

The

# ABC

of Water,  
Sanitation &  
Hygiene (WASH)  
improvement  
in

# SCHOOLS

Under the Urban Water  
and Sanitation for Health  
(WASH) Alliance

asal

AHMEDABAD SANITATION ACTION LAB





## Ahmedabad Sanitation Action Lab (ASAL)

The Ahmedabad Sanitation Action Lab (ASAL), a three year action research program (2014-2017) was undertaken to implement innovative solutions to school sanitation and sanitation problems in slums and slum like settlements of Ahmedabad, in coordination with the government, NGOs and corporate partners. ASAL was led by Urban Management Centre (UMC) in partnership with Government of Gujarat (GoG), Ahmedabad Municipal Corporation (AMC) and with support from United States Agency for International Development (USAID). ASAL's resource partners were Sintex Industries Ltd. and its associate partners include Mahila Housing Trust (MHT), Centre for Health Education, Training and Nutrition Awareness (CHETNA), MICA, Environment Sanitation Institute (ESI) and Theatre Media Centre (TMC).

The program aimed to provide technical assistance to AMC for strengthening community engagement, improving operational and management processes for provision of water-sanitation services and designing a targeted behavior change communication campaign.



## Urban Management Centre

The Urban Management Centre (UMC) is a women promoted not-for-profit organization, that works towards professionalizing urban management in India and worldwide. UMC provides technical assistance and support to city governments and facilitates change through peer-to-peer learning processes. It enhances the capacity of city governments by providing expertise and ready access to innovations on good governance implemented in India and abroad. It facilitates city governments to design, implement and evaluate municipal development and management projects. UMC extensively works in the areas of urban water and sanitation, heritage management, urban planning, urban health, municipal finance, urban management, urban transportation and institutional restructuring.

More details on [www.umcasia.org](http://www.umcasia.org)

List of participating **Ahmedabad Municipal schools** in the ASAL program (2014-2017)

1. Dudeshwar Guj. School No. 3
2. Dudeshwar Guj. School No. 4
3. Dudeshwar Hindi School No. 1
4. Shahibaug Guj. School No.1
5. Shahibaug Guj. School No.2
6. Shahibaug Urdu School No.1
7. Shahibaug Urdu School No.2
8. Nava Vadaj Guj. School 3
9. Nava Vadaj Guj. School 4
10. Saraspur Guj. School no-11
11. Saraspur Guj. School no-12
12. Saraspur Hin. School no-6
13. Rakhiyal Hindi School No-1
14. Rakhiyal English School No-1

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**Team Members:** Aditya, Anurag, Arvind, Bharadwaj, Bharti, Gilbert, Ilesh, Janumi, Jay, Jayshree, Krunal, Megha, Meghna, Nilesh, Nipam, Nivedita, Pauline, Pratosh, Rajesh, Rujul, Shuchi, Vinay

**Cover image:** Morning Assembly in Rakhiyal School

**Back cover image:** Children learning safe handwash practice, Dudheshwar School





Celebration of World Handwash Day at  
Dudheshwar School

# Preface

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The Ahmedabad Sanitation Action Lab (ASAL) program was launched in 2014 with an aim to bring innovative solutions to sanitation issues of municipal schools and slums of Ahmedabad. It started with the hope to not only improve WASH infrastructure, but also find new approaches to sanitation in schools.

During this three-year journey, the lab has grown beyond expectations. It has gathered knowledge from its constant engagement with different stakeholders and from the implementation of multiple good practices on the field. Much has been learnt from successes as well as from the challenges. Today, we wish to share our experience and learnings with all who are willing to improve WASH in schools.

The Urban Management Centre looked at the curriculum and the text books used to teach students from Grade 1 to 8. The team reviewed in detail and tried to integrate learnings on WASH in the curriculum. Design guidelines of girls and boys toilets were decoded, simplified, and made available to engineering and sanitation department of municipal administration. The sanitation staff got trained on basic hygiene and use of various cleaning equipment. School teachers and administrative staff got sensitized on WASH issues. UMC also looked at the reasons for absenteeism in schools and its relation with child's health. Behavior change was one of the major aspects of the program and we worked with student sanitation clubs in enhancing their leadership qualities and involving them in monitoring safe sanitation practices.

This handbook contains the tools, formats, and material prepared by the ASAL team to assess the gaps and find reasons of dysfunctional or broken links for a sanitized environment. Most municipal school children come from vulnerable communities, distressed areas or from families with compromised living. The students were empowered and encouraged to become ambassadors to their communities. What they learnt in school, they taught their parents and neighbours. These tools can be adapted, replicated and can be used to work in public schools.

Change comes gradually, but it will definitely make our schools have a better learning environment. We would like to thank the United States Agency for International Development (USAID) for its support, guidance and providing the funding through the India Partnership Program. We would particularly like to thank the municipal schools of Ahmedabad with whom we had the pleasure to work. We are also grateful of the support from the Ahmedabad Municipal Corporation (AMC) and the Government of Gujarat as co- partners. Finally we would like to thank our associate partners: Mahila Housing Trust (MHT), CHETNA, MICA, Theatre Media Centre (TMC), Environmental Sanitation Institute (ESI) and Sintex Industries Ltd.

The ASAL program has come to an end, but our association with all stakeholders will continue. I wish the results to not fade away, nor our reports to sit on a book shelf. I sincerely hope the legacy this team has created will continue and be useful to other implementing organisations for furthering the cause of safe WASH.

**Manvita Baradi,**  
**Director UMC, September 2017**



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## ACRONYMS AND ABBREVIATIONS

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AMC	Ahmedabad Municipal Corporation
ASAL	Ahmedabad Sanitation Action Lab
BALA	Building as Learning Aid
BCC	Behavior Change Communication
BSB	Bal Swachhta Brigade
CBO	Community Based Organisation
CHETNA	Centre for Health Education, Training and Nutrition Awareness
CSR	Corporate Social Responsibility
CWSN	Children with Special Needs
GoG	Government of Gujarat
Gol	Government of India
IEC	Information Education and Communication
MGSM	Mahatma Gandhi Swachhta Mission
MHM	Menstrual Hygiene Management
MHT	Mahila Housing Trust
MSW	Municipal Solid Waste
NGO	Non Government Organisation
ODF	Open Defecation Free
O & M	Operation and Maintenance
SAP	Sanitation Action Plan
SBM	Swachh Bharat Mission
SMC	School Management Committee
SOP	Standard Operating Procedure
SSI	School Sanitation Index
TMC	Theatre Media Centre
ULB	Urban Local Body
UMC	Urban Management Centre
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene



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Inconvenient height of water taps in schools

# INTRODUCTION



## Introduction

### Ahmedabad Sanitation Action Lab (ASAL)

Clean water, basic toilet facilities and good hygiene practices are essential for the survival and development of children. As per UNICEF (2016), every day, over 800 children die from preventable diseases caused by poor water, and a lack of sanitation and hygiene.

Children spend on an average seven hours per day in schools. Access to water, sanitation and hygiene (WASH) within the premises of school campuses is thus crucial to ensure that children evolve in a safe and appropriate environment. Their access to education is also at stake, since absenteeism considerably increases when the quality of sanitation infrastructure is low. To tackle this central issue, the Ahmedabad Sanitation Action Lab (ASAL) was designed to bring solutions to schools to provide access to water, hygiene and sanitation.

ASAL was a three year (2014-2017) action research project designed for implementing innovative solutions to school sanitation and sanitation problems in slums and slum-like settlements of Ahmedabad, in coordination with the government, NGOs and corporate partners.

ASAL is led by the Urban Management Centre (UMC) in partnership with Government of Gujarat (GoG) and the Ahmedabad Municipal Corporation (AMC). The program is supported by the United States Agency for International Development (USAID). ASAL's resource partners include Sintex Industries Ltd. (Sintex) and its associate partners include Mahila Housing Trust (MHT), MICA and Theatre Media Centre (TMC).

