



Water, Sanitation, and Hygiene in Schools Toolkit



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LEARN

Let Girls Learn
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Office of Global Health and HIV

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About These Tools

This workbook is one of a number of tools produced by *Let Girls Learn* that is intended to provide Volunteers, staff at the Peace Corps' posts, and counterparts with guidance needed for them to feel comfortable, competent, and motivated to promote and implement activities that:

- Increase girls' leadership and overall perceived sense of agency
- Improve opportunities for girls to attain quality education
- Increase community engagement, including with men and boys, in support of positive, gender-equitable norms that facilitate girls' education and full participation in economic and community life

The programming highlighted in these tools takes tried-and-true Peace Corps activities and builds on them through the addition of evidence-based standards as well as tools and materials to support training and implementation. Peace Corps post staff can select from a targeted set of anchor activities that reflect the priorities identified in their programming frameworks, meet a certain level of quality standards, and are easily implementable by Volunteers. These anchor activities have the following elements:

- **Evidence-based:** built on the evidence base in gender and community development, as well as the Peace Corps' experiences and best practices in six sectors (Education, Youth Development, Health, Economic Development, Agriculture, and Environment).
- **Sustainable:** interventions are lasting and sustained over a period of time considering long-term, community-level ownership and sustainability, rather than one-time activities or events.
- **Feasible:** interventions that most generalist Volunteers can implement with community partners, based on community resources and the contexts where Volunteers live and work.
- **Scalable:** replicable by Volunteers and counterparts in different contexts and interventions that most Volunteers can be trained to implement using global standards for quality practice.

- Appropriate:
 - Relevant and integrated: relevant to the country context and specific gender issues, and integrated into the existing projects targeting the same individuals, organizations, and communities.
 - Age and sex/gender: reflect understanding of and relevance for specific developmental stages, age, sex, and gender.
- Quality implementation: Volunteers and community counterparts implement the activity with integrity following the quality standards and checklists.



1 ■ Introduction

1.1 The Purpose of This Toolkit

This resource was developed to support Peace Corps Volunteers who are working with schools to improve water, sanitation, and hygiene (WASH) facilities and programming. It is intended to provide guidance, resources, and ideas to support comprehensive WASH programming that is focused on behavior change and sustainability. There is no “one-size fits all” model project for WASH in schools. Instead, this toolkit promotes comprehensive needs assessments that can support Volunteers in a holistic discussion with their school community about all the dimensions of WASH. In the end, a school that provides appropriate WASH facilities, education, and programs can have a positive impact on both the health and learning of students.

1.2 How to Use This Toolkit

This Toolkit has eight chapters:

- Chapter 1: The Facts About WASH in Schools
- Chapter 2: Comprehensive Peace Corps School WASH Projects
- Chapter 3: Getting Started with Your School WASH Project
- Chapter 4: Needs Assessment, Action Planning, and Applying for a Grant
- Chapter 5: Facilities
- Chapter 6: Hygiene Education
- Chapter 7: Menstrual Hygiene Management
- Chapter 8: Student WASH Clubs and School WASH Committees

All Volunteers are encouraged to read through Chapters 1 through 4 before beginning their work and then to utilize the relevant resources from the remaining chapters depending on the results of the needs assessment. The tools included here are not exhaustive, and there are many additional resources listed in each chapter for further support. Please also reach out to the Peace Corps staff in your country and in Washington D.C. (oghhsupport@peacecorps.gov) if you need more resources to support your project.

1.3 Monitoring, Evaluation, and Reporting

The importance of monitoring, evaluating, and reporting Peace Corps activities cannot be overstated. Monitoring and evaluation are critical for building a strong, global evidence base around positive youth development, gender education, and empowerment, and for assessing the interventions being implemented to enhance these.

At the global level, tracking progress using the Peace Corps' Standard Indicators (SI) and Cross-Sector Programming Priorities (CSPPs) forms the basis for our understanding of our program reach and its effectiveness across diverse contexts. This is also important at the program level as the purpose of monitoring and evaluation is to track implementation and outputs systematically and determine when changes may be needed. Monitoring and evaluation forms the basis for modification of activities and assessing their quality.

Volunteers should report all of their activities to their posts and headquarters using the Peace Corps Volunteer Reporting Form (VRF) and refer to relevant Standard Indicators and CSPPs that align with the specific activity design and intent. As a reminder, all Volunteers doing activities in any of the six sectors that seek to promote gender equality or remove gender-related barriers to access or participation should report under the Gender CSPP.

1.4 Child Protection Guidelines

As a foundation of all agency programs, the Peace Corps takes a serious and proactive approach to ensure all of its activities are safe for children and youth. This approach is outlined in the Peace Corps Child Protection Policy (MS 648), which holds Peace Corps staff and Volunteers to a high standard of responsibility for ensuring the safety and protection of the youth with whom they interact. The guidelines and code of conduct contained in MS 648 apply to children under the age of 18.

This publication provides guidance and suggestions to help Volunteers manage youth in a positive and safe manner. There are underlying principles and clear guidelines of which Volunteers must be aware and that must govern the activities described in this publication. Please see the full policy in Appendix A of this publication or, for employees, on the Peace Corps intranet.

1.5 Quality Checklist for Peace Corps WASH in Schools Projects

A comprehensive school WASH project includes: 1) access to “hardware” or facilities, 2) hygiene education or “software,” and 3) an enabling environment (see Chapter 2). While your needs assessment should include all of these components of a comprehensive school WASH project, your actual activities may or may not include them all. Please use this quality checklist for those components that are part of your project design.

1. Overarching Components
 - A comprehensive needs assessment (see Chapter 4) was conducted with the larger school community, including girls and women to inform the project design.
 - The project includes a maintenance plan informed by community members, including women and girls.
2. Access to “Hardware” or Facilities
 - School WASH facilities (bathroom, handwashing stations, and drinking water stations) are built or rehabilitated using quality considerations and standards referenced in Chapter 5.
 - School WASH facilities are built or rehabilitated to allow girls access to safe and appropriate facilities to manage their menstruation (see Chapter 7 for more details).
 - All school bathrooms provide access to maintained handwashing stations with soap for all students.
 - Schools provide consistent access to clean drinking water for students.
3. Teacher Engagement
 - WASH lessons are incorporated into regular classroom teaching.
 - Teachers are engaged with student clubs and parent-teacher associations (PTAs) in support of WASH programming.
4. Student Engagement
 - Student WASH clubs are active, structured, and engaged in improving and sustaining school WASH efforts.
5. Community Engagement
 - There is an active school WASH committee that is engaged in improving and sustaining school WASH efforts with involvement of school leadership, parents, community members, and others.

Checklist: School Water, Sanitation, and Health Facilities (School WASH)

Comprehensive school WASH projects can create lasting changes in communities, positively influencing both the health and educational outcomes of students, especially girls. WASH facilities in schools can improve the lives of schoolchildren by significantly reducing disease, increasing school attendance, and contributing to dignity and gender equality.¹ The checklist below can be used to work with a community to conduct a thorough needs assessment of a school's WASH conditions or to check the quality of a completed school WASH project. Actions that address water supply, hygiene education, sanitation and hygiene facilities, and creating a supportive environment are included.

Non-italicized text indicates that the action is also included as a quality standard that Volunteers report on under the GenEq/LGL CSPP in the VRF.

Infrastructure

- School has a safe and adequate water supply (one of the following):*
 - School has indoor or outdoor taps.*
OR
 - School has a well or borehole with hand or electric pump.*
OR
 - School has cistern or water tower.*
- School has separate boys'/girls' latrines that are child-friendly, located in a way to promote use and equal access to boys and girls.*
- Facilities allow girls access to separate and private toilets that lock and private handwashing stations.*
- Latrines have washable floors.*
- Latrines have doors with locks for privacy.*
- There are separate latrines for male/female teachers.*
- Wiping material or water is available for anal cleansing.*
- Basket or other container is available for used wiping material.*
- Appropriate facilities exist for safe and discrete disposal/cleaning of menstrual hygiene materials.*
- School has permanent and maintained handwashing facilities.*
- Handwashing facilities are inside, next to, or very near latrines, with a private location for girls to dispose of or clean menstrual hygiene materials.*
- Handwashing facilities have soap or ash available.*
- Handwashing facilities have running water of any kind.*

¹ See for example: <http://www.washadvocates.org/learn/wash-and-women-and-girls/>

Hygiene Promotion and Institutional Support

- *School carries out hygiene promotion activities.*
- *School provides information around menstrual hygiene management.*
- *School is free of open defecation.*
- *Teachers give regular hygiene lessons.*
- *Teachers have WASH teaching aids (posters, booklets, etc.).*
- *School WASH club (or WASH in other clubs) exists.*
- *School works with community to promote improved hygiene.*
- *Health center staff visits school to train teachers and give lessons.*
- *School disposes of solid waste properly.*
- *Students of both sexes clean latrines.*
- *Animals are kept away from school compound.*
- *School compound is cleaned regularly.*
- *Girls and women were included in the needs assessment and/or community mapping to inform the project design.*
- *Parents, teachers, school leadership, and the entire school community are engaged in the WASH project to create an enabling environment through events, awareness raising, meetings, etc.*
- *School has clear rules about WASH expectations for students and teachers and the entire school community.*
- *School has WASH committee with director, community health or development agent, parents, teachers, and student representatives that includes both men and women. Female committee members have a voice or decision-making capacity.*
- *School has usage, maintenance, and repair plan for WASH infrastructure informed by community members, including women and girls.*



2 ■ The Facts about WASH in Schools

This chapter is intended to provide a brief overview of the scientific background supporting school WASH needs and efforts. It is adapted from WASH Advocates briefs “WASH and Education” and “WASH and Women and Girls” (2015) and the World Bank Water and Sanitation Program “Toolkit on Hygiene, Sanitation, and Water in Schools” (2005).

2.1 The Need for WASH in Schools

Projects that provide school water supply, sanitary and handwashing facilities, and hygiene training can improve health and increase educational opportunities for all children. However, such projects are especially important for girls who have reached puberty and for female teachers. Girls have specific concerns that affect the construction and maintenance of sanitary facilities, as well as the provision of hygiene education.

More than half of all primary schools in developing countries have inadequate water facilities, and nearly two-thirds lack single-gender bathrooms. Each year, children lose 443 million school days because of water-related illnesses; 272 million are lost due to diarrhea alone. More than 40 percent of diarrhea cases in schoolchildren result from transmission in schools rather than homes.

Improving WASH conditions in schools can also help to prevent worm infestations, of which 100 percent of annual cases globally can be attributed to poor sanitation and hygiene). Studies have shown that the average IQ loss per worm infestation is 3.75 points, representing nearly 633 million IQ points lost among students living in the world’s lowest-income countries. A recent impact evaluation of a deworming program in Kenya demonstrated that the worm burden in children contributed to 25 percent of overall school absenteeism. Malnutrition and repeated episodes of diarrhea during childhood caused by WASH-related diseases can impair physical growth and cognitive function throughout later life. As a result, even these children that live long enough to attend school often start school at a disadvantage.

2.2 WASH and Gender

Women and children are disproportionately affected by a lack of access to adequate WASH facilities and shoulder the largest burden in water collection worldwide. Addressing the WASH needs of women and children can provide direct and indirect benefits to the entire community, including health, education, and economic productivity. In Africa and Asia, women and young girls spend much of their time collecting and transporting water for their families, often walking more than 6 kilometers daily. For women, that time could more productively be applied to income-generating activities, housework, or childcare. For girls, that time could be better spent in school.

Men and boys must be key stakeholders in improving the conditions for women and girls. Boys can be engaged in all aspects of WASH in schools equally with girls, including with cleaning facilities and promoting a girl-friendly school.

Clean and Private Facilities at Schools

Menstruation may seriously affect girls' attendance, attention, and achievement in school in both rural and urban areas. The absence of clean and private sanitation facilities that allow for menstrual hygiene may discourage girls from attending school when they menstruate. In addition, if a girl has no access to protective materials, or if the materials she has are unreliable and cause embarrassment, she may be forced to stay at home while menstruating. This absence of approximately four days every four weeks may result in the girl missing 10 to 20 percent of her school days. Inevitably, it is difficult for a girl who misses so much schoolwork to keep up.

There has been little research conducted on the relationship between the lack of appropriate sanitary facilities and the drop-out rate of adolescent girls. An unpublished study from Zambia observed that schools with toilets had much higher enrollment ratios, much lower repetition rates, and much lower dropout rates. Some information seems to suggest that about one in 10 school-age African girls do not attend school during menstruation or drop out at puberty because of the lack of clean and private sanitation facilities in schools. However, other studies suggest that poor sanitation facilities do not necessarily keep girls away from school, and that cultural beliefs are more of a barrier.

Female teachers face a similar problem. In the absence of clean and private facilities, they may elect not to come to school while menstruating. This issue highlights the importance of providing clean and private facilities for all women of menstruating age at both primary and secondary schools.

Health and Hygiene Education

When a school hygiene, sanitation, and water supply project is being planned, dialogue on sensitive issues related to girls' hygiene should begin during the design phase and continue into the implementation phase. In most cultures, these are sensitive issues. It is therefore important to create an environment that allows for an open dialogue in which children feel free to talk about issues such as sex, urinating, defecating, and menstruation. When working at schools, it is critical to begin the conversation with teachers and parents who may feel uncomfortable and need to be brought on board. To enable open discussions with students, it will often be necessary to separate girls from boys and to group the children by age.

In many areas, especially rural areas in developing countries, gender-related hygiene and health considerations must be addressed in primary school as well as secondary school

settings. Poor children in developing countries tend to enter school late, and they often have to repeat classes due to household, caretaking, or seasonal agricultural duties that cause them to miss school. In some countries, children automatically have to repeat a class when they have missed a set number of days, regardless of their actual school performance. As a result, many girls reach adolescence while still enrolled in primary school; sanitary facilities at these schools should accommodate their needs.

Division of Tasks and Roles

School is a place for children to learn about teamwork and cooperation in a non-discriminatory and gender-balanced way. Such teamwork begins when women and girls are involved in the design, construction, operation, and maintenance of hygiene and sanitation facilities. It includes building awareness among teachers and other adults who deal with schoolchildren so that they do not automatically assign “girls” tasks to girls and “boys” tasks to boys.

Safe School Sanitation Facilities

Girls’ safety can be increased by locating facilities close to the school building. However, in some cultures it is unacceptable for girls to be seen visiting a toilet, so identifying an appropriate toilet location requires balancing different considerations and making decisions in a participatory manner, ensuring that women and girls are adequately involved in toilet design and siting. The provision of safe facilities can alleviate this problem, but in the long run only a change in attitude through open discussions with males and females (boys, girls, teachers) will eliminate it.

Linking Activities in the School to Home and Community

Without mobilization and motivation of the community as a whole, the impact of WASH in school projects, especially the hygiene education and training component, may be limited. Establishing good hygiene practices in schoolchildren’s homes will lead to improved health for the entire family, and may also result in girls being less likely to be kept home to take care of sick family members.

In addition, improved WASH in schools can be linked to improved hygiene, sanitation, and water conditions in children’s living environment. Many children, especially girls, miss time at school because they have to walk long distances in order to fetch water due to the lack of water supply in the community. Linking school and community projects to improve water supply, sanitation, and hygiene may result in a better use of resources and increase positive health impacts, particularly for girls.

2.3 Resources

If you are interested in learning more about WASH and the research behind WASH programs, especially in relation to gender, the following are useful resources.

WASH Advocates [Brief on WASH and Education](#), 2015

WASH Advocates [Brief on WASH and Women and Girls](#), 2015

World Bank [WSP Toolkit on Hygiene, Sanitation, and Water in Schools](#), 2005

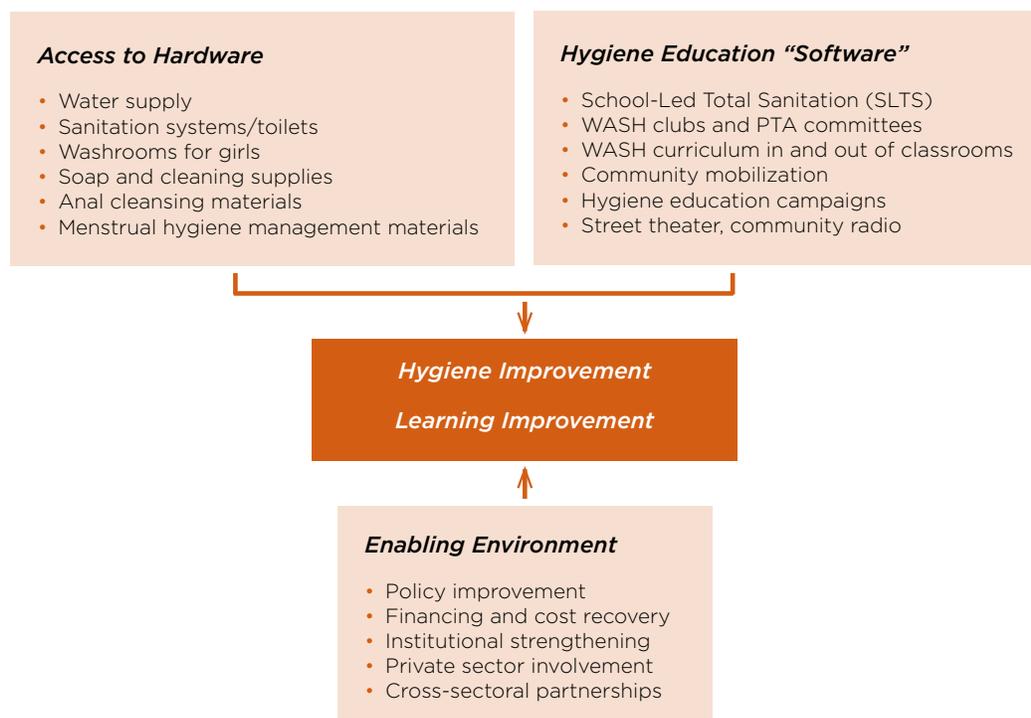
United Nations OHCHR/UN-HABITAT/WHO [The Right to Water Fact Sheet No. 35](#), 2010

3 Comprehensive Peace Corps School WASH Projects

3.1 Framework for Sustainable School WASH

When approaching your school WASH project, it is important to consider all the possible ways that you can engage your school community beyond just construction of new facilities. By accompanying a “hardware” project with the necessary “software,” such as WASH clubs, PTA involvement, hygiene education, and sustainability planning, you increase the usability and sustainability of the new facilities. An enabling environment is also a necessary component of school WASH projects, such as supportive national policies, financial inputs, and local leadership and governance (school

Figure 1. Framework for Sustainable School WASH



Adapted from USAID/WASHplus Zambia’s WASH-Friendly Schools: A Training Resource for SPLASH Use (2013).

WASH committees, PTA involvement, etc.). While you may not have influence over policy or local governance, the more that you can work within existing programs, guidelines, and practices, the better for the long-term outcomes of your project.

Engaging communities should ideally emphasize the intentional participation of girls in all phases of school WASH programming, from needs assessment to mobilization, action planning, and implementation. This is not meant to suggest the exclusion of boys, but rather to highlight that girls' needs often remain unspoken for a range of reasons. In order to promote long-term impact, WASH activities need to be informed by the perspective of girls, who are uniquely affected by lack of access to WASH facilities.

Engaging girls meaningfully begins with a comprehensive needs assessment that identifies any specific priorities and areas of concern for them. Some helpful tools for this process include the Needs Assessment and Priority Ranking activities found in the [Peace Corps PACA Idea Book \(No. M0086\)](#), as well as Girl-Centered Situation Assessment and Safety Scans found in the Girl Effect's [Girl Safety Toolkit](#). Questions around what kind of WASH facilities would make most sense for girls, where those facilities should be placed, what possible safety concerns should be taken into account, and what other factors in the school and in the community affect access to water, sanitation, and hygiene can help inform and ensure maximum impact of WASH programming. These are also valuable jumping-off points for conversations with boys, promoting understanding of the challenges girls face that may be unfamiliar to them.

3.2 Four Key School WASH Practices

In the end, the goal of any school-based WASH project is to influence the health and education outcomes of the school community. This means that practices need to change. Do toilets at the school exist, but are in terrible shape? Why aren't they being used or maintained properly? What hardware, software, and enabling environmental changes (see Figure 1) need to take place to improve their use?

For each of the following four key school WASH practices, think about the importance of each practice for health and education outcomes, especially for girls. How can you support these practices with hardware, software, and an enabling environment?

