**WASH in School**

ENPHO Trainer Manual

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**Developed By**

**Environment and Public Health Organization (ENPHO)**







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ENPHO runs a government accredited laboratory and promotes eco-friendly technologies such as SODIS, ECOSAN toilets, and wastewater treatment through reed bed systems.

ENPHO develops and promotes integrated community based approaches endorsing safe water, sustainable sanitation, solid waste management, hygiene behavior and improving indoor air, and environmental and air quality monitoring to create healthy societies. Furthermore, knowledge-based education and advocacy campaigns help to achieve ENPHO’s mission.

If you would like support to use this curriculum effectively in your WASH program please contact the Training Centre at ENPHO.

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# Introduction

This Trainer Manual is intended to support people who facilitate WASH in School. It is based on the practical experience of the Environment and Public Health Organization (ENPHO) and the Centre for Affordable Water and Sanitation Technology (CAWST). It has been developed specifically for the context of Nepal.

## 

## 1.1 Program Overview

This workshop is designed for managing WASH in school. This manual deals on maintaining the basic WASH requirements and upgrading the existing WASH facilities in schools to meet the standard guideline of WASH in schools. This workshop also deals on the roles and responsibilities that different stakeholders hold to manage all the WASH facilities required in the school.

## 1.2 Workshop Overview

In this training, participatory approaches are applied to ensure good learning environment and emphasis adult learning style. Participatory style workshop includes theory, classroom exercises, open discussion, demonstrations, and hands-on practice in the workshop. Active participant engagement in learning activities is highly encouraged.

## 

## 1.3 Workshop Objective

The objectives of the workshop are as follow:

* To enhance the knowledge on WASH in school.
* To Maintain and upgrade WASH facilities in schools and also to make it sustainable.

**1.4 Learning Outcomes**

The following learning outcomes list what the participants will be able to do by the end of the workshop to demonstrate increased knowledge and improved skills. Each lesson plan refers to the specific learning expectations.

|  |  |  |
| --- | --- | --- |
| **Lesson Plan** | **Topic** | **Learning Outcomes: Participants will be able to….** |
| Workshop Introduction | | 1. Introduce participants, trainers and host 2. Describe the agenda for the workshop. 3. Discuss the group’s expectations for the workshop. |
| 1 | WASH in School | 1. Describe the importance of the WASH in schools 2. Identify standards of WASH facilitites in school |
| 2 | Disease Transmission and blockage | 1. Explain on transmission routes of feces to mouth 2. Discuss blockage of transmission routes |
| 3 | Safe Water and PoU options | 1. Differentiate between clean water and safe water. 2. Identify different types of water treatment option at school level. 3. Demonstrate the use of chlorine. |
| 4 | Latrine: Proper Use and Upgrading | 1. Explain the importance of latrine in school. 2. Identify the gaps between actual latrine facilities in school and the standard. 3. Discuss activities to fulfill the identified gaps and issues relating to latrine in school. |
| 5 | Keeping School Clean | 1. Define waste 2. Describe different waste management techniques and practices |
| 6 | Maintaining Hygiene | 1. Explain Hand washing at critical time (Cite the reasons for hand washing and the critical times to practice it) 2. Describe importance of Sanitation Multiple table. 3. Discuss Menstrual hygiene management in school 4. Explain the activities to maintain food hygiene in school |
| 7 | Roles to make WASH Sustainable in school | 1. Identify who is responsible for WASH roles in the school 2. Explain why it is important for everyone to be involved in WASH 3. Describe why it is important for SMC, PTA, teacher, focal teachers to be aware of WASH roles. |
| 8 | Emergency WASH in School | 1. Discuss on the minimum WASH requirement during emergency period in school 2. List the materials for stock piling in school |
| Workshop Closing | | 1. Complete a self-assessment. 2. Evaluate whether learning expectations were met. 3. Complete a final evaluation |

## 1.5 Participants

The workshop is oriented towards participants who are in:

* Parents Teachers Association
* School Management Committee
* Teachers
* Students and
* related stakeholders

This is an intermediate level workshop where participants will be able to gain knowledge and information on various techniques to maintain WASH in school. Participants will observe demonstrations, participate in group activities, discussions and practice different techniques to deliver messages. However, this workshop is not intended to provide full training on the construction of each technology or implementation of projects on particular aspects.

Participatory approaches are used to engage everyone actively in the lessons throughout this workshop. Effective learning often comes from shared experiences and participants learning from each other. Much of the course content is delivered through interactive presentations, demonstrations, group activities and group discussions.

## 1.6 Working with Low Literacy and Other Languages

Keep in mind that in any workshop there may be participants who have different levels of ability in reading and writing. There may be participants who do not understand the language of instruction well, even if they said they do. You will need to modify the way you normally train to accommodate their learning needs. Use short sentences, pictures and illustrations, gestures, demonstrations, small group discussions and hands-on practice. These methods will help all participants understand and remember the information better, and are especially important for participants with lower reading, writing or language skills.

## 1.7 Addressing Barriers to Participation

When setting up a workshop, it is important to consider barriers that may limit certain participants from attending. What can you do to make it easier for them to attend? Factors that you may want to consider are:

* **Time of the workshop**: Is the workshop being held at a time of day and week that all people can attend? Is there a time that will interfere less with domestic responsibilities or other work obligations? Is it being held at a time of year when harvest, national holidays, celebrations or political events may prevent people from attending?
* **Length:** Will participants need to be away from home to attend the workshop? If so, is the length of the workshop reasonable? Could it be divided into shorter sessions and delivered over a longer period of time to encourage more participation?
* **Location:** Is the location easy and convenient for participants to access? Can people with disabilities access the space? Is the location safe for both men and women to access independently at any time of day?
* **Child Care:** Are children welcome at your workshop? If not, are you providing child care options to encourage caregivers to attend?
* **Language:** Will interpretation and/or translated documents be available for participants who are not fluent in the language in which the workshop will be delivered?

When planning the workshops, anticipate the barriers that may prevent your target audience from attending. Reduce these challenges as much as possible when organizing workshop logistics.

# Workshop Preparations

There are several things that you will need to do to get ready for the workshop.

## 2.1 Logistics Management

The workshop planning team (the trainers and the host) will need to determine workshop logistics such as:

**Pre-workshop**

* What is the workshop budget?
* Who will invite the participants and communicate with them?
* Who will organize and coordinate food for breaks?
* Who will organize the training site and set up?
* Who will purchase and organize the training equipment and materials?
* Who is responsible for onsite registration?
* Who is responsible for printing the participant materials?
* Who is responsible for training each session in the agenda?

**During the workshop**

* Who will check that snacks and food are ready at the appropriate times?
* Who will prepare the room in the morning and reorganize in the evening?
* Who will prepare the flipcharts for the day?
* Who is in charge of checking participant list details?
* Who is in charge of preparing evaluations?

**Post-workshop**

* Who will type up the workshop evaluations?
* Who will clean up the workshop materials and space?
* Who is responsible for replacing materials if needed?
* Who is responsible for reporting?
* Who is responsible for maintaining communication with the participants?

## 2.2 Trainer Roles and Responsibilities

It is essential that the facilitation team work well together. You should meet with the other trainers before the workshop to discuss the workshop agenda and assign roles and responsibilities. It is also useful to clarify the role of other trainers when they are not actually conducting a workshop session: should they be assisting in the group work, be available to answer questions, or be setting up for the next session? Where possible, ensure that all trainers can be present for the entire workshop.

## 2.3 Workshop Space

If possible, visit the training site before the participants are due to arrive, and set up your materials. Seating arrangements have a big influence on the training. It is recommended to arrange the tables and chairs so that participants can make eye contact with one another and can break into small groups easily.

## 2.4 Equipment and Materials

You will need to gather and bring the following materials and equipment to the workshop. This is a master list of all the materials required for all lesson plans.

**Complete Materials List**

* Brown Sheet
* Masking tape
* Meta-cards
* Notebook
* Pen
* Push pin
* Promotion Norms
* Sticky notes
* Name tags
* Glasses
* Water
* Prize
* Chocolate package
* Glitter
* Soap
* Bucket
* Towel
* WASH Words cards
* Color pictures of feces
* Picture of fowl for the flex and blocking card
* Poster/Flex of 5F diagram
* Flip Chart/Flex of Blocking 5F diagram
* 5 sets of 5F diagram (adopted from Government of Nepal - GoN)
* 2 Sets of *Transmission Routes* (including *Blocking*) Cards with *Arrows* (adopted from CAWST)
* 2 cards with animals from CAWST 3-pile sorting
* Instructions for the 5F diagram
* Pamphlets/ Flex of different PoU options
* Flex of Hand washing at critical time
* Flex/Print of steps of hand washing
* Computer
* Camera
* Projector

# Workshop Framework

The general framework of the workshop is as follows:

* Workshop opening and introductions: To welcome people and allow participants and trainers to get to know each another.
* Individual sessions: To focus on a selected topic; each individual session includes an introduction, a main lesson and a closing activity to review the content.
* Breaks and lunch: To keep people motivated, focused and energetic; plan for a mid-morning and mid-afternoon break that allows people to use the washroom, take a drink or eat a snack. While planning the workshop, it is also important to clarify in advance as to whether food and snack will be provided during the workshop.
* Review at the end of the day: To gain feedback from the participants and to clarify any doubts.
* Workshop closing: The end of the workshop can be official or unofficial depending on what is appropriate. Certificates are typically handed out.
* End of workshop evaluation: To allow participants to assess the strengths and weaknesses of the workshop for further improvements.
* Local hosts’ and trainers’ debrief: To discuss what went well, what aspects of the workshop can be improved and what needs to be done in the future. Debriefs are usually held at the end of each day and at the end of the workshop.

A generic version is provided to give a starting point for the creation of an agenda specific to the workshop.

## Lesson Plans for Individual Sessions

Experienced trainers know that no two workshops are alike. You will need to select the appropriate lesson plans that match your agenda and participant needs. The following lesson plans are written for trainers and provide suggested activities and learning aids for each session. As long as the learning expectations are achieved, please feel free to adapt the lesson plans to match your individual style and the needs of the particular audience.

Each lesson plan is structured and formatted with the following components:

**Learning outcomes**: Describes what the participants will be able to do by the end of the lesson to demonstrate increased knowledge, improved skills or changes in attitude. Each lesson plan should reference the overall learning outcomes listed.

**Time**: The clock symbol appears next to the amount of time the session may take. This is an estimate and the session may be longer or shorter depending on how you facilitate it.

**Description: C:\Users\user\Desktop\Capture1.PNGMaterials**: Lists all the materials that will be required for the lesson.

**Description: C:\Users\user\Desktop\Capture2.PNGPreparation**: The clipboard appears when there is preparation that needs to be done before the session. Scan the lesson plan for any preparation symbols before facilitating the session.

Description: C:\Users\user\Desktop\Capture3.PNG

**Introduction**: The hook appears at the start of the session to engage the participants in the new topic.

**Description: C:\Users\user\Desktop\Capture4.PNGActivity**: The puzzle indicates that there is an activity for the participants. Often materials need to be prepared in advance of the activity.

**Description: C:\Users\user\Desktop\Capture7.PNGHandouts**: The papers indicate that there are handouts to be given to the participants.

**Description: C:\Users\user\Desktop\Capture5.PNGKey points**: The key appears where there are important points and topics to discuss. These are reminders of what key points the participants should understand by the end of the lesson.

**Description: C:\Users\user\Desktop\Capture6.PNGReview**: The question mark appears when you are checking for learning and understanding. What have the participants retained? What do they think?

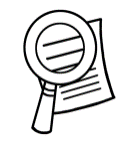


**Trainer notes**: The exclamation point appears warn you of things to consider during the lesson.

## Workshop Agenda

**WASH in School**

|  |  |  |
| --- | --- | --- |
| **Time** | **Day 1** | **Day 2** |
| 09:30 – 10:40  (1 hr 10 min.) | * Registration – 15 min * Workshop Introduction – 45 min   (10 min extra) | * Day 1 Review – 10 min * Keeping School Clean – 1 hr |
| 10:40 – 10:50  (15 min.) | **Tea time** | **Tea time** |
| 10:50 – 12:30  (1 hr 40 min.) | * WASH in School – 1 hr 30 min   (10 min extra) | * Maintaining Hygiene – 1 hr 40 min. |
| 12:30 – 01:30  (1 hr) | **Lunch Break** | **Lunch Break** |
| 1:30 – 04:00  (2 hr 30 min) | * Disease Transmission and blockage – 1 hr * Safe Water and PoU options (1 hr 30 min.) | * Roles to make WASH Sustainable in School – 1 hr * Emergency WASH in School – 1 hr   (30 min extra) |
| 04:00 – 4:15  (15 min) | **Tea time** | **Tea time** |
| 4:15 – 5:30  (15 min) | * Latrine: Proper Use and Upgrading -1 hr * Day Closing – 15 min. | * Workshop Closing – 1 hr |

Lesson Plan: Workshop Introduction 4**5 minutes Lesson Description**



The focus of the introduction is to create a safe learning environment and provide an overview of the coming days. During the introduction participants meet each other, discuss how they will work together during the workshop, develop a list of expectations, and learn about the agenda.

**Learning Outcomes**



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

1. Introduce participants, trainers and host
2. Describe the agenda for the workshop.
3. Discuss the group’s expectations for the workshop.

**Materials**

* Flip chart paper
* Masking Tape
* Markers
* Pens (1 per person)
* Notebooks (1 per person)
* Name tags
* Sticky dots
* Clear bag
* Projector
* Laptop

**Preparation**

* Read and prepare the lesson plan
* Write the objectives of the training on flip chart paper
* Write the agenda of the day on flip chart paper
* Write the heading “Group Learning Expectations” on flip chart paper
* Write the heading “Parking lot” on flip chart paper
* Prepare a “Self-Assessment table” with different workshop topics, with a column of “None” to “A little” to “A lot.”
* Print and prepare the pre-test form (refer to the end of manual for the form)
* Put a notebook, name tag and pen at each seat
* Prepare name tags
* Optional: Prepare the ENPHO Introduction PowerPoint, computer and projector

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.N.** | **Workshop Topics** | **None** | **A little** | **A lot** |
|  | WASH in School |  |  |  |
|  | Safe water and PoU options |  |  |  |
|  | Latrine: Proper use and upgrading |  |  |  |
|  | Keeping school clean |  |  |  |
|  | Roles to make WASH Sustainable in school |  |  |  |

**Introduction 5 minutes**

1. Introduce trainers, workshop hosts and other guests as appropriate.
2. Review objectives of the training.
3. Explain about the building/workshop layout, bathroom location, emergency exits, first aid and daily schedule.
4. Lead an icebreaker activity to help participants meet each other and introduce themselves to the group.

**Icebreaker 20 minutes**

1. Divide the participants in 3 to 4 groups. Ask the group to make a longest straight chain.
2. Observe the activity of group.
3. Inform the participants that they can use the available local resources to extend the chain.
4. Select the winner group.
5. Ask a member in a group to introduce the participant who is standing next to him/her. Continue the process until all the member is not introduced in the large group.
6. While introducing the following points must be included:
7. Name of participant
8. Organization
9. Designation
10. Hobbies
11. Similarly, continue the introduction process in remaining group as well.

