



WASH in Schools

Trainer Manual - 2025



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ACRONYMS

CAWST - Centre for Affordable Water and Sanitation Technology

MHH - Menstrual Health and Hygiene

MHM - Menstrual Health Management

WASH - Water, Sanitation and Hygiene

WinS - WASH in Schools

INTRODUCTION

This Trainer Manual is designed to support people who organize and facilitate *Wash in Schools* workshops. It is based on the practical experience of CAWST, Aqua Clara Kenya, and the Maji Safi Group.

This introduction provides background on how and why the workshop was developed, tips that help you plan for a successful workshop, and several tools to help deliver your training, such as checklists, lesson plans, and PowerPoint presentations.

It is recommended that you adapt the tools to suit your style and the needs of your audience.

WASH IN SCHOOLS TRAINER TOOLKIT

This trainer manual is designed to be used with the following CAWST resources:

- Learning aids:
 - PowerPoint presentations - slides for specific lessons
- Logistics:
 - Workshop Agendas: Adaptable schedules for the workshop
 - Workshop Evaluation: Handouts that can be used to solicit feedback after the workshop
 - Workshop Certificate Templates
 - Workshop Outline

Each lesson plan within this manual requires specific materials. These materials are listed on the first page of each lesson and may include PowerPoint presentations, activity cards, handouts (found at the end of certain lessons), flip-chart paper, sticky notes, and markers. There is a comprehensive reference list in Appendix 2: Workshop Materials Checklists.

WORKSHOP OVERVIEW

Participants

Lessons in this workshop are designed for groups of 15-25 participants who are literate and engaged in education, school management, or community development. No prior experience with Water, Sanitation, and Hygiene (WASH) is required.

Ideal participants include teachers, school administrators, education officers, or others involved in improving school environments. Those responsible for planning, implementing, or supporting school health and hygiene activities will benefit most.

This course may also include participants who support student learning or WASH behaviour change.

Goals

After this workshop, participants will be equipped with the knowledge and skills to improve WASH in schools by applying the 3-Star Approach, engaging key stakeholders, conducting school needs assessments, developing School WASH Improvement Plans, and integrating Menstrual Health and Hygiene into school programming.

Topics and Flow

This workshop covers three core themes:

- Why WASH in Schools Matters?
- Menstrual Health and Hygiene in Schools
- The 3-Star Approach

Participants will begin the workshop by exploring the importance of WASH as a general concept, through handwashing practices, clean drinking water, and sanitation.

Next participants will consider why WASH matters for student health, dignity, learning, and equity.

Participants will then participate in sessions dedicated to Menstrual Health and Hygiene (MHH), highlighting its importance, how to create safe and supportive school environments, and what appropriate MHH infrastructure and education looks like.

Participants will be guided through the 3-Star Approach for progressively improving WASH services and practices at school. Finally, they will proceed through the steps of developing a School WASH Improvement Plan that is realistic, inclusive, and action-oriented.

LEARNING OUTCOMES

Table: Participant Learning Outcomes and Activities

Learning outcomes describe what the participants will be able to do by the end of the workshop to demonstrate increased knowledge, improved skills, or changes in attitude. This table provides a broad overview of the learning outcomes and activities within each lesson plan in this manual. The lesson plans provide detailed instructions and trainer tips.

Theme	LP #	Lesson Plan	Learning Outcomes	Activities
Overview	1	Workshop Introduction	<ul style="list-style-type: none"> • Explain what will happen throughout the workshop • List the ground rules that will be followed throughout the workshop. 	<ul style="list-style-type: none"> • Introduction • Getting to Know You • Group Agreement • Self-Evaluation
Why WASH in Schools Matters	2	What is WASH?	<ul style="list-style-type: none"> • Describe the WASH acronym • Explain how to prevent water-related disease transmission • Explain why WASH in Schools is important 	<ul style="list-style-type: none"> • Introduction • What is WASH? • Transmission Routes (part 1) • WASH Solutions • Transmission Routes (part 2) • Review
	3	Why WASH in Schools Matters?	<ul style="list-style-type: none"> • Discuss the importance of WASH • Identify common diseases in their community • Explain current WASH issues locally and globally 	<ul style="list-style-type: none"> • Introduction • Consequences of Bad WASH Practices • The Poverty Cycle • Importance of WASH in Schools • Review

	4	WASH Technologies	<ul style="list-style-type: none"> • Explain the importance of treating drinking water • Identify current water treatment practices • Describe the ACK Water Filter and how it improves water quality • Explain the importance of using improved sanitation facilities • Describe how SATO products promote safe sanitation 	<ul style="list-style-type: none"> • Introduction • Current Water Treatment Practices • Introducing Aqua Clara Water Filter • Introducing Sato Products for Sanitation • Review
MHH in Schools	5	Starting the Conversation Around MHH	<ul style="list-style-type: none"> • Recognize that menstrual health and hygiene (MHH) affects everyone. • Identify and address taboos and myths around MHH 	<ul style="list-style-type: none"> • Introduction • Breaking the Silence • The Biology of Menstruation • Myths and Beliefs • The Three Components of MHH • Review
	6	Why MHH?	<ul style="list-style-type: none"> • Differentiate between MHH myths and facts • Describe the purpose and use of various menstrual management products • Consider facts that affect the safe and hygienic management of menstruation 	<ul style="list-style-type: none"> • Introduction • Management of Menstruation • Safe and Hygienic Management of Menstruation • Review
	7	MHH in Schools	<ul style="list-style-type: none"> • Identify and categorize gaps in menstrual health and hygiene • Support schools in addressing student challenges around MHH • Describe the purpose of a WASH club and the role it plays in MHH 	<ul style="list-style-type: none"> • Introduction • Address MHH Gaps • Problem-Solving Without Budget • MHH/WASH Clubs • Review

	8	MHH Infrastructure	<ul style="list-style-type: none"> List the key components of an MHH change room Use the MHH checklist to evaluate infrastructure Describe methods of safe disposal 	<ul style="list-style-type: none"> Introduction MHH Infrastructure The Ideal Change room Safe Disposal of Used Sanitary Materials Review
The 3-Star Approach	9	The Role of a School WASH Champion	<ul style="list-style-type: none"> Identify stakeholders required to improve WASH in Schools Describe the purpose of a School WASH Champion List the possible activities of a School WASH Champion Describe the qualities of an effective School WASH Champion 	<ul style="list-style-type: none"> Introduction Lay the Groundwork for Change A School WASH Champion Review
	10	The 3-Star Approach	<ul style="list-style-type: none"> Describe purpose of the 3-Star Approach Identify components considered for star ratings Conduct a needs assessment Identify ways schools can increase their star ratings 	<ul style="list-style-type: none"> Introduction Components of the 3-Star Approach Star Sorting Activity Review
	11	WASH in Schools Needs Assessments	<ul style="list-style-type: none"> Describe the purpose of a needs assessment Use the tracking sheet to conduct a needs assessment Identify areas for improvement within schools 	<ul style="list-style-type: none"> Introduction Elements of the Needs Assessment The Tracking Sheet Tracking Sheet Activity Review

	12	Developing a School WASH Improvement Plan	<ul style="list-style-type: none"> • Explain the importance of shared ownership in implementing WASH improvements within the school community • Use the needs assessment tool to identify priority WASH actions • Develop a School WASH Improvement Work Plan 	<ul style="list-style-type: none"> • Introduction • Planning to Implement Change • Prioritizing WASH Improvements • Developing School WASH Improvement Plans • Review
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Behavioural Outcomes

Following the workshop, participants should be able to:

- Demonstrate proper hygiene and sanitation practices to prevent water- and hygiene-related disease transmission
- Challenge common myths and taboos related to menstrual health and hygiene (MHH) within their school or community
- Use the 3-Star Assessment Tool to evaluate school facilities and identify key areas for improvement
- Plan and propose realistic WASH improvements using available resources, including creating a School WASH Improvement Plan
- Actively participate in, or support the formation of WASH clubs to sustain hygiene promotion activities in schools
- Collaborate with stakeholders as a School WASH Champion to promote WASH-related behaviour change and infrastructure improvements

AGENDAS

The general outline of the workshop is as follows:

- **Workshop introduction:** The initial lesson allows participants and trainers to get to know one another, check their current understanding of topics, and discuss their expectations.
- **Lessons:** Each individual lesson includes a list of materials, required reading, and a series of activities trainers can use to introduce the topic, help participants meet learning outcomes, and review the content.

