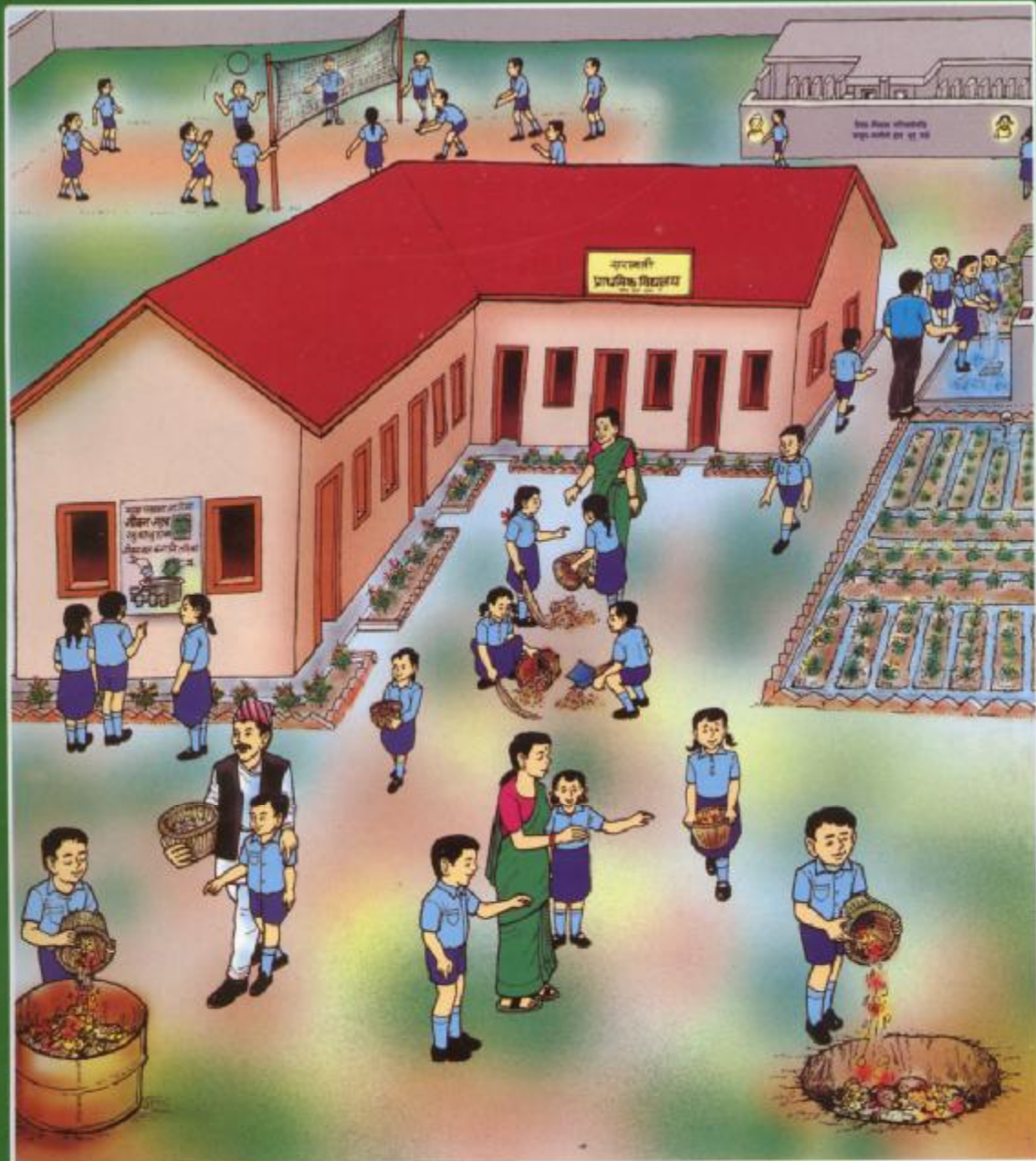


# SCHOOL SANITATION AND HYGIENE EDUCATION PROGRAMME GUIDELINE



2006

unicef



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## ABBREVIATION

ADB	Asian Development Bank
BPEP	Basic Primary Education Project
CARE	CARE International
CBOs	Community Based Organizations
CDHP/UNM	Community Development Health Programme/United Mission to Nepal
CHRDU	Centre for Human Resource Development Unit
C/S	Community & School
DDC	District Development Committee
DEO	District Education Office
DPC	Decentralize Programme for Children
DPHO	District Public Health Office
DWSO	District Water Supply Office
DWSS	Department of Water Supply and Sewerage
ESS	Environmental Sanitation Section
FINNIDA	Finnish International Development Agency
IEC	Information, Education and Communication
INGOs	International Non Governmental Organizations
IPO	Input, Process and Output
IRC	International Water and Sanitation Centre
JICA	Japan International Co-operation Association
JMA	Japanese Medical Association
MHPP	Ministry of Housing & Physical Planning
MOE	Ministry of Education
MOH	Ministry of Health
MOPE	Ministry of Population and Environment
MOU	Memorandum of Understanding
NAVIN	National Association of Village Development Committee in Nepal
NEWAH	Nepal Water of Health
NGOCC	Non Governmental Organization – Coordination Committee
NGOs	Non Governmental Organization
NRCS	Nepal Red Cross Society
O & M	Operation and Maintenance

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ORS	Oral Dehydration Solution
PHAST	Participatory Hygiene and Sanitation Transformation
PP	Per Participant
PRA	Participatory Rural Appraisal
PSTWG	Primary School Teachers Workshop Guideline
RWSSF/WB	Rural Water Supply and Sanitation Fund Board / World Bank
SARAR	Self-Steer/Association Strength
SC	Steering Committee
SCHP	School Community Health Project
SMC	School Management Committee
SPW	School Partnership Worldwide
SSHE	School Sanitation and Hygiene Education
SSHEP	School Sanitation and Hygiene Education Package
TV	Television
UNICEF	United Nations Children's Fund
VDC	Village Development Committee
WDS	Women Development Section
WSSDO	Water Supply and sanitation Coordination Committee

## 1. INTRODUCTION

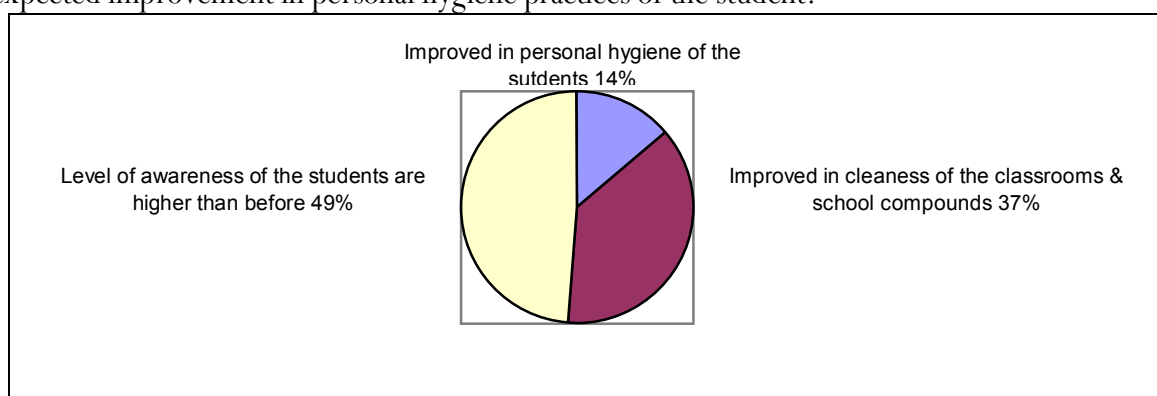
### 1.1. Historical Background on School Sanitation

More children than ever before are attending schools, for longer periods of their lives. Schools, therefore, can do more than any other single institution to improve the well being and competence of children and youth. Schools can play a great role for child survival, protection and development. In addition, schools can provide the most cost-effective means to improve the health of children and thus to advance the social and economic development of the country.

For the last 30 years, the government has been including health education in the curriculum and textbooks. However, there has been no significant improvements with regards to health in school, due to greater focus on academic performance and less on health, sanitation and hygiene practical education. The schools receive their budget from the government on the basis of academic results in national and district level examinations. So, the school headmaster/teachers are examination-oriented. The academic score the students receive in the examinations is the main criteria for enrollment in higher education rather than their behavior, attitude and practices. So the students naturally focus on academic knowledge rather than on practical education, including health, hygiene and sanitation aspects.

During the last twelve years or more, a number of manuals and other materials have been produced for schools by government line agencies (Ministry of Education/BPEP, Ministry of Local Development, Ministry of Health, Ministry of Housing and Physical Planning) and different NGOs/INGOs such as SCHP/JICA/JMA, SPW, CARE, FINNIDA, RWSSFBN9B, UHEEP/UDLE/GTZ, CDHP/UMN, ADB etc. The Department of Water Supply and Sewerage, with the financial and technical assistance of UNICEF, has also incorporated the school sanitation programme as an integral component of the major rural water supply and sanitation programme in the country. This has resulted in some improvements in the schools.

Since 1997, Child to Child approach has been used in water supply and sanitation programmes by NEWAH and NRCS with the assistance of UNICEF. Both NGOs have gained experiences with this approach and some positive impacts in the projects have become visible. NEWAH has incorporated it on: 9 regular basis in the Water Supply and Sanitation Project and N.RCS has used it in their old water supply project sites where Junior Red Cross Circle implemented the project with the strong support of the community. A study of school sanitation programmes in Nepal, carried out in May 1999, did not detect the expected improvement in personal hygiene practices of the student.



The environment of most schools remains unhealthy and the lower grade students' mortality and morbidity rates are still very high in Nepal. There are many reasons for this and most of them are related with the attitudes, proper knowledge, skills and commitment of the teachers, students, parents and local level authorities. Besides, the central, regional and district level support has been nominal for effective programme planning, implementation and monitoring/evaluation.

At present, the government, and other concerned NGOs as well as INGOs, including UNICEF/Donors and local communities have identified schools and school children as one of the most effective channels for enhancing the habits of health, hygiene and sanitation practices in Nepal. Support is emerging for this type of approach aiming at benefiting the students as well as the wider community, which will eventually lead to a brighter future for the country.

*"Clean Environment – Long Life"*

## **1.2. Importance of School Sanitation and Hygiene**

The high incidence of communicable diseases in Nepal, particularly among children, is due to poor personal hygiene practices, unsanitary environment as well as unsafe drinking water. Improved hygiene practices are essential if we want to prevent transmission routes of fecal-oral diseases. Appropriate hygiene education can only bring about positive hygiene behavior which is also related with appropriate water and sanitation facilities.

Schools are the most important places of learning for children, after the family. Schools are stimulating learning environments for children. If sanitary facilities are available in schools, they can act as models, and teachers can function as role models. School can also influence communities through outreach activities by their students. Schools are in touch with a large proportion of the households in community.

Children are very eager to learn to help others through their active, energetic, enthusiastic, curious, and communicative behavior. So, childhood is the best time to learn about hygiene behavior and how to use sanitation facilities for habit formation. Children are parents of the future and what they learn is likely to be applied and pass on to the next generation. They have important roles in the household, such as taking care of their younger brothers and sisters. If children are brought into the development process as active participants, they can become change agents within their families and a stimulus to community development. Being tomorrow's parents, children are also likely to ensure the sustainability of a programme's impact.

Experience shows that most schools have poor sanitation and hygiene practices. This needs to be addressed if we are to improve the health status of children in Nepal.

Schools are often more than just places of learning. If sanitation and hygiene facilities are absent, or are badly maintained, schools can be risky places where diseases are transmitted. Schools can also pollute the natural environment in such a way that it causes health hazards for the community at large.

It is therefore important that schools have proper hygiene and sanitation facilities. However, improved facilities are not sufficient in themselves. If we want to reduce the incidences of sanitation and

hygiene-related diseases changes in hygiene behavior are also needed, leading to proper use of the sanitation facilities.

Increasing student's knowledge about health, hygiene/sanitation and disease prevention is not enough, if it is not applied in their daily life. When enabling and reinforcing factors support knowledge, desirable changes may occur in the school setting and the community. This stresses the importance of combining hygiene education with the construction of water and environmental sanitation facilities and involving the community and health institution in school sanitation. A good school sanitation and hygiene programme is a package programme, including:

- A participatory needs assessment involving students/teachers and parents/community members;
- Formulations of input, process and output;
- Improved water supply and sanitation facilities;
- Properly used and maintained facilities;
- Hygiene education for students;
- Appropriate and related teaching materials;
- Training for teachers and students clubs/groups;
- Involvement of students, teachers and School Management Committees (SMC) in planning, implementation and maintenance;
- Improved facilities and hygiene education going hand in hand;
- Monitoring of the programme and its impact, with a focus on self-assessment;
- Orientation for School Management Committees (SMC) and Village Development Committees (VDC);
- Provision of long term vision and regularization.

*"Prevention is Better than Care"*

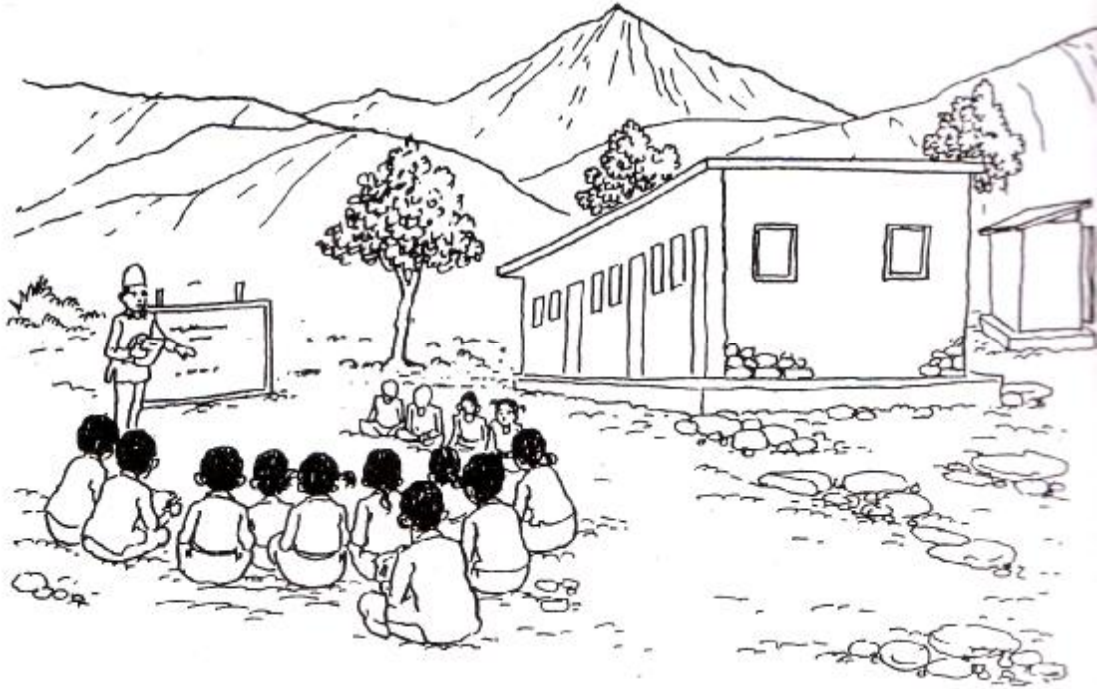
## **2. OVERVIEW OF CURRENT SITUATION IN SCHOOL**

### **2.1 Common Situation in Schools**

There are 23,284 primary schools in Nepal. Most of the schools have very nominal sanitation facilities except private schools and other schools where the sanitation programmes have been implemented. Some of the schools have no school buildings and furniture for the minimum school requirements.

