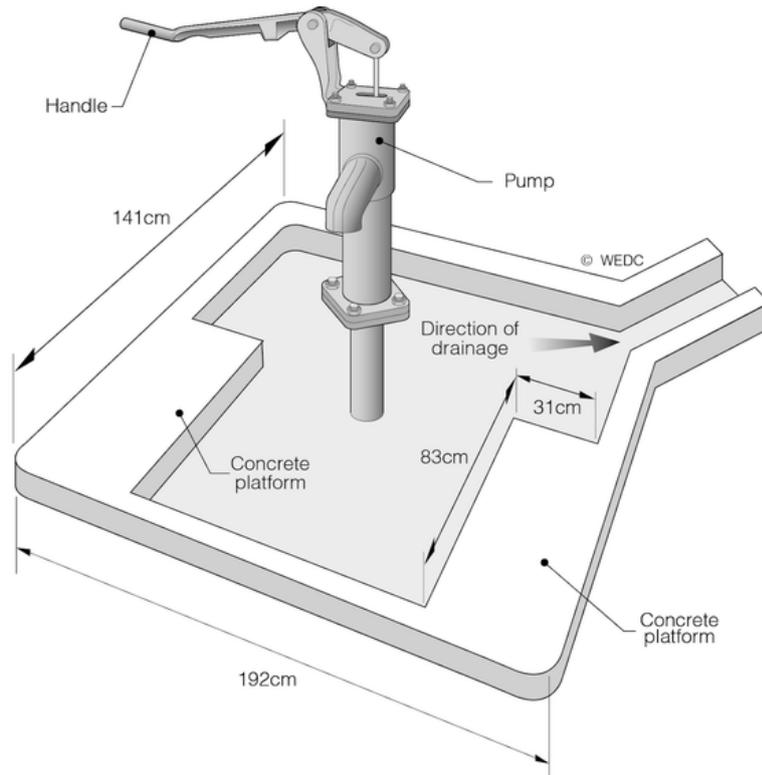
**FIG.6 A PROTECTED SPRING <sup>4</sup>**



Ken Chatterton © WEDC, Loughborough University

4. [https://wedc-knowledge.lboro.ac.uk/resources/graphics/SPRI/KCH\\_TEC\\_SPRI\\_Simple\\_spring\\_protection.jpg](https://wedc-knowledge.lboro.ac.uk/resources/graphics/SPRI/KCH_TEC_SPRI_Simple_spring_protection.jpg)

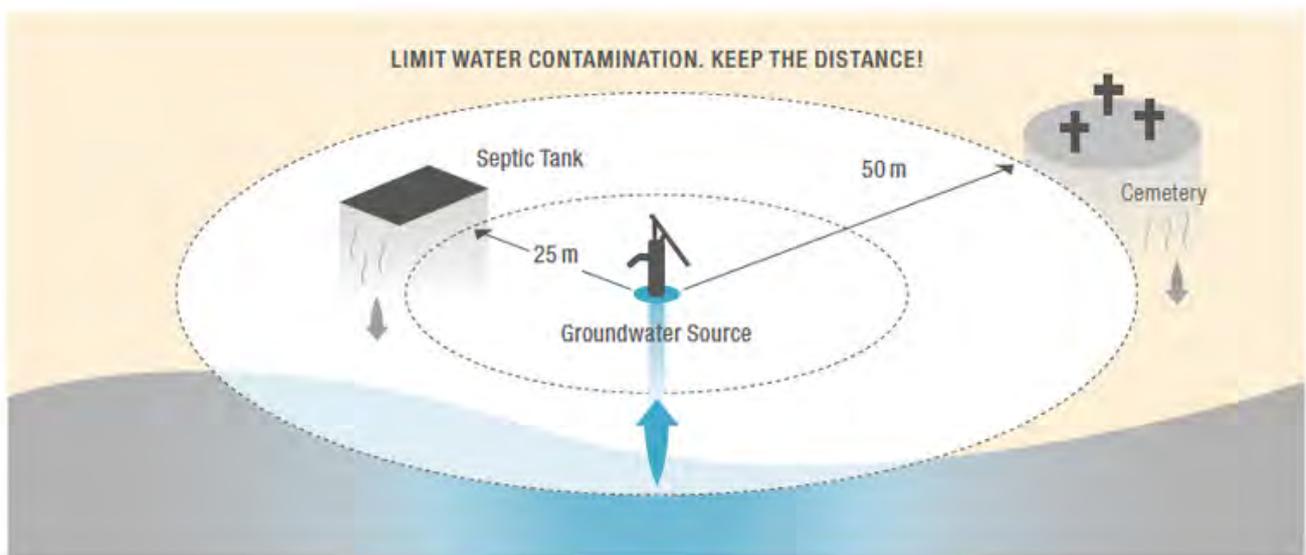
**FIG. 7 A WATER POINT WITH HAND PUMP**



Ken Chatterton © WEDC Loughborough University



**FIG.8 GUIDANCE ON WATER POINTS' SAFE DISTANCE FROM POTENTIAL SOURCES OF CONTAMINATION**



## 8.1.2 SANITATION

**Important note:** Pit latrines require proper planning and budgeting for emptying/desludging as well as proper/safe disposal of human waste.

**FIG.9 SCHOOL LATRINE SCHEMATICS (VERTICAL VIEW) <sup>5</sup>**

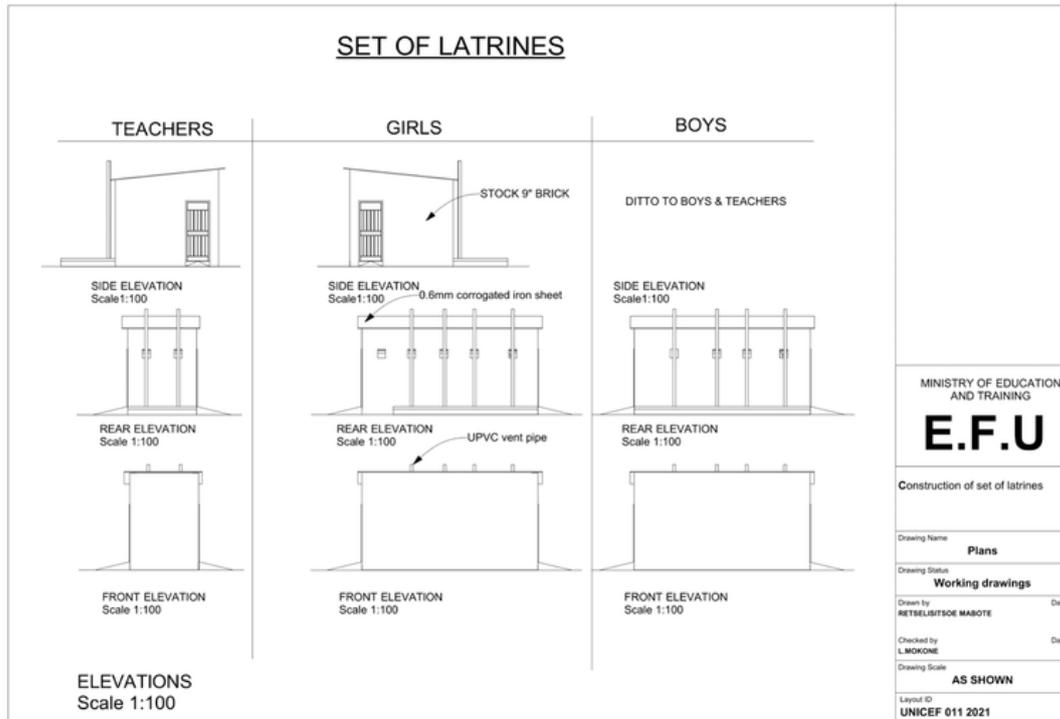
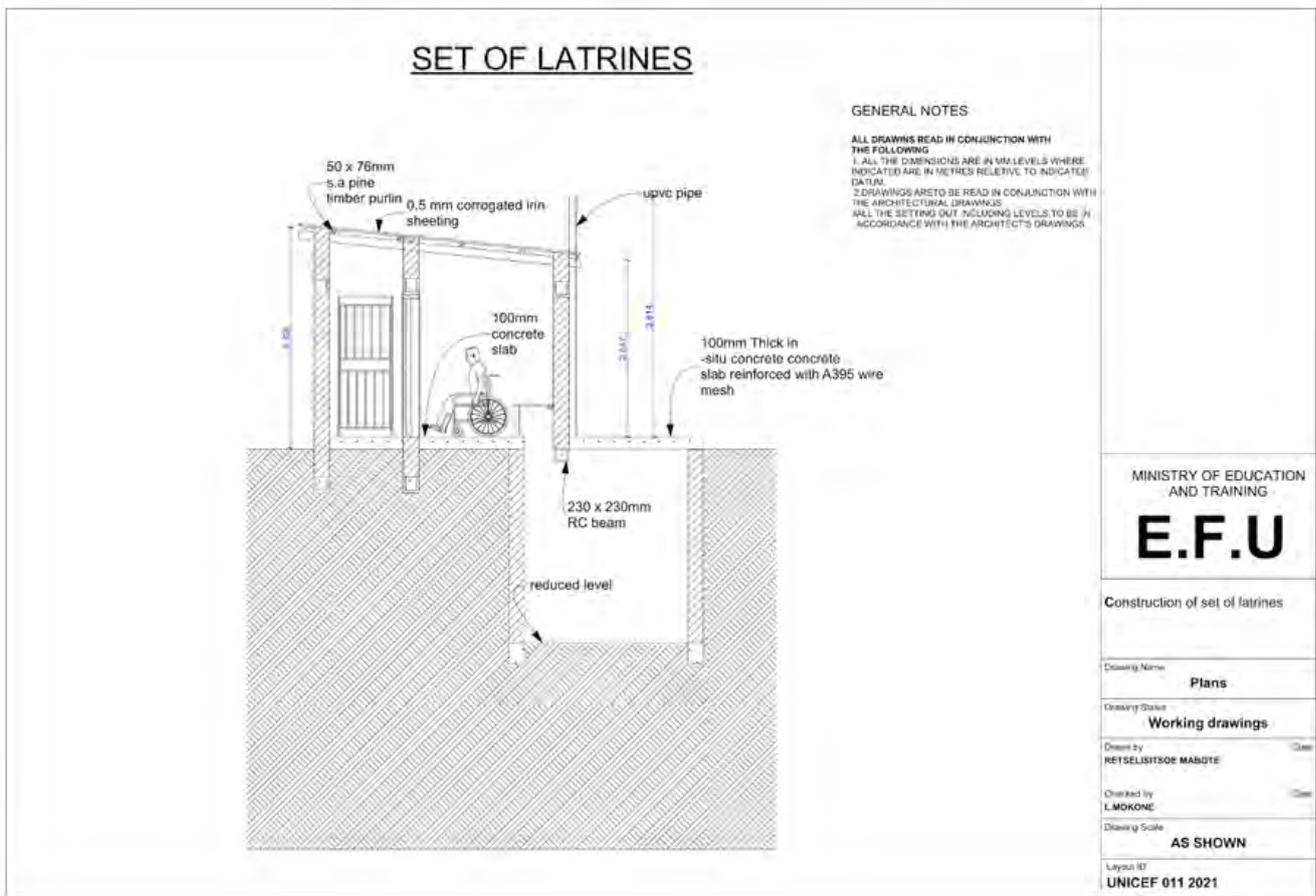


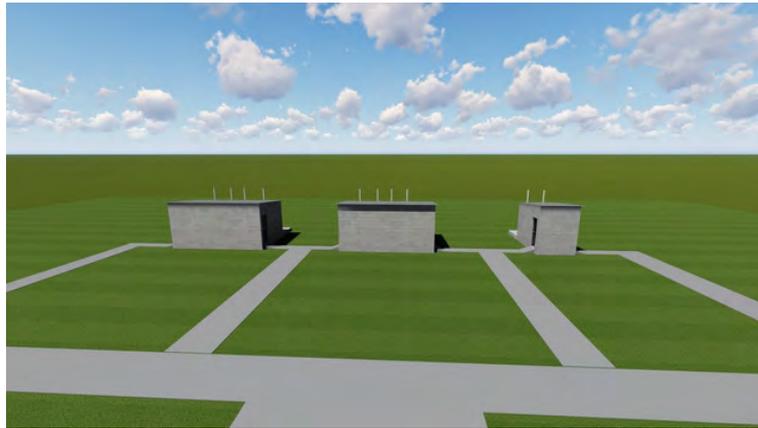


FIG.10 INDIVIDUAL SCHOOL LATRINE SCHEMATIC (HORIZONTAL VIEW)



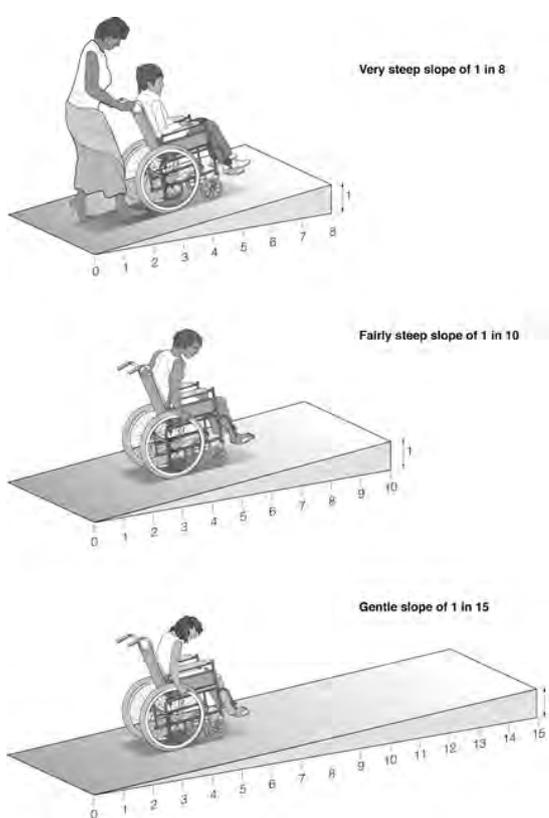
## FIG.11 SCHOOL LATRINE GRAPHIC VISUALISATIONS

**Important note:** Pit latrines require proper planning and budgeting for emptying (desludging) as well as the safe disposal of human waste, or plan for the closure and construction of new pits.