- **Breaks and lunch:** To keep people working and feeling positive, breaks are needed. Plan for a mid-morning and mid-afternoon break that allows people to use the washroom, have a drink, or eat a snack.
- **Daily opening:** Start the day with a review of the material learned during the previous day. This practice helps focus the participants' attention and allows the trainer to check the participants' understanding of the material. See the review tools and questions in Appendix 1: Facilitator Tools.
- **Daily closing:** End the day by asking the participants for feedback and questions. Suggested daily evaluation activities are included in Appendix 1: Facilitator Tools.
- **Workshop closing:** The final lesson is an opportunity to review content, check understanding, celebrate learning, and create plans for action and learning that participants can follow after the workshop.
- **Workshop evaluation:** The opportunity to provide feedback allows participants to assess the strengths and weaknesses of the workshop so further improvements can be made. See the template in the Workshop Logistics folder.
- **Trainers debrief:** This daily exercise allows the trainers to discuss what went well, what areas of the day could be improved, and what needs to be done for the next day and in the future.

SAMPLE AGENDAS

The agenda for this workshop will vary according to the training needs of the participants. CAWST recommends that trainers modify the agenda every time they deliver this workshop to make sure it meets the needs of the participants. Sample agendas are provided on the following pages.

3-Day Session

Time	Day 1	Day 2	Day 3
9:00-10:45	Workshop Introduction (45 min) What is WASH? (60 min)	Opening Review (15 min) Starting the Conversation around MHH (65 min)	Opening Review (15 min) The Role of a School WASH Champion (50 min) WASH in Schools Needs Assessment (55 min)
15 min	Break	Break	Break
11:00-12:30	Why WASH in Schools Matters (60 min)	Why MHH? (60 min) MHH in Schools (65 min)	WASH in Schools Needs Assessment (55 min) Developing a School WASH Improvement Plan (75 min)
1 hour	Lunch	Lunch	Lunch
13:30-15:30	WASH Technologies (90 min) Closing (5 min)	MHH in Schools (65 min) MHH Infrastructure (60 min) Closing (5 min)	Developing a School WASH Improvement Plan (75 min) Workshop Closing (45 min)

2.5-Day Session

Time	Day 1	Day 2	Day 3
9:00-10:45	Workshop Introduction (45 min) What is WASH? (60 min)	Opening Review (15 min) Why MHH? (60 min)	Opening Review (15 min) WASH in Schools Needs Assessment (55 min)
15 min	Break	Break	Break
11:00-12:30	Why WASH in Schools Matters (60 min)	MHH in Schools (65 min) MHH Infrastructure (60 min)	Developing a School WASH Improvement Plan (75 min) Workshop Closing (20 minutes)
1 hour	Lunch	Lunch	
13:30-1500	WASH Technologies (90 min)	MHH Infrastructure (60 min) The Role of a School WASH Champion (50 min)	
15 min	Break	Break	
15:15-16:30	Starting the Conversation Around MHH (65 min) Closing (5 min)	The 3-Star Approach (60 min) Closing (5 min)	

LESSON PLANS

1. Workshop Introduction
2. What is WASH?
3. Why WASH in Schools Matters
4. WASH Technologies
5. Starting the Conversation Around MHH
6. Why MHH?
7. MHH in Schools
8. MHH Infrastructure
9. The Role of a School WASH Champion
10. The 3-Star Approach
11. WASH in Schools Needs Assessment
12. Developing a School WASH Improvement Plan

45 minutes
total

Lesson Plan
01. Workshop Introduction

Overview of Activities

1. Introduction
2. Getting to Know You
3. Group Agreement
4. Self-Evaluation

Learning Outcomes

At the end of this session, participants will be able to:

1. Explain what will happen throughout the workshop
2. List the ground rules that will be followed throughout the workshop.

Materials & Preparation

- Flip-chart paper
- Markers
- Bingo cards
- Sticker dots
- Sticky notes
- Workbooks
- Pens
- Price for Bingo winner(s)

Recommended Reading

- None



Introduction

1. Introduce yourself, any other trainers, and any special guests.
2. Introduce your organization.
3. Introduce the training: provide an overview of what will be covered, the methods you will use, and the expectations from your trainees.
4. Discuss workshop logistics, including the building layout, the location of the bathrooms, emergency exits, muster points, and how to access first aid.

Getting to Know You



1. Hand out the Bingo matrix to trainees.
2. Say: "I'm giving you about 10 minutes to walk around the room to find people with the characteristics described in the boxes. When you find someone with the characteristic, ask for more information about that characteristic, and then ask them to sign their name in the box. One person can sign no more than two boxes on one individual's bingo sheet. The first person to fill out one line, horizontally, vertically, or diagonally wins a prize."
3. After 10 minutes, or when someone calls "Bingo," whichever comes first, stop the activity and get everyone's attention.
4. Ask the group: "What is one interesting thing you learned about a colleague through this activity?" Have individuals take turns sharing an interesting fact about a colleague.

Group Agreement



1. Explain: "Now that we know each other, let's decide how we will work together throughout the day."
2. Explain the ground rules form an agreement created by the group that will allow everyone to learn together
3. Ask the trainees to quietly reflect on their past training or learning experiences. Ask: "What made those experiences positive? Negative?"
4. Ask the trainees to share ideas of how they can create a positive learning environment for everyone. Record their ideas under the title "Group Agreement." Explain that other ground rules can be added during the workshop.



Self-Evaluation

1. Explain to participants that you would like to assess their current knowledge on the following topics:
 - Understanding the importance of WASH in schools
 - Knowledge of current WASH facilities and practices in their own schools
 - Awareness of menstrual health and hygiene practices in their schools
 - Understanding of the 3-Star Approach
 - Knowledge of how to improve star ratings within the 3-Star Approach
2. Point participants to the flip-chart paper and state that they should rank their knowledge of each topic on a scale. State that the far-left side of the scale indicates zero/very low level of knowledge, and the far-right side of the scale indicates a very high level of knowledge.
3. Hand out four sticker dots to each participant.
4. Ask participants to stand up, proceed to the flip-chart paper, and place one sticker dot on each line where they feel their current knowledge is.

Trainer Tip:

Keep flip-chart paper taped to the wall for the duration of the training. You will return to it at the end of the day.

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Resources:

FIND SOMEONE WHO...				
Speaks more than 2 languages	Is the oldest sibling	Is a good cook	Is a vegetarian	Is an only child
Is afraid of spiders	Has a dog as a pet	Plays basketball	Is left-handed	Loves spicy food
Has been to Europe	Hates spicy food	FREE SPACE	Is afraid of heights	Can play a musical instrument
Born in the same month as you	Has an artistic hobby	Plays video games	Has 2 or more sisters	Likes to garden
Loves meat	Wears a watch	Is taller than you	Likes jogging	Favourite colour is blue

Overview of Activities

1. Introduction
2. What is WASH?
3. Transmission Routes Activity – Part 1
4. Barriers to Transmission Routes
5. Transmission Routes Activity – Part 2
6. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Describe the WASH acronym
2. Explain how to prevent water-related disease transmission
3. Explain why WASH in Schools is important

Materials

- Flip-chart paper
- Markers
- Tape
- *Transmission Routes* activity
- Projector or printouts

Preparation

- Write lesson description or learning outcomes on flip-chart paper
- Prepare small pieces of coloured paper
- Prepare four sets of *Transmission Routes* activity cards (set number may change based on group size)



Introduction

1. Divide a piece of flip-chart paper into two columns.
2. Ask participants, “Before coming to this training today, what were some of the activities or things you did?”
 - Answers likely to include eat breakfast, go to the toilet, sweep around the house, brush teeth, collect water, drive, etc.
3. As participants give you answers, write them on the flip chart paper in two columns. Do not yet write any titles for these columns.
 - Column 1: WASH-related activities
 - Column 2: Non-WASH related activities.
4. Explain to participants that you have been placing the activities into two columns on the flip-chart paper because they are in two different categories.
5. Ask participants, “What are the two categories?”
 - Answer: Water-related activities, non-water related activities
6. Present the learning outcomes for this module.

What is WASH?