The program aimed to provide technical assistance to AMC for strengthening community engagement, improving operational and management processes for provision of water-sanitation services, and designing a targeted behavior change communication campaign.

## MODEL SCHOOL DEVELOPMENT IN AHMEDABAD

WASH stands for “Water, Sanitation and Hygiene” and several interrelated public health issues that are of particular interest to international development programs. Affordable access to WASH is a key public health issue, especially in developing countries. International development agencies have identified WASH as an area with significant potential to improve health, life expectancy, student learning, gender equality, and other important issues of international development.



Figure 1: Creating a positive environment for children



ASAL has aligned its activities with the Swachh Bharat Mission (SBM) launched by the Government of India and the Mahatma Gandhi Swachhta Mission (MGSM) of the Government of Gujarat.

Municipal schools are at the core of the intervention by introducing students to concepts of water, sanitation and hygiene (WASH).

Students become the ambassadors of change and bring WASH learning to their homes and neighborhoods.

Lessons from the program are aimed to be disseminated to other cities across India.

During three years, ASAL worked with a wide range of stakeholders both in slum areas and in schools. The project continually improvised based on the lessons learnt and innovations that emerged during the implementation phase. The knowledge gained on this journey has been translated into a handy document to ensure replication. This document is a compilation of the strategies adopted, tools developed and material used to improve WASH infrastructure in schools. It can be used by stakeholders for improving WASH in schools across India.

## About the handbook

### Who is this handbook for? — — — —



This handbook can be useful for a wide range of stakeholders working on water and sanitation infrastructure and systems in schools. It can be used by any authority whether national, state or city level as a resource for implementation of programs in school at different scales. The handbook can also be used as a reference for policy or decision making as well as elaboration of programs.

This handbook is also designed for schools or NGOs working with schools on water and sanitation or

companies under their Corporate Social responsibility (CSR) mandate. The handbook can guide the implementation of WASH projects by any of these stakeholders.

### How to use this handbook? — — — —



The handbook has been divided into five chapters following the implementation of WASH projects in school:

- 1 Where's the gap? : Assessing WASH in schools
- 2 In their shoes: designing WASH infrastructure for children
- 3 Keeping it clean: maintenance of WASH infrastructure
- 4 When children take charge: School Sanitation Club
- 5 Ensuring involvement of all: adopting a participatory approach to behavior change processes

Each chapter presents tools and solutions to address the matter. These have been used in the ASAL program and have evolved from the learnings.

Each chapter explains the context, details the tools developed and elaborates on the material used for support. Every chapter has user-friendly illustrations for better comprehension of the subject and solution with sources and links available on the website for reference and in-depth study. The technical terms used anywhere in the compendium have been defined categorically in the glossary.



Students of Dudheshwar School listening intently



# WHERE'S THE GAP ?

Assessing WASH in schools



## Assessing WASH in schools

Prior to any improvement or project implementation, it is necessary to assess the status of WASH infrastructure in schools. Assessment can be made directly by the school authorities or by a third party, and should gather data related to the state of infrastructure, governance and level of awareness for all school members whether students, teachers or cleaning staff. The current cleanliness processes, operation and maintenance systems should also be assessed.

### Tool for WASH assessment in schools

UMC, under its ASAL program, has prepared an excel-based tool which covers all aspects of existing WASH facilities, operation and maintenance, WASH service deliveries and safe WASH behavior practices. It thus lists all the elements whether physical or process based that require to be reviewed and provides a means to assess it easily.

The set of questions may be translated in the local language that can be easily filled by teachers and school authorities. The questionnaire for each school can be filled in approximately two to three hours.

In order to assess the schools teams of two, one man and one woman are required. Ideally they should be planners or have backgrounds in the field of social development. For this study, UMC-ASAL used its in-house app developed to gather data during such survey. The printed questionnaire can however be used, along with photographs taken of all infrastructure.

The tool is divided in 5 sections:

- 1 Status of water and sanitation, waste management
- 2 Availability of toilet Infrastructure
- 3 Design and infrastructure of toilets
- 4 Operation and maintenance of WASH facilities in schools
- 5 Quality assessment of infrastructure (good, fair, bad)

For each answer given, a score is attributed according to the importance of the parameter.

Each score adds up to the final score of the school, on a scale of 100 points.

A traffic light code indicates which are the good, average, or bad scores and thus the areas in which the school is particularly good or needs improvement. This visual representation helps the school to quickly know what needs to be improved at the earliest.

## THE SURVEY QUESTIONNAIRE

### School Sanitation Survey Assessment of School Building

1. General information about school building	
1.1	Name of Enumerator:
1.2	Date of Survey:
1.3	Unique Building ID (by enumerator)
1.4	School Building Name:
1.5	Building Type: <input type="checkbox"/> Govt. owned <input type="checkbox"/> Rented
1.6	Ward Name:
1.7	Address:
1.8	Landmark:
1.9	Name of the Respondent:
1.10	Designation of the Respondent:
1.11	Contact no. of the Respondent
1.12	No. of shifts in the School building:
1.13	No. of schools in morning shift
1.14	No. of schools in afternoon shift

2. Information about water and waste management in school building	
2.1	Source of water supply for school building <input type="checkbox"/> Municipal Supply <input type="checkbox"/> Bore well <input type="checkbox"/> Municipal Tanker <input type="checkbox"/> Private Tanker <input type="checkbox"/> Other (Specify)
2.2	If not municipal PWS, does the school chlorinate drinking water? <input type="checkbox"/> Yes <input type="checkbox"/> No
2.3	Is water quality testing done? <input type="checkbox"/> Yes <input type="checkbox"/> No
2.4	If yes then who is doing the testing? <input type="checkbox"/> AMC Health Department <input type="checkbox"/> Laboratory Technician <input type="checkbox"/> School Worker <input type="checkbox"/> Other (specify)
2.5	Frequency of water testing <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Half yearly
2.6	Is there any drinking water station in the school? (Parab/ Overhead tank with multiple taps/Tank with a tap) <input type="checkbox"/> Yes <input type="checkbox"/> No
2.7	Are there any water purifier/RO Plant in school? <input type="checkbox"/> Yes <input type="checkbox"/> No
2.8	If yes, is it functional? <input type="checkbox"/> Yes <input type="checkbox"/> No
2.9	If no, from when it is not functional?
2.10	Who maintains the water purification system? <input type="checkbox"/> NGO <input type="checkbox"/> AMC Engg. Department <input type="checkbox"/> Annual Maintenance Contractor <input type="checkbox"/> No Cleaning
2.11	Is there any maintenance contract given for changing filter? <input type="checkbox"/> Yes <input type="checkbox"/> No
2.12	Is there any overhead tank for storage of water? <input type="checkbox"/> Yes <input type="checkbox"/> No
2.13	If yes then who is cleaning overhead tank?

Figure 2: Survey questionnaire to prepare the excel-based assessment tool

## MOBILE APPLICATION

UMC developed an android app-based tool to collect field data called “UMC City Collect”. The mobile application increases efficiency and accuracy of data collection. The salient features of the mobile application are

- Data collection in real-time
- Easy exportability for analysis
- Integration with Google Maps for navigation
- Clicking pictures using on-device camera

During the WASH assessment survey, this application was used to collect the data as per the questionnaire, geo-tag the school and pictures and photograph all WASH infrastructure.

This application can be used to collect survey information of any other questionnaire.

Contact [info@umcasia.org](mailto:info@umcasia.org) if you want to access the app.