1. **Handwashing in Schools:** Handwashing is an essential hygiene practice for everyone, but it is particularly important in schools because children are in such close contact with one another and disease transmission can happen quickly. Students should be expected to wash their hands with soap after using the latrine. This also provides an excellent opportunity for habit formation around handwashing. Consider instituting group handwashing practices before school snacks or meals, or after recess. Tippy taps are a great way to start, before a more permanent handwashing station can be established. Handwashing posters and games are a fun way to engage students.
2. **Water Treatment in Schools:** A school should provide safe and sufficient drinking water for students. If school water sources are not safe or clean, water treatment practices can be encouraged at schools. This can be a good activity for a school WASH committee to oversee. Together with school leadership, choose a water treatment method that is appropriate and sustainable in your community and set up a system for its use.
3. **Latrine Use in Schools:** Schools are a great place to enforce practices and provide facilities to end open defecation. Through the construction of improved latrines that meet key

requirements and the promotion of their use with handwashing, schools can play a lead role in teaching children safe practices and in serving as a model for the community.

4. **Menstrual Hygiene Management in Schools:** A WASH-friendly school provides facilities and a supportive environment to allow young women to manage their menstrual hygiene at school.

3.3 Components of a Comprehensive School WASH Project

To support these four key WASH practices, this guide focuses on the following components of a comprehensive school WASH project.

1. Facilities
 - Latrines or bathrooms
 - Handwashing stations
 - Clean drinking water
 - Menstrual hygiene
2. Teacher Engagement
 - WASH lessons incorporated into regular classroom teaching
3. Student Engagement
 - Student WASH club
4. Community Engagement
 - School WASH committees

3.4 Resources

Peace Corps WASH in Schools Training Session, 2014

This session guides communities in creating an action plan for the setup of a comprehensive WASH program in a school setting. Topics covered: important WASH practices for schools, healthy habit formation, WASH and school attendance, small doable actions for WASH, small construction projects, and WASH committees and clubs.

Peace Corps/Guatemala Healthy Schools Project Manual, 2009

Peace Corps/Guatemala has established a strong track-record of promoting healthy schools, with infrastructure for handwashing and sanitation, instruction, and hygiene behavior change criteria supported by school directors and the Ministry of Education. The materials include a PowerPoint presentation that describes the Peace Corps/Guatemala Healthy Schools Project, a Spanish-language healthy schools manual on how the program is implemented, and a Spanish-language checklist used by school directors to track the school's progress in meeting the established healthy schools criteria.

USAID/WASHplus Zambia "WASH in School: A Training Resource for Splash Use," 2014

This is a comprehensive guide for creating school WASH programs from beginning to end. This book is good at focusing in on activities that will make a difference at schools, and so is less overwhelming than other more general WASH guides. It includes many great activ-

ities and resources, including many of the ones used in this WASH Toolkit. Topics covered: enabling environments for WASH-friendly schools, finding out the school WASH situation, understanding the school WASH situation, blocking fecal contamination, small doable actions, three critical WASH practices (handwashing, making drinking water safe, and using hygienic latrines), menstrual hygiene management, WASH-friendly schools, taking the WASH pledges and next steps, and supplementary training for teachers.

UNICEF [WASH in Schools Website](#)

A hub for new and up-to-date WASH in schools information and resources. Includes toolkits, lessons, research, conference presentations, videos, posters, and more.

WHO [Water, Sanitation and Hygiene Standards for Schools in Low-Cost Settings](#), 2009

This policy guidance sets minimum standards for schools in resource-poor settings when it comes to WASH programs and facilities. It then guides users in how to meet these requirements in a plausible and practical way. The guide includes information about policy rationale, the importance of WASH in schools, implementation of WASH programs, and an assessment checklist.

Peace Corps [PACA: Using Participatory Analysis for Community Action Idea Book](#) (2005)

This idea book was designed to give a focused history and description of PACA, while sharing excellent examples from the field that illustrate how Volunteers and their communities, host country organizations, and Peace Corps projects have used these tools successfully. It is also intended to supplement exercises in the core preservice training manual.

IRC International Water and Sanitation Centre [The Joy of Learning](#), 2005

A comprehensive list of WASH lessons and activities for school children. Lessons sometimes cover topics beyond WASH, like related life skills. If you are looking for activities and games, especially for younger children, this is a great resource. Topics covered: hygiene (personal, handwashing, sanitation-related diseases, food hygiene, puberty, HIV and hygiene, gender); sanitation (water sanitation, refuse disposal, worms, diarrheal diseases, handwashing, solid waste disposal); water (safe water collection, transport, consumption, storage and handling); and source contamination (water purification, water resource management, and schistosomiasis).

Girl Effect [Girl Safety Toolkit: A Resource for Practitioners](#), 2014

The toolkit provides practical advice and guidance on how to keep girls safe within programs and how to manage and address risks if they arise. This toolkit actively encourages development practitioners to involve girls in the process so they can help to decide on activities that will help them participate in programs safely. It also helps girls to identify support they need from organizations to implement those activities. Of note is the supplement on water and sanitation programs (page 109).

Aguayuda, Inc. [Water Education Teacher Manual and Student Manual](#), 2013

[Teacher Manual](#) (English)

[Teacher Manual](#) (Spanish)

[Student Manual](#) (English)

Student Manual (Spanish)

Very interactive, simple, and colorful WASH manual for schools, with clear lesson plans. Topics covered: water cycle, water education, community analysis, drinking water, water and illness, proper hygiene practices (including handwashing and handling animals), water management, water storage, water conservation, latrines, and waste management.

Hesperian Health Guides Protecting Community Water (from A Community Guide to Environmental Health), 2014

A simple guide covering the topics surrounding water safety and protection. Topics covered: water and community health, community awareness, improving water supply, protecting water source (wells and springs), collecting rainwater, safe water transport, store water safely, making water safe to drink, and wastewater.

Resources from Water, Engineering and Development Centre (WEDC):

WEDC posters (64 posters depicting a wide variety of WASH topics)

WEDC graphics



4 ■ Getting Started With Your School WASH Project

4.1 Finding a Counterpart

Finding a strong counterpart is an important early step in beginning a WASH in schools project. Ideally, your counterpart should be able to help you to understand the needs of the school, help you to be culturally sensitive and adaptive in the design of your project, and provide sustainability to the project over time. But finding a counterpart can be a challenge for many Volunteers, especially if you are trying to engage a school without having any formal relationship to it (i.e., you are not an Education Volunteer).

Tips for Finding a Counterpart

- **Teachers, parents, and local leaders could all make great counterparts.** Ask around, and talk to friends, neighbors, parents, and teachers to see who shares your interest in starting a school WASH project. Self-motivation and time are critical!
- **Consider finding multiple counterparts with different strengths.** Maybe another teacher is very motivated to help and has great rapport with students, but doesn't have a lot of time to offer—while a parent is willing to help and has time, but doesn't have experience doing health or education work. You could engage both as counterparts, drawing on their individual strengths.
- **School leadership must be engaged.** It is essential that the leadership of your school is on board with your project, but beyond that, school directors can make great counterparts if they have the time to give. They can also help you to find a counterpart among the faculty. School directors can formally assign a counterpart from among the faculty, which can help to free up that person's time and motivation.
- **Students can make great counterparts too, especially girls.** While it is essential to have school leadership on board, your main counterparts could easily be a few student leaders, especially if your project is at a secondary school. Students can be working on their leadership, volunteerism, and peer education skills at the same time that they are helping you to make their school WASH-friendly. Be sure to get permission from school leadership for these students' involvement, and make sure students understand that their school work comes first.

4.2 Community Mobilization Approaches

As you begin your project, you and your counterpart should build excitement and buy-in from the school community as much as possible. When the students, teachers, parents, and leadership are motivated to make changes, your project will have the enabling environment it needs. This chapter outlines some simple mobilization ideas and a more comprehensive approach, School-Led Total Sanitation. Finally, we include some ideas about motivating the school toward the achievement of “WASH-Friendly” status or some other rating system.

Basic Mobilization Ideas

Here are some simple activities that you can do with the community to build awareness and excitement for your project.

- Present at a faculty meeting. Whether or not you are a formal teacher at your school, you can request permission to attend a regular faculty meeting to propose your ideas to the teacher community and begin to find solutions together. This can be especially motivating if school leadership is already behind your efforts and if your counterpart is a fellow faculty member.
- Have a student group perform a play for the school about WASH. Get a group of students together to put on a skit about the WASH concerns at their school. Be sure to keep it positive and not critical. Make sure that boys and girls are both involved and sharing in the planning and acting. Incorporate humor with physical movement and silly characters. Here are a few ideas for WASH-related theater.

Theater Ideas for WASH Topics

- **Dirty Latrines:** *A student asks a teacher during class for permission to use the bathroom. They go inside the bathroom and come running out, showing disgust at the smell. They look around and decide to sneak into the fields around the school instead. This repeats with two more students, all with different funny reactions to the bathroom, going to defecate in the open instead. Then a woman goes to her field to harvest and steps on poop. She complains to the teacher who asks the students. They all deny using the bushes. The first student steps forward and declares that, while no one wants to admit it, they all defecate in the open and something must be done. Together they make a plan to improve the toilets.*
- **Menstrual Hygiene and School Attendance:** *A girl is a model student and never misses class. One day she starts menstruating and her aunt counsels her to stay home from school to use the family bathroom, as the ones at school are not private. Her two friends stop by her house after school to see if she is sick. They tell her about all the things she missed at school. The star student feels sad that she missed out and vows to never miss class again. Together they seek out a group of students (male and female) and a female teacher to help them fix up the bathrooms with a “girls” sign, a new door, and a plan to keep clean water available for washing up.*
- **Handwashing Before School Meals:** *The bell rings for lunch and the students run to the school kitchen to get ready to eat. Two students wash their hands with just water, while two others use soap with water. The next day, the two students who didn't use soap have diarrhea and stay home from school sick. The healthy students tell them they should have used soap!*

- Engage the parents. Just like in the United States, parents often have concerns and interest in what health-related topics are being taught at their children’s schools. They can also be a great mobilizing force for improving school conditions. Find out if your school has a parent association that can be accessed, or work with school leadership to call a meeting or post information in a public place. Be sure that both fathers and mothers are involved.
- Get the health center involved. If there is a health clinic or hospital in your community, see if there is a nurse or community health worker who would like to be involved in your project. They can help you give lessons and lend their health expertise to your work.

School-Led Total Sanitation

Content in this section is adapted from USAID/WASHplus Zambia’s WASH-Friendly Schools: A Training Resource for SPLASH Use (2013).

School-Led Total Sanitation (SLTS) is an adaptation of Community-Led Total Sanitation (CLTS), an evidence-based methodology for mobilizing a community from within to make changes to end open defecation. It aims to trigger change via disgust and awareness and should be facilitated by a trained community member or local government agent charged with CLTS. A school-led triggering is like community-led triggering, with some obvious differences. All the tools (the walk of shame, mapping, etc.) focus on the school grounds, although mapping, if relevant to open defecation, may extend off the grounds into the nearby community.

Here we outline some core activities in the triggering process of SLTS.

Consider doing this set of activities with a group of school leaders, parents, students, and teachers. Be sure to include decision makers and leaders in your group. For further information on the methodology, please see the Resources section at the end of this toolkit.

SLTS Tool 1: The Walk of Shame

Activity type: Triggering activity 1

Objective: To disgust participants and trigger a want for change when it comes to school hygiene practices.

Level: Ages 7+

Time: 30–45 minutes (depending on the size of the school grounds)

Materials: Notebooks and pens

The Walk of Shame is a crisscrossing walk around the school compound and nearby surroundings, with the intention of discovering the truth about defecation and hygiene practices.

1. Walk through the schoolyard, observing and discussing open defecation sites, condition of water sources, handwashing stations, garbage, and animal dung in the schoolyard, and other unhygienic practices. Each time you encounter these bad practices, do not be polite: Stop at the smelliest, fly-ridden places. Point it out—loudly! Ask: What is this? Why? Whose is this?
2. If the group is larger than 20, the group can split into two groups, one adult group and one children’s group. One group walks first to the water source with one facilitator; the second focuses on open defecation spots with the other facilitator or trained assistant.

3. Once you have discovered and discussed the disgusting aspects of the open defecation sites, tell them that they will now be able to make a good plan for the school. The first thing to do is to make a map of the area and locate where these problem sites are.

SLTS Tool 2: The Mapping of the School

Activity type: Triggering activity 2

Objective: To disgust participants and trigger a want for change when it comes to school hygiene practices.

Level: Ages 7+

Time: 60 minutes

Materials: Map-making tools (rocks, sticks, string, chalk, paper, pens, markers, etc.)

A map is a useful tool for planning and for measuring progress. This mapping activity is part of the triggering process, but more formal surveys can also be done once the community is past the triggering and ready to take action. The next chapter of this toolkit provides guidance on how to do thorough needs assessments.

1. Once back in the training room, or outside in an open space, explain that the participants will create a map of the school that will show the area and all the problem spots they discovered during the walk. Are the problem spots the same for the boys and the girls? Why or why not? The map can be drawn on the ground using rock, sticks, and colored chalk. If this method is used, a group should later transfer the map onto a piece of paper for later use. Alternatively, it can be done on a large sheet of paper. Use different colored markers if making a paper map, or stones, sticks, colored chalk, and local materials if making a map on the ground.
2. Ask participants to draw the outline of the school compound, put in the school buildings (simple squares are fine), and any other important structures, then add water sources, open defecation spots, latrines if there are any, and places that have a lot of animals. They can also add the surrounding houses and any latrines or water sources near the school. Remind the participants that this is a fun art exercise. They are not being graded on geometry! There is no need to measure or ensure straight lines ... this is a workshop game.
3. Ask: Where are the feces in relation to the children? What does this mean for them? How much feces do you think is around the school if children don't have latrines to use or if neighbors defecate near the school?

SLTS Tool 3: Feces Calculation

Activity type: Triggering activity 3

Objective: To disgust participants and trigger a want for change when it comes to school hygiene practices.

Level: Ages 7+

Time: 60 minutes

Materials: School map from triggering activity 2, pile of feces, plate of food or piece of fruit, “Feces Calculation Worksheet,” pens, paper, flip chart, markers

1. When you have finished the map exercise, gather together as one group. Depending upon conditions, congregate outside or go back to the training room and post the map on a wall. It is ideal to stay outside in a shaded, comfortable place.
2. Take a pile of feces that was collected during your walk of shame and place it on a shovel, and prop it very close to where you are working. Open some food, and place the container close to the feces. This will be used to reinforce transmission by flies.
3. Hold a discussion about the mapping activity and what it really means for school health and hygiene:

Explain: Now that we have mapped the physical areas that are problematic, we are going to explore and analyze more deeply why open defecation poses serious problems for our children. That will help us come up with a plan of action.

Prompt people to give their reactions or share their thoughts when they look at this map (keep it open-ended and let people simply reflect).

4. Next, lead the participants in looking at the problem more closely by doing some “feces calculations.”

Ask: How many learners and teachers are at the school? How many times a day does a person defecate? What volume of feces does a person defecate at a time? (100 g is a good average volume.)

Explain: We will now calculate the amount of feces deposited per week, month, and year within or near the school.

5. Use the Feces Calculation Worksheet (Tool 1) either as a handout for each person or copy it onto a flip chart for the whole group to do together.
6. Once these calculations have been finished and discussed, tell participants to look at the food that is sitting near the feces on the shovel.

Ask: What do we see? Do you want to eat this food?

Possible answers: The feces gets into our water, gets onto our food. The flies jump back and forth from the feces to the food.

NOTE: At this point, participants should feel disgust and embarrassment at what they are discovering. Guide the conversation in this way.

Tool 1. Feces Calculation Worksheet

1. How many times a day does a person defecate at school? _____

2. Volume of feces per evacuation _____

3. Volume of feces per day, per person (A x B) _____

4. Number of people in the school _____

5. Volume of feces per school per day (C x D) _____

TOTAL AMOUNT OF FECES GENERATED _____

PER WEEK BY ONE SCHOOL (E x 5) _____

PER MONTH BY ONE SCHOOL (E x 30) _____

NOTE: When calculating the amount of feces, it is better that the participants do the calculations themselves. Ask for volunteers who can multiply and add simple numbers. Give them a pen and paper and guide them through the calculations. The volunteers will be announcing the amount per day, week, and month to the other participants.

7. Next, guide the participants in applying what they have seen in this display to what it means for themselves and their school community.

Ask: Where do all the feces go? What happens when it rains?

Possible answers: The feces get into our water, into our food, in our mouths, into our classrooms, into our drinking water, onto our hands, etc.

Help the group make the discovery and arrive at the conclusion that:

Basically learners and teachers end up eating each other's feces!

Participants should feel disgust and embarrassment at what they are discovering. They should be ignited to change the situation!

Rating or Awarding Your School as “WASH-Friendly”

Another concept that can be a great motivator for some schools is to move the community toward an established rating or award as “WASH-Friendly” or a “Three-Star WASH School.” This is especially useful if a rating system already exists in your country or area, promoted by the government or an NGO working in WASH.

The basic idea behind a rating is to promote comprehensive school WASH, so that a school works toward achieving a broad checklist of standards. An example of this system is the “Three Star Approach for WASH in Schools” from UNICEF/GIZ (2013), which is designed to improve the effectiveness of hygiene behavior change programs. The approach ensures that healthy habits are taught, practiced, and integrated into daily school routines. The Three Star Approach helps schools meet the essential criteria for a healthy and protective learning environment for children as part of the broader child-friendly schools initiative. It addresses the bottlenecks that block the effectiveness and expansion of current WASH in schools programs.

Another example of an award system is from the SPLASH project (Schools Promoting Learning Achievement through Sanitation and Hygiene) in Zambia. This USAID-supported program, together with the Ministry of Education, promoted comprehensive school WASH, naming school communities as “WASH-Friendly” when they achieved a set of criteria (USAID/WASHplus Zambia n.d.).

4.3 Resources

UNICEF [Raising Even More Clean Hands](#), 2012

A manual for those who are looking for information and inspiration in starting their WASH programs. This clearly outlines the reasons WASH programs work and the components a good program should include. It also has a lot of success stories as examples and inspiration. Topics covered: call to action; WASH in schools overview; WASH and children’s health; WASH and school attendance and achievement; WASH and equity; WASH, families, and communities; and points of action.

IRC International Water and Sanitation Centre [Towards Effective Programming for WASH in Schools](#), 2007

A full guide for WASH in schools programs based on lessons learned in the field. It includes information about how to get started, what to cover, and how to sustain what you start. Topics covered: how to work in schools, developing district programs, life skills-based hygiene education, child-friendly facilities, and sustaining and scaling-up WASH in schools.

WEDC [Sanitation for Primary Schools in Africa](#), 2008

This is a useful guide for getting started and assessing school needs. It provides a separate assessment for sanitation, water supply, and handwashing in schools. There are also guidelines for rehabilitating and decommissioning existing latrines, choosing the right latrine for the school, siting school latrines, operation and maintenance of facilities, and handwashing with soap. These guidelines were designed for use in East Africa but could easily be adapted for other settings.

5

Needs Assessment, Action Planning, and Applying for a Grant

5.1 Needs Assessments

Once you have built momentum for improved school WASH conditions, it's time to conduct a thorough needs assessment of your school. The following tool (Tool 2: School WASH Survey) can be used to work with your school community to conduct a needs assessment. Similar to the checklist earlier in this document, it is a comprehensive survey that includes all three aspects of comprehensive school WASH programs: facilities, hygiene education, and an enabling environment.

Tips as you begin your needs assessment:

- **Consider the process of the needs assessment as a learning opportunity for the community as well.** Community members may be very motivated to improve a certain aspect of the school, such as a new water source, but may not be thinking of all the other aspects of a WASH-friendly school that could also be accomplished.
- **Break out that PACA Manual.** Chances are you were trained in the Peace Corps' Participatory Assessment for Community Action (PACA) approach. Now is a great time to use some of those techniques as you develop your WASH in schools project. You can download the PACA Training Manual (No. M0053) from PCLive (pclive.peace-corps.gov).
- **Many countries have established standards for WASH in schools.** Try to find out what the Ministry of Education or Health already requires and work toward those standards when possible.
- **Engage and consider both girls and boys.** As you assess the needs of your school, be sure to include both girls and boys in the process so you can accurately gauge the unique needs of both.
- **Keep it positive.** Don't point blame at individuals or government offices for poor quality maintenance or facilities. In most cases, school leadership lacks the resources (funds and time) to provide the quality WASH facilities they would like to have. Focus your needs assessment on all that can be accomplished and not all that's wrong.

Tool 2. School WASH Survey

This tool can be used as a follow-on to discussions generated with Tool 1 above. In addition to sanitation and hygiene facilities, this survey includes questions around water supply, hygiene education, and a supportive environment.

School:

Location:

Director:

Number of students:

Number of teachers:

Assessment team:

Date of assessment:

WASH-Friendly Objective	Assessment Criteria	No	Some-what	Yes
Infrastructure				
1. School has a safe and adequate water supply	School has indoor or outdoor taps?			
	OR			
	School has a well or borehole with hand or electric pump?			
	OR			
	School has cistern or water tower?			
2. School has adequate hygienic sanitation facilities	2.1 Separate boys'/girls' latrines that are child-friendly, located in a way to promote use and equal access to boys and girls.			
	2.2 Latrines with washable floors.			
	2.3 Doors with locks for privacy.			
	2.4 Separate latrines for male/female teachers.			
	2.5 Wiping material or water available for anal cleansing.			
	2.6 Basket or other container for used wiping material and menstrual hygiene materials.			
3. School has handwashing facilities	3.1 Inside, next to, or very near latrines, with private location for girls to dispose of or clean menstrual hygiene materials.			
	3.2 With soap or ash available.			
	3.3 With running water of any kind.			

