Child, Gender & Differently-abled Friendly
School Water, Sanitation and Hygiene Education
MANUAL

UNICEF

CoDef
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Introduction

School Water, Sanitation and Hygiene Education, SWSHE program in schools is globally recognised as a key intervention to promote children’s right to health and a clean environment and to influence a generational change in health promotion behaviour and attitudes. If school children have access of clean and appropriate toilets, functioning hand washing-facilities with soap, sufficient safe drinking water and developed adequate skills on hygiene, those children will:

- Be more healthy
- Change their hygiene behavior now and use better hygiene practices for the future
- Be capable to observe, communicate, cooperate and effectively uptake the information
- Brings positive changes in hygienic practices in their homes, family members and their community
- Learn to perform sanitation related tasks (like cleaning of toilets, fetching and boiling water, taking care of sick people, etc)
- Be healthy and get success in the school’s examination

Have a knowledge about menstrual hygiene management (Hygienic practices to be followed during menstruation) and physical and emotional changes at puberty ages, which will stimulate the girls to attend school during menstruation

Children are very eager to learn to help others through their active, energetic, enthusiastic, curious and communicative behavior. Childhood, therefore, is the best time to learn about hygiene behavior and sanitation facilities practice for habit formation. Children are parents of the future and what they learn is likely to be applied and passed on to the next generation. If children are brought into the development process as active participants, they can become change agents within their families and a stimulus to community development.

On the basis of the experienced gained by UNICEF in the year 1990 and by the help received from the International Resource Center (IRC).UNICEF from the year 2000 onwards, planned a strategy to launch a global program of School Water, Sanitation and Hygiene Education (SWSHE) in 6 countries: Burkina Faso, Columbia, Nepal, Nicaraguan, Vietnam, and Zambia.
UNICEF, in partnership with the Department of Water Supply and Sewerage, Department of Education and the Red Cross Society launched the SWSHE plan in 15 districts of Nepal. School Water, Sanitation and Hygiene Education works on the principle, changing children’s hygiene and sanitation behavior will develop their personality.

This program expects to increase school sanitation to a higher level and work with children as the foundation to bring positive changes by spreading community sanitation awareness. SWSHE is introduced as an effective model program for launching a sanitation program in Nepal. Hence, the government has incorporated SWSHE themes in its rules, strategy and directory.

According to a study conducted in the year 2005/2006, the SWSHE program was found to be successful in changing sanitation and healthy behaviors of students and improving the maintenance, cleanliness and neatness of school environments. Certain weakness of this program was also pointed out. So, for further improvement, suggestions like effective incorporation of child friendly, gender friendly and differently-abled friendly elements in school physical facilities and active participation of school children in water, sanitation and hygiene related school activities were put forward.

On the basis of suggestions and feedback received from the study in 2007, UNICEF launched the Phase I, SWSHE project in Tanahun and Nawalparasi districts and the Phase II in 2009 in the 4 districts Sunsari and Udayapur districts in the eastern region and Kapilvastu and Rupandehi districts in the Western Region. Through this practical research work, various processes, methods and tools were developed to make the SWSHE program more child friendly, gender friendly and differently-abled friendly. This manual was prepared for facilitators and trainers involved in operating SWSHE programs in the schools. With the help of this manual, SWSHE plans, arrangements, facility designs, implementation, monitoring and evaluation can be done in school in order to be more child friendly, gender friendly and differently-abled friendly. Students, teachers, SMC, PTA and concerned district level stakeholders were targeted while preparing processes, methods and tools in this manual.

There are FIVE majors themes explored in this manual. Those themes are as follows:

1. Materials and methods for enhancing useful life skills and leadership quality of students
2. Materials and methods for Menstrual Hygiene Management in School
3. Materials and methods for enabling students to organize SWSHE activities in the school and community
4. Materials and methods for actively involving headmaster, SMC/PTA in supporting and managing the SWSHE activities
5. Materials and methods for enabling students, teachers, SMC/PTA in designing child, gender and differently-abled friendly water and sanitation facilities in school
Each theme should be practiced in the school in the order as mentioned above. For teachers and students convenience and not to hamper student’s studies, practices can be operated during holidays, leisure periods or in the morning and evening time.

Under trainer’s authority and guidance, one day training should be conducted for each theme in the training hall and on an additional one day, field practical should be done in certain selected schools. At least 10 days required for the training.

This manual is published by the legal permission and support of Department of Water supply and Sewerage and Department of Education and prepared under the guidance of Nepal Sanitation Specialist Mr. Namaste Lal Shrestha, UNICEF, by Mr. Guna Raj Shrestha (Team leader and Sanitation Specialist, CODEF), Dr. Bijaya Krishna Shrestha (Senior Engineer,UNICEF), Mr. Mukti Pokhrel (Educationist), Mr. Prakash Koirala (Child Participation Specialist), Mr. Aakash Pradhan (Training Specialist), Mr. Chandan Dauj Rana Magar (Artist) and Ms. Manima Budathoki (Writer). UN volunteer, Ms. Anna Marie Guiney, was authorizing liaison officer on behalf of UNICEF.

This manual includes the experience and suggestion received from about 50 teachers, technical and acting officers of 16 nongovernmental organizations1 of 6 districts working in research and development sectors during 10 days of training.

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Jalpa Youth Group, Panchawati Rural Development Center, Udaypur, 
Lumbini Integrated Development Organization (LIDO), Rural Illiteracy Society Education (RISE), Kapilbastu 
Sister Society of Nepal (SSN), Indreni Rural Development Center (IRDC), Rupandehi 
Society Action for Rural Health Development Nepal (SARHDON), Rural Community Development Center (RCDC), Morang 
Tanahun Service Center (TSC), Nepal Red Cross Society (NRCS), Society for Social Service (SSSP), 
NGO Network, Committed Society for Social Change, Nepal (COSOC Nepal), 
Rural Empowerment Society (RES), Tanahun
INTRODUCTION

Childhood is the best time to learn about hygiene behavior and sanitation facilities practice for habit formation. Children are parents of the future and what they learn is likely to be applied and passed onto the next generation. In a child friendly environment, they will be eager to put their new knowledge and skills into practice. Children’s everyday places and activities affect their development in different ways - physical, emotional, social, and spiritual. Above all, they need to be trained to acquire the skill and knowledge to develop a leadership quality as well as to handle the program from concept to completion by themselves with minimum intervention or facilitation from the teachers, headmasters or parents and teacher associations.

Life skills-based hygiene education focuses on the development of knowledge, attitudes and skills that not only support children in taking a greater responsibility for their own lives but also help them to acquire and practice good health behaviors along with an underlying knowledge and a positive attitude.

Moreover, it helps children to develop and strengthen their general interpersonal and psycho-social capabilities or life skills to deal effectively with the demands and the challenges of everyday life (WHO, 2000). Unlike traditional educational methods which tend to put emphasis on academic knowledge transferred from
teachers to students through ‘talk’, ‘chalk’ and ‘book’, a life skills-based education deals with real life applications of knowledge, attitudes and skills through participatory and interactive teaching and learning techniques. Life skills are a group of psychosocial competencies and interpersonal skills that help people to make decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner.

**Definitions of Hygiene and Human Behaviour:**

*Human Behaviour: the way people act in general, especially in relation to the situation they are in or the people they are with*

*Hygiene: the practice of keeping oneself and one's surroundings clean, especially in order to prevent illness or spread diseases*

(Source: Boot, 1993)

**Skills and knowledge required for leadership quality development include:**

Courage, morality, innovation, knowledge, openness, expressiveness, honesty, willingness to work in a team, capability to provoke thoughts and ideas, team building capacity, sympathetic and empathetic qualities, respectfulness, humbleness, etc.

**Activity 1: Introducing the concept of life-skills**

**Objective:** Children identify existing capabilities, skills and knowledge. Enhance the leadership quality of school children.

**Time:** 30 minutes

**Tools:** Questions, Answers, Discussion

**Materials:** Visual image of two tortoises. (Material No.1)

**Process:**

i. The facilitator shows children the visual images of two tortoises (Material No.1). One tortoise is hiding in his shell, afraid to face or deal with difficult situations. While another one has his head stretched high and is smiling, coping well under difficult situation.

ii. The facilitator asks the children to describe what they understand from the two pictures. By the discussion, children should be able to bring up ideas of confidence, attitude, courage, weakness, shyness etc.

iii. The facilitator explains that the pictures help to introduce the concept of life-skills because in life we need to have the confidence and skills that enable us to deal with difficult situations and challenges. For this, we need to be able to hold our head high, to communicate with people, to cope with our emotions and we must be able to respond effectively to different situations. We need to know our strengths and our weaknesses

iv. Children’s should also express their opinion.

v. The facilitator then introduces ‘identity factors’ as follows:
I Can Do That Here:

**I=** Who? (identity, sense of self)

**Can=** Why? (value, beliefs)

**Do=** How? (skills, strategies, competencies)

**That=** What? (behaviour, what we do)

**Here=** Where? (environment, surroundings)

vi. The facilitator than asks the children to write in their copy their own personal feelings of: who they are (sense of self); why I do that work (values and beliefs); how I do that work (skills); what I do; where I do it in relation to their family, community, peers, school or culture.

vii. Finally, facilitator asks the children to share in a plenary why they think life skills are important and ask them to present three examples of important skills which will enable them to deal with difficult situations.

**Key Learning**

Children become familiar with confidence, attitude, shyness, courage etc and know about behavioral changes brought by these factors.

**Material No. 1**

*Picture 1: Tortoise hiding inside the shell  Picture 2: Tortoise crawling with stretching head.*

**Activity 2: Communication skills**

**Objective:** Children learn about effective communication and the importance of two-way communication.

**Time:** 40-60 minutes

**Tools:** Sit facing backside to each other, drawing activity

**Materials:** Pencils, paper/activity
Process:

i. The facilitator makes pairs within the children. The pairs sit facing backside to each other. In each pair one is labeled A and the other B. A is given below toilet picture while B is given a piece of paper and pencil. A describes the drawing procedure to B (2:1)

ii. B tries to draw the picture. B can’t ask any question to A. A keeps on describing the picture only. After completion of 1 minute B compares the drawn picture with the picture A have.

iii. Drawing activity is repeated again. But this time to be clear B can ask many questions to A. (Two way communication). After completion A and B compares their pictures.

iv. Facilitator allows pairs to have discussion with each other for a while. During the discussion the pairs are asked to point out similarities and differences between the first drawing activity and second activity if there’s any, if not, why not?