UMC's CityCollect

## Swachh School Survekshan (SSS)

Similar to the Swachh Survekshan of cities undertaken by the Ministry of Housing and Urban Affairs (MoHUA), the Swachh School Survekshan aims to instill a competitive based approach to WASH improvements in schools. The Swachh Survekshan assessment framework and tool for the Swachh School Survekshan is in line with the methodology adopted for the Swachh Survekshan for cities as well as the Standard Operating Procedure (SOP) for Swachh Schools prepared by MoUD.

The overall objective of the SSS-2017 survey is to assess the status of existing WASH scenario in municipal schools and to analyze the gaps which need to be bridged. The specific objectives were to:

- Assess the existing WASH infrastructure and related services in municipal schools.
- Help schools to improve their O&M processes and achieve a higher level of cleanliness.
- Familiarize school officials and other stakeholders (students, school management committees, parents) about their responsibility towards WASH improvement and behavioral change in students.

The survey is conducted in two parts:-

### Part A - Municipal School Documentation

This section comprises questions pertaining to:

- Basic Information
- Training
- Behavioral aspects on WASH for school children and other stakeholders

The maximum score for this section is 20. It is the responsibility of the Principal in charge of the school campus to compile and fill the Part A in the prescribed format.

### Part B - Independent Observations

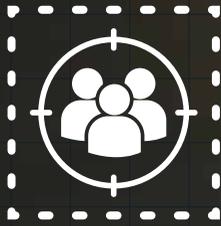
This section comprises questions pertaining to WASH infrastructure and services, status of hygiene behavior amongst school students and overall cleanliness of the campus.

This part is conducted by an independent team of evaluators. The evaluating team discusses with school principals and teachers, observes and assesses WASH infrastructure and interacts with students to collect relevant data. The compilation of data and observation is done through a mobile application- "UMC City Collect". The team also collects photographic evidences of the observations. (Example: toilet, school premises, drinking water station etc.).



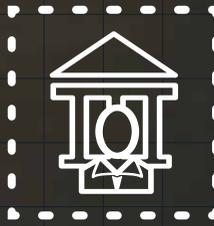
Figure 3: Testing residual chlorine of water in schools

# EXCEL-BASED WASH ASSESSMENT TOOL



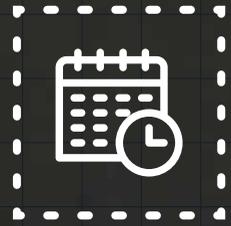
## TARGET GROUP

Schools  
Urban Local Bodies



## IMPLEMENTATION

School authority  
NGOs



## ASSESSMENT DURATION

Approx. 2-3 hours/schools

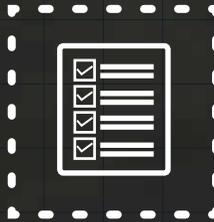
## FREQUENCY

Annual



## REQUIRED MATERIAL

Excel tool prepared  
by UMC-ASAL



## MAIN STEPS

1. School visits for assessments
2. Populate excel tool with information



## OUTCOMES

Overall assessment of WASH in the school with visual representation of strengths and weaknesses allows intercity and intra-city comparison of school campuses

Link to UMC-ASAL's WASH assessment tool  
[goo.gl/tCMwWT](https://goo.gl/tCMwWT)





Child friendly water taps

# IN THEIR SHOES

Design improvement for  
WASH infrastructure



## Design improvement for WASH infrastructure

WASH infrastructure in schools need to be designed for their users: children. When designing for children, specific attention needs to be given to the size, means of use and general organisation. Not only infrastructure has to be sufficient in number (providing enough toilets for instance) but they have to be easy to use, of appropriate size and ones that can be easily maintained. Through ASAL, efforts were made to improve school infrastructure and design, an inevitable component of WASH. The ASAL experience shows that sanitation improvements in the school is not only a determinant of the toilet blocks but is also dependent on the overall design improvements of the campus. For instance, unused narrow lanes along the school campus boundaries are used by children to relieve themselves. Design is indeed necessary to contribute to the learning experience of students.

### Child friendly WASH infrastructure in schools

To encourage WASH practices amongst the students, it is necessary to provide child-friendly facilities in schools. The WASH infrastructure in municipal schools generally includes toilet blocks, drinking water facilities, and hand washing facilities. The provision of adequate number of facilities coupled with their appropriate design is imperative to ensure easy and safe access to all students. Some of the issues typically found across schools are:

- Fixtures are not placed at child friendly height
- Toilets are not accessible by children with special needs (CWSN)
- Poor conditions of the facility
- Drinking water area is placed near to toilet blocks, neglecting hygiene
- Amenities provided are not adequate in number



*Figure 4: Drinking water taps at inaccessible heights*

In order to establish and share the features of child-friendly infrastructure for schools, a “Ready Reckoner on Design Guidelines of WASH Infrastructure” has been prepared under the ASAL program. These guidelines were based on the Sarva Siksha Abhiyan Guidelines but are easy to understand by the school principal who typically monitors the construction of the WASH infrastructure as well as by the contractor. These guidelines can help creation of child-friendly infrastructure in municipal schools. They account for the adequacy of the amenities, ease of access, ease of maintenance, and privacy. The takeaways from the design parameters are mentioned in the guidelines.

## MODEL SCHOOL DESIGN IN AHMEDABAD

ASAL aimed to convert selected school campuses into 'Model Schools', providing an ideal environment both for learning, sports, recreation and good access to WASH facilities.

The project started with a detailed survey of these schools focusing on physical aspects of the existing built environment of the school complex. The analysis focused on the following parameters:

1. Orientation of the building in context to the immediate locality
2. Condition of the school building
3. Condition of open playground
4. Sanitation facilities (adequacy and status)
5. Drinking water facility (adequacy and status)
6. Classrooms and activity rooms

The survey helped conduct a gap assessment on the basis of two standards: Indian Standard Code (IS codes) and Sarva Siksha Abhiyan Standards. In order to convert these schools into model schools, an intensive design development proposal was prepared, teaming up with leading architects of the city who provided pro-bono inputs. They created numerous alternative design scenarios for these schools. In addition to physical design, a detailed stakeholder consultation was also carried out in order to ascertain issues that are hampering development and proper maintenance of the schools. These designs included all the components of "Building as Learning principle", renovations of the building exteriors, including numerous activities for improving the playground, ground spaces, lunch spaces, areas near the drinking water stations and sanitation blocks, classrooms, etc.

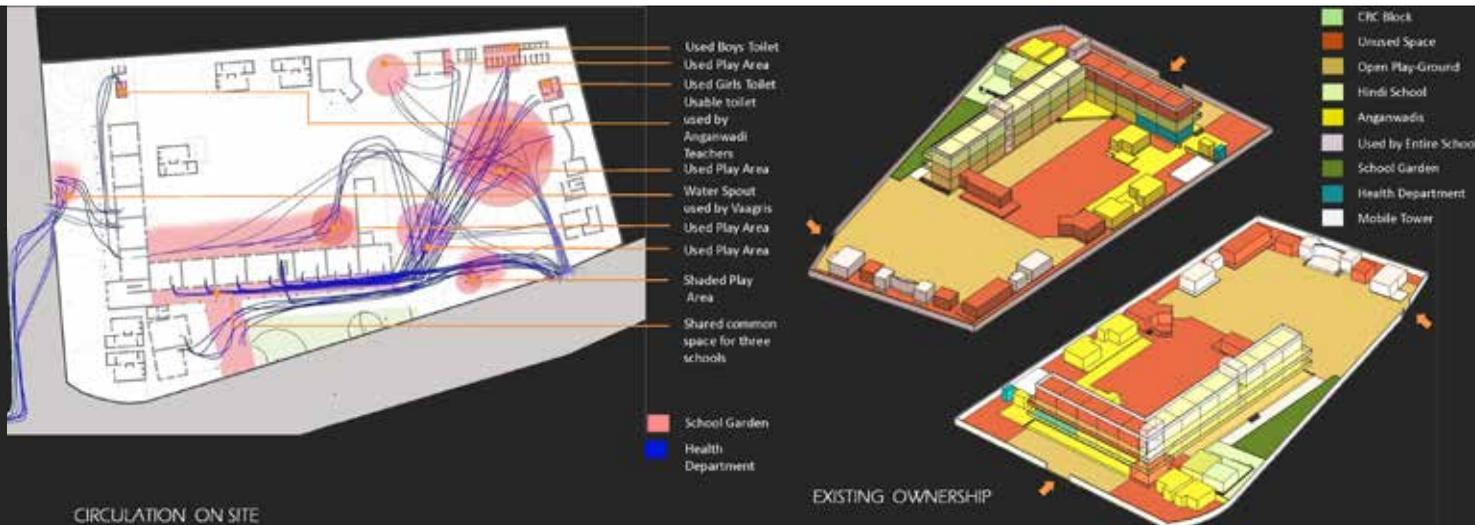


Figure 5: Images of school campus redesign for an improved sanitation & learning environment  
Image Credit: Ar. Riyaz Tayyibji, Anthill Design

