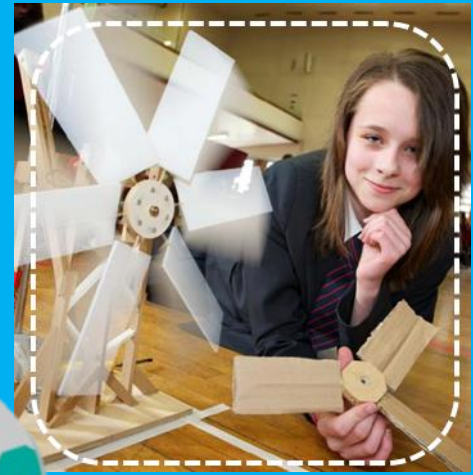




Link collection

Breaking the taboo around sanitation in school settings - How to increase ownership of pupils and teachers for their school-sanitation infrastructure!



LINK COLLECTION

*Breaking the taboo around sanitation in school settings-
How to increase ownership of pupils and teachers for their school-sanitation
infrastructure!*

Compiled by

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September 2015

**Produced on behalf of the GIZ Program “Decentralised Waste Water Management in
Host Communities (Jordan)”**

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1. Introduction

1.1. Who is this Link collection for?

This Link collection is for practitioners, WASH-club organizers, teachers and everyone who has an interest in achieving an overview of the broad WASH in Schools scene.

The aim of this Link collection is to provide an overview of the various reports, approaches, activities and further research sources about WASH education in schools. A special focus lies on publications with concrete examples and instructions on how to sensitize the school community for school sanitation.

The collection was produced on behalf of the GIZ project “Decentralised Waste Water Management in Host Communities” by the GIZ Sector Programme “Sustainable Sanitation”. It is a “living document” and should be considered more as a starting point than as an exhaustive “complete” collection.

As all collections, it has an individual dimension and has to be adapted by future users for their respective needs.

1.2. How can this Link collection be used?

The Link collection is divided in six parts:

❖ *Top reads*

The first chapter provides a small selection of selected examples and instructions on how to sensitize the school community for school sanitation. It includes particularly resources that offer activities which can be done with school children, and examples of developed educational material.

❖ *Activities*

This section is a collection of publications, websites and innovative media that provide concrete instructions and ideas for WASH school activities.

❖ *Case studies*

The fourth chapters provide case studies around school sanitation.

❖ *Approaches*

This part is an overview of different approaches for WASH in Schools projects developed by various agencies.

❖ *Reports*

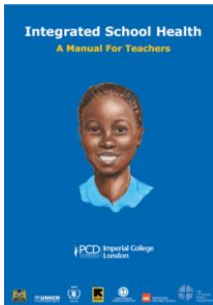
The sixth chapter collects various reports that are useful for the practitioner in the field, or that offer background knowledge and evaluations of WASH in Schools projects.

❖ *Further research*

Different actors have already made the effort to collect WASH in Schools information, resources and educational activities in online libraries, archives and toolboxes. A selection of these tools is collected for individual further research.

2. Top reads

2.1. Integrated School Health: A Manual for Teachers



Partnership for Child Development, Imperial College London (2015). **Integrated School Health - A Manual For Teachers**. South Kensington Campus, London, pp. 23-27.

The aim of this manual is to focus health education in schools towards nutrition disorders, infections and diseases that affect school-age children and community members living in and around Kakuma Refugee camp, Turkana County, Kenya, today. The manual forms part of an integrated approach to school health, and provides educational activities and information around a set of interventions which seek to incorporate sanitation, health and nutrition into a school based platform to bring about improvements to child health in the camp.

Source: <http://www.schoolsandhealth.org>

2.2. School Sanitation and Hygiene Education – India

The “Handbook for Teachers” is meant specifically for teachers working in pre-school and primary school. It supports the teaching of hygiene and sanitation by using different teaching approaches. Parts of the Handbook include activities that can be used by those involved in training and orienting education.