1. Explain to the participants that throughout the day we practise many WASH-related behaviours such as handwashing, bathing, washing clothes and utensils, cleaning our house, etc. We do most of these activities every day of our lives.
2. Ask the participants to discuss with a partner, “What does WASH mean?”
3. Ask the partners to share their thoughts with the larger group. The participants will most likely identify the meaning of the acronym Water, Sanitation, and Hygiene.
4. Explain to participants that dividing activities into either water, sanitation, or hygiene is not enough to fully understand the meaning of WASH and why it is so important.
5. Explain to participants that to better understand the meaning of WASH, they will need to look at the bigger picture of how diseases are spread through water, sanitation, and hygiene.

Transmission Routes Activity – Part 1 (routes)



1. Show participants the card with a person defecating near a water source and the card showing a child. Ask the participants to tell you what they see.
2. Ask participants to tell you one way the germs introduced to the environment when one defecates in the open can find their way to the child.
3. Divide participants into groups of 3-5 people. Hand out the white cards and arrows to each group from the Transmission Routes card games you have prepared.

4. Explain that they should use the white cards and arrows to create as many transmission routes as they can to show how pathogens from human excreta can find their way from the feces to the child.
5. When the groups have made their diagrams, ask each group to explain its diagram to the other groups and describe why they have chosen to order the cards in such a way. Let them respond to questions raised by the other groups.
6. Discuss the similarities and differences between the various diagrams. Encourage discussion to find out why participants placed the pictures in a particular order and ensure everyone understands what a “transmission route” is.
7. Ask the participants: “How does this activity help us more fully understand the meaning of WASH?”
 - It shows us the different components of WASH and how they are all important and connected.

10 minutes

Wash Solutions – Barriers to Transmission Routes



1. Explain to participants that there are many activities that we can do throughout the day that help prevent the spread of disease and help us protect ourselves and our communities. Refer back to the list of activities in the ‘WASH-related’ column as examples.
2. Hand out a few small pieces of paper to each participant.
3. Ask the participants to take their pieces of paper and crumple them into balls of paper.
4. Ask the participants to throw the balls of paper at you. Do not defend yourself.
5. Ask the larger group: “What just happened?” I got hit by the piece of paper because I did not protect myself.
6. Explain to the participant that “I should use an object to protect myself from the ball of paper being thrown at me”.
7. Ask the participants to once again throw the balls of paper at you. This time, use an object to protect yourself from the balls of paper.
8. Ask the larger group: “What just happened?” I did not get hit by the pieces of paper because I made the choice to use an object to protect myself.
9. Explain to participants that we can think of each paper ball as a disease. Explain that sometimes people don’t make that choice for various reasons. Some examples could be:
 - Not knowing why it’s important to block the ball
 - Not being able to block it
 - They don’t have an object to help block the ball
 - No one has ever thought of blocking the ball before.
10. They will be discussing more reasons why someone may not protect themselves in another lesson.
11. Explain to participants that the object you used to protect yourselves is called a ‘barrier’.

12. Explain to participants that they will now be looking at barriers to use to protect ourselves against WASH-related diseases.

5 minutes

Transmission Routes Activity – Part 2 (Barriers)



1. Ask the participants to return to their earlier groups.
2. Hand out the yellow cards to each group. Explain that they should use the yellow cards to block the transmission of diseases. They need to put the yellow card directly on top of the card that it is trying to block.
3. Discuss with participants that we need to use all the barriers to maximize our protection. We can't block the transmission of diseases fully with just one barrier.
4. Explain to participants that someone being sick, especially with diarrhea, can be a consequence of not using all the barriers to protect themselves.

5 minutes

Review



1. Ask participants, “What does the acronym WASH stand for?”
 - Water, Sanitation, and Hygiene
2. Ask participants to mention one reason why WASH in Schools is a priority to them.

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Overview of Activities

1. Introduction
2. Consequences of Bad WASH
3. The Poverty Cycle
4. Importance of WASH in Schools
5. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Discuss the importance of WASH
2. Identify common diseases in their community
3. Explain current WASH issues locally and globally

Materials

- Flip-chart paper
- Markers
- Tape
- Cue cards or Post-it Notes
- Glass of visibly dirty water
- Poverty Cycle cards
- Optional: Projector
- Optional: Why WASH Matters PowerPoint presentation

Preparation

- Prepare the glass of visibly dirty water and place it on a table in front of the participants.
- Cut out 1 set of the poverty cycle cards for each group of 3-5 participants (see end of lesson plan)
- Prepare questions and answers regarding the statistics of the region or country you are delivering the workshop. You can use the CWP_Why WASH Matters PowerPoint presentation as a guide for creating questions.
- Optional: Review the CWP_Why WASH Matters PowerPoint Presentation and modify the statistics according to the region you are delivering the workshop.
- Optional: Write the learning outcomes on flip-chart paper

60 minutes
total

Lesson Plan

03. Why WASH in Schools Matters?



Introduction

1. Pick up the glass with the visibly dirty water and ask participants: “Would it be a good idea for me to drink this water? Why or why not?”
2. No. Drinking dirty water could make me sick. It could spread diseases.
3. Ask participants more probing questions: “Why is it a bad thing to be sick?”
4. Health impacts, make other people sick, could become more sick, could miss work or school, cannot take care of family members, etc.
5. Present the lesson description or learning outcomes.



Consequences of Bad WASH Practices – Diseases

1. Explain to participants that they will now work in teams to list as many diseases that are common in their communities as they can.
2. Divide the participants into small groups of 3-5 people.
3. Hand out a set of Post-it Notes or cue cards to each group.
4. Ask each group to write different diseases that are common in their communities or country on individual cue cards or Post-it Notes. They can be any diseases, not only related to WASH. As the participants write the diseases, ask them to bring the Post-it Notes to the front and stick them on the wall. Give them five minutes to finish.

Trainer Tip:

Group similar cue cards or Post-it Notes together as the participants are bringing them up. Try to separate them not only in groups, but in 2 columns: WASH-related diseases and non-WASH-related diseases. Don't write the title of the columns yet.

5. Tell the participants: “Wow! Look at all those diseases!”
6. Read the list as a group and have a discussion on which of the diseases listed are the most common.
7. Explain to participants that you have been separating the diseases not only into groups of the same diseases, but also into two columns. Ask the participants: “If we had to give a title for both columns, what would they be? WASH-related, and non-WASH-related.
8. Explain to participants that in the previous lesson they discussed how WASH-related diseases are spread: through bad WASH practices. Use examples from the Transmission Route activity to help with the discussion (dirty hands, flies on food, dirty water, etc.)
9. Ask the participants: “What diseases could we remove if everyone treated their water?” Remove all the diseases which are spread through contaminated water.
10. Ask the participants: “What diseases could we remove if everyone consistently used a latrine and good sanitation?” Remove all the diseases which are spread through poor

sanitation or environmental sanitation practices (including latrine, insects and animal management, pollution through burning garbage, etc.)

11. Ask the participants: “What diseases could we remove if everyone consistently practised good hygiene, such as washing their hands?” Remove all the diseases that are spread through poor handwashing practices (some of these could include the flu and other common non-WASH diseases.)
12. Remove all the post-it notes that are identified by the participants. Eventually, remove all the WASH-related diseases from the wall.
13. Explain to participants that eliminating WASH diseases is quite easy as most of the solutions are fairly simple, such as using filters, using a latrine, and washing your hands.
14. Explain to participants that you have not removed all the non-WASH diseases because you will not be focusing on them. Explain that many of those diseases are more complex to prevent and may need the help of medical experts.

25 minutes

The Poverty Cycle



1. Ask participants: “Why is it important for people to be healthy?”
 - So people can go to work, children can go to school, people are more productive, people have more money because they don’t waste their money on medical bills, etc.
2. Divide the participants into groups of 4-5 people.
3. Give each group a set of the poverty cycle images.
4. Explain to each group that they will need to use all the images in the set to create a diagram of a story. Explain to participants that the story does not have to be in a line (from left to right), it can be circular and can even take different paths.
5. Ask participants to first arrange the images and then once they have decided the order as group, to stick all the images on flip-chart paper using tape or glue. After five minutes, ask the group to come stick their flip chart on the wall, or simply make a circle and ask the participants to place their flip charts in the centre of the circle on the floor.
6. Ask each group to explain their story.
7. Explain the poverty cycle to participants. When people are ill, they cannot go to work or go to school, which means they cannot make money and children cannot learn.