## A Ready Reckoner of design guidelines



Link to the Design Guidelines  
<https://goo.gl/Fqr8Cd>

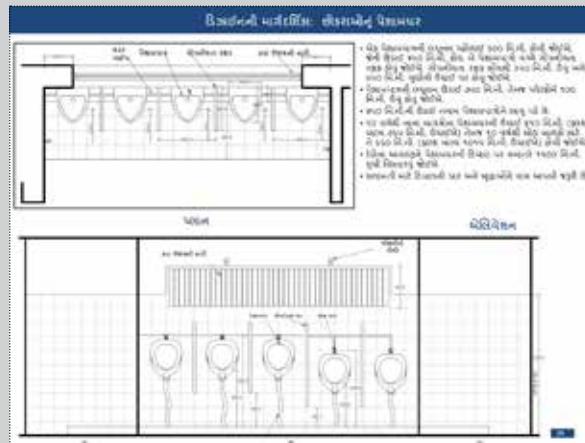
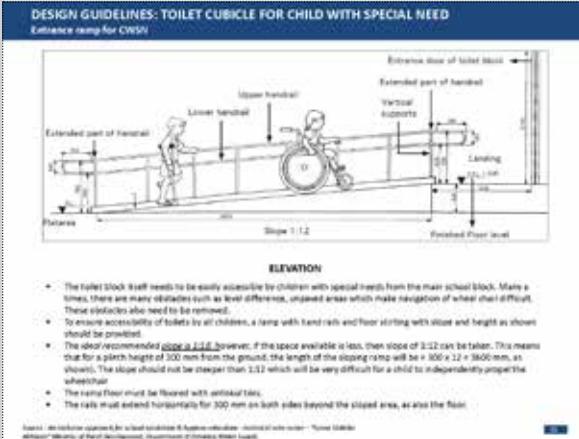


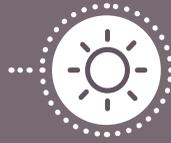
Figure 6: A Ready Reckoner for designing child-friendly infrastructure design



Figure 7: Water taps at child-friendly height

## HIGHLIGHTS OF THE READY RECKONER OF WASH FACILITIES IN SCHOOLS

### Day-light and ventilation



- Provision of adequate day lighting with ventilators of opening size of a min. 0.5m (H) x 0.9m (W).
- Minimum two window openings on opposite walls to ensure cross ventilation
- The ventilators to be located above 7 feet (2.1m) height to provide privacy to the toilet spaces

### Maintenance and safety



- The flooring finish to be of anti-skid nature to avoid slipping
- Sharp corners to be avoided

### Cubicle partition system



- Provision of modesty panels
- All cubicle doors to open towards outside for emergency support

### Norms for adequacy of water-sanitation facilities



- One toilet cubicle each for CWSN girls and boys
- One toilet seat per 40 boys, and one toilet seat per 25 girls
- One urinal per 50 boys with flushing system
- One wash tap for every 20 students

### Essential hardware components



- Provision of dual flushing mechanism, hooks, doors with functional latches and handles, piped water supply, drainage pipes connected into the main drainage line, dust bins
- Grab bars horizontal and vertical
- Hand washing area installed with taps at child friendly heights, paved and shaded
- Drinking water taps at child friendly heights for easy access

### Anthropometric considerations



- Providing fixtures, urinals, taps, hooks, hand wash height and reach at two different child-friendly heights to ensure that students from different age groups can easily access

### Typical designs



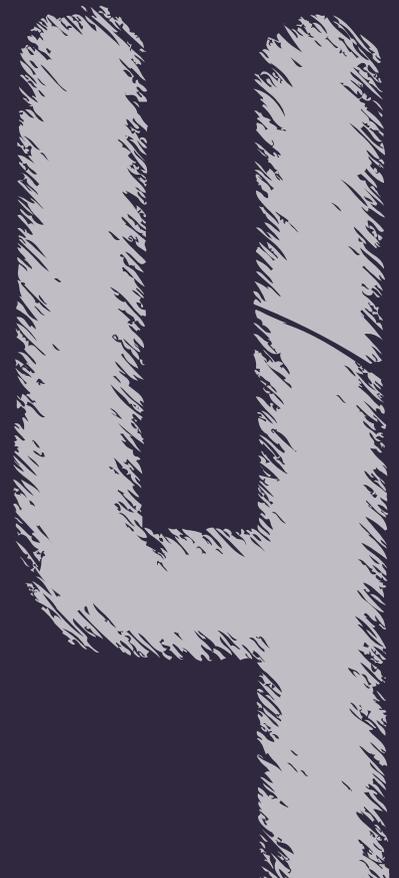
- Present models of typical toilet blocks, blocks for CWSN, urinal, drinking water station etc.
- It specifies the anthropometric aspects in design so as to make the amenities easily accessible



.....  
**Bal Swachhta Brigade members monitor cleanliness  
of WASH infrastructure**  
.....

# KEEPING IT CLEAN

Maintenance of WASH  
infrastructure



## Maintenance of WASH infrastructure

Once infrastructure is provided, like in any other utility and more so in schools, there is a need to ensure proper maintenance of facilities. Often, the emphasis is laid on construction, and maintenance is left out with absent or weak planning and processes. Including maintenance as an important process is necessary to ensure regular cleanliness. Maintenance is not solely the responsibility of the cleaning staff. Children can be actively involved, especially in the monitoring: who is better placed than children to say whether WASH infrastructure is properly maintained or not?

### Standard Operating Procedure for cleaning of WASH infrastructure

A Standard Operating Procedure (SOP) is a detailed written instruction to achieve uniformity of performance of a specific function. The purpose of a SOP is to carry out the operations correctly and always in the same manner.

The reason behind poor cleanliness of WASH infrastructure is the absence of a proper Standard Operating Procedure for cleaning of WASH facilities. The purpose of this SOP is to provide clear step-by-step procedure for cleaning of WASH facilities to the sanitary staff of the municipal schools as hygiene is directly linked with the health of children.

During the course of ASAL, it was realized that the sanitary staff of municipal schools needed some guidance to maintain the set standard of cleanliness across municipal schools. With this intention in mind, this 10-page document has been prepared by ASAL. The SOP is divided into two parts:

#### Part 1. Operations

It involves daily cleaning such as general day-to-day functions of cleaning of toilet seats, urinals, floor, walls, doors, windows, sanitary fixtures and rest of

the interior and exterior of the toilet block. Under 'Operations', the major sub components are:

**List of equipment and supplies needed:** This is further sub divided into 4 categories

- **Cleaner Safety Gear:** This is the mandatory safety gear that should be provided to the cleaning staff such as rubber gloves, face mask, etc.
- **Cleaning equipment:** These are equipment required for carrying out the cleaning operation such as brush for cleaning toilet seats/bowls, plastic scrubber, etc.
- **Consumables:** These are substances that need to be restocked every once in a while, as they get consumed such as detergents, liquid wash, etc.
- **Other equipment:** These are equipment other than the cleaning equipment but are necessary for the operation such as sign boards, ladder, etc.