Note:

This picture is only one example. The facilitators can use any pictures depending upon the level and age of the participants/children.
2:1 Procedure for drawing toilet
(Participants should show this picture at the end)

At the bottom of the paper, draw a rectangle with the two sides 2/8 cm. Just above it draw a square having all the sides 4 cm. Just above draw a triangle with base equal to the upper side of the square.

v. The facilitator than asks the following questions to the group in a plenary:
   a. How did you feel?
   b. Was there difference in drawing activity 1 and 2?
   c. Do you think you successfully communicated?
   d. What types of communication was present in drawing activity 1 and 2?
   e. Were there any barriers in drawings activities?
   f. How can we improve it?
   g. Why did we do this activity?
   h. What did we learn from this activity?

vi. Finally, the facilitator explains the importance of communication and differentiation between one way and two way communication.

Children will learn about the importance of clear communication

Activity 3: Self awareness and empathy: Exploring discrimination

Objective: To explore the feelings and attitudes regarding discrimination in children.

Time: 60 minutes

Tools: ‘Bindi game’, Imaginary Scenario, Story

Materials: GREEN, BLACK and BLUE sticker

Note:

If you do not have access to colour stickers, you can use something that is more locally available such as ribbon tied to the hair/uniform, colour paper etc.
Process:

i. The facilitator places different color stickers on the forehead of the children. The children are unknown of colors of sticker. Facilitator makes them to have imagination of roaming in the market place, meeting various people out there and having chat with them.

ii. The facilitator than directs children to greet each other. Children have to greet each person they meet depending on sticker’s color on their forehead. The types of color direct them as:

   **GREEN sticker** - this person is someone they are really very happy to see and is very keen to greet them.

   **BLACK sticker** - this person is someone they see regularly and they want to acknowledge and greet them normally.

   **BLUE sticker** - this person is someone they don’t want to see and want to avoid them.

iii. After completion of meeting and greeting, facilitator asks the children to have discussion in the group about their experience/feeling while greeting each other.

iv. Then the facilitator asks each child to share the feelings developed when they were warmly, normally greeted or discriminated in the game to their partner.

v. After the “bindi” game, children are divided into two groups and ask to read a story and have a discussion in group.
**Group-1** Maya’s story (involve only class 7 & above class 7 students, equal number of boys and girls)

Maya had a menstruation. Her sanitary pad was completely soaked and the blood stain appeared in her skirt too. Seeing the blood stain all her school boys laughed at her and tease her. Maya knew about this and went to the toilet to change her sanitary pad. But in the School’s toilet there was neither water nor junk bin to throw the pad. There wasn’t any solution so she went home without informing other. To be relief from embarrassment, she had to leave the school and go home.

Questions for discussion:

a) What does the story tell about the school?

b) What does the story tell about the discrimination?

c) How Maya felt about the situation?

d) How can Maya help herself to face the situation?

**Group-2** Hari’s story (equal number of boys and girls)
Hari, a disabled student studies in class 5. His leg is weak so he uses a wheel chair to move. His elder brother leaves him and picks him up from the school every day. There’s a toilet in his school but situated far from the class room. There is no easy access to the toilets and the only path is uneven with many stairs. It’s difficult for Hari to go to the toilet alone. He has to wait until he finds someone to help him to reach the toilet.

Hari has a close friend named Nabin. Nabin helps Hari in the school. He is the one who takes him to the toilet every day. One day Nabin was absent in school. Hari had a very tough time that day. He couldn’t go to the toilet by himself and other students, instead of helping him, laughed at him. Even girls made fun of him saying “Poor Hari couldn’t urinate today”.

Questions for discussion:

a) If you were Hari, how do you feel?

b) What does Hari feel about himself that day?

b) Does Hari feel guilty of being disabled?

c) How would you help in such a situation?

**Key Learning**

Children will know about the discrimination, its effect in the lives and how the challenges can be faced, understanding the importance of Sanitation facilities.

**Activity 4: Team Building**

**Objective**: Children learn about team building skills and the importance of mutual co-operation.

**Time**: 60 minutes

**Tools**: Building a paper tower, discussions

**Materials**: Newspaper, cellophane tape, material for covering eyes.

**Process**:

![Team Building Process Image]
i. Firstly, the facilitator explains about the paper tower. (If the “tower” word is not easily understood by the students, a tall paper structure can be said).

ii. The facilitator then divides children into groups, 3 participants in each group. Individual group participants are named as A, B and C. Old newspapers and cellophane tape are given to each group. The group members are asked to build a 1-2 meters tall paper tower with the materials provided. But under following conditions, member A can use only one hand, B cannot speak and C’s eyes will be covered. The group member will be given 10 minutes to finish the task.

iii. After completing the task the facilitator asks the following questions:
   a. How did you feel?
   b. Why did we do this activity?
   c. What did we learn from this activity?

iv. Then each group should have a discussion on what type of life skill they were using in this game and how can this life-skill be applied to hygiene and sanitation activities in their school and community.

v. Finally, facilitator asks the children to give three examples of co-operation when planning hygiene and sanitation activities in school.

**Examples of Team Work**

- Weekly plan for cleaning schools toilets by all students on a rotational basis
- Fundraising activities run during festivals
- Cleaning of the school compound

**Key Learning**

Children will learn about the importance of team work.

**Activity 5: Advocacy Skills: Positively influencing, networking and motivating skills**

This exercise was developed by educationalists in the Ministry of Education, Nepal. It can be used to monitor the cleanliness of 6-9 year-old children in the morning when they are entering the classroom.

**Objective:** To help children understand the importance of recognizing problem by monitoring the cleanliness of children in the morning, developing skills to critique others with respect, to deal with criticism and advocating positive change of hygiene practices.

**Time:** 15 minutes (every morning)

**Tools:** Monitoring

**Materials:** Soap, nail clippers and comb
Process:

i. The facilitator selects 5 children to volunteer as sanitation observing monitor in each class. The monitor will be changed each day so all the children get a chance to be a monitor.

ii. The selected monitors checks hands nails, nose, hair and ears of all the students in each morning while entering the classroom. After completion of checking by the selected monitors’, a final re-check is done by the facilitators/teacher themselves.

iii. While checking hands, nails, nose, hair and ears if any of this is found unclean he/she is asked to clean before further check up.

iv. At the end of activity, the facilitator informs about the importance of having clean bodies and body parts and asks the children to have a discussion on sanitation and it’s importance.

Note:

Before applying this exercise the facilitators should provide materials for cleaning hands, ears, nose etc. Materials like soap, nail cutters, comb, etc are needed.

i. All the school children should understand the following points easily. These points must be written in the colorful chart and hung in the classroom wall:
   - Feel proud to be clean.
   - Always keep food clean and safely.
   - To be healthy, washing of hands with soap and cleaning of mouths and butt are important.
   - Teach the habits of good hygiene practice to the sisters/brothers and school friends.
   - Don’t eat unhygienic food from food vendors.
- Stay safe and save others from unhealthy behaviors of friends.
- With respect, communicate with others on how to update more efficient hygienic practices.

**Key Learning**

Children learn how to positively critique other’s cleanliness and hygiene and be a role model.

**Activity 6: Negotiation Skills**

**Objective:** Children learn the importance of negotiation skills and way of applying these skills in hygiene and sanitation planning activities in schools.

**Time:** 60 minutes

**Tools:** ‘Win-win’ game rules

**Materials:** Sweets (or some other small prizes)

**Process:**

i. The facilitator makes pairs between participated children. Two rounds arm wrestling competition is held between the pairs. Whoever wins will be given sweets or other prize.

ii. Each pairs are given 1 minute for arm wrestling.
iii. In the first round, the pairs are just asked to have competition. Pairs will try to win and beat each other hence more time is spent while trying to beat each other so fewer sweets are won or only one wins the sweet.

iv. In second round, pairs are encouraged to think how they can cooperate with one another to win more sweets. The pairs will cooperate with each other without obstacle hence both wins more sweets in a given time.

v. After the competition, the children are brought back together in a group and asked the following questions:

a. How did you feel?
b. Why did we do this activity?
c. What did we learn from this activity?

vi. The facilitator then explains the children: if one member trusts and cooperates with other members, they can win more sweets.

vii. Finally, the facilitator conducts a discussion on how to get more benefit by using negotiation skills in the application of sanitation and hygiene activities.

**Key Learning**

Children learn working together produces better and long lasting results.

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**Activity 7: Six Steps for Solving Problems**

**Objective:** Children understand the six steps of problems solving pertaining to sanitation and hygiene in the community and school.

**Time:** 60 minutes

**Tools:** Discussion, solving the problem

**Materials:** Six pictures (Material No. 2)

**Material No. 2**

**Step 1:** Discussion

**Step 2:** Identification of problems
Process:

i. The facilitator shows the pictures (Material No. 2) portraying hygiene and sanitation problems. For solving the problems, discussion on six steps of problem solving is held. Then the participated children are asked to describe the pictures (Material No. 2) in order.

ii. The facilitator makes 5 groups of participated children and each group is asked to have a discussion on the below by mentioning 5 problems and solving them by using the six steps of problems solving. Finally, how they could come up with a solution in a group is been observed.

iii. The five problems for discussion are:
   a. Girl's toilets are always dirty.
   b. Way to the school is always dirty due to present of garbage and stools on the roadsides.
   c. Due to diarrhoea, students have stopped coming school.
   d. Some girl students do not attend school because of lack of proper menstrual sanitation facilities or availability of sanitary pads during menstruation.
   e. Most community houses around the school have no toilets.

vi. The above mentioned problems are discussed orderly by applying the 6 steps of problem solving.

Note:
The children do not have to develop detailed plans but they need to observe the requirement of these 6 steps of problem solving while tackling with the problem faced during the development of negotiation and team building skills.
Activity 8: Before eating hand washing practice

Objective: The children develop the habit of washing hands with soap before having food.