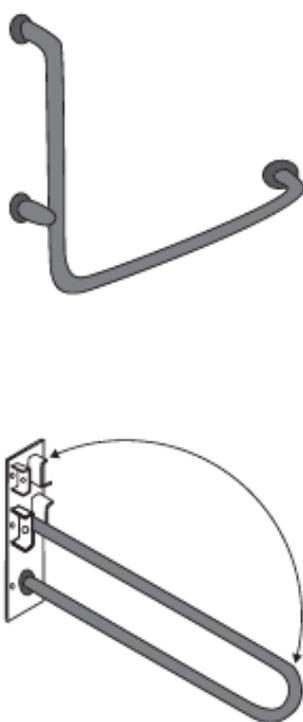


## FIG.12 ADDITIONAL INCLUSIVE SANITATION GUIDANCE FOR LEARNERS WITH DISABILITIES

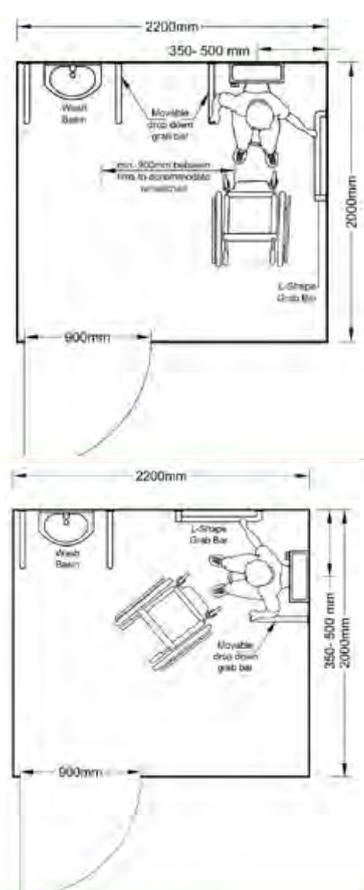
### EXAMPLES OF VARIOUS RAMP GRADIENTS



### MOVEABLE AND STATIONARY GRAB BARS <sup>6</sup>



### OPTIONS FOR DISABILITY-INCLUSIVE TOILET DESIGN LAYOUT <sup>7</sup>



6. Oxfam and UNICEF (2016)

[https://www.oxfamwash.org/communities/children/Child\\_Friendly%20Hygiene%20and%20Sanitation%20facilities%20in%20Schools.pdf](https://www.oxfamwash.org/communities/children/Child_Friendly%20Hygiene%20and%20Sanitation%20facilities%20in%20Schools.pdf)

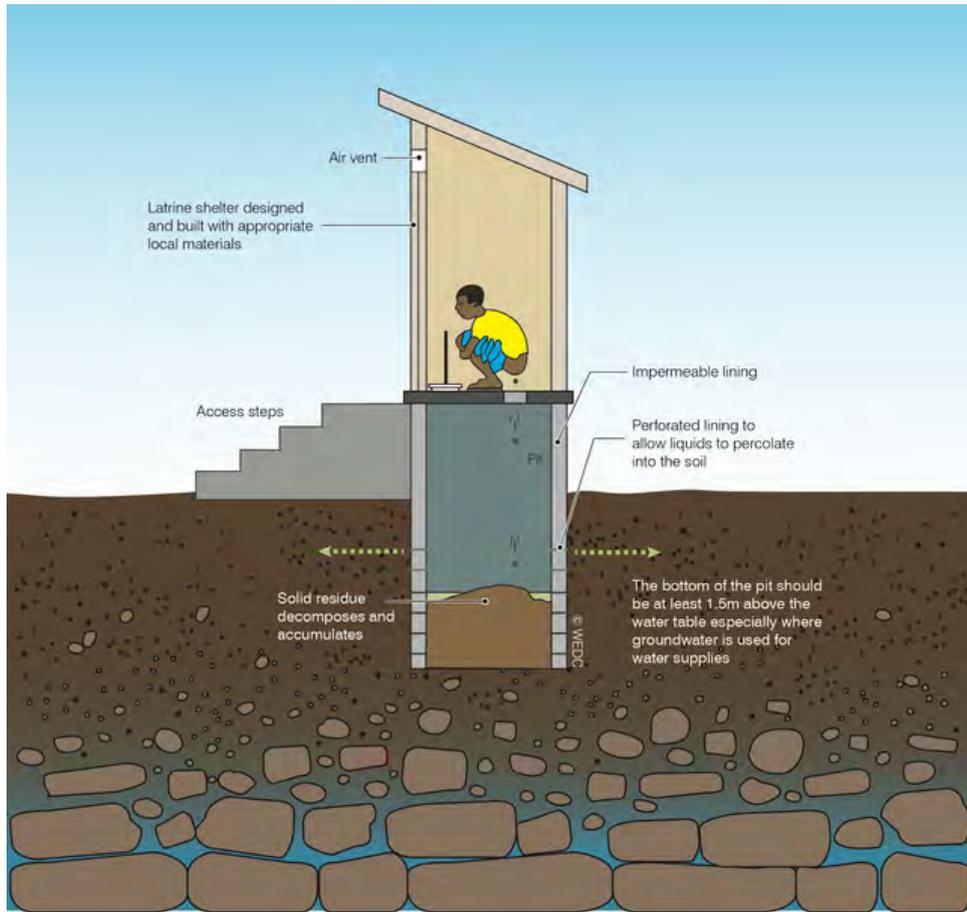
7. Oxfam and UNICEF (2016)

[https://www.oxfamwash.org/communities/children/Child\\_Friendly%20Hygiene%20and%20Sanitation%20facilities%20in%20Schools.pdf](https://www.oxfamwash.org/communities/children/Child_Friendly%20Hygiene%20and%20Sanitation%20facilities%20in%20Schools.pdf)

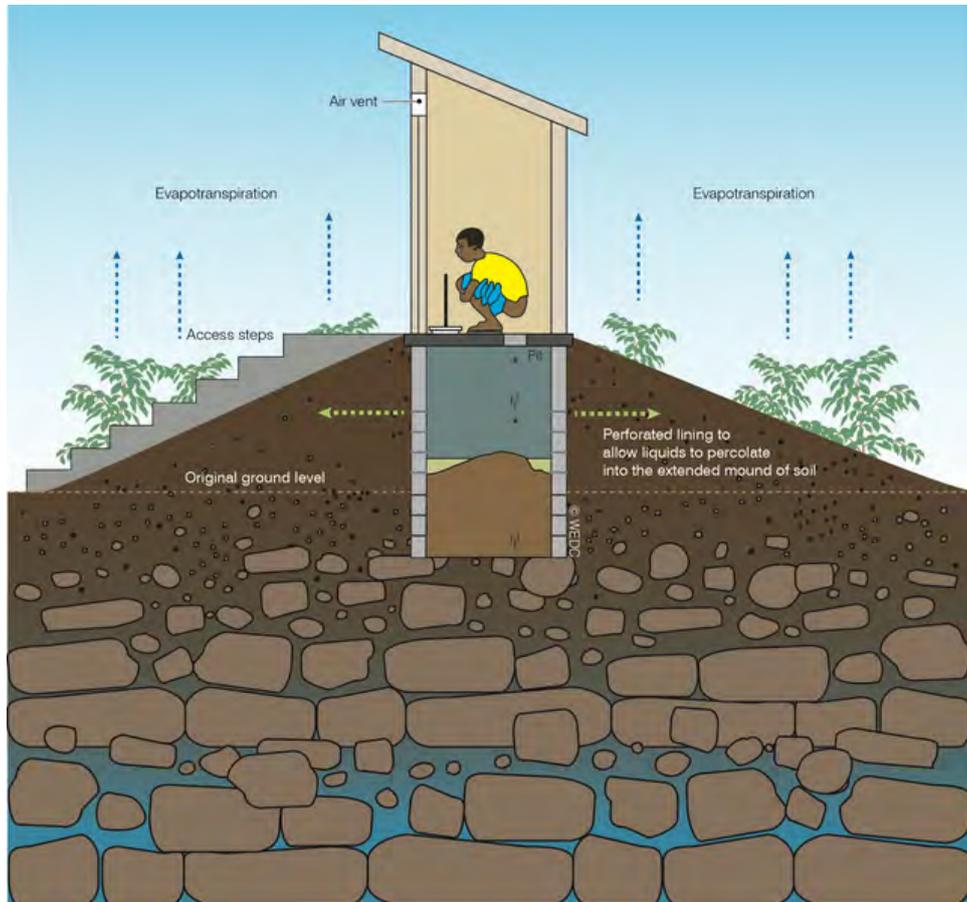


### FIG.13 A FLOOD-RESILIENT LATRINE DESIGN

**Important note:** Pit latrines require proper planning and budgeting for emptying (desludging) as well as the safe disposal of human waste, or plan for the closure and construction of new pits.



Rod Shaw © WEDC Loughborough University

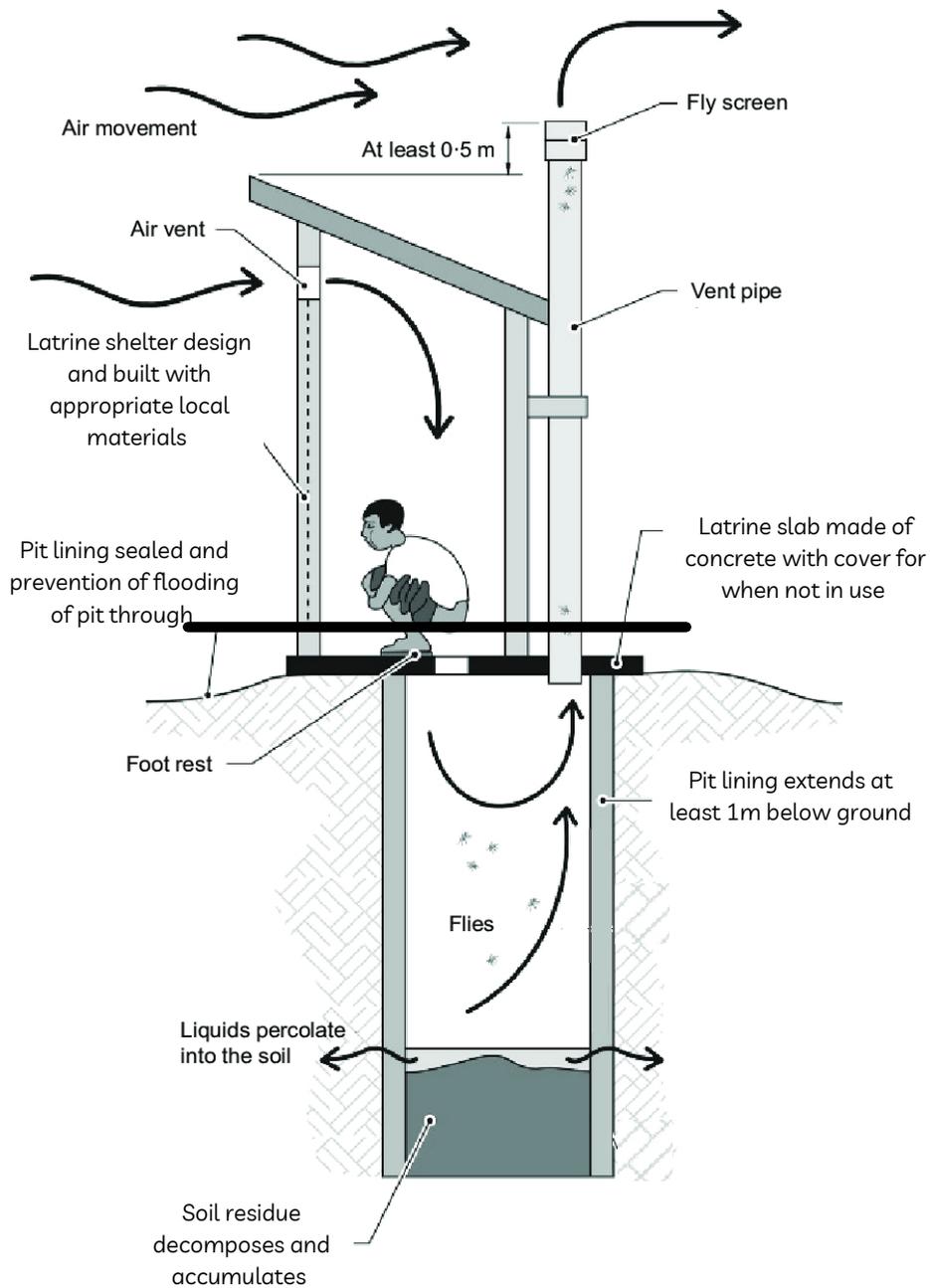


Rod Shaw © WEDC Loughborough University



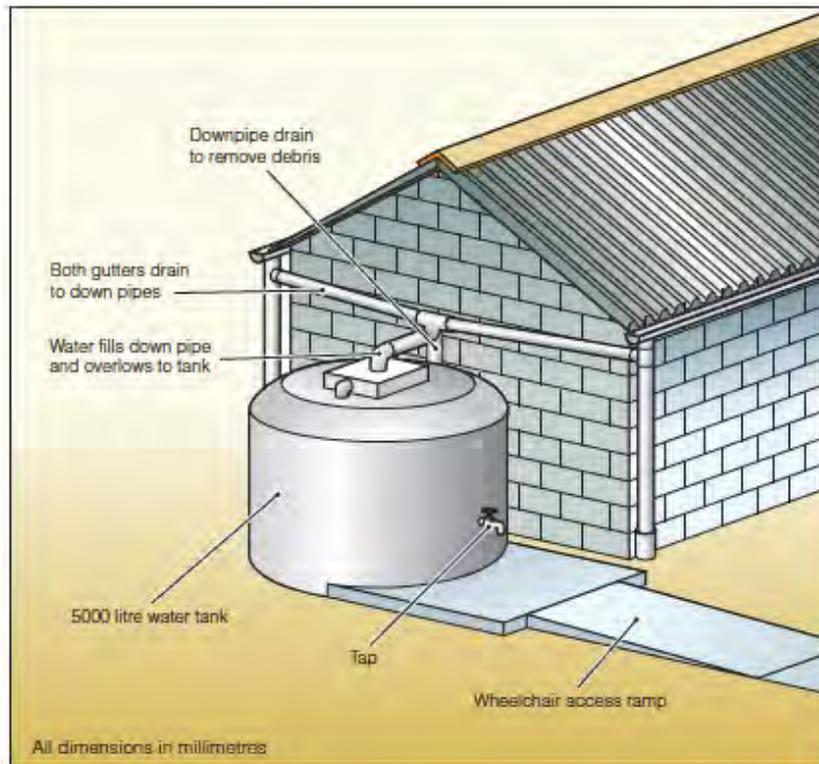
**FIG.14 A VIP LATRINE** <sup>8</sup>

**Important note:** Pit latrines require proper planning and budgeting for emptying (desludging) as well as the safe disposal of human waste, or plan for the closure and construction of new pits.

