



Federal Democratic Republic of Ethiopia  
Ministry of Education



# NATIONAL SCHOOL WATER SUPPLY, SANITATION AND HYGIENE (SWASH) IMPLEMENTATION GUIDELINE

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# Acronyms

BCC	Behavioral Change Communication
CBOs	Community Based Organizations
CHAST	Children’s Hygiene and Sanitation Training
EMIS	Education Management Information System
GTP	Growth and Transformation Plan
HEP	Health Extension Program
IEC	Information Education and Communication
IRC	International water and sanitation center
MHM	Menstrual Hygiene Management
NGOs	Non-governmental organizations
O&M	Operation and Maintenance
PTSAs	Parent-Teacher-Students Associations
SDG	Sustainable Development Goals
SMC	School Management Committee
SLTSH	School Led Total Sanitation and Hygiene
SWASH	School Water, Sanitation and Hygiene
UN	United Nations
UNICEF	United Nation Children’s Fund
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization

# Foreword

While substantial progress has been made throughout the country in creating access for education, a myriad of challenges still exists in the achievement of quality education. Several compounding factors such as school organization and management; teachers' training; school supplies, availability of materials and other enabling environments impede the quality of education. An essential enabling factor for quality education is having access to child- friendly WASH services. It is however, a handful of schools who offer access to such facilities. This is due to financial constraints, low implementation capacity of WASH facilities and lack of coordination among actors. Improvements in educational outcomes cannot manifest entirely without expanding and improving WASH services in schools.

There is an opportunity for the Ministry of Education, Health and Water, Irrigation and Electricity as well as the Ministry of Finance and Economic Cooperation to join forces and pursue an integrated approach to improve health outcomes and unleash the educational potential of the country. A Memorandum of Understanding (MoU) has been signed by these ministries which were subsequently followed by the launch of the One WASH National Program which particularly enforced WASH facilities in schools. The goal of this inter-ministerial program is to expedite efforts to bring improved WASH facilities to all students and augment their learning capacity.

WASH integration in schools is a proven mechanism for improving educational outcomes and fostering bright and healthy students. It helps to increase attendance rates and prevents disease proliferation.

This guideline serves as a tool for the proper implementation of the national school WASH program (SWASH).It highlights the importance of school WASH, minimum standards, implementation strategies, detail planning and indicators required for the school WASH program and inter-sectoral linkages and coordination

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# Definition of terms

**Community Led Total Sanitation and Hygiene (CLTSH)** is an approach to achieve sustained behaviour change of people to achieve open defecation free (ODF) status within the community.

**Hand washing** is the action of rubbing together all surfaces of lathered hands, followed by rinsing under a stream of water.

**Hygiene** is the conditions and practices that help to maintain health and prevent the spread of disease.

**Hygiene promotion** is a systematic and planned approach to encourage the widespread adoption of safe hygiene practices to reduce diarrheal and other water and sanitation related disease. Hygiene promotion focuses on determinants of behaviour change.

**Menstrual hygiene management** is defined as the articulation, awareness, information and confidence to manage menstruation with safety and dignity. This process involves using safe hygienic materials and sufficient water to ensure cleanliness.

**Open Defecation Free (ODF)** is a phrase used to refer to the use of sanitation systems rather than practicing open defecation.

**Sanitation** refers to safe disposal of excreta, solid and other liquid waste management.

# Rationale for the guideline

The legal basis for the right to water in Ethiopia emanates from the 1994 constitution which states that 'all persons have the right to clean and healthy environment' (Article 44) and 'to the extent the country's resources permit, policies shall aim to provide all Ethiopians access to public health, education, clean water, housing, food and social security' (Article 90). As an Ethiopian citizen, every child has the right to a safe and healthy learning environment, including WASH services. While this issue is increasingly gaining traction, fulfilling every child's right to WASH continues to be a challenge.

In September 2013, the ONE WASH National Program (OWNP) was launched in a bid to modernize the way water and sanitation services are delivered, and to increase the number of people in rural and small/medium towns using improved sources of water and sanitation facilities. The rate of progress to achieve the stated objectives of this program within the five-year period has been slow. The Ministry of Education and WaterAid have evaluated this program and have identified both policy and practice level bottlenecks in the ONE WASH National Program. Specifically, their analysis revealed a lack of standardized approach between the different actors involved, and have articulated the challenges involved in harmonizing the WASH program to bring transformational change and achieve the Growth and Transformation plan II (GTP II) and SDGs.

# Purpose & scope of the guideline

## **Purpose**

This guideline is designed to implement the School WASH (SWASH) strategy and five-year strategic action plan (2016-2020). It is developed based on the minimum conditions required for providing quality education in a healthy and sanitary environment, particularly focusing on boys and girls attending school. This guideline targets both public and private schools and other partners engaged in SWASH activities, and details out simple, affordable and replicable options to improve water, sanitation and hygiene conditions in schools.

## **Scope**

From providing an assessment to monitoring and evaluation, to creating an enabling condition for SWASH; this document is far reaching in scope. Its contents are applicable for pre-primary, primary and secondary public and private schools regardless of geographic and livelihood situation (highland / lowland / urban, rural, semi-urban/ agrarian, pastoralist, agro-pastoralist)

In addition, this guideline provides a minimum standard for school WASH interventions, identifies a clear SWASH implementation strategy, sets a clear and appropriate management guideline and identifies ways to sustain and scale up SWASH.



# Target audience and the use of this guideline

The school WASH implementation guideline shall be used by anyone who implements the school WASH program in Ethiopia. This manual specifically targets the following:

- Federal Ministries, including but not limited to the Ministry of Education, Health, Water, Irrigation and Electricity
- Regional Bureaus and Woreda/Town Administration education offices who are involved in planning and management of school WASH programs
- NGOs and CBOs engaged in school WASH implementation activities
- Bi-lateral and multilateral WASH programs and projects
- School directors, PTSAs and public employees engaged in school WASH (cluster supervisors, health extension workers, environmental health officer, water supply officers, water utility staff, water and sewerage enterprise workers)

This guideline can be used during assessment, planning, implementation and the monitoring and evaluation phase of the school WASH program.

# 1

## Introduction

Ethiopia is currently implementing the second phase of its Growth and Transformation Plan whose strategic vision is to achieve rapid, broad-based, sustained and equitable economic growth to eradicate poverty. GTP II is set to be achieved through increased investment in infrastructure, human development and institution building. Strengthening human resource capacity and achievement of the SDGS, of which education is a key element, further serves as a cornerstone of the Government's development strategy. The main objective of the education component of the development plan strives to ensure an effective and efficient education and training system that enhances quality, relevance, equity & access by all at all levels.

Achieving quality education is a tremendous undertaking, for which the Government is implementing numerous programs. One such notable program is the School Improvement Program which focuses on teaching & learning, school leadership, community participation and overall learning environment. An adequate learning environment is treated as one that provides essential facilities such as fully equipped classrooms, playing area for students, skilled teachers and sufficient teaching materials, fully stocked library, clean toilets and sanitation facilities, clean potable water and provision of hygiene education for all students.

As such, this guideline is prepared to improve the WASH facilities and their use and management of schools by implementing WASH as part of the overall educational improvement program.

# 2

## Importance of School WASH

Evidence suggests that WASH in schools has a positive impact on a child's health, wellbeing and school performance.

**Disease prevention and health promotion.** Increasing access to WASH can contribute significantly to improving health outcomes, and is particularly important to efforts aimed at reducing the burden of disease and malnutrition, as well as relieving pressure on the healthcare system. Disease related to inadequate water, sanitation and hygiene are predominant in developing countries. It is estimated that 88% of diarrheal disease is caused by unsafe water supply, and inadequate sanitation and hygiene (WHO, 2004).

**Improved learning ability.** Poor environmental conditions in the classroom make both teaching and learning very difficult. Helminthic infections, which affect hundreds of millions of school-age boys and girls can impair their physical development and reduce their cognitive development through pain and discomfort, nutrient deficiencies, anaemia, and damage to tissues and organs. Long-term exposure to chemical contaminants in water (e.g. lead and arsenic) may further impair learning ability. Rates of school absenteeism increase with the prevalence of diarrheal diseases, malaria and helminthic infections, and because of poor MHM practices. Thus, improvements in WASH ensure attendance of school boys and girls and can incentivize teachers to foster a collaborative and positive learning environment.

**Gender equality and inclusive accessibility.** Girls and boys, including those with disabilities, are likely to be affected in different ways by inadequate water, sanitation and hygiene conditions in schools. Girls and boys with disability tend to avoid eating or drinking all day as they are unable to access functional toilets. This leads to health problems and eventually serves as a reason to drop out of school. Therefore, all schools should be accessible to children with disability.