**Group Expectations 5 minutes**

1. Ask the participants to write any two expectation from the training on a meta card. Tell to write one expectation on a meta card. Paste the participant expectation on a brown sheet entitled with Learning expectations.
2. Review the list and identify the expectations that will achieve during the workshop.
3. If there are any things that are outside the scope of the workshop, explain that they will not be discussed. Offer any alternatives for discussing those topics if they are relevant, such as websites, research papers, other workshops, consulting visits and names of other organizations. And paste those non relevalant expectation on a parking lot section.
4. Review agenda of the day.

**Ability-test (Optional) 5 minutes**

1. Inform participants that they are going for ability-test activities. This will help to identify participant’s knowledge level; which will guide to trainer about information gap.
2. Provide a sheet of question paper having questions which are relevant to training.
3. Provide 5 minutes for answering the question. Finally collect the answer sheet from the participant.
4. Inform participant the score they got will be disclosed at the end of the day.

**Self-Assessment 5 minutes**

1. Show participants the self-assessment table which you have prepared.
2. Explain that this is a tool to find out the knowledge and skills before the training / workshop. Explain to the participant that the participant having little or no knowledge at the beginning does not matter much. The goal of the workshop is to upgrade each participant from their existing level of knowledge on different topics.
3. Ask participants to place a mark/sticky dots on the self-assessment chart to indicate their existing knowledge level. Summarize results to the large group.
4. Explain that you will revisit the self-assessment again at the end of the workshop.

**Review 5 minutes**

1. Ask if there are any thoughts or questions.

**Reflections on Lesson**

Lesson plan 1: WASH in School **90 minutes Lesson Description**



The focus of this lesson is to allow the participant to understand WASH acronym and WASH in School. Participants will learn importance of WASH in school. Participants will identify standards of WASH facilities in school.

**Learning outcomes**



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

1. Describe the importance of the WASH in schools
2. Identify standards of WASH facilitites in school

**Materials**



* Flip chart paper
* Markers
* Tape
* Meta cards
* WASH Words cards (See end of lesson plan)

**Preparation**



* Read and prepare the lesson plan
* Write learning outcomes on the flip chart paper
* Print and cut WASH Word cards
* Write the WASH facilities guideline on brown sheet paper
* Print the school assessment form (one per participants)
* Prepare meta-cards with basic essential components of WASH in school (refer to end of lesson)

**Introduction 10 minutes**



1. Prepare the WASH word cards and spread randomly on a table, or put them in a small container, where one can extract them easily.
2. Ask participants to take a card. Make sure each participant have a card.
3. Ask them to explore the next person, who has similar or related words as them.
4. Participants will be divided into three groups. If participants form many smaller groups, inform that there should be 3 groups in total.
5. After the group formation, ask them how they identify their group member or common words with one another.
6. Ask each group to display their words in large group and identify the common elements that associate their words. Participants should be organized with the words related to water, sanitation and hygiene.
7. Ask participants to read out their words as per their group division. Note if there is any mistake in group formation.
8. Ask participants if there is any confusing words they encounter during group formation. If yes, clarify the words. If not, ask few words from the list and discuss.
9. Also, discuss further that these words are associated to each other. That is why, water, sanitation and hygiene, is called as ‘WASH’
10. Present the learning outcomes.

**WASH in school 10 minutes**



1. Description: C:\Users\user\Desktop\Capture4.PNGExplain to the participants that they will hear “WASH” for many times during this workshop and further discuss more on WASH as:
   * + Water: Promotion of health through prevention of drinking contaminated water. Ex: source protection, disinfecting water, safe storage.
     + Sanitation: is means of **promoting hygiene** through prevention of human contact with waste and feces. Sanitation also refers to the matter of practices related to the **society or the group of people**. Ex: construction and use of latrines, waste management, etc. Sanitation is means of promoting hygiene
     + Hygiene: The activities people perform to maintain themselves and their surroundings clean in order to maintain good health. Hygiene refers to a matter of practices related to the **individual being**. Ex: hand-washing, protecting food from contamination, maintaining hygiene during menstruation.
2. Ask participants “Why do you think we combine these three words together as WASH? Why do we connect water, sanitation and hygiene?”
3. Summarize participant responses by explaining these three issues – clean water, sanitation and hygiene – are interlinked with each other and all needed to benefit people and prevent the disease transmission.
4. Explain that water, sanitation and hygiene are like a 3 legged stool; one leg is water, the second leg is sanitation and the third leg is hygiene. If any of them is broken, it will no longer stand as before. Likewise, if you neglect any one of these three components (water, sanitation and hygiene) you won’t be healthy. Throughout this workshop, participants will explore the necessities to address these three components together to create a healthy community or school.
5. Ask participants to think about components while discussing on WASH in school. (refer to end of lesson plan)
6. Ask participants to volunteer their ideas and as participants answer the components, paste the meta-card with the component on the board. Discuss briefly if needed.

**Importance of WASH in School 15 minutes**



1. Description: C:\Users\user\Desktop\Capture4.PNGInform participants that facilitator will tell a story relevant to WASH in school:

Description: C:\Users\user\Desktop\Capture5.PNG**Story telling**: Both Ram and Shyam have small kids who are studying in two different schools. WASH facilities in Ram’s child’s school is very good and even school teach hygiene improvement behavior to students. Ram’s child is very good in his study and his performance is also good in the class. He has adopted good hygiene practices and even he teaches to Ram. On another hand WASH situation is very poor in Shyam child’s school. Shyam’s child get sick often times and it hamper his class performance (weak in class).

On a day when these two friends met, they talked about their kids and their situations. From the conversation Shyam realizes the reason behind his son steady progress in study.

1. Ask the participants what may be the reason behind the differences in performance in study and health of the children. Ask participants to discuss in their earlier 3 groups.
2. Ask groups to share the summary of their discussion to large group and note important point on the board or newsprint paper.
3. Summarize the participant’s response by explaining importance of WASH and hygiene education in school and explain to participants that water, sanitation and hygiene issues maintain an important role in any school for following important reasons.
4. An efficiently and effectively implemented WASH in School program will lead students to: be healthier; perform better in school; positively influence hygiene practices in their homes, among family members and in the wider community; change their current hygiene behavior and continue better hygiene practices in the future
5. Students act as important vehicles to transfer knowledge to their families and community.
6. Behavior change can best be effective at young age. Thus, the sooner students are engaged with these issues, the more likely they will begin to practice positive behaviors that can continue through their lifetime.

**Standard of WASH facilities in School 45 minutes**



1. Description: C:\Users\user\Desktop\Capture4.PNGInform participants that they are going to discuss WASH facilities in schools.
2. Ask participant to form groups accordingly the school (if participants are from few different schools) or divide participants into 3 groups and ask to take a school for a reference (if participants are from various schools). Provide each group a school assessment form.

**Trainer note**: remember the group members and also keep the form from the groups for further reference in other session.

1. Tell them to remember the three components of WASH present in their school and fill the form. Give 10 minute for the activity.
2. Once they are finished with the form, distribute the standards of WASH facilities to each participant and discuss further on the standard of WASH facilities.
3. Ask the participants to compare their form with the standards and find out the results.

**Review 10 minutes**



1. Description: C:\Users\user\Desktop\Capture6.PNGDivide participants into groups of 3. Ask the groups to discuss how poor availability of WASH facilities affects the student.
2. Ask previous groups discuss and to list down the standards of WASH facilities as per given in their assessment.

**Reflection on Lesson**



|  |  |  |
| --- | --- | --- |
| **Chlorine** | **Filter** | **Drink** |
| **Boiling** | **Turbid** | **River** |
| **Latrine** | **Soap** | **Hand washing** |
| **Garbage** | **Feces** | **Animal Dung** |
| **Food waste** | **Comb** | **Shower** |
| **Brush** | **Towel** | **Sanitary pad** |
| **Diaper** | **Toothpaste** | **Dustbin** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School WASH Assessment form** | | | | | | |
|  |  |  |  |  |  |  |
|  | Total number of students in school: | | | |  |  |
|  | Girls: | Boys: |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Total number of staffs |  |  |  |  |  |
|  | Female: | Male: |  |  |  |  |
|  |  |  |  |  |  |  |
|  | **Water Quality:** |  |  |  |  |  |
|  | Color: | Odor: Yes/No |  |  |  |  |
|  | Taste: | PoU options: Yes/No | |  |  |  |
|  |  | If yes, which method do you use? | | |  |  |
|  |  |  |  |  |  |  |
|  | **Water Quantity:** |  |  |  |  |  |
|  | Presence of drinking water point: Yes/No | |  |  |  |  |
|  | Drinking Water consumption per day | |  |  |  |  |
|  | Other water consumption per day | |  |  |  |  |
|  |  |  |  |  |  |  |
|  | **Toilet and Urinal:** |  |  |  |  |  |
|  | Toilet Availability: Yes/No | |  |  |  |  |
|  | Total number of toilet: |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Separate toilet for male and female: Yes/No | | |  |  |  |
|  | If yes, how many toilet for | |  |  |  |  |
|  | Girls: | Boys: |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Available of urinals for both girls and boys: Yes/No | | |  |  |  |
|  | Is yes, how many for |  |  |  |  |  |
|  | Girls: | Boys: |  |  |  |  |
|  |  |  |  |  |  |  |
|  | **Others:** |  |  |  |  |  |
|  | Availability of dustbin inside latrine: Yes/No | | |  |  |  |
|  | Availability of dustbin inside classroom: Yes/No | | |  |  |  |
|  | Availability of dustbin in school compound: Yes/No | | | |  |  |
|  | Availability of hand washing station with soap and water: Yes/No | | | | |  |
|  |  |  |  |  |  |  |

*\*\*This school WASH assessment form template is use in this particular training only.*

**Trainer Reference: WASH in School**



***(****National Framework of child friendly school for quality education 2067/08/09, WHO Guidelines for Drinking-water Quality or national standards, Sphere Minimum standers)*

|  |  |  |
| --- | --- | --- |
|  | **Guideline** | **Indicator** |
| **Water** | | |
| **1.** **Water Quality** | Water for drinking, cooking, personal hygiene, cleaning and laundry is safe for the purpose intended | * E-coli or thermo-tolerant coliform bacteria are not detectable in any 100-ml sample. * Drinking water from unprotected sources is treated to ensure microbiological safety. * Water meets WHO *Guidelines for Drinking-water Quality* or national standards and acceptance levels concerning chemical parameters. * There are no tastes, odors or colors that would discourage consumption of the water. * Water that is not of drinking water quality is used only for cleaning, laundry and sanitation. |
| **2.** **Water Quantity** | Sufficient water is available at all times for drinking and personal hygiene, and for food preparation, cleaning and laundry when applicable. | * Day schools = 5 liters per person per day for all schoolchildren and staff * Boarding schools = 20 liters per person per day for all residential schoolchildren and staff * Expected water consumption varies from 15-30 liters per day per student in day schools and from 90-140 liters per day per student in boarding schools.   Drinking and hand washing= 3 liter per student and toilet use= 2-8 liter(Sphere std) |
| **3. Water facilities and access to water**: | Sufficient water-collection points and water use facilities are available in the school, allowing convenient access to, and use of, water for drinking and personal hygiene, and for food preparation, cleaning and laundry. | * A reliable water point, with soap or a suitable alternative, is available at all the critical points within the school, particularly toilets and kitchens. * A reliable drinking water point is accessible for staff and schoolchildren at all times * Provision of drinking water with a filter in every classroom of school |
| **Sanitation** | | |
| **1. Toilet** | Sufficient, accessible, private, secure, clean and culturally-appropriate toilets are provided for schoolchildren and staff. | * There are sufficient and separate toilets for girls and boys at school – 1 per 20 students (expected) minimum (1 per 50 students) * Provision of cleaning to ensure to ensure regular sanitation * Toilets with doors and windows that can bolted from inside and shut and opened easily (*Source National Framework of child friendly school for quality education)* * Toilets are easily accessible – no more than 30 meters from all users. * Toilets provide privacy and security.(separate latrines for boys and girls) * Toilets are child-friendly and appropriate to local cultural, social and environmental conditions. * Toilets are hygienic to use and easy to clean. * Toilets have convenient hand-washing facilities close by. * There is a cleaning and maintenance routine in operation that ensures clean and functioning toilets are available at all times. * Provision of separate toilets with running water for urination and defecation * Provision of cleaning to ensure regular sanitation * Toilets with doors and windows that can be bolted from inside and shut opened easily.(National framework of child friendly school for quality) * 1 toilet= 30 girls, 1 toilet= 60 boys( Sphere std) |
| **Urinal** | Separate arrangement of urination and defecation with running water | * Provision of separate toilets with running water for urination and defecation *- National Framework of child friendly school for quality education* |
| **Hygiene** | | |
| 1. **Handwashing station** | Sufficient, accessible, clean and appropriate hand washing station are provided for schoolchildren and staff. | * There are sufficient hand washing available * Hand washing station nearby toilets |
| 1. **Menstrual Hygiene Management** | Safe disposal of sanitary pad and sanitary pads are provided for girls student at school | * Sanitary Pad disposal facilities are installed in girls’ toilet. * Proper use of it * Materials such as sanitary pads make available in school. |
| 1. **Food storage and preparation** | Food for schoolchildren and staff is stored and prepared so as to minimize the risk of disease transmission. | * Food is handled and prepared with utmost cleanliness (hand are washed before preparing food). * Contact between raw foodstuffs and cooked food is avoided. * Food is cooked thoroughly. * Food is kept at safe temperatures. * Safe water and safe raw ingredients are used |
| 1. **Hygiene Promotion** | Correct use and maintenance of water and sanitation facilities is ensured through sustained hygiene promotion. Water and sanitation facilities are used as resources for improved hygiene behaviors. | * Hygiene education is included in the school curriculum. * Positive hygiene behaviors, including correct use and maintenance of facilities, are systematically promoted among staff and schoolchildren. * Facilities and resources enable staff and schoolchildren to practice behaviours that control disease transmission in an easy and timely way. |
| 1. **Cleaning and waste disposal** | The school environment is kept clean and safe. | * Classrooms and other teaching areas are regularly cleaned, to minimize dust and molds. * Outside and inside areas are maintained free of sharp objects and other physical hazards. * Solid waste is collected from classrooms, kitchens and offices daily and is disposed of safely. * Wastewater is disposed of quickly and safely. |

**Guiding Principles for School WASH Infrastructure:**

Facilities should be child-friendly

* Right size and age-appropriate
* Easy to use
* Easy to clean
* Adequate for size of school population-no waiting
* Safe, not scary or smelly
* Weatherproof
* Easy for adopting good hygiene habits such as anal wiping and hand washing

Facilities should be gender-friendly

* Separate facilities for boys and girls, male and female teachers
* Adapted to girls and boys (urinals adapted to boys/girls, for example)
* For older students, girls’ menstrual hygiene needs must be met
* Water inside latrine for washing
* Discreet place for disposing/burning menstrual rags
* Safe: must lock from the inside and not be far from the central school area

Facilities should be environment-friendly

* Latrine site should not contaminate the water source- located at a safe distance, at least 15 meters from the water source
* Waste water drained or recycled
* Safe solid waste (trash) collection and disposal with reuse and recycling where possible

Facilities should be parent and school budget-friendly

* Choose low-cost affordable models for latrines/ hand washing stations
* Parents should be considered key stakeholders and involved in decisions about financing, facility models, and operations and maintenance

Facilities should be operations and maintenance-friendly

* A good operations and maintenance plan needs to be in place (minor repairs, restocking of certain items)
* Students should be involved as much as possible in operation and maintenance
* Financing plans for operation and maintenance should be put in place before any building or purchasing begins
* Who pays for what must be clearly spelled out

**Importance of WASH in School**

* WASH challenges are universal to human existence and all students, no matter their age, receive exposure and can relate to these issues. For this reason, WASH education is relevant to all children and will build upon their existing knowledge.
* Students act as important vehicles to transfer knowledge to their families and the wider community.
* Behavior change can best be effected at a young age. Thus, the sooner students are able to engage with these issues, the more likely they will begin to practice positive behaviors that can continue through their lifetime.
* WASH in Schools aims to improve the health and learning performance of school-aged children – and, by extension, that of their families – by reducing the incidence of water and Sanitation-related diseases.
* An efficiently and effectively implemented WASH in Schools programme will lead to students who: Are healthier; Perform better in school; Positively influence hygiene practices in their homes, among family members and in the wider community; Change their current hygiene behavior and continue better hygiene practices in the future;
* **Diarrhea and intestinal worms** are a serious problem:
  + Diarrhea is caused by drinking dirty water and also due to lack of sanitation and good hygiene practices.
  + Children with diarrhea or worms are sick and debilitated/incapacitated.
  + Sick and debilitated students miss critical days of learning.
  + Girl students in particular miss school days if there are no comfortable facilities to handle menstruation.
  + Thinking ability is diminished among sick children and become slow learners.
  + Sick children with parasites or worms suffer from malnutrition because they share whatever nutrients they get with the parasites they are carrying
  + Diarrhea is costly – in work and school days lost, visits to health centers, fuel and medicine expenses.