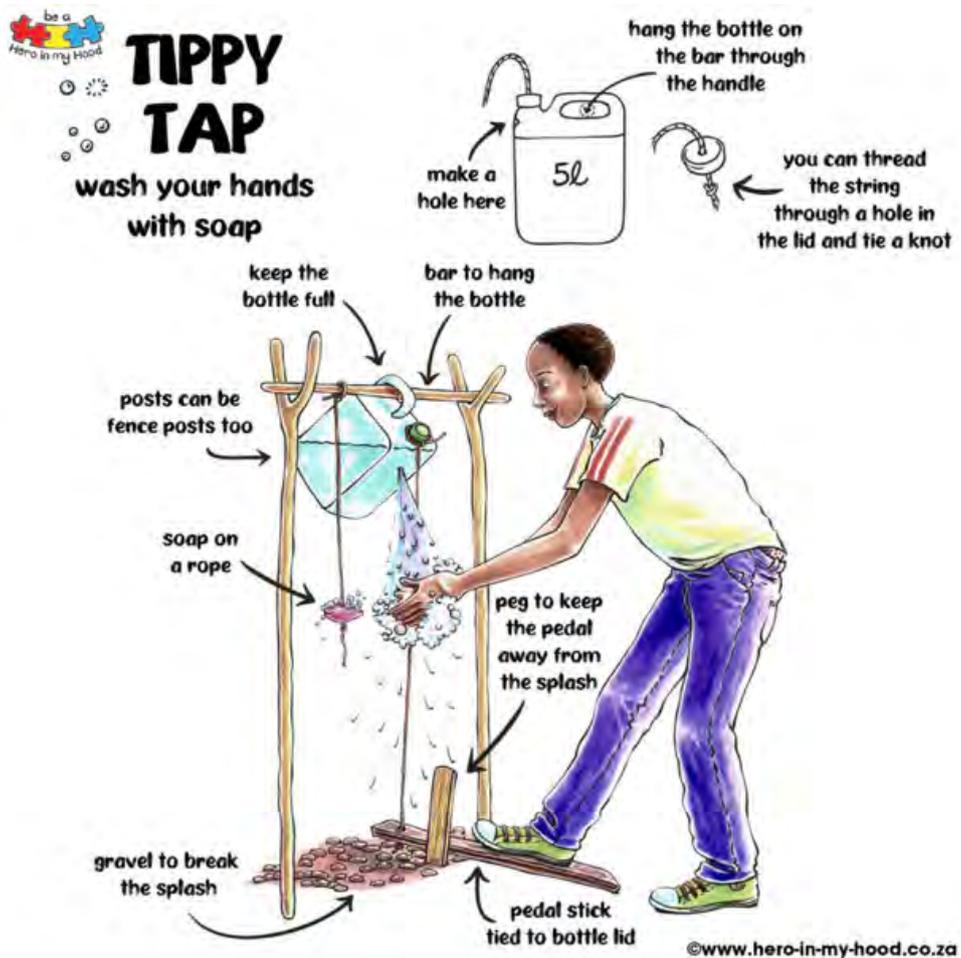




**FIG.16 DRINKING WATER AND HANDWASHING FACILITIES FOR LEARNERS WITH DISABILITIES**

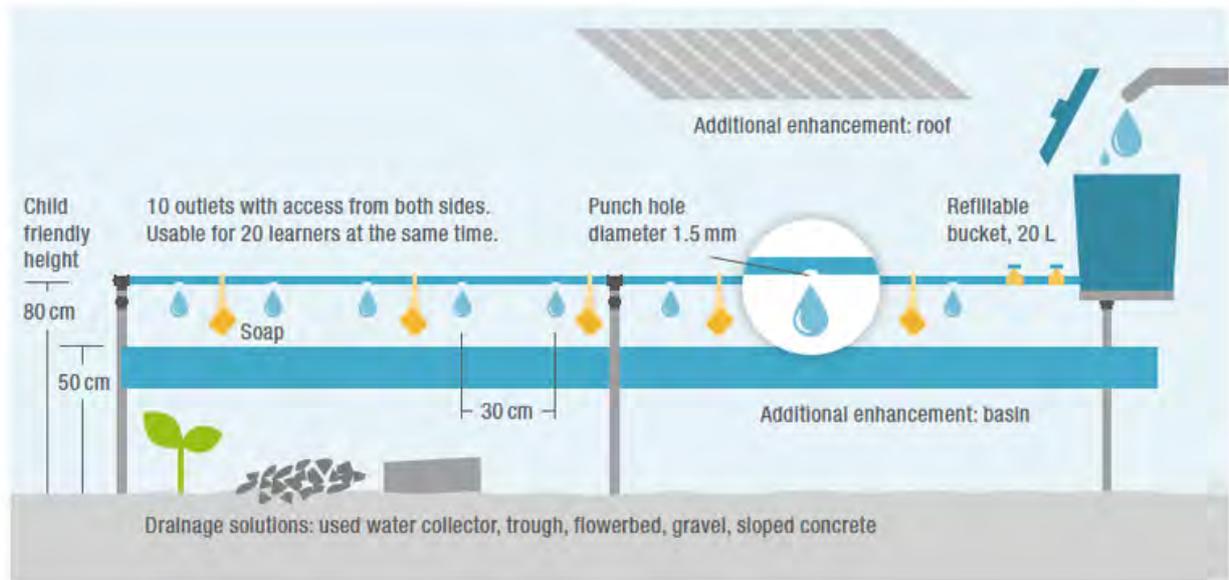


**FIG.17 A BASIC TIPPY-TAP DESIGN <sup>11</sup>**



11. <https://www.whatdesigncando.com/stories/hand-washing-stations-africa/>

FIG.18 EXAMPLE OF GROUP HANDWASHING FACILITY

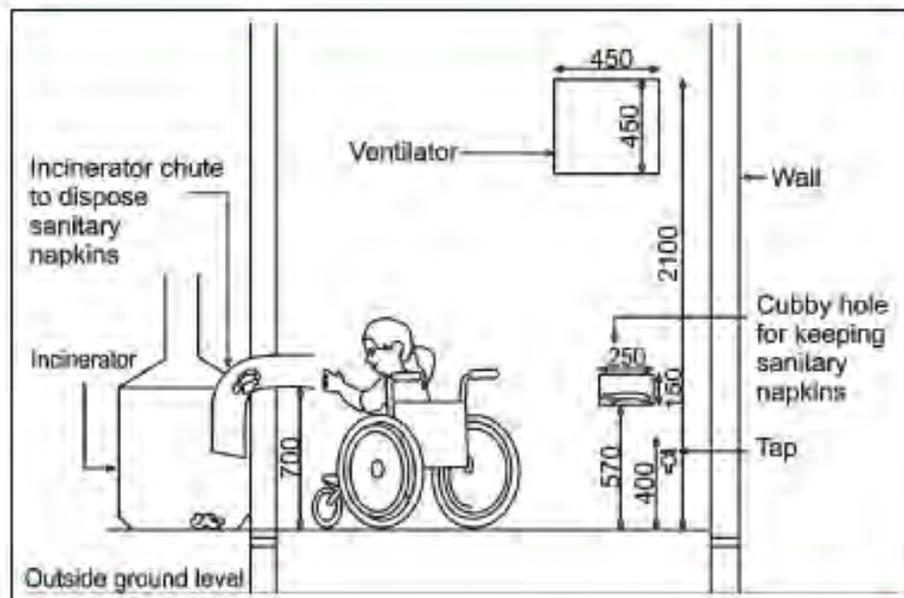


12. <https://resourcecentre.savethechildren.net/library/wash-schools-three-start-approach-hygiene>

## 8.1.4 MENSTRUAL HYGIENE MANAGEMENT

13

FIG.19 INCINERATOR ATTACHED TO AN ACCESSIBLE TOILET



13. <https://www.unicef.org/india/reports/making-schools-accessible-children-disabilities>

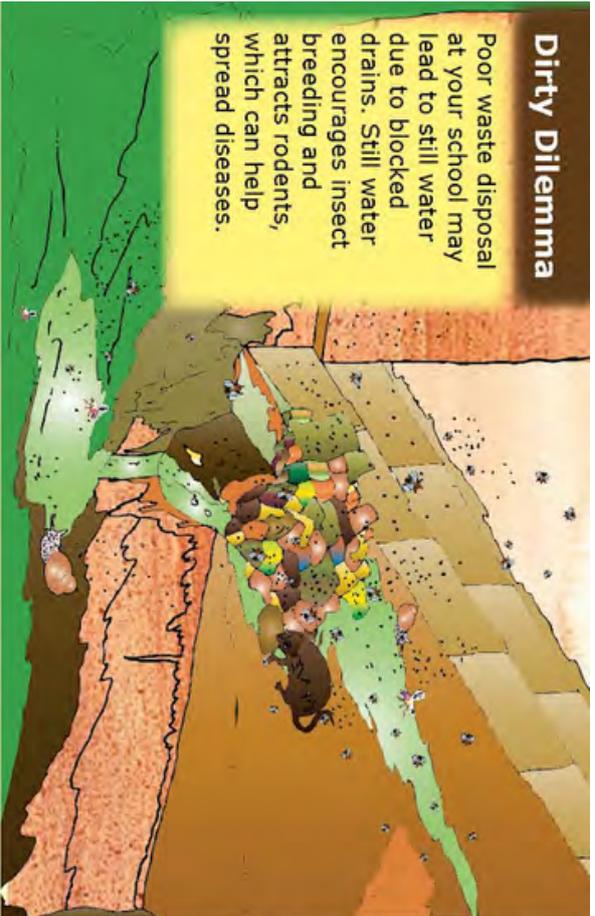
FIG.20 MENSTRUAL HYGIENE ADVOCACY POSTER

**THIS MENSTRUAL HYGIENE DAY...**



# 8.1.5 SCHOOL SANITATION HYGIENE EDUCATION

FIG.21 SARA GUIDE TO SCHOOL SANITATION

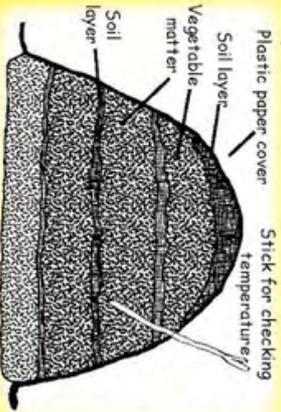


### Dirty Dilemma

Poor waste disposal at your school may lead to still water due to blocked drains. Still water encourages insect breeding and attracts rodents, which can help spread diseases.

### Sanitary Solution

If waste in your school is mainly made up of food and animal products, then a compost heap is your best option for waste disposal.



But if trash in your school includes plastic and tin waste, you may also need a recycling system for the different types of waste.

### Remember:

When you keep your school clean, you are helping to protect the environment.



For more information, please contact:  
UNICEF Regional Office for South Asia  
UNICEF Regional Office for South Asia  
Water, Sanitation and Environmental Hygiene (WASH)  
Tel: +91 11 2307 2213  
Email: jpleng@unicef.org / jpleng@unicef.org



# Sara A GUIDE TO SCHOOL SANITATION



Good sanitation is important not just at home but also in school!

### Toilet Tips

Always poop in a toilet. If you poop anywhere other than a toilet, flies can easily walk on the poop and spread invisible germs to your food and water, making you sick! It is also important to keep the toilets you use clean. If you don't, they become so dirty that they are no longer used.



Here are a few tips to make sure the toilets in your school stay clean.

- Always urinate/poop inside the hole.
- Never leave paper outside the latrine.



- If your school has a flush toilet, make sure you flush it completely after use.
- Keep latrine covered.



It is important that boys and girls have separate toilets for:

<p><b>Dignity</b> Boys and girls no longer share toilets in our schools.</p>	<p><b>Privacy</b> I'm glad no one can see me.</p>	<p><b>Safety</b> I feel safe inside this toilet.</p>	<p><b>Menstruating girls</b></p>
--	---	--	----------------------------------

Badly maintained toilets can be a bigger health risk than exposed poop. Still water around taps and in blocked drains attracts rodents and mosquitoes.

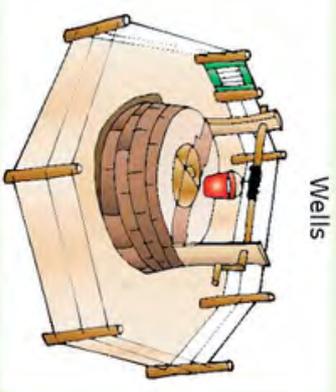
It is important that you make a clear plan and responsibilities for toilet cleaning that you stick to. School toilets can be kept clean:

- through a student cleaning committee
- by classes on a rotation basis
- by external cleaning staff
- You can try and involve parents, teachers and school management committees in these tasks too!