In Nepal, the indoor environment of thousands of primary schools is seen as unhealthy even though they have been constructed by donors. The schools which have been built without keeping in mind the local climate and situation are very uncomfortable during the winter season. Therefore, in most of the mountain and hill schools teaching is often conducted out-doors in order to keep warm.





In hill village schools, students and teachers are often more comfortable outside than in a chilly classroom

Many organizations have implemented school sanitation programmes in selected schools in Nepal. The programme/activities are being implemented from class 1 to 10 secondary schools, 1 to 7 in lower secondary schools, and 1 to 5 in primary schools. But most schools have focused on class 4/5 to 8/9. But the result/outcome is not very encouraging compared to other schools.

So, school environment and situation must be good in every aspect from the point of views of convenience and health improvement.

Health and well being of children is a fundamental issue in education. But most of the schools and communities have not given priority to health, sanitation and hygiene, which has become a barrier for physical, mental and emotional growth of children.

*Small is beautiful and can very helpful*



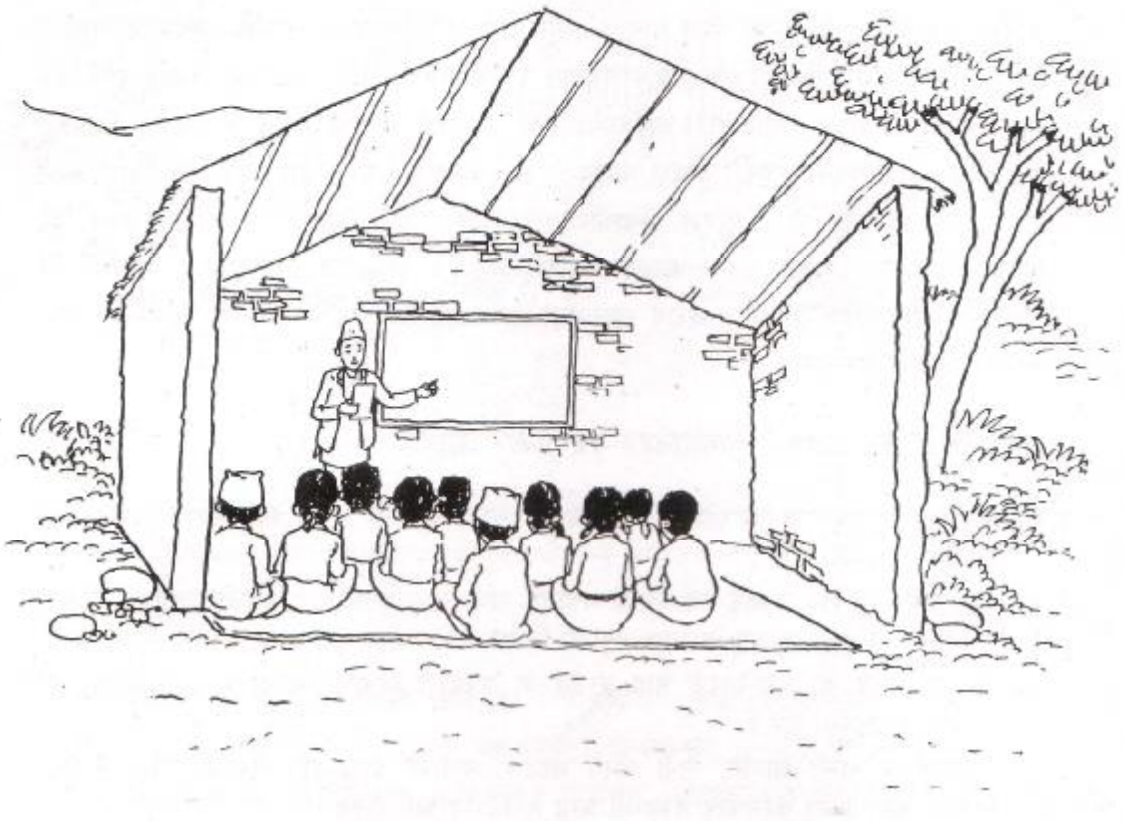
## **2.2 Basic Problems and Constraints in Schools**

Every schools must have good physical facilities for quality education. It is widely recognized that schools can play an important role in promoting societal health too. Many efforts have been invested in health education techniques for schools in low-income communities, including the child to child approach, curriculum development, and the production of education materials. However, the impact of the management of the school premises on child health has been relatively neglected. Many schools fail to provide healthy environments for their students. Actually, poorly designed and maintained schools can be a source of disease and bad health. Sick children also make poor earners.

*Some common problems and constraints are as follows:*

- Limited or no toilets facilities, with poor repair & maintenance;
- Toilets that may work but which are padlocked since there is no water for flushing or because the students are not trusted to use them properly;
- No water supply, or inadequate supply and unsanitary storage system;
- No sanitation facilities such as garbage pits, soak pits, water tap/hand pump platform, drainage etc;
- Overcrowded classrooms, designed for 20-30 students but actually accommodate 50-60 students, under one overworked teacher;
- Little or no furniture, with poor maintenance;
- Darkness due to too few windows or windows that must be kept covered with shutters to keep out the sun or wind, and no electricity;
- Underpaid, under-trained and frustrated teachers who often have to travel long distances to work;
- Absence of blackboards, school books, writing materials for the students, and related materials for the teachers;
- Inappropriate design of school building with little consideration for the local situation and climate;
- Most of the IEC materials are available in Nepali language, which is difficult to understand for the people of the Terai areas;
- No involvement of SMC/VDC and lack of long term vision from a sustainable point of view;
- Most teachers are not trained on health, hygiene and sanitation;
- Lack of effective policy and guidelines for the promotion of sanitation/hygiene.

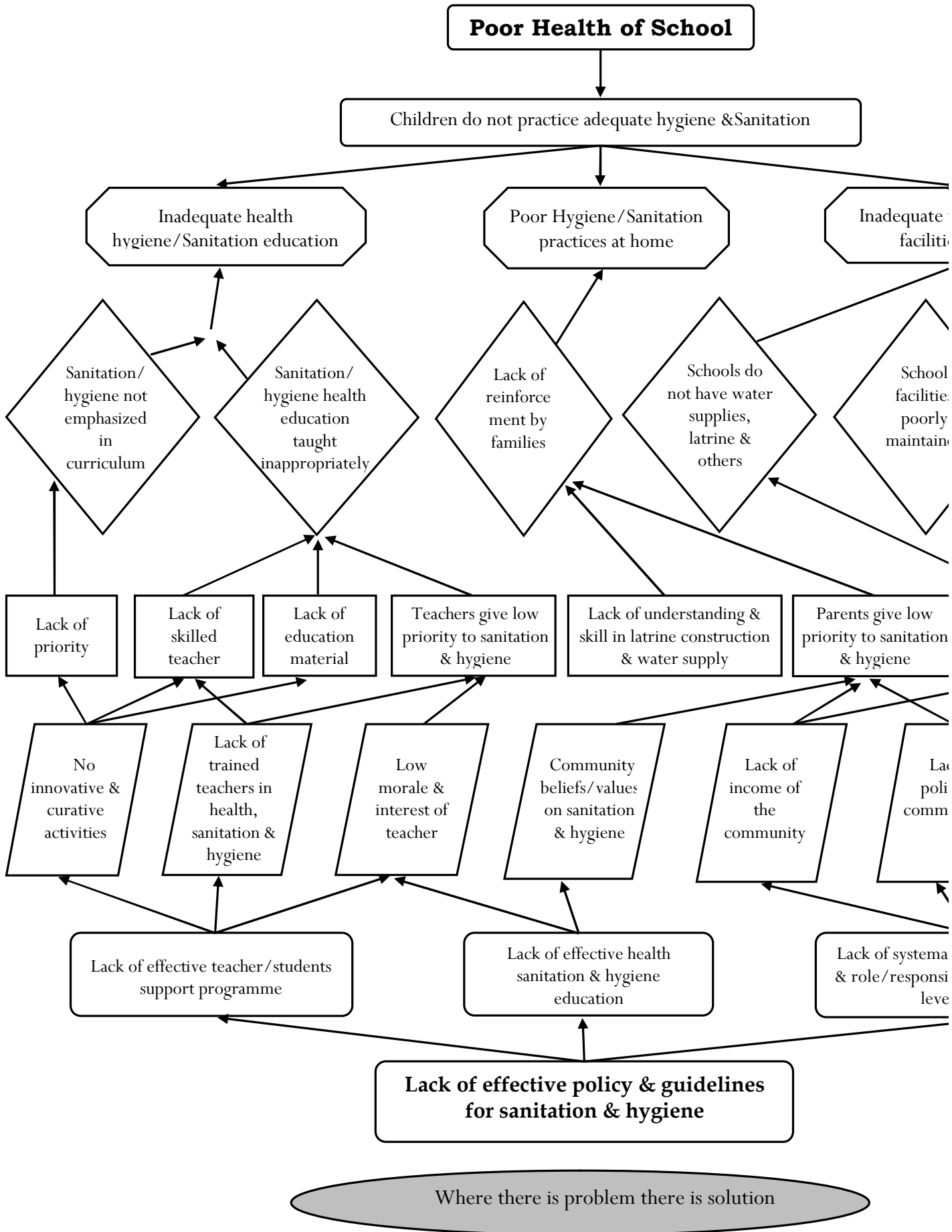
Most of the above points are related to money issues. Donors and the government have made investment on new and improved schools but still the results are not very positive due to the lack of appropriate commitment, facilities and a long-term vision.



A temporary set up school in rural area in Nepal, which has created a lot of problems in many qualitative aspects

*"Where there is a will, there is a way"*

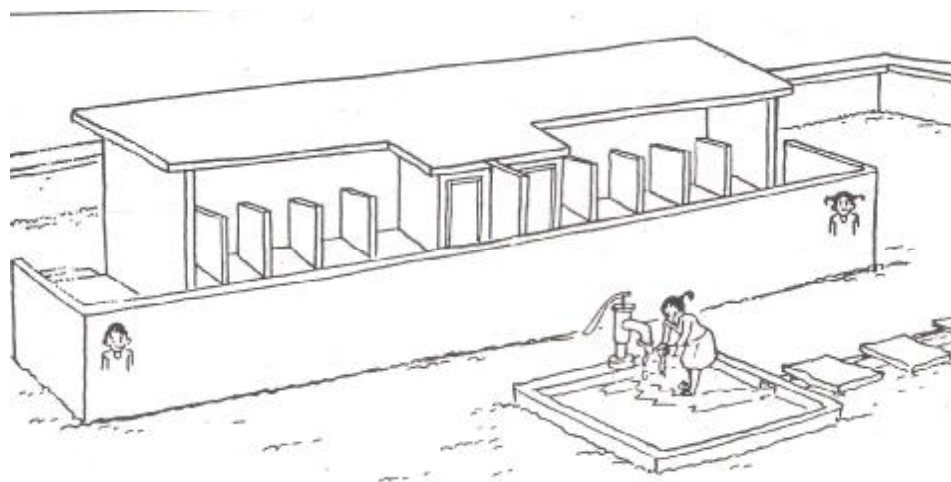
## 2.3 Problem Tree for School Sanitation and Hygiene



### 3 LESSON LEARNED FROM SCHOOL SANITATION PROGRAMME

For the last 12 years, different NGOs, INGOs and Donors including Government line agencies have been trying their best to improve student's health. Every agency has its own experiences and has learned valuable lessons from its school programme. Here are some of the major points, which need to be addressed to be able to improve the school sanitation programme:

- Schools are the best entry points for promoting hygiene and sanitation activities, aiming at changing the behavior of students as well as the wider community.
- A joint effort of Line Agencies, NGOs and INGOs is the best approach for creating uniformity, standardization, systematic process' information and policy development.
- The project period of the school programme should have a long-term vision, and be continued by the schools in future.
- Emphasis should be given to prepare more IEC materials as part of the sanitation package training design for the local context.
- Refresher training should be provided to concerned teachers and groups after a certain period of time so that they could update their knowledge, skills and process in the sanitation and hygiene promotional activities.
- A focus area would be better in the initial phase of the project to ensure concentration of efforts and a systematic approach.
- A target and process based "Modal School Sanitation and Hygiene Education Package" can help a lot in hygiene and sanitation activities if implemented in schools.
- Monitoring and follow up mechanism need to be developed for concerned implementing/supporting agencies.
- Innovative and creative activities should be introduced in school sanitation and hygiene programmes especially in the prayer sessions and additional activity days.
- There is a great need to improve existing schools designs, including the surrounding environment.
- Related facilities need to applied intelligently and with care.
- More importantly, a healthy school is dependent on good I management, commitment and maintenance.
- School water supply and sanitation facilities can help to cultivate habit of sanitary practices in student's life.
- To cultivate habits of hygiene and sanitation practices, one should target the students from Primary Level with the attachment of Lower Secondary Level, which will last longer in their lives.
- Involvement of SMC and VDC in school activities helps a lot for immediate improvement and sustains the programme.
- A number of basic criteria need to be taken into account to make the programme effective (practicality, linkage between knowledge/attitude/behavior, action-oriented, relevant in the local context, locally acceptable, repetition & reinforcement of message over time and in a variety of ways, local communication methods etc.).
- Weekly Campaign Programme should be initiated/tapped as per the local situation and at a time when epidemic spreads.
- Schools are more than classrooms, where much attention is given classroom design; which influences child health. There is a need to think about the total school environment and the way in which schools are run.



