

SESSION 1: OPERATION AND MAINTENANCE OF WASH FACILITIES

Overview

Schools need to have a reliable system in place to keep toilets, handwashing facilities, urinals and girls' washrooms usable and clean. Only when toilets, girls' washrooms and urinals are accessible, private and functional will they be usable; such WASH facilities also need to be kept clean so that school children will use them. This will require the engagement of everyone in a school community including teachers, pupils, parents, and school management, as operation and maintenance of toilets and other sanitary facilities are shared responsibilities.

The purpose of this session is to equip participants with the relevant know-how on O&M to ensure not only long-term sustainability of the infrastructure but also the well-being of the students' teachers.

Learning competences

By the end of this session, the participants should be able to:

- Identify the common challenges regarding O&M of their WASH infrastructures
- Understand the key components of O&M plan
- Develop sustainable O&M plan for schools/health care facilities
- Map key stakeholders and their roles in sustainable O&M of school/ HC infrastructure
- Mobilize fund for O&M in schools and Health care facilities

3.1. O&M ACTIVITIES

Instruction: Help the participants to understand the meaning of operation and maintenance in the context of WASH facilities in schools and health care facilities.

Session Progress

Step 1: Discuss with participants what operation and maintenance in the context of WASH facilities in schools and health care facilities.

Step 2: Split participants into groups to discuss the WASH facilities in their institution and the challenges they face while maintaining those WASH facilities. Have them present the outcome of their discussion and with additions and subtractions from other participants. (You can also have the participants brainstorm the challenges)

Step 3: Present to participants the challenges and research outcomes from poorly maintained WASH infrastructure in schools and HCFs. Have them identify those they did not capture and have them discussed thoroughly.

Facilitator Information:

3.1.1: BACKGROUND

Studies reveal that most of Ugandan schools have poorly operated sanitary facilities, which put pupils including teachers and support staff at risk of communicable diseases such as diarrheal diseases and helminths infections attributed to poor sanitary conditions and is linked to several days of missed school each year and increased patient attendance at health care facilities (UNICEF, 2014). Moreover, good hygiene practices and routines promote safe usage of the facilities and in turn ensure healthy schools.

1.1.2: CHALLENGES OF O&M

- Limited or no budget allocation for O&M of WASH facilities in schools and health care facilities.
- Limited knowledge on proper usage of WASH facilities.
- Lack of prioritization of WASH in the schools and health care facilities by management.
- Inadequate knowledge on the roles and responsibilities of different stakeholders in WASH in schools and health care facilities limits stakeholder involvement.
- Limited or no monitoring activities.
- Pupil: Stance ratio is still very high. The few stances then become difficult to maintain if they keep breaking down because of a big population using them
- Vandalizing the facilities by the pupils e.g. the remove the scraps and nuts from taps to sell
- Children lack sensitization on how to use the facilities. They instead play with WASHaLOTs other than using it appropriately.
- Some parents don't contribute to maintenance leading to poor maintenance. Students also put stones, hard paper ending up clogging toilets.
- Poor attitude from the teachers. When a sanitation teacher is appointed. All teachers take a back seat and leave it to the sanitation teacher to the level of not taking charge when they find dirty toilets
- Teachers take tissues or toilet papers from the school leading to unplanned shortages. They lack transparency
- Water bills are shooting higher since O&M of WASH facilities is water intensive. Water is cut often off or disconnected.
- There are some schools that are not fenced. So, they share the facilities with the community e.g. Bat Valley school. Such schools find that the community vandalizes their facilities
- Some teachers do not know how to use the toilets and so they need sensitization themselves
- Limited or inadequate knowledge of O&M of WASH facilities from users
- Some children throw pads and brooms in the latrine, the faeces get solidified and the cesspool can't pull it out. Another company has to be engaged to pull it out manually which becomes expensive
- Misinformation. The children throw things in the pit latrine because it was a home practice to throw all kind of rubbish into a pit latrine. But they are now causing challenges to the cesspool
- Increased workload in all stakeholder – there is so much work involved in WASH (Implying that it is an inconvenience). **Solution:** There is need to delegate tasks.

- In the African way, we undermine WASH. We don't devote time to it. Some people don't have a plan. They clean toilets only when it is dirty yet those who have a plan/routine clean it periodically whether clean or dirty.
- Maintenance costs are high compared to the school's income – maintenance costs like painting, minor repairs

These challenges often make WASH facilities fall in a state of disrepair with broken doors, leaking roof, weak walls, dirty/soiled floors and walls which is accountable for the high number of facilities being abandoned. It also contributes to the several days of missed school by girls, as the WASH facilities may not be friendly for them to manage their menstruation while at school.

Instruction: Identify key stakeholders and their roles and influences in sustainable O&M of WASH facilities in schools and health care facilities.

Session Progress

Step 1: Ask participants to list all key stakeholders

Step 2: Divide the participants into two groups and ask one group to identify the stakeholders on school management level outlining their responsibilities. Ask group two to identify stakeholders at school level outlining each of their responsibilities in sustaining O&M.

Step 3: Let groups present their findings allowing other participants to contribute afterwards.

Step 4: Lead a discussion on who of these they think has neglected their work and how they can be triggered

Facilitator Information:

1.1.3: ROLES AND RESPONSIBILITIES

- **Head teacher:** Responsible for procurement or delegating the procurement of all supplies e.g. soap, detergent, etc., and services (e.g. pit emptying) necessary for proper O&M of the facilities. Ensures the school has adequate amount of water at all times. Ensures that the pupils are bringing toilet paper and paying WASH fee and PTA fee at the beginning of the term and gives penalties to those that do not. Endeavors that the Sanitation master accounts for the toilet paper received. General supervisor for all the activities, and all the teachers in charge report to him. The headteacher is also responsible for developing the Operation and Maintenance plan with the sanitation teacher.
- **D/Head teacher:** In charge of collecting PTA fee and toilet paper collection at the beginning of the term.
- **Teacher on duty:** Responsible to ensure handwashing facilities have water and soap to be used. If handwashing tank / soap is found empty/ unavailable, he is responsible to ensure that it is refilled/soap is available. Conducts daily checks on the toilet blocks to ensure proper use and that they are kept clean. In charge of facilitating and supervising the pupils during the daily cleaning activities. Ensure that toilet blocks are open and closed at the end of beginning and end of each school day.

- **Sanitation master:** Focal person in matters related to sanitation at the school and general coordinator for O&M of the toilets. Lock toilets at the end of each school day and during the holidays. Keeps records of the toilet paper collected and distributed. Monitor WASH facilities for repairs and maintenance needs, and to check if pits are full. Ensures that minor repairs are fixed in time.
- **Senior woman teacher:** Focal person in matters related to sanitation at the school, especially those relating to MHM. Responsible for the cleanliness of the washroom, facilitates and supervises its cleaning. Keeps emergency sanitary pads and avails them to the girls when in need. Organizes for the weekly burning of sanitary napkins and emptying of ash from the incinerator.
- **Teachers (General):** Promote good hygiene and sanitation practices during their sessions.
- **Sanitation club members:** Fetch water from the nearest water source and fill the handwashing facilities whenever water in them runs down. Inform the sanitation master/ teacher on duty when the soap and water are found missing at the handwashing facilities.
- **Pupils:** Use the toilets appropriately and ensure that they always clean. Engage in the daily cleaning of the school toilets, water sources, handwashing facilities and school compound according to the O&M plan.
- **Parents Teachers Association (PTA):** The parents through the PTA are the main source of funds for O&M. The PTA chairperson is responsible to ensure advocacy and mobilization of parents to pay the PTA fee. PTA Chairperson is also responsible for managing major repairs and WASH improvements at the school. The PTA Treasurer receives the PTA fee and accounts to the Head teacher, and is involved in the procurement of parts, tools and equipment used. Parents shall provide each pupil a soft and hard broom to present to the school at the beginning of the term.
- **School Mgt Committee (SMC):** Governing body of the school and is responsible for planning allocating budget to different departments. The Head teacher consults the SMC for all the decision taken. The SMC also supervises the decisions and activities of the Head teacher and PTA.
- **Ministry of Education and Sports:** Provides funding for new constructions, Conduct capacity building and facilitate O&M planning of WASH facilities including monitoring schools and health care facilities for compliance with existing policies.
- **Development partners:** Provide complementary funding for new constructions, major repairs and rehabilitation on WASH facilities and capacity building of WASH actors.
- **Community leaders:** Support schools and health care facilities in resource mobilization and awareness raising within the community to curb vandalism and misuse of WASH facilities.
- **Health Assistants/ Health Inspectors:** Monitors sanitation in the schools and health care facilities to ensure a level of cleanliness and good working order. Monitors schools and HCFs to ensure implementation of the O&M plan.

