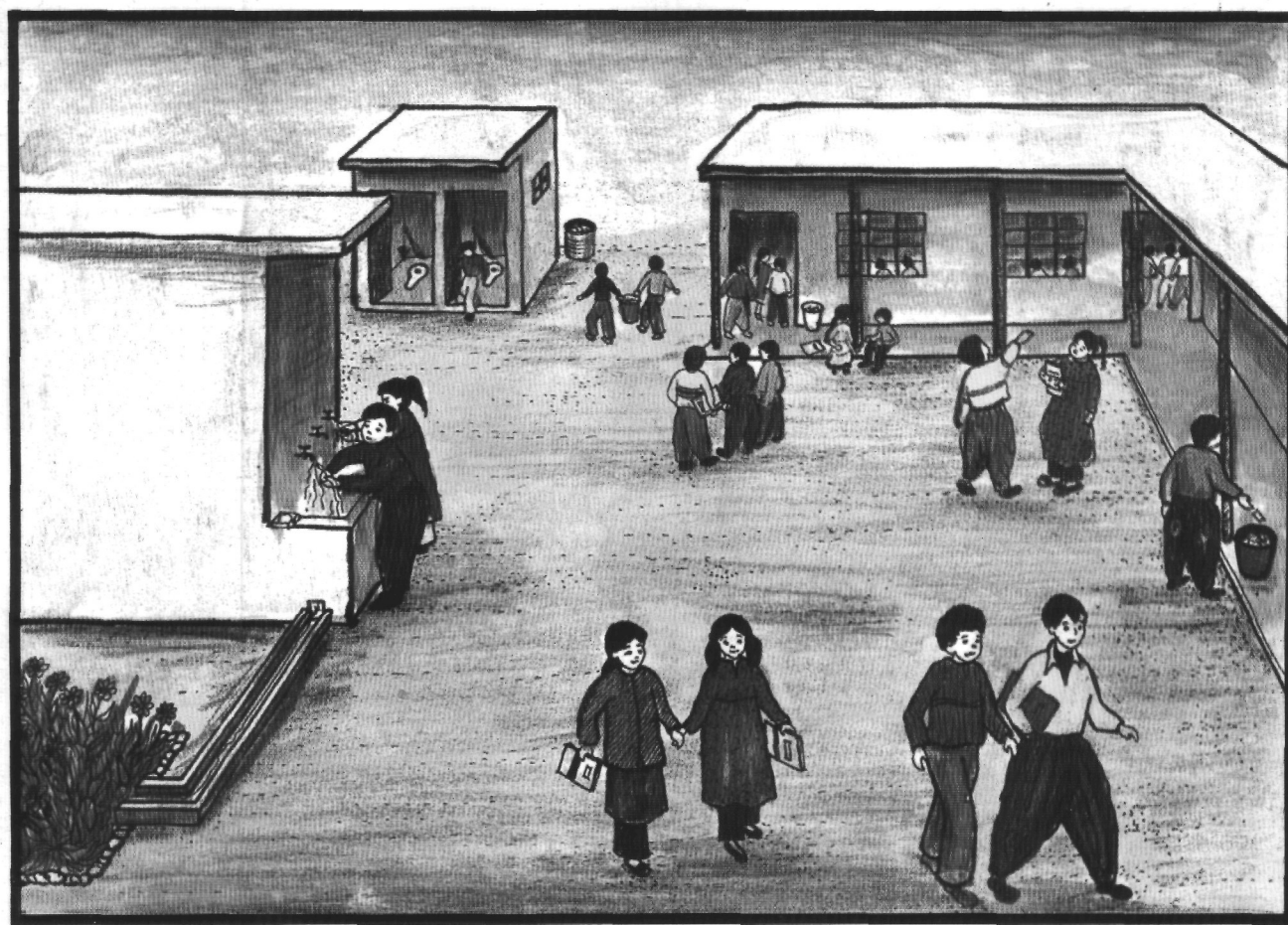


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**A**  
**Handbook**  
on  
**SCHOOL SANITATION PROGRAMME**  
in  
*Northern Iraq*

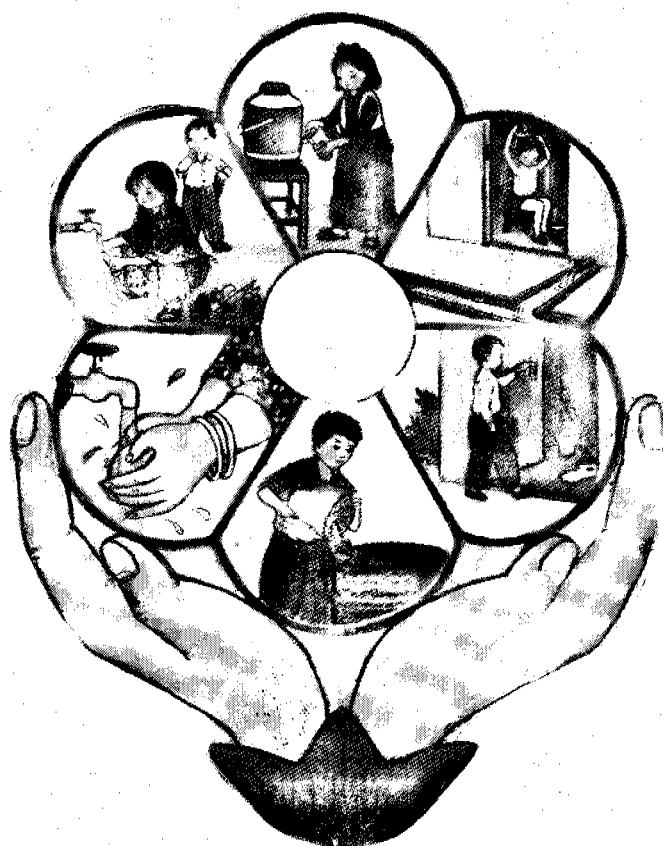
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**UNICEF**  
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# SCHOOL SANITATION PROGRAMME



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# School Sanitation Programme in Northern Iraq

## *About This Handbook*

This handbook provides some basic information on sanitation, for school teachers, and suggest activities for promotion of **“Sanitation In Schools”** and **“Sanitation Through Schools”**. The concept of sanitation including its seven components has been explained herein. The focus is on the creation of a clean environment in the school premises and cultivation of hygienic habits among the students through activities within the school. Several activities have been suggested for the promotion of sanitation through a **“Child - to - Child”** approach within the school and a **“Child - to - Parent”** approach within the community. A section describing the ways in which the school can reach out to the community and contribute to its health and welfare is also incorporated.

# SCHOOL SANITATION

## NEED

In Northern Iraq, the over all goal of the UNICEF Sponsored Water and Environmental Sanitation Programme is in line with the Summit Goal (World Summit for Children - 1990), that is, universal access to safe water and sanitary means of excreta disposal. The objectives of the programme have been a) to improve access to safe water and sanitary means of excreta disposal, b) to reduce regional disparity in access to safe water and sanitary means of excreta disposal and c) to promote hygiene education. For the sustainability of the programme besides other steps, the strategy includes social mobilization, community participation, inter-sectoral convergence for greater synergistic effect, promotion of hygiene education 'In and Through Schools' and institutionalization of the concept of holistic approach to sanitation.

Sanitation coverage in rural areas of Northern Iraq is little over 50 per cent in terms of household and community latrines. In urban areas the coverage is much more but still the sanitation seems to be a low priority in the region. Besides coverage, there seems to be a lack of awareness of hygienic practices due to age-old habits and beliefs. This calls for acceleration in behavioural changes and sanitation coverage on sustainable basis for achieving the Summit Goal.

As an important intervention by the UNICEF in the Northern Iraq, the sanitation now includes a package of health-related measures and not just the sanitary latrine. It includes seven components of sanitation, which cover aspects of environmental and household cleanliness, software aspects of the water supply as well as personal hygiene.

Proper sanitation can be achieved only through a change in the attitudes and practices of the people. Health and hygiene education, therefore, is fundamental in order to obtain an understanding of the linkages between health and sanitation.

## RELEVANCE

Children are far more receptive to new ideas and are at an age when they can be influenced to cultivate the habits of good personal hygiene. Thus, the promotion of personal hygiene and environmental sanitation within the schools can help the children to adopt good habits during the formative years of their childhood.

The primary schools in Northern Iraq is one of the well knit network systems to reach to the community, with over 2,300 schools, over 26,000 school teachers and a student strength exceeding 6,00,000. This huge network of schools in Northern Iraq offers a ready-made infrastructure to be mobilized and used as a resource to influence the parents and the community at large. Thus, sanitation habits can be fostered among the children, the parents and the communities through the **School Sanitation Programme**.