School Sanitation and
Hygiene Education - India
Handbook for Teachers

Mariëtte Snel, Sumita Ganguly and Kathleen Shordt

Snel, Mariëtte, Ganguly, Sumita and Shordt, Kathleen (2002). **School Sanitation and Hygiene Education – India: Handbook for Teachers**. Delft, the Netherlands, IRC International Water and Sanitation Centre. (Technical Paper Series; no. 39). 47 p.

Link: [http://www.wsp.org/Hygiene-Sanitation-Water-Toolkit/Resources/Readings/IRC_swashh\[1\].handbook.pdf](http://www.wsp.org/Hygiene-Sanitation-Water-Toolkit/Resources/Readings/IRC_swashh[1].handbook.pdf)

The “Resource Book” is meant for managers and trainers involved in school sanitation and hygiene education programmes operating at different levels, such as state level, district level or block level. It can be used to plan, design, implement and monitor school sanitation, health and hygiene education programmes for implementation through a school based system. Parts of the Resource Book can also be used for training and orienting officials and trainers from education, engineering and health departments, as well as rural development officials and trainers.

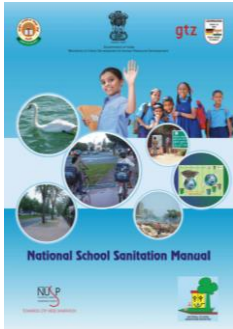
School Sanitation and
Hygiene Education - India
Resource Book

Mariëtte Snel, Sumita Ganguly and Kathleen Shordt

Snel, Mariëtte, Ganguly, Sumita and Shordt, Kathleen (2002). **School Sanitation and Hygiene Education – India: Resource Book**. Delft, the Netherlands, IRC International Water and Sanitation Centre. (Technical Paper Series; no. 39). 268 p.

Link: <http://www.susana.org/resources/documents/default/2-423-snel-et-al-2002-sshe-resource-book-irc-en.pdf>

2.3. National School Sanitation Manual

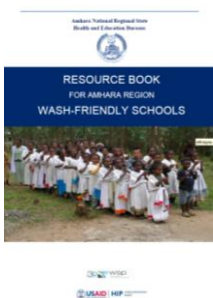


Ministries of Urban Development & Human Resource Development, Government of India (2009). National School Sanitation Manual. New Delhi, India, pp. 31-54.

The School Sanitation Manual is an introduction to the National School Sanitation Initiative and includes hygiene education activities (p. 31 – 54).

Source: <http://www.schoolsanitation.com/>

2.4. RESOURCE BOOK FOR AMHARA REGION WASH-FRIENDLY SCHOOLS: guidelines and tools to make schools WASH friendly.



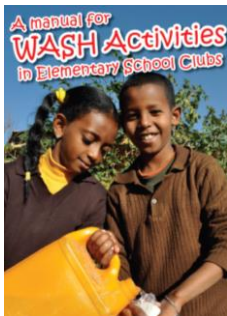
WSP & USAID (2010). Resource Book For Amhara Region, Ethiopia, WASH-Friendly Schools. Amhara National Regional State, Ethiopia. 70 p.

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

Link: http://pdf.usaid.gov/pdf_docs/Pnadw492.pdf

Source: <http://www.schoolsanitation.com/>

2.5. WASH Club Activity Book



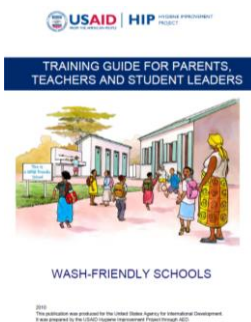
Ministry of Education of Japan and UNICEF (2010). A Manual for WASH Activities in elementary School Clubs. 60 p.

The WASH Activities book has been developed to provide a set of hygiene related information and club activities around water, sanitation and hygiene wellbeing for the students and their families.