### **Toilets design**

Toilet must be separated for girls & boys. There should be enough space for the urinal and defecation purpose for the short period of interval of the school system.

"No matter how full the river, it still wants grow"

## 4 PROJECT FRAMEWORK

### Justification

Schools can be used as models for the promotion of health, hygiene and sanitation in the communities. Children are future parents and what they learn is likely to be applied to their own lives as well as pass on to next generation. Besides, they do often take care of their younger brothers and sisters, especially in the rural areas. Therefore it is important that they have good knowledge and skills of health, hygiene and sanitation issues. So, this package focuses on three major issues, aiming to improve the basic knowledge and skills regarding children's health.

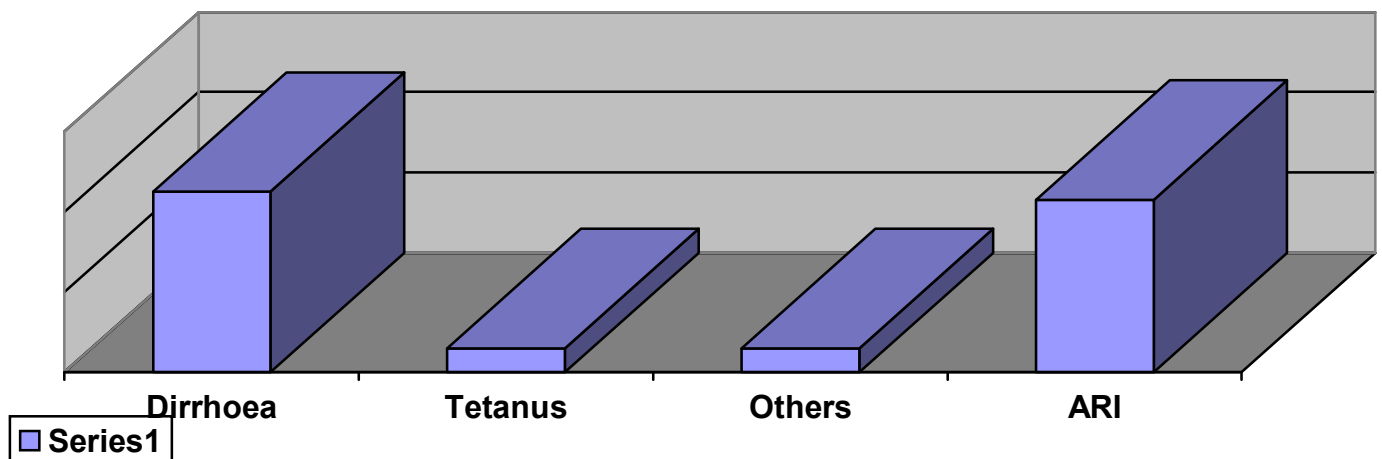
They are:

- # Software and hardware aspects which are needed to bring about changes in hygiene behavior of students, and through these students, the community at large;
- # Agencies need to join hands and avoid duplication of efforts;
- # Systematic processes and clear cut indicators, which help to measure the impact as per the input, process and output (IPO)

The major child-killer in Nepal is diarrhea, which can be reduced by safe water and good sanitation and hygiene practices.

Sanitation/hygiene education activities are given low priority by everyone even though it is very simple, easy, low cost and a very important issue. So, everyone has to initiate it seriously as a basic need for which the five "P's" related rationale is given below.

- |             |  |
|-------------|--|
| # Programme | - Child survival, protection and development           |
| # Priority  | - Low priority on sanitation/hygiene from everyone     |
| # Principle | - By the students for the students and of the students |
| # Process   | - Learning by doing                                    |
| # Practical | - Right based approach                                 |



## Objective

The main objective of the school sanitation programme is to create good school environments and to improve the health of the students, which again will help them in their physical, mental & emotional growth.

The specific key objectives are as follows:

- To raise awareness and understanding of the impact of the physical and cultural environment on children's health in primary schools;
- To increase the priority for developing environments in primary schools that promote health hygiene and sanitation;
- To focus on behavioral change of the children & community through students and develop a role model school for replicability;
- To ensure basic sanitation including water supply at the schools and use them as entry points for the promotion of sanitation and hygiene in the wider communities.

## 4.3 Strategy

- # Provide adequate services, particularly sanitation and water using appropriate technologies and taking consideration on O&M by the school themselves;
- # Focus towards total school environment and school management from a sustainable point of view;
- # Partnerships formed and strengthened with government line agencies and Local Authorities to ensure cooperation and support;
- # Participatory approaches to meet the objectives, and to be able to empower and promote their role in planning, implementing, managing and monitoring services;
- # Regularize the programme activities for long term through local motivation and ownership.

## 4.4 Concept

The concept is developed for the active participation of students related with the methodology. They are:

- # Children as role models.
- # **Child to child** - Children can take care of their younger brother and sisters properly (e.g. when a younger child has diarrhea, the older child can prepare and feed her/him Jeevan Jal);
- # **Child with family** - Children can play a reminder role in the family. Culturally it is difficult but the child can remind the mother of what s/he has heard at the clinic & on radio/TV programmes.
- # **Child to community**- Children can participate in group activities for promotional and propaganda activities, e.g. a group of children walk through their community in procession to inform everyone about the epidemic of diarrhoeal disease.

## 4.5. Basic Intention

The school sanitation basic method is activity-based and child-centered in line with education for life, for which, three points need to be kept in mind to ensure success:

- # Be related to important Health, Hygiene and Sanitation preventative messages;
- # Relevant knowledge and skills which could be acquired and used by students and;
- # Be fun for students to do.



#### 4.9. Methodology

Child to child activities follow a series of steps, but here the focus is on a six-step problem solving methodology, which are as follows:

- **Choose a topic**- This topic selection process can be done in different ways but the topic should always concern a real problem in the school and community.
- **Study**- It is necessary to develop a real understanding of the health, hygiene and sanitation concept and problem involved and find out more about the constraints in the school and community.
- **Discuss**- One of the aspects is to talk about possible solutions in group sessions.
- **Plan of Action**- The plan of action needs to be decided reflecting the local context and capacity of school children, which has to be based on a learning by doing process.
- **Act**- After preparation of plan of action the implementation part has to be done timely and properly for the best possible achievement.
- **Monitoring and Evaluation**- For the betterment of the programme and good impact, self-monitoring processes and evaluations need to be done from different angles.

#### 4.9. Priority

For the betterment of students' health there are many issues that need to be dealt with. But the following points would be better to consider as prime messages in the school:

- Keeping the environment, compound and classrooms clean;
- Constructing toilets, garbage-pits, soak-pits etc. and using/maintaining them properly;
- Setting up convenient hand washing facilities and encouraging them to be used;
- Providing safe drinking water.

#### 4.8 Selection Criteria

Here are some criteria for the selection of schools (government and community conducted schools). However, the districts can adjust the criteria to better reflect the local situation and context.

- A. Willingness from school & SMC to sign multi year agreement (3-5 years).
- B. Connect to communities through
  - a. Child clubs/groups:
  - b. Sanitation Committee
- C. Interest from the School Management Committee for support.
- D. Agreement by all teachers to take responsibilities.
- E. Willingness of VDC/Municipality to contribute financially.
- F. Involvement of students in SSHEP.
- G. The presence of a felt need.
- H. Implementation of some low-cost \$SI IEP activities has already begun.

Note :-

- Select DPC VDCs in the beginning and use NGOs if possible.
- In first phase, focus would be better in Terai DPC districts.

## 4.9. Approach

### A. District Management Approach

This approach will consist of a Steering Committee at the district level, responsible for the implementation of the package. In the committee, under the chairmanship of DDC, and NAVIN, DAO, DWSO, DEO, DPHO, -WDS, NRCS, NGOCC and other concerned INGOs representative will be involved. UNICEF District Field Officer will play the coordinating role in four PDC districts, where intensive school sanitation and hygiene programme is implemented. Those districts are Dadeldhura, Kapilbastu, Chitwan and Sunsari. For the promotional activity VDC/Municipality, School Management Committee, NGO/GBO and community will support as and when required.

### B. Project Follow Up Approach

Any NGO/INGO or government line agency can implement this approach as a follow up activity of the water supply and sanitation project areas in DPC districts. For instance, DWSO and NRCS have implemented many water supply and sanitation projects in the DPC districts. This approach also emphasized VDC/Municipality, School Management Committee and Community involvement for the sustainability of the programme.

### C. Project Partnership Approach

In this approach, partnership will be built with INGOs and donor where Water Supply and Sanitation Programme is implemented. For this approach, District Engineer will paly the coordinating role as and when required.



Where there is cleaners there is the  
goddess of wealth/education

## **5 PROJECT PROCESS AND ACTIVITIES GUIDELINES**

### **5.1. National / Regional / District Level Support.**

#### **5.1.1. Creating a Conducive Environment for School sanitation and Hygiene Education (SSHE) at the National and District Level**

##### **A) Ensuring interagency cooperation**

For the implementation of SSHEP the involvement of various line agencies and persons is very much needed especially for standardization, uniformity and sustainability of the programme. The parties involved could include the Ministry of Education, the Ministry of Housing & Physical Planning, the Ministry of Population & Environment, Donors, NGOs, INGOs, Teachers Organizations Politician etc. at the National, Relational and District level whenever available. This could be in the form of a permanent committee or a task force having sufficient authority to influence policies, guidance and practices in the sectors involved.

##### **B) Creating favorable conditions for SSHE**

There is a need for political support at the National and District level, in particular when allocation of funds, smooth implementation and Changes in curriculum are required. Policy makers and politicians can provide support through:

- Commitment to and promotion of the provision of water supply and sanitation facilities;
- Formulation of objective and standards for construction of facilities;
- Creation of a conducive environment through hygiene education activities to ensure that facilities are properly used; monitoring and regulating implementing agencies;
- Appropriate legislation at National and Community/School level;
- Institutionalization of teacher training and support;
- Systematizing the programme input process and output;
- Developing policy and guidelines.

#### **5.1.2. Planning for Improvement**

##### **A) Design for water supply and sanitation facilities**

At the national level it would be useful to develop standard designs for water supply and sanitation facilities. Standard designs can also be used to give teachers and students (higher classes) an idea of the technical options, which they can consider as a starting point of finding technical solution or alternatives for a particular school environment.

##### **B) Financing**

Schools may not be aware of the possibilities for financial support. National level guideline could be prepared including options for financial support about the possible sources and process.

#### **5.1.3. Implementing Improvements in Hygiene Education**

##### **A) Curriculum change and development of teaching aids**

Currently, limited attention is given to sanitation and hygiene in the school curriculum. It is very important that hygiene and sanitation education gets incorporated in the curriculum and textbook with the focus on practical exercises on a regular basis including systematic processes and evaluation systems.

In most cases teaching aids will have to be developed or adapted. It is important that not only good quality materials are developed, but also that they are properly distributed and used by teachers and students. Teaching materials should be based and built upon the existing situation in schools.

### **B) Teachers training and other orientation support**

All the teachers require a certain level of hygiene and sanitation awareness, knowledge, skills and commitment in order to become effective promoters, guides and implementers of SSHEP. This includes:

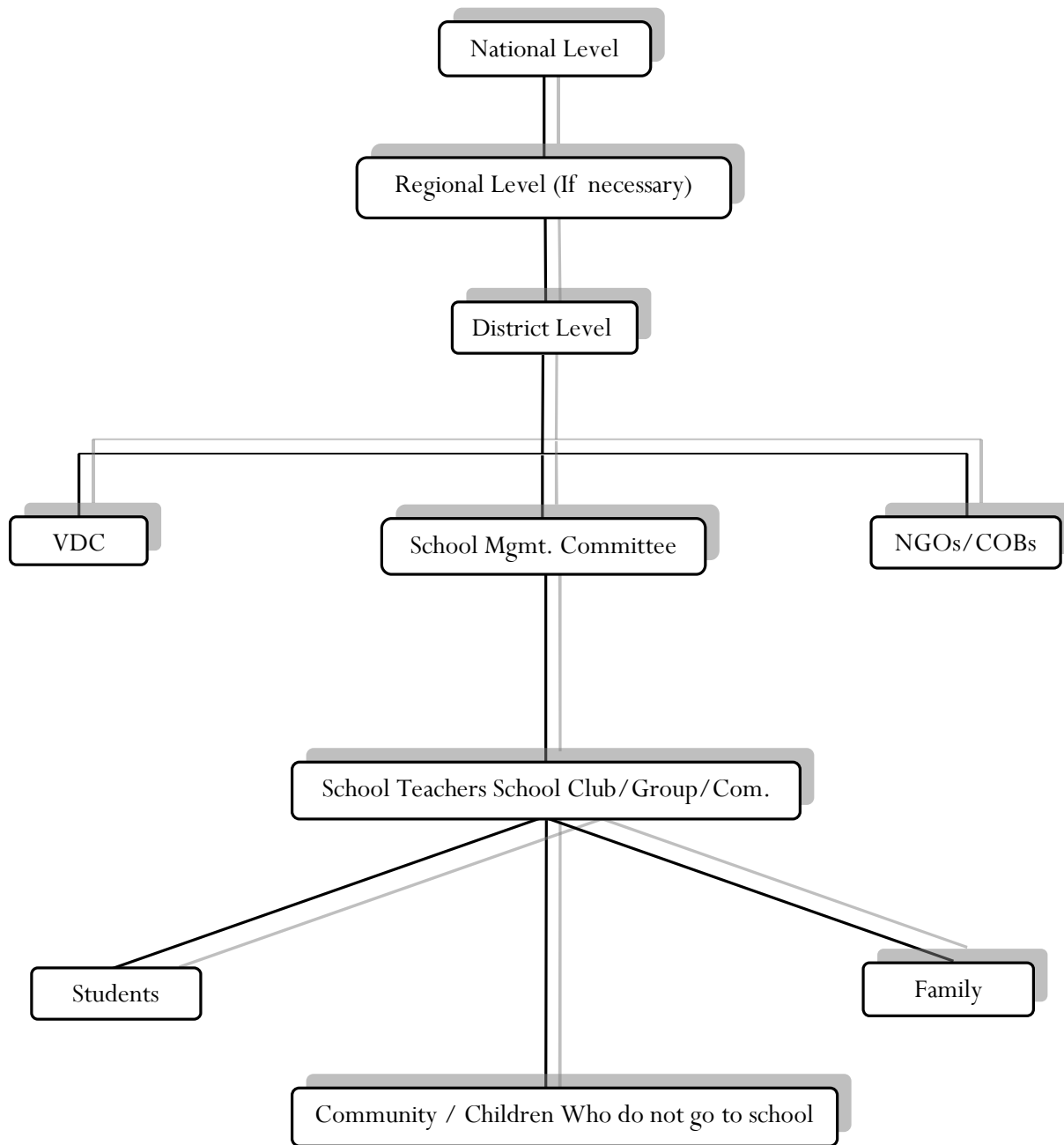
- Working knowledge on water supply, sanitation and health/hygiene.
- Skills to work with students and community in a participatory and interesting way.
- Commitment to bring about improvement or to get third parties involved if necessary.
- Importance as role models on hygiene and sanitation behavior practices.
- Innovative and creative ideas for the promotional work.

