Contents

INTRODUCTION .....................................................................................................................................................4
The Purpose of This Toolkit ..................................................................................................................................4
Acknowledgements ...........................................................................................................................................4

CHAPTER 1: The Facts about WASH in Schools .................................................................................................5
The Need for WASH in Schools ..........................................................................................................................5
WASH and Gender .............................................................................................................................................5

CHAPTER 2: Comprehensive Peace Corps School WASH Projects .................................................................9
Framework for Sustainable School WASH ........................................................................................................9
Four Key School WASH Practices ....................................................................................................................9
Components of a Comprehensive School WASH Project ................................................................................10

CHAPTER 3: Getting Started with Your WASH in Schools Project .................................................................11
Finding a Counterpart ....................................................................................................................................11
Community Mobilization Approaches .............................................................................................................11
Basic Mobilization Ideas ................................................................................................................................12
School-Led Total Sanitation ...............................................................................................................................13
Rating or Awarding Your School as ‘WASH-Friendly’ .....................................................................................16

CHAPTER 4: Needs Assessment, Action Planning and Applying for a Grant ....................................................17
School WASH Facility Checklist and ...............................................................................................................17
School WASH Survey ......................................................................................................................................19
Action Planning ..............................................................................................................................................22
Applying for a Grant .......................................................................................................................................22

CHAPTER 5: Facilities ........................................................................................................................................25
Guiding Principles for School WASH Infrastructure .......................................................................................25
Small Doable Actions for WASH in Schools .......................................................................................................26
School Bathrooms or Latrines ............................................................................................................................27
Handwashing Stations ....................................................................................................................................33
Safe Drinking Water .......................................................................................................................................37

CHAPTER 6: Hygiene Education ........................................................................................................................42
Incorporating WASH into Classroom Lessons ....................................................................................................42
Designing Handwashing Behavior Change Activities for Children and Youth ................................................44
Handwashing Activity Ideas ............................................................................................................................46
INTRODUCTION

The Purpose of This Toolkit
This resource was developed to support Peace Corps Volunteers who are working with schools to improve water, sanitation and hygiene facilities and programming. It is intended to provide guidance, resources and ideas to support comprehensive WASH programming that is focused on behavior change and sustainability. WASH-friendly schools can make a big impact on education outcomes, especially school attendance. Having a clean and private place to manage menstruation keeps girls and female teachers at school and learning.

Acknowledgements
The Peace Corps WASH in School Toolkit was developed by the Office of Global Health and HIV in conjunction with Let Girls Learn. Significant guidance was provided by USAID/WASHplus at FHI360.
CHAPTER 1: The Facts about WASH in Schools

The Need for WASH in Schools
(Adapted from WASH Advocates Brief on WASH and Education, 2015)

Projects that provide school water supply, sanitary and hand washing facilities, and hygiene training can improve health and increase educational opportunities for all children. However, such projects are especially important for girls who have reached puberty and for female teachers. Girls have specific concerns that affect the construction and maintenance of sanitary facilities, as well as the provision of hygiene education.

More than half of all primary schools in developing countries have inadequate water facilities and nearly two-thirds lack single-gender bathrooms. Each year, children lose 443 million school days because of water related illnesses, of which 272 million are lost due to diarrhea alone. More than 40 percent of diarrhea cases in schoolchildren result from transmission in schools rather than homes.

Improving WASH conditions in schools can also help to prevent worm infestations, of which 100 percent of annual cases globally can be attributed to poor sanitation and hygiene. Studies have shown that the average IQ loss per worm infestation is 3.75 points, representing nearly 633 million IQ points lost among students living in the world’s lowest-income countries. A recent impact evaluation of a deworming program in Kenya demonstrated that the worm burden in children contributed to 25 percent of overall school absenteeism. Malnutrition and repeated episodes of diarrhea during childhood caused by WASH-related diseases can impair physical growth and cognitive function throughout later life. As a result, children that live long enough to attend school often start school at a disadvantage.

WASH and Gender
(Adapted from WASH Advocates Brief on WASH and Women and Girls, 2015).

Women and children are disproportionately affected by a lack of access to water, sanitation and hygiene (WASH), and shoulder the largest burden in water collection worldwide. Addressing the WASH needs of women and children can provide direct and indirect benefits to the entire community, including health, education, and economic productivity. In Africa and Asia, women and young girls spend much of their time collecting and transporting water for their families (often walking over 6 kilometers daily). For women, that time could be applied to income generating activities, housework, or childcare. For girls, that time could be spent in school.

Men and boys must be key stakeholders in improving the conditions for women and girls. Boys can be engaged in all aspects of WASH in schools equally with girls, including cleaning facilities and promoting a girl-friendly school.

Clean and Private Facilities at Schools
(Adapted From World Bank WSP Toolkit on Hygiene Sanitation and Water in Schools)

Menstruation may seriously affect girls' attendance, attention, and achievement in school in both rural and urban areas. The absence of clean and private sanitation facilities that allow for menstrual hygiene may discourage girls from attending school when they menstruate. In addition, if a girl has no access to protective
materials, or if the materials she has are unreliable and cause embarrassment, she may be forced to stay at home while menstruating. This absence of approximately 4 days every 4 weeks may result in the girl missing 10 to 20 percent of her school days.\textsuperscript{xii} Inevitably, it will be difficult for a girl who misses so much schoolwork to keep up.

There is a lack of research conducted on the relationship between the lack of appropriate sanitary facilities and the drop-out rate of adolescent girls. An unpublished study from Zambia observed that schools with toilets had much higher enrollment ratios, much lower repetition rates, and much lower dropout rates.\textsuperscript{xiii} Some information seems to suggest that about 1 in 10 school-age African girls do not attend school during menstruation or drop out at puberty because of the lack of clean and private sanitation facilities in schools.\textsuperscript{xiv} However, other studies suggest that poor sanitation facilities do not necessarily keep girls away from school, and that cultural beliefs are more of a barrier than the absence of sanitation facilities.\textsuperscript{ xv}

However, female teachers face a similar problem. In the absence of clean and private facilities, they may elect not to come to school while menstruating. In the likely absence of a replacement, this means that effective school times will be reduced by 10 to 20 percent. This issue highlights the importance of providing clean and private facilities for all women of menstruating age at both primary and secondary schools.

**Health and Hygiene Education**

When a school hygiene, sanitation, and water supply project is planned, dialogue on sensitive issues related to girls' hygiene should begin during the design phase and continue into the implementation phase of the project. In most cultures, these are sensitive issues. It is therefore important to create an environment that allows for an open dialogue in which children feel free to talk about issues such as sex, urinating, defecating, and menstruation. When working at schools, it is critical to begin the conversation with teachers and parents who may feel uncomfortable and need to be brought on board. To enable open discussions with students, it will often be necessary to separate girls from boys and to group the children by age.

In many areas, especially rural areas in developing countries, gender-related hygiene and health considerations must be addressed in primary school as well as secondary school settings. Poor children in developing countries tend to enter school late, and they often have to repeat classes due to household, caretaking, or seasonal agricultural duties that cause them to miss school. In some countries, children automatically have to repeat a class when they have missed a set number of days, regardless of their actual school performance. As a result, many girls reach adolescence while still enrolled in primary school and thus need sanitary facilities that can accommodate their needs.

**Division of Tasks and Roles**

The school is a place for children to learn about teamwork and cooperation in a non-discriminatory and gender-balanced way. Such teamwork begins when women and girls are involved in the design, construction, operation, and maintenance of hygiene and sanitation facilities. It entails building awareness among teachers and other adults who deal with school children so that they do not automatically assign "girl's" tasks to girls and "boy's" tasks to boys.

**Safe School Sanitation Facilities**
Girls' safety can be increased by locating facilities close to the school building. However, in some cultures it is unacceptable for girls to be seen visiting a toilet, so identifying an appropriate toilet location requires balancing different considerations and making decisions in a participatory manner, ensuring that women and girls are adequately involved in toilet design and siting.

Although this is generally considered a "girl's problem," harassment and molestation also take place among children of the same sex. The provision of safe facilities can alleviate this problem, but in the long run only a change in attitude through open discussions with males and females (boys, girls, teachers) will eliminate it.

**Linking Activities in the School to Home and Community**

Without mobilization and motivation of the community as a whole, the impact of WASH in school projects, especially the hygiene education and training component, may be limited. Establishing good hygiene practices in schoolchildren's homes will lead to improved health for the entire family, and may also result in girls being less likely to be kept home to take care of sick family members.

In addition, improved WASH in schools can be linked to improved hygiene, sanitation, and water conditions in children's living environment. Many children, especially girls, miss time at school because they have to walk long distances in order to fetch water due to the lack of water supply in the community. Linking hygiene, sanitation, and water supply in schools projects with community projects aimed at improving water supply, sanitation, and hygiene may result in a better use of resources that will increase positive health impacts in both the community and the school, particularly for girls.

---

1 The information in this chapter is adapted from WASH Advocates Brief on WASH and Education, 2015, WASH Advocates Brief on WASH and Women and Girls, 2015, and World Bank WSP Toolkit on Hygiene Sanitation and Water in Schools.


CHAPTER 2: Comprehensive Peace Corps School WASH Projects

Framework for Sustainable School WASH
When approaching your school WASH project, it is important to consider all the possible ways that you can engage your school community beyond simply construction of new facilities. By accompanying a ‘hardware’ project with the necessary ‘software’, such as WASH clubs, PTA involvement, hygiene education and sustainability planning, you increase the usability and sustainability of the new facilities. In addition, an enabling environment is also a necessary component of school WASH projects, such as supportive national policies, financial inputs and local leadership and governance (school WASH committees, PTA involvement, etc.). While you may not have influence over policy or local governance, the more that you can work within existing programs, guidelines and practices, the better for the long-term outcomes of your project as well.

Adapted from WASH-Friendly Schools: A Training Resource for SPLASH Use. USAID/WASHplus Zambia.2013

Four Key School WASH Practices
In the end, the goal of any school-based WASH project is to influence the health and education outcomes of the school community. This means that practices need to change. Are the toilets at the school existing, but in terrible shape? Why aren’t they being used or maintained properly? What hardware, software and enabling
environmental changes need to take place to improve their use? This guide is structured around four key school WASH practices. Think about the importance of each practice for health and education outcomes, especially for girls. How can you support these practices with hardware, software and an enabling environment?

1) **Handwashing in Schools:** Handwashing is an essential hygiene practice for everyone, but it is particularly important in schools because children are in such close contact with one another and disease transmission can happen quickly. Students should be expected to wash their hands after using the latrine. In addition, the school provides an excellent opportunity for habit formation around handwashing. Consider instituting group handwashing practices before school snacks or meals, or after recess. Tippy taps are a great way to start, before a more permanent handwashing station can be established. Handwashing posters and games are a fun way to engage students.

2) **Water Treatment in Schools:** A school should have safe and sufficient drinking water to students. If school water sources are not safe or clean, water treatment practices can be encouraged at schools. This can be a good activity for a school WASH committee to oversee. Together with school leadership, choose a water treatment method that is appropriate and sustainable in your community and set up a system for its use.

3) **Latrine Use in Schools:** Schools are a great place to enforce practices and provide facilities to end open defecation. Through the construction of improved latrines that meet key requirements and promotion of their use with handwashing, schools can play a lead role in teaching children safe practices and in serving as a model for the community.

4) **Menstrual Hygiene Management in Schools:** A WASH-friendly school provides facilities and a supportive environment to allow young women to manage their menstrual hygiene at school. Research has shown that many girls will not attend school during their menstrual period because of lack of gender-separated facilities, lack of privacy, or fear of embarrassment.

**Components of a Comprehensive School WASH Project**

To support these four key WASH practices, this guide focuses on the following components of a comprehensive school WASH project.

1. **Facilities**
   - Latrines or Bathrooms
   - Handwashing Stations
   - Clean Drinking Water
2. **Teacher Engagement**
   - WASH lessons incorporated into regular classroom teaching
3. **Student Engagement**
   - Student WASH Club
4. **Community Engagement**
   - School WASH Committees
   - Parent Teacher Associations
CHAPTER 3: Getting Started with Your WASH in Schools Project

Finding a Counterpart

Finding a strong counterpart is an important early step in beginning a WASH in Schools project. Ideally, your counterpart should be able to help you to understand the needs of the school, help you to be culturally sensitive and adaptive in the design of your project, and provide sustainability to the project over time. But this can be a challenge for many Volunteers, especially if you are trying to engage a school without any formal relationship (i.e. you are not an Education Volunteer).

Some Tips for Counterpart Engagement:

✓ Teachers, parents and local leaders could all make great counterparts. Ask around, talk to friends, neighbors, parents, teachers and see who shares your interest in starting a school WASH project. Self-motivation and time are key!

✓ Consider finding multiple counterparts with different strengths. Maybe another teacher is very motivated to help and has great rapport with students, but doesn’t have a lot of time to offer, while a parent is willing to help and has time, but doesn’t have experience doing health or education work. Why not engage both as counterparts, drawing on their individual strengths.

✓ School leadership must be engaged. It is essential that the leadership of your school is on board with your project, but beyond that, school directors can make great counterparts if they have the time to give. They can also help you to find a counterpart among the faculty. School directors can formally assign a counterpart among the faculty, which can help to free up that person’s time and motivation.

✓ Students can make great counterparts too, especially girls. While it is essential to have school leadership on board, your main counterparts could easily be a few student leaders, especially if your project is at a secondary school. Students can be working on their leadership, volunteerism and peer education skills at the same time that they are helping you to make their school WASH-friendly. Be sure to get permission from school leadership for these students’ involvement and make sure students understand that their school work comes first.

Community Mobilization Approaches

As you begin your project, you and your counterpart should build excitement and buy-in from the school community as much as possible. When the students, teachers, parents and leadership are motivated to makes changes, your project will have the ‘enabling environment’ it needs. Here we outline some simple mobilization ideas and a more comprehensive approach, School-Led Total Sanitation. Finally, we include some ideas about motivating the school towards the achievement of ‘WASH-Friendly’ status or some other rating system.
Basic Mobilization Ideas
To get things going, think about doing some simple activities with the community to build awareness and excitement for your project.

- **Present at a faculty meeting.** Whether or not you are a formal teacher at your school, you can request permission to attend a regular faculty meeting to propose your ideas to the teacher community and begin to find solutions together. This can be especially motivating if school leadership is already behind your efforts and if your counterpart is a fellow faculty member.

- **Engage the parents.** Just like in the US, parents often have concerns and interest in what health-related topics are being taught at their children’s schools. They can also be a great mobilizing force for improving school conditions. Find out if your school has a parent association that can be accessed, or work with school leadership to call a meeting or post information in a public place. Be sure that both fathers and mothers are involved.

- **Get the health center involved.** If there is a health clinic or hospital in your community, see if there is a nurse or community health worker who would like to be involved in your project. They can help you give lessons and lend their health expertise to your work.

- **Have a student group perform a play for the school about WASH.** Get together a group of students to put on a skit about the WASH concerns at their school. Be sure to keep it positive and not critical. Make sure that boys and girls are both involved and sharing in the planning and acting. Incorporate humor with physical movement and silly characters. Here are a few ideas for WASH-related theater.

### Theater Topic Ideas

- **Dirty Latrines:** A student asks a teacher during class for permission to use the bathroom. They go inside the bathroom and come running out, showing disgust at the smell. They look around and decide to sneak into the fields around the school instead. This repeats with two more students, all with different funny reactions to the bathroom, going to defecate in the open instead. Then a woman goes to her field to harvest and steps on poop. She complains to the teacher who asks the students. They all deny using the bushes.

- **Menstrual Hygiene and School Attendance:** A girl is a model student and never misses class. One day she starts menstruating and her aunt counsels her to stay home from school to use the family bathroom, as the ones at school are not private. Her two friends stop by her house after school to see if she is sick. They tell her about all the things she missed at school. The star student feels sad that she missed out and vows to never miss class again. Together they seek out a group of students (male and female) and a female teacher to help them fix up the bathrooms with a ‘girls’ sign, a new door and a plan to keep clean water available for washing up.