Link:

<http://www.livelearn.org/sites/default/files/docs/Wash%20Activities.pdf>

2.6. Training guide for parents teachers and student leaders



USAID (2010). Training Guide For Parents, Teachers And Student Leaders. Washington D.C., USAID Hygiene Improvement Project. 57 p.

The present Training Guide and the companion WASH-Friendly Schools Basic Guide for Schools Directors, Teachers, Students, Parents and Administrators are now a tested package that HIP has adapted from country-specific models for use in schools, communities, governments, and organizations anywhere. As with all such endeavours, these two guides should be adapted and refined to be as useful as possible in different settings.

Link: <http://www.schoolsandhealth.org/Shared Documents/Downloads/Training guide for parents, teachers and student leaders- wash-friendly schools.pdf>

2.7. Joyful learning on Hygiene, Sanitation, Water, Health and the Environment



IRC (2004). Joyful Learning on Hygiene, Sanitation, Water, Health and the Environment. IRC International Water and Sanitation Centre, Delf, The Netherlands. 96 p.

The Global Joy of Learning on Hygiene, Sanitation, Water, Health and the Environment: A Source Book for Lesson Plans is a guide for teachers and other who want to design participatory learning activities on hygiene and sanitation as part of, or in addition to, their school's curriculum or other work with children aged 2 to 14.

Link: <http://www.wsp.org/Hygiene-Sanitation-Water-Toolkit/Resources/Readings/Joyful%20learning%20-%20FINAL%20DRAFT-%2021MAY04%20part1%201.pdf>

2.8. GTO Activities



Puppet Theatre

Hygiene education material

Link:

<http://www.germantoilet.org/projekte/hygieneaufklaerung/my-school-loo.html>

Toiletten
machen Schule
Wettbewerb

Inspirationspaket

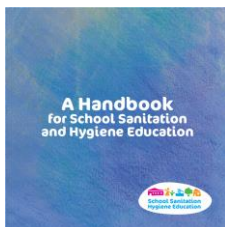
GTO (2015). Toilets making the grade contest. Berlin, Germany, German Toilet Organization. 13 p.

This document serves as a guideline to conduct a school toilet contest, and offers different ideas and activities how to discuss school sanitation with the students.

Link:

http://www.germantoilet.org/fileadmin/user_upload/GTO_Inlandsprojekte/TMS/tms_Inspirationspaket_121205.pdf

2.9. School sanitation hygiene education toolkit



SSHE (2006). Handbook for School Sanitation and Hygiene Education. Freetown, Sierra Leone, School Sanitation and Hygiene Education (programme created by UNICEF and the Ministry of Health and Sanitation, Sierra Leone)

This handbook is designed to support teachers and hygiene and sanitation promoters in providing sanitation and hygiene education in schools and communities. This booklet contains background information and the rationale for the School Sanitation and Hygiene Education programme, basic information on the key hygiene and sanitation issues and some tips on how to do hygiene and sanitation education in schools and communities.

SSHE (2006). Manual for School Sanitation and Hygiene Education. Freetown, Sierra Leone, School Sanitation and Hygiene Education (programme created by UNICEF and the Ministry of Health and Sanitation, Sierra Leona)



The manual serves as a resource material and presents easy to follow instructions for teachers to be able to understand each activity. Each topic is addressed in the form of activities which students can interact and thereby learn sufficient information, as well as acquire new skills that can motivate healthy practices and a sound environment for them.

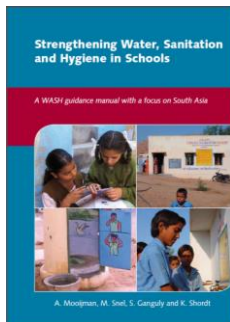
Some activities are storytelling, discussion groups, role plays, games, etc.

Not yet available online

3. Activities

3.1. Strengthening Water, Sanitation and Hygiene in Schools

Concepts and activities for training of trainers and the development of a sustainable WASH in schools project.