1.2: O&M PLAN:

To ensure that schools and HCFs are able to use WASH facilities correctly, clean, maintain and monitor them in order to ensure that they are in proper working conditions for the lifetime of the infrastructure they must develop an O&M plan. An O&M plan informs the budget and also the resources needed.

Instruction: O&M resource mobilization strategies and financial management

Session progress:

Step 1: Brainstorm with the participants the components of O&M

Step 2: Split participants into four groups and each group discusses the activities involved under each component – Use it, Clean it, Maintain it, Monitor it

Step 3: Help participants place the activities under each component into a budget.

Step 4: Discuss with participants financial sources and management strategies for funding the budget for sustainable O&M activities in Schools and Health.

Facilitator Information:

1.2.1: KEY COMPONENTS OF THE O&M PLAN:

The O&M plan has four main components: Use it, Clean it, Maintain it, and Monitor it; with the following objectives:

- **Use it:** To guarantee proper and rightful use of the WASH facilities and ensuring the availability of items like toilet tissues and soap
- **Clean it:** To guarantee hygienic and safe conditions of the facility for the users through cleaning
- **Maintain it:** To guarantee good structural state of repair for the users
- **Monitor it:** To ensure routine checks and timely correction on the facilities and promotional activities.

1.2.2: STANDARDS TO NOTE UNDER EACH O&M COMPONENT

- **Use it**
 - It all starts with proper toilet manners.
 - Every student and teacher must know how to use the toilets correctly and clean after use.
 - Stickers/visual signs remind students on the correct use of the toilet.
 - Include talking points on “correct toilet use” during assembly times and urge teachers to have moments they talk about toilet use in their sessions.
- **Clean it**
 - Daily cleaning is important to ensure that the toilets will be used by the learners.
 - To implement a cleaning system, leadership from the School Head is needed.
 - Ensuring toilet cleanliness requires establishing cleaning routines with clear responsibilities which are monitored.
 - A cleaning checklist should be used by teachers to check toilet cleanliness on a daily basis.

- The cleaning checklist names the supervising teacher and documents cleaning and patrolling activities, including names and time. You can use the checklist provided in the annex as a guide for daily monitoring.

- **Maintain it:**

- Regular maintenance will increase the lifetime of the toilets.
- Keep toilets functional and prevent them from breakdown and expensive repairs.
- Simple repair like fixing a door lock or replacing a broken tap should be done immediately.
- Small tasks, like refilling soap, can easily be performed by students.
- Regular scheduled maintenance inspection is helpful to prevent major repairs in the future.

- **Monitor it:**

This involves routine inspections and monitoring of the WASH facility assets and repairs, combined with continual supervision and monitoring of group handwashing and cleaning activities. Following the principle of ‘what gets monitored, gets done’, these mechanisms aim at measuring improvements and ensure that positive WASH habits are established and maintained over time.

This O&M mechanism of ‘USE IT’, ‘CLEAN IT’, ‘MAINTAIN IT’ and ‘MONITOR IT’ produces outcomes which greatly contribute to making schools reach the Three-Star level as the overall goal.

1.2.3 THE THREE STAR APPROACH

The three-star approach is an approach adopted from the Ministry of Education and Sports to ensure sanitation and hygiene gradual improvements in schools. For a school to move from one star to another up to the three-star level, there are several criteria to be observed as illustrated below:

Wins Three Star Matrix

ADOPTED FROM MOES THREE STAR APPROACH (TSA)

	WATER	SANITATION	HYGIENE	
STANDARD	Every child has, and correctly uses, a personal drinking-water container	Basic gender-segregated toilets that are functional, clean and used by all children (no open defecation)	Children wash their hands with soap after using the toilet	★ ONE STAR
INDICATORS	<ul style="list-style-type: none"> ✓ Children bring drinking water from home 	<ul style="list-style-type: none"> ✓ There is at least one usable (accessible, functional, private) toilet for girls and one usable toilet for boys ✓ Toilets are clean ✓ There are no signs of open defecation 	<ul style="list-style-type: none"> ✓ Soap and water are available at handwashing facilities 	
STANDARD	Safe drinking water is available at school and learners have access to it	Improved sanitation and menstrual hygiene facilities are put in place and in use	Daily supervised group handwashing with soap sessions ideally before the school meal	★★ TWO STAR
INDICATORS	<ul style="list-style-type: none"> ✓ Drinking water from an improved source is available ✓ School uses some form of water treatment 	<ul style="list-style-type: none"> ✓ The most common type of toilet/latrine at the school is an improved facility ✓ Emergency sanitary pads and spare uniforms are available ✓ Budget for WinS is allocated and used 	<ul style="list-style-type: none"> ✓ Students participate in daily group handwashing with soap 	
STANDARD	Schools provide learners and staff with at least 1.5 litres of safe treated drinking water per person per day	Gender segregated toilets for boys and girls at a ratio of one stance to forty learners (1:40) Separate toilets for children with disabilities*	Schools have one functional Handwashing Facility (HWF) for every 40 learners	★★★ THREE STAR
INDICATORS	<ul style="list-style-type: none"> ✓ Quantity of treated water per day is sufficient for all learners and staff 	<ul style="list-style-type: none"> ✓ At least one usable stance for every 40 girls and one usable stance for every 40 boys ✓ Incinerators are available for disposal of sanitary pads ✓ There is a space available for girls to change with water available ✓ School has a toilet/latrine for children with disabilities 	<ul style="list-style-type: none"> ✓ School has at least one handwashing outlet for every 40 learners 	



1.2.3: WATER:

What do I need to do?

- **Drinking Water: Water brought by learners**

- In cases, where a water source is not available on the school grounds, making drinking water available is still possible.
- As interim solution, the learners can be asked to bring their own water containers filled with drinking water from home every day.
- Parents and guardians should always be reminded to ensure that the provided or self-brought drinking water originates from a safe source or has undergone treatment.

NOTE:

- **REMEMBER:** To reach one star, when the school cannot provide drinking water, children must bring drinking water from home. However, it is strongly advocated for, that the schools take up their responsibility of providing safe drinking water for their learners.
- **REMEMBER:** To reach two stars, safe drinking water should be available at the school and accessible to learners.
- **Water Sources**
 - All schools should work towards providing drinking water from an improved source for all learners and staff.
 - **An “improved” drinking water source adequately protects the source from outside contamination**, especially from faecal matter.
 - In a school environment, an improved drinking water source could include:
 - PIPED WATER
 - A PROTECTED WELL
 - RAINWATER CATCHMENT
 - PACKAGED OR DELIVERED WATER
 - If your school relies on an unprotected well or surface water (such as a river or lake) for its water, that is considered an “unimproved” water source. These water sources do not meet the national standards and your school should work towards securing an improved **and safe** water source.

NOTE:

- **REMEMBER:** To reach three stars, the school should provide learners and staff with at least 1.5 liters of safe treated drinking water per person per day.
- The school should use some form of water treatment before making drinking water available to learners. In schools in Kampala, common water treatment options include:
 - Filtration
 - Boiling
 - Chlorination
 - Sodis
 - Ultraviolet Disinfection

1.2.4: SANITATION:

What do I need to do?