- **Handwashing before School Meals:** The bell rings for lunch and the students run to the school kitchen to get ready to eat. Two students wash their hands with just water, while two others use soap with water. The next day, the two students who didn’t use soap have diarrhea and stay home from school sick. The healthy students tell them they should have used soap!
School-Led Total Sanitation

School-Led Total Sanitation (SLTS) is an adaptation of Community-Led Total Sanitation (CLTS), an evidence-based methodology for mobilizing a community from within to make changes to end open defecation. It aims to trigger change via disgust and awareness and should be facilitated by a trained community member or local government agent charged with CLTS. A school-led triggering is like community-led triggering, with some obvious differences. All the tools— the walk of shame, mapping, etc., focus on the school grounds, although mapping, if relevant to open defecation, may extend off the grounds into the nearby community.

Here we outline some core activities in the triggering process of SLTS. Consider doing this set of activities with a group of school leaders, parents, students and teachers. Be sure to include decision-makers and leaders in your group. For further information on the methodology, please see the resource section at the end of this Toolkit.

Activity: The Walk of Shame

**Activity type:** Triggering activity 1  
**Objective:** To disgust participants and trigger a want for change when it comes to school hygiene practices.  
**Level:** Age 7+  
**Time:** 30-45 minutes (depending on the size of the school grounds)  
**Materials:** Notebooks and pens  

*The Walk of Shame is a crisscrossing walk around the school compound and nearby surroundings, with the intention of discovering the truth about defecation and hygiene practices.*

1. Walk through the schoolyard, observing and discussing open defecation sites, condition of water sources, hand washing stations, garbage, and animal dung in the schoolyard, and other unhygienic practices. Each time you encounter these bad practices, do not be polite: Stop at the smelliest, fly-ridden places. Point it out! Loudly! Ask, what is this? Why? Whose is this?

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

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

Activity: The Mapping of the School

**Activity type:** Triggering activity 2  
**Objective:** To disgust participants and trigger a want for change when it comes to school hygiene practices.  
**Level:** Age 7+  
**Time:** 60 minutes  
**Materials:** Map making tools- rocks, sticks, string, chalk, paper, pens, markers, etc.

*A map is a useful tool for planning and for measuring progress. This mapping activity is part of the triggering process, but more formal surveys can also be done once the community is past the triggering and ready to take action. The next section of this toolkit provides guidance on how to do thorough needs assessments.*
1. Once back in the training room, or outside in an open space, explain that the participants will create a map of the school that will show the area and all the problem spots they discovered during the walk. Are the problem spots the same for the boys and the girls? Why or why not? The map can be drawn on the ground using rock, sticks, and colored chalk. If this method is used, a group should later transfer the map onto a piece of paper for later use. Alternatively, it can be done on a large sheet of paper. Use different colored markers if making a paper map, or stones, sticks, colored chalk and local materials if making a map on the ground.

2. Ask participants to draw the outline of the school compound, put in the school buildings (simple squares are fine), and any other important structures, then add water sources, open defecation spots, latrines if there are any, and places that have a lot of animals. They can also add the surrounding houses and any latrines or water sources near the school. Remind the participants that this is a fun art exercise. They are not being graded on geometry! There is no need to measure or ensure straight lines… this is a workshop game.

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

**Activity: Feces Calculation**

**Activity type:** Triggering activity 3  
**Objective:** To disgust participants and trigger a want for change when it comes to school hygiene practices.  
**Level:** Age 7+  
**Time:** 60 min  
**Materials:** School map from triggering activity 2, pile of feces, plate of food, “Feces Calculation Worksheet”, pens, paper, flipchart, markers.

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

2. Take a pile of feces that was collected during your walk of shame and place it on a shovel, prop it very close to where you are working. Open some food, and place the container close to the feces. This will be used to reinforce transmission by flies.

3. Hold a discussion about the mapping activity and what it really means for school health and hygiene:

   **Explain:** Now that we have mapped the physical areas that are problematic, we are going to explore and analyze more deeply why open defecation poses serious problems for our children. That will help us come up with a plan of action.  
   **Ask:** People to give their reactions or share their thoughts when they look at this map (keep it open ended and let people just reflect).

4. Next, lead the participants in looking at the problem more closely by doing some “feces calculations”.

   **Ask:** How many learners and teachers are at the school? How many times a day does a person defecate? What volume of feces does a person defecate at a time? (100 g is a good average volume)
**Explain** We will now calculate the amount of feces deposited per week, month, and year within or near the school.

5. Use the Feces Calculation Worksheet either as a handout for each person or copy it onto a flip chart for the whole group to do together:

### Feces Calculation Worksheet

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>How many times a day does a person defecate at school?</td>
</tr>
<tr>
<td>B.</td>
<td>Volume of feces per evacuation (per feces)</td>
</tr>
<tr>
<td>C.</td>
<td>Volume of feces per day (A x B)</td>
</tr>
<tr>
<td>D.</td>
<td>Number of people in the school</td>
</tr>
<tr>
<td>E.</td>
<td>Volume of feces per school per day (C x D)</td>
</tr>
<tr>
<td></td>
<td>TOTAL AMOUNT OF FECES GENERATED</td>
</tr>
<tr>
<td></td>
<td>PER WEEK BY ONE SCHOOL (E x 5)</td>
</tr>
<tr>
<td></td>
<td>PER MONTH BY ONE SCHOOL (E x 30)</td>
</tr>
</tbody>
</table>

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

6. Once these calculations have been finished and discuss, tell participants to look at the food that is sitting near the feces on the shovel.

**Ask:** What do we see? Do you want to eat this food?

**Possible answers:** The feces gets into our water, gets onto our food. The flies jump back and forth from the feces to the food.

**NOTE:** At this point, participants should feel disgust and embarrassment at what they are discovering. Guide the conversation in this way.

7. Next, guide the participants in applying what they have seen in this display to what it means for themselves and their school community:

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

**Possible answers:** The feces get - Into our water, Into our food, In our mouths, Into our classrooms, Into our drinking water, Onto our hands...

**Help:** The group make the discovery and arrive at the conclusion that:
**Basically learners and teachers end up eating each other’s feces!**

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

Adapted from *WASH-Friendly Schools: A Training Resource for SPLASH Use* USAID/WASHplus Zambia. 2013

**Rating or Awarding Your School as ‘WASH-Friendly’**

Another concept that can be a great motivator for some schools is to move the community towards an established rating or award as ‘WASH-Friendly’ or a ‘Three Star WASH School.’ This is especially useful if a rating system already exists in your country or area, promoted by the government or an NGO working in WASH.

The basic idea behind a rating is to promote comprehensive school WASH, so that a school works towards achieving a broad checklist of standards. An example of this system is the ‘Three Star Approach for WASH in Schools’ from UNICEF/GIZ. The *Three Star Approach for WASH in Schools* is designed to improve the effectiveness of hygiene behavior change programs. The approach ensures that healthy habits are taught, practiced and integrated into daily school routines. The Three Star Approach helps schools meet the essential criteria for a healthy and protective learning environment for children as part of the broader child-friendly schools initiative. It aims to address the bottlenecks that block the effectiveness and expansion of current WASH in Schools programs.
CHAPTER 4: Needs Assessment, Action Planning and Applying for a Grant

Once you have built momentum for improved school WASH conditions, it’s time to conduct a thorough needs assessment of your school.

Tips as you begin your needs assessment:

- Consider the process of the needs assessment as a learning opportunity for the community as well. Community members may be very motivated to improve a certain aspect of the school, such as a new water source, but may not be thinking of all the other aspects of a WASH-friendly school that could also be accomplished.

- **Break out that PACA Manual.** Chances are you were trained in Peace Corps’ Participatory Assessment for Community Action (PACA) approach. Now is a great time to use some of those techniques as you develop your WASH in schools project. The PACA Manual can be found [here](#).

- **Many countries have established standards for WASH in schools.** Try to find out what the Ministry of Education or Health already require and work towards those when possible.

- **Engage and consider both girls and boys.** As you assess the needs of your school be sure to include both girls and boys in the process in order to accurately gauge the unique needs of both.

- **Keep it positive.** Don’t point blame at individuals for poor quality maintenance or facilities. In most cases school leadership lacks the resources (funds and time) to provide the quality WASH facilities they would like have. Focus your needs assessment on all that can be accomplished and not all that’s wrong.

School WASH Facility Checklist and

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

- Separate latrines/toilets for boys and girls
- “Child-friendly” facilities
- Separate latrines/toilets for male and female teachers
- One latrine/toilet per 25 girls and one for female staff
- One latrine/toilet + one urinal per 40 boys and one for male staff
- Handwashing stations next to latrines

**Latrines should have:**

- Walls and roof
- Ventilation
- Doors that lock from the inside and possibly the outside
✓ Washable slabs
✓ Cleansing material (paper, leaves, water)
✓ Wastebasket or incinerator for used wiping material and disposable menstrual hygiene materials (if applicable)
✓ A place to wash hands after use
✓ Cleaning items such as broom, scrub brush, etc.

**Handwashing stations should have (at least):**

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

For further reference see: Water, Sanitation and Hygiene Standards for Schools in Low-Cost Settings (WHO, UNICEF 2009)
## School WASH Survey

<table>
<thead>
<tr>
<th>WASH-friendly Objective:</th>
<th>Assess the following criteria</th>
<th>No</th>
<th>Some-what</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infrastructure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. School has a safe and adequate water supply</td>
<td>1.1 School has indoor or outdoor taps?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 School has well? Pump?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 School has cistern? Water tower?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. School has adequate hygienic sanitation facilities</td>
<td>2.2 Separate boy/girl latrines that are child-friendly, located in a way to promote use and equal access between boys and girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Latrines with washable slabs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Doors or curtains for privacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5 Separate latrines for male/female teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.6 Wiping material or water available for anal cleansing

**AND**

2.7 Basket or other container for used wiping material

3. **School has handwashing facilities**

3.1 Inside, next to, or very near latrines

**AND**

3.2 With soap or ash available

**AND**

3.3 With running water of any kind

<table>
<thead>
<tr>
<th>WASH-FRIENDLY OBJECTIVE: Hygiene Promotion and Institutional Support</th>
<th>Assess the following criteria</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. School carries out hygiene promotion activities and is warm and welcoming</td>
<td>4.1 School is free of open defecation</td>
<td>4.2 Teachers give regular hygiene lessons</td>
<td>4.3 Teachers have WASH teaching aids (posters, booklets, etc.)</td>
</tr>
<tr>
<td></td>
<td>4.4 School WASH club (or WASH in other clubs) exists</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.5 School works with community to promote improved hygiene</td>
<td>4.6 Health center staff visits school to train teachers and give lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.7 School disposes of solid waste properly</td>
<td>4.8 Students <em>of both sexes</em> clean latrines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.9 Animals are kept away from school compound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.10 School compound is cleaned regularly and has nice plantings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. School community supports and sustains WASH efforts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 School has clear rules about WASH expectations for students and teachers—entire school community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 School has WASH committee with director, community health or development agent, parents, teachers, student representatives. Includes both men and women. Women committee members have a voice or decision-making capacity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 School has usage, maintenance, and repair plan for WASH infrastructure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 Community contributes to school WASH program and efforts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: *WASH-Friendly Schools: A Training Resource for SPLASH Use*. USAID/WASHplus Zambia
**Action Planning**

Once you’ve conducted your needs assessment, work with your counterpart to create an action plan. This will serve as the basis of your project schedule and can promote accountability and organization. Consider posting the action plan somewhere public, like the teachers’ room or a school bulletin board. Below is an example template but you can make whatever works for you.

**Applying for a Grant**

A small amount of capital can go a long way when it comes to school WASH projects. If your action plan includes construction or rehabilitation of bathrooms, water sources or handwashing stations, you may need to apply for external resources to purchase supplies or labor. The Peace Corps small grants programs can be a great way to secure these impactful resources for your community.

---

**Tips for Applying for Grants with Peace Corps**

- **Be creative with your community contribution.** All PC grants require a community contribution to the project, which can be in-kind labor or supplies. For WASH projects, this can be sand for cement, gravel, homemade bricks, or wood. It could also be skilled labor like a mason, carpenter, plumber or electrician. Alternatively, parents could donate consumables such as soap, cleaning materials or water containers.

- **Seek out example projects.** Don’t start from scratch with your budget or technical plans. Ask your program staff and Grant Coordinator for examples from previous Volunteers at your post, or contact PC/Washington’s grants team at pcgo@peacecorps.gov.

- **Maybe you don’t need a grant at all.** There are many organizations working in WASH that could be great partners in improving facilities at your school. Ask around your community or among your Peace Corps staff to see if there are partners already doing this work in your area. There are many successful examples of Volunteers bringing partners to their sites to build infrastructure and supporting the projects with hygiene education, WASH committees and community engagement.
# Action Planning for WASH in Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Problem(s)</th>
<th>Proposed action(s)</th>
<th>Who is responsible?</th>
<th>Cost?</th>
<th>By when?</th>
<th>Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latrines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinking Water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwashing Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Solid Waste Management (trash)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MHM friendly environment and facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DRAFT
<table>
<thead>
<tr>
<th>Element</th>
<th>Problem(s)</th>
<th>Proposed action(s)</th>
<th>Who is responsible?</th>
<th>Cost?</th>
<th>By when?</th>
<th>Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA or WASH Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student WASH Club and Extracurricular Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School to Community Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 5: Facilities

Depending on the results of your needs assessment, your school WASH project will probably involve improvement to the WASH facilities, at some level. This Chapter provides some tools and guidance to support your facility projects. Because this is global resource and school bathrooms and water sources vary so greatly, we are not providing detailed technical guidance here, but rather principles and considerations as you develop your project.

Guiding Principles for School WASH Infrastructure

• Facilities should be child-friendly
  o Right size and age-appropriate
  o Easy to use
  o Easy to clean
  o Adequate for size of school population—no waiting!
  o Safe, not scary or smelly
  o Weatherproof
  o Easy for adopting good hygiene habits such as anal wiping and handwashing

• Facilities should be gender-friendly
  o Separate facilities for boys and girls, male and female teachers
  o Boys and girls and equal access to facilities
  o Adapted to girls AND boys (urinals adapted to boys/girls, for example)
  o For older students, girls’ menstrual hygiene needs must be met
    ▪ Handwashing area available for before and after menstrual hygiene product use
    ▪ Water inside latrine for washing
    ▪ Discreet place for disposing/burning menstrual materials
    ▪ Safe: must lock from the inside and not be far from the central school area

• Facilities should be environment-friendly
  o Latrine site should not contaminate the water source—located at a safe distance of at least 15 meters from the water source
  o Wastewater drained or recycled
  o Safe solid waste (trash) collection and disposal with reuse and recycling where possible

• Facilities should be parent and school budget-friendly
  o Choose low-cost affordable models for latrines/handwashing stations
  o Parents should be considered key stakeholders and involved in decisions about financing, facility models, and operations and maintenance
  o Involve both men and women in the families

• Facilities should be operations and maintenance-friendly
  o A good operations and maintenance plan needs to be in place (minor repairs, restocking of certain items)
Students (both boys and girls) should be involved as much as possible in operation and maintenance, but should not be missing class to be involved.

Financing plans for operation and maintenance should be put in place before any building or purchasing begins.

Who pays for what must be clearly spelled out.