Mooijman, M. Snel, S. Ganguly and K. Shordt. (2010). Strengthening Water, Sanitation and Hygiene in Schools – A WASH guidance manual with a focus on South Asia. The Hague, The Netherlands, IRC International Water and Sanitation Centre. (TP Series 53). 308 pages

This book is meant for managers and trainers involved in WASH in schools programmes operating at different levels, such as state, district or block level. It also provides many useful guidelines and activities that apply to similar programmes elsewhere.

Link: <http://www.susana.org/resources/documents/default/2-1404-mooijman-2010-strengthening.pdf>

3.2. Lessons plans hygiene education, Cleanteam



GOJO Industries, Inc.

GOJO has created lesson plans for grades K - 5 to teach proper hand hygiene and its importance. Our smart and fun-loving character CLEAN GENE™ helps educators lead kids through memorable learning activities.

Link: http://www.gojo.com/united-states/market/k-12/resources/educational-materials/lessonplans.aspx?sc_lang=en

3.3. Clean team activities examples



Interactive, creative activities around personal hygiene and hand washing.

Link: http://www.gojo.com/united-states/market/k-12/resources/educational-materials/~media/GOJO/Countries/USA/Markets/K-12/Files/Resources/EducationCurriculumSheets_08.ashx

3.4. Water, Sanitation & Hygiene Quizzes and Games



EduGame4All have developed a number of games children can play on a smart phone that help them learn about germs and good hygiene. The games include quizzes on germs and hygiene.

Summary of the content:

- Quick quiz
- Role play
- Surveys
- Games

Link: <http://www.childrenforhealth.org/the-collection/water-sanitation-hygiene/wash-activities/wash-quizzes-and-games/>

3.5. Easy handwashing devices, experiments with children:



Morgan, P. (2015). Hand washing devices – How to make and use. Aquamor Pvt Ltd. 24 p.

This booklet shows simple methods of constructing hand washing devices with the pupils.

Link: <http://www.susana.org/resources/documents/default/2-1490-booklet-handwashing.pdf>

3.6. Games to save the planet. Educational programs

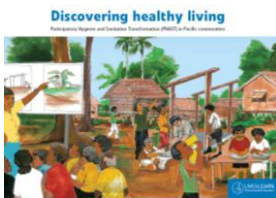


Eco action games ltd provides games products and professional services to facilitate interactive environmental education, engagement and behaviour change.

Link: <http://ecoactiongames.org.uk/>

3.7. Live & Learn: discovering healthy living PHAST in Pacific Communities

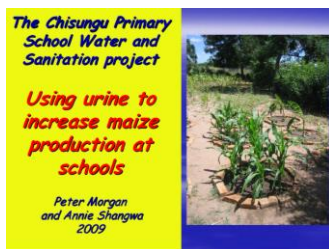
Live & Learn (2011). Participatory Hygiene and Sanitation Transformation (PHAST) in Pacific communities. Australian Government, AusAID Civil Society Water, Sanitation and Hygiene (WASH) Fund. 24 p.



This flipchart is a simple 'tool' that can be used to improve sanitation and hygiene practices and reduce conditions such as diarrhoea. It can be used by NGO workers, government extension officers or health workers for use in Pacific communities. The desired outcome is increased demand for and action towards improved sanitation (e.g. construction of new or improved toilets), and improved hygiene practices (e.g. handwashing and protecting water from contamination).

Link: <http://www.livelearn.org/sites/default/files/docs/PHAST%20FINAL%20FLIPCHART100.pdf>

3.8. The Chisungu Primary School Water and Sanitation project - Using urine to increase maize production at schools



Morgan, P., Shangwa, A. (2009). The Chisungu Primary School Water and Sanitation project - Using urine to increase maize production at schools. Epworth, Zimbabwe. 21 p.

Trails with urine and maize planted on poor soils at the school.

Link: <http://www.susana.org/resources/documents/default/2-999-using-urine-to-increase-maize-production-in-schools.pdf>

4. Case studies

4.1. Making WASH in Schools more sustainable



Various authors (2015). Making WASH in Schools more Sustainable Vol. II. Sustainable Sanitation Alliance (SuSanA). 25 p.