The school teacher is held in high esteem by the students and is respected not only within the school but in the community as well. The students can develop hygienic habits by emulating the teacher as a model. Also, the school teacher can influence parents and community members on issues related to sanitation.

The primary school system in the region offers a vast infrastructure, which can be used to exert a profound influence, not just on the children within its four walls, but also on the community at large. The students can help in bringing about behavioural changes in other children and can influence their parents as well as other adult members of their community. Schools can also be an effective channel for communicating sanitation messages to parents, peer groups and the communities.

The school can also serve as a demonstration center for the adoption of the sanitation package by individual, households and by the community at large.

**The seven components of sanitation are :**

- Handling of drinking water
- Disposal of waste water
- Disposal of human excreta
- Disposal of garbage and animal excreta
- Home sanitation and food hygiene
- Personal Hygiene
- Community Sanitation

## **IMPLEMENTATION**

The seven components of sanitation can be promoted “**In and Through Schools**”. The first six components can be adopted as an integral part of the school activities. It is, however, easier to promote them if the school has the following minimum basic facilities: -

- **It's own building.**
- **A source of safe water for drinking (piped water supply / hand pump / sanitary well).**
- **A sanitary latrine.**
- **A fence or a boundary wall (with gate) around it to prevent students from going into the field for open defecation and outsiders from entering the school premises for open defecation or misuse of school latrine.**

## **FORMATION OF PARENT-TEACHER ASSOCIATION**

Establishment of a Parent –Teacher Association (PTA) should become an integral part of the functioning of the School Sanitation Programme. The association meetings can be used as a forum for the discussion of sanitation issues and to motivate the members of the association to contribute towards the above-mentioned basic physical facilities (if not already present), which are absolutely essential for promoting sanitation in schools. The community's willingness to contribute also adds to the success of the school sanitation programme. Assistance from the Government, UN agencies and International NGOs can also be sought.

- **Some activities that can be taken up by the PTAs, Anjuman and concerned members of the community, with the help of teachers and students in the school, to ensure that the school is equipped with these basic facilities, are: -**
- **Construction of separate latrines/ urinals for boys and girls (if not already present).**
- **Construction of a covered storage tank with a tap, made of cement (or of any other material being used in the area).**
- **Installation of safe water source (Piped water supply / Hand pump / sanitary well), if there is none in the school.**
- **Construction of a concrete platform below the tap/hand pump and drain to divert the waste water generated into a soakage pit, a natural drain or the school garden.**
- **Construction of garbage pit. Alternatively, provision of a large drum for the collection of garbage.**

The students can be encouraged to contribute voluntarily (as per their economic status) some amount yearly, to set up a seed fund to meet the recurring expenditure on other basic equipment for maintaining sanitation in the school. The seed fund can be used to purchase following things:-

- **A bucket or plastic mug for each of the latrine, for pouring water.**
- **A cleaning brush with a handle for each of the latrines.**
- **Soap/cleaning powder to clean the pans and floor of the latrines.**
- **A vessel for drinking water, with a lid, a ladle and a tripod stand. At least one set can be kept at a place, which is easily accessible to all the students. (Alternatively, a vessel with a tap can be provided).**

- **A soap in a soap case to be placed near the water source or the storage tank.**
- **A nail-cutter for every classroom, to be kept with the class monitor.**
- **A basket or a dust bin in each classroom (preferably made of locally available material), for collecting garbage.**
- **A broom for cleaning the school compound.**

\*\*\*\*



## COMPONENTS OF SANITATION:

All the seven components of sanitation should be promoted as a part of the school sanitation programme. Of these seven components, the first six can be covered through regular school activities, while the seventh, which is Community Sanitation, can be taken up in the form of a 'sanitation drive' in the community on special days like *Nawroz* etc., with the help of community (or a day can be fixed as "Sanitation Day" for the community in consultation with Anjuman and community elders).

### HANDLING OF DRINKING WATER

#### Why is it important?

- Water from open source like open wells, streams, river, pond etc., is unsafe, as it is prone to contamination by animals and human beings.



Unsafe Source

Drinking of contaminated water causes diseases such as diarrhoea, dysentery, hepatitis, cholera, typhoid and polio.

- Even if water is collected from a safe source, it can get contaminated if it is not handled properly while collecting, storing and using:

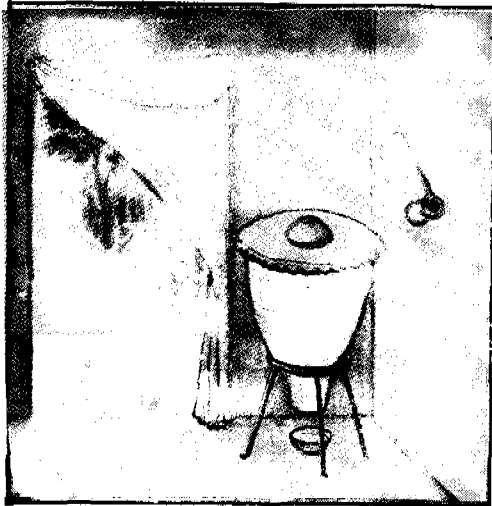
**How should Drinking Water be collected and handled?**

- Drinking water should be collected from a safe source such as a tap, handpump or a sanitary well.
- The inside of a vessel should be cleaned well before collecting water.
- After filling the vessel with drinking water it should be covered while being carried from the water source to the place where it is kept in the house or in the school.

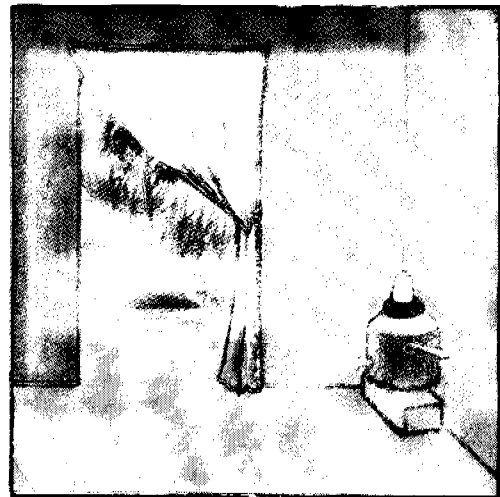


**Collection and carrying of drinking water**

- Care must be taken not to dip the fingers into water while lifting the vessel.
- The drinking water must be stored in a vessel kept above ground level, in order to prevent pets and small children from contaminating it.
- A ladle should be used to take water out of the vessel. The cup or the glass used for drinking should not be dipped into the water for this purpose. Or water should be taken out from the tap if vessel (tank) is fitted with it.



Drinking water vessel with LADLE



Drinking water vessel with TAP

- Water collected from unsafe sources can be made safe by:
  - a) Boiling it for 20 minutes.
  - b) Chlorinating it.



Boiling



Chlorination

## ACTIVITIES

- Teachers of all classes can organize tours around the community to point out safe and unsafe water sources to their students.
- Teachers can demonstrate how to chlorinate water collected from unsafe sources and explain the precautions to be taken during chlorinating the water.
- If the school does not have a safe water source then group of students from classes IV, V and VI (with two or three in each group) can be made responsible, on a rotation basis, for the collection of drinking water for the school from the nearby safe source. This group of students must ensure that drinking water vessel is covered while being carried with drinking water from source to school and also kept covered.
- If drinking water vessel is not fitted with tap then a ladle should be kept with vessel, so that those while taking out drinking water should not dip fingers in it.
- Students can be encouraged to put up drawings and simple messages related to handling of drinking water on the school notice board.
- The students of classes V and VI can be helped to develop a format noting their observations with regard to the water handling practices prevailing in their own homes, in the homes of their peer group and in other homes in their neighbourhood. The teacher can raise issues related to the handling of drinking water in PTA meetings and share the students' finding with the parents.