Time: 30 minutes

Tools: Role-play, discussion

Process:

i. The facilitator selects three children to play the role of mother, older daughter and younger daughter. Situation to be played is described. The participants must come up with a solution in the play.

Situation:

A girl and her younger sister are playing on the ground. Their mother returns from the market and give them the cake she brought from the market. The younger sister hurries to eat the cake without washing her hands. If you were an elder sister, what would you do?

ii. The selected actors are given 10 minutes for a role-play and to come up with a solution to the situation. The facilitator asks the rest of the class to watch the play and observe the knowledge, attitudes and life-skills of the mother, older and younger sister.
iii. After the role-play, the children discuss their observations in a plenary and draw conclusions from it. The teacher then summarizes the lessons learned:

a. Knowledge: Dirty hands can bring infectious diseases.

b. Attitudes: Importance of washing hands before handling food.

c. (Life) Skills: Ability and self-confidence to say no to the food, offered by people with unwashed hand.

vi. Children are asked to sing a song related to hand washing for 1 minutes so they can learn the right way of washing hand with soap and its importance.

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**Key Learning**

Before having food, after defecation or touching dirty garbage children should wash their hands properly with soap and water.

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**Children should have the following life skills**

1. **Self awareness**: Ability to identify ones character, strength and weakness, hobbies and negative aspects. This skill is important for having good interpersonal relationships between two persons.

2. **Effective communication**: According to the culture or situation, to portray ones opinion, desire, needs and fears by saying or through the action communication.

3. **Decision making**: Ability to find the alternative solution, describe it effectiveness and reach a conclusion and give a decision to solve any problem.

   Ability to tackle any issues or problems encounter in the life in a positive way is problem solving skill.

4. **Interpersonal skill**: Skill to keep good relations with father, mother, other family members, friends, teachers and neighbor. Those having such skill have good mental and social relations.

5. **Skill of managing stress and emotion**: Identifying the inner most feeling and emotions like fear, threat, anger, pleasure and sorrow, etc present within the children under different situation and capability of figuring out its negative impacts and coping with it is the skill of managing emotions. Identifying the reason behind the stress in life, its negative impacts and reducing or managing stress of the life is the skill of managing stress.
### Practice life skills everyday

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<th><strong>Empathy</strong></th>
<th>Look others in a positive sense.</th>
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<td>Use polite language.</td>
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<td>Listen to others and say I can understand.</td>
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<td>Help if you can or give a suggestion.</td>
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<td>Observe you by placing yourself in other’s situation.</td>
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<th><strong>Effective communication</strong></th>
<th>Understand people’s mentality.</th>
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<td>Without shyness, calmly portray your feelings and opinions.</td>
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<td></td>
<td>Listen to other’s views and opinions.</td>
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<td>Identify the reasons for differentiation in the opinion.</td>
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<td>Apply the appropriate alternative solution taking care of benefit of both the groups.</td>
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<tr>
<th><strong>Decision making and problem solving</strong></th>
<th>Identify the problem, take an appropriate decision.</th>
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<td>Think about different actions and strategies.</td>
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<td>Evaluate the results of appropriate strategies.</td>
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<td>Enjoy, if the problem is solved.</td>
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<td>If the problem is not solved, apply the next steps.</td>
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<th><strong>Self awareness</strong></th>
<th>Identify your skills and weaknesses.</th>
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<td>Bring improvement in your behavior.</td>
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<td>Think whether your behavior affects others or not.</td>
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<td>According to your ability, guide the future.</td>
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<td>Accept your weakness.</td>
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<td>Don’t make your’s opinion by listening others.</td>
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<th><strong>Stress and emotion</strong></th>
<th>Identify the reasons behind the anger.</th>
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<td>Think how your body acts under stressful conditions.</td>
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<td>Apply techniques like deep breathing, dreaming beautiful scenery, etc to get rid of stress.</td>
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<td>To slowdown the anger start counting numbers forward and backward.</td>
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<td>Don’t answer the criticisms.</td>
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<td>If situation is appropriate, leave the stressful environment.</td>
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<td>Develop positive attitudes.</td>
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### Creative and critically thinking

<table>
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<th>Right identification of problem.</th>
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<td>Always search different new alternative solutions for the problem.</td>
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<td>Identify both positive and negative aspects of the solution.</td>
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<td>Select the appropriate solution and take suggestion from elders and friends.</td>
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<td>Be aware of the results.</td>
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#### Activity 9: Intelligent skill

**Objective:** Children learn the way of applying skills according to time and situations.

**Time:** 30 minutes

**Tools:** Listening story

**Process:**

i. One of the student in a class is selected and asked to read the below written story.

ii. After completion of the story, have a discussion on the questions given below.

iii. During discussion, things being learned are also discussed.

**Story about the intelligent skills**

Once upon a time there was a Prince having aim of World tour. One day he decided to start the tour so he went to his parents to take permission.

“Father and Mother, I want to travel worldwide so give me your permission and blessing,” said the Prince. The King and the Queen was shocked to hear. The King said,” Prince we are now old you have to look after this country, so you can’t go for the world tour, you have to learn about the reign.” The Queen also said the same. But the Prince was very determined with his decision. Finally, the Prince’s Parents gave him permission.

The Prince was very excited and started preparation for the journey. A grand farewell ceremony was held for the Prince. At the time of his departure, the Queen gave him a bag and said,” Prince, during the journey various obstacles might come. If any problem arise open and see inside this bag, you might find various things that will help you to overcome the problem.”

Then Prince headed to his way. On the way he reached in roadside hut, it was dark already so he decided to take a shelter there; other people were also already there for the shelter. Those people were not able to speak. In sign language, they asked many questions like who is he? Where is he going? Etc to the Prince. The Prince felt uncomfortable because he couldn’t understand them. In the mean time, he remembered the bag his mother gave, he opened the bag, and inside the bag he found a chalk and slate. The Prince and those people communicated everything by writing in the slate. Both Prince and people were very happy to understand each other.

The next morning the Prince headed towards his journey. On the way he reached the jungle. In the jungle there were cobra snakes everywhere. He was very frightened and unable to go ahead or return back. He then opened the bag, he found a Been (musical instrument similar to flute); he played it, hearing the music the cobra became unconscious and the Prince walked away.
On the next day the Prince reached the bank of the river. All the people were crying. He was shocked to see and asked to the people, “Why you all are crying.” The people replied, “Our beloved Princess never smiles, the palace is in grief and sorrow. So, can we be happy”. The Prince thought for a while if he can do anything. To solve the problem he again opens the bag and saw three colorful balls. He went to the palace and started playing with the balls in front of the Princess. The Princess liked it and played with the Prince. She enjoyed the game and laughed. The King, Queen and all the people were very happy.

In return, the King gave the Prince lots of money as a gift. He took the money thinking that it might be helpful in the journey. Prince said good bye to everybody and headed towards his destination. He reached the border of the next country. He paid the money given by the king to the officer to cross the border and entered the country.

While going on, the Prince reached the thick forest. In the middle of the forest he saw seven paths and he was now in confusion in choosing the right way and moreover there were no other people to ask and with frustration he sat down in the ground. Suddenly he remembered the bag and found the compass. With the help of the compass he found the right direction and started walking. He remembered his mother and the bag. All the things given by his mother helped him to be more confident. He was glad and excited to achieve his aim.

While walking inside the forest it became dark so the Prince decided to take shelter in the cave. After some time other people also arrived there for shelter. Those people had a suspicious behavior before the Prince could know they attacked him. They tried to snatch everything from him and threatened him to kill if he didn’t give them what he has. Now the Prince was in a great dilemma as he opened his bag to give things, in the meantime he found the rope. Prince said to the people, “I’ll give you all my things but let’s play for a while then take all the things.” The people agreed to play. The Prince taught them rope game and when all the people were busy in the game Prince ran away with his belongings.

Though he ran away from there he encountered another problem. There was a fire all over the forest and it was difficult to cross. He opened his bag and took out the mirror. The Prince saw his face in the mirror and proudly said, “This Prince has overcome all the problems till now and heading forward to achieve his aim, in this problem also I’ll get success,” and started walking where there was less fire with his body wrapped with the cold object and crossed the fire. He then kept on walking to achieve his destination.

**Question to be discussed:**

i. Chalk and slate represents what types of life skills.

ii. Likewise Beena, colorful balls, compass, rope and mirror represents what types of life skills.
INTRODUCTION

Menstruation occurs monthly so, it requires access of appropriate materials and facilities. Managing menstruation is essentially dealing with menstrual flow and being able to continue with normal day to day activities such as going to school, working and etc. Without proper access, women and girls suffer from poor menstrual hygiene that restricts both their movement and their dignity. Usually school going girls do not have sufficient sanitation managing materials. Many girls and women feel awkward to attend schools during menstruation. If the school does not have adequate physical facilities, sanitary arrangements and products or can’t afford, girls feel embarrass to be in school during menstruation. Many of these factors/facts negatively impact on a girl’s study, desire to complete school as well as affect her health cause lack of sanitation during menstruation creates infections in the reproductive and urinary system.

If we want to fulfill our promises to the Millennium Development Goals, especially MDG Number 3 Promote Gender Equality and Empower Women. We need to seriously start addressing the issue of girl’s access to education. In Nepal during menstruation, many girls miss school, due to lack of adequate facilities such as private cleaning spaces, soap, disposal facilities. Most of girls skip classes to go home instead of dealing it privately.

The below mention activities will help trainers and teachers to provide young girls and adolescents the appropriate life skills, to convey information about the best way of dealing menstruation in a healthy, hygienic and positive manner in school and to build up girl students confidence to be mentally prepared for their menstruation.
Note:

Remember that the facilitator for these activities must be female. Female teachers in the school, female PTA/SMC members or staff, should also be invited to take part in the activity discussion.

The groups can comprise of 15 to 20 persons and groups can be formed with different ages/classes wise. The discussion can also be carried out in a closed room to maintain the privacy.

Very special note:

The following activities must be conducted by trainers involved in water, sanitation and hygiene and/or health. Trainer does not require having health background but if participants asked any questions that he/she may not answer professionally. Please suggest the participants to refer Health Professional/Doctor in the community.

Activity 1: Sharing of experience

Objective: Participants share facts/experience about menstruation and its management.