### **C) MOU preparation and agreement**

For the implementation of the programme, it would be necessary to prepare a proper action plan and MOU. The MOU will clear out the roles and responsibilities of the concerned parties and their financial/technical support. The MOU can be prepared by the District VDC level counterparts.

### **D) Monitoring implementation and impact**

Monitoring is a regular process to see the positive and negative changes, which will help us improve future planning and identify the corrective action needed. For the SSHP programme, prevention of diseases with well being, long term planning, real life context related criteria need to be considered. For monitoring purpose there must be indicators, which help to see the planning process and outcome of the programme. The indicator should not only be quantitative in nature but also on qualitative aspects including the:- design, adaptation etc. Monitoring can be a self-motivated process or guided from above.



**"Target and Process are like Flesh and Blood of the Programme"**

## 5.2. School and Community Level

### 5.2.1. Conduct capacity building related activities

6 weeks (2 wk. preparation/information, 2 wk. training/orientation and 2 wk. reporting writing).

- Orientation to VDC, SMC and Headmasters;
- Workshop to school teachers;
- Orientation to VDC members;
- Training to Children Club/Groups and Sanitation Committee.

### 5.2.2. Assess the current condition of school and community.

5 weeks (1 week preparation, 2 weeks survey and ~ weeks compilation)

### 5.2.3. Planning of improvement

6 weeks (1 week preparation, 2 weeks communication & 3 weeks material development).

- Setting objective & making and action plan;
- Co-ordination and communication with concerned actors;
- Developing materials and methods.

### 5.2.4. Run the hygiene and sanitation campaign

12 weeks (3 weeks for each activity for 1 week preparation, 1 week implementation and 1 week reporting)

- Hand washing week (school and community);
- Latrine promotion week (community)
- Environment compound cleanliness week (school/community);
- Oral Re-hydration Solution (ORS) (community/school).

### 5.2.5. Promote hygiene and sanitation activities

25 weeks (2 - 4 weeks for each activity)

- ☺ Reaching out of the school children;
- ☺ Mobilize the students and teachers for the community level promotional activities;
- ☺ Set up the date & classes & regularize cleanliness activities in school;
- ☺ Conduct the additional activities in every alternative week;
- ☺ Share the slogan, experience, saying & messages in prayer time;
- ☺ Initiate innovative and creative activities in school and community.

### 5.2.6. Construct and maintain the school facilities

7 weeks (3 weeks for fund raising & 4 weeks for construction)

Raising fund for construction and operation and maintenance;

Organizing construction facilities;

- Maintenance of school facilities.

**Note :** # All the school level activities should be conducted or organized every year by school as and when necessary.

# District level / VDC level capacity building activities should be conducted by concerned agencies/partners every 2 <sup>1</sup>/<sub>2</sub> years.

# Community level activities should be conducted by school to cover within five years.

### **5.2.1. Conduct Capacity Building Related Activities**

#### **A) Orientation to VDC, SMC and Headmaster**

##### **1. Introduction:**

VDC chairperson, School Management Committee Chairperson and School Headmaster are the main pillars of the school and community level programme activities. They are expected to mobilize the community and school students on sanitation and hygiene activities for the betterment of the community and school pupils. That's why, this orientation programme is very important to inform them and get approval from them.

##### **2. Objectives:**

The main objective of the orientation is to orient and discuss the involvement of the VDC, SMC and school for the promotion of sanitation and hygiene in school and community.

##### **3. Expected Outcomes:**

The following are the expected outcome of the orientation:-

- Understanding and systematizing the process on sanitation and hygiene promotion.
- Commitment of the VDC, SMC and School for the support of school sanitation component.

##### **4. Duration:**

The duration of the orientation will be on full day.

##### **5. Contents:**

The following topic will be covered during the orientation:

- a. Importance of sanitation and hygiene education;
- b. School Basic Sanitation and Hygiene Education Package;
- c. Community and VDC level activities;
- d. Role and Responsibility of VDC Chairperson, SMC Chairperson & School Headmaster for this package programme;
- e. Commitment and Plan of Action

##### **6. Estimated Cost:**

Rs 300,000.00 for 100 schools. (Particular/facilitators allowances, stationeries, educational materials & miscellaneous)

##### **6. Resource Persons:**

Steering Committee Members & UNICEF staff or concerned experts.

##### **8. Participants**

VDC Chairperson, SMC Chairperson and School Headmaster

##### **9. Reference:**

School Sanitation and Hygiene Education Programme Guideline

##### **10. Monitoring Indicators:**

Training Report



## **B) Orientation / Workshop to School Teachers**

### **1. Introduction:**

School Teachers are the main key staff of the school for the school level programme activities. They are expected to mobilize school students and community on sanitation and hygiene activities for the betterment of the school pupils and community. That's why, this orientation/workshop programme is necessary to inform and get support from them.

### **2. Objectives:**

The main objective of the orientation/workshop is to orient and give specific knowledge/skills and discuss the related issues for the promotion of sanitation and hygiene in the school and community.

### **3. Expected Outcomes:**

The following are the expected outcomes of the orientation:-

- Understanding and systematizing the process on sanitation and hygiene promotion;
- Implementing the school sanitation and hygiene programme activities;
- Supporting the community level sanitation activities.

### **4. Duration:**

The duration of the orientation/workshop will be 3 days.

### **5. Contents:**

The following topic will be during the orientation

- a. Importance of sanitation and hygiene education;
- b. Basic School Sanitation and Hygiene Education Package;
- c. Community and VDC level activities;
- d. Role and Responsibility of teachers for this package programme;
- e. Communication and participatory skills;
- f. Child to Child Approach
- g. Commitment and Plan of Action.

### **6. Estimated Cost:**

Per participant Rs. 2,000.00 (Participant/facilitators allowances, stationeries education materials and miscellaneous.)

### **7. Resource Persons:**

Steering Committee Members & UNICEF staff or concerned experts.

### **8. Participants:**

All primary school teachers.

### **9. Reference:**

School Sanitation and Hygiene Education Program Guideline.  
Child to Child approach leaflet.

### **10. Monitoring Indicator:**

Training report.

## **C) Orientation to VDC Members**

### **1. Introduction:**

VDC members are the main exposure of the community. They can be good mobilizers and supporters for the promotion of sanitation and hygiene activities in the school and community. Besides, they are the local body which has taken responsibility for the development of the community and local organization. That's why, it is necessary to inform them about this orientation programme and get the support from them.

### **2. Objectives:**

The main objective of the orientation is to orient and discuss the "Basic School Sanitation and Hygiene Education Package" for the promotion of sanitation and hygiene in the school and community.

### **3. Expected Outcomes:**

The following are the expected outcome of the orientation:

- Understanding and following sanitation and hygiene promotion activities;
- Supporting the school sanitation component;
- Being a role model in community on sanitation component.

### **4. Duration:**

The duration of the orientation will be one full day.

### **5. Contents:**

The following topic will be covered during the orientation:

- a) Importance of sanitation and hygiene education;
- b) School Basic Sanitation and Hygiene Education Package;
- c) Community and VDC level activities;
- d) Role and Responsibilities of VDC members;

### **6. Estimated Cost:**

Per participants Rs. 100.00 (Snack, Stationeries, facilitators allowances, education materials etc.)

### **7. Resource Persons:**

Steering committee Members, VDC, SMC Chairperson and Headmasters.

### **8. Participants:**

All VDC members

### **9. Reference:**

School Sanitation and Hygiene Education Program Guideline

### **10. Monitoring Indicator:**

Training report.

## **D) Training to Children Club/Groups and Sanitation Committee/Staff**

### **1. Introduction:**

Every school has to establish children club/groups or sanitation committee for the school and community level sanitation programme activities. Through them schools can manage to promote sanitation and hygiene education very broadly in the school and community. That's why, this training programme is very essential to provide knowledge and skill to be a role model and carry out promotional activities in the school and community.

### **2. Objectives:**

The main objective of the training is to train students on sanitation and hygiene education and basic communication skills.

### **3. Expected Outcomes:**

The followings are the expected outcome of the orientation:

- Understanding the process of school sanitation' programme package;
- Knowledgeable and skillful on sanitation hygiene and communication;
- Able to work in the school and community to promote the sanitation and hygiene.

### **4. Duration:**

The duration of the training will be one full day.

### **5. Contents:**

The following topic will be covered during the orientation:

- Importance of sanitation and hygiene education;
- School Basic Sanitation and Hygiene Education Package;
- Community and VDC level activities;
- Role and Responsibility of Child Club/Groups and Sanitation Committee;
- Child to child approach;
- Commitment and plan of action.

### **6. Estimated Cost:**

Per participant Rs. 50.00 (Snack, stationeries, facilitators allowances, education materials etc.)

### **7. Resource Persons:**

Headmaster and teachers

### **8. Participants:**

Children Club/Groups or Sanitation Committee/Staff.

### **9. Reference:**

School Sanitation and Hygiene Education Program Guideline.  
Child to Child Approach leaflet.

### **10. Monitoring Indicators:**

Training report.

### **5.2.2. Assess the current condition of school and community.**

5 weeks (1 week preparation, 2 weeks survey and 2 weeks compilation) every year.

#### **1. Introduction**

Base line survey is the first step of action towards improvements of the sanitation and hygiene/health situation of the school and community separately, which need to be done by students with the help of teachers. Base line surveys need to be conducted at the very initial stage of the programme to assess the existing situation of sanitation and health and hygiene status, to understand the practices, traditional beliefs and to identify the appropriate measures that can be considered for future plans. Assessment can be done in three phases before starting the programme baseline study, during the implementation update study and after compilation of programme evaluation.

#### **2. Objectives:**

- a) Collect information on the situation of sanitation and health/hygiene status of the school and community;
- b) Use the information at the index to measure the progress made in sanitation and health hygiene improvement at the end of the project;
- c) Prepare appropriate plan of action based on the base line information to improve the sanitary and health/hygiene situation of the students & community.

#### **3. Expected Outcomes:**

- a) Students/teachers/school staff become aware of their own sanitation and health/hygiene conditions
- b) Active student's participation in the programme activities will be enhanced.

#### **4. Duration:**

Total estimated time for the community may be 5 – 10 days and school level may take 3-5 days. Similar surveys are carried out at the end of the year programme cycle.

#### **5. Contents:**

A standard baseline survey questionnaire is developed for the community and systematic PRA/SARRA/PHAST tools and techniques can be used for the students.

#### **6. Estimated Cost:**

Refreshment for the students and teachers involved. Presently a lump sum of Rs. 200.00 is allocated for the community level survey including mapping and compilation for 100 households for learning by doing and planning purpose.

#### **7. Resource Persons:**

Headmaster/Teachers

#### **8. Participants:**

Child Club/Groups

#### **9. Reference:**

School Sanitation and Hygiene Education Program Guideline.

#### **10. Monitoring Indicators:**

- a) Number of students covered in the survey;
- b) Number of households covered in the survey;
- c) Compilation and recommendation for future action plan.

### 5.2.3. Planning of Improvements

6 weeks (1 week preparation, 2 weeks communication & 3 weeks material development) every year.

- Setting objective & preparing an action plan;
- Co-ordination and communication with concerned actors;
- Developing materials and methods.

**1. Introduction:**

School level preparation part is very important for the benefit of school community. So the children club/group/committee has to set objectives, prepare plan of action, establish coordination and communication with concerned agencies and develop materials with the active support or leadership of teachers.

**2. Objectives:**

To set objectives & prepare an action plan;  
To co-ordinate and communicate with concerned actors;  
To develop materials and methods.

**3. Expected Outcomes:**

The following activities will be finalized & developed;

- Objective & action plan;
- Materials and methods.

**4. Duration:**

Weeks (1 week objective setting and action plan preparation, 1 week coordination and communication and 4 weeks materials and methods development)

**5. Contents:**

- Setting objective and preparation an action plan;
- Co-ordination and communication with concerned actors;
- Developing materials and methods.

**6. Estimated Cost:**

Rs. 1,500.00 (stationeries, materials etc.)

**7. Resource Persons:**

Headmaster and teachers.

**8. Participants:**

Students, Club/Group

**9. Reference:**

School Sanitation and Hygiene Education Program Guideline

**10. Monitoring Indicators:**

Yearly Plan of Action and materials

## 5.2.4. Conduct the Hygiene and Sanitation Campaign

12 weeks (two weeks for each activity) every year.

- Hand Washing Week (School and Community);
- Latrine Promotion Week (Community);
- Environment/Compound Cleanliness Week (School/Community);
- Oral Re-hydration Solution (ORS) (Community / School)

### 1. **Introduction:**

A weeklong especial campaign can help a lot for the promotion of one prime message. Each school will organize a one-week campaign on special prime message using different local level media and channels every three months or crucial/epidemic time in the school and community. This is a very special new activity, for which school has to play very active role with the support of SMC & VDC in an innovative and creative way.

### 2. **Objectives:**

To create awareness on the following especial prime message:

- Hand Washing (School and Community);
- Toilet (Community);
- Environment/Compound Cleanliness (School/Community);
- Oral Rehydration Solution (ORS) (Community/School).

### 3. **Expected Outcomes:**

Awareness will be created on the following prime message:

- Hand Washing (School and Community);
- Toilet (Community);
- Environment/Compound Cleanliness (School/Community);
- Oral Rehydration Solution (ORS) (Community/School).

### 4. **Duration:**

4 weeks in a year (Every three month or crucial/epidemic time)

### 5. **Contents:**

- Hand Washing
- Toilet
- Environment/Compound Cleanliness
- Oral Re-hydration Solution (ORS)

### 6. **Estimated Cost:**

Rs. 4,000.00 (Rs 2000.00 each week for postering, play card, prize etc.)

### 7. **Resource Persons:**

Headmaster/Teachers, SMC & VDC

### 8. **Participants:**

Teachers, Students and community.

### 9. **Reference:**

School Sanitation and Hygiene Education Program Guideline.

### 10. **Monitoring Indicators:**

Campaign reports.