**Frequency:** This is an important aspect, as places with high footfall will require higher frequency of cleaning and vice versa. Therefore, it is important to mention the minimum frequency of cleaning such as once a day, twice a day, etc.

**Tasks:** This contains the cleaning directions for various sub-components of the WASH infrastructure of the school. The various components that comprise the WASH infrastructure of the schools are toilet seats, urinals, common areas, hand washing areas, water storage, electrical fixtures, plumbing fixtures, storage areas (janitor's room) and immediate surroundings.

#### Part 2. Maintenance

As mentioned before, maintenance means repair and replacement of infrastructure, building (civil construction), plumbing, sanitary and electrical fixtures, and other types of repairs as required. The SOP identifies the various maintenance issues that are commonly observed in public conveniences. This insight will better equip us to make proper arrangements beforehand to manage and avoid these issues in other schools.

## Standard Operating Procedure



Link to the SOP on cleaning of public toilets  
<https://goo.gl/ErMAkR>



Task	Equipment/ supplies
<b>Frequency – minimum once a day</b>	
1. Wash hands and wear gloves, face mask, protective uniform/ apron/ overall and boots	Gloves, face mask, protective uniform/ apron/ overall and boots
2. Place the signboard to caution users of the toilet	Signboards
3. Assemble items to be used for cleaning in a trolley/ tray	Trolley/ tray
4. Remove garbage bags from all dustbins and place the dustbin outside the WC cubicle	
5. In case human faecal matter is present in the cubicle, water jet through a flexible pipe should be used for draining the content in the WC.	Flexible pipe
6. In case solid waste (other than human faecal matter) is present in the cubicle, it should be discarded in the dustbin.	Dust collecting pan
7. In case solid waste (other than human faecal matter) has choked the WC, the cubicle should be cordoned-off and engineering department of the ULB should be informed.	
8. Apply liquid/ powdered tiles cleaning agent on the tiled walls of the WC cubicle and leave it for 10 minutes	Liquid/ powdered cleaning agent for tiles
9. Scrub the tiled walls using a brush/ scouring paper and pour water on the wall tiles. Use a dry cloth to wipe the tiles	Brush/ scouring paper, dry cloth
10. Apply liquid/ powdered plumbing fixtures cleaning agent on taps, faucet, and other plumbing fixtures and scrub using plastic scrubber/sponge.	Liquid/ powdered cleaning agent for plumbing fixtures, plastic scrubber/sponge
11. Apply liquid/ powdered floor cleaning agent on the floor of the WC cubicle and then leave 15 minutes	Liquid/ powdered floor cleaning agent
12. Use a brush/ wet broom to scrub floor and rinse floor with water	Brush/ wet broom
13. Flush once and then apply liquid sanitary ware cleaning agent inside the WC bowls/ seats. Leave it for 10 minutes.	Liquid sanitary ware cleaning agent
14. Clean the inside of the WC bowl/ seat using a brush ensuring all stains are removed.	Brush for cleaning toilet seats/ bowls
15. Flush or pour water to rinse the inside of the WC bowl/ seat	
16. Drain excess water from the floor using a wiper and mop the floor using a clean dry cloth.	Wiper, dry cloth/ mop
17. Wipe all doors, windows and ventilators with a damp cloth	Damp cloth
18. Place a fresh garbage bag in the dustbins and place them in the WC cubicles	Garbage bags
19. Clean and rinse all brushes, cloths, sponges and brooms used in the process and store them in the janitor's area.	
20. Remove gloves and wash hands with soap thoroughly.	Hand washing soap
21. Conduct final inspection for leakages and repairs required and update work records.	
<b>Frequency- Weekly</b>	
1. Clean cobwebs and dust on ceiling and ventilators using a long handle dry broom/ brush before cleaning toilet	Long handle dry broom/ brush

Figure 8: Standard Operating Procedure for cleaning toilets

## Monitoring Tool for cleanliness of WASH facilities in school

The School Sanitation Index (SSI) is a self-assessment monitoring tool created for the Bal Swachhta Brigade (School Sanitation Club) of schools in Ahmedabad (Information about the Bal Swachhta Brigade can be found in the next chapter). This tool was developed based on the sanitation index of SBM-Gujarat (Urban). The SSI helps the Bal Swachhta Brigade report the cleanliness of the school.

This booklet helps the brigade to set a regime of monitoring and collect information about the cleanliness of their school on a daily basis. Every day, a team of two members of the Bal Swachhta Brigade have to inspect the overall cleanliness of the school based on six parameters including:

- Toilets blocks (separately for boys and girls)
- Drinking water station
- Hand and dish wash station
- Mid-day meal shed
- Office class, main building and playground
- Lobby/ Staircase/Terrace

Accordingly the team grades the status of respective parameters in the scale from excellent to worse in the booklet. The booklet comprises of thirty pages, to record status for each day. The team is expected to regularly show the results to the sanitation coordinator teacher. With this report, the sanitation coordinator informs the school authorities who would then take action concerning the status and cleanliness of the infrastructure. If the maintenance is outsourced to a contractor, the SSI can be used to monitor their work and link their payments.

### Objectives of School Sanitation Index

- To facilitate the brigade to assess the status of the overall cleanliness of the school and report to school authorities
- To empower the children in assessing their school on their own
- To keep a track of the school's sanitation situation

- and track evolution
- To ensure that the Brigade carries on its duty daily

The tool helps the children in playing their responsibility as Bal Swachhta Brigade. They become one of the key actors for ensuring cleanliness. If sanitation problems persist or emerge, they know that the responsibility falls on them to report it properly.

The tool is also beneficial to the school authority to have a daily insight on the sanitation situation. Involving children in the monitoring process allow them to understand their perception of the facilities. What can seem clean enough from an adult's perspective might be different from the point of view of a child. For this reason, the school sanitation index offers access to the student's experience of cleanliness. Having a daily report also ensures a quick response to any possible issues. The entire school widely benefits from the index as sanitation issues are reported quickly and can be solved faster.



Figure 9: Keeping it clean! A sanitation staff mopping the school corridor

## School Sanitation Index

Name of School: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

Month: \_\_\_\_\_ Year: \_\_\_\_\_



Link UMC-ASAL's school sanitation index  
<https://goo.gl/8yITJa>

Figure 10: School Sanitation Index to assess cleanliness of WASH facilities

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_ Form No: \_\_\_\_\_

Today's status of our school sanitation					
	Excellent	Very good	Good	Bad	Very bad
Indicate the number of boys' toilet seats and urinals as per the grade of the cleanliness*					
Indicate the number of girls' toilet seats and urinals as per the grade of the cleanliness *					
<b>How will you grade cleanliness of your school areas? Mark (✓)</b>					
- Drinking water station					
- Hand and dish wash station					
- Mid-day meal Shed					
- Office / class/ Hall/ Playground/ Parking etc.					
- Lobby/ Staircase/ Terrace					

Name of the Teacher: \_\_\_\_\_

\*(Example: If you find '5' seats completely cleaned then write "5" in the box of "Excellent".)

Insert total number of toilet seat as per the level of condition of toilet seat

Rate the cleanliness for each facility

Figure 11: School Sanitation Index to be filled everyday by BSB



BSB members demonstrate proper hand wash method

# WHEN CHILDREN TAKE CHARGE

Formation of School  
Sanitation Clubs



## Formation of School Sanitation Clubs (Bal Swachhata Brigade)

Students of primary schools are receptive to changes in ideas and agreeable to learning new habits. Yet they are often considered as passive receivers of knowledge who need to sit and listen to be educated. Children have to be considered as responsible stakeholders who need to be actively involved. This idea is at the core of the creation of the Bal Swachhata Brigade (BSB). In 2014, the Ahmedabad Municipal School Board had constituted these school sanitation clubs under the 'Swachh Bharat Mission' as a means to make children agents of change in WASH.