If children do not learn, they will not be able to have good jobs in the future. If people are ill, they must spend money to pay for medical bills rather than paying for school, healthy food, or clothes to go to work.
8. Explain to participants that an easy way to help break the poverty cycle is to have good WASH practices and eliminate WASH-related diseases.
9. Ask participants to return to their seats if they are standing in the circle.
10. Ask participants: “Let’s now think of this poverty on a larger scale. What do you think happens to the development of a country if everyone is sick because of bad WASH practices?”

- If people are sick, they cannot learn and get good jobs that make good money. The more people are sick the less money people make. The less people make, the less they have to buy things. That means less money for everyone; including less money for the government, which means they cannot provide good services to people.

Trainer Tip:

This could be a difficult concept to explain. You may use this example if you think it will be helpful:

John is a carpenter. He makes and sells furniture. People in his village do not make a lot of money because many of them do not work very much because they keep getting sick from diarrhea or cholera.

The diseases could be easily avoided if people treated their contaminated water, washed their hands regularly, and always used a latrine; but people do not do those things. Since people do not make very much money, there is no one to buy the furniture that John makes.

As a result, John's opportunities are affected because people in his village are not adopting good WASH practices and are always sick. This example is repeated at the country-wide level.

5 minutes

Importance of WASH in Schools



1. Project the Wash in Schools image (found in Resources section) or hand out printed papers to the participants.
2. Ask participants to explain what they see in the picture.
3. Summarize the image to the participants.
4. Tell participants this image illustrates why WASH is important in schools.
5. Ask participants "As teachers, what future would you like for children in your schools?"
6. Tell participants that a positive future is very possible for the children if they gave priority to WASH in their institutions.

5 minutes

Review

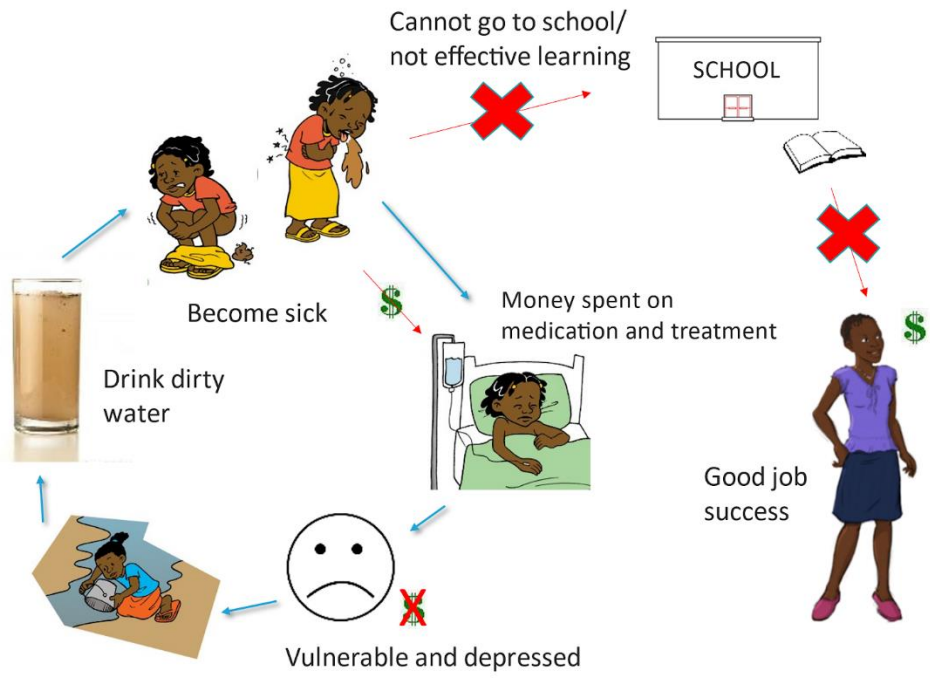


1. Ask the participants: "Why is adopting good WASH practices important for our communities?"
2. Discuss with the larger group.

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Resources:



Overview of Activities

1. Introduction
2. Current Water Treatment Practices
3. Introducing ACK Membrane Water Filter
4. Introducing Sato Products for Sanitation
5. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Explain the importance of treating drinking water.
2. Identify current water treatment practices.
3. Describe the Aqua Clara (ACK) Water Filter and how it improves water quality.
4. Explain the importance of using improved sanitation facilities.
5. Describe how SATO products promote safe sanitation.

Materials

- Flip-chart paper
- Markers
- Tape
- Photos of water treatment technologies or real demos
- Sato products if available in country
- 15 litres of visibly dirty water
- HWTS factsheets

Preparation

- Write lesson description or learning outcomes on flip-chart paper
- Prepare photos or real demos of common HWTS options
- Prepare technology fact sheets
- Write down the questions of the flip chart
 - How the technology works
 - Advantages of this technology
 - The limitations of this technology

90 minutes
total

Lesson Plan

04. WASH Technologies



Introduction

1. Begin with a question: “Where does the water we drink come from?”
2. Lead a short discussion about common water sources (rivers, wells, rainwater).
3. Ask: “Is this water always safe to drink? Why or why not?”
4. Explain that water can contain germs that cause disease, and that safe water and sanitation are critical for good health.
5. Present the learning outcomes for this module.



Current water treatment practices

1. Ask the participants to mention some common ways that people in the areas they live make their water safe for drinking.
2. Write responses on the flip-chart paper. Common methods could include:
 - **Boiling** — kills germs with heat.
 - **Solar disinfection (SODIS)** — uses sunlight to kill bacteria (water in clear bottles left in the sun for 6 hrs).
 - **Use of chemicals** (Chlorine, Water guard, Aqua tabs) to kill germs.
 - **Filtration**
3. Divide the participants into groups of 4-6 people and give them photo and fact sheet of a certain technology.
4. Tell participants they will have 10 minutes in their groups to discuss:
 - How the technology works
 - Advantages of this technology
 - The limitations of this technology

Trainer Tip:

This lesson plan uses specific examples of filters and sanitation products. If you have other specific examples, feel free to use those. Otherwise, you may discuss different types of filters and sanitation products in more generic terms.



Introducing Aqua Clara Water filter

1. Explain:
 - The ACK Water Filter *[or other relevant filter]* is a modern, easy-to-use device that removes dirt and harmful germs from drinking water.

- Explain that the filter has very small spaces which we cannot see with naked eyes that only allow water to pass and prevent germs and dirt (Let the membrane go round for each participant to see)
 - It is especially helpful for households without easy access to safe water.
2. Highlight the following key points:
 - Uses membrane technology.
 - Does not require electricity.
 - Removes disease causing micro-organisms from water
 - Affordable and durable.
 3. **Demo:** Show water being poured into the filter and clean water coming out.)

20 minutes

Introducing Sato products for sanitation



1. Explain:
 - SATO develops innovative sanitation products, such as latrine pans and stools.
 - They are designed to make pit latrines safer, cleaner, and more hygienic.
2. Key Features:
 - Easy to install over traditional pit latrines.
 - Reduce odours and flies.
 - Help prevent diseases related to poor sanitation.
3. Show and explain the different SATO products.
4. Quick Class Discussion:
 - Why is having a clean toilet important?
 - How do SATO products help our schools, homes, and communities?

5 minutes

Review



1. Quick Quiz:
 - What are two benefits of using the ACK Water Filter?
 - Why should we use SATO sanitation products?
2. Final message: "Safe water and good sanitation keep us healthy and strong!"

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Overview of Activities

1. Introduction
2. Breaking the Silence
3. Taboos and Myths
4. Then vs. Now
5. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Recognize that menstrual health and hygiene (MHH) affects everyone
2. Identify and address taboos and myths around MHH

Materials & Preparation

- Flip-chart paper
- Slides
- Projector
- Markers

Recommended Reading

- None

65 minutes
total

Lesson Plan

05. Starting the Conversation Around MHH

Introduction



1. Introduce the topic of menstrual health and hygiene. Explain why it is an important part of WASH and that it affects everyone, not just women/girls who menstruate.
2. Tell participants that, though conversations around MHH can be uncomfortable, it is important that the training room is a safe space. Confidentiality, openness, and respect should be observed by all participants.

Breaking the Silence



1. Ask participants to share their memory of when they first menstruated. What did they do? How did they feel? How did others around them react?
2. For men, ask when they first learned about menstruation? How did they discover that women menstruated? What did they do? How did they feel?
3. Give participants space to share and allow them the time that they need.
4. Conclude that the silence being evident from the adults is the same silence the teenagers will have towards MHH hence we need to start a conversation and freely share more about MHH.

