



دبي العطاء
Dubai Cares

Hygiene Education in schools:

Use and maintenance of latrines

Based on the Facilitator's guide for the promotion of hygiene and sanitation in rural and semi-urban areas (Guide de l'animateur pour la promotion de l'hygiène et de l'assainissement en milieu rural et semi-urbain), DNH and DNS 2008. Document approved on 22 April 2011 in Koulikoro by DNH, DNEB/DEN, DNP, DNACPN, DNS and Koulikoro AE.

1. GOOD PRACTICES TO BE PROMOTED

- Construction of environmentally appropriate (types and cost) household latrines that meet the required standards.
- Construction of latrines adapted to the school environment (geographically separate latrines for girls and boys and latrines for disabled children).
- Actual use of the household latrines by all family members.
- Use of potties and the disposal of young children's feces into the latrines.
- Actual use of the latrines by all schoolchildren.
- Proper use of the latrines: properly position feet on the foot-rests, ensure urine and feces falls into the pit, cover the squat-hole, provide demonstrations to the children, and ensure appropriate anal cleansing (water).
- Handwashing facilities and soap placed in front of the latrines.
- Systematic handwashing with soap upon leaving the latrines and after helping the children with anal cleansing.
- Maintenance: clean every day (requires a modern water point in the school), check the fly trap (VIP: self-ventilated latrine), disinfect the slab as required and empty the pit.

Most of these messages are illustrated in picture form in the 3 SARAR/PHAST tools that are to be used during this training session on latrine use and maintenance (see below):

Tool 1: The disadvantages of open defecation and the advantages of latrines

Tool 2: The sanitation ladder for the evacuation of excreta

Tool 3: Latrine use and maintenance

2. INTRODUCTION: QUESTIONS & ANSWERS GAME

- To begin with, the facilitator asks the group a question.
- The participants answer and the facilitator notes the responses.
- Lastly, the facilitator reviews the activity by eliciting the required responses.

What causes disease?

Possible answers

- Not washing hands with soap upon leaving the latrines.
- Feces deposited out in the open and spread by flies and other insects.

Where can you find germs?

Possible answers

- In dirt.
- In feces.

How do germs travel from feces deposited out in the open to make us ill?

Possible answers

- In water.
- On hands.
- On flies.
- In the soil.
- In food.
- In dust.

How can we prevent feces-related diseases?

Possible answers

- Wash hands with water and soap before eating and after all contact with feces (the most important action).
- Construct and use household and school latrines.
- Consume potable water.
- Protect food.
- Disinfect fruit and vegetables that are to be eaten raw.

What are advantages of having latrines on the plot?

Possible answers

- Less far to walk.
- Less likely to be bitten by a snake or scorpion.
- Protects family privacy.
- User comfort (particularly children, the elderly or disabled).
- Reduced risk of spreading disease.

The facility can refer to the PHAST/SARAR tool: 'Routes of contamination and barriers' for assistance with this exercise.

3. TOOL 1: DISADVANTAGES OF OPEN DEFECATION

General session information	
Session objectives	<p><u>Immediate</u></p> <p>At the end of this session, the group will be able to:</p> <ul style="list-style-type: none"> • Recognize the disadvantages of open defecation; • Describe the link between open defecation and disease; • Recognize the advantages of having and using adequate latrines in school and at home. <p><u>Long-term</u></p> <p>The participants have up-to-standard latrines in school and appropriate latrines at home.</p> <p>The participants change their behavior by systematically using the latrines at school and at home.</p>
Main messages	<ul style="list-style-type: none"> • Latrines mean improved comfort for the whole family. • Latrines mean improved health for the whole family. • Latrines mean more privacy for the whole family.
Target group	Children, teachers, school administration, school management committee, hygiene club / children's parliament, mothers' / parents' association, and NGOs
Location of the session/ venue	The school, the community
Users	Teachers, children, facilitators from NGOs and associations
Session length	45 minutes
Materials required (pictures)	<p>Disadvantages of open defecation (2 pictures)</p> <p>Advantages of latrines (2 pictures)</p>

Session plan

a- Session introduction

- Briefly review previous activities undertaken (session on feces-related diseases) and elicit the fact that germs are present in feces, with latrines being the main barrier used for blocking the contamination routes.
- Present the topic of the discussion, namely the advantages of latrines over open defecation.
- Ask the following lead-in questions and allow sufficient time for participants to answer:
 - Where do people defecate?
 - Do you think there are any disadvantages to open defecation? If yes, what are they?
 - What could you do to overcome these disadvantages?

b- Identifying pictures

- Clearly introduce this activity.