Moreover, the lack of access to WASH facilities particularly hinders girl's education, sexual and reproductive health, and dignity. Menstruation is considered a taboo within the Ethiopian context; creating stigma, shame and silence among young girls. Without adequate sanitation facilities, girls are unable to manage their menstruation safely, hygienically, and with dignity within school premises. As a result, many girls choose to stay at home during this period. Or alternatively, they attend school but do so facing challenges such as leakage, odour, discomfort and difficulty concentrating.

**Improve the health of the wider community.** Boys and girls who have access to water, sanitation and hygiene facilities at school can integrate hygienic practices into their daily lives and promote it to their families and community.



**Lifelong skills.** Educating all boys and girls, especially girls, is one of the most important investments any country can make in its future. It is critical to keep boys and girls healthy so they can learn and fully participate in society; claim their rights and achieves a sound political and economic recognition. Through participatory learning, boys and girls obtain lifelong knowledge on hygiene promotion, develop positive attitudes and, critically gain skills that enable them to improve their own lives and those of their families and communities. These skills are likely to be maintained and passed on to future generations.

**Environmental cleanliness.** Properly maintained and used school WASH facilities as well as proper management of wastes contributes to overall public health and environmental protection.

**Contribute to achievement of SDGs.** The international community has devised the Sustainable Development Goals (SDGs) which weave in economic, social and environment dimensions. Intervention in SWASH can contribute to the achievement of the four SDG goals. These include:

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5: Achieve gender equality and empower all women and girls

Goal 6: Ensure the availability and sustainable management of water and sanitation for all.

**WASH** in Schools (WinS) is implicitly and explicitly captured in the SDGs. Such that the terms ‘universal’ and ‘for all’ in targets 6.1 and 6.2 implicitly highlight the need for expanding WASH services and monitoring from the household level to non-household settings, i.e. schools. Target 6.2 additionally calls for special attention to the needs of girls and those in vulnerable situations. Target 4.a includes WinS, explicitly, with an associated indicator of the ‘proportion of schools with access to : (e) basic drinking water; (f) single-sex basic sanitation; and (g) basic hand washing facilities’.

# 3

## Minimum School WASH Program Packages and Standards

Water, Sanitation and Hygiene (WASH) in Schools refers to a combination of technical (hardware) and human development (software) components that are necessary to produce a healthy school environment and develop appropriate health and hygiene behaviours. The hardware components include inclusive drinking water, hand washing, latrine, urinals and menstrual hygiene facilities as well as proper waste management in and around the school compound. The software component includes creating of an enabling environment and hygiene promotion. Minimum standard for school WASH program includes but is not limited to safe water supply, sanitation facilities, good hygiene practice, menstrual hygiene management and solid and liquid waste management. Setting these minimum standards help frame the planning and implementation of school WASH program.

### 3.1 Hardware component

#### 3.1.1. Water supply schemes

Water is essential for both drinking and sanitary use in schools. Without adequate and reliable water supply, it is difficult to sustain a healthy and learning environment for boys and girls.

**Water Access:** The water supply facility should be in the school compound or not more than 100mts away from the compound with smooth and clear path. To allow convenient access and use of water, the school should have sufficient and standardized storage and distribution points that is cognizant to age, gender and disability.

**Quality:** Water quality is commonly defined by its physical, chemical, biological and aesthetic (appearance and smell) characteristics. Water should be free from pathogens and elevated level of toxic chemicals at all times. To ensure water quality, it should be stored in a clean reservoir that shall be cleaned and disinfected every three months. Any water that is intended for drinking purpose should meet the national water quality standard. To maintain water quality, it is pertinent to conduct sanitary survey, water quality test (biological, chemical and physical) and on-site treatment. Schools need to put in place a system to continuously test and monitor water quality, and take remedial action. This can be done in collaboration with health offices and Woreda Water Offices, water utilities or water and sewerage enterprises.

**Quantity:** On average, school boys and girls and staff members require 5 litres of water per day per person. The quantity of the water required may increase if schools use pour flush latrines. With the exception of weekends, holidays and school breaks, this basic requirement must be met at all times. Schools need to put in place sufficient water-collection points/ faucets to allow convenient access to water for drinking. All in all, in an urban context, the minimum faucet to student ratio should be 1:100 students; and for regional capital cities and city administration towns' one faucet could serve for 50 students. All the faucets should be accessible for small students and students with disabilities.

**Functionality:** The water supply should serve throughout the year and with a maximum down time of 10 days for operation and maintenance.

### 3.1.2. Sanitation facilities

Sanitation is one of the basic determinants of the quality of life, dignity and human development index. The availability of inclusive sanitary facilities is mandatory to ensure a safe and friendly learning environment. Despite its importance, the right to sanitation is a less popular discourse than the right to water.

**Latrine and urinals:** Safe disposal of human excreta creates the first barrier to excreta-related diseases; helping to reduce disease transmission through direct and indirect routes. The provision of improved facilities for defecation is among the essential responses for people's dignity, safety, health and well-being. Schools should have sufficient, accessible, secure, clean, gender specific, private and culturally appropriate latrines that are also accessible by the persons with disability.

All the sanitation facilities should hygienically separate excreta from human contact as well as maintain the safe transport, treatment and disposal of excreta.

**Access:** The school latrine should be within the school compound and not more than 30m from the class rooms. The path to the latrine should be smooth and easy to use also by the persons with disability. It is possible to have latrines inside classrooms if the system is water carriage. The girl's and boy's blocks should face opposite directions with 20m distance between the blocks and be accessible to all ages, including students and staffs with disabilities. The latrine blocks for teachers and staff should be separated from the student blocks. The school latrines should always be clean, odour free and open at all times of the school day.



**Latrine to stance ratio:** Often, students have a limited time window for their breaks in which they can use latrine facilities. Thus, the latrine seats should be equivalent to the number of students. The general recommended ratio is as follows:

- one stand/cubicle per 50 girls and one toilet for female staffs in rural schools
- one stand and one urinal per 75 boys and one toilet for male staffs in rural schools
- In the case of regional capital cities and city administration towns, the number of seat to student ratio should be one stand for every 25 girls and one toilet for female staffs and one stand plus one urinal for every 50 boys and one toilet for male staffs

At least one toilet cubicle should be accessible for staff and boys and girls with disabilities, preferably one for females and one for males. This includes level or ramped access, wide door and sufficient space inside for a wheelchair user or helper to manoeuvre, and the provision of support structures such as a handrail and toilet seat.

**Urinals:** Urinals are low cost solutions that can be offered for schools with large number of students. The urinals should be built in the side wall of the toilet and should ensure privacy, prevent accident and be free from unpleasant odour. Urinals can help reduce load on the toilets at peak times. Since urinals require continuous access to water, its use is highly dependent on the availability of water. Therefore, urinals would be constructed only if there is water available for urinal flushing.

### 3.1.2.1. Waste management (solid waste and waste water disposal)

Solid waste management is the process of handling and disposing of solid waste which, if unattended appropriately, can pose public health risks to the school and can have a negative impact on the environment. Accumulation of waste particularly organic waste is not only nuisance but leads to the breeding of insects such as flies, which aids in disease transmission. Thus, schools need to integrate solid waste management which includes comprehensive waste prevention, recycling, composting and safe disposal.



**Source reduction:** Involves reducing or avoiding the amount of waste that is generated in a school compound by reusing waste materials, using less packaging material and recycling of paper.

**Onsite storage:** A variety of facilities are used for storage of solid waste. Temporary containers such as cardboard boxes, plastic containers and a range of different types of containers are

often used in schools. The container used should be fly-proof, corrosive resistant, robust and a low-cost storage solution. Dustbins should be placed in the school compound to collect litters.

**Recycling and composting:** Recycling is the process of transforming materials into raw materials for manufacturing new products. This involves collecting, reprocessing, and/or recovering certain waste materials (e.g. glass, metal, plastics and paper) to make new materials or products. Currently recycling of paper is practiced in some areas. Schools especially found in urban areas can utilize the opportunity to recycle paper.

In addition to reduction, minimization, reuse of waste schools can also use composting. Composting is cost effective and an environmentally friendly means to dispose solid waste such as leaves, grass, and other organics. Composting requires proper planning, one where the inorganic and organic part of the waste is collected separately. Thus, schools can work in partnership with other offices like agriculture and natural resources or environmental protection offices to implement proper composting. The compost produced can be used

for school gardening and vegetable production. Moreover, the composting process and its application can be used as a practical demonstration site for students, who can use this knowledge and skill to produce compost in their homes.