Trainer Tip:

This discussion may be difficult to get started. Be patient in waiting for participants to respond. Once a few participants have responded, others may feel more open to share. Prompt them to share their personal experience rather than relaying experiences from mothers, siblings, etc.

The Biology of Menstruation

1. Ask participants if they understand what happens during menstruation. Focus on the biological components. If you can, ask a male participant to answer.
2. Show slide of the menstrual wheel and walk participants through the cycle. Highlight the following stages:
 - Menstrual Phase (Day 1–5): Shedding of uterine lining.
 - Follicular Phase (Day 1–13): FSH (follicle stimulating hormone) stimulates follicle growth; estrogen rises.
 - Ovulation (Day 14): LH (luteinizing hormone) surge causes egg release.
 - Luteal Phase (Day 15–28): Progesterone prepares the uterus; if no fertilization, hormone levels drop, and menstruation begins.
3. Ask participants what they think about menstrual blood. Do they believe it is clean? Dirty?
 - Menstrual blood is not “unclean”. It is safe to handle with basic hygiene. However, it is still blood, which means that it can carry bacteria and viruses in an infected person.



Myths and Beliefs

1. State that one of the reasons it is difficult to discuss MHH is because of the myths and beliefs that surround it.
2. Highlight that different cultures have different myths around what women should and should not do while menstruating. Additionally, there are myths and beliefs around disposal of sanitary products.
3. Split the class into groups of 4-5 people. Hand each group a flip-chart paper and markers.
4. Ask the groups to create a list of MHH myths and beliefs that they have heard. Give them about 10 minutes to discuss and generate their list.
5. Ask a representative from each group to share two ideas. Write them on flip-chart paper/whiteboard at the front of the room.
6. Proceed through the list and discuss each item. They will likely be unique to the country/region/culture where you are presenting the information. Dispel these myths and taboos by sharing relevant facts. Make sure you focus on objective facts,

Trainer Tip:

Probe to get specific for the community you are training, not just the generic ones. This may also require some discussions before you arrive in the community.



The Three Components of MHH

1. Ask participants, “Now we know about myths and about biology, how do we feel about the importance of MHH at schools?”
2. Ask, “What are some of the ways we can address menstrual health and hygiene concerns within our schools?”
3. Write ideas on a piece of flip-chart paper in three separate columns (do not tell participants what these columns mean). At this point, it is a brainstorm, and you are not looking for any specific answers.
 - Organize answers into i. Breaking the Silence ii. Safe and Hygienic Management of Menstruation iii. Safe disposal of used sanitary materials.
4. Introduce the three categories and mention that we have already started breaking the silence, but that the silence must also be broken through:
 - Community discussion
 - Education in schools
 - Dispelling myths
 - Getting men to participate in MHH



Review

1. Ask participants, “How have things changed since you were in school? Do you think the student experience around MHH is different? Or is it the same?”
2. Pair share. Ask participants to discuss these questions in pairs. Give five minutes for discussion.
3. Ask for volunteers to share their thoughts and open it up for discussion.

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Overview of Activities

1. Introduction
2. Management of Menstruation
3. Safe and Hygienic Management
4. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Differentiate between MHH myths and facts
2. Describe the purpose and use of various menstrual management products
3. Consider facts that affect the safe and hygienic management of menstruation

Materials

- Flip-chart paper
- Tape
- Markers
- Green and red cards
- Sanitary products
 - Non-reusable products (disposable pads, tampons, cotton wool)
 - Reusable products (cloth, menstrual cups, reusable pads)
- Panties
- Rope and pegs
- Thread and needles
- Cotton cloth
- 3 pairs of scissors
- Sticky notes

Preparation

- Prepare flip-chart paper with lesson learning outcomes
- Prepare a flip-chart drawing with three components of MHH
- Ensure all the sanitary products are available.
- Tie a rope in front of the room

60 minutes
total

Lesson Plan

06. Why MHH?



Introduction

1. Give each participant a green card and a red card.
2. Instruct participants that you will be making statements about menstruation and they must identify whether those statements are true or false (green for true, red for false)
3. State the following:
 - Menstrual blood is dirty and full of toxins [**false**]
 - Feminine hygiene products can cause infection if not changed or cleaned properly. [**true**]
 - Washing your genitals with soap during your period is necessary. [**false**]
 - Menstruation is a sign of good reproductive health. [**true**]
 - You should not exercise during your period. [**false**]
 - You should not go to school or work during your period. [**false**]
 - It's unhygienic to touch menstrual products. [**false**]
 - Stress, diet, exercise, and illness can all affect the timing and flow of menstruation. [**true**]



Management of Menstruation

1. Divide participants into groups of 4-6.
2. Give each group a different menstrual management product (disposable pad, cloth, menstrual cups, reusable pads, tampons, and materials to make pads).
3. Give the groups 10 minutes to discuss:
 - What the product is
 - How to use the product
 - How to dispose of the product
4. Ask for two participants from each group to present their findings. One will hold the product and the other will present their findings.

Trainer Tip:

Encourage male participants to present in front of the class. This will more effectively break the silence and decrease taboos around menstruation.

5. At the end of the presentations, summarize the products and place an emphasis on clean water, changing rooms, and a good selection of products.

Safe and Hygienic Management of Menstruation



1. Tell participants the type of product that best fits the participant will be based on several factors. Ask participants if they can identify those factors:
2. Answers could include – cost, access to clean water, availability
3. Tell participants, “What would you do if you had to make the decisions?”
4. Get participants to work in groups of 4-5 and assign each group one of the following scenarios:
5. You’re at work and need to change a tampon, but there’s no bin in the toilet.
6. A friend tells you she’s reusing a disposable pad because she can’t afford new ones. What advice can you give her?
7. You’re staying in a rural area with no toilet or bathing room. You get your period unexpectedly. How do you manage hygienically?
8. In your village, the local shop only sells expensive pads. Reusable options aren’t available. What can your community do?
9. Ask groups to discuss or act out their solutions.
10. Have the groups present their ideas or skits.

Trainer Tip:

This activity can be done either as a group discussion or as an acted-out role-play/skit. The skit will take longer so this will depend on your schedule.

Review

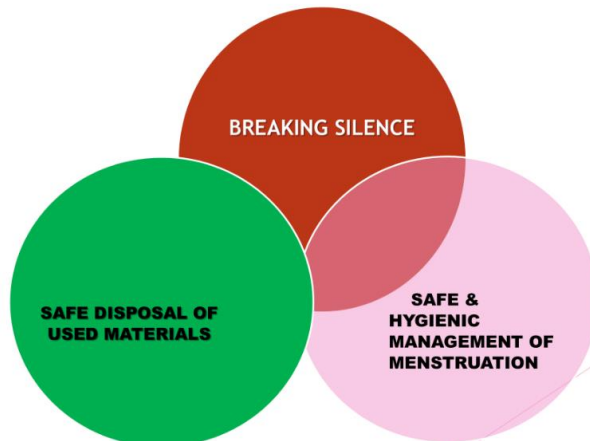


1. Ask participants to share something they have learned during this session.
 - Prompts might include “What surprised you?” or “What information did you find useful?”
2. Challenge participants to continue breaking the silence to support safe, hygienic, and dignified menstruation for everyone.

Resources:

INTEGRATED APPROACH

- ▶ We cannot address one aspect of MHH, it is like a three-cooking stone, every component is vital



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Overview of Activities

1. Introduction
2. Addressing MHH Gaps
3. Problem Solving Without a Budget
4. MHH/WASH Clubs
5. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Identify and categorize gaps in menstrual health and hygiene
2. Support schools in addressing student challenges around MHH
3. Describe the purpose of a WASH club and the role it plays in MHH

Materials

- Flip-chart paper
- Slides
- Projector
- Markers

Preparation

- Prepare flip-chart paper with lesson learning outcomes

65 minutes
total

Lesson Plan

07. MHH in Schools



Introduction

1. Let participants know that so far, the discussion has been about MHH in general, but now we will focus on schools.
2. Ask participants to think back on their time in school. Do they remember how MHH was handled?
3. When someone replies, follow up by asking, “Was that better or worse than now?” Or, “How are things different now?”
4. Inform participants that there are two important angles to look at when discussing MHH in schools:
 - Breaking the silence
 - Providing resources and infrastructure



Addressing MHH Gaps

1. Remind participants about the three components of MHH
 - Breaking the Silence
 - Safe and Hygienic Management of Menstruation
 - Safe Disposal of Used Sanitary Products
2. Present those three components as circles drawn on flip-chart paper.
3. Give each participant a sticky note.
4. Ask them to identify and write down one MHH gap in their schools. This could be around infrastructure, education, taboos, etc.
5. Ask the participants to place their sticky note on the respective components of the MHH flip chart.
6. Discuss the gaps, summarize findings based on the sticky notes, and discuss what might still be missing.