ASAL supports these school sanitation clubs in nine municipal schools as a part of the overall initiative to sustain WASH. The BSB team in all the select schools have been oriented through different fun games, activities and audio-video material on hand washing,

use of toilet, health and hygiene. Such diverse approaches to health education is essential to keep the students motivated and interested.

The same initiative has also been started in slums where adolescent groups have been formed for bringing WASH learning to the community and surrounding areas.

### Composition of BSB

Under the ASAL program, the BSB are formed of two students from each class from grades 6th, 7th and 8th. The children typically come from very different backgrounds and sections of the society. Together they form a small team of different ages who can reach out to all the students of their own class and younger. The brigades have been trained for good hygiene practices and assessment of WASH facilities. They are also given a kit comprising of cap, scarf and badge that shows their role in the school.



Figure 12: Members of a BSB, Shahibaug School

## Training of the BSB members

The members of the sanitation brigade are trained and sensitized on sanitation issues. They are first explained basic hygiene principles and good practices. Through games such as card games, maze or quizzes, the learnings of the children are consolidated. The School Sanitation Clubs are also taught about their responsibility within the school and especially how to evaluate the cleanliness of WASH infrastructure with the school sanitation index.

## Role of the BSB

The BSB is the main referent when it comes to WASH in the school.

One of the main duties of the club is to assess the cleanliness of the toilets in the schools and to report to a teacher. Every morning, two members of the brigade use the School Sanitation Index to rank the cleanliness of the WASH infrastructure of the school campus. This daily report leads to the school authorities to take action.

Apart from the daily monitoring, the members of the Sanitation Club are responsible of spreading awareness on WASH with other students. They are involved in workshops and are responsible to take the lead whenever a sanitation related event takes place, such as hand wash day or toilet day.

These young peer educators also take the message of WASH back to their neighbourhoods.



Figure 13: Training of BSB members

## SCHOOL SANITATION CLUB



### TARGET GROUP

School children



### IMPLEMENTATION

School authority  
NGOs



### DURATION

1-2 days of training

### FREQUENCY

Every six months



### REQUIRED MATERIAL

IEC material, School  
Sanitation Index



### MAIN STEPS

1. Select children for the sanitation club
2. Trainings on WASH and good practices
3. Training on assessing WASH facilities
4. Supervision of the assessment



### OUTCOMES

1. Children are involved in maintenance and behavior change facilitating their schools
2. Allows for regular assessment of WASH facilities

A. Card game on good and bad washing practices:

<https://goo.gl/tJmnsA>

B. Ten steps of handwash

<https://goo.gl/ZMyeQC>

A.



B.





.....  
Enthusied BSB members ready to take charge  
.....



.....  
**Training of school teachers**  
.....

# ALL INVOLVED



Adopting a participatory  
approach to behavior  
change processes



## Adopting a participatory approach to behavior change processes

The main pillars of any WASH project in schools rely on three elements: enabling environment, behavior change communication and provision of water and sanitation services.

Behavior change is thus a critical component which ensures the proper implementation of good practices as well as the proper use and maintenance of infrastructure. Behavior change should involve stakeholders from the schools (children, teachers, principals, cleaning staff...) as well as beyond (parents, ULB etc.). ASAL put an emphasis on the role of children by training them in becoming agents of change. Whenever possible, the campaigns for behavior change were led by the children or with the children.

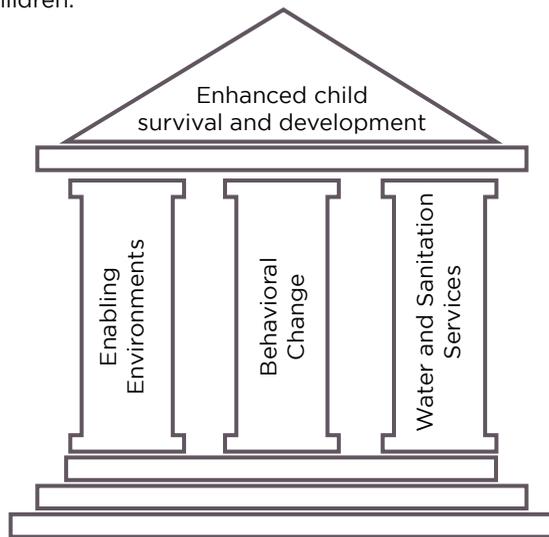


Figure 14: Three pillars for effective and sustainable WASH programs

Source : [http://www.unicef.org/wash/index\\_43084.html](http://www.unicef.org/wash/index_43084.html)

## Elaborating a BCC Strategy

The communication strategy focuses on increasing knowledge and perceived importance of sanitation and hygiene practices, with the long term objective of changing the way society understands the necessity of hygiene.

Different elements of WASH require different approaches when it comes to behavior change: hygiene practices, menstrual hygiene management, school infrastructure maintenance etc.

Learning from research and field experience, ASAL developed a holistic communication strategy. This strategy aimed at addressing all the stakeholders involved in the most powerful manner to ensure long-lasting changes. Summarizing its efforts, ASAL with the help of MICA prepared a “Communication Strategy and Field Implementation Plan for ASAL”.

The strategy published by ASAL includes behavior change strategies for schools and slum areas. It is both a guideline and a documentation of the work carried out in slums and school areas. This strategy can be used as a reference for other sanitation projects.

### Principles of communication strategy

- Long-term approach: emphasizing the importance of frequent engagement with students. Once a dialogue has been initiated in schools, periodic visits should be undertaken to continue practice of hygiene behavior
- Synergetic approach: targeting not only schools but also slum areas to ensure an overall sanitised and healthy environment for the children. Focusing on these two areas help support the impact of the program. Children are taught and their family members and relatives are reached through them.
- Pass on knowledge: aiming not only at teaching students but also teach them how to reach out to others through BSBs'. Trainings of trainers is important to maximise reach.
- Adapt the intervention to the audience.

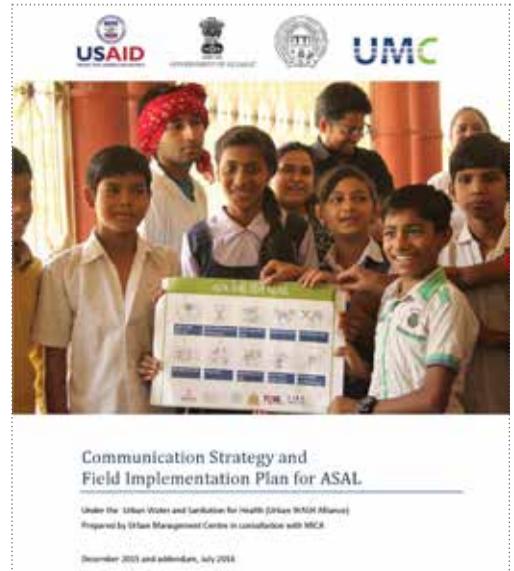
### Targeting different population

.....  
Different tools were developed for children of various age groups, teachers, school management committee, parents, sanitation staff and the local community.

### Phases of the field strategy

.....  
Based on the needs of the population targeted, the communication strategy was phased out into:

- Raising awareness and knowledge on sanitation and hygiene
- Advocacy with decision makers and key influencers for creating an enabling environment
- Promoting positive attitudes, social and behavioral change for sanitation



*Figure 15: Communication Strategy for Behavior Change*



.....  
**Clean hands! Safe hands!**  
.....