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

There are 33,160 basic and secondary schools in Nepal. Many schools lack adequate facilities for water supply, sanitation and waste disposal, despite efforts to expand coverage. Although 79% of schools report having a toilet, only 36% have a separate toilet for girls. (DEO, 2011)

**Components of WASH in school**

* WASH facilities in school (user friendly WASH facilities including child friendly, gender friendly, differently able friendly toilet, tap, hand washing stations)
* Regular use and cleanliness of toilet
* Hand washing with soap and water
* Menstrual hygiene management
* Consumption of safe drinking water
* Management of WASH services in school (management responsibilities of principal, focal teacher, school management committee, parents teacher association, child clubs and WASH in school implementing projects)

Lesson plan 2: Disease Transmission and blockage **60 minutes Lesson Description**



This lesson plan focuses on the route of transmission of pathogen from feces to mouth including the possible blockage of the routes.

**Learning outcomes**



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

1. Explain on transmission routes of feces to mouth
2. Discuss blockage of transmission routes

Description: C:\Users\user\Desktop\Capture1.PNG**Materials**



* Markers
* Flip chart paper
* Tape
* Color pictures of feces
* Poster/Flex of 5F diagram
* Flip Chart/Flex of Blocking 5F diagram
* 5 sets of 5F diagram (adopted from Government of Nepal - GoN)
* 2 Sets of *Transmission Routes* (including *Blocking*) Cards with *Arrows* (adopted from CAWST)
* 2 cards with animals from CAWST 3-pile sorting
* Instructions for the 5F diagram
* Pamphlets/ Flex of various POU options
* Hand-Washing flex

**Preparation**



* Read and prepare lesson plan
* Write learning outcomes on flip chart
* Prepare 2 sets of Transmission Routes and Blocking Cards with Arrows (adopted from CAWST)
* Prepare 5 sets of 5F diagram (adopted from the Government of Nepal)
* Print or prepare the 5F diagram instructions
* Prepare the PoU pamphlets

Description: C:\Users\user\Desktop\Capture3.PNG**Introduction 5 minutes**



1. Ask participants to close their eyes and imagine the dirtiest school's toilet which you have ever seen in your life time?
2. Ask participants how they felt. Explain with the example, that once you had seen a newly constructed toilet with no door. But when you reach there to see the toilet, you saw feces all inside the toilet and also you saw some white parasites in the feces. After that scene, you could not eat food for a while.
3. Relating to the story, ask participants if they have ever thought if they have eaten feces: "Do you think you have ever eaten feces?” *Note their expressions and responses. Normally, the majority of participants will say 'No.”*
4. Explain that everyone, including you, has probably indirectly eaten microorganisms from feces. Continue to explain that this lesson will explore how this occurs and how we can prevent it.
5. Introduce the learning outcomes.

**Disease Transmission Routes 25 minutes**

1. Description: C:\Users\user\Desktop\Capture4.PNGExplain to the participants that they are going to explore how microorganisms from feces can get into our food, water and finally our mouth.
2. Divide the participants into 5 groups.
3. Provide one set of the 5F diagram (GoN) cards to each group.

* *Each set contains one specific transmission route. For example, flies; fingers; fluids; fields; fowls (animals like dogs, chickens etc.)*

1. Allow participants to arrange the cards within their groups and ask them to create a story to sensitize a community with the help of available cards while arranging the cards into order. Walk around and ensure that there is no confusion. Give them 5-10 minutes to complete this task.
2. Ask the participants to share their story as a large group, one group at a time. When each group presents, ask the other groups to come over to see their story. Make necessary corrections if needed.
3. Summarize the session by explaining all five transmission routes by displaying the 5F diagram in a large poster or flex.

Description: C:\Users\user\Desktop\Capture4.PNG**Blockage of transmission route 20 minutes**

1. Give newsprint and marker to each group.
2. Ask each group to think of and discuss different ideas for blocking each “F” pathway and list down prevention behavior activities on newsprint.
3. Tell the participants that they have only 5 minutes to complete the group work.
4. Once the group work is complete, ask each group to present their group work in large group. Ask other groups to add on more if necessary in each transmission route.
5. Repeat the process until all groups have presented.

**Review 10 minutes**

1. Divide the participants into 2 groups and provide them with a complete set of the Transmission Routes (CAWST) cards to each.
2. Tell the participants they are going to compete with each other. They have to arrange the routes of transmission cards in a correct order.
3. Explain that each group should put the picture of the feces and mouth (happy face) at opposite locations and then connect the two by placing the other images and arrows in between them.

**Reflection on Lesson**

**Trainer Reference: Disease Transmission and Blockage**

Following are examples of barriers for the transmission routes:



* Barriers for **Flies:**
  + Cover your food and water
  + Keep your dishes clean and covered.
  + Use a toilet to prevent flies from coming in contact with feces
  + FSM
  + Dispose of solid waste properly so it does not attract flies
  + Use screens/ nets on doors and windows of houses
* Barriers for **Fingers:**
  + Hand-washing at critical times with soap. The critical times are 3 “after” and 3 “before” situations of washing hands properly with soap at these critical times can reduce incidences of diarrhea by up to 45%.

1. After using toilet
2. After cleaning child feces
3. After touching waste
4. Before eating
5. Before feeding
6. Before preparing food

* Barriers for **Fluids** (Water):
  + Use of toilet to prevent source contamination
  + Source water protection
  + Using any Point-of-use water treatment option
  + Safe storage
  + FSM
* Barriers for **Fields**:
  + Use of toilet or latrine
  + Wash raw fruits and vegetables with safe water
  + Cook vegetables thoroughly
  + FSM
* Barriers for **fowls** (Animals):
  + Use of toilet to block animals from contacting feces
  + Keep animals contained (for example, on tethers or in kennels)
  + Keep food in places where animals cannot access it

Additional, latrine construction and use also contributes highly as a barrier to contaminate food and water.

Lesson plan 3: Safe Water and PoU options **90 minutes Lesson Description**



The focus of this lesson is to differentiate between clean water and safe water. Also, this lesson focuses on the point of use that is effective at school level including the demonstration of use of chlorine.

**Learning outcomes**



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

1. Differentiate between clean water and safe water.
2. Identify different types of water treatment option at school level.
3. Demonstrate the use of chlorine.

**Materials**



* Newsprint paper
* Marker
* Masking tape
* 3 glasses
* Water
* PoU flex

**Preparation**



* Write the learning outcomes on flip chart paper
* Prepare safe, filthy(hand washed) and tap water
* Prepare the hand out of NDWQS guidelines

**Introduction 10 minutes**



1. Present two statements written on brown sheet paper to the participants.
   1. All clean water is safe water
   2. All safe water is clean water
2. Now, ask participants if there is any difference between these two lines.
3. Collect answers from the participants and if there is any contrasting answer from participants ask for the reason behind contrasting answer.
4. If all participants have same idea, inform them that two statements are completely different and only one of them is true, that is, ‘All safe water is clean water’
5. Inform participants that they will be exploring more on the idea in the session and present the learning outcome of the session.

**OR,**

1. Present three glass of water in front of participants.
   1. Glass A: Safe water to drink
   2. Glass B: Filthy water- hand washed water (*Dhamilo pani- haat dhoyeko pani)*
   3. Glass C: Plain tap water
2. Ask participants which glass of water might be safe to drink.
3. Collect the vote of participants for each glass. *Possible answer: glass A and C, as the water is clean.*
4. Inform participants that if the facilitator is made to drink water from those, one will drink from glass A and not from other glass and also drink a sip from glass A. Ask participants what might be the reason for drinking water from glass A only and not from other glasses?
5. Further clear to the participants that glass A water is disinfected and is safe water while glass C is a plain tap water and is not disinfected and it might contain a spoon of filthy water in the glass. Demonstrate the activity while explaining by adding a spoonful of water from glass B to glass C and mixing it, making it unsafe to drink yet it is clean while observing it.
6. Explain further, this might be the similar case in their drinking water; it might be contaminated in the source of water, or in transmission line or in their own household.
7. Present the learning outcome of the session.

**Safe water 15 minutes**



1. Ask participants if clean water is safe water? *Possible answer: No*
2. Ask participants what is safe water. Give a minute to think and ask few participants to volunteer their view.
3. Inform participants that clean water means the water is physically clean, but it might not be same with chemical and microbiological contaminants.
4. Explain further, safe water means the water is physically, chemically and microbiologically safe to use (or no physical, chemical and microbiological contamination).
5. Also inform that Government of Nepal has a guideline for the drinking water, NDWQS with 6-physical parameters, 19- chemical parameters and 2 microbial parameters.
6. Explain further with few common examples of each parameter.
   1. Physical parameter: turbidity, color, taste and odor, total dissolved solids
   2. Chemical parameters: Iron, Manganese, Chloride, Arsenic, Ammonia, Nitrate
   3. Biological parameters: Total coliform or presence of any bacterial contamination
7. For the sole purpose of keeping water clean, people should be aware from protecting water source to minimize the contamination in water. To this, water should be disinfected before drinking and it should be stored safely for further use.

**Water Treatment Options at school level 50 minutes**



1. Tell the participants that the ultimate safeguard to make water safe for consumption is the use of treatment methods at the point of use, that is, just before drinking.
2. Ask the participants what ways they know of, to make drinking water safe. Make a list of their responses. Add to their responses if they miss a method. The list should include:
   * Boiling
   * Chlorination
   * Solar disinfection (SODIS)
   * Filtration
3. Ask in a large group “What treatment method seems most appropriate for schools? Give a minute to think and again ask participants “why” they think it is appropriate method to treat water.
4. Inform participants that while discussing about ‘Point of Use’ in schools, boiling and SODIS might not be appropriate or feasible as in the school, huge amount of water should be treated and the options are feasible for small amount of water only.
5. Ask to participants if they know of any schools currently treating their water? What has their experience been?
6. Relating to the experience shared by the participants, introduce the appropriate methods of water disinfection for school starting from filtration method.
7. Description: C:\Users\user\Desktop\Capture5.PNGIn the filtration method, explain the working mechanism of filter that is the core part of filter is filter media with very small pores which bar the movement of pathogens while only water can pass through the small pores.
8. Further, explain that there are various types of filter available in the market. Ex. simple candle filter, Colloidal Silver filter (CS filter), Bio sand filter and other types of modern types of filters.
9. Present the picture of candle filter (from the flex of PoU options) and ask participants if they have seen it or used it. If participants say yes, ask the participant to volunteer his/her idea on the filter (whatever they know).
10. Add or correct information if needed. Else, summarize the information on the type of filter and move to next type of filter- CS filter.
11. Repeat the process of presenting the pictures of other types of filter, ask if participants know it, sharing information from the participants and add on information or summarize it.

**Or,**

* Divide participants into 3 groups and ask each group to discuss on a type of filter; Candle filter, CS filter and Bio-sand filter.
* Provide 2 to 3 minutes time for the discussion and ask a volunteer from each group to share their discussion and summarize and add information as a group present their thoughts and continue same process for each group.

1. After description of filters, other method to disinfect huge amount of water is ‘chlorination’. Further explain that chlorination is the process of disinfecting water with the use of chemical ‘chlorine’. However, while using chlorine to disinfect water, one should be aware of the proper dosing of chlorine.
2. Description: C:\Users\user\Desktop\Capture5.PNGExample of chlorine that are easily available in the market are Piyush and Piyush Plus with 0.5% and 0.7% chlorine respectively. Further, explain the dozing of common chlorine available in the market.
3. Explain that Chlorination is a good process for schools having lager number of student because school having maximum students requires large volume of water.
4. Demonstrate the process of chlorination / Piyush by taking a liter of clean water in a bottle. Add 3 drops of Piyush (0.5% chlorine) to the water and mix it. Leave the bottle for 30 minutes and after the time, water is disinfected and can be consumed.

**Safe Storage of Water 10 minutes**



1. Ask the participants: “After using PoU options, in which things they should focus on to keep it safe?”
2. Ask voluntarily with 1-2 participants for their suggestions.

Reponses may include: Store it safely to avoid re-contamination as most of the treated water is re-contaminated during the storage of treated water.

1. Ask participants: “What are the features of good and bad storage containers in school?” Responses should include:

Good: Tightly fitting lid or cover, Tap or narrow opening to prevent contamination or avoid dipping hand into the water, out of reach of children to play, easy to clean, etc.

Bad: No lid or cover, wide opening that is easy to contaminate, easy to climb and play by students, not easily accessible to kids to mess around, etc.



**Review 5 minutes**

1. Ask participants to think about the suitable option of PoU in context of their school.
2. Ask a participant to volunteer his/ her thought.
3. Ask other one or two volunteer to add on the thought and/ or discuss on the point.