WASH-Friendly Objective	Assessment Criteria	No	Some-what	Yes
Hygiene Promotion and Institutional Support				
4. School carries out hygiene promotion activities, and is warm and welcoming	4.1 School is free of open defecation.			
	4.2 Teachers give regular hygiene lessons, including menstrual hygiene.			
	4.3 Teachers have WASH teaching aids (posters, booklets, etc.).			
	4.4 School WASH club (or WASH in other clubs) exists.			
	4.5 School works with community to promote improved hygiene.			
	4.6 Health center staff visits school to train teachers and give lessons.			
	4.7 School disposes of solid waste properly.			
	4.8 Students of both sexes clean latrines.			
	4.9 Animals are kept away from school compound.			
	4.10 School compound is cleaned regularly and has nice plantings.			
5. School community supports and sustains WASH efforts	5.1 School has clear rules about WASH expectations for students and teachers—entire school community.			
	5.2 School has WASH committee with director, community health or development agent, parents, teachers, student representatives. Includes both men and women. Female committee members have a voice or decision-making capacity.			
	5.3 School has usage, maintenance, and repair plan for WASH infrastructure.			
	5.4 Community contributes to school WASH program and efforts.			

Adapted from USAID/WASHplus Zambia's WASH-Friendly Schools: A Training Resource for SPLASH Use (2013).

5.2 Action Planning

Once you've conducted your needs assessment, work with your counterpart to create an action plan. This will serve as the basis of your project schedule and can promote accountability and organization. Consider posting the action plan somewhere public, like the teachers' room or a school bulletin board. Use the following example template (Tool 3), or use whatever works for you.

Tool 3. Action Planning for WASH in Schools

Element	Problem(s)	Proposed action(s)	Who is responsible?	Cost?	By when?	Updates
Latrines						
Drinking Water						
Handwashing Facilities						
School Solid Waste Management (trash)						
Menstrual Hygiene Management-Friendly Environment and Facilities*						

Element	Problem(s)	Proposed action(s)	Who is responsible?	Cost?	By when?	Updates
PTA or WASH Committee						
Student WASH Club and Extracurricular Activities						
Teaching Materials						
School-to-Community Activities						

*See Chapter 7 on Menstrual Hygiene Management for more resources.

5.3 Applying for a Grant

A small amount of capital can go a long way when it comes to school WASH projects. If your action plan includes construction or rehabilitation of bathrooms, water sources, or hand-washing stations, you may need to apply for external resources to purchase supplies or labor. The Peace Corps small grants program can help you secure these resources for your community.

Tips for Applying for Grants with the Peace Corps

- **Be creative with your community contribution.** All Peace Corps grants require a community contribution to the project, which can be in-kind labor or supplies. For WASH projects, this can be sand for cement, gravel, homemade bricks, or wood. It could also be skilled labor like a mason, carpenter, plumber, or electrician. Alternatively, parents could donate consumables such as soap, cleaning materials, or water containers.
- **Seek out example projects.** Don't start from scratch with your budget or technical plans. Ask your program staff and grant coordinator for examples from previous Volunteers at your post, or contact PC/Washington's grants team at pcco@peacecorps.gov.
- **Maybe you don't need a grant at all.** There are many organizations working in WASH that could be great partners in improving facilities at your school. Ask around your community or among your Peace Corps staff to see if there are partners already doing this work in your area. There are many successful examples of Volunteers bringing partners to their sites to build infrastructure and supporting the projects with hygiene education, WASH committees, and community engagement.

5.4 Resources

USAID Evaluation Grid for Assessing “WASH-friendly” Status and School Report Card, 2010

A very short and basic survey to use when assessing your school for WASH needs, along with instructions for implementation and additional suggestions for observation.

USAID HIP Integrating Water, Sanitation, and Hygiene into Primary Schools and Teacher Training, 2008

A basic guide for starting a WASH program specific to primary schools. Includes some basic start-up instructions and information about WASH, but also its own list of resources and guides for how to use them. This is a short and simple guide, a good thing to read if you are just beginning to learn about WASH and its possibilities in schools. Topics covered: guidelines for integrating WASH into teacher life skills training, Online WASH and school resources, and information about Global Handwashing Day.

Plan UK Community-Led Total Sanitation Handbook, 2008

Plan UK and the Institute of Development Studies created this handbook, which presents Community-Led Total Sanitation (CLTS), an approach for mobilizing communities to eliminate open defecation. With facilitation, communities conduct their own appraisal and analysis of open defecation (using “triggering activities”), and take action to become open defecation-free. The CLTS approach recognizes that provision of toilets does not guarantee their use, nor result in improved sanitation and hygiene. CLTS can be adapted easily for use in schools for “School-Led Total Sanitation” programs. This handbook is available in English, Spanish, and French.



Depending on the results of your needs assessment, your school WASH project will likely involve improvement to school WASH facilities at some level. This chapter provides some tools and guidance to support these projects. Because this is a global resource and school bathrooms and water sources vary so greatly, we do not provide detailed technical guidance here, but rather principles and considerations to keep in mind as you develop your project.

6.1 Guiding Principles for School WASH Infrastructure

Facilities should be:

Child-friendly

- Right sized and age-appropriate
- Easy to use
- Easy to clean
- Adequate for size of school population—no waiting! (WHO guidelines suggest one latrine/toilet per 25 girls and one for female staff and one latrine/toilet + one urinal per 40 boys and one for male staff)
- Safe, not scary or smelly
- Weatherproof
- Easy for adopting good hygiene habits such as anal cleansing and hand-washing

Gender-friendly

- Separate facilities for boys and girls, male and female teachers
- Boys and girls have equal access to facilities
- Adapted to girls and boys
- For older students, girls' menstrual hygiene needs must be met (See Chapter 7 for more)
- Handwashing area available for before and after menstrual hygiene product use
- Water inside latrine for washing
- Discreet place for disposing/burning menstrual materials
- Must be safe, locking from the inside and not be far from the central school area

Environment-friendly

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

Parent and school budget-friendly

- Choose low-cost affordable models for latrines/handwashing stations
- Parents should be considered key stakeholders and involved in decisions about financing, facility models, and operations and maintenance
- Involve both men and women in the families

Operations and maintenance-friendly

- A good operations and maintenance plan needs to be in place (minor repairs, restocking of certain items)
- Students (both boys and girls) should be involved as much as possible in operation and maintenance, but should not miss class to be involved
- Financing plans for operation and maintenance should be put in place before any building or purchasing begins
- Who pays for what must be clearly spelled out

Adapted from USAID/WASHplus Zambia's WASH-Friendly Schools: A Training Resource for SPLASH Use (2013).

6.2 Small Doable Actions for School WASH Facilities

There are many easy, low-resource improvements that can make a big difference in the WASH conditions of your school. These “small doable actions” can be great motivators for the community. Before diving into a large construction project, consider implementing some of them.

Figure 2. Small Doable Actions for Common WASH Problems

Problem	Small Doable Actions
Latrines and Feces Disposal	
Latrine privacy (has no door, or straw wall has gaps)	<ul style="list-style-type: none"> • Hang a cloth as curtain • Patch the door so it’s solid, or replace with temporary material like cloth
Latrine doors are hanging/ broken hinges	<ul style="list-style-type: none"> • Fix them! Often it will just take a few nails and screws for simple fixes
Smell or flies	<ul style="list-style-type: none"> • Look for options to increase ventilation without losing privacy • Cover pit with “home-fashioned” lid • Put bucket of ash in latrine and have users throw a handful in after every use to reduce smell and discourage flies
No separate latrines for girls, or no girl-friendly latrines	<ul style="list-style-type: none"> • Clearly dedicate at least half of latrines for girls • Make “Girls Only” and “Boys Only” signs • Add a private washing station and a little mirror if possible
Handwashing	
No fixed handwashing facility	<ul style="list-style-type: none"> • Install a group tippy tap outside the latrine
No soap	<ul style="list-style-type: none"> • Use ash
No easy access to water	<ul style="list-style-type: none"> • Organize a WASH club to bring water every day
Water Safety and Storage	
Water stored in open container without lid	<ul style="list-style-type: none"> • Use a closed container with a tap • Devise a convenient cover for bucket
Water container is accessed by dipping cup directly with hand	<ul style="list-style-type: none"> • Make a dipper for extracting water from bucket or other receptacle • Hang dipper off ground
Water from unprotected spring, shallow well, or other unsafe source	Water treatment: <ul style="list-style-type: none"> • Chlorine • Solar Disinfection (SODIS)

Adapted from USAID/WASHplus Zambia’s: WASH-Friendly Schools: A Training Resource for SPLASH Use (2013).

6.3 School Bathrooms or Latrines

If your needs assessment leads you to construct or rehabilitate school bathrooms beyond the simpler “Small Doable Actions” above, the below tools offer guidance to lead you through that process.

Steps for Organizing and Implementing a Latrine Promotion and Construction Campaign

As you begin your latrine project, here are some basics steps to consider in your project process.

Step 1. Complete a diagnostic.

Gather baseline information about community-member knowledge, attitudes, behaviors, and behavioral determinants regarding feces disposal. Be sure to differentiate among gender and age groups.

Step 2. Plan a promotion and education campaign.

Complete a behavior change worksheet and plan a campaign to affect knowledge, attitudes, and behaviors based on behavior change principles. Activities might include community meetings, activities in schools, radio spots, posters, skits, and door-to-door visits. Consider the timing of events and trainings to make it possible for women and girls to participate. The CLTS motivation methodology might be used. Involve various partners in the planning effort, likely including the health center, school, and local radio. The concept is to build a critical mass of demand for a latrine project before any project is begun. If community support is not raised, the project should stop here or remain here until support exists.

Step 3. Solicit expert advice and collect information about local resources, expertise, and costs of sanitation options.

Discuss the technical considerations for sanitation options with an expert who has been to the community. Gather information about organizations that could support options, local expertise, and local construction skills. If grants or subsidies are available to offset any costs, gather information about these too.

Step 4. Facilitate participatory planning of sanitation alternatives.

While many decisions may be made on an individual level, involving many community members in the planning may help lower costs for resources, labor, and technical support, and may allow for application for grants and subsidies. The plan should include project monitoring and evaluation components. Ensure both men and women are involved in the planning from the beginning.

Step 5. Secure technical support, resources, materials, and funds.

Where external support and materials are needed, it is best for Volunteers to play a supporting role, not a lead role.

Step 6. Implement and monitor the project.

Implementation should include operation and maintenance training, as well as behavior change support. Be sure project implementation is monitored, including construction steps and costs. Although a project may be inclusive during implementation, it may not necessarily remain so. Monitor the project to ensure both men and women continue to be involved.

Step 7. Monitor and evaluate results.

For at least six months after completion of construction and operation and maintenance education, continue to support correct usage. Monitor and evaluate how well the structures hold up, how well the structures are maintained, and any issues with latrine use. The monitoring should include behavior change observation in terms of latrine use, as well as proper operation and maintenance. Address any issues.

Tool 4. Checklist for Minimum Standards for School Sanitation Facilities

This tool can be adapted to assess the physical facilities at your school. This is an ideal based on global guidelines, but may be out of reach in many contexts. You can use it to further discussions about prioritizing all the possible improvements.

General Sanitation Facility Criteria

- *Separate latrines/toilets for boys and girls*
- *“Child-friendly” facilities*
- *Separate latrines/toilets for male and female teachers*
- *One latrine/toilet per 25 girls and one for female staff*
- *One latrine/toilet + one urinal per 40 boys and one for male staff*
- *Handwashing stations next to latrines*

Latrines should have

- *Walls and roof*
- *Ventilation*
- *Doors that lock from the inside and possibly the outside*
- *Washable slabs*
- *Cleansing material (paper, leaves, water)*
- *Wastebasket or incinerator for used wiping material and disposable menstrual hygiene materials (if applicable)*
- *A place to wash hands after use*
- *Cleaning items such as broom, scrub brush, etc.*

For further reference see: *Water, Sanitation and Hygiene Standards for Schools in Low-Cost Settings* (WHO 2009).

Tool 5. Latrine Assessment Checklist

This checklist can be used to assess existing latrines to determine action to repair or rehabilitate them. Consider using it together with your WASH committee, parent group, or student club to help build agreement around the needs and next steps.

Observe each aspect of the latrine and indicate what you find. Make notes so you can remember details.

Item	Assessment	Notes
Hole	<input type="checkbox"/> shallow <input type="checkbox"/> deep <input type="checkbox"/> reinforced <input type="checkbox"/> small <input type="checkbox"/> large <input type="checkbox"/> covered <input type="checkbox"/> water <input type="checkbox"/> worms/flies/bugs	
Platform	<input type="checkbox"/> wood <input type="checkbox"/> concrete <input type="checkbox"/> washable <input type="checkbox"/> stable <input type="checkbox"/> unstable	
Superstructure	<input type="checkbox"/> metal roof <input type="checkbox"/> other roof <input type="checkbox"/> walls <input type="checkbox"/> strong <input type="checkbox"/> weak	
Roof	Sufficient height to stand comfortably inside? <input type="checkbox"/> yes <input type="checkbox"/> no	
Privacy/safety	Door or curtain? <input type="checkbox"/> yes <input type="checkbox"/> no Located in a safe area for women and girls to access? <input type="checkbox"/> yes <input type="checkbox"/> no Good privacy with door and walls (especially for women and girls)? <input type="checkbox"/> yes <input type="checkbox"/> no Locks from inside? <input type="checkbox"/> yes <input type="checkbox"/> no Locks from outside? <input type="checkbox"/> yes <input type="checkbox"/> no	
Cleanliness	Availability of wiping materials? <input type="checkbox"/> yes <input type="checkbox"/> no Place to dispose wiping materials? <input type="checkbox"/> yes <input type="checkbox"/> no Ventilation? <input type="checkbox"/> yes <input type="checkbox"/> no Feces visible (smear on floor/walls) <input type="checkbox"/> yes <input type="checkbox"/> no	
Other	Safe distance (15 meters) from water source? <input type="checkbox"/> yes <input type="checkbox"/> no Place to wash hands nearby? <input type="checkbox"/> yes <input type="checkbox"/> no Soap available? <input type="checkbox"/> yes <input type="checkbox"/> no	

Other observations:

Pit Latrine Construction Guidelines

These guidelines are adapted from USAID Hygiene Improvement Project's Guide for Training Outreach Workers (2009).

In general, consider privacy, comfort, and safety.

Locate the latrine:

- at the back of the classroom within 10 meters;
- at least 15 meters (downhill) from a water source; and
- behind the classroom for privacy purposes.

Pit construction: If a latrine is meant for temporary use, its pit can remain unlined. If a latrine is to be reused, its pit should be lined. The lining also prevents the pit from collapsing and provides support to the superstructure. Pit lining materials can include brick, rot-resistant timber, concrete, stones, or mortar plastered onto the soil. If the soil is stable (i.e., no presence of sand or gravel deposits or loose organic materials), the whole pit need not be lined. The bottom of the pit should remain unlined to allow for the infiltration of liquids out of the pit.

If you are constructing a pit that will not be lined:

- Mark the center of the latrine and mark two outer spots of a circle that has a diameter of two arm lengths (one meter).
- Put a peg in the middle of these marks and tie a rope onto the peg.
- Stretch out the rope from the peg to one of the marks you made and tie a small pointed piece of wood onto the rope at that point. By moving this pointed piece of wood around and marking the ground, you will have a perfect circle that is one meter in diameter.

If you are constructing a pit that will be lined, you need to make the hole wider. For many soil conditions, you will only have to line the top 50 centimeters of the pit. For very poor soils, you will have to line the entire pit from the bottom to the top.

- Follow the instructions for a pit latrine that is not lined, but lengthen your rope by the width of the casing.
- To install a 50 cm lining at the top of the pit, dig about one arm's length (50 cm) straight down inside this wider circle.
- Build a stone masonry or mud and grass mortar, or use a bamboo mat around the wall of the 50 cm-deep pit.
- When this casing is installed, complete the excavation by digging down from the wall of the casing.
- If the casing is stone, it is likely that the pit will now have a diameter of about two arm lengths (about one meter).
- If the lining is to cover the entire pit, you will have to dig the wide hole all the way to the bottom and install the casing from the bottom to the top of the hole.

Dig the pit to a depth that will last the school at least several years. Ask about local practice. Usually a depth of at least four arm lengths is good (two meters), but three or four meters is preferable if above the groundwater table and soil conditions allow. The pit should not go into groundwater, especially if people in the village get water from wells. The pit should be at least

1.5 meters above the highest seasonal groundwater table. If there is water in your latrine from an underground source, backfill the pit with soil until there is no splashing. If people in the village use shallow wells for drinking water, add and compact 1.5 meters of soil.

The pit walls should be free of cracks. Depending on soil conditions, it may need to be lined.

Floor construction

If you are making a concrete slab:

- The slab should be about half an arm's length wider than the diameter of the pit.
- Make sure you build a stone or mud mortar rim (not a bamboo one) around the top of the hole that supports the slab.
- The rim is built the same as the casing described above, except it can be only half an arm's length (25 cm) deep.

If you are using wood, branches, and dirt for the floor slab:

- Cut thick and strong logs of wood and put across the hole.
- Cover the space between the logs with smaller and thinner branches or pieces of wood.
- Cover the wood with dirt. Pound and smooth the surface, leaving the squat hole, which is 25-by-35 cm.
- The slab should be above the surrounding ground level so water will not drain into it.

The hole must have a cover to discourage flies.

For the superstructure (walls and roof), refer to local construction practices, noting that the walls must afford privacy. A door is preferred, as is a roof that keeps rain out.

As appropriate, consider adapting latrines for the elderly, the infirm, and children with disabilities.

Considerations for School Bathroom Projects with Plumbing

For Volunteers working at sites with plumbing, there are other considerations to include in the planning of your project. Whether your school is connected to a water system or uses water tanks with pumps, these projects may require more skilled labor to install (for example, a plumber and electrician).

- **Squat vs. Western toilets.** Often the basic porcelain "hole in the ground" is functional and actually better for human physiology. These "squat" toilets are also easier to keep clean than Western ones. Both types need the same flushing water cistern. You may also need to consider the age of your students; for example, Western toilets might be preferable for adolescent girls who are menstruating. Do your research and ask questions.
- **Hot water provision vs. cold water supply.** The younger the users of the toilets, the more likely you will choose hot water as a part of your project. For younger children, you may also want to include faucets with a shower attachment (for hosing down after "accidents").
- **Water deposit replacement/supplementation.** These are the tanks that accumulate water so that there is a continuous water supply for the toilets/basins, even when the water company turns off the supply (usually scheduled). Such deposits are often on the roof, and changing them out can be expensive.

Tips for Handwashing Stations

- **The closer the station to the exit from the bathroom, the better.** This helps to build the habit of always washing your hands after using the toilet.
 - **Make the handwashing station attractive.** By painting the handwashing station with bright colors and adding motivating reminders about the importance of handwashing with soap, you can make your station more attractive and fun.
 - **Build handwashing into the routine of the school.** There is increasing evidence of the importance of habit formation for long-term handwashing behavior change. Work with your school leadership to establish set times when children wash their hands together at school, such as before eating.
 - **Design your station around the soap.** Maintaining soap supply can be challenging at schools, especially if your handwashing station is outdoors. Some ideas to help keep the soap in place include “soap on rope,” placing the soap in a mesh bag that is tied to the station, chipping the soap bar into small shards that are effective for washing but less likely to “disappear,” or keeping the soap in a classroom or teacher’s room when it is not in use.
 - **Plan for drainage.** If your handwashing station is not connected to an existing sewage or drainage system, it is essential that you plan for water runoff management to avoid standing water. Options include soak-away gravel pits, a portable drain receptacle that can be used to water plants or wet dusty school grounds, or soil absorption that runs into grass or other plant beds.
- **Need to have vs. must have.** When applying for a grant for a school bathroom project with plumbing, costs can be higher than for a pit latrine. Make sure that you consider which components of the project are the most essential to maximize the impact of your funds. For example, consider purchasing used materials (toilets, doors, sinks) or getting in-kind labor donations.

6.4 Handwashing Stations

Any new bathroom rehabilitation or construction project should include plans for handwashing stations. There are two main types of handwashing systems for schools that are not connected to municipal water systems.

1. **School-Wide System:** This is a system with a central tank or reservoir that serves all water facilities. Water is pumped as available and stored. It can be supplemented by collected rainwater. This system would require a pump, tank, and piping.
2. **Self-Contained System:** This is a smaller, more localized setup for handwashing that would involve a water jug, small tank, or bucket that is elevated above a tap. These would generally be refilled by hand from a separate water source. A simple version of this would be a tippy tap.