## SNAPSHOT OF IEC ENGAGEMENT IN SCHOOLS, ASAL

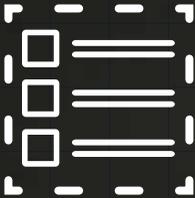
			
PROGRAM	TARGETED AUDIENCE	DESCRIPTION	REFERENCE
Personal hygiene campaign in schools	School children	Awareness campaign presenting good hygiene practices through educative workshops, games, posters showcased celebrating all events such as World Toilet Day or Handwashing Day	Refer Pg. 35
Menstrual Hygiene Management	School girls	Awareness related to menstruation and good hygiene practices through discussion and workshops animated films on the topic, cartoon books.	Refer Pg. 37
School Management Committees	School authorities, teachers, Sanitation Club	Workshops to raise awareness on WASH related issues, joint WASH audit of schools	Refer Pg. 39
Training of the Teachers	School teachers	Awareness training for teacher to disseminate good practices related to health and hygiene	Refer Pg. 40
Bal Swachhta Brigade	School children	Organisation of clubs responsible of assessment and monitoring of WASH infrastructure and identity kits for the club members	Refer Pg. 25
Training of sanitation staff	Sanitation staff	Workshops to raise awareness of the cleaning staff regarding safe cleaning and importance of their role & personal hygiene	Refer Pg. 41

Figure 16: Different IEC and engagement activities conducted in schools

## HANDWASHING GAME : GLITTER GERMS

**Duration of activity:** About 10 minutes.

**Materials/equipment:** Clay ball coated with glitter, soap, running water and a hand wash station/ wash basins



### What to do

- Organise the children, about 15 of them in a circle.
- Ask the children to pass the clay ball from one to another. This they can do in a random fashion. Kids are not supposed to let the ball drop. To add to the fun, everytime they pass the ball, they have to say the name of an animal (this can be replaced with name of a flower or a city or a vegetable etc.)
- You should dip the clay ball in glitter if you realise that there is no glitter on the ball. Ensure, every child gets to touch the ball.
- Tell the children that the glitter is germs that cause diseases like colds and diarrhea.
- Instruct the children to touch different parts of their body (e.g. their face and hair), other children (if you are playing in a group) and different objects in the room.
- Talk to the children about how the glitter sticks to everything they touch. Tell them that germs are the same, once they get on your hands they then spread to everything you touch.
- Now tell the children that to remove germs from their hands, they need to wash them.
- Go to the sink and help them wash their hands with only water. DO NOT USE SOAP YET.
- When they have finished, talk about how there is still a lot of glitter on their hands, and the reasons why (because water alone is not enough to get germs off the hands, we also need to use soap).
- Now help them wash their hands with soap and water using the proper hand washing technique. Talk about how soap helps water wash the germs away and that's why it's important to use soap every time you wash your hands.

**Educational outcomes: Awareness of health and wellbeing; importance of handwash and self care**

Since, germs cannot be seen or smelt, it is difficult for children to learn using their senses. This game allows children to visualise germs and will help them understand the connections between hand washing and keeping themselves healthy. Children learn how to care for themselves as they grow up. Washing hands is an important self-care task that most children can do for themselves by about age four. This game also provides plenty of opportunities for practicing hand washing.

**Behavior change communication strategy**

<https://goo.gl/ZydPyK>



## Personal Hygiene Campaigns

Direct awareness campaigns on hygiene were conducted in the municipal schools where ASAL works. The awareness training focused on aspects of hygiene: hand washing, menstrual hygiene management, faeco-oral route disease transmission and personal hygiene. These sessions were crucial to educate children of all grades. Each session was conducted by the ASAL team with small groups of children and of usually one class.

These campaigns usually involve the screening of film and sessions explaining good practices related to hygiene, followed by question/answers session. Games were an important part of the program and used to generate interest, make WASH training into a play-way method of teaching and learning. Personal hygiene trainings were conducted both in schools and slum-areas in order to create a synergy and increase the impact of the children and their families.



Figure 17: Demonstration of proper hand washing by the BSB

## Use of IEC Material

The IEC material used under the ASAL program, is designed to convey messages in an easy and entertaining manner. It targets children with illustrations and can be understood by all the members of the community. Messages are clear and reinforced through numerous modes such as card games, stickers, and posters. IEC material was specially designed as games (maze, card games, right/wrong) to entertain children while teaching them good hygiene practices.

Most of the material such as games, stickers, posters, are given to the children to keep. In this manner, the messages are always available and can be placed on their walls to remember. The material focuses on daily activities such as cooking, using the bathroom and teach simple but necessary habits: washing hands, keeping the food covered, bathing, changing and cleaning cloth used during menstruation etc.

Hand-washing is the best reflex to avoid contraction and spreading of disease, yet it is sometimes difficult to show to children the importance of this simple gesture. To achieve sufficient and systematic hand-washing in schools, ASAL developed hand-washing posters for each school enrolled in the program. The poster was used for IEC sessions and was stuck on hand-washing stations to remind the children how to properly wash their hands.

### Poster on hygiene practices to be followed at home

It is necessary for children to learn why hygiene practices are essential. This hygiene poster helped explaining this importance and the good hygiene practices for children and their families.

### Wrong/Right hygiene practice cards

These cards present a set of twin images with certain differences. It shows wrong hygiene practices in black and white and good practices in colour. For instance one black illustration shows a scene where a girl takes water directly from a pot, touching the water. The image in colour shows her using a ladle to pour the water, thus avoiding to contaminate the water.



## Menstrual Hygiene Management

In many communities in India, menstruation is considered a taboo. Young girls often reach puberty without having ever been explained about menstruation and hygiene requirement. Lack of proper menstrual hygiene management results in health hazards for women and girls, who tend to use improper menstrual absorbents such as rags, paper or even ash etc. Taboos and myths related to menstruation lead to social exclusion for girls and women, limiting their possibilities to attend school, work or be fully included in the society.

It is part of the schools' duty to eradicate such misbelief which limits girls' opportunity. It is a crucial health concern, as well as a matter of empowerment. Indeed, young girls having their periods are prone to remain absent from the school since many schools lack clean toilets where girls could change the absorbents, clean themselves and safely & discretely dispose off the used absorbents.

ASAL has been targeting menstrual hygiene as a core component of WASH. ASAL organized several workshops to break myths amongst girls, explain menstruation and offer a space for the girl students to openly ask questions. Illustrated booklets in the vernacular language were also distributed.



Figure 22: Screening of film on menstrual hygiene to school girls

## Workshops on menstrual hygiene management

Workshops were organized in all the 9 schools where ASAL is intervening. The workshop was conducted in grades 6th to 8th of Hindi, Gujarati and Urdu medium schools. The team sought permissions of Principals prior to organizing the workshops. Each workshop started with an ice-breaker session on breaking the barrier and making the students comfortable to talk about menstruation. After understanding their concerns and issues and questions, the moderator is able to pace the session. A film that explains menstruation in a simple manner is then shown. After this, there is an interactive session with the girls.

## Illustrated Menstrual hygiene booklets

Menstrual hygiene booklets in Gujarati language were distributed to the girl after the workshop. The booklet summarizes the important learnings and hygiene practices for menstruating girls to follow. In this manner, girls can always refer the booklet when they require information.