Example:

“We are now going to look at some pictures we’ve brought. I’d like you to tell us what you can see on each picture. You are all invited to say what you think”.

- Hold the set of pictures. Show the pictures, one after the other, to the group and ask: “What do you see on this picture?”
- Allow time for group discussion.
- Ask further probing questions to ensure understanding of each picture.
- Do not move onto the next picture until the current illustration has been precisely identified by each participant.
- Put the picture to one side once group agreement is reached.
- Repeat the above steps for all the pictures.
- At the end, thank the group for their participation.

Recommendations:

- Place the participants in a ‘u’ or ‘v’ formation to make it easier to show them the pictures.
- Hold the picture at the top, show it to each participant and place it in the center of the group where everyone can see it.
- If there is debate over a particular picture, ask questions to enable the group to identify the main points being illustrated.
- Summarize what is being illustrated by the picture if the discussion continues.
- Avoid judgements (as to good or poor behavior) at this stage.

c- Sorting and classifying the pictures

- Clearly introduce this exercise.

Example:

“Now that everyone has identified what is on each picture, we will keep 2 and decide whether the situation on each picture is good or bad.

- Pass the 2 pictures to one of the participants and ask them to show each picture, one after the other, to the group.
- For each of the 2 pictures ask if the situation depicted is good or bad.
- Allow time for group discussion.
- If necessary, ask probing questions to guide the group towards listing the good and bad elements on each picture.
- At the end of the activity, thank the group for their participation and their explanations.

d- Formulating messages

Disadvantages of not having latrines

- First, hold up the series of pictures showing the disadvantages and ask the following question: “Do the disadvantages shown on these pictures cause real problems for you?”
- Show each picture again, one after the other, and allow time for group discussion. They should formulate the important messages themselves based on the problems they encounter.

Advantages of having latrines

- Show the series of pictures depicting the advantages and ask the following question: “Are the advantages shown on these pictures real advantages for you?”
- Show each picture again, one after the other, and allow time for group discussion. They should formulate the important messages themselves based on what they perceive as being the advantages.
- Ask: “Are there any other advantages?”
- Review the advantages of latrines by highlighting the key messages to elicit interest from the group:
 - Less far to walk.
 - Less likely to be bitten by a snake or scorpion.
 - Protects privacy.
 - User comfort (particularly children, the elderly or disabled).
 - Preserves the environment.
 - Reduces the risk of spreading disease, etc.

e- Review

Everybody recognizes that there are disadvantages to open defecation and that it is better to have latrines at home. But why do you not have latrines in your yard at home?

Possible answers:

- Lack of resources.
- Ground is too hard for digging.
- Lack of knowledge of construction techniques.

f- Ending the session

Thank the participants and inform them of the follow up visit¹ in a few months time to check that the messages have been retained.

¹ The session can be simplified for the second visit by focusing only on the good practices.

Pictures: Disadvantages of open defecation



Man defecating surprised by a snake



Woman defecating surprised by a passerby

Pictures: Advantages of latrines



An elderly or disabled person benefiting from having latrines nearby



Man going to defecate in covered latrines (when it's raining)

4. TOOL 2: THE SANITATION LADDER FOR THE EVACUATION OF EXCRETA

General session information	
Session objectives	<p><u>Immediate</u></p> <p>At the end of this session, the group will be able to:</p> <ul style="list-style-type: none"> • Describe the method used for the evacuation of excreta in their community (and school, if applicable); • Identify one or more possible improvement; • Establish that improvements can be made gradually; • Transmit these messages to their family. <p><u>Long-term</u></p> <ul style="list-style-type: none"> • Participants encourage the community to construct latrines in schools which are up to standard. • Participants encourage their family to construct adapted latrines in their plot, in line with their means. • Participants encourage their families and the community to hygienically empty the pits when full.
Main messages	<ul style="list-style-type: none"> • All households should construct or improve their latrines in line with the standards and their means. • The school and households must ensure that their pits are emptied hygienically when full.
Target group	Children, teachers, school administration, school management committee, hygiene club / children's parliament, mothers' / parents' association, and NGOs
Location of the session/ venue	The school, the community
Users	Teachers, facilitators from NGOs and associations
Session length	45 minutes
Materials required (pictures)	Sanitation ladder (9 pictures)

Session plan

a- Introduction

- Briefly review previous activities undertaken (the disadvantages of open defecation) and elicit the fact that germs are present in feces, with latrines being the main barrier used for blocking the contamination routes.
- Present the topic of the discussion: ways of improving latrines.

b- Identifying pictures

- Clearly introduce this activity.