Adapted from GIZ Fit for School’s Field Guide: Hardware for Group Handwashing in Schools (2013).

Tool 6 is directions to build a tippy tap. This is a great way to build excitement about handwashing and can be a good activity for Global Handwashing Day (October 15—see Handwashing Activity Ideas in Chapter 6 for details). For sustainability and long-term use, more permanent handwashing stations are the best option. For sample models of permanent group

handwashing stations, see GIZ Fit for School's Field Guide: Hardware for Group Handwashing in Schools (2013). For further information on soak-away pits see GIZ Fit for School's Field Guide: Hardware for Group Handwashing in Schools (2013) and the Peace Corps' WASH Training Package.

Tool 6. How to Build a Tippy Tap: Handwashing Station Instruction Sheet

BUILD YOUR OWN TIPPY TAP
tippytap.org

2m forked sticks x2
1m straight sticks x2

Tools to dig

Water container

Gravel

Soap

String

Nail & candle

1. Dig two holes 18in deep and about 2ft apart
2. Place the forked sticks, ensure they are level
3. Fill holes with soil & rocks, and pack tightly
4. Make a hole in the soap and thread string
5. Hang container & soap and fill with water
6. Attach string to water container
7. And to foot lever stick
8. Use gravel as basin to capture water

Reprinted from www.tippytap.org

6.5 Safe Drinking Water

The availability of safe drinking water at school is essential to a healthy school environment. Whether installing a hand pump, an electric pump, rainwater catchment tank, or top well, a safe drinking water project can have a lasting impact on your school and the greater community.

Because of the variety of different water sources around the world, consider constructing a model that fits with your community.

Tips for Drinking Water Projects

- **Choose local sources for your materials and labor as much as possible.** *If you construct a hand pump from materials only available far away in the capital, maintenance of the pump will be more difficult.*
- **Water committees are key to sustainability.** *Any school water source must have a maintenance plan that is enforced by a water committee in order to ensure the sustainability and proper use of the facility.*
- **At sites without plumbing or closed drainage, include a soak-away pit in your water source project.** *Soak-away pits are low-cost and easy to maintain and draw water into the ground, reducing standing water, which can be a breeding ground for disease vectors.*

Water Treatment Methods

The following lessons are adapted from SODIS and Antenna Technologies Foundation's Safe Water School Training Manual (2014).

While there are four main water treatment methods commonly used by Peace Corps Volunteers in households, here we focus on just solar disinfection (SODIS), which is safe and practical for schools.

In many schools (especially secondary), water treatment methods are a part of the pre-existing science curriculum. You can encourage science teachers to supplement their lessons with some of these activities.

Tool 7. SODIS Method

Material: Bottles brought from home

Images: SODIS method

The SODIS method is very easy to apply as it requires only sunlight and PET bottles.

- *Step 1: Wash the bottle well with soap the first time you use it.*
- *Step 2: Fill the bottle with water.*
- *Step 3: Expose the bottles to the sun from morning to evening for at least six hours.*
- *Step 4: Store or drink the safe water.*



Illustration source: SODIS and Antenna Technologies Foundation's Safe Water School Training Manual (2014)

Tool 8. Practical Exercise – The SODIS Method (Day 1)

Materials: PET bottles, water, soap

1. Conduct SODIS Step 1: washing the bottle well with soap the first time you use it.

- *Use appropriate bottles: PET (symbol ) , transparent, unscratched, not bigger than three liters.*
- *Clean bottle and lid with soap.*

2. Conduct SODIS Step 2: fill the bottle with water.

- *Turbidity test with newspaper or fingers. Turbid water needs to be pretreated.*
- *Due to expanding warm water, do not fill the bottle to the top.*

3. Conduct SODIS Step 3: Expose the bottle to the sun from morning to evening (sunny weather) or two days (cloudy weather).

- *Walk through the school area together with the children and look for a good place to practice the SODIS method. If available at school, use the SODIS station.*
- *Lay the bottles horizontally on a clean surface in the sun where they will not be in the shade. If possible, place them on a reflective surface, like a sheet of corrugated iron.*
- *UV-A rays of the sun kill germs.*
- *Rule of thumb for cloudy weather: if less than half of the sky is clouded over, placing the bottles out from morning to evening (at least 6 hours) will be sufficient to disinfect the water. If more than half of the sky is covered with clouds, the bottles must be placed in the sun for two consecutive days. The method does not work satisfactorily during days with continuous rainfall.*



Illustration source: SODIS and Antenna Technologies Foundation's Safe Water School Training Manual (2014)

Tool 9. Practical Exercise – The SODIS Method (Day 2)

Materials: 1 PET bottle, suitable bottles brought from home

1. Take the bottles back to the classroom and ask the students to remember the first three steps of the SODIS method.

- *Step 1: Wash the bottle well with soap the first time you use it.*
- *Step 2: Fill the bottle with water.*
- *Step 3: Expose the bottles to the sun from morning to evening for at least 6 hours.*

2. Conduct Step 4: The water is ready for consumption. You can drink the water together or the students can take the bottles back home and drink it there.

- *The water can be stored for several days if the bottle is kept unopened after treatment and stored in a cool, dark place.*
- *To prevent recontamination, drink the water directly from the bottle or pour it into a clean cup or glass immediately before drinking.*

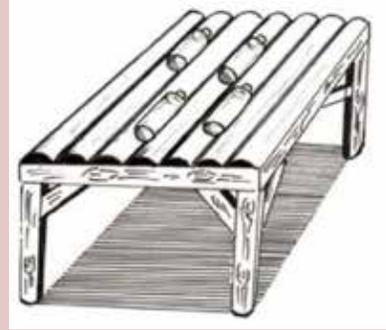


Illustration source: SODIS and Antenna Technologies Foundation's Safe Water School Training Manual (2014)

Safe Transport and Storage of Water

Even if water is clean when it's collected or after it's treated, it can be recontaminated during transportation and storage. There are three basic recommendations for preventing this:

- Carry in a container with a lid.
- Store in a narrow-necked container with a tight-fitting lid.
- Serve without letting anything dirty touch it (best if the water is served from a spigot, pitcher, or ladle that hangs on the container or from a nail).
- Below is a tool that can be used to spark conversations at school about how water is transported and stored for students' to drink.

HOW TO TAKE CARE OF DRINKING AND COOKING WATER

Counselling Card

TRANSPORT



Carry your water home in a container with a lid



Do NOT transport it in a container without a lid



SERVING



Serve the water without letting anything dirty (such as your hands or a cup) touch it



Do NOT scoop the water out with a cup or a bowl



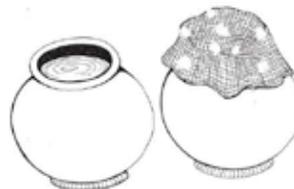
STORAGE



Store water in a container with a tight fitting lid



Do NOT store water in a container without a lid or with a lid that does not fit tightly



HIP HYGIENE IMPROVEMENT PROJECT



Source: USAID Hygiene Improvement Project's Integrating Safe Water, Sanitation, and Hygiene (WASH) into Home-Based Care Services in Uganda.

6.6 Resources

USAID HIP and WSP [Tip Sheet: How to Make Tippy Taps](#)

An additional guide for building tippy taps. This guide has pictures from actual tippy tap projects and gives some alternative options and ideas for using locally available materials (gourds, bamboo, etc.).

GIZ Fit for School Inc. [Hardware for Group Handwashing in Schools](#), 2013

Guidelines for constructing group handwashing stations in schools. This manual goes beyond tippy taps, giving guidelines for more complex and larger-scale handwashing facilities. Guide topics: water sources, basins, piping, drainage, the way forward, and acceptance.

USAID Hygiene Improvement Project [Safe Transport and Storage of Water Counseling Card from Integrating Safe Water, Sanitation, and Hygiene \(WASH\) into Home-Based Care Services in Uganda](#), 2009

This manual trains home health-care workers who support home-bound individuals, particularly those living with HIV. It includes many good visual aids to counseling about WASH in the household that are applicable to home-bound individuals, as well as others.

Hesperian Health [Building Toilets](#), 2014

This is a guide for planning and building many different kinds of toilets and washrooms. It also includes an activity for working with communities to choose the right type and design for them. There aren't full plans for all of the toilets, but there are great diagrams and pictures for each. Most notably, there are designs for ecological toilets (not found in many other resources). Topics covered: promoting sanitation, what people want from toilets, planning for toilets, women and men have different needs, toilets for children, sanitation for emergencies, sanitation for cities and towns, ecological toilets, pour flush pit toilets, and choosing the right toilet.

Peace Corps WASH Training Package, 2015

This is the complete toolkit of Peace Corps sessions related to WASH. Many of the sessions guide Volunteers in small WASH construction projects. Related topics covered: watershed protection, latrines, soak-away pits and grey water reuse, and financing water and sanitation infrastructure projects.

Peace Corps/Panama [El Manejo de Acueductos Rurales](#), 2005 (SPANISH ONLY)

This Rural Aqueduct Management manual was developed by Peace Corps/Panama to support work with water committees. It includes technical guidance on construction, tips for group meeting, and work plans. It is only available in Spanish.

CDC Household Water Treatment Options in Developing Countries, 2008–2010

Short hand-outs with explanations and pictures for each type of treatment option.

[Simple options to remove turbidity](#)

[Slow sand filter](#)

[Ceramic filtration](#)

Boiling

Solar disinfection (SODIS)

Water flocculant/disinfectant powder

Chlorination

Safe storage of drinking water

U.K. Department for International Development (DFID) Guidelines for Sustainable Handpump Projects in Africa, 2001

A resource describing the consensus from a workshop on factors contributing to sustainability of hand pump projects in Africa.

Water, Engineering and Development Centre (WEDC) Resources

These resources focus on various topics, with clear technical advice.

Choosing appropriate technologies

Compendium of accessible WASH technologies (how to make WASH easier for those with disabilities)

Ferrocement water tanks (water tanks made with cement-rich mortar and reinforced with layers of wire mesh)

Upgrading traditional wells

Village level operation maintenance pumps

Maintaining hand pumps

Discharge measurements and estimates

Latrine slab and seats

Household water treatment (parts 1 and 2)

Desalination

Chlorination

Emptying pit latrines

Maintaining hand pumps

Upgrading traditional wells

Using human waste

Many more technical guides can be found at <http://www.lboro.ac.uk/well/resources/>



7

Hygiene Education

Hygien education is central to building the “software” of a comprehensive school WASH project. Handwashing is an essential hygiene practice, but there are many others that can also be practiced in schools, including face washing, dental hygiene, and menstrual hygiene (see Chapter 8).

7.1 Lessons for Incorporating WASH into the Classroom

Here are some topics and basic ideas that teachers can use to create lessons to insert into different subjects. WASH lessons are meant to be “life skills” that should be applied to everyday living and become habits.

Basic WASH lessons

- Fecal-oral transmission of germs
- Three key hygiene practices that block fecal transmission
- How to wash hands correctly
- How to build a handwashing station
- Different kinds of latrines

Tips for Hygiene Education

- **Promote sustainability through co-teaching and skills transfer.** *The key to quality hygiene promotion in schools is to build sustainability. Instead of leading a hygiene lesson where you, the Volunteer, is doing the teaching, try to focus your work on transferring skills to teachers, student club leaders, and even parents.*
- **Build hygiene habits into the school day.** *Schools are a great place for students to learn lifelong habits. Work with school leadership to incorporate group handwashing before school meals.*
- **Make your activities interactive, fun, and consistent.** *As you promote handwashing, think about introducing consistent, fun reminders for the school community, like a song to sing together as you go outside to the latrine, or a colorful mural outside the bathroom next to the handwashing station.*

- How to use and maintain latrines
- How to transport water safely
- How to store water safely
- How to treat water via boiling, solar disinfection, and chlorination

Language

- Write essays or stories on WASH topics
- Write WASH plays to present to the school and community
- Write and deliver persuasive speeches on topics such as clean hands, why it's important to stay healthy, or school bathroom upkeep
- Read short WASH stories and answer questions in a group
- Read books about water or sanitation and write reports
- Develop debates with two teams on WASH topics (pro and con)

Science

- Germ theory: What are germs? Where do they live? What do they do?
- How diseases are transmitted
- The water cycle: Rain, rivers, oceans, evaporation, clouds
- How water gets contaminated
- WASH-related illnesses: What are they? How are they transmitted? How can they be prevented?
- Soap experiment: Put oil and water together in a clean jar or bottle with a tight top. Shake the jar or bottle. Have students observe what happens. Then, add some dishwashing detergent or liquid soap to the jar or bottle, close the lid, and shake again. Ask: What happens? Why? How does this relate to washing our hands?
- Food contamination: Experiment with growing mold on food

Math

- Calculate how much water your class/school will need daily if every person should have 5 liters per day
- Word problems or work with school water committee on completing calculations related to WASH facility construction plans (latrine building measurements, distance from school, distances for pipes, building measurements for rain gutters, etc.)
- Feces calculation (see Chapter 4, School-Led Total Sanitation)

History

- National water/sanitation policies: When were they developed? How have they changed?
- How has water influenced our country's history? The history of civilization?
- What are the traditional culture's key beliefs and practices regarding handling feces, drinking water, and hand hygiene? Are the beliefs different for men versus women? Which practices are harmful and which are protective of health?

Geography

- Water sources in our region/country
- Drawing maps of community water resources

7.2 Designing Handwashing Behavior Change Activities

Motivations

There are many reasons that people wash their hands. We often assume that the main motivator is to improve one's health, while in fact other factors may be much stronger motivations for many people. Here we discuss four motivations that are often considered in handwashing: affiliation, disgust, comfort, and morality.

Affiliation (Belonging)

Most people cannot survive on their own, and we derive many values from being associated with others. While belonging to a family is a given—you belong automatically—belonging to groups of one's peers cannot be taken for granted and does not come as easily. Being valued by a group is typically a balance between having something special about you that sets you apart (i.e., gives you status within the group) while also fitting in and being able to communicate and share with others (belonging). “Affiliation” is both belonging and having some status within the group. Being considered “cool” is an important way to have status in school groups. Being able to demonstrate other markers of group membership (use of the correct slang, wearing the right clothes) is also important in this regard.

Disgust: The “Yuck” Factor

Disgust is the primary reaction people exhibit when confronted with threats to their health, such as feces, dead animals, and sick people. It is therefore the most direct influence on hygiene behaviors, and is likely to work effectively as a spur to engage in hygiene behaviors in any group.

Comfort

We humans have a variety of senses that help us know our condition. When washing hands with soap, we are able to detect various kinds of sensations on our hands that tell us whether they are clean or not—particularly smell and touch (slimy, gritty, dry, flaky). These feelings can be influenced by what we know about cleanliness. For example, people with knowledge of germ theory might have a psychological feeling of being dirty even without sensory inputs that indicate this. Other ideas can also influence our sense of cleanliness. For example, the concepts of pollution and purity are symbolic forms of dirtiness or cleanliness, and are often a function of our actions or self-image, rather than purely sensory feelings associated with the state of our skin.

Morality

Morality (i.e., a sense of justice or fairness) is a strong driver in children and adults. Pleasing parents is the reward for “moral” behavior in younger children, but later on peer pressure can interfere, creating a tension between what children have learned about right and wrong and what they need to do to fit in. Being naughty can be about feeling and stretching the line between good and not good in order to know how far it's OK to go and to develop a conscience. In a handwashing context, morality can involve the punishment or humiliation of those who do not conform to good hygiene behaviors. Fights between good and evil have been used in handwashing and hygiene campaigns effectively before.

7.3 Handwashing Activity Ideas

Global Handwashing Day—October 15

Each October 15, Peace Corps Volunteers around the world celebrate Global Handwashing Day with activities in their community. Global Handwashing Day was originally created for children and schools, but can be celebrated by anyone promoting handwashing with soap. Each year, more than 200 million people are involved in celebrations in more than 100 countries around the world. Global Handwashing Day is endorsed by a wide array of governments, international institutions, civil society organizations, nongovernmental organizations, private companies, and individuals.

Refer to the Peace Corps Global Handwashing Day Toolkit available on [PC Live](#) and the GHD Public-Private Partnership website (<http://www.globalhandwashingday.org/>) for all the information and tools you need to plan for this day.

Volunteers across all disciplines and at all posts are encouraged to participate in Global Handwashing Day and to send stories and photos to PC/Washington at oghhsupport@peacecorps.gov. Start planning now for a successful event!

Handwashing Journals

Peace Corps/Tanzania

A Volunteer started “Handwashing Journals” with their health club at the primary school. Every few days, the students were asked to record their handwashing behavior in the journal and were given an assignment to teach someone at home or around their village to wash their hands with soap, then to come to class the next day with success stories to share with the class. Students who had the best handwashing behaviors at the end of each month were recognized during a small ceremony at school. When the students learned the material and were given opportunities to practice and teach others while being held accountable by a teacher on a regular basis, they demonstrated mastery and changed their behavior.

Handwashing School Lesson and Pledging Poster

Peace Corps/Costa Rica

Two Volunteers held an event at their local elementary school for a group of 30 kindergartners, with the collaboration of the teacher and a school counselor. They prepared a presentation on the importance of washing hands and on when and how to wash. After the discussion, the children made a promise to wash their hands and they sealed the contract by placing their right hand in paint and stamping their handprint on a large poster board with handwashing slogans. When the children finished stamping their handprint on the paper, they moved to the handwashing station where the Volunteers and the teachers were waiting to help each child correctly wash their hands. By the end of the activity, the students had a colorful banner to hang in their classroom with each of their handprints as a promise and a reminder to always wash their hands. The teacher will also oversee the application of these proper handwashing techniques among her students in the future. The school staff loved the activity so much that they ended up repeating it for the entire first grade in addition to the kindergarten classes.



Photo source: Peace Corps/Costa Rica

Puppet Show, Poster Contract, and School Engagement

PC/Costa Rica

A Volunteer and her partners conducted Global Handwashing Day activities in her community including a puppet show, instruction, and a poster “contract” to continue handwashing behaviors, in cooperation with UNICEF and the local school. She put together a user-friendly two-page article (in a newsletter format) in Spanish that highlighted what they did. The day after the activities, the Volunteer was biking around the town and passed by a small group of kids who were playing outside. One of the little girls stopped her and said, “Maestra, maestra, I practiced today how to wash my hands at home.”



Photo source: Peace Corps/Costa Rica

The Volunteer also worked with service providers at a school to ensure that soap is available for the kids at handwashing times, and created a kids’ club (first and second graders) to be in charge of doing advocacy and monitoring activities related to handwashing in the school.



Glitter Handwashing

PC/Guatemala and PC/Benin

Peace Corps Volunteers and students put glitter on their hands and then role-play a story: one person went to the bathroom and didn't wash his hands afterward, another is sick and sneezes on her hands, another rides the bus and touches all the surfaces. Then they get to school and shake all the students' hands or give them high-fives—spreading the glitter. The students reflect on what they have on their hands and what it represents (the spread of germs), and then practice proper handwashing.

The activity can also be done using chalk dust, charcoal dust, or cooking oil instead of glitter. The oil is particularly effective at demonstrating the importance of soap. If you just use water, nothing will happen, but when you use soap you can easily wash the oil and dirt off your hands. You can then explain the reason that handwashing with soap is important. There is naturally a little bit of oil on our hands that our bodies produce and dirt and germs stick to. You need to add soap when you wash your hands, which sticks to the oil and pulls the dirt, germs, and oil off your hands.

Handwashing Songs

Peace Corps/Tanzania

The amount of time spent washing your hands is important, but it may seem like a long time for younger kids. In order to wash for the right amount of time, Volunteers can teach children to sing a song that is just the right length. Children can even make up their own songs by changing the lyrics to simple, favorite tunes so that they relate to handwashing. Students practice together until everyone knows it really well, and then practice singing and washing their hands at the same time.

Teaching Coughing Etiquette

Peace Corps/Mali

Wanting to change behavior related to coughing etiquette, a Volunteer taught a lesson in a health and sanitation class that they had already started. Students were asked questions about how they thought a cough spread, and then were shown how coughing on your hand and greeting someone could spread those germs. Then the Volunteer offered a simple solution: coughing into your arm where it bends at the elbow, so that the germs do not end up on your hand or cast into someone's face.

The students really took to the idea. Four kids from the Volunteer's host family who were in the class even independently introduced the technique to a parent.

Handwashing Outreach Competition

Peace Corps/Albania

For Global Handwashing Day 2010, the post created a sample lesson plan for kindergarten-age children in the Albanian language and sent it to all Volunteers. They then ran a contest to see which Volunteer contacted the most children, youth, and adults for the topic.