TOILETS:

- Improved sanitation facilities, such as pit latrines with slab or flush toilets, are needed in your school as they separate human excreta from human contact.
- Improved facilities should be the most common type of latrine in your school.
- To reach national standards, schools must have at least one usable stance for every 40 girls and one for every 40 boys enrolled in your school.
- **Usability:**
 - In order to count towards your star status, each latrine counted must be usable.
 - A usable toilet is accessible, functional and private.
 - Only usable toilets count towards your school's pupil-stance ratio.
 - Urinals should also be counted in your pupil-stance ratio. 65cm of urinal space should be counted as one stance.

A usable toilet is:

- **Accessible:** The toilet is not locked from the outside so it can be easily accessed by learners.
- **Functional:** The toilet is not broken and the hole is not blocked.
- **Private:** The toilet cubicle has a closeable door that can be locked from the inside. There are no major gaps or holes in the toilet cubicle structure where the user can be seen.

NOTE:

- **REMEMBER:** To reach one star, your school toilets should be gender segregated, clean and usable.
- **REMEMBER:** To reach one star, your school must not have any signs of open defecation.
- **Operation and Maintenance**
 - Toilets must also be clean and functional so that children will want to use them.
 - If the toilets are clean and nice to use, children will prefer to use them instead of relieving themselves in the open.
 - All children must use the toilets to ensure that the school is open defecation free.
 - Gender segregated toilets are mandatory.
- **Inclusion**
 - Consider how you can make a toilet cubicle accessible for children with disabilities.

- There are many low-cost ways to start to make your existing infrastructure more accessible. For example, you can add handrails, simplify locks, widen entryways, or make moveable seats available.
- Consider what you can do now with the resources available to you, while you continue to progress towards reaching national standards.
- There should be no obstacles along the way to limit access to the facility e.g. trenches, rocks along the path and uneven paths can hinder access especially for learners with disabilities.

NOTE*:

- **REMEMBER:** To reach one star, toilets should be gender segregated, clean and usable. Your school must not have any signs of open defecation
- **REMEMBER:** To reach two stars, the school should allocate and use a budget for WinS.
- **REMEMBER:** To reach three stars, a toilet/latrine for children with disabilities should be available in the school.

HYGIENE

Handwashing with soap is one of the most important aspects in avoiding illness and preventing the spread of germs. Hygiene is not only important, but it is also one of the easiest ways to improve wins with very little resources. This chapter will help you understand how these hygiene aspects can be realized in your school.

What do I need to do?

To reach Three-star status, your school must fulfill the following hygiene indicators:

- Soap and water are available at handwashing facilities.
- Students participate in daily group handwashing with soap.
- School has at least one handwashing outlet for every 40 learners.

Each class washes their hands together as an organized group activity. All learners in the school should participate in this activity every day. Group handwashing should be integrated into each classroom's schedule just like any other subject in the day. The group activity should take 10 minutes for one classroom. The best time to schedule the group activity is prior to the mid-day meal (lunch) so that children wash their hands as a routine before eating. When performed at the same time each day, the activity becomes a routine. Over time, the group activity will contribute towards making handwashing a habit for learners.

Soap should always be available at the group facility. A net or stocking can be used to secure the soap to the facility. At the beginning, teachers will be needed to lead the group activity. Over time, student leaders can be assigned to lead the daily activity. Pupils to be taken through the steps of handwashing to ensure that they are effectively washing hands. Posters of hand washing steps should be availed and pinned in places where the pupils can see them.

Note:

To save water, turn off the water while children are lathering. water is only needed for wetting hands and rinsing! learners can sing a song together while washing their hands to make the activity more fun!

REMEMBER: To reach one star, soap and water must be available at all handwashing facilities!

Handwashing: Parts of the hands the must be washed:**NOTE:**

- As you guide learners to wash their hands, make sure you are clear about the parts of hands they should be washing. The steps could slip or be missed. But once they know the parts of hands they are to wash, they will endeavor to wash well

Steps of Hand washing

Step 1: Apply soap, create lather, and rub all surfaces for 20 seconds.

Step 2: Rub palms together and interlace fingers.

Step 3: Rub the back of fingers and the fingertips against the opposite palm.

Step 4: Grasp thumb and rub with a twisting motion. Repeat for another thumb.

Step 5: Rub left palm against the back of the right hand and vice versa.

Step 6: Rinse hands with running water.

Daily Group Handwashing

- Each class washes their hands together as an organized group activity. All learners in the school should participate in this activity every day.
 - Group handwashing should be integrated into each classroom's schedule just like any other subject in the day.
 - The group activity should take 10 minutes for one classroom.
 - The best time to schedule the group activity is prior to the mid-day meal (lunch) so that children wash their hands as a routine before eating.
 - When performed at the same time each day, the activity becomes a routine. Over time, the group activity will contribute towards making handwashing a habit for learners.
 - Soap should always be available at the group facility. A net or stocking can be used to secure the soap to the facility.
 - At the beginning, teachers will be needed to lead the group activity. Over time, student leaders can be assigned to the lead the daily activity.
 - Pupils to be taken through the steps of handwashing to ensure that they are effectively washing hands.
- Posters of hand washing steps should be availed and pinned in places where the pupils can see them.

Group Handwashing Facilities

- Group handwashing facilities, like the WASHaLOT 3.0, make it possible for one class to conduct the group handwashing routine in less than 10 minutes.
- Group facilities make it unnecessary for learners to queue at individual washing stations, especially during recess and lunch breaks.
- Group facilities save time.
- Group facilities should be in an area which makes the daily activities easy.
- If children wash their hands as a group prior to mid-day meal, facilities should be in front of the classroom or along the area where children line up for food.
- If your school does not yet have a group handwashing facility, there are many low-cost ways to build your own facility, using resources already available in your school. Even if your school does not have water access, there are solutions that can adapt to your context.
- Most importantly, all hand washing facilities must be functional. They should be cleaned and checked for any problems regularly. A clear schedule and assigned responsibilities are needed to ensure proper operation and maintenance.

Individual Handwashing Facilities

- Individual handwashing stations should also be available to allow learners and school staff to wash their hands on their own at critical times. It is important to ensure that handwashing facilities are available at toilets, canteens and eating areas.
- These facilities must always have water and soap available.
- About 200g of soap per learner per school year is needed. This is enough for each learner to wash hands 2 to 3 times a day in school. **Be sure to include soap in your school's annual budget.**

NOTE:

- **REMEMBER:** To reach one star, soap and water must be available at all handwashing facilities!
- **REMEMBER:** To reach two stars, all learners must participate in supervised group handwashing each day as a class activity.
- **REMEMBER:** To reach three stars, your school must have one functional handwashing outlet for every 40 learners. This includes both group and individual facilities.

SESSION 2: ROUTINE MAINTENANCE OF WASHALOT TECHNOLOGY

Learning competences

By the end of this session, the participants should be able to:

- Understand and know how to set up functional WASHaLOT 3.0.
- Understand how WASHaLOT 3.0 operates
- Understand maintenance steps to keep WASHaLOT 3.0 functional
- Common problems & troubleshooting

2.1: WASHaLOTS

Overview

The purpose of this session is to equip participants with skills to operate and maintain WASHaLOT 3.0 and keep it functional.



Photo 1: WASHaLOT at St. Paul Demonstration School – Gaba: Picture by Ssenyonjo Andrew

2.2: OPERATION OF WASHALOT 3.0

- A WASHaLOT pipe is regularly refilled with water.
- The 3.0m long pipe has capacity of 25 liters and can accommodate 150 handwashing events.

- Refilling can be done manually with a container, connection to water supply or extension of water from a source using a horse pipe.
- Soap is placed at holders and should be be restocked all times.