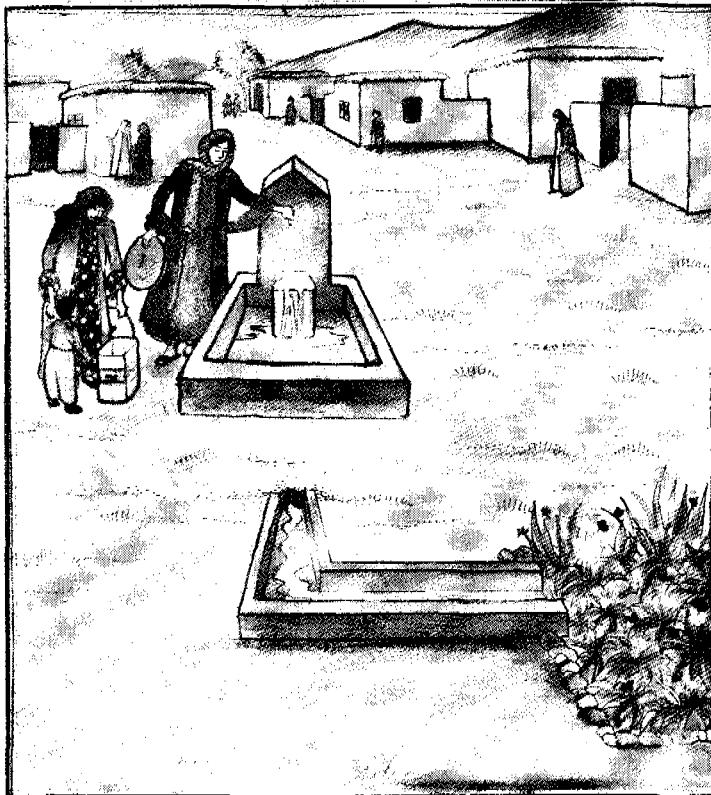
## DISPOSAL OF WASTE WATER

### Why it is important?

- Mosquitoes breed in stagnant water and spread diseases like Malaria and Filariasis.
- Waste water carries germs and bacteria from the surface dirt. If this dirty water is left to accumulate around the water source, it seeps through the soil and contaminates the ground water. This contaminated water, when consumed, causes diseases such as diarrhoea.
- Stagnant water smells foul, looks dirty and makes it difficult for people to reach the source of water.

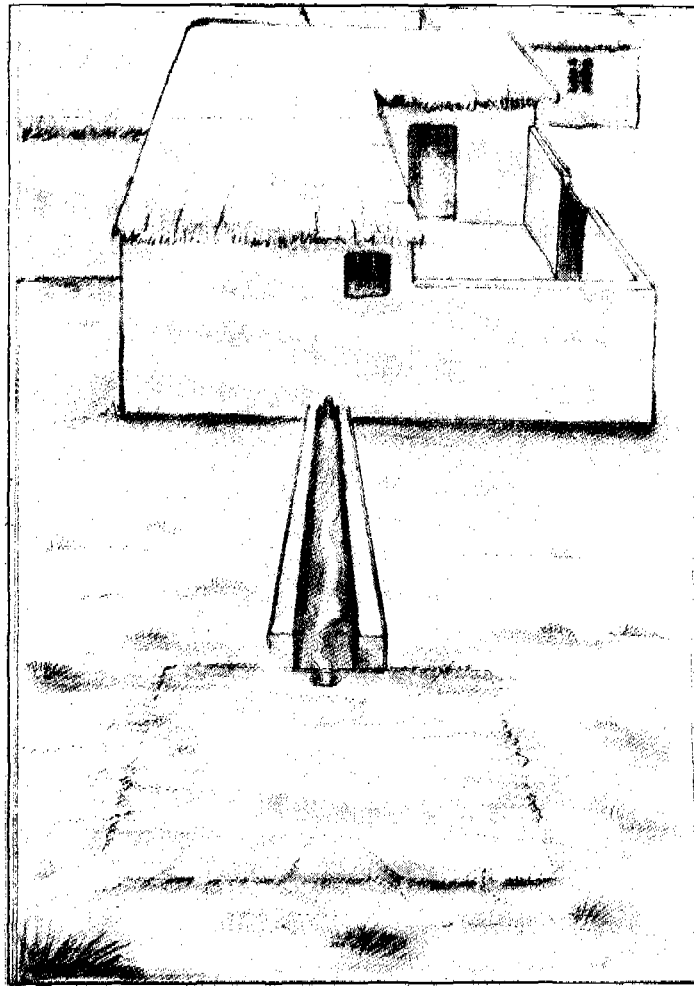
### How can Waste Water be disposed?

- The source of water (tap, hand pump and sanitary well) must have a concrete platform around it to prevent the water from seeping through the soil and contaminating the ground water.
- The platform must have a drain which leads the waste water into a school orchard, kitchen garden or a natural drain.



**Safe disposal of waste water**

- The waste water from kitchen/bathing cubical can also be disposed off in a soakage pit (See Annexure-I), a natural drain or in kitchen garden (Soapy water from a bathing cubicle will harm the plants in a kitchen garden.)



**Use of Soakage Pit**

### ACTIVITIES

- Groups of students of class V and VI can be given the responsibility of cleaning the platform around the water source and also the drain which leads the waste water to a natural drain or to a garden. The surroundings of the platform (if the water source is situated within the school compound) should also be kept clean.
- One lesson a week can be set aside to teach the students how to grow flowers and vegetables using the waste water.
- Students of class III, IV, V and VI can be mobilized to fill any small depressions in their school compound with stones, pebbles and mud to prevent accumulation of water.
- Students of classes V and VI can help their class teachers to build soakage pits (as shown in the Annexure-I) to drain away the waste water from the water source, if there is no garden or natural drain in the vicinity.
- Students can be encouraged to put up drawings and simple messages related to safe disposal of waste water on the school notice board.

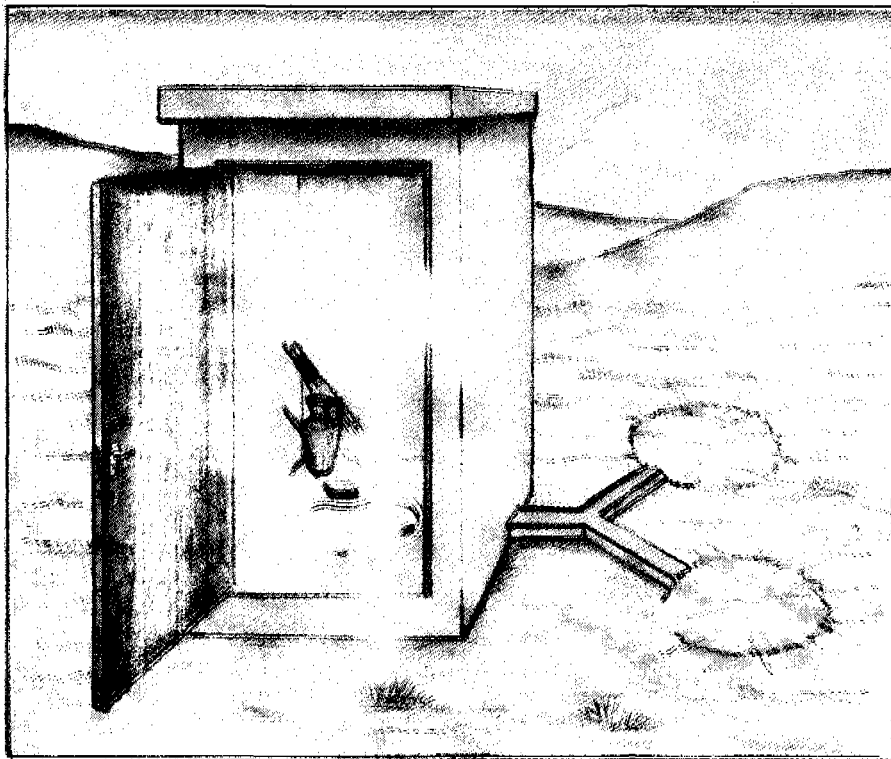
### DISPOSAL OF HUMAN EXCRETA: USE OF A SANITARY LATRINE

#### Why safe disposal of human excreta is important?

- Exposed human excreta (due to open defecation) is the biggest cause of spreading diseases and makes people ill.
- Due to open defecation, excreta becomes breeding ground for insects (flies, cockroaches etc) which act as agent for spreading diseases.
- Open excreta contaminate drinking water and is a major cause for epidemic including diarrhoea and cholera.
- Open excreta physically stunt children and make them vulnerable to more deadly diseases.
- Open excreta cost families lot of money, as illness keeps them from working and adds to medical expenses.

### Why should a school have a Sanitary Latrine?

- A latrine in the school stops the students from defecating and urinating in the open, in or near the school compound. It promotes clean and healthy surroundings and keeps the school free of foul smell. Healthy students are more active and learn faster.
- Use of a sanitary latrine helps to reduce the incidence of diseases such as diarrhoea, among children.
- It provides privacy, especially for girls, and is convenient during the rainy and winter seasons.
- To teach the community on the utility and use of a sanitary latrine, teachers can use it as a demonstration unit.



**Two pit sanitary latrine**



### HOW TO USE A SANITARY LATRINE

- The pan should be wetted with water before use.
- Feet should be properly positioned on the foot-rests to ensure that the excreta and urine drop into the pan.
- After use, water should be used to flush the excreta or urine.
- The latrine pan should be cleaned once a day with a broom using cleaning powder.
- Stones, garbage or other solid materials should not be thrown into the pan, as they will block the latrine.
- A storage tank with a tap, or a drum filled with water, along with a bucket and mug, should always be made available outside the latrine.
- For hand washing a soap cake should be kept (at a place easily accessible by all students), close to the water drum.
- If any part of the latrine is damaged, repairs should be undertaken promptly.