Handwashing Poster Competition

Volunteers can hold a school-based poster competition leading up to Global Handwashing Day in which students create illustrated signs demonstrating the steps of proper handwashing, the keys times to wash hands, or with positive messages about its importance. Gather a jury of community members from health and education sectors to serve as judges of the competition and award simple prizes for the winners, such as bars of soap plus a sticker or ribbon to attach to the first-, second-, and third-place posters. Display all the posters around the community on Global Handwashing Day, October 15.

7.4 Resources

Caritas Luxembourg/Caritas Switzerland (SwissGroup) Children's Hygiene and Sanitation Training, 2004

This is a training manual that would be best used in primary schools with younger children. It is aimed at changing behaviors early. There are five basic session plans with pictures and great activities for younger children. Topics covered: good hygiene habits, germs and how they are spread, handwashing, tooth-brushing, food handling, toilet use.

UNICEF-IRC Life Skills-Based Hygiene Education, 2004

This is a guide for life skills-based hygiene education. It is not a lesson book but guides you through what a good curriculum looks like and how to create lessons for this kind of program. Topics covered: life skills-based education within WASH, how children learn, participatory learning methods, themes and topics for life skills-based WASH, principles for the development of lessons plans and materials, program implementation.

Peace Corps WASH Toolkit, 2015

This is the complete toolkit of Peace Corps sessions related to WASH. Many of the session activities are a good source for teaching hygiene in your community. Related topics covered: what is WASH?, hygiene promotion, WASH in schools, household water treatment, water supply, WASH and HIV, WASH and nutrition.

Hesperian Guidebooks What Makes Water Unsafe? (from A Community Guide to Environmental Health), 2014

A simple lesson covering the things and processes contributing to unsafe water, as well as what results from unsafe water. The lesson has good community activities and simple, clear diagrams.

USAID HIP Water, Sanitation, and Hygiene Improvement Training Package for the Prevention of Diarrheal Disease, 2009

A full training package designed for outreach workers that focuses specifically on preventing diarrheal diseases. The package includes a good resource list of its own, a handbook for use in the field, as well as a guide book with lesson modules and session plans. Topics covered by modules: introductory activities, making water safe to drink, handwashing, handling feces, interpersonal communication, action planning, and tracking progress.

WEDC The “f” Diagram Poster

This diagram illustrates the pathways of pathogens from the feces of a sick person to the mouth of another person using the letter “f” as the first letter of the main pathways for easy memorization: fluids, food, flies, fields, floors, fingers, and floods.

IRC The Joy of Learning: Participatory lesson plans on hygiene, sanitation, water, health and the environment, 2005

A good resource for lessons for incorporating WASH into classrooms.

8

Menstrual Hygiene Management

As outlined in Chapter 1, women are disproportionately affected by a lack of access to adequate water, sanitation, and hygiene (WASH) facilities and practices and bear the brunt of the economic and educational costs associated with unsafe drinking water and poor sanitation. Girls who have reached puberty and female school staff who are menstruating need gender-specific sanitation facilities. Without these facilities, girls miss school days, fall further and further behind in school, and may end up dropping out of school altogether. A comprehensive school WASH program should address these gender-specific problems through improvements to school facilities, access to sanitary products, and menstrual hygiene management (MHM) education.

This chapter provides essential information, lesson activities, and additional resources covering the topics of puberty, menstruation, and menstrual hygiene management.

Tool 11. Quality Checklist for LGL Menstrual Hygiene Management (MHM) Projects

- A Comprehensive Needs Assessment was conducted, with girls and the larger community involved in the process.
- The project was designed based on the findings of the Comprehensive Needs Assessment, with girls and the larger community involved in the process.
- The project design includes a Monitoring and Evaluation Plan.
- The project is monitored and evaluated.

The Comprehensive Needs Assessment for MHM projects should include consideration of the following Three Pillars of Quality MHM Programming. Based on your resources, community priorities and needs, you can determine whether to address some or all of the following components in your project. While your project does not need to address all of these items, the needs assessment should consider all of them.

1. Girls' needs are met: Access to MHM tools and education for girls

- **Tools:** Improved access to sanitary products (reusable products, disposable products, income generation to aid in consistent purchase of disposable products, linkages with NGO that provide products).
 - Products are tested with girls to ensure they are appropriate and will actually be used consistently.
 - If access is provided by the school or only at school, ensure that girls continue to have access to products outside of schools hours/summer holiday.
 - Focus on sustainability: try not to purchase the materials yourself for a one-time activity. Think about the long-term. How will girls access this in the future when you are no longer a Volunteer?
- **Girls Education:** Improved information about reproductive health, menstrual hygiene, and girls' rights to safe and private management of their periods.
 - A minimum of 12 lessons should be conducted in small groups (under 25) over a period of time.

2. Girls have access to safe and private facilities at school to manage their menstruation (for a full checklist of facilities, please see Tool 12)

- Bathrooms are secure with locks.
- Girls' bathrooms are separate from boys' bathrooms.
- Girls have access to private washing area and/or private place for disposing of menstrual hygiene materials.

3. Girls have a supportive community

- School-wide education is conducted to promote awareness of reproductive health and to reduce stigma around menstruation.
- Parents are involved and educated about MHM

- *Male students, male teachers and fathers are specifically included in education events and project efforts.*
- *School leadership and teachers (male and female) are educated and involved in MHM projects.*
- *MHM project is aligned and linked with national or regional MHM policies and/or programs when possible.*
- *The broader community outside the school is engaged, through community events, parental involvement and local leadership involvement.*
- *Student clubs are involved, particularly clubs that include boys.*

8.1 The Facts about Puberty and Menstruation

Puberty

What is puberty?

Puberty is the important time in human development in which a child enters into adulthood. This usually begins around age 10 and continues through age 16, but ages vary and are different for each individual. Puberty is accompanied by a lot of changes, both physical and mental.

Changes during puberty

Female physical changes

- Height increases
- Hips widen
- Breasts develop
- Acne appears
- Perspiration increases
- Pubic and underarm hair grows
- Genitals enlarge (difficult to see or notice in females)
- Menstruation begins
- More active pituitary gland, increased amount of hormones

Male physical changes

- Height increases
- Shoulders broaden
- Acne appears
- Perspiration increases
- Facial hair grows

- Pubic and underarm hair grows
- Voice deepens
- Genitals enlarge
- More frequent erections, and nocturnal emissions or “wet dreams”
- More active pituitary gland, increased amount of hormones

Emotional Changes (Female And Male)

- Crushes and attraction among peers
- Curiosity about sex and sexuality
- Self-consciousness
- More prone to peer pressure
- Sudden and frequent mood changes
- Increased concern for others
- Increased self-awareness
- More friction and fights with parents and/or guardians
- Desire for independence

Dealing With Puberty

Many of the changes above can be quite uncomfortable. Here are some ideas you can share with adolescents to help them address the changes as they happen:

- Purchase or alter clothes to fit your new body (for girls, this includes buying bras).
- Bathe and wash your face more often.
- Use antiperspirant or deodorant.
- For girls, manage your menstruation in a safe and healthy way.
- Read about or research the changes you are going through.
- Ask teachers, medical providers, or trusted adults to teach you about sexual and reproductive health.
- Support one another and do not pressure someone into anything they do not want to do.
- Have a discussion with your parents about safe and fair ways to increase your independence at home.
- To deal with strong emotions, use healthy coping mechanisms such as:
 - Exercise
 - Slow, deep breathing
 - Prayer or meditation
 - Listen to music
 - Write in a journal

- Spend time doing things you love
- Spend time with friends
- Talk to friends or family about your problems

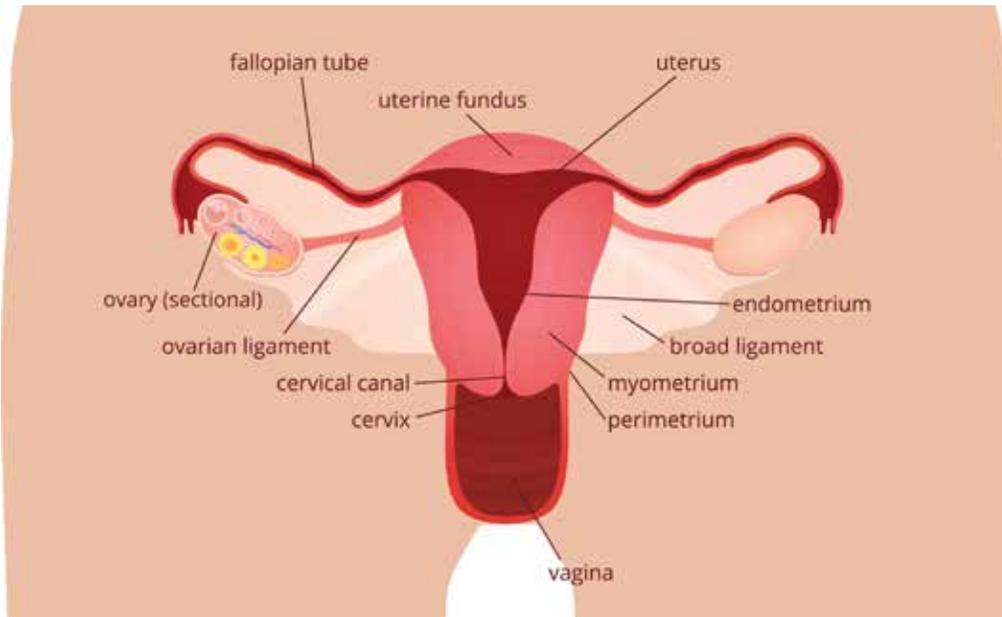
Am I Normal?

Puberty can be a difficult and awkward time for adolescents. They may feel isolated, different, awkward, emotional, pressured, or all of these things at once. It is important to remind adolescents that the effects of puberty are perfectly normal.

It is also important to remember the age and rate at which adolescents mature can vary a lot. Some adolescents may start puberty at age 11, while some of their friends won't start until they are 14. That's OK. Everyone is different, and each body will begin to mature when it is ready.

Menstruation

Figure 3. Female Internal Anatomy



Adapted from NICHHD, "Menstruation and Menstrual Problems," (2013).

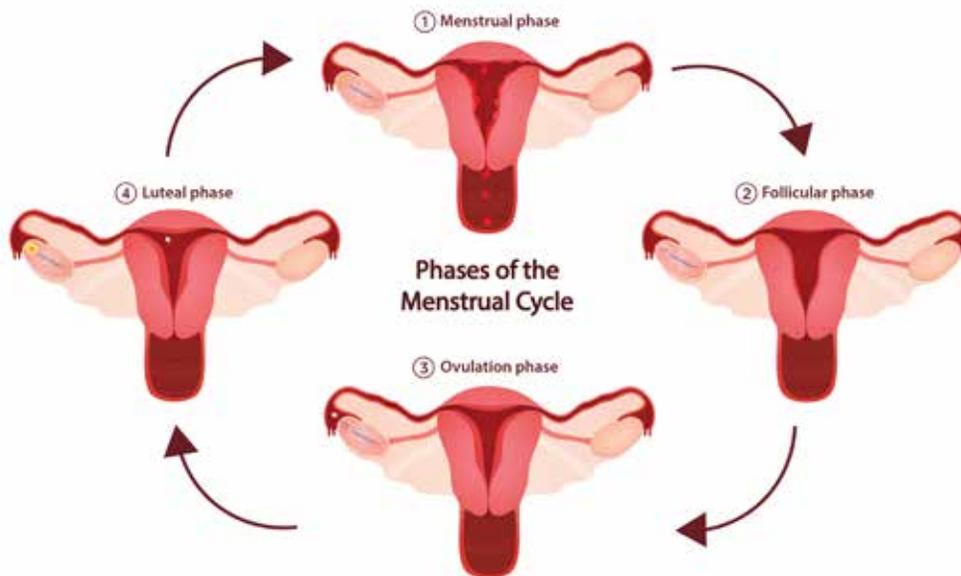
Figure 4. The Parts of the Female Reproductive Tract

What Is It Called?	What Does It Do?
Ovary	There are two ovaries in the female body, each about the size of an almond. In each ovary, there are thousands of immature eggs, which are used by females for reproduction. During the menstrual cycle, the ovaries release one egg. This process is called ovulation.
Fallopian Tube	There are also two fallopian tubes. They connect the ovaries to the uterus. During the menstrual cycle, an egg is released from the ovary and travels through the fallopian tube to the uterus.
Uterus	The uterus is also called the womb. This a triangular-shaped organ located in the lower abdomen of a woman. It holds the growing baby while a woman is pregnant. During the menstrual cycle, the lining of the uterus thickens and then sheds.
Endometrium	The endometrium is the inner lining of the uterus. When a woman is pregnant, this lining provides nourishment to the growing baby. During the menstrual cycle, this lining gets thicker and thicker and then sheds.
Myometrium	The myometrium is the middle layer of the uterus, consisting mainly of smooth muscle. It contracts during labor to deliver the baby.
Cervix	The cervix is the small opening at the bottom of the uterus that leads into the vagina. During menstruation, the cervix stretches a little to allow the endometrium to leave the body.
Vagina	The vagina is a tube-shaped organ that extends from the uterus out of the body, between a woman's legs. It is also called the birth canal because it is where the baby exits a mother's body during birth. During the menstrual cycle, it is where the menstrual tissue and blood exits the body.
Pituitary Gland (Not shown in Figure 5)	The pituitary gland is not in the picture above because it is located in the human brain. It produces hormones, which are chemicals that tell the body to do things. The pituitary glands release hormones that guide the body through the phases of the menstrual cycle.

What is Menstruation?

Menstruation, also known as a “period” or “monthly,” is the normal and regular discharge of blood and tissue from the female uterus through the vagina. On average this bleeding lasts for five days. Menarche refers to a girl’s very first period and occurs during puberty, usually between ages 10-14. A woman stops menstruating during menopause, usually between ages 45-55. Menstruation is just one step in the menstrual cycle.

Figure 5. The Phases of the Menstrual Cycle



Adapted from Menstrupedia, “Phases of Menstrual Cycle” (2016).

1. Menstrual Phase

- DAY 1-7
During the menstrual phase, the lining of the uterus breaks down and is shed with some blood through the vagina. Menstrual bleeding lasts 5-7 days.

2. Follicular Phase

- DAY 8-13
This is the time between the end of menstruation and ovulation. During this phase, a hormone called estrogen is released. This causes the uterus to start thickening its lining, preparing for a possible pregnancy. This phase lasts 6-7 days.

3. Ovulation Phase

- DAY 14
During ovulation, the egg is released from the ovaries into the fallopian tubes. After the egg is released, the uterine lining thickens even more in order to receive the egg. Ovulation usually occurs between day 12 and 14.

4. Luteal Phase

- DAY 15–28

If the egg is not fertilized and there is no pregnancy, the thickened lining of the uterus stops because there is no more estrogen being produced. This phase usually lasts 12–14 days. Eventually the lining is shed, and the cycle begins again.

Physical and Mental Symptoms of Menstruation

It is perfectly normal for young women to experience certain symptoms associated with their menstrual cycle. Premenstrual syndrome (PMS) can occur one to two weeks before menstruation and is most likely caused by the hormone changes that occur during the menstrual cycle. Symptoms of PMS may include:

- Acne
- Breast tenderness
- Fatigue and problems sleeping
- Stomach problems: bloating, constipation, diarrhea
- Increased appetite and food cravings
- Headache or backache
- Irritability and mood swings

The hormone changes and muscle contractions that occur during menstruation can also cause similar symptoms including:

- Abdominal or pelvic cramping
- Backaches
- Breast tenderness
- Fatigue and problems sleeping
- Stomach problems: bloating, constipation, diarrhea
- Increased appetite and food cravings
- Irritability and mood swings

These symptoms are normal and do not require medical attention. However, the following may help ease some of these symptoms:

- Pain medicines like ibuprofen
- Stomach relief medicine, like antacids or ginger
- Heating pads or hot water bottles
- Regular exercise
- Healthy foods, like fruits, vegetables, and whole grains
- Reduced salt, sugar, caffeine, and alcohol intake
- Plenty of sleep
- Plenty of safe water

When to Seek Medical Help—Irregular and Painful Periods

Having an irregular or painful period every once in a while is perfectly normal. It is important to seek medical help if someone experiences any of the following:

- Absence of a first period at age 16 or older
- Absence of menstrual bleeding for three months or more
- Excessive menstrual bleeding (that cannot be contained by normal menstrual hygiene management methods)
- Extremely painful and debilitating menstrual cramps
- Menstrual cycles shorter than 21 days total
- “Spotting”— episodes of bleeding that occur between periods

Menstrual Hygiene Management (MHM)

Why is MHM Important?

Menstrual hygiene management refers to the ability of women and girls to manage their menses in an informed, safe, healthy, and dignified manner. This includes having proper sanitation products, good sanitation facilities, and accurate information and education about menstruation. When MHM is not done properly, the consequences are great and have an effect on many levels.

The most obvious and pronounced effects of poor MHM are on girls themselves. Poor MHM can lead to:

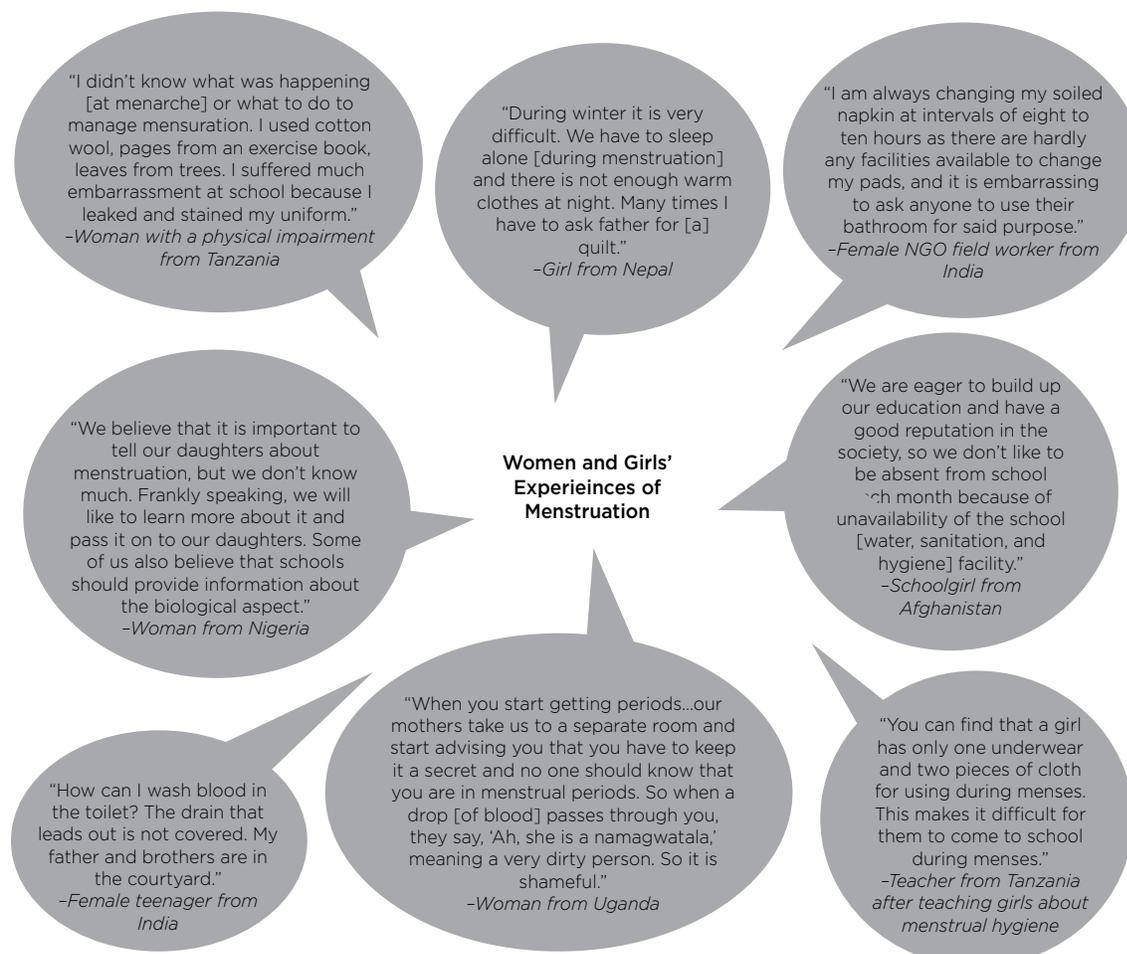
- **Fear and embarrassment.** If girls have not been educated about menstruation and MHM, they may not understand what is happening to their bodies. They will be embarrassed and afraid to seek help. Additionally, without proper sanitary products, blood leakage is common. Girls will be afraid of this, especially at school or in public places, and will be embarrassed if leakage does happen. Finally, without proper sanitation facilities, girls will be scared or unable to change and dispose of sanitary products.
- **Shame and isolation.** Many cultures have myths about menstruation that cause women to feel shameful or dirty. They are not allowed to cook, pray, or sleep in the same bed as another person. They are labeled “unclean” and are told not to speak about menstruation. This causes young women to feel isolated and associate their period with shame.
- **Health problems.** Many girls and women do not have sanitary products easily available and so resort to using cloth, paper, mattress pads, and a number of other unsanitary products. Even if they do have access to pads or similar products, they are unable to change them as often as they should because of poor sanitation facilities and limited resources. This can eventually lead to infections.
- **Missed school days and school drop-out.** All of the problems above can result in girls missing school days during their periods. If a girl fears leakage, dreads having to use dirty and public school sanitation facilities, or fears being bullied, she may decide to just stay home on the days she is bleeding. This has a significant impact. If a girl misses just three days a month during her period and goes to school for nine months out of the year, she is missing almost a whole month’s worth of classes. As girls miss more school, fall further behind, and get fed up with poor sanitation facilities, they may just drop out of school altogether.