Adapted from *WASH-Friendly Schools: A Training Resource for SPLASH Use*. USAID/WASHplus Zambia. 2013

### Small Doable Actions for WASH in Schools

There are many improvements that can be easily made without many resources that can make a big difference in the WASH conditions of your school. These “Small Doable Actions” can be great motivators for the community. Before diving into a large construction project, consider implementing some of them.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Small Doable Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Latrines and Feces Disposal</strong></td>
<td></td>
</tr>
<tr>
<td>Latrine privacy</td>
<td>Hang a cloth as curtain</td>
</tr>
<tr>
<td>Has no door</td>
<td>Patch the door so it’s solid, or replace with temporary material like cloth or other material</td>
</tr>
<tr>
<td>Straw wall has gaps</td>
<td></td>
</tr>
<tr>
<td>Latrine doors are hanging/broken hinges</td>
<td>Fix them! Often it will just take a few nails, screws, etc. for simple fixes</td>
</tr>
<tr>
<td>Smell</td>
<td>Look for options to increase ventilation without losing privacy</td>
</tr>
<tr>
<td>Flies</td>
<td>Cover pit with “home-fashioned” lid</td>
</tr>
<tr>
<td></td>
<td>Put bucket of ash in latrine and have users throw a handful in after every use</td>
</tr>
<tr>
<td></td>
<td>Ash on hands is a good handwashing agent to use after defecation</td>
</tr>
<tr>
<td>No separate latrines for girls</td>
<td>Clearly dedicate at least half of latrines for girls</td>
</tr>
<tr>
<td>No girl-friendly latrines</td>
<td>Make signs “Girls Only” and “Boy Only” to mark</td>
</tr>
<tr>
<td></td>
<td>Add a private washing station and a little mirror if possible</td>
</tr>
<tr>
<td>Handwashing</td>
<td>Group tippy tap outside latrine</td>
</tr>
<tr>
<td>No fixed handwashing facility</td>
<td>Ash</td>
</tr>
<tr>
<td>No soap</td>
<td>Organizing WASH club to bring every day</td>
</tr>
<tr>
<td>No easy access to water</td>
<td></td>
</tr>
</tbody>
</table>

### Water Safety and Storage

---

26
Water stored in open container without lid | Closed container with tap
---|---
Bucket or other container with water | Make a dipper for extracting water from bucket or other receptacle
| Hang dipper off ground
| Devise a convenient cover for bucket
Water from unprotected spring, shallow well, or other unsafe source | Water treatment:
| Chlorine
| Solar Disinfection (SODIS)


**School Bathrooms or Latrines**

**Steps for Organizing and Implementing a Latrine Promotion and Construction Campaign**

<table>
<thead>
<tr>
<th>Order</th>
<th>Step</th>
<th>Facilitator Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complete a diagnostic</td>
<td>Gather baseline information about community-member knowledge, attitudes, behaviors, and behavioral determinants regarding feces disposal. Be sure to differentiate among gender and age groups.</td>
</tr>
<tr>
<td>2</td>
<td>Plan a promotion and education campaign</td>
<td>Complete a behavior change worksheet and plan a campaign to impact knowledge, attitudes, and behaviors based on behavior change principles. Activities might include community meetings, activities in schools, radio spots, posters, skits, and door-to-door visits. Keep timing of events, trainings, etc. under consideration to ensure women and girls can participate. The CLTS motivation methodology might be used. Involve various partners in the planning effort, likely including the health center, school, and local radio. The concept is to build a critical mass of demand for a latrine project before any project is begun. If community support is not raised, the project should stop here or remain here until support exists.</td>
</tr>
<tr>
<td>3</td>
<td>Solicit expert advice and collect information about local resources, expertise, and costs of</td>
<td>Discuss with an expert who has been to the community what technical considerations for sanitation options to take into account. Gather information about organizations that could support options, local expertise, and local</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>sanitation options: If grants or subsidies are available to offset any costs, gather information about them too.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Facilitate participatory planning of sanitation alternatives: While many decisions may be made on an individual level, working together may help lower costs for resources, labor, and technical support, and may allow for application for grants and subsidies. The plan should include project monitoring and evaluation components. Ensure both men and women are involved in the planning from the beginning.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Secure technical support, resources, materials, and funds: Implement the plan! Where external support and materials are needed, it is best for Volunteers to play a supporting role, not a lead role.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Implement/Monitor the project: Implementation should include operation and maintenance training, as well as behavior change support. Be sure project implementation is monitored, including construction steps and costs. Although a project may be inclusive during implementation, it does not necessarily remain so. Monitor the project to ensure both men and women continue to be involved.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Monitor and evaluate results: For at least six months after completion of construction and operation and maintenance education, continue to support correct usage, and monitor and evaluate how well the structures hold up, how well the structures are maintained, and any issues with latrine use. The monitoring should include behavior change observation in terms of latrine use, as well as proper operation and maintenance. Correct any issues.</td>
<td></td>
</tr>
</tbody>
</table>

**Considerations for Plumbed School Bathroom Projects**

For Volunteers working in sites with plumbing, there are other considerations to include in the planning of your project. Whether your school is connected to a water system or uses water tanks with pump, these projects may require more skilled labor to install (plumber, electrician, etc.).

- Turkish vs. Western toilets. Often the basic porcelain "hole in the ground" is functional and actually better for human physiology, despite our western bias. Turkish toilets are also easier to keep clean than western ones. Both types need the same flushing water cistern. Here you may also need to consider the age of your students - e.g. western toilets might be preferable for adolescent girls. Do your research, ask questions.
• Hot water provision vs. cold water supply. The younger the users of the toilets, the more likely you will choose hot water as a part of your project. For younger children, you may also want to include faucets with a shower attachment (hosing down after "accidents")
• Water deposit replacement/supplementation. These are the tanks that accumulate water during water schedules, such that there is a continuous water supply for the toilets/basins, even when the water company turns off the supply (usually scheduled). Such deposits are often on the roof and changing them out can get expensive.
• Need to have vs must have. When applying for a grant for a school bathroom project with plumbing, costs can be higher than for a pit latrine. Make sure that you consider what components of the project are the most essential to try to maximize the impact of your funds. For example, consider purchasing used materials (toilets, doors, sinks) or getting in-kind labor donations.
## Latrine Assessment Checklist

This checklist can be used to assess existing latrines to determine action to repair or rehabilitate them. Consider using it together with your WASH committee, parent group or student club to help build agreement around the needs and next steps.

Observe each aspect of the latrine and circle what you find. Make notes to remember details.

<table>
<thead>
<tr>
<th>Hole: shallow... deep...reinforced...small...large...covered... water... worms/flies/bugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Platform: wood.....concrete.....washable.....stable.....unstable</td>
</tr>
<tr>
<td>Superstructure: metal roof.....other roof.....walls.....strong.....weak</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roof:</th>
<th>Sufficient height to stand comfortably inside?</th>
<th>yes.... no.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Privacy/Safety:</td>
<td>Door or curtain</td>
<td>yes.....no.....</td>
</tr>
<tr>
<td></td>
<td>Located in a safe area for women and girls to access?</td>
<td>yes.....no.....</td>
</tr>
<tr>
<td></td>
<td>Good privacy with door and walls (esp. for women and girls)</td>
<td>yes.....no.........</td>
</tr>
<tr>
<td></td>
<td>Locks from inside</td>
<td>yes.....no.....</td>
</tr>
<tr>
<td></td>
<td>Locks from outside</td>
<td>yes.....no.....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cleanliness:</th>
<th>Presence of wiping materials</th>
<th>available.....not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Place to dispose wiping materials</td>
<td>yes.....no.....</td>
</tr>
<tr>
<td></td>
<td>Ventilation</td>
<td>yes.....no.....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Smelly:</th>
<th>Feces visible</th>
<th>yes.....no</th>
</tr>
</thead>
<tbody>
<tr>
<td>(smear on floor/walls)</td>
<td>yes.....no</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Safe distance (10 m) from water source</th>
<th>yes.....no</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Place to wash hands nearby</td>
<td>yes.....no</td>
</tr>
</tbody>
</table>
Pit Latrine Construction Guidelines

• In general, consider privacy, comfort, and safety.

• **Locate** the latrine:
  o at the back of the classroom within 10 meters;
  o at least 15 meters (downhill) from a water source; and
  o behind the classroom for privacy purposes.

• If you are **constructing a pit that will not be lined**:
  o Mark the center of the latrine and mark two outer spots of a circle that has a diameter of two arm lengths (one meter).
  o Put a peg in the middle of these marks and tie a rope onto the peg.
  o Stretch out the rope from the peg to one of the marks you made and tie a small pointed piece of wood onto the rope at that point. By moving this pointed piece of wood around and marking the ground, you will have a perfect circle that is one meter in diameter.

• If you are **constructing a pit that will be lined**, you need to make the hole wider. For many soil conditions you will only have to line the top 50 centimeters of the pit. For very poor soils, you will have to line the entire pit from the bottom to the top.
  o Follow the instructions for a pit latrine that is not lined but lengthen your rope by the width of the casing.
  o To install a 50 cm lining at the top of the pit, dig about one arm length (50 cm) straight down inside this wider circle.
  o Build a stone masonry or mud and grass mortar or use a bamboo mat around the wall of the 50 cm-deep pit.
  o When this casing is installed, complete the excavation by digging down from the wall of the casing.
  o If the casing is stone, it is likely that the pit will now have a diameter of about two arm lengths (about one meter).
  o If the lining is to cover the entire pit, you will have to dig the wide hole all the way to the bottom and install the casing from the bottom to the top of the hole.

• Dig the pit to a **depth** that will last at a school at least several years—ask about local practice; usually to a depth of at least four arm lengths (two meters), but three or four meters is preferable if above the groundwater table and soil conditions allow. The pit should not go into groundwater—especially if people in the village get water from wells; the pit should be at least 1.5 meters above the highest seasonal groundwater table. If there is water in your latrine from an underground source, backfill the pit with soil until there is no splashing. If people in the village use shallow wells for drinking water, add and compact 1.5 meters of soil.

• The pit should be free of cracks in the walls—depending on soil conditions it may need to be lined.

• If you are **making a concrete slab**:
  o The slab should be about half an arm length wider than the diameter of the pit.
  o Make sure you build a stone or mud mortar rim (not a bamboo one) around the top of the hole that supports the slab.
  o The rim is built the same as the casing described above, except it can be only half an arm length (25 cm) deep.
• If you are using wood, branches, and dirt for the floor slab:
  o Cut thick and strong logs of wood and put across the hole.
  o Cover the space between the logs with smaller and thinner branches or pieces of wood.
  o Cover the wood with dirt; pound and smooth the surface, leaving the squat hole, which is 25-by-35 cm.
  o The slab should be above the surrounding ground level so water will not drain into it.
• The hole must have a cover to discourage flies.
• For the superstructure (walls and roof), refer to local construction practices, noting that the walls must afford privacy; a door is preferred, as is a roof that keeps rain out.
• As appropriate, consider adapting latrines for the elderly, the infirm, and children with disabilities.

Handwashing Stations

Any new bathroom rehabilitation or construction project should include plans for handwashing stations. There are two main types of handwashing systems for schools that are not connected to municipal water systems.

1) **School-Wide System**: This is a system with a central tank or reservoir that serves all water facilities. Water is pumped as available and stored. It can be supplemented by collected rainwater. This system would require a pump, tank and piping.

2) **Self-Contained System**: This is smaller, more localized setup for handwashing that would involve a water jug, small tank or bucket that is elevated above a tap. These would generally be refilled by hand from a separate water source. A simple version of this would be a tippy-tap.

(Adapted from *Field Guide: Hardware for Group Handwashing in Schools*. GIZ Fit for School, 2013)

### Tips for Handwashing Stations

- **The closer the station to the exit from the bathroom, the better.** This helps to build the habit of always washing your hands after using the toilet.

- **Make the handwashing station attractive.** By painting the handwashing station with bright colors and adding motivating reminders about the importance of handwashing with soap, you can make your station more attractive and fun.

- **Build handwashing into the routine of the school.** There is increasing evidence of the importance of habit formation for long-term handwashing behavior change. Work with your school leadership to establish set times when children wash their hands together at school, such as before eating.

- **Design your station around the soap.** Maintaining soap supply can be challenging at schools, especially if your handwashing station is outdoors. Some ideas to help keep the soap in place include ‘soap on rope’, placing the soap in a mesh bag that is tied to the station, or keeping the soap in a classroom or teacher’s room when it is not in use.

- **Plan for drainage.** If your handwashing station is not connected to an existing sewage or drainage system, it is essential that you plan for water runoff management to avoid standing water. Options include soak-away gravel pits, a portable drain receptacle that can be used to water plants or wet dusty school grounds, or soil absorption that runs into grass or other plant beds.

Below you will find directions to build a Tippy Tap. This is a great way to build excitement about handwashing and can be a good activity for Global Handwashing Day (October 15 – see p. xx for details). For sustainability and long-term use, more permanent handwashing stations are the best option. For example models of permanent group handwashing stations, please see the *Field Guide: Hardware for Group Handwashing in Schools*. GIZ Fit for School, 2013 at [http://globalhandwashing.org/wp-content/uploads/2015/03/Hardware-for-Group-Handwashing-in-School.pdf](http://globalhandwashing.org/wp-content/uploads/2015/03/Hardware-for-Group-Handwashing-in-School.pdf).
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.
Safe Drinking Water

The availability of safe drinking water at school is essential to a healthy school environment. Whether installing a hand pump, an electric pump, rainwater catchment tank or top well, a safe drinking water project can make a lasting impact on your school and the greater community.

Because of the variety of different water sources around the world, consider constructing a model that fits with your community. Below are links to several water supply systems.

Further resources for water projects:

- **Maintaining Hand Pumps** (WEDC)
- **Upgrading Traditional Wells** (WEDC)
- **El Manejo de Acueductos Rurales** (PC Panama)
- **Guidelines for Sustainable Handpump Projects in Africa** (DFID)
- **Wash Area and Soak Pit Construction Technical Aid** (PC Mali)

Water Treatment Methods

The following lessons are borrowed from *Safe Water School Training Manual* by SODIS/Antenna Water. [www.sodis.ch/safewaterschool](http://www.sodis.ch/safewaterschool)

While there are four main water treatment methods commonly used by Peace Corps Volunteers in households, here we focus on just solar disinfection (SODIS), which is safe and practical for schools.

**NOTE:** In many schools (especially secondary), water treatment methods are a part of the science curriculum that already exists. You can encourage science teachers to supplement their lessons with some of these activities.
**SODIS method**

*Materials: Bottles brought from home
Images: SODIS method*

1. Show the images “SODIS method” and introduce SODIS to the children.
   - The SODIS method is very easy to apply as it requires only sunlight and PET bottles.
   - Step 1: Wash the bottle well with soap the first time you use it.
   - Step 2: Fill the bottle with water.
   - Step 3: Expose the bottles to the sun from morning to evening for at least six hours.
   - Step 4: Store or drink the safe water.

1. **Cleaning PET bottles**
2. **Filling bottles with water**
3. **Exposing bottles to the sun**
4. **Drinking safe water**
Practical Exercise - The SODIS method (Day 1)

Materials: PET bottles, water, soap

1. Conduct Step 1: Wash the bottle well with soap the first time you use it.
   - Use appropriate bottles: PET (symbol: △), transparent, unscratched, not bigger than three litres
   - Clean bottle and lid with soap

2. Conduct Step 2: Fill the bottle with water.
   - Turbidity test with newspaper or fingers. Turbid water needs to be pretreated.
   - Due to expanding warm water, do not fill the bottle to the top.

3. Conduct Step 3: Expose the bottles to the sun from morning to evening (sunny weather) or two days (cloudy weather)
   - Walk through the school area together with the children and look for a good place to practice the SODIS method. If available at school, use the SODIS station.
   - Lay the bottles horizontally on a clean surface in the sun where they will not be in the shade. If possible, place them on a reflective surface, like a sheet of corrugated iron.
   - UV-A rays of the sun kill germs.
   - Rule of thumb for cloudy weather: if less than half of the sky is clouded over, placing the bottles from morning to evening (at least six hours) will be sufficient to disinfect the water. If more than half of the sky is covered with clouds, the bottles must be placed in the sun for two consecutive days. The method does not work satisfactorily during days with continuous rainfall.

Student placing bottles on a SODIS table
Practical Exercise - The SODIS method (Day 2)

Materials: 1 PET bottle, suitable bottles brought from home

1. Take the bottles back to the classroom and ask the students to remember the first three steps of the SODIS-method.
   - Step 1: Wash the bottle well with soap the first time you use it.
   - Step 2: Fill the bottle with water.
   - Step 3: Expose the bottles to the sun from morning to evening for at least six hours.

2. Conduct Step 4: The water is ready for consumption. You can drink the water together or the students can take the bottles with them back home and drink it there.
   - The water can be stored for several days if the bottle is kept unopened after treatment and stored in a cool, dark place.
   - To prevent recontamination, drink the water directly from the bottle or pour it into a clean cup or glass immediately before drinking.

SODIS station
Safe Transport and Storage of Water

HOW TO TAKE CARE OF DRINKING AND COOKING WATER

Counselling Card

TRANSPORT

- Carry your water home in a container with a lid
- Do NOT transport it in a container without a lid

SERVING

- Serve the water without letting anything dirty (such as your hands or a cup) touch it
- Do NOT scoop the water out with a cup or a bowl

STORAGE

- Store water in a container with a tight fitting lid
- Do NOT store water in a container without a lid or with a lid that does not fit tightly
CHAPTER 6: Hygiene Education

Engage teachers, find out how this is already incorporated into the national curriculum, build habit formation into the daily school routine (group handwashing times).