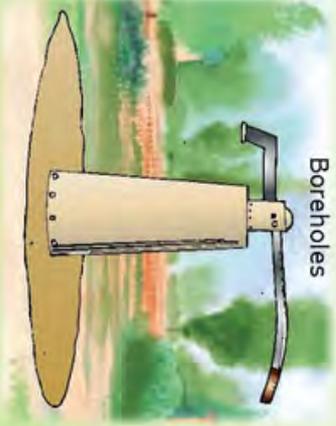


**Water Wise**

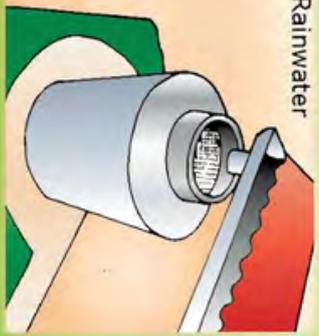
Safe water supply options for schools include boreholes with hand pumps, wells with hand pumps, water tanks, rainwater and taps.



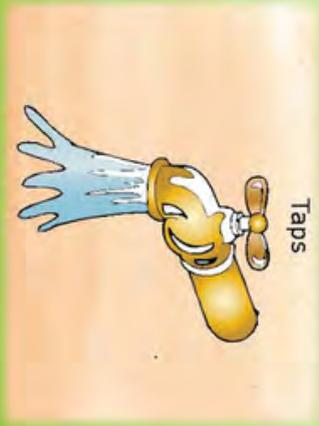
Wells



Boreholes



Rainwater



Taps

**Hand-washing**

**Why...**  
Washing your hands with soap and water makes your hands completely clean, removing germs that could make you sick!

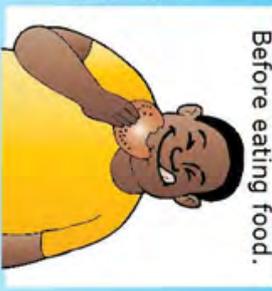
**When...**



After using the toilet



Before preparing food



Before eating food.



**How...**



**1**

Wet hands under running water.



**2**

Apply Soap.



**3**

Rub hands together for 15 to 30 seconds paying particular attention to fingertips, thumbs and between the fingers.



**4**

Rinse well under running water.



**5**

Shake your hands dry.

**BFF**

**Soap and water are your friends.**

**TOGETHER!**

**Wash your hands frequently**

- Before eating
- After going to the bathroom
- After playing

Together water and soap can protect you against **COVID-19**

**Wash every part of your hands for 20 seconds.**

Perfect time to sing your favorite song!

**Remember, don't touch:**

- Eyes
- Nose
- Mouth

**Can't touch this!**

It is good to use hand sanitizer, but don't forget to wash your hands with soap and water any time you can.

## 8.1.6 WASTE MANAGEMENT

FIG.23 BEST PRACTICES FOR SOLID WASTE SEPARATION AND RECYCLING

### HOW TO ORGANIZE A SCHOOL MATERIALS RECOVERY SYSTEM?

- › Identify the sources of solid waste in school and identify collectors or users of recycled or re-usable solid waste among the school stakeholders.
- › Conceptualize a materials recovery system (MRS) for the school given the existing resources and practices.
- › Identify the types of MRS suitable to the school setting – this could be a Materials Recovery Facility (MRF)

inside a school, community-based MRF accessible to school, junkshops and agricultural-business sectors that collect biodegradable solid waste to produce fertilizers and feeds that can be used for the school vegetable garden (Gulayan sa Paaralan).

A complete system of recovering waste that can still be of use and is a strategy within School-based Solid Waste Management. It may include:

- › Segregation of solid waste by learners and teachers
- › Collection and handling of segregated solid waste
- › Storing the segregated waste into a Materials Recovery Facility (MRF) and disposal of residual waste
- › From the MRF, waste can be re-used or sold to recycling companies to generate resources for school programs

MATERIAL RECOVERY SYSTEM (MRS)



● **COMPOSTABLE WASTES**  
Biodegradable wastes from food, gardens and animals. In schools: mainly leftover foods, fruit and vegetable peelings and trimmings from food preparation, fallen parts of plants and trees.

● **RECYCLABLE WASTE**  
Any waste that is free of contamination and can still be converted for suitable beneficial use. In schools: used paper, plastic containers with recyclable markings, metals, discarded glass.

● **SPECIAL WASTE**  
Hazardous waste which requires safe handling and storage, and special treatment. In schools: not regularly generated, may include paints and thinners, worn-out furniture, non-functioning electrical supplies and equipment.

● **RESIDUAL WASTE**  
Solid wastes that cannot be composted or recycled. These require technologies and facilities for management and disposal. In schools: used sanitary pads, worn out rags, cartons with plastic liners used for packaging food and beverages.

## 8.1.7 OPERATION AND MAINTENANCE

FIG.24 TOILET CHECKLIST (FOR USE BY SCHOOL CLEANER)

SUPERVISING TEACHER:

WEEK:

TOILET CLEANED

	Time	Remarks	Name & Signature
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

HYGIENE PATROL (YES/NO)

	Toilet Clean & Functional	Water Available	Soap Available	Trash Bin Available	Toilet Brush Available	Tabo/ Bucket Available	Name & Signature
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

FIG.25 WASH IN SCHOOLS INVENTORY AND IMPROVEMENT PLAN, EXAMPLE

## WINS INVENTORY & WINS IMPROVEMENT PLAN

WINS INVENTORY // IN LINE WITH DEPED WINS MONITORING FORM

	Number of toilets				Handwashing Facilities (Count by number of Water Outlet/taps)	
	Male	Female	Shared/ Communal	Total	Group	Individual
Functional						
Not Functional						

WINS IMPROVEMENT PLAN

Activity	Cost (including labour)	Responsible person	Target Date of Completion	Status (e.g. completed, ongoing)
Regular (e.g. cleaning of toilets)				
Simple (e.g. replacing broken toilet locks)				
Complex (e.g. desludging of latrines)				

16. Ibid.

It is important that WinS plan is displayed in public space that can be easily seen in school so that progress is monitored; ensuring targets are hit according to schedule.

## 8.2 HOW MANY STARS DOES MY SCHOOL HAVE?

An Overview of the WASH in Schools Standards [Tick all the boxes that apply to your school]

### ZERO STARS

FOCUS AREAS	WATER	<input type="checkbox"/> The school does not have access to safe drinking water at all.	<input type="checkbox"/> Drinking water taps are either unavailable or insufficient for the number of learners.	<input type="checkbox"/> Learners with disabilities do not have access to safe drinking water at all.	<input type="checkbox"/> It is not known if drinking water supply is safe as it is not tested	<input type="checkbox"/> Water facilities do not function during periods of drought and flooding - and no back-up water supply exists to maintain water supply.
	SANITATION	<input type="checkbox"/> Toilets are either not available, not clean, not functional or insufficient for the number of learners.	<input type="checkbox"/> Toilets are not safe, private (gender-separated) nor are they secure and lack a roof and lock.	<input type="checkbox"/> No provisions for learners with disabilities exist at the school.	<input type="checkbox"/> No special provisions are made to ensure that toilets remain functional during periods of drought and flooding.	
	HANDWASHING	<input type="checkbox"/> Handwashing facilities either don't exist or are insufficient (i.e. there are more than 100 learners per handwashing facility).	<input type="checkbox"/> Soap is not available for handwashing.	<input type="checkbox"/> Learners with disabilities are not able to access handwashing facilities	<input type="checkbox"/> Wastewater from handwashing facilities is not collected and reused.	
	MENSTRUAL HYGIENE	<input type="checkbox"/> Female learners, including those with disabilities, do not have access to separate toilets with a lockable door for privacy.	<input type="checkbox"/> No sanitary bins are available in the girls' and teachers' toilets or waste is not safely disposed of.	<input type="checkbox"/> No quiet, private, accessible, changing room is available for menstruating girls at school	<input type="checkbox"/> No spare sanitary pads are available for female learners, and no menstrual wellness focal point (teacher) exists.	<input type="checkbox"/> Menstrual hygiene education and reproductive health is not incorporated into the regular class.
	SANITATION HYGIENE EDUCATION	<input type="checkbox"/> Sanitation Hygiene Education is <u>not</u> taught in school	<input type="checkbox"/> No WASH education and advocacy materials are available for teaching and learning.	<input type="checkbox"/> School WASH clubs are not active.		
	WASTE MANAGEMENT	<input type="checkbox"/> One or less rubbish bins are available in the school and no waste segregation (e.g. recycling) is practiced.	<input type="checkbox"/> Rubbish is either burnt or buried (e.g. in an unsafe, poorly located refuse pit).	<input type="checkbox"/> Menstrual hygiene waste is not safely disposed of incinerated		
	OPERATION AND MANAGEMENT	<input type="checkbox"/> Water, toilets and handwashing facilities are not functional or regularly maintained.	<input type="checkbox"/> WASH facilities are not cleaned every day	<input type="checkbox"/> Handwashing soap and cleaning supplies are not always available.		



# ONE STAR

## FOCUS AREAS

<b>WATER</b>	<input type="checkbox"/> Water supply is available, but is either not regular or not available on school premises - but is still enough for at least 5 litres per learner.	<input type="checkbox"/> Drinking water taps/dispensers are sufficient and readily available - at least 1 tap per 75 learners.	<input type="checkbox"/> Learners with disabilities are provided with / or assisted to access safe water, but supply is not regular	<input type="checkbox"/> Sources of water are safe from contamination but are tested less than once per year	<input type="checkbox"/> Water facilities do not function during periods of drought and flooding - and no back-up water supply exists.
<b>SANITATION</b>	<input type="checkbox"/> Toilets are clean and functional and at least one toilet is available per 76-100 students.	<input type="checkbox"/> Toilets are safe, private (gender-separated) and secure, with a roof and lock.	<input type="checkbox"/> At least one cubicle is available for both male and female learners with disabilities, with accessible paths, wide-doors and cubicles, and grab bars.	<input type="checkbox"/> No special provisions to ensure that toilets remain functional during periods of drought and flooding.	
<b>HANDWASHING</b>	<input type="checkbox"/> Handwashing facilities are available, at least one per 76-100 learners, at strategic areas in the school.	<input type="checkbox"/> Soap is available throughout the day at all handwashing stations	<input type="checkbox"/> Learners with disabilities can access handwashing facilities, which have been adapted to their needs	<input type="checkbox"/> Wastewater from handwashing facilities is not collected and reused.	
<b>MENSTRUAL HYGIENE</b>	<input type="checkbox"/> Female learners including those with disabilities, have separate toilets and a lockable door for privacy	<input type="checkbox"/> Sanitary bins are available in the girls' and teachers' toilets and waste safely disposed of.	<input type="checkbox"/> No quiet, private, accessible, changing room is available for menstruating girls at school.	<input type="checkbox"/> No spare sanitary pads are available but a menstrual wellness focal point exists.	<input type="checkbox"/> Menstrual hygiene education and reproductive health is incorporated into the regular class schedule at school, but only for girls.
<b>SANITATION HYGIENE EDUCATION</b>	<input type="checkbox"/> All learners receive between 3-5 hours of Sanitation Hygiene classes per year	<input type="checkbox"/> No WASH education materials are available for teaching or advocacy.	<input type="checkbox"/> School WASH clubs are active, but do not meet regularly.		
<b>WASTE MANAGEMENT</b>	<input type="checkbox"/> Bins are available in multiple locations and emptied once per day, but waste separation (e.g. recycling) does not exist.	<input type="checkbox"/> No garbage collection services exist but the school safely disposes of all garbage (e.g. incineration and reuse).	<input type="checkbox"/> Menstrual hygiene waste is either safely collected, or incinerated each day.		
<b>OPERATION AND MANAGEMENT</b>	<input type="checkbox"/> Water, toilets and handwashing facilities are fully functional and are regularly maintained by a locally-based technician.	<input type="checkbox"/> WASH facilities are cleaned every day by teachers or learners.	<input type="checkbox"/> Handwashing soap and cleaning supplies are always available.	<input type="checkbox"/> A School Improvement Plan has been developed for the school but has not been submitted to MoET.	<input type="checkbox"/> Funding for basic WASH services (e.g. soap, toilets and water) is covered by the regular school budget - but there is no back-up plan for additional funding if needed.



## TWO STARS

### FOCUS AREAS

<b>WATER</b>	<input type="checkbox"/> Safe drinking water is available for all, throughout the day, every day on the school premises - enough for at least 5 litres per learner.	<input type="checkbox"/> Drinking water taps/dispensers are sufficient and readily available - at least 1 tap per 70 learners.	<input type="checkbox"/> Drinking water supply is accessible to all learners with disabilities.	<input type="checkbox"/> Sources of water are safe from contamination and tested at least once per year.	<input type="checkbox"/> Water facilities do not always function during periods of drought and flooding, however a back-up water supply exists.
<b>SANITATION</b>	<input type="checkbox"/> Toilets are clean and functional and at least one toilet is available per 51-75 students.	<input type="checkbox"/> Toilets are safe, private (gender-separated) and secure, with a roof and lock.	<input type="checkbox"/> At least one cubicle is available for both male and female learners with disabilities, with accessible paths, wide-doors and cubicles, and grab bars.	<input type="checkbox"/> All toilets remain functional during periods of drought and flooding.	
<b>HANDWASHING</b>	<input type="checkbox"/> Handwashing facilities are available, at least one per 51- 75 learners, at strategic areas in the school.	<input type="checkbox"/> Soap is available throughout the day at all handwashing stations	<input type="checkbox"/> Learners with disabilities are able to access handwashing facilities, which have been adapted according to their needs	<input type="checkbox"/> Wastewater from handwashing facilities is collected and reused.	
<b>MENSTRUAL HYGIENE</b>	<input type="checkbox"/> Female learners including those with disabilities, have separate toilets and a lockable door for privacy with handwashing facilities next to the toilet.	<input type="checkbox"/> Sanitary bins are available in the girls' and teachers' toilets and waste safely disposed of.	<input type="checkbox"/> A quiet, private, accessible, changing room is available for menstruating girls at school	<input type="checkbox"/> Spare sanitary pads are available for female learners at school from the menstrual wellness focal point (teacher).	<input type="checkbox"/> Menstrual hygiene and reproductive health education is incorporated into the regular class schedule at school for both boys and girls.
<b>SANITATION HYGIENE EDUCATION</b>	<input type="checkbox"/> All learners receive between 5-10 hours of Sanitation Hygiene classes per year	<input type="checkbox"/> WASH education materials and advocacy materials are available, including teaching aids.	<input type="checkbox"/> School WASH clubs are active, helping to spread key WASH messages among children and the community.		
<b>WASTE MANAGEMENT</b>	<input type="checkbox"/> A waste segregation system is in place (including for recycling); bins are available in multiple locations and emptied once per day.	<input type="checkbox"/> Rubbish is collected more than once a week, is composted and /or safely stored	<input type="checkbox"/> Menstrual hygiene waste is either safely collected, or incinerated each day.		
<b>OPERATION AND MANAGEMENT</b>	<input type="checkbox"/> Water, toilets and handwashing facilities are fully functional and are regularly maintained by a community-based water minder.	<input type="checkbox"/> WASH facilities are cleaned every day by a cleaner hired by the school	<input type="checkbox"/> Handwashing soap and cleaning supplies are always available.	<input type="checkbox"/> Funding for all WASH in Schools services is covered by the regular school budget - any additional needs are covered by parents and the community.	<input type="checkbox"/> A School Improvement Plan has been developed for the school and submitted to MoET