- **Missed economic opportunities.** Fear, isolation, shame, and health problems associated with menstruation can also cause women to stay home instead of work. This means they miss out on earning money for themselves and their families. It also means they have less money to buy sanitary products, which only perpetuates the cycle.
- **Risky sexual behaviors.** Some girls may become so desperate for money to buy good sanitary products and other needs that they will resort to transactional sex. This is a less common practice, but it does happen. Transactional sex puts young women at a much higher risk for early pregnancy and HIV.

Figure 6 shows some quotes from girls all over the world (collected by WaterAid) that depict the struggles faced when proper MHM is not available. These quotes may be useful in showing girls that they are not alone in their struggles with menstruation.

Effects on school communities. As you can imagine, having a population of girls who feel embarrassed, ashamed, unsafe, and unhealthy for at least a few days every month has a significant impact on a school community. In many societies, girls already struggle with self-confidence and classroom participation. Poor MHM only exacerbates these problems. Additionally, in many developing countries, school communities are more reliant on students for school

Figure 6. Women and Girls' Experiences of Menstruation



Source: House et al., Menstrual Hygiene Matters (2012).

upkeep and function. When half of the school population is regularly missing school and dropping out, school function may suffer (including sanitation facilities). Additionally, a school community measures its success by the success of its students. Poor MHM widens the gap between the school performance of girls and boys. Girls do worse, and so the school does worse overall.

Effects on families and society. Poor MHM can prevent girls and women from fully participating in educational and economic activities and so has a lasting negative impact. When half of the population does not fully participate in a society, the entire society suffers in some way. Also, lack of education and understanding about menstruation can create a disconnect between women and men. Women feel ashamed and scared to talk about their problems, while men do not understand or are completely oblivious to the problems women face in regards to MHM.

What Can Be Done to Improve MHM in Schools?

Figure 7 shows the three major things that contribute to safe, healthy, and dignified MHM. Therefore, there are three major activities school communities can carry out in order to address MHM.

Figure 7. What Good MHM Looks Like



1) Ease access to sanitary products

In order to feel comfortable and be healthy during their periods, girls need some kind of sanitary products to use. There is a wide variety of products that may be used (see Figure 8).

The availability of these products will depend on the area you live in. Girls may also be limited by the price of these products, their personal preferences, or culturally acceptable methods. There are some things schools can do to make these products more available to girls. They include:

- Make sure some of these products are supplied to, or sold at or near, the school (by a female staff member, at a school store, at a nearby local shop).
- Request that vendors sell disposable pads one at a time, instead of in a set of six to 10. (This may be more affordable for girls.)
- Talk to a local seamstress or tailor about making reusable pads.
- Ask a local seamstress or tailor to teach students (boys and girls) at the school how to make these pads.
- Reach out to a local community-based organization who distributes sanitary products to advocate for distribution at your school.
- Talk to the local clinic about providing these products.
- Talk to school officials about providing these products to girls using government funds.
- Write government officials about providing these products to school girls.
- Support the PTAs in raising funds for an income stream to supply WASH/MHM consumables such as soap, pads, and toilet paper.

2) Provide education and awareness

Education is possibly the most important activity for MHM. Girls and boys need to be educated about menstruation. Girls need to learn safe, healthy ways to manage their periods. This will help them feel less awkward and ashamed while menstruating, and will encourage them to advocate for themselves when it comes to MHM. MHM education for boys reduces bullying and creates a more open environment. Schools should incorporate MHM education into their curriculum in some way.

However, girls cannot accomplish these goals on their own. They need support. Boys, male teachers, and families—especially male family members—need to learn about the importance of MHM as well. Some ideas for including others in MHM education efforts include:

- School staff can act as advocates for girls in creating a school environment that is girl-friendly. If they learn about the importance of MHM, they will be more sympathetic to girls and be more likely to become involved in school facility improvement projects.
- Family members can lend both moral and financial support to their adolescent girls who have hit puberty. They are more likely to provide this support, and do it in an effective way, if they know what their daughters are going through.
- Boys can also act as advocates for their peers and are more likely to be sympathetic and understanding of girls' needs if they have been educated in MHM. Many times, men and boys think they have no role to play in MHM, but this is not true at all. Women and girls benefit greatly from the support and concern of the men in their lives.

Note: Use the MHM Infographic Handout in the “Additional MHM Resources” section below to help you in providing education and information to school staff and families.

3) Improve school facilities

Schools should consider the needs of girls when they design and make improvements to their sanitation facilities. “Girl-friendly” facilities take into account the need for privacy in dealing with menstruation. The “WASH Checklist for Girl-Friendly School Facilities” (Tool 12) below provides more detail.

Figure 8. Options for Sanitary Products

Product	Advantages	Disadvantages	Image
<p>Disposable pads</p> <p>These are usually commercially available and sold in local shops in a variety of shapes and sizes. They usually have “wings” and a sticky backing.</p>	<ul style="list-style-type: none"> • Often available in local stores • Available in a range of sizes and types • Reliable and healthy because of research and development put into them 	<ul style="list-style-type: none"> • Cost-prohibitive because need to buy every month • Create a lot of waste 	
<p>Homemade reusable pads</p> <p>There are a variety of designs that local seamstresses can use to make these. Usually they are made with a soft cover, a plastic outer layer, and toweling on the inside.</p> <p>(See Activity 9 in the following section for instructions on how to make these pads.)</p>	<ul style="list-style-type: none"> • Cost-effective because they are reusable • Environmentally friendly • Comfortable • Locally available • Income-generation potential 	<ul style="list-style-type: none"> • Possibility for leakage or infection, depending on how well they are made • Need good facilities for changing, washing, and drying 	
<p>Commercial reusable pads</p> <p>Many different for-profit and non-profit organizations distribute and sell reusable pads. There are a number of designs, including ones made to look like disposable pads, as well as a pad/holder combination.</p>	<ul style="list-style-type: none"> • Cost-effective because they are reusable • Environmentally friendly • Comfortable • Available online and through many community-based organizations (CBOs) 	<ul style="list-style-type: none"> • Cost and access may be a problem if there is no local, active CBO • Need good facilities for changing, washing, and drying 	
<p>Period panties</p> <p>These are regular underwear lined with a thin rubber lining. They can be used along with other products to catch any leaks.</p>	<ul style="list-style-type: none"> • Can act as a second layer of protection if poorly made pads leak 	<ul style="list-style-type: none"> • May be uncomfortable in hot and humid climates • Not usually sufficient on their own 	

Product	Advantages	Disadvantages	Image
<p>Menstrual cup</p> <p>This is a small silicon cup attached to a tube, which is inserted into the vagina to catch the blood. It can be removed, washed, and used again.</p>	<ul style="list-style-type: none"> • Reusable • Fairly easy to wash • Environmentally friendly 	<ul style="list-style-type: none"> • Not available in many areas • May not be culturally appropriate • Soap and water very important for washing hands before inserting 	
<p>Tampon</p> <p>This is a small cotton tube, attached to a string, that is inserted into the vagina. It expands as it absorbs blood and acts as a kind of “plug.” It is removed using the cotton string, which remains outside of the body.</p>	<ul style="list-style-type: none"> • Comfortable to wear • Able to wear easily during exercise and swimming 	<ul style="list-style-type: none"> • Not available in many areas • Higher cost • May not be culturally appropriate • Soap and water very important for washing hands before inserting 	

Adapted from House et al., Menstrual Hygiene Matters (2012).

8.2 MHM Lesson Activities

Activity 1. Puberty in Pictures

Activity type: Icebreaker/Warm-up

Objective: To introduce participants to puberty and the major changes experienced by both young women and men during this process

Level: Ages 10+

Time: 45 minutes

Materials: Flip charts, markers

1. Split the group into three smaller groups and provide them with flip chart paper and markers.
2. Ask groups to represent the following in both words and pictures (reassure them, that they should not feel embarrassed to draw these things—it is a safe space):
 - GROUP 1: A young girl, a teenage girl, an adult woman; and the physical changes they go through as they grow up.
 - GROUP 2: A young boy, a teenage boy, an adult man; and the physical changes they go through as they grow up.
 - GROUP 3: The emotional changes both girls and boys experience during puberty.
3. Have each group present their flip chart and give other groups the opportunity to add things and ask questions.

Note: Make sure to gauge your group before doing this activity. You may decide it is better to start or end with single-sex groups.

Activity 2. My Day in Emotions

Activity type: Icebreaker/Warm-up

Objective: To help participants begin to deal with the emotional changes that come with puberty

Level: Ages 10+

Time: 60 minutes

Materials: Paper, pens, flip chart, markers

1. Provide each participant with a paper and pen and tell them to write “My Day in Emotions” at the top of their paper.
2. Next, ask participants to think about the emotions they experience over the course of a single day and ask them to represent these emotions in some way on their paper. They can write a list, draw pictures, make a timeline, create word art, etc.
3. Then ask participants to think of a coping mechanism they can use for each of the negative emotions they experience throughout the day (e.g., for the emotion “anger,” exercise could be a coping mechanism). Tell participants to represent these on their paper as well.
4. Lead a discussion among participants about the types of emotions that they may need help coping with and some of the coping mechanisms they thought of. Create a list of all of these coping mechanisms on a flip chart and keep it in the classroom.

Activity 3. Teamwork Drawing – Female Anatomy

Activity type: Icebreaker/Warm-up

Objective: To provide participants with a comprehensive understanding of the female reproductive anatomy and begin to relate it to the process of menstruation

Level: Ages 10+

Time: 60 minutes

Materials: Flip charts, markers

1. Ask the group to work all together to draw a picture of the internal female anatomy on a flip chart or a chalkboard. Tell them not to label any of the parts yet.
2. Next, point to parts of the anatomy and tell participants to call out the names as fast as they can. The student who says the correct name first gets a small prize. Do this until the entire diagram is labeled correctly.
3. Have participants repeat the names of the various parts several times until they know the diagram well (use Figure 5 to create an image that is correct and complete).

Note: If participants are younger and have not covered this topic in school or otherwise, provide participants with an unlabeled diagram instead of having them start from scratch.

Activity 4. Menstruation Math (for Girls)

Activity type: Icebreaker/Warm-up

Objective: To allow participants to think about the effects of poor MHM on individual girls as well as their school community

Level: Ages 10+

Time: 45 minutes

Materials: Notebooks and pens

Discussing menstrual hygiene can be uncomfortable for adolescents, so it may be best to begin with an informal discussion in smaller groups. It is usually best to begin these conversations with single-sex groups and then join together at the end.

1. If you know your group well and feel comfortable doing so, ask girls to raise their hands if they have already started their menstrual cycle. Put the girls into groups, with a few girls who have started and a few who have not. If you don't think the group would be comfortable with this, arrange groups to have some older girls and some younger.
2. Give the older girls 5-10 minutes to discuss what it is like to experience their menstrual cycle each month; and then give the younger girls 5-10 minutes to express some of the concerns and fears they have about starting to menstruate.
3. Next, ask the older girls to answer the following in their notebook, with help from the younger girls:
 - How many days of school per month do I miss because of my period? _____
 - How many months do I attend school each year? _____
 - How many days of school do I miss each year because of my period? _____
 - How many days of school do boys miss each year because of their period? _____
4. Hold a discussion with all of the girls about how the answers to these questions make them feel. If you are teaching both sexes, you may even want the boys to join for part of this discussion.

Activity 5. Menstruation Math (for Boys)

Activity type: Icebreaker/Warm-up

Objective: To introduce the topic of menstruation to male participants and to allow them to think about the effects of poor MHM on individual girls, as well as their school community

Level: Ages 10+

Time: 45 minutes

Materials: None

1. Put the boys into small groups of four to five and ask them to have a discussion about menstruation: Have they heard about it? What is it? Where did they learn about it? Do they have any unanswered questions related to menstruation?
2. Ask the boys to share some of the things they discussed with the group, especially any unanswered questions. The facilitator should help make clarifications and answer some of these questions.
3. Next, ask the boys to imagine that someone has told them they will have to miss three days of school every month. Discuss in small groups: How does this make them feel? If this were true, how many days a year would they be missing? How many classes a year? How would this affect their academic performance? Would this make it easier or harder to stay in school and advance in school?
4. When these conversations have come to a close, explain that this scenario is a reality for many girls when they are menstruating each month. Consider joining the girls for this part of the discussion.

Activity 6. Dispelling Menstruation Myths

Activity type: Comprehension check

Objective: To help participants differentiate between what is true and not true about menstruation, and to help them identify common menstruation myths that exist in their communities

Level: Ages 10+

Time: 30 minutes

Materials: Flip chart, markers, myths and facts squares (see Figure 9), tape

There are a lot of cultural and religious beliefs about menstruation. If there are menstruation myths particular to your community, culture, or religion, add them to the list and include these in the discussion.

1. Cut out the “myths” and “facts” squares below (Figure 9) and hand them out to students around the room.
2. Post the following on a flip chart or chalkboard in the front of the room:

Myth	Fact

3. Ask the girls to tape the statement they received in the correct column.
4. Go through each to make sure they are correct. Also, use the numbers to match each Myth with its corresponding Fact, in order to facilitate the conversation.
5. Ask girls to share any menstruation myths from their own community, culture, or religion.

Figure 9. Myths and Facts About Menstruation

Myths	Facts
Menstruating women are unclean.	Menstrual blood is healthy and clean. It is not dangerous.
Menstruating women have to be careful about what they are eating (they can only eat rice).	Though a woman may feel nauseous during menstruation, she can eat whatever food she wishes to eat.
Menstruating women must stay away from food and/or water sources.	Menstruating women can continue daily chores as usual—cooking, fetching water, etc. They will not contaminate food or water by simply touching it.
A woman should sleep in a separate area, away from her family, while she is menstruating.	A woman can interact with her family and friends normally while menstruating, including eating together and sleeping in the same room or bed.
A girl should not go to school while she is menstruating.	A girl should go to school while she is menstruating so that she does not miss classes and fall behind.
A touch from a menstruating girl or woman will cause a plant to become dry, milk to curdle, and a mirror to lose its brightness.	Menstruating women do not have the ability to change or ruin things just by touching them. There is nothing different about how they should interact with the things and people around them.
A girl who is menstruating should avoid exercise and other physical activities.	Exercising during menstruation can help to reduce menstrual cramps and make a girl feel better.
Starting to menstruate means that a girl is ready to get married and/or be sexually active.	Beginning to menstruate does not mean a girl is ready to get married or have sex. That is a personal choice! Many girls begin to menstruate at the age of 10 or 11 and are too young to do either of these things.

Activity 7. Menstrual Hygiene Skits

Activity type: Comprehension check

Objective: To verify that participants know what it means to create a school environment that is supportive of girls and their MHM needs

Level: Ages 10+

Time: 60 minutes

Materials: Scenario cards, sanitary pad

1. Split the group into four smaller groups and give each one a “scenario card,” as well as any props they may need.
2. Explain that each group must prepare a short skit of the scenario, ending with a good decision.

Tool 12. Scenario Cards for Menstrual Hygiene Skits

A group of students is sitting in class. One female student stands up to write on the board and the others notice a small blood spot on her skirt. What should the other students do?

No props needed.

Two female teachers overhear some students talking about how they are afraid to use the school bathrooms because there are no doors or curtains on the stalls. What should the teachers do?

No props needed.

A group of older girls are sitting around talking in the dormitory. One of the younger students enters holding a sanitary napkin and asks the older girls what it is. What should the older girls do?

Props: Disposable or reusable sanitary napkin

A family (father, mother, brothers, sister, and a few cousins) are sitting together in their house. One sister (who is about 11 years old) comes running into the room crying and yelling. She says she is bleeding and shows them a stain on the back of her skirt. She thinks she is sick or hurt. What should the other family members do?

No props needed.

Activity 8. Menstrual Cycle Bracelet

Activity type: Main lesson activity

Objective: To give the participants tools for tracking and understanding their own menstrual cycle

Level: Girls ages 10+

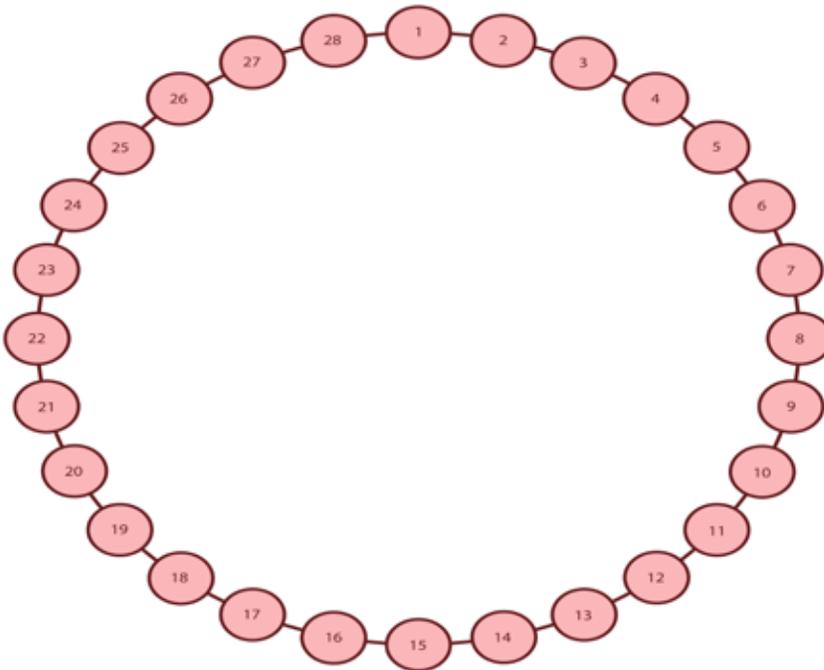
Time: 30 minutes

Materials: Printed bracelet worksheets (Figure 10), colored pencils, string, four different-colored beads (or berries, nuts, popcorn, anything that can be strung), “Menstrual Cycle” flip chart (Figure 11)

Source: Community E Education.

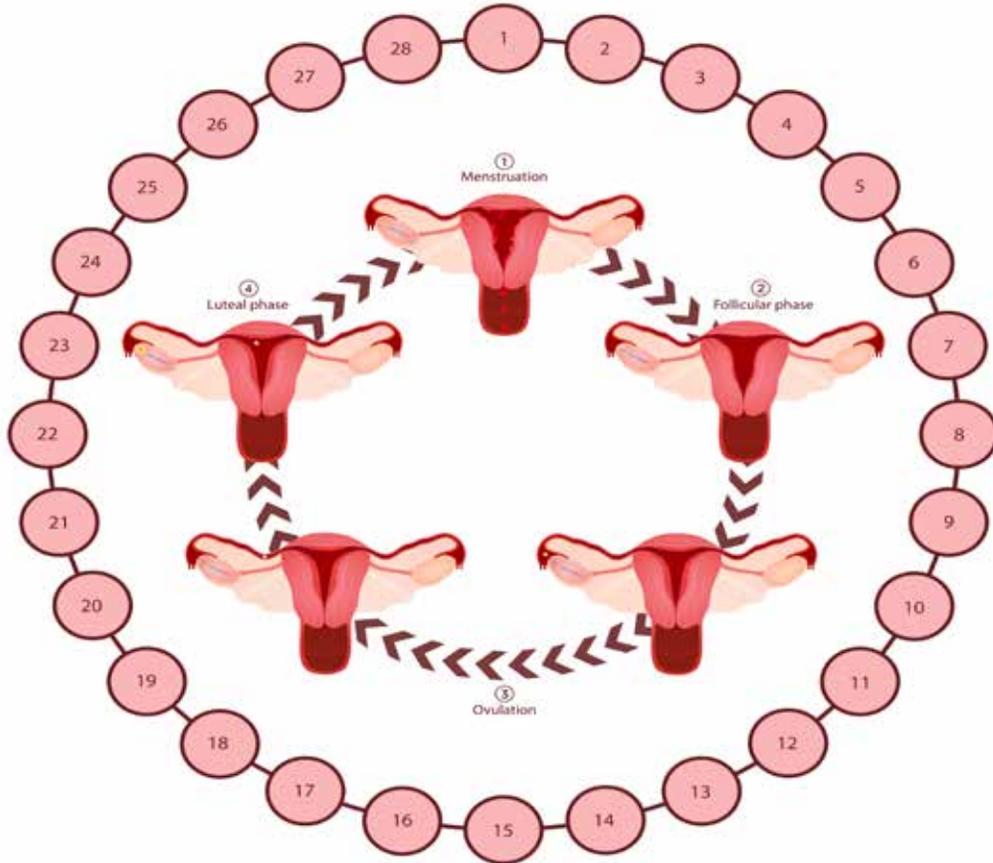
1. Plan the menstrual cycle bracelet by coloring the beads in the following drawing.
2. If you make a bracelet, string the beads according to your coloring.
3. Fasten or knot the bracelet securely.