### How can Human Excreta be disposed?

- The safest way of disposing human excreta is to use a sanitary latrine for defecation. Now-a-days different designs of low-cost latrines, to suit different hydro-geological conditions, are available, costing ID 300 onwards. While a locally trained mason can construct the latrine, up to plinth level, the household can put up the superstructure. The simplest form of a superstructure consists of four White Round Poles (*Speendar*) around the squatting platform with the walls (for privacy) and ceiling made of mat / canvass or any such material.
- As the school is an institution with a large number of children, it is important for the school latrine to have a permanent superstructure, which provides security and privacy for them.
- It is important to ensure that children's and infant's excreta is also safely disposed in a latrine or in a pit dug in the ground and later covered with soil, as it is equally harmful than that of the adults'. Children above two years should be taught how to use the sanitary latrine.
- Households, schools, pre-schools, and other institutions, not having access to a latrine, must be motivated to construct one. In the interim period when their members go for open defecation, they must ensure that they use places far away from human habitation and more important, that they dig a small hole to defecate in and later cover the excreta with soil to prevent the spread of diseases.

## ACTIVITIES

- Every teacher must ensure that she/he has constructed a household sanitary latrine and that all the members of her/his family are using it.
- Students of all classes should be taught how to use the sanitary latrine, through illustrations or through demonstration.
- The teacher can demonstrate to students of classes V and VI, the steps for maintaining a sanitary latrine. The teacher must also ensure that any major repairs required are immediately undertaken by contacting the local trained mason.
- The school authorities and PTAs must ensure that funds are available for buying a large drum or a large vessel for water, soap, mug, etc for the school. Groups of students of Class VI can be given the responsibility of filling the storage drum or vessel, outside the latrine, every morning and to check once a day whether it needs to be refilled. It is important that the class teacher monitors this activity. If not properly flushed, the latrine can get choked and become a health hazard.
- The teachers of all the classes must explain to students the need for washing hands with soap and water after defecation to wash away disease-causing micro-organisms which stick to the hand after anal cleaning. The teacher can also demonstrate how to wash hands with soap, explaining the need to scrub them well and the need for washing the palms, the upper portion of the hands and the area behind the finger nails.
- The teacher can guide the students to motivate their parents to construct a sanitary latrine at home.
- Students can be encouraged to put up drawings and simple messages related to safe disposal of excreta on the school notice board.

## DISPOSAL OF GARBAGE AND ANIMAL EXCRETA

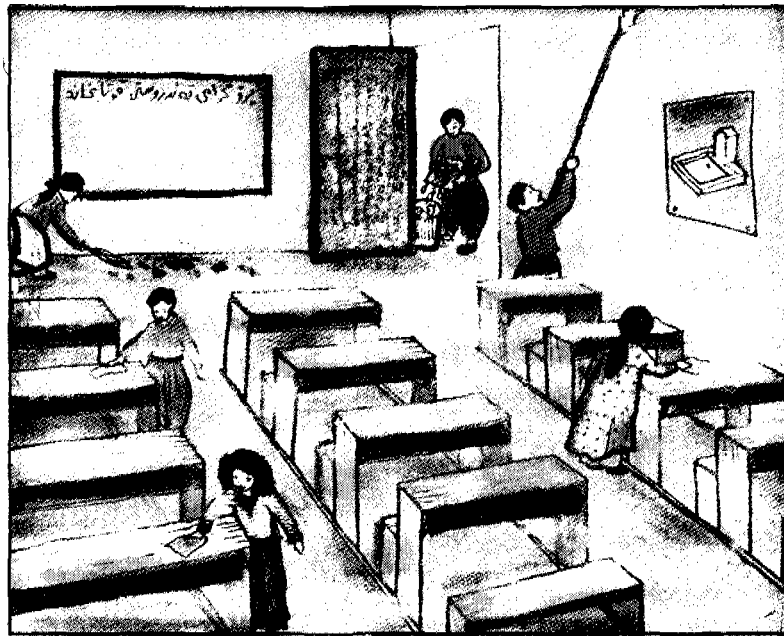
### Why is it important?

- Accumulated garbage provides a breeding ground for harmful insects including flies and cockroaches, and attracts rats, all of which spread infectious diseases.
- The micro-organisms which cause another fatal disease, "tetanus" also breed in garbage and animal excreta.

- An unclean school with accumulated garbage is a health hazard and is not conducive to learning. It looks and smells bad and also creates a bad impression about the students and teachers. The school should, therefore, be kept clean and tidy.

#### How can Garbage be disposed?

- Every class should be provided with a small basket or a small crate or a cardboard box as a dustbin for collecting garbage of the classroom. It is important that, this dustbin is emptied daily into a large garbage pit dug within the school compound or in a large drum (as a dustbin of the school) kept somewhere in a corner of the school premises.



**Collecting classroom garbage**

- If a large drum is used as school dustbin, then it should be emptied into the community garbage pit outside the school premises.

## ACTIVITIES

- Teachers can help the students of classes I to VI to cultivate the habit of throwing waste paper, pencil shavings, etc., into the class dustbin. The monitor (*Chawder*) of the class can be given the responsibility of monitoring this habit. Group of students in each class can be made responsible, on a rotation basis, for emptying the classroom dustbin into the school dustbin/garbage pit everyday just before the school closes.
- Students of class VI can periodically carry the school dustbin or garbage drum (if there is no garbage pit) outside the school premises and empty it into the community garbage pit.
- The students of classes V and VI can be given the responsibility of ensuring that young students do not litter the school play ground with paper, leftovers of food etc.
- One lesson a week may be set aside by each class teacher for involving the students in activities aimed at beautifying the school. These can include cleaning the classroom, putting up charts and posters, sweeping the school compound, cleaning the drains and dusting the chairs and tables or carpets.
- Students can be guided to motivate their parents to construct garbage pits (as shown in Annexure-II) for the disposal of household garbage.
- The PTA meetings can be used as a forum for motivating parents to contribute towards dustbin, dusters, brooms etc. for the school.
- Students can be encouraged to put up drawings and simple messages related to hand-washing and other hygienic habits on the school notice board.

## HOME SANITATION AND FOOD HYGIENE

### Why are they important ?

- Homes that are damp, dark and stuffy are unhealthy to live in as they get little sunlight and fresh air.
- If they are not swept and mopped daily, they attract disease carriers such as rats, flies and cockroaches.
- Contaminated food causes diseases such as diarrhoea.

- Food handled by unwashed hands with long fingernails gets contaminated as disease-causing organisms are transferred from the dirt on the hands and from under the nails to the food.
- Food left uncovered can also become contaminated and unfit for eating as it attracts animals, flies and other insects.
- Vegetables and fruits are often contaminated because of open defecation in field by human beings, or because of being grown by sewerage water. If eaten raw & unwashed, raw vegetable and fruits cause diseases.
- Stale food and food that smell foul, if eaten, cause diseases.

### **How can Home Sanitation and Food Hygiene be maintained?**

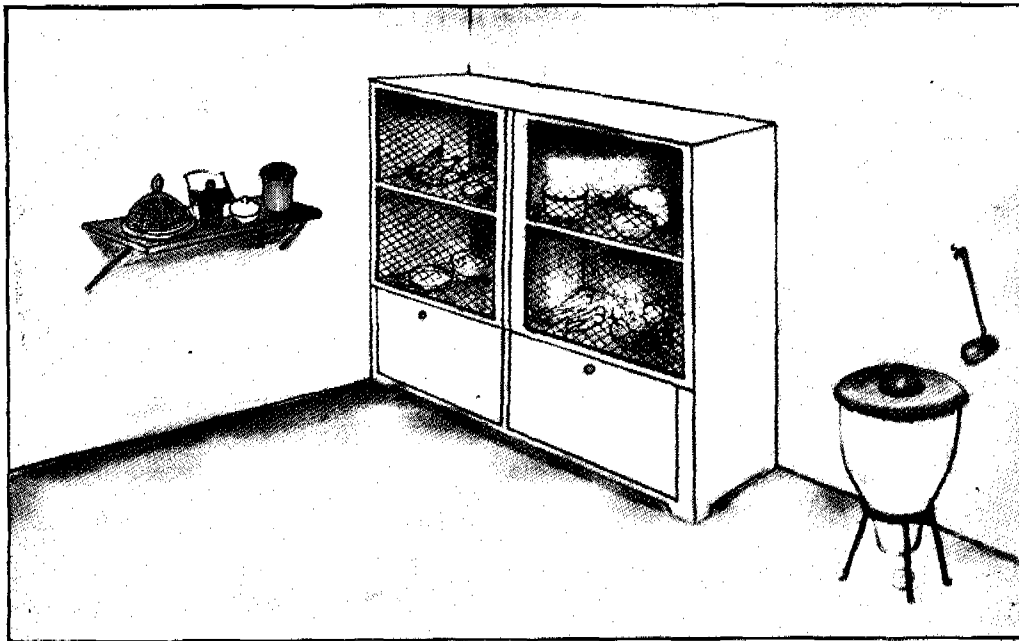
- The house should be well ventilated to allow plenty of fresh air and sunlight to come in.
- Children's and infants' excreta should be immediately disposed in a latrine or in a pit dug in the ground and later covered with soil to prevent flies from sitting on it.
- The house should be swept well and mopped daily.