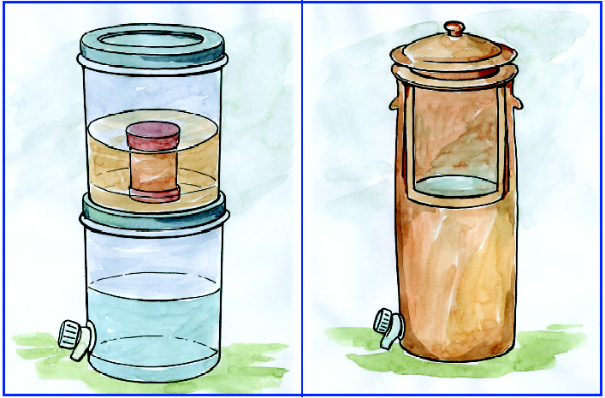
**Reflection on Lesson**

**Trainer Reference: Safe water and PoU options**

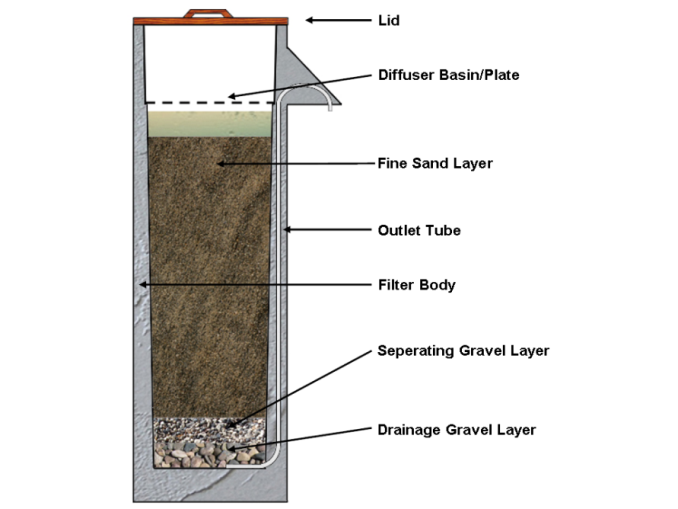
**Filtration:** Various types of filter are available in market, filters only physical particulates and few pathogens while some are effective for microorganisms also, easy to handle, easily accessible in market



1. **Candle filter:** Easy to use, easily accessible in market, filter candle should be cleaned in certain time interval, candle should be cleaned with soft brush and soap should not be used while cleaning and candle should not be boiled, effective for physical and few microorganisms.
2. **Colloidal silver (CS) filter:** effective method to treat water (effective for physical and microbial contamination), main component of the filter is the silver coating/ powder used while making candle or plate which kills pathogens present in water, without any chemical process water is disinfected, filter candle/ plate should be cleaned in certain time interval, candle/ plate should be cleaned with soft brush and soap should not be used while cleaning and candle/ plate should not be boiled.



**Colloidal Silver Filter**

1. **Biosand filter:** A **biosand filter** (BSF) is a point-of-use water treatment system adapted from traditional [slow sand filters](https://en.wikipedia.org/wiki/Slow_sand_filter). Biosand filters remove pathogens and suspended solids from water using biological and physical processes that take place in a sand column covered with a [biofilm](https://en.wikipedia.org/wiki/Biofilm). BSFs have been shown to remove heavy metals, turbidity, bacteria, viruses and protozoa. BSFs also reduce discoloration, odor and unpleasant taste. Bio sand filter is effective for physical, microbial and some chemical components can be made locally by a trained person, sufficient amount of water is filtered.

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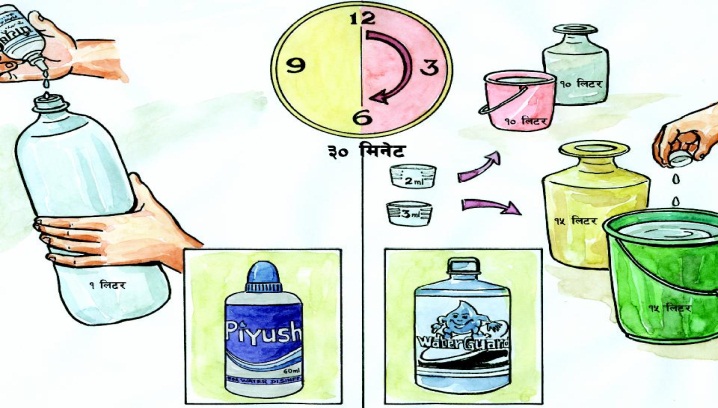
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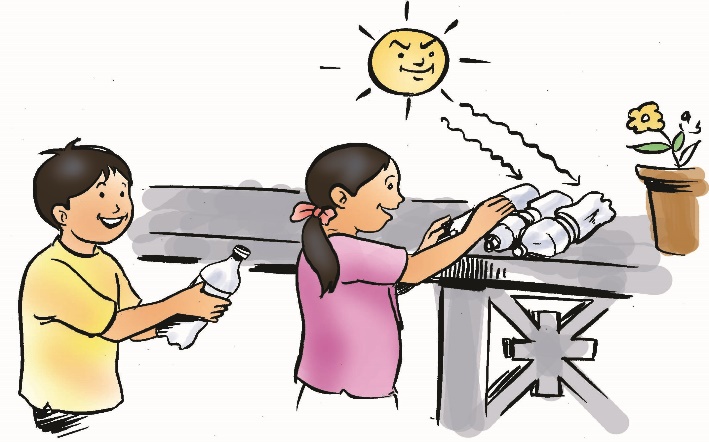
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**Chlorination:** Treat water with chlorine, kills pathogen and somehow treats chemical compounds like iron, manganese, hydrogen sulfide, ex. Piyush and Piyush plus manufactured by ENPHO, chlorine dosing should not be used in guess- if chlorine dose is not enough does not treat water effectively, if chlorine dose is high- might have negative effect in health, should wait 30 minutes after dosing chlorine, chlorine should be stored in out of reach of children and should not be stored in direct sunlight.

**Mass chlorination (1% chlorine solution)**: Measure 40gm (approx.. 5 tea spoon) of bleaching powder on few ml of water on mug, take water from 1litre of water. Stir the solution to make the paste, add remaining water on that mug. Stir properly and leave the solution to settle down (time varies). Pour the clear solution in colorful jerry can that is not transparent. Label the jerry can properly. Amount to be used: 100 ml of 1% chlorine solution can treat 1000 litre of water. Points to be noted: close the cap properly, place at cool, dry and dark place, far from reach of children, contact time of this 1% solution is also 30 minutes.

|  |  |  |
| --- | --- | --- |
| Concentration of Chlorine | Amount of Chlorine | Amount of water treated |
| 0.7% of chlorine solution (Piyush plus) | 1 ml | 5 liters |
| 1% of chlorine solution | 1 ml | 10 liters |
| 5% of chlorine solution | 40 ml | 1000 liters |
| 0.5% of chlorine (Piyush) | 3 drops | 1 liter |
| Aquatabs (20 mg available chlorine) | 1 tablet | 4/5 liters |

**Modern technology:** Some modern types of filters are available in market with UV rays and reverse osmosis (RO) processes which are effective to kill pathogens and also treat physical and chemical contamination. Example of filters available in market- Euro guard, Aqua guard, Sawyer, Straw filter, Sky juice

**SODIS (solar disinfection):** SODIS is a simple, cost effective method to treat water against microbial contamination through the UV rays and heat of the sunlight. SODIS is ideal to disinfect small quantities of water of low turbidity. Contaminated water is filled into transparent plastic bottles and exposed to full sunlight for six to eight hours. During the exposure to the sun, pathogens are destroyed. In case of cloudiness plastic bottles with water need to be exposed for 2 consecutive days in order to produce water safe for consumption.

Lesson plan 4: Latrine: Proper Use and Upgrading **60 minutes**

**Lesson Description**



The focus of this lesson is on the importance of latrine in school, compare actual condition versus standard of larine. This lesson plan also describes on the proper operation and timely maintenance of latrine in school.

**Learning outcomes**



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

1. Explain the importance of latrine in school.
2. Identify the gaps between actual latrine facilities in school and the standard.
3. Discuss activities to fulfill the identified gaps and issues relating to latrine in school.

**Materials**



* Newsprint paper
* Marker
* Masking tape
* Pictures of different types of toilets
* Pictures of different types of latrines with maintenance issues

**Preparation**



* Write the learning outcomes or lesson description on flip chart paper
* Present the news clip on lack of latrine.

**Introduction 10 minutes**



1. Ask participants if all schools that they represent have toilets?
2. Again ask participants if the participants have faced any problem due to lack of toilet? Ask one to two participants to volunteer their experience.
3. Summarize their experience by sharing an experience of travelling to Jiri from Dolakha, on the way you need to go to toilet, you asked the conductor if there is any place with public toilet, said no, now you are in rush, in Mainapokhari when the bus was unloading materials, you rushed to nearby shop and requested to use a toilet as you were very much in rush. She was kind enough to let you use her personal toilet. You used it and got relieved and thanked her for her kindness.
4. Relating to the situation, if this kind of situation might come in school or not and also ask why.
5. Share a quote published in the news from Salyan, *“There is neither a separate toilet nor the supply of water,” “There is no alternative to stay at home during the menstruation period.”*
6. Again, inform participants that there are 29133 number of community schools in Nepal. Many schools lack adequate facilities for water supply, sanitation and waste disposal, despite efforts to expand coverage. Although 81.3% of schools report having a toilet, only 67.6% have a separate toilet for girls while 70.7% have enough water for the school.(DEO, 2015/2016)
7. Present the lesson description or learning outcomes.

**Finding the Gap and Meeting the Standard**

**45 minutes**



1. As per the discussion made in introduction, ask participants what is the importance of latrine in school. Ask participants to think about it for a minute.
2. Now, in a large group ask few participants to volunteer their idea and summarize the importance of latrine in school.
3. Now ask participants to come into the same groups as in “WASH in School” session when the school WASH assessment form is filled.
4. Provide the assessment form that the groups had filled in earlier session.
5. Now, ask groups to find the gap by comparing the actual WASH facilities available in school (as per the assessment form provided in “WASH in School” lesson plan) and the WASH standard guideline.
6. Also, ask the groups to note the issues (if they have any) regarding latrines that they often face in their school.
7. Provide 5 to 10 minutes time for the exercise. After the allocated time, ask groups to present their group work.
8. Once the groups had find the gaps and issues, assign the same group to list the necessity materials that they need to collect to meet the WASH standard guidelines or for the proper operation or to improve the existing condition of latrine in school.
9. Give few examples if needed as:
   * Superstructure for privacy and shelter from rain
   * Door or curtain that provides good privacy and safety (especially for women and girls)
   * Cleaning materials available
   * Ventilation
   * Safe for children
   * Users friendly (gender and disability friendly)

* Regular operation and maintenance
* Latrines with enough pan holes (one per 20 students)
* Separate latrines for boys and girls (female and male teachers too)
* Latrines with slabs that can be cleaned
* Latrines with doors that can be lock from inside
* Hand washing station near latrines
* Water available in the latrines
* A supply of cleaning materials, such as toilet brush and Harpics in latrines
* Place for disposal of sanitary napkins

1. Again provide 5 to 10 minutes time for the activity. After the time, ask groups to leave their group work at a place and move to look at the work of other groups.
2. Provide 2 minutes to look at the work of each group.
3. Discuss and summarize the group work while adding on the tips for operation and maintenance as:
4. *Operation*
   * 1. *Daily cleaning*
     2. *Use of disinfectant toilet cleaners, ex. Harpic, Phenol, Acid, EM, etc.*
     3. *Availability of water in toilet for flushing or rinsing*
     4. *Availability of soap and water nearby toilet for handwashing*
     5. *Timely maintenance of any damage – helps consistent use*
5. *Maintenance*
   * 1. *Maintaining the superstructure*
     2. *Upgrading the type of latrine*
     3. *Maintaining vent pipe, sealing crack and leakages*

**Review 5 minutes**



1. In their earlier groups, ask participants to think one of the main priority area that they need to improve in their school’s latrine and why.
2. Ask groups to present their discussion to the large group and discuss if needed.

**Reflections on Lesson**

Lesson plan 5: Keeping School Clean **60 minutes**

**Lesson Description**



The lesson focuses on the meaning of waste and types of waste that is generally found in school premises. The lesson plan also discuss on various techniques and practices to manage such waste generated in school.

**Learning outcomes**



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

1. Define waste
2. Describe different waste management techniques and practices

**Materials**



* Newsprint paper
* Marker
* Masking tape
* Chocolate with wrapper

**Preparation**



* Write the learning outcomes or lesson description on flip chart paper
* Prepare a prize with multi wrappers for the winner.

**Introduction 10 minutes**



1. Provide a chocolate to each participants and note practices of participants on managing the chocolate wrapper.
2. After all participants have chocolate, collect the wrapper from all participants.
3. As all wrappers are collected, ask participants if anyone of them wants to take it and utilize it further.
4. Collect participants’ response and explain to participants that we will discuss more about it on the session.
5. Present the lesson description or learning outcomes.

**Waste in School and Management 40 minutes**



1. Linking to the introduction session, explain when we don’t need any material or resources anymore they become waste to us however that might be great for others. Example: I got new TV at home so old one is a waste to me or simple in the earlier situation, while wrapping the gift, I was in dire need of wrappers, beautiful papers, but now as I am done, they are burden to me, they are waste to me but if someone else who is making decoration piece from it can use it more appropriately, or some of you could just take it away to wrap another gift.
2. Inform participants that now they are going for the group activity. In their group, participants are to discuss and name the waste generated in schools. Ask participants to remember a school and it’s compound and write the waste seen around, one in each meta-card. Ex. pen, paper, pencil, leaves, etc.
3. Divide participants into groups of 5 and provide 3 minutes time for the activity. After the time, ask a group to share their points. Ask other groups to add missing points.
4. As participants name the waste, collect the meta-cards and separate the waste card as per the type of waste.
5. Ask participants if they could figure out the category of the waste. And name the category and inform participants by categorizing it into ‘degradable’, ‘non-degradable’ and ‘waste water’, as it will be easier to manage those waste.

**Trainer note:** categorize waste as per convenience

1. Again in their groups, provide a newsprint paper and a marker and ask groups to discuss and note down the points on managing the different types of waste.
2. Provide 10 minutes time for the activity. After the time, ask groups to present their discussion, one after another group. Note, the most repeated management technique from the group discussion.
3. Summarize all waste management techniques in to basic 3Rs principle as:
   1. **Reduce:** Reduce the wastes at sources. For example; use of jute bag, use of commodity with less packaging, reduce in water use by closing tap whiling brushing, etc. Linking with school, if all students bring lunch from their home in their tiffin box then there is reduction of plastic and paper waste in the school.
   2. **Reuse:** Use the waste again as a resource. For example; making basket and mat from plastic wrapper, using grey water to flush toilet, watering plants, irrigation, etc. In school water that come after hand washing can be reuse in flushing the urinal inside the toilet or used for irrigating their garden.
   3. **Recycle:** Use again the waste by changing the physical characteristic. For example; making slippers by melting the waste plastic bags, using waste water for flushing, vehicle wash after recycling, etc. water recycled to use for flushing, cleaning and gardening purpose. Paper that is produced can be given to scrap dealer for recycling process. Decomposable waste can be composted to produce compost for garden.

**Review 10 minutes**



1. Ask participants to stand in a circle. Ask participants to stretch their legs for this Ask to walk around the hall and greet each other on the way.
2. After a while of participants’ movement, ask them to stop by buzzing the pip-pip ball at the point they are standing at. Ask participants to find a partner just close to themselves.
3. Now ask participant to form a pair along with their partner and ask to discuss what they understand by waste with their partner.
4. Again in pair, ask participant to discuss a thing that he/she would bring into practice instantly as they are out of the hall.
5. Ask few pair to share their idea in the large group.