This publication presents various case stories from around the world on WASH in Schools. The stories range from successfully included productive sanitation in a school environment and developed educational games that give the children an understanding of the benefits of productive sanitation installations.

Note: Case studies with different activities that could be used in an educational programme

Link: <http://www.susana.org/en/resources/library/details/2320>

4.2. SNV A new approach to improve WASH in the schools of Lao PDR: Examples of monitoring activities.

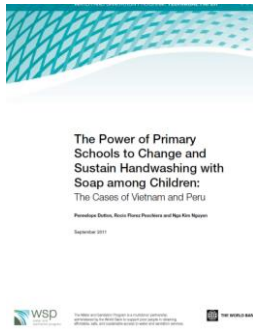


Cheuasongkham, P. (2013). A new approach to improve WASH in the schools of Lao PDR. Vientiane, Lao PDR, SNV Netherlands Development Organisation (non-profit international development organisation). 6 p.

This document illustrates an effective approach to promote “WASH” topics in schools by focusing on improving the capacity of provincial and district education staff and teachers.

Link: http://www.google.de/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCIQFjAAahUKEwjJlrm-XHAhVBORoKHfSTCk&url=http%3A%2F%2Fwww.snvworld.org%2Fdownload%2Fpublications%2F20130823_wash_practicebrief.pdf&usg=AFQjCNFn3_Is10Rh5LwMIVGsSbsEgrN6kQ

4.3. The Power of Primary Schools to Change and Sustain Handwashing with Soap among Children: The Cases of Vietnam and Peru.



Dutton, P., Florez, R., Kim Nguyen, N. (2011). The Power of Primary Schools to Change and Sustain Handwashing with Soap among Children: The Cases of Vietnam and Peru. Lima, Peru, World Bank's Water and Sanitation Program. 36 p.

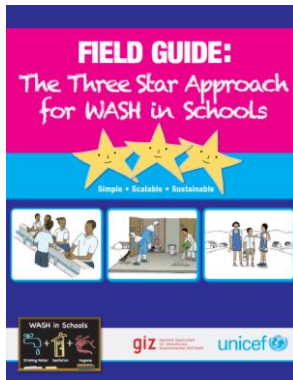
The present document describes the approaches to changing children's handwashing with soap behaviour, first in Vietnam, then Peru, followed by some lessons learned and conclusions.

Link:

<https://openknowledge.worldbank.org/bitstream/handle/10986/17323/660010WSP00PUB0schools0vietnam0peru.pdf?sequence=1>

5. Approaches

5.1. UNICEF, Three star approach



Unicef, (2013), **Field Guide: Three Star Approach for WASH in Schools**, New York, USA, 29 p.

The Three Star Approach for WASH in Schools is designed to improve the effectiveness of hygiene behaviour change programs. The approach ensures that healthy habits are taught, practiced and integrated into daily school routines.

Link: <http://www.susana.org/resources/documents/default/2-1839-field-guide-three-star-approach-for-washinschoolsdraft201308231.pdf>

YouTube Video:

<https://www.youtube.com/watch?v=XbP2BZFVSfI&feature=youtu.be>

5.2. PHAST

Complete explanation of the PHAST initiative



WHO & UNDP/World Bank (1997). **Participatory Hygiene and Sanitation Transformation (PHAST) - A new approach to working with communities**. Geneva, Switzerland, World Health Organization. 29 p.

This document describes the underlying principles of the approach, the development of the specific participatory tools, and the results of the field tests done in four African countries.

Link: http://www.who.int/water_sanitation_health/hygiene/envsan/EOS96-11a.pdf

5.3. National school sanitation initiative India



The primary objective of National School Sanitation Initiative (NSSI) is to produce tangible improvement of hygiene and gender adequate access to school sanitation, awareness generation on sanitation and hygiene issues to school children, teachers, principals, administrative staff and parents and hence to create behavioral and attitudinal change towards sanitation & hygiene within the society thereby giving it utmost importance.