**Home sanitation and food Hygiene**

- Vegetables/fruits should be washed well before they are eaten raw/cooked.

- Food, which is stale and smells foul, should not be eaten.
- Plates/utensils used for eating/cooking should be washed immediately to keep away flies, cockroaches and pets.
- Cooked food should always be kept covered to protect it from flies, pets and other stray animals. A food safe can be used to store the food at home.



**Use of Food Safe**

- Hands must be washed well with soap and water before cooking food, before serving it and before feeding children.
- Food, which has fallen on the ground, should not be eaten.

## ACTIVITIES

- Students can be guided by the teacher to motivate their parents to keep their homes clean and well ventilated. Students can also be encouraged to assist their parents in sweeping and mopping the house and in disposing off the household garbage in the community garbage pit.
- Teachers can explain to the students the need for maintaining sanitation at home, to handle food with washed hands and to keep food covered.
- Vendors selling exposed food should not be allowed to sell their wares in or near the school.
- Teachers should explain to the students why exposed food from vendors should not be eaten.
- Students should be taught the importance of eating raw vegetables and fruits only after washing them well with safe water.
- Posters with messages on home sanitation and food hygiene, prepared by the students, can be put up on the walls of the school. Simple messages can also be written on school walls.
- The older students can be given the task of monitoring the habits of the younger students such as not eating food which has fallen on the ground, not buying foodstuff from vendors selling exposed food etc.

## PERSONAL HYGIENE

### Why is it important?

- Washing hands regularly with soap and water before eating, feeding children, cooking and serving food and after defecation and disposing of children's excreta can reduce the incidence of diarrhoeal diseases by nearly 40 per cent.
- Dirt, which accumulates under long fingernails, easily enters the body when fingers come into contact with mouth.
- Unwashed skin can result in skin diseases like scabies, eczema and ringworm.

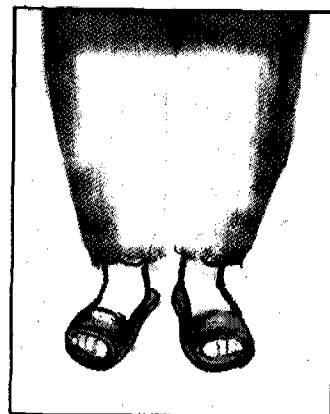
- Not brushing teeth regularly leads to cavities in the teeth, foul odour from mouth and tooth decay.
- Barefoot walking/moving in and around the community generally allows hookworm's larvae enter into the human body by piercing the skin of the foot.
- Hair, which is not washed and combed regularly, becomes infested with lice which suck blood from the scalp. Lice are also very easily transferred from one person to another.

### **How can personal hygiene be maintained?**

- Both adults and children should brush their teeth daily.
- One should bathe daily using soap, taking care to clean the eyes and ears.
- Hair should be washed regularly and combed daily.
- Clothes worn should be clean.
- While going out Slippers/footwear should be worn to protect the skin of the feet from coming into contact with parasites like hookworm.



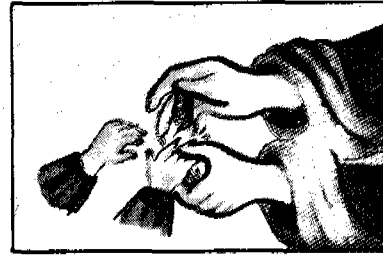
**Use of footwear**



**Use of slippers**



- Finger nails must be clipped regularly to keep them short.



- Hands should be washed with soap and water before eating feeding children, cooking, serving food, and after defecation as well as disposing off children's excreta.

### Hand Washing

- Hand or a handkerchief should be used to cover the mouth while sneezing or coughing.

### ACTIVITIES

- Teachers can explain to students the health benefits of good personal hygiene habit through posters and charts.
- Teachers can demonstrate how hands should be washed with soap while highlighting the need to scrub the palms, the area behind nails and the upper portion of the hands.
- Teachers can demonstrate the use of a nail-cutter. She/he must ensure that every classroom has a nail-cutter to help students with long nails to cut them in the

school. The prefect /monitor of each class can be given the responsibility of checking the nails of the students once a week.

- Teacher can explain the need for brushing teeth daily with a toothbrush and tooth paste, to prevent teeth from decaying. The importance of bathing daily, using soap should also be explained. The teacher can organize a demonstration of proper brushing of teeth.
- Teacher can explain to the students the need for protecting the feet from worm infestation, while walking or playing outdoors, especially in areas where people go for defecation and where there is accumulation of garbage or stagnant water.
- Teacher can also explain to the students not to play with the dirty water/wastewater by putting their hands, feet or shoes.
- Students can be encouraged to put up drawings and simple messages related to hand-washing and other hygienic habits on the school notice board.
- Students of higher classes can be given the responsibility of ensuring that a soap and clean towel are always kept handy outside the school latrine, next to the storage tank. The teacher can motivate the students to contribute a small amount of money for these facilities.

## COMMUNITY SANITATION

Why is it important?

- When children, and very often adults, defecate outside their homes, in fields, into community drains or in open places close to habitation, the whole village smells foul and looks dirty. The open excreta attract flies which transfer disease-causing organisms from the excreta to the food people eat.
- Household garbage, thrown by people on the streets, attracts disease carriers such as cockroaches, flies, and rats' etc and other insects.



**Insanitary and unhygienic conditions in community**

- When water is allowed to stagnate around community water sources it seeps through the soil and contaminates the ground water.
- Stagnant water in drains, around community water sources and on the streets provides a breeding place for mosquitoes, which spread diseases such as Malaria and Filariasis.
- Filth and animal excreta (such as cattle dung, ducks and hens excreta) provide a breeding ground for the germ which causes tetanus.
- A clean community environment is a generic indicator of the hygienic practices of the people living in it.

#### **How can community sanitation be promoted?**

- Every household must construct a sanitary latrine and all the members of the household must use it. Children above two years of age should be discouraged from defecating in the open and be taught to use a latrine.

- Household garbage should be collected and thrown into community dustbins or drums placed at convenient places in the village. Alternatively, villagers can dig several community garbage pits.



**Improved Sanitary and hygienic conditions in community**

- Platforms and drains around the water sources should be repaired if they are damaged and the waste water generated at these sources can be used for watering fields, orchards or even kitchen gardens. Community members can take up this activity jointly with the PTA. The community can also take up construction of roads and drains. It is important that all drains in the community lead the waste water to a natural drain.
- Trees and shrubs can be planted around water sources to protect the banks and no one should be allowed to defecate near them.
- The Anjuman and the PTA of the local school can contribute towards construction of latrines and other sanitary facilities in the school.
- The Anjuman can take up chlorination of open wells and their conversion into sanitary wells with the help of community members and PTA.

## GENERAL ACTIVITIES

### SANITATION DAY

The school can observe a 'sanitation day'. (this can be fixed in consultation with Anjuman, Community elders and PTA) or even a sanitation week on important days (such as the *Nawroz* etc.). On this day, (or during the week), special efforts can be made by the school to organize the senior students to clean the school and community. Students, with the help of the community, can clean the community standpost(s) surroundings and community lanes and go from home to home with messages on sanitation.



Sanitation through school

They can be helped by the teachers to put up plays, puppet shows and exhibitions, in order to create awareness about the link between health, safe water and sanitation. The 'Sanitation Day' can also be spent planting trees and spreading messages related to conservation of water and re-use of waste water, recycling of garbage etc. The members of the community can be motivated by the teachers to take up activities such as digging of garbage pits, repair of platforms and drains, conversion of open wells into sanitary wells etc, on the 'Sanitation Day'.

### ***SANITATION MINISURVEY***

Teacher can help class V & VI students to conduct sanitation mini survey in the community with an objective to know sanitation status and behavioural practices. The format given in **Annexure – III (a & b)**, can be used for this survey (if necessary, the format can be modified as per the local requirement).