**Reflections on Lesson**

**Trainer Reference: Keeping school clean**

**Waste**

Waste is that material which rises from various human activities and is normally discarded as useless or unwanted. That unwanted/ discarded materials could be resources for others. **“Resources at wrong place”**

Ex. I got new television set in my home and replaced the old one. Old television set is a waste to me, but some other would take it more than happily.

**Types of Solid Waste:** Solid waste and Liquid waste

1. **Solid waste:** The term solid waste means: material such as household garbage (includes recycling), food wastes, yard wastes. It also includes discarded items like household appliances, old torn clothes, worn out shoes, plastics, animal waste, furniture, scrap metal, machinery and abandoned or junk vehicles.
2. **Liquid waste:** Liquid waste can be defined as such fluids as wastewater generated from kitchen, washing clothes, bathing along with feacal sludge, etc.

Wastewater can originate from a combination of domestic, industrial, commercial or [agricultural](https://en.wikipedia.org/wiki/Agriculture) activities, surface runoff or [storm water](https://en.wikipedia.org/wiki/Stormwater), and from [sewer](https://en.wikipedia.org/wiki/Sanitary_sewer) inflow or infiltration

Solid waste, it can be further categorized into 3 types:

1. **Degradable-** Able to be chemically or biologically degraded. For example; fallen leaves, vegetable residues. Among the wastes, 65% to 70% wastes are degradable.
2. **Non-degradable-** Not able to be degraded. For example; broken bucket, plastic bag. 20% to 25% wastes are non-degradable
3. **Hazardous-** Involving risk or danger. For example; used syringe. Hazardous wastes are 5%. Ex. Pesticide bottles, expired pesticides and chemicals

**Management of Waste**

1. **Reduce**: Reduce the wastes in sources. For example; use of jute bag, use of commodity with less packaging, reduce use of water by closing tap whiling brushing, etc.
2. **Reuse**: Use the waste again as a resource. For example; making basket and mat from plastic wrapper, using grey water to flush toilet, watering plants, etc.
3. **Recycle:** Use again the waste by changing the physical characteristic. For example; making slippers by melting the waste plastic bags, using waste water for flushing, vehicle wash after recycling, etc.

**Possible ways to manage waste in school:**

* Fencing around school
* Formation/ management of sanitation fund
* Formation of sanitation club/ group
* Availability of broom and dustbin in each classroom
* Extra-curricular activity on WASH
* Focal teacher on WASH
* Pit to collect and manage waste
* Proper and regular use of latrine
* Child club mobilization
* Regular monitoring

Lesson plan 6: Maintaining Hygiene

**(Hand Washing, Menstrual Hygiene Management, Food hygiene) 100 minutes**

**Lesson Description**



The focus of this lesson is to discuss on the critical times of hand washing along with the importance of hand washing. Also the lesson plan focuses on discussion on sanitation multiple table for maintaining personal hygiene. While discussing on personal hygiene, menstrual hygiene management in school is also emphasized.

**Learning outcomes**



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

1. Explain Hand washing at critical time (Cite the reasons for hand washing and the critical times to practice it)
2. Describe importance of Sanitation Multiple table.
3. Discuss Menstrual hygiene management in school
4. Explain the activities to maintain food hygiene in school

**Materials**



* Glitter
* Newsprint paper
* Marker
* Masking tape
* Picture of a girl with menstrual stain
* Picture of ‘sanitation multiple table’
* Flex of Hand washing at critical time
* Steps of hand washing

**Preparation**



* Write the learning outcomes on flip chart paper
* Prepare 2 participants (male/ female) to volunteer for introductory activity. Make both to apply glitter on their palm and ask them to a trail of glitters on the wall and surfaces on classroom by touching.

**Introduction 10 minutes**



1. Tell participants that we talk more about gender equality while in practice we tend to do it differently. For instance, ask participants how many of male participants shook their hands while greeting to male participants. And again ask how many greeted in the same way with female participants.
2. Further explain that we tend do "Namaskar" from distance with opposite gender.
3. Tell participants to bring the sense of equality in hall. Ask participants to stand and start shaking hands with all and greet well.
4. Ask the participant to greet and shake hands with the other participants.
5. After participants are done shaking hands with all other participants ask them to look at their hands. Ask what they see in their hands.
6. Ask participants how glitters came in their hands. Collect answers from the participants and also ask them to look around the hall if they see glitter anywhere else.
7. Ask participants to think what if the glitters were feces or disease germs, how frequently the contamination can occur.
8. Linking, inform participants that this shows the importance of hand washing and tell will be discussing more on the topic and present learning outcomes.

**Hand washing at Critical time 20 minutes**



1. Link with the introduction; summarize the importance of hand washing as students tend to play all around exposing themselves to many vulnerable situation of transmitting disease and pathogen. Hand washing with soap at critical times decreases the incidence of diarrheal disease by 45%.
2. Ask participants what might be the critical times offhand washing. Collect a few ideas.
3. Explain to participants that it is very important to wash hands thoroughly/ properly (cleaning all of the fingers, under the fingernails, palms, and backs of hands) and to wash hands using soap and clean water.
4. Also, explain participants that while discussing hand washing in school, students tend to learn, understand and enjoy hand washing steps. Demonstrate the hand washing steps and ask participants to follow the steps as the facilitator demonstrates it.
5. Ask briefly to the large group, what is the current practice of hand washing, how often the students wash their hands

* What materials do they use to wash their hands where do they wash their hand?
* Is there hand washing station/ place?
* What is the distance of hand washing station from toilet?
* Is it user friendly for all? (child /disable)
* What about the drainage for management of waste water from hand washing station?
* Is there always soap available in hand washing station?

1. Inform participants while discussing on hand washing station as, there should be hand washing station near toilet. Hand washing station- a fixed place allocated for hand washing, should be user friendly, that is, all have an easy access to it. Also the waste water generated from the station should be managed properly for safe environment of the school.

**Sanitation Multiple Table 10 minutes**



1. Ask participants if hand washing alone is enough to maintain hygiene. Ask what other things that we should care about are.
2. Collect the answers from the participants on a board or flip chart paper. *Possible answer: personal hygiene activities*
3. Linking to the personal hygiene, tell participants that some students usually attend school in unhygienic ways such as unwell dress up, mess hair, long fingernails, unpolished shoes, dirty uniform, etc. which adds on students getting sick.
4. Ask to the participants “what could be done at school level to improve the personal hygiene of the student?”
5. List down in the flip chart and summarize their idea with the available sanitation multiple table at school. (Showing picture or videos of multiple table) and explain further on sanitation multiple table to the participants.

**Trainer Note**: A sanitation multiple table is widely accepted as an important ignition tool for sensitizing students and parents for improving hygiene of students.

**Menstrual Hygiene Management 30 minutes**



1. Inform participants that while discussing on personal hygiene in school, one of the area they should focus on is menstrual hygiene.
2. On the topic, tell the participants about case study of Radha.

**Case Study**

When Radha gets her period, she normally misses her school. Due to this, she missed her important classes and her grades are getting low. She feels very uneasy to attend classes even when she gets period at school and returns home early.

1. Now ask participants in large group,
   1. What might be the reasons behind Radha feeling uneasy to go to school during menstruation?

*Possible response may include: menstrual cramps, difficult to manage hygiene at school, unavailability of sanitary pads at school, no facilities for proper disposal of sanitary pad, no privacy in school toilet, etc.*

* 1. What can be done to manage her problem?

*Possible answers: user friendly toilet facilities, availability of providing sanitary pad, proper place for disposal of sanitary pad, etc.*

1. Inform participants that these are the activities that we carry for the menstrual hygiene management. If so, ask participants, what they understand by menstrual hygiene and menstrual hygiene management?
2. Collect ideas from participants and summarize it as maintenance of hygiene during menstruation and materials used during menstruation is termed as menstrual hygiene.
3. Ask participants in large group, what is the importance of menstrual hygiene management in school.

*Possible answers: eliminate school absenteeism rate, to prevent from uterine infection, dignified life with confidence, clean environment, no odour, pain relief*

1. Further discussing on menstrual hygiene management in school, ask participants where they are in the preparation of menstrual hygiene management in school, that is, if they are well prepared for menstruation in school. For this paste the brown sheet with following questions on the board and discuss briefly.

* What girls do if they menstruate during school hour?”
* Ask the participants: “Is there pad available in school?”
* Where and how do girls manage their pad during mensuration at school time?
* Is there proper facilities for hand washing station with sufficient water?”

1. Ask the participants, “What can be the challenges faced by girls during menstruation due to lack of proper WASH facilities?”

*Expected answer: difficulties on changing pad (not enough space at toilet), problem on flushing, cleaning blood, washing hands, disposing pads, fear of staining on the toilet pan*

**Food hygiene 20 minutes**



1. Inform participants that now the participants are going for a story of a family. In the family, member are aware on importance of WASH at home. So, they have managed every possible facilities and behavior for maintaining health and hygiene. However, with all concern and effort, a school going child is always falling sick. When the child is asked about the food in school, the child would say that the food was very tasty.
2. Inform participants that they are now going for the discussion in small group relating to the story.
3. Ask participants to form a groups of 3 in a minute. Once the groups are formed, ask participants to discuss on the reason for the child’s poor health.
4. Provide 5 minutes for the discussion and ask participants to note important points from discussion in their notebook.
5. After 5 minutes time, ask groups to share their thoughts in large group.
6. Note important points to summarize the discussion and after all groups are done summarize the points emphasizing on the food hygiene for the following important reasons:
   1. Improved attendance
   2. Decrease in absenteeism
   3. Improved motivation to learn
   4. Positive first impressions to visitors
   5. More pleasant environment
   6. Better use of facilities and equipment as they are kept in a better condition
   7. No odor or visible dirt
   8. Happy students, happy teachers, happy school!
7. Further discuss with participants on the activities/ tips to maintain food hygiene in school.

**Review 10 minutes**



1. Divide the participant into 3 groups as, ‘hand washing’, ‘menstrual hygiene’ and ‘food hygiene group’.
2. Ask each group to discuss few important points on their topic.
3. Provide 2 to 3 minutes time for the discussion. After the time, ask a point or two from each group to share it in large group from each of 3 groups.

**Reflection on Lesson**

**Trainer Reference: Maintaining hygiene (HW, MHM and Food hygiene)**

*The* ***critical times*** *are 3 “ before” and 3 “after” ie is ATI and PATI .Washing hands properly with soap at these critical times can reduce incidences of diarrhea by up to 45%.*

* + *Before eating*
  + *Before feeding*
  + *Before preparing food*
  + *After using toilet*
  + *After cleaning child feces*
  + *After touching waste/caring of sick peoples*

**Challenges** faced by girls during menstruation in school:

* Lack of sanitary protection materials: leading to embarrassment and stress due to leakage and smell
* Lack of menstrual hygiene-friendly facilities: so unable to change materials and washing and flushing, cleaning blood, disposing pads,
* Fear of using the latrine : due to staining or lack of privacy or unsafe location

***Ultimately, leading to absence from school***

**MHM definition**

The United Nations Children’s Fund (UNICEF) and the World Health Organization (WHO) define **Menstrual Hygiene Management** (**MHM**) as

* the articulation, awareness, information and confidence to manage menstruation with safety and dignity using safe hygienic materials, together with
* adequate water and agents and spaces for washing and bathing and
* disposal with privacy and dignity

**Menstrual**

* Pertaining to menstruation
* Biological process causing cyclical discharge of blood, endometrial tissue and mucus via the vagina for 3 to 7 days during a 28 days period

**Hygiene**

* + Conditions, practices & behaviors conducive to maintaining health and preventing diseases

**Management**

* Utilization of available resources to achieve predetermined set of goals

**Tips on good practices of menstrual hygiene**

* Regular bathing and changing clean clothes
* Regular changing of the underwear
* Use of pads and regular changing of pads
* Drying reusable sanitary pad/cloths exposing to direct sunlight on rope for lesser contamination
* Proper wrapping of the disposable sanitary pad before disposal or incineration
* Drinking sufficient waters and hot drinks like hot water, soup, etc.
* Sun bath during winter is helpful (pain relief)
* Yoga and light exercise during menstruation is helpful
* Eat more nutritious food
* Cleaning vagina regularly (during urinating as well)
* Checking expiry date of commercial pads
* Storing re-usable pads safely for next use

**Sanitation Multiple Table**

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**Sanitation Multiple Table**

A sanitation multiple table is widely accepted as an important ignition tool for sensitizing students and parents for improving hygiene of students. Personal hygiene and sanitation related material such as soap, towel, comb, nail cutter, mirror, bucket with water etc are placed in the table. The table is kept at school premises just to remind student and parents if they have maintained personal hygiene properly. It is believed that an effective use of those ignition tools would remarkably sensitize the students and accelerated the pace for sanitation promotion.

**Hand washing step**

Lesson plan 7: Roles to make WASH Sustainable in school **60 minutes**

**Lesson Description**



The focus of this lesson is on identifying the responsible stakeholders to make WASH sustainable in school. Also, the lesson targets on the roles of all the stakeholders that is responsible to make WASH sustainable in school and importance of getting involved in WASH of all stake holders.

**Learning outcomes**



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

1. Identify who is responsible for WASH roles in the school
2. Explain why it is important for everyone to be involved in WASH
3. Describe why it is important for SMC, PTA, teacher, focal teachers to be aware of WASH roles.

**Materials**



* Newsprint paper
* Marker
* Masking tape

**Preparation**



* Write the learning outcomes or lesson description on flip chart paper
* Prepare the flip chart with roles of SMC. PTA to maintain WASH facilities in school
* Prepare a flip chart with student as a title
* Prepare a ball of waste paper

**Introduction 10 minutes**



1. Paste the flip chart with “sustainable WASH” written at the middle.
2. Ask participants while discussing about WASH, what they think about sustainable WASH in school means.
3. Collect answers from participants and discuss further that maintaining WASH facilities and using it properly over time is defined as sustainable WASH.
4. Linking their responses with the need of sustainable WASH in School as more focus is given on constructing infrastructure rather than properly using it, present learning outcomes of the session.

Sustainable WASH

**Activities to Make Sustainable WASH in School 10 minutes**



1. Inform participants that they are going for the activities to make WASH sustainable in school.
2. For this participants will be divided into 3 groups and in their groups participants are to discuss on topic (one of the component of WASH) to make it sustainable over time in school and note down points on meta cards. For the activities, groups will get 5 minutes time.
3. Divide participants into 3 groups and provide each group meta card written one of WASH components. Ex. water to one group, sanitation to the other and hygiene to the third group.
4. After 5 minutes time, ask participants to present their points and discuss on the necessary points.
5. Summarize their ideas and add more information if necessary.

**Roles of SMC, PTA on WASH in School 30 minutes**



1. Inform participants, now they are going to explore the roles of SMC, PTA, teachers and students for carrying out activities for sustainable WASH in School.
2. Inform participants that they will be divided into four groups (SMC, PTA, Teachers, and Students) and work in their group. They have to discuss on roles of given team (SMC, PTA, Teachers, and Students) for sustainable WASH in school and write in news print paper.
3. Divide participants into four groups and provide them news print and marker and provide them 10 minutes to complete the task.
4. After the time, ask a group to share ideas among large group. Ask other groups to further add more if they have any. Summarize the main key points and ask other group to present their ideas on roles of other group and continue the same to each of the group.