## THREE STARS

<b>WATER</b>	<input type="checkbox"/> Safe drinking water is available for all, throughout the day, every day on the school premises - enough for at least 10 litres per learner.	<input type="checkbox"/> Drinking water taps/dispensers are sufficient and readily available - at least 1 tap per 50 learners.	<input type="checkbox"/> Drinking water supply is accessible to all learners with disabilities.	<input type="checkbox"/> Sources of water are safe from contamination and tested at least once per year.	<input type="checkbox"/> Water facilities continue to function during periods of drought and flooding - and provide sufficient safe water access year-round.
<b>SANITATION</b>	<input type="checkbox"/> Toilets are clean and functional and at least one toilet is available per 50 males, and 1 per 30 females.	<input type="checkbox"/> Toilets are safe, private (gender-separated) and secure, with a roof and lock.	<input type="checkbox"/> At least one cubicle is available for both male and female learners with disabilities and are completely accessible, with a ramp, handrails, wide doors and cubicle, grab bars and signage.	<input type="checkbox"/> All toilets remain functional during periods of drought and flooding.	
<b>HANDWASHING</b>	<input type="checkbox"/> Handwashing facilities are available, at least 1 per 50 learners, at strategic areas in the school.	<input type="checkbox"/> Soap is available throughout the day at all handwashing stations.	<input type="checkbox"/> Learners with disabilities are able to access handwashing with soap facilities, which have been adapted according to their needs.	<input type="checkbox"/> Wastewater from handwashing facilities is collected and reused.	
<b>MENSTRUAL HYGIENE</b>	<input type="checkbox"/> Female learners including those with disabilities, have separate toilets and a lockable door for privacy with handwashing facilities inside the toilet.	<input type="checkbox"/> Sanitary bins are available in the girls' and teachers' toilets and waste safely disposed of.	<input type="checkbox"/> A quiet, private, accessible, changing room is available for menstruating girls at school.	<input type="checkbox"/> Spare sanitary pads are available from the menstrual wellness focal point (teacher).	<input type="checkbox"/> Menstrual and reproductive health education is incorporated into the regular class schedule for both boys and girls.
<b>SANITATION HYGIENE EDUCATION</b>	<input type="checkbox"/> All learners receive more than 10 hours of Sanitation Hygiene classes per year.	<input type="checkbox"/> WASH education and advocacy materials are readily available and used.	<input type="checkbox"/> School WASH clubs are active, helping to spread key WASH messages among children and the community.		
<b>WASTE MANAGEMENT</b>	<input type="checkbox"/> A waste segregation system is in place (including for recycling); bins are available in multiple locations and emptied once per day.	<input type="checkbox"/> Rubbish is collected more than once a week, is composted and /or safely stored.	<input type="checkbox"/> Menstrual hygiene waste is either safely collected, or incinerated each day.		
<b>OPERATION AND MANAGEMENT</b>	<input type="checkbox"/> Water, toilets and handwashing facilities are fully functional and are regularly maintained by a school-based water minder.	<input type="checkbox"/> WASH facilities are cleaned every day by a cleaner hired by the school.	<input type="checkbox"/> Handwashing soap and cleaning supplies are always available.		



## HOW MANY STARS DOES MY SCHOOL HAVE?

Use the tick boxes in the table above to calculate how many stars your school has for each focus area.

Total up the number of ticks under each of the star categories (e.g. zero stars, 1 star, 2 star, 3 star) and enter them below.

### BASED ON THIS SELF-ASSESSMENT, OUR SCHOOL IS:

- \_\_\_ STAR(S) FOR WATER SUPPLY
- \_\_\_ STAR(S) FOR SANITATION
- \_\_\_ STAR(S) FOR HANDWASHING
- \_\_\_ STAR(S) FOR MENSTRUAL HYGIENE MANAGEMENT
- \_\_\_ STAR(S) FOR WASH EDUCATION
- \_\_\_ STAR(S) FOR WASTE MANAGEMENT
- \_\_\_ STAR(S) FOR OPERATION AND MAINTENANCE



To calculate the average number of stars for the school, add up all the stars for each category above and divide by 7.

### OVERALL OUR SCHOOL IS A \_\_\_\_ STAR SCHOOL.

#### HOW CAN THE SCHOOL INCREASE THEIR RATING? RECOMMENDATIONS FOR SCHOOL MANAGEMENT BOARD

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#### RECOMMENDATIONS FOR MINISTRY OF EDUCATION

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## 8.3 TEACHER'S GUIDE TO INTEGRATING WASH IN SCHOOLS



June 2015

# Teacher's Guide to Integrating WASH in Schools



**About SPLASH:**

SPLASH (Schools Promoting Learning Achievement through Sanitation and Hygiene) is a comprehensive school-based water supply, sanitation, and hygiene (WASH) project funded by USAID/Zambia through field support. SPLASH is implemented through the WASHplus project, which supports healthy households and communities by creating and delivering interventions that lead to improvements in WASH and household air pollution (HAP). This multi-year project (2010-2016), funded through USAID's Bureau for Global Health (AID-OAA-A-10-00040) and led by FHI 360 in partnership with CARE and Winrock International, uses at-scale programming approaches to reduce diarrheal diseases and acute respiratory infections, the two top killers of children under age 5 globally.

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## Table of Contents

Introduction .....	1
Purpose of this Guide.....	1
Current WASH in Schools Situation .....	1
National Policies and Programs on WASH in Schools .....	2
Why Teaching WASH in Schools is Important.....	2
How This Guide was Developed.....	3
Ways of Learning.....	3
Critical Reflection and Action.....	3
Participation.....	3
Key Hygiene Practices .....	5
a. Safe Disposal of Feces .....	5
b. Safe Collection, Transport, Storage, and Treatment of Water at Point of Use .....	8
c. Personal Hygiene .....	9
d. Menstrual Hygiene Management .....	10
e. Food Hygiene .....	11
f. Environmental Hygiene.....	12
Integrating Key Hygiene Themes into the Curriculum.....	13
Learning and Teaching Methods and Strategies.....	15
Annex 1: Feces Calculation Worksheet.....	18
Annex 2: Examples of School WASH Club Activities .....	19
Annex 3: Sample Lesson Plans that Integrate WASH and MHM Themes.....	22
Sample Lesson Plan 1.....	22
Sample Lesson Plan 2 .....	24
Sample Lesson Plan 3.....	26
Annex 4: Tippy Tap Instruction Sheet .....	28
Endnotes .....	31

## Introduction

### Purpose of this Guide

This Teacher's Guide supports the teaching and learning about water, sanitation, and hygiene (WASH) in Zambian primary schools. WASH is part of the new national curriculum, which was launched in January 2014. This guide provides technical content for the teacher to familiarize himself/herself with the subject of WASH. It also provides ideas and suggestions on how WASH content can be integrated into classroom and out of class teaching and learning.

### Current WASH in Schools Situation

A "WASH-Friendly School" is a school that has:

- ✓ A functioning source of clean water near or at the school
- ✓ Enough toilets or latrines for pupils and teachers, separated by male and female
- ✓ Anal cleansing materials
- ✓ Handwashing stations equipped with soap and water that are placed near the latrines and any school eating area
- ✓ Treated drinking water
- ✓ Washrooms and menstrual hygiene materials for adolescent girls
- ✓ A hygiene education program

The prevailing WASH in School situation in most schools is below the standard student-to-toilet ratio of 50:1 set by the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE). The national sanitation ratio of student to toilet is 97:1 in basic schools (Ministry of Education 2010 ED\*ASSIST data). In many schools access to WASH facilities is inadequate, although there have been improvements.

The SPLASH-led baseline facilities survey\* from 2013 was conducted in 616 basic schools in four districts of Eastern Province (Chipata, Chadiza, Lundazi, and Mambwe). This survey provided data on the current WASH situation in Zambian schools and showed 71 percent of schools had a water point. Of these, between 30 percent and 51 percent required immediate repairs, but only 17 percent of the schools had funds to carry out repairs. The 29 percent without a nearby water source represented about 74,000 pupils without access to water. Very few schools (11 percent) treated drinking water. A high number of schools (92 percent) had toilet facilities for boys and girls and teachers, mostly pit latrines, but these were not adequate to meet the enrollment numbers. Traditional latrines rarely met the accepted standards, and many were actually unsafe. Only a few schools (31 percent) had handwashing facilities, and of those, only 6 percent had soap available for handwashing. Almost none of

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\* See [http://www.washplus.org/sites/default/files/splash-baseline\\_survey2014.pdf](http://www.washplus.org/sites/default/files/splash-baseline_survey2014.pdf)

the schools (only 3 percent) had any kind of menstrual hygiene management support or materials. Sanitation facilities also lacked provision for disabled children. Hygiene education occurred, but only 20 percent of teachers had any training in hygiene education.

### **National Policies and Programs on WASH in Schools**

The Zambian government vision for the water supply and sanitation sector, as spelled out in the Sixth National Development Plan, is “a Zambia where all users have access to water and sanitation and utilize them in an efficient and sustainable manner for wealth creation and improved livelihood by 2030.” This vision will be achieved through new and old policies, programs, and regulations that the government has put in place to increase and improve access to water supply and sanitation to achieve the Millennium Development and Education for All goals. These include:

- Public Health Act (drainage and latrine regulation),
- National Rural Water Supply and Sanitation Program,
- School Health and Nutrition Program and Implementation Framework.

### **Why Teaching WASH in Schools is Important**

In response to the above question, participants in a WASH in School Teacher Education Workshop in Petauke in 2014 said that teaching WASH in Schools:

- Improves teacher-pupil contact time. *Teachers and learners spend more time on the pedagogical processes of teaching and learning due to reduced incidences of diarrheal diseases.*
- Improves pupil attendance. *Anecdotal evidence from SPLASH work shows that attendance is improving in schools where the project has intervened.*
- Improves teacher deployment and retention. *Teachers are reluctant to work in deprived rural areas, which lack basic facilities such as water and sanitation facilities, electricity, good housing, and health care.*
- Improves pupil enrollment. *Enrollment numbers increase in schools with better WASH facilities.*
- Creates an enabling, safe, and healthier learning environment for children. *The incidence of diarrheal diseases, helminthes infection, schistosomiasis, and other diseases is reduced.*
- Serves as a platform to teach and acquire improved hygiene behaviors.

The reasons cited above to support teaching WASH in Schools will be even stronger when healthy environments and facilities for handwashing, sanitation, menstrual hygiene management, and water supply are provided and maintained. Students and their families will experience the health benefits in their daily school and home lives.

## **How This Guide was Developed**

The content of this guide was developed in a series of workshops with teachers, environmental health technicians, and SPLASH staff. The guide provides a critical perspective on the importance of water, sanitation, and hygiene education in schools. The guide also provides direction on planning and teaching lessons on WASH, especially hygiene behaviors and practices, and serves as a tool for teachers to create their own teaching materials. The guide can be used to stimulate discussions and critical thinking on WASH among school teachers and their students.

## **Ways of Learning**

### **Critical Reflection and Action**

Teachers and other users of this guide are encouraged to engage in a critical reflection-action-reflection process. The reflection activities encourage the learners to engage in the logical and critical development of the concepts that are introduced and to deepen their understanding of their own context. A variety of readings are introduced to assist learners to develop their critical thinking and analytical skills. The action tasks should encourage children's natural imagination and curiosity and engage them in "learning by doing" as they actively discover their world and their own capabilities and gain self-confidence.

### **Participation**

A participatory approach that encourages active involvement by the learner is used throughout this guide. This approach is supported by social learning theory and current understanding and research on how learning occurs. All learning needs to be learner centered. Rather than "show and tell" or "chalk and talk" approaches, learners should take an active role in their own learning. For example:

- Play and experiential or hands-on learning are engaging for children, and children learn best when they are fully engaged
- Child-led as well as guided play and learning support children's sense of agency, i.e., of being active contributors to their learning and that of others

### **Examples and tools for promoting participatory learning:**

- Engage with children in play
- Engage in conversations and interactions that support learning
- Plan experiences to deepen and extend children's knowledge, understanding, and skills
- Differentiate learning opportunities for individual learners and learning styles
- Create physical environments that promote learning

Participation is the key feature of this guide. Learners are encouraged to weigh ideas against their own knowledge and experience and to question ideas/concepts of WASH. Learners' prior knowledge (such as taboos and myths on menstruation or traditional water treatment methods and experience) are valued and used in the development of new ideas and practices.

## Key Hygiene Practices

Schools are places where children spend a great amount of time, especially during the day. Improved health and quality learning is not possible without adequate water and sanitation facilities in schools. To ensure a healthy and conducive learning environment, children need safe water for drinking, handwashing facilities with soap, and safe, user-friendly sanitation facilities (toilets). School children who lack access to safe water and sanitation have increased chances of suffering from water and sanitation-related diseases. It is important to ensure that schools are safe places, where strong efforts are made to limit the transmission of diseases and prevent negative impacts from affecting children, their families, communities, and overall development.