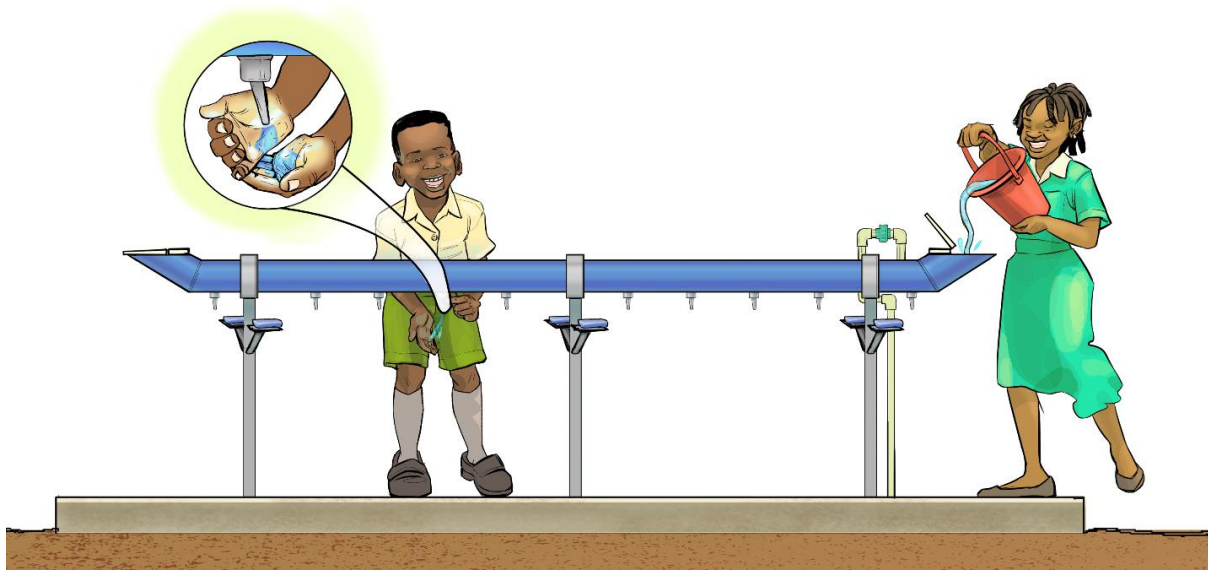
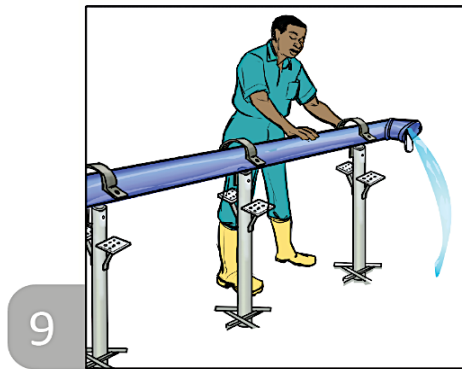


Figure 1: A WASHaLOT Illustrated by Dervin Egessa

2.3: MAINTENANCE OF WASHALOTS

Proper and regular maintenance of the WASHaLOT 3.0 is needed to ensure its functionality and maximize its service life. Flush out remaining water prior to the weekend to avoid stagnant water which usually causes algal accumulation. Regular cleaning at least once every month is recommended. Schedule the cleaning of the WASHaLOT 3.0 in your school before weekends or long breaks.

CLEANING THE WASHaLOT



9

EMPTY WASHaLOT PIPE TO A QUARTER FULL



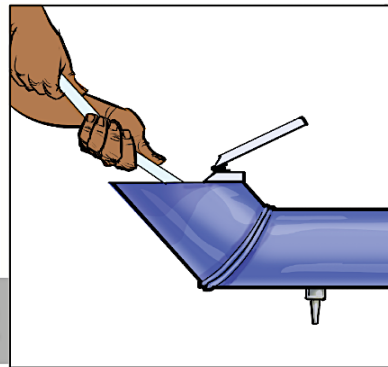
10

TIE BRUSH OR SPONGE TO A FLEXIBLE ROD THAT IS ATLEAST 3M LONG



11

INSERT BRUSH INTO THE MAIN PIPE TO CLEAN.



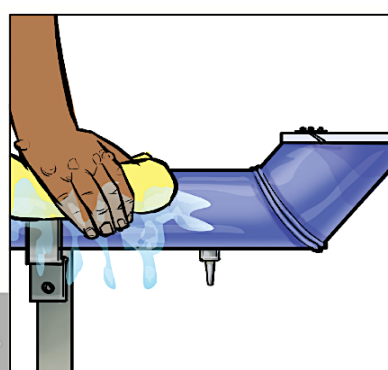
12

USE THE ROD TO CONTROL BUSHING OF THE INTERIOR OF THE PIPE



13

RINSE WITH CLEAN WATER UNTIL IT IS CLEAN.



14

WASH THE EXTERIOR OF THE WASHaLOT WITH A SPONGE AND SOAP / DETERGENT.

Figure 2: Cleaning a WASHaLOT - Illustrated by Dervin Egezza

Steps in cleaning the WASHaLOT

<ul style="list-style-type: none">• Unbolt the stainless-steel holders and remove the main WASHaLOT pipe from the stands.	Illustration No. 9
<ul style="list-style-type: none">• Open the inlet cover at both ends of the main pipe	
<ul style="list-style-type: none">• Empty the water in the pipe to about less than a quarter.	
<ul style="list-style-type: none">• Tie a piece of sponge or a brush on a flexible rod (or 20mm pipe) into the pipe which is at least 3 m long.	Illustration No. 10
<ul style="list-style-type: none">• Insert a brush or sponge in to the main pipe from either inlet.	Illustration No. 11
<ul style="list-style-type: none">• Scrub the dirt interior surfaces of the main pipe from both ends.	Illustration No. 12
<ul style="list-style-type: none">• Empty the dirty water and rinse the pipe with clean water until it is clean	Illustration No. 13
<ul style="list-style-type: none">• Fix the cleaned pipe onto the stands and fasten the holders with bolts. Then clean the exterior pipe surfaces and the stands using a kitchen sponge scrubber	Illustration No. 14

SESSION 3: INTRODUCTION TO HYGIENE PROMOTION AND BEHAVIOUR CHANGE IN SCHOOLS AND HEALTH CARE FACILITIES

Overview

The purpose of this session is to assist participants to understand hygiene promotion and behavioral change and communication approaches in communities and institutions.

Learning competences

By the end of this session, the participants should be able to:

- Understand the roles and responsibilities of participants in promotion of hygiene and sanitation practices
- Understand some of the effective approaches to hygiene promotion and behavior change.
- Share their understanding with colleagues through group discussions.

Training materials	<ul style="list-style-type: none"> • Projector • Flip charts/blackboard • Markers/chalk • Pens • Sticky notes • Masking tape 	
Learning Techniques	<ul style="list-style-type: none"> • Presentations • Pictorial • Brain storming • Discussion 	
Session Plan and topics	<ul style="list-style-type: none"> • Roles and responsibilities of trainers in hygiene promotion and behavior change • Child-to-child or peer-to-peer approach 	90 Minutes

3.1: HYGIENE PROMOTION AND BEHAVIORAL CHANGE APPROACHES/ACTIVITIES

The roles and responsibilities of trainers on the WASH include but not limited to; disseminating hygiene messages to raise awareness on the importance of good hygiene practices and behaviors and encouraging the institutions to develop hygiene routines and engage the management team to undertake routine monitoring and supervision. Routines are important in promoting hygiene practices and so should be explored for successfully hygiene promotion.

3.1.1: SANITATION AND HYGIENE ISSUES

Subtheme: Identification of hygiene and sanitation issues

Session Progress:

Step 1: Discuss the hygiene and sanitation issues in plenary.

3.1.2: HYGIENE PROMOTION AND BEHAVIOR CHANGE

Subtheme: Personal Hygiene

Session Progress:

Step 1: Ask participants to discuss some of the good and bad personal hygiene practices in schools (You can use brainstorming. Write ideas on flip chart).

Step 2: Discuss some of the findings and clearly present good personal hygiene practices that should be promoted and bad hygiene practices that should be highly discouraged. Let participants identify practices they never included and have them thoroughly discussed

Facilitator's Information:

Personal hygiene issues in schools

- Handwashing
- Proper disposal of wastes
- Cleaning the compound
- Regular bathing
- Brushing of teeth
- Health parade. It is good for pupils to know that they are going to have a health parade. Pupils usually pester their parents to clean them when they know a health parade is coming up. This helps in improving personal hygiene.