Example:

"We are now going to look at some pictures we've brought. I'd like you to tell us what you can see on each picture. You are all invited to say what you think".

- Hold the set of pictures. Show the pictures, one after the other, to the group and ask: "What do you see on this picture?"
- Allow time for group discussion.
- Ask further probing questions to ensure understanding of each picture.
- Do not move onto the next picture until the current illustration has been precisely identified by each participant.
- Once group agreement is reached, put the picture to one side.
- Repeat the above steps for all the pictures.
- At the end, thank the group for their participation.

c- Sorting and ranking the pictures

Example:

"Now that everyone has identified what is on each picture, we are going to place them on a ladder, with the worst at the bottom and with the best at the top of the ladder."

- Clearly introduce this exercise.
- Pass the set of pictures to one of the participants and ask them to rank them and explain their choices.
- Check whether the group agrees with this ranking.
- Review the different options (giving explanations where necessary):
 - Improved traditional latrines with SanPlat slab.
 - Improved traditional latrines with SanPlat slab and a roof.

- Improved traditional latrines with SanPlat slab and a roof and a ventilation pipe.
- Single pit / alternating twin-pit VIP latrines.
- Sealed pit latrines.
- Emptying pits when full.

d- Improvement options

- Ask the group to state whereabouts on the ladder the school / community is currently and to decide where they would like it to be in one year's time (ensure all pictures are still on display).
- Facilitate a discussion on the following points:
 - Those options the group considers to be the best.
 - The advantages of each option, in particular:
 - ✓ The SanPlat slab: modern, low cost;
 - ✓ The ventilation pipe: prevents bad smells and restricts flies;
 - ✓ Alternating twin-pits: latrines can be used continuously without having to build another latrine next to it when the pit is full;
 - ✓ The hygienic emptying of the pits when full.
 - The difficulties or obstacles that may hamper progress.
 - Information required by the group to enable them to properly compare the various options (as far as possible, provide this information straightaway).

e- Commitment

- Ask the participants to commit to improving the evacuation of excreta at school and in the plots.
- Allow time for group discussion.
- Obtain their commitment.
- Congratulate and thank the participants.

f- Conclusion

- Review the main messages to be retained (in a participative manner).
- Thank the participants and inform them of the follow up visit² in a few months time to check that the commitment is being kept.

² The session can be simplified for the second visit by focusing only on the good practices.

Pictures: Sanitation ladder



Burying feces



Open defecation



Traditional latrines



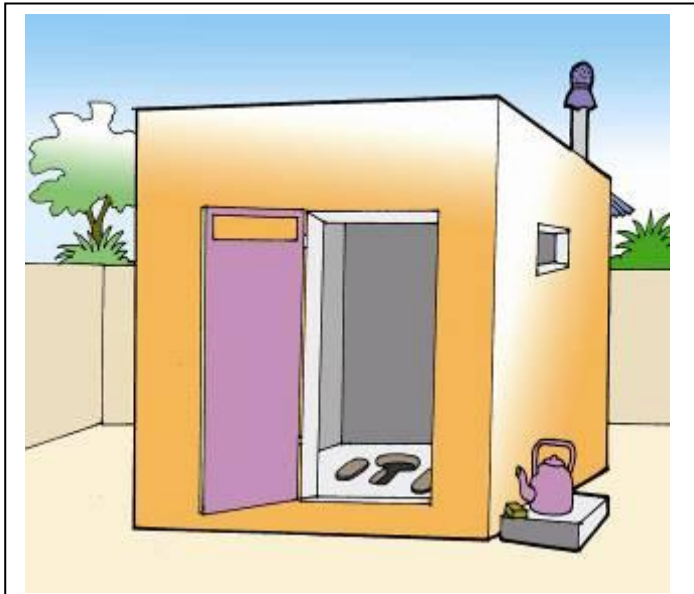
**Improved traditional latrines
with SanPlat slab**