Link: <http://www.schoolsanitation.com/>

5.4. UNICEF Philippine approach to total sanitation



UNICEF (2015). Philippine Approach to Total Sanitation (PhATS) Baseline Assessment. United Nations Children’s Fund, New York, USA. 140 p.

This baseline study focuses on two key areas: water, sanitation and hygiene at household and community level; and water, sanitation and hygiene in schools. The analysis is based on primary data collected by REACH from September and November 2014, and used a mixed-methods approach to collect both qualitative and quantitative information. This included a survey of 3,025 households across PhATS program areas in six provinces, community focus group discussions, a school survey, student focus group discussions and key informant interviews with representatives from the Department of Health, Department of Education and Department of Interior and Local Government.

Link: http://www.reachresourcecentre.info/system/files/resource-documents/reach_phl_report_philippine_approach_to_total_sanitation_baseline_feb2015.pdf

5.5. Schools Promoting Learning Achievement through Sanitation and Hygiene (SPLASH)

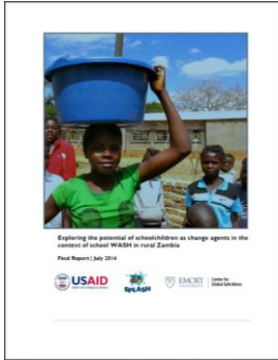


A USAID/Zambia funded WASHplus activity known as SPLASH (Schools Promoting Learning Achievement through Sanitation and Hygiene) supported the Ministry of Education to bring clean drinking water, sanitation and hygiene education to primary schools in Eastern Province.

Link: <http://www.washplus.org/countries/zambia>

5.6. School children as change agents in the context of school WASH in Zambia

Methods, findings, materials http://www.washplus.org/sites/default/files/zambia-change_agents2014.pdf



Bresee, S., Lupele, J., Caruso, B., Fry, S., Freeman, M. (2014). Exploring the potential of schoolchildren as change agents in the context of school WASH in rural Zambia. USAID Zambia, Zambia.

This study explores the potential for children to be change agents for behaviour change and technology adoption in their households.

The goal of this study was to influence and inform the behaviour change promotion approach of SPLASH in Eastern Province, Zambia.

5.7. Fit for School: Improving children’s health through affordable and effective interventions in schools and day care centres.

Facebook webpage: https://www.facebook.com/fitforschool.ph/timeline?ref=page_internal

- **Group handwashing and tooth brushing:** <https://www.facebook.com/notes/fit-for-school/ehcp-in-simeon-ayuda-es/553037941427612>

6. Reports

6.1. WHO guideline of hand hygiene

WHO (2014). Guideline On Hand Hygiene In Health Care In The Context Of Filovirus Disease Outbreak Response- Rapid Advice Guideline. Geneva, World Health Organization. 14 p.



This document provides a summary of the recommendations for hand hygiene best practices to be performed by health workers providing care and/or support to patients with filovirus infection (Ebola and Marburg viruses). The background for the development of these recommendations is described in Annex 1. The recommendations were developed in accordance with the World Health Organization (WHO) Rapid Advice Guideline procedures (see “Methods” in Annex 2) and are based on systematic reviews of the scientific evidence (see summaries of the results in the “Rationale and remarks” section of each recommendation and in Annex 2) and the consensus of experts. Considerations related to guideline implementation are available in Annex 3.