Globally, three hygiene practices have been shown to be effective at reducing diarrheal disease. **Safe feces disposal, handwashing with soap, and safe storage and treatment of water at point of use**, when done correctly and consistently, can each result in a 30 percent to 40 percent reduction in diarrhea prevalence. These three evidence-based practices are the foundation of WASH in Schools hygiene education curriculum and programs, along with additional practices that are important for school-age children to learn about and practice at school and at home.

### a. Safe Disposal of Feces

Human feces (also called excreta) are the principal source of contamination responsible for a wide range of communicable diseases. According to the World Health Organization (WHO 2004), 80 percent of the disease burden in developing countries such as Zambia results from poor feces management/disposal.

The environment can become contaminated in several ways. Some of the ways include: rain carries feces into fields, streams, and ponds; people drink contaminated water; people can walk through fields and track the feces into homes; flies can land on feces and then land on food; and hands can touch feces and then touch others, or touch food (see illustration on next page).

There are a number of ways to safely dispose of human feces so that they do not lead to contamination of the environment and an outbreak of disease. First, it is important that every pupil, teacher, and family member learn proper use and management of the latrine and disposal of feces. A safe latrine must have a cover or some other kind of seal to prevent flies and people from coming into contact with the feces. Acceptable disposal methods are: improved pit latrines, ventilated improved pit (VIP) latrines, flush toilets, and bucket latrines. It is also important for latrines to have a superstructure with walls and a door or curtain to provide privacy and security. Women and girls in particular need the privacy and security that latrines with a door can provide. A door with an inside lock is the best option.



## Handwashing with Soap/Ash

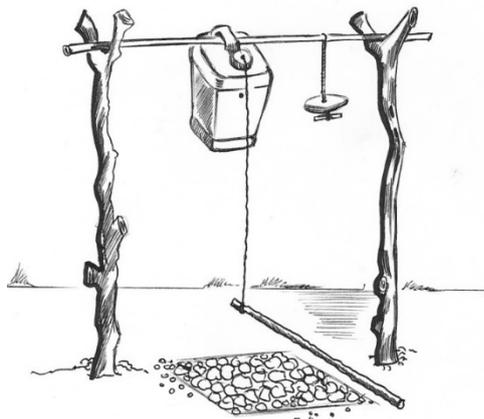
Washing hands with soap is the most important hygiene practice for diarrhea prevention (and can reduce respiratory infections, too). Critical times for handwashing are:

- After defecating (using the toilet)
- Before eating
- Before touching or handling food

Both hands should be washed using water and a cleansing agent. When soap is too expensive or is not available, wood ash will also rub off any dirt and remove smells. Clean sand with water can also be used for handwashing to help rub off dirt.

Correct handwashing is very important to a person's health and well-being. Hands are used for anal cleansing after defecation. No matter what material is used for anal cleansing, **hands get contaminated from the feces, even if the feces cannot be seen or smelled**. Hands should also be washed before eating and handling any kind of food. It is important to emphasize that washing hands with water alone is not enough, because it does not remove all the bacteria.

Most people do not wash their hands often enough, or use only water and no soap. Soap or ash MUST be used with water. Quite simply—



handwashing should be made as convenient as possible. Simple handwashing devices can be made from locally available materials (see illustration). Put and keep a handwashing device and cleansing agent beside the latrine, and if possible, also outside the kitchen or food eating area to provide a visual reminder to practice this behavior. Group handwashing stations in school are a good way for pupils to gain lifelong good habits through daily mandatory group handwashing.

*"Tippy tap" handwashing device with foot pedal to tilt jerry can.*

*(Illustration by: Kombe Roy Kazembe)*

### The Correct Way to Wash Hands

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

## **b. Safe Collection, Transport, Storage, and Treatment of Water at Point of Use**

In Zambia, like in many parts of the world, drinking water is sometimes collected from unsafe surface sources and then put into storage vessels. Drinking water may be contaminated from the source during collection, during transport, or during storage in the home before it is consumed. Strategies to reduce waterborne disease transmission must safeguard each step in the process of managing drinking water.

### **Safe Collection and Transport of Water**

Water from surface sources is always considered unsafe and must be treated before drinking. Water coming from boreholes or pipes can be considered safe, but can rapidly become contaminated with fecal matter if it is collected in dirty or clean but uncovered receptacles such as buckets or basins. Transportation can also be a source of contamination, depending on how the water is contained and handled during transportation. For example, water containers can be lifted on and off heads or carts by someone with unclean hands. Transporting water in a clean receptacle that is not covered can lead to contamination from hands or dirt in the environment.

### **Safe Storage of Water**

Safe water storage is a critical component of a household water treatment and safe storage (HWTS) system promoted by WHO and others in areas that do not have reliable piped drinking water. In these areas it is not uncommon for drinking water to be stored in a pot, jar, crock, or other container. Even if this drinking water is of acceptable microbiological quality initially, it can become contaminated from dirty hands and utensils, such as dirty dippers and cups. Drinking water containers with a "narrow neck opening" will help to keep water from being contaminated while being stored in the classroom or at home.

### **Treatment of Water**

Water can be treated by simple methods. The four key water treatment methods include chlorination, ceramic filtration, slow sand filtration, and solar disinfection. These have been proven to reduce diarrhea in users in developing countries and improve the microbiological quality of stored household water. The most appropriate water treatment option for a location depends on existing water and sanitation conditions, water quality, as well as cultural and socio-economic conditions. For schools, the most feasible option often is treating drinking water stored either in the classroom or in the school yard with a commercial water treatment chlorine solution. It is inexpensive and effective. Use a capful per 5 liters.

**Teachers should be aware of the many ways water can become contaminated and help schools to take measures to prevent the possible contamination of drinking water.**

- a. *Source of water:* Some water sources such as rivers, unprotected springs, or wells are already contaminated or have the potential to be contaminated. If a river is the only source, water should be collected upstream from any section of the river where washing or bathing of people or animals takes place. A well or spring should be fenced to keep animals away. The collection bucket and rope should be kept off the ground.
- b. *Water fetching containers:* Water can also be contaminated if water containers such as clay jars, jerry cans, etc. are not cleaned properly. Proper washing includes washing with soap, scrubbing with a clean abrasive, rinsing well with clean water, and drying in the sun.
- c. *Safe transport to the home or to the school:* Even if water is fetched from a safe and protected source, it can be contaminated during transport. Be certain to cover all containers properly, using clean covers or screw caps.
  - A covered jerry can is the best
  - A covered clay jar can also protect the water
  - Open buckets are easy to contaminate and should be replaced by covered containers
- d. *Storing water at home:* Water can also be contaminated at home when it is left out in the open where animals can drink it and children can dip their hands in it. The safe way to store water is in a narrow-necked container that can be covered with a screw cap or a hard cover. A clean jerry can is also a safe storage container.
- e. *Serving water in the classroom or at home:* Children should be encouraged to use a clean dipper or ladle that they hang on a nail when not in use.
- f. *Drinking vessel:* Each child should use his/her own clean cup or water bottle. If children share a cup, they share their germs.

**c. Personal Hygiene**

Taking care of our bodies is an important element of hygiene and prevents a variety of illnesses, including respiratory and other infections, skin problems such as acne, dental decay, lice and flea infestations, and more. Here are the most important actions related to personal hygiene:

- a. Bathing—at least once a day with soap, especially the pubic area and armpits.
- b. Hair cutting and washing—keep hair neatly trimmed and clean.
- c. Nail trimming—finger and toenails should be regularly trimmed and dirt removed from underneath.
- d. Washing clothes and underwear—clothes should be washed regularly with laundry detergent and dried in the sun, if possible. Underwear should be washed and worn clean.
- e. Care of teeth—brushing after meals when possible using twigs or toothbrushes and toothpaste. Teeth should be brushed at least once a day.

#### **d. Menstrual Hygiene Management**

Menstrual hygiene management (MHM) refers to what females must and can do to manage their monthly periods in a safe, private, and healthy manner. Women need adequate water and safe spaces for washing with dignity and in privacy, clean material to absorb menstrual blood, and facilities to properly dispose of soiled materials. MHM also includes using soap and water for washing the body as required. MHM is a topic that is not often talked about in public, but is a key hygiene concern.

Between the ages of 10 and 14, most girls and boys begin to notice changes in their bodies and in their emotions. These physical and emotional changes take place over a number of years. It is a normal growing up process and part of becoming an adult.

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

Even though it's normal, menstruation can present real challenges to girls in school. Surveys have shown that there is a lack of sustainable menstrual hygiene management support for girls, from basics such as suitable hygiene facilities to psychological support for girls dealing with menstruation. Often facilities aren't "girl-friendly" (safe, private, lockable, with washroom) and girls do not have good information about their menses and what to do. This may be why studies have shown that 60 percent of girls preferred to stay at home during their menses. Boys (and in some cases other girls) tease them. They are afraid of soiling themselves, and there is no adult they can turn to. Menstruation is normal and must be addressed properly. It is time to create a more positive atmosphere in which girls feel comfortable and safe attending school during menstruation. Here are some important elements for ensuring good MHM in school:

- a. Informational program for school, PTA, and community
- b. MHM-themed community events (theater, radio)
- c. Washrooms for girls
- d. Water and soap in girls' washroom
- e. Disposal place for used pads
- f. Emergency pads where girls know to find them
- g. Comfort kits (bag with pads, panties, soap, booklet on puberty)
- h. A local pad production program
- i. Guidance and counseling teacher designated for MHM
- j. School Health and Nutrition (SHN) Coordinator trained in MHM

- k. MHM training for all teachers
- l. WASH Club with MHM activities
- m. Talks on MHM from local nurses or environmental health technician
- n. Medicine supply for menstrual pain with Guidance and Counseling or SHN teacher
- o. Mentoring by older girls for younger girls
- p. Booklets on puberty for boys and girls
- q. Guidance materials for teachers
- r. Visual aids on menstruation and puberty
- s. Inclusion of menstruation and puberty in classroom subject teaching
- t. School funds raised and set aside for MHM support (for example, pad purchase)
- u. Income-generating activities related to MHM (local pad production)

## **e. Food Hygiene**

Studies have found that cooking food thoroughly and keeping foods at safe temperatures are the top two practices that can eliminate, prevent, or minimize the risk of food-borne contamination. In addition, it is especially important to wash hands with soap and water before handling food to prevent contamination. The recommended food hygiene practices listed below are adapted from the WHO *Five Keys to Safer Food* (WHO 2012).

- a. *Cook food thoroughly*
  - Cook food thoroughly, especially meat, poultry, eggs, fish, and seafood. For meat and poultry, make sure juices are clear, not pink.
  - Bring soups and stews to the boiling point until steam is coming out and the first big bubble is seen.
- b. *Keep foods at safe temperatures*
  - It is best to prepare food just before serving to infants and young children.
  - If food has been prepared earlier and stored, reheat the cooked food so steam comes out and food is bubbling hot before serving to infants and children. Stir while reheating. Serve when cool enough for the child to eat. Test temperature by spooning a small bit onto the inner wrist; do NOT dip finger into the pot or bowl.
  - Do not leave cooked food standing at room temperature for more than two hours.
- c. *Treat raw foods before feeding to children*
  - Wash a sharp knife and cutting surface. Then peel the skin from raw vegetables before giving them to children. If this is not possible, wash raw vegetables/fruits with treated drinking water if children will eat them without cooking first.
  - Boil milk before giving it to children.
- d. *Keep food preparation areas clean*
  - Wash all surfaces and equipment used to prepare or serve food with soap and water and if possible, with a water/bleach mixture.
  - Protect food from insects, pests, and other animals by covering food with netting, a cloth, or keeping it in closed containers.

e. *Separate raw and cooked food*

- Keep raw eggs, meat, poultry, fish, and seafood away from other foods.

**f. Environmental Hygiene**

People do not always consider the environment when thinking about hygiene. A clean environment prevents the spread of germs and helps to keep people from ingesting feces.

a. *Keep animals away from the household and food or water sources since they may expose household members to diarrheal disease and worm infestation.*

Keep animals out of the kitchen and house. Ensure that small children are not left to crawl or play in areas where they will come into contact with animal feces. Control disease vectors such as flies, mosquitoes, cockroaches, and rats by reducing the presence of uncovered food, improperly disposed feces, and standing water and garbage, and by plugging holes in walls and trapping and baiting if necessary.

b. *Disinfect key surfaces.*

Clean the latrines, toilets, baths, basins, and kitchen or site of food preparation with a dilute bleach solution (9 parts water, 1 part bleach), if available, or with soap and water.

c. *Safely dispose of garbage and non-reusable materials into a waste receptacle, protected pit, or latrine.*

Keeping trash in proper waste receptacles will also discourage animals from seeking food from the housing compound.

d. *Drain standing waste water.*

Good drainage is a critical part of environmental hygiene for reducing diseases. Poorly drained water forms stagnant pools that provide breeding sites for disease vectors. Household waste water may also contain pathogens that can pollute groundwater sources, increasing the risk of diseases. Poor drainage can also lead to flooding, damage water supply infrastructure, and contaminate domestic water sources. Waste water can be managed in the following ways:

- Minimizing the amount of surface waste water by making good drainage areas (soak-aways) with gravel and channels around water sources such as boreholes.
- Creating soak-aways around handwashing stations.
- Harvesting rainwater for various uses such as washing hands and clothes.
- Increasing the amount of water that seeps into the ground by digging soak pits and seepage pits.
- Constructing drainage canals, which take waste water into the main reservoir or sewer line meant for waste water.

## Integrating Key Hygiene Themes into the Curriculum

Here are some topics and basic ideas that teachers can use to create lessons that insert WASH into different subjects. WASH lessons are meant to be “life skills” that should be applied to everyday living and become habits. Therefore, classroom activities related to WASH practices should be:

### **ACTIVE...FUN...CHILD-CENTERED**

**Basic WASH Lessons** (See Annex 3 for sample lesson plans)

- Fecal-oral transmission of germs or why open defecation is a bad habit
- Three key hygiene practices that block fecal transmission
- Importance of personal hygiene
- How to wash hands correctly
- How to build a handwashing station
- 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, or use of chlorine

### **Language**

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

### **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—the danger of open defecation
- WASH-related illnesses—what are they? How are they transmitted? How can they be prevented?
- Food contamination—experiment with growing mold on food
- The science of puberty and human reproduction

**Math**

- Calculate how much water your class/school will need daily if every person should have 5 liters per day
- Do a Feces Calculation for the class/school (see Annex 1 at the end of this section)

**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 community/district/country
- Drawing maps of local waterways or of water points in the community

## Learning and Teaching Methods and Strategies

*NOTE: Many methods can be used both in and out of the classroom.*

### 1. In the Classroom

#### a. Active learning strategies

Any classroom activity that is pupil-centered is an active learning strategy. It could be working in groups, working in pairs to answer a question, asking the students to come up with questions to ask each other, etc.