### 5.2.5. Promote Hygiene and Sanitation Activities

25 weeks (2-4 weeks for each activity) every year.

- Reaching out of the school children;
- Mobilize the students & teachers for the community level promotional activities;
- Set up the date & classes & regulate cleanliness activities in school;
- \*Conduct the additional activities in every alternative week;
- \*Share the slogan, experience, saying messages in prayer time;
- \*Initiate innovative and creative activities in school and community.

#### 1. Introduction:

This is a major activity of every school which has to be done on a regular basis for the promotion of sanitation and hygiene education in the school and community. The school has to arrange every day, week and month programme for different activities on sanitation and hygiene education related knowledge, skills and practices in the school and community with the active participation of school team. For an effective programme it would be good to have innovative and creative activities in the school and community every year.

#### 2. Objectives:

The specific objectives are given below:

- i. To reach out of the school children;
- ii. To mobilize students & teachers for the community level promotional activities;
- iii. To set up the date & classes & regulate cleanliness activities in school;
- iv. To conduct the additional activities in every alternative week;
- v. To share the slogan, experience, saying 8 messages in prayer time;
- vi. To initiate innovative and creative activities in school and community.

#### 3. Expected Outcomes:

The expected outcome will be managed by school as mentioned the above objective.

#### 4. Duration:

25 weeks in a year (Period breakdown will be based on the local situation and it has to come out in the yearly work plan.)

#### 5. Contents:

Contents will be as mentioned the above topic.

#### 6. Estimated Cost:

Rs 1,000.00 to 3,000.00 in each year.

#### 7. Resource persons:

School team, SMC, VDC & other concerned persons.

#### 8. Participants:

Students and community

#### 9. Reference:

School Sanitation and Hygiene Education Program Guideline.

#### 10. Monitoring Indicators:

Quarterly and yearly reports.



### 5.2.6. Construct and Maintain the School Facilities

7 weeks (3 weeks for raising & 4 weeks for organizing)

- Raising fund for construction and operation and maintenance;
- Organizing construction facilities and tools;
- Maintenance of school facilities.

#### 1. Introduction

School sanitation hardware components such as toilets, garbage-pit, soak-pit, water tap/hand pump plate-form, drainage etc. are very crucial for the practice in the school. In addition, all the components have to operate in a regular way and maintain very properly for the continuity and sustain the programme. So, fund raising for the construction and operation and maintenance part is focused so much on it.

#### 2. Objectives:

The specific objectives are given below:

- a. To raise fund for construction and operation and maintenance;
- b. To organize construction facilities and tools;
- c. To maintenance of school facilities.

#### 3. Expected Outcomes:

The following outcome will be:

- a. Fund for construction & operation & maintenance raised;
- b. Construction facilities and tools organized;
- c. School facilities maintained.

#### 4. Duration:

7 weeks (3 weeks for fund raising & 4 weeks for construction)

#### 5. Contents:

- a. Fund raising for construction and operation and maintenance;
- b. Organizing construction facilities and tools;
- c. Maintenance of school facilities.

#### 6. Estimated Cost:

- a) Construction approx. 100,000.00, O & M 9,000.00 & Tools 1,000.00
- b) Water supply & handling platform approx Rs. 50,000.00

#### 7. Resource Persons:

VDC, SMC & School Team.

#### 8. Participants:

Students.

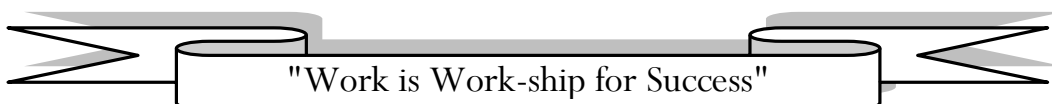
#### 9. Reference:

School Sanitation and Hygiene Education Program Guideline.

#### 10. Monitoring Indicators:

Toilets and maintenance fund.

**Note:** 5.2 2/3/4/5 all & 5.2 1/6 partial will be regular activities of the school for the sustainable of the program



**6. CRITERIA AND INDICATOR FOR A SUCCESSFUL SCHOOL**

**I) Criteria- The following criteria and indicators can be the basis for a successful or model school.**

- 1) Provision of water and sanitation facilities are as well as physical facilities of school.
  - **School compound-** enough space for extra curriculum activities, provision of kitchen garden/flower garden and wall/fence (especially in urban areas)
  - **School building-** adequate rooms/size, properly ventilated, adequate light, sufficient furniture/blackboards, peaceful environment and proper roofing/ceiling;
  - **Waste disposal system-** waste water drainage, garbage pits (separate for decomposable and non-decomposable) and waste basket/dust bins;
  - **Water supply-** available of sufficient water in the school compound for the drinking and washing/cleaning purpose;
  - **Toilet-** availability of toilet facilities for urinal and defecation purpose separately for male and females;
  - **Other facilities-** brushes, soap/ash, jug/bucket, phenol, nail cutter etc for the proper use and cleanliness.
  
- 2) **Creation of a conducive environment through provision of education aspects can be as follows:**
  - Development of democratic school rules and regulation;
  - Planning effective delivery mechanism;
  - Using formal and non-formal approaches;
  - Awareness programme in school and family/community;
  - Proper recognition of school teachers, students and staff.
  
- 3) **Institutionalization of programme activities and establishment of appropriate legislation in school at different levels.**
  - a. **School level-**
    - Formation of students groups/clubs/committee;
    - Participation of all teachers and staff;
    - Involvement of School Management Committee;
    - Development of democratic school rule and regulation.
  
  - b. **VDC/Municipality Level-**

(Government bodies, NGOs, Mother's group etc.)  
Coordination and local resource mobilization
  
  - c. **District Level-**

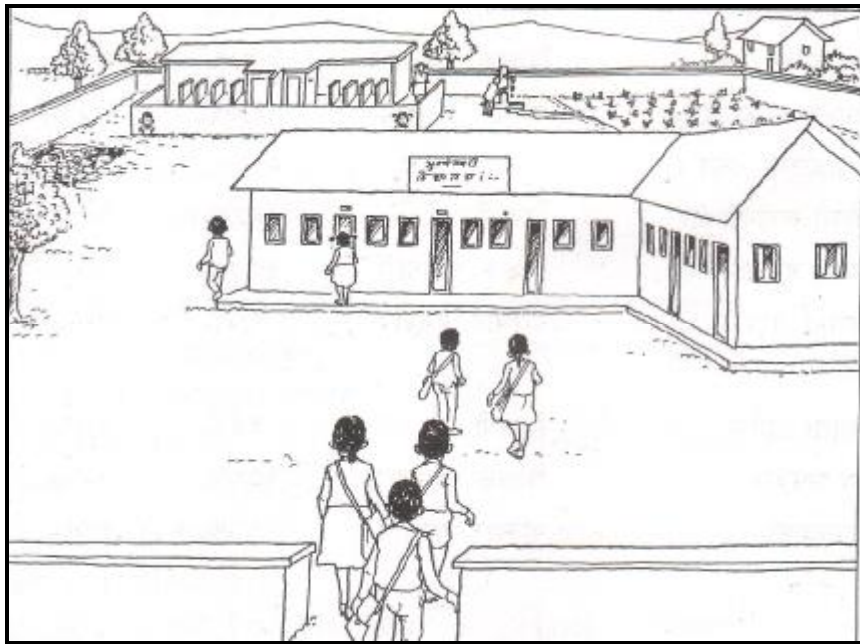
(DDC, DWSO, DEO, DPHO, WDS, NGOs etc.)  
District level planning, coordination monitoring
  
  - d. **Central and Regional Level-**

(MOE, MOH, MHPP, MOLD, INGOs, NGOs)

Development of policy and Guidelines/ IEC materials & packages,  
Networking of programme and formation of central and regional level committee  
etc.

**4) Monitoring/ Evaluation and regulating implementing agencies**

- a. Development of self monitoring system.
- b. Planning monitoring mechanism by the concerned agencies.
- c. Organize the mid term evaluation and impact of the programme.



If you want to make community relationship, it may take 1 month, if you want to make community structure, it may take 1 year, if you want to make community culture it may take 1 decade

## II) Indicators

The following indicators can be used in the school and community for the basis sanitation and hygiene promotional activities.

S. No.	Core Message	Target	Indicator		
			Knowledge	Facilities	Practice
1	Keep body clean (Hands / nails, head, face, feet) & Wear clean clothes	Students	95%	90%	80%
		Teachers/Staff	100%	95%	90%
			95%	90%	85%
2	Hand washing at critical movements (setting up convenient hand washing facilities)	Students	95%	90%	85%
		Teachers/Staff	100%	95%	95%
		Family/Community	90%	80%	70%
3	Toilet (Construction, use & maintenance)	Students	95%	85%	70%
		Teachers/Staff	100%	100%	95%
		Community	85%	70%	60%
4	i. Keep rooms and school compound clean (Garbage pit & dust bin in the rooms)	Students	95%	100%	95%
		Teachers/Staff	100%	100%	95%
	ii. Keep house & Yard clean (Garbage pit)	Family	95%	80%	70%
5	Manage wastes water properly (water tap/hand-pump platform & drainage) in flower/vegetable garden	Students	95%	90%	90%
		Teachers/Staff	100%	100%	90%
		Family/Community	90%	80%	70%
6	Use ORS for diarrhoeal case	Students	95%	90%	80%
		Teachers/Staff	100%	95%	95%
		Family/Community	90%	80%	70%

Note: To focus on other personal hygiene such as brushing teeth, cutting nails, combing, bathing, wearing shoes etc would be nice besides the above indicators.

"Commitment is a key to success for the programme"

### **III) Main ten points to make school sanitation program a model**

#### **1. Personal Hygiene**

- ☺ Hand washing with soap
- ☺ Latrine use
- ☺ Body and cloth cleanliness

#### **2. Toilet Management**

- ☺ Provision of separate toilets for girls and boys
- ☺ Separate for urinal and defecation
- ☺ Facilities of equipments for cleanliness
- ☺ Use and cleanliness of toilet

#### **3. Water Management**

- ☺ Facilities of water tap and platform
- ☺ Availability of soap and towel
- ☺ Waste water management
- ☺ Use and cleanliness of tap, platform and drainage

#### **4. School Class-rooms and Compound**

- ☺ Regular cleanliness of class-rooms and compound
- ☺ Management of garbage pit
- ☺ Compound fencing
- ☺ Management for dust bin and mat

#### **5. Child Club/Group**

- ☺ Ratio of girls and boys managed in the club
- ☺ Innovative and creative activities
- ☺ Participation in the National Level Campaign
- ☺ Additional activities in school
- ☺ Activities carried out in the communities (toilet construction)
- ☺ Support to out of school children

#### **6. Child Friendly Aspects**

- ☺ Toilet, water tap, platform etc.
- ☺ Participation in the program (Assessment, Analysis and Action)
- ☺ Other sanitary/first aid facilities in the school
- ☺ Use and provision of store for educational, sports materials
- ☺ Joyful learning
- ☺ Life skills-based sanitation and hygiene education

#### **7. Repairing and Maintenance**

- ☺ Raising fund for toilet and water supply
- ☺ Management of equipment and materials
- ☺ Establishment of school level rules/norms for cleanliness and maintenance
- ☺ Other environmental related sanitation
- ☺

**8. Monitoring and Evaluation**

- ☺ Baseline/update survey/study
- ☺ Social/latrines mapping
- ☺ Regular self-monitoring
- ☺ Self-evaluation

**9. Documentation**

- ☺ Annual plan of action
- ☺ Documentation (including innovative/creative activities/stories)
- ☺ Minute of the meeting
- ☺ School rules/norms
- ☺ Informative message/notice board

**10. Other Support and Participation**

- ☺ Active participation of teachers/staff
- ☺ Participation of SMC, PTA, VDC and other related committee/groups
- ☺ Involvement of other organizations
- ☺ Community participation and focus on environmental sanitation

## 7. ESTIMATED BUDGET FOR DISTRICT/COMMUNITY/SCHOOL LEVEL ACTIVITIES

### i) Approach "A" & "B"

S.N.	Activities	Budget	Implementator	Exp. Contributor
1	Assess the current situation of school and community.	2,000	School	Donor
2	Planning of Improvement	1,500	School	Donor
3	Conduct capacity building related activities:			
	• Orientation to VDC, SMC & Headmaster (pp);	1,000	SC	Donor
	• Workshop to school Teachers (pp);	2,000	SC	Donor
	• Training to Children Club/Groups, (40x50)	2,000	School	Donor
	• VDC Members (53x100)	5,300		
4	Run the Hygiene and Sanitation Campaign.			
	• Hand Washing Week (School and Corn.);	2,000	School	Donor
	• Latrine Promotion Week (Community);	2,000	School	Donor
5	Promote Hygiene and Sanitation Activities:	3,000	School	Donor/ School
	• Reaching out of the school children;			
	• Mobilize the students and teachers for the community level promotional activities;			
	• Set up the date and cleanliness activities;			
	• Conduct additional activities;			
	• Initiate innovative & creative activities.			
6	Construct and Maintain the School Facilities:			
	• Organizing construction facilities;	150,000	SMC/School	*
	• Raising fund for O & M	9,000	SMC/School	*
	• Purchasing of tools	1,000	School	Donor
* (SMC, School 50% & Donor 50%)				

- Note:
- i) 1% - 3% of the total cost can be used by steering committee for monitoring, management and planning purposes.
  - ii) It would be nice to use budget for training & other related issues as per district situation by steering committee.

### Approach "C"

Cost will be borne by concerned partners as per the discussion and agreement in district or VDC project level.