Problem Solving Without Budget

1. Ask participants why gaps around MHH exist. Some will likely state that it is because of budgets/resources.
2. Introduce the idea that breaking the silence can be done without additional budget and resources. You can support girls in school without relying on money from outside sources.
3. Divide participants into groups of 4-5 and assign each one of the following scenarios:
 - A 12-year-old student gets her first period at school and doesn't know what's happening.
 - A female student is missing classes regularly due to menstruation.
 - A male teacher notices period-related teasing in his classroom

- A school lacks a proper place for students to change sanitary products
4. Ask groups to discuss the following:
 - What challenges does the student face — physically, emotionally, or socially?
 - What can the school do to support the student effectively (without spending money)
 5. Ask for two participants from each group to present their situation, discuss the challenges, and highlight what the school can do to support the student.
 6. Give other participants an opportunity to ask questions or make suggestions.
 7. Reinforce the point that significant changes can be made without depending on external support.
 8. Remind participants that leadership sets the tone with how menstruation is treated in schools.

10 minutes

MHH/WASH Clubs



1. Ask participants to raise their hand if they have heard about WASH clubs. Then ask them to raise their hand if they have heard about MHH clubs.
2. For those who raised their hands, ask them to describe the role of these clubs.
3. Define a WASH club for the group:
 - Provides a space for students to learn and share knowledge about hygiene, sanitation, and health. They help promote awareness and reduce stigma surrounding menstruation.
4. With that definition in place, ask participants to brainstorm ideas of potential activities within a WASH club. Possible answers include:
 - Education
 - Advocacy
 - Peer support
 - Community engagement
5. Show a roadmap to creating a WASH club. Reinforce again how it can be done with minimal planning and support.
 - Create awareness
 - Form a club
 - Set goals
 - Collaborate with the community
 - Monitor and evaluate

Review



1. Ask each participant to reflect on one action they can take to support MHH at schools.
2. Ask participants to write down that action in a notebook and to hold themselves accountable for accomplishing it.

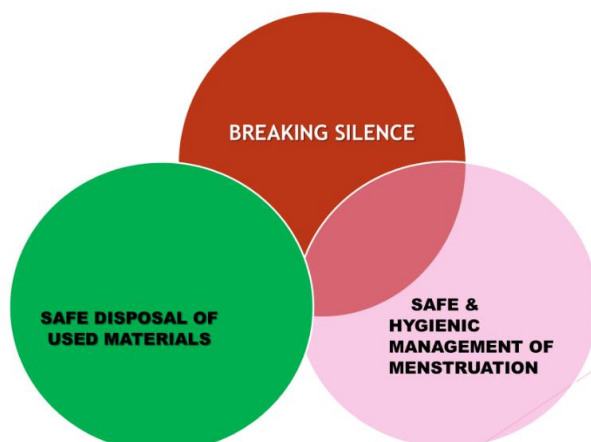
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Resources:

INTEGRATED APPROACH

- ▶ We **cannot** address one aspect of MHH, it is like a three-cooking stone, **every component is vital**



Overview of Activities

1. Introduction
2. MHH Infrastructure
3. The Ideal Change Room
4. Safe Disposal of Used Sanitary Materials
5. Review

Learning Outcomes

At the end of this session participants will be able to:

1. List the key components of an MHH change room
2. Use the MHH checklist to evaluate infrastructure
3. Describe methods of safe disposal

Materials

- Flip-chart paper
- Slides
- Projector
- Markers

Preparation

- Prepare flip-chart paper with lesson learning outcomes

60 minutes
total

Lesson Plan

08. MHH Infrastructure



Introduction

1. Ask participants to close their eyes and think back to the latrines they used when they were students. Ask them to visualize the condition of the latrine. Was it in good shape? How about the light? Or the smells?
2. Now ask participants if they would feel comfortable managing their period in there? Why or why not?



MHH Infrastructure

1. State that while it is important for students to have the right attitude and education about menstrual health and hygiene, it is also important to have access to suitable menstrual health infrastructure.
2. Split participants into groups of 4-5.
3. Provide each group with different coloured markers and a piece of flip-chart paper.
4. Ask groups to draw their ideal MHH change room. Ask them to think about function and features. Tell them not to worry about artistic skills but rather to focus on the key features. Give the groups 10 minutes to draw
5. If they require prompts, consider the following:
 - What basic facilities should be in the room?
 - How can you ensure privacy, cleanliness, and comfort?
6. Once groups are finished, tape each of the drawings around the room. Give groups a chance to walk around the room and view each of the drawings. (gallery walk)
7. Then ask a volunteer from each group to highlight the components of their MHH change room.



The Ideal Change Room

1. Now that you have gotten feedback from each of the groups, highlight the following key features of an MHH change room:
 - Adequate lighting
 - Menstrual products available
 - Soap and water
 - Mirror
 - Privacy and locking door
 - Disposal facilities inside the cubicle
2. Show the MHH Checklist on screen. If possible, hand out a printed copy to each of the participants. Give them a couple minutes to read through the list.
3. Ask participants whether any or all those elements are present at their schools.

4. **Pair share:** have them discuss with one another what they have, what they feel is possible to implement, and what they feel is unlikely to implement. Give pairs five minutes to discuss.
5. Ask for volunteers to share the results of their discussion.

10 minutes

Safe Disposal of Used Sanitary Materials



1. Bring back the three components of MHH – Breaking the Silence, Safe and Hygienic Management, Safe Disposal
2. Ask participants why they think that safe disposal is important. Answers might include sanitary, cleanliness, dignity, comfort
3. Next ask participants what safe disposal looks like.
4. Show slides [to be developed] that highlight different methods of safe disposal:
 - Incinerators – advantages and disadvantages
 - Disposal bins – advantages and disadvantages
 - Disposable, biodegradable bags

5 minutes

Review

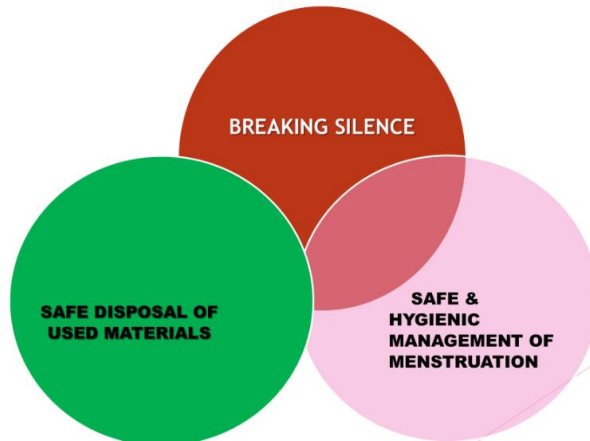


1. Remind participants that Investing in MHH infrastructure isn't just about physical facilities — it's about creating a supportive, respectful environment where students can manage their menstrual health with confidence and dignity.
2. **Commitment wall:** Give each participant a sticky note and ask them to commit to an action to improving MHH in their community and within the schools they support. Designate a spot on the wall to display those commitments.

Resources:

INTEGRATED APPROACH

- ▶ We **cannot** address one aspect of MHH, it is like a three-cooking stone, **every component is vital**



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Overview of Activities

1. Introduction
2. Lay the Groundwork for Change
3. A School WASH Champion
4. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Identify stakeholders required to improve WASH in Schools
2. Describe the purpose of a School WASH Champion
3. List the possible activities of a School WASH Champion
4. Describe the qualities of an effective School WASH Champion

Materials

- Flip-chart paper
- Stakeholder cards
- Markers
- Sticky notes

Preparation

- Prepare stakeholder cards to be used in the *Lay the Groundwork for Change* activity

50 minutes
total

Lesson Plan

09. The Role of a School WASH
Champion



Introduction

1. **Icebreaker: WASH Mime the lie**
 - Participants gather in a circle.
 - One participant does an action related to WASH (e.g., washing their hands)
 - The person to their left asks “what are you doing?”
 - The participant performing the action states a WASH-related lie (e.g., I am drinking water)
 - Now the person who asked the question must mime out washing their hands.
 - Continue like this around the group once or twice.
2. Summarize learning so far around the importance of WASH in Schools and Menstrual Health and Hygiene. Highlight the impact of poor WASH on school attendance and on morale.
3. Ask participants who is responsible for WASH initiatives at schools. Possible answers include student leader, a teacher, head teacher, etc.
4. Explain that, while it is important for everyone to participate in WASH, a School WASH Champion can lead, motivate, and inspire others.