#### b. Project-based learning

Project-based learning is a teaching method in which pupils gain knowledge and skills by working for an extended period of time to investigate and respond to a question, problem, or challenge. Pupils develop answers to the question or challenge, and present their results to their classmates. The activity can happen over a week or even longer. For WASH, some questions could be “What are barriers and solutions to proper handwashing at school and at home?”

#### c. Games, songs, and jingles

WASH is a perfect subject for inventing games and songs. Jingles can be slogans that encourage pupils to remember important practices such as washing hands before eating. WASH Club members can come up with games and songs and teach them to the younger classes or to teachers to use in the classroom.

### 2. Out-of-Classroom Activities

#### a. Role play

Pupils act out parts in loosely scripted scenarios around a problem. Good WASH role play topics can be “trying to convince parents that open defecation is a bad practice” or “problems encountered by girls during menstruation at school.” Their fellow club members or classmates can react and discuss the role play and come up with solutions.

#### b. Quiz and debates

This can be a fun contest between teams where the teachers give quizzes to teams and see who gets the most right answers. Or, teams can debate questions about WASH (team 1 is pro, team 2 is con) and the audience scores the different teams. An example of a topic could be “Open defecation—why change? We’ve always done it!” Puberty questions are good for quizzes (“What are the changes a boy’s body goes through at puberty? A girl’s body?”).

c. Posters, banners, charts

These can be created by the pupils themselves if the material is available. If old magazines are available, pupils can cut out pictures and create a story on a poster. Otherwise, existing posters or charts can be used to ask questions or as the basis for active learning.

d. Peer education

Usually the older pupils learn about a subject such as open defecation, keeping latrines clean, puberty, and MHM, then they give lessons to their classmates or to the younger pupils. This is a very effective way of teaching about certain things such as handwashing with soap or always using the toilet because younger children are in awe of older children and will listen to them. Older girls can be good mentors to younger girls who are learning about menstruation and MHM.

e. School WASH Clubs

Every school should have a WASH Club! Pupils from all grades over 3<sup>rd</sup> can join, but there should be some rules. The pupils can decide the rules and the activities. Leadership should rotate so many pupils gain experience in being a leader. It is critical to allow girls to take turns being leaders. A brief guide on WASH Club activities appears at the end of this section.

f. WASH audits

Schools should conduct a systematic assessment of WASH/MHM conditions. These can be designed and done by the pupils themselves as an active learning exercise. The audit should cover drinking water, handwashing, latrines, facilities, and products for MHM, and pay attention to the quality of the facilities and whether the practices are being done.

g. Using cameras

If it is possible to obtain a good number of single-use cameras, pupils can take pictures of their WASH situation at school and in their homes. The best is to be able to develop the pictures and display them for the school and the community, and also for the MESVTEE officials.

h. Action research

Action research is a problem solving self-reflective enquiry process that can be undertaken by the school and the community to solve identified problems, such as those related to WASH. The school can identify a WASH issue in the school/community, plan on the type of action needed to be taken, take action by implementing the plan, and monitor, observe, and reflect on the outcome of the

implementing process. If needed, planning starts again to correct mistakes, reconsider options, etc.

### **3. Involving the Parents and Community**

a. School-led total sanitation (SLTS)

SLTS is a participatory process like CLTS (community-led total sanitation) where a group of teachers, pupils, and PTA/community members explore the issue of open defecation and other hygiene practices at a school in the nearby community with a trained SLTS facilitator. The exercises involve mapping defecation sites, calculating the amount of feces in the school yard, and eventually concluding that open defecation is leading to everyone consuming each other's feces. This leads to immediate action and development of a school WASH Action Plan. See [http://www.washplus.org/sites/default/files/wash\\_friendly\\_schools2014.pdf](http://www.washplus.org/sites/default/files/wash_friendly_schools2014.pdf)

b. Community popular theater

Many larger communities have theater groups who can be hired to perform plays with different social or behavioral messages. They may travel to a number of communities and might be available to develop and perform plays that would appeal to both pupils and their families. The PTA could sponsor such events. Community theater groups are well-suited to popularize WASH messages and practices. Explore whether another group or project linked to a health program is using a community theater group for message diffusion and see if it would be agreeable to adding handwashing, ending open defecation, or other important WASH messages to its performance.

c. Community media

Community radio and even TV stations are quite common, even in fairly rural areas. These stations are always searching for new topics and programs. Schools interested in spreading WASH messages in the community can suggest programs such as debates or quiz shows featuring pupils from different schools, or call-in shows on WASH challenges where pupils with teachers could answer community questions related to WASH topics, such as, "Where can we get help with latrine construction?" or "What do we do if our pump breaks down?". Maybe pupils can write skits for the radio, or invite TV stations to their school to film WASH improvements with commentary on why WASH is important.

## Annex 1: Feces Calculation Worksheet

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

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 bowel move \_\_\_\_\_ 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?**

## Annex 2: Examples of School WASH Club Activities

Activities are designed to be fun, engaging, practical, and to contribute to making a school WASH-Friendly. 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 Handwashing Devices or Tippy Taps**

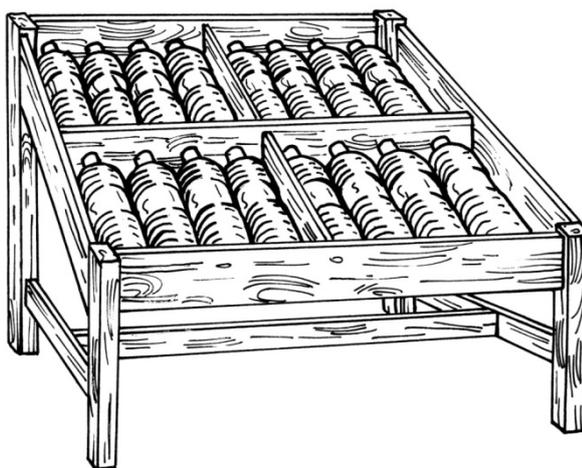
Pupils can make an important contribution to the school and also to their families by learning how to make simple water-saving handwashing devices called tippy taps. A school can have a bank of tippy taps near the latrines where many children wash their hands at once. Every classroom can have a tippy tap, too. Making sure handwashing 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. (See Annex 4 for detailed instructions on page 28.)

### **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!

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

This is another good project for a club to undertake that makes a big contribution to the school. 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 bottles for everyone to drink enough water in one day. One classroom might need as many as 80 bottles a day. It’s a good way to recycle.



### **Sporting Events**

Organize club members into teams: Sanitation, Water, Handwashing. 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 the community about the hygiene behavior you learned through the club and convincing them to change their behavior. A good way to begin is to identify the community's main hygiene problem(s) 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 a memorable way to teach people. The performance can serve to create social pressure for people to adapt hygiene behaviors 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.

### **Puppet Show**

Make hand puppets out of locally available materials and use them to convey WASH messages and demonstrate good hygiene practices. Create and put on puppet shows for the rest of the school, for different grades, or for out-of-school children.

### **Making Music**

Use music to teach the three key hygiene practices you learned to younger pupils, siblings, parents/PTA members, 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 pupils' 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 handwashing 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 related 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 about their posters and 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 posters 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 school children, 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 handwashing facilities. Students can demonstrate practices and set up 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 handwashing, etc. This is an opportunity to welcome new members. Be creative and have fun with it!

# Annex 3: Sample Lesson Plans that Integrate WASH and MHM Themes

## Sample Lesson Plan 1<sup>‡</sup>

TEACHER: .....

SCHOOL: .....

DATE: .....

SUBJECT: English

DURATION: 40 MINUTES

TOPIC: Composition

TIME: 12:00-12:40 HOURS.

SUB-TOPIC: Descriptive Paragraph

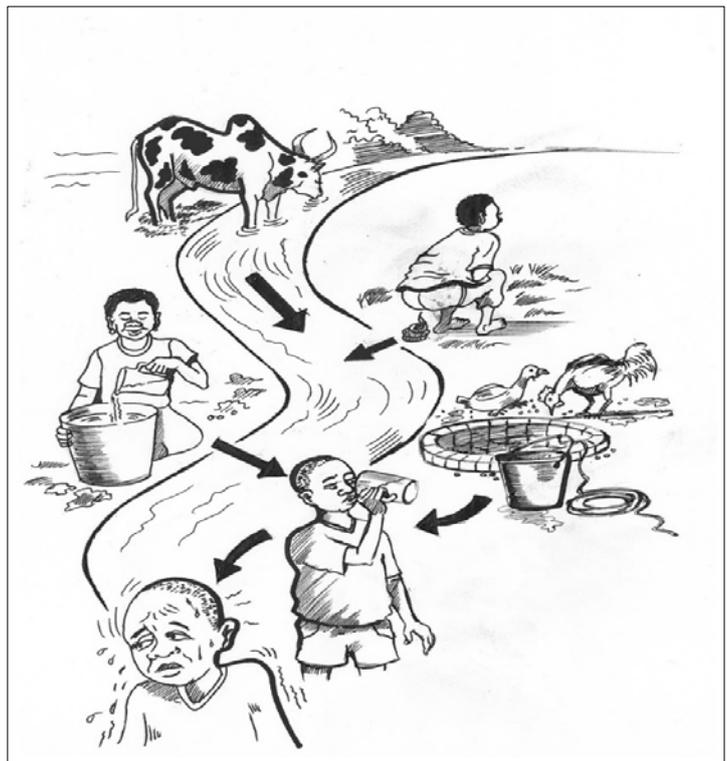
CLASS: 8

**RATIONALE:** In this lesson, pupils will write a descriptive paragraph based on a picture, showing a number of water, sanitation, and hygiene problems, using correct word order.

**SPECIFIC OUTCOMES:** During and after the learning experience pupils should be able to:

- Describe what they see in the picture
- Identify a number of WASH problems in the picture
- Write a short paragraph of five sentences, using correct word order

**PRE-REQUISITE:** Pupils already know that the words in a sentence are arranged in a certain order so they make sense. They also know that the most important parts of a sentence are the subject and the predicate.



**REFERENCES:** Progress in English: Learner's Book 8

**TEACHING AND LEARNING AIDS:** The lesson will be organized around the illustration above:

<sup>‡</sup> Lesson plan formats can vary from district to district and province to province. Please use and adapt these samples to what is a standard format where you teach.

Stage	Teaching and Learning Activities	Learning Points
INTRODUCTION (5 minutes)	<ul style="list-style-type: none"> <li>• Ask the class to describe what they can see in the chart.</li> <li>• What are the people and animals doing in the picture?</li> </ul>	<ul style="list-style-type: none"> <li>• The river is flowing.</li> <li>• Animals are standing in and drinking water.</li> <li>• A boy is defecating into the river.</li> <li>• A girl is fetching water from the river.</li> <li>• A boy is drinking contaminated water.</li> <li>• The boy is sick after drinking contaminated water.</li> </ul>
DEVELOPMENT (20 minutes)	<ul style="list-style-type: none"> <li>• Let pupils work in pairs and identify WASH problems that are happening in the picture.</li> <li>• Ask children to discuss the consequences of drinking contaminated water as seen in the picture.</li> <li>• What illness is the boy in the picture likely to suffer from?</li> </ul>	<ul style="list-style-type: none"> <li>• Water sources can be polluted by animal droppings.</li> <li>• Open defecation can be a source of diseases when the feces pollute the water source.</li> <li>• Drinking contaminated water can cause diseases such as diarrhea, cholera, typhoid, etc.</li> </ul>
APPLICATION (10 minutes)	Pupils write a short paragraph, based on the chart, of about five sentences using correct word order.	
CONCLUSION & EVALUATION (5 minutes)	<ul style="list-style-type: none"> <li>• Teacher to read some of the short paragraphs from pupils who are willing to share.</li> <li>• The teacher will then take all the books for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Check for word order and understanding of the key WASH points. Give examples of common mistakes on the chalkboard.</li> </ul>

## Sample Lesson Plan 2

TEACHER: .....

SCHOOL: .....

DATE: .....

SUBJECT: Integrated Science

DURATION: 40 MINUTES

TOPIC: The Human Body

TIME: 12:00-12:40 HOURS.

SUB-TOPIC: Puberty

CLASS: 5

RATIONALE: In this lesson, pupils will learn about puberty and the different male and female parts of the body.

SPECIFIC OUTCOMES: During and after the learning experience pupils should be able to:

- Identify male and female parts of the body
- Define puberty
- Describe changes that occur at puberty in human beings
- Differentiate between the male and female physical changes at puberty

PRE-REQUISITE: Pupils already know that human beings like all animals grow from babies to adults. Between the ages of about 12 and 14, there are big changes in the human body to prepare it for reproduction. The body changes from that of a child to an adult. This period of change is called puberty.

REFERENCES: Integrated Science Grade 5.

TEACHING AND LEARNING AIDS: Chart of humans showing baby, toddler, child, and adult stages, and photographs of the pupils when they were babies or toddlers.