The survey should be conducted at the beginning of the Sanitation Programme in the School. This will help the teachers and students to understand the need for the intervention, it will also help to reach to the community. It will automatically generate debate in the community, as a result process of community participation will begin. The survey results and observation can also be brought to the attention of the parents during the PTA meetings as also at meetings of the Anjuman members and elder members of the Community

The survey results will be baseline data on the sanitation status and people's practices and behaviour practices towards sanitation. Every year a quick survey can be taken as an impact analysis by the school to know the changes in the baseline status due to school sanitation programme.

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# GENERAL GUIDE FOR AWARENESS CREATION

## ACTIVITIES IN THE SCHOOL

The school can cover different aspects of each of the first six components of sanitation, one after the other, as the **'thought for the day'** during the morning assembly, on the six days of the week on which the school functions.

<b>Saturday</b>	: Handling of drinking water.
<b>Sunday</b>	: Disposal of waste water.
<b>Monday</b>	: Disposal of human excreta (including infant's/ child's excreta).
<b>Tuesday</b>	: Disposal of garbage and animal excreta.
<b>Wednesday</b>	: Home sanitation and food hygiene
<b>Thursday</b>	: Personal hygiene.

- As per above mentioned schedule, every day teachers should speak on one component of sanitation as **thought for the day** during the assembly. Teachers should also put up slogans, key features related with "thought for the day" in the notice board of the school.
- Students should be encouraged to recite poems related with "thought of the day".
- One lesson a week can be set aside class-wise to look after the general cleanliness of the school and classroom. The class teacher can also relate the activities to the **'thought for the Day'**.
- The teachers of class V and VI can form six groups of students in their classes and assign a different task related to each component of sanitation to each group on the rotation basis. Group activities can be as follows:

### GROUP I (Handling of drinking water)

- If the school does not have a safe water source then a group of students can be made responsible for collection of drinking water for the school from the nearby safe source. This group of students must ensure that vessel is covered while being carried with drinking water from source to school and also kept covered.
- If drinking water vessel is not fitted with tap then a ladle should be kept with vessel, so those while taking out drinking water should not dip fingers in it.
- A group of students should help menial worker (*Farrash*) to clean up the water tank at least once a month.

### GROUP II (Disposal of waste water)

- ❑ Clean platform and drains around water storage tank, water source (if any) and taps.
- ❑ Ensure that small puddles in the compound with pebbles should be filled to prevent accumulation of water.
- ❑ Clean the surroundings of the water source.
- ❑ Water the plants in the garden.

### GROUP III (Disposal of excreta)

- ❑ Ensure that each student flushes his/her excreta after defecation.
- ❑ Observe once a day that latrines are being kept clean by *Farrash*.
- ❑ Inform the teacher about any blockage.
- ❑ Ensure that a bucket and mug are always present for each latrine.
- ❑ Ensure that pot or vessel outside the latrine is remained filled with water to be used for flushing excreta (if there is no storage tank available).
- ❑ Ensure that soap is always present outside the latrine so that student can wash their hands with it after defecation.

### GROUP IV (Disposal of garbage)

- ❑ Ensure that each day before closing of the school each class dustbin is emptied in the school garbage pit/ dustbin.
- ❑ Carry the garbage drum (if there is no garbage pit in the school compound) outside the school premises and empty it into the community garbage pit or dustbin.
- ❑ Cover the garbage in the garbage pit with a layer of soil once every week.
- ❑ Ensure that young students do not litter school ground with paper, food leftover etc.

### GROUP V (Home sanitation and food hygiene)

- ❑ Ensure that each classroom is kept clean and mopped regularly.
- ❑ Ensure that vendors selling exposed food should not be allowed to sell their wares in or near the school.
- ❑ Ensure that raw vegetables and fruits are eaten only after washing them well with safe water.



- Monitor the habits of the younger students: such as not eating food that has fallen on the ground, not buying foodstuff from vendors selling exposed food etc.

#### **GROUP VI (Personal hygiene)**

- Ensure that students wash their hands with soap after defecation and before eating.
- Ensure that monitor of each class checkup each day the personal hygiene of each student in the class by checking nails, teeth, cloth etc.
- Ensure that students should not to play with the dirty water/waste water by putting their hands, feet or shoes.

#### **GENERAL ACTIVITIES:**

- The school authorities can conduct open/inter-school essay and drawing competition on various aspects of the components of sanitation. Token prizes can be given to the winners. These competitions can be held as a part of the annual day celebrations or special occasions etc. Such competitions can be held at the Village, Sub-district and District levels.

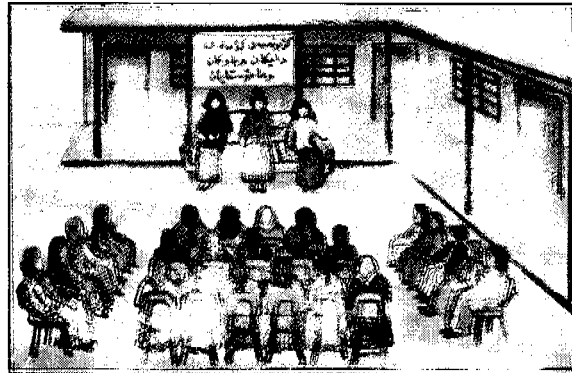


**Sanitation competition**

- Competitions can also be held to judge the cleanest school at the Sub-district and the District levels, where the concept of cleanliness encompasses personal hygiene and environmental sanitation. Three best schools can be given prizes / rolling trophy / certificates as incentives.
- The students can be encouraged to develop permanent displays on any or all components of sanitation. The displays can be in the form of a collection of drawing, posters, slogans, poems, cartoons etc. These displays can be put up on the school

notice board or on the walls in the Headmaster/ Staff room. They can also be exhibited during "Annual Day Celebration" where parents of students and other community members are invited to see them.

- The school can set up a small library containing information on environmental issues. A corner in the headmaster's office or any other class room can be set aside for a collection of sanitation related material. The teachers too can provide parents with information on cost and different designs of latrines and other sanitation facilities and create awareness about linkages between safe water, sanitation and health.



**PTA Meeting**

- To disseminate information to parents about sanitation facilities teachers can use PTA meetings as a forum. The teacher can use the school latrine as a model while providing information on the cost of different types of latrines and on the availability of material. Teachers can also provide information to the parents regarding the assistance available at various levels for construction of latrines. Teachers can motivate the members of the PTA to set-up seed fund for the replacement of the basic sanitation equipment in the school.

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## SCHOOL HEALTH AND SANITATION PACKAGE

Every school should arrange for the health check-up of all students at least once during the year. Combining school health and sanitation package is an appropriate way of involving communities in the water & sanitation programme and ensures the inter-sectoral linkages. This enables community members to become more aware of their children's health problems, causes of these problems and the actions they themselves can take to change the situation.

The school health approach is an effective tool for sensitizing and mobilizing communities to participate actively in solving their sanitation related health problems. School Health Programme therefore, supplement the efforts of those under the School Sanitation Programme in order to produce a synergistic effect on the health of the school children. The School Health Programme, therefore, have the following components:-

- i) Screening of school students to identify the main health problems affecting them.
- ii) Interaction with parents to analyze these problems by identifying underlying causes for each problem.
- iii) Agreeing on specific action that parents and community would take to solve them.

As part of the health check-up, the para-medical team with the help of school teachers is expected to examine the following symptoms:-

- i. Worm / Parasite infestation ( for a sample of students from each class)
- ii. Skin diseases (Scabies, Pediculosis etc.)
- iii. Trachoma
- iv. Dental problems
- v. Vision defects
- vi. Ear discharge

Of these six symptoms examined by the medical team first four - namely : **Worm infestation, Skin diseases, Trachoma** and **Dental problems** are very much linked with sanitation and hence, teachers can draw the attention of the students and their parents to the importance of sanitation in an effort to prevent these symptoms from occurring again. Reduction in these symptoms over a period of time could be considered as a generic indicator of the extent to which improved hygienic practices have been adopted by the students/parents and the community.

*How to do this.*

**Stage I:** Official of the DOE ( co-ordinator school sanitation programme) and DOH (incharge school health section) should get in touch with each other and draw a monthly work plan for health checkup of school children and follow up actions in each of the school. On the basis of work plan headmaster of the each of school should be informed in advance about the date of the health check-ups in each school so that headmasters should ensure nearly 100% attendance of children on that day.



**School Helth Check - ups**

**Stage II:** Each class teacher should make a list of students of her/his class, by listing name, sex, age & date of birth and same should be mentioned in a record register for health check-up. In front of the name of each student the para -medical team should mention the result of their investigation on the basis of above mentioned six symptoms along with height and weight. The para-medical team should finally recommend/suggest the remedies for the health problem ( if any) of each child and also lists the top four to five health problems affecting the students in general. The more serious cases should be referred to PHCs etc and accordingly parents to be informed for follow up action.