Time: 30-40 minutes.

Tools: Open discussion.


Process:

i. Facilitator and the girl students, SMC/PTA female representatives sit together making a circle to have discussion and starting with below mention question, experience of menstruation is shared.
   a. What types of material do you use to manage your menstruation? Do you use sanitary pad, piece of cloths, piece of sari, etc or nothing?
   b. Is there any menstrual hygiene management facility in the school?
   c. Do girls attend school during menstruation? If not, Why?
   d. What do you do to get rid of menstrual pain?
   e. Do you have hygienic food at the time of menstruation?
   f. What types of difficulties do you face at the time of menstruation?

ii. Facilitator gives a chance for all the participants to share their feelings and experience. Those who are not speaking should be encouraged and given a chance to speak.
Activity 2: Sharing facts about menstruation

Objective: Participants share facts/experiences about menstruation and clarify menstruation myths.

Time: 45 minutes.

Tools: Questionnaires, discussion.

Materials: Sharing Facts Questionnaires/Quiz, Colorful Sign Pens, copy and books.

Process:

i. The facilitator divides the participants into 4/5 groups and asks questions from the ‘Sharing Facts’ quiz (Material No. 1) to the group.

Material No. 1

Sharing Facts Quiz:-

1) At what age does a girl usually start menstruating and at what age does it usually stop?

2) What is the length of the menstrual cycle (the time between the first day of one period and the first day of the next)?

3) What are the signs and symptoms of menstruation?

4) Are girls unclean or impure during their periods? Should they be isolated during their period?

5) How often should napkins or cloth pads be changed?

6) How do you wash cloth napkins (if you use them)?

7) What can a girl do to deal with menstrual pains?

8) Can a menstruating girl work in the kitchen or lift heavy things during her period?

9) How many times a day should you clean the genital areas or take a bath during a period? How do you clean – only with water or with soap?

10) How can a girl manage if she gets her period in school?

Answers to the each question must be received from the participants. Try to get answer from as many participants as you can.

In Material No. 2 answers to the sharing facts quiz (Material No. 1) are mentioned. To check whether the answers given by the participants are right or wrong you can refer Material No. 2. But do not show this material to the participants.
Material No. 2
Sharing Facts Answers:

1) It can start as early as 9 years and as late as 14 though the usual age is 10 to 12 years. A woman stops menstruating when she is about 45 to 50.

2) Normally it is 28 days but can be slightly shorter or longer by a few days.

3) Bleeding from the vagina, cramping, bloating, food cravings, mood swings, irritability, headache, fatigue.

4) Bleeding during menstruation do not have relation with females’s impurity. Good hygiene practices like bathing, washing the genital areas, regular changing of sanitary pads help to maintain cleanliness and reduce the foul odour.

5) During the first 3 days of menstruation there is heavy bleeding so it is necessary to change the sanitary pads in interval of 3-4 hours of a day continuously to prevent the infection.

6) They need to be washed in clean, cold (to prevent staining) water with soap and dried in the sun to kill germs and any bacteria that might be present.

7) Light exercises like yoga stretching, deep breathing, drinking ginger with hot water. If there is unbearable pain, it is best to talk to a peer educator, teacher or parent about this for their help.

8) You can continue with the normal light day to day activities during the period. But it is not good for the health to do very heavy task like lifting heavy weight.

9) While menstruation you should bath everyday and pay more attention in cleaning the genital area with clean water and soap.

10) She should confidently cope with the situation and manage hygienic menstrual practices. The participants can also answer on the basis of above mention answers.

Note:
Remember to thank the participants for their answers though if it is not correct to encourage their participation.

Activity 3: Making of simple sanitary pad with the cloth

Objective: Participants learn making a simple sanitary pad with the cloth.

Time: 20-30 minutes

Tools: Group work, demonstration

Materials: Clean Soft Cotton Cloths, copy books and sign pens.
Process

i. The facilitator gives each participant a piece of clean soft cotton cloth and explains the methods/steps at the time of demonstration.
   a. Simply, take any clean and dry piece of cloth (preferably soft cotton as this is most absorbent, comfortable, can be reused and also holds in place better).
   b. Cloth is folded from both the equal half side, long and less width pad is form. This can be place in the centre of your panties.

ii. Facilitator explains placing cloth against cloth will avoid moving of pad because rubbing occur between pieces of the cloth. Also explains if more absorbency is needed for a heavy period, simply fold two cloths together instead of one and storage of sanitary pads/napkin in a clean and dry place for re-use.

iii. While washing the cloth pad/napkin to re-use, use soap and water and dry in the place where you get sufficient air and sunlight. During the menstruation it's important to maintain health and hygiene. Change pad/napkin 4-5 times a day. To prevent genital infection, foul smells and uneasiness the use of sterile pad is important.

vi. The facilitator explains to the participants that sanitary pads come in different shapes and styles for absorbencies for light and heavy menstrual bleeding. Some sanitary napkins and pads are made with removable strips of paper that reveal adhesive tape that is made to stick to your panties. Other pads have a wrap-around wing that help to hold pad in the panties. Some may also have belt model using the belt napkin is held in the panty.

Material No. 3

![Diagram of how to make a sanitary napkin without sewing.](image)

How to make a Sanitary napkin without sewing?

![Diagram of how sanitary pads look with and without wings.](image)

How sanitary pad looks like with and without wings?
Activity 4: Learning good and bad practices of menstrual hygiene management.

Objective: Participants learn about good and bad practices related to menstrual hygiene management.

Time: 40 minutes

Tools: Group work, discussion and presentation

Materials: flashcards.

Process

i. Divide the participants equally into 4/5 groups. Remember that participants must work within their group.

ii. Distribute flashcards (Material No. 4) to each group so all the group gets all the sets of flash cards.

iii. Let the group have a discussion on the flashcards for 15 minutes and ask them to select good and bad practices of menstrual hygiene management. This will help participants to think about the reasons.

iv. After the completion of the group work one of the participant from each group will be selected to present their flashcards along with their views in front of all. Finally the facilitator explains about the flashcards and the importance of caring health during menstruation

Material No. 4 (Flashcards)

Practices to be improved

- Throwing in the open places where dogs and other animal find it.
- Drying in the damp and dark room.
- Throwing in the pan, not good for toilet environment and sewerage.
- Throwing outside the toilet’s window which is not good for environment.
Appropriate times to change your sanitary napkin/pad (Usually five times a day during menstruation)

Calculating the next menstrual period.

Throwing pad in incinerators.

Incineration of non reusable pads.

Disposing of single use sanitary pad.
Activity 5: How to cure menstrual pains and manage nutritious diet during menstruation

Objective: Participants learn useful ways to beat menstrual pains and have nutritious food during menstruation and shares experiences with each other.

Time: 40 minutes

Tools: Group work, demonstration

Materials: Copy book, sign pens, flashcards (yoga poses)

Process:

i. Place all the participants in a circle and have a discussion on the practices, food or other solution that could reduce or control the menstrual pain.

ii. Then the facilitators’ discusses about two methods of reducing menstrual pain.

Methods 1: Yoga Pose (Material No. 5)

Inform out of below given three asana of yoga (Material No. 5). One or more than one asana can be performed. Have a practical example by asking the participants to perform each asana turn by turn.

Methods 2: Food habits

Discussion about reduction of menstrual pain by following below mention food habits

- Drinking hot water with a little sugar and ginger.
- A diet with low sodium and salt concentration.
- Diet with high amount of fluids.
- Fibrous diet.
- Sufficient fresh fruits and vegetables.
- Diet containing low calcium.
- Diet with low fat and low sugar.
- Iron rich food.

Note:

The participants should know if the pain does not lessen, they should take advice from a health worker or doctor
Material No. 5

Yoga exercises relieve menstrual pains.

Activity 6: Menstrual hygiene management strategies in School

Objective: Participants develop an action plan on how they can introduce/improve a strategy for managing menstruation in school

Time: 30 minutes

Tools: Group discussion, brainstorming, action planning

Material: Newsprint paper, markers/sign pens, flashcards

Process:

i. The facilitator asks the groups of participants to give ideas on how they can make menstrual hygiene a priority issue in school hygiene and sanitation activities and these ideas can be written on the blackboard.

ii. Once the participants have given their list of ideas, they can make an action plans like how to complete them, who is responsible, when they can complete them etc on activities agreed by them on a large sheet of newsprint. This plan of action can be mainstreamed into the main plan of action developed by all the children and can be submitted to the SMC/PTA and Headmaster.

Example of activities:

- Raising funds by the help of child clubs for buying sanitary pads and/or cloths for the girls and storing stocks in charge of female teachers.
- Buying a dustbin with lid for the girl/female’s toilets and/or raise funds for an incinerator.
- Present of hanger in the girl’s toilet to dry sanitary pad/napkins. (Ventilation in the toilet is must for the sunlight)
- Celebrating ‘Menstruation Hygiene’ through the campaign in community level.
- Digging a deep pit for regular disposal and maintainance by a team of girls/peer educators.
- Availability of water, soap and bucket in the girl’s toilet and enough space for washing and drying.
- Campaigning to create better attention on above mentioned points at school/community level.
INTRODUCTION

The main objective of this theme is to involve children in prioritization, planning and implementing water, sanitation, and hygiene education program in school and community and developing processes, tools and materials for the active participation of children.

In the present context, schools plan and conduct some practical activities (defined as extracurricular activities) such as cleaning the school compound, class rooms and toilets, playing games, quiz contests, assay competitions, poem writing, debates, dance competitions etc for students. But student are never participated in school water, health and sanitation activities. In many cases, schools employ a person for cleaning the class rooms and compound. Only in some cases like person unavailability or unaffordable, the students are asked to clean the classroom, school compound and toilets on a rotational basis. Unfortunately cleaning practices of school’s toilets, sewerage and water taps platform is under the shadow. In year 2007, School Water, Sanitation and Hygiene Education research was conducted in certain schools. None of the schools were found involving students while planning the water and sanitation plans and activities.

To involve students, increase their skills and participation, identify and prioritize water and hygiene issues, and make annual plan in school and community. School Water, Sanitation and Hygiene Education program
processes, tools and materials were developed. These proposed processes, tools and materials aims to ensure the students (boys, girls and differently-abled) to actively take part in the development of monthly and annual plans of extracurricular activities particularly water, sanitation and hygiene activities in their schools and communities.