"Money is Something but not Everything"

## Government/Donor Funding Support for SSHE Programme Activities

S N	Major Activities	Budget 1 <sup>st</sup> yr.	Budget 2 <sup>nd</sup> yr.	Budget 3 <sup>rd</sup> yr.	Bud. 4 <sup>th</sup> yr. (must be borne by School/SMC/PTA/ VDC/DEO)	Bud. 5 <sup>th</sup> yr. (must be borne by School/SMC/PTA/ VDC/DEO)	Remarks
1.	Baseline/update survey and Mapping	2,000	2,000	2,000	2,000	2,000	Each school has to collect/compile and prepare social/latrine mapping.
2.	Planning in School	1,500	1,000	1,000	500	500	Each school has to prepare and implement annually.
3.	Training a)VDC/SMC/PTA/HM b)Teachers (all PS T) c)VDC/SMC/PTA Mem. d)Child Club Members	2,500 (PS) 12,000 (PS) 2,400 (PS) 4,000 (PS)	- - - -	2,500 8,000 - 4,000	- - - -	- - - 2,000	# DSC will organize a) & b) at district level and c) & d) at VDC/school level. # Proposed training days a) 1+1 b) 3+2 c) 1day only d) 2+2
4.	Hand washing and Latrine Campaign	4,000	3,000	3,000	2,000	2,000	Child club will organize in school catchment area.
5.	Promotional Activities	3,000	2,000	2,000	1,000	1,000	CC will manage additional fund/ support more than 50% and organize in its catchment area.
6.	Latrine Construction (latrine and urinal for boys and girls)	-	100,000	-	-	-	Construction should be based on school children & available facilities. (50% kind /labor/ cash etc. from school/VDC)
7.	Water Supply Construction and Hand Washing Platform/Soap Case	50,000	-	-	-	-	Hill= Tank/taps platform/simple drain Terai= For 2 hand-pumps/Platform/drain (20% cash and labor from school/VDC)
8.	Operation and Maintenance Fund	-	4,500 min.	-	-	-	Each school has to deposit equal amount in bank.
9.	Inf. Board, Tools and IEC Material Box	3,000	-	-	-	-	Tools for garden (spade...)
	<b>Total</b>	84,400	112,500	22,500	5,500	7,500	232,400.00 (US\$3,201.00)

Note: # No. 6 and 7 budget allocation is tentative, which needs to support as per requirement of the school.

# Budget requirement for each school is about Rs. 353, 900.00 (Approximately 219,400.00 from govt./donor + 134,500.00 from school/SMC/PTA and VDC/DDC) for 5 years.

# School/community participation required 50% for no. 6 & 8 and min.20% required for 7 as per revised guideline.

# **Tentative recurrent budget is mentioned in S.N. 1-5 for fourth and fifth years for continuation, which is expected from government or school/VDC. Other programme related budget such as soap, maintenance, supervision/monitoring and follow up activities must be borne by school/SMC/PTA/VDC and DEO.**

# All SSHE related printed materials (IEC) and TOT support will be provided by ESS/DWSS and UNICEF.



**8. Annexes**

**8.1. Financing of Costs and O & M**

It is important that schools, communities, SMCs, VDC/Municipalities contribute as much as possible to the capital and O & M costs since:

- It will increase their sense of responsibility and ownership of facilities;
- It will motivate them to maintain facilities;
- If the amount of external financing being sought is kept low, government and donors could support more schools;
- It will be low cost and sustain the programme.

**8.2. Possible Funding Option**

They are:

1. contribute from parents
2. donations
3. using the general school maintenance budget
4. contribution from teachers
5. using fines
6. Headmasters fund
7. VDC contribution
8. SMC contribution
9. Organization of income generating activities
10. Other, if any



"School Program is not Just Health/Sanitation/Hygiene  
Education But Education for life"

**8.3. Suggestions to fill out the Household Baseline Questionnaire**

1. All the questions are related to "Basic Sanitation Package" except some general questions only.
2. In the beginning, there are some questions regarding the general information, which are helpful for the information, record keeping and cross checking in the future.
3. The "Household Baseline Questionnaire" contains altogether 4 pages where as 8 General 25 Prime Messages total 32 questions. Most of them should be filled out by asking the questions.
4. Please discuss with your supervisors or colleagues about the project and members of the households, which needs to be filled up or selected randomly before going to field or use.
5. It would be better to select different caste, religion, culture, social & cultural levels while selecting the households.
6. General balance should be considered while having discuss with households.
7. Please study all the questions thoroughly before going to field or use.
8. Before filling the questions, please tell the respondents the purpose of carrying out such exercise. Also tell them the manner you are going to fill out the questions.
9. Please ask the questions in their local colloquial language, if possible. If not explain the questions to the respondents in simple, informal and clear manner.
10. Please do not forget to cross check asking more related questions or observation or other ways, if possible.
11. If space provided to write the answer is not enough, please write on the backside of blank space (page) of each page.
12. At last, please give your own open view on the basis of your observation and impression of the households.

## School Sanitation and Hygiene Education Program Questionnaire on Household Survey

(Child clubs and students fill it out with the help of teacher)

**i) General Information**

Name of Interviewer:

V.D.C./Ward no./Tole:

Family Description:

Age	Go to School		Do not go to School		Total	
	Boys	Girls	Boys	Girls	Male	Female
Under five						
Six to Sixteen						
Above Seventeen						
Total						

**ii) Hand Washing:**

Que No 1.	Knowledge 100
<b><i>Why do we wash our hands?</i></b>	
i. To prevent diarrhoeal diseases (25)	ii. To prevent communicable diseases (25)
iii. Panacea for fecal oral diseases (25)	iv. What others, specify (25)
Total Marks	

Que No 2.	Facility 100
<b><i>Which means are available for cleaning hands?</i></b>	
<b>a)</b>	
▪ Soap (75)	▪ Ash (50)
▪ Hush/Silt (50)	▪ Others (10)
<b>b)</b>	
▪ Towel /handkerchief (25)	
Total Marks	

Que No 3.	Exercise 50
<b><i>When do you wash your hands?</i></b>	
▪ After defecation & cleaning of child anal	yes (17)      No (0)
▪ Before having meal. or feeding child	yes (17)      No (0)
▪ Before cooking food or preparing food	yes (17)      No (0)
Total Marks	

Que No 4.	Exercise 50
<b><i>What do you wash your hand with?</i></b>	
▪ No need to wash (0)	▪ Wash both hands with ash and water (15)
▪ Wash both hands only water or mud and water (5)	▪ Wash both hands with soap and water (20)
▪ Rub hands together at least three times (15)	▪ Dry hands hygienically (15)
Total Marks	

**(iii) Toilet /Latrine**

1.

Que No a.	Knowledge 34
<b>Why do we construct toilet?</b>	
▪ For children/elders/ill persons and pregnant women. (6)	▪ For secrecy and prestige. (6)
▪ To keep the environment clean. (6)	▪ To be safeguarded from weather and for convenience. (6)
▪ To be safe from dangerous animals and insects(6)	▪ Others? (4)
Total Marks	

Que No b.	
<b>In your view</b>	
<b>i) Faeces of elders are harmful yes?</b>	Knowledge 33
▪ Yes (15)	▪ No (0)
▪ I don't know (0)	
<b>ii) Faeces of children?</b>	
▪ Yes (18)	▪ No (0)
▪ I don't know (0)	
<b>iii) How contagious disease attack people? How do they spread?</b>	Knowledge 33
▪ Through dirty hands, yes?	Yes (7)      No (0)      I don't Know (0))
▪ Through flies / insects, yes?	Yes (7)      No (0)      I don't Know (0))
▪ Through unprotected water, yes?	Yes (7)      No (0)      I don't Know (0))
▪ Through soil and vegetables?	Yes (7)      No (0)      I don't Know (0))
▪ Through birds and animals, yes?	Yes (7)      No (0)      I don't Know (0))
Total Marks	

Que No 2.	Facility-100
<b>Is there Latrine in your house?</b>	
▪ Yes	▪ No
<b>a) If yes, observe it and score numbers</b>	
▪ Very good (100)	▪ Good (50)
▪ Okay (25)	
Total Marks	

<b>b) If not, where do you use to go for defecation? (For information only)</b>			
<b>Place</b>	<b>Children</b>	<b>Females</b>	<b>Males</b>
Land			
Stream/river			
Forest			
Open field			
Bushes			
On the trail/road			
Others, enclosed area			

3)

Que No a.					Exercise 30
<b><i>What do people (mentioned below) do for annual cleaning? (Agree with one answer)</i></b>					
<b>Males</b>	Water 10	Paper 4	Leaf 2	Stone 2	Other, specify it 2
<b>Female</b>	Water 10	Paper 4	Leaf 2	Stone 2	Other, specify it 2
<b>Children</b>	Water 10	Paper 4	Leaf 2	Stone 2	Other, specify it 2

Que No b.					Exercise 70
<b><i>If there is Latrine in your house, who use it?</i></b>					
▪ Women only (23)			▪ Men only (22)		
▪ Children only (25)			▪ Women and children (50)		
▪ Everybody (70)			▪ Nobody (0)		
▪ Men and women only (50)			▪ Men and children (50)		
					Total Marks

**iv) Waste Water Management**

Que No 1.					Facility-100
<b><i>Is there (water) ponding surrounding your house or not? (Observe)</i></b>					
▪ Yes			▪ No		
<b>a)</b>	<b><i>If not, how is it done?</i></b>				
▪ A small drain (100)			▪ Piping (100)		
▪ A pit (75)			▪ Carrying storage water to another place (50)		
▪ Others specify (25)					
					Total Marks

Que No 2.					Exercise 100
<b><i>Where do you manage dirty water?</i></b>					
▪ Kitchen garden (100)			▪ Drainage (100)		
▪ Garden (100)			▪ Soak-pit (100)		
▪ Drain / rivulet /Stream (50)			▪ Others (25)		
					Total Marks

Que No 3.					Knowledge 100
<b><i>What are the health problems that ponding (water) causes?</i></b>					
▪ Disease spreading, yes? (25)			▪ It's dirty, yes? (25)		
▪ Mosquito breeding yes? (25)			▪ What are others? (15)		
					Total Marks

**v) Protection of Drinking Water and Eatables.**

<b>Que No 1.</b>	<b>Facility 100</b>
<b><i>With what you wash your utensils?</i></b>	
▪ Ashes and water. (100)	▪ Soap / washing powder. (100)
▪ Husk and water. (75)	▪ Water only. (50)
▪ Oil cake/ soap – nut and water. (100)	▪ Soil and water. (50)
▪ Others specify. (20)	
<b>Total Marks</b>	

<b>Que No 2.</b>	<b>Exercise 100</b>
<b><i>Do you cover drinking water and eatables?</i></b>	
▪ Yes	▪ No
<b><i>(Do scoring according to your observation, if answer is yes)</i></b>	
▪ All is covered appropriately. (100)	▪ Only a few is covered. (50)
▪ Only taking care of temporarily. (25)	
<b>Total Marks</b>	

<b>Que No 3.</b>	<b>Knowledge 100</b>
<b><i>Why do you cover drinking water and eatables?</i></b>	
▪ To be safeguarded from diseases? (25)	▪ To keep it clean and safe? (25)
▪ To forbid the entry of flies, cockroach or insects? (25)	▪ What are others? (25)
<b>Total Marks</b>	

**VI) Household Yard Sanitation**

<b>Que No 1.</b>	<b>Knowledge 25</b>
<b><i>Do you know the benefit of solid waste management pit?</i></b>	
▪ Yes (25)	▪ No (0)
<b><i>If you know, what are the benefits?</i></b>	
▪ It confines the wastes? (15)	▪ It keeps clean? (15)
▪ It protects us from disease? (15)	▪ It makes compost? (15)
▪ What are others? (15)	
<b>Total Marks</b>	

<b>Que No 2.</b>	<b>Facility 100</b>
<b><i>Where do you manage the solid waste?</i></b>	
▪ In a solid waste pit (100)	▪ In a composting pit (100)
▪ Garden (75)	▪ Farming (75)
▪ On the way (10)	▪ Meadow (20)
▪ Solid waste container (90)	▪ Others (10)
<b>Total Marks</b>	

Que No 3.	Exercise 100
<b>When do you clean your yard (observe)</b>	
▪ Daily (100)	▪ Every alternative day (50)
▪ Sometimes (25)	▪ Never (0)
Total Marks	

### VII) ORT Treatment

<b>Has anybody suffered from diarrhoea before this month?</b>		
▪ Yes	▪ No	▪ Don't remember

Que No 1.		
<b>i)</b>	<b>What's the main reason of diarrhoea?</b>	Knowledge 50
▪ Lack of sanitation? (15)	▪ Unsafe water? (15)	
▪ Unprotected food? (15)	▪ What are others? (15)	
Total Marks		
<b>ii)</b>	<b>Do you know how to prepare Jivan Jal?</b>	Knowledge 50
▪ Yes (18)	▪ No (0)	
(Ask, 'How you prepare', If answer is Yes, give 50 marks to right answer)		
Total Marks		

Que No 2.	Exercise 100
<b>What do you do while suffering from diarrhoea?</b>	
▪ Feed Jeevan Jal (100)	▪ Feed water (50)
▪ Feed juicy and soup stuff (75)	
Total Marks	

Que No 3.	Facility-100
<b>a)</b>	<b>Is Jivan Jal/Nawa Jivan available in your village?</b>
▪ Yes (50)	▪ No (0)      ▪ I don't know. (0)
<b>b)</b>	<b>If yes, where is it available?</b>
▪ In house (50)	▪ Neighboring shop (25)
▪ Health post (15)	▪ With women health workers (35)
Total Marks	

VIII) Write down your views on sanitation condition according to your household survey.

Individual sanitation	House hold sanitation	Environmental sanitation
.	.	.
.	.	.
.	.	.
.	.	.
.	.	.
.	.	.

**Note:**

- Students of their own family could not fill out this form.
- A group comprised of two or three members should fill out this form.
- Though the observation takes place amid; observe either after filling out the form or in appropriate time.
- If responsible person could not reply all the questions about knowledge, find out probing question of this form.
- Full marks of question 1 (a) and 1 (b) of (VII) about knowledge is 100. Thus marks can be counted only after asking question 1 (b)
- Mark with (√) ahead of right answer.
- It is appropriate to place the 'Catchment area map of students', where every body can see.

**This form is to be compiled by the teacher with the participation of students as per Form No 3.1 to keep the records and to prepare the 'Annual Action Plan'. Compilation form need to share with the concerned organizations (District Steering Committee/ Implementation organization).**



**School Sanitation and Hygiene Education Programme**  
**Compilation/Summary Form of Household Survey**  
*(District Steering Committee/affiliated committees fill out this form)*

Name of School:

District/ VDC/Ward No:

Total Household Number:

Number of Household with Latrine:

S.N.	Age Group	Go to School		Do not Go to School		Total		Remarks
		Boys	Girls	Boys	Girls	Male	Female	
1	Under Five							
2	Six to sixteen							
3	Above seventeen							
Total								

S.N.	Subject	Knowledge		Facility		Practice		Remarks
		Full Mark	Obtained Mark	Full Mark	Obtained Mark	Full Mark	Obtained Mark	
i.	Hand washing	100		100		100		
ii.	Latrine/toilet	100		100		100		
iii.	Waste water management	100		100		100		
iv.	Projection of drinking water and food	100		100		100		
v.	Clean household yards/Garbage-pit	100		100		100		
vi.	ORT treatment	100		100		100		

Summary on Community Condition of Sanitation Presented by Surveyor

Personal Hygiene	Household Sanitation	Environmental Sanitation
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-

Edited by:

Name: .....