Regarding examining the worm / parasite infestation, it is advised that a few students (5 to 10 %) can be examined from each class. The stool sample of selected students (from each class) can be collected by para - medical team on the day of health check-up for analysis. Then within two-three days the result of stool samples can be sent back to the headmaster of the school with advice from medical team that what could be follow-up action.

**Stage III:** On the basis of results of school health check-ups a meeting of the **Parent-Teacher Association (PTA)** should be called by the headmaster and all the health related problems as identified by para-medical team and possible solutions/ interventions should be discussed with the parents. In order to strengthen the inter-sectoral linkages it is desired that members of para-medical team may have follow-up visits to school and may also attend the **PTA** meeting(s) and give appropriate answers to the questions/queries ( if any) of parents about the health of their children. Parents whose children have no medical problems should be congratulated and encouraged to maintain the health of their children.

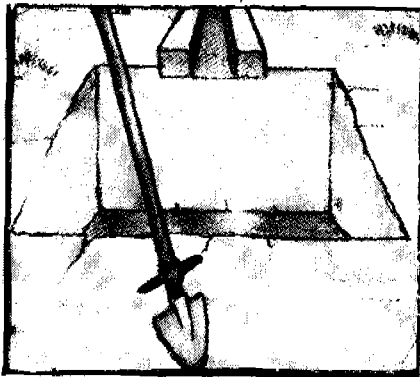
**Stage IV:** The teacher incharge of School Sanitation Programme should observe the children's health in general and in case of noticing any health problem among them should inform the parent(s). In case of any epidemic in the community, special instructions/ precautions should be given to the school children in consultation with **DOH**.

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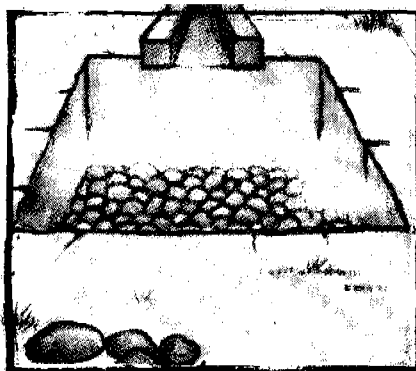
## Annexure-I

### How to construct a Soakage pit :

A soakage pit is a pit dug in the ground and filled with different sizes of stones or broken bricks. The stone filling prevents the pit-walls from collapsing. The waste water flows into the pit, gradually seeping into the ground. Thus, it is very easy to build a soakage pit. It can be done step by step.

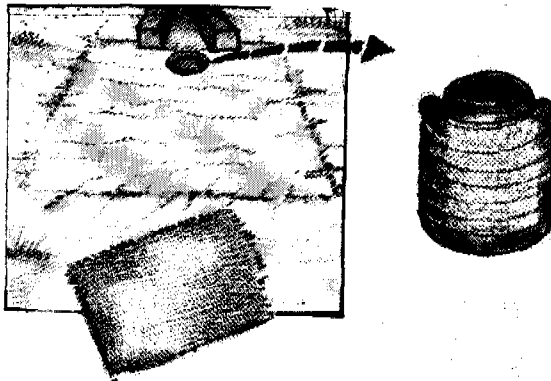
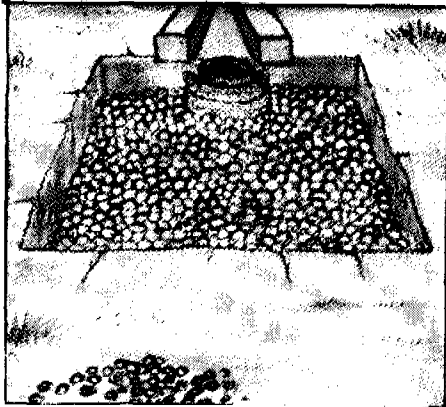


- a) Dig a pit 1 m long, 1 m wide and 1 m deep at a convenient place so that the drain leading the waste water ends near the pit.



- b) Fill the pit up to one third its depth with stones of size 10-15 cm in diameter followed by stones of 5 to 10 cm in diameter up to two-thirds depth.

- c) Place a broad mouth and about 20 cm long pot with small holes at the bottom, each 2 mm in diameter, at the outlet of the drain. Lifka (*Lifa*) fibre/leaves placed inside the pot to trap the sediments. Fill the pits with stones of 1cm in diameter, up to a level of 10 cms below the ground level. (The drain leading the waste water should end over the mouth of the pot.)



- d) Place a 5 cm layer of twigs followed by a gunny cloth on the top layer of stones, keeping the mouth of the pot exposed. Place soil on the top of the gunny cloth and compact it to ground level. Waste water will flow through the pot into the pit.

*Note: On prolonged use the pit may start spilling. In such a case the pot and the stones should be removed, washed, dried and replaced following the above steps.*

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## Annexure-II

### How to construct a garbage pit :

It is quite easy to build a garbage pit by oneself through following steps.



Garbage pit

- a) Select a site at a corner of the school compound or outside the compound / some distance away from the house like in the corner of the backyard (incase of household garbage pit).
- b) Dig a pit 1m long, 1m wide and 0.8 m deep.
- c) Build an earth bank about 10 cm (4-5 fingers) high around the pit and compact it well. This prevents rain water from flowing into pit.
- d) Every week, level the contents in the pit with a rake or stick and cover them with a layer of earth and compact to about 3 fingers in thickness. This will prevent flies and other insects from breeding in the garbage pit.
- e) Once the pit is full, cover it with soil and dig another pit next to it.

*The contents of the first pit, if left undisturbed, will be converted into compost in three months and can be used as manure.*

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**Annexure-III(a)**

**Sanitation and KAP survey format**  
**( for rural areas)**

***Family information***

1. Name of the head of the family & address : \_\_\_\_\_
2. (a) Total family members ( in that house) : \_\_\_\_\_
- (b) Total No. of Children : \_\_\_\_\_
- (i) Below five years of age : \_\_\_\_\_
- (ii) School Going : \_\_\_\_\_
- Boys : \_\_\_\_\_
- Girls : \_\_\_\_\_

***Information on seven components***

**1) Handling of drinking water:**

- a) Type of water source in use? (i) Tap (ii) Sanitary well (iii) Hand pump (iv) Open well (v) Stream (vi) Spring (vii) Others
- b) Is water used/ brought by you safe for drinking? (i) Yes (ii) No (iii) Don't know
- c) Do you keep drinking water vessel covered? (i) Always (ii) Some time (iii) Never
- d) Do you cover drinking water vessel while carrying between source and your house? (i) Yes (ii) No
- e) Do you/family members take out drinking water by dipping bowl/glass in the vessel? (i) Yes (ii) No
- f) If water is collected from open well or stream, do you boil or chlorinate it? (i) Yes (ii) No
- g) If you use boiled water for drinking then for how many minutes do you boil it? (i) two minutes (ii) five minutes (iii) 10 minutes (iv) 20 minutes (v) 30 minutes
- h) Do you use hose pipe from tap to your house for drinking water supply? (i) Yes (ii) No

- i) Do you know that chances of drinking water getting contaminated are more due to continuous use of hose pipe? **(i) Yes (ii) No (iii) Don't know**

**2) Disposal of waste water:**

- a) Does waste water from your bathroom or kitchen goes into an open area or on pathway/street? **(i) Yes (ii) No**
- b) Do you know that mosquito's breed in stagnant water and spread diseases like malaria? **(i) Yes (ii) No**
- c) Have you heard of soakage pit? **(i) Yes (ii) No**

**3) Disposal of human excreta:**

- a) Do you have a latrine in the house? **(i) Yes (ii) No**
- b) If No ? the reason ? **(i) No felt need (ii) No money (iii) No harm in open defecation**
- c) If Yes, who uses that? **(i) Only adults (ii) Only female members (iii) All members of the family including children.**
- d) If it is being used only by female members, the reason is **(i) Privacy (ii) Security (iii)Others**
- e) All members don't use latrine due to **(i) Fear that pit will be filled fast (ii) it smells (iii) other ( specify)**
- f) Where does family members /young mothers dispose faeces of children below two years age? **(i)With garbage of the house (ii) In an open drain near the house (iii) anywhere in the surroundings of the house (iv) Near the water source (v) In a pit (vi) In household latrine**
- g) Does at any point of time your children below the age of five defecate in open? **(i) Yes (ii) No**
- h) If you don't have latrine, do you prefer to use community latrine? **(i) Yes (ii) No**
- i) If No, the reason **(i) it is dirty (ii) long waiting period (iii) others (specify. ...)**
- j) If you don't have latrine, would you like to have one? **(i) Yes (ii) No**