**Disposal:** Solid waste should be collected daily within the school premises and disposed safely. A disposal method of solid waste depends on the type and amount of waste generated per day from schools. Suggestions for management of waste and disposal could include:

- Paper waste can be collected separately and buried in a pit or burned in an incinerator made from an oil drum
- Plastic waste can be collected and buried/recycled
- Organic boxes/containers can be used to collect waste to be used as fertilizers for trees and plants in the school compound
- In urban areas, schools can have agreements with micro and small enterprises or municipalities to collect waste

Schools able to construct their own pits should adhere to several factors that include: characteristics of the subsoil, ground water conditions, topography, prevailing winds and the adjacent patterns of settlement and land-use.





**Liquid waste disposal:** liquid waste should be managed in a safe seepage pit that is specifically prepared for this purpose. This will help to avoid fly breeding and reduce pollution. Schools should work in partnership with other government offices or private companies to emptying full pit latrines. For urban context, liquid waste should be emptied using vacuum truck and in case rural areas the superstructure for the latrine needs to be shifted to other areas.

### 3.1.3. Hand washing facilities

Availing hand washing facilities is integral to ensuring overall health and wellbeing. The following should be considered when constructing hand washing facilities:

- **Location:** For older boys and girls, the hand washing facility should be located close to defecation sites. For younger boys, girls and teachers may prefer the facilities be located in or near the classroom so that they can supervise hand washing
- **Materials:** Hand washing facilities should have soap or other hand washing agents. The hand washing facility can be made from either local or purchased materials or constructed in connection with latrines. The size should consider the number of students it caters with consideration of 1 faucet for 100 students for rural schools and 1 faucet for 50 students for regional capital cities.
- **Access:** Hand washing facilities should always be accessible to young and disabled students
- **Use:** Many hand washing facilities are also used for drinking water, in that case jerry can cleaning and water quality should be considered. Attention should be given to water wastage, focusing on the closure of taps (consider inclusive) after use and the avoidance of unnecessary emptying of water basins and containers. In addition to this, the water that is intended for hand washing should be also used for school gardening

## 3.2. Software Components (Hygiene Promotion)

Social behaviour and personal practices serve to prevent infection and keep people and the environment clean. Often boys and girls learn their most important hygiene skills at school, and for many this is where they are first introduced to hygiene practices. Teachers can be effective advocates and champions of hygiene promotion. In this guide hygiene includes the following practices:

**Hand Washing:** Hand washing is one of the most effective means of preventing communicable disease along with safe disposal of human waste and safe water supply. Hand washing with soap can prevent disease by minimizing the transmission of harmful pathogens found in faecal matter. Hygiene programs can become a potentially effective way to improve public health, and the health of boys and girls in particular.

Although hand washing must be practiced all times, the five critical hand washing times should be given due emphasis. A latrine is not complete without a hand washing point with soap/substitute, adequate water and adequate drainage. All toilet designs should include convenient hand washing facilities so that hand washing after using the toilet can become a routine activity for school boys, girls and teachers. Effective hand washing facilities may be built at little cost, with locally available materials. Hand washing should not be compromised by lack of water or lack of access to hand washing basins or suitable alternatives. Simple and low-cost hand washing points can be made in various ways, including the following:

- A pitcher of water and a basin (one person can pour the water for another to wash their hands; the wastewater falls into the basin)
- A small tank (e.g. an oil drum) fitted with a tap, set on a stand and filled using a bucket, with a small soak away or a basin under the tap to catch the wastewater; and
- A 'tippy-tap' made from a hollow gourd or plastic bottle that is hung on a rope and that pours a small stream of water when it is tipped



- A jerry can be lifted a bit higher linked to a pipe. The pipe can be 5 m long in horizontal position with holes in it and 5 kids can wash their hands at the same time in a more organized manner.

For effective hand washing promotion, understanding of the current habits, motivations and factors constraining local hand washing practices are essential.

### **Menstrual Hygiene Management (MHM):**

Menstruation is a biological process just like defecation or urination.

Maintaining hygiene during menses is important for women's well-being, mobility, and dignity. Menstrual hygiene is too often a taboo, sensitive and has many negative cultural attitudes associated with it- such as the idea that menstruating women and girls are 'contaminated' and 'dirty'. Depending on the cultural context, girls might be

unaware of changes occurring during puberty, hence unable

to manage their menstrual hygiene properly. Inadequate menstrual management can not only lead to reduction of learning capacities and absenteeism, but also to disease.

The production and distribution of sanitary pads, hygiene promotion and availability of WASH services are all essential for ensuring that girls and women are able to break taboos and demand adequate facilities for MHM that suit their needs.

**Awareness creation** is one of the primary interventions to improve MHM. The promotion should focus on understanding that menstruation is a fact of life, and a distinct biological female attribute that women should be proud of, rather than ashamed by. Girls should be encouraged to talk and discuss this biological phenomenon in an informed and positive manner to prepare them emotionally and physically for the onset of menstruation and their monthly menstrual periods thereafter. The promotion should be based on critical analysis of the existing beliefs, taboos and cultures of the local community.

**Access to girl's friendly WASH facilities** becomes effective if schools have adequate water supply, sanitation and hygiene practices. The school should be built in consideration of MHM services to accommodate menstruating girls' specific needs for privacy, space for washing, washing facilities and appropriate disposal of menstrual pads. The MHM facilities that have soap, adequate water with proper waste management should be constructed on the basis of the design and construction manual.

**Access to affordable sanitary pads** for girls at school promotes students to attend class during the period of menstruating. To ensure the accessibility of sanitary pad, identification of suitable local materials for making safe, affordable, and disposable pads is essential. In addition, schools must avail emergency pads for instances that girls have not come prepared.

Lastly, assigning specific resting rooms and anti-pains allows for a more comprehensive menstrual hygiene management.

**Cleanliness of Latrines:** Latrines should be designed and built so that they are hygienic to use and do not become centres for disease transmission. Surfaces that may be soiled should be easily washable/cleanable. In terms of cleaning, the slab is the most important part of a toilet; it should be made of concrete or other smooth material. Other parts of the toilet, such as the superstructure can be made with cheaper local materials. The design of the toilet should include measures to minimize odours, and control the breeding of flies and mosquitoes. In this situation, different types of latrine technology options that are easily applicable shall be developed for different contexts (urban, rural, pastoralist etc) and also should follow the design and construction manual developed for this purpose. The woreda/town environmental health officers can offer advice on how to construct latrines without creating health risks. Schools should develop a functioning system to clean the latrines daily either by cleaners or students.

**Hygienic use of water:** Drinking water is susceptible to contamination during collection, transportation, storage and unsafe handling. It is also very essential to make regular cleaning of water storage tanks/jerry cans so as to keep safe water. In schools although water is delivered from safe sources, it can be contaminated during handling and use. Thus, students should use a clean cup to drink water instead of drink water from their hands.

**Personal hygiene:** Students should develop and practice other hygiene behaviours such as oral health, hair, hand and foot nails, foot etc. Regular check-up should be done by teachers to maintain the personal hygiene of students.

## 3.3. Sanitation and Hygiene Promotion

### Approaches

#### 3.3.1. School Led Total Sanitation and Hygiene (SLTSH)

In rural settings, SLTSH is a popular approach whereas for urban settings a mixed approach could be applicable. SLTSH is an effective approach for mobilization of child clubs to motivate the student body to make their school and its catchment free from open defecation. In addition, it mobilizes the community to build and use latrines. SLTSH is a complete package designed for school and community sanitation. It comprises of the basic elements of HEP, capacity development activities as identified in the Basic Sanitation Package and the Ignition Participatory Rural Appraisal (IPRA) tools being used in Community Led Total Sanitation and Hygiene.

#### 3.3.2. School WASH club establishment

The main objective of establishing a WASH Club is to offer school boys and girls 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 for their families and communities. To meet such broad objectives, WASH Club membership should represent students from all grades with teacher guidance. The WASH Club can organize itself into committees according to the various WASH elements and appoint committee leaders or chairs.

As a general principle, the club will have a chairperson who will be responsible to guide, plan, and harmonize 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 or if possible in a nearby bank and MFI office, and committee members will have different tasks and responsibilities.

WASH Clubs often 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 PTSA. The WASH Club should therefore consider all the necessary activities in its action plan and should empower students to carry them out.

#### 3.3.3. Children's Hygiene and Sanitation Training (CHAST)

CHAST is based on the proven premise that personal hygiene practices are usually acquired during childhood – and that it is much easier to change the habits of boys and girls than those of adults. CHAST encourages boys and girls to actively participate in open discussions and, wherever possible, to share their experiences and ideas with their peers. In the CHAST exercises, boys and girls are encouraged to work independently in pairs or in small groups, and then present their thoughts and findings to the larger group. Above all else, CHAST tools are meant to be fun – involving games, exercises and role-plays that prompt boys and girls to discuss and genuinely understand the key issues related to personal cleanliness and hygiene.