Figure 10. Menstrual Cycle Bracelet



Place Figure 11 and the following instructions on a flip chart, for the girls to use as a guide when coloring the menstrual cycle bracelet.

Figure 11. Menstrual Cycle Flip Chart



Note: Every girl is a little different. A cycle may be shorter or longer than 28 days total and that is OK. Make sure each girl adjusts their bracelet to fit their cycle.

The Menstrual Cycle

1. **Menstruation:** During the menstrual phase, the lining of the uterus breaks down and is shed with some blood through the vagina. Menstrual bleeding lasts 5-7 days. Use **RED** beads.

2. **Follicular phase:** This is the time between the end of menstruation and ovulation. During this phase, estrogen levels rise and the uterus starts thickening its lining and preparing for pregnancy. This phase lasts 6-7 days. Use **WHITE** beads.

3. **Ovulation:** When ovulation occurs the egg is released from the ovaries into the fallopian tubes. After the egg is released the uterine lining thickens even more in order to receive the egg. Ovulation usually occurs between the 12th and 14th day. Use **YELLOW** beads.

4. **Luteal phase:** if the egg is not fertilized, and there is no pregnancy, the thickened lining of the uterus breaks down and is shed, and the cycle begins again. This usually lasts 12-14 days. Use **BLACK** or **BROWN** beads.

Activity 9. Make Your Own Reusable Pads

Activity type: Main lesson activity

Objective: To provide participants with the materials and guidance for making and using their own reusable sanitary pads

Level: Girls and boys, ages 10+

Time: 2 hours

Materials: See below

Included here are two different sets of instructions for making reusable sanitary pads. Facilitators can choose the one that fits best with the resources available in their communities.

Option 1. Circle Pattern Pads

Materials

	Per Sanitary Pad	Per 25 Sanitary Pads
Soft cotton fabric, in dark color	2 x 20cm circles	2 m ²
Liquid-resistant plastic coated fabric	1x 20cm circle	1 m ²
Absorbent lining fabric (cotton flannel or terry cloth are good)	2 layers x 7cm x 18cm rectangles (or more depending on absorbency)	1 m ²
Button, snap, or Velcro	1	25

Instructions

1. Cut two circles of fabric 20cm in diameter.
2. Cut one circle of liquid-proof plastic coated fabric that is 20cm in diameter.
3. Cut two rectangles approximately 7cm by 18cm (they should fit inside the circles cut in step 1). Layer these rectangles on top of each other and sew them together. This will be the center piece for absorbing liquid. The number of layers could vary depending on the thickness and absorbency of the material, as well as personal preferences.
4. Layer one circle of fabric (face down), the circle of liquid-resistant fabric, and the rectangles. Sew around the perimeter of the rectangles to sew all three layers together.



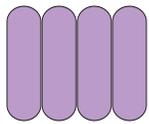
5. With the circle of fabric on top and squares on the bottom, place the second circle of fabric on top of the first circle of fabric, with the pattern sides touching. With the two circles of regular fabric face-to-face, sew the perimeter of the circles together, including the plastic layer, leaving a small opening to turn it inside out. Finish dewing the opening so the entire circle is closed.
6. With the plastic layer up and the rectangles down, fold the side flaps of the circle together on top, forming wings. Where the flaps meet, sew on a snap, button, or Velcro, which will keep the pad in place when being worn.



Source: Peace Corps “Small Doable Actions for Hygiene Promotion” training session (2014).

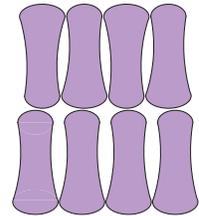
Option 2. Various Patterns and Styles

Making Your Own Cloth Pads—How to Lay Out the Patterns



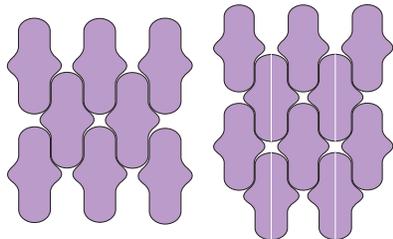
A core or oblong pad shape will be easy to lay out, and doesn't waste much fabric at all. You can cut the core pieces with a square edge, but I find rounding them makes a neater and less pokey finish.

A contoured wingless pad can be “top and tailed” to use up a little less fabric. The top part of the image shows the top & tailed ones, the bottom shows how they would be if laid out all the right way up. It doesn't save much, but every bit helps.



How you lay out your pattern pieces depends on how much fabric you have and the shape and size of your pattern.

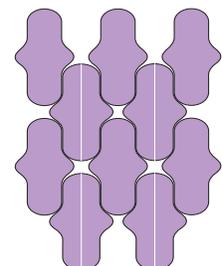
You can see from this wingless example and the winged example below how much more fabric winged pads take up. You might be able to get eight wingless pads out of the same piece of fabric you could get only six winged pads from.



Standard winged pads should fit together well (left). Patterns with a flared end will generally slot well into each other if you have to put some pieces upside down to make them fit (right).

Pocket pads need two back sections, which are each wider than half a pad but they can be laid out efficiently, too.

How much fabric you will need will depend on how many pads you want to make from it, and also the pattern you are using. You can work that out by measuring the width and length of your patterns, and estimating how many you'll be able to cut out from your fabric. Always allow extra for shrinkage



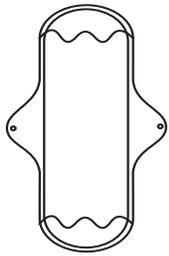
and the fact you'll probably lose some to fraying in the wash. It's really frustrating if you can't get a pad in because your fabric is *just* that little bit too small for what you need.

Fabrics & Styles

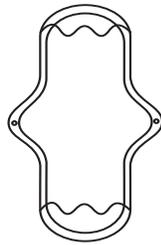
Suggested Fabrics

100% cotton fabrics, e.g., old towels, sheets, pajamas, t-shirts, cotton flannel, or hemp, anything you feel is comfortable, soft, and gentle next to your skin.

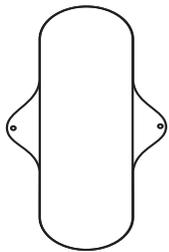
Styles



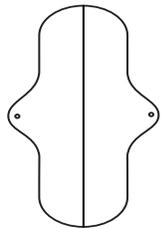
a) Wrap & insert



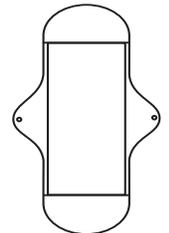
b) Wrap & winged insert



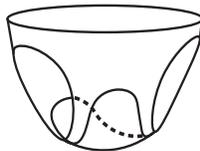
c) All-in-one



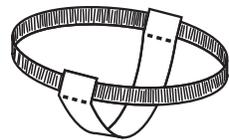
d) Envelope



e) Wrap & insert



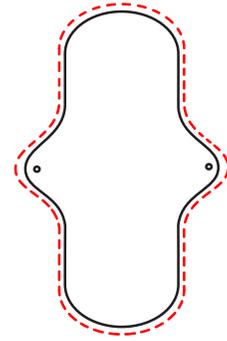
f) Padded pants



g) G-style

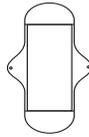
Medium Wrap

1. Trace this pattern and place the printed sides of the fabric facing each other.
2. Cut around leaving seam allowance (outside dots). Actual size if overstretching edges.
3. Overlock around edge or sew around edge leaving one end open (inside dots open at one end); trim and turn inside out.
4. Sew up open end.
5. Add poppers or snaps to wings.

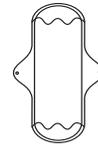


6. Finally, hand sew either:

- a pocket at either end



- or attach some rick-rack bands or tape at either end



Inner Pattern: Medium Liner

1. Check the length/width of the pad you just made, as it will be fitting in the pocket
2. Cut fabric to actual size if overlocking (cut round the black line), if not overlocking, add outside seam allowance when cutting (i.e., cut round the red line)
3. Pin to fabric
4. Add four to six layers for light flow, more for medium-to-heavy flow
5. Trim, turn inside out, fold in seam, and sew end. For liners with wings use wrap pattern without poppers or snaps.
6. Or, for an all-in-one towel, sew several liners, according to your flow, between the two layers of the wrap, or on the outside.

Source: USAID/WASHPlus SPLASH's Menstrual Hygiene Management Toolkit (2015).

8.3 Additional MHM Resources

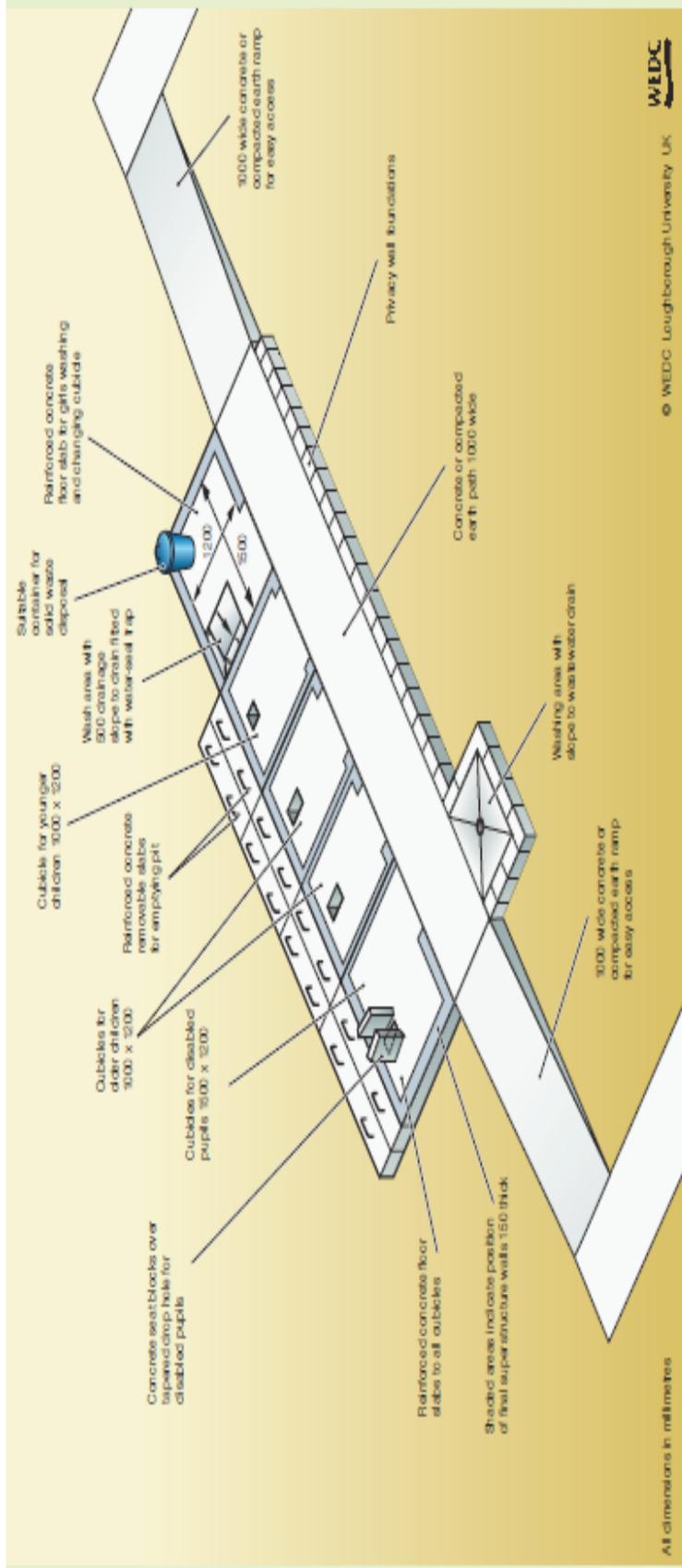
Tool 13. WASH Checklist for Girl-Friendly School Facilities

Yes/No		Notes (If “No,” Plans for Improvement)
Facilities		
	School has a separate and clearly marked washroom for girls in a safe location that promotes access.	
	Toilet rooms have a door or curtain covering.	
	Toilet rooms have high windows for both ventilation and privacy.	
	Toilet rooms have locks on both the outside and the inside.	
	The latrines themselves are specially designed to meet the needs of adolescent girls—the squat holes are slightly bigger to cater to their physiological urge to urinate while defecating.	
	Water is available in the toilet rooms themselves.	
	There is a handwashing station with both water and soap available.	
	There is a clear but discreet method for disposal of sanitary products (possibly an incinerator at or near the washroom).	
Education/awareness		
	Puberty and menstruation topics are integrated into the school’s curriculum.	
	All school staff have received information about MHM and the challenges their female students face.	
	Parents of female students have received information about MHM.	

Adapted from: Fry et al., “Let’s Talk About It!” (2014) and House et al., Menstrual Hygiene Matters, Toolkit 5 (2012).

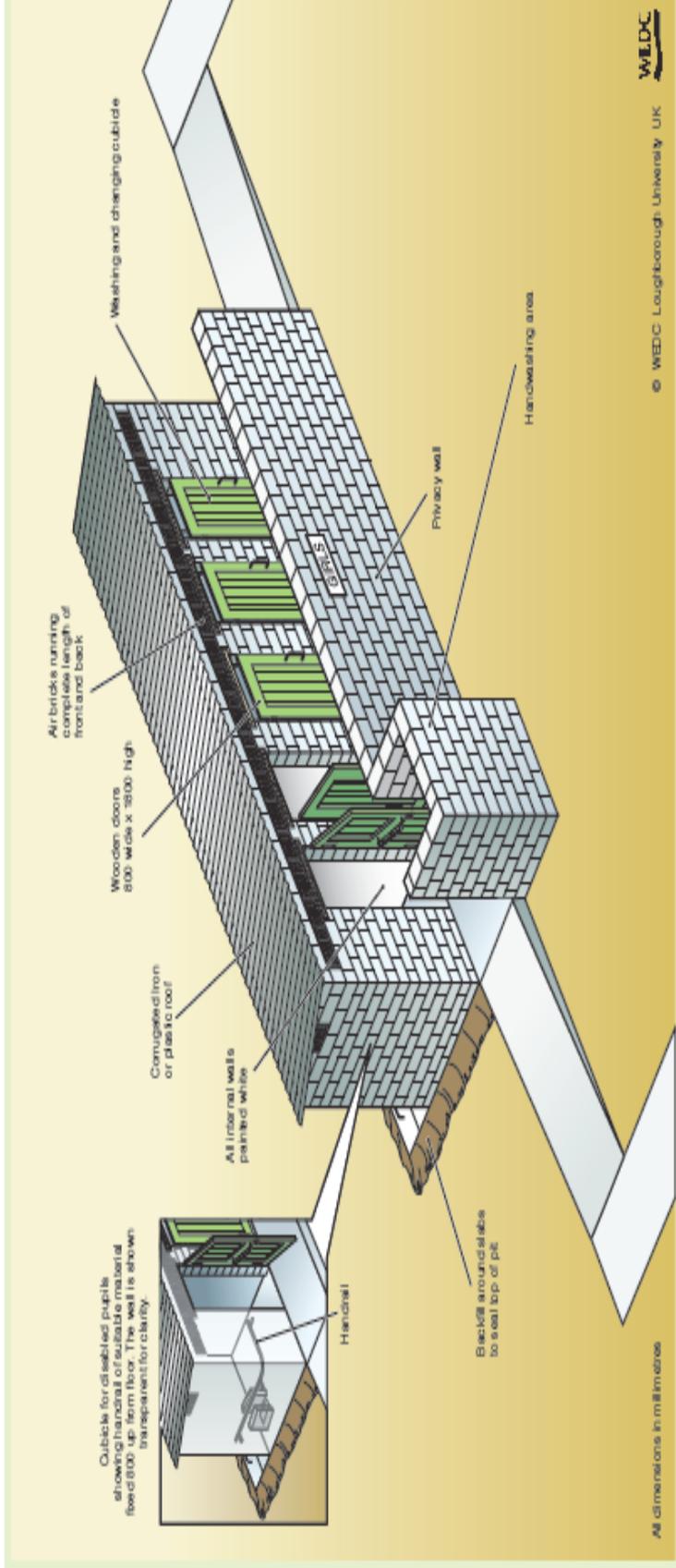
Figure 12: Girl-Friendly Latrine Block for Primary Schools in Africa

Floor construction including latrine unit, and a changing room for girls with a solid waste disposal bucket.



Source: Reed, R.A. and Shaw, R.J. (2008) Sanitation for Primary Schools in Africa WEDC, Loughborough University, UK. http://wedc.lboro.ac.uk/resources/books/Sanitation_for_Primary_Schools_in_Africa_-_Complete.pdf

Superstructure of a girls' block with accessibility features, and a girls' washing and changing unit.

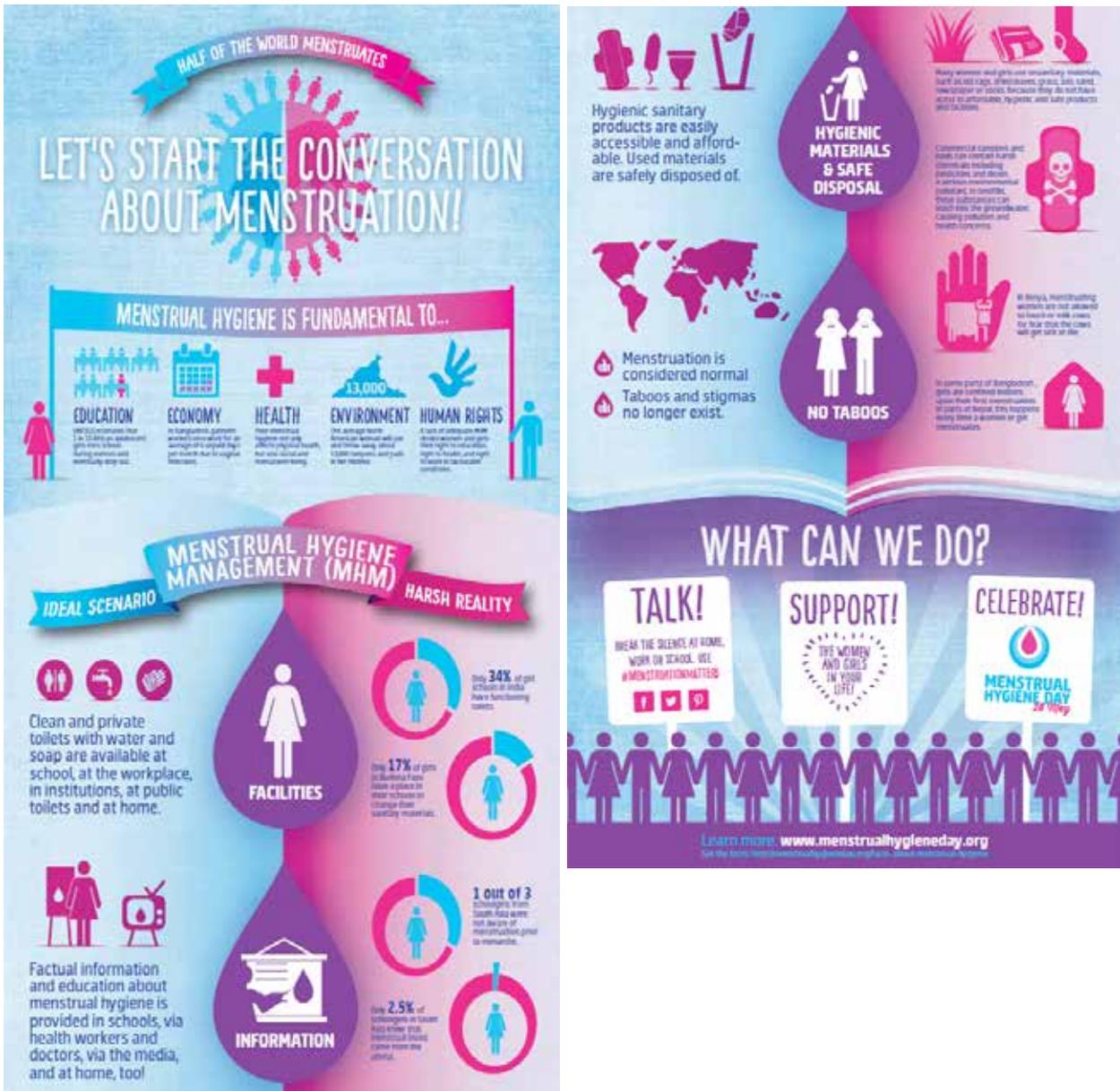


Source: Reed, R.A. and Shaw, R.J. (2008) Sanitation for Primary Schools in Africa WEDC, Loughborough University, UK. http://wedc.lboro.ac.uk/resources/books/Sanitation_for_Primary_Schools_in_Africa_-_Complete.pdf

Tools for Menstrual Hygiene Day

Each year on May 28, people around the world celebrate Menstrual Hygiene Day. The day can be a great opportunity to launch a project, to generate interest in these issues at your school, or to promote awareness and break taboos. The Peace Corps has developed a full toolkit to support Volunteer activities on this day (please ask your program manager for this year's version) and there are also lots of resources on www.menstrualhygieneday.org. Figure 13 is one tool to support your work on this day.