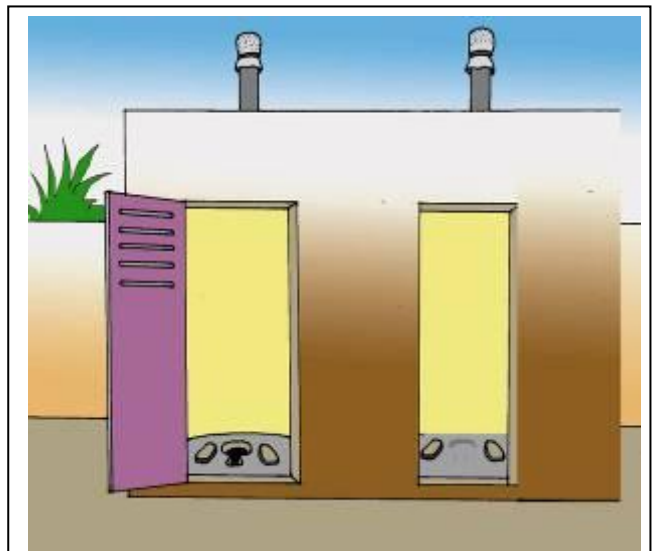
**Improved traditional latrines
with SanPlat slab and a roof**



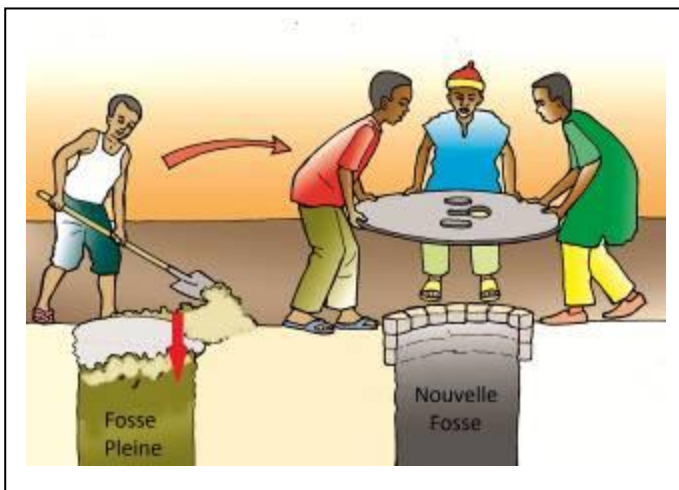
VIP latrines



VIP latrines



Alternating twin-pit VIP latrines



5. TOOL 3: LATRINE USE & MAINTENANCE

General session information	
Session objectives	<p><u>Immediate</u> The group will be able to identify the hygiene behaviors it wishes to change, improve or adopt.</p> <p><u>Long-term</u> All participants use and maintain the latrines in such a way as to ensure they are always kept clean.</p>
Main messages	<ul style="list-style-type: none"> • We will all use the latrines and use them properly. • We will teach our children to use the latrines. • We will cover the squat-hole after use. • Children's feces are just as dangerous as that of adults. We will systematically throw them down the toilet. • We will ensure young children use a potty for defecation. • Poorly maintained latrines cause disease. • We will leave the latrines clean after each use. • We will systematically wash our hands with water and soap when leaving the toilets and after helping the children with anal cleansing.
Target group	Children, teachers, school administration, school management committee, hygiene club / children's parliament, mothers' / parents' association, and NGOs
Location of the session/ venue	The school, the community
Users	Teachers, facilitators from NGOs and associations
Session length	45 min
Materials required (pictures)	Good and poor practices (13 images)

Session plan

a- Introduction

- Briefly review previous activities undertaken (the disadvantages of open defecation, the sanitation ladder) and elicit the fact that germs are present in feces, with latrines being the main barrier used for blocking the contamination routes.
- Present the topic of the discussion, namely latrine use and maintenance (at school and/or at home).
- Ask why the family built latrines and if the participants are satisfied with the latrines in their school or in their plot (allow individuals time to speak).

b- Identifying pictures

Clearly introduce this activity.

Example:

"We are now going to look at some pictures we've brought. I'd like you to tell us what you can see on each picture. You are all invited to say what you think".