Incorporating WASH into Classroom Lessons

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

ACTIVE...FUN WITH A PURPOSE...CHILD-CENTERED.

Basic WASH lessons

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

Language

- Write essays or stories on WASH topics
- Write WASH plays to present to the school and community
- Write and deliver persuasive speeches on topics such as clean hands, why it’s important to stay healthy, school bathroom upkeep, etc.
- Read short WASH stories and answer questions in a group
- Read books about water or sanitation and write reports
- Develop debates with two teams on WASH topics (pro and con)

Science

- Germ theory: What are germs? Where do they live? What do they do?
- How diseases are transmitted
- The water cycle: Rain, rivers, oceans, evaporation, clouds
- How water gets contaminated
- WASH-related illnesses: What are they? How are they transmitted? How can they be prevented?
- Soap experiment: Put oil and water together in a clean jar or bottle with a tight top. Shake the jar or bottle. Have students observe what happens. Then, add some dishwashing detergent or
liquid soap to the jar or bottle, close the lid, and shake again. Ask: What happens? Why? How does this relate to washing our hands?

- Food contamination: Experiment with growing mold on food

Math

- Calculate how much water your class/school will need daily if every person should have 5 liters per day
- Word problems or work with school water committee on completing calculations related to WASH facility construction plans (ie: latrine building measurements, distance from school, distances for pipes, building measurements for rain gutters, etc.)
- Feces calculation (see Chapter 3)

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? Are the beliefs different for men versus women? Which practices are harmful and which are protective of health?

Geography

- Water sources in our region/country
- Drawing maps of community water resources

Designing Handwashing Behavior Change Activities for Children and Youth

‘Small’ Kids (4-5): The parental influence (especially Mum) is key and the home still the key domain within which they operate, as they are still relatively dependent and vulnerable. They lack self-consciousness and, as a result of thinking in relatively black and white terms, they are innately honest. While their concentration may be limited, imitating the behavior of others is central to how they learn.

‘Medium’ Kids (6-10): While still influenced by parents and also siblings, these children also have an existence and forming identity outside the home (typically in school) and are increasingly attentive to peers. Boys and girls are likely to have separated out at this age and gender differences are more pronounced.

‘Large’ Kids (11-16): Peer influence is key here, as is the need to “fit in” and be part of something (a friendship, a club, a gang, a fashion, etc.). As children’s sexual identity begins to develop, so does their need to separate themselves – emotionally and to an extent physically – from their parents and home, thus establishing their own identity and autonomy within the world. How this is expressed, however, (rebellion versus taking on responsibility versus physical removal, etc.) will depend on cultural norms.

Children’s motivations

In terms of their basic motivations, children are, for the most part, similar to adults. However, they engage in more play than adults and prior to puberty are relatively uninterested in reproductive opportunities. Prior research on handwashing with soap (HWWS) has shown that four motivations are key for hygiene behavior: affiliation, status, disgust, and morality. They are discussed in turn.

1. Affiliation (belonging)

---

1 Excerpted from London School of Hygiene and Tropical Medicine
People cannot survive on their own and derive many values from being associated with others. While belonging to a family is a given – you belong automatically – belonging to groups of one’s peers cannot be taken for granted and does not come as easily. Being valued by a group is typically a balance between having something special about you that sets you apart (i.e., gives you status within the group) while also fitting in and being able to communicate and share with others (belonging). We will call both belonging and having some status within the group “affiliation.” Being considered “cool” is an important way to have status in school groups. Being able to demonstrate other markers of group membership (use of the correct slang, wearing the right clothes) is also important in this regard.

2. Disgust – the “yuck” factor
Disgust is the primary reaction people exhibit when confronted with threats to their health, such as feces, dead animals, and sick people (Curtis, 2004). It is therefore the most direct influence on hygiene behaviors, and is likely to work effectively as a spur to engage in hygiene behaviors in any group.

3. Comfort
We humans have a variety of senses that help us know our condition. When washing hands with soap (HWWS), we are able to detect various kinds of sensations on our hands that tell us whether they are clean or not: smell, touch (slimy, gritty, dry, flaky). These feelings can be influenced by what we know about cleanliness. For example, people with knowledge of germ theory might have a psychological feeling of being dirty even without sensory inputs of the above sort. Other ideas can also influence our sense of cleanliness. For example, the concepts of pollution and purity are symbolic forms of dirtiness or cleanliness, and are often a function of our actions or self-image, rather than purely sensory feelings associated with the state of our skin.

4. Morality
Morality (i.e., a sense of justice or fairness) is a strong driver in children (and adults!). Pleasing mum is the reward for “moral” behavior in younger children but later on peer pressure can interfere, creating a tension between what children have learned about right and wrong and what they need to do to fit in. Being naughty can be about feeling and stretching the line between good and not good in order to know how far it’s OK to go and to develop a conscience. In a handwashing context, morality can involve the punishment or humiliation of those who do not conform to good hygiene behaviors. Fights between good and evil have been used in handwashing and hygiene campaigns effectively before (i.e., Commander Safeguard).

Gender differences
Contemporary theorists hold differing views on what aspects of gender are socially dictated and which are innate. Recent thinking would suggest that culture plays a much larger role in setting and reinforcing many of the characteristics ascribed to girls and boys than previously thought. In general, important differences in the current context can be summarized as in the following table. However, keep in mind that gender “roles” are fluid and should never dictate or influence the ways in which PC staff or Volunteers interact with children. Stereotypes about gender roles, which are socially constructed, limit male and female understandings, relationships, opportunities, and life choices.
<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>May develop verbal skills earlier</td>
<td>May develop spatial skills earlier</td>
</tr>
<tr>
<td>May gain status through belonging &amp; collaboration</td>
<td>May gain status through physical competition</td>
</tr>
<tr>
<td>May be more nurturing &amp; group-oriented</td>
<td>May be assertive &amp; less group-oriented</td>
</tr>
</tbody>
</table>

**Handwashing Activity Ideas**

**Global Handwashing Day – October 15**

Each year on October 15, Peace Corps Volunteers around the world celebrate Global Handwashing Day with activities in their community. Global Handwashing Day was originally created for children and schools, but can be celebrated by anyone promoting hand washing with soap. Each year, over 200 million people are involved in celebrations in over 100 countries around the world. Global Handwashing Day is endorsed by a wide array of governments, international institutions, civil society organizations, NGOs, private companies, and individuals.

There is a Peace Corps Global Handwashing Day Toolkit available on PC Live and K4Health.org.

Refer to this Toolkit and the GHD Public-Private Partnership website [http://www.globalhandwashingday.org/](http://www.globalhandwashingday.org/) for all the information you need to plan for this day including; an excellent Planners Guide (in English & Spanish), and a place where you can share your plans.

Volunteers across all disciplines and at all posts are encouraged to participate in Global Handwashing Day and to send stories and photos to PC/Washington at oghhsupport@peacecorps.gov. Start planning now for a successful event!

**Handwashing School Lesson and Pledging Poster**

*Brianna del Castillo and Jon Skaggs, Peace Corps/Costa Rica*

Brianna and Jon held an event at the local elementary school for a group of 30 kindergarteners, ranging from 4 to 5 years old with the collaboration of the teacher and a school counselor. They prepared a presentation on the importance
of washing hands and on when and how to wash. After the discussion, the children made a promise to wash their hands and they sealed the contract by placing their right hand in paint and stamping their handprint on a large poster board with handwashing slogans. When the children finished stamping their handprint on the paper, they moved to the hand wash station, where Brianna, Jon and the teachers were waiting to help each child correctly wash their hands. By the end of the activity, the students had a colorful banner to hang in their classroom with each of their handprints as a promise and a reminder to always wash their hands. They will also make sure the teacher is aware of proper hand washing methods so she may oversee the application of these techniques among her students in the future! The school staff loved the activity so much that they ended up repeating it for the entire 1st grade in addition to the kindergarten classes.

**Puppet Show**

*Elisa Molina, PC/Costa Rica*

Elisa conducted global handwashing day activities in her community with her partners including a puppet show, instruction, and a poster “contract” to continue hand washing behaviors, in cooperation with UNICEF and the local school. She put together a user-friendly 2-page article (newsletter format) that talks about what they did in Spanish. Overall the activity went great. The day after the activity, Elisa was biking around the town and passed by a small group of kids that were playing outside. One of the little girls stopped her and said, "Maestra, maestra, I practiced today how to wash my hands at home". Elisa then worked with service providers at the next school to ensure that soap is available for the kids at hand washing times, and she created a kids club (first and second graders) that will be in charge of doing advocacy and monitoring activities related to hand washing in the school.

**Glitter Hand Washing**

In PC/Guatemala, Volunteers will put glitter on their hands and then narrate a story, having 2-3 other Volunteers (PCVs, teachers or students) be actors in the story, one person went to the bathroom and didn’t wash his hands afterwards, another is sick and sneezes on his hands, another rides the bus and touches all the surfaces. Then they get to school and shake all the kids’ hands or give them high-fives. They then ask the kids to reflect on what they have on their hands, what it represents, etc., and then do the hand washing practice.

**Alternatives to Glitter: Chalk Dust, Charcoal Dust or Cooking Oil**
In PC/Benin, Volunteers have done a similar activity but using chalk dust, charcoal dust or cooking oil instead of glitter. The oil is particularly effective at demonstrating the importance of soap. If you just use water, nothing will happen, but when you use soap you can easily wash the oil and dirt off your hands. You can then explain the reason handwashing with soap is important: because there is naturally a little bit of oil on our hands that our bodies produce that dirt and germs stick to. You need to add soap when you wash your hands, which sticks to the oil, and pulls the dirt, germs and oil off our hands.

**Hot Pepper Handwashing**

*From Peace Corps/Mali*

1. Ask participants to rub hot pepper over their hands. Emphasize that the hot pepper REPRESENTS things you can’t see that can make you sick. The hot pepper itself will not cause diarrheal disease.
2. Have participants wash their hands with water in a communal bowl, the traditional method of pre-meal cleansing.
3. Ask participants if their hands look and feel clean, to which most people will answer “yes”.
4. Now instruct the group to rub their eyes with their hands. The entire group will refuse for fear of getting hot pepper in their eyes. Ensure that children do not touch their eyes at this point!
5. Emphasize the key message of the activity: even when hands look clean and feel clean after washing with only water, substances remain on their hands which can harm them.
6. Ask participants to wash their hands well with soap* and then rub their eyes, or ask if they would be more comfortable touching their eyes now that they have thoroughly cleaned their hands because the harmful substance has been completely removed.
7. This activity connects previous knowledge that hot pepper cannot be washed off with water to the idea that unseen germs can remain on seemingly clean hands, and can cause harm to the body.

**Handwashing Songs**

*From PC Tanzania*

The amount of time you spend washing your hands is important but may seem like a long time for younger kids. In order to wash for the right amount of time, you can teach children to sing a song that is just the right length. You can even make up your own song: Ask students to name some of their favorite songs. Choose one of the more simple songs and change the lyrics so they relate to handwashing. Practice together until everyone knows it really well. Then practice singing and washing your hands at the same time.

**Teaching Coughing Etiquette**

*From Peace Corps/Mali PCV Cary Fontana*
My villagers always seemed to be sick with the common cold and an accompanying cough, especially kids and teens. I constantly watched them cough on people near them or onto their hands. Coughing on other people and coughing on your hands followed by greeting are the two easiest means of transmission. This is compounded by the still sparse use of soap. I knew that to rectify this behavior I would need to help them realize how their means of dealing with a cough can get other people sick and provide an easy memorable solution.

I decided to teach a lesson on it in the kid's health and sanitation class I had already started. The forum was already provided and I had my target audience. First, I asked them questions about how they thought a cough spread. They replied by saying germs cause it. I showed them how coughing on your hand and greeting someone could spread those germs. Then I offered them a simple solution that many people advocate in America: coughing into your arm where it bends at the elbow. Doing this means the germs do not end up on your hand or cast into someone's face.

The kids really took to the idea. Four kids from my host family who are in the class demonstrated even more interest so I constantly asked them what to do when you have a cough, and they demonstrated the motion. They even independently introduced it to my host mom.

**Handwashing Outreach Competition**

Peace Corps/Albania for Global Handwashing Day 2010 created a sample lesson plan for kindergarten age children in Albanian language and sent it to all Volunteers. They then ran a contest to see which Volunteer contacted the most children, youth and adults for the topic.

**Handwashing Poster Competition**

Hold a school-based poster competition leading up to Global Handwashing Day in which students create illustrated signs demonstrating the steps to proper handwashing, the keys times to wash hands, or with positive messages about its importance. Gather a jury of community members from health and education to serve as judges of the competition and award simple prizes for the winners, such as bars of soap plus a sticker or ribbon to attach to the 1st, 2nd and 3rd place posters. Display all the posters around the community on October 15!
CHAPTER 7: Menstrual Hygiene Management

Why is MHM Important to WASH Programs?

As was mentioned in Chapter 1, women are disproportionately affected by a lack of access to water, sanitation and hygiene (WASH) and bear the brunt of the economic and educational costs associated with unsafe drinking water and poor sanitation. Girls who have reached puberty and female school staff who are menstruating need gender-specific sanitation facilities. Without these facilities girls miss school days, fall farther and farther behind in school, and may end up dropping out of school all-together. A comprehensive school WASH program should address these gender-specific problems through improvements to school facilities, access to sanitary products, and menstrual hygiene management (MHM) education.

The Facts about Puberty and Menstruation

Provided here is important information and lesson content covering the topics of puberty, menstruation, and menstrual hygiene management. These are the basics and can be supplemented by anything found in Chapter 10. You can create your own lessons using this content, as well as the activities and additional resources provided later in the chapter.

Puberty

What is puberty?
Puberty is the important time in human development in which a child enters into adulthood. This usually begins around age 10 and continues through age 16, but ages vary and are different for each individual person. Puberty is accompanied by a lot of changes, both physical and mental.
Changes during Puberty

Female physical changes

- Height increase
- Hips widen
- Breasts develop
- Acne
- Increased perspiration
- Pubic and underarm hair
- Genitals enlarge (difficult to see or notice in females)
- Menstruation begins
- More active pituitary gland - increased amount of hormones
Male physical changes

- Height increase
- Shoulders broaden
- Acne
- Increased perspiration
- Facial hair
- Pubic and underarm hair
- Voice deepens
- Genitals enlarge
- More frequent erections; and nocturnal emissions or “wet dreams”
- More active pituitary gland- increased amount of hormones

Emotional Changes

- Crushes and attraction among peers
- Curiosity about sex and sexuality
- Self-consciousness
- More prone to peer pressure
- Sudden and frequent mood changes
- Increased concern for others
- Increased self-awareness
- More friction and fights with parents and/or guardians
- Desire for independence
**Dealing with Puberty**

Some of the changes above can be quite uncomfortable but there are some things you can do to address them as they happen:

- Purchase or alter clothes to fit your new body (For girls, this includes buying bras)
- Shower and wash your face more often
- Use antiperspirant or deodorant
- For girls, manage your period in a safe and healthy way
- Read about or research the changes you are going through
- Ask teachers, medical providers, or trusted adults to teach you about sexual and reproductive health.
- Support one another and do not pressure someone into anything they do not want to do
- Have a discussion with your parents about safe and fair ways to increase your independence at home.
- To deal with strong emotions, use healthy “coping mechanisms” such as:
  - Exercise
  - Slow, deep breathing
  - Prayer or meditation
  - Listen to music
  - Write in a journal
  - Spend time doing things you love
  - Spend time with friends
  - Talk to friends or family about your problems

**Am I normal?**

Puberty can be a difficult and awkward time for adolescents. You may feel isolated, different, awkward, emotional, pressured, or all of these things at once. It is important to remember that **the effects of puberty are perfectly normal!**

It is also important to remember the **age and rate at which adolescents mature can vary a lot.** You may start puberty at age 11 but some of your friend won’t start until they are 14. That’s OK. Everyone is different and your body will begin to mature when it is ready.