Link: http://apps.who.int/iris/bitstream/10665/144578/1/WHO_HIS_SDS_2014.15_eng.pdf?ua=1

6.2. World Bank Water and Sanitation Program – Library

<https://www.wsp.org/library>



Guidelines for hygiene promotion (Toolkit on hygiene sanitation & water in schools webpage)

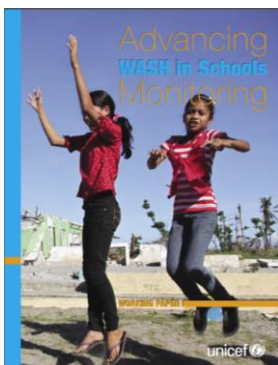
<http://www.wsp.org/Hygiene-Sanitation-Water-Toolkit/BasicPrinciples/MoreLifeSkills.html>



Manuals for hygiene promotion

<http://www.wsp.org/Hygiene-Sanitation-Water-Toolkit/Resources/ReadingsHygienePromotion.html>

6.3. UNICEF 2015: Advancing WASH in schools monitoring



UNICEF (2015). Advancing WASH in Schools Monitoring. United Nations Plaza, New York, USA. 68 p.

This report addresses the monitoring challenges by providing guidance for improving the quality of national and international monitoring data.

Link: [http://www.unicef.org/wash/schools/files/Advancing_WASH_in_Schools_Monitoring\(1\).pdf](http://www.unicef.org/wash/schools/files/Advancing_WASH_in_Schools_Monitoring(1).pdf)

6.4. Best options for school sanitation-India



Ministries of Urban Development & Human Resource Development, Government of India (2010). Best Options for School Sanitation: Meeting the Challenge. New Delhi, India, 208 p.

This book helps the students to prepare project reports on sanitation and hygiene and could prove an important tool in the in moving towards National School Sanitation Awards which has been instituted on annual basis for those schools who have been rated online for sanitation and taken noteworthy steps towards betterment of the sanitation scenario in their schools in varied ways.

Link: <http://www.schoolsanitation.com/pdf/Book-Best-options-for-School-Sanitation.pdf>

6.5. Hygiene Framework



WaterAid (2012). Hygiene Framework. WaterAid, London, UK. 60 p.

The specific aims of this framework are:

- To establish a common understanding within WaterAid of hygiene promotion and associated terminology.
- To highlight the importance of hygiene promotion in water and sanitation programmes and policies.
- To give an overview of hygiene promotion approaches used in WaterAid country programmes.
- To outline key principles and minimum commitments for WaterAid's hygiene promotion work.

Link: <http://www.wateraid.org/what-we-do/our-approach/research-and-publications/view-publication?id=beaa427f-247b-455e-bbd2-2c7c4898474b>

7. Further research

7.1. Sustainable Sanitation Alliance

The Sustainable Sanitation Alliance (SuSanA) offers a pre-selected literature pool in its library that can be filtered and searched by key words.

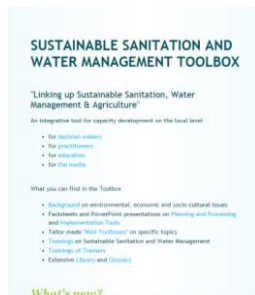
Link: <http://www.susana.org/en/resources/library>

7.2. Sustainable Sanitation and Water Management Toolbox

<http://www.sswm.info/>

An integrative tool for capacity development on the local level

- for decision makers
- for practitioners
- for education
- for the media



What you can find in the Toolbox

- Background on environmental, economic and socio-cultural issues
- Factsheets and PowerPoint presentations on Planning and Processing and Implementation Tools
- Tailor-made "Mini-Toolboxes" on specific topics
- Trainings on Sustainable Sanitation and Water Management
- Trainings-of-Trainers
- Extensive Library and Glossary

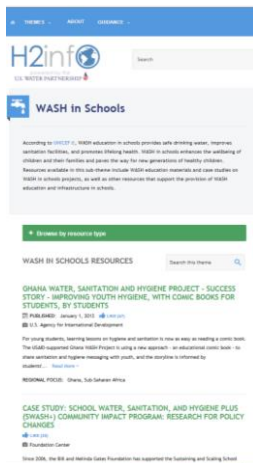
- Child Hygiene and Sanitation Training (**CHAST**) approach: Children’s Hygiene and Sanitation Training (CHAST) is an approach for promoting personal hygiene among children. CHAST is based on the well-established Participatory Hygiene and Sanitation Transformation approach and uses a range of exercises and educational games to teach children aged between five and twelve about the links between personal hygiene and health. The approach is based upon the premise that hygiene practices are largely acquired during childhood and therefore it is much easier to change children’s habits than those of adults. steps and tools