## 3.4. School WASH in emergency situations

Emergencies are traumatic for everyone, especially boys and girls. When surrounded by chaos, schools can provide boys and girls with a sense of normalcy and personal safety; helping them to recover psychologically. In these situations, boys and girls remain open to new ideas and often want to be involved in their community's recovery. They may want to help other boys and girls and share WASH messages with adults. Water, sanitation and hygiene are central to recovery and the quality of a child's life during and after an emergency. The practices and behaviours adopted during the emergency will serve boys and girls for a lifetime.

Water and sanitation are critical determinants for survival in the initial stages of a disaster. People affected by emergency are generally much more susceptible to illness and death from disease, which is related to inadequate sanitation, inadequate water supplies and inability to maintain good hygiene. The most prominent disease that often spreads during emergencies is diarrheal and other infectious diseases transmitted by the faeco-oral route. Other water and sanitation related diseases include those carried by vectors associated with solid waste and water.

The main objective of WASH programs in emergency situations is to reduce the transmission of faeco-oral disease and exposure to disease-bearing vectors through the promotion of:

- Good hygiene practices
- The provision of safe drinking water
- The reduction of environmental health risks
- The conditions that allow people to live with good health, dignity, comfort and security

Simply providing sufficient water and sanitation facilities will not solely ensure optimal use or positively impact public health. In order to achieve the maximum benefit from a response, it is imperative that disaster affected people have the necessary information, knowledge and understanding to prevent water and sanitation-related diseases and to mobilize their involvement in the design and maintenance of those facilities.

In any assessment related to WASH and education in emergencies, it is essential that WASH and education staff coordinate their activities from the very beginning of the crisis and throughout the planning process. It is imperative to have a sound understanding of the context and to be mindful of the following points:

- Assessments must be conducted with the agencies and organizations responsible for coordinating education, in consultation with community members and local government counterparts
- Gender and protection considerations are paramount, particularly to maximize girls' school attendance; consultation with education and protection specialists is highly recommended

- Plans for facilities need to assess the overall site and school layout, considering such factors as access, protection, drainage and wind
- Even temporary infrastructure must be built and designed well; a thorough technical assessment of water sources, soil conditions and other environmental features is vital to providing a sanitary and safe environment
- Location-specific hygiene and health issues need to be understood so that WASH interventions address the primary health concerns of the recipients

WASH interventions immediately following a crisis must prioritize sufficient and safe water supplies, latrines and hand-washing facilities with frequent and follow-up sanitation and hygiene promotion activities. The following provides a comprehensive list of requirements to fully meet the facilities and services standard.

- 1. Water supply:** Along with providing sufficient quantities; water quality must be consistently adhered to. Where post-source contamination is likely, school-level water treatment is a good practice and can encourage better water hygiene awareness among learners. Different water supply technology options can be used in schools and temporary learning spaces. These often focus on overhead tanks that are filled by rainwater or by pump from the main water source, pipe connection or using water trucking system for emergency cases. These options provide a quick fix to school communities.
- 2. Latrines facilities:** Safe excreta disposal and menstrual hygiene management require providing latrines or toilets to serve the needs of all users. Safe and comfortable menstrual hygiene management friendly latrine facilities are a crucial factor in ensuring girls' attendance in schools or at temporary learning spaces.

In the instance of latrine unavailability; government and non-governmental organizations can help by providing temporary solutions such as defecation fields, trench latrines (dedicated hand-dug and screened pits) and soak away pits for urine (hand-dug, stone-filled holes for boys and trenches for girls). Separate trench latrines for male and female students can be dug with dug out earth piled nearby. The dug out earth should be used to cover the excreta after defecation to discourage fly propagation. In situations where external help is limited and the ground conditions allow, schools can ask local community members and parents to assist in the routine digging and filling of these temporary facilities. In extreme situations, buckets lined with plastic bags that are later buried can also be used.

- 3. Hand-washing facilities:** Hand-washing facilities along with reliable water points should be located near latrines or toilets and areas where food is prepared or eaten. Soap should be provided as part of a hygiene package to schools and temporary learning spaces in addition to distribution among the general population.

# 4

## SWASH program implementation framework

### 4.1. The SWASH Program Management

The promotion of WASH in schools will be rolled out on a district-wide (Woreda and Town) basis. Delivery of school WASH services follows typical steps.

#### i. Need assessment

The objective of a school WASH assessment is to identify critical gaps in the current school WASH situation, as well as to identify the level of intervention needed in individual schools in a district. This assessment should be carried out once a year by the school administration. Schools can use the outcomes of this exercise to prepare their annual plan and budget for WASH facilities. Outcomes from the assessment will help the Federal, Regional and Woreda/town government to prioritize planning and budget allocation.

A participatory needs assessment must be undertaken, including assessment of the health condition of the boys and girls, their hygiene behaviour, the existing facilities, the mainstreaming of WASH in curriculum, the knowledge and skills of the teachers on WASH, the available teaching materials and the available budget. The involvement of boys and girls in this stage is crucial. Experience shows that boys and girls involvement may be the first step towards their active participation in the program.

A useful tool for this analysis is the problem–solution tree (see Box 1). Objectives should be understandable and motivating to all those concerned, and progress towards achieving set objectives should be coherent and measurable.

Critical points for sanitation assessment include:

- Presence of latrines as per the required ratio
- Cleanliness of the latrines and presence of cleaning materials
- Drainage of wastewater
- Garbage disposal
- Accessibility of the latrines for the entire school population
- Appropriateness of the design

Critical points for water supply assessment include:

- Presence of sources, tap, pump or tank
- Appropriateness of the design and accessibility for small boys and girls
- Condition of the source
- Availability of water for flushing latrines, hand washing and drinking water
- Maintenance arrangements, including availability of spare parts

Critical points for girls and boy's hygiene behaviour assessment include:

- Knowledge, attitudes and practice towards hygiene
- Washing hands after defecation and after handling food
- Safe water handling and storage
- Proper utilization of latrines for defecation
- Regular cleaning of facilities
- Availability of appropriate hygiene promotion programs and teaching aids

Assessment of the implementation of the school WASH curriculum includes:

- Hygiene education is addressed properly as indicated in the curriculum
- Capacity of the teachers to conduct hygiene education
- Uses of participatory methods including demonstration
- Hygiene education is based on living conditions and daily behaviour

Assessment methods include discussions with teachers, students, parents and community members, direct observation and participatory exercises such as: drawing of maps of the neighbourhood, indicating water sources, latrines, solid waste collection points and possibly indicating areas which constitute health risks.



## Box 1 The problem–solution tree

The problem–solution tree is a simple method for identifying problems, their causes and effects, and then defining objectives for improvement that are achievable and appropriate for the specific conditions of each school. The problem–solution tree is performed as a group activity through the following steps:

1. Discuss any major aspects of the current situation where water supply, sanitation and hygiene targets defined for the school are not met. Write each one in large letters on a small piece of paper (about the size of a postcard).
2. For each major problem, discuss its causes by asking the question 'Why?' For each of the contributing problems identified, ask 'Why?' again, and so on until root causes for each problem have been revealed and agreed. Write all the contributing problems in large letters on a small piece of paper or postcard and stick them all on a wall, arranged in a way that reflects their relation to each other and to the major problem. This creates the 'problem tree'.
3. Having developed the problem tree, the next step is to determine the solutions. For each of the contributing problems noted, discuss possible solutions. Check that suggested solutions contribute to solving the major problems identified by asking the question 'What?' to identify what will happen if a particular solution is implemented. Some solutions proposed will probably have to be abandoned because they are unrealistic or because they will not have sufficient impact on the major problems.
4. Once a number of feasible solutions have been agreed upon, phrase them as objectives. For each objective, the group can then discuss and agree on a strategy (i.e. how the objectives can be reached), responsibilities (i.e. who will do what), timing, resources and requirements.

## ii. Planning

SWASH involves participatory planning and implementation at schools' and community levels as well as at the general programme level. The purpose of this exercise is to allow the implementers to have a clear picture of activities to be implemented, responsible actors per activity and human and financial resources to be allocated for each school. Several stakeholders active in School WASH (within a district) should collaborate and coordinate their activities. Once objectives have been decided, an overall action plan can be produced. It is imperative that a participatory approach is used in the planning phase.

During the planning stage, it is crucial to formulate clear objectives, ensuring a proper mix of objectives related to hardware (water, sanitation and hand washing facilities) and software (their use, and behaviour changes). Objectives need to be Specific, Measurable, Applicable, Realistic and Time-bound (SMART). They should consider the available or expected budget and manpower. To stimulate collaboration with other stakeholders, the objectives should whenever possible and useful, match with the pre-existing objectives these stakeholders have in the field of school WASH.