Finally, remember that **you are not alone.** Your peer group is or will be going through the same exact changes; and the adults in your life experienced these changes themselves as young adults. Make sure you have friends and trusted adults to talk to about what you are experiencing. Additionally, if you feel like there is a real medical problem or you are too overwhelmed by the emotional changes you are experiencing, do not be afraid to talk to an adult about seeking medical help. Even a check-up with your doctor to discuss the changes you are experiencing may help. NOTE: If there are Adolescent Friendly Health Service (AFHS) available in your community, these are the best people to talk to.

### The parts of the female reproductive tract:

<table>
<thead>
<tr>
<th>WHAT IS IT CALLED?</th>
<th>WHAT DOES IT DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ovary</td>
<td>There are two ovaries in the female body, each about the size of an almond. In each ovary there are thousands of immature eggs, which are used by females for reproduction. During the menstrual cycle, the ovaries release one egg. This process is called ovulation.</td>
</tr>
<tr>
<td>Fallopian Tube</td>
<td>There are also two fallopian tubes. They connect the ovaries to the uterus. During the menstrual cycle, an egg is released from the ovary and travels through the fallopian tube to the uterus.</td>
</tr>
<tr>
<td>Uterus</td>
<td>The uterus is also called “the womb”. This a triangular shaped organ located in the lower abdomen of a woman. It holds the growing baby while a woman is pregnant. During the menstrual cycle, the lining of the uterus thickens and then sheds.</td>
</tr>
<tr>
<td>Endometrium</td>
<td>The endometrium is the lining of the uterus. When a woman is pregnant, this lining provides nourishment to the growing baby. During the menstrual cycle, this lining gets thicker and thicker and then sheds.</td>
</tr>
<tr>
<td>Cervix</td>
<td>The cervix is the small opening at the bottom of the uterus that leads into the vagina. During menstruation, the cervix stretches a little to allow the endometrium to leave the body.</td>
</tr>
<tr>
<td>Vagina</td>
<td>The vagina is a tube-shaped organ that extends from the uterus out of the body, between a woman’s legs. It is also called the “birth canal” because it is where the baby exits a mother’s body during birth. During the menstrual cycle, it is where the menstrual tissue and blood exits the body.</td>
</tr>
<tr>
<td>Pituitary Gland (Not shown on diagram)</td>
<td>The pituitary gland is not in the picture above because it is located in the human brain. It produces “hormones”; these are chemicals that tell the body how to function.</td>
</tr>
</tbody>
</table>
What is menstruation?

Menstruation, also known as a “period” or “monthly”, is the normal and regular discharge of blood and tissue from the female uterus through the vagina. On average this bleeding lasts for 5 days. Menarche refers to a girl’s very first period and occurs during puberty, usually between ages 10-14. A woman stops menstruating during menopause, usually between age 45-55. Menstruation is just one step in the menstrual cycle.

The Phases of the Menstrual Cycle

1) Menstrual Phase
   
   **DAY 1-7**
   
   During the menstrual phase, the lining of the uterus breaks down and is shed with some blood through the vagina. Menstrual bleeding lasts 5-7 days.

2) Follicular Phase
   
   **DAY 8-13**
   
   This is the time between the end of menstruation and ovulation. During this phase, a hormone called estrogen is released. This cause the uterus to start thickening it’s lining, preparing for pregnancy. This phase lasts 6-7 days.

3) Ovulation Phase

   **DAY 14**
During ovulation, the egg is released from the ovaries into the fallopian tubes. After the egg is released, the uterine lining thickens even more in order to receive the egg. Ovulation usually occurs between the 12th and 14th day.

4) Luteal Phase

**DAY 15-28**

If the egg is not fertilized, and there is no pregnancy, the thickened lining of the uterus stops because there is no more estrogen being produced. Eventually the lining is shed, and the cycle begins again. This phase usually lasts 12-14 days.

**Physical and mental symptoms of menstruation**

It is perfectly normal for young women to experience certain symptoms associated with their menstrual cycle. Premenstrual syndrome (PMS) can occur 1-2 weeks before menstruation and is most likely caused by the hormone changes that occur during the menstrual cycle. Symptoms of PMS may include:

- Acne
- Breast tenderness
- Fatigue and problems sleeping
- Stomach problems: bloating, constipation, diarrhea
- Increased appetite and food cravings
- Headache or backache
- Irritability and mood swings

The hormone changes and muscle contractions that occur during menstruation can also cause similar symptoms including:

- Abdominal or pelvic cramping
- Backaches
- Breast tenderness
- Fatigue and problems sleeping
- Stomach problems: bloating, constipation, diarrhea
- Increased appetite and food cravings
- Irritability and mood swings

These symptoms are normal and do not require medical attention. However, there are some things you can do to ease some of these symptoms. They include:

- Pain medicines like ibuprofen
- Stomach relief medicine, like antacids or ginger
- Heating pads or hot water bottles
- Exercise regularly
- Eat healthy foods, like fruits, vegetables, and whole grains
- Avoid salt, sugar, caffeine and alcohol
- Get plenty of sleep.
- Drink plenty of water.

**When to seek medical help- Irregular and painful periods**

Having an irregular or painful period every once in a while is perfectly normal. It is important to seek medical help if you experience any of the following:

- Absence of a first period at age 16 or older
- Absence of menstrual bleeding for 3 months or more
- Excessive menstrual bleeding (that cannot be contained by normal menstrual hygiene management methods)
- Extremely painful and debilitating menstrual cramps
- Menstrual cycles shorter than 21 days total
- “Spotting”- episodes of bleeding that occur between periods

**Menstrual Hygiene Management (MHM)**

**Steps to having a healthy, happy period**

1. Use **sanitary products** that work well for you. Some of your options include:

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disposable pads:</td>
<td>- Often available on local stores</td>
<td>- Cost prohibitive because need to buy every month</td>
</tr>
<tr>
<td></td>
<td>- Available in a range of sizes and types</td>
<td>- Create a lot of waste</td>
</tr>
<tr>
<td></td>
<td>- Reliable and healthy because of research and development put into them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>These are usually commercially available and sold in local shops in a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>variety of shapes and sizes. They usually have “wings” and a sticky backing</td>
<td></td>
</tr>
</tbody>
</table>

| Homemade re-usable pads              | - Cost-effective because they are re-usable                               | - Possibility for leakage or infection, depending on how well they are made.|
|                                      | - Environmentally friendly                                                | - Need good facilities for changing, washing and drying                     |
|                                      | - Comfortable                                                              |                                                                               |
|                                      | - Locally available                                                       |                                                                               |
|                                      | - Income-generation potential                                              |                                                                               |
|                                     | There are a variety of designs that local seamstress’ can use to make these. |                                                                               |
|                                     | Usually they are made with a soft cover, a plastic outer layer, and       |                                                                               |
|                                     | toweling on the inside.                                                   |                                                                               |

(Photos: S House)
<table>
<thead>
<tr>
<th>Commercial re-usable pads</th>
<th>Period panties</th>
<th>Menstrual cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many different for-profit and non-profit organizations distribute and sell re-usable pads. There are a number of designs, including ones made to look like disposable pads, as well as a pad/holder combination.</td>
<td>These are regular underwear lined with a thin rubber lining. They can be used along with other products to catch any leaks.</td>
<td>This is a small silicon cup attached to a tube, which is inserted into the vagina to catch the blood. It can be removed, washed, and used again.</td>
</tr>
<tr>
<td>Cost-effective because they are re-usable</td>
<td>Can act a second layer of protection if poorly-made pads leak</td>
<td>Re-usable</td>
</tr>
<tr>
<td>Environmentally friendly</td>
<td>May be uncomfortable in hot and humid climates</td>
<td>Fairly easy to wash</td>
</tr>
<tr>
<td>Comfortable</td>
<td>Not usually sufficient on their own</td>
<td>Environmentally friendly</td>
</tr>
<tr>
<td>Available online and through many CBOs</td>
<td></td>
<td>Not available in many areas</td>
</tr>
<tr>
<td>Cost and access may be a problem if there is no local, active CBO</td>
<td></td>
<td>May not be culturally appropriate</td>
</tr>
<tr>
<td>Need good facilities for changing, washing and drying</td>
<td></td>
<td>Soap and water very important washing hands before inserting</td>
</tr>
<tr>
<td>• Cost and access may be a problem if there is no local, active CBO</td>
<td>• May be uncomfortable in hot and humid climates</td>
<td>• Not available in many areas</td>
</tr>
<tr>
<td>• Need good facilities for changing, washing and drying</td>
<td>• Not usually sufficient on their own</td>
<td>• May not be culturally appropriate</td>
</tr>
<tr>
<td>• Cost-effective because they are re-usable</td>
<td>• Can act a second layer of protection if poorly-made pads leak</td>
<td>• Re-usable</td>
</tr>
<tr>
<td>• Environmentally friendly</td>
<td>• May be uncomfortable in hot and humid climates</td>
<td>• Fairly easy to wash</td>
</tr>
<tr>
<td>• Comfortable</td>
<td>• Not usually sufficient on their own</td>
<td>• Environmentally friendly</td>
</tr>
<tr>
<td>• Available online and through many CBOs</td>
<td>• Cost and access may be a problem if there is no local, active CBO</td>
<td>• Not available in many areas</td>
</tr>
<tr>
<td>• Cost-effective because they are re-usable</td>
<td>• Need good facilities for changing, washing and drying</td>
<td>• May not be culturally appropriate</td>
</tr>
<tr>
<td>• Environmentally friendly</td>
<td>• Cost and access may be a problem if there is no local, active CBO</td>
<td>• Soap and water very important washing hands before inserting</td>
</tr>
<tr>
<td>• Comfortable</td>
<td>• Need good facilities for changing, washing and drying</td>
<td>• Environmentally friendly</td>
</tr>
</tbody>
</table>
Tampon
This is a small cotton tube, attached to a string that is inserted into the vagina. It expands as it absorbs blood and acts as a kind of “plug”. It is removed using the cotton sting, which remains outside of the body.

- Comfortable to wear
- Able to wear easily during exercise and swimming
- Not available in many areas
- Higher cost
- May not be culturally appropriate
- Soap and water very important

it is inserted

• Comfortable to wear
• Able to wear easily during exercise and swimming
• Not available in many areas
• Higher cost
• May not be culturally appropriate
• Soap and water very important

3. **Track your period** so you know when it will begin. This way you can prepare for it properly. Use a calendar or the menstrual beads (see below) to do this.

4. **Learn more about menstruation.** Understanding what is happening to your body and why it is happening will make it easier to deal with.

5. **Stay clean, stay healthy.** Be sure to practice proper hygiene while you are on your period. Shower often and wash your hands before and after handling sanitary products.

**Why is MHM important?**
Menstrual Hygiene Management, or MHM, refers to the ability of women and girls to manage their menses in an informed, safe, healthy, and dignified manner. This includes having proper sanitation products, good sanitation facilities, as well as accurate information and education about menstruation. When MHM is not done properly the consequences are great and have an effect on many levels.

**Effects on girls themselves:** The most obvious and pronounced effects of poor MHM are on the girls themselves. These are summarized in the chart below:

<table>
<thead>
<tr>
<th>Poor MHM can lead to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fear and embarrassment</strong></td>
<td>If girls have not been educated about menstruation and MHM, they may not understand what is happening to their bodies. They will be embarrassed and afraid to seek help. Additionally, without proper sanitary products blood leakage is common. Girls will be afraid of this, especially at school or in public places and get embarrassed if leakage does happen. Finally, without proper sanitation facilities, girls will be scared or unable to change and dispose of sanitary products.</td>
</tr>
<tr>
<td><strong>Shame and isolation</strong></td>
<td>Many cultures have myths about menstruation that cause women to feel shameful or dirty. They are not allowed to cook or pray or sleep in the same bed as another person. They are labeled “unclean” and are told not to speak about menstruation. This causes young women to feel isolated and associate their period with shame.</td>
</tr>
</tbody>
</table>
Many girls and women do not have sanitary products easily available and so resort to using cloth, paper, mattress pads, and a number of other unsanitary products. Even if they do have access to pads, or similar products, they are unable to change them as often as they should because of poor sanitation facilities and limited resources. This can eventually lead to infections.

All of the problems above can result in girls missing school days during their periods. If a girl fears leakage or dreads having to use dirty and public school sanitation facilities, or fears being bullied, she may decide to just stay home on the days she is bleeding. In fact many studies show that in Africa 50-60% of girls are missing school each month because of this very problem. This is a significant impact. If a girl misses just 3 days a month during her period and goes to school for 9 months out of the year, she is missing almost a whole months-worth of class periods.

As girls miss more school, fall farther behind, and get fed up with poor sanitation facilities, they may just drop out of school altogether.

Fear, isolation, shame, and health problems associated with menstruation can also cause women to stay home instead of work. This means they miss out on earning money for themselves and their families. It also means they have less money to buy sanitary products, which only perpetuates the cycle.

Some girls may become so desperate for money to buy good sanitary products that they will resort to transactional sex. This is a less common practice, but it does happen. Transactional sex puts young women at a much higher risk for early pregnancy and HIV.

Below are some quotes from girls all over the world (collected by WaterAid) that depict the struggles faced when proper MHM is not available. NOTE: These quotes may be useful in showing girls that they are not alone in their struggles with menstruation.
Effects on school communities-

As you can imagine, having a population of girls that feels embarrassed, ashamed, unsafe, and unhealthy for at least a few days each month, has a significant impact on a school community. In many societies, girls already struggle with self-confidence and classroom participation. Poor MHM only exacerbates these problems. Additionally, in many developing countries school communities are more reliant on students for school upkeep and function. When half of the school population is regularly missing school and dropping out, school function may suffer (including sanitation facilities). Finally, a school community measures its success by the success of its students. Poor MHM widens the gap between the school performance of girls and boys. Girls do worse, and so the school does worse overall.

Effects on families and society-
Poor MHM can prevent girls and women from fully participating in educational and economic activities and so has a lasting negative impact. When half of the population does not fully participate in a society, the entire society suffers in some. Also, lack of education and understanding about menstruation can create a disconnect between women and men. Women feel ashamed and scared to talk about their problems, while men do not understand or are completely oblivious to the problems women face in regards to MHM.

**What does good MHM look like?**

1. Girls have the tools and information they need; including sanitary products, as well as MHM and SRH education
2. Educated communities and families; including men and boys, willing to support young women.
3. Safe, clean, and private sanitation facilities; including a water supply and safe and discreet disposal methods.

**What can be done to improve MHM in schools?**

The diagram above shows the three major things that contribute to safe, healthy, and dignified MHM. Therefore, there are three major activities school communities can carry out in order to address MHM.

**1) Ease access to sanitary products**

In order to feel comfortable and be healthy during their periods, girls need some kind of sanitary products to use. There is a wide variety of products that may be used. These include:

- Disposable pads
- Local or homemade re-usable pads
- Commercial re-usable pads
- Period panties
- Menstrual cups
- Menstrual sponges
- Tampons
The availability of these products will depend on the area you live in. Girls may also be limited by the price of these products, their personal preferences, or culturally acceptable methods. There are some things schools can do to make these products more available to girls. They include:

- Make sure some of these products are supplied to, sold at or near the school (by a female staff member, at a school store, at a nearby local shop)
- Talk to these vendors about selling disposable pads one at a time, instead of in a set of 6-10. (This may be more affordable for girls.)
- Talk to a local seamstress or tailor about making reusable pads
- Ask a local seamstress or tailor to teach students (boys and girls) at the school how to make these pads
- Reach out to a local community-based organization who distributes sanitary products
- Talk to the local clinic about providing these products
- Talk to school officials in power about providing these products to girls using government funds
- Write government officials about providing these products to school girls
- Support the PTAs in raising funds for an income stream to supply WASH/MHM consumables such as soap, pads, toilet paper.

2) Provide education and awareness

Education is possibly the most important activity for MHM. Girls and boys need to be educated about menstruation. Girls need to learn safe, healthy ways to manage their periods. This will help them feel less awkward and ashamed while menstruating, and will encourage them to advocate for themselves when it comes to MHM. MHM education for boys reduces bullying and creates a better more open environment. Schools should incorporate MHM education into their curriculum in some way.

However, girls cannot do this on their own. They need support. Boys, male teachers, and families - especially male family members - need to learn about the importance of MHM as well.