Link: <http://www.sswm.info/content/child-hygiene-and-sanitation-training-chast>

- Participatory Hygiene and Sanitation Transformation (**PHAST**): PHAST stands for “Participatory Hygiene and Sanitation Transformation”. The approach is a participatory learning methodology that seeks to help communities improve hygiene behaviours, reduce diarrhoeal disease and encourage effective community management of water and sanitation services (WSSCC 2009). It aims at empowering communities to improve hygiene behaviours, preventing diarrhoeal diseases, and encouraging community-management of water and sanitation facilities. It uses a participatory approach to community learning and planning that follows a seven step framework (NETSSAF 2008). The approach was introduced from the World Health Organisation (WHO).

Link: <http://www.sswm.info/category/planning-process-tools/programming-and-planning-frameworks/frameworks-and-approaches/hygi-0>

7.3. WASH in Schools H2info



H2info is a U.S. Water partnership

The web page contains WASH education materials and case studies on WASH in schools projects, as well as other resources that support the provision of WASH education and infrastructure in schools)

Link: <http://www.h2info.us/theme/wash-schools>

7.4. WASH in Schools Website (IRC, UNICEF, CARE): SWASH+ project



SWASH+

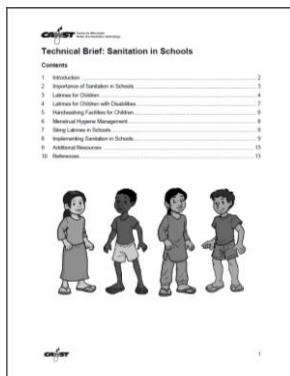
Sustaining and Scaling School Water, Sanitation and Hygiene Plus Community Impact, the SWASH+ project, is a five-year applied research project to identify, develop, and test innovative approaches to school-based water, sanitation and hygiene in Nyanza Province, Kenya. The partners that form the SWASH+ consortium are CARE , Emory University , the Great Lakes University of Kisumu , the Government of Kenya , and Water.org . SWASH+ is funded by the Bill & Melinda Gates Foundation and the Global Water Challenge.

<http://www.washinschools.info/>

7.5. CAWST: WASH Education & training resources (it's necessary an account to download the documents)

<http://resources.cawst.org/>

Considerations and recommendations for implementing sanitation facilities in schools:



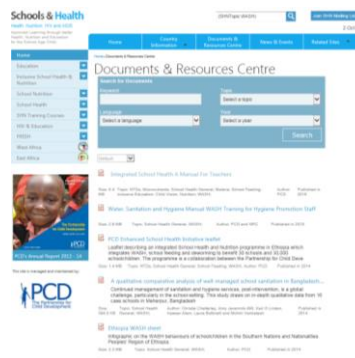
CAWST (2014). Technical Brief: Sanitation in Schools. Centre for Affordable Water and Sanitation Technology, Calgary, Alberta, Canada. 14 p.

This Technical Brief introduces the importance of sanitation in schools and its impact on health and learning. It discusses how to design appropriate latrines for children, including children with disabilities, and provides criteria for locating school latrines. As well, designing handwashing facilities and menstrual hygiene management are also introduced. This Technical Brief also highlights other factors to consider when planning and implementing a school sanitation project, such as water supply, hygiene promotion, and involving key stakeholders.

Link: http://resources.cawst.org/asset/school-sanitation-technical-brief_en

7.6. Schools & Health Website (search: WASH)

Ressourcen: u.a. lesson plans und activities



Link: [http://www.schoolsandhealth.org/Pages/documents.aspx?k=\(SHNTopic:WASH\)](http://www.schoolsandhealth.org/Pages/documents.aspx?k=(SHNTopic:WASH))