

**Educational
Support to
Children of
Underserved
Populations
(ESCUP)**



USAID
FROM THE AMERICAN PEOPLE



Improving Sanitation and Use of Toilets



ESCUP partners include:

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

Improving sanitation and use of toilets

I. Introduction

- Sanitary toilets are very important especially for female students in the upper grades. This module seeks to give support to school management and teachers who want to organize clean sanitary toilets for all students and school staff. In order to introduce this, the school needs a toilet and a water source in the school ground. In cases where there is no toilet or water source, the school management can take action to organize a toilet and water source, either with the support of the community or with the support from development organizations like UNICEF.

II. Objective

- Participants organize clean sanitary toilets in a way that allows school staff and all students (especially girls) to use the toilets regularly and comfortably.

III. Duration

- The meeting with all teachers in school will take half a day.

IV. Materials

- A4 paper
- Pens
- Blackboard

IV. Procedure

1. The school director calls a meeting with all teachers from the school and explains that the school wants improve the sanitation and use of the toilet in school. The school director asks the following question and the teachers discuss in small groups:

What is the importance of having a sanitary toilet in our school?

Possible answers:

- Sanitary toilets improve the hygiene of students.
- Higher attendance of girl students from the upper grades as they don't feel shy to use the toilet.
- The school environment is clear of human stools.
- Etc.

If teachers do not mention some of the ideas above, the school director should elicit these ideas by asking suitable questions.

2. The school director comments that there is a problem with some students who do not use the sanitary toilets. The school director sets the following question for teachers to discuss in small groups:

Why do some students not use the toilets?

Possible answers:

- Toilet is not clean
- Children don't know how to use the toilets
- Toilet too far away
- No water source
- No lock on the door
- No access to key
- Toilet is broken

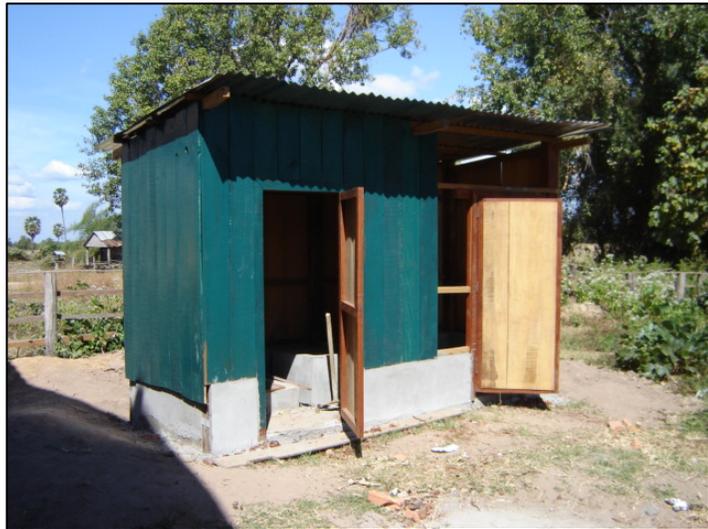
If teachers do not mention some of the ideas above, the school director should elicit these ideas by asking suitable questions.

3. The school director explains that the school should develop some guidelines in order to keep the toilets clean. The school director asks the following question:

What materials and good practices can assist in keeping toilets clean in our school?

Possible answers:

- Provision of materials for cleaning the toilet such as toilet brush and cleaning soap
- Water for flushing the toilet and washing hands after using the toilet
- Soap for washing hands and towels
- Educate children on how to use the sanitary toilets
- Organize students to fill the water tank every day
- Organize students to clean the sanitary toilets every day
- Monitor whether the toilet is clean and has soap and a clean towel



The school director writes the answers on the black board. If teachers do not mention some of the ideas above, the school director should elicit these ideas by asking suitable questions.

4. The school director explains that the school will provide materials to clean the sanitary toilet such as:
 - Toilet brush: In each toilet, a brush will be provided. Old brushes will be replaced when necessary.
 - Cleaning fluid: In each toilet, cleaning fluid will be provided on a regular basis.
 - Water to flush the toilets and for washing hands: Water should be available for flushing. After students use the toilet, they should wash their hands.
 - Soap: Soap will be provided regularly to each toilet and the (vice)-director should make sure that soap is available in each toilet cubicle at all times. Teachers should teach their children how to wash their hands using soap and explain why using soap is important.
 - Towel: A towel will be provided to the all toilets. Students use the towel after they wash their hands. The towel should be washed every day with detergent so that the towel does not become a source of diseases. The school (vice)-director is responsible for ensuring the towel is washed, but s/he can ask one of their students to take the towel home and wash it.
5. The school director explains that teachers should educate children on how to use the sanitary toilets. Information on using sanitary toilets is available in the formal curriculum. The school director explains that every month each teacher has to teach one lesson or do some activities to reinforce these lessons. Thursday technical meetings should be used to identify different health lessons in the formal curriculum. These meetings should also be used to write lesson plans on health and sanitation. The following activities can be added to the formal lesson in order to make it more child-friendly:
 - Research activities: Students conduct research at school on a sanitary toilet activity (For example: How many students wash their hands with soap after using the toilet? Is there always enough water in the toilets? Etc.) and document the results.
 - Drawing pictures: Junior grade students can make different pictures related to maintaining clean toilets. Grade 5 and 6 students can make posters with health and sanitation messages related to the use of toilets. These posters may be displayed in school and/or in the community (using the community notice board).
 - Miming: Miming is an activity where one person tries to express something to a group of persons without talking, by using body movements and facial expressions. People then have to interpret what the miming artist is trying to express. Students could mime actions related to sanitary toilets (entering the toilet and closing the door when inside, flushing the toilet, using the brush and water to clean the toilet, washing hands with soap, using the towel to dry hands,

etc.).The students in the classroom have to guess what the miming student is trying to express by observing the mime carefully.

- Role play: The teacher can organize a role play that focuses on sanitary toilet messages for students.

- Applying Mathematical skills: Calculating the amount of water used to clean the toilets and the man-hours spent in keeping the toilets clean within one week.

6. The school director explains about the duties and responsibilities:

- Every day, the grade 6 teacher should assign two to four children to fill the water tank in the toilet. The teacher will make a schedule so that every day or week different students will fill the water tank in the toilet. The schedule will be displayed in the grade 6 classroom.
- The grade 6 students who fill the container of water will also clean the toilet.
- The school (vice)-director will monitor the condition of the toilets every day and follow up with the grade 6 teacher in case toilets do not contain (enough) water or if the toilets are not clean. The (vice)-director will also follow up if the brushes, cleaning soap or soap for washing hands has to be replaced.

7. The school director closes the meeting and reminds teachers that the clean toilets is one of the indicators in the CFS evaluation instrument. The director appeals to the teachers to do their best to ensure the school scores maximum points in the future evaluations.

Note: In case a Students Association (SA) is active in school, the SA can help teachers to follow up on issues related to clean sanitary toilets.