- School staff can act as advocates for girls in creating a school environment that is girl-friendly. If they learn about the importance of MHM that will be more sympathetic to girls and be more likely to become involved in school facility improvement projects.
- Family members can lend both moral and financial support to their adolescent girls who have hit puberty. They are more likely to provide this support, and do it in an effective way if they know what their daughters are going through.
- Finally, boys can also act as advocates for their peers and are more likely to be sympathetic and understanding of girls’ needs if they have actually been educated in MHM. Many times men and boys think they have no role to play in MHM, but this is not true at all. Women and girls benefit greatly from the support and concern of the men in their lives.

**NOTE:** Use the “MHM Information” Handout in the resource section to help you in providing education and information to school staff and families.

3) Improve school facilities
Schools should consider the needs of girls when they design and make improvements to their sanitation facilities. “Girl-friendly” facilities take into account the need for privacy in dealing with menstruation. The “WASH Checklist for girl-friendly school facilities” provides more detail.

**MHM Lesson Activities**

**Puberty in Pictures**

**Activity type:** Icebreaker/Warm-up  
**Objective:** To introduce participants to puberty and the major changes experienced by both young women and men during this process.  
**Level:** Ages 10+  
**Time:** 45 minutes  
**Materials:** Flip charts, markers

1. Split the group into three smaller groups and provide them with flipchart paper and markers.  
2. Ask groups to represent the following in both words and pictures (Reassure them, that they should not feel embarrassed to draw these things- it is a safe space):  
   a. **GROUP 1:** A young girl, a teenage girl, an adult woman; and the physical changes they go through as they grow up.  
   b. **GROUP 2:** A young boy, a teenage boy, an adult man; and the physical changes they go through as they grow up.  
   c. **GROUP 3:** The emotional changes both girls and boys experience during puberty.  
3. Have each group present their flipchart and give other groups the opportunity to add things and ask questions.  

*Note: Make sure to gauge your group before doing this activity. You may decide it is better to start or end with single-sex groups.*

**My Day in Emotions**

**Activity type:** Icebreaker/Warm-up  
**Objective:** To help participants begin to deal with the emotional changes that come with puberty.  
**Level:** Ages 10+  
**Time:** 60 minutes  
**Materials:** Paper, pens, flipchart, markers

1. Provide each participant with a paper and pen and tell them to write “My Day in Emotions” at the top of their paper.  
2. Next, ask participants to think about the emotions they experience over the course of a single day and ask them to represent these emotions in some way on their paper. They can write a list, draw pictures, make a timeline, create word art, etc.
3. Then ask participants to think of a coping mechanism they can use for each of the negative emotions they experience throughout the day (ie: Emotion- Anger; Coping mechanism- Exercise). Tell participants to represent these on their paper as well.

4. Lead a discussion among participants about the types of emotions that they may need help coping with and some of the coping mechanisms they thought of. Create a list of all of these coping mechanisms on a flipchart and keep it in the classroom.

**Teamwork Drawing: Female Anatomy**

*Activity type: Icebreaker/Warm-up*

*Objective:* To provide participants with a comprehensive understanding of the female reproductive anatomy and begin to relate it to the process of menstruation.

*Level:* Ages 10+

*Time:* 60 minutes

*Materials:* Flip charts, markers

1. Ask the group to work all together to draw a picture of the internal female anatomy on flipchart or a chalkboard. Tell them not to label any of the parts yet.
2. Next, point to parts of the anatomy and tell participants to call out the names as fast as they can. The student who says the correct name first, gets a small prize. Do this until the entire diagram is labeled correctly.
3. Have participants repeat the names of things several times until they know the diagram well (use the diagram below to create an image that is correct and complete).

*Note: If participants are younger and have not covered this topic in school or otherwise, provide participants with an unlabeled diagram instead of having them start from scratch.*

**Menstruation Math (for girls)**

*Activity type: Icebreaker/Warm-up*

*Objective:* To allow participants to think about the effects of poor MHM on individual girls as well their school community.

*Level:* Ages 10+

*Time:* 45 minutes

*Materials:* Notebooks and pens

Discussing menstrual hygiene can be uncomfortable for adolescents so it may be best to begin with an informal discussion in smaller groups. It is usually best to begin these conversations with single-sex groups and then join together at the end (as is mentioned in both Menstruation Math activities).

1. Ask girls to raise their hands if they have already started their menstrual cycle. Put the girls into groups, with a few girls who have started and a few who have not.
2. Give the older girls 5-10 minutes to discuss what it is like to experience their menstrual cycle each month; and then give the younger girls 5-10 minutes to express some of the concerns and fears they have about starting to menstruate.
3. Next, ask the older girls to answer the following in their note book with help from the younger girls:
   1) **How many days per month do I miss because of my period?** _______
   2) **How many months do I attend school each year?** _______
   3) **How many days of school do I miss each year because of my** _______
   4) **How many days of school do boys miss each year because of their period?** _______

4. Hold a discussion with all of the girls about how the answers to these questions make them feel. If you are teaching both sexes, you may even want to join the boys for part of this discussion.

**Menstruation Math (for boys)**

**Activity type:** Icebreaker/Warm-up  
**Objective:** To introduce the topic of menstruation to male participants and to allow them to think about the effects of poor MHM on individual girls, as well their school community.  
**Level:** Ages 10+  
**Time:** minutes  
**Materials:** None

1. Put the boys into small groups of 4-5 and ask them to have a discussion about menstruation: Have they heard about it? What is it? Where did they learn about it? Do they have any unanswered questions related to menstruation?
2. Ask the boys to share some of the things they discussed with the group, especially any unanswered questions. The facilitator should help make clarifications and answer some of these questions.
3. Next, ask the boys to imagine that someone has told them they will have to miss 3 days school every month. Discuss in small groups: How does this make them feel? If this were true, how many days a year would they be missing? How many classes a year? How would this affect their academic performance? Would this make it easier or harder to stay in school/advance in school?
4. When these conversations have come to a close, explain that this scenario is a reality for many girls when they are menstruating each month. Join the girls for the discussion referenced in the above activity.

**Dispelling Menstruation Myths**

**Activity type:** Comprehension check  
**Objective:** To help participants differentiate between what is true and not true about menstruation, and to help them identify common menstruation myths that exist in their communities.  
**Level:** Ages 10+  
**Time:** 30 minutes  
**Materials:** Flipchart, markers, myths and facts squares (numbered), tape

There are a lot of cultural and religious beliefs about menstruation. If there are menstruation myths particular to your community, culture, or religion; add them to the list and include these in the discussion.
1. Cut out the “myths” and “facts” squares below and hand them out to students around the room.
2. Post the following on a flip chart or chalk board in the front of the room:

<table>
<thead>
<tr>
<th>MYTH</th>
<th>FACT</th>
</tr>
</thead>
</table>

3. Provide girls with tape and ask them to stick the statement they received in the correct column.
4. Go through each to make sure they are correct. Also, use the numbers to match each Myth with its corresponding Fact, in order to facilitate the conversation.
5. Ask girls to share any menstruation myths from their own community, culture, or religion.

<table>
<thead>
<tr>
<th>MYTHS</th>
<th>FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menstruating women are unclean.</td>
<td>Menstrual blood is healthy and clean. It is not dangerous.</td>
</tr>
<tr>
<td>Menstruating women have to be careful about what they are eating.</td>
<td>Though a woman may feel nauseous during menstruation, she can eat whatever food she wishes to eat.</td>
</tr>
<tr>
<td>Menstruating women must stay away from food and/or water sources.</td>
<td>Menstruating women can continue daily chores as usual- cooking, fetching water, etc. They will NOT contaminate food or water by simply touching it.</td>
</tr>
<tr>
<td>A woman should sleep in a separate area, away from her family, while she is menstruating.</td>
<td>A woman can interact with her family and friends normally while menstruating, including eating together and sleeping in the same room or bed.</td>
</tr>
<tr>
<td>A girl should not go to school while she is menstruating.</td>
<td>A girl should go to school while she is menstruating so that she does not miss classes and fall behind.</td>
</tr>
<tr>
<td>A touch from a menstruating girl or woman will cause a plant to become dry, milk to curdle, and a mirror to lose its brightness.</td>
<td>Menstruating women do not have the ability to change or ruin things just by touching them. There is nothing different about how they should interact with the things and people around them.</td>
</tr>
<tr>
<td>A girl who is menstruating should avoid exercise and other physical activities.</td>
<td>Exercising during menstruation can help to reduce menstrual cramps and make a girl feel better.</td>
</tr>
<tr>
<td>Starting to menstruate means that a girl is ready to get married and/or be sexually active.</td>
<td>Beginning to menstruate does not mean a girl is ready to get married or have sex. That is a personal choice! Many girls begin to menstruate at the age of 10 or 11 and are too young to do either of these things.</td>
</tr>
</tbody>
</table>

**Menstrual Hygiene Skits**

**Activity type:** Comprehension check  
**Objective:** To verify that participants know what it means to create a school environment that is supportive of girls and their MHM needs.  
**Level:** Ages 10+
Time: 60 minutes
Materials: Scenario cards, sanitary pad

1. Split the group into 4 smaller groups and give each one a “Scenario card”, as well as any props they may need.
2. Explain that each group must prepare a short skit of the scenario, ending with a GOOD decision.

SCENARIO CARDS:

<table>
<thead>
<tr>
<th>Scenario Cards</th>
<th>Props</th>
</tr>
</thead>
<tbody>
<tr>
<td>A group of students is sitting in class. One female student stands up to write on the board and the others notice a small blood spot on her skirt. What should the other students do?</td>
<td>No props needed.</td>
</tr>
<tr>
<td>A group of older girls are sitting around talking in the dormitory. One of the younger students enters holding a sanitary napkin and asks the older girls what it is. What should the older girls do?</td>
<td>Props: Disposable or re-usable sanitary napkin</td>
</tr>
<tr>
<td>Two female teachers overhear some students talking about how they are afraid to use the school bathrooms because there are no doors or curtains on the stalls. What should the teachers do?</td>
<td>No props needed.</td>
</tr>
<tr>
<td>A family (father, mother, brothers, sister, and a few cousins) are sitting together in their house. One sister (who is about 11 years old) comes running into the room crying and yelling. She says she is bleeding and shows them a stain on the back of her skirt. She thinks she is sick or hurt. What should the other family members do?</td>
<td>No props needed.</td>
</tr>
</tbody>
</table>

Menstrual Cycle Bracelet

Activity type: Main Lesson Activity
Objective: To give the participants tools for tracking and understanding their own menstrual cycle.
Level: Girls Ages 10+
Time: 30 minutes
Materials: Bracelet worksheet, colored pencils, string, 4 different colored beads (or berries, nuts, popcorn, anything that can be strung), “Menstrual Cycle” flipchart
1. Plan the menstrual cycle bracelet by coloring the beads in the drawing below:

2. If you make a bracelet, string the beads according to your coloring.

3. Fasten or knot the bracelet securely.
NOTE: Every girl is a little different. A cycle may be shorter or longer than 28 days total and that is OK! Make sure each girl adjusts their bracelet to fit their cycle.

The Menstrual Cycle

1. **Menstruation**: During the menstrual phase, the lining of the uterus breaks down and is shed with some blood through the vagina. Menstrual bleeding lasts 5-7 days. Use **RED BEADS**.

2. Follicular phase: This is the time between the end of menstruation and ovulation
during this phase, estrogen levels rise and the uterus starts thickening it’s lining and preparing for pregnancy. This phase lasts 6-7 days. Use **WHITE BEADS**.

3. Ovulation: When ovulation occurs the egg is released from the ovaries into the fallopian tubes. After the egg is released the uterine lining thickens even more in order to receive the egg. Ovulation usually occurs between the 12th and 14th day. Use **YELLOW BEADS**.

4. Luteal phase: if the egg is not fertilized, and there is no pregnancy, the thickened lining of the uterus breaks down and is shed, and the cycle begins again. This usually lasts 12-14 days. Use **BLACK** or **BROWN BEADS**.


**Make Your Own Re-usable Pads**

**Activity type:** Main Lesson Activity

**Objective:** To provide participants with the materials and guidance for making and using their own re-usable sanitary pads.

**Level:** Girls and Boys* Ages 10+

**Time:** 120 minutes

**Materials:** See below

Included here are two different sets of instructions for making re-usable sanitary pads. Facilitators can choose the one that fits best with the resources available in their communities.

* Boys love to make pads!
1. Directions from PC’s “Small Doable Actions Hygiene Promotion”:

Materials

<table>
<thead>
<tr>
<th></th>
<th>Per Sanitary Pad</th>
<th>Per 25 Sanitary Pads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft cotton fabric, in dark color</td>
<td>2 x 20cm² circles</td>
<td>2 m²</td>
</tr>
<tr>
<td>Liquid-resistant plastic coated fabric</td>
<td>1 x 20cm² circle</td>
<td>1 m²</td>
</tr>
<tr>
<td>Absorbent lining fabric (cotton flannel or terry cloth are good)</td>
<td>2 layers x 7cmx18cm rectangles (or more depending on absorbency)</td>
<td>1 m²</td>
</tr>
<tr>
<td>Button, snap or Velcro</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

Instructions

1. Cut two circles of fabric 20cm in diameter.
2. Cut one circle of liquid-proof plastic coated fabric that is 20cm in diameter.
3. Cut 2 rectangles approximately 7cm by 18cm (they should fit inside the circles cut in step 1). Layer these rectangles on top of each other and sew them together. This will be the center piece for absorbing liquid. The number of layers could vary depending on the thickness and absorbency of the material, as well as personal preferences.
4. Layer one circle of fabric (face down), the circle of liquid-resistant fabric, and the rectangles. Sew around the perimeter of the rectangles to sew all three layers together.
5. With the circle of fabric on top and squares on the bottom, place the second circle of fabric on top of the first circle of fabric, with the pattern sides touching. With the two circles of regular fabric face-to-face, sew the perimeter of the circles together, including the plastic layer, leaving a small opening to turn it inside out. Finish sewing the opening so the entire circle is closed.
6. With the plastic layer up and the rectangles down, fold the side flaps of the circle together on top, forming wings. Where the flaps meet sew on a snap, button or Velcro which will keep the pad in place when being worn.

https://www.k4health.org/toolkits/pc-wash/session-small-doable-actions-hygiene-promotion

2. Directions from WASHplus Toolkit:
Making Your Own Cloth Pads—How to Lay Out the Patterns

How you lay out your pattern pieces depends on how much fabric you have and the shape and size of your pattern.

A core or oblong pad shape will be easy to lay out, and doesn’t waste much fabric at all. You can cut the core pieces with a square edge, but I find rounding them makes a neater and less pokey finish.

A contoured wingless pad can be “top and tailed” to use up a little less fabric. The top part of the image shows the top & tailed ones, the bottom shows how they would be if laid out all the right way up. It doesn’t save much, but every bit helps.

You can see from this wingless example and the winged example below how much more fabric winged pads take up. You might be able to get 8 wingless pads out of the same piece of fabric you could get only 6 winged pads from.

Standard winged pads should fit together well (left). Patterns with a flared end will generally slot well into each other if you have to put some pieces upside down to make them fit (right).

Pocket pads need 2 back sections, which are each wider than half a pad but they can be laid out efficiently, too.

How much fabric you will need will depend on how many pads you want to make from it, and also the pattern you are using. You can work that out by measuring the width and length of your patterns, and estimating how many you’ll be able to cut out from your fabric. Always allow extra for shrinkage and the fact you’ll probably lose some to fraying in the wash. It’s really frustrating if you can’t get a pad in
because your fabric is *just* that little bit too small for what you need.

**Fabrics & Styles**

**Suggested Fabrics**

100% cotton fabrics, e.g., old towels, sheets, pajamas, t-shirts, cotton flannel, or hemp, anything you feel is comfortable, soft, and gentle next to your skin.

**Styles**

a) Wrap & insert  
b) Wrap & winged insert  
c) All-in-one  
d) Envelope  
e) Wrap & insert  
f) Padded pants  
g) G-style
Medium Wrap

1. Trace this pattern and place the printed sides of the fabric facing each other.

2. Cut around leaving seam allowance (outside dots). Actual size if overlocking edges.

3. Overlock around edge or sew around edge leaving one end open (inside dots open at one end); trim and turn inside out.

Sew up open end

2. Add poppers or snaps to wings

3. Finally, hand sew either:

   a pocket at either end

   or attach some rick-rack bands or tape at either end

Inner Pattern: Medium Liner

1. Check the length/width of the pad you just made, as it will be fitting in the pocket

2. Cut fabric to actual size if overlocking (cut round the black line), if not overlocking, add outside seam allowance when cutting (i.e., cut round the red line)

3. Pin to fabric

4. Add four to six layers for light flow, more for medium-to-heavy flow
3. ALL-IN-ONE “PANTYPOCKET”

Easy Pattern for Panty with Sanitary Pad/Towel Holder

Use the ribbons to tie the front to the back.