**Review 10 minutes**



1. Take a soft ball made up of paper and inform participants that they are going to play a game.
2. Explain further that, they are going to throw the ball at each other and participants have to escape the hit. Whoever, gets the hit is supposed to share any key message learnt from the session.
3. Repeat the process and try to get new information from each participant.
4. Summarize and add if any important point is missing.

**Reflections on Lesson**

**Trainer Reference: Roles to make WASH sustainable in school**

**Activities to sustain water in school:**

* Proper action plan for regular accessibility of water in school
* Operation and maintenance fund and also a responsible person to handle
* Safe storage of water
* Source protection
* Use of point of use option

**Activities to sustain sanitation in school:**

* Accessibility of sanitation facilities
* Proper and regular operation and maintenance
* Management of sanitation fund
* Regular monitoring and reporting
* Upgrading of facilities as per need
* Sharing responsibilities

**Activities to sustain Hygiene in school**

* Management and proper use of hand washing station
* Availability and proper use of sanitation multiple table
* Monitoring personal hygiene practices of students

**Roles and responsibilities of SMC, PTA and teachers**

* Provision of providing the useful knowledge, skill, practices and awareness for life
* Empowerment of students, school and community for their active involvement
* Conduct training and awareness
* Orientation for situation analysis and conduct awareness raising activities
* Awareness raising on Water Sanitation and Hygiene at the time of emergency and distribute essential materials
* Support on orientation and monitoring
* Promotion of clean and healthy school, and established as a model school

**Role of SMC**

* Monitoring of school activities
* Monitoring of students
* Receive resources and government support for the improved education and WASH condition secured
* Empowerment of students, school and community for their active involvement
* Promotion of clean and healthy school, and established as a model school
* Operation and Maintenance of WASH facilities, managing fund for it

**Role of PTA**

* WASH lessons integrated into classroom curriculum
* Conduct teachers training
* Empowerment of students, school and community for their active involvement
* Conduct training and awareness
* Promotion of clean and healthy school, and established as a model school
* Operation and Maintenance of WASH facilities

**Role of Teachers**

* Providing WASH information to children
* Providing the useful knowledge, skill, practices for children
* Support on orientation and monitoring
* Appreciation and Motivation to students for proper use of WASH facilities

**Role of Students**

* Proper use of WASH facilities at school
* Practice hygienic behavior at school
* Transference of behavior change and outreach to the community surrounding the school
* Establish as a model school

Lesson plan 8: Emergency WASH in School **60 minutes Lesson Description**



The lesson discusses on the minimum WASH requirement in school at the time of emergency along with listing the materials required for the stock piling in school for the reference during emergency period.

**Learning outcomes**



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

1. Discuss on the minimum WASH requirement during emergency period in school
2. List the materials for stock piling in school

**Materials**



* Newsprint paper
* Marker
* Masking tape
* Gift for the winner group

**Preparation**



* Write the learning outcomes or lesson description on flip chart paper
* Write the points of minimum requirement for matching game in meta card
* Prepare the list of stock pile materials on meta-card (one material in each card)

**Introduction** **5 minutes**



1. Ask participants to close their eyes. Ask them to remember the moment of emergency situation caused due to Nepal earthquake 2072.
2. Ask participants if emergency situations come as our planning or by letting us know. *Possible answer: No*
3. Inform participants that this means we need to be prepared already for the emergency situations, especially in the schools as there will be huge number of students in the schools.
4. Present learning outcome.

**Minimum WASH Requirements in Emergency 25 minutes**



* + - 1. Inform participants that while discussing on the emergency preparedness, we should be aware on the minimum requirements for emergency situations.
      2. Inform participants that they are going to explore more about minimum WASH requirement during emergency period.
      3. For this participants will be divided into 3 groups and in their groups participants will have to match the stack of meta-cards. For the activity, they will get 10 minutes time.
      4. Divide participants into 3 groups and provide a stack of meta-cards to each group and provide 10 minutes time for the activity.

**Trainer note**: As the groups are busy with their activity, paste meta-cards with questions at the front of the hall, where all participants can see.

* + - 1. After the allocated time, present the answer by discussing on each point and pasting the correct answer to each point.

**Stockpiling at school 20 minutes**



1. Ask participants if they have stored materials in schools for future use. *Possible answer: Yes, stationeries*
2. Inform participants that storage of something to have it available in the future, for emergency situation is termed as stock piling.
3. Inform participants, as discussed earlier, for the minimum requirements on WASH, we might need to arrange the materials or stock pile in advance for the preparation.
4. Inform participants that they are going to list down the materials which is very essential during the emergency situation to stockpile at school.
5. For that, participants are going for a “**Guessing game**” where participants will be divided into 4 groups and each group has to guess the stock pile materials in turn and whichever group guess more number of the materials will be the winner of the game and claim prize.
6. Divide participants into 4 groups and name each group ‘A’, ‘B’, ‘C’ and ‘D’. First ask group ‘A’ to guess a material to be stock piled. If the group guesses correct material from the list, give a point to the group and move to group ‘B’. If the answer from the group is wrong, move to another group without giving point to the group.

**Trainer note**: As the groups guess the correct answer, paste the meta-card with the name of material on the board.

1. Continue till all 16 materials from the list are guessed. Or, if it is taking long to guess, name the materials and paste the meta-cards and repeat all the materials list.
2. Sum up the points of the groups, announce the winning group and hand over the prize to the winning group.



**Review 10 minutes**

1. In their earlier groups, ask participants to discuss what they understand by stock piling.
2. Ask one to two participants to volunteer their answer.
3. Again, ask participants to discuss the number of toilet required in schools for girls, boys and staffs in schools.
4. Ask participants to discuss in their groups, as many materials list as they remember for stock piling in school.

**Reflections on Lesson**

**Trainer Reference: Emergency WASH in school**

**Minimum requirements during the emergency period**

Minimum standard on WASH base on Sphere handbook

* Distance of latrines and septic tank/ soak pit from ground water source (meter) = 30
* Maximum people per toilet in initial phase of emergency = 50
* Maximum people per toilet after emergency (as soon as possible) = 20
* Distance of latrine from dwellings (meter) or not more than … minute walk = 50; 1
* Separate toilets for women and men are available in public places at a ratio = 3:1
* Bottom of the latrine pit, is above the water table (meter) = 1.5
* Each household has 2 water collecting vessels of at least 10-20 lit, plus water storage vessel of 20 lit.
* Soap for bathing available per person per month= 250 gm.
* Soap available for washing per person per month= 200 gm.
* Family latrine- minimum 1 latrine for … individual = 20

**At School**

* 30 girls : 1 latrine
* 60 boys : 1 latrine
* 20 staff : 1 latrine

**Trainer note:** Materials for MHM as per condition and as per requirement hygiene kits can be modified

**List of stockpiling materials at school:**

* + Easy pan- toilet pan
  + Plastic Sheet for toilet
  + Rope (50 m)
  + Tarpaulin
  + Crow bar
  + shovel
  + Stretcher (folding)
  + Safety helmet
  + Mask
  + Whistle
  + Working gloves
  + Bucket with lid & mug (20 L)
  + Soap
  + ORS
  + Piyush plus
  + First aid Kit

Lesson Plan: Workshop Closing **60 minutes**

**Lesson Description**

In the workshop closing, participants review what they learned and evaluate the workshop. The final closing is an opportunity to consolidate participants’ learning, gather feedback and celebrate successes.

**Learning Outcomes**

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

1. Complete a self-assessment.
2. Evaluate whether learning expectations were met.
3. Complete a final evaluation

**Materials**

* News print paper
* Tape
* Markers
* Sticky dots
* Self-evaluation form
* Post-test form

**Preparation**

* Prepare flip chart with self-assessment from the workshop opening
* Prepare the flip chart paper with learning expectations
* Prepare a questionnaire sheet of the workshop evaluation and post-test
* Prepare the certificate

**Revisiting Learning Expectations 5 minutes**

Review the participants’ learning expectation pasted on the flip chart at the beginning of workshop and discuss if all of them were addressed. If not, facilitator might answer some queries that participants might have or give recommendation of authentic sites to find the information they were looking for. Also identify further steps to follow-up with the participants.

**Post-test 15 minutes**

1. Inform participant that they are going for the post-test activity in which they have to answer the question.
2. Provide a sheet of post-test question to each participant. Ask them to answer the question.
3. Collect the answer sheet from each participant.
4. Analyze the answer sheet and inform about the obtained marks.

**Evaluation sheet 10 minutes**

* 1. Inform participants that they are going to evaluate the workshop and for this a final evaluation form has been prepared. Explain that their feedback will be addressed and help to updates the lessons. So, the more specific information/suggestion is expected and will be better.
  2. Hand out the final evaluation forms to participants and inform them to fill and return the form before they leave the workshop.
  3. If you plan to follow up through email, tell participants that a summary of the evaluations will be included in the final workshop report that will be mailed to everyone. Collect evaluations from participants before they leave the room.

**Revisiting the Self-Assessment 5 minutes**

1. Inform participants to return to the self-assessment chart which they performed at the beginning of the workshop.
2. Ask participants to place a new mark/sticky dots on the self-assessment chart to indicate their knowledge level after attaining the training on each topic.
3. Summarize result to the large group.

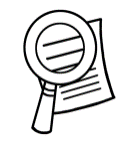
**Closing Remarks 10 minutes**

1. Before closing the workshop, ask a male and female participant to put forward their remarks on the training representing the whole group.

**Workshop Closing and Certificate Distribution 15 minutes**

1. After the remarks, distribute the certificate as per convenience, that is, either participatory or in a formal way.
2. For the participatory distribution of the certificate, hand over a certificate to each participant in random way.
3. Ask participants to look the name written in the certificate and handover the certificate to the person by congratulating him/her for the active and successful participation.
4. Thanking all the participants for their active participation, inform them that the workshop is informally closed or close the workshop as per convenience.

Lesson Plan: Morning Review Day 2 **30 minutes Lesson Description**

This lesson plan contains a morning review from day one of the workshop. The review activities allow participants an opportunity to practice what they learned the day before.

**Learning Outcomes**



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

**Materials**

* Paper
* A4 paper
* Music

**Preparation**

* + - 1. Prepare a set of question on a sheet of paper

**Day 2 Morning Review 20 minutes**

1. Ask the participants to divide into two groups and arrange them into a circle.
2. Arrange the former group in inner circle and later in outer circle facing one another.
3. Inform the outer circle has move around the inner circle when the music start to play. As the music stops, facilitator put forward the question and it must be discussed with a partner standing in front of him/her.
4. Ask for the expected results from any two participants’ voluntarily.
5. Continue the process unless the question was not completed

**Reflections on Lesson**

**Evaluation sheet**

1. **Did the workshop meet your expectations?** *(Please check the appropriate box.)*

Completely Partially Not at all

*Please explain – why or why not?*

|  |
| --- |
|  |
|  |

1. **What do you think about the length of the workshop? Consider the limits on your time and the topics discussed.** *(Please check the appropriate box.)*

Too Long Just Right Too Short

*Please explain:*

|  |
| --- |
|  |
|  |

1. **How relevant was the workshop to your organization or project’s needs?** *(Please check the appropriate box.)*

Very Relevant Somewhat Relevant Not Relevant

*Please explain:*

|  |
| --- |
|  |
|  |

1. **Rate the time balance for the following activities.** *(Please check only one box for each item listed below.)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.N** | **Topics** | **Far Too Much** | **Too Much** | **Alright** | **Short** | **Far Too Short** |
| 1 | WASH in School |  |  |  |  |  |
| 2 | Disease Transmission and Blockage |  |  |  |  |  |
| 3 | Safe Water and PoU |  |  |  |  |  |
| 4 | Latrine: Proper Use and Upgrading |  |  |  |  |  |
| 5 | Keeping School Clean |  |  |  |  |  |
| 6 | Maintaining Hygiene |  |  |  |  |  |
| 7 | Roles to make WASH Sustainable in School |  |  |  |  |  |
| 8 | Emergency WASH in School |  |  |  |  |  |

1. **Which part of the workshop was the most useful? Please explain.**

|  |
| --- |
|  |
|  |

1. **Which part of the workshop was the least useful? How would you improve this part? Please explain.**

|  |
| --- |
|  |
|  |

1. **How would you rate the following?** *(Please check only one box for each item listed below.)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.N** | **Topics** | **Poor** | **Alright** | **Good** | **Very good** | **Excellent** |
| 1 | Activities in hall |  |  |  |  |  |
| 2 | Discussion time |  |  |  |  |  |
| 3 | Topics on training |  |  |  |  |  |
| 4 | Resource person/Trainers |  |  |  |  |  |
| 5 | Facilities and Place |  |  |  |  |  |

1. **Would you like more information about any other topics? Would you like to participate in another workshop about any other topics? Please explain.**

|  |
| --- |
|  |
|  |

1. **Do you have other comments about the workshop, or other issues? Please explain.**

|  |
| --- |
|  |
|  |

1. **Are you a woman or man?**

Woman   Man

Name (Optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organization (Optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Participant’s Knowledge/Ability**

Name:

Date:

Sex: Male 🞏 / Female 🞏 / Other 🞏

Organization:

**On a scale of 1 to 4, where:**

1 = I am unable to complete the learning outcome/ I do not know anything on the topic

2 = I am somewhat able, meaning I recall the topic but cannot recall the details to complete the outcome

3 = I am able, meaning I know enough about the topic to complete the outcome myself

4 = I am very able, meaning I could explain the topic to another individual and help them complete the outcome

Please, rate your **ability** before and after taking this course, on the following learning outcomes/topics:

|  |  |  |
| --- | --- | --- |
| **Learning Outcome:** | **Before this Training** | **After this Training** |
| WASH in School |  |  |
| Disease Transmission and Blockage |  |  |
| Safe Water and PoU |  |  |
| Latrine: Proper Use and Upgrading |  |  |
| Roles to make WASH Sustainable in School |  |  |
| Total Score |  |  |

Thank you.☺☺☺

Annexes

|  |  |  |
| --- | --- | --- |
| **Lesson No** | **Topics** | **Page No.** |
| Mini Lesson Plan 1 | Disease Transmission Routes and Barriers | i - iv |
| Mini Lesson Plan 2 | Hand Washing | v - vii |
| Mini Lesson Plan 3 | Importance of Hand washing | viii - xi |
| Mini Lesson Plan 4 | Keeping School Clean | xii - xiii |
| Mini Lesson Plan 5 | Maintaining Personal Hygiene | xiv - xvi |
| Mini Lesson Plan 6 | PoU Options for School | xvii - xviii |
| Mini Lesson Plan 7 | Roles to make WASH Sustainable | xix - xxi |
| Mini Lesson Plan 8 | Safe Storage | xxii - xxiii |
| Mini Lesson Plan 9 | Safe Water | xxiv -xxvi |
| Mini Lesson Plan 10 | Upgrading Latrine | xxvii - xxix |

**Materials for mini lesson plan**

* 2 pictures of feces
* Cards from 5F diagram of (GoN): water, food, hands, flies, field and fowls
* Flex of disease transmission route
* Flip chart paper
* Marker
* Meta cards
* Hand washing steps
* Picture of sanitation multiple table
* WASH Words cards
* Personal Hygiene materials ( comb, toothbrush, soap, nail cutter)
* Water bottle of 1 ltr volume
* Piyush
* Container
* Chocolate with wrappers

**Mini Lesson Plan 1: Disease Transmission Routes and Barriers** **20 minutes**

**Lesson Description**

This lesson plan focuses on the water quality and differences between clean water and safe water. Also, the lesson plan explains what it means by safe water.