Hygiene and sanitation practices that need to be promoted in schools.

- Washing of hands
- Daily cleaning of toilets and latrines
- Use of proper anal cleansing materials (toilet tissues)
- Proper disposal of wastes
- Regular cleaning of the compound
- Cleaning of water sources
- Cleaning of bathrooms, classrooms, and dormitories
- Burning of solid waste
- Cutting fingernails
- Brushing teeth
- Conducting a health parade

Bad sanitation and hygiene issues should be discouraged.

- Improper disposal of waste
- Urinating on the floor and wall

- Defecating on the floor
- Spitting on the floor or wall because of the bad smell
- Open defecation on the compound
- Soiling the wall with faeces
- Not washing hands with clean water and soap after visiting the toilet
- Staying in a dusty room
- Staying the bushy compounds in school
- Use of bricks and stones for cleaning the anus
- Failure to form health and sanitation committee
- Failure to put hand washing facilities in school
- When the bath shelter is not having a soak pit
- People do not wash latrines and toilets everyday

3.1.3: HAND HYGIENE AS A HYGIENE PROMOTION PRACTICE.

Handwashing with soap is one of the most important aspects in avoiding illness and preventing the spread of germs. Hygiene is not only important, but it is also one of the easiest ways to improve with very little resources. This section will help you understand how these hygiene aspects can be realized in your school.

Subtheme: Address handwashing as a hygiene promotion activity

Session progress:

Step 1: Invite participants to a handwashing facility and ask volunteers to show others how to wash hands. Have as many volunteers as possible.

Step 2: After participants are seated, ask them the parts of hands they saw being washed. Outline all of them. Write them on the flip chart.

Facilitator Information:

Handwashing: Parts of the hands the must be washed:

NOTE:

- As you guide learners to wash their hands, make sure you are clear about the parts of hands they should be washing. The steps could slip or be missed. But once they know the parts of hands they are to wash, they will endeavor to wash well

Steps of Hand washing

Step 1: Apply soap, create lather, and rub all surfaces for 20 seconds.

Step 2: Rub palms together and interlace fingers.

Step 3: Rub the back of fingers and the fingertips against the opposite palm.

Step 4: Grasp thumb and rub with a twisting motion. Repeat for another thumb.

Step 5: Rub left palm against the back of the right hand and vice versa.

Step 6: Rinse hands with running water.

Daily Group Handwashing

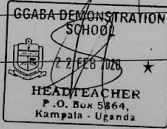
- Each class washes their hands together as an organized group activity. All learners in the school should participate in this activity every day.
- Group handwashing should be integrated into each classroom's schedule just like any other subject in the day.
- The group activity should take 10 minutes for one classroom.
- The best time to schedule the group activity is prior to the mid-day meal (lunch) so that children wash their hands as a routine before eating.
- When performed at the same time each day, the activity becomes a routine. Over time, the group activity will contribute towards making handwashing a habit for learners.
- Soap should always be available at the group facility. A net or stocking can be used to secure the soap to the facility.
- At the beginning, teachers will be needed to lead the group activity. Over time, student leaders can be assigned to lead the daily activity.
- Pupils to be taken through the steps of handwashing to ensure that they are effectively washing hands.
- Posters of hand washing steps should be availed and pinned in places where the pupils can see them.

An example of a group handwashing routine timetable for Ggaba Demonstration School

GGABA DEMONSTRATION SCHOOL
TIME TABLE FOR HANDWASHING TERM ONE 2020.

DAY	CLASS	TIME
Monday	Nursery	8: 30 – 8:40 am
	Primary one	10: 10 – 10 :20 am
	Primary Two	10:20 – 10:30 am
Tuesday	Primary Three	12:40 – 12:50 am
	Primary Four	12 : 50 Pm – 1:00 Pm
Wednesday	Primary Five	12 : 40 Pm – 12:50 pm
Thursday	Primary Six	12 : 50 pm – 1:00 Pm
Primary seven FRIDAY	Primary Seven	12 : 50 pm – 1:00 Pm

Prepared by : Okuni James



GGABA DEMONSTRATION SCHOOL
HEAD TEACHER
P. O. Box 5864,
Kampala - Uganda

Group Handwashing Facilities

- Group handwashing facilities, like the WASHaLOT 3.0, make it possible for one class to conduct the group handwashing routine in less than 10 minutes.
- Group facilities make it unnecessary for learners to queue at individual washing stations, especially during recess and lunch breaks.
- Group facilities save time.
- Group facilities should be located in an area which makes the daily activities easy.
- If children wash their hands as a group prior to mid-day meal, facilities should be located in front of the classroom or along the area where children line up for food.
- If your school does not yet have a group handwashing facility, there are many low-cost ways to build your own facility, using resources already available in your school. Even if your school does not have water access, there are solutions that can adapt to your context.
- Most importantly, all hand washing facilities must be functional. They should be cleaned and checked for any problems regularly. A clear schedule and assigned responsibilities are needed to ensure proper operation and maintenance.

Individual Handwashing Facilities

- Individual handwashing stations should also be available to allow learners and school staff to wash their hands on their own at critical times. It is important to ensure that handwashing facilities are available at toilets, canteens and eating areas.
- These facilities must have water and soap available at all times.
- About 200g of soap per learner per school year is needed. This is enough for each learner to wash hands 2 to 3 times a day in school. **Be sure to include soap in your school's annual budget.**

SESSION 4: MENSTRUAL HYGIENE MANAGEMENT

4.1: UNDERSTANDING PUBERTY

Overview

In understanding puberty, one needs to know the three stages of growth and development. The stages of childhood include: early stage (0-3 years), middle stage (3- 12 years) and stage (12-18 years) which is the puberty stage.

This session is to enable participants identify the changes that occur during puberty.

Learning competences

By end of this sessions, participants should be able to:

- *Puberty*
- *Describe the body changes during puberty in both boys and girls*
- *Discuss myth and misconception about puberty*
- *Discuss how to manage challenges associated with puberty*

Training Materials	<ul style="list-style-type: none"> • Flip charts • Marker pens/chalk • Pens • MHM Readers • Handouts/charts of body changes
Learning Methods	<ul style="list-style-type: none"> • Reflection • Group work • Plenary presentation • Brain storming • Case study
Session Plan	<ul style="list-style-type: none"> • Introduction of the activity (5 minutes) • Reflection on puberty by participants (5 minutes) • Plenary discussion on the body changes in boys and girls (20minutes) • Definition of puberty (5 minutes) • Review of the chart/diagram with body changes for girls and boys (10 minutes) <p>Total time: 45minutes</p> <ul style="list-style-type: none"> • Sharing myth and misconception about puberty (15 minutes) • Discussion on the support required by adolescent boys and girls (5 minutes) • Wrap up (5 minutes) <p>Total time (35 minutes)</p>

4.1.1: REFLECTION ON PUBERTY

Subtheme: Taking a trip back into puberty

Session Progress:

Note: Facilitator or teachers share their experiences

Step 1: Ask participants to take a **'trip' back** into puberty. As they are reflecting, ask them to remember that time when they started developing the different body changes.