Lay the Groundwork for Change

1. Explain to participants that it is important to involve relevant stakeholders throughout the process of improving WASH in Schools. This is important for identifying support to plan and implement the program and to ensure its long-term success.
2. When planning for change, you will need to address multiple groups.
3. Split participants into teams of 4-5. Hand each group a stack of cards that includes the names of different people.
 - List includes: Senior students; Parents not in the Parent Teacher Association; School management; School support staff (e.g., janitor); Community leaders; Parent Teacher Association Representative; Education Officer; School board member; Local government representative
4. Ask participants to divide cards into three piles – *Essential, Unnecessary, Optional*
5. Give participants five minutes to sort cards. Upon completion, go through each card and ask one group to state which pile they put the card in. Ask other groups if they agree.
6. Highlight that there are no right or wrong answers; however, there are some people who need to be there if they will be leading the implementation of the plan. This includes WASH Champions.

A School WASH Champion



1. Ask participants to think about what makes a successful initiative at schools. Is it new equipment? Is it posters and awareness?
2. Introduce the concept of a school WASH champion:
 - A student or teacher who actively leads and promotes Water, Sanitation, and Hygiene (WASH) initiatives within their school and community. These champions focus on improving hygiene practices, raising awareness about sanitation issues, and encouraging healthy behaviours.
3. Split participants into groups of 4 and give each group a piece of flip-chart paper. Give groups one or two tasks to discuss and note:
4. Identify activities of a School Wash Champion
 - Possible answers include promoting hygiene practices, monitoring and maintaining facilities, leading by example, leading and participating in a WASH club
5. Identify the qualities of an effective School Wash Champion
 - Possible answers include responsible, committed, observant, respectful, etc.
6. Ask a volunteer from each group to contribute a couple points. Collect the ideas on flip-chart paper at the front of the room.

Review



1. **WASH Pledge Wall:** Hand out sticky notes to all participants and ask them to write an action they can take at a school level to support WASH initiatives at schools.
2. Tell them to stick their notes on the Champion wall.
3. You can refer to these notes at the end of the session if you want to summarize actions that participants have stated they can take.

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Overview of Activities

1. Introduction/The Ideal School
2. Components of the 3-Star Approach
3. Star Sorting Activity
4. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Describe the purpose 3-Star Approach
2. Identify components that are considered for star ratings
3. Conduct a needs assessment
4. Identify ways schools can increase their star ratings

Materials

- Flip-chart paper
- Markers
- Tape
- PowerPoint slides for the 3-Star Approach
- Projector or printouts

Preparation

- Write lesson description or learning outcomes on flip-chart paper

60 minutes
total

Lesson Plan

10. The 3-Star Approach



Introduction

1. Ask participants to close their eyes and picture a school. It could be the school they work at or a school they attended as a child.
2. Ask them to consider what was good about the school. Then consider what needs improvement. Ask them what changes would be needed to make the perfect school. They can now open their eyes.
3. Divide participants into groups of 4-5. Hand each group a piece of flip-chart paper and markers.
4. Ask participants to draw the “perfect” school.
 - Tell them to consider the layout, the facilities, and the environment. Encourage them to be creative with their solutions.
5. Allow 10 minutes for participants to complete this activity.
6. Get one volunteer per group to present their drawing of the perfect school. Have them highlight the elements that make it perfect.
7. Once each group has presented, summarize their drawings by clustering common themes (cleanliness, latrines, safe water, etc).



Components of the 3-Star Approach

1. Explain to the participants that the 3-Star Approach is a set of guidelines used to evaluate a school’s WASH practices and infrastructure. Once we know a school’s star rating, we can identify areas for improvement.
2. Highlight that the goal is to increase a school’s WASH practices and infrastructures. It is not feasible or practical to have every school achieve a 3-Star rating.
3. Use the PowerPoint slides to explain the key characteristics for each of the star ratings:

No Star School - The existing situation for many schools, limited or no hygiene promotion, may or may not have WASH infrastructure

One Star School - Daily routines to promote healthy habits - Daily supervised group handwashing with soap, normally before the school meal; Daily supervised cleaning of toilets, and provision of soap and water (at least one functional toilet for girls and one for boys); no open defecation; Daily supervised use of drinking-water bottles by all children

Two Star School – Incremental improvements – Hygiene education and facilities to promote handwashing with soap after toilet use; improved sanitation facilities, plus facilities and education for menstrual hygiene management; low-cost point-of-use water treatment introduced in schools

Three Star School – Meeting national standards – These standards vary based on the country.

Star Sorting Activity



1. Keep participants in a group from the drawing activity.
2. Hand out WASH-related action cards.
3. Ask groups to sort the cards into four separate stacks for 0, 1, 2, 3-stars. [option - can also be done as a discussion]
4. Review answers as a group and discuss whether there is any confusion around items.

5 minutes

Review



1. Pair share: Ask participants to reflect on their schools. What do they think their school's star rating would be? What gaps exist in the school's current state?

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Overview of Activities

1. Introduction
2. Elements of the Needs Assessment
3. Completing a Needs Assessment
4. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Describe the purpose of a needs assessment
2. Use the tracking sheet to conduct a needs assessment
3. Identify areas for improvement within schools

Materials

- Flip-chart paper
- Markers
- Tape
- Tracking sheets
- PowerPoint slides for Needs Assessment and mWater
- Projector or printouts

Preparation

- Prepare flip-chart paper with four headers: *Water, Hygiene, Sanitation, MHH*

65 minutes
total

Lesson Plan

11. Wash in Schools Needs Assessment



Introduction

1. Following up on the last session, ask participants to share their thoughts on what improvements their schools need.
2. Then ask them, “how do you know?” Possible answers might include, “because I’ve seen it,” or “because that’s what the school told me.”
3. Tell participants that, while it is good to see the schools and to share stories, it is also important to document this information in a needs assessment. That way you can determine the star level and begin to benchmark your progress against it.

Elements of the Needs Assessment (Graffiti Wall)



1. Tape the four prepared pieces of flip-chart paper around the room.
2. Divide participants into four equal groups and assign each group to one piece of flip-chart paper. [water, hygiene, sanitation, MHH]
3. Ask participants to write down ideas for what they should look for during a needs assessment, based on their category. (e.g., water – what is the source? Is the water treated?)
4. Give 2 minutes for the groups to write their ideas on the sheet of paper.
5. After two minutes, get them to rotate to the next sheet of flip paper.
6. Keep groups where they have finished. Have one volunteer per group present the key points on the sheet of flip paper.
7. Summarize the key elements and similarities in the graffiti wall. Note that these are the types of things we will be looking at in a needs assessment.

The Tracking Sheet (and mWater)



1. Refer to the graffiti wall activity and highlight that there are many common elements that appear on the flip-chart paper and on the needs assessment. Highlight that the Tracking Sheet document is a standardized document that can be used for collecting data to make more targeted assessments and improvements.
2. Pull up Tracking Sheet slides. Highlight the following sections
 - School demographic details** – Name, location, type of school, etc.
 - Water education** – Is there a school health club, is there a teacher responsible for water education, etc.
 - Water** – Primary source, where is it located, is the water treated, etc.
 - Hygiene** – Handwashing facilities, are they functional, are there supervised handwashing sessions, etc.
 - Sanitation** – How many latrines are for males/females, accessible

MHH – Are there changing rooms? What supplies are available?

Trainer Note:

Make sure participants know this is a standardized document for evaluating star ratings based on set criteria. It is not used to judge schools on what current facilities and processes they have.

3. Explain that it is difficult to track data using manual tracking sheets. Suggest that instead, participants use mWater, a WASH data collection and management tool.
4. Show slides of mWater and note that data can be tracked directly through the mWater forms, which can be completed offline.
5. Explain that moving forward, mWater forms should be used in lieu of the Excel spreadsheets. This will allow for standardized tracking and also consistent monitoring.
6. Provide a QR code (or equivalent) to access mWater and create an account.