**Note:**

The child club members, Junior Red Cross Circle members or a selected group of 20-30 children if there is no childclub (ensure the representation of boys, girls, and differently abled students) have to take part in the planning process.

**Activity 1:** Discussion on posters

**Objective:** To enable children to identify and analytically understand the differences between a healthy and unhealthy environment of school and community.

**Number of participants:** 20

**Time:** 60 minutes

**Tools:** Posters of the School and Community portraying healthy and unhealthy environment, Comparative evaluation, Discussions

**Materials:** Four different posters (prepared by the artist), Poster (1) Unhealthy School, Poster(2) Healthy School, Poster (3) Unhealthy community, Poster (4) Healthy community, four sheets of newsprint and pens.

**Process:**

i. Divide the class/child club students into two groups, each group with 10/12 participants comprising boys, girls and differently-abled.

ii. Give one group school posters and next group community posters.

iii. The group members are asked to observe the posters carefully and identify the good and bad practices on the posters, have discussion and list down in the table given below.

<table>
<thead>
<tr>
<th>Poster</th>
<th>Good practice</th>
<th>Bad practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>School related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community related</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After completion of the above table with identified good and bad practices. The list is hung on the wall and all the children must have the opportunity to discuss in a plenary and make a correction if require.
Material No. 1
Poster (1) Unhealthy school
Poster (2) Healthy school

Material No. 2
Poster (3) Unhealthy Community
Poster (4) Healthy Community
**Activity 2:** School observation (Field visit)

**Objective:** To enable children to identify the positive and negative aspects of sanitation, hygiene and water of their school by visibly inspecting.

**Number of participants:** 20

**Time:** 90 Minutes

**Tools:** Transect Walk, Presentations and Discussions

**Materials:** Pen/pencils

**Process:**

i. The facilitator explains the objective and the process of the transect walk.

ii. Participated children are divided into 4 groups as follows:
   a. Group 1: Mixed with girls and boys (total 5/6 in a group)
   b. Group 2: Mixed with boys and girls (total 5/6 in a group)
   c. Group 3: Girls' only (total 5/6 in a group)
   d. Group 4: Boys only (total 5/6 in a group)

iii. The following mention task is given to each group for the observation.
   a. Group 1: Class rooms and school compound.
   b. Group 2: Water and drainage facilities.
   c. Group 3: Girls' toilets.
   d. Group 4: Boy's toilets.

iv. Before the observation each group is asked to make checklists on the basis of their task. After the field observation all the groups should gather in the class room and each group present/list out both the positive things and things to be improve.

v. Finally, discussion is held and all the participated children have signature on points they finalized in the list after the discussion.

**Activity 3:** Community observation (Field visit)

**Objective:** To enable children to identify the positive and negative aspects of sanitation, hygiene and water of their community by visibly inspecting.

**Number of participants:** 20

**Time:** 90 Minutes

**Tools:** Transect Walk, Checklists, Presentations and Discussions

**Materials:** Pen/Pencils

**Process:**

i. The same previous four groups will be involved in the community observation. And below mention tasks are given
   a. Group 1: Boys and girls: Environmental water and sanitation situation.
c  Group 3: Girls: Personal hygiene of girls and women.
d  Group 4: Boys: Personal hygiene of boys and men.

ii. Before the field visit each group is asked to make a checklist.

iii. After the completion of visit, all the groups should submit the report about positive things and things to be improve on above mention subjects.

vi. Finally, discussion is held and all the participated children have signature on points they finalized in the list after the discussion.

**Activity 4: Identifying activities related to Water, Hygiene and Sanitation**

**Objective:** To enable children to identify the activities those need to be launch in their school and community and be able to prepare a comprehensive list.

**Number of participants:** 20

**Time:** 90 minutes

**Tools:** brainstorming small group of the participants by closing eyes.

**Materials:** Paper and pen, 3 paper boxes.

**Process:**

i. Groups that involved in school and community field visit should be selected for the participation. They are asked to close their eyes for 2/3 minutes and allow thinking about the factors/activities helpful to improve the school and community situation respectively. All the groups should think about their given respective task only.

ii. After closed-eye brainstorming, they are asked to open their eyes and write down the possible activities in their copies or in a small piece of paper/meta cards.

iii. Three paper boxes label as ‘Dust Bin’, ‘School Box’ and ‘Community Box’ are placed in front of the classroom. Activities observed during the school and community field visit are listed one by one in the piece of paper and voted in the respective boxes. Activities referring community are drop in ‘Community Box’ and school activities in ‘School Box’. If some activities are repeated, the repeated ones are drop in ‘Dust Bin’.

iv. After voting, all the voted activities are written down and submitted to the chairperson of the child club/JRC.

v. Finally, chairperson asks one by one to read out the activities in front of all on a rotational basis. Have a discussion and all the participants have signature in the prepared finalized list.

**Note:**

Brainstorming of participants with closed eyes will help to express their ideas easily and without hesitation.
Activity 5: Prioritization of Activities

Objective: To enable children to prioritize their listed activities according to their importance.

Number of participants: 20

Time: 60 Minutes

Tools: Prioritizing/Ranking, Discussions

Materials: At least 20 beans/maizes/pebbles to each participant, Activities written chart, pocket chart.

Process:

1. The facilitator shares the objective and the process of Activity 5.
2. Explains how to rank and prioritize the activities.
3. One of the participants writes the activities referred to school on outside of the pocket chart.
4. At least 20/20 beans/maizes/pebbles are provided to each participant.
5. If one of the referred activities is the best one, place 4 beans/maize/pebbles against that particular activity. Likewise for second priority place 3 beans/maizes/pebbles, 2 beans/maizes/pebbles for third priority and 1 bean/maize/pebble for forth priority.
6. Beans/maize/pebbles can be place secretly or in groups.
7. Once everyone votes for all the activities, number of beans/maizes/pebbles voted for the each activity is added. Then according to the number of beans/maize/pebbles received activities are placed in priority order.
8. Apply the same process for prioritization of community activities and finally all the participants have signature on work they have finalized.

Material No. 3

Prioritizing

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Activities</th>
<th>No. of Beans</th>
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<tbody>
<tr>
<td></td>
<td>Presence of fresh water source in the village.</td>
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<td></td>
<td>Organizing quiz contest on water, health and sanitation subjects in school.</td>
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<td></td>
<td>Campaigning awareness about vaccination in the community.</td>
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<td>Celebration of World Child Day.</td>
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<td>Planting trees in the compound of school and bare land of village.</td>
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<td></td>
<td>Conducting program for the children and adults to aware the importance of</td>
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<td>using hands after the use of toilets and before taking food.</td>
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<td>Performing activities involving child club, mother’s group or other group</td>
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<td>in awareness campaign of making toilet in each house.</td>
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<td></td>
<td>Performing activities on the child marriage, child protection and child</td>
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<td></td>
<td>labor exploitation.</td>
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<td></td>
<td>Community steps in the admission of children in the school.</td>
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</table>
Activity 6: Jointly with SMC/PTA, teachers and staff, the school children prepare an Annual Plan

Objective: To enable school children to prepare an annual plan from jointly SMC/PTA, teachers and students listed activities with consideration of their school calendar.

Number of participants: 20

Time: 20 minutes

Tools: Listing of the considerable factors, discussions, preparation of a plan in groups.

Materials: List of prioritized activities (already prepared by students), School’s annual operational plan, School’s Yearly Calendar, News print, White paper, Pens and Sign pens.

Process:

i. The child club chairperson reads out the prioritized list of school and community activities (listed in Activity 4) separately in front of the SMC/PTA and teachers. This list can also be read out by hanging on walls in large paper.

ii. If some of the activities are not possible to implement, reasons behind is discuss and if require drop them from the list. But the student should agree the decision.

iii. After selecting the school level and community level activities. Discuss about the appropriate/applicable time. Below mention things should be taken into consideration while setting up the time.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Considerable factors in school</th>
<th>S.No.</th>
<th>Considerable factors in community</th>
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<tbody>
<tr>
<td></td>
<td>Monthly test</td>
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<td>Planting and harvesting time</td>
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<td>Examination time</td>
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<td>Festivals</td>
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<td>Summer and winter vacation</td>
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<td></td>
<td>Festivals/ holidays</td>
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<td>School day, Saraswoti Puja</td>
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Annual/ Monthly Plan

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If some activities are to be performed weekly, table can be made in the following way.

**Weekly Plan**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
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vi. At the end all the participants have signature on activities they have finalized.

### Ten important sanitation points for Model School

a) Personal cleanliness
   - Washing of hands with soap and water.
   - Use of toilet.
   - Cleaning of body and cloths.

b) Toilet management
   - Two different toilets for boys and girls.
   - Separate toilet room for defecation and urinals for urination.
   - Available of toilet cleaning materials and liquids.
   - Use of toilets and regular cleaning/flushing.

c) Water management
   - Taps with platform for drinking water.
   - Permanent tools for placing soaps and towels.
   - Appropriate management of drainage for waste water.
   - Proper use of taps, platform and drainage and their cleanliness.

d) Class room and its surrounding
   - Regular cleaning of class room and surroundings.
   - Digging pit to throw the waste.
   - Building fence for protection of the surrounding.
   - Dust bin and door mats to manage the dust in the class room.

e) Child club or group formation
   - Right representatives of boy or girls in the child club or group.
   - New and creative activities.
   - Active participation in national festivals.
   - Involvement in other activities/program/functions.
· Energetic participation in school service area like building toilet.
· Helping and encouraging friends in the study.

f) Child friendly environment
· Toilets, taps and platform should be child friendly
· Participation of students in all the school activities like identifying problems, analysis and in work.
· Available of primary health checkup and sanitation facilities.
· Store room for the storing stationary, books and games material, its proper use.
· Pleasant learning practices.
· Available of constructive sanitation and health education.

g) Maintenance and preservation
· Raising fund for maintenance and preservation of taps and toilets.
· Accessibility of tools and equipments.
· Administration of schools rule and discipline.
· Activities adjacent to other environmental sanitation.

h) Monitoring and evaluation
· Essential supervision and regular relevant programs.
· Figuring out toilets and community.
· Regular re-monitoring.
· Regular re-evaluation.

i) Documentation
· Annual work plan preparation.
· Citations of new and creative activities like stories.
· List of decision maker of meeting/conference.
· School rules and regulations.
· Accessibility of suggestion board.

j) Other
· Active participation of school teachers and staffs.
· Active participation of SMC, PTA, constitutional and other existing groups.
· Participation of other NGO and INGO.
· Active involvement of community in service area and environmental sanitation.
INTRODUCTION

In our communities (urban, semi-urban and rural), most of the HM, SMC and PTA groups have limited knowledge and information about “User Friendly” water and sanitation facilities. The available facilities are not sufficient for all students. In addition, most of the sanitation facilities, study places, drinking water facilities and playgrounds are not friendly for physically disabled students and menstruating girls.