**4) Disposal of garbage and animal excreta:**

- a) Where do you throw house garbage? (i) just outside the house (ii) in the garbage pit /drum (iii) in the house dustbin, which is emptied in the community garbage pit/bin
- b) Do you keep cattle at home? (i) Yes (ii) No
- c) If you have cattle then, where do you throw their dung? (i) in a pit (ii) in open

**5) Home sanitation and food hygiene:**

- a) Do you keep food covered? (i) Yes (ii) No
- b) Do you wash fruits before eating? (i) Yes (ii) No
- c) Do you wash your hands with soap & water before cooking? (i) Yes (ii) No
- d) Does your children some time eat food, fallen on the ground? (i) Yes (ii) No
- e) Does your children periodically infected by worms? (i) Yes (ii) No

**6) Personal hygiene:**

- a) After defecation how do you wash your hands? (i) With water only (ii) With water & soap
- b) After cleaning infant's excreta how do you wash your hands? (i) With water only (ii) With water & soap
- c) Do you wash your hands with soap & water before eating food? (i) Yes (ii) No
- d) Do you wash your hands with soap & water before feeding child? (i) Yes (ii) No
- e) Does every one in the family wear slippers/footwear while moving out (i) Yes (ii) No
- f) Are children nails cut regularly? (i) Yes (ii) No

7) Community sanitation:

- a) Who should clean the surroundings of the water source? (i) Users (ii) Anjumans (iii) No need to clean
- b) Is there a need to keep community clean? (i) Yes (ii) No
- c) If yes, then who should be responsible to keep the community clean? (i) Community members (ii) Anjumans (iii) Both
- d) Do you think that there is a relationship between spreading of diseases and community sanitation? (i) Yes (ii) No
- e) Is there a need of community participation in the sanitation programme? (i) Yes (ii) No
- f) Do you think that School Sanitation Programme will be helpful to improve the community sanitation? (i) Yes (ii) No (iii) Don't know

8) General:

- a) How many times (average) in a year your children/member of the family (each individual) fall sick? (i) Once (ii) twice (iii) four times (iv) six times (v) more than 6 times
- b) What kind of diseases usually occurs in your family? (write name of the diseases)
- c) Do you think that open defecation should be stopped? (i) Yes (ii) No
- d) Do you think there is need of conservation of water and stoppage of wastage of water? (i) Yes (ii) No

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**Sanitation and KAP survey format**  
**( for urban /semi-urban areas)**

***Family information***

1. Name of the head of the family & address : \_\_\_\_\_
2. (a) Total family members ( in that house) : \_\_\_\_\_
- (b) Total No. of Children : \_\_\_\_\_
- (i) Below five years of age : \_\_\_\_\_
- (ii) School Going : \_\_\_\_\_
- Boys : \_\_\_\_\_
- Girls : \_\_\_\_\_

***Information on seven components***

**1) Handling of drinking water:**

- a) Type of water source to use? (i) Tap (ii) Open well (iii) Others
- b) Is water used/brought by you safe for drinking? (i) Yes (ii) No (iii) Don't know
- c) Do you store drinking water in overhead or other tank? (i) Yes (ii) No
- d) If you store drinking water in vessel then do you cover it? (i) Always (ii) Some time (iii) Never
- e) When do you clean the overhead / other tanks ? (i) every month (ii) in two months (iii) in three months (iv) in six months (v) every year (vi) every two-three year
- f) Do you/family members take out drinking water by dipping bowl/glass in the vessel? (i) Yes (ii) No
- g) Do you sometime directly take water from the tap (fitted with overhead storage tank) for drinking ? (i) Yes (ii) No
- h) If you are not sure about the water quality, then what action do you take? (i) boil it (ii) chlorinate it (iii) use as it is

- i) If you boil water for making it safe for drinking, then for how many minutes do you boil it? (i) two minutes (ii) five minutes (iii) 10 minutes (iv) 20 minutes (v) 30 minutes

**2) Disposal of waste water:**

- a) Does waste water from your bathroom or kitchen goes into an open area or on pathway/street? (i) Yes (ii) No
- b) Do you know that mosquito's breed in stagnant water and spread diseases like malaria? (i) Yes (ii) No
- c) Is there a need to drainout the stagnant water from the street/pathways? (i) Yes (ii) No
- d) If yes, then who should be responsible to drainout stagnant water from the street/pathways?  
(i) resident of the houses who drain out waste water in the street  
(ii) Anjuman (iii) government agencies (iv) a committee among residents of the area
- e) Have you heard of soakage pit? (i) Yes (ii) No

**3) Disposal of human excreta:**

- a) Do you have a latrine in the house? (i) Yes (ii) No
- b) If No ? the reason ? (i) No felt need (ii) No money (iii) No harm in open defecation
- c) If Yes. who uses that? (i) Only adults (ii) Only female members (iii) All members of the family including children.
- d) If it is being used only by female members, the reason is (I) Privacy (ii) Security (iii)Others
- e) All members don't use latrine due to (i) Fear that pit will be filled fast (ii) it smells (iii) other (specify)
- f) Where does family members /young mothers dispose faeces of children below two years age? (i)With garbage of the house (ii) In an open drain near the house (iii) Anywhere in the surroundings of the house (iv) Near the source of the water (v) In a pit (vi) In household latrine
- g) Does at any point of time your children below the age of five defecate in open? (i) Yes (ii) No

- h) If you don't have latrine, do you prefer to use community latrine?  
(i) Yes (ii) No
- i) If No, the reason (i) it is dirty (ii) long waiting period (iii) others  
(specify. ....)

**4) Disposal of garbage and animal excreta:**

- a) Where do you throw house garbage? (i) just outside the house (ii) in  
the house dustbin, which is emptied in the community garbage  
pit/bin (iii) in the garbage pit /drum
- b) Do you keep cattle at home? (i) Yes (ii) No
- c) If you have cattle, then where do you throw cattle dung?  
(i) in a pit (ii) in open

**5) Home sanitation and food hygiene:**

- a) Do you keep food covered? (i) Yes (ii) No
- b) Do you wash fruits before eating? (i) Yes (ii) No
- c) Do you wash your hands with soap & water before cooking?  
(i) Yes (ii) No
- d) Does your children some time eat food, fallen on the ground?  
(i) Yes (ii) No
- e) Does your children periodically infected by worms? (i) Yes (ii) No

**4) Personal hygiene:**

- a) After defecation how do you wash your hands? (i) With water (ii)  
With water & soap
- b) After cleaning infant's excreta how do you wash your hands? (i) With  
water (ii) With water & soap
- c) Do you wash your hands with soap & water before feeding child?  
(i) Yes (ii) No

- d) Do you wash your hands with soap & water before eating food?  
(i) Yes (ii) No
- d) Does every one in the family wear slippers/footwear while moving out  
(i) Yes (ii) No
- e) Are children nails cut regularly? (i) Yes (ii) No

**7) Community sanitation:**

- a) Is there a need to keep community clean? (i) Yes (ii) No
- b) Who should be responsible to keep the community clean?  
(i) Community members (ii) Anjumans (iii) Government (iv) All
- c) Do you think that there is a relationship between spreading of diseases and community sanitation? (i) Yes (ii) No
- d) Is there a need of community participation in the sanitation programme?  
(i) Yes (ii) No
- e) Do you think that School Sanitation Programme will be helpful to improve the community sanitation? (i) Yes (ii) No (iii) Don't know

**8) General:**

- a) How many times in a year children/member of the family fall sick?  
(i) Once (ii) twice (iii) four times (iv) six times (v) more than 6 times
- b) What kind of diseases usually occurs in your family? (write name of the diseases)
- c) Do you think that open defecation should be stopped? (i) Yes (ii) No
- d) Do you think there is need of conservation of water and stoppage of wastage of water? (i) Yes (ii) No
- e) If, yes, then, wastage of water can be stopped by? (i) Less use of water in washing courtyards (ii) less washing of cars (iii) Plugging all leakage points (iv) Stopping overflows in tanks (v) Combining of all these (mentioned) practices

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## *Always Remember* *School Sanitation Programme*

- ✓ is a step to initiate the process of Hygiene Promotion, Social Mobilization and Inter-Sectoral Linkages.
- ✓ is an interactive process in which students, parents and community members are active participants for promoting conditions 'In School' and 'Through Schools', that are conducive to better hygiene and health.
- ✓ is a key to community cleanliness and prevention of Water and Excreta related diseases.
- ✓ is a key to implement the Water and Sanitation related strategies for behavioural changes of individual, families and community.
- ✓ is a base to generate demand for house hold latrines in the community.
- ✓ is a path to promote sense of ownership and willingness to pay among the community members in the Water and Sanitation Programme.
- ✓ is an important intervention to create favourable environment to enhance the capacity of the community leaders and grass-root level workers.
- ✓ is a process to identify motivators among the community members.
- ✓ is a process to attain the sustainability of the Water and Sanitation Programme.

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