After setting objectives, action plans can be made with all parties involved; i.e students, teachers, parents, community members and others. The involvement of students and teachers is particularly important since they have a crucial role to play in implementing the programme. Should budget and manpower not be available, the action plan should include activities geared towards obtaining them. It is advisable to have a substantial financial or manpower contribution from both the school and community as this will enhance the sense of ownership and responsibility provided.

### **iii. Financing agreement between the school PTSA and WWT**

The financial source is also important to be agreed and decided for instance borehole drilling with water budget, water installations with water budget, latrine budget from the MoE and some part of work or some local materials for instance from the PTSA. If the infrastructure is going to be made from locally available materials then the PTSA can handle it etc....

### **iv. Capacity building of the school community.**

All the school communities including PTSA need to be trained for the implementation and/or they should know and understand their roles and responsibilities in the implementation process and beyond. Capacity building is very pivotal to bring the intended behavioural change in the school.

### **v. Implementation**

Many schools are currently far from achieving acceptable levels of water, sanitation and hygiene. Many have no suitable facilities at all because they lack resources, skills or adequate institutional support. Achieving appropriate targets will often not be possible in the short term. Therefore, it is necessary to both prioritize required improvements and work with a phased approach so that the most urgent problems (or those that can be addressed rapidly) can be identified and targeted immediately, and other changes can subsequently be made. School WASH programs can be implemented in partnership with other stakeholders.

### **vi. Monitoring**

Monitoring is the continuous assessment of the intervention and its progress with regards to the planned objectives, results, activities and means. Monitoring enables a stakeholder to review progress and to propose actions to be taken to achieve the set objectives. Monitoring identifies actual or potential successes or failures as early as possible and facilitates timely adjustments to the operations. The effect of monitoring goes beyond collecting information and is rather meant to improve programmes and activities over the long term. Monitoring involves checking, understanding the results and then acting to improve a situation.

The use of monitoring results:

- Develop an action list or follow-up plan in response to foreseen problems
- Results from the monitoring and inspection can also form the basis for the annual planning and budgeting for SWASH improvement (e.g. rehabilitation of old/damaged facilities, construction of new facilities, purchasing more IEC materials and teaching aid for hygiene education, enrolling teachers for refresher training)
- Woredas/Towns can use the results as the performance-based criteria for funding allocation or to reward good performing schools, teachers, SWASH clubs or individual pupils as an incentive to encourage continuous efforts for SWASH improvement.

## **vii. Evaluation**

Evaluation is a systematic process of collecting and analysing school WASH information to assess the effectiveness of the school WASH program. Analysing consequences, outcomes and results helps the WASH program to assess the efficiency, effectiveness, impact, relevance and sustainability. The evaluation process should follow the school WASH indicators and outcomes/impacts.

# 5

## School WASH sustainability

### 5.1. Management, Operation and Maintenance

The management, operation and maintenance of school WASH facilities is critical in ensuring the sustainable and hygienic use of the facilities provided for each school. Badly maintained sanitation facilities often cause an even bigger health risk than scattered defecation. It is important that arrangements for cleaning and maintenance of WASH facilities is considered before construction starts.

A good cleaning and maintenance system requires funds, spare parts, people and equipment, and a clear division of roles and responsibilities among the actors involved. A well thought out operation and maintenance plan involving all stakeholders has a better chance of being accepted and being impactful. Lessons learned from previous experiences indicate the following:

**Operation and maintenance plan:** It is important to start thinking about operation and maintenance at an early stage. School management staff, teachers, parents and students should be made aware of the maintenance implications during the design phase of WASH facilities. This includes the availability and affordability of spare parts and cleaning supplies needed for the chosen solution.

**Defined roles and responsibilities:** The division of responsibilities among the different stakeholders should be clear and complete, covering all the necessary activities from filling up water containers for hand washing and keeping the surroundings tidy, to purchasing spare parts and supplies and supervising maintenance activities. Allocation of one toilet for each class or a few classes helps to improve the use, cleanliness and maintenance because the responsibility is with a small clearly defined group. It is preferred to have a pre-existing committee representing students, teachers, parents and the community to be responsible for the final coordination. The plan also defines monitoring and actions in the event of non-compliance.

**Linked to other school improvement efforts:** A child-friendly, health-promoting and truly community-based school requires more than a clean and well-maintained hygiene and sanitation facility. The operation and maintenance plan for the hygiene and sanitation facilities can be part of an overall plan to improve the entire school.

**Ensures an open and ongoing dialogue:** Problems related to operation and maintenance can be discovered before they can negatively affect the sanitation and hygiene situation at the school. The operation and maintenance plan should allow for easy diagnosis and reporting of problems. In addition, it should be reviewed periodically as deemed appropriate.

## 5.2. School WASH financing

### 5.2.1. Capital Investment

School WASH can be financed by a combination of different financing mechanisms. Some of these include:

- i. Treasury:** School WASH should be considered as a component in construction of school buildings. Thus, the budget allocated during construction should also consider these facilities. The necessary budget should also be allocated for schools without WASH facilities
- ii. School grant:** Lack of WASH facilities can impact the quality of education. It should therefore be adequately budgeted.
- iii. Internal incomes:** There are various sources of income for a school. These can include leasing the compound for agriculture in rural areas, selling of different old items and plants, renting the class for distance education and night schools. Thus budget should be allocated to WASH based on the financial guideline applied to these incomes.
- iv. Parents' and student contribution:** Communities that build class rooms and teacher residence should also be able to construct and maintain school WASH facilities.
- v. Development partners:** Support from development partners can be leveraged to support the education sector via construction and maintenance of school WASH facilities. This support may require the development of proposals.
- vi. Private contributors:** Individuals or industries with the capacity and interest can contribute for the construction and maintenance of school WASH facilities.

### 5.2.2. Operation and maintenance cost

Often times, the cost of construction and maintenance is not included in a school's annual plan and consequently does not appear in the budget. It is important in this regard to distinguish between capital costs and operation and maintenance costs. Schools and communities may get some donor support to cover the capital cost, but the later receives little support. To make school sanitation programs sustainable, all operation and maintenance costs should be covered by schools and communities. To avoid any misunderstanding, it is best to make this clear in advance. Possible funding includes:

- Contributions from parents or students
- Contribution from communities
- Allocation from school general budget
- Organization of income-generating activities or internal incomes
- Mobilization of funds

# 6

## Institutionalizing of school WASH

Given the variety of activities brought under School WASH (construction of facilities that need approval and finance, hygiene promotion which need skill etc.), the involvement of various line agencies and possibly NGOs is needed to cover the entire spectrum in a comprehensive way when implementing school WASH. The coordination mechanisms and the sectors involved should be in line with WASH implementation frame work (WIF) and Memorandum of Understanding (MOU).

To establish an effective school WASH program, full time staff should be assigned at all levels. Currently staffs were assigned at Federal and Regional level as part of one WASH program implementation. However, this should be revised and include permanent government structure at all levels.

**Technical:** The technologies used in schools should be appropriate and easy to maintain and operate. When choosing technologies, the operation and maintenance should be considered into account.

**Environmental:** WASH sector especially the water supply part is very vulnerable to the impact of environmental degradation, and climate change and variability. When a school water supply system is designed, site and technology are selected, constructed and operated; we have to ensure that risks related to environmental degradation and climate change and variability are identified and appropriate mitigation measures are planned for implementation. It is better to consider technologies that are environmental friendly i.e. solar/wind and collaborate with sectors that are in charge of environmental protection and resilience.

**Social:** The design of all school WASH facilities should consider the special needs of users i.e. disability, age and sex.

# 7

## School WASH implementation strategies

The strategies of school WASH implementation are denoted by an arbitrary group of English letters 'PPP-CAR" (P-Participation of Stakeholders, P-Partnership with Other Development Program, P-Participatory Tools, C-Capacity Development, A-Advocacy and Awareness, and R-Resource Mobilization) to remember them easily. These components are elaborated as follows:

### **P-Participation of Stakeholders**

The participation and support of stakeholders is necessary when implementing SLTS program. Identifying and strengthening partnership with the mapped stakeholders like communities, schools, parents and other district level stakeholders is an important strategy for the effective execution of school WASH.

### **P-Partnership with other development partners/program**

Schools and communities have limited resources and would need the support of development actors. Micro credit programs, agriculture extension workers, development armies, health extension workers, kebele leaders and cabinets, WASH committees etc. could be some of the programs that the SLTS can partner with and fully mobilize.

### **P- Participatory tools**

To effectively implement the SLTSH different participatory tools will be used to engage students and schools in bringing about behavioural change among boys and girls. Participatory approach is the backbone of development. It relies on the fact that development should emanate from within as perceived by the communities themselves. Participatory approaches are essential to empower schools and communities to identify their resources, formulate a plan, implement programs and promote self-monitoring system. Participatory tools could include child to child, child cabinet, role-play, storytelling, discussion, demonstration and experiment.