Figure 13. MHM Infographic



From Menstrual Hygiene Day website: <http://menstrualhygieneday.org/materials/infographic/>

8.4 Resources

Wateraid [Menstrual Hygiene Matters](#), 2012

This is a comprehensive book about MHM, with modules and toolkits for each topic, as well as case studies from around the world. Topics covered: MHM basics, how to start with MHM, sanitary protection and disposal methods, working with communities, working with schools, MHM in emergencies, MHM for vulnerable and marginalized girls, MHM in the workplace, MHM research, M&E, MHM advocacy.

Wash Advocates [WASH and MHM: A Resource Guide](#), 2015

This is a helpful resource list of MHM materials, including reports, research, manuals, and organizations.

UNESCO [Puberty Education and Menstrual Hygiene Management](#), 2014

A very useful resource for trainers and teachers in particular, this is a guide for creating and implementing a program and curriculum. It focuses on why MHM is important and the evidence supporting puberty/MHM education. Topics covered include: rationale for puberty education and school health programs, key components of good puberty and MHM education, implementation and sustainability for puberty/MHM programs.

SPLASH [Menstrual Hygiene Management Toolkit](#), 2015

This is a guide created with the Ministry of Education in Zambia. It has basic information on the topics and a very good set of lesson activities and games. Topics covered: puberty, menstruation, MHM, MHM school checklist.

WinS for Girls [Advocacy and Capacity Building for MHM through WASH in Schools Programs](#), 2014

This guide takes a gender-focused approach to WASH and MHM programs. It includes a few lessons about gender, gender norms, and how they relate to MHM, and also acts as a guide for implementing gender-focused WASH programs. Topics covered: gender terminology, gender roles, gender norms, discrimination, gender equality, gender and MHM, gender-sensitive programming and research, and examples of good practices.

Grow and Know “Growth and Changes” Resources

[Tanzania, 2009](#)

[Cambodia, 2012](#)

[Ghana, 2012](#)

[Ethiopia, 2014](#)

This is a set of colorful, interactive booklets about puberty and growing up. Each was created in English as well as the country’s local language and includes diagrams and pictures. Most were created in conjunction with local governments.

[Menstrupedia Website](#)

This is a website designed just for girls, to help them understand puberty and their periods. Resources on the site include booklets, videos, and interactive lessons.

Menstrual Hygiene Day Website

Menstrual Hygiene Day is celebrated each year on May 28, and this site can help you plan your activities. It also has a lot of resources to help with community outreach and advocacy surrounding MHM. Additionally, there are some very helpful factsheets to download covering the various aspects of MHM, including: advancing education, ensuring health, making the economy stronger, protecting the environment, realizing human rights, and changing attitudes: MHM for boys and men.



9

Student WASH Clubs and School WASH Committees

9.1 Tips for Working with School WASH Committees

Adapted from USAID/WASHPlus Zambia's WASH-Friendly Schools (2013).

Parents send their children to school with the hope that they learn something new and useful to shape their lives and become an asset to the family and their country. Most parents make a great investment to get their children through school. Parents are often the owners of the schools, actually building and financing the construction of the classrooms. Sending children to school represents an opportunity cost, in that the young ones are not available to help with agricultural or household chores during the school day.

Most countries have a parent-school mechanism, such as the parent-teacher association (PTA), that allows parents to be involved in and support school activities. Where WASH is concerned, schools on the path to becoming WASH-friendly team with surrounding communities and work together to improve unsanitary and unhealthy conditions in schools, at home, and in communities. Parent associations are the main link for doing this, and parents are key stakeholders in WASH improvements.

Many schools lack important sanitary and hygiene installations such as water supply, latrines, and handwashing facilities. If the government built these schools, they should have a certain standard design that includes hygiene/sanitation facilities. Instead of waiting for official improvements, schools—with parents' help—can begin these improvements and work toward becoming WASH-friendly. Everyone wins!

Who: Parent associations or parent WASH committees are the usual mechanism.

How: Each parent group must decide how it will be organized:

- Purpose and main objectives of the parent WASH association
- Composition of the association members (both men and women)
- Selection of the association members
- Management structure/officers of the association

- Main functions of the association
- Meeting days (timing considers women’s participation)
 - Agenda circulation
 - Record keeping
 - Funds management

What: Here is an example of roles and responsibilities of a parent WASH association:

1. Support WASH Improvements in School and Community
 - Act as counterpart and support to school WASH club
 - Conduct or support school WASH needs assessments
 - Establish or support an operations and maintenance (O&M) plan for installations
 - Establish WASH fund for O&M in schools and raise funds in the community
 - Help teachers and students with WASH club programs
 - Mobilize communities and students to help with construction and maintenance of improved facilities in schools
 - Advocate for increased WASH resources to local officials
 - Set up and manage revolving funds for soap purchases, menstrual hygiene products, etc.
 - Mobilize community to improve WASH facilities in homes and in the community (public toilets, handwashing facilities, water source repair and maintenance)
2. Reinforcement (Sustain Changes in Schools and Communities)

Reinforcing or sustaining changes in school WASH is one of the most important roles of parent WASH associations. Organizations at the school level will be able to change the school into a WASH-friendly one. Sustaining changes entails the upkeep and continuity of services of school WASH facilities and the long-term commitment of the school and parents committee.

This will ensure that:

- Clean and adequate excreta disposal meets the needs of the students and teachers
- A well-maintained and adequate water supply will continue to give service
- Well-maintained handwashing facilities and a continuous supply of soap will clean hands and improve health
- Schoolchildren’s involvement in community hygiene and sanitation behavior change will persist

9.2 Tips for Working with Student WASH Clubs

The following provides suggestions on how to organize a school WASH club. These ideas should be adapted to local conditions, customs, creativity, and priorities.

Main Objective of the School WASH Club

The main objective of establishing a WASH club is to offer students opportunities to raise their awareness about, and develop skills related to, water, hygiene, and sanitation through fun and practical activities. The WASH club can support students in changing conditions in their schools, as well as in becoming agents of change in hygiene and sanitation in their families and communities.

School WASH Club Members

Excerpted from USAID/WASHplus Zambia's WASH-Friendly Schools (2013).

WASH club membership should represent students from all grades and both sexes with teacher guidance. The WASH club can organize itself into committees according to the various topics and appoint committee leaders or chairs (ideally both boys and girls as leaders).

Students

1. From Grade 1 to 4—one student from each grade
2. From Grade 5 to 12—two students from each grade

Selection or Election of the WASH Club Members

Selection of members can be done three ways:

1. Teachers who understand the responsibilities and the possible contributions required can ask one to two students from each grade level to volunteer.
2. Each class can elect one to two responsible and trustworthy classmates to represent them as WASH club members.
3. Students can apply to be a member, and then responsible teachers review the applications and make a selection.

Organization

As a general principle, the club will have a chairperson who will be responsible for guiding, planning, and harmonizing club activities and a secretary who will keep records and correspondence. If needed, a treasurer will collect, account for, and keep funds in a safe place, and committees will have different tasks and responsibilities (see roles and responsibilities below).

WASH clubs meet after school and develop a program of action with guidance from willing teachers. The club will train and mobilize students and at the same time work in harmony with the school administration and PTA. It is important to check with school administration regarding the role of the Ministry of Education and Ministry of Health in school WASH. Are there expectations of the school? Of the community? Of the ministry? How does the role of the students relate to these other groups? Schools have a number of areas for improvement and upkeep. The WASH club should therefore consider all the necessary activities in its action plan and should empower students to carry them out.

Roles and Responsibilities of School WASH Club Members

1. Recruit more volunteer club members
2. Train new club members
3. Mobilize the school community to conduct cleanup, tree planting, and other beautifying activities
4. Monitor water points, latrines, and handwashing stands at schools so they are kept clean, safe, and attractive
5. Organize fundraising programs to raise money to construct facilities, buy soap, maintain facilities, etc.
6. Carry out peer hygiene education via skits, poems, songs talks, etc., during morning assembly
7. Arrange outreach program and work with communities on:
 - Cleanup campaigns
 - Latrine construction
 - Rehabilitation of community water sources
 - Other locally important WASH improvement activities

Training of WASH Club Members

Trained school teachers and students will teach school club members about the four main WASH practices, which are safe storage and treatment of drinking water, proper use of improved latrines, proper handwashing with soap at critical times, and menstrual hygiene management. Clubs/students can also be responsible for the proper operation and maintenance of facilities in the school, up to a point (and depending on the complexity of the WASH technological options at your school). Teachers may also want to use female club members as peer educators when it comes to MHM education and outreach at the school.

Examples of School WASH Club Activities

Excerpted from USAID/WASHplus Zambia's WASH-Friendly Schools (2013).

School WASH club activities should be designed to be fun, engaging, practical, and to contribute to making a school WASH-friendly. Ideally, a WASH club should have a program for the whole school year, beginning with school-wide ignition activities to identify current open defecation and other WASH practices. This will lead to identification of activities to stop open defecation and any other WASH-unfriendly activities. After a series of activities, the school year can end with a special event for the school and community.

Here are some suggested activities, but there are many more.

Making Handwashing Devices or Tippy Taps

Students can make an important contribution to the school and also to their families by learning how to make simple water-saving handwashing devices called tippy taps. A school can have a bank of tippy taps near the latrines where many children can wash their hands at once. Each classroom can have a tippy tap, too. Making sure that handwashing devices have soap or ash at all times can be a club responsibility. For example, soap can be purchased with club funds that are collected from students or through fundraising activities.

Organize a “Scrub Club”

This club assigns toilets to different classes that are responsible for keeping them clean and also nicely decorated. Both boys and girls clean, decorate, and compete. Classes can also compete.

Build a Solar Disinfection Stand

This is another project for a club to undertake that makes a big contribution to the school. Basically it is a sheet of roof metal attached to four posts and built at a slant, so two posts are higher than the others. Fill empty, clean plastic bottles with water that is clear and not cloudy. Shake them a bit, close the lid, and put the bottles on the SODIS “roof” for six hours on a sunny day. After this, the water will be safe to drink. Make the “roof” big enough to hold bottles for everyone to drink enough water in one day. One classroom might need as many as 80 bottles a day!

Make Reusable Sanitary Pads

Talk to club members about the importance of menstrual hygiene management in schools. Depending on the level of awareness among your students, it could be useful to provide background on the biology of puberty and menstruation. As a group, discuss ways in which facilities could be improved at your school. A great activity during one of your meetings is to make reusable sanitary pads. See Chapter 7, Activity 9 for detailed instructions.

Sporting Events

Organize club members into teams: Sanitation, Water, and Handwashing. Have each team make a distinctive uniform or hat or something that exemplifies the concept or practice it represents. Hold competitions between the teams: rope pulling, races, special games, etc. Give the winning team small prizes, such as soap.

Drama Performances

Club members can prepare a drama presentation for the rest of the school or for the school parents, showing stories about the dangers of bad hygiene and the power of good hygiene practices. Through this performance, they will be educating adults in the community about the hygiene behavior they learned throughout the club, convincing others to change their behavior. A good way to begin is to identify the community’s main hygiene problems and address them during the performance. Display good and bad hygiene behavior. Try to incorporate all core hygiene messages within the performance. Learning from a performance is an interesting and memorable way to teach people. The performance can serve to create social pressure for people to adapt hygiene behavior into their everyday lives. Remember that a drama is a story with characters, which has a beginning, middle, and an end. Players should have a script to follow.

Making Music

Club members can use music to teach the key hygiene practices they learned to younger siblings, parents, or other family members. You can organize a song competition between teams of club members. Have each team make up its own song about a key hygiene practice, with hand or body movements. When teams have finished creating their songs, have one team at a time sing its song to the other teams and any others in the audience. When all teams have sung, each individual should vote for his or her favorite team song. Count students’ votes to determine who won the competition. Congratulate the winning team and have the whole club learn the winning song. Try to perform the song at a school assembly or community

gathering. Encourage students to use poetry, rap, or some other creative expression that is popular, too.

Poster Contest

Create an activity where club members design posters related to the four key hygiene practices. You may duplicate some of the pictures from books or posters. Have students create posters either on their own or with partners. While they are drawing, go around the room to ask them about their posters, ensuring they are displaying the correct hygiene messages. Ideally, you would make available markers, crayons, poster paper, colored paper or old magazines, scissors, and glue for this activity. Get permission from your school to hang the posters in the school classrooms or make a gallery of the posters where all the students can walk through and view them.

Hygiene or WASH Fair

A WASH fair is an event that the school organizes for the community. Teachers, students, out-of-school children, community members, friends, and family can join the hygiene fair. Hold the hygiene fair in a convenient place, either indoors or outdoors. This is a time to show off everything you have created and learned, including new or improved latrines and drinking water and handwashing facilities. Students can demonstrate practices, have places where people can play games, or make things related to WASH. They can sing their hygiene song, perform their drama again, display posters, engage people in a short activity, speak about the WASH club's accomplishments, demonstrate key practices such as correct handwashing, etc. Use this as an opportunity to welcome new members. Be creative and have fun with it!

Fundraising Activities

- Make and sell snacks or treats at school, but make sure kids wash their hands before eating them.
- Make and sell tippy taps in the community (and promote handwashing at the same time).
- Put together a show with the drama and music performances you created above. Invite community members and ask for donations.

9.3 Resources

[USAID-HIP WASH-Friendly Schools: Basic guide for schools directors, teachers, students, parents, and administrators, 2010](#)

This is a guide for WASH committees and clubs to use in designing programs and carrying out activities. It provides an overview of WASH-friendly schools but also has a large number of activities, lessons, and resources for these types of groups to use. Topics covered: what is a WASH-friendly school and why is it important; critical elements of WASH-friendly schools; how to become WASH-friendly; training outline for teachers, parents, and student leaders; five ignition tools for raising awareness, and WASH resources.



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A ■ Peace Corps Child Protection Policy (MS 648)

1.0 Purpose

The purpose of this Manual Section is to set out the policy on proper conduct while working or engaging with children during Peace Corps service or employment. It also establishes the process for reporting instances of child abuse or exploitation by an employee or Volunteer. The Peace Corps strongly supports measures to reduce the risks of child abuse and exploitation caused or perpetrated by an employee or Volunteer.

2.0 Authorities

22 U.S.C. §2504(a); 22 U.S.C. §2506(c).

3.0 Definitions

(a) Child is defined as any individual under the age of 18 years, regardless of local laws that may set a lower age for adulthood.

(b) Child Abuse includes four categories of abuse:

(1) Physical Abuse means any non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child.

(2) Emotional Abuse means the actual or likely adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill treatment or rejection.

(3) Sexual Abuse means the employment, use, persuasion, inducement, enticement, the manipulation, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct, including for the purpose of producing a visual depiction of such conduct (i.e., photography, videography); or the rape, molestation, prostitution, or other form of sexual exploitation of children. It includes any behavior that makes it easier for an offender to procure a child for sexual activity (i.e., grooming of a child to engage in sexual activity).

(4) Child Exploitation means any actual or attempted abuse of a position of differential power or trust with respect to a child for sexual or monetary purposes, including, but not limited to, the distribution and retention of child pornography or engaging a child in labor that is mentally, physically, socially, or morally dangerous or harmful, or interferes with their schooling.

(c) Child Protection is defined as all reasonable measures taken to protect children from child abuse.

(d) Employee means an individual hired by the Peace Corps, whether full-time or part-time, permanent or temporary, and includes individuals performing duties as experts, consultants, and personal services contractors.

(e) Volunteer means any Peace Corps Volunteer or Trainee.

4.0 Policy

(a) All employees while working with children in the course of their official duties and all Volunteers must adhere to the Child Protection Code of Conduct set out in Attachment A.

(b) In order to identify individuals who may pose a risk to child safety, Peace Corps will conduct a background investigation in the selection of employees and Volunteers.

(c) Peace Corps will incorporate the principles of its child protection policy into its regular training for employees and Volunteers.

(d) Employees and Volunteers must bring to the attention of the Peace Corps any suspected child abuse by any employee or Volunteer.

(e) Failure to comply with this Manual Section may result in disciplinary action, up to and including termination of Peace Corps service or employment. An employee or Volunteer found to have violated this policy may also be subject to host country and U.S. prosecution.

5.0 How to Report Violations

Employees and Volunteers may report allegations of violations of this Manual Section to the Country Director or other senior staff at post, or the appropriate Regional Director, the Associate Director for Safety and Security, the Associate Director for Global Operations, the Office of Inspector General, or other appropriate offices at Headquarters. Volunteers may confidentially make such reports under the provisions of MS 271 Confidentiality Protection. For information on reporting violations of this Manual Section to the Office of Inspector General, see MS 861 Office of Inspector General.

6.0 Roles and Responsibilities

6.1 Country Directors

Country Directors are responsible for:

(a) Ensuring that employees and Volunteers receive appropriate training on child protection issues and on their obligations under this Manual Section.

(b) Responding in a timely manner to child abuse reports or allegations committed by employees and Volunteers.

(c) Considering child protection issues and policies in making appropriate site placements and developing relationships with other organizations and agencies.

6.2 Office of Human Resource Management

The Office of Human Resource Management is responsible for:

(a) Ensuring that new Headquarters and Regional Recruiting Offices employees receive appropriate training on MS 648 Child Protection and on their obligations under this Manual Section.

(b) Providing notification to current Headquarters and Regional Recruiting Offices employees about their obligations under this Manual Section.

6.3 Office of Volunteer Recruitment and Selection

The Office of Volunteer Recruitment and Selection is responsible for the screening of applicants for Volunteer service in order to identify individuals who have a documented record of child abuse.

6.4 Office of Safety and Security

The Office of Safety and Security is responsible for implementing the screening protocols of potential employees in order to identify individuals who have a documented record of child abuse.

6.5 Office of Overseas Programming and Training Support

The Office of Overseas Programming and Training Support is responsible for ensuring that overseas U.S. direct hires receive appropriate training on child protection issues and on their obligations under this Manual Section during Overseas Staff Training (OST).

7.0 Procedures

Any necessary procedures implementing this Manual Section must be approved by the Office of Global Operations, the Office of Safety and Security, the Office of Volunteer Recruitment and Selection, the Office of Human Resource Management, and the Office of the General Counsel.

8.0 Effective Date

The Effective Date is the date of issuance.

Attachment A to MS 648

Child Protection Code of Conduct

In the course of an employee's or Volunteer's association with the Peace Corps:

Acceptable Conduct

At minimum, the employee or Volunteer will:

- (a) Treat every child with respect and dignity.
- (b) When possible, work in a visible space and avoid being alone with a child.
- (c) Be accountable for maintaining appropriate responses to children's behavior, even if a child behaves in a sexually inappropriate manner.
- (d) Promptly report any concern or allegation of child abuse by an employee or Volunteer.

Unacceptable Conduct

And, at minimum, the employee or Volunteer will not:

- (a) Hire a child for domestic or other labor which is culturally inappropriate or inappropriate given the child's age or developmental stage, or which significantly interferes with the child's time available for education and recreational activities or which places the child at significant risk of injury.
- (b) Practice corporal punishment against, or physically assault, any child.
- (c) Emotionally abuse a child.
- (d) Develop a sexual or romantic relationship with a child.
- (e) Touch, hold, kiss, or hug a child in an inappropriate or culturally insensitive way.
- (f) Use language that is offensive, or abusive towards or around a child.
- (g) Behave in a sexually provocative or threatening way in the presence of a child.
- (h) Perform tasks for a child that the child is able to do for himself or herself that involves physical contact, including changing the child's clothing or cleaning the child's private parts.
- (i) Access, create, or distribute photos, videos, or other visual material of a sexual and abusive nature to or involving a child.

Office of Global Health and HIV (OGHH)

The Peace Corps Office of Overseas Programming and Training Support (OPATS) and Office of Global Health and HIV (OGHH) develop technical resources to benefit Volunteers, their co-workers, and the larger development community.

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Volunteers are encouraged to submit original material to KLU@peacecorps.gov. Such material may be utilized in future training material, becoming part of the Peace Corps' larger contribution to development.

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