- *What did it feel like?*
- *How did you behave or act?*
- *Were you happy with what was happening to you?*

Note: *This activity is for adults. The facilitator should ask more relevant questions.*

Step 2: Ask participants to share their experience in a plenary discussion using questions below:

- *How was the trip? What was it like to travel back into puberty?*
- *What did you notice as you were travelling?*
- *Did the trip remind you of anything in particular about being in puberty? What was it?*
- *How is your experience compared with that of your fellow girls and boys?*
- *What would be your role in supporting boys and girls to manage puberty?*

4.1.2: UNDERSTANDING PUBERTY

Subtheme: Identifying body changes in girls and boys during puberty

Step 1: Ask the participants to break into groups **and ask the questions below:**

- *What is puberty?*
- *What are the changes that happened to girls during puberty?*
- *What are the changes that happen to boys during puberty?*
- *What are the similar changes that occur to both boys and girls during puberty?*
- *What are the effects of mismanaging the changes due to puberty?*
- *How can these changes be effectively managed by adolescents, peers, parents, teachers, health workers, relatives, government and other stakeholders?*

Step 2: Presentation in a plenary

- *Ask each group to present their answers in a plenary session*
- *Ask the participants to discuss the answers while guiding the discussion and emphasizing the important points*

Step 3: Case scenario about body changes

Story of Maria

Maria is 14 years old. Her breast develops and she notices that her fellow girls always start topic around the size of her breast. The girls also say her big breast means she is ready for sex. Boys also always want to touch and play with her breast. She sometimes feels embarrassed and pressurized to try out what the girls say.

- *Is there anything wrong with Maria?*
- *If you are a friend to Maria what would you advise her?*

Facilitator's Information: Conclude the exercise by noting that;

- During puberty our bodies change, genitals increase in size and hair often starts growing in different parts of our body.
- During puberty girls become physically able to get pregnant and a boy becomes physically able to father a child.
- Puberty usually starts between the age of 8 to 13 years in girls and ages 10 to 15 years in boys.
- We are all different, so everyone starts and goes through puberty at their own pace.

Step 4: *Present the diagram/chart of an adolescent girl /boy showing different body changes as mentioned by the participants.*

Note: Some body changes happen to both boys and girls.

Step 4: Wrap up

Facilitator's Information: Emphasize that:

- Both boys and girls experience body changes during puberty.
- Puberty varies with age and sex.
- Some people start puberty earlier or later than others.
- Each person is different, so everyone goes through puberty on his or her own schedule.
- The changes that occur during puberty are normal and healthy, however some of them expose adolescent to risks such as drug abuse, defilement, teenage pregnancy as well as HIV & AIDS.
- All stakeholders should be supportive to adolescents during puberty.

Facilitator Notes on Childhood and Puberty

Stages of childhood development

- Early stage (0-3 years)
- Middle stage (3 – 12 years)
- Late stage (12 -18 years)

Characteristics of early stage

- A child sleeps most of the time.
- A child communicates through crying and other sounds.
- A child responds through senses e.g. feeling, seeing.
- A child is active and curious (want to know everything around them)
- A child recognizes voices.

Characteristics of middle stage

- A child imitates adults.
- A child likes playing with objects.
- A child likes to discover.

- A child asks a lot of questions (inquisitive)
- A child express itself freely.
- A child most times tells the truth.

Characteristics of late stage

Girls

- A girl develops breasts which are tender and attractive.
- Her hips grow wide.
- She gets more self-aware.
- She gets attracted to the opposite sex.
- She gets sexually sensitive.
- Her menstruation starts.
- She might feel more.
- She might start telling lies.
- Her voice softens.
- Her eating habits might change (eat little).
- Her hair starts grow in the pubic area and arm pits.
- She likes privacy.
- Her dressing and walking style changes.

Boys

- His voice deepens.
- He gets sexually sensitive.
- He might get wet dreams.
- He gets attracted to opposite sex.
- He might start telling lies.
- His eating habits might change (eating a lot).
- His body becomes more muscular.
- His penis increases in size.
- His beard develops.
- His hair grows in the pubic area and arm pits.
- He likes privacy.
- He might claim independence.
- His dressing and walking style changes.

Definition of Puberty

Puberty: Is the process of physical changes through which a child's body matures into an adult.

There are changes that occur in the bodies of both boys and girls as they grow up. The changes are due to the action of hormones in the bodies.it is a change that a boy and girl becomes sexually aware or mature and can have a baby. **But the internal reproductive organs of the body are not mature to have a baby.** Puberty usually starts sometime between the ages of 7 to 13 years in girls and 9 to 15 years in boys.

Understanding puberty

The onset of puberty; a transition to adulthood is manifest in physical, psychological and emotional changes that affects social interactions of boys and girls. Puberty involves a series of physical changes in both boys and girls that leads to development of secondary sex characteristics such as growth of breast, pubic hair and other body changes. Understand that these changes are normal and identify the support required during their period.

During early stages of puberty, friendship between peers, (girls and girls; boys and boys) become more important due to the shared social, psychological changes including a possible detached relationship from parents. Social identity is supplemented by search for a psychological identity. Physical growth during puberty is accompanied by new emotions including sexual desire and gender identity. These changes, combined with peer pressure, may cause adolescent to behave in certain ways hence they require life skills to cope with these challenges and function normally.

Changes during puberty

Changes in girls (females)	Changes in boys (males)	Changes in both Boys and Girls
<ul style="list-style-type: none">• Development of soft body• Enlargement of breast• Skin feels greasy and oily• Mood swings and feeling emotional at times• Hips become wide• Start menstruation• Weight gain	<ul style="list-style-type: none">• Growing of beards• Hairy body• Muscular body• Begin to have wet dreams• The penis enlarges in size• Testicles begin producing semen• Voice breaking (hoarseness)	<ul style="list-style-type: none">• Developing pimples• The adolescent become attracted to the opposite sex• Hair grows around the pubic area and under the arm pits• They want to look good and be recognized and seen as mature persons• Sweat glands become more active causing body odors

During puberty a girl starts experiencing changes such as enlargement of breast. She may experience mood swings (being happy or cheerful in one minute and moody or upset the next minute). These changes are all parts of growth. Every human being, girls and boys will experience puberty. It can be scary, exciting and confusing all at the same time, but it is nothing to worry about. It happens to us all! It is important to note that all adults we see around have gone through this stage.

How does puberty happen?

Inside our bodies we have hormones, moving around our blood stream. There are many types of hormones and each one carries a message to different parts of our body. For example, there are hormones which tell our bodies how to grow and there are hormones which tell our bodies how to use energy. It is hormones that prepare our bodies for being an adult and trigger the start of puberty.

When does puberty happen?

Different people reach puberty at different ages. For most girls, puberty will start around the age of 10 – 13 years which is the normal period. However, for some girls it may begin earlier (at 7 years) or later than this (15 years) and this is normal too. It is important to remember that everyone is different, and one should not worry if their body starts changing earlier or later than that of their friends.

What happens to the body during puberty?

During puberty many body changes take place, both on the inside and the outside of the body. The changes on the outside are easy to see, especially the physical changes, though they do not all happen at the same time and many changes happen slowly. At the same time, changes start happening inside the body too.

Although these experiences are normal, young people need to be supported during this period. If not supported with the right kind of information concerning their development, they may end up with complications including bad body odor, infections due to poor hygiene, drug abuse, teenage pregnancies, HIV/AIDS, dropping out of school among others. Parents, teachers, community members, and peers need to be aware of these changes to be able to guide and support young people appropriately. Therefore, school administrators, teachers, parents, and community members have to collectively work together in guiding and educating adolescents.

4.1.3: MYTHS AND MISCONCEPTIONS ON PUBERTY

Subtheme: Facts and Myths concerning puberty

Session Progress:

Step 1: Ask participants to share some of the myths and misconceptions about puberty. Write them on a flip chart.

Step 2: Discuss each of the myths with a view of bringing out the right information.

Step 3: Wrap up (**Facilitator's Information**)

- Puberty is a normal part of growing up, and it can affect one in different ways.
- It can be scary not knowing what to expect, especially when people at school might say different things about what happens during puberty
- Some of the information they tell you about puberty is not true. Always seek the right information from your teachers, parents, guardians, and health workers.

Facilitators Information: Myths and misconception

MYTHS AND MISCONCEPTIONS ABOUT PUBERTY	FACTS ABOUT PUBERTY
If you have not started puberty by the time you are 10 years, it means you are not normal	Puberty starts at different times for different people. Sometimes puberty can still be going on when you are in your twenties. You will go through lots of changes during puberty, some you will notice and some you might not notice.