### **C- Capacity**

It is essential to enhance the technical knowledge, skills and efficiency of stakeholders to make them resourceful for action, In particular to identify their resources, roles and responsibilities. Capacity building will empower stakeholders to assess the situation, identify the problems and suggest solutions and promote innovative and creative activities for effective planning, implementation,

monitoring and follow up. The stakeholders should participate in orientation, training, workshop and exposure visit to effectively facilitate the program and maintain its standards. SLTS program has recognized schools as an entry point. Teachers, students, child clubs' members, parents and local authorities can be part of the orientation to help identify their roles and responsibilities, mobilize resources, establish coordination with supporting partners and formulate the effective implementation modality.

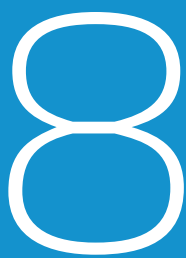
### **A- Advocacy and awareness**

Activities on advocacy and awareness will strongly motivate the communities to promote hygiene and sanitation collectively. Proper awareness creation and dialogue should be conducted to get priority assistance for school WASH programs. School mini-media has served as one of the most powerful tools used to entertain and inform students at about issues directly impacting their lives.

### **R-Resource mobilization**

Given resource constrains; optimum mobilization of community resources is crucial to implement WASH in schools. Resource mapping should be done to identify the available resources in schools and the community at large. This process requires schools to adopt and innovative and creative set of activities to source support i.e school events, income generating activities etc.





# Summary of School WASH indicators

School WASH indicators are sourced from the minimum standards for School WASH program. These include:

## Water

- **Access to safe water:** Access to safe water with a distance of up to 100 meters or up to 10 minutes' round trip from the school. And the water facility should be accessible for young boys and girls and disabled students/ staff members with disability.
- **Water quantity:** All in all, in an urban and rural context (except regional capital cities and city administration towns), the minimum faucet to student ratio should be 1:100 students; and for regional capital cities and city administration towns one faucet could serve for 50 students.
- **Water quality:** As per the national standard, the water supplied should meet the minimum parameters of bacteriological, physical and chemical quality of drinking water.
- **Scheme functionality:** The water scheme provides enough (5lit/school boys and girls and staff members/day) water including for drinking and hand washing. The system should provide water throughout the year with maximum of 10 days down time for maintenance.

## Sanitation

- **Access:** Improved latrines are easily accessible to all, including students and staffs with disabilities. These should be located at a maximum distance of 30 meters for schools and the facilities should be split by gender that is 20 meters apart from one another. Latrines should have privacy, safety and MHM facilities.
- **Number:** The standard for urban context (regional capital cities and city administrations) should be one cubicle for 25 girl students and female staffs, and one cubicle for 50 boys and male staffs. Generally, the number of seat to student ratio should be one stand/cubicle per 50 girls and one toilet for female staffs, and also one stand and one urinal per 75 boys and one toilet for male staffs.
- **Urinals:** One urinal caters for 150 girl students and female staffs and for 200 boys and male staffs (this is compulsory on water availability in the school).

- **Utilization:** All facilities have to be clean and functional all year round and with a regular de-sludging process when the latrines fill up (i.e when it is 50cm away from filling up).
- **Solid waste:** Availability of dust bins in the class room, laboratory, canteen and compound. Availability of recycling and reuse facilities options and final disposal pit.
- **Liquid waste:** Availability of proper disposal areas/soak away pits.

## Hygiene

- **Hand-washing facilities:** Reliable hand washing facility, with soap or a suitable alternative and water should be available in or near (3 meters) of school latrines. The number of faucets for hand washing should be equivalent to the number of latrines. If piped network is not available, a minimum 20litres Jerry can has to be placed permanently.
- **School WASH clubs for promotion:** SWASH clubs would be formed and strengthened to maintain cleanliness of latrines, classrooms, school compound and students' hygiene.
- **Menstrual Hygiene Management (MHM):** Access to girl friendly latrines that is designed to allow private washing areas and a place for disposal of solid sanitary pads. Availability of low cost disposable pads and menstrual hygiene management promotion in the schools. In addition, there should be adequate and affordable anti-pain drugs available.

## Cleaning and waste disposals:

- School compound must be swept regularly (at least once a week)
- Outside and inside areas are maintained free of sharp objects and other physical hazards
- Bins should be provided for the collection of solid waste
- Source separation and recycling of waste may be carried out. Special bins will be provided for organics, paper and plastics separately
- Paper and plastics will be sent for recycling especially when collection agents or the recycling agents are available in the district
- Where composting of organic fraction of waste is carried out, it should be done under strict supervision of a teacher who has the technical know-how
- Solid waste is collected from classrooms/ laboratories and offices daily and is disposed of safely
- Wastewater is disposed of quickly and safely

# 9

## SWASH Club Establishment and Management

Schools are a respectable and permanent community institution serving as a key entry point for the WASH program and WASH promotion. The school WASH program has emphasized the effective mobilization of the school clubs and has envisioned making schools and its catchment area free from open defecation. The program aims to achieve personal, school, households and environmental sanitation. For this to occur, motivation of communities and students is key to achieving behavioral transformation and latrine promotion.

### **Objectives of the School WASH Club**

The formation of WASH clubs is intended to sensitize students, teachers, parents and communities about health hazards caused by open defecation. In addition, it aims to:

- Enable students and the school at large to serve as role models for promoting safe water handling, personal, household and environmental sanitation
- Development of open defecation free community within school catchments by ensuring that every school and household has access to latrines
- Promotion of hand washing with soap in schools and communities
- Building leadership capacity of students
- Development of school and community partnership through WASH promotion
- Promotion of sustainable child friendly and gender friendly WASH facilities in schools
- Management of waste water and solid waste

### **Establishment of school WASH club**

Establishing a WASH club involves a four-step process:

- i. Awareness raising
- ii. Develop students as a change agent
- iii. Behavior change and empowerment
- iv. Capacity building

The process of establishing a WASH Club also entails the following:

- Selection of two active teachers of both genders who are popular amongst students and have interest in working for the improvement of environment
- Selection of club members (an average of 8 students per class)
- Register the WASH Club members and assign the duties to WASH club members as per the TORs of the WASH Club
- The membership of the club should be voluntary and comprise of dedicated and committed members who are committed and are willing to contribute to the achievement of the objectives of the club
- 10 students (5 boys and 5 girls) can serve as leaders for the clubs. Of which, one student from each sexes should be representation of students with disabilities. An election process could avail the following positions: Prime Minister and his/her deputy (2), Water Minister and his/her deputy (2), Sanitation Minister and his/her deputy (2), Hygiene Minister and his/her deputy(2) and SWASH fund and resource mobilization Minister(2). This leads to a total of 10 Ministers.



#### **Selection criteria for the WASH club members /trainees**

- Active teachers who are popular amongst students and have interest in working for the improvement of environment
- Members should be from grades 4 to 8 from primary schools and from 9 to 12 in secondary schools
- Members who are proactive and willing to volunteer their time to take up extra responsibilities

#### **Roles and responsibilities of school wash club**

Roles and responsibilities of a schools WASH club is fluid and is subject to change based on the prevailing culture/context. The structure and formation of WASH clubs are flexible to allow members to decide for themselves how they will carry out the club's mandate. They will decide what activities to focus on and how to run their meetings.

The teacher, SMC members and PTA members of the school could serve as honorary members of the WASH club. They can provide their thoughts and opinions on the clubs and put forward any advice that can help the club advance in its mission.

## Roles and responsibilities of WASH club members

The school WASH club members should:

- Prepare the action plan to ensure that school students have access to safe latrines and are using it properly and practicing hand washing practices at critical timings
- Ensure the soap availability at the hand washing stations. They provide soap by utilizing school funds or WASH club funds
- Actively participate in the activity of hygiene promotion, as per the agreed strategy
- Engage with local representative of government in the community to support the WASH club campaign
- Explore the alternative resources that could be generated through the disposal of solid waste
- Actively contribute in advocating the community to attain ODF status
- Actively engage in resource mobilization and fund management
- Manage the operation and functionality of School WASH facilities in collaboration with school the management committee

It is important to understand that the roles and responsibilities of WASH club can be flexible and should be finalized among the members of the WASH club. Each WASH club must address the issues of social inclusion and disability while promoting hygiene practices. Addressing the issues of equity, inclusion and disability will facilitate all students to get access to WASH services and facilities.