Designation .....

Sign:.....

Date:.....

**School Sanitation and Hygiene Education Program**  
**Participatory Survey on Hand Washing Practices**  
*(Teacher will organize it in participatory way with the support of students)*  
**Pocket Chart**

Wash when	Before eating or feeding children	After defecating and after cleaning of child anal	Before cooking or Preparing food
Wash with what			
No need to wash			
Wash with water only			
Wash with ash and water			
Wash both hands with soap and water			
Rub hands together at least three times			
Dry hands hygienically			

**Note:**

- Participants should be clear on objectives and processes about polling before casting vote.
- Voting should be confidential. Voting should be done (Wash When) in three times separately.
- Assigned participants would count ballot paper themselves and issue forth the result after voting ends.
- Pocket chart can be prepared using local tools and materials.
- Voting materials can be of three colors with titles or three different materials can be used.
- Distribute three colors/things (Wash with what) for voting purpose.
- Teachers make this study with the support of students in every class using separate color/means for boys and girls.
- Involve above class three students for voting purpose with the support of students.

\* *A discussion among child club members and teachers need to be held to prepare "Action Plan" after participatory survey concludes.*

**School Sanitation and Hygiene Education (SSHE) Program**  
**Participatory Survey on Defecation Behaviors**  
*(Teachers will Organize it in Participatory Way with the Support of Students)*

**Pocket Chart**

Where	Trail/Road	Latrine	Around House and Cow-shed	Farm	Forest/Jungle/Bushes	Meadow/Open Field	Stream/River	Others
Who								
Boy								
Girl								

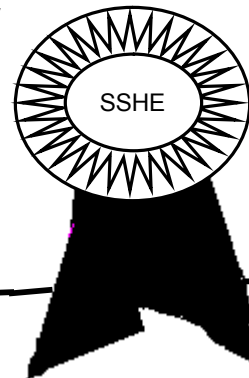
**Note:**

- Participants should be clear on objectives and process about polling before casting vote.
- Voting should be confidential.
- Assigned participants would count ballot paper themselves and issue forth the result after voting ends.
- Accordingly, a discussion is to be held for the preparation of plan of action in future.
- Pocket chart can be prepared with any means and materials or with other composition. (Pocket chart already available in the school can be used with minor changes in it.)
- Voting materials can be of two colors with titles (boys/girls) or two different means can be used.

## 8.8 District Level Steering Committee

### Main Role and Responsibility

- 1) Design policy, Instruction and module.
- 2) Produce and distribute educational materials.
- 3) Conduct and have conducted training/workshop/seminar.
- 4) Assist in releasing programme budget and providing other financial support.
- 5) Monitor, supervise & evaluate the programme activities.
- 6) Support the operation of the programme with the coordination, understanding and support of various central and district level government and non governmental organizations as well as other relevant bodies.
- 7) The DDC or other organizations will provide support in the form of encouragement award to those who show the best performance in school sanitation programme.
- 8) If the school lacks drinking water facility or if there is a need of any other facility for the school, support will be provided from DDC/VDC or donor agency or any other organizations or individual.

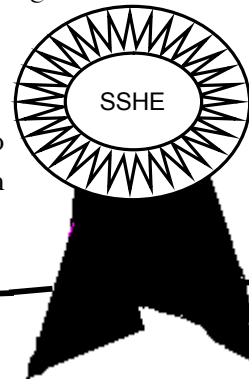


### Note:

- a) It will be an important responsibility of members of the steering committee to support and conduct this programme. The president will take the lead and the member secretary will be responsible for coordination, communication and finance related issues. Steering committee has to determine what, when, how & where as per local situation to implement the programme activities informing the central as well as regional level.
- b) For the programme implementation bank account should be opened in the name of chairperson, secretary & coordinator and business can be done with the signature of any two of them.

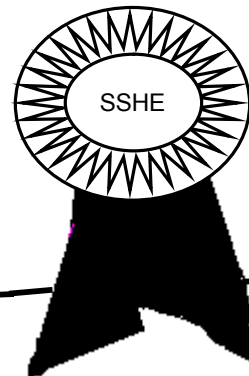
**8.9 Role of VDC/School Management Committee President and Headmaster**

- 1) Be role models in the school and communities in giving high priority to hygiene and sanitation.
- 2) Organize various activities periodically to collect funds for various activities.
- 3) Organize certain activities on every celebration or program according to the index and criteria of sanitation
- 4) Involve all students, teachers, staff and VDC position holders, members of School managing committee and parents in sanitation campaign.
- 5) Take the lead in coordinating and preparing action plan of school Sanitation package.
- 6) Organize and get organized training / orientation for VDC and clubs / groups
- 7) Find out and involve individuals in mobilizing local resources, and support special activities like fund raising, construction, maintenance and repair.
- 8) Organize clubs/groups for the promotion of hygiene and sanitation (Headmaster).
- 9) Make a regular routine and regulation to engage students, teachers and school staff in sanitation activities



### 8.10 Role of Teachers

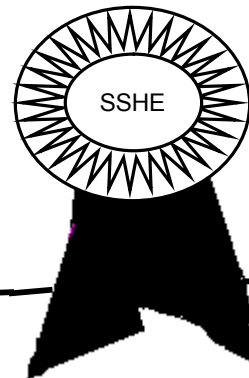
- 1) To assist in forming groups / clubs of students in their school.
- 2) To conduct a one-day training for members of groups / clubs.
- 3) To assist groups / clubs in filling household survey questionnaire and to do the analysis / editing.
- 4) To assist groups / clubs in making annual work plan.
- 5) To assist groups / clubs to conduct campaigns taking place every three months.
- 6) To assist groups / clubs in conducting innovative activities for the promotion of sanitation.
- 7) To lay emphasis on constructing properly and maintaining facilities like toilets, garbage pits, and sock pits and sock pits vegetable gardens, flower gardens, water tap platforms and drainage.
- 8) To lay special emphasis on the development of educational materials, their use and continuity.
- 9) To become role models by giving high priority to hygiene and sanitation in the school and the community.
- 10) To encourage the activities carried out in accordance with the action plan through follow up and evaluation activities.
- 11) To check whether or not students have been equipped with skill-oriented education and translated the skill into reality.



Note: It would be nice to have 20 to 40 members as per school situation. It would be better to have 20 pupils in primary school (Class 3/4 pupils, 4/7 pupils, class 5/9 pupils), 30 pupils in lower secondary school (Class 3/2 pupils, class 4/4 pupils, class 5/6 pupils, class 6/8 pupils, class 7/10 pupils) & 40 pupils in secondary school (Class 4/2 pupils, Class 5/4 Pupils, Class 6/6 pupils, Class 7/8 pupils, Class 8/10 pupils & Class 9/10 pupils).

### 8.11 Roles of School Club/Group

- 1) Club/group members must be role model for sanitation practices constructing latrine, garbage pit etc.
- 2) Fill out "Baseline Survey Questionnaire" and practice to compile data as per teacher guidance (only senior students).
- 3) Prepare an Annual Plan of Action for the programme implementation.
- 4) Conduct Sanitation Campaign quarterly with the support of Headmaster/Teachers, VDC, SMC and other concerned.
- 5) Support necessary action to collect the latrine construction and maintenance of fund for the school facilities.
- 6) Use and properly store tools, equipment and materials as and when necessary.
- 7) Conduct door to door sanitation hygiene activities for out of school children
- 8) Develop educational materials for use in the school and the community.
- 9) Conduct additional / extra curriculum activities with the help of headmaster and teachers.



**8.12. Letter to planners and implemenators**

This is a guidebook for the promotion of sanitation and hygiene in the school. please go through and use it in the school. if you get any problem, please let us know.

This is your document. You can make it better by providing feedback for improvement. Let's join our hands for the survival, growth and development of children through school sanitation and hygiene education programme.

.....

....

Date :

To: ESS/DWSS or CWE/UNICEF

Subject: Feedback

Please find the following feedback from my/our field experience for your further improvement/information:-

Main Positive Points-

A)

B)

C)

Main Improvement Points

A)

B)

C)

Other, if any0

A)

B)

C)

**Thanks for giving me/us an opportunity for feedback for the betterment of children's lives.**

Sincerely yours'



## 8.13 National Sanitation Policy

### School Sanitation

School is the most important place for children. School can influence families and communities with the help of outreach activities through their students. It is therefore important that school must have effective and adequate sanitation facilities.

1. Latrine component needs to be made basic requirement prior to approval of new school and for upgrading existing school. The latrine needs to be hygienic and sufficient for the students and teachers. The latrines should be constructed considering the gender aspect such as the privacy need of the girl students.
2. Increasing students knowledge about health. Hygiene/sanitation is not enough. The knowledge is practised in real life. Therefore, health and hygiene education up to secondary level need to be modified incorporating theory and practice in equal proportion with VDC and SMC/Schools.
3. Children are very eager to learn and help others and are very active energetic and communicative. Childhood is the best time to learn hygiene behavior and practice sanitation facilities. Children have important role in the household for taking care of younger brothers and sisters. Therefore, a systematic school sanitation and hygiene education package (SSHEP) needs to be developed and used in intensive way through district level steering committee for the uniformity, standardization, effectiveness, efficiency and cost sharing.
4. All primary school teacher's training/workshops need to be included as a part of school sanitation program. The standard training package will be developed on the basis of SSHEP for this purpose.

**School Sanitation and Hygiene Education (SSHE) Program**

**School Level Baseline Survey Form**

(District Level Steering Committee/Implementing Organizations need to fill out this form in school)

Name of the School:

Name of the Headmaster:

District/VDC/Ward No:

Total Household Number:

Number of Students: Boys  Girls  Total

Number of Teachers: Male  Female  Total

Other Staff: Male  Female  Total

S N	Descriptions	Yes/Ok			Not/ No	Mark s	Remarks
		Well	Ok	Poor			
		3	2	1	0		
<b>1.</b>	<b>Environmental Sanitation</b>						
	1. Are school area, compound and classrooms clean?						
	1.2 Is dustbin placed in the classroom to manage waste materials?						
	1.3 Is wastewater drainage managed in to garden or pit?						
	1.4 Are garbage pits placed inside the school area?						
	1.5 Is there facility of hand washing, soap/ash and towel?						
	1.6 Is there toilet for defecation?						
	1.7 Is there urinal unit?						
	1.8 Is there separate provision of toilets for girls and boys in school?						
	1.9 Are there adequate toilets for boys and girls?						
	1.10 Is there facility of Jug, bucket, brush, phenol and water?						
Full marks of environmental sanitation – 30							
<b>2.</b>	<b>Drinking Water</b>						
	2.1 Is there water facility inside the school compound? Or is there sufficient water available in the month of April and May?						
	2.2 Are tank, pan and platform used to being serviced?						
	2.3 Are tank, tap, and platform used to being cleansed regularly?						
	2.4. Is available water filtered and proper to drink?						
Full marks of drinking water – 12							
<b>3.</b>	<b>Habit / Practice / Exercise (Observe Separately Boys and Girls)</b>						
	3.1 Is toilet clean and being used properly?						
	3.2 Can children comfortably use this toilet and is servicing being done in improved way?						

3.3	Is there no any odor in the toilet and is it clean?						
3.4	Are children used to washing their both hands <u>at least three times</u> with <u>soap and water</u> and <u>dry hands hygienically</u> ?						
3.5	Are children used to washing their hands properly before having food / feeding child / cooking food / preparing food or after defecation? (Ask in-group and get them perform practically in the place of washing hands)						
3.6	Do teachers, officials and students participate in cleaning toilets?						

Full marks of habit, practice and exercise – 18

<b>4. Involvement of Teachers and Students / Participation</b>							
4.1	Do teachers teach on the following topics (Safe water, individual sanitation, household sanitation, use of toilet, cleaning of school and classrooms, cleaning of school area, Environmental sanitation and O. R. T. treatment.						
4.2	Are teachers used to getting students do their exercise according to the “Life Skill Based” curriculum?						
4.3	Are regulations on school sanitation program prepared and implemented?						
4.4	Is there Information board set up for communication?						
4.5	Have Child clubs been set up in the school and are they trained and active?						
4.6	Has school done survey in the school and in community level?						
4.7	Is “Annual work plan” of school sanitation program put up?						
4.8	Has school taken part in sanitation campaigns or organized such programs?						
4.9	Has school projected sanitation program in community as extra curricular activity?						
4.10	Are teachers and students active to keep record and for fund collection?						

Full marks of Involvement of teachers / students and participation – 30

<b>5. Participation/Co-operation</b>							
5.1	Does School Management Committee participate and co-operate actively?						
5.2	Does Village Development Committee provide active participation and co-operation?						
5.3	Have parents and communities contributed for sanitation and water facility?						

Full marks of participation and co-operation – 9

	Total Marks						
--	-------------	--	--	--	--	--	--

6.	<b>Others</b>	<b>Yes</b>	<b>No</b>	<b>Remarks</b>
6.1	Is capacity of water tank adequate to the number of students?			
6.2	Is stored water protected? And is there clean utensil to take out water form the bucket?			
6.3	Is there bathroom in school?			
6.4	How many households of students have access to latrine? (May be in percentage)			
6.5	Does District Education Office support to sanitation program?			
6.6	Are other organizations initiating sanitation program and are they helping?			
6.7	Is school attractive with painting?			
6.8	Is there sufficient light in the classroom?			

**Note:**

**Your View:**

According to the discussions and observation, you can put here down any remarks you would like to express.

- Headmaster, teachers and at least five students should fill out this form in-group at the same time.
- Remarks of question number five, six and others as well should be explained.
- Total mark of this form is 100. However, only 99 marks is clearly indicated. Surveyor will consider for the remaining number one. S/he can provide one number in any topic from 1 to 5.
- There are open boxes in question no. six. Extra question can be added there.
- Surveyor can give three, two, one and zero number as per the condition of school.
- While filling out this form, surveyor can add his remarks observing the minutes/ record.
- Schools scoring above 75% in every subject (question 1-5) will be considered to be satisfactory.