- Hold the set of pictures. Show the pictures, one after the other, to the group and ask: "What do you see on this picture?"
- Allow time for group discussion.
- Ask further probing questions to ensure understanding of each picture.
- Do not move onto the next picture until the current illustration has been precisely identified by each participant.
- Once group agreement is reached, put the picture to one side.
- Repeat the above steps for all the pictures.
- At the end, congratulate the participants for identifying the pictures correctly.

Recommendations for this activity:

- Hold the picture at the top, show it to each participant and place it in the center of the group where everyone can see it.
- If there is debate over a particular picture, ask questions to enable the group to identify the main points being illustrated.
- Summarize what is being illustrated by the picture if the discussion continues.
- Avoid judgements (as to good or poor behavior) at this stage.

c- Sorting and classifying the pictures

- Clearly introduce this exercise.

Example:

"Now that everyone has identified what is on each picture, we will divide them into 2 piles: on the one pile put all the pictures that show good practices and place those pictures of poor practices on the other pile".

- Pass the set of pictures to one of the participants and ask them to show the pictures, one after the other, to the rest of the group.
- For each picture, ask if the practice displayed is good or poor.
- Allow time for group discussion.
- If necessary, ask probing questions to help the group reach agreement when classifying the pictures.
- Once group agreement is reached, place the picture on the designated pile.
- Repeat the above steps for all the pictures. At the end, thank the group for their participation.

Note:

During this classification activity, consensus needs to be reached for each picture. This does not necessarily mean that each picture will have been classified correctly at the end of this exercise.

d- Formulating messages

Poor practices

- Pick up the pile of poor practices and review each one by asking: “Why are these practices poor?”
- If a picture was incorrectly classified during the previous activity, guide the group to correct this by asking questions.
- Expand on the risks associated with poor practices if these are not specifically mentioned by the group.
- Avoid citing symptoms associated with illnesses.
- At the end, put the pictures to one side.

Good practices

- Pick up the pile of good practices and review each one by asking: “Why are these practices good?”
- Expand on this by asking additional questions until the participants formulate messages.
- One-by-one, place the pictures on a mat so that, at the end, all the good practices are displayed in a logical order.
- Whilst the pictures are still displayed, ask a participant to sum up by remembering and repeating each message.
- Review the summary, particularly emphasizing the social marketing messages, such as:
 - All children within the school must use the latrines to truly limit the spread of disease.
 - All the inhabitants within the village must use the latrines to truly limit the spread of disease.
 - The feces of babies and children can also be dangerous. We will ensure the younger children use a potty and we will dispose of the feces down the toilet.
 - We will cover the squat-hole after use to reduce smells and prevent the proliferation of insects (flies, cockroaches, etc.).
 - We will wash our hands with water and soap upon leaving the toilets and after helping the children with anal cleansing.
 - We will properly maintain our latrines as this improves the image of our school and our family.
 - We will always leave the latrines clean after each use out of respect for the next user.
 - When the pit is full, we will remove the slab, cover the pit with soil and dig a new pit.

e- Commitment

- With the pictures of good practices still displayed, review each one by asking:
 - What do you already do?

- What do you not do which is easy to do?
- What do you not do which is difficult to do?
- Allow the participants to discuss the constraints associated with those practices that appear hard to adopt (the most important point of the session, to be covered in-depth).
- Ask the participants to commit to adopting each of the good practices.

f- Review

Option one: shuffle the pictures and briefly show each one to the group. The participants must say if the picture is depicting a good or poor practice.

Option two: show a different series of pictures on the same topic (with different illustrations but similar situations) and ask the group to separate them into two piles.

The facilitator may also use other games or exercises in order to ensure that the messages have been properly assimilated.

g- Conclusion

- Encourage the participants to adopt the best practices.
- Thank the participants and inform them of the follow up visit³ in a few months time to check that their commitment is being kept.

Pictures: Poor practices



³ The session can be simplified for the second visit by focusing only on the good practices.

Pictures: Good practices



Man leaving the latrines



Woman entering the latrines



Child defecating in the latrines



Child defecating into a potty



Woman throwing the child's feces down the toilet



Woman washing her hands after having visited the latrines



Covered squat-hole



Woman cleaning the slab of the latrine



Checking the ventilation pipe