The role of the WASH club also extends to the community. The following table will guide the WASH members about their role at school and community level:

Role of SWASH club in the School	Role of SWASH club in the Community
Regular cleaning of school compound	Construction of household latrines and appropriate drainage system
Cleanliness of WASH facilities	Cleanliness of WASH facilities
Follow-up schools and ensure that they properly use and maintain the latrines	Follow-up household and ensure that they properly use and maintain the latrines
Provision of garbage pits / bins in schools	Provision of garbage pits / bins in schools
Display of key health & hygiene messages on prominent places in the community	Display of key health & hygiene messages on prominent places in the community
Participation in WASH and BCC activities	Participation in WASH and BCC activities
Mobilize communities for early ODF status	Mobilize communities for early ODF status
WASH Club formed and efficiently active	WASH Club formed and efficiently active
Organize and participate in BCC campaigns	Organize and participate in BCC campaigns
Participation of teachers	Participation of teachers
Open Defecation Free status being monitored and maintained	Open Defecation Free status being monitored and maintained

## **Roles of swash club coordinators and members**

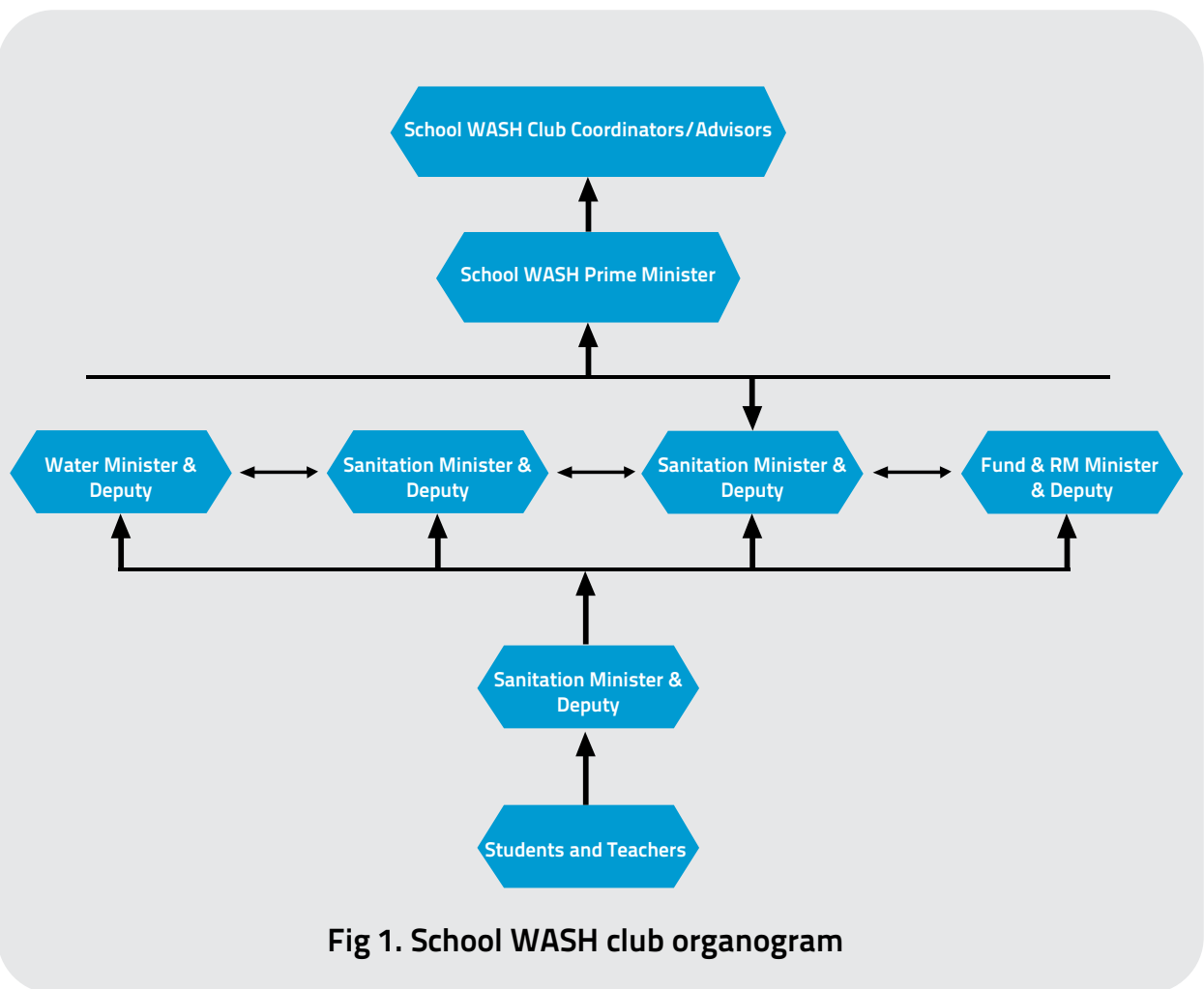
### **1. School WASH club coordinator (2 teachers and 10 students)**

- Lead the development of work plans for the term, which will include all other members of staff as appropriate and secure the budget by mapping resources to implement the work plan
- Coordinate and provide technical support for School Health Committees and Clubs.
- Facilitate the planning and execution of WASH activities such as talks, quizzes and competitions, etc.
- Make input into the school end of term report by preparing the component on SWASH.

### **2. School WASH club members (school WASH ambassadors)**

- Promote students to use school WASH facilities in the appropriate manner
- Ensure the cleanliness of the sanitation and water facilities by students
- Maintain school WASH facilities
- Organize school sanitation campaigns
- Organize school WASH tournament and awarding system for best performing students
- Serve as peer educators and monitor colleagues to ensure various WASH messages are practiced.
- Work to link the school wash activity with community WASH
- Lead the development of work plans for the term and secure budgets, which will include all other members of staff as appropriate
- Coordinate and provide technical support for School Health Committees and Clubs.
- Facilitate the planning and execution of WASH activities such as talks, quizzes and competitions, etc.
- Make input into the school end of term report by preparing the component

The following diagram illustrates School WASH club Organogram that can be considered for the mobilization and management of school WASH club



**Fig 1. School WASH club organogram**

### **WASH Club Management**

The following are some of the suggested guidelines for School WASH club management:

- Good working relationship between the teacher or club leader and the club members
- Judgment free atmosphere to allow members to freely discuss their issues
- Trained teachers'/ club leaders
- Provision of materials such as paper, books and training guides
- Inclusive and equitable working environment between club members of both genders
- A mechanism to disband clubs that are not operating as intended, or are shown to take advantage of members
- Provision of cleaning materials, waste, and soak pits that make the process of cleaning safe and as easy as possible

## **Resource Mobilization and Sustainability of WASH Club**

Resource mobilization is crucial to be able to carry out WASH activities. The sources for fund generation depend upon the internal and external stakeholders of the school WASH programs.

### Internal stakeholders

- School students
- WASH club
- School Administration
- SMC
- PTSA

### External stakeholders

- Community Members
- Village Organization
- District authorities
- Private sector
- Influential people
- Religious leaders

Out of these stakeholders, the SMC and PTSA's serve as major sources of funds. A close working relationship between the WASH club and these school level bodies will aid in generating resources via recycling of paper waste, school events, water and sanitation meals/exhibitions and nominal registration fees.



# 10

## School WASH roles, responsibilities and inter-sectoral linkages at all levels

This section lists stakeholders at Federal, Regional, Woreda and town as well as school levels. Although the role and responsibility of school WASH are included in WIF and the MoU, the specific roles and responsibilities are listed here to help achieve and maintain adequate water supply, sanitation and hygiene in schools.

### **Federal Ministry of Education**

- Provide trainings on school WASH strategy, guideline and tool kits
- Mobilize resources for school WASH program
- Facilitate the development and production of relevant Behaviour Change Communication (BCC) and Information Education and Communication (IEC) material
- Co-ordinate and monitor all school WASH activities among partners at all levels
- Develop monitoring checklists and monitor national coverage
- Establish a database for programme monitoring and evaluation using the Education Management Information System (EMIS)
- Initiate research, documentation and knowledge management of school WASH activities
- Organize annual celebrations of School WASH week

### **Regional education bureaus**

- Plan and collaborate with all relevant stakeholders on school WASH implementation
- Undertake resource mobilization for school WASH program
- Facilitate the development and production of relevant Behaviour Change Communication (BCC) and Information Education and Communication (IEC) material
- Co-ordinate and monitor all school WASH activities among partners at all levels
- Capacitate the Woredas/Town health offices to implement school WASH program
- Ensure effective dissemination of relevant information within the region

- Prepare and submit timely reports to the national office
- Supportive supervision and monitoring
- Prepare guidelines for capacity building
- Translate guidelines into local languages
- Prepare technical standards for school WASH