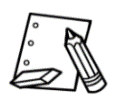
**Learning Outcomes**



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

1. Discuss on disease transmission routes from feces to mouth
2. Explain blockage of disease transmission routes

**Materials**

* 2 pictures of feces
* Cards from 5F diagram of (GoN): water, food, hands, flies, field and fowls
* Flex of disease transmission route
* Newsprint paper
* Marker
* Meta-cards

**Preparation**

* Read and prepare lesson plan
* Write the learning outcomes

**Introduction 3 minutes**

1. Present the pictures of feces to all participants.
2. Ask participants to get a closer look and pass the pictures to participants.
3. After all participants got the look, tell participants that the goal of this session is to consider different ways that pathogens from the feces could end up making the human sick and present the learning outcomes.

**Routes of Disease Transmission 7 minutes**

1. Inform participants that they are going for the group activity to explore the routes of disease transmission. For this, participants will be divided into 6 groups. Each group will be given a card and the groups have to discuss on how the item on their card might help to transmit pathogens from feces to make human sick.
2. Divide participants into 5 groups and provide the cards. Give 2 minutes time to discuss within their group.
3. After the discussion, ask groups to present their ideas and add more information and clarify if needed with the help of disease transmission route flex.

**Barriers for Routes of Transmission 7 minutes**

1. Again in their groups, ask participants to think about the barriers of the particular route of transmission and note it on their copy.
2. Provide 2 minutes for the discussion and after the time ask groups to present it to the large group.
3. Add or clarify more on the topic.

**Review 3 minutes**

1. Ask participants to form a group of 3. In their groups, ask participants to discuss which of the route of transmission is most common in schools and why.
2. Ask 2 to 3 groups to present their discussion.

**Reflections on Lesson**

**Trainers note**

**Disease transmission route:**

1. Flies: If flies land on exposed feces and then land on people’s food, they can make people sick
2. Fluids: If feces get into water sources because of open defecation, poorly sited latrines or roaming animals, the water can make people sick. Water can also be contaminated by dirty hands and unsafe storage, etc.
3. Fingers: If people do not wash their hands after going to the bathroom and before cooking, eating, etc., it can make them sick.
4. Food: If food has been exposed to unclean water, dirty hands or flies, it can make people sick
5. Field: If raw foods from fields are eaten without proper cleansing, ex. carrot, radish, etc. it can make people sick.
6. Fowls: Fowls like chickens, dogs are not restricted and moves around easily and as they get access to food as well they are open to transmitting diseases.

Following are examples of **barriers for the transmission routes:**

* Barriers for **Flies:** 
  + Cover your food and water
  + Keep your dishes clean and covered.
  + Use a toilet to prevent flies from coming in contact with feces
  + FSM
  + Dispose of solid waste properly so it does not attract flies
  + Use screens/ nets on doors and windows of houses
* Barriers for **Fingers:** 
  + Hand-washing at critical times with soap. The critical times are 3 “after” and 3 “before.” Washing hands properly with soap at these critical times can reduce incidences of diarrhea by up to 45%.

1. After using toilet
2. After cleaning child feces
3. After touching waste
4. Before eating
5. Before feeding
6. Before preparing food

* Barriers for **Fluids** (Water):
  + Use of toilet to prevent source contamination
  + Source water protection
  + Using any Point-of-use water treatment option
  + Safe storage
  + FSM
* Barriers for **Fields**:
  + Use of toilet or latrine
  + Wash raw fruits and vegetables with safe water
  + Cook vegetables thoroughly
  + FSM
* Barriers for **Fowls** (Animals):
  + Use of toilet to block animals from contacting feces
  + Keep animals contained (for example, on tethers or in kennels)
  + Keep food in places where animals cannot access it

Additional, latrine construction and use also contributes highly as a barrier to contaminate food and water.

**Mini Lesson Plan 2: Hand Washing in School 20 minutesLesson Description**

In this lesson participants will learn about the importance of and the steps for proper hand washing.

**Learning Outcomes**



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

1. Explain why hand washing is important.
2. Describe the steps of proper hand washing.

**Materials**

* Flip chart paper
* Marker
* Hand washing steps

**Preparation**

* Read and prepare lesson plan
* Write the learning outcomes
* Print hand washing steps (one for each participants)

**Introduction 3 minutes**

1. Ask participants to take out their note copy and pens.
2. Ask participants to think of some ways people spread germs/ pathogens from one person to another.
3. Ask for participants to share a few responses. *Hand washing*
4. Introduce the topic of hand washing as one major way to reduce the spread of germs.
5. Present the lesson description or learning outcomes.

**Steps of Hand Washing 15 minutes**

1. Explain that many people do not wash their hands effectively. They just tend to wet hands with water. But for effective hand washing, soap and water is mandatory.
2. Ask participants why soap is important. *Soap loosen dirt and germs so they wash off more easily. It helps to loosen the oils from your hands where the germs and dirt are attached. When you only use water you do not get all the germs off.*
3. Further explain the following hand washing steps to participants by demonstrating the steps. Also ask participants to act while you demonstrate the techniques.
   1. Wet your hands
   2. Add soap and lather.
   3. Scrub palms and between fingers.
   4. Rinse your hands for at least 10 seconds under running water.
   5. Dry your hands.
4. Ask two participants to demonstrate the proper hand washing techniques. Provide the hand washing step copy to each participant and ask if they have any confusion and discuss if needed.

**Review 2 minutes**

1. Ask the participants to think the importance of proper hand washing.
2. Ask participants to list the steps of hand washing.

**Reflections on Lesson**

**Hand-Washing Steps**



**Mini Lesson plan 3: Importance of WinS 20 minutes Lesson Description**



****The focus of this lesson is to allow the participant to understand importance of WASH in School.

**Learning outcomes**



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

1. Discuss the importance of the WASH in schools

**Materials**



* Flip chart paper
* Markers
* Tape
* Meta cards
* WASH Words cards (See end of lesson plan)

**Preparation**



* Read and prepare the lesson plan
* Write 6 essential WASH components of WASH in school on meta-cards

**Introduction 3 minutes**



1. Ask participants to think of the WASH related activities that they perform in school.
2. Ask participants to share their ideas by collecting a points from each participant. As participants share the activities, list it on a newsprint paper.
3. Inform participants that the participants are to explore more on why we need to carry these activities in school and importance of it in school in the coming session and present the learning outcome of the session.

**Essential WASH in school 7 minutes**



1. Discussing on the list prepared on the introduction, inform participants that WASH activities in school has been highlighted into 6 components.
2. Present 6 essential WASH components highlighted in school one by one by pasting each component (written on meta-card) on the board and describe briefly on each point.

**Importance of WASH in School 8 minutes**



1. Broadly ask participants why it is important to discuss WASH in school.
2. Inform participants that they are going for the group activity. For this, participants will be divided into 3 groups and each group has to discuss on importance of WASH in school. For the activity, participants will get 5 minutes times.
3. Divide participants into 3 groups and provide marker and newsprint paper to each group.
4. After 5 minutes, ask a group to present their discussion to the large group and ask other groups to add on more points.
5. Add and summarize the importance of WASH in school and add if necessary.
6. An efficiently and effectively implemented WASH in Schools programme will lead to students who: Are healthier; Perform better in school; Positively influence hygiene practices in their homes, among family members and in the wider community; Change their current hygiene behavior and continue better hygiene practices in the future
7. Students act as important vehicles to transfer knowledge to their families and the wider community.
8. Behavior change can best be effected at a young age. Thus, the sooner students are able to engage with these issues, the more likely they will begin to practice positive behaviors that can continue through their lifetime.

**Review 2 minutes**



1. Ask participants to close their eyes. Ask participants to think about their schools.
2. Ask participants to think of 6 essential WASH components of their school.
3. Ask participants to share on their reflection on current WASH components of their school.

**Reflection on Lesson**



**Trainer Note:**

**6 essential WASH components in schools**

* WASH facilities in school (user friendly WASH facilities including child friendly, gender friendly, differently able friendly toilet, tap, hand washing stations)
* Regular use and cleanliness of toilet
* Hand washing with soap and water
* Menstrual hygiene management
* Consumption of safe drinking water
* Management of WASH services in school (management responsibilities of principal, focal teacher, school management committee, parents teachers association, child clubs and WASH in school implementation plan

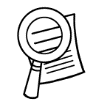
**Importance of WASH in School**

* WASH challenges are universal to human existence and all students, no matter their age, receive exposure and can relate to these issues. For this reason, WASH education is relevant to all children and will build upon their existing knowledge.
* Students act as important vehicles to transfer knowledge to their families and the wider community.
* Behavior change can best be effected at a young age. Thus, the sooner students are able to engage with these issues, the more likely they will begin to practice positive behaviors that can continue through their lifetime.
* WASH in Schools aims to improve the health and learning performance of school-aged children – and, by extension, that of their families – by reducing the incidence of water and Sanitation-related diseases.
* An efficiently and effectively implemented WASH in Schools programme will lead to students who: Are healthier; Perform better in school; Positively influence hygiene practices in their homes, among family members and in the wider community; Change their current hygiene behavior and continue better hygiene practices in the future;
* **Diarrhea and intestinal worms** are a serious problem:
  + Diarrhea is caused by drinking dirty water and also due to lack of sanitation and good hygiene practices.
  + Children with diarrhea or worms are sick and debilitated/incapacitated.
  + Sick and debilitated students miss critical days of learning.
  + Girl students in particular miss school days if there are no comfortable facilities to handle menstruation.
  + Thinking ability is diminished among sick children and become slow learners.
  + Sick children with parasites or worms suffer from malnutrition because they share whatever nutrients they get with the parasites they are carrying
  + Diarrhea is costly – in work and school days lost, visits to health centers, fuel and medicine expenses.

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

There are 33,160 basic and secondary schools in Nepal. Many schools lack adequate facilities for water supply, sanitation and waste disposal, despite efforts to expand coverage. Although 79% of schools report having a toilet, only 36% have a separate toilet for girls. (DEO, 2011)

**Mini Lesson Plan 4: Keeping School Clean 20 minutesLesson Description**

****In this lesson participants learn about waste and activities to manage the waste generated in school so as to keep the school environment clean.

**Learning Outcomes**



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

1. Explain waste
2. Describe different waste management techniques and practices

**Materials**

* Newsprint paper
* Marker
* Meta-cards
* Chocolate with wrapper (one for each participant)

**Preparation**

* Read and prepare lesson plan
* Write learning outcomes
* Prepare meta-cards with name of waste
* Container to collect chocolate wrappers

**Introduction 5 minutes**

1. Provide a chocolate to all participants and ask them to eat.
2. Collect the wrappers and think out loud, “what should I do with this?”
3. Ask participants if anybody wants to take the wrapper and ask why.
4. Link: this is of no use to us but can be good for the ones who make recreational things using the wrappers.
5. Present learning outcome.

**Waste and Management of Waste 12 minutes**

1. Ask participants if the wrapper which is not useful for us can be good for others than how waste can be defined as.
2. Collect idea from a participant or two and inform that waste means resources at wrong place that is, it might not be useful for us but for other it might be good resources.
3. Further explain it by other example of an old TV set which is replaced by new one or the gift wrapper which can be used again.
4. Inform participants that they are now going for the group activity. In their group participants are given the cards with waste generally found in school compound.
5. Further explain that in their groups, participants are to discuss the **activities** to manage the waste provided to the group. Also inform, for the activity participants will have 3 minutes.
6. Divide participants into 3 groups and provide each group 3 waste cards, newsprint paper and marker.
7. Papers, torn books, old registers
8. Wrapper- chocolate, noodles, biscuits, bottles, pens
9. Leaves, broken pencils, leftover food from canteen
10. Ask groups to start at once. After the time, ask groups to present their idea and ask other groups to add more. Summarize and correct information if needed.
11. Continue the process with other groups as well.

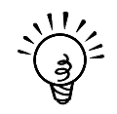
**Review 3 minutes**

1. Ask the participants in pair to discuss on which management activity they like the most and why.
2. Ask few volunteer to present their discussion.

**Reflections on Lesson**

**Mini Lesson Plan 5: Maintaining Personal Hygiene in School 20 minutesLesson Description**

In this lesson participants will learn what ‘hygiene’ means and will explore different types of hygienic practices.

**Learning Outcomes**



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

1. Describe what is meant by personal hygiene.
2. List good personal hygiene practices.

**Materials**

* Flip chart paper
* Marker
* Personal hygiene materials: comb, toothbrush, soap, nail-cutter, etc.
* Picture of sanitation multiple table
* Meta cards

**Preparation**

* Read and prepare lesson plan
* Write learning outcomes
* Prepare personal hygiene materials from hygiene kit or hygiene materials written cards (Ex. tooth brush, soap, tooth paste, nail cutter, sanitizer, etc.)
* Prepare picture of sanitation multiple table

**Introduction 1 minute**

1. Display the personal hygiene materials on a table.
2. Ask participants what all of these materials have in common. *They are used for personal hygiene.*
3. Present the lesson description or learning outcomes.

**Definition of Personal Hygiene 4 minutes**

1. Ask participants to individually write out a definition of what personal hygiene means to them.
2. Give a minute to think and write their response. Ask few volunteers to share their written responses and summarize the responses.
   1. *Hygiene is the general cleanliness of your home, food and yourself.*
   2. ***Personal hygiene****involves those practices performed by an individual to care for one's bodily health and well-being, through cleanliness.*

**Personal Hygiene Activities 13 minutes**

1. Inform participants that they are going for the personal hygiene activities. For this, participants will be divided into 3 groups and in their groups participants will discuss personal hygiene activities and note it on meta-cards.
2. Divide participants into 3 groups and provide meta-cards and markers to each group. Provide 2 to 3 minutes for the activity.
3. After the time, ask participants to share a point from each group and continue to share to cover all written points.
4. Again in their groups ask participants to discuss which of the activities are of utmost importance in school.
5. Again participants to present after the discussion as above, that is, share a point from each group and continue till all points are covered.
6. Adding to the information, show picture of sanitation multiple table and ask the importance of sanitation multiple table to maintain hygiene in school.
7. Summarize the important points from the participants.

**Review 2 minutes**

1. Ask the participants to write down one habit of good personal hygiene, when it should be done and how frequently.
2. Ask 2 to 3 participants to share their ideas.