---

Additional MHM Resources

WASH Checklists for girl-friendly school facilities

<table>
<thead>
<tr>
<th>YES/NO</th>
<th>NOTES (If “No”, Plans for improvement):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>1) School has a separate and clearly marked washroom for girls in a safe location that promotes access.</td>
<td></td>
</tr>
<tr>
<td>2) Toilet rooms have a door or curtain covering.</td>
<td></td>
</tr>
<tr>
<td>3) Toilet rooms have high windows for both ventilation and privacy.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4)</td>
<td>Toilet rooms have locks on both the outside and the inside.</td>
</tr>
<tr>
<td>5)</td>
<td>The latrines themselves are specially designed to meet the needs of adolescent girls – the squat holes are slightly bigger to cater to their physiological urge to urinate while defecating.</td>
</tr>
<tr>
<td>1)</td>
<td>Water is available in the toilet rooms themselves.</td>
</tr>
<tr>
<td>2)</td>
<td>There is a hand-washing station with both water and soap available.</td>
</tr>
<tr>
<td>3)</td>
<td>There is a <em>clear</em> but <em>discrete</em> method for disposal of sanitary products. (possibly an incinerator at or near the washroom)</td>
</tr>
</tbody>
</table>

**Education/awareness**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Puberty and menstruation topics are integrated into the school’s curriculum</td>
</tr>
<tr>
<td>2)</td>
<td>All school staff has received information about MHM and the challenges their female students face (see handout below).</td>
</tr>
<tr>
<td>3)</td>
<td>Parents of female students have received information about MHM.</td>
</tr>
</tbody>
</table>

http://www.unicef.org/wash/schools/files/2.5_Fry.pdf (p.11)

Example building plans for girl-friendly school facilities

**Washroom Plans**

Figure 1: Girl-friendly latrine block for primary schools in Africa (Picture: WED, Loughboough, UK, *Menstrual Hygiene Matters*, WaterAid 2012)
Figure 2: Girl-friendly latrine block for primary schools in Africa (Picture: WED, Loughboough, UK, *Menstrual Hygiene Matters*, WaterAid 2012)
Figure 3: Girl-friendly design from Ghana (Picture: Jaap Zomerplaag, *Menstrual Hygiene Matters*, WaterAid 2012)

*Incinerator Designs (for safe and discrete sanitary product disposal)*

Figure 4: Integral masonry incinerator with side door (Picture- Government of India, *Menstrual Hygiene Matters*, WaterAid 2012)
Figure 5: Drum incinerator (Picture: TWESA, Tanzania, *Menstrual Hygiene Matters*, WaterAid 2012)

Figure 6: Incinerator attached to washroom (Picture: *Menstrual Hygiene Matters*, WaterAid 2012)
Understanding Puberty and Adolescent Girls

Menstruation? What's that?

Menstruation, also known as a “period” or “monthly”, is the normal and regular discharge of blood and tissue from the female uterus through the vagina. On average this bleeding lasts for 5 days. Menarche refers to a girl’s very first period and occurs during puberty, usually between ages 10-14. *In real words:* Each month a woman’s body sheds tissue and blood for 3-5 days. This process begins when a girl starts puberty, about age 11-14.

What changes will I notice in girls when they begin to menstruate?

- They may withdraw because they are afraid to talk about it.
- They will tell you they have a “stomach ache”, referring to menstrual cramps.
- They may be more emotional or defiant.
- They may ask to stay home from school, ask to leave class or school early, or miss more classes and school days than usual.
- They may ask for money with vague reasons because they need to buy sanitary pads.

Menstrual Hygiene Management (MHM)

Menstrual Hygiene Management, or MHM, refers to the ability of women and girls to manage their menses in an informed, safe, healthy, and dignified manner. This includes:

1) Access to proper sanitation products, such as disposable or re-usable sanitary pads
2) Girl-friendly sanitation facilities that are clean and private.
3) Accurate information and education about menstruation and MHM.

What can I do to help?

- Talk to adolescent girls before menstruation starts so they are prepared.
- Give girls more space and independence as they get older.
- Work to integrate MHM lessons into school curricula.
- Update sanitation facilities with girls’ needs in mind.
- Create a program that provides girls with the sanitary products they need; talk to local shops about giving a “student” pricing, work with local seamstresses to make them, talk to local ministry and government officials about providing them at schools, work with community NGOs to provide these products, etc.
- Educate and advocate for adolescent girls within your community.
Each year on May 28th, people around the world celebrate Menstrual Hygiene Day. The day can be a great opportunity to launch a project, to generate interest in these issues at your school, or to promote awareness and break taboos. Peace Corps has developed a full toolkit to support Volunteer activities on this day (please ask your Program Manager for this year’s version) and there are also lots of resources on www.menstrualhygieneday.org. Here we include a few tools to support your work on this day as well.
LETS START THE CONVERSATION ABOUT MENSTRUATION!

MENSTRUAL HYGIENE IS FUNDAMENTAL TO...

- EDUCATION: 80% of schoolgirls in Africa lack basic menstrual hygiene education.
- ECONOMY: In Bangladesh, a woman who misses work due to menstrual periods earns $12 less per day.
- HEALTH: Poor menstrual hygiene can lead to infections, including PID.
- ENVIRONMENT: The average woman uses 12 pads or tampons per menstrual cycle.
- HUMAN RIGHTS: A lack of access to menstrual hygiene products is a violation of human rights.

IDEAL SCENARIO

- Facilities: Clean and private toilets with water and soap available at school, workplace, institutions, public toilets, and home.
- Information: Factual information and education about menstrual hygiene provided in schools, media, and at home.

HARSH REALITY

- Facilities: Only 34% of girls in rural India have proper toilets.
- Information: Only 17% of girls in rural India are aware of how to use menstrual products.
- 1 out of 3 schoolgirls in South Asia use haphazardly placed materials.
- 2.5% of schoolgirls in South Asia report menstrual bleeding before the seventh day.

MENSTRUAL HYGIENE MANAGEMENT (MHM)
CHAPTER 8: Student WASH Clubs and School WASH Committees

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

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

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

Who: Parent associations or parent WASH committees are the usual mechanism.

How: Each parent group must decide how it will be organized:
- Purpose and main objectives of the parent WASH association
- Composition of the association members (both men and women)
- Selection of the association members
- Management structure/officers of the association
- Main functions of the association
- Meeting days (timing considers women’s participation)
  - Agenda circulation
  - Record keeping
  - Funds management

What: Here is an example of roles and responsibilities of a parent WASH association:

1. **Support WASH Improvements in School and Community**
   - Act as counterpart and support to school WASH club
   - Conduct or support school WASH needs assessments
   - Establish or support an operations and maintenance (O&M) plan for installations
   - Establish WASH fund for O&M in schools and raise funds in the community
   - Help teachers and students with WASH club programs

---

2 WHO 2009 *ibid.*
- Mobilize communities and students to help with construction and maintenance of improved facilities in schools
- Advocate for increased WASH resources to local officials
- Set up and manage revolving funds for soap purchases, menstrual hygiene products, etc.
- Mobilize community to improve WASH facilities in homes and in the community (public toilets, handwashing facilities, water source repair and maintenance)

2. Reinforcement (Sustain Changes in Schools and Communities)
Reinforcing or sustaining changes in school WASH is one of the most important roles of parent WASH associations. Organizations at the school level will be able to change the school into a WASH-friendly one. Sustaining changes entails the upkeep and continuity of services of school WASH facilities and the long-term commitment of the school and parents committee. This will ensure that:
- Clean and adequate excreta disposal meets the needs of the students and teachers
- A well maintained and adequate water supply will continue to give service
- Well maintained handwashing facilities and a continuous supply of soap will clean hands and improve health
- Schoolchildren’s involvement in community hygiene and sanitation behavior change will persist


Tips for Working with Student WASH Clubs
The following provides suggestions on how to organize a school WASH club. These ideas should be adapted to local conditions, customs, creativity, and priorities.

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

2. School WASH Club Members
WASH club membership should represent students from all grades and both sexes with teacher guidance. The WASH club can organize itself into committees according to the various topics and appoint committee leaders or chairs (ideally both boys and girls as leaders).

Students
1. From Grade 1 to 4................1 from each section
2. From Grade 5 to 12..............2 from each section

Selection or Election of the WASH Club Members
Selection of members can be done two ways:

1. Teachers who understand the responsibilities and the possible contributions required can ask 1-2 students from each grade level to volunteer.
2. Each class can elect 1-2 responsible and trustworthy classmates to represent them as WASH club members.
3. Students can apply to be a member, and then responsible teachers review the applications and make a selection.

**Organization**

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

WASH clubs meet after school and develop a program of action with guidance from willing teachers. The club will train and mobilize students and at the same time work in harmony with the school administration and PTA. It is important to check with school administration regarding the role of the Ministry of Education and Ministry of Health in school WASH. Are there expectations of the school? Of the community? Of the ministry? How does the role of the students relate to these other groups? Schools have a number of areas for improvement and upkeep. The WASH club should therefore consider all the necessary activities in its action plan and should empower students to carry them out.

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

1. Recruit more volunteer club members
2. Train new club members
3. Mobilize the school community to conduct clean up, tree planting, and other beautifying activities
4. Monitor water points, latrines, and handwashing stands at schools so they are kept clean, safe, and attractive
5. Organize fundraising programs to raise money to construct facilities, buy soap, maintain facilities, etc.
6. Carry out peer hygiene education via skits, poems, songs talks etc. during Morning Assembly
7. Arrange outreach program and work with communities on:
   - Cleanup campaigns
   - Latrine construction
   - Rehabilitation of community water sources
   - Other locally important WASH improvement activities

**Training of WASH Club Members**

School club members will be trained by trained school teachers and students on the three main WASH practices, which are safe storage and treatment of drinking water, proper use of improved latrines, and proper handwashing with soap at critical times. Clubs/students can also be responsible for the proper operation and maintenance of facilities in the school, up to a
point (and depending on the complexity of the WASH technological options at your school). Teachers may also want to use female club members as peer educators when it comes to MHM education and outreach at the school.

5. Examples of School WASH Club Activities
Activities are designed to be fun, engaging, practical, and to contribute to making a school WASH-friendly. Ideally, a WASH club should have a program for the whole school year, beginning with the schoolwide ignition activities to identify current open defecation and other WASH practices. This will lead to identification of activities to stop open defecation and any other WASH-unfriendly activities. 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
Students 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 can wash their hands at once. Each 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 purchased with club funds that are collected from students or through fundraising activities.

Organize a “Scrub Club”
This club assigns toilets to different classes that are responsible for keeping them clean and also nicely decorated. Both boys and girls will be in the classes cleaning, decorating, and competing. 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 enough bottles for everyone to drink enough water in one day. One classroom might need as many as 80 bottles a day!

Make Reusable Sanitary Pads
Talk to club members about the importance of menstrual hygiene management in schools. Depending on the level of awareness among your students, it could be useful to provide background on the biology of puberty and menstruation. As a group, discuss ways in which facilities could be improved at your school. A great activity during one of your meetings is to make reusable sanitary pads. Please see the MHM chapter for detailed instructions on this activity.

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, etc. Give the winning team small prizes, such as soap.

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

**Making Music**
Use music to teach the three key hygiene practices you learned to younger siblings, parents, or even grandparents. You can have a song competition between teams of club members. Have each team make up its own song about a key hygiene practice, with hand or body movements. When teams have finished creating their songs, have one team at a time sing its song to the other two teams and any others in the audience. When all teams have sung, each individual should vote for his or her favorite team song. Count students’ votes to determine who won the competition. Congratulate the winning team and have the whole club learn the winning 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 four 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 to ask them about their posters, ensuring they are displaying the correct hygiene messages. Ideally, you would need markers, crayons, poster paper, colored paper or old magazines, scissors, and glue for this activity. Get permission from your school to hang the poster 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 and drinking
water and handwashing facilities. Students can demonstrate practices, have places where people can play games, or make things related to WASH. You can sing your hygiene song, perform your drama again, display posters, engage people in a short activity, speak about the WASH club’s accomplishments, demonstrate key practices such as correct handwashing, etc. Use this as an opportunity to welcome new members. Be creative and have fun with it!

**Fundraising Activities**

- Make and sell snacks or treats at school, but make sure kids wash their hands before eating them
- Make and sell tippy taps in the community (you can promote handwashing at the same time)
- Put together a show with the drama and music performances you created above. Invite community members and ask for donations

CHAPTER 9: Resources

CHAPTER 1: The Facts about WASH in Schools
If you are interested in learning more about WASH and the research behind WASH programs, especially in relation to gender, the following are useful resources:

WASH Advocates Brief on WASH and Education, 2015
http://www.washadvocates.org/learn/wash-and-education/

WASH Advocates Brief on WASH and Women and Girls, 2015
http://www.washadvocates.org/learn/wash-and-women-and-girls/

World Bank WSP Toolkit on Hygiene Sanitation and Water in Schools

The Right to Water Fact Sheet N. 35
2010, United Nations OHCHR/UN-HABITAT/WHO
# CHAPTER 2: Comprehensive School WASH Projects

1. **Peace Corps: WASH in Schools Training Sessions**  
   *2014, Peace Corps Washington*  
   Session plan and PowerPoint: [https://www.k4health.org/toolkits/pc-wash/session-wash-schools](https://www.k4health.org/toolkits/pc-wash/session-wash-schools)  
   
   Session designed by Peace Corps to guide communities in creating an action plan for the setup of a comprehensive WASH program in a school-setting in particular. *Topics covered: Important WASH practices for schools, healthy habit formation, WASH and school attendance, small doable actions for WASH, small construction projects, WASH committees and clubs*

2. **Peace Corps Guatemala Healthy Schools Project Manual**  
   *2009, Peace Corps Guatemala*  
   [https://www.k4health.org/toolkits/pc-wash/peace-corps-guate-melas-healthy-schools-project](https://www.k4health.org/toolkits/pc-wash/peace-corps-guate-melas-healthy-schools-project)  
   
   Peace Corps/Guatemala has established a strong track-record of promoting healthy schools, with infrastructure for handwashing and sanitation, instruction, and hygiene behavior change criteria supported by school directors and the Ministry of Education. The materials here include a PowerPoint presentation that describes the Peace Corps/Guatemala Healthy Schools Project, a Spanish-language healthy schools manual on how the program is implemented, and a Spanish-language checklist used by school directors to track the school’s progress in meeting the established healthy schools criteria.