Stage	Teaching and Learning Activities	Learning Points
INTRODUCTION (5 minutes)	<ul style="list-style-type: none"> <li>Ask the class to name the main body parts of a human being</li> <li>How many remember what they looked like when they were toddlers? What changes happened between then and now?</li> </ul>	<ul style="list-style-type: none"> <li>The main body parts may include the head, chest, arms, legs, shoulders, knees, hands, feet, toes, eyes, nose, mouth, etc.</li> <li>As boys and girls grow up their body parts change and grow bigger</li> <li>Between the ages of about 12 and 14, there are big changes in the human body to prepare it for reproduction</li> </ul>
DEVELOPMENT (20 minutes)	<ul style="list-style-type: none"> <li>What is puberty?</li> <li>Discuss the main body changes that the pupils know</li> <li>Identify changes in boys which are different from the girls</li> <li>Discuss changes in girls which are similar to those in boys</li> </ul>	<ul style="list-style-type: none"> <li>Puberty is a growth stage when the body changes from that of a child to that of an adult</li> <li>At puberty the body begins to secrete hormones that help the body to develop into that of an adult</li> <li>During puberty many changes take place in the body. The body parts' size and shape change</li> <li>Some changes are different in boys and girls, but some are the same</li> <li>Some changes cannot be seen easily</li> </ul> <p>Changes in boys include:</p> <ul style="list-style-type: none"> <li>Hair starts to grow on the arms, legs, face, and pubic area</li> <li>The penis gets bigger. Testes descend into the scrotum and start to produce sperm</li> <li>The voice cracks and becomes deeper</li> </ul> <p>Changes in girls include:</p> <ul style="list-style-type: none"> <li>Hair starts to grow under the armpits and the pubic area</li> <li>The hips become wider</li> <li>Breasts develop</li> <li><b>Menstruation</b> starts</li> </ul>
APPLICATION (10 minutes)	Ask the pupils to draw a table with two columns, one for boys and another for girls to show their differences at puberty	
CONCLUSION & EVALUATION 5 minutes	<ul style="list-style-type: none"> <li>Teacher to ask oral questions to check understanding and give a summary of key points covered</li> </ul>	<ul style="list-style-type: none"> <li>Check for understanding and emphasize key points</li> </ul>

### Sample Lesson Plan 3

TEACHER: .....

SCHOOL: .....

DATE: .....

GRADE: 6

SUBJECT: Language (English)

DURATION: 40 MINUTES

TOPIC: Comprehension

TIME: 12:00-12:40 HOURS.

SUB-TOPIC: Reading Comprehension

CLASS: 8

RATIONALE: Pupils read a short passage on handwashing to understand the critical times when they should wash their hands.

SPECIFIC OUTCOMES: During and after the learning experience pupils should be able to:

- Read the text on the chart/paper in turns
- Identify and discuss new words
- Discuss the words on the word cards
- Answer questions based on the story

PRE-REQUISITE: Pupils have some notion about the importance of handwashing

REFERENCES:

TEACHING AND LEARNING AIDS: The text should be written on a chart or handed out on papers. Pupils will read the text below (from the chart or paper) and answer the questions that follow.

***Handwashing with soap is among the most effective ways of preventing diarrheal diseases. Every year more than 3.5 million children under the age of 5 years die from diarrhea. Handwashing can also prevent skin diseases, eye infections, and intestinal worms.***

***Hands must be washed with soap at critical times. These are: after using the toilet, before eating, and before handling food. If not washed properly, hands carry germs that cause diseases. It is, therefore, important that we wash our hands at critical times.***

Stage	Teaching and Learning Activities	Learning Points
INTRODUCTION (5 minutes)	<ul style="list-style-type: none"> <li>Sing a song titled Kalulu Wenze Kuti or any other familiar song that discusses the importance of handwashing</li> </ul>	<ul style="list-style-type: none"> <li>Pupils discuss the moral behind the song i.e., importance of hygiene—specifically handwashing</li> </ul>
DEVELOPMENT (20 minutes)	<p>Step 1: Teacher displays the chart with the story and pupils take turns reading the story on the chart</p> <p>Step 2: Pupils identify and discuss new words from the story with the teacher</p> <p>Step 3: Display word cards and discuss any additional new words with pupils</p> <p>Step 4: Pupils discuss the passage in detail with the teacher. For example, look at the main message and how what is in the passage affects them and their daily life.</p>	<ul style="list-style-type: none"> <li>The word cards have the following words: effective; critical; preventing; diarrheal; infection; and germ.</li> <li>Pupils identify other new words and discuss them.</li> <li>Pupils explain in their own words why handwashing with soap is important, and when it should be done (critical times).</li> </ul>
APPLICATION (10 minutes)	<p><b>Teacher writes the following questions for the pupils to answer.</b></p> <ol style="list-style-type: none"> <li>How can we prevent diarrheal diseases?</li> <li>How many children under 5 years die from diarrhea every year?</li> <li>How can handwashing also prevent eye infections and intestinal worms?</li> <li>How should we wash our hands if we are to prevent diseases?</li> <li>Hands carry/cause which diseases?</li> <li>What can we do at home/at school to make sure we can wash our hands at critical times?</li> </ol>	<p><b>Expected answers</b></p> <ol style="list-style-type: none"> <li>By washing our hands with soap</li> <li>3.5 million</li> <li>Skin diseases</li> <li>At critical times (after using the toilet, before eating, before handling food)</li> <li>Germs</li> <li>Build tippy taps; make sure soap is always available; help our younger siblings or school mates to wash hands; do group handwashing every day</li> </ol>
CONCLUSION AND EVALUATION (5 minutes)	Teacher asks pupils to restate the critical times for handwashing, and why handwashing is so important	After using the toilet, before eating, before handling food to prevent illnesses
CONCLUSION & EVALUATION 5 minutes	<ul style="list-style-type: none"> <li>Teacher to summarize the lesson completing the exercise with the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to correct their work after the class discussion</li> </ul>

## Annex 4: Tippy Tap Instruction Sheet

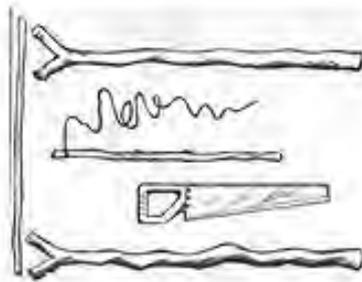
This is one model of tippy tap. There are many others. You can experiment and build your own model.

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

Follow the easy steps below.

#### Materials needed:

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



#### 1. Cutting the wood

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

#### 2. Making the hole

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



#### 3. Heating the nail

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

#### 4. Making the holes

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



### 5. Inserting the rope

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



### 6. Knotting the rope

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



### 7. Putting it together

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



### 8. Making the hole through the soap

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



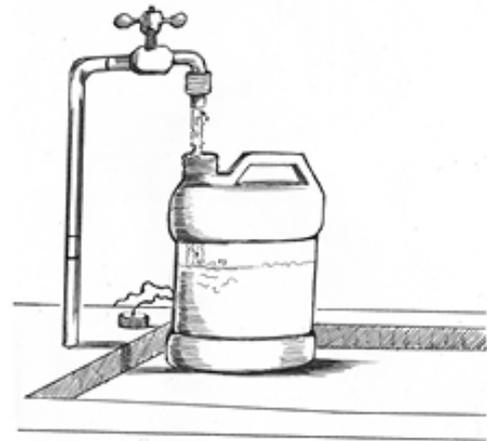
### 9. Inserting the rope

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



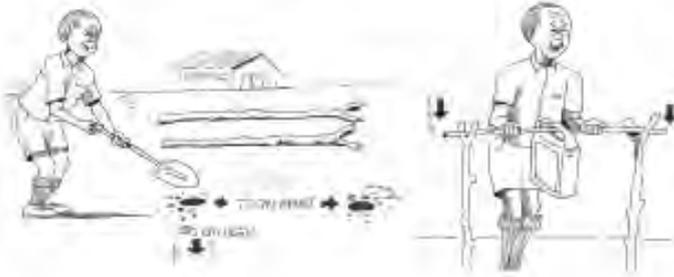
### 10. Filling the container

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



### 11. Putting the poles in the ground

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



### 12. Hanging up the container

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



### 13. Adding the soap

Tie the rope with the soap to the stick.



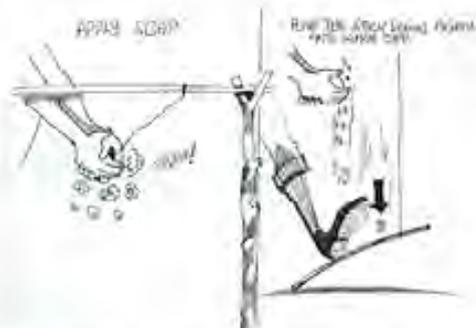
### 14. Gravel soaks away

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



### Using the Tippy Tap

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



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

From: WASHplus. 2014. *WASH-Friendly Schools: A Training Resource for SPLASH Use*. Illustrations by Kombe Roy Kazembe.

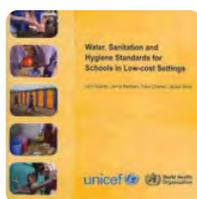
## Endnotes

World Health Organization. 2004. *The Global Burden of Disease: 2004 Update*.

SHARE POLICY BRIEF. 2015. *Estimating the Potential Impact of Sanitary Child Stool Disposal*. [http://shareresearch.org/LocalResources/Policy Brief Sanitary Child Stool Disposal April 2015.pdf](http://shareresearch.org/LocalResources/Policy%20Brief%20Sanitary%20Child%20Stool%20Disposal%20April%202015.pdf)

WHO. 2012. *Five Keys to Safer Food*. <http://www.who.int/foodsafety/consumer/5keys/en/>

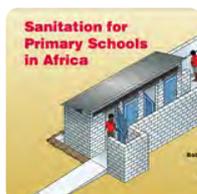
## 8.4 ADDITIONAL RESOURCES



### **Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings**

World Health Organisation (2009)

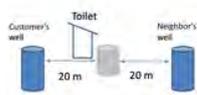
<https://www.susana.org/en/knowledge-hub/resources-and-publications/library/details/1360>



### **Sanitation for Primary Schools in Africa**

WEDC (2008)

[https://wedc-knowledge.lboro.ac.uk/resources/books/Sanitation\\_for\\_Primary\\_Schools\\_in\\_Africa\\_-\\_Complete.pdf](https://wedc-knowledge.lboro.ac.uk/resources/books/Sanitation_for_Primary_Schools_in_Africa_-_Complete.pdf)



### **How to construct good latrines in areas with flooding and high ground water: guide for experienced and new masons**

Wash Fund (2014)

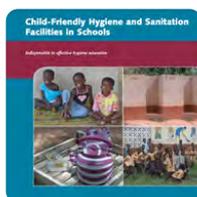
[http://www.cswashfund.org/sites/default/files/Latrines%20in%20high%20water%20table%20and%20flood%20prone%20areas%20-%20Manual%20for%20masons-English\\_0.pdf](http://www.cswashfund.org/sites/default/files/Latrines%20in%20high%20water%20table%20and%20flood%20prone%20areas%20-%20Manual%20for%20masons-English_0.pdf)



### **Making schools accessible**

UNICEF India (2016)

<https://www.unicef.org/india/reports/making-schools-accessible-children-disabilities>



### **Child-Friendly Hygiene and Sanitation Facilities in Schools**

Oxfam and UNICEF (2005)

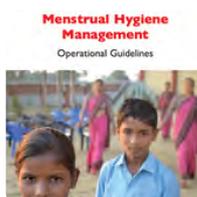
[https://www.oxfamwash.org/communities/children/Child\\_Friendly%20Hygiene%20and%20Sanitation%20facilities%20in%20Schools.pdf](https://www.oxfamwash.org/communities/children/Child_Friendly%20Hygiene%20and%20Sanitation%20facilities%20in%20Schools.pdf)



### **Growing Healthy. Things that girls need to know**

International Medical Corps, Save the Children and UNICEF (2017)

<https://www.susana.org/en/knowledge-hub/resources-and-publications/library/details/2888>



### **Menstrual Hygiene Management Operational Guidelines**

Save the Children (2015)

[www.savethechildren.org/content/dam/global/reports/health-and-nutrition/mens-hyg-mgmt-guide.pdf](http://www.savethechildren.org/content/dam/global/reports/health-and-nutrition/mens-hyg-mgmt-guide.pdf)

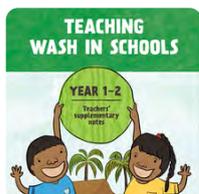
## 8.4 ADDITIONAL RESOURCES



### Menstrual Hygiene Management Toolkit for teachers

Government of Zambia and USAID (2015)

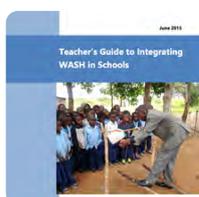
[https://www.washplus.org/sites/default/files/mhm\\_toolkit2015.pdf](https://www.washplus.org/sites/default/files/mhm_toolkit2015.pdf)



### Teaching WASH in Schools

Government of Kiribati (2016)

<https://livelearn.org/assets/media/docs/resources/WASH-KR-Teachers%20Notes%20yr1-2%20WEB.pdf>



### Teacher's Guide to Integrating WASH in Schools

Government of Zambia and SPLASH (2015)

<https://www.washinschoolsindex.com/storage/documents/October2018/PQhMRDOdtRxWhTme6Ngn.pdf>



### Group Handwashing Facility Designs

Fit For School, GIZ (2019)

<https://winsnetwork.org/resources/users-guide-washalot-30-installation-operation-and-maintenance>



### Sesame Street Hand Washing Poster

Sesame Street (2021)

<https://winsnetwork.org/sites/default/files/2021-02/Sesame%20Street%20Soap%20and%20water%20are%20your%20friends.jpg>



### WASH in Schools Operation and Maintenance

Save the Children / Fit for School (2017)

[http://www.fitforschoolinternational/wp-content/uploads/2017/01/WASH\\_in\\_Schools\\_Operation\\_and\\_Maintenance\\_Manual\\_2017.pdf](http://www.fitforschoolinternational/wp-content/uploads/2017/01/WASH_in_Schools_Operation_and_Maintenance_Manual_2017.pdf)



### Management of sludge accumulation in VIP latrines, Investigation into

Methods of Pit Latrine Emptying

Water Research Commission (WRC), South Africa (2009)

[https://www.susana.org/\\_resources/documents/default/2-1424-1745dstudy-of-pit-latrine-desludging-methods1.pdf](https://www.susana.org/_resources/documents/default/2-1424-1745dstudy-of-pit-latrine-desludging-methods1.pdf)