Constantly having mood swings means there is something wrong with you	Mood swings are normal part of puberty . You may feel on top of the world one minute and irritated the next minute. Most people experience this when going through puberty
Breast stop growing after puberty	A girl's breast can keep growing until they are in their teens or when they are adults
Menarche (on set of menstruation) means the end of growth is near	Beginning of menstruation does not mean the girl has stopped growing

Subtheme: Adolescent related challenges

Session Progress:

Step 1: Ask participants to share some of the challenges related to adolescence

Step 2: Discuss each of the challenges with a view of bringing out the right information.

Step 3: Wrap up (**Facilitator's Information**)

There are challenges associated with adolescence that need to be addressed as one grows up

It can be scary not knowing what to expect, especially when people at school might say different things about what happen during adolescent stage.

Some of the challenges can lead to disastrous effects including teenage pregnancies, Sexually Transmitted Infections (STIs), and child marriages. Always seek the right information from parents, teachers, and health workers etc.

Facilitator's Information: Challenges related to adolescence

Teenage pregnancies, STIs, HIV/AIDS, Child marriages, school dropout, Alcohol and substance abuse, poor personal hygiene, Indiscipline

4.2: UNDERSTANDING MENSTRUATION AND THE MENSTRUATION CYCLE

Overview

Menstruation is one of the normal changes which occur to girls during puberty. The aim of this session is to enable participants to understand menstruation, the challenges adolescent girls face and how it affects girl's education in terms of attendance, participation, retention, and performance.

Learning competence

By end of the sessions, participants should be able to:

- menstruation
- Myths and misconceptions about menstruation
- Challenges faced by girls during menstruation
- Impact of menstruation on girl's education

4.2.1: UNDERSTANDING MENSTRUATION

Subtheme: A skit on menstruation

Session Progress:

Step 1: Ask three participants to volunteer to act the skit on menstruation

Skit 1: Maria's Dilemma

Maria: Jane, Jane, please come and see what has happen to me. I can see blood on my dress. Please help me.

Jane: Oh!! What happen? Let me see. I think you are sick. Let me go and look for help from Senior Woman Teacher (SWT)

Jane: Excuse me teacher, Maria is sick, she has blood on her uniform. (The teacher moves to where Maria is and notices that something is happening to her).

Teacher: Maria and Jane, this is a normal process every woman or girl go through. It is not sickness but menstruation.

Step 2: Lead a discussion on:

- *What happened in the skit?*
- *What do you think happened to Maria?*
- *Do you have girls who have gone through similar experience in your school?*
- *Can we have volunteers to share their experiences in relation to the skit*
- *What do you think can be done to help Maria and Jane cope with this situation?*
- *What have you learnt from the skit?*

Step 3: ask participants to brainstorm on what menstruation is

Step 4: Explain what menstruation is and present the menstrual chart

Step 5: Using the diagrams of the female reproductive system below, explain to the participants how menstruation occurs.

Facilitator's Information:

Menstruation is the monthly flow of blood from the uterus through the vagina in girls and women from puberty to menopause. Menstruation occurs when the ovum moves from the fallopian tubes to the uterus and if not fertilized, the lining of the uterus is shed off as blood. Menstruation is known as period last between 3- 7days each menstrual cycle.

Since menstruation is regarded as a taboo subject in many communities, it is never discussed, and many girls do not know what is happening to them in the first time they experience their menstruation. It is therefore important that all key stakeholders give girls the right kind of information before they experience their first menstruation so that they are not taken by surprise. The teachers should provide information on menstruation.

4.2.2: MYTH AND MISCONCEPTIONS ABOUT MENSTRUATION

Subtheme: Myth and misconceptions

Session Progress:

Step 1: Ask participants to share myths and misconceptions concerning menstruation in their community. Share this in plenary.

Step2: Lead a discussion on each of the myths and misconceptions and ask participants what comes to their mind when people talk about each of the myths and misconceptions.

Step 3: Sum up the discussion by providing correct answers.

Facilitator's Information:

MYTH OR MISCONCEPTION ABOUT MENSTRUATION	TRUTH (FACTS) ABOUT MENSTRUATION
Big girls are the only ones that menstruate.	Girls can start menstruation as early as 8 years, therefore the size does not matter.
You cannot get pregnant if you have sex during menstruation.	You can get pregnant during ovulation when there is blood spotting which can be mistaken for menstruation.
Men with HIV/AIDS get cured when they have sexual intercourse with girls before their first menstruation	You can get HIV/AIDS. Sex cannot cure HIV/AIDS
When you get your first menstruation it means you are ready for marriage.	No, you are not ready for marriage, you must continue with your education.
Sex cures painful menstruation.	Painful menstruation is normal, one need to do a lot of exercise, and when you experience pain, seek help from medical personnel.
Menstruation is a curse.	It is a normal body change in girls and women, and it is healthy.
If you carry a newborn baby during menstruation, it will get rash and the cord will not dry.	Girls in menstruation can do all kinds of things but should ensure personal hygiene

Menstruation is dirty and unclean.	Menstruation is not unclean, but girls should ensure personal hygiene such as changing pads, washing hands with soap and water after changing their pads, bathing regularly.
If you delay having menstruation by 16 years, it means you are barren.	It is not true that when you reach 16 years before you menstruate it means you are barren. However, if you reach 16 years, and you have not yet started menstruation please seek medical advice from qualified health worker.
Girls are unclean or impure during their menstruation	The blood that is shed during menstruation is impure. This is shedding off.

Phases, signs, and symptoms of menstruation

- i. **The bleeding phase** - during this phase the girl experience low self-esteem (dull, dizzy, cold)
- ii. **Ovulation phase**- when bleeding stops, the estrogen hormone is released, and the girl/woman enters the ovulation stage (hyper, sexual feelings, excited)
- iii. **Pre- menstrual phase**- at this stage the progesterone hormone is released into the blood system and causes body changes (irritation, yearning for particular foods, mood wing)

The symptoms of pre-menstruation are usually mild and moderate. Almost all girls and women report one or more symptoms that does not substantially affect their daily functioning. Teachers need to know these signs so that they can support the learners.

Challenges during menstruation

Headache, stomachache/bloating, back pain, painful breast, joint pain,	If at home use hot water bottle wrap in a towel and place it where the pain is; do exercise to decrease bloating and improve your mental health; use pain killer on pain
Fatigue, feeling tired	Drink a lot of fluids especially warm water, balanced diet e.g. eats a lot of fruits, vegetables and reduce sugar intake, caffeine salt and alcohol
Anemia	Drink a lot of water, take iron supplements
Mood swing	Reduce stress, rest for at least 8 hours

Subtheme: Supportive activities for MHM improvements at school

Session Progress:

MHM Issue	Key messages	Target audience
Gender discriminatory school environment	Involve for both boys and girls in planning and discussing MHM related matters.	Learners, teachers, and senior women teacher
Difficulty in participating and engaging in classroom	Involve girls in activities that raise their self-esteem.	Learners, teachers, and senior women teacher
Lack of social support from teachers and peers	School administrators should ensure both boys and girls have enabling environment in which they feel safe and protected	Learners (both boys and girls)

Inadequate health education about menstruation and puberty	Incorporate health education on menstrual hygiene and puberty in the school WASH & health program. Run different MHM topics to the upper classes on termly basis to reinforce knowledge gain	Headteacher, Senior Woman teacher, WASH focal point and Health prefect. Class teachers, Senior woman teacher and headteacher
Menstruation-related stigma	Provide adequate emotional support to the girl-child	Headteacher, senior woman teacher and female learners

Menstrual Hygiene Management

Having proper menstrual hygiene facilities keeps girls in school longer and more often and is also a key aspect necessary for the dignity of each learner.

Supply & Facilities required for proper MHM.