3. **WASH in Schools: A Training Resource for WASH in Schools**  
   *2014, USAID/WASHplus Zambia*  
   
   A very good comprehensive guide for creating school WASH programs from beginning to end. This book is good at focusing in on activities that will make a difference at schools, and so is less overwhelming than other guides. It includes so many great activities and resources, including many of the ones uses in this guide. *Topics covered include: Enabling environments for WASH-friendly schools, Finding out the school WASH situation, Understanding the School WASH situation, Blocking fecal contamination, Small doable actions, Three critical WASH practices- Hand washing, Making drinking water safe, and Using hygienic latrines, Menstrual hygiene management, Wash-friendly schools, Taking the WASH pledges and next steps, Supplementary training for teachers*

4. **UNICEF WASH in Schools Website**  
   
   A hub for new and up-to-date WASH in schools information and resources. Includes toolkits, lessons, research, conference presentations, videos, posters, etc.
<table>
<thead>
<tr>
<th></th>
<th>Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009, John adams, Jamie Bartram, Yves Chartier, and Jacki Sims, WHO and UNICEF</td>
</tr>
<tr>
<td></td>
<td>This is a policy guideline that sets minimum standards for schools in resource-poor settings when it comes to WASH programs and facilities. It then guides users in how to meet these requirements in a plausible and practical way. The guide includes information about: Policy rationale, The importance of WASH in schools, Implementation of WASH programs, and an Assessment checklist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The Joy of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005, S. Khanal et al., International Water and Sanitation Center</td>
</tr>
<tr>
<td></td>
<td>A comprehensive list of WASH lessons and activities for school children. Lessons sometimes cover topics beyond WASH, like (related) life skills. If you are looking for activities and games, especially for younger children, this is a great resource. Topics covered include: Hygiene- Personal, hand-washing, sanitation-related diseases, food hygiene, puberty, HIV and hygiene, gender; Sanitation- water sanitation, refuse disposal, worms, diarrheal diseases, hand-washing, solid waste disposal; Water- safe water collection, transport, consumption, storage and handling, Source contamination, Water purification, Water resource management, Schistosomiasis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Water Education Teacher Manual and Student Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013, Simon Zimmer, Aguayuda</td>
</tr>
<tr>
<td></td>
<td>Teacher- <a href="http://issuu.com/szimmer/docs/watereducation-teacher-eng?e=1100473/2650794">http://issuu.com/szimmer/docs/watereducation-teacher-eng?e=1100473/2650794</a> (Spanish)- <a href="http://issuu.com/szimmer/docs/120820212942-ab2a23f7f3c040b3a8f37e9f840b0e78">http://issuu.com/szimmer/docs/120820212942-ab2a23f7f3c040b3a8f37e9f840b0e78</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Protecting Community Water (from A Community Guide to Environmental Health)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014, Hesperian Health Guides</td>
</tr>
<tr>
<td></td>
<td>A simple guide covering the topics surrounding water safety and protection. Topics covered include: Water and community health, Community awareness, Improving water supply, Protecting water source (wells and springs), Collecting rainwater, Safe water transport, Store water safely, Make water safe to drink, Wastewater.</td>
</tr>
</tbody>
</table>
9. Resources from Water, Engineering and Development Centre (WEDC)

**WEDC Posters** (64 posters depicting a wide variety of WASH topics):  
[https://wedc-knowledge.lboro.ac.uk/search.html?q=series:%22WEDC%20Posters%22](https://wedc-knowledge.lboro.ac.uk/search.html?q=series:%22WEDC%20Posters%22)

**WEDC graphics** (Any WASH graphic you can think of):  
[https://wedc-knowledge.lboro.ac.uk/my-resources/graphics.html](https://wedc-knowledge.lboro.ac.uk/my-resources/graphics.html)

**Lessons Learned from NGO Experiences in the Water and Sanitation Sector**  
[http://www.lboro.ac.uk/well/resources/Lessons%20Learned/aAPP3.pdf](http://www.lboro.ac.uk/well/resources/Lessons%20Learned/aAPP3.pdf)
<table>
<thead>
<tr>
<th><strong>CHAPTER 3: Getting Started with Your WASH in Schools Project</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Raising Even More Clean Hands</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>2. Towards Effective Programming for WASH in Schools</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>3. Sanitation for Primary Schools in Africa</strong></td>
</tr>
<tr>
<td><em>2008, Bob Reed and Rod Shaw with Ken Chatterton, WEDC</em></td>
</tr>
</tbody>
</table>
| | This is a useful guide for getting started and assessing school needs. It provides a separate assessment for *Sanitation, Water supply, and Handwashing* in schools. There are also guidelines for ***Rehabilitating and decommissioning existing latrines, Choosing the right latrine for the school, Siting school latrines, Operation and maintenance of facilities, Handwashing with soap.* These guidelines were designed for use in East Africa but could easily be adapted for other settings.
## CHAPTER 4: Needs Assessment, Action Planning, and Applying for Grants

1. **Evaluation Grid for Assessing “WASH-friendly” Status and School” Report Card**  
   *2010, USAID*  

   A very short and basic survey to use when assessing your school for WASH needs, along with instructions for completion and additional suggestions for observation.

2. **Integrating Water, Sanitation, and Hygiene into Primary Schools and Teacher Training**  
   *2008, USAID HIP*  

   A basic guide for starting a WASH program specific to Primary schools. Includes some basic start-up instructions and information about WASH, but also its own list of resources and guide for how to use them. This is a short and simple guide; a good thing to read if you are just beginning to learn about WASH and its possibilities in schools. Topics covered include: *Guidelines for integrating WASH into teacher life skills training*, *Online WASH and schools resources*, and *Information about “Global Handwashing Day”*.

3. **Community-led Total Sanitation Handbook**  
   *2008, Kamal Kar with Robert Chambers, Plan UK*  

   Plan UK and the Institute of Development Studies created this handbook which presents Community-Led Total Sanitation (CLTS), an approach for mobilizing communities to eliminate open defecation. With facilitation, communities conduct their own appraisal and analysis of open defecation (using “triggering activities), and take action to become open defecation free. The CLTS approach recognizes that provision of toilets does not guarantee their use, nor result in improved sanitation and hygiene. The CLTS can be adapted easily for use in schools for “School-Led Total Sanitation” programs. This handbook is available in English, Spanish, and French.
### CHAPTER 5: Facilities

1. **Tip Sheet - How to make tippy taps**  
   USAID HIP and WSP  
   [https://www.k4health.org/toolkits/pc-wash/how-make-tippy-tap](https://www.k4health.org/toolkits/pc-wash/how-make-tippy-tap)

   An additional guide for building tippy taps. This guide has pictures from actual tippy tap projects and gives some alternative options and ideas for using locally available materials (i.e.: gourds, bamboo, etc.).

2. **Hardware for Group Handwashing in Schools**  
   2013, GIZ Fit for School Inc.  

   Guidelines for constructing group handwashing stations in schools. This manual goes beyond tippy taps, giving guidelines for more complex and larger scale handwashing facilities. Guide topics include: *Water sources, Basins, Piping, Drainage, The way forward, Acceptance*

3. **Building Toilets**  
   2014, Hesperian Health  

   This is guide for planning and building many different kinds of toilets and washrooms. It also includes an activity for working with communities to choose the right type and design for them. There aren’t full plans for all of the toilets, but there are great diagrams and pictures for each. Most notably are designs for ecological toilets (not found in many other resources). Topics covered: *Promoting sanitation, What people want from toilets, Planning for Toilets, Women and Men have different needs, Toilets for children, Sanitation for Emergencies, Sanitation for cities and towns, Ecological toilets, Pour flush pit toilets, Choosing the right toilet*

4. **Peace Corps WASH Toolkit**  
   2015, Peace Corps  
   [https://www.k4health.org/toolkits/pc-wash](https://www.k4health.org/toolkits/pc-wash)

   This is the complete toolkit of PC sessions related to WASH. Many of the sessions guide volunteers in small WASH construction projects. Related topics covered include: *Watershed protection, Latrines, soak-away pits and grey water reuse, Financing water and sanitation infrastructure projects*
5. **Household Water Treatment Options in Developing Countries**
   *2008-2010, CDC*

   Simple options to remove turbidity: [http://www.cdc.gov/safewater/chlorination-pretreatment.html](http://www.cdc.gov/safewater/chlorination-pretreatment.html)

   Short hand-outs with explanations and pictures for each type of treatment option.

6. **Resources from Water, Engineering and Development Centre (WEDC)**

   - **Choosing appropriate technologies**
     [http://www.lboro.ac.uk/well/resources/technical-briefs/49-choosing-an-appropriate-technology.pdf](http://www.lboro.ac.uk/well/resources/technical-briefs/49-choosing-an-appropriate-technology.pdf)

   - **Compendium of accessible WASH technologies**
     (How to make WASH easier for those with disabilities)

   - **Ferrocement water tanks**
     (Water tanks made with cement-rich mortar and reinforced with layers of wire mesh.)
     [http://www.lboro.ac.uk/well/resources/technical-briefs/36-ferrocement-water-tanks.pdf](http://www.lboro.ac.uk/well/resources/technical-briefs/36-ferrocement-water-tanks.pdf)

   - **Upgrading traditional wells**
     [http://www.lboro.ac.uk/well/resources/technical-briefs/39-upgrading-traditional-wells.pdf](http://www.lboro.ac.uk/well/resources/technical-briefs/39-upgrading-traditional-wells.pdf)

   - **Village Level Operation Maintenance Pumps**
     [http://www.lboro.ac.uk/well/resources/technical-briefs/41-vlom-pumps.pdf](http://www.lboro.ac.uk/well/resources/technical-briefs/41-vlom-pumps.pdf)

   - **Maintaining Hand Pumps**
     [http://www.lboro.ac.uk/well/resources/technical-briefs/33-maintaining-handpumps.pdf](http://www.lboro.ac.uk/well/resources/technical-briefs/33-maintaining-handpumps.pdf)

   - **Discharge measurements and estimates**
     [http://www.lboro.ac.uk/well/resources/technical-briefs/27-discharge%20measurements%20and%20estimates.pdf](http://www.lboro.ac.uk/well/resources/technical-briefs/27-discharge%20measurements%20and%20estimates.pdf)

   - **Latrine slab and seats**
Household water treatment
http://www.lboro.ac.uk/well/resources/technical-briefs/58-household-water-treatment-1.pdf
http://www.lboro.ac.uk/well/resources/technical-briefs/59-household-water-treatment-2.pdf

Desalination
http://www.lboro.ac.uk/well/resources/technical-briefs/40-desalination.pdf

Chlorination
http://www.lboro.ac.uk/well/resources/technical-briefs/46-chlorination.pdf

Emptying Pit Latrines
http://www.lboro.ac.uk/well/resources/technical-briefs/54-emptying-latrine-pits.pdf

Using human waste
http://www.lboro.ac.uk/well/resources/technical-briefs/63-using-human-waste.pdf

Many more technical guides can be found at http://www.lboro.ac.uk/well/resources/
### CHAPTER 6: Hygiene Education

1. **Children’s Hygiene and Sanitation Training**  
   2004, Michael Bockhorn-Vonderbank, Caritas  
   This is a training manual that would be used best in Primary Schools with younger children. It is aimed at changing behaviors early. There are 5 basic session plans full of pictures and great activities from younger children. Topics covered: *Good hygiene habits, Germs and how they are spread, Hand-washing, Tooth-brushing, Food handling, Toilet use*.

2. **Life Skills-based Hygiene Education**  
   2004, Leonie Postma, Renate Getkate, and Christine van Wijk, UNICEF-IRC  
   [http://www.unicef.org/eapro/Life_skills_based_hygiene_education.pdf](http://www.unicef.org/eapro/Life_skills_based_hygiene_education.pdf)  
   This is a guide for life skills based hygiene education. It is not a lesson book but guides you through what a good curriculum looks like and how to create lessons for this kind of program. *Topics covered include: Life skills-based education within WASH, How children learn, Participatory learning methods, Themes and topics for life skills-based WASH, Principles for the development of lessons plans and materials, Program implementation.*

3. **Peace Corps WASH Toolkit**  
   2015, Peace Corps  
   [https://www.k4health.org/toolkits/pc-wash](https://www.k4health.org/toolkits/pc-wash)  
   This is the complete toolkit of PC sessions related to WASH. Many of the session activities are a good source for teaching hygiene in your community. *Related topics covered include: What is WASH?, Hygiene promotion, WASH in schools, Household water treatment, Water supply, WASH and HIV, WASH and nutrition.*

   2014, Hesperian Guidebooks  
   A simple lesson covering the things and processes contributing to unsafe water; as well as what results from unsafe water. The lesson has good community activities, and simple, clear diagrams.
5. Water, Sanitation, and Hygiene Improvement Training Package for the Prevention of Diarrheal Disease
2009, USAID HIP

A full training package designed for outreach workers; focused specifically on preventing diarrheal diseases. The package includes a good resources list of its own, a “handbook” for use in the field, as well as a guide book with lesson modules and session plans. Topics covered by modules include: introductory activities, making water safe to drink, hand washing, handling feces, interpersonal communication, action planning, and tracking progress.

6. Choose Soap
2015, London School of Hygiene and Tropical Medicine
http://www.choosesoap.org/

A toolkit for hand washing specifically emphasizing the importance of using soap. Toolkit includes teaching scripts, activities, and resources for community WASH campaigns.

7. The “f” Diagram
Resources from Water, Engineering and Development Centre (WEDC)
http://wedc.lboro.ac.uk/resources/factsheets/FS009_FDI_A3_Poster.pdf

This diagram illustrates the pathways of pathogens from the feces of a sick person to the mouth of another person: using the letter “f” as the first letter of the main pathways for easy memorization: fluids, food, flies, fields, floors, fingers, and floods.
### CHAPTER 7: Menstrual Hygiene Management

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is a very long and comprehensive book about MHM- it covers more than just MHM in schools but in other areas as well. There are both modules and toolkits for each topic, as well as case studies from around the world. Topics covered: MHM basics, How to start with MHM, Sanitary protection and disposal methods, Working with communities, Working with schools, MHM in emergencies, MHM for vulnerable and marginalized girls, MHM in the workplace, MHM research, M&amp;E, MHM advocacy</td>
</tr>
</tbody>
</table>

|   | This is a helpful resource list of MHM materials, including Reports, Research, Manuals, and Organizations. |

|   | A very useful guide for trainers and teachers in particular. It is a guide for creating a program and curriculum, as well as implementing it. It focuses a lot on why MHM is important and the evidence supporting puberty/MHM education. Topics covered include: Rationale for puberty education and school health programs, Key components of good puberty and MHM education, Implementation and sustainability for puberty/MHM programs |

|   | This is a guide created along with the ministry of education in Zambia. It has very basic information on the topics and a very good set of lesson activities and games. Topics covered include: Puberty, Menstruation, MHM, MHM school checklist |

This is a guide takes a very gender-focused approach to WASH and MHM programs. It includes a few lessons about gender, gender norms and how they relate to MHM; but also acts as a guide for implementing gender-focused WASH programs. Topics covered: Gender terminology, Gender roles, Gender norms, Discrimination, Gender equality, Gender and MHM, Gender-sensitive programing and research, Examples of good practices

6. Grow and Know
   Tanzania: Vipindi Vya Maisha, 2009, Marni Sommer, Grow and Know Inc.  
   http://www.growandknow.org/Puberty_(kubalehe)_book.pdf
   Tanzania: Kuwa Kijana (Becoming a Young Man, 2013, Marni Sommer, Grow and Know Inc.

   Cambodia: Growth and Change, 2012, Marni Sommer and Susan Connolly, Grow and Know Inc.  
   http://www.growandknow.org/Growth_and_Changes_Cambodia_Book.pdf

   Ghana: Onyini ne Nsakraee, 2012, Nana Mokah Ackatia-Armah and Marni Sommoer, Grow and Know Inc.  

   Ethiopia, Growth and Change, 2014, Danna Smiles and Marni Sommers  
   http://www.growandknow.org/Growth_and_Changes_Ethiopia_Book_Oromiffa.pdf

   This is a set of colorful, interactive booklets about puberty and growing up. Each was created in English as well as the country’s local language. Most were created in conjunction with local governments. They are very useful books, especially the diagrams and pictures.

7. Menstrupedia
   2016  
   http://www.menstrupedia.com/

   This is a website designed just for girls to help them understand puberty and their periods. Resources on the site include booklets, videos, and interactive lessons.

8. Menstrual Hygiene Day Website
   2016  
   http://menstrualhygieneday.org/

   Menstrual Hygiene Day is celebrated each year on May 28 and this site can help you plan your activities. It also has a lot of resources to help with community outreach and advocacy surrounding MHM. Additionally, there are some very helpful factsheets available to download that cover the various aspects of MHM, including: Advancing education, Ensuring Health, Making the Economy Stronger, Protecting the environment, Realizing Human Rights, Changing Attitudes: MHM for Boys and Men
CHAPTER 8: Student WASH Clubs and School WASH Committees

1. WASH-Friendly Schools: Basic guide for schools directors, teachers, students, parents, and administrators
   2010, USAID HIP
   http://www.wateraid.org/what-we-do/our-approach/research-and-publications/view-publication?id=02309d73-8e41-4d04-b2ef-6641f6616a4f&sc_lang=en

   This is a useful for WASH committees and clubs to use in designing programs and carrying out activities. It provides an overview of WASH-friendly schools but also has a large number of activities, lessons, and resources for these types of groups to use. Topics covered include: What is a WASH-friendly school and why is it important, Critical elements of WASH-friendly schools, How to become WASH-friendly, Training outline for teachers, parents and student leaders, 5 ignition tools for raising awareness, WASH resources.