Name of the surveyor: \_\_\_\_\_ Designation: \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

**School Sanitation and Hygiene Education Program**

**School Level Baseline Survey**

(District Level Steering Committee/Implementing Organizations need to compile them)

**Summary Description**

1. District:
2. Program conveyor Source/Organizations:
3. Total Number of Schools:
- 3.1 Number of Primary Schools:
- 3.2 Number of Lower Secondary Schools:
- 3.3 Number of High Schools:
4. Total Number of Male Teachers:
5. Total Number of Female Teachers:
6. Total Number of Boys:
7. Total Number of Girls:

S. n.	Descriptions	Yes/Ok			Not/No	Remarks
		Well	Ok	Poor		
		3	2	1	0	
<b>1.</b>	<b>Environmental Sanitation</b>					
	1.1 Are school area, compound and classrooms clean?					
	1.2 Is there dustbin placed to manage waste materials in classroom?					
	1.3 Is Wastewater drainage managed into garden or pit?					
	1.4 Are there garbage pits inside school area?					
	1.5 Is there facility of hand washing, soap/ash and towel?					
	1.6 Is there toilet for defecation?					
	1.7 Is there urinal unit?					
	1.8 Is there separate provision of toilet for girls and boys in school?					
	1.9 Are there adequate toilets for boys and girls?					
	1.10 Is there facility of Jug, bucket, brush, phenol and water?					
<b>Full marks of environmental sanitation – 30</b>						
<b>2.</b>	<b>Drinking Water</b>					
	2.1 Is there water facility inside the school compound? or sufficient water available in the month of April and May?					
	2.2 Are tank, tap and platform used to being serviced?					
	2.3 Are tank, tap, and platform used to being cleansed regularly?					
	2.4. Is available water filtered and proper to drink?					
<b>Full marks of drinking water – 12</b>						
<b>3.</b>	<b>Habit / Practice / Exercise</b>					

3.1	Is toilet clean and used properly?					
3.2	Can children comfortably use this toilet and is servicing being done there in improved way?					
3.3	Is there no any odor in the toilet and is it clean?					
3.4	Are children used to washing their both hands <u>at least three times</u> with <u>soap and water</u> and <u>dry hands hygienically</u> ?					
3.5	Are Children used to washing their hands properly before having food / feeding child / cooking food / preparing food and after defecation? (Ask in-group and get them perform practically in the place of washing hands).					
3.6	Do teachers, officials and students participate in cleaning toilets?					
<b>Full marks of habit, practice and exercise – 18</b>						
<b>4.</b>	<b>Involvement of Teachers and Students / Participation</b>					
4.1	Do teachers teach on the following topics (Safe water, individual sanitation, household sanitation, use of toilet, cleaning of school and classrooms, cleaning of school area, environmental sanitation and O. R. T. treatment)					
4.2	Are teachers used to getting students do their exercise according to the “Life Skill Based” curriculum?					
4.3	Are regulations on school sanitation program prepared and implemented?					
4.4	Is information board set up there for communication?					
4.5	Have child clubs been set up in the school and are they trained and active?					
4.6	Has school done survey in school and in community level?					
4.7	Is “Annual work plan” of school sanitation program put up?					
4.8	Has school taken part in the sanitation campaigns or organized such programs?					
4.9	Has school projected sanitation programs in community as extra curricular activity?					
4.10	Are teachers and students active to keep records and for fund collection?					
<b>Full marks of involvement/participation of teachers and students – 30</b>						
<b>5.</b>	<b>Participation/Co-operation</b>					
5.1	Does School Management Committee participate and co-operate actively?					
5.2	Does Village Development Committee provide active participation and co-operation?					
5.3	Have parents and communities contributed for sanitation and water facility?					
<b>Full marks of participation and co-operation – 9</b>						
<b>Total Marks</b>						

6.	Others	Yes	No	Remarks
	6.1 Is capacity of water tank adequate to the number of students?			
	6.2 Is stored water protected? And is there clean utensil to take out water form the bucket?			
	6.3 Is there bathroom in the school?			
	6.4 How many households of students have access to latrine? (May be in percentage)			
	6.5 Does District Education Office support to sanitation programs?			
	6.6 Are other organizations initiating sanitation program and are they helping?			
	6.7 Is school attractive with painting?			
	6.8 Is there sufficient light in the classroom?			

**Note:**

- Scoring above 75% in every school (question 1-5) consider to be satisfactory.
- While compiling/preparing description, school number should be written in box where well, ok, poor, no and not are written.
- Compiled/prepared form/report should be delivered to concerned higher department.

The compilation report/ summary description is prepared by

**Name**

**Designation:**

**Sign:**

**Date:**

1.

2.

3.

**School Sanitation and Hygiene Education Program**  
**Class-wise Self-Monitoring Form**

*(Class Monitor fills out this form with the guidance of teacher)*

Class:

Name of Class Teacher:

Name of Class Monitor:

Total Household of Students:

S.N.	Descriptions	Boys	Girls	Total
<b>1.</b>	<b>General Information</b>			
	a. Number of students			
	b. Numbers of regular students			
<b>2.</b>	<b>Specific Information</b>			
2.1	Students have latrine in their house			
2.2	Hand Washing (When/How)			
I	Before eating or feeding child			
	a. No need to wash			
	b. Wash only with water			
	c. Wash with ash and water			
	d. Wash both hands with soap and water			
II	Before preparing food			
	a. No need to wash			
	b. Wash only water or mud and water			
	c. Wash both hands with ash and water			
	d. Wash both hands with soap and water			
III	After defecation			
	a. No need to wash			
	b. Wash only with water or mud and water			
	c. Wash with ash and water			
	d. Wash both hands with soap and water			
IV	Rub both hands together at least three times			
V	Dry hands hygienically			
	<b>Note: there is no need to ask 2.5 &amp; 2.6 if the answer comes no need to wash.</b>			
<b>3.</b>	<b>Personal Hygiene</b>			
	a. Students brush teeth everyday			
	b. Students trim their nails once a week			
	c. Students comb their hair everyday			
	d. Students put on shoes/slippers everyday			
	e. Students put on clean dress everyday			
	f. Students take bath regularly (minimum once a week)			
	g. Students wash their eyes and mouth twice a day			

**This document is prepared by:**

Name:.....Designation: .....Sign:.....Date:.....

Note: \*If two or more students attended school from the same house, note is essential to put down how many they are and which class they read in.

\*Fill it out in every last week of month.



**School Sanitation and Hygiene Education Program**  
**School Level Trimesterly Self-Monitoring Form**

(Teacher fills out this form in assistance with the Headmaster)

Name of School:

Address of School:

Class:

Total Households nos.of Students:

Section:

S.N.	Descriptions	Boys	Girls	Total	Remarks
<b>1</b>	<b>General Information</b>				
	Number of students				
<b>2</b>	<b>Latrine</b>				
	a. Students do have latrine in their house				
	b. Students do not have latrine in their house				
<b>3</b>	<b>Hand Washing (When/How)</b>				
I	Before eating or feeding child				
	a. No need to wash				
	b. Wash only with water or mud and water				
	c. Wash with ash and water				
	d. Wash both hands with soap and water				
II	Before preparing food				
	a. No need to wash				
	b. Wash only with water or mud and water				
	c. Wash with ash and water				
	d. Wash both hands with soap and water				
III	After defecation				
	a. No need to wash				
	b. Wash only with water or mud and water				
	c. Wash with ash and water				
	d. Wash both hands with soap and water				
IV	Rub both hands together at least three times				
V	Dry hands hygienically				
<b>4</b>	<b>Classroom Sanitation</b>	Yes	No		
	a. Dustbin is available in the class room				
	b. Broom is available in the class room				
	c. Proper cleanliness in the class room				

<b>5.</b>	<b>Water</b>			
	a. Drinking water is available in the school			
	b. Water drainage system in the school			
	c. Potable water quality in school			
<b>6.</b>	<b>School Compound Sanitation</b>			
	a. Sanitation inside the school area			
	b. Garbage pits are placed to manage solid waste			
	c. Proper use of solid waste pit			
	d. Garden/kitchen garden			

<b>7.</b>	<b>Special Activities on Sanitation / Campaign / Construction</b>			
I	Class level / monthly self-monitoring form has been filled out regularly and delivered to concerned department. It needs to be kept in information board also.			

**This document is prepared by:**

Name:.....Designation: ..... Sign:..... Date:.....

**This document is certified by:**

Name:.....Designation: .....Sign: .....Date:.....

Note: \* This information should be edited at the same time and be placed in such a way that every student can see it easily. It should be delivered to concerned department in every four month.

## School Sanitation and Hygiene Education Program

### School Level Monitoring Form

(District Level Steering Committee/Implementing Organizations need to fill out this form in school)

Name of the School:

Name of the Headmaster:

District/VDC/Ward No:

Total Household Number:

Number of Students:    Boys                                        Girls                                        Total                   

Number of Teachers:    Male                                        Female                                        Total                   

Other Staff:                    Male                                        Female                                        Total                   

S. N	Descriptions	Yes/Ok			Not / No	Marks	Remarks	
		Well	Ok	Poor				
		3	2	1	0			
<b>1.</b>	<b>Environmental Sanitation</b>							
	1. Are school area, compound and classrooms clean?							
	1.2 Is dustbin placed there to manage waste materials in the classroom?							
	1.3 Is wastewater drainage managed into garden or pit?							
	1.4 Are there garbage pits inside the school area?							
	1.5 Is there facility of hand washing, soap/ash and towel?							
	1.6 Is there separate provision of toilet for boys and girls?							
	1.7 Are toilets adequate for boys and girls?							
	1.8 Is there facility of Jug, Bucket, Brush, phenol and water?							
		<b>Full marks of environmental sanitation – 24</b>						

**Remarks:**

<b>2.</b>	<b>Drinking Water</b>							
	2.1 Is there water facility inside the school compound? (Or is sufficient water available in the month of April and May?)							
	2.2 Are tank, tap and platform used to being serviced?							
	2.3 Are tank, tap, and platform used to being cleansed regularly?							
	2.4. Is available water filtered and proper to drink?							
		<b>Full marks of drinking water – 12</b>						

**Remarks:**

<b>3. Habit/Practice/Exercise</b>						
3.1 Is toilet clean and used properly?						
3.2 Can children comfortably use toilet, and is servicing being done there in improved way?						
3.3 Is there not any odor in the toilet and is it clean?						
3.4 Are children used to rubbing and washing their both hands at least three times with soap and water and properly wipe out?						
3.5 Are children used to washing hands properly before having food / feeding child / cooking food / preparing food / after defecation and after making clean the anus of child? (Ask in-group and get them perform practically in the place of washing hands)						
3.6 Do teachers, officials and students participate in cleaning toilets?						

**Full marks of habit, practice and exercise – 18**

**Remarks:**

<b>4. Involvement/Participation of Teachers and Students</b>						
4.1 Do teachers teach on the following topics (Safe water, individual sanitation, household sanitation, use of toilet, cleaning of school and classrooms, cleaning of school area, Environmental sanitation and O. R. T. treatment)						
4.2 Are teachers used to getting students do their exercise according to the “Life Skill Based” curriculum?						
4.3 Has school has taken part in sanitation campaign or organized such programs?						
4.4 Is financial report delivered to concerned department keeping regular records on school sanitation program?						
4.5 Has progress report of school sanitation activities been delivered to concerned department?						
4.6 Is information board set up there for communication?						

**Full marks of involvement/participation of teachers and students – 18**

**Remarks:**

**5. School and Community Level Activities**

5.1	Have Child clubs been formed in the school and are they trained and active?						
5.2	Are Child clubs active and are they settling regular meeting?						
5.3	Has school organized community level survey?						
5.4	Is "Annual Work Plan" of school sanitation program put up there?						
5.5	Has school taken part in sanitation campaigns or organized such programs?						
5.6	Has school projected sanitation programs in community as extra curricular activities?						
5.7	Are rules and regulations on school sanitation program prepared and implemented?						
5.8	Does Village Development Committee provide active co-operation for constructing latrine and drinking water facility?						
5.9	Have parents and communities contributed for sanitation and water facility?						
<b>Full marks of school and community level activities – 27</b>							
<b>Total Marks:</b>							
<b>Remarks:</b>							

6. Others	Yes	No	Remarks
<b>(a) School Level</b>			
6.1 Is capacity of water tank/water adequate to the number of students?			
6.2 Is there garden and kitchen garden inside the school?			
6.3 Is there bathroom in school?			
6.4 Is drinking water protected?			
6.5 How many households of students have access to latrine? (May be in percentage)			
6.6 Is there adequate light in the classroom?			
6.7 Is school attractive with painting?			
6.8 Are central, district and affiliated departments observing and monitoring the programs?			
6.9 Are recommendations given in preliminary monitoring implemented?			
6.10 Has Steering Committee sanctioned budget on time?			
6.11 Is registration and regularity of students in the school increasing?			

**Remarks:**

<b>(b) District Level</b>			
6.12 Have Steering Committee and affiliated organizations prepared sanitation work plan?			
6.13 Is district level workshop among trainers, teachers, headmasters and V.D.C. chairmen being mobilized?			
6.14 Are baseline buffer-zone survey, monitoring and surveillance occurring?			
6.15 Is regular meeting (trimesterly and quarterly) settled to make the program effective?			
6.16 Is there effective networking within different organizations for regular program?			

**Remarks:**

<b>(c) Central Level</b>			
6.17 Are needed tools delivered to the program?			
6.18 Are needed fillers, guidelines and other supports delivered to the program?			

**Remarks:**

**Your view: (Overall impression/Recommendation/Suggestion)**

- While filling out this form, related person, group or organization should be consulted.
- Other titles do not deserve numbers.
- Conclusion needs to be drawn focusing on quality, quantity, process and investment to remarks.
- Number should be provided according to observation and exercise.
- Surveyor can give three, two, one and zero number according to the condition of school.
- While filling out this form, surveyor can add remarks observing the minutes/records.
- Total marks of this form is 100, however, only 99 marks are clearly indicated. Surveyor will consider for the remaining number within any topic out of 1-5 questions.

**Name of surveyor:**

**Designation:**

**Date:**

**Sign:**

8.14. References:

- 1) A manual on school sanitation and Hygiene UNICEF/IRC
- 2) Primary School Physical Environment and Health WHO
- 3) National Level Sanitation Study Report CE/WEB UNICEF
- 4) School Sanitation and Hygiene-National Report ESS/DWSS & CE/WES/UNICEF
- 5) How to Improve School Latrine Nutrition Magazine – NLS
- 6) Training Manual for Primary School Health Education Child to Child Approach – Mrs. Granzyna Bonati
- 7) Basic Sanitation Package ESS/DWSS & CENVES/UNICEF
- 8) Prevent of communicable Disease Book Common Disease of Children – NLS & RLK
- 9) School Sanitation and Hygiene Education UNICEF
- 10) School Sanitation Programme in Mozambic
- 11) CE/WES/UNICEF Focal Person meeting Report
- 12) School Sanitation Programme Guideline BPEP/MOE