#### **Woreda/town education offices**

- Develop comprehensive Woreda/Town-wide work plan to guide and supervise the activities of school WASH and develop designs
- Organize training programmes for cluster coordinators, teachers and other stakeholders
- Support capacity building of relevant stakeholders
- Organize relevant stakeholder forums for school WASH implementation
- Co-ordinate the preparation of relevant reports on school WASH for the region
- Mobilize schools and communities for School WASH activities
- Undertake budgeting for school WASH activities as appropriate
- Co-ordinate and collaborate with all relevant stakeholders on School WASH implementation within the Woreda/Town
- Ensure effective dissemination of relevant school WASH information within the Woreda/Town
- Conduct annual competitions and give recognitions to best performers
- Contract construction and rehabilitation
- Assist in de-slugging

#### **Parent Teacher Student Association**

- Ensure the adequate inclusion of school WASH in the school development plan
- Raise funds and help plan improvements with school directors and teachers
- Support maintenance of school WASH facilities
- Support provision of consumables, such as soap and cleaning materials
- Ensure the school participates actively in School WASH week
- Monitor the implementation of school WASH activities
- Organise local materials and labour contribution from parents for construction
- Participate in planning and design and in the capacity building programs/trainings

## **School Directors**

- Liaise with Woreda/Town, PTSA and other stakeholders for implementation of School WASH Program
- Plan and Budget for School WASH activities and ensure WASH activities are prioritized in the allocation of budgets
- Ensure the school participates actively in School WASH Week
- Develop work plans for School WASH activities each term in collaboration with the School WASH club coordinator
- Ensure school WASH activities are incorporated in school end of term report
- Ensure health activities such as talks, quizzes and competitions, etc are incorporated in school activities each term
- Ensure teachers incorporate School WASH activities and use School WASH manuals as supplementary materials in preparation of session plans in relevant subjects
- Ensure WASH messages are delivered during morning assembly and mini-media
- Ensure the establishment and proper function of school WASH clubs
- Report performance of School WASH Club for the communities during the annual school closing event (Parents' day)

## **School cluster supervisors**

- Ensure all the schools have the facilities and proper school WASH plans
- Ensure the availability of plans and implementation of school hygiene promotion regularly
- Support the schools in development of school WASH plans
- Coordinate and provide technical support for schools and clubs
- Facilitate experience sharing between the clustered schools and beyond
- Liaise with relevant stakeholders in the delivery of school WASH services
- Develop and enforce rules when required

## **School WASH club coordinator**

- Lead the development of work plans for the term, which will include all other members of staff as appropriate
- Recruit more club members
- Coordinate and provide technical support for School Health Committees and Clubs
- Facilitate the planning and execution of health activities such as talks, quizzes and competitions, etc.



- Make input into the school end of term report by preparing the component on SHEP
- Liaise with relevant stakeholders in the delivery of school based services
- Integrate school WASH messages into classroom teaching and other class activities
- Supervise and monitor students in the use of school WASH facilities
- Ensure hand washing with soap at critical times is practiced by all
- Inspect school WASH facilities when on duty to ensure they are properly used and maintained

### **Teachers**

- Integrate school WASH messages into classroom teaching and other class activities
- Supervise and monitor students in the use of school WASH facilities
- Ensure hand washing with soap at critical times is practiced by all students
- Inspect school WASH facilities when on duty to ensure they are properly used and maintained

### **School WASH club members**

- Promote students to use school WASH facilities in the appropriate manner
- Ensure the cleanliness of the sanitation and water facilities by students
- Maintain school WASH facilities
- Organize school sanitation campaigns
- Organize school WASH tournament and awarding system for best students in WASH
- Serve as peer educators and monitor colleagues to ensure various WASH messages are practiced
- Work to link the school WASH activity with community WASH

## **Students**

- Use school WASH facilities in the appropriate manner
- Play an active role in the cleaning and maintenance of facilities (e.g. through school WASH clubs)
- Participate in all school WASH activities actively, including debates, quizzes etc.
- Serve as peer educators and monitor colleagues to ensure various WASH messages are practiced
- Serve as change agents for WASH behavior change in communities

## **Health sector**

- Provide guidance on the environmental health aspects of school design, construction and maintenance
- Monitor environmental health conditions and water quality as well as health condition of students
- Provide selected health services (e.g. micronutrient supplements, treatments for helminth infections, hygiene promotion, vaccination campaigns or health inspections)
- Provide training and advice for teachers, school boys, girls and parents on water, sanitation and hygiene

## **Water sector**

- Provide guidance on school water supply design, construction and maintenance
- Support the schools in disinfection of water
- Provide training and advice for teachers, school boys, girls and parents on water, sanitation and hygiene
- Allocate budgets for the provision of water for schools
- Maintain or organise maintenance for water supply in schools

## **Other stakeholders (NGOs, CBOs, etc.)**

Active partnerships with others involved in school water, sanitation and hygiene generates synergy and helps in pooling resources and energy for achieving a shared goal. 'Others' are not only traditional organizations working through schools, such as NGOs, UN and bi-lateral donors, but also include the private sector. The participation of stakeholders should be based on the needs of the schools.

## Annex 1: Further readings

- FMOH MHM Guideline, 2017
- Ghana Education service (2013). WASH in schools' facilities planning and management guide
- IRC (2007). Towards Effective Programming for WASH in Schools: A manual on scaling up programmes for water, sanitation and hygiene in schools
- Mooijman, M. Snel, S. Ganguly and K. Shordt. (2010). Strengthening Water, Sanitation and Hygiene in Schools – A WASH guidance manual with a focus on South Asia.
- UNICEF& IRC (1998). Towards a better programing. A manual on school sanitation and hygiene
- United Republic of Tanzania (2012). Toolkit No.1: Assessment, Planning and Monitoring Tools of Water, Sanitation and Hygiene in Primary Schools. Reviewed draft
- USAID (2010). WASH-friendly schools: Basic guide for school directors, teachers, students, parents and administrators
- WHO (2009). Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings

## Annex 2: Need assessment checklist

The checklist is intended to be used to measure the extent to which the services are available and to identify areas for action. In answering the questions in the checklist, users may find it helpful to read the qualitative and quantitative indicators under the relevant guideline. Questions may be answered with a 'yes', 'no' or a 'not applicable'. A 'no' answer to any question should alert the assessor to remedial action required, either in the design and construction of facilities or their operation and maintenance. Use traffic light system here to monitor the improvement i.e. use green, red and yellow colours to see the status of the needs assessment easily and clearly.

Description	Assessment result		
	Yes	No	Not applicable)
<b>Safe Water Supply</b>			
Is there any type of water supply for the school?			
If yes, what is the source? Write the source_____			
Is the water adequate for the school population?			
Are there sufficient safe drinking-water points?			
Are all the faucets are functional?			
Are there water points are accessible for disabled			
boys			
Girls			
Staff			
Are drinking-water points properly used and adequately maintained?			
Is the water safe (is it from a safe source/improved such as a pump or covered well or treated?			
Is there a system to conduct water quality test quarterly?			
Does the school treat drinking water quarterly?			
<b>Sanitation</b>			
Is there latrine facility in the school?			
Are there separate facilities (2 blocks) for boys and girls in different positions?			
Are there sufficient toilets actually in use?			
Are there separate latrines available for teachers?			
Do the toilets provide privacy and security (Can the facilities have locked inside)?			
Is the toilet accessible for boys with a disability?			
Is the toilet accessible for girls with a disability?			
Are the toilets hygienic to use and easy to clean? observe			
Is there a cleaning and maintenance plan?			
<b>Hygiene</b>			
Are there any hand washing facilities in the school?			
Is the facility near the latrines?			

Is there water in the container?			
Is there soap, ash or other substitutes near the wash stand?			
Is there any reminder for hand washing near latrine?			
Is hygiene education implemented in the school by WASH club?			
Are there supporting teaching materials?			
Does a health extension worker come to educate students about hygiene?			
Is there School WASH club in the school?			
Is the school involving in community hygiene promotion activities?			
Are there awareness creation programs on MHM?			
Are the facilities girls friendly to manage MHM?			
Are emergency sanitary pads availed by the school?			
Is there a rest room with hand washing facilities for MHM?			
Is there anti- pains for MHM			
Do parents involvement in school WASH activities?			
Cleaning and waste disposal			
Are class rooms clean regularly?			
Are the school premises free from sharp objects and other physical hazards?			
Are there adequate bins and other equipment for managing solid waste?			
Is solid waste collected daily and disposed of safely?			
Is hazardous waste managed appropriately?			
Is the wastewater drainage system used correctly and maintained?			



# Annex 3- School WASH action plan table

Element	Problem identified	Proposed action	Responsible body	Cost	Implementation time
Safe water supply					
Sanitation					
Hygiene including MHM					
School cleaning and waste disposal					
Teaching materials					
WASH clubs					
After school community activities					







# NATIONAL SCHOOL WATER SUPPLY, SANITATION AND HYGIENE (SWASH) IMPLEMENTATION GUIDELINE

May 2017

Addis Ababa, Ethiopia