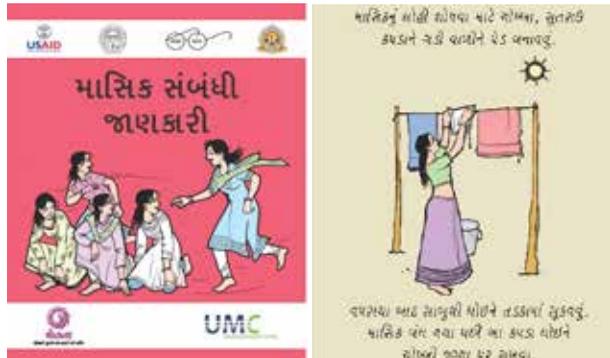


Figure 23: Booklet on menstrual hygiene for adolescent girls

A. Mythri Speaks' film on menstrual hygiene: [goo.gl/LCkQb8](http://goo.gl/LCkQb8) (Also available in Gujarati, Tamil, Marathi, Telugu and Malayalam)

B. Illustrated booklet on menstrual hygiene: <https://goo.gl/DOFJNZ>



## Street play on benefits of ODF communities

Jeevli Jivi Gai (Jeevli Inspires to live) is a Gujarati street play that revolves around the issue of access to safe sanitation and has been created and performed by the Theatre Media Centre (TMC), ASAL's partner. The play aims to communicate the importance to achieve and sustain open defecation free communities. The primary message of the play is to encourage everyone to use the toilet. Even though the Governments are providing access to toilets to all, many people still prefer defecating in the open. Many citizens are still unaware of the impacts that this has on personal and public health.

The message of, "Toilet Banavo ane Vapro" (Build and Use toilets) clearly comes across in the play.

The play is a musical, in the style of Gujarati folk theatre and is set in a typical slum area of a city. It begins with a song, where the people are talking about a tumbler (loto) generally used to carry water for ablution after defecating.

We are introduced to the character of an old man, who has an individual household toilet but he keeps it under lock and key. He doesn't use it or allow others to use it. He makes all kinds of absurd stories about the



Figure 24: "Jeevli Jivi Gayi" performed by TMC at Safai Vidhyalay, Ahmedabad for school children

toilet, claiming it is haunted or infested with snakes and other deadly creatures. We see such stories crop up in urban poor communities all the time, either due to misinformation or misunderstandings or superstition. The character of Jeevli enters here. She is a teenage girl who plays the protagonist in this narrative. She is the only one in her community who understands the importance of using a toilet (Jajaru). She attempts to use the toilet but the old man doesn't allow her to. She works hard to counter the misinformation being propagated about the toilets.

Slowly, the community starts to understand that toilets are the solution. The community finally accepts to use the toilets, and even the old man, as his daughter gets ill, accepts to hand over the key to the toilet. Everybody finally gets together and say in unison 'Jeevli Jivi Gai'!

The play has always been well received by the audience and because of the messages being communicated in a humorous manner, immediately connects with the audience.

Before the play starts, the audience are asked a few questions to understand their level of understanding on WASH issues. Once the play is over, they are then asked the same questions to check if they have grasped the messages of the play. This also helps assess the effectiveness of the play and how powerful is it as a tool to send the message of sustaining the use of toilets.

watch a small clip of the play:  
<https://youtu.be/LQ8sdOSezMO>



### Key messages

- A toilet is safe to be used by all.
- Benefits of hand wash and correct methods of hand wash.
- Faeco-oral route of disease transmission.
- For protection from diseases, all must use the toilets, even children.
- If a toilet is connected to a septic tank of standard dimensions, there is no fear of it getting filled up before 1-2 years.
- It is a public health concern even if a single person defecates in the open.

## Engaging with School Management Committees

One of the key stakeholders in ensuing WASH in schools are the members of the School Management Committees (SMCs). The SMC is a mandatory body prescribed by the Sarva Shiksha Abhiyaan and consists of elected representatives of the local authority, parents or guardians of the school children and teachers from the school. Thus the capacity building of SMC on WASH will go a long way in promoting WASH in schools on a continuous and sustainable basis.

Under ASAL, the teams conducted joint WASH audits of school campuses to assess the WASH infrastructure. There were a series of sensitization sessions conducted for the SMC members. This included their roles and responsibilities of the

SMC members, WASH aspects such as hand wash, personal hygiene, menstrual hygiene for girls, use and maintenance of toilets, clean drinking water, general cleanliness of school campus etc. The SMC is mandated to meet regularly in the school and these sensitization sessions typically lasting for about 1-1/2 hours were jointly organized.

The sessions also included an audio-visual presentation and demonstration by the Bal Swachhta Brigade members, followed by discussions and question answer session.

The SMC members are also shown a short movie on Menstrual Hygiene Management (MHM) in Hindi to make them aware of the training being imparted to their adolescent girls in the schools. Their tacit concurrence was also sought to show the documentary to girl students in school.



Figure 25: Orientation of SMC members

## Training the Teachers on WASH improvement in schools

Another crucial role in the health and hygiene of students is of the school teachers themselves. They are central to inculcating habits of personal hygiene and cleanliness amongst the students. These training sessions also helped sensitize the teachers about the issues faced by students due to lack of sanitation facilities, improper design of the facilities, fear of communication etc.

These training sessions included information on the role of the School Management Committee (SMC), tools and techniques helpful for communicating with students on WASH issues, menstrual hygiene for adolescent girls, operationalizing and using the Bal Swachhta Brigades as WASH ambassadors, and

also the preparation of school Sanitation Action Plan (SAP) for implementation of WASH.

The trainings were of one day duration and included a mix of lectures, videos, exercises and discussions. Post these trainings, teachers were expected to initiate the improvements in their schools and report to the school board. Visits to best performing schools can also be arranged to consolidate the learnings.



Figure 26: Teachers training workshops

## Training of sanitation staff in schools

The sanitation staff of schools plays the most crucial role towards maintenance of WASH infrastructure. By ensuring that the toilets are clean, they contribute significantly to the overall health of the students.

On the other hand, sanitation staff are one of the most disadvantaged groups. They are viewed as unclean, and stigmatized, while there is scant respect for the work they do and almost little or no protective equipment is provided to them.

They are also not aware of many of the government welfare schemes that they are eligible for; they also lack motivation and self-confidence often leading to make them believe they are inferior and are not a part of mainstream society.

Under ASAL, UMC organised a series of workshops for the cleaning staff and topics included motivational talks on the importance of their roles, their personal health and hygiene, the standard operating process for clean toilets and on communication skills with the children.



Figure 27: Training of sanitation staff from municipal schools

## Videos on sensitizing decision makers: Raju and Manju

Two short films were created under ASAL to sensitise the decision makers on the issues of WASH. The first one-titled Raju aims to sensitise designers and contractors and other decision makers on the need to make child friendly infrastructure. The film shows a class session where school boys are sharing their future dreams and what they would like to be when they grow up. One of them, Raju then says that he just wishes to be tall enough to use the urinals of the school bathrooms. The second film depicts Manju, a school girl who drinking water or other fluids in order to avoid having to use the unclean toilets of the school. Both these videos are used in trainings for government officials.

### A. Raju:

<https://www.youtube.com/watch?v=gu1lv38YFU0>



### B. Manju:

<https://www.youtube.com/watch?v=P59kKjuPqEk>



Figure 28: Screen capture of "Raju"

## BEHAVIOR CHANGE



### TARGET GROUP

School children  
Members of the School  
Management Committees  
Sanitation staff  
Teachers, Decision makers



### IMPLEMENTATION

School authority  
NGOs



### DURATION

1 hr-1 to 2 days of training

### FREQUENCY

Atleast once every six months



### REQUIRED MATERIAL

IEC material



### MAIN STEPS

1. Select moderators for conducting the IEC meetings
2. Customize material as per your needs and language
3. Conduct the workshops/ sessions
4. Pre and post evaluation survey and feedback of audience



### OUTCOMES

1. All stakeholders are sensitized about WASH issues
2. Improved design and O&M of WASH infrastructure in schools



Children happily show their clean hands



Urban Management Centre  
A-202 GCP, Opp Memnagar Fire Station  
Near Vijay Cross Roads, Navrangpura,  
Ahmedabad, Gujarat, India  
Phone: 91 79 26400307/06  
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