25 minutes

Tracking Sheet Activity



1. Divide the class into groups of 4-5 participants.
2. Use data from existing schools. Each group should be assigned five schools. [use the 32 school data that ACK provided for LEX].
3. Ask groups to use the needs assessment tool to assess schools based on the 3-Star Approach. Give participants 15 minutes to complete the tool.
4. Ask groups to share results back to the main group.
5. Ask participants if they have any feedback about the tool. Remind them that the form is just for the purpose of the exercise. mWater is the preferred tracking tool.
6. Use the fact sheets to complete information for the needs assessment tool.
7. Debrief with participants. Ask questions such as:
 - Did you have any difficulties using the needs assessment tool to determine star ratings?
 - What did you find helpful about the tool?
 - What did you find challenging about the tool?

5 minutes

Review



1. Pair share: Ask participants to reflect on their schools. What do they think their school's star rating would be? What gaps exist in the school's current state?

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Overview of Activities

1. Introduction
2. Planning to Implement Change
3. Prioritizing WASH Improvements
4. Developing School WASH Improvement Plans
5. Review

Learning Outcomes

At the end of this session participants will be able to:

1. Explain the importance of shared ownership in implementing WASH improvements within the school community
2. Use the needs assessment tool to identify priority WASH actions
3. Develop a School WASH Improvement Work Plan

Materials

- Flip-chart paper
- Markers
- PowerPoint slides for improvement tool
- Printouts of improvement tool

Preparation

- Prepare PowerPoint slides and projector
- Printout copies of the improvement tool (at least 1/group)

Introduction



1. Ask participants what they would do now that they have the information from the needs assessment tool. Possible answers include:
 - Implement the changes
 - Pass the information along to the schools
 - Use it to get a budget for implementation
2. Let participants know that ownership is important. The school community has a role to play in developing the plan and in effectively implementing it.
3. Introduce the lesson's learning objective and inform participants that they will be provided with tools to help implement change.

Planning to Implement Change



1. Tell participants that implementing change starts with getting all parties involved. One way to do this is by holding a planning meeting.
2. State that planning meetings can be done with schools individually, or with multiple schools at once. Each has its own advantages and challenges.
3. Show slide that indicates advantages and challenges of each.
4. Inform participants that they will be asked to arrange a planning meeting, including the following criteria:
 - Who will be involved? (e.g., headmasters, directors, etc.)
 - What logistics need to be considered? (e.g., invitations, meeting locations, transportation, etc.)
 - What is the point of the meeting? What are you looking to achieve? (define priorities, identify realistic steps, etc)
5. Split the class into three groups. Provide each with a piece of flip-chart paper and markers.
6. Give participants 10-15 minutes to arrange their planning meeting.
7. Ask each group to share one category. For example, one group lists who will be involved, another group lists logistics, another group lists the purpose of the meeting.
8. Summarize the discussion and share any points that the group may have missed. Emphasize that the better a meeting is planned, the quicker you will be able to implement changes for the schools.

Prioritizing WASH Improvements



1. Return participants into groups from previous lesson (working on needs assessment tool).
2. Explain that now we will use the findings to identify priority WASH targets and develop school WASH improvement plans.
3. Ask participants to take a look at their needs assessment tool. Ask them to discuss amongst themselves what the priorities should be. Give them five minutes to discuss. They do not need to write anything down at this point.
4. Ask participants how they decided what to prioritize first.
5. Inform them that often the best place to start is by identifying the easiest and quickest improvements and start there. That will provide some immediate results and will build momentum towards future improvements. Note that these priorities should be agreed upon by all school stakeholders and should be able to be implemented through the efforts of the school and the local community.
6. Write out five activities on a piece of flip-chart paper and give groups five minutes to rank them from easiest to most difficult. **NOTE:** mix these up so they are not already in order.
 - Treat water in the school
 - Follow cleaning and inspection schedule for WASH facilities
 - Fix handwashing facilities
 - Increase the budget for WASH maintenance facilities
 - Build more latrines
7. Ask for one group to volunteer their rankings. Ask other groups if they had the same order. If not, discuss why people make certain choices.

Developing School WASH Improvement Plans



1. Keep participants in their needs assessment tool groups.
2. Show the *School WASH Improvement Work Plan* template on screen.
3. Highlight that each column builds towards an actionable goal and that it is important to assign responsibilities and resources.
4. Hand a template to each of the groups and ask them to pick one of the schools from their needs assessment tool.
5. Give groups 10-15 minutes to complete the template with at least three actionable goals.
6. Ask groups to nominate two volunteers to share their goals, including how it aligns to WASH, who is responsible, and what resources are required.

Review



1. Ask participants what they thought about the *School WASH Improvement Work Plan template*. Ask them whether they think it will be possible to use it to improve schools in their area.
2. Now that they have seen all the tools available to them, ask participants what they feel is going to be the biggest hurdle preventing them from increasing a school's star rating. How do they plan to overcome this hurdle?

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APPENDIX 1 - FACILITATOR TOOLS

End of Day Evaluation Activities

You can use these activities to get participants to share their reactions at the end of a day or the end of a session.

Alligator Arms

Ask participants to stand with their arms sticking out in front of them, palms touching like an alligator's mouth. One topic at a time, ask participants how valuable each topic covered in the workshop that day was. Arms wide apart (one arm up and one arm down) means it was very valuable, arms closed together in front means it wasn't at all valuable, plus anywhere in between.

Similarly, a scale can be used by sitting, standing, and standing with arms raised in the air.

Apples and Onions

Hold up an apple and an onion. Explain that the apple represents something positive about the day; it could be something new they learned or something they enjoyed. The onion represents something they wish to change about the day: it could be something they found confusing or difficult to do, or it could be something they want to change or learn more about. Sitting in the circle, give a participant an apple and an onion and have them say something about the day for each.

The apple and onion is then passed along the circle until everyone has had a chance to express themselves.

Plus/Change

Ask each participant to say one positive (plus) thing about the day, and one thing they would change. This can also be done on paper. Give each participant a small piece of paper; on one side they write something positive, on the other side something that could be changed in the future.

Scales

Write the numbers 1, 5, 10 on a piece of paper and post them along the wall as a continuum. Inform the participants that a 1 is low, a 5 is medium, and a 10 is high.

Ask questions about the sessions that were conducted such as:

- How valuable did you find the disease transmission lesson?
- How useful was the latrine technology activity?
- Did you enjoy the menstrual hygiene role play?

After each question, participants stand along the scale to indicate how they felt about each topic.

APPENDIX 2 - WORKSHOP MATERIALS**General Equipment and Materials Checklist**

Equipment/Material	Quantity	Lesson Plan #	✓
Computer or laptop	1	All	
LCD projector	1	All	
Extension cord (s)	1	All	
Markers	1 box	All	
Scissors	1	All	
Flip chart and stand (or large pieces of paper)	1-2 pads	All	
Sticky notes	1 pack	9	
Tape	1 roll	All	
Sticker dots – multi-coloured	1 package	1, 12	
Folder for printed materials	1 per participant	1	
Pens	1 per participant	1	
Notebooks (optional)	1 per participant	1	
Certificate Paper	1 per participant	12	

Pre-Workshop Equipment and Materials Checklist

Equipment/Material	Quantity	Lesson Plan #	✓
Small prize for Bingo game	1-3	1	
Glass of visibly dirty water	1	3	
Water filter (when possible)	1	4	

Non-reusable menstrual products (disposable pads, tampons, cotton, wool)	3	6	
Reusable menstrual products (cloth, menstrual cups, reusable pads)	3	6	
Panties	3	6	
Rope and pegs	1	6	
Thread and needles	1	6	
Cotton cloth	1	6	
Scissors	3	6	

Printed Materials Checklist

Equipment/Material	Quantity	Lesson Plan #	✓
Bingo card	1 per participant	1	
Transmission Routes Activity Cards	5 sets	2	
Poverty Cycle Cards	5 sets	3	
Water Filter Fact Sheets	1 per filter type	4	
MHH Checklist	1 per participant	8	
Stakeholder Cards	5 sets	9	
WASH Action Cards	5 sets	10	
School Data Sheets	5 total	11	
School WASH Improvement Work Plan	5 total	12	

CAWST, the Centre for Affordable Water and Sanitation Technology, is a nonprofit organization that provides training and consulting to organizations working directly with populations in low- and middle-income countries who lack access to clean water and basic sanitation.

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