The government and other donor agencies have been trying to address gender needs and child friendly concepts in school facilities. However, due to a low budget and non-advancing technologies and knowledge, schools are not able to meet the actual requirements of students. Moreover authorized responsible personnel also lack adequate knowledge and skills on SWSHE.

Activity 1: Identify model school facilities and other extra-curricular activities

Objective: Headmaster and SMC/PTA members have knowledge about model school facilities and importance of extra-curricular activities.

Time: 60 minutes

Tools: Brainstorming
Materials: Card board paper or newsprint paper, marker pens or chalk, white board or blackboard, ten pictures of model school (flashcard or Philip chart)

Process:

i. Facilitator asks a question for brainstorming: “What do you understand by water and sanitation facilities for a Model School?”

ii. Participants note down the views in newsprint paper/blackboard/whiteboard and after compilation, one of the participants reads it out.

iii. Then the facilitator shows ten pictures (Supporting Materials No. 1) of model school to the participants and let them to have a discussion on those pictures.

iv. After discussing facilities, new things seen in the pictures will be note down in the copies.

v. Finally, a discussion on the various types of suitable facilities of school is carried out.

Supporting Materials No. 1

Ten pictures of Model School

Flashcard One- Personal Hygiene
Flashcard Two- Toilet Management

Flashcard Three- Water Management
Flashcard Four- School classroom / compound
**Activity 2:** Identify child, gender and differently-abled friendly features in school

**Objective:** Headmaster and SMC/PTA members have knowledge about child, gender and differently-abled friendly features in school.

**Time:** 60-90 minutes

**Tools:** Group discussion, Site observation

**Materials:** Flash cards, four stories

**Process:**

i. Facilitator discusses key features of child, gender and differently able friendly facilities for conceptual clarity and common understanding.

ii. The facilitator divides the participants into two groups and provides a set of Flash Cards (Supporting Materials No. 2) to the participants so they can classify right and wrong facilities.

iii. After completing the task, each groups are ask to present the right and wrong facilities classified by them.

iv. After the presentation the facilitator clarifies about inclusive facilities.

This activity will help to sensitize participants about child, gender and differently-able friendly sanitation facilities.
i. After completing the presentation and discussion the facilitator asks participants, to visit outside the classroom in the groups and observe the outside situation.

ii. After observation participants are ask to make a list on the available facilities whether child, gender and differently-able friendly or not

iii. After the list is made a short discussion is held and the facilitator provides the required assessments.

**Supporting Materials No. 2**

Acceptable and unacceptable pictures of Model School Water, Sanitation and Hygiene Education
Stories

Supporting materials No: 3

Facilitator asks the students to read the stories in the group and answer the question. This activity helps student identify the CGD friendly facilities in the school.

**Story one: Menstrual hygiene**

Maya has a stain of blood on her skirt due to menstruation. Her classmates, particularly the boys, started laughing and made fun of her. She noticed the stain and felt uncomfortable and went to the toilet to change the pad. Unfortunately, there was neither water nor provision to throw the pad. As there was no alternative solution, she simply left the school without informing anyone in order to stay away from further embarrassment.

**Questions for discussion**

What does this story tell you about the school?
What did Maya feel?
What could have helped Maya cope with the situation?

**Story two: Diarrhoea**

Mohan is the student of grade five at Saraswati Lower Secondary School, Kavre. He is always eager to participate in the school activities. He was looking forward to participate in the special program organized by the school, each Sunday. Last Sunday morning he came school in a good condition, but suffered with diarrhoea during the afternoon. He searched for a first aid kit in the office and found a few sachets of Jeevan Jal. There wasn’t facility of pure drinking water and moreover the toilets were useless and dirty in the school. So, he wasn’t able to take Jeevan Jal as well as felt awkward to use the toilet. Finally, though Mohan had wished to participate in the program, he returned home with his sister.

**Questions for discussion**

Why could Mohan not participate in the School program?
What was Mohan’s problem?
Could such a problem occur in the future with other students?
What could help Mohan to stay in the school for a longer period?
Story three: Drinking water taps

Sunita studies in the Navajyoti Primary school. The water taps available in the school are situated at a high height. So, whenever she feels to drink water she needs help of a friend taller than her. One day, her elder brother was helping her; the tap was tight, broken and not functioning well. Her brother couldn’t open the tap at once. Then both of them tried to open the tap but Sunita fell down and hurt her head and left hand. Immediately her brother informed the Headmaster but there wasn’t a first aid kit available in the school.

With the help of the teacher, her brother took her to the primary clinic.

Questions for discussion

What did you learn from this accident?
Why does Geeta need others help?
What could help Sunita and other children to drink water from the tap?

Story four: Use of toilet and privacy

A nice school building and toilets were built in Rama’s village. Rama also used to study in the same school, because it was nearby her house. There were separate toilets building with urinals facility for both the girls and boys. One day, a lady from a supporting organization was heading towards school for monitoring and evaluation. She saw Rama and a few other girl students urinating in the hidden side of the road. Next day, when Rama came to the school, she saw all the teachers and students having interaction program about the proper use of the newly built toilet and other facilities. Interaction was held separately for girls and boys. Rama also participated in the interaction. During the interaction program Rama informed due to lack of privacy because the toilet ventilation was located in the inappropriate place and easy for others to peep, she along with other girl students felt unsecure to use the new toilets and has been using a hidden side of road for defecation.

Questions for discussion

Why did Rama and her friends not use the school’s toilets?
Do they (Supporting/involve organization) involve you in the design process of the facilities?
What would you suggest, if you were participated in the design process?
Activity 3: Supporting students in making plans

Objective: Headmaster and SMC/PTA members have knowledge about importance of supporting students in making plans.

Time: 60-90 minutes

Tools: Open discussion, Group discussion

Materials: Activity 1 procedures

Process:

i. The facilitator or student representative presents the weekly, monthly and annual plans of school and community, previously identified and prioritized by the students in front of participated SMC/PTA, teachers and headmaster.

ii. The SMC/PTA participants have a discussion on prioritized activities, like which activity is relevant and which one irrelevant.

iii. Relevant activities are kept on considering while discussion is held on irrelevant activities to find the reason for it's irrelevancy.

v. If some activities are not listed by students but are relevant to the school, than discussion is carried out with students and that activity if needed is place in the list.
Activity 4: Identification of resources and fund raising plan

Objective: To help Headmaster and SMC/PTA members to identify resources and in raising funds to accomplish the plan.

Time: 60 minutes

Tools: Open discussion, Group discussion, Stakeholder Interest Analysis Template

Materials: List of activities prepared jointly by students and SMC/PTA.

Process:

i. The facilitator explains the importance, purpose and requirements needed for mobilizing local resources and fund raising for SWSHE activities.

ii. The participants are divided into 3 groups.

iii. Provide each group with list of activities prepared jointly by students and school management.

v. Each below mention group are allowed to identify below mention respective task

<table>
<thead>
<tr>
<th>Groups</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 (men)</td>
<td>Local resources</td>
</tr>
<tr>
<td>Group 2 (women)</td>
<td>Stakeholders resources</td>
</tr>
<tr>
<td>Group 3 (mixed)</td>
<td>External resources</td>
</tr>
</tbody>
</table>

Supporting materials No. 4

Evaluation form

<table>
<thead>
<tr>
<th>Activities</th>
<th>local resources</th>
<th>Stakeholder resources</th>
<th>External resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Activity 5: Planning for Continuity and Sustainability

Objective: To help Headmaster and SMC/PTA members to plan the methods of maintaining the continuity and sustainability of program.

Time: 60 minutes

Tools: Open discussion, group discussion

Materials: Meta Cards, Flipchart of summarized Points

Process:

i. Facilitator explains the importance of continuity and sustainability of SWSHE in schools as it is the backbone and foundation of a healthy environment for children’s health and education.
ii. Perform brainstorming to identify the strategies or factors to sustain the school, and community level activities.

iii. Once the factors and strategies are identified, discussion is held on how the factors or strategies are applied.

v. Finally, commitment is made on a written piece of paper by having a signature or a thumb stamp (for those who are illiterate).

**Activity 6: Effective implementation of the plan developed by the children**

**Objective:** To help Headmaster and SMC/PTA members to implement effectively the plan developed by school students.

**Time:** 60 minutes

**Tools:** Open discussion, group discussion

**Materials:** Newsprint paper and Color pens

**Process:**

i. Facilitator asks the participant about their involvement in the implementation of any school level planning in the past. If they were involved, what were their roles in the implementation?

ii. Then school children’s plan of action will be presented to the HM/SMC/PTA by student representatives. (After presentation don’t forget to thank the students)

iii. Open discussion on plans developed by the school is held.

iv. After a discussion, the participants are divided into two groups.
v. Facilitator asks each group to identify the possible support to be given by SMC/HM/PTA/Teachers for the effective implementation of the children’s plan and list those supports on newsprint.

vi. Facilitator asks the two groups to discuss on the following topics:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 (mixed)</td>
<td>Community level activities</td>
</tr>
<tr>
<td>Group 2 (Mixed)</td>
<td>School level activities</td>
</tr>
</tbody>
</table>

vii. During group discussion, facilitators ask them how they can support in each and every activity that is planned by the students. Some of examples of supports are:

- Advice
- Financial contribution
- Local resource mobilization
- External resource mobilization
- Regular meetings and visits
- Rewards and appreciation
- Direction
- Ensuring child friendly, gender friendly and differently-abled friendly features and facilities.

viii. Finally, facilitator asks each group to present their points in a plenary.