- Schools should always have a supply of emergency sanitary pads. All girls in the school should know where they are available. An appropriate storage space should be selected where girls feel comfortable accessing them.
- A spare uniform should also be available for girls to be able to change their clothes when stained.
- Schools should provide a space for girls to be able to change their clothes during menstruation.
- Water and soap for washing should also be available in this space.
- The space provides girls with the privacy they need to manage their menstruation. Existing facilities in your school can be allocated for this space.
- Toilets and rest spaces should have trash bins with lids available for the disposal of sanitary pads.
- Schools should also work towards making functional incinerators available in schools for the disposal of sanitary pads.

NOTE:

- **REMEMBER:** To reach two stars, emergency sanitary pads and spare uniforms must be available in your school.
- **REMEMBER:** To reach three stars, incinerators must be available for disposal of sanitary pads.
- In general, about 2 packages of sanitary pads per school year available per classroom of grades 4 and above is needed. Be sure to include these materials in your annual budget.

SESSION 6: ENVIRONMENTAL CLEANING

Inadequate routine cleaning of the environment has been implicated in the transmission of gastrointestinal and respiratory illnesses. Germs, rodents, mosquitoes etc are everywhere and are introduced in most settings with bushy and unclean environments which affects the wellbeing of people, food, and pets. Environmental hygiene is therefore a vital part of good infection prevention and control.

Environmental cleaning is essential in the prevention of infections in that cleaning practices such as compound mowing, sweeping, proper waste management and disposal, The purpose for cleaning the environment is to remove visible dirt, reduce the level of microorganisms and to minimize the dissemination of infectious agents in the environment.

The environment includes the compound, classrooms, kitchen, waste management, water sources etc.

Organizing awareness raising sessions in schools especially during assemblies, and, or open awareness campaigns. Use of IEC Materials such as posters, leaflets, stickers among others to raise awareness of the learners on environmental cleaning. The following form part of the activities to be undertaken to promote environmental cleanliness.

- Compound maintenance through mowing.
- Filling of potholes
- Routine classroom cleaning (cleaning (Soap, wipes etc.)
- Trainings and awareness activities
- Train teachers on the importance of environmental cleaning.
- Develop a regular or routine cleaning schedule.
- Develop a list of cleaning materials to be obtained to ensure proper environmental cleaning.
- Engage learners on the importance of environmental cleanliness, proper solid waste disposal among others.

SESSION 7: FORMATION AND ENGAGEMENT OF WASH CLUBS

School WASH clubs help children to actively participate in their own learning. The lessons are made richer by their participation in numerous WASH activities within their school. If healthy hygiene and sanitation practices and behaviours are promoted amongst the learners, and are transformed into habits, schools will provide safe and healthy environment for learning which contributes to good education outcomes.

School WASH clubs are one of the mechanisms that can provide good platforms for learners to participate, acquire life skills and strengthen their voice and participation in improving WASH within their schools. The overall objective of School WASH clubs is to empower learners with communication and interpersonal skills, problem solving skills, self-awareness and empathy, assertiveness, and participation in WASH activities within their schools, and transfer of WASH knowledge to their home settings. The school WASH Clubs are envisaged to:

- a) To enhance the capacity of the WASH club members to advocate for and raise awareness of other learners on healthy hygiene practices and behaviours.
- b) To empower the learners both boys and girls to understand themselves and create a supportive space for all to learn and live a healthy life while at school.
- c) To develop life skills among the WASH club members, including self-esteem, problem solving and effective interpersonal communication.
- d) To develop leadership skills, as well as transparency and accountability towards teachers and parents, while taking leadership in encouraging other learners to practice healthy hygiene and sanitation practices while at school and in their communities.
- e) To contribute to positive change in attitudes, beliefs and behavior of club members and their fellow learners, parents and other community members through role plays, poems, songs, drama, and dances.

Process of Forming Student Led School Clubs

- i. **Identify the club's objectives, mission, and shared objectives.**
 - Identify a few friends and brainstorm ideas of with fellow students
 - Consider drafting a draft mission statement/ what is the purpose of the club
 - What are your long-term goals? What do you want to achieve?
 - Find out if a school has a constitution, a registration or application process for the club.
 - Find a club patron to give support and guidance to all processes of registration; the patron should have some kind of expertise in the clubs' area of interest and to give periodic oversight to the club.
- ii. **Determine the club's structure.**
 - Define the WASH Club.
 - Outline the leadership structure

- Develop a charter, rules, regulations, values and bye-laws.
- iii. Define the club membership**
- Who are you targeting as members of the WASH Club? Include the age brackets if necessary, the classes, number of the members and the ratio of boys to girls to constitute the membership.
 - Are there membership criteria to meet?
 - Are there any restrictions?
 - Market the club to recruit members through various strategies.
- iv. Develop tools for club engagement.**
- Agreeing on club leadership and patron roles and responsibilities.
 - Choosing and selecting stakeholders of the WASH club and their participation in club activities.
 - Type of activities the club will engage in.
 - How regular will the WASH club members meet?
 - Venues of club meetings and structure of the meetings
- v. Steps to attract club membership**
- Spread the word about the club throughout the school
 - Identify strategies to reach everyone in the school, girls and boys can be reached in different ways and communicated to in ways specific to girls and boys.
 - Select or identify way of communication e.g. newsletters, social media where it is available etc.
- vi. Hold a first club meeting**
- Have a copy of the mission statement and a list of member responsibilities for distribution.
 - Advertise the meeting time, place in school.
 - Have elections for the posts on management and leadership, select who will be the coordinators/chairpersons.
 - To start off at the right footing agree on very clear commitment of members' and responsibilities for each club member.
- vii. Start regular club meetings**
- Welcome everybody to the meeting, ask new members to introduce themselves
 - Pass around the register for those present to sign it.
 - Ask coordinator or chairperson to recap the last meeting (doesn't need to be minutes of meeting but brief recap).
 - Discuss updates on what has taken place since the last meeting and review progress.
 - Discuss and re-organize actions by listing all actions, add names of those responsible for each action and ensure everyone in a club is doing something.
 - Do some work on the club theme and share information on club activities.
- viii. Delegate duties and responsibilities**

- After discussing activities of clubs, ask for volunteers or nominations depending on how you intend to structure the leadership of the club.
- Agree on who will chair the meetings that the club holds regularly.
- All stakeholders who support the running of clubs must have clear roles and responsibilities.
- In subsequent meetings invite interesting speakers, motivators, to show a video to hold club members interest.

ix. Prepare to pass on the torch.

- As the school year nears the end you should make sure that the club can continue without the current leadership.
- Think of the club as a unique legacy, prepare other students/pupils to take over leadership and slowly passing on responsibilities on to others.

Key to note:

The most important thing in a school club, apart from the leader, are the members and the leaders. It is very important to define the membership clearly including the size of membership. It is difficult to lead big school clubs effectively. You must decide how many members the club should have. Remember small is beautiful! School clubs should have leaders with clear defined roles and responsibilities to manage the day to day running of the club activities. How large your executive will be and how active in managing the day to day functions of the club depends entirely on the size of the club, the age of the club members and the role the champion or leader decides to take for him or herself. The leaders can perform a great deal of the work in organizing and running the club. If the club leader is a champion (a champion is a teacher or Head of school who represents the club, but doesn't run it on a day to day basis), it would be best to elect the leaders as soon as the club is formed. Ideally executive positions should include:

1. President/Chairperson - responsible for the overall running of the club and in case of resources collected the chairperson will work with the Head teacher and the patron to manage them.
2. Vice-President/Chairperson - acts in the President's absence and assists him/her in his/her duties.
3. General Secretary - responsible for recording and circulating the minutes of club meetings, dealing with correspondence, and keeping records.
4. Organizer/Publicity Secretary - responsible for the day-to-day running of the club. Ensure that members attend meetings and on time. Organizes members to attend or undertake club activities and mobilization and coordination of club activities.

For continuity, the executive should be a cross-section of the members (i.e. not from one class/form and with both boys and girls). Depending on how large the club is, you may want to have a larger executive including assistant secretaries. If you have a large club, it is very helpful to have younger members to under study (shadow) the executives. In this way, they will already have learned how to manage the club before they are old enough to be elected executive members.