**Reflections on Lesson**

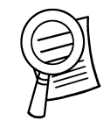
**Sanitation Multiple Table**



**Sanitation Multiple Table**

A sanitation multiple table is widely accepted as an important ignition tool for sensitizing students and parents for improving hygiene of students. Personal hygiene and sanitation related material such as soap, towel, comb, nail cutter, mirror, bucket with water etc are placed in the table. The table is kept at school premises just to remind student and parents if they have maintained personal hygiene properly. It is believed that an effective use of those ignition tools would remarkably sensitize the students and accelerated the pace for sanitation promotion.

**Mini Lesson Plan 6: PoU Options for School 20 minutesLesson Description**

This lesson plan focuses on the PoU options that are appropriate for the schools where large amount of water needs to be treated. The lesson also focuses on demonstrating the use of chlorine for treating the water.

**Learning Outcomes**



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

1. Identify different types of water treatment option at school level.
2. Demonstrate the use of chlorine.

**Materials**

* Newsprint paper
* Marker
* A liter of clean water in a bottle
* A bottle of *Piyush*

**Preparation**

* Read and prepare lesson plan
* Write learning outcomes
* Prepare a liter of clean water in a bottle
* Prepare a cut pieces statement on *filtration and chlorination*

**Introduction 5 minutes**

1. Ask participants to name the PoU options that they know. *Possible answer: Boiling, filtration, SODIS and chlorination*
2. As participants name PoU options, list it down on the board or flip chart paper.
3. Showing the list of PoU options, ask participants, if all of the mentioned methods are appropriate for treating water in schools.
4. Ask reasons for the response of the participants.
5. Linking to the responses, as in schools large amount of water needs to be treated, all options might not be appropriate so will be discussing more on the session and present the learning outcome of the session.

**Appropriate PoU options for school 8 minutes**

1. Inform participants PoU options that are appropriate/ good for school are filtration and chlorination as huge amount of water can be treated at once.
2. Inform participants that they are now going for a group activity to discuss more on the options.
3. For this, participants will be divided into 3 groups and in their groups, a stake of cut pieces of statement on filtration and chlorination will be provided to each group. In their groups, participants are to discuss and separate the statement if it belongs to filtration or chlorination. For the activity, participants will get 3 minutes.
4. Divide participants into groups and provide the cut pieces of statement on filtration and chlorination.
5. Once all groups have finished, ask the groups to move to another group and see if there is any difference compared to their group work. If yes, ask to note and discuss.

**Demonstrating Using Chlorine 5 minutes**

1. Inform participants that they are now going to observe the use of chlorine. Explain that for the purpose you will need a liter of clean water and a *Piyush* and as you explain take the necessary materials*.*
2. Now, add 3 drops of *Piyush* in to a liter of water. And explain to the participants that the water should be left for 30 minutes before consumption.
3. As you finish the demonstration, inform participants that they should always focus on keeping water safe so as not to re-contaminate the treated water.

**Review 2 minutes**

1. Ask the participants to find a pair sitting next. And in their pair, participants are to discuss which option one would choose for the school that they are representing and why.
2. Ask a pair or two to share their idea to the large group.

**Reflections on Lesson**

**Mini Lesson plan 7: Roles and Responsibilities 20 minutes**

**Lesson Description**



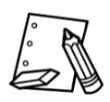
 This lesson focus on who are responsible for the WASH in school and what roles and responsibilities SMC, PTA, teachers and students play in making WASH sustainable in schools.

**Learning outcomes**



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

1. Identify who is responsible for WASH roles in the school.
2. Explain the roles and responsibilities of SMC, PTA, teachers and students in making WASH sustainable in schools.

**Materials**



* Newsprint paper
* Marker

**Preparation**



* Read and prepare lesson plan
* Write the learning outcomes or lesson description on flip chart paper

**Introduction 5 minutes**



1. Ask to participants what comes in their mind when you say ‘school’. *Possible answer: teachers, students, parents, school management committee, infrastructures and etc.*
2. Collect the answer from the participants and summarize that all these refer to or build/ make a school.
3. Again ask to participants, if anyone remember school toilet while when they heard the word ‘school’ and ask why? Also, ask to participants if we need to remember it or WASH as whole while we discuss school.
4. Collect answer from participants and summarize that WASH is a very important component of school. And teachers, students, parents, school management committee, other staffs all are responsible for making WASH sustainable in school.
5. Further discuss in the lesson they will be discussing more on the roles and responsibilities to make WASHHHH sustainable in school and present the lesson description or learning outcomes.

**Roles and Responsibilities to make WASH Sustainable 12 minutes**



1. Inform participants that they are now going for the group activity to discuss who has what roles to make WASH sustainable in school.
2. For this you need 4 groups and each group will be given a topic and the groups have to discuss and write down what roles and responsibilities they play to make WASH sustainable in school.
3. Divide participants into 4 groups and give each group a topic, School Management Committee or community, Parent Teachers Association or parents, teachers and students.
4. Provide 5 minutes time for the activity and after time ask groups to stop and go for a gallery walk.
5. In the gallery walk, one group will go to next group and see what the groups has worked on. After 1.5 minutes, groups will move to next group work and observe their work. While visiting the group work of other group, a group can change or add any information in the given time. The process is continued till the groups do not return to their own group work.

**Review 3 minutes**



1. Ask participants to remember their roles to make WASH sustainable in school.
2. Ask 2 to 3 participants to volunteer their ideas.

**Reflections on Lesson**

**Trainer Note:**

**Roles and responsibilities of SMC, PTA and teachers**

* Provision of providing the useful knowledge, skill, practices and awareness for life
* Empowerment of students, school and community for their active involvement
* Conduct training and awareness
* Orientation for situation analysis and conduct awareness raising activities
* Awareness raising on Water Sanitation and Hygiene at the time of emergency and distribute essential materials
* Support on orientation and monitoring
* Promotion of clean and healthy school, and established as a model school

**Role of SMC**

* Monitoring of school activities
* Monitoring of students
* Receive resources and government support for the improved education and WASH condition secured
* Empowerment of students, school and community for their active involvement
* Promotion of clean and healthy school, and established as a model school
* Operation and Maintenance of WASH facilities, managing fund for it

**Role of PTA**

* WASH lessons integrated into classroom curriculum
* Conduct teachers training
* Empowerment of students, school and community for their active involvement
* Conduct training and awareness
* Promotion of clean and healthy school, and established as a model school
* Operation and Maintenance of WASH facilities

**Role of Teachers**

* Providing WASH information to children
* providing the useful knowledge, skill, practices for children
* Support on orientation and monitoring
* Appreciation and Motivation to students for proper use of WASH facilities

**Role of Students**

* Proper use of WASH facilities at school
* Practice hygienic behavior at school
* Transference of behavior change and outreach to the community surrounding the school
* Establish as a model school

**Mini Lesson Plan 8: Safe Storage 20 minutes**

**Lesson Description**

In this lesson, participants learn how the treated water becomes contaminated and also discuss to keep treated water safe from re-contamination especially in schools.

**Learning Outcomes**



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

1. Explain how safe water becomes contaminated
2. Identify ways of keeping stored water safe from contamination

**Materials**

* Meta cards
* Newsprint paper
* Markers

**Preparation**

* Read and prepare lesson plan
* Find the safe storage containers
* Write the questions on the newsprint paper:
  + How could you modify the container to ensure it keeps water safe?
  + How could you handle water to ensure it remains safe to drink?
* Write learning outcomes or lesson description on the flip chart

**Introduction 3 minutes**

1. Ask the participants: “What do you do to keep your most important valuables safe, ex. gold, silver, etc.?” *Lock them up, hide them, put them in a water tight container, etc.*
2. Ask participants how important safe water is to them.
3. Ask participants to describe the effort they put into keeping their water safe compared to their other valuables.
4. Present the lesson description or learning outcomes.

**How Water Becomes contaminated 6 minutes**

1. Tell participants that in many projects they test the quality of water that has just been treated as well as treated water that is stored in a container. In many cases the treated water is uncontaminated and the stored water is contaminated.
2. Ask participants to form a pair and in their pair ask participants to discuss and write on meta-cards, how the stored water might be re-contaminated.
3. Provide meta-cards to the participants and ask to discuss and write. Give a minute or two for the activity.
   1. *Ex:* *People’s actions re-contaminate the water; they use unclean containers or open containers to store their water; in open containers the water can easily be contaminated by flies, fingers, animals and other dirty objects.*
4. Ask participants to present their ideas and as participants share their points collect them and paste it at the front of the room. And summarize the points by demonstrating it by any container safe for storage and also add information if needed.

**Keeping Water Safe 8 minutes**

1. Linking to the points on board, ask participants what can be done to ensure and keep the treated water safe. Ask participants to think for a while.
2. Inform participants that for this, they are going for the group activity. Participants will be divided into 4 to 5 groups and in their groups participants are to discuss the questions related to keeping water clean.
3. Divide participants into 4 to 5 groups and as they are seated in respective groups, paste a flip chart paper with following questions and ask groups to discuss.

* How could you modify the container to ensure it keeps water safe in school?
* How could you handle water to ensure it remains safe to drink in school?

1. Provide newsprint paper and marker to each group and provide 3 to 4 minutes time for the discussion.
2. Ask a group to present their discussion and ask other groups to add on missing points.

 **Review 3 minutes**

1. Ask participants to think about the container that they are using for water storage.
2. Ask participants to form a pair and discuss what would they modify in their present container to keep water safe.

**Reflections on Lesson**

**Mini Lesson Plan 9: Safe Water 20 minutesLesson Description**

****This lesson plan focuses on the water quality and differences between clean water and safe water. Also, the lesson plan explains what it means by safe water.

**Learning Outcomes**



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

1. Differentiate between clean water and safe water.
2. Explain safe water.

**Materials**

* Newsprint paper
* Marker
* Meta-cards

**Preparation**

* Read and prepare lesson plan
* Write learning outcomes on a flip chart paper
* Write the two statements on a flip chart paper
  + All clean water is safe water
  + All safe water is clean water
* Write following points on sticky notes (one point in each sticky note)
  + Clear
  + Tasteless
  + Colorless
  + Pathogen free
  + Low in concentrations of toxic compounds (within limits as per indicated in NDWQS)

**Introduction 5 minutes**

1. Present two statement written on flip chart paper:
   1. All clean water is safe water
   2. All safe water is clean water
2. Ask to participants, which of the statement is correct or both of them mean same and both are correct.
3. Note the responses and inform participants that there is difference between these two line and only option ‘B’ is correct.
4. Inform participants that they will discuss more on the topic in the session and present the learning outcome.

**Clean Water vs. Safe Water 8 minutes**

1. Present three glass of water in front of participants.
   1. Glass A: Safe water to drink
   2. Glass B: Filthy water- hand washed water (*Dhamilo pani- haat dhoyeko pani)*
   3. Glass C: Plain tap water
2. Ask participants which glass of water might be safe to drink.
3. Collect the vote of participants for each glass. *Possible answer: glass A and C, as the water is clean.*
4. Inform participants that if the facilitator has to make a choice, one would choose glass ‘A’ and not other, as glass A water is disinfected and is safe water while glass C is a plain tap water and is not disinfected and it might contain a spoon of filthy water in the glass. Demonstrate the activity while explaining by adding a spoonful of water from glass B to glass C and mixing it, making it unsafe to drink yet it is clean while observing it.

**Safe Water 5 minutes**

1. Ask participants to think, in that case how ‘safe water’ can best be explained as.
2. Ask a participant or two to volunteer their thoughts and further explain that safe water means the water is physically, chemically and microbiologically safe to use (or no physical, chemical and microbiological contamination).
3. Further explain that safe water means the water is colorless, tasteless, odorless and pleasant for the senses. Similarly, the chemical parameters are within the limit that the government has standardized and has no biological contamination. Paste the sticky notes with the point as you describe the points.

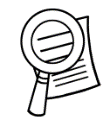
Trainer note: If needed and time permits, inform participants that government of Nepal have set a standard for the drinking water and is termed as ‘National Drinking Water Quality Standard’. According to it, there are 27 parameter, Physical- 6, Chemical- 19 and biological- 2.

**Review 2 minutes**

1. Ask participants to close their eyes and ask participants to imagine themselves at home or in their schools.
2. Ask them to see if their drinking water is clean water or safe water. Give half a minute to think.
3. Ask participants to open their eyes and ask if anyone wants to volunteer their thoughts.
4. Encourage a participant or two to share.

**Reflections on Lesson**

**Mini Lesson Plan 10: Upgrading Latrine 20 minutesLesson Description**

**** This lesson plan focuses on the issues mostly faced in school’s latrine. Also, this lesson plan focuses on activities to solve such issues to upgrade latrines, for the proper use, in school.

**Learning Outcomes**



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

1. Identify the issues mostly faced during latrine maintenance.
2. Discuss the activities to solve such issues.

**Materials**

* Newsprint paper
* Marker
* Meta-cards

**Preparation**

* Read and prepare lesson plan
* Write learning outcomes
* Prepare the *operation and maintenance activities* list on newsprint paper

**Introduction 5 minutes**

1. Ask participants to think about their best and worst experience on using a school latrine.
2. Ask 2 to 3 participants to share their experience.
3. Note down the issues being shared by the participants on a board or flip chart paper. Linking to their experiences shared, summarize that often times when we talk about latrine in school we tend to focus on the infrastructure only, while the actual problem lies on the upgrading, proper use and maintenance of the latrine.
4. Present the learning outcome of the session.

**Upgrading Latrine: Issues and Solutions 12 minutes**

1. Presenting the earlier issues noted on the board from the introduction session, ask participants to add more (if they have any). And add if needed.
2. Inform participants that now they are going for the solution to the problem. For this, participants will be divided into 3 groups and each group will get 3 issues to discuss.
3. In their respective groups, participants are to discuss the activities to solve the issues provided to the group. Also inform to the participants that they will have 5 minutes for the group activity.
4. Divide participants into 3 groups and provide each group a set of 3/4 issues. Provide newsprint paper and marker to each group.
5. Ask group to go for the activity and after the time ask group to stop.
6. Ask groups to present their group work one of another.
7. Trainer note: Make sure all the group work are listed at the front after their presentation to summarize at the end of presentations.
8. After all groups have presented, summarize the ideas or activities to solve the issues and also high light that if proper operation and regular maintenance are done, the issues might not arise by presenting points on operation and maintenance.
   1. Operation
      1. Daily cleaning
      2. Use of disinfectant, toilet cleaners, ex. Harpic, phenol, acid. EM, etc
      3. Availability of water in toilet for flushing or rinsing
      4. Availability of soap and water nearby toilet for hand washing
      5. Use of separate slippers in toilet
      6. Timely maintenance of any damage- helps consistent use
   2. Maintenance
      1. Maintaining the superstructure
      2. Upgrading the type of latrine
      3. Maintaining vent pipe sealing crack and leakages

**Review 3 minutes**

1. Ask the participants to think about the recurring issue that they face in their representing school. Ask participants to volunteer their answer.
2. Again, ask participants what might be the possible solution to manage the issue. Ask to discuss in large group.

**Reflections on Lesson**

**Trainer Note**

**Issues:**

* Toilet jam
* Defecation outside toilet
* No lock
* No water
* Toilet too far
* Path to toilet- scary
* No privacy
* Dark inside toilet, no light
* Not user friendly
* No proper ventilation
* Door is broken
* Sanitary pad thrown
* Dirty and smelly toilet