**Activity 7: Monitoring and evaluation**

Regular monitoring decides whether the program activities are carried out as planned or not. If constraints and deviations are identified with the help of monitoring and evaluation, immediate actions are taken to correct or solve.

Monitoring the implementation of SWSHE activities implies finding out, first, whether planned activities are carried out or not and secondly, whether the output of our activities is of the required quality.
Therefore the objective of this activity is to take the corrective measures and improve the quality of the outputs and to maintain a reporting system and documentation of lessons learned, case studies and successive stories.

**Objective:** Headmaster and SMC/PTA members have knowledge about importance of monitoring and evaluation.

**Time:** 60 minutes

**Tools:** Open discussion, Group work

**Materials:** News print paper, card board paper, marker pens and pencils.

**Process:**

i. The participants are divided into the two groups, group 1 and group 2.

ii. Brainstorming of divided groups on the monitoring indicators that might be follow up by the HM/SMC and PTA is perform.(Given in below table)

<table>
<thead>
<tr>
<th>Groups</th>
<th>Monitoring Indicators</th>
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<tbody>
<tr>
<td>Group 1</td>
<td>School related activities</td>
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<tr>
<td>Group 2</td>
<td>Community level indicators</td>
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</tbody>
</table>

iii. Once groups decide some indicators and if the following below mention indicators are not present then those can be added by having discussion.

<table>
<thead>
<tr>
<th>Monitoring indicators obtained from the group discussion</th>
<th>Additional monitoring indictors</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>· Students’ participation and initiation in identifying activities and plan of action</td>
</tr>
<tr>
<td></td>
<td>· Gender friendly, child friendly and differently-abled friendly facilities and approaches situation</td>
</tr>
<tr>
<td></td>
<td>· Students take part in decision making in overall designing and using WATSAN facilities</td>
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<tr>
<td></td>
<td>· Girls and boys and disabled students will have equal participation in all the decision making processes, training and any other program activities</td>
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<tr>
<td></td>
<td>· All the decision making minutes and documentation are properly recorded, updated and maintained.</td>
</tr>
</tbody>
</table>

i. Monitoring indicators prepared by the participated groups are discussed and finalized.

ii. When the final indicators for monitoring are decided on, groups are asked to make a schedule of monitoring separately for community and school.

iii. On the basis of the prepared monitoring schedule, school monitoring visit is done.

iv. Participants are asked to prepare a monitoring and evaluation report after each meeting and visit.

v. Finally an agreement signature of all the participants on the indicators and schedule prepared is taken.
Theme 5

Involving Children, Teachers, Staff and SMC/PTA in designing and construction of Child, Gender and Differently-Abled Friendly Facilities in the School

Facilitators: Engineers

Participants: Child group/club, Headmaster, Teachers, School Mananaging Committee/ Parents Teachers Association SMC/PTA, and the school staffs.

INTRODUCTION

Active involvement of the users is essential in all phases of the water, hygiene and sanitation design process. In most countries, standardized designs are used for water and sanitation facilities in schools in low costs also. This can be a good solution, but applying a standard design too rigidly can lead to ignoring specific local pre-conditions and needs of the users. In general, when properly coached and guided, potential users are perfectly able to assess their existing practices and find solutions for their own needs. Their involvement during the design stage of hygiene, sanitation and water facilities will lead to better solutions and these solutions will be accepted by all.

The facilitators should always remember that the child, gender and differently-abled friendly water and sanitation facilities are very essential because:

a) Children spend 6-7 hours a day in the school.

b) Children are the agents of change (School learning to family than to community).

c) Children are most vulnerable to the environmental hazards and severely affected.

d) If the child friendly facilities exist in the school, it will have many positive effects on student’s academic performance, physical and mental growth, attitude and behaviors.

Special emphasis should be given in involving the children, their's families (men and women, rich and poor) and the teachers in making decisions regarding design and construction of their water, sanitation and hand washing facilities. This builds up a strong sense of ownership. It helps to ensure good use and maintenance of facilities, including the continuous community contributions. If such facilities designing, construction works and maintenance are according to the participatory planning processes and concerns environmental conservation than those facilities, will be hygienic and safe to use and can be sustained and maintained by the schools themselves.

The concept of ‘user friendly’ [child, gender and differently-able] in the planning and design of water and sanitation facilities in schools in Nepal is new and the concerned key stakeholders [Child clubs, Students, Teachers, SMC and PTA] are not very aware of these issues. Hence in the first it is essential to build an ‘Awareness’ and a ‘Realization’ of these issues. Moreover, though the basic concept of child friendly water and sanitation facilities is universally the same, its conception and adaptation varies based on the local culture, context and climate. Finally the need, perception and background also differ between the adults and children.
In order to build the awareness and realization among the key concerned stakeholders, the following steps should be carried out sequency by using the specified tools and materials.

Three different essential qualities of child, gender and differently-abled friendly water and sanitation facilities design are:

a) Planning and design
   
   Appropriate locations for both the boys and girls, interactive spaces that stimulate children’s learning and development, enough capacity and minimal waiting time, appropriate dimension and features for children, environmentally friendly and seismic resistant.

b) Operation, maintenance and preservation
   
   Affordable cost without compromising quality, operation and maintenance plans.

c) Participation in design and operation
   
   Participation of children, teachers, staff, SMC/PTA and communities, fulfillment of gender and differently-abled needs and roles, change in hygienic behavior

<table>
<thead>
<tr>
<th>Activity 1:</th>
<th>To understand existing knowledge of Child friendly water and sanitation facilities</th>
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</thead>
</table>

**Objective:** To know the general perception and level of understanding of Child friendly water and sanitation facilities among the key stakeholders.

**Time:** 30 minutes

**Tools:** Group division, discussion

**Materials:** Black board, copies, pencils etc

**Process:**

i. Facilitator divides all the key participants (children, teacher, SMC/PTA, community members) into 4 groups based on gender and age, male/female (adults) and boy/girl (children). This is especially important as, for example, specific issues between females need to be discussed together such as menstrual hygiene.

ii. In the groups, all participants are asks to write at least two ideas on what they think about child, gender and differently-abled friendly water and sanitation facilities in school and what type of water and sanitation facilities would need to be constructed in a good school.

iii. Alternatively, instead of writing, open brainstorming exercise can also be done if the SMC/PTA members are illiterate. The facilitator should note the ideas of the groups on news print paper.

<table>
<thead>
<tr>
<th>Activity 2:</th>
<th>To understand Child, Gender and Differently-able Friendly Water and Sanitation facilities</th>
</tr>
</thead>
</table>

**Objective:** To share the latest knowledge of child, gender and differently-able friendly facilities.

**Time:** 45 minutes

**Tools:** Sharing flash cards [separating bad and good practices] in small groups and sharing in a plenary

**Materials:** Different sets of colored flash cards Material No.1 [portraying bad and good examples of water and sanitation facilities in school], News print paper, Sign pens, Masking tape, chalk board, chalk, etc
Process:

The facilitator divides the participants into 2-3 groups depending on the number of participants and the time available. Each group will be given a set of colored flash cards (Material No.1) showing good and bad examples of facilities. Each group will have discussion on those flashcards for 15-20 minutes and separates the good and bad examples, than all have discussion in combine.

One participant from each group describes the good and bad examples with the help of flashcards (Material No.1) along with examples.

Material No. 1
Activity 3: Consensus building and prioritization of water and sanitation facilities in school

Objective: To identify priority needs when designing water and sanitation facilities in school.

Time: 60 minutes

Tools: Plenary discussion for identifying the facilities, prioritizing them through voting and other exercises

Materials: News print, marker pens/sign pens, pockets for voting or voting sheet

Process:

i. The facilitator gives each participant a piece of newsprint paper or card and ask them to list down important sanitation facilities required for the school.

ii. After 10-15 minutes, the facilitator collects all the ideas on paper and writes them on a large piece of newsprint paper, without repeating the same ideas. (Or ask a volunteer to write them down)

iii. Once the ideas are written down, the facilitator asks the participants for any comments/suggestions based on the list. Based on the ‘Standard Checklist of International Practice on Sanitation’, the facilitator can clarify any confusion over points made by participants and intervene if there is any conflict so the group can more easily reach consensus.
iv. As all listed facilities/ideas are not possible to construct in a school based on limitations of budget, site and other practical reasons, prioritizing them is essential. A simple method like vote out of appropriate idea is done. For example, the facility for drinking water can have many priorities such as the quantity of taps, the size of taps etc.

v. So, the participants are asked to vote on each idea/facilities identified in the group and the ranking of priorities will be fixed based on the total number of votes gained. Voting is done using pieces of paper or individually raising hands.

**Material No. 2**

Sample of a voting chart

<table>
<thead>
<tr>
<th>Facility</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinking water</td>
<td></td>
</tr>
<tr>
<td>Toilet</td>
<td></td>
</tr>
<tr>
<td>Urinals</td>
<td></td>
</tr>
<tr>
<td>Hand washing facility</td>
<td></td>
</tr>
<tr>
<td>Foot washing facility</td>
<td></td>
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<tr>
<td>Dumping site</td>
<td></td>
</tr>
</tbody>
</table>

**Site and Facility Selection**

During planning the activities, students and SMC/PTA and Headmaster identify the needs of water and sanitation facilities. This exercise is applicable only if the school needs water and sanitation facilities.
Activity 1: Site Selection

Objective: To identify the site for building water and sanitation facilities and identify the requirements of each facility.

Time: 90 minutes

Tools: Group discussion, Brainstorming and Plenary discussion

Materials: Site plan, News print, Sign Pen, Masking tape or Thumb pins

Process:

i. The facilitator divides the participants into 4-5 groups and ensures there is a separate group for females and girl students.

ii. The facilitator explains the participants about their task i.e. choosing site for construction and the below given major aspects to be consider while choosing site:
   · Linkages between the toilet block, drinking water facility with the rest of the school facilities such as the main school building, playground and so on.
   · Privacy
   · Security
   · Easily accessible for disabled persons.
   · Usable for outsiders too.
   · Drainage in case of water facilities.
   · Reasons for selecting that appropriate site.
   · Consequences or impacts (both positive and negative) for locating the proposed toilets. (or drinking water facility)

iii. Each group is given one sheet of newsprint paper that already shows all existing blocks as well as the site boundary and asked to develop their own design.

Note:

As all the participants will not be able to draw their ideas as technical drawings, they can express their views using pencil or pen for drawing, using wooden blocks or writing a statement.

vi. After 40 minutes, one member from each group presents their site selection scheme in a plenary by highlighting why they chose their design and what are the consequences and impacts of their design.

Note:

The ‘good aspects’ of design receive from each group should be noted by the facilitators in a paper and thank the groups for their effort and to acknowledge everybody’s contribution, to enhance a sense of ownership.
Activity 2: **Finalization of water and sanitation facility requirements and their specific area allocation**

**Objective:** To decide required water and sanitation facilities and their specific area location in consultation with the stakeholders.

**Time:** 80 minutes

**Tools:** Different sets of standards, clear situation of the existing facilities including area of land, total number of students [boys and girls], teachers and staff

**Materials:** Standard chart, papers, marker pens/sign pens

**Process:**

i. Once a final location for water and sanitation facilities is finalized in coordination with the key stakeholders, the facilitator puts up a list of the number of teachers (male/female), students (boy/girl and differently) on a large sheet of paper, so all the participants can see.

ii. Then the facilitator as mention in below table divides the participants into groups and give the task.

iii. The tasks given to the groups might be as follows:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: Male: SMC/PTA</td>
<td>• Water and sanitation facilities,</td>
</tr>
<tr>
<td></td>
<td>• Hand hashing facilities,</td>
</tr>
<tr>
<td></td>
<td>• Disabled facilities.</td>
</tr>
<tr>
<td>Group 2: Female: SMC/PTA</td>
<td>• Water and sanitation facilities,</td>
</tr>
<tr>
<td></td>
<td>• Hand hashing,</td>
</tr>
<tr>
<td></td>
<td>• Disabled facilities,</td>
</tr>
<tr>
<td></td>
<td>• Menstrual hygiene management.</td>
</tr>
<tr>
<td>Group 3: Student(girls)</td>
<td>• Water and sanitation facilities,</td>
</tr>
<tr>
<td></td>
<td>• Hand hashing, disabled facilities,</td>
</tr>
<tr>
<td></td>
<td>• Menstrual hygiene management.</td>
</tr>
<tr>
<td>Group 4: student(boys)</td>
<td>• Water and sanitation facilities,</td>
</tr>
<tr>
<td></td>
<td>• Hand hashing facilities,</td>
</tr>
<tr>
<td></td>
<td>• Disabled facilities.</td>
</tr>
</tbody>
</table>

**Things to be remember**

- Will there be a single toilet for both teachers and students or have separate one?
- What facilities should be accessible for gender specific needs and differently able specific needs, hand washing purposes, menstrual hygiene management etc?

- Is there a budget available for all these facilities?
iv. Either open or group discussion (question and answer) or brainstorming exercise is held after the completion of task.

v. Once the groups share about types of facilities needed and its construction site in meeting/group discussion. The facilitator thank participants for their efforts and prepare a list on facilities location and its area coverage based on possible suggestions pointed out by participants and the standard chart.

---

**Planning and Design - Selecting the Best Options**

**Activity 1:** Planning and designing options, layout, material selection and construction technology

**Objective:** To receive suggestion and feedback on planning and design scheme from the participants.

**Time:** 60 minutes

**Tools:** Group discussion, Brainstorming and discussion on the Design scheme

**Materials:** News print, Wooden blocks, Marker pens/Sign pens, Masking tape or Thumb pins

**Process:**

i. The facilitator divides the participants into 4-5 groups, depending on the total number of participants. While grouping, it is important to have different group of girls and females representative (SMC/PTA)

ii. Each group is asked to prepare a layout of the toilet facilities taking into consideration of defecation pan, urinal and hand washing facilities.

iii. While making layouts, followings things are consider:

   - Defecation rooms,
   - Urinals,
   - Hand washing facilities,
   - Special facilities for disabled,
   - Menstrual hygiene facilities.

**Note:**

The facilitators should inform about the environment and nature friendly tools and methods to the participants. It is also important to aware participants about the energy conservation and earthquake resistant.

iv. The participants can use at least 3 different techniques to explain their designing such as drawing maps, using wooden blocks or through written statements. Sometimes all the 3 techniques can be used together.

v. After the groups have designed their facilities, they can present their designs to each other through discussion. The facilitator should encourage raising questions within groups so groups can judge the strong and weak aspect of their work and easily settling the problem.

vi. The final appreciable design schemes are prepared by compiling together the appropriate design options received from the participants. If necessary, the facilitator can also invite a technical person to evaluate the design schemes as well as assist in preparing the best option.
The finalization of the best option design does not mean the end of the planning exercise. The most challenging job is implementation of the finalized option in the field. In some cases, the design and detailing has to be slightly modified to suit the construction site. Sometimes, unforeseen situations shall arise during the construction phase which shall not be apparent during the planning and design phase. Moreover, the daily operation and maintenance is equally important as best illustrated by the existing situation of even well designed toilets and sanitation facilities in many schools.

Special Note:
During the construction phase, whether the size of pan, height of the taps etc are relevant to the students of different ages/sizes/heights or not should be examine by field practical with representative student and only facilities should be fitted.

Activity 1: Construction, supervising and monitoring

Objective: To raise the awareness on need of supervision and monitoring during the construction process and necessity of daily operation and maintenance.

Time: 60 minutes (1 hour)

Tools: Group discussion, Brainstorming

Materials: News print, Sign pens
Process:

i. The participants are divided into four groups, having at least one group of girls/females only.

ii. Each participant is given a piece of paper and asked to write down what aspects of construction activities they would like to supervise and monitor. They will be provided with the different aspects of construction to be monitor, which are as follows:

<table>
<thead>
<tr>
<th>Facilities under construction</th>
<th>Gender friendliness (privacy, security, etc)</th>
<th>Child friendliness (Height, size, etc)</th>
<th>Disabled friendliness (size, access, ramp, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand washing facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menstrual hygiene facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

iii. After 15 minutes, the facilitator asks one volunteer from the group to write down all the selected sites participants willing to monitor without repeating them on a big piece of newsprint.

iv. Then, the participants prepare methodology checklist of monitoring and supervising the construction site. The participants along with students, SMC and PTA members, form the committee. The formed committee if necessary can take a decision to appoint technical person from outside not only to supervise and monitor the construction site but also to ensure/maintain quality.

v. The participants have to visit the construction sites at least once in a week to ensure/examine whether the construction work is according to the prepared check list or not.

vi. The participants may also monitor fixtures and fittings of defecation pan, taps, soap tools etc in the field to ensure whether child, gender and differently-abled friendly needs are followed during the construction or not.

Note:

It is important to have female representative from student and SMC/PTA sides in the monitoring committee. So that the menstrual hygiene management and others female associated requirements can be monitor.

Activity 2: After the completion of construction, supervision and monitoring of the operation and maintenance

Objective: To raise awareness on need of effective operation and maintenance of the facilities.

Time: 60 minutes

Tools: Group discussion, Brainstorming

Materials: News print, Sign pens, etc
Process:

i. As in the previous activities, the participants are asked why it is important to effectively operate and maintain the water and sanitation facilities. Their ideas are noted down by a volunteer on a piece of flipchart paper.

ii. Similarly, the facilitator also asks the participants about the efficient way of constructed facilities operation and maintenance after the completion of the construction work. And once again their ideas are noted down.

iii. Finally, facilitator explains the importance of formation of a monitoring team involving representatives of students; SMC/PTA (male and female) and committee responsibility like ensuring the availability of sanitary items such as soap, buckets, jugs, towels, special wash basin for girls menstruation etc along with facilities, collecting the funds while making the school annual plan. This will help in better operation of the facilities and maintenance in time.

Note:
Since the child, gender and differently-able friendly concept is new. So, after the completion of construction of facilities it is important to have orientation program and notify the right way of operation and maintenance.
Annex

Entertaining games and jokes

Before and during training sessions, it is good to introduce entertaining games and jokes. Jokes and games are great for bringing energy back into the group. Facilitators use games/jokes for a variety of different reasons like helping people to get to know each other, increasing energy or enthusiasm levels, encouraging team building or making people think about a specific issue. When people look sleepy or tired, energizers can be used to make people energetic and boost up with enthusiasm. Entertaining games can also help people to think creatively and laterally. Facilitators should pick and choose appropriate games or jokes that are suitable for a specific training or workshop. Following are examples of few energizers that can be used during trainings:

Hello! Hello! Juggling Ball Game

Time: 15 minutes

Objective: To introduce each other in the group

Everyone stands in a closed circle (If the group is very large, you can make 2/3 circles). The facilitator starts by passing a ball to someone in the circle, saying his/her name while passing it. Everyone say their name while passing the ball. Catching and passing the ball in the circle continues. Each person must remember name of people from whom they received the ball and to whom they pass it. The process of passing and catching should keep on, introducing one or two more balls, so the process of passing several balls at the same time may be enjoyable to remember the name.

Names and Adjectives

Time: 5-10 minutes

Objective: To remember names in a group

Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as the person’s name. For example “My name is Anita and I am Amazing” or “My name is Suman and I am Silly”. As they say this, they can also mimic an action that describes them.
Coconut game

Time: 5 minutes

Objective: Physical activity

The facilitator shows the group of participants how to spell C-O-C-O-N-U-T by using full movements of the arms and the body. All participants then try this together.

The Animal Game

Time: 10 minutes

Objective: To divide one group into smaller groups

This game helps divide a large group into smaller groups. Make slips of paper for each member of the group and on each piece of paper write the name of different animals. You can write the names of animal on the basis of number of smaller groups you want to make. Hand the papers to the participants in a circle, telling them not to show to others. Ask them to make the noises of the animals and try to find the other animals in their group.

Get Up, Sit Down!

Time: 5 minutes

Objective: Physical Activity

Give each participant a number (several participants can have the same number). Then tell a story that involves lots of numbers- when you say a number